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OSEP FY 2013 Grant Performance Report

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Budget Period # 4

Report Type: Annual Performance

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**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): _____ **H323A100009**_____

(See Instructions)

**Project REAL: Responsive Education for All Learners
Montana's State Personnel Development Grant – Year 4
March 1, 2013-February 28, 2014**

Montana's State Personnel Development Grant, Project REAL, is designed to increase the capacity of instructional personnel to meet the needs of students who struggle academically and socially. The project consists of six initiatives serving a diverse array of populations and as reported below.

This summary is organized by initiative and will provide the highlight achievements and contributions each project has made over the reporting period of March 1, 2013 through February 28, 2014. It should be noted that in spite of decreased funding and increased demands on our systems, all five initiatives have demonstrated growth over Year 4.

(1) Multi-Tiered Systems of Support (MTSS)

The Project REAL goal for recruitment of new schools for FY14 was 5 new buildings. The initial search and selection process resulted in 12 additional schools being brought into the project, Cohort 2. This number included 2 High Schools, which was unique to this year and the MTSS Framework in Montana. Cohort 2 will add the dimension of a developmental sequence in the roll-out of MTSS systems when we compare their data to Cohort 1. We have learned that good examples are the best teacher and motivator; the work Cohort 1 did over the previous 3 years by developing the braided framework, the procedures, forms, and training, has provided a “step-up” to Cohort 2, who is already showing great progress towards fidelity of implementation. We expect Year 5 data for both Cohorts to demonstrate this. The increased number of schools met a demand for MTSS implementation, and also put increased responsibilities on the MTSS Advisory team, MTSS Trainers, and MTSS Consultants. These select individuals stepped up their efficiency and differentiation skills to accommodate the additional buildings. The ability to manage three tiers of interventions in SWIS Suites was enhanced this year. The new buildings were trained in School-wide SWIS (Tier 1), and in addition, some of them moved to CICO/SWIS (Tier 2) and ISIS/SWIS (Tier 3) accounts. Schools report that their data as organized by SWIS enhances their ability to target areas of concern right away. The addition of standardized, computerized measurement systems through PBIS Evaluations also enhanced our MTSS Schools ability to target areas of concern and make plans for improved fidelity of implementation. Teams from Cohort 2 attended the 5-day MBI Summer Institute where they attended a wide array of trainings targeted each school's needs. Training through the year was diversified and customized to fill the gaps in academic and behavioral expertise with a continuum of interventions. Two of the training days, the focus groups, and the webinars combine the 17 buildings – 5 from Cohort 1 and 12 from Cohort 2. The teams learned from each other as they networked and corresponded on MTSS topics. Cohort 1 increased fidelity of implementation in Year while we established a baseline for Cohort 2. In Year 4 we developed and implemented a Parent Engagement Survey that directly corresponds with the Family Engagement Survey that was used by Cohort 1 in Year 3. Results of both surveys by cohort are reported this Year and we are delighted to report an increase in the extent to which family engagement strategies have been developed by Cohort 1 schools. We developed online versions of surveys piloted in Year 3. These online surveys (e.g. Administrators level of confidence implementing MTSS) are more convenient to our schools and give us invaluable data to make decisions about our systems. An outstanding qualitative marker for progress is that our MTSS Consultants have braided their RTI and MBI skills so that these very strong consultants to MTSS Facilitators and school teams offer a highly valued depth of knowledge and skill. They truly understand that separate academic and behavior silos are not the most efficient road to school improvement, and that 2/3 of the trained content from the MBI and RTI silos can be combined.

(2) Response-to-Intervention, Elementary (RTI-E)

This year, one of the major achievements of the Elementary RTI Initiative had 21 schools, across 4 out of 5 regions who achieved the sustaining level of implementation which includes evidence of fidelity to all of the identified components of RTI, which will be reflected in Year 5 data. The majority of schools in the project have moved into Implementing B and Sustaining levels of implementation. We have developed a blended training model utilizing web-based, regional and site-based trainings that reduces the challenges to rural schools isolated by Montana's unique demographics and geography. In addition we developed online resources to assist schools that are not part of our financially limited training group to implement RTI in their schools in order to increase state-wide implementation of RTI, which speaks to the sustainability of the systems we've created over the years. Moreover, we maintained consistency in our regional consultants and facilitators across the year, which contributes to sustainability. We successfully brought together our RTI and MBI Stakeholders in an active and diverse MTSS Community of Practice to help us transition our academic RTI model to a blended academic and behavioral MTSS model. In respect to training

improvements, we have shifted our training emphasis for implementing level schools to individualized and differentiated trainings to meet the schools' specific, identified needs. We also increased the opportunities for professional development for our consultants and facilitators by cross-training with other state initiatives, covering costs for attendance at regional and state trainings, providing online opportunities and book study groups. Finally, we created a "Sustaining Schools Panel" that allows exemplar schools to share their best practices with other schools.

(3) Response-to-Intervention, Secondary, (RTI-S)

In Year 4, two secondary schools reached the sustaining level of implementation fidelity. Those schools will be exemplar schools for other secondary RTI schools. In respect to training, we developed a blended training model utilizing web-based, regional and site-based trainings that reduce the challenges to rural schools isolated by Montana's unique demographics and geography. Moreover, we developed online resources to assist schools that are not part of our financially limited training group to implement RTI in their schools in order to increase state-wide implementation of RTI. We have developed a blended training model utilizing web-based, regional and site-based trainings that reduces the challenges to rural schools isolated by Montana's unique demographics and geography. Achievements parallel those reported above in RTI-Elementary. These achievements include methods and systems supporting sustainability, consistency of trainers, establishment of communities of practice and increased professional development for trainers.

(4) Montana Behavioral Initiative (MBI)

In Year 4, MBI provided an increased number of trainings and onsite visits across the state that addressed all four levels of professional development. In addition the MBI Summer Institute held in June, 2013, attended by almost 1,000 educators and parents, offered many sessions that addressed each tier of behavioral prevention/intervention as well as sessions about braiding MBI and RTI. Four new MBI Consultants were recruited and trained to help support the additional schools applying for MBI training. Year 4 saw continued increase in the number of high school teams; our first high school reached an 80/80 score on their SET evaluation and received a bronze medal in our MBI Recognition System. The MBI Recognition System awards medals each year for schools who are fully implementing positive behavioral supports with fidelity. This year, Montana schools were awarded 10 Gold, 13 Silver, and 28 Bronze medals. A state database of school system evaluations is being established so that in year 4 the performance report will include implementation level data across the state.

(5) Multi-Tiered Systems of Support Preschool (MTSS-PreK)

One of the greatest areas of change across the project was the level with which sites were using and managing data. The previous year, we had developed an assessment matrix to look across data types and topics, seeking to ensure coverage and reliability. This year, we implemented a project wide calendar with consistent reporting dates for the various assessments, including more frequent reporting and consistent progress monitoring. The assessments were cross walked to ensure they were capturing both academic and social emotional areas at the program/process level, classroom practice level and student outcome level. The Montana Literacy Plan Self-Assessment was utilized in concert with the Benchmarks of Quality informally to help sites determine strengths, gaps and action plan. Sites deepened their practices with using data to inform their decisions. For example, one program embraced the behavior incident reporting process and began using an electronic format for tracking this data (The Big Five generator). They discovered a transition time in their day that was not supporting children as well as it could and changed the routine, immediately noticing a drop in behavior. Sites reported during meetings that they were either refining and enhancing their teaming processes this year, or embracing new processes around teaming. One site realized that they were holding meetings separately for behavior and academics and so added in a joint meeting to problem solve for children across all areas. Another team began utilizing the Team Initiated Problem Solving protocol to increase the productivity of their meetings. All sites attended professional development through the MBI trainings and through an EC REAL webinar with this as a focus and then implemented changes based on new understandings from the PD they participated in. All sites continued to train staff and progress with regard to quality of practices which resulted in an increase in the quality of instructional practices of the two case teachers, primarily in their use of open-ended questions and engagement strategies. Subsequently, children's language usage in both quantity (increase of # of words spoken per session) and quality (increase in child-initiated comments and questions and incidences of story related vocabulary) improved. The progress confirms the need for supporting teachers to implement the practices and processes being adopted by programs. Finally, we developed an Early Childhood (EC) MTSS toolkit (a draft) that outlines steps across all components of implementation for other programs/sites.

(6) The Low Incidence Disability Initiative (LID)

The objectives for the LID were realigned in Year 4 to correspond with Montana's newly established status as a Tier II member of the National Center and State Collaborative (NCSC). This is one of the two national consortia working on a new alternate assignment aligned with the Common Core State Standards. The Performance Measures established for this revised objective reflect work completed to advance the understanding and use of this new assessment among Montana educators, families, and students. The performance measures have been fine-tuned since last year to better capture the work that has done in this area and the fact that framework of the state's professional development initiative is now more clearly defined.

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . Project Objective [] Check if this is a status update for the previous budget period.

OSEP Program Measure 1 – Evidence-based practices in professional development – Projects use evidence-based professional development practices to support the attainment of identified competencies

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a. The percentage of professional development benchmarks of the RTI-Elementary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. – By the end of Year 5, the target is 90% RTI-Elementary Initiative – PD Rubric attached	PROGRAM		61 / 68	90		58 / 68	85
1.b. The percentage of professional development benchmarks of the RTI-Secondary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. – By the end of Year 5, the target is 90% RTI-Secondary Initiative – PD Rubric attached	PROGRAM		61 / 68	90		58 / 68	85
1.1.c. The percentage of professional development benchmarks the MTSS SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% MTSS Initiative – PD Rubric attached	PROGRAM		61 / 68	90		51 / 68	75

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see attachments to this report for the Year 3 PD Rubric for RTI-Elementary, RTI –Secondary, and MTSS initiatives in ATTACHMENT C Explanation is in Project Narrative Section, heading GPRA Program Measure 1.1a, b, c

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**2. Project Objective**

[] Check if this is a status update for the previous budget period.

OSEP Measure 2 – Implementation Improvement: Participants in SPDG professional development demonstrate improvement in implementation of SPDG- supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.a. The RTI – Elementary School Initiative will increase fidelity of RTI implementation at the elementary level by 15 % per year after a baseline is established. The 5th year goal is 90%.	PROGRAM		89 / 99	90		66 / 99	67
2.b. The RTI – Secondary School Initiative will increase fidelity of RTI implementation at the secondary level by 10 % per year after a baseline is established. Years 3, 4, and 5 of will report a 10% increase for each year. The 5th year goal is 80%.	PROGRAM		27 / 34	79		13 / 34	38
2.c. The RTI – Pre-School Initiative preschool pilot sites will increase fidelity of implementation by one level per year after a baseline is established. Year 3 will report the aggregated baseline of pilot sites, years 4 and 5 will report a 15% increase in fidelity each year, as measured by the BOQ. The 5th year goal is 95%	PROGRAM		89 / 94	95		72 / 94	77
2.d. The MTSS Initiative will increase the level of implementation of systems at MTSS pilot schools (Cohort 1 n=6) as measured by the Individual Student Systems Evaluation Tool (ISSET) each year. The 5th year goal is 100% of Cohort I MTSS schools at Tier 1.	PROGRAM		5 / 5	100		2 / 5	40

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading GPRA Program Goal 2 a and b

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.

OSEP Program Measure 3 – Sustaining SPDG- Projects use SPDG professional development funds to provide follow-up technical assistance (TA) activities designed to promote and sustain evidence-based practice at the building level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. The percentage of SPDG funds the RTI-Elementary Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Elementary Initiative	PROGRAM		95502 / 127336	75		80222 / 127336	63
3.b. The percentage of SPDG funds the RTI-Secondary Initiative used for Ongoing Technical Assistance (TA) to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Secondary Initiative	PROGRAM		15729 / 22471	70		15280 / 22471	68
3.c. The percentage of SPDG funds the MTSS Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. MTSS Initiative	PROGRAM		38528 / 85618	45		38438 / 85318	45

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading GPRA Program Goal 3.1 a, b, c

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . Project Objective Check if this is a status update for the previous budget period.

In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) that remain teaching after the first two years of employment.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.1 Not applicable to the Montana SPDG	PROGRAM	999	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . Project Objective Check if this is a status update for the previous budget period.

Goal 1 Objective 1.1. To develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS).

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1a. In each of the 2nd through 5th years of the grant, at least 5 documents that are training materials and/or planning tools to guide the implementation of the MTSS Initiative, that have been piloted and refined, will be available for use by MTSS Facilitators.	PROJECT	5	/		15	/	
1.1b. In each of the 3rd through 5th years of the grant, MTSS Facilitators will report they use 90% of MTSS materials and resources in support of schools implementing MTSS.	PROJECT		90 / 100	90		80 / 100	80
1.1c. In each of the 3rd through 5th years of the grant, MTSS Facilitators using the materials and resources will rate them as 90% useful, relevant and clear overall in guiding the implementation of MTSS.	PROJECT		90 / 100	90		90 / 100	90

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 1.1., 1.2, 1.3, 1.4

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**6 . Project Objective**

[] Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.2. To refine strategies and supports to implement RTI at the secondary level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.2a. In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials to prepare secondary school staff for providing tiered services for secondary students will be available for use by RTI Facilitators working with secondary schools.	PROJECT	3	/		10	/	
1.2b. In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary school staff will report they use a mean of 85% of materials in support of secondary school RTI Implementation.	PROJECT		85 / 100	85		50 / 100	50
1.2c. In each of the 3rd through 5th years of the grant, RTI Facilitators working with secondary schools will rate training materials for secondary school staffs are highly useful, relevant and clear in guiding secondary schools in the implementation of RTI. Target goal for effectiveness is 80%	PROJECT		4 / 5	80		4 / 5	80
1.2d. In each of the 4th and 5th years of the grant, there will be an 85 percent increase in secondary schools implementing RTI when compared to the number of secondary schools implementing RTI in year 1 of the grant, or 10 secondary schools. Request remove as performance measure	PROJECT	999	/		999	/	
1.2e. In each of the 3rd and 5th years of the grant, RTI-Secondary school teams will report that the knowledge and skills learned through CSPD regional trainings are useful, relevant, and clear. Year 3 establishes the baseline. By end of Year 5, trainings will be rated in all categories at 90% effectiveness.	PROJECT		3 / 4	75		3 / 4	75
1.2f	PROJECT	999	/		999	/	

In each of the 4th through 5th years of the grant, 85 percent of RTI-Secondary schools in the year 3 training cohort will demonstrate an improvement in student outcome data on the MontCAS, when compared to the baseline student performance MontCAS scores. Baseline will be established in Year 3. (276.1 Baseline, Year 3)

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 1.1., 1.2, 1.3, 1.4

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7 . Project Objective

[] Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.3 - To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.3a. In each of the 2nd through 5th years of the grant, MTSS facilitators will be evaluated by MTSS School Teams and Facilitator Self-Report for proficiency in guiding the implementation of MTSS. Overall proficiency will be reported as an aggregated total for each year with a goal of Facilitators being 95% proficient by the end of year 5.	PROJECT		5 / 5	100		4 / 5	80
1.3c. In each of the 3rd through 5th years of the grant, MTSS facilitators will be evaluated for proficiency in the use of best practice coaching strategies. By the 5th year, MTSS facilitators will be evaluated at a mean proficiency level in coaching of 85%. Request to delete this measure	PROJECT	999	/		999	/	
1.3c. In each of the 3rd through 5th years of the grant, MTSS facilitators will use distance technology to provide support to schools implementing MTSS, as reported by MTSS facilitators. By the 5th year, 85% of MTSS facilitators will use distance technology as support for implementing schools. Request to delete this measure – Redundant with 2.5.a	PROJECT	999	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 1.1., 1.2, 1.3, 1.4

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8 . Project Objective Check if this is a status update for the previous budget period.

Goal 1 - Objective 1.4 - To support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.4a. In each of the 2nd through 5th years of the grant, administrators participating in monthly webinars report the information provided is useful, relevant, and clear at an 85% rate in the organizational and resource implications of integrating a multi-tiered system of student support in their schools.	PROJECT		4 / 5	80		4 / 5	80
1.4b. In each of the 3rd through 5th years of the grant, 85 percent of school administrators who participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools.	PROJECT		4 / 5	80		4 / 5	80

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 1.1., 1.2, 1.3, 1.4

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Grant Performance Report (ED 524B)
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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9 . Project Objective [] Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.1 - To pilot the MTSS Initiative, a braided approach to integrating RtI and MBI ,within a small cadre of Montana schools.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1a. At the end of the 1st and 4th year of the grant, 5 schools will be selected to participate in the initial training and development of the MTSS model, an integrated multi-tiered system of support.	PROJECT	5	/		12	/	
2.1b. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at 90% implementation at Tier 1. Baseline percentage of implementation will be established in Year 2. Subsequent years will report increase in percentage of implementation.	PROJECT		5 / 5	100		2 / 5	40
2.1c. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 2. Baseline percentage at Tier 2 will be established in Year 3. Subsequent years will report increase of percentage of Tier 2 implementation.	PROJECT		5 / 5	100		1 / 5	20
2.1d. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 3. Baseline percentage at Tier 3 will be established in Year 3. Subsequent years will report increase of percentage of Tier 3 implementation.	PROJECT		5 / 5	100		0 / 5	0
2.1e. By the end of year 5, the aggregated MTSS pilot schools in cohort 1 will demonstrate improvement in student outcome data, using the criteria of 80% of students at proficiency levels, or Tier 1. Tier 2 and 3 data will be reported in the explanation.	PROJECT		80 / 100	80		70 / 100	70

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 2.1, 2.2

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Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10 . **Project Objective** Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.2 - To continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (Rtl) or behavior (MBI)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.2a In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of Professional Development training will be provided across Montana Rtl school teams. Levels of PD are (1) awareness, (2) deeper understanding & initial implementation, (3) systematic targeted intervention, (4) fidelity of implementation and culture change.	PROJECT	8	/		250	/	
2.2b. In each of the 2nd through 5th years of the grant, 85 percent of Rtl school team members participating in training workshops will report training was useful, relevant and clear in guiding their Rtl implementation at the school level.	PROJECT		3 / 4	75		3 / 4	75
2.2c. Over the 2nd through 5th years of the grant, each Montana Rtl school will be evaluated for an increase in their level of implementation by the school site coach. Results are aggregated at the state level with the expectation that extent/levels of implementation will gradually increase through the 5th year. The 2nd year establishes baseline, years 3, 4 and 5 will report increases. Request Delete: Redundant with GRPA 2.a	PROJECT	999	/		999	/	
2.2d. In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of implementation for MBI will be provided to school teams adopting a multi-tiered system of supports.	PROJECT	999	/		999	/	
2.2e.	PROJECT		3 / 4	75		4 / 4	100

<p>In each of the 2nd through 5th years of the grant, 85 percent of MBI school team members participating in training workshops will report training was useful, relevant and clear in guiding their MBI implementation at the school level.</p>							
<p>2.2f. In the 3rd through 5th years of the grant, each Montana MBI school will be evaluated for an increase in their level of implementation by the school. Results will be aggregated across schools with Year 3 establishing a Baseline and Cohort of schools to measure progress. By the end of Year 5 the aggregated percent implemented for Year 3 Cohort MBI Schools will be 90%</p>	PROJECT	9	/		999	/	
<p>2.2g. By the 5th year of the grant, schools participating in the RTI-Elementary initiative in the 3rd year cohort will show an increase in student reading performance outcomes. Tier 1 student reading scores in the aggregate cohort year 3 will attain 80% proficiency levels. Year 3 and 4 will show progress toward the target of 80% baseline.</p>	PROJECT		80 / 100	80		68 / 100	68

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 2.1, 2.2

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PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11 . Project Objective Check if this is a status update for the previous budget period.

GOAL 2 - Objective 2.3 - To pilot the implementation of models to extend RtI and PBIS braided approaches to the preschool level.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.3a. By the 2nd year of the grant, Recruit and identify 5 early childhood sites to participate in the implementation of a multi-tiered system of support model – MTSS-PreK.	PROJECT	5	/		6	/	
2.3b. During the 2nd through 5th years of the project, the MTSS PreK Leadership Team will meet at least 2 times per year to conceptualize implementation, scaling-up, and sustainability of a multi-tiered system of support at the preschool level.	PROJECT	2	/		4	/	
2.3c. At least 10 consultants will be trained by the end of the 5th year in relation to the early childhood MTSS PreK pilot sites.	PROJECT	10	/		1	/	
2.3d. During 2nd through 5th years of the grant, at least 2 trainings per year will be provided to MTSS PreK project personnel at either the state and/or national level.	PROJECT	2	/		3	/	
2.3e. Revised. In Year 3 of the grant, percent of implementation with fidelity of MTSS-PreK components will be at 75%, in the 4th year at 85% and in the 5th year at 95%. Components are measured by the ELLCO, CLASS, BOQ-Pre-K, and IOP.	PROJECT		85 / 100	85		81 / 100	81

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 2.3

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12 . Project Objective Check if this is a status update for the previous budget period.

Goal 2 – Objective 2.4 - To develop resources and options that support parent engagement in systems of academic and behavior support.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.4a. In each of the 2nd through 5th years of the grant, identify at least 5 schools with resources and interest in receiving support to create parent resources.	PROJECT	5	/		12	/	
2.4b. In each of the 3rd through 5th years of the grant, 85 percent of participating schools will adopt a range of methods to link parents to school activities. In Year 4 and 5 MTSS Schools will demonstrate an increase in parent involvement strategies as evaluated by the Family/Community Checklist.	PROJECT		85 / 100	85		100 / 100	100
2.4c. In each of the 3rd through 5th years of the grant, 85 percent of parents responding to survey in participating schools will report satisfaction in their participation in systems of academic and behavior support.	PROJECT		4 / 5	80		4 / 5	80

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 2.4

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

13 . Project Objective Check if this is a status update for the previous budget period.

Goal 2 – Objective 2.5 - To use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.5a. In each of the 2nd through 5th years of the grant, at least 10 consultants /facilitators will be trained to use technology-based strategies to support schools implementing multi-tiered systems of student support.	PROJECT	10	/		12	/	
2.5b. In each of the 3rd through 5th years of the grant, at least 2 types of technology-based strategies will be used in support schools implementing multi-tiered systems of support as reported by consultants/facilitators.	PROJECT	2	/		15	/	
2.5c. In each of the 3rd through 5th years of the grant, at least 10 consultants/facilitators will report using technology-based strategies to provide support to schools implementing multi-tiered systems of support.	PROJECT	10	/		16	/	
2.5d. In each of the 3rd through 5th years of the grant, school teams participating in technology-based support will report it as useful in their implementation of multi-tiered systems of support. By Year 5, school teams will rate technology-based tools and strategies as at least 90% useful and effective.	PROJECT		4 / 4	100		3 / 4	75

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Project Performance Measures 2.5

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: H323A100009

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

14 . Project Objective Check if this is a status update for the previous budget period.

Goal 3 - Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. During each of the remaining years of this project, professional development initiatives will address the needs of at least 3 key stakeholder groups (i.e., teachers, administrators, parents), requiring customization of materials and the delivery and availability of information via a variety of information-dissemination channels.	PROJECT	3	/		2	/	
3.b. Among those who access professional development activities in a structured training format, 85% will rate the value, effectiveness, and clarity of the information provided as good, very good, or excellent, based on a five point evaluation rubric.	PROJECT		85 / 100	85		92 / 100	92

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation is in Project Narrative Section, heading Goal 3

Project Narrative - Section A, Explanation of Progress

Title : Section A, Explanation of Progress

Attachment:

File :

- 1 [GPRA Program Measure 1.1a b c.pdf](#)
- 2 [GPRA Program Goal 2 a and b.pdf](#)
- 3 [GPRA Program Measure 3.1 a b c.pdf](#)
- 4 [Project Performance Measures 1.1. 1.2 1.3 1.4.pdf](#)
- 5 [Project Performance Measure 2.1 2.2.pdf](#)
- 6 [Project Performance Measure 2.3.pdf](#)
- 7 [Project Performance Measure 2.4.pdf](#)
- 8 [Goal 3.pdf](#)
- 9
- 10

GPRA Program Goal 2 a and b

The Office of Public Instruction, RTI Elementary and Secondary Initiatives uses the RTI Implementation Survey (see attached document to this report) to ensure fidelity of implementation of the 8 Essential Components of RTI in Montana. A “live” demonstration of the online site for RTI Evaluation as well as the online version of the form that schools use to evaluate their implementation level on a yearly basis (under the “Live Forms” tab) can be found at <https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home>. The survey guides school teams and their RTI Coordinator to identify where they are in the implementation process, as we have defined it with 8 essential components, and then gives them points based on implementation fidelity of components. No schools can attain the Sustaining status (fully implemented with fidelity and sustained) without Fidelity points. The following point value system is then applied and helps us to determine where the schools are in the process:

Point Value Calculations

0-5 = Exploring A

>5-12 = Exploring B

>12-18 = Implementing A

>18-27 = Implementing B

>=28 = Sustaining (must also have Evidence of Fidelity of process within schools for assessment, intervention, and process)

Implementation fidelity training and evaluation procedures:

The RTI Coordinators are trained with manualized materials about the 8 Essential Components of RTI by the RTI State Coordinator. They receive follow-up and booster trainings each year in July to review the 8 essential components, how to evaluate markers (evidence) of implementation at the school level, and how to enter fidelity points on the RTI Survey website. To ensure absolute fidelity to the RTI 8 Essential Components, the RTI State Coordinator checks for understanding during the trainings and RTI Coordinators work in dyads to explain the implementation process to each other. The outcome of the training is that RTI Coordinators can describe and explain the 8 Essential Components, markers for each component, and how to complete the RTI Implementation Survey. Each RTI Coordinator is prepared to provide school level training on the 8 Essential Components, how to support implementation, and how then evaluate the school for implementation fidelity once per year.

The RTI Coordinator responsible for each school trains, supports implementation, and then observes fidelity of implementation of the 8 Essential Components of RTI. In the spring of each year, the RTI Coordinator evaluates implementation fidelity as the external observer, enters implementation data via the online RTI Implementation Survey and then works with the school RTI Team to review the evaluation and make “next steps” plans for improvement on implementation towards the goal of full and sustained implementation.

OSEP Program Performance Measure 2.1.a – RTI-Elementary – Fidelity of Implementation

The data for fidelity of implementation improvement is derived from the RTI Implementation Survey. School Teams use these data to write “next steps” in implementation and an improvement plan for the next year.

Fidelity of implementation, defined as those RTI-Elementary schools that have attained Implementing or Sustaining status as measured by the RTI Implementation Survey, has continued to increase across the grant years. As explained in our report last year, the number of schools participating has decreased due to budgetary constraints. Additionally, some of the baseline schools are no longer in the project or tracked. This year 99 schools participated, with 67% attaining Implementing or Sustaining levels, an increase of 3% from Year 3. Importantly, the number of sustaining schools doubled (from 5 to 10) with another 57% of schools poised to accomplish Sustaining levels in Year 5.

The first table below details schools by professional development regions, with a state total on the last line. The second table summarizes percentages across

Years 2, 3 and 4.

Year 4

RTI Elementary – Implementation Levels Year 2, Year 3, and Year 4 comparison by Region

Region and Year	Year	# Schools RTI – Elem Training	Exploring A	Exploring B	Implementing A	Implementing B	Sustaining
Region 1	Year 2	12	4	3	4	1	0
	Year 3	12	2	3	1	5	1
	Year 4	9	0	0	3	2	2
Region 2	Year 2	18	8	1	3	5	1
	Year 3	18	1	5	6	6	0
	Year 4	17	1	5	6	5	0
Region 3	Year 2	31	11	6	9	4	1
	Year 3	33	6	5	9	10	3
	Year 4	26	5	6	3	10	2
Region 4	Year 2	35	3	13	12	6	1
	Year 3	24	1	4	8	10	1
	Year 4	16	0	2	2	9	2
Region 5	Year 2	33	9	8	9	7	0
	Year 3	32	8	7	6	11	0
	Year 4	31	7	7	7	8	3
State Totals	Year 2	129	35	31	37	23	3
	Year 3	119	18	24	30	42	5
	Year 4	99	13	20	21	35	10

Note: Implementation levels are evaluated in the Spring of each year and align with the student outcome performance data report period

Calculation for Percent of Fidelity of Implementation – Implementing/Sustaining

	% IMPLEMENTING	# Schls Participating	Total # Imp/Sus	Imp A	Imp B	Sustain
Year 2 (4/1/2010 - 3/31/2011)	48.8%	129	63	37	23	3
Year 3 (4/1/2011 – 3/31/2012)	64.7%	119	77	30	42	5
Year 4 (4/1/2012 – 3/31/2013)	66.7%	99	66	21	35	10

OSEP Program Performance Measure 2.1.b – RTI-Secondary –

The data for secondary level schools receiving SPDG funded support for implementation were attained and calculated in the same manner as RTI-Elementary (2.1.a above).

As in Year 3, more schools applied to be admitted but because of budget decreases and our desire to maintain quality resources, the number of schools in Year 4 decreased to 34 from 46 in Year 3. However, during this year 2 secondary schools attained Sustaining level, requiring 100% fidelity of implementation. The % of Year 4 schools implementing with fidelity of the RTI process was calculated by dividing the number of schools at Implementing (near fidelity) and Sustaining by the total number of schools participating in ongoing training and support in Year 4 (13/34), or 38%. This did not meet the target goal of increasing by 10% for this year, but did demonstrate a slight increase. The first table below details schools by professional development regions, with a state total on the last line. The second table summarizes percentages across Years 2, 3 and 4.

RTI Secondary – Implementation Levels Year 2, Year 3, and Year 4 comparison by Region

Region and Year	Year	# Schools RTI – MS/HS Training	Exploring A	Exploring B	Implementing A	Implementing B	Sustaining
Region 1	Year 2	7	7	0	0	0	0
	Year 3	9	6	0	0	3	0
	Year 4	3	1	1	0	1	0
Region 2	Year 2	9	5	3	0	1	0
	Year 3	5	3	1	1	0	0
	Year 4	2	2	0	0	0	0
Region 3	Year 2	12	7	3	0	2	0
	Year 3	8	1	4	0	3	0
	Year 4	7	2	0	1	3	1
Region 4	Year 2	15	5	4	4	2	0
	Year 3	12	4	2	3	3	0
	Year 4	9	2	3	0	4	0
Region 5	Year 2	17	11	2	2	2	0
	Year 3	12	5	3	3	1	0
	Year 4	13	4	6	1	1	1
State Totals	Year 2	60	35	12	6	7	0
	Year 3	46	19	10	7	10	0
	Year 4	34	11	10	2	9	2

Note: Implementation levels are evaluated in the Spring of each year and align with the student outcome performance data report period

RTI-Secondary Calculation for Percent of Implementation – Implementing/Sustaining

	% IMPLEMENTING	# Schls Participating	Total # Imp/Sus	Imp A	Imp B	Sustain
Year 2 (4/1/2010 - 3/31/2011)	21.7%	60	13	6	7	0
Year 3 (4/1/2011 – 3/31/2012)	36.9%	46	17	7	10	0
Year 4 (4/1/2012 – 3/31/2013)	38.2%	34	13	2	9	2

OSEP Program Performance Measure 2.1.c – RTI-Preschool

The RTI-Preschool initiative is using the Benchmarks of Quality (BOQ) evaluation tool to evaluate extent of implementation at their six pre-school pilot sites. The BOQ is an evaluation tool developed by the Positive Behavioral and Intervention Supports (PBIS) organization and is available online by application and fees. The RTI-Preschool Coordinator has been trained by PBIS to recognize (through explicit description) the components of the BOQ and then to evaluate preschool sites for fidelity to the components.

The table below displays the implementation scores for each of 9 implementation domains. A Grand Mean percent of implementation was derived by the following procedure. An average domain score was calculated by adding the obtained scores for each site in a domain and dividing by the number of sites evaluated. The percentage of implementation for the domain was calculated by dividing the average domain score by the total possible points for that domain (example, Family Involvement obtained score was 5.5 and the total possible is 8 points; therefore the percent is 5.5 divided by 8.0 = 69%). Finally, a grand mean was calculated by adding the 9 domain obtained mean scores (71.5) and dividing by the 9 domain total points possible (94), or 94 divided by 72 equals 77% grand mean. Results of Year 4 demonstrate improvement in fidelity of implementation from 65% in the previous year to 77% this year, an increase of 12 percentage points, approaching the goal of 15 percentage points per year. The table below also provides a comparison of Year 4 to Year 3 results. All domains increased in fidelity of implementation for the project overall with the exception of Strategies for teaching and acknowledging, which maintained fidelity at a high rate of 85%.

Spring 2013 BOQ-PS MTSS-Pre-K Early Childhood Pilot Sites Benchmarks of Quality – Pre School (BOQ-PS) – 9 Domains

Pilot Program	Establish Leadership Team (12 pts)	Staff Buy In (4 pts)	Family Involvement (8 pts)	Program Wide Expectations (12 pts)	Strategies for teaching and acknowledging the program wide expectations (6 pts)	All classrooms demonstrate implementation of the pyramid model (12 pts)	Procedures response to challenging behaviors (12 pts)	Professional Development and Staff Support Plan (16 pts)	Monitoring Implementation Outcomes (12 pts)
CSKT-ECS	11	2	3	12	6	10	11	11	4
Ravalli HS	8	3	6	12	6	11	8	6	4
Kootenai HS	10	3	7	12	5	11	7	11	12
Small Wonder	5	3	2	4	2	11	5	8	0
Great Falls	11	4	7	12	6	12	12	15	11
Co-Teach	9	4	8	12	6	12	12	14	10
MTSS PRE-K AVERAGE:	9.0	3.2	5.5	10.7	5.1	11.2	9.2	10.8	6.8

Year 4 Percent Pts	75%	79%	69%	89%	85%	93%	76%	67%	57%
Year 4 Grand Mean	76.7%								
Year 3 Percent Pts	61%	70%	60%	65%	87%	73%	60%	60%	60%
Year 3 Grand Mean	65%								

OSEP Program Performance Measure 2.1.d – MTSS

The Multi-Tiered System of Supports (MTSS) initiative uses the Individual Student Systems of Support Tool (ISSET), available by paid subscription (SPDG funds) through PBIS.org. The ISSET is administered by the MTSS Consultants and the MTSS Project Leader as an external review that documents the fidelity of implementation of tiered systems. Each MTSS Consultant is trained to criterion by the Project Leader on their working knowledge of tiered systems components. The Consultants are responsible for training follow-ups and visits with schools where they work with the onsite MTSS Facilitator to implement braided academic and behavioral tiered systems according to the MTSS Implementation Checklist.

The ISSET is used to evaluate specific and multiple permanent product evidence of implementation at each of the tiers. Each component is evaluated and scored using a point system that yields a percentage of implementation. The percent of implementation with fidelity across each tier, and for the whole system is calculated to evaluate the extent to which tiered systems are fully implemented with fidelity. This information is used by the MTSS Facilitator and School Teams to determine “next steps” for implementation and any improvement to existing components that are identified as in need of more development. The “next steps” are reviewed by the MTSS Consultant and Project Leader to plan training and follow-up with the school in the next year with the goal of full implementation by the end of Year 5. The components for which schools are evaluated are:

Tier 1 – Foundations

- Commitment
- Team-based Planning
- Student Identification
- Evaluation and Monitoring

Tier 2 – Strategic Supports

- Implementation
- Evaluation and Monitoring

Tier 3 - Intensive Supports

- Assessment
- Implementation
- Evaluation and Monitoring

The results for Year 4 are provided in the table below. You will note that one of the Cohort 1 Schools, West Elementary (Great Falls), does not have data. This is due to the fact that West Elementary withdrew from the initiative because of new procedures in their district that they anticipated would not allow their full participation in ongoing MTSS training. However, as you can see in the table, at the end of Year 3, West Elementary was the most advanced of Cohort 1 schools and already met criterion for fidelity of implementation at Tiers 1 and 2 and were in the process of more fully developing Tier 3. It is expected that they will

sustain the improvements made through MTSS training, but because of the district decision for their withdrawal from the MTSS Initiative, their system will no longer be evaluated.

**COHORT 1 - MTSS Implementation – Behavioral Tier Systems -Year 4 –Compared to Year 3
External Evaluation (ISSET)**

MTSS School	Tier 1 %		Tier 2 %		Tier 3 %	
	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3
Broadwater Elementary	87.5	72	94	62	53	42
Chief Joseph Middle School	70	80	43.8	44	33.3	47
East Valley Middle School	64	58	50	19	0	31
Paxson Elementary	92.5	85	75	87	55	58
Stevensville Elementary	94	77	50	12	73	41
West Elementary	NA	95	NA	94	NA	55
MTSS Project %	81.6%	77.8%	62.6%	53.0%	42.9%	45.7%
% of Schools Implemented to Criterion*	40%	17%	20%	33%	0%	0%

*The criteria set in this Program Performance Goal for full implementation of MTSS is for Tier 1 – 90%; the MTSS Initiative has set criterion for Tiers 2 and 3 – 80% (See Project Performance Goals 2.1.b, c, and d)

Results for Year 4, evaluated in February, 2014 indicate that at Tier 1, 4 of the 5 MTSS schools improved fidelity of implementation, with 2 of the schools exceeding the criterion of 90% (Paxson and Stevensville) and 1 school very near criterion at 87.5% (Broadwater). Results represent great improvement over the previous year. Significant improvement was also made at Tier 2. One of the 5 schools (Broadwater) exceeded criterion and all but 1 of the remainder maintained (Chief Joseph) or substantially increased levels (East Valley and Stevensville) of implementation.

At Tier 3, two of the 5 schools (Broadwater and Stevensville) increased fidelity of implementation, while 1 maintained (Paxson) and the 2 middle schools decreased (East Valley and Chief Joseph) implementation. Tier 3 represents the most difficult challenge for schools because of the requisite intensity of supports and difficulty of measurement at this tier. Typically, this tier involves specialists in the school to conduct either functional behavioral assessment (FBA) or specific academic testing to target an individual student’s area of need. Once identified, specialized personnel write behavioral or academic plans, with benchmark goals, that are implemented and evaluated for progress. Given the intensity of supports, evaluation takes place on a weekly or bi-weekly basis to monitor response to the intensive intervention. As expected, tier 3 requires that a system builds framework and capacity for providing intensive services, which can be a challenge for schools where demands already strain the system. However, as Tiers 1 and 2 are successfully “preventing” the need for intensive services for many students, the demands on the whole system should decrease and Tier 3 intensive supports can increase.

MTSS School Teams, in collaboration with the onsite Facilitator and external MTSS Consultant, have reviewed results and have written goals and plans to continue implementation improvement throughout this next grant year.

GPRA Program Measure 3.1 a, b, c

A list of Montana OPI's Ongoing Technical Assistance Activities for Year 4 is attached to this report. It has been anticipated that TA activities would increase over the term of the 3 initiatives as the present schools increase implementation and evidence-based professional practices are increasingly used by practitioners at an and advanced or sustained level. Funds used for ongoing Technical Assistance activities that sustained SPDG supported evidenced-based practices in Year 4 were calculated for the 3 Initiatives: RTI-Elementary, RTI-Secondary, and MTSS. Percentage of SPDG funds for each initiative were calculated by dividing funds used for Ongoing TA activities by the total SPDG funds used to support each initiative.

We did have substantially reduced funding this year due to sequestration (5.2% for a total of \$38,964). We also had an increase in benefits contributions from 16.27% to 17.27% (an additional \$5000) and an increase in insurance premiums at mid-year (an additional \$2500). The tables below provide amounts of total funding compared to funds used for ongoing TA. In Year 4, the MTSS-Initiative increased funds used for TA activities as Cohort 1 increased levels of implementation. With the addition of Cohort 2 to MTSS, the Initiative continues to utilize a greater share of funding for initial training. Both RTI Initiatives used less funding for TA Activities, with RTI-Secondary at 68%, which approaches the Year 4 goal of 70%. It is important to note that because overall funding levels were so drastically reduced to these initiatives, the percentage allocated to TA activities was affected by the absolute amounts needed for basic operational funding of each initiative.

SPDG Funding for Technical Assistance (TA) - Year 4

SPDG Initiative	Total SPDG Funds	Ongoing TA Funds	Percentage TA	TARGET % Year 4
RTI Elementary	127,335.95	80,221.65	63%	75%
RTI Secondary	22,471.05	15,280.31	68%	70%
MTSS	85,618.34	38,438.53	45%	45%
Totals Year 4	235,425.34	133,940.49	57%	

Program Goal 3 - TA Activity Percentage Targets by Grant Year

	RTI Elementary	RTI Secondary	MTSS Braided
Year 2 (baseline) BASELINE YEAR	65%	60%	35%
Year 3 (4/1/12-3/31/13) ACHIEVED Year 3	70% 70%	65% 65%	40% 35%
Year 4 (4/1/13-3/31/14) ACHIEVED Year 4	70% 63%	70% 68%	45% 45%
Year 5 (4/1/14-3/31/15)	80%	75%	50%

GPRA Program Measure 1.1a, b, c-The Montana OPI SPDG funds are used to implement 6 initiatives. We selected 3 Initiatives to report for Program Goal 1 and Goal 3. The RTI-Elementary, RTI-Secondary, and MTSS Initiatives are actively developing programs, while the remaining 3 are exploratory in nature. Each of the 3 Initiatives developed a Professional Development (PD) evaluation rubric for purposes of reporting evidence-based PD components. A total of 17 PD Components in 5 domains were developed and then evaluated. The 5 domains are: (A) Selection, (B) Training, (C) Coaching, (D) Performance Based Assessment and (E) Facilitative Administrative Support/Systems Intervention. The evaluation of extent of implementation for each of the 17 PD components used a rating system to determine a score for each. The rating point system is: 1=Inadequate, 2=Barely Adequate, 3=Good, 4=Exemplary. Since there are a total of 17 components and a maximum score of 4 for each component, the base rate is 68 (4 x 17) by which percentages are calculated.

The table below provides a summary of PD Rubric scores for Years 2, 3 and 4 as a basis of comparison. Notably, in year 4 all three initiatives made gains towards the Year 5 goal of 90%. Target goals were adjusted due to financial constraints in Year 3, thus allowing us greater focus on improving the training goals in targeted areas. The revised targets are presented at the bottom of the table below. Targets have been realistically set given the current status of costs. To address these issues, we have developed webinar trainings for professional development and will continue these as part of our ongoing professional development plan.

In Year 4, all three initiatives showed gains. Both the RTI-Elementary and the RTI-Secondary initiatives met the goal of 85% while the MTSS initiative missed their goal of 80% by 3.5 rating points, or 5%; coaching is an area still to be developed. The focus in the present reporting period was on recruiting and training a second cohort of MTSS schools (n=16), expanding the MTSS initiative from 6 to 22 schools in the state of Montana.

Program Development Components of Initiatives – Year 4

Each Item is rated on a scale of 1 (lowest), 2, 3, 4 (highest)

Note: PD Rubrics and supplements to each rubric are attached to this report for each initiative.

Item	DOMAINS	RTI - Elementary			RTI Secondary			MTSS		
		Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
A (1)	Selection	4	4	4	4	4	4	3	3	3
A (2)		3	3	3	3	3	3	2	3	4
A (3)		4	4	4	4	4	4	1	2	4
B (1)	Training	2	2	3	2	3	3	3	3	3
B (2)		3	3	3	3	3	3	3	3	3
B (3)		3	3	4	3	3	4	2	3	3
B (4)		3	3	4	3	3	4	2	2	4
B (5)		2	2	3	2	3	3	3	4	3
C (1)	Coaching	3	3	3	3	3	3	1	1	2
C (2)		4	4	4	4	4	4	1	1	1
D (1)	Performance Assessment	3	3	3	3	3	3	2	3	3
D (2)		3	3	3	3	3	3	3	3	4
D (3)		4	4	4	4	4	4	3	3	2
D (4)		3	3	4	3	3	4	3	3	3
D (5)		3	3	3	3	3	3	3	3	3
E (1)	Administrative Support	3	3	3	3	3	3	3	3	3

E (2)		3	3	3	3	3	3	3	3	3
	Total points	53	53	58	53	55	58	41	46	51
	Percentage fully implemented	78%	78%	85%	78%	81%	85%	60%	68%	75%
	Revised Targets Year 3		81%			81%			72%	
	Revised Targets Year 4		85%	MET		85%	MET		80%	-5%
	Revised Targets Year 5		90%			90%			90%	

Project Performance Measure 2.1.a

In Year 4 of the grant, the MTSS Initiative added twelve (12) additional schools, exceeding the target of 5 additional schools. As provided in the attachments to Program Performance Goal 1.1c, schools submitted an application Titled “MTSS 2013-2014; LEA Application” that explained the benefits, commitments and actions needed to become a MTSS School in the initiative. The Administrator’s signature constituted an agreement to specific commitment and participation requirements. These are:

Agrees to the following commitments and participation requirements:

1. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
2. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
3. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
4. Align beliefs and practices in MTSS with implementation efforts.
5. Agree to adhere to specified project timelines
6. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.
7. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
8. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnext, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
9. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).
10. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and to guide professional development decisions.
11. Promote community and family awareness and participation in MTSS implementation

Applications were reviewed and schools were selected based on the criteria that they were already implementing either an RTI or MBI (PBIS) framework so that they had an understanding and working knowledge of tiered systems. Final selection decisions were made by the SPDG Director, Susan Bailey-Anderson and Marla Dewhirst, the MTSS Initiative Trainer. The 12 schools, Cohort 2, when added to the Cohort 1 (5 schools), result in a total of 17 schools now engaged in the process of braiding academic and behavioral tiered systems (multi-tiered systems of support). Eight (8) of the new schools are elementary and four (4) of the new schools are either middle or high schools.

It should be reported that Cohort 1 originally consisted of six (6) schools but that one of the participating schools, West Elementary (Great Falls), decided to leave the initiative due to changes in the Great Falls Public Schools District that made it difficult for them to wholly participate. West Elementary was well on its way to full implementation of MTSS and it is expected that what they developed will be sustained as tiered systems to the benefit of their students.

The twelve (12) new MTSS Schools and locations in Montana, Cohort 2, are:

Anderson Elementary	Bozeman
Bryant Elementary	Helena
Capital High School	Helena
CS Porter Middle School	Missoula
Ennis Elementary	Ennis

Garfield	Lewistown
Highland Park	Lewistown
Lewis & Clark Elementary	Lewistown
Morning Star Elementary	Bozeman
Polson High School	Polson
Sacajawea Middle School	Bozeman
Whittier Elementary	Bozeman

Project Performance Measure 2.1. b.

The MTSS Project uses the ISSET to determine percent of fidelity of MTSS implementation for Tiers 1, 2 and 3 (see Program Performance Goal 2.d for a description of the ISSET). The ISSET is administered by MTSS Consultants and the Project Leader as an external evaluation. As explained in Project Performance Measure 2.1.a, Cohort 2 joined the initiative this year. Cohort 1 data will continue to be utilized for the marker of improvement, but Cohort 2 data will be presented in this narrative with Cohort 1 data, to demonstrate the process and replication of implementation over time.

Cohort 1 data for Year 4 are compared to Year 3 data in the first table below. Results this year indicate substantial progress at Tier 1. Four of the 5 MTSS schools improved fidelity of implementation, with 2 of the schools exceeding the criterion of 90% (Paxson and Stevensville) and 1 school very near criterion at 87.5% (Broadwater). Results represent great improvement over the previous year and reflect the effort these schools have made to increase implementation.

COHORT 1 - MTSS Implementation – Behavioral Tier Systems -Year 4 – External Evaluation (ISSET)

MTSS School	Tier 1 %		Tier 2 %		Tier 3 %	
	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3
Broadwater Elementary	87.5	72	94	62	53	42
Chief Joseph Middle School	70	80	43.8	44	33.3	47
East Valley Middle School	64	58	50	19	0	31
Paxson Elementary	92.5	85	75	87	55	58
Stevensville Elementary	94	77	50	12	73	41
*West Elementary	NA	95	NA	94	NA	55
MTSS Project %	81.6%	77.8%	62.6%	53.0%	42.9%	45.7%
% of Schools Implemented to Criterion	40%	17%	20%	33%	0%	0%

* For reasons explained in Project Performance Measure 2.1.a, West Elementary is no longer participating in the MTSS Initiative
Bolded numbers = Criterion met for that tier.

The table below displays results of the ISSET for the 12 schools in Cohort 2, their first year in the MTSS Initiative. Two (2) schools (Bryant and Lewis & Clark) already met or exceeded the criterion in Year 4. With the exception of 3 schools, all others in Cohort 2 are positioned to meet criterion in the next year with scores ≥ 70 . This might be expected given state selection criteria to participate in Cohort 2 included the expectation that tiered systems of support would already be implemented in the school, at least at Tier 1.

The Total Project score for Cohort 2 of 70.5% at Tier 1 over the 12 schools is strong, especially when compared to the Total Project score of Cohort 1 in Year 4 of 81.6%.

**COHORT 2 - MTSS Implementation – Behavioral Tier Systems -Year 4 (beginning year)
External Evaluation (ISSET)**

MTSS School	Tier 1 %	Tier 2 %	Tier 3 %
Anderson School	87.5	56.5	77.6
Bryant Elementary School	95	69	30.7
Capital High School	77.5	62.8	55.7
CS Porter Middle School	82.5	75	78
Ennis Elementary School	41.8	0	55.6
Garfield	37.5	37.5	5.5
Highland Park	37.5	37.5	5.5
Lewis & Clark Elementary School	90	68.8	77.8
Morning Star Elementary	80	18.8	55.6
Polson High School	72.5	65	0
Sacajawea Middle School	74.2	37.5	5.5
Whittier Elementary	70	56.3	52.8
MTSS Project %	70.5%	48.7%	41.7%
% of Schools Implemented to Criterion Tier 1 = 90%; Tiers 2 & 3 = 80%	16.7%	0%	0%

Project Performance Measure 2.1.c -

See Cohort 1 table above. One of 5 schools (Broadwater), or 20%, implemented to a criterion of $\geq 80\%$ at Tier 2, reflecting a focused effort to develop Tier 2, scoring 94% in Year 4 as compared to 64% in Year 3. Other schools made substantial progress (East Valley and Stevensville) or maintained progress (Chief Joseph, Paxson) in the past year. All schools will work to strengthen fidelity of implementation at Tier 2 by making plans for Year 5 as a direct result of feedback from the ISSET. The Total Project Score in Year 4 at Tier 2 of 62.6% is an increase from 53% in Year 3, which included West Elementary (at criterion). Clearly, Cohort 1 has worked to improve Tier 1 systems as they continue to implement at all 3 tiers.

Cohort 2 - In respect to Cohort 2, the table above shows a Total Project Score of 48.7% for Tier 2, compared to Cohort 1 at 62.6%. Again, this is expected of schools newly entering MTSS training. When examining individual schools, 5 schools (Bryant, Capital HS, CS Porter, Lewis & Clark, and Polson HS) scored in excess of 63% and are positioned to meet criterion in the second year of their participation. All schools will focus on further development of Tier 2 systems, based upon the ISSET results.

Project Performance Measure 2.1.d

See Cohort 1 table above. None of the 5 schools implemented at Tier 3 $\geq 80\%$ by February, 2014. However, of the 5 schools (Broadwater and Stevensville) increased fidelity of implementation, while 1 maintained (Paxson) and the 2 middle schools decreased (East Valley and Chief Joseph) implementation. As explained in Program Performance Measure 2.d, Tier 3 represents the most difficult challenge for schools because of the requisite intensity of supports and difficulty of measurement at this tier. Cohort 1 schools, in collaboration with the MTSS Consultant and Facilitator, have examined and written plans for the next year that include ways to increase implementation integrity at Tier 3.

Cohort 2 – None of the 12 schools met criterion at Tier 3, which was expected given their newness to the process and the specificity of the ISSET evaluation. Notably, 2 schools (Anderson and Lewis & Clark) are very near the criterion of 80% at Tier 3, with scores of 77.6 and 77.8 respectively. These scores are higher than any of Cohort 1 schools and show great promise for meeting criterion in Year 4. As stated above, Tier 3 presents the most difficult challenge to schools for implementation fidelity due to the intensive resources allocated at Tier 3. However, with the strengthening of Tier 1 and 2 supports, schools should find over time there is less need for Tier 3 and demands will lessen so that resource allocation will not impede Tier 3 implementation fidelity.

The measure for implementation of the academic process (RTI) does not break down the implementation score by tiers. It rates the whole RTI system in respect to components that affect each tier. The RTI-Evaluation Survey is one that each school completes online with their RTI consultant each fall. For a full explanation of the RTI Evaluation Survey, see Program Performance Goal 2.a/b. Results for Year 4, as compared to Years 2 and 3 are shown in the table below. An implementation percentage for Year 4 was calculated for each school by dividing the points scored on the evaluation by the total points of 30 that indicates full implementation with fidelity. One of the schools, West Elementary, dropped out of the initiative, leaving 5 schools in Cohort 1 of the Initiative. Notably, two of the schools are at 77% implementation, with a benchmark of 85% very attainable in year 5. All schools have analyzed RTI data to problem solve how to refine their systems to improve fidelity of RTI Implementation as part of the braiding of academic with social/behavioral systems.

MTSS Schools – RTI Implementation Scores Years 2, 3 and 4

MTSS School	Year 2		Year 3		Year 4		Year 4 % Full Implement	RTI Implementation Level Key and Scoring		Points
	Score	Level	Score	Level	Score	Level				
Broadwater Elementary	23	Imp B	15	Imp A	16	Imp A	53%	Exploring A	Exp A	0-5
Chief Joseph Middle School	4	Exp A	17	Imp A	11	Exp B	37%	Exploring B	Exp B	6-12
East Valley Middle School	13	Imp A	22	Imp B	23	Imp B	77%	Implementing A	Imp A	13-18
Paxson Elementary	10	Exp B	5	Exp A	11	Exp B	37%	Implementing B	Imp B	19-27
Stevensville Elementary	25	Imp B	26	Imp B	23	Imp B	77%	Sustaining	Sus	28-30
West Elementary	21	Imp B	12	Exp B	N/A	N/A	N/A			

Project Performance Measure 2.1.e We are reporting Cohort 1 and Cohort 2 (new in Year 4) in 2 different tables. The % reported under the quantitative section represents only Cohort 1. MTSS Schools measure student performance using either curriculum based measures (DIBELS, AIMSweb) or computerized academic testing linked to state standards (MAPS). The project uses the Spring benchmark testing during the project period to evaluate student performance. Year 4 is the second year we are reporting these data, however one school, West Elementary, withdrew from Cohort I so that 5 schools are reported in Year 4. Additionally, Grades 6, 7, 8 evaluated some of their students with ORF and others with Comprehension and in one school, not all students were evaluated. Therefore, the calculation to determine percent at Tier 1 reported in the quantitative portion used on Grades K through 5 because their measurement was consistent and across

all students. The percent in Tier 1 across Cohort 1 (grades K-5) is 70.1%, an increase from 68% Year 3.

COHORT 1 - MTSS Schools (N=5) – Benchmark Data -- Year 4, Spring 2013

Note – This chart reports both CBM and MAPs data to report grade level performance by benchmarks for tiers and contains measures for ORF and Comprehension

Tier		Kinder N=3	Grade 1 N=3	Grade 2 N=3	Grade 3 N=3	Grade 4 N=2	Grade 5 N=1	Grade 6* N=2	Grade 7* N=2	Grade 8* N=2	Totals/% N=5
1	# Students Tier 1	150	118	106	108	68	36	188	146	160	1080
	Mean Score	56.5	114.3	148.8	152.2	167.0	86.8	143.5	141.3	141.8	
	Mean Range of Scores	76-37	42-187	91.-206	112-193	122-212	64-110	125-162	124-159	131-157	
	% Total Students Tier 1	91.4%	72.3%	69.9%	65.4%	60.3%	61.0%	54.3%	49.2%	40%	70.1%
2	# Students Tier 2	8	30	20	37	29	13	68	97	71	373
	Mean Score	14.5	28.5	83	95.8	106.8	56.	111.7	113.3	120.	
	Mean Range of Scores	11-18	20-37	77-89	83-108	97-117	52-61	102-122	107-119	113-127	
	% Total Students Tier 2	8.2%	18.7%	14.0%	21.5%	28.2%	22%	29.9%	33.4%	33%	18.8%
3	# Students Tier 3	1	13	22	24	14	10	32	32	32	180
	Mean Score	1.3	12.2	44	55	66.8	33.8	91	86.2	97.0	
	Mean Range of Scores	1.3	5-19	24-64	31-70	43-91	18-50	82-100	67-105	86-108	
	% Total Students Tier 3	.4%	9%	15.1%	13.2%	11.6%	16.9%	15.9%	17.4%	26.9%	11.1%
	Total Students By Grade	159	161	148	169	111	59	288	275	263	1633

*Not all students in these schools were evaluated using the same measure or in total. Therefore, the percent per Tier was calculated using Grades K-5

Cohort 1 reduced the percentage of students at Tier 2 from 24.6% in Year 3 to 18.8% in Year 4. The number of Tier 3 students rose to 11.1% in Year 4 from 8.7% in Year 3. However, the percentages used for Year 3 were only for CBM measures and did not incorporate MAPs data. This year the data are reported using the cutoffs for tiers, regardless of measure so that we were able to report all 5 Cohort 1 schools in one table.

Using RTI criterion for tiered academic supports for comparison, MTSS Cohort 1 overall academics across grades and schools look like this:

Tier	Criterion	Actual	Difference
1	80%	70%	-10%
2	12%	19%	+7%
3	8%	11%	+3%

MTSS schools examine their scores based on the same criterion. Therefore, efforts at each school to improve reading scores will increase tier 1 and decrease tiers 2 and 3 percentages. This effect should be seen in the data we report next year.

Cohort 2, new to the MTSS Initiative in Year 4 contains 12 schools, 10 of which use CBM or MAPs data that can be utilized to examine proficiency in reading. The 2 high schools in Cohort 2 do not collect this type of data. Although the number of schools for each grade noted on the table remains 5 from K through 5, there are actually 8 schools represented; the 3 Lewistown schools have students in successive grades (Highland Park Gr K-2; Garfield Gr 3-4; Lewis & Clark, Gr5). The table below displays results from Spring, 2013 reading. For the same reasons stated in Cohort 1, only Grades K through 5 were used to calculate percentages at each tier. Using RTI criteria for comparisons, Cohort 2 schools (N=10) look like this:

Tier	Criterion	Actual	Difference
1	80%	79%	-1%
2	12%	15%	+3%
3	8%	7%	-1%

The 10 schools represented in aggregate from Cohort 2 are almost at the criterion used by RTI for reading proficiency. These schools were selected by application to participate in the MTSS Project and may have entered with already established tiered academic systems. Schools will continue to plan for improvement across tiers so that the maximum possible number of students who do not need additional supports beyond universal reading will be attained.

COHORT 2 - MTSS Schools (N=10*) – Benchmark Data -- Year 4, Spring 2013

Note – This chart reports both CBM and MAPs data to report grade level performance by benchmarks for tiers and contains measures for ORF and Comprehension

Tier		Kinder N=5	Grade 1 N=5	Grade 2 N=5	Grade 3 N=5	Grade 4 N=5	Grade 5 N=5	Grade 6* N=3	Grade 7* N=2	Grade 8* N=2	Totals/% N=10
1	# Students Tier 1	187	216	118	142	82	117	387	227	184	1660
	Mean Score	54.2	107	116	163	163	139	172	126	127	
	Mean Range of Scores	39-69	47-167	75-157	111-216	123-203	112-165	133-212	118-136	118-137	
	% Total Students Tier 1	92%	83%	73%	78%	76%	71%	77%	65%	52%	78.6%
2	# Students Tier 2	15	27	33	32	25	24	159	70	111	496
	Mean Score	13.4	27	48.3	94.2	87.5	95.6	118.8	114	115	
	Mean Range of Scores	8-19	23-31	44-53	86-102	80-95	89-102	113-125	112-117	113-117	
	% Total Students Tier 2	7%	11%	20%	16%	17%	19%	19%	21%	30%	14.8%
3	# Students Tier 3	3	17	13	11	10	16	47	43	61	221
	Mean Score	1	9.4	29.3	45.9	51.9	64.7	45.5	101.5	102	
	Mean Range of Scores	.6-1.4	7-12	19-39	39-53	39-65	52-78	38-54	94-110	92-112	
	% Total Students Tier 3	1%	7%	7%	6%	7%	10%	5%	14%	19%	6.5%
	Total Students By Grade	205	260	164	185	117	158	593	340	356	2378

*Not all students in these schools were evaluated using the same measure or in total. Therefore, the percent per Tier was calculated using Grades K through 5

Project Performance Measure 2.2a –

During year 4, SPDG funds provided a total of 250 trainings across the State which were delivered via webinars, regionally-based trainings and onsite. The types of trainings included initial skills training, follow-up training, and site visits for technical assistance. This performance measure specifies at least 2 training opportunities at each PD Level. These are described in the chart below, the Professional Development Levels used by Consultants and Facilitators to designate the level of training. As can be seen the table below these descriptions, we far exceeded the requirement of at least 2 opportunities per level. When looking at levels by region, only Region IV did not have trainings at Level IV. However, personnel from this Region often attend trainings in an adjacent Region so they may have had access to Level IV. The table below the definitions outlines how the 250 trainings were distributed by CSPD Region, type of training, site of training, and mode of training.

Description of Professional Development Levels	
Level I	Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop awareness, and a basic understanding of the topic/skill. It may be as short as 2-3 hours. Intended audience includes: All School Personnel including certified staff, classified staff, school board members, and administrators in Montana.
Level II	Professional development at this level provides opportunities to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants will plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job embedded than Level I. Intended audience includes: Classroom Teachers, Para-educators, administrators, and other school personnel as appropriate.
Level III	This professional development supports team and/or organizational change. Professional development at this level provides high-quality, job-embedded, sustained training in strategies for developing, implementing and evaluating learning experiences that are: based on goals, aligned with standards, and exemplify best instructional practices. Instructional personnel will require additional time to implement the topic/skill. Professional development at this level measurably impacts practice in the classroom and other school areas. Intended audience includes: administrators, teachers, and other school or consortium personnel team as appropriate for the school/district size.
Level IV	Professional development at this level could be two-fold: a train-the-trainer event or on-site coaching/training. It continues to build on previous levels and supports culture change to focus on the degree and quality of implementation for increased student outcomes. This professional development creates and sustains a network of experienced educators who assess and support the application of new knowledge and skills. Level IV Professional Development will train participants to provide ongoing support and guidance, identify areas of need for additional support, and disseminate the ideas and methods that exemplify best practices in instruction. Intended audience includes: trainers/coaches of school personnel and education leaders.

RTI-Elementary & Secondary – Training Sessions Summary Year 4

# Trainings by Professional Dev. Level	Region I	Region II	Region III	Region IV	Region V	# Trainings by Level	# Trainings by Location		# Type of Training		Training Mode	
Level I	2	5	2	6	4	19	School site	153	Initial Skills	34	Onsite	171
Level II	5	22	43	17	53	140	Regional /State	18	Follow Up Skills	68	Webinar	79
Level III	7	9	22	24	8	70	Distance Technology	79	Site Visit Process	102		

Level IV	6	3	9	0	3	21					
TOTAL	20	39	76	47	68	250		250		250	250

Project Performance Measure 2.2b

To evaluate this performance measure, a random selection of training date evaluations and types of trainings were analyzed and are summarized the table below. RTI-Elementary trainings are reported for this item. For RTI-Secondary training ratings, refer to Project Performance measure 1.2e. The evaluations are rated on a 4-point scale, with 1 the lowest and 4 the highest. Means were calculated for each item of the evaluation per training and a mean for the item was calculated by averaging the means across trainings. A Grand mean was derived by adding the Mean Item Scores (in the last column) and dividing by 6 (items). A percentage was calculated by dividing the Grand Mean and percentage of effectiveness. The RTI-Elementary evaluations were analyzed and reported in Year 3 using the same method of random selection. Therefore, the item means and the Grand Mean and percent of effectiveness are compared from Year 3 to Year 4.

RTI-Elementary SPDG Regional Training evaluation results are displayed in the table below. The trainings are attended by RTI school teams from across the state and are comprised of administrators, general education and special education teachers, school psychologists and counselors. Evaluations are completed at the end of training sessions to provide feedback to the RTI Consultants and RTI State Coordinator. RTI training materials have been manualized and in Year 4, an “Elementary Training Timeline” was developed so that there is not only consistency of what is trained, but when schools are trained during their evolution as a RTI School.

Evaluations for Year 4 yielded a Grand Mean across trainings and items of 3.5, or 88% effectiveness overall. This is an increase in ratings from Year 3, which was rated at 3.4 and at 85% effectiveness. With the new “Elementary Training Timeline” that guides timing on when to train relevant to a schools evolution, items such as “aligned with my need” and “will be able to apply” will be rated higher in Year 5 because of an even better match to needs and level of understanding so that skills can be applied.

Notably, for item respondents are asked to reply “would you recommend this training to another person?”, 91% responded “yes” in Year, compared to 88% in Year 3.

RTI-Elementary – SPDG Regional Training Evaluations, Year 4

RTI Elementary Regional On Site/Webinar Trainings March, 2013 to February 2014 SPDG sponsored 35 regional trainings 6 Items Rated – 1 (lowest), 2, 3, 4 (highest)	Mean Evaluation Ratings by Training Session						COMPARE	
	9/26/2013 Face-to- face	10/29/2013 #1 webinar	10/29/2013 #2 Face-to- face	11/12/2013 Face-to- face	2/4- 5/2014 Face- to- face	2/20/2014 webinar	YEAR 4 Mean Scores Across Trainings by Item	YEAR 3 Mean Scores Across Trainings by Item
Overall, the presenters demonstrated thorough knowledge of the topic	3.7	4	4	3.8	3.4	3	3.7	3.6
The content presented was aligned with my need	3.4	3.8	4	3.8	3	3	3.5	3.3

I will be able to apply what I learned	3.5	3.8	4	3.6	3	2.6	3.4	3.4	
The workshop hands-on activities were useful	3.6	3.5	3.8	3.8	2.9	2.6	3.4	3.3	
There was an opportunity for collaborative learning with other participants.	3.8	4	4	3.8	3.2	2.6	3.7	3.5	
The training activities were designed for diverse learning styles	3.3	3.8	4	3.4	3	2.6	3.4	3.2	
Would you recommend this session to a colleague?	100%	100%	100%	100%	67%	80%	91%	88%*	
Grand Mean and Percent Across Trainings=								3.5	88%
								3.4;	85%

*Percent of attendees who responded “yes”

Project Performance Measure 2.5.c

This Project performance measure is redundant with OSEP Program Goal 2.a for RTI-Elementary Schools. Since Targets were written, the RTI Project was divided into RTI-Elementary and RTI-Secondary. Therefore, the information reported in the OSEP Program Goal 2 is now redundant with this item. The goal is for schools in Cohort 3 (Year 3) to achieve 90% implementation by the end of the 5th year. Currently, these schools were evaluated to be at 65%.

Project Performance Measure 2.5.d TO BE REPORTED IN FOLLOW-UP REPORT

Data for this performance measure will be provided in the follow-up report

Project Performance Measure 2.5.e

After all MBI trainings, attendees complete training evaluations. The evaluator randomly selected 12 regional trainings from Year 3 to calculate Means by training and a Grand Mean and percentage of effectiveness over all trainings. Results are shown in the table below. A Grand Mean of 3.6 was calculated by averaging the training overall mean. The Percent Effectiveness was calculated by dividing the Grand Mean of 3.6 by 4 (total points possible), or 90%.

MBI Training Evaluations Year 4

N=12 Randomly Selected

6 Items - Rated 1 (lowest), 2, 3, 4 (highest) TRAINING Number	1	2	3	4	5	6	7	8	9	10	11	12	Item Mean
Overall the presenters demonstrated thorough knowledge of the topic	4.0	4.0	3.5	4.0	3.9	3.9	4.0	3.7	4.0	4.0	3.8	4.0	3.9

The content presented was aligned with my needs and/or school goals	3.9	3.8	2.8	4.0	3.8	3.8	3.8	2.8	3.7	3.7	3.5	4.0	3.6
I will be able to apply what I learned	4.0	3.6	2.7	3.9	3.8	3.8	3.7	2.9	3.7	3.5	3.6	4.0	3.6
The materials used helped or enhanced my learning	3.9	3.6	3.0	3.9	3.8	3.8	3.7	2.8	3.8	3.3	3.5	4.0	3.6
The training activities were designed for diverse learning styles	3.5	3.2	3.0	3.8	3.6	3.7	3.5	2.3	3.5	2.6	3.6	4.0	3.4
I would recommend this session to my school and colleagues	4.0	3.8	2.3	4.0	3.8	3.7	3.8	2.8	3.7	3.5	3.5	4.0	3.6
Means by Training	3.9	3.7	2.9	3.9	3.8	3.8	3.7	2.9	3.7	3.4	3.6	4.0	3.6
GRAND MEAN & PERCENTAGE ACROSS TRAININGS													3.6 90%

Project Performance Measure 2.5.f – TO BE REPORTED IN FOLLOW-UP

The Schoolwide Evaluation Tool (SET) is a widely used measure of extent of implementation of positive behavioral supports systems (PBIS), as is the Benchmark for Advanced Tiers (BAT). MBI Schools have typically been evaluated with the SET and during Year 3, site coaches began using the BAT to further refine evaluation of implementation, especially at Tiers 2 and 3. Year 4 results are forthcoming as of the date of this report. Therefore, this performance measures will be reported in a follow-up report.

Project Performance Measure 2.5.g – TO BE REVISED IN FOLLOW-UP REPORT

The data reported for this project performance measure is inaccurate as the schools reported for Year 4 are not entirely the same as for Year 3. We will bring the schools reported for Year 4 into alignment with those reported for Year 3 to derive a true comparison to demonstrate improvement in student outcomes as a result of RTI-Elementary tiered systems in reading.

State Summary – RTI-Elementary Student Outcomes – Reading Spring 2013 Benchmarks

STATE AGGREGATED N=19 to 50, by grade		Kinder PSF N=38	Grade 1 ORF N=39	Grade 2 ORF N=38	Grade 3 ORF N=36	Grade 4 ORF N=34	Grade 5 ORF N=31	Grade 6 ORF N=89
Tier 1	# Students Tier 1	1347	1060	829	1589	2295	3106	3822
	Mean Score	55	90.5	132	151	158	168	170
	Range of Scores	39-71	46-135	95-170	114-188	122-193	129-207	131-209
YR 4	% of Total Students at Tier 1	92%	72%	62.6%	59.1%	64.2%	68%	70.5%
YR 3	% of Total Students at Tier 1	88.9%	76.9%	69.8%	56.6%	69.0%	73.0%	80.7%
Tier 2	Number Students Tier 2	92	243	259	583	816	1029	1162
	Mean Score	15	26	67.0	92.0	95.0	99.0	95
	Range of Scores	12-18	22-31	61-72	83-101	90-100	94-104	91-99
YR 4	% of Total Students at Tier 2	6.1%	19.2%	18.9%	25.3%	17.4%	16.2%	14.8%
YR 3	% of Total Students at Tier 2	8.8%	16.8%	14.4%	27.4%	17.2%	14.7%	10.4%
Tier 3	Number Students Tier 3	39	130	254	482	720	938	1080
	Mean Score	1.9	8	44	38.8	56	64	63
	Range of Scores	1.3-2.5	5-11	29-59	25-53	37-75	49-78	52-74
YR 4	% of Total Students at Tier 3	3.9%	8.8%	18.4%	15.3%	18.3%	15.6%	14.8%
YR 3	% of Total Students at Tier 3	2.3%	6.3%	15.8%	16.0%	13.8%	12.2%	8.9%
STATE AGGREGATED % BY TIER								
	YEAR 4	YEAR 3						
Tier 1	69.8%	73.6%						
Tier 2	16.8%	14.4%						
Tier 3	13.6%	11.8%						

Project Performance Measure 2.3a.

The Early Childhood MTSS Pre-K Project is being developed in partnership between the OPI and the University of Montana - Institute for Educational Research and Services (IERS). Key IERS personnel have extensive knowledge in preschool learning, for both typically developing and developmentally delayed children, and the application of RTI and MBI in a preschool setting. In Year 2, seven preschool sites had been identified as ones with an interest in developing the Montana MTSS Pre-K Model. During the current report period, Year 3, one program, Confederated Salish and Kootenai Tribes Early Childhood Services, changed sites within their program based on their capacity to sustain the work. Currently, Arlee, Polson and St. Ignatius sites are involved whereas in the prior year, only Arlee was piloting. One site (Ronan) was withdrawn and replaced with Arlee at the end of Year Two. Libby Public Preschool is co-located, in an inclusion model with Kootenai Valley Head Start. Therefore, the original reporting of two programs has been collapsed into one (now Kootenai Valley Head Start). As a result, the MTSS Pre-K Project is working with six Pre-K Early Childhood programs at eight locations. These are:

Pre-K Program	Site Location
1. Confederated Salish and Kootenai Tribes Early Childhood Services	- Arlee, Mt. - Polson, Mt. - St. Ignatius, Mt.
2. Ravalli Head Start	- Stevensville, Mt.
3. Kootenai Valley Head Start	- Libby, Mt.
4. Small Wonder Child Care	- Lewistown, Mt.
5. Great Falls Public Preschool	- Skyline-Great Falls, Mt.
6. Co-TEACH Preschool	- Institute for Ed Research and Service University of Montana, Missoula

Project Performance Measure 2.3b.

The MTSS Pre-K Leadership team met four times this year to continue development of the Montana MTSS Pre-K Model. Leadership team meetings were combined with team meetings this year because our pilot site team members were really taking on the role of leaders.

Leadership team meetings dates and topics summarized in the table below.

Meeting Date	Topics Discussed
05/30/13	Discussed: challenges teachers were having using the Behavior Incident Report; guidelines for teachers to follow for knowing when to record BIRs and when not to; incentives for teachers to collect BIR data; training interests (FBA); current assessments sites using and which are most useful; upcoming training opportunities related to teaming and site facilitation; identified interest in getting trained in TIPS and in the classroom strategies (session 4 MBI); sites shared how looking at own data and making decisions; discussed coaching cards as a tool for coaches; review of Striving Readers project and usefulness of coaching/observation/teacher self-reflection; need for intentional teaching; resource Montana Early Literacy Plan; ideas for new cohort sites; reviewed assessment matrix and shared edit ideas (adding a purpose column); additional PD interests
06/22/13	Meeting at Montana Behavioral Summer Institute (June 2012, Bozeman) – discussed the phases of RtI (explore, implement, and sustain) – gathered ideas from group about specific tasks that should fit into each phase thinking about it from the view point of a brand new site – what

	do they need to know about each phase (tasks included: importance of meeting guidelines, timelines, assessments, leadership, action planning, outcomes, staff buy-in, coaching support, PD plans, family involvement)
09/26/13	Reviewed MTSS overview power point and discussed ways it could be modified to better fit early childhood; want to show how sites display their data into the power point so others can see examples; getting teachers to understand the purpose of data; interest in more support on using TIPS; shared resource Connect modules; interested in more family engagement PD;
01/17/14	Site updates – one site developed resource for teachers (cheat sheet on behavior management strategies at each of the tiers of the pyramid); assessment updates; use of IOP and TPOT; importance of connect work of EC REAL with K-12 REAL; reviewed Crosswalk document of BoQ and Self-Assessment;

Project Performance Measure 2.3c. -

This performance measure is not due until year 5. However, we are reporting progress towards the development of a cadre of consultants. Currently, the MTSS Pre-K Project is building capacity and laying the foundation for adding consultants to the project by developing on-site, internal coaches at each site. Each site is defining and implementing coaching in slightly different ways that are socially valid to their educational structure. Presently, the MTSS Pre-K Project two project staff from IERS are the consultants to all sites, one of which has attended additional MTSS trainings and meetings along with the MTSS K-12 teams to increase her knowledge and capacity to support MTSS early childhood sites as a consultant.

Project Performance Measure 2.3d.

Formal training this year focused on developing universal strategies to support an MTSS model. Several pilot teams attended session 3 MBI team training which focused on early childhood training. In addition, all sites attended the Montana Behavioral Initiative (MBI) Summer Institute. Also, several training areas were identified through MTSS Leadership Team meetings as described above and two specific training topics (1. data-based decision making and problem solving using the TIPS model and 2. family engagement strategies) were selected.

A summary of dates and training topics are contained in the table below.

Training Date	Training Topic/Content
06/17/13-06/21/13	Montana Behavioral Initiative Summer Institute: EC MTSS in Montana: moving towards expansion and sustainability. Programs in attendance participated in a wide variety of training opportunities in the early childhood strand of the conference with a focus on both early academic and social emotional supports. For example, one program attended a three-hour overview of the impacts of traumatic stress on children's learning and development.
09/30/13-10/01/13	Montana Behavioral Initiative Team Training Session 3: Problem solving implementation and fidelity issues; data-based decision making using outcome data; getting everyone on board (staff buy-in); resource sharing and supporting administrators
11/15/13	Webinar using data to make decisions, following the Team Initiated Problem Solving Process, and using Behavior Incident Reports in the problem solving process (practical strategies for everyday implementation).

Project Performance Measure 2.3e –Revised

This performance measure was revised in Year 3 to reflect the performance measures developed by the Montana MTSS Pre-K team after training with the U.S. Department of Education TACSEI/CSEFEL. It was decided to establish the baseline in Year 3, and estimate a realistic gain for each year after. Year 3 performance, evaluated in Spring 2012, was at 74.8%, so that a 75% baseline was indicated. A 10% gain in each subsequent year is ambitious; therefore, the revised performance measure is for Year 4 to be at 85% and Year 5, the end of the grant, at 95%.

The MTSS Pre-K Team selected 4 performance measures to evaluate the early childhood classrooms on essential components such as overall classroom environment, student-teacher interactions, early literacy and language, behavioral expectations, teaming and social-emotional support. The performance measures are:

- (1) Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains
- (2) Classroom Assessment Scoring Systems (CLASS) – 3 Domains
- (3) Benchmarks of Quality Pre-School (BOQ-PS) – 9 Domains
- (4) Inventory of Practice (IOP) – 4 Domains

The domains in which each measure evaluates the early childhood classroom are titled in the individual performance measure charts below where pilot site scores are listed and averaged to a MTSS-PreK mean by domain.

An overall project mean was calculated for each domain within a measure. A percent achieved was calculated by dividing the actual domain score by the total possible points for a domain (shown below each domain title).

A recap of Spring 2013 Grand Means of the four performance measures and a calculation of Grand Mean across measures. The Grand mean of 81% represents a substantial increase from Year 3 and approaches the target for Year 4 of 85%.

Performance Measure	Grand Mean Across MTSS Pre-K
ELLCO	76%
CLASS	74%
BOQ	76.7%
IOP	97.3%
Grand Mean	81%

Results from the 4 performance measures are shown below

Spring 2013 ELLCO – MTSS Pre-K Early Childhood Pilot Sites

Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains (on 2 subscales)

Pilot Program:	Classroom Structure (20 pts)	Curriculum (15 pts)	Learning Environment (20 pts)	Books and Book Reading (25 pts)	Print and Early Writing (15 pts)
CSKT -EC	14.7	10.2	11.5	15.6	8.1
Ravalli HS	18.5	12.1	11.6	9.0	6.7
Kootenai HS	12.1	7.3	6.6	11.9	5.8
Small Wonder	19.0	12.0	17.5	21.0	13.5
Great Falls PS	20.0	15.0	20.0	25.0	15.0
Co-Teach	20.0	15.0	18.7	25.0	15.0
MTSS PRE-K AVERAGE:	17.4	11.9	14.3	17.9	10.7
Percent Pts	87%	80%	72%	72%	71%
GRAND MEAN	76%				

**Spring 2013 CLASS MTSS-Pre-K Early Childhood Pilot Sites
Classroom Assessment Scoring Systems (CLASS) – 3 Domains**

Pilot Program:	Emotional Support (7 pts)	Classroom Organization (7 pts)	Instructional Support (7 pts)
CSKT -ECS	5.2	4.3	3.5
Ravalli HS	5.8	4.0	4.0
Kootenai HS	4.7	4.3	2.6
Small Wonder	6.3	6.2	3.8
Great Falls PS	6.2	5.9	5.7
Co-Teach	7.0	7.0	7.0
MTSS PRE-K AVERAGE:	5.9	5.3	4.4
Percent Points	84%	75%	63%
GRAND MEAN	74%		

**Spring 2013 BOQ-PS MTSS-Pre-K Early Childhood Pilot Sites
Benchmarks of Quality – Pre School (BOQ-PS) – 9 Domains**

Pilot Program	Establish Leadership Team (12 pts)	Staff Buy In (4 pts)	Family Involvement (8 pts)	Program Wide Expectations (12 pts)	Strategies for teaching and acknowledging the program wide expectations (6 pts)	All classrooms demonstrate implementation of the pyramid model (12 pts)	Procedures response to challenging behaviors (12 pts)	Professional Development and Staff Support Plan (16 pts)	Monitoring Implementation Outcomes (12 pts)
CSKT-ECS	11	2	3	12	6	10	11	11	4
Ravalli HS	8	3	6	12	6	11	8	6	4
Kootenai HS	10	3	7	12	5	11	7	11	12
Small Wonder	5	3	2	4	2	11	5	8	0
Great Falls	11	4	7	12	6	12	12	15	11
Co-Teach	9	4	8	12	6	12	12	14	10
MTSS PRE-K AVERAGE:	9.0	3.2	5.5	10.7	5.1	11.2	9.2	10.8	6.8
Percent Pts	75%	79%	69%	89%	85%	93%	76%	67%	57%
Grand Mean	76.7%								

Spring 2013 IOP MTSS-Pre-K Early Childhood Pilot Sites
Inventory of Practice (IOP) – 4 Domains

Pilot Program	Building Positive Relationships (57 pts)	Creating Supportive Envmt (168 pts)	Social and Emotional Teaching Strategies (153 pts)	Individualized, Intensive Interventions (48 pts)
Ravalli HS	56	156	143	47
Kootenai HS	55	161	133	46
Small Wonder	55	165	152	48
Great Falls	55	166.5	152	48
Co-Teach	57	168	153	47.5
MTSS PRE-K AVERAGE:	55.6	163.3	146.6	47.3
Percent Pts	98%	97%	96%	99%
Grand Mean	97.3%			

Project Performance Measure 2.4.a

The 6 MTSS Schools in Cohort 1 participated in Year 3. In Year 4, 12 more schools were recruited for the MTSS Initiative and are designated as Cohort 2. These schools are listed in Project Performance Measure 2.1.a of this report. There are now a total of 17 schools who are working to imbed best practices in parent/family involvement in education. The MTSS Initiative formed Parent Engagement/Involvement workgroup devoted only to promote school-family partnerships through engagement practices and activities. We continue our collaboration with the state organization, Parents Let's Unite for Kids (PLUK) who created a page on their website about tiered services, specifically, RTI, MBI and MTSS and added references for parents to access more information from the OPI, RTI, MTSS and MBI websites. PLUK also created and distributed a handout for parents about tiered services (RTI) which included information about alternative assessments for students with disabilities. The Director of PLUK attended CSPD planning meetings to provide family perspectives about how to engage parents and families in our processes.

Project Performance Measure 2.4.b

MTSS Project Schools used the Family Engagement Checklist (Muscott & Mann, 2004) to self-evaluate the strategies and activities in place within each school in the Spring of 2013 and 2014. As shown in the table below, 100% of the schools have activities already in place (items rated 2=partially in place; items rated 3=in place), so that for this performance measure, MTSS Project schools are at 100%. However, we analyze our data for improvement in the extent to which specific strategies are in place.

Cohort I - The mean across all 5 Cohort I schools this year was 2.0 (out of 3) or, 67% in place. This is an improvement from Year 3 when aggregated data across the schools yielded a 1.6 rating, or 53% in place. We used the ratings from Year 3, Cohort 1, to compare with this year's results to evaluate progress. In some instances, ratings increased while others decreased. However, it should be noted that last year, Cohort 1 was comprised of 6 schools so that the comparison of Year 3 to 4 may be compromised slightly.

Schools vary by the type and extent of parent/family involvement strategies used. School Teams engage in item analysis and write plans for the next school year as to which strategies need improvement and which may be adopted more fully. This year, a parent survey was used that correlates to items on this survey so that School Teams can look at parent ratings of how the schools efforts to engage them might be perceived.

Cohort 1 - March 2014 Family Engagement Checklist – MTSS Pilot Sites

Cohort 1 Schools A= Broadwater; B=Chief Joseph MS; C=East Valley MS; D=Paxson; E=Stevensville

DOMAINS/Items – rated by Status - 1 = not in place; 2= partially in place; 3= in place	A	B	C	D	E	Year 4 Mean	Year 3 Mean
CLIMATE							
Process to assess how welcome, valued and satisfied parents are in and with school.	3	3	1	1	1	1.8	2.0
Plan to address ways to help families feel welcomed and valued.	3	3	1	1	3	2.2	1.8
Plan for training all staff to work collaboratively and respectfully with families.	2	3	1	1	1	1.6	1.8
Plans to address ways to help families from diverse backgrounds feel welcomed and valued including those with students in the Tiers 1, 2, and 3 levels of MBI.	3	3	1	1	1	1.8	1.8
CLIMATE DOMAIN MEAN = 1.9							1.9
PARENT INVOLVEMENT- HOME LEARNING ACTIVITIES							
Process for assessing parents' opinions about their own involvement in learning activities at home.	2	2	1	1	1	1.4	1.3

Plan or set of activities for helping families support their child's learning at home.	3	3	2	1	3	2.4	2.0	
Plan includes activities for helping diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, support their child's learning.	3	3	1	1	2	2.0	1.5	
HOME LEARNING ACTIVITIES DOMAIN MEAN = 1.9							1.6	
COMMUNICATION WITH PARENTS/FAMILIES								
Process for assessing parents' opinions about how well schools communicate them.	3	3	3	1	1	2.2	1.7	
Plan for communicating with families in varied and helpful ways.	3	3	3	1	2	2.4	2.3	
Plan includes activities for communicating with diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, about important school/home matters including discipline.	3	3	2	1	3	2.4	2.0	
COMMUNICATION DOMAIN MEAN = 2.3							2.0	
PARENT/FAMILY INVOLVEMENT (Volunteering, Assisting)								
Process for assessing parents' opinions about how they can support schools through their involvement at school.	3	3	1	1	1	1.8	1.7	
Plan for how parents can be involved in supporting learning at school through volunteering and assisting.	3	2	2	1	3	2.2	1.8	
Plan for parental involvement in school activities addresses how diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, can participate.	3	2	1	1	3	2.0	1.7	
INVOLVEMENT (Volunteering, Assisting) DOMAIN MEAN = 2.0							1.7	
PARENT/FAMILY INVOLVEMENT IN DECISION-MAKING								
Process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities	2	3	2	1	1	1.8	1.5	
Plan for encouraging and supporting parent participation in decision-making committees & activities.	3	3	1	1	1	1.8	1.5	
Plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in students in tiered intervention of MBI, can participate.	2	3	1	1	1	1.6	1.2	
Process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	3	2	3	3	1	2.4	1.3	
Plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	2	2	3	1	2	2.0	1.3	
Plan for gathering and incorporating parents' input about matters of importance including discipline; addresses how diverse families, including those with students in tiered intervention, can be heard.	2	2	3	1	1	1.8	1.2	
DECISION-MAKING DOMAIN = 1.9							1.3	
Grand Mean and Percentage Across Items & Schools=							2.0	1.6
							67%	53%

STATUS: 1= NIP = not in place; 2=PIP = partially in place; 3= IP = in place;
A= Broadwater; B=Chief Joseph MS; C=East Valley MS; D=Paxson; E=Stevensville; F=West

Cohort 2 - We also present the results of the Family Engagement survey for Cohort 2. Results of a Grand Mean of 2.0, or 67% are the same as Cohort 1. Schools will analyze their own system of parent involvement strategies and activities to target specific strategies for improvement in Year 5. See table below.

Cohort 2 March 2014 – Family Engagement Checklist – MTSS Pilot Sites

Cohort 2 Schools A=Ennis; B=Anderson; C=Bryant; D=Capital HS; E=CS Porter; F=Whittier; G=Polson HS; H=Lewis & Clark;
I=Sacajawea MS; J=Morning Star; K=Garfield/Highland Park

DOMAINS/Items – rated by Status - 1 = not in place; 2= partially in place; 3= in place	A	B	C	D	E	F	G	H	I	J	K	Mean
CLIMATE												
Process to assess how welcome, valued and satisfied parents are in and with school.	3	1	2	3	2	2	3	2	2	3	1	2.2
Plan to address ways to help families feel welcomed and valued.	2	2	2	2	3	3	2	3	2	3	3	2.5
Plan for training all staff to work collaboratively and respectfully with families.	1	1	1	1	2	1	1	2	1	2	3	1.5
Plans to address ways to help families from diverse backgrounds feel welcomed and valued including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI.	1	2	1	2	3	2	1	3	2	2	2	1.9
CLIMATE DOMAIN MEAN = 2.0												
PARENT INVOLVEMENT WITH LEARNING ACTIVITIES AT HOME												
Process for assessing parents' opinions about their own involvement in learning activities at home.	1	1	1	3	1	1	3	2	3	2	1	1.7
Plan or set of activities for helping families support their child's learning at home.	2	2	1	2	3	3	2	3	2	3	3	2.4
Plan includes activities for helping diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, support their child's learning.	2	1	1	2	3	2	2	3	1	3	3	2.1
INVOLVEMENT WITH LEARNING ACTIVITIES AT HOME DOMAIN MEAN = 2.1												
COMMUNICATION WITH PARENTS/FAMILIES												
Process for assessing parents' opinions about how well schools communicate with them.	1	1	3	3	1	2	3	2	3	3	1	2.1
Plan for communicating with families in varied and helpful ways.	2	3	3	3	3	3	3	3	2	3	3	2.8
Plan includes activities for communicating with diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, about important school/home matters including discipline.	1	1	3	2	3	2	2	3	1	3	3	2.2
COMMUNICATION WITH PARENTS/FAMILIES DOMAIN MEAN = 2.4												
PARENT/FAMILY INVOLVEMENT AT SCHOOL (Volunteering, Assisting)												
Process for assessing parents' opinions about how they can support schools through their involvement at school.	2	1	3	1	1	1	2	3	3	3	1	1.9
Plan for how parents can be involved in support learning at school thru volunteering/assisting.	3	3	2	1	1	3	2	3	3	3	3	2.5
Plan for parental involvement in school activities addresses how diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, can participate.	3	1	2	1	1	1	2	3	2	3	3	2.0
INVOLVEMENT AT SCHOOL (Volunteering, Assisting) DOMAIN MEAN = 2.1												
PARENT/FAMILY INVOLVEMENT IN DECISION-MAKING												
Process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	1	1	1	2	1	1	2	1	3	3	1	1.5

Plan to encourage and support parent participation in decision-making committees & activities.	1	2	1	2	2	2	2	2	2	3	2	1.9
Plan for parent participation in decision-making committees and activities addresses how diverse families, including those with students in students in tiered intervention of MBI, can participate.	1	1	1	1	2	2	2	2	1	2	1	1.5
Process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	1	1	3	1	1	2	2	1	2	3	1	1.6
Plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	1	1	1	1	1	1	3	2	3	2	2	1.6
Plan for gathering and incorporating parents' input about matters of importance including discipline; addresses how diverse families, including those with students in tiered intervention, can be heard.	1	1	1	1	1	2	2	2	1	1	2	1.4
INVOLVEMENT IN DECISION-MAKING DOMAIN MEAN = 1.6												
Grand Mean and Percentage Across Items & Schools= 2.0 67%												

Project Performance Measure 2.4.c

During Year 4 of the grant, we developed a Parent Engagement Survey that corresponds directly with the Family Engagement Checklist in the previous item. The survey items were written from the perspective of the parent and the survey was made available to MTSS schools online. Schools made the online anonymous survey available to parents either during parent conference periods, where they could use a school computer to complete the survey anonymously, or were notified via email with a link to the online survey. Parents without access to online computers in their homes were encouraged to come to the school where they could use a computer at any time during school hours. Both Cohorts 1 and 2 of MTSS made the survey available to their schools. We are reporting aggregated parent responses by Cohort for the purpose of comparing them to the Family Engagement Checklist, which is collected and reported by Cohort. See the 2 tables below that report Cohort 1 and Cohort 2; the discussion is below the second table.

It is important to note that a total of 8 schools from both cohorts piloted this new survey. The remaining schools had other types of surveys to gain the parent perspective and these were submitted. However, there were not common items to aggregate across surveys and these other surveys were not aligned to the Family Engagement Checklist.

The aggregated Grand Mean across Cohort 1 schools using the survey was a score of 4.1, or 82%, with the highest scored domain in Climate at 4.3 or 86%. Communication between home and school and encouragement of parents to volunteer or assist in learning activities at school were domains rated at 4.2, or at 84%.

Cohort 1 – Parent Survey of School Engagement – Year 4 (N=3)		Ratings (low)1, 2, 3, 4,5 (high)			
Key: A=Broadway, B=East Valley MS, C=Paxson		A	B	C	Item Mean
Domains/Items					
Climate					
1	The school asks me how welcomed, valued, and satisfied I am in and with the school	4.1	3.5	3.4	3.7
2	The school makes me and my family feel welcomed and valued	4.8	4.5	4.1	4.5
3	School staff work together respectfully with me and my family.	4.8	4.5	4.4	4.6
4	Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.	4.7	4.9	4.0	4.5
Climate Domain Mean = 4.3					
Parent Involvement in Learning Activities at Home					
5	The school asks my opinions regarding my involvement in learning activities at home.	3.8	3.4	3.1	3.4
6	The school offers ideas or activities to me to support my child's learning at home.	4.5	3.9	3.7	4.0
7	The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.	4.6	4.8	4.0	4.5
Parent Involvement/Learning Activities at Home Domain Mean = 4.0					
Communication with Parents/Families					
8	The school asks my opinion about how well they communicate with me	4.1	3.4	3.3	3.6
9	The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences, etc.)	4.7	4.5	4.3	4.5
10	The school communicates with parents/families from different backgrounds whose children receive various levels of academic and behavioral support about important school and home matters, including discipline.	4.4	5.1	4.2	4.6
Communication with Parents/Families Domain Mean = 4.2					
Parent/Family Involvement at School (Volunteering, Assisting)					
11	The school asks my opinion about how I can support the school through my involvement.	4.2	3.5	3.9	3.9
12	The school offers ways for me to support learning at school through volunteering & assisting.	4.3	4.0	4.5	4.3
13	The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.	4.2	4.7	4.4	4.4
Parent/Family Involvement at School (Volunteering, Assisting) Domain Mean = 4.2					
Parent/Family Involvement in Decision-Making					
14	The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).	4.0	3.2	3.6	3.6
15	The school encourages and supports my participation in decision-making committees and activities.	4.3	3.9	3.8	4.0
16	The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision-making committees and activities.	4.3	4.5	4.0	4.2
	The school asks my opinion about whether I am offered sufficient opportunities to provide	4.1	3.4	3.3	3.6

17	input to school personnel about matters of importance, including discipline.				
18	The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.	4.1	3.8	3.3	3.7
19	The school gathers & incorporates all parents' input about matters of importance, including diverse families with children receiving various levels of support for academics & behavior	4.3	4.3	3.8	4.1
Parent/Family Involvement in Decision-Making Domain Mean = 3.9					
Grand Mean and Percentage Across Items & Schools = 4.1 82%					

Cohort 2 – Parent Survey of School Engagement – Year 4 Key A=Ennis, B=Morning Star, C=Whittier, D=CS Porter MS, E=Capital HS		Ratings (low)1, 2, 3, 4, 5 (high)					
Domains/Items		A	B	C	D	E	Mean
Climate							
1	The school asks me how welcomed, valued, and satisfied I am in and with the school	3.4	2.8	3.6	3.4	3.2	3.3
2	The school makes me and my family feel welcomed and valued	4.5	3.6	4.2	4.4	3.5	4.1
3	School staff work together respectfully with me and my family.	4.2	3.9	4.5	4.4	3.7	4.2
4	Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.	4.1	4.1	4.3	4.6	3.9	4.2
Climate Domain Mean = 4.0							
Parent Involvement in Learning Activities at Home							
5	The school asks my opinions regarding my involvement in learning activities at home.	3.6	2.6	3.4	3.3	2.6	3.1
6	The school offers ideas or activities to me to support my child's learning at home.	4.0	3.4	4.3	3.9	2.9	3.7
7	The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.	3.6	4.0	4.3	4.5	3.6	4.0
Parent Involvement/Learning Activities at Home Domain Mean = 3.6							
Communication with Parents/Families							
8	The school asks my opinion about how well they communicate with me	3.1	2.8	3.1	3.1	3.0	3.0
9	The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences, etc.)	4.4	3.9	4.2	4.5	3.8	4.2
10	The school communicates with parents/families from different backgrounds whose children receive various levels of academic and behavioral support about important school and home matters, including discipline.	4.0	4.2	4.3	4.6	3.8	4.2
Communication with Parents/Families Domain Mean = 3.8							
Parent/Family Involvement at School (Volunteering, Assisting)							
11	The school asks my opinion about how I can support the school through my involvement.	3.4	3.5	3.7	3.9	2.8	3.5
12	The school offers ways for me to support learning at school through volunteering & assisting.	3.7	4.1	4.0	4.3	2.9	3.8

13	The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.	3.6	4.4	4.1	4.4	3.7	4.0
Parent/Family Involvement at School (Volunteering, Assisting) Domain Mean = 3.8							
Parent/Family Involvement in Decision-Making							
14	The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).	2.9	3.2	3.5	3.5	2.8	3.2
15	The school encourages and supports my participation in decision-making committees and activities.	3.3	3.5	3.8	3.8	2.9	3.4
16	The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision-making committees and activities.	3.9	3.9	4.0	4.4	3.5	3.9
17	The school asks my opinion about whether I am offered sufficient opportunities to provide input to school personnel about matters of importance, including discipline.	3.1	2.9	3.2	3.2	2.7	3.0
18	The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.	2.9	3.1	3.4	3.7	2.9	3.2
19	The school gathers & incorporates all parents' input about matters of importance, including diverse families with children receiving various levels of support for academics & behavior	3.4	3.8	3.6	4.2	3.4	3.7
Parent/Family Involvement in Decision-Making Domain Mean = 3.4							
GRAND MEAN Across Domains = 3.7 74%							

Cohort 2 Results for Year 4 are shown in the table above. The surveys yielded a Grand mean of 3.7 across items, or 74%, with the Climate of the school for parent participation and feeling valued the most highly rated, with a domain mean of 4.0, or 80%.

Project Performance Measures 1.1.a, b, c -

The table below incorporates all the information relevant to items 1.1a, b, c and will be referred to in the explanations for each measure. The original cohort of schools (N=6) are Cohort 1 and the data reported above is for this cohort only. Items 1.1 a, b, c are reported for Cohort 1 only. The MTSS Initiative started Cohort 2, comprised of 16 additional schools, during Year 4. Material usage and ratings will be reported for Cohort 2 in a separate table as a way to compare newly implementing schools to existing schools. We will continue to report data and progress for Cohort 2 through Year 5 in addition to Cohort 1.

Project Performance Measure 1.1.a -

The MTSS workgroups and administrators piloted and subsequently adopted 15 tools for implementing and sustaining tiered services in their schools in the previous years. This far exceeds the goal of adding 5 documents per year. It would seem that this target needs to be adjusted to reflect the actual need of the project. Materials were identified for process infrastructure and necessarily need to be identified earlier in the MTSS evolutionary process. MTSS materials will continue to be stable over the remainder of the funding periods. The total number of materials available to trainers is reported for this item, shown below under MTSS Implementation Materials Year 4

COHORT 1 MTSS Facilitator Materials Survey – Facilitators (N=5) - Year 4

MTSS Implementation Materials Year 4		Used by Facilitator			Materials - Mean Score Rating = 1 (low) to 5 (high)		
		N=Yes	N=No	% Used	Useful	Relevant	Clear
1	MTSS Facilitator Job Description	3	2	60%	4.3	4.3	4.3
2	Self-Assessment Survey (SAS)	3	2	60%	4.7	4.7	4.7
3	School Climate Survey (MyVoice or similar climate survey)	5	0	100%	4.6	4.6	4.6
4	Student Office Referral Data Management (SWIS or other system)	4	1	80%	5.0	5.0	5.0
5	Student Data Management Systems for Tier 2 Interventions (CICO, SWIS or similar system)	5	0	100%	4.6	4.8	4.8
6	Student Data Management Systems for Tier 3 Interventions (ISIS, SWIS or similar system)	4	1	80%	4.0	4.0	4.0
7	Team Initiated Problem Solving (TIPS) Model	2	3	40%	5.0	5.0	5.0
8	Matrix of Evidence Based Practices	4	1	80%	4.8	4.8	4.8
9	Family Engagement Checklist	4	1	80%	3.8	3.8	4.0
10	Benchmarks of Quality (BoQ)	3	2	60%	4.0	4.0	4.0
11	Benchmarks of Advanced Tiers (BAT)	4	1	80%	4.3	4.3	4.3
12	Systems Evaluation Tool (SET)	3	2	60%	5.0	5.0	5.0
13	Individual Student Systems Evaluation Tool (ISSET)	4	1	80%	4.7	4.7	4.7
14	RtI Level of Implementation Survey – online (used by MTSS Consultant)	3	2	60%	4.0	4.0	4.0
15	Reading Benchmarks	4	1	80%	4.3	4.3	4.3
*16	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	2	3	40%	5.0	5.0	5.0
*17	AimsWeb (curriculum based measurement, CBM)	2	3	40%	4.5	4.5	4.5
*18	Measure of Academic Progress System (MAPS) or other CBM tools	3	2	60%	4.7	4.7	4.7
**MTSS Project Materials Usage and Mean Scores		3.7	1.3		4.5	4.5	4.5
Percentages					90%	90%	90%
Year 4 Results				74%	Grand Mean = 90%		
Year 3 Results				78%	Grand Mean = 81%		

*These measurement materials (items 16, 17, and 18) vary from school to school, depending upon grade level, school academic data system, etc., therefore no one measure is expected to be at 100% usage.

**MTSS Project mean usage % and mean scores for useful, relevant, and clear do not include items 16, 17, 18.

Project Performance Measure 1.1.b -

See Cohort 1 Table above. Five Cohort 1 MTSS Facilitators completed a survey that listed MTSS Materials and asked them to identify those they had used at their school. Results overall show that 74% of Facilitators use the materials ($3.7 / 5 = 74\%$)

Project Performance Measure 1.1.c –

See Cohort 1 Table above. On the same survey, Facilitators were asked to rate how “useful, relevant, and clear” each tool was to them for implementation at their school. The ranking was based on a 5-point scale, with 1 (lowest), 2, 3, 4, 5 (highest). Means were calculated for each category across the 16 listed materials and resulted in the scores shown in the table (3.9, 4.1, 4.1 respectively). A percentage was calculated by dividing the mean by 5 (highest rank), which yielded: Usefulness, 90%, Relevance, 90% and Clarity, 90%, or a Grand Mean across all 3 categories of 90%, meaning that materials that are used are rated highly, or at 90%.

COHORT 2 - MTSS Facilitator Materials Survey – Facilitators (N=11) - Year 4

Data for Cohort 2 can be interpreted as 7/10 (~70%) Usage of MTSS Materials by Cohort 2 Facilitators with a Materials rating grand mean of 71.3%

MTSS Implementation Materials Year 4		Used by Facilitator			Materials - Mean Score Rating = 1 (low) to 5 (high)		
		N=Yes	N=No	% Used	Useful	Relevant	Clear
1	MTSS Facilitator Job Description	8	3	72.7%	3.8	3.4	3.5
2	Self-Assessment Survey (SAS)	9	2	81.8%	3.4	3.6	3.6
3	School Climate Survey (MyVoice or similar climate survey)	9	2	81.8%	3.7	3.6	3.6
4	Student Office Referral Data Management (SWIS or other system)	10	1	90.9%	4.0	4.0	3.9
5	Student Data Management Systems for Tier 2 Interventions (CICO, SWIS or similar system)	6	5	54.5%	3.7	3.7	3.5
6	Student Data Management Systems for Tier 3 Interventions (ISIS, SWIS or similar system)	6	5	54.5%	3.5	3.3	3.3
7	Team Initiated Problem Solving (TIPS) Model	6	5	54.5%	3.8	4.0	3.5
8	Matrix of Evidence Based Practices	5	6	45.5%	3.4	3.4	3.4
9	Family Engagement Checklist	8	3	72.7%	3.4	3.3	3.1
10	Benchmarks of Quality (BoQ)	6	5	54.5%	3.8	3.8	3.8
11	Benchmarks of Advanced Tiers (BAT)	8	3	72.7%	3.5	3.8	3.4
12	Systems Evaluation Tool (SET)	11	0	100.0%	3.6	3.6	3.6
13	Individual Student Systems Evaluation Tool (ISSET)	8	3	72.7%	3.3	3.4	3.3
14	RtI Level of Implementation Survey – online (used by MTSS Consultant)	9	2	81.8%	3.2	3.2	3.1
15	Reading Benchmarks	6	5	54.5%	3.8	3.8	3.8
*16	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	1	10	9%	4.0	4.0	4.0
*17	AimsWeb (curriculum based measurement, CBM)	6	5	54.5%	3.7	3.7	3.8
*18	Measure of Academic Progress System (MAPS) or other CBM tools	6	5	54.5%	3.5	3.5	3.2
**MTSS Project Materials Usage and Mean Scores					3.6	3.6	3.5
Percentages				69.7%	72%	72%	70%
Year 4 Results					Grand Mean = 71.3%		
Year 3 Results				N/A	N/A		

Project Performance Measure 1.2.a –

The RTI-Secondary State Leadership Team has developed 10 training documents that are designed to help middle and high school RTI Teams reflect on current practices and then make decisions on how they want to apply tiered services in their own schools. These materials are used in conjunction with specific trainings developed to assist schools through this process. The 10 training documents and purpose for each are presented in the table below.

In Year 4, the RTI-Secondary State Leadership Team developed and used additional training materials to refine implementation. These materials are: (a) “Next Steps” document that helps school teams identify how they will apply skills learned during a training and the extent to which they need follow-up training or on site consultant supports, and (b) the RTI-Secondary Training Module Timeline, which supports fidelity of training across the state by listing the sequence of training modules from beginning through fully implementing stages. Both these documents target fidelity of the process and were used consistently throughout the year. However, they were not added to the materials survey for Facilitators to rate usage and effectiveness, but are listed in the table below in bold (items 9 & 10). These will be evaluated in Year 5

Training Material		Purpose
1	RTI MS-HS Implementation Rubric	Helps school leadership team understand the steps towards full implementation of tiered RTI supports and then identify where the school is in the process. Results used for action planning.
2	Digging Deeper	Assists school team identify specific areas of concern in the school, for example attendance, or test scores. Once the concern is identified, the document helps the team problem solve to potential solutions.
3	Collaborative Teaming/Strong Leadership Survey Analysis and Goals	Assists the school leadership team in identifying specific ways to address essential components of RTI such as teaming, data-based decision making, and strong leadership essentials.
4	Identifying Current EWS Practices At Your School	Assists leadership team in thinking through ways and reasons for which students fall off track for graduation. Once identified, helps team identify if current practices help deter school dropout.
5	Analyzing Middle School and High School Interventions	Assists leadership team in identifying what interventions are in place in the school by name, purpose, target group, outcome, and staff involved. Can identify gaps and overlaps.
6	6 Big Ideas In Family/Community Involvement	Identifies the 6 most important ways in which schools connect with families. Leadership team rates whether idea is in place, partially in place, or not at all. Assists in identifying gaps in best practice.
7	Communication Plan Worksheet	Assists leadership team in identifying different types of communication between student/family/school and is a rubric for deciding who initiates communication, content and when and how often communication is made.
8	Define School Partnering Roles and Responsibilities	Rubric leadership team discusses and completes definitions of within school and community partners; who, how, responsibilities.
9*	Next Steps	Assist school teams in evaluation and planning for application of skills learning in a training; school teams identify deadlines and extent to which they need follow-up training or supports.
10*	RTI Secondary Training Module Timeline	Assists RTI-Secondary Consultants in fidelity of training implementation; lists sequence of training modules from introducing the RTI-Secondary framework through skills for full implementation.

* Materials developed and used in Year 4, but not evaluated through the survey

Project Performance Measures 1.2.b and 1.2.c

RTI-Secondary Facilitators rated training materials in March, 2014 to determine their usage and ratings of usefulness, relevance, and clarity. Results of the survey are shown in the table below. Usage of some materials was low (see 7 & 8) and were rated low. However, these are used for more advanced systems and less fundamental to the process. The RTI-Secondary Leadership team will use feedback from the survey to improve training materials and to guide the improvement and/or development of training materials.

The percentage of usage for 1.2.b, 50%, was calculated by averaging the percent used over the 8 measures, an increase from Year 3. The target is 85%, which may be unrealistic given that some materials are essential (see 1 & 2) and others may be optional in the earlier stages. When materials are used, they are rated as useful, relevant and clear with a grand mean of 3.8, or 78%.

Year 4 RTI-Secondary – Facilitator Training Materials Survey (N=9)

Training Materials		% Facilitators Used	Rated 1 (lowest), 2, 3, 4, 5 (highest)		
			Useful	Relevant	Clear
1	RTI MS-HS Implementation Rubric	100%	4.4	4.7	4
2	Digging Deeper	89%	4.3	4.1	4.4
3	Collaborative Teaming/Strong Leadership Survey Analysis and Goals	33%	4	4	3
4	Identifying Current EWS Practices At Your School	44%	4	4.2	4.6
5	Analyzing Middle School and High School Interventions	56%	5.5	4.4	4.6
6	6 Big Ideas In Family/Community Involvement	56%	3.6	3.6	4.2
7	Communication Plan Worksheet	11%	2	1	3
8	Define School Partnering Roles and Responsibilities	11%	2	3	3
	Year 4 Mean % Materials used	50%			
	Year 3 Mean % Materials used	43%			
	Mean Rating of Materials		3.7	3.6	3.9
		Year 4	Grand Mean = 3.7 74% overall		
		Year 3	Grand Mean = 3.8 78% overall		

Project Performance Measure 1.2.d – Request remove as performance measure

This measure is no longer relevant. The State imposed a ceiling on number of schools to be trained due to a reduction in funding and increase in costs. Although the demand for training is high, setting an absolute number of schools to be trained ensures quality of training. Therefore, a measure of increase in number of schools in training is no longer relevant as a measure of growth.

Project Performance Measure 1.2.e

The SPDG sponsored 17 regional trainings for RTI-Secondary Schools in the current report period. Summarized results of randomly selected training evaluations rated by RTI Secondary teams are shown in the table below. The Grand Mean across items was calculated by adding the item mean scores and dividing by 5 (items), which yields a Grand Mean of 3.4 in Year 4, an increase from 3.1 in Year 3. A percent of effectiveness was calculated by dividing the Grand Mean of 3.4 by 4.0, the total possible, which yielded an effectiveness rate of 85%, increased from 78% in Year 3. Training attendees responded “yes” at a rate of 94% to the item of whether or not they would recommend to a colleague, which is a proxy for effectiveness and acceptability. By comparison, in Year 3, this item was rated “yes” by 88%, so that Year 4 shows an increase of 8% points.

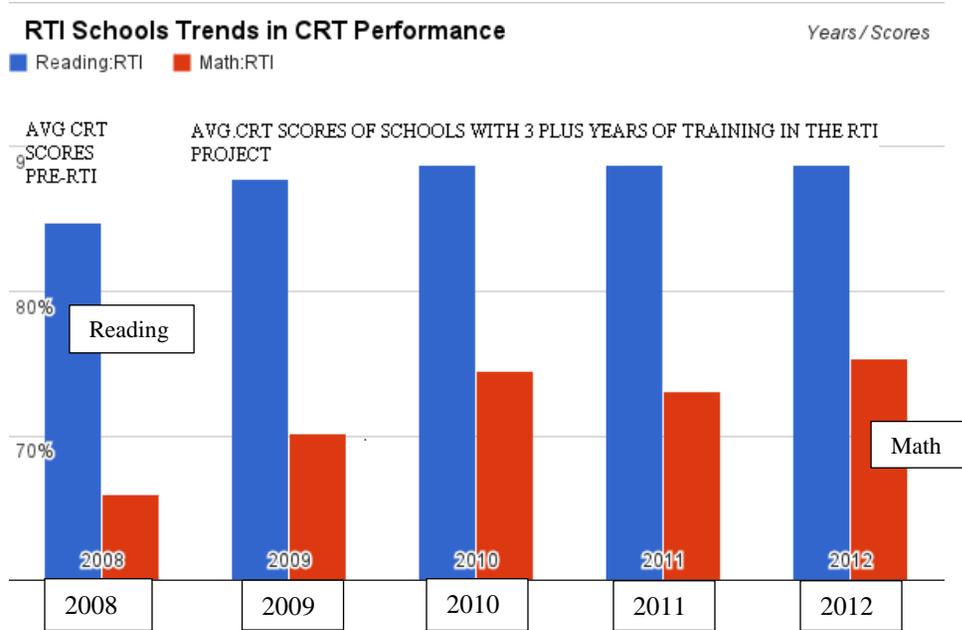
RTI-Secondary – SPDG Regional Training Evaluations, Year 4

RTI Secondary Regional On Site/Webinar Trainings March, 2013 to February 2014 SPDG sponsored 17 regional trainings	Mean Evaluation Ratings by Training Session 6 Items Rated – 1 (lowest), 2, 3, 4 (highest)								
	4/29/2013	4/30/2013	10/1/2013	11/05/2013	12/11/2013	2/24/2014	Year 4 Mean Scores Across Trainings by Item	Year 3 Mean Scores Across Trainings by Item	
Overall, the presenters demonstrated thorough knowledge of the topic	3	3.3	3.9	3.8	4	3.3	3.5	3.6	
The content presented was aligned with my need	3	3.2	3.8	3.8	3.8	3.3	3.4	3.3	
I will be able to apply what I learned	3.2	3.3	3.8	3.8	3.6	2.6	3.4	3.4	
The workshop hands-on activities were useful	3.3	3.2	3.5	3.2	3.8	2.6	3.3	3.3	
There was an opportunity for collaborative learning with other participants.	3	3.3	3.9	4	3.6	2.8	3.4	3.5	
The training activities were designed for diverse learning styles	3	3.2	3.6	3.4	3.8	2.8	3.3	3.2	
Would you recommend this session to a colleague?	76%	89%	100%	100%	100%	100%	94%	88%*	
Grand Mean and Percent Across Trainings=							3.4	85%	3.1; 78%

*Percent of attendees who responded “yes”

Project Performance Measure 1.2.f - TO BE REPORTED IN FOLLOW-UP REPORT

Data is forthcoming to report on this performance measure. We are providing a graph developed for state reporting that shows Average Mont-CAS scores for schools in the RTI training for at least 3 years. The graph displays aggregated MontCAS scores in both reading and math from 2008 (pre-RTI training) through Spring 2012. Although this is through Year 3 (rather than Year 4, the current reporting period), the graph does show student outcomes in reading far above the 80th percentile for these schools, with an increase to almost the 90th percentile that has maintained over 3 years. In respect to math, there has been an upward trend from pre-RTI levels in 2008 at about 65th percentile to about the 76th percentile in 2012.



Project Performance Measure 1.3.c

MTSS Facilitators take a survey to evaluate their perceptions of confidence and proficiency implementing MTSS Components with fidelity. This year, the MTSS Initiative added a second cohort of schools. However, data reported in the qualitative section above will be for Cohort 1 through Year 5. In the table below Cohort 1 for Year 4 are compared to Year 3; Cohort 2 ratings are for Year 4 only (when they began). Grand Means for Year 4 show that Cohort 1 Facilitators perceptions are slightly higher than Cohort 2, as expected. However, the differences between cohorts are minimal due to the fact that Facilitators are selected for their familiarity with tiered systems. Overall, Cohort 1 decreased slightly in perceptions of proficiency, from 82% Year 3 to 80% in Year 4, even though these are the same Facilitators. Specific items (e.g. item 6 instructional strategies) will be examined.

MTSS Implementation Checklist – March 2014; Year 4 Compared to Year 3

MTSS Implementation Item FACILITATORS Rated as 1 (lowest), 2, 3, 4, or 5 (highest)		Project Year	COHORT 1 FACILITATORS (Begin year 1)				COHORT 2 FACILITATORS (Begin Year 4)			
			Confident Mean	Range	Proficient Mean	Range	Confident Mean	Range	Proficient Mean	Range
1	Establishing building leadership team for MTSS to coordinate and manage implementation at school level	4	4.8	4-5	4.8	4-5	4.3	3-5	4.1	3-5
		3	4.8		3.5					
2	Establishing a regular MTSS Team meeting schedule	4	4.5	4-5	4.5	4-5	4.8	4-5	4.3	3-5
		3	4.3		3.7					
3	Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions by teachers who collect data and implement supports.	4	4.0	2-5	3.8	1-5	4.0	2-5	3.7	3-5
		3	4.8		3.8					
4	Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description)	4	4.0	3-5	3.8	2-5	4.2	3-5	4.0	3-5
		3	3.7		3.4					
5	Aligning MTSS implementation efforts with School Mission and School Improvement efforts.	4	3.8	3-5	3.8	3-5	4.4	4-5	4.1	3-5
		3	4.6		4.3					
6	Implementing evidence based instructional strategies in all classrooms	4	4.3	3-5	3.8	3-5	3.8	2-5	3.6	2-5
		3	4.9		4.4					
7	Implementing evidence based practices associated with MTSS model with fidelity.	4	4.0	2-5	3.5	2-5	3.7	3-4	3.7	3-4
		3	4.7		4.1					
8	Collecting building-level information on student outcomes using systems like SWIS, CBM, tests, school climate.	4	5.0	5-5	5.0	5-5	4.3	3-5	4.1	3-5
		3	5.0		5.0					
9	Collecting building-level information on fidelity of implementation using BoQ, BAT, SET, ISSET, RTI Surv	4	4.0	3-5	3.8	3-5	3.8	2-5	3.9	3-5
		3	4.7		4.6					
10	Collecting specific building-level information on program quality to support implementation, specified data collection and submission schedule.	4	3.5	2-5	3.5	2-5	3.6	3-4	3.4	2-4
		3	4.4		4.3					
11	Knowledge and confidence in interpretation and use of the data.	4	4.3	3-5	4.3	3-5	3.9	3-5	3.8	3-4
		3	4.7		4.4					
12	Implementing core concepts learned through trainings and work groups.	4	4.0	3-5	4.0	3-5	4.0	3-5	3.8	3-4
		3	4.9		4.3					
13	Promoting community and family awareness of and participation in MTSS implementation.	4	3.3	2-4	3.3	2-4	3.2	2-4	3.0	2-4
		3	3.7		3.4					
14	Working smarter not harder by braiding academic and behavioral problem solving and interventions.	4	4.0	3-5	4.0	3-5	3.6	2-4	3.2	2-4
		3	4.3		4.0					
GRAND MEAN & Confident and Proficient Scores		4	4.1	82%	4.0	80%	4.0	79%	3.8	75%
GRAND MEAN & Confident and Proficient Scores		3	4.5	90%	4.1	82%				

Project Performance Measure 1.3.b – This measure Deleted in Year 3

We requested deletion of this project measure in Year 3.

Project Performance Measure 1.3.c – This measure Deleted in Year 3

We requested deletion of this project measure in Year 3.

Project Performance Measure 1.4.a

MTSS School Principals rate Administrator Webinars on the webinar topic information as to whether it was useful, relevant to MTSS in their school, and clear. An impact on this year's ratings is the fact that the pool of Administrators increased substantially because the MTSS Initiative added 12 new schools (Cohort 2). Therefore, ratings are based on administrators from 17 schools (Cohort 1 = 5 + Cohort 2 = 12) rather than 5 administrators in Year 3.

The mean ratings across administrators (and score ranges) were calculated and are presented in the table below. A mean score across webinars in each category (useful, relevant, clear) was derived by adding the mean scores and dividing by 3 (3 webinars), resulting in overall mean ratings of 3.4 (useful), 3.5 (relevant, 3.5 (clear). A Grand Mean was calculated by adding the 3 category means and dividing by 3, which resulted in a Grand Mean of 3.5, or an overall rate of 70% (3.5 divided by 5 highest possible points). The table below displays results for Year 4 and for comparison, Year 3 ratings. The fact that there were more than twice as many new administrators (n=12 Cohort 2) as previous administrators (n=5, Cohort 1) definitely had an impact on ratings. New administrators to MTSS implementation may be less able to see the relevance, usefulness, and clarity of information and will gain insight over the next year. It is anticipated that ratings for Year 5 will increase to former amounts as these new administrators gain knowledge and experience about the process.

MTSS Administrator Webinar Series Survey – Year 4

Webinar Date	Webinar Topic	Useful Mean	Range	Relevant Mean	Range	Clear Mean	Range
9/26/2013	General Administrative: Synopsis of Focus Group agenda and products, Assessment Guide, Administrative Webinar Schedule, and Preparation for October Training	3.4	3-4	3.4	3-4	3.5	2-5
11/13/2013	General Administrative: Synopsis of Focus Group agenda and products, Updates on Training Plan and MTSS Assessment Guide, Critique of October Training	3.3	3-4	3.4	3-4	3.5	3-4
12/5/2013	SSBD Training and On-line Access to SSBD	3.4	1-5	3.7	3-5	3.4	1-5
1/9/2014	General Administrative: Synopsis of Focus Group agenda and products, February Site Visits for ISSET, February and April Training Topics Final Feedback	3.6	2-5	3.6	3-5	3.6	2-5
MTSS Administrator Webinars - Overall Mean Ratings		3.4		3.5		3.5	
Year 4 GRAND MEAN ACROSS RATINGS =						3.5	70%
Year 3 MTSS Administrator Webinars - Overall Mean Ratings		4.7		4.7		4.5	
Year 3						4.6	
92%							

Project Performance Measure 1.4.b

In March, 2014, MTSS School Administrators (Principals) in both Cohort 1 and 2 were asked to rate their level of confidence and proficiency for implementing the specific components outlined in the MTSS Implementation Checklist. The table below shows administrator's perceptions of confidence and proficiency mean scores for each of the 14 items on the MTSS Implementation Checklist. Cohort 1 results for Year 4 are compared to Year 3 results, while Cohort 2 is presented separately. Qualitative data above is reported for Cohort 1 only to track progress through Year 5. A Grand Mean Confidence and Proficient score was calculated by adding the mean scores across items and dividing by 14, resulting in an Administrator confidence of 4.1, or a rate of 82%, a decrease from 92% in

Year 3. However, proficiency estimates increased from 74% in Year 3 to a mean score of 4.0, or 80%. The increase in their perception of proficiency in implementation is moving well towards the goal of 85% for Year 5. Cohort 2 Administrators are new to the MTSS process this year so that their perceptions of confidence and proficiency are significantly lower than those of the seasoned Administrators. Cohort 2 Administrators rated confidence at 3.4 (out of 5) or 68% and perceptions of proficiency at 3.2 (out of 5) or 64%. By Year 5, the Cohort 2 Administrator ratings will reflect growth in MTSS.

COHORT 1 AND 2 - ADMINISTRATORS - MTSS Implementation Checklist – March 2014; Year 4 (Cohort 1 - compared to Year 3)

MTSS Implementation Item ADMINISTRATORS Rated as 1 (lowest), 2, 3, 4, or 5 (highest)		Project Year	COHORT 1 (N=4) ADMINISTRATORS (Begin year 1)				COHORT 2 (N=12) ADMINISTRATORS (Begin Year 4)			
			Confident Mean	Range	Proficient Mean	Range	Confident Mean	Range	Proficient Mean	Range
1	Establishing building leadership team for MTSS to coordinate and manage implementation at school level	4	4.8	4-5	4.8	4-5	3.8	1-5	3.3	1-5
		3	5.0		3.4					
2	Establishing a regular MTSS Team meeting schedule	4	4.5	4-5	4.5	4-5	3.8	1-5	3.5	1-5
		3	4.8		3.6					
3	Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions by teachers who collect data and implement supports.	4	4.0	2-5	3.8	1-5	3.8	1-5	3.3	1-5
		3	4.6		3.6					
4	Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description)	4	4.0	3-5	3.8	2-5	3.8	1-5	3.6	1-5
		3	4.8		4.2					
5	Aligning MTSS implementation efforts with School Mission and School Improvement efforts.	4	3.8	3-5	3.8	3-5	3.5	1-5	3.3	1-5
		3	4.8		3.4					
6	Implementing evidence based instructional strategies in all classrooms	4	4.3	3-5	3.8	3-5	3.5	1-5	3.2	1-5
		3	4.6		3.8					
7	Implementing evidence based practices associated with MTSS model with fidelity.	4	4.0	2-5	3.5	2-5	3.3	1-4	3.2	1-4
		3	4.6		3.6					
8	Collecting building-level information on student outcomes using systems like SWIS, CBM, tests, school climate.	4	5.0	5-5	5.0	5-5	3.8	1-5	3.4	1-5
		3	4.8		4.4					
9	Collecting building-level information on fidelity of implementation using BoQ, BAT, SET, ISSET, RTI Surv	4	4.0	3-5	3.8	3-5	3.2	1-5	3.0	1-5
		3	4.6		4.4					
10	Collecting specific building-level information on program quality to support implementation, specified data collection and submission schedule.	4	3.5	2-5	3.5	2-5	3.1	1-5	3.0	1-5
		3	4.2		3.2					
11	Knowledge and confidence in interpretation and use of the data.	4	4.3	3-5	4.3	3-5	3.2	1-5	2.9	1-4
		3	5.0		4.0					
12	Implementing core concepts learned through trainings and work groups.	4	4.0	3-5	4.0	3-5	3.3	1-4	3.2	1-4
		3	4.6		3.4					
13	Promoting community and family awareness of and participation in MTSS implementation.	4	3.3	2-4	3.3	2-4	2.8	1-4	2.4	1-3
		3	3.8		2.6					
	Working smarter not harder by braiding academic and	4	4.0	3-5	4.0	3-5	3.0	1-4	2.9	1-4

14	behavioral problem solving and interventions.	3	4.6		3.8					
	GRAND MEAN & Confident and Proficient Scores	4	4.1	82%	4.0	80%	3.4	68%	3.2	64%
	GRAND MEAN & Confident and Proficient Scores	3	4.6	92%	3.7	74%				

As noted in last year's performance report, the objectives for Goal 3 were realigned last year to correspond with Montana's newly established status as a Tier II member of the National Center and State Collaborative (NCSC). This is one of the two national consortia working on a new alternate assignment aligned with the Common Core State Standards. The Performance Measures established for this revised objective reflect work completed to advance the understanding and use of this new assessment among Montana educators, families, and students. The performance measures have been fine-tuned since last year to better capture the work that has done in this area and the fact that framework of the state's professional development initiative is now more clearly defined. Whereas separate performance measures from last year quantified the number of RESOURCES and the number of ACTIVITIES that were implemented, a more comprehensive way of describing the scope of the professional development initiative undertaken this year is to consider the variety of activities customized for and implemented with each of three key STAKEHOLDER GROUPS, i.e., instructional personnel (teachers and related services personnel), administrators, and parents. The narrative will include detail about each of these three variables (i.e., resources, activities, and stakeholder groups).

Activities undertaken since the last reporting period focus on establishing an awareness level about the new test, the associated instructional strategies designed to support teachers to deliver standards-based instruction to students with complex educational needs, and preparation for the first pilot of this test, which is occurring at the time that this report is being submitted. Pilot efforts moving beyond awareness level to actual implementation of new ideas and practices were also implemented.

Measure 3.a:

Activities focused on the needs of instructional personnel reflect awareness level activities as well as more in-depth and sustained professional development activities. Materials were developed to support informational sessions conducted at two statewide conferences this year, involving teachers, test administrators, and other instructional personnel. More intensive activities targeting these same groups utilized other formats. To support the "roll out" of the NCSC materials and preparation for the pilot test, project personnel collaborated with the special education director of one district to offer a series of information sessions. The sessions were structured such that there were activities teachers were expected to do between each session to help their understanding of the information and to support initial implementation of the materials. For example, after learning about the thinking behind standards-based instruction for students with complex needs, teachers were asked to review their student's IEPs and identify how they could increase access and included standards-based goals and objectives in future documents. In another region of the state, Project Personnel supported the professional development activities within one of the state's special education cooperatives by offering a 5 week online course, introducing teachers, related services personnel, and administrators, to the theory and practices associated with the NCSC assessment. To support this course, offered for renewal units or graduate credit, the instructor created a blog site (<http://ruralinstitute.umt.edu/SBIEP>) that continues to be available to participants to access the NCSC instructional planning tools. Class members implemented follow-up projects with one or more students to help support their application of the ideas and materials to which they were

introduced. One school team has been invited to share their project at the upcoming OSEP Project Directors meeting, because it is an example of using the NCSC materials and strategies with a student with very complex needs (e.g., student who is deaf-blind with significant physical challenges requiring the create use of assistive technology). Finally, a series of six webinars have been done for the low incidence workgroup members of Project REAL, focused on standards-based instruction for students with complex needs. While not fiscally supported by this project, a pre-service course on standards-based instruction for students with complex educational needs was delivered at The University of Montana during the fall, 2013 semester. The NCSC materials served as the foundation of the course content.

While administrators were involved in several of the activities above, a targeted presentation at the fall statewide meeting of special education directors and cooperative directors was implemented. The purpose of this presentation was to update these personnel on the rapidly changing events tied to the new assessment, talk about what supports teachers might need to implement these new practices, and discuss professional development activities they might undertake to introduce these initiatives. Two of the sustained PD activities described previously were a direct result of this effort.

Efforts geared to parents are still in the planning stages. For this reason, the data for this measure indicates that the target of responding to the needs of three key stakeholder groups has not yet been met. Project personnel have shared materials developed by NCSC that are geared to parents with staff of the state's parent training and information center, and are currently involved in discussions about how best to use these materials to support a statewide effort.

Measure 3.b: The data reported for this measure focuses on the professional development activities that are sustained and intensive, intended to support the actual implementation of new ideas and practices. The numbers reported above are based on evaluation results of the Project REAL Low Incidence Webinar series (an average of 15 participants for each of the six sessions), and the Continuing Education course involving 12 members of the Gallatin/Madison Special Education Cooperative. Evaluation results were largely positive, and the target for the measure was met.

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

- 1 [signed_cover_sheet.pdf](#)

U.S. Department of Education

Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003

Check only one box per Program Office instructions.

 Annual Performance Report Final Performance Report

General Information

1. PR/Award #: H323A100009
(Block 5 of the Grant Award Notification - 11 characters.)
2. Grantee NCES ID#: 30
(See instructions. Up to 12 characters.)
- 3 Project Title: Project REAL: Responsive Education for All Learners—State Personnel Development Grants
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification.): PUBLIC INSTRUCTION, MONTANA OFFICE OF
5. Grantee Address (See instructions.)
Street: PO Box 202501
City: HELENA
State: MT Zip: 59601 Zip+42501
6. Project Director (See instructions.) Name: Susan Bailey-Anderson Title: SPDG Director
Ph #: (406) 444-2046 Ext: () Fax #: (406) 444-3924
Email Address: sbanderson@mt.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 04/01/2013 To: 02/28/2014 (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	2,249,290	
b. Current Budget Period	235,425	
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be



completed by your Business Office. See instructions.)

9. Indirect Costs
- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)
Approving Federal agency: ED Other (Please specify): _____
Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please specify): Predetermined
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

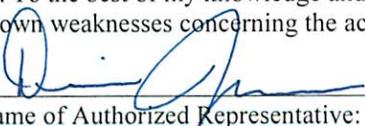
Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? 11/30/2015 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.


Name of Authorized Representative:

Title: Superintendent of Public Instruction

Date: 5/7/14

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title :

File :

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : Explanations_Attachment_MT_OPI_FY4_2014

File : [Explanations_Attachment_MT_OPI_FY4_2014.pdf](#)

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Attachment A:
RTI Elementary Initiative Worksheet – Year 4 (4/1/2013 – 3/31/2014)
RTI Elementary Initiative Worksheet
SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013- March 31, 2014
A(1) Selection RTI-Elem	Selection of Participant Schools – Clear expectations are provided for Professional Development (PD) participants. Schools agree to provide the necessary resources, supports and facilitative administration for the participants	Roles Responsibilities Other descriptions of expectations Requirements for schools described; or The form(s) used for these agreements is provided	The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in application. The training responsibilities of the OPI are also laid out in this document. Applications are distributed to all Montana schools. Interested schools complete a newly developed electronic application. They sign and return the applications which are then reviewed by the State RtI Coordinator and Regional Consultants. Selected schools are notified via official letter and commit to responsibilities laid out in the application. This year, continuing schools were selected based upon their full participation in previous years. *Go to the following links: First Year Elem: http://www.keysurvey.com/f/499559/80f3/ Returning Elementary: http://www.keysurvey.com/f/499571/5db6/	4
A(2) Selection RTI-Elem	Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (Knight)	Roles Responsibilities Other descriptions of expectations	Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Applications are reviewed by the State RtI Coordinator and approved by the State Special Education Coordinator and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RTI Regional Consultant or Facilitator. New facilitators job shadow for a year as part of their training. Expectations for serving as a trainer are those provided by Knight**. *See Attachment B: OPI RTI trainer application **See Attachment C: Knight strategies Expectations for Consultants and Facilitators	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
A(3) Selection RTI-Elem	Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided	Role of each team member Responsibilities of each team member Background knowledge of each team member	<p>The OPI provides guidance to participant school Administrators in the Application and Agreement* as to the roles and responsibilities for Leadership Team Members. In the same document, suggestions of specific representatives across the school are made with descriptions of necessary background knowledge for serving on the Leadership Team. Administrators are encouraged to consult with the State RtI Coordinator with questions about team selection. In addition, our collaborative team trainings focus on the roles and expectations of team members.</p> <p>*Go to the following links: First Year Elem: http://www.keysurvey.com/f/499559/80f3/ Returning Elementary: http://www.keysurvey.com/f/499571/5db6/</p>	4
B(1) Training RTI-Elem	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	Role/job descriptions provided Expectations for roles provided Clear organizational hierarchy established.	The Montana state RtI Coordinator is a 1.0 full-time equivalent position who, with the SPDG State Director oversees the work of the Regional Consultants. Regional Consultants directly oversee the school level Facilitators on site. Schools understand that they may contact their Regional Consultant or the State RtI Coordinator with concerns. Quality of training is monitored not only through supervision, but also the State RtI Coordinator observes Regional Consultant trainers each year and provides written feedback on training delivery and content. Schools also evaluate the trainings using Guskey's levels. Online evaluations have been developed that allow for systematic tracking and provision of longitudinal data. These evaluations are reviewed by the State RtI Coordinator. Issues brought forth in the evaluations are discussed and trainings modified if necessary prior to the next training.	3
B(2) Training RTI-Elem	Adult learning principles used throughout training and consultative follow-up (TA activities). (Knight) NIRN	The OPI adopted Knight's Expectations for training that provides a clear description of effective learning strategies. (Knight) Trainings imbedded with adult learning principle strategies. Trainers modeled for use of strategies.	Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's effective coaching principles and strategies** imbedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). New facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery.	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>*See RTI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/Rti/Implementing.html</p> <p>**See Attachment C: Coaching/Training Expectations and Strategies (Knight)</p>	
B(3) Training RTI-Elem	Training is used to develop background knowledge and skills. (Knight)	Describes how training is skill-based Participant behavior rehearsals to criterion with an expert observing Observation and feedback is used to increase in the skills of the participants. Track use of skills.	<p>Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Facilitators are trained to use and demonstrate skills such as the ability to: screen all students three times per year, to use screening data to sort students into appropriate academic support tiers, use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and sufficient knowledge is gained in training. A school survey is being developed to provide specific written feedback to consultants and facilitators as per their efficacy in the schools.</p> <p>Rubrics and digging deeper documentation have been developed to help facilitators and consultants track the schools' progress and identify gaps.</p> <p>*See Attachment D: RtI Elementary Implementation Rubric **See Attachment E: Digging Deeper Documentation</p>	4
B(4) Training RTI-Elem	Training outcomes are self-evaluations and analyzed post training to guide action plan for skill development and/or implementation. (NIRN)	Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching	After each training electronic evaluations are collected and analyzed by the trainer, facilitators, consultants, and state coordinator in order to guide future trainings. Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through a "Next Steps" rubric*; in addition, the elementary rubrics and digging deeper documentation have been developed to help guide schools in creating their action plans. When schools have reached the Implementing B Level, they	4

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>develop Individual Plans of Progress (IPP) that target their individual gaps. Facilitators and Consultants assist the schools in designing meaningful professional development based on these gaps. The action plans and IPPs are reviewed by the Regional Consultants. Trainer observations are also utilized to provide feedback and inform continued trainings. School teams complete the RTI Implementation Survey** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year to year basis.</p> <p>*See Attachment F: "Next Steps" Rubric **See attached link to electronic Rtl evaluation: http://www.keysurvey.com/f/503221/159a/ ***See Attachment D: Elementary Rubric ****See Attachment E: Digging Deeper Documentation *****See Link to RTI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home</p>	
B(5) Training RTI-Elem	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	<p>Describes how participant feedback is used to improve trainer skills and revise the training content</p> <p>Describes how fidelity measures are collected and analyzed related to training.)</p> <p>Describes how fidelity measures are used to work with trainers (NIRN)</p>	<p>Rtl Training Modules are manualized from the Exploring A through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Implementing B and Sustaining Level schools are provided support in the form of guidance, on-site facilitation, and gap analysis. They self-identify gaps and their facilitators assist them in providing the appropriate professional development to meet each school's individualized needs. New Facilitators are brought into the process as observers. All modules are previewed by facilitators and they assist in online and face-to-face trainings. They shadow their regional consultant on site visits until they are deemed proficient by the consultant. Then they may facilitate their own schools. Facilitators receive 4 designated days of training per year focused on content and coaching skills. Their needs in these areas are determined through informal surveys following each of the trainings. This year we identified 4 areas of training need through a Google survey. Trainings for these topics were provided at a summer institute. In addition, we collaborate with other state divisions, regional service providers, and national consultants to provide relevant and on-going trainings for our consultants and facilitators.</p> <p>Training objectives for each module were identified and each training is evaluated by participants based upon these identified objectives. These ensure</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>fidelity to the training process and consistency of trainings to ensure that the trainings are implemented as planned across our regions.</p> <p>*See Attachment G: Elementary Training Module Timeline **See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit</p>	
C(1) Coaching RTI-Elem	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (Knight) (NIRN)	<p>Provides a description of responsibilities for the person in charge of coaching and who this person is.</p> <p>Description of how implementation and outcomes data are used to modify coaching strategies.</p> <p>Description of supports that are provided to Facilitator coaches as a result of having these data.</p>	<p>Consultants and facilitators were provided coaching training on Motivational Interviewing, behavioral assessments, Tier 2 and 3 math interventions as well as how to utilize the RTI/MTSS rubrics and Digging Deeper Documents (both documents attached in section B). These needs were identified through the Facilitator Training Needs Assessment Survey. Facilitators have implemented technology-based coaching through the use of Google Hang-out. School teams will assess Facilitator coaching effectiveness and provide feedback through a coaching survey currently in development with items related to specific coaching strategies (Knight). This will be implemented in Year 5 of the grant. These data will be used for coaching feedback on quality and timeliness of coaching services as well as for further development and/or needs for coaching skill development through training. Monthly Google Hang-outs are held between the RtI Coordinator and Regional Consultants to review the coaching needs of each region. In addition, post training evaluations are reviewed by facilitators, consultants, and the RtI Coordinator to assess quality and timeliness of the coaching services. Regional outcome data was provided by the state to regions this year in order that regions could identify and address any areas of concern.</p> <p>*See attached Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit</p>	3
C(2) Coaching RTI-Elem	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). (Knight)	Facilitators incorporate adult learning principals into training materials, as described earlier since trainings have been manualized. Facilitators regularly model the practices that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the practices. They also ask the practitioners to evaluate their implementation of the practices through rubrics, a yearly survey, and self-assessments.	

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
	(NIRN)	Describes how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	The facilitators meet regularly with the principals of the schools they work in. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. Facilitators help schools sustain continuous improvement through regular rubric assessments, our RTI implementation checklist and tracking of the schools' next steps (see B-4) At the Implementing and Sustaining Levels, facilitators work with school teams to identify, target, and eliminate their implementation gaps.	4
D(1) Performance Assessment (Data-based Decision Making) RTI-Elem	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Describe how fidelity measures are collected and compared with outcomes to ensure successful implementation of the RTI process and of intervention and instruction. These data are available on a regular basis and are used for decision-making (NIRN)	The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by Facilitators assist schools in evaluating implementation process fidelity. School movement through RTI supports are tied to the schools' progress as evidenced in their implementation surveys and rubrics. Consultants and facilitators use the data from these tools to design and assign appropriate trainings for the schools. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet weekly to discuss implementation barriers and strategies for improving student outcomes.	3
D(2) Performance Assessment RTI-Elem	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	Implementation teams at the school level collect and analyze academic (and behavioral) data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop was completed as the State data base was developed to analyze initiative school data on a statewide basis. The state evaluator reported on data trends for the RTI-Elementary Initiative. This information has been provided to participating schools and regions. All data will continue to be used to make decisions on	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
D(3) Performance Assessment RTI-Elem	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. Use of multiple sources of information to guide improvement and demonstrate its impact.	effectiveness, needs for further refinement or changes to methods. Participating RTI-Elementary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Modules for each component are available on the RtI website for schools to use to train new staff. Also, it is recommended that schools create a handbook on RtI procedures for all new staff. Ongoing support includes job embedded professional development and coaching to ensure implementation fidelity. An implementation survey measures schools for continuous improvement in using the 8 components. Each level of RtI training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the RtI process. Facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The state evaluator reported out on data trends for the RTI-Elementary Initiative. From this information, modules were modified to reinforce the components of fidelity and family engagement. RtI data compilations were utilized by SEA representatives showing the success of the RtI program to our state legislature. Plans are in place to share the state level data with the RtI Stakeholders Council which is transitioning into the MTSS Stakeholders Council. *See RTI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/Rti/Implementing.html	4
D(4) Performance Assessment RTI-Elem	Implementation Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities,	Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RTI Implementation Survey* is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential RtI component requirements (through survey and various other implementation assessment tools—Implementation Rubrics, Digging Deeper Documents), we evaluate the areas that need more focus for training and coaching support. Schools then formulate their next steps with their information in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and has been disaggregated to help evaluate successful attainment of school and regional implementation goals and benchmarks.	4

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
		<p>monitor progress, and help sustain continuous improvement.</p> <p>Describe positive recognition processes in place for participation</p>	<p>Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status.</p> <p>Last year 10 schools attended our sustaining school summit, where they received recognition and rewards. At the beginning of FY 4, 9 additional schools have reached sustaining status bringing our state total to 20. The majority of the schools currently training in the Rtl project during our transition to MTSS will have reached sustaining status by next year. And new schools will be brought into the MTSS structure after FY 5 ends this grant period.</p> <p>*See Link to RTI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home</p> <p>**Attachment D: Rtl Elementary Implementation Rubric ***Attachment E: Digging Deeper Document</p>	
D(5) Performance Assessment RTI-Elem	Participants are instructed in how to provide data to the SPDG Project (GUSKEY)	Procedures described for data collection Guidance provided to schools shared	<p>Guidance for reporting data to the SPDG project are provided to Facilitators through the Project Coordinator and the SPDG evaluator TA and written documents (Evaluations using Guskey's levels). The SPDG Coordinator/MTSS Coordinator meets with the Rtl Consultants and Facilitators at their first annual meeting to review data collection purpose and how to submit the training and on-site visitation data. Those responsible for the data are given the number and e-mail of the SPDG Coordinator/MTSS Coordinator for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a monthly basis.</p> <p>We have been through 2 data analysts since the beginning of this grant cycle. Midway through FY 3, we assigned a new data analyst to the project. This person has done a thorough job of working with the schools in the Rtl process to assist in data submission. She has established regular contact via phone and e-mail, as well as moved many of them to an automated process where they have given her collection rights from their internal servers to ensure meeting collection deadlines.</p> <p>Some schools within the project have switched to new assessment measures which do not align with our original grant application in spite of their contractual agreements not to do so. Our new data analyst is working carefully with our external grant evaluator to ensure that both the agreed upon and the new data measurements are collected and reported out in the annual report.</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
E(1) Facilitative Administrative Support / Systems Intervention RTI-Elem	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Administrator (Principal) role and responsibilities description relative to program implementation provided. Describe how steps are taken by the Administrator to meet PD participants' needs	<p>Principals are provided with their role, responsibilities and expectations in the RTI-Elementary Application. These expectations include their attendance at all trainings where they are trained to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of Facilitators are outlined in their job descriptions and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. In the fall of 2012, principals received specific leadership training at a Leadership Seminar geared toward their role as instructional leaders in the RtI process. (See Item A1) Although successful and well received, funding for targeted administrative trainings was shifted from RtI to MTSS. And this seminar was not provided in 2013. During trainings, principals and their team's complete next step forms including areas which areas of professional development need targeting. Administrators are encouraged to use these next steps to plan their yearly professional development. Resources for professional development needs of schools are provided by facilitators, consultants, and state coordinator.</p> <p>Principals receive further support by engaging in Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators.</p>	3
E(2) Facilitative Administrative Support / Systems Intervention RTI-Elem	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	Leadership teams, including principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	3

References (if not part of your resume):

Name:	Position:		
Phone Numbers:	Cell	Work	Home
e-mail address:			

Name:	Position:		
Phone Numbers:	Cell	Work	Home
e-mail address:			

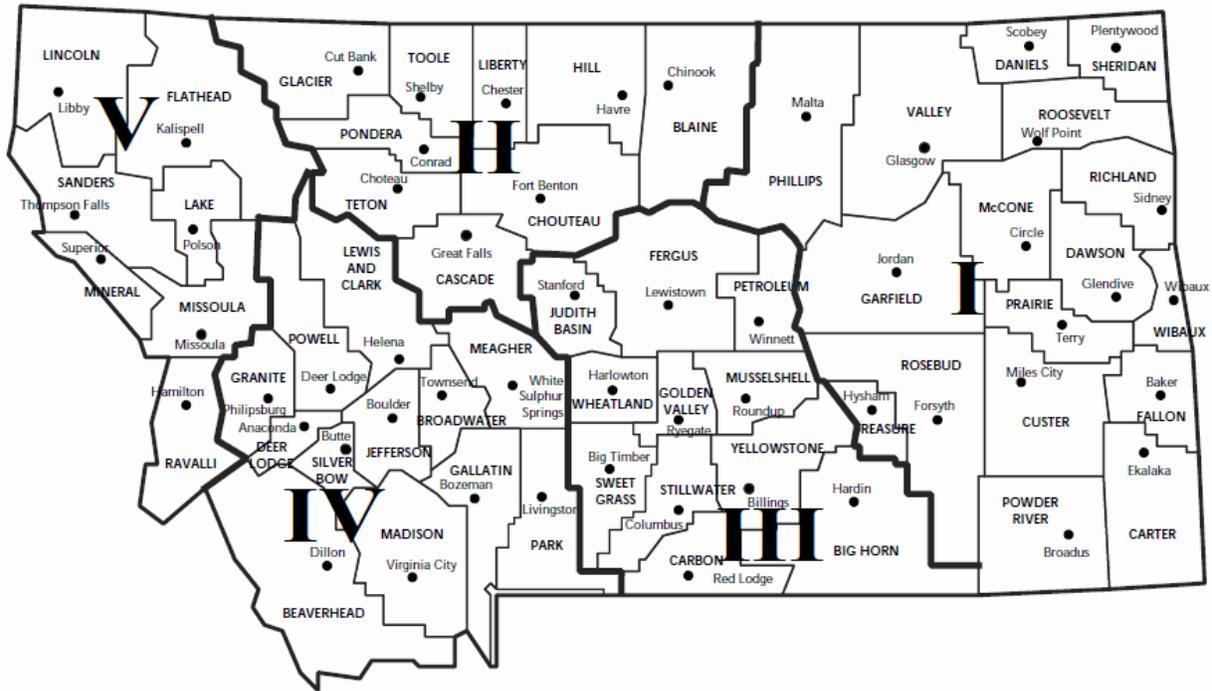
Name:	Position:		
Phone Numbers:	Cell	Work	Home
e-mail address:			

Please return to:

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Montana CSPD Regions



Attachment C: Coaching/Training Expectations & Strategies (Knight)

Excerpted from:

Knight, J. (2011). *Unmistakable Impact*. pp. 27-28. Thousand Oaks, CA: Corwin Press

The partnership approach embodies all of the above ideas expressed in seven simple principles: (1) equality, (2) choice, (3) voice, (4) reflection, (5) dialogue, (6) praxis, and (7) reciprocity. These principles represent the theory that underlies professional learning in Impact Schools. I use the term theory here as it is defined in the Oxford English Dictionary, a ‘systematic conception or statement of the principles of something.’ Further, William Isaacs has described the important role that theory can play in shaping our action:

When we undertake any task, like run a meeting, negotiate an agreement, discipline a child—even meditate—we operate from a set of taken-for-granted rules or ideas of how to be effective. Understanding these tacit rules is what I mean by theory. The word theory comes from the same roots as the word theater, which means simply ‘to see.’ A theory is a way of seeing... Without a theory, however—some way to assess what is happening—we shall be forever doomed to operate blindly, subject to chance. (1999, p. 73)

Attachment D: RtI Elementary Implementation Rubric

INSTRUCTIONS FOR COMPLETING THE RUBRIC FOR REVIEWING THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION:

Each of the following elements will be addressed in the worksheets.

Strong Leadership & Collaboration Teaming

Ongoing Assessment & Data-Based Decision Making

Evidenced-based Curriculum/Interventions & Instructional Practices

Fidelity of Implementation

Ongoing Training and Professional Development

Community and Family Involvement

After reading the general requirements for implementation at the top of each section, you are asked to

- 1) Rate your school in each area and
- 2) Determine the next steps your school will take toward establishing an MTSS/RTI Framework
- 3) Record the information for all six essential elements on the last page of the rubric.

YOU MAY FIND IT HELPFUL TO REVIEW THE EVIDENCE IN EACH AREA FIRST! To better assist you in determining your progress thus far, a list of evidence (blue headings) follows each area that outlines specific steps that may be undertaken to reach full implementation of the RTI component. It may be helpful to check the boxes in front of statements/activities/procedures that are already in place at your school. If you find activities that fit your school's next course of action, you may want to utilize these activities as "Next Steps". It is not necessary to go beyond your level of implementation unless you need/want activities at higher implementation levels.

Note: The list of evidence is meant only as a guide. It is not unusual for schools to be farther along in some areas than others. There are NO SET RULES for the exact step/procedure/element you choose to work on. For example, some schools have chosen to begin with a math focus rather than a reading focus. Each school is unique and each team must come to consensus in identifying priorities that will lead to implementation of a multi-tiered system of supports.

Feel free to ask questions to clarify information. The facilitators will be glad to assist you in any way we can!

1

Rubric for Assessing RTI Implementation – Strong Leadership & Collaborative Training

Requirements (listed in ascending order of implementation)

1. District and school site leadership provide active commitment and support (time, resources & staff) for RTI school-wide training And activities.
2. The RTI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RTI framework.
3. RTI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RTI Framework.
4. School-wide, staff are committed to the RTI process for school Improvement at some level.
5. School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, activities and a commitment to school improvement.
6. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.

Check the Box That Rates Your School on Leadership & Collaborative Training:

- Novice– The school has not yet implemented this practice.
- Nearing Proficient– The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient– The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Leadership and Collaborative Training?

1. _____
2. _____
3. _____

Examples of Documentation for Collaborative Teaming and Strong Leadership may include:

Exploring A

- OPI/RTI Application
- Budget assigned to support RTI
- Resources assigned to support RTI
- Leadership team is appropriate, committed and involved (including the school principal, content specialists, general ed, special ed, parent rep, and appropriate representatives/support professionals who have expertise in core/content literacy/data management Inventory of curriculum and intervention resources by grade
- Calendar of Leadership Team meetings and activities is established
- Roles are established for leadership meetings (facilitator, timer, record keeper, etc.)
- Agendas are prepared/distributed in advance of leadership meetings and include pertinent items for members' review
- Establish goals for the year and next steps/action plans
- Identify initial grade group(s) for start up implementation (e.g. K,1 for reading)
- Begin dialogue among support personnel concerning data
- The district and school site leadership begins to provide active commitment and support (time, resources, & staff) for RTI school-wide training and activities

Exploring B

- RTI handbook has been developed & includes samples of forms, inventories, maps, Fidelity checks, RTI glossary, etc.
- Staff training related to RTI has been scheduled
- Evidence of instructional leadership activities for supplementary programs and effective instruction

- Establish how all staff access data, set up meetings, request problem-solving, etc. (including support staff)
- Establish RTI Grade Level teams including support personnel
- RTI Grade Level team meeting agendas demonstrate how data informs and guides teams to track progress at the classroom & grade level
- School wide, staff are committed to the RTI process for school improvement at some level
- Data is collected from staff (e.g., survey, group discussion, etc.) to assess level of knowledge level, commitment, and impact of RTI/MTSS

Implementing A

- Agendas of any RTI meeting: Leadership, Grade level, PLC's, Data meetings are available
- RTI Data & Implementation Notebook is complete & includes student data, samples of forms, inventories, fidelity checks, RTI glossary, etc.
- Leadership team has used consensus building to design first draft of student goal/intervention data sheet
- School RTI Pamphlet is printed and available
- RTI/MTSS is included in school board policy/procedures
- Evidence of Leadership Agenda and work which addresses fidelity to core content delivery
- Evidence of Leadership Agenda and work which addresses implementation of research validated instructional practices
- Pathways have been established for advanced/benchmark/strategic/intensive groups. Leadership Team has established and documented standard protocols based upon established decision rules: e.g.
 - __pathways for diagnostic assessment procedure following benchmark assessment for Strategic and Intensive students
 - __pathways for establishing focus of intervention (accuracy, fluency, computation, etc.)
 - __pathways for changing an intervention
 - __pathways for moving a student to a different level of instruction
 - __pathways are established for advanced, benchmark, strategic and intensive intervention groups
 - __pathways are established for student placement, focus of instruction, intervention delivery, progress monitoring, summative assessment procedures

- Establish grade level problem solving teams for RTI target grades
- RTI Leadership Team has developed procedures for school wide staff consensus building activities which support Montana's RTI framework e.g. standard protocols
- Evidence of collaborative teaming (e.g. time is built in to the school day/calendar for collaboration time)
- RTI Grade level team meeting agenda demonstrates how data informs and guides teams to track progress at the student, classroom and grade level
- School wide team decisions are made based on data and the use of a problem solving model is in place and practiced. This is documented and available for future team review

Implementing B

- RTI Leadership Team Agendas address fidelity to instructional core content delivery
- RTI Leadership Team Agendas address implementation of research-validated instructional practices
- School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, and commitment to the school improvement process
- Action plans (Next Steps) are completed 3x per year by the RTI Leadership Team w/additional grade level representatives that work together to guide systemic change & professional development and this is documented
- Evidence of RTI training activities that encourage school-wide understanding and support of the process is available

Sustaining

- Changes are made to standard protocols and school-wide procedures as a result of leadership team data-based decisions
- Feedback on the outcomes of the Rtl/MTSS Project is provided to staff, school board and community at least yearly
- Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, make the RTI framework more effective, and consider future RTI processes (i.e. professional development, budget, resources, etc.

Rubric for Assessing RTI Implementation – Ongoing Assessments & Data Driven Decisions

Requirements (listed in ascending order of implementation)

1. Benchmark achievement data is collected 3x per year, and a system for summarizing and distributing this information has been established.
2. Evaluating student progress includes monitoring, bi-monthly or monthly for designated strategic or intensive students. Some or all staff have training in the use of progress monitoring tools and techniques.
3. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
4. Assessment (including benchmarking, progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
5. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advanced, benchmark, strategic and intensive groups.
6. Teams (RTI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
7. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
8. Documented forms of progress monitoring (use of CBM's, formative assessment) drive use of research validated curriculum, interventions and instructional practices at all tiers.
9. Documented revisions of the RTI process are based upon data formally reviewed at least annually by the RTI Leadership Team and appropriate school staff.

Check the Box That Rates Your School's Ongoing Assessment & Data Based Decisions:

- Novice– The school has not yet implemented this practice.
- Nearing Proficient– The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Assessment & Data Based Decisions?

1. _____

2. _____

3. _____

Examples of Documentation for Ongoing Assessment & Data Based Decisions will include:

Exploring A

- Establish benchmark assessment model (e.g. DIBELS, Aimsweb, etc.)
- School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.
- Start inventory of assessments in 5 areas of reading and 5 domains of math
- Staff have been trained in benchmark assessment procedures
- Responsibility for setting up passwords & forwarding benchmark data to OPI has been established
- Evaluate baseline data school-wide in reading and math

Exploring B

- Benchmark data collection 3x year, available to staff and utilized for RTI target grades
- Benchmark data collection 3x year, available to staff and utilized for non-RTI grades
- Create curriculum inventory for assessments including diagnostic assessments
- Establish process for collation and review of all relevant data systems for curriculum planning
- Create maps of benchmark data per grade
- Use data to evaluate Core program for recommended changes
- The process for collecting, distributing, and electronic storage of benchmarking data is clear & documented

Implementing A

- A student file or data sheet documents diagnostic testing of all strategic and intensive students

7

- Data includes progress monitoring schedule and documentation of results which are used to structure teaching goals
- Establish Benchmark assessment package and targets
- Diagnostic measures and aligned interventions are used to further address the instructional needs for students identified as strategic or intensive
- First draft of student goal/intervention record is completed and in use
- Student file or data sheet documents intervention(s) which match individual student's defined skill deficits
- Evaluation includes progress monitoring weekly, bimonthly or monthly for designated strategic and intensive students.
- Probes are used for progress monitoring only
- Evidence of using data to formulate goals for individual students or groups of students
- RTI and Grade level team meeting agendas and calendars demonstrate how data informs and guides interventions to meet the needs of students, at individual student, classroom and grade levels
- Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior

Implementing B

- Evidence of progress monitoring at all instructional levels which drives instructional practices at all tiers
- Evidence of results of diagnostic assessment work applied within the problem solving model for students at strategic and intensive levels
- Standard protocols are in place and utilized for making informed decisions for instruction
- Evidence of data driven instruction at all levels in both general and special education contexts
- Evidence from data sheets/student files that instructional adjustments are based on data & corresponding student progress and needs
- Evidence that data based decision making is based on up dated information on grade level targets
- Assessments and formative assessments drives instructional practices and decision making

- Teams (e.g., School–Based Leadership Team, Problem–Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:
 - a. Problem is defined as a data–based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data)
 - b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined
 - c. Problem analysis is conducted using available data and evidence–based hypotheses
 - d. Intervention plans include evidence–based (e.g., research based data–based) strategies
 - e. Intervention support personnel are identified and scheduled for all interventions
 - f. Intervention integrity is documented
 - g. Response to intervention is evaluated through systematic data collection
 - h. Changes are made to intervention based on student response
 - i. Parents are routinely involved in implementation of interventions

- Teams understand and implement problem solving procedures school–wide; changes are made based on data & corresponding students

- Pathways have been developed with criteria built from decision rules for all content and behavioral areas, pathways are implemented with consistency, and pathways have been reviewed with necessary changes based on school–wide data

- Special Education Eligibility determination is made using the RtI model for Specific Learning Disability

Sustaining

- Team periodically reviews evidence indicating that the assessment tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate

- Data–driven problem solving drives systemic review and evidence of student improvement

- All staff use recognized forms (pathways, protocols, fidelity checks) consistently

- RTI/MTSS system and student forms are revised within a rolling program of review and revision

- Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of the strategic or intensive interventions AND these decision–making criteria are implemented accurately

- Documentation of formal revisions of procedures is based on school–wide data

Rubric for Assessing RTI Implementation – Evidence Based Curriculum & Instruction

Requirements (listed in ascending order of implementation)

1. Research validated core curriculum and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use “evidence-based” methods and are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade.
2. Use of evidence-based instructional approaches that have a high probability of success for the majority of students are apparent in all instructional settings.

Check the Box That Rates Your School on Evidence Based Curriculum & Instruction:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Evidence Based Curriculum and Instruction?

1. _____

2. _____

3. _____

Examples of Documentation for Evidenced Based Curriculum will include:

Exploring A

- Identify Core curriculum by grade
- Review effectiveness of Core program instruction in relation to 5 areas of reading and math

Exploring B

- Create curriculum inventory for core and intervention programs available
- Establish and record how benchmark data is used to design instruction

Implementing A

- Curriculum inventory of research based instructional practices/programs has been created and is available to all staff
- Review and revise Core and Intervention programs looking for weak areas in Reading or Math
- Complete inventory of intervention teaching programs by grade and including SPED resources
- Use of evidence based instructional strategies, methods, and approaches are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade
- Pathways that document the use of evidence-based materials at all tiers of instruction
- Documentation of staff training on the use of materials is available

Implementing B

- Documented forms of progress monitoring (use of CBMs, formative assessment) drive use of research validated instructional practices at all tiers

- Documentation of a high level of implementation of Core curriculum and research validated instructional practices
- Evidence that instruction is aligned to student need
- Use of validated instructional practices is documented with recorded information and data collected on the success of school wide initiatives, training, professional development and walk-thru data
- Annual or periodic review of evidence-based materials based upon changing practices & the data from school site
- The school has established a three-tiered system of service delivery:
 - a. Tier 1 Academic Core Instruction clearly identified
 - b. Tier 1 Behavioral Core Instruction clearly identified
 - c. Tier 2 Academic Strategic Instruction/Programs clearly identified
 - d. Tier 2 Behavioral Strategic Instruction/Programs clearly identified
 - e. Tier 3 Academic Intensive Strategies/Programs are evidence-based
 - f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based

Sustaining

- Ongoing reviews of evidence based materials and practices and the data from school site
- Core and supplementary teaching programs are reviewed on a regular basis
- Core and supplementary teaching programs are reviewed within the framework of the Common Core Standards
- Research validated instructional techniques are documented with models for reference in the school's RTI handbook
- Pathways (protocols, focus guidelines) are available for all content and behavioral areas. These documents are utilized by all staff and revised as per changes in systemic and student data
- Evidence of differentiation (i.e. most or all teachers differentiate instruction and teachers use students' assessment data to identify the needs of students)
- Evidence of articulation of teaching and learning occurs in and across grades levels (i.e. teaching and learning is well articulated from one grade to another & teaching and learning is articulated within grade levels so students have highly similar experiences regardless of their assigned teacher)

Rubric for Assessing RTI Implementation – Fidelity of Implementation

Requirements (listed in ascending order of implementation)

1. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.
2. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.

Check the Box That Rates Your School on Fidelity of Implementation:

- Novice– The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Fidelity of Implementation?

1. _____

2. _____

3. _____

Examples of Documentation for Fidelity of Implementation will include:

Exploring A

- Establish reality of 90 minutes reading instruction – self assessment by staff
- Establish fidelity of benchmark assessment procedures

Exploring B

- Establish first steps for fidelity to implementation of the core – partner observations, checklist
- Establish fidelity checklist for benchmark assessment procedures
- Check fidelity of 90 minutes reading instruction for Core and establish 90 minutes plus Strategic and Intensive

Implementing A

- Fidelity checks and procedures in place for core, supplementary and intervention program content delivery.
- Evidence of implementation of research validated instructional practices is documented.
- Evidence of progress monitoring schedule and results for strategic and intensive students is documented

Implementing B

- Evidence of scheduled and documented walk-throughs, observations and fidelity checks for core curriculum and supplemental programs.
- Evidence of scheduled and documented walk-throughs, observations and fidelity checks for research validated instructional practices.
- Evidence of scheduled and documented fidelity checks for benchmark assessments and scoring.
- Evidence of scheduled and documented fidelity checks for progress monitoring

- Documented revisions of the RTI process are based upon data formally reviewed at least annually by RTI leadership team and appropriate school staff
- Data from walk-through info, surveys, training participation, and other RTI activities serves as documentation that is driving professional development
- Scheduled and documented curriculum and instructional fidelity checks provide data for systematic evaluation, professional development, and ongoing school improvement

Sustaining

- Evidence of all 8 Essential RTI Components are evident and in process and practice:
 - __Fidelity documentation is revised systematically
 - __New teaching programs are selected based on published documentation of research & research validated instructional practices
 - __Evidence of fidelity documentation is available for all programs
 - __Evidence of an established calendar for fidelity checks for:
 - all levels of assessments (e.g. Benchmark, Diagnostic, Progress Monitoring)
 - all teaching programs & instructional practices
- Documentation of fidelity to content delivery and research-validated instructional practices has been a topic of the leadership team, and is in place and evident at some level
- Teachers teach reading and math programs as intended by publisher in order to maximize effectiveness
- Scheduled and documented curriculum and instructional fidelity checks/walk-through provide data for systemic evaluation, professional development, and on-going school improvement
- Instructional coach/specialist knows the programs and provides on-going support to teachers
- Action plans are continually being reviewed and updated

Rubric for Assessing RTI Implementation – Ongoing Training and Professional Development

Requirements (listed in ascending order of implementation)

1. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
2. RTI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RTI Process
3. All new staff receive on site-training and support for implementation of RTI process and procedures.

Check the Box That Rates Your School on Ongoing Training and Professional Development:

- Novice– The school has not yet implemented this practice.
- Nearing Proficient– The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Training and Professional Development?

1. _____

2. _____

3. _____

Examples of Documentation for Ongoing Training and Professional Development will include:

Exploring A

- Obtain training for all staff in basic RTI overview – The Essential 8
- Train staff in Core curriculum and supplemental programs where necessary
- Train staff / aides in 5 areas of reading instruction
- Establish calendar for O.P.I. Leadership RTI training 4–6 sessions
- Establish calendar for staff to attend C.S.P.D. supplementary trainings

Exploring B

- Schedule Calendar of Professional Development activities on site for staff within the structure of the Essential 8
- Schedule Calendar of Prof. Development off site for OPI/RTI trainings for Leadership Team
- Schedule Calendar of Supplementary Professional Development activities through CSPD
- Review the language and terminology of RTI with all staff and compile RTI glossary
- Focused training on Core program delivery for all staff
- Establish regular training for effective instructional practices

Implementing A

- Evidence of RTI training activities which encourage school wide understanding and support of the Essential 8 Framework.
- Evidence of paraprofessional and support staff training as above

- Calendar and schedule for O.P.I. RTI Leadership Training established
- Calendar and attendees for Supplementary RTI trainings through C.S.P.D. established
- Evidence that some or all staff have received training in the use of progress monitoring tools and techniques
- Evidence that all staff have received training in research based instructional practices
- Evidence that all staff have received training in intervention programs at their grade level
- Evidence of on-going training in Core program and effective teaching practices
- A plan is in place for all new staff to receive on-site training and support for the implementation of RTI process and procedures

Implementing B

- Calendar and schedule for O.P.I. R.T.I. Leadership Training established
- Calendar and attendees for supplementary RTI trainings through C.S.P.D. established
- Evidence that Action Plans or Next Steps are reviewed three times a year and adjustments made to provide appropriate school wide training for staff
- Evidence of professional development on R.T.I. provided for new staff members
- Evidence of training in core and supplementary program(s) for new staff members
- Evidence that an RTI training program is established and implemented for all new staff members and a mentor assigned
- RTI Leadership teams are involved in training that supports the implementation process and school staff receives support from the leadership team & additional training as needed to support the implementation of the essential components of the RTI process

Sustaining

- Evidence of documentation of formal RTI trainings and documentation of a support system for all new staff is in place
- Parent training in RTI is designed and being implemented
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School wide staff input is used to review and revise an evolving RTI school improvement process and input and participation this process are documented
- RTI Leadership team continues to engage in trainings as needed to build capacity and fidelity
- Evidence of RTI training activities that encourage school-wide understanding and support of the process is available
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School-wide staff input is used to review and revise an evolving RTI school improvement process. Input and participation in this process are documented

- Data from the use of walk-thru information, surveys, training participation, and other activities serves as the documentation that drives programs and professional development

- School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice

Rubric for Assessing RTI Implementation – Community and Family Involvement

Requirements (listed in ascending order of implementation)

1. The RTI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.
2. School board members, parents and community are actively involved in the ongoing review of the RTI process.

Check the Box That Rates Your School on Community and Family Involvement:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Community and Family Involvement?

1. _____

2. _____

3. _____

Examples of Documentation for Community and Family Development will include:

Exploring A

- Document internal and external stakeholders
- Set goal for Community and Family Involvement

Exploring B

- Leadership team leads discussion on Community and Family Involvement with staff and identifies goal for the year (e.g. parent library, RTI as part of Back to School Night, etc.)
- Identify and contact individual local community stakeholders who might support RTI school initiative
- Establish Community/Parent education statement for school handbook, RTI handbook
- Review opportunities for parent liaison and information about RTI and Reading
- A job description is created for parent participation on Leadership Team
- The teacher regularly communicates to parents and families about RTI, the learning process, areas of strength, and areas needing improvement

Implementing A

- Plan and complete parent leaflet outlining RTI provisions for all students
- Present RTI overview to School board to inform
- Include a parent as a member of the Leadership Team
- The teacher uses a wide range of available methods (including technology) to gather, record, and report information on student progress to parents regularly

Implementing B

- Evidence of regular implementation of community and family activities relevant to R.T.I. (see Implementing A for examples) built in to school calendar
- Parent leaflet is reviewed and revised to include the specific role of parents, examples of how to support students through activities at home, explanation of the 5 areas of reading, contact information for staff, etc.
- Parent Permission or sign off sheet explaining child's participation in the RTI process is utilized
- Parents are involved during the decision making meeting regarding the participation of their child in interventions
- Students participate in meetings with their parents and are active decision-making about their learning progress and assessment data

Sustaining

- Evidence that School Board members, parents and community members are actively involved in the ongoing review of the RTI process
- Adult and student tour guides for the school are trained in explaining the RTI essential elements in practice
- The RTI process is documented in the school handbook, special education narrative, 5 year plan, and school policies and procedures
- Documented revisions of procedures are based upon data formally reviewed annually with the involvement of school board, parents, and community
- The school uses effective structures to form parent partnerships with parents and families in order to support student learning (for example, the school may use research data on traditionally under-served populations (racial, ethnic, low socioeconomic, ESL) to collaborate with families to determine specific learning and assessment requirements for students)

THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION – REVIEW & NEXT STEPS

Essential Elements Summary For _____ (name of school), ____/____/____ (today's date)

*Complete the table below with information from preceding pages

	Intensive	Strategic	Benchmark
1. Strong Leadership & Collaboration Teaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ongoing Assessment & Data-Based Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidenced-based Curriculum/Interventions & Instructional Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fidelity of Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ongoing Training and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Community and Family Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next Steps (Homework)

Prioritize three activities or areas of focus from the preceding pages to work on in the upcoming weeks.

1. _____

2. _____

3. _____

Attachment E: Digging Deeper Documentation (Elementary)

School Site Focus...Digging Deeper (Elem)

Area of Focus: _____

Specific Concern (Explain where the student, group of students, grade level, or school system is struggling.)

Examples:

1. 22% of 5th grade students are novice/nearing proficient in reading as measured by 4th grade CRT scores or below 215 on MAP reading assessment.
2. 14% of 4th grade students are not passing math check-outs at the end of the unit.
3. The past two years of data review indicates 3rd grade behavioral office referrals have increased to >21% of the student population during any specific quarter.
4. 38% of our student body is absent or tardy more than 3 times per month.

What is the picture? Define the problem in measureable terms?

Present Data Collection tools you use for this focus area:

- 1.
- 2.
- 3.
- 4.

Summarize how you are compiling and utilizing this data:

Narrowing the Focus:

Is your present process for collecting, summarizing and using the data to address the designated focus area working for you? If so, what evidence (data) do you have that shows this? If it is not working, how will you address that need?

What additional information do you have that would further define the problem? (i.e., attendance issues or patterns of absence, low reading comprehension, fluency, math computation/reasoning, homework completion, core curriculum issues, student behavior concerns, instructional fidelity, lack of consensus, etc.).

What additional information do you need before determining your next steps in addressing the problem? (multi-test comparison, additional diagnostic assessment, disaggregated data, review of grading/homework policies, etc.)

What is the plan? Think outside the box. Brainstorm all the possible solutions, interventions or instructional strategies that would address the problem:

What is the solution that best addresses the problem and utilizes the resources available at your school?

What will the data collection/tracking of the new process look like?

How/when will we determine whether the intervention or instructional strategy is working or whether it should be changed, modified, etc.?

Expected outcome: _____

To be achieved by ____/____/____

Meeting schedule (weekly, bi-weekly, monthly, etc.) _____

What is YOUR part in the plan? List the responsibility of each team member in addressing the plan (i.e., actions). When will “your part” be completed?

NAME YOUR PART DATE

Each team member should get a copy of this page.

Attachment F: “Next Steps” Rubric**Planning Next Steps to Implementing RTI****Work with your school team.****School Name:** _____

Review the Action Plan that you have been working on over the last two training days in respect to specific skills and processes.

 Identify three (3) action items as “next steps” for your school towards implementation of RTI.

Action 1:

Action 2:

Action 3:

 Decide if each action is:

- a. something you already know how to do and will do
- b. something you need more information about before you can take action
- c. something for which you need training before you can take action

Action 1: a b c d (other): explain: _____

Action 2: a b c d (other): explain: _____

Action 3: a b c d (other): explain: _____

Set a *realistic* deadline date for completion of each action:

Action 1: We anticipate this will be completed by (date) _____

Action 2: We anticipate this will be completed by (date) _____

Action 3: We anticipate this will be completed by (date) _____

Attachment G: Elementary Training Module Timeline

2013-2014 Training Module Timeline

ELEMENTARY

Exploring A

RTI Overview Webinar (pre-recorded)

<http://connect.opi.mt.gov/p7q9c1etx7b/>

Day1: Collaborative Teaming and Consensus Building & Leadership:

Face to Face

Exploring Collaborative Teaming and Consensus Building Objectives

- Be able to Validate/Motivate other team members
- Identify that a healthy and successful RTI framework includes ongoing collaboration as a school-wide practice
- Learn about personality traits and how to motivate each other as team members
- Establishing team protocol/norms for problem solving
- Establishing roles for team members

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503228/4e54/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503228/485849/25acda02?afterVoting=c6ac3ee4fe1b>

Exploring Fidelity and Leadership Objectives

- Understand what fidelity to the core program means
- Discover ways to monitor fidelity
- Understand the roles and responsibilities of leaders within RtI

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503221/159a/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503221/485842/24c97d66?afterVoting=acb92f39d3f6>

Day 2: Ongoing Assessment/Benchmarking & Data-Based decision making: Webinar

Exploring Data Based Decision Making Objectives

- Understand how to collect data from various sources
- Models for reviewing data
- Key problem solving steps
- Teams will be able to discuss their school-wide data
- Understand role of leadership team in the data-based decision making process

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503230/41cc/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503230/485851/384c9dcf?afterVoting=c6ac3ee4fe1b>

Exploring Ongoing Assessment Objectives

- Understand the screening and benchmarking processes
- Understand why screening and benchmarking are valuable
- Be familiar with the materials and systems used for benchmarking
- Be able to analyze your data by school, grade level and from fall to winter

E-evaluation Link for schools to access <http://www.keysurvey.com/f/563614/1282/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/563614/544108/38ada686?afterVoting=1bc119bcd1f9>

Day 3: Evidence-Based Instruction:

Face to Face

Exploring Evidence-Based Instruction Objectives

- Participants should be able to identify if there is a system for instructional consistency in your school?
- Participants should understand the need for systemic consistency
- Participants should have ideas for some evidence-based instructional strategies to use in their schools

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503241/7c61/>

Evaluation results **ONLY** for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503241/485853/1a196489?afterVoting=19c69e8fb23d>

Day 4: Evidence-Based Core Curriculum:

Webinar

Exploring Evidence Based Curriculum Objectives

- Define evidence-based curriculum
- Understand how to find out if curriculum is evidence-based
- Review curriculum to determine if it is research-based
- Understand the ‘big ideas’ of effective instruction and instructional design for reading, math, and behavior
- Evaluate your current curriculum
- Recognize commonalities between evidence-based curriculum

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503242/11d3/>

Evaluation results **ONLY** for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503242/485854/29041062?afterVoting=19c69e8fb23d>

Exploring B

RTI Overview Webinar (pre-recorded) [\(add link\)](#)

Day 1: Review of Collaborative teaming/ Problem Solving Process:

Face to Face

Review of Collaborative teaming/ Problem Solving Process Objectives

- Understand collaborative teaming and its importance within the implementation of RtI.
- Identify a problem solving process

E-evaluation Link for schools to access: <http://www.keysurvey.com/f/566942/2afe/>

Evaluation results ONLY for consultants to access and share with other

trainers: <http://www.keysurvey.com/report/566942/547282/cafc4ad3?afterVoting=96edf822a347>

Day 2: Student Problem Solving Process:

Webinar and Structured work time

Student Problem Solving Process Objectives:

- Develop an understanding of individual student problem solving
- Recognize SMART goals

E-evaluation Link for schools to access <http://www.keysurvey.com/f/563052/b727/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/563052/542809/2bda0003?afterVoting=3899b2a454f9>

Day 3: Evidence-Based Interventions (Tier 2 and 3):

Webinar

Evidence-Based Interventions (Tier 2 and 3) Objectives

- Understand the importance of “evidence based”
- Know how to define/identify an intervention
- Understand the difference between Tier 2 and Tier 3 interventions
- Identify 1 or 2 goals for improving student growth at Tier 2 and Tier 3
- Create an action plan for improving student growth at Tier 2 and Tier 3

E-evaluation Link for schools to access <http://www.keysurvey.com/f/490203/6cd0/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/490203/469721/29c39491?afterVoting=b052b1a2f5ad>

Day 4: Fidelity and Leadership:

Face to Face

Fidelity and Leadership Objectives

- Understand what fidelity to the core program means

- Discover ways to monitor fidelity
- Understand the roles and responsibilities of leaders within RtI

E-evaluation Link for schools to access <http://www.keysurvey.com/f/503222/a4f7/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/503222/485843/25b2e8e9?afterVoting=c6ac3ee4fe1b>

Implementing A (and new to implementing): Integrate technology throughout

RTI Overview Webinar (pre-recorded) [\(add link\)](#)

Day 1: Fidelity and Intro to the Rubric:

Face to Face

Implementing Fidelity and Introduction to the Rubric Objectives

- Be able to utilize fidelity forms for core and intervention programs
- Be able to utilize fidelity forms for assessments
- Be able to utilize Walk-through forms
- Be able to create a fidelity form for your RtI process
- Be able to utilize the rubric to help guide your RtI process [add to existing evaluation](#)

E-evaluation Link for schools to access <http://www.keysurvey.com/f/490235/8760/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/490235/469748/7f3a02a8?afterVoting=c643ccda574d>

Day 2: Collaborative Teaming, Problem Solving and Data-Based Decision Making
Webinar

Implementing Collaborative Teaming, Problem Solving and Data-Based Decision Making Objectives

- Understand the skills necessary for effective collaborative teaming.

- Understand the roles and responsibilities for the problem solving process
- Review the problem solving process in your school
- Review the effectiveness of collaborative teams and data-based decision making

E-evaluation Link for schools to access <http://www.keysurvey.com/f/434262/20d2/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/434262/444524/29ebb4fe?afterVoting=37059bf35b10>

Day 3: Community and Family Involvement:

Webinar

Implementing Community and Family Involvement Objectives

- Understand the importance of involving parents in the MTSS/RTI process.
- Discover how involved parents impact academics, attendance or behavior in student's success.
- Create a system so parents know what to expect in your district from the MTSS/RTI process

E-evaluation Link for schools to access <http://www.keysurvey.com/f/490233/1ba3/>

Evaluation results ONLY for consultants to access and share with other trainers:

<http://www.keysurvey.com/report/490233/469745/9aa44534?afterVoting=84953b17ce47>

Day 4: Work Day with facilitator:

On-site

Work Day with Facilitator Objectives

- Identify next steps for your school
- Use your meeting time to address and plan for how your team will accomplish their next steps.

E-evaluation Link for schools to access : <http://www.keysurvey.com/f/566944/6cc4/>

Evaluation results ONLY for consultants to access and share with other

trainers: <http://www.keysurvey.com/report/566944/547283/31f8caef?afterVoting=ad555560f5ee>

Implementing B (repeating schools) Differentiate and Integrate technology

Day 1: Using technology in your process and Digging Deeper: Pathways to Sustaining:

Face to face

Implementing: Using technology in your process and Digging Deeper: Pathways to Sustaining Objectives

- Understand how various technologies can streamline your schools communication and data collection processes.
- Be able to set clear, measurable and attainable goals
- Be able to utilize the Digging Deeper form to create action plans for your school
- Develop plans and set dates for 3 follow-up on-site work sessions with facilitators

E-evaluation Link for schools to access: <http://www.keysurvey.com/f/566947/3a47/>

Evaluation results ONLY for consultants to access and share with other

trainers: <http://www.keysurvey.com/report/566947/547285/1a14904d?afterVoting=5f9edb96c891>

Mini Modules and other resources available : Core Multiple Measures & Source Book , Aimsweb completed

Incomplete: Dibels (Carol) Student Goal Setting (Susan)

Attachment H:
RTI Secondary Initiative Worksheet – Year 4 (4/1/2013 – 3/31/2014)
SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
A(1) Selection RTI-Sec	Selection of Participant Schools – Clear expectations are provided for Professional Development (PD) participants. Schools agree to provide the necessary resources, supports and facilitative administration for the participants	Roles Responsibilities Other descriptions of expectations Requirements for schools described; or The form(s) used for these agreements is provided	<p>The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in application. The training responsibilities of the OPI are also laid out in this document. Applications are distributed to all Montana schools. Interested schools complete a newly developed electronic application. They sign and return the applications which are then reviewed by the State RtI Coordinator and Regional Consultants. Selected schools are notified via official letter and commit to responsibilities laid out in the application. This year, continuing schools were selected based upon their full participation in previous years.</p> <p>*Go to the following links: http://www.keysurvey.com/f/499257/2065/ http://www.keysurvey.com/f/499530/10f3/</p>	4
A(2) Selection RTI-Sec	Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (Knight)	Roles Responsibilities Other descriptions of expectations	<p>Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Applications are reviewed by the State RtI Coordinator and approved by the State Special Education Coordinator and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RTI Regional Consultant or Facilitator. New facilitators job shadow for a year as part of their training. Expectations for serving as a trainer are those provided by Knight**.</p> <p>*See Attachment B: OPI RTI trainer application **See Attachment C: Knight strategies Expectations for Consultants and Facilitators</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
A(3) Selection RTI-Sec	Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided	Role of each team member Responsibilities of each team member Background knowledge of each team member	<p>The OPI provides guidance to participant school Administrators in the Application and Agreement* as to the roles and responsibilities for Leadership Team Members. In the same document, suggestions of specific representatives across the school are made with descriptions of necessary background knowledge for serving on the Leadership Team. Administrators are encouraged to consult with the State RtI Coordinator with questions about team selection. In addition, our collaborative team trainings focus on the roles and expectations of team members.</p> <p>*Go to the following link: http://www.keysurvey.com/f/499257/2065/ http://www.keysurvey.com/f/499530/10f3/</p>	4
B(1) Training RTI-Sec	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	Role/job descriptions provided Expectations for roles provided Clear organizational hierarchy established.	<p>The Montana state RtI Coordinator is a 1.0 full-time equivalent position who, with the SPDG State Director oversees the work of the Regional Consultants. Regional Consultants directly oversee the school level Facilitators on site. Schools understand that they may contact their Regional Consultant or the State RtI Coordinator with concerns. Quality of training is monitored not only through supervision, but also the State RtI Coordinator observes Regional Consultant trainers each year and provides written feedback on training delivery and content. Schools also evaluate the trainings using Guskey's levels. Online evaluations have been developed that allow for systematic tracking and provision of longitudinal data. These evaluations are reviewed by the State RtI Coordinator. Issues brought forth in the evaluations are discussed and trainings modified if necessary prior to the next training.</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
B(2) Training RTI-Sec	Adult learning principles used throughout training and consultative follow-up (TA activities). (Knight) NIRN	The OPI adopted Knight's Expectations for training that provides a clear description of effective learning strategies. (Knight) Trainings imbedded with adult learning principle strategies. Trainers modeled for use of strategies.	Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's effective coaching principles and strategies** imbedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). New facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery. *See RTI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/Rti/Implementing.html ** See Attachment C: Knight strategies Expectations for Consultants and Facilitators	3
B(3) Training RTI-Sec	Training is used to develop background knowledge and skills. (Knight)	Describes how training is skill-based Participant behavior rehearsals to criterion with an expert observing Observation and feedback is used to increase in the skills of the participants. Track use of skills.	Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Facilitators are trained to use and demonstrate skills such as the ability to: screen all students three times per year, to use screening data to sort students into appropriate academic support tiers, use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and sufficient knowledge is gained in training. A school survey is being developed to provide specific written feedback to consultants and facilitators as per their efficacy in the schools. Rubrics and digging deeper documentation have been developed to help facilitators and consultants track the schools' progress and identify gaps. *See Attachment I: MS-HS Rti Implementation Rubric **See Attachment E: Digging Deeper Document	4
B(4) Training RTI-Sec	Training outcome self-evaluations is analyzed	Describes how these data are used to make	After each training electronic evaluations are collected and analyzed by the trainer, facilitators, consultants, and state coordinator in order to guide future	4

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
	post training to guide action plan for skill development and/or implementation. (NIRN)	appropriate changes to the training and to provide further supports through coaching	<p>trainings. Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through a "Next Steps" rubric*; in addition, the secondary rubrics and digging deeper documentation have been developed to help guide schools in creating their action plans. When schools have reached the Implementing B Level, they develop Individual Plans of Progress (IPP) that target their individual gaps. Facilitators and Consultants assist the schools in designing meaningful professional development based on these gaps. The action plans and IPPs are reviewed by the Regional Consultants. Trainer observations are also utilized to provide feedback and inform continued trainings. School teams complete the RTI Implementation Survey** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year to year basis.</p> <p>*See Attachment F: "Next Steps" Rubric **See attached link to electronic RtI evaluation: http://www.keysurvey.com/f/503221/159a/ ***See Attachment I: MS-HS Implementation Rubric ****See Attachment E: Digging Deeper Document *****See Link to RTI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home</p>	
B(5) Training RTI-Sec	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	<p>Describes how participant feedback is used to improve trainer skills and revise the training content</p> <p>Describes how fidelity measures are collected and analyzed related to training.)</p> <p>Describes how fidelity measures are used to work with trainers (NIRN)</p>	<p>RtI Training Modules are manualized from the Exploring A through the Implementing A levels to ensure consistency in training across Facilitators and Regional Consultants. Implementing B and Sustaining Level schools are provided support in the form of guidance, on-site facilitation, and gap analysis. They self-identify gaps and their facilitators assist them in providing the appropriate professional development to meet each school's individualized needs. New Facilitators are brought into the process as observers. All modules are previewed by facilitators and they assist in online and face-to-face trainings. They shadow their regional consultant on site visits until they are deemed proficient by the consultant. Then they may facilitate their own schools. Facilitators receive 4 designated days of training per year focused on content and coaching skills. Their needs in these areas are determined through informal surveys following each of the trainings. This year we identified 4 areas of</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>training need through a Google survey. Trainings for these topics were provided at a summer institute. In addition, we collaborate with other state divisions, regional service providers, and national consultants to provide relevant and on-going trainings for our consultants and facilitators.</p> <p>Training objectives for each module were identified and each training is evaluated by participants based upon these identified objectives. These ensure fidelity to the training process and consistency of trainings to ensure that the trainings are implemented as planned across our regions.</p> <p>*See Attachment J: Secondary Training Module Timeline **See attached link for the Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit</p>	
C(1) Coaching RTI-Sec	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (Knight) (NIRN)	<p>Provides a description of responsibilities for the person in charge of coaching and who this person is.</p> <p>Description of how implementation and outcomes data are used to modify coaching strategies.</p> <p>Description of supports that are provided to Facilitator coaches as a result of having these data.</p>	<p>Consultants and facilitators were provided coaching training on Motivational Interviewing, behavioral assessments, Tier 2 and 3 math interventions as well as how to utilize the RTI/MTSS rubrics and Digging Deeper Documents (both documents attached in section B). These needs were identified through the Facilitator Training Needs Assessment Survey. Facilitators have implemented technology-based coaching through the use of Google Hang-out. School teams will assess Facilitator coaching effectiveness and provide feedback through a coaching survey currently in development with items related to specific coaching strategies (Knight). This will be implemented in Year 5 of the grant. These data will be used for coaching feedback on quality and timeliness of coaching services as well as for further development and/or needs for coaching skill development through training. Monthly Google Hang-outs are held between the RtI Coordinator and Regional Consultants to review the coaching needs of each region. In addition, post training evaluations are reviewed by facilitators, consultants, and the RtI Coordinator to assess quality and timeliness of the coaching services. Regional outcome data was provided by the state to regions this year in order that regions could identify and address any areas of concern.</p> <p>*See attached link for the Facilitator Training Needs Assessment Survey: https://docs.google.com/forms/d/1oIRy2SfTCswmIK00_45C3xF08EITdQDqJ9sw9T0iVX4/edit</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
C(2) Coaching RTI-Sec	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling. NIRN	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). (Knight) Describes how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	Facilitators incorporate adult learning principals into training materials, as described earlier since trainings have been manualized. Facilitators regularly model the practices that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the practices. They also ask the practitioners to evaluate their implementation of the practices through rubrics, a yearly survey, and self-assessments. The facilitators meet regularly with the principals of the schools they work in. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. Facilitators help schools sustain continuous improvement through regular rubric assessments, our RTI implementation checklist and tracking of the schools' next steps (see B-4) At the Implementing and Sustaining Levels, facilitators work with school teams to identify, target, and eliminate their implementation gaps.	4
D(1) Performance Assessment (Data-based Decision Making) RTI-Sec	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Describe how fidelity measures are collected and compared with outcomes to ensure successful implementation of the RTI process and of intervention and instruction. These data are available on a regular basis and are used for decision-making (NIRN)	The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by Facilitators assist schools in evaluating implementation process fidelity. School movement through RtI supports are tied to the schools' progress as evidenced in their implementation surveys and rubrics. Consultants and facilitators use the data from these tools to design and assign appropriate trainings for the schools. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet weekly to discuss implementation barriers and strategies for improving student outcomes.	3
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA,	Describe feedback system for decision-making to ensure continuous	Implementation teams at the school level collect and analyze academic (and behavioral) data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
RTI-Sec	school)	academic and behavioral growth for all students.	wide instructional delivery, and ways to improve instructional delivery. Schools share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop was completed as the State data base was developed to analyze initiative school data on a statewide basis. The state evaluator reported on data trends for the RTI-Secondary Initiative. This information has been provided to participating schools and regions. All data will continue to be used to make decisions on effectiveness, needs for further refinement or changes to methods.	
D(3) Performance Assessment RTI-Sec	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. Use of multiple sources of information to guide improvement and demonstrate its impact.	Participating RTI-Secondary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Modules for each component are available on the Rtl website for schools to use to train new staff. Also, it is recommended that schools create a handbook on Rtl procedures for all new staff. Ongoing support includes job embedded professional development and coaching to ensure implementation fidelity. An implementation survey measures schools for continuous improvement in using the 8 components. Each level of Rtl training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the Rtl process. Facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The state evaluator reported out on data trends for the RTI-Secondary Initiative. From this information, modules were modified to reinforce the components of fidelity and family engagement. Rtl data compilations were utilized by SEA representatives showing the success of the Rtl program to our state legislature. Plans are in place to share the state level data with the Rtl Stakeholders Council which is transitioning into the MTSS Stakeholders Council. *See RTI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/Rtl/Implementing.html	4
D(4) Performance Assessment RTI-Sec	Implementation Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share	Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers	Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RTI Implementation Survey* is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential Rtl component requirements (through survey and various other	

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
	and celebrate successes. (NIRN)	(e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Describe positive recognition processes in place for participation	implementation assessment tools—Implementation Rubrics, Digging Deeper Documents), we evaluate the areas that need more focus for training and coaching support. Schools then formulate their next steps with their information in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and has been disaggregated to help evaluate successful attainment of school and regional implementation goals and benchmarks. Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status. Last year 10 schools attended our sustaining school summit, where they received recognition and rewards. At the beginning of FY 4, 9 additional schools have reached sustaining status bringing our state total to 20. The majority of the schools currently training in the RtI project during our transition to MTSS will have reached sustaining status by next year. And new schools will be brought into the MTSS structure after FY 5 ends this grant period. *See Link to RTI implementation survey: https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home ** See Attachment I: MS-HS RtI Implementation Rubric ***See Attachment E: Digging Deeper Document	4
D(5) Performance Assessment RTI-Sec	Participants are instructed in how to provide data to the SPDG Project (GUSKEY)	Procedures described for data collection Guidance provided to schools shared	Guidance for reporting data to the SPDG project are provided to Facilitators through the Project Coordinator and the SPDG evaluator TA and written documents (Evaluations using Guskey's levels). The SPDG Coordinator/MTSS Coordinator meets with the RtI Consultants and Facilitators at their first annual meeting to review data collection purpose and how to submit the training and on-site visitation data. Those responsible for the data are given the number and e-mail of the SPDG Coordinator/MTSS Coordinator for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a monthly basis. We have been through 2 data analysts since the beginning of this grant cycle. Midway through FY 3, we assigned a new data analyst to the project. This person has done a thorough job of working with the schools in the RtI process to assist in data submission. She has established regular contact via phone and e-mail, as well as moved many of them to an automated process where they have given her collection rights from their internal servers to ensure meeting collection	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>deadlines.</p> <p>Some schools within the project have switched to new assessment measures which do not align with our original grant application in spite of their contractual agreements not to do so. Our new data analyst is working carefully with our external grant evaluator to ensure that both the agreed upon and the new data measurements are collected and reported out in the annual report.</p>	
E(1) Facilitative Administrative Support / Systems Intervention RTI-Sec	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Administrator (Principal) role and responsibilities description relative to program implementation provided. Describe how steps are taken by the Administrator to meet PD participants' needs	<p>Principals are provided with their role, responsibilities and expectations in the RTI-Secondary Application. These expectations include their attendance at all trainings where they are trained to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of Facilitators are outlined in their job descriptions and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. In the fall of 2012, principals received specific leadership training at a Leadership Seminar geared toward their role as instructional leaders in the RtI process. (See Item A1) Although successful and well received, funding for targeted administrative trainings was shifted from RtI to MTSS. And this seminar was not provided in 2013. During trainings, principals and their team's complete next step forms including areas which areas of professional development need targeting. Administrators are encouraged to use these next steps to plan their yearly professional development. Resources for professional development needs of schools are provided by facilitators, consultants, and state coordinator.</p> <p>Principals receive further support by engaging in Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators.</p>	3
Consultant E(2) Facilitative Administrative Support / Systems Intervention RTI-Sec	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and	<p>Leadership teams, including principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make</p>	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching Select documents)	Project's self rating April 1, 2013-March 31, 2014
		procedures to support new way of work.	decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	

Attachment I: MS-HS RtI Implementation Rubric

**INSTRUCTIONS FOR COMPLETING THE RUBRIC
PURPOSE; REVIEW THE ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION
& CORRESPONDING EVIDENCE**

Each of the following essential elements will be addressed in the worksheets.

Strong Leadership & Collaboration Teaming

Ongoing Assessment & Data-Based Decision Making

Evidenced-based Curriculum/Interventions & Instructional Practices

Fidelity of Implementation

Ongoing Training and Professional Development

Community and Family Involvement

After reading the general requirements for implementation at the top of each section, you are asked to

- 1) Rate your school in each area and
- 2) Determine the next steps your school will take toward establishing an MTSS/RTI Framework
- 3) Record the information for all six essential elements on the last page of the rubric.

YOU MAY FIND IT HELPFUL TO REVIEW THE EVIDENCE IN EACH AREA FIRST! To better assist you in determining your progress thus far, a list of evidence (blue headings) follows each area that outlines specific steps that may be undertaken to reach full implementation of the RTI component. It may be helpful to check the boxes in front of statements/activities/procedures that are already in place at your school. If you find activities that fit your school's next course of action, you may want to utilize these activities as "Next Steps". It is not necessary to go beyond your level of implementation unless you need/want activities at higher implementation levels.

Note: The list of evidence is meant only as a guide, all items are not required, but set forth as an example. It is not unusual for schools to be farther along in some areas than others. There are NO SET RULES for the exact step/procedure/element you choose to work on. For example, some schools have chosen to begin with a math focus rather than a reading focus. Each school is unique and each team must come to consensus in identifying priorities that will lead to implementation of a multi-tiered system of supports.

Please ask if you need clarification.

1

Rubric for Assessing RTI Implementation – Strong Leadership & Collaborative Training

Requirements (listed in ascending order of implementation)

1. District and school site leadership provide active commitment and support (time, resources & staff) for RTI school-wide training and activities.
2. The RTI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RTI framework.
3. RTI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RTI Framework.
4. School-wide, staff are committed to the RTI process for school Improvement at some level.
5. School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, activities and a commitment to school improvement.
6. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.

Check the Box That Rates Your School on Leadership & Collaborative Training:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Leadership and Collaborative Training?

1. _____

2. _____

3. _____

Examples of Documentation for Collaborative Teaming and Strong Leadership may include:

Exploring A

- OPI/RTI Application
- Budget assigned to support RTI
- Resources assigned to support RTI
- Leadership team is appropriate, committed and involved (including the school principal, content specialists, general ed, special ed, parent rep, and appropriate representatives/support professionals who have expertise in core/content literacy/data management Inventory of curriculum and intervention resources by grade
- Calendar of Leadership Team meetings and activities is established
- Roles are established for leadership meetings (facilitator, timer, record keeper, etc.)
- Agendas are prepared/distributed in advance of leadership meetings and include pertinent items for members' review
- Establish goals for the year and next steps/action plans
- Identify initial grade group(s) for start up implementation (e.g. K,1 for reading)
- Begin dialogue among support personnel concerning data
- The district and school site leadership begins to provide active commitment and support (time, resources, & staff) for RTI school-wide training and activities

Exploring B

- RTI documents have been developed & include samples of forms, inventories, course organizers, Fidelity checks, RTI glossary, etc.
- Staff training related to RTI has been scheduled
- Evidence of instructional leadership activities intervention programs and effective instruction

- Establish how all staff access data, set up meetings, request problem-solving, etc. (including support staff)
- Establish RTI Content areas/grade level teams including support personnel
- RTI Content Area/ Grade Level team meeting agendas demonstrate how data informs and guides teams to track progress at the student, classroom & grade level
- School wide, staff have and understanding of and/or are committed to the RTI process for school improvement at some level
- Data is collected from staff (e.g., survey, group discussion, etc.) to assess level of knowledge level, commitment, and impact of RTI/MTSS

Implementing A

- Agendas of any MTSS/RTI meeting: Leadership, Content Area/Grade level, PLC's, Data meetings are available
- MTSS?RTI Data & Implementation Notebook is complete & includes student data, samples of forms, inventories, fidelity checks, RTI glossary, etc.
- Leadership team has used consensus building to design first draft of student goal/intervention data sheet
- School MTSS/RTI Pamphlet is printed and available
- RTI/MTSS is understood by school board and policy/procedures are addressed at this level.
- Evidence of Leadership Agenda and work which addresses fidelity to content delivery
- Evidence of Leadership Agenda and work which addresses implementation of research validated instructional practices
- Pathways have been established for advanced/benchmark/strategic/intensive groups. Leadership Team has established and documented standard protocols based upon established decision rules: e.g.
 - pathways for diagnostic assessment procedure following benchmark assessment for Strategic and Intensive students
 - pathways for establishing focus of intervention (accuracy, fluency, computation, etc.)
 - pathways for changing an intervention
 - pathways for moving a student to a different level of instruction
 - pathways are established for advanced, benchmark, strategic and intensive intervention groups
 - pathways are established for student placement, focus of instruction, intervention delivery, progress monitoring, summative assessment procedures

- Establish content area and /or grade level problem solving teams for MTSS/RTI.
- MTSS/ RTI Leadership Team has developed procedures for school wide staff consensus building activities which support Montana’s RTI framework e.g. standard protocols
- Evidence of collaborative teaming (e.g. time is built in to the school day/calendar for collaboration time)
- MTSS/RTI Content Area/Grade level team meeting agenda demonstrates how data informs and guides teams to track progress at the student, classroom and grade level
- School wide team decisions are made based on data and the use of a problem solving model is in place and practiced. This is documented and available for future team review

Implementing B

- MTSS/RTI Leadership Team Agendas address fidelity to instructional content delivery
- MTSS/RTI Leadership Team Agendas address implementation of research–validated instructional delivery practices
- School–wide understanding of and support for the MTSS/ RTI process, consensus is at 80% or more, and documented through staff surveys, and commitment to the school improvement process
- Action plans (Next Steps) are completed 3x per year by the MTSS/RTI Leadership Team w/additional content area/grade level representatives that work together to guide systemic change & professional development and this is documented
- Evidence of MTSS/RTI training activities that encourage school–wide understanding and support of the process is available

Sustaining

- Changes are made to standard protocols and school–wide procedures as a result of leadership team data–based decisions
- Feedback on the outcomes of the MTSS/RTI Project is provided to staff, school board and community at least yearly
- Decisions and actions by school and district leaders proactively support the essential components of the MTSS/RTI framework at the school, make the RTI framework more effective, and consider future RTI processes (i.e. professional development, budget, resources, etc.

Rubric for Assessing RTI Implementation – Ongoing Assessments & Data Driven Decisions

Requirements (listed in ascending order of implementation)

1. Benchmark achievement data is collected (MS 3X per yr), and a system for summarizing and distributing this information has been established.
2. Student progress monitoring, bi-monthly or monthly for designated strategic or intensive students. Some or all staff have training in the use of progress monitoring tools and techniques.
3. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
4. Assessment (including benchmarking as appropriate for content area / grade level progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
5. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advanced, benchmark, strategic and intensive groups.
6. Teams (MTSS/RTI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
7. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
8. Documented forms of progress monitoring (use of CBA, CBM, formative assessment) drive use of research validated curriculum (as appropriate) interventions and instructional delivery practices at all tiers.
9. Documented revisions of the MTSS/RTI process are based upon data formally reviewed at least annually by the MTSS/ RTI Leadership Team and appropriate school staff.

Check the Box That Rates Your School's Ongoing Assessment & Data Based Decisions:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Assessment & Data Based Decisions?

1. _____

2. _____

3. _____

Examples of Documentation For Ongoing Assessment & Data Based Decisions will include:

Exploring A

- MS teams establish benchmark assessment model (e.g. DIBELS, Aimsweb, etc.)
- MS/HS teams establish school-wide data (e.g., DIBELS, Curriculum Based Assessment, Curriculum-Based Measures, Office Discipline Referrals, attendance, drop out rates, etc) collection through an efficient and effective systematic process.
- Staff have been trained in assessment procedures
- Evaluate baseline data school-wide in reading and math

Exploring B

- MS benchmark data collection 3x year, available to staff and utilized for RTI target grades
- MS benchmark data collection 3x year, available to staff and utilized
- Create an inventory for assessments tools including diagnostic assessments
- Establish process for collation and review of all relevant data systems for planning
- MS create maps of benchmark data per grade
- Use data to evaluate Core program (MS) for recommended changes
- The process for collecting, distributing, and electronic storage of data is clear & documented

Implementing A

- A student file or data sheet documents diagnostic testing of all strategic and intensive students
- Data includes progress monitoring schedule and documentation of results which are used to structure teaching goals
- Establish Benchmark assessment package and targets

- Diagnostic measures and aligned interventions are used to further address the instructional needs for students identified as strategic or intensive
- First draft of student goal/intervention record is completed and in use
- Student file or data sheet documents intervention(s) which match individual student's defined skill deficits
- Evaluation includes progress monitoring weekly, bimonthly or monthly for designated strategic and intensive students.
- Probes are used for progress monitoring
- Evidence of using data to formulate goals for individual students or groups of students
- RTI and Grade level team meeting agendas and calendars demonstrate how data informs and guides interventions to meet the needs of students, at individual student, classroom and grade levels
- Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior

Implementing B

- Evidence of progress monitoring at all instructional levels which drives instructional delivery practices at all tiers
- Evidence of results of diagnostic assessment work applied within the problem solving model for students at strategic and intensive levels
- Standard protocols are in place and utilized for making informed decisions for instruction
- Evidence of data driven instruction at all levels in both general and special education contexts
- Evidence from data sheets/student files that instructional adjustments are based on data & corresponding student progress and needs
- Evidence that data based decision making is based on up dated information on grade level targets
- Assessments and formative assessments drives instructional practices and decision making

- Teams (e.g., School–Based Leadership Team, Problem–Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:
 - a. Problem is defined as a data–based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data)
 - b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined
 - c. Problem analysis is conducted using available data and evidence–based hypotheses
 - d. Intervention plans include evidence–based (e.g., research based, data–based) strategies
 - e. Intervention support personnel are identified and scheduled for all interventions
 - f. Intervention integrity is documented
 - g. Response to intervention is evaluated through systematic data collection
 - h. Changes are made to intervention based on student response
 - i. Parents are routinely involved in implementation of interventions

- Teams understand and implement problem solving procedures school–wide; changes are made based on data & corresponding students
- Pathways have been developed with criteria built from decision rules for all content and behavioral areas, pathways are implemented with consistency, and pathways have been reviewed with necessary changes based on school–wide data
- Special Education Eligibility determination is made using the RtI model for Specific Learning Disability

Sustaining

- Team periodically reviews evidence indicating that the assessment tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate
- Data–driven problem solving drives systemic review and evidence of student improvement
- All staff use recognized forms (pathways, protocols, fidelity checks) consistently
- RTI/MTSS system and student forms are revised within a rolling program of review and revision
- Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of the strategic or intensive interventions AND these decision–making criteria are implemented accurately
- Documentation of formal revisions of procedures is based on school–wide data

Rubric for Assessing RTI Implementation – Evidence Based Curriculum (MS), Intervention & Instruction

Requirements (listed in ascending order of implementation)

1. Research validated core curriculum (MS) and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use “evidence-based” methods and are sequenced.
2. Use of evidence-based instructional delivery practices that have a high probability of success for the majority of students are apparent in all instructional settings.

Check the Box That Rates Your School on Evidence Based Curriculum & Instruction:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Evidence Based Curriculum and Instruction?

1. _____

2. _____

3. _____

Examples of Documentation for Evidenced Based Curriculum will include:

Exploring A

- Identify Core curriculum by grade (MS)
- Review effectiveness of Core program instruction in relation to 5 areas of reading and math (MS)

Exploring B

- Create curriculum inventory for core and intervention programs and have that available
- Establish and record how benchmark data is used to design instruction

Implementing A

- Curriculum inventory of research based instructional delivery practices/programs has been created and is available to all staff
- Review and revise Core and Intervention programs looking for weak areas in Reading or Math
- Complete inventory of intervention teaching programs by grade and including SPED resources
- Use of evidence based instructional delivery practices, methods, and approaches are evident and documented
- Pathways that document the use of evidence-based materials at all tiers of instruction
- Documentation of staff training on the use of materials and evidence based instructional delivery practice for content areas is available

Implementing B

- Documented forms of progress monitoring (use of CBA's, CBMs, formative assessment) drive use of research validated instructional delivery practices at all tiers
- Documentation of a high level of implementation of Core curriculum (MS) and research validated instructional practices

- Evidence that instruction is aligned to student need
- Use of validated instructional delivery practices is documented with recorded information and data collected on the success of school wide initiatives, training, professional development and walk-thru data
- Annual or periodic review of evidence-based materials based upon changing practices & the data from school site
- The school has established a three-tiered system of service delivery:
 - a. Tier 1 Academic Core Instruction clearly identified (MS)
 - b. Tier 1 Behavioral Core Instruction clearly identified
 - c. Tier 2 Academic Strategic Instruction/Programs clearly identified
 - d. Tier 2 Behavioral Strategic Instruction/Programs clearly identified
 - e. Tier 3 Academic Intensive Strategies/Programs are evidence-based
 - f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based

Sustaining

- On-going reviews of evidence based materials and practices and the data from school site
- Core (MS) and supplementary teaching programs are reviewed on a regular basis
- Core (MS) and supplementary teaching programs are reviewed within the framework of the Common Core Standards
- Research validated instructional delivery practices are documented with models for reference.
- Pathways (protocols, focus guidelines) are available for all content and behavioral areas. These documents are utilized by all staff and revised as per changes in systemic and student data
- Evidence of differentiation (i.e. most or all teachers differentiate instruction and teachers use students' assessment data to identify the needs of students
- Evidence of articulation of teaching and learning occurs in and across grades levels (i.e. teaching and learning is well articulated from one grade to another & teaching and learning is articulated within grade levels so students have highly similar experiences regardless of their assigned teacher

Rubric for Assessing RTI Implementation – Fidelity of Implementation

Requirements (listed in ascending order of implementation)

1. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.
2. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.

Check the Box That Rates Your School on Fidelity of Implementation:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Fidelity of Implementation?

1. _____

2. _____

3. _____

Examples of Documentation for Fidelity of Implementation will include:

Exploring A

- Establish reality of 90 minutes reading instruction (MS) – self assessment by staff
- Establish fidelity of assessment procedures

Exploring B

- Establish first steps for fidelity to implementation of the core – content area partner observations, checklist
- Establish fidelity checklist for assessment procedures
- Check fidelity of 90 minutes reading instruction for Core (MS) and establish 90 minutes plus Strategic and Intensive

Implementing A

- Fidelity checks and procedures in place for core, content area, supplementary and intervention program content delivery.
- Evidence of implementation of research validated instructional delivery practices is documented.
- Evidence of progress monitoring schedule and results for strategic and intensive students is documented

Implementing B

- Evidence of scheduled and documented walk-throughs, observations and fidelity checks for core (MS), content and supplemental programs.
- Evidence of scheduled and documented walk-throughs, observations and fidelity checks for research validated instructional delivery practices.
- Evidence of scheduled and documented fidelity checks for assessments and scoring.
- Evidence of scheduled and documented fidelity checks for progress monitoring

- Documented revisions of the RTI process are based upon data formally reviewed at least annually by RTI leadership team and appropriate school staff
- Data from walk-through info, surveys, training participation, and other RTI activities serves as documentation that is driving professional development
- Scheduled and documented curriculum (MS), intervention and instructional delivery fidelity checks provide data for systematic evaluation, professional development, and ongoing school improvement

Sustaining

- Evidence of all 8 Essential RTI Components are evident and in process and practice:
 - __Fidelity documentation is revised systematically
 - __New teaching programs are selected based on published documentation of research & research validated instructional practices
 - __Evidence of fidelity documentation is available for all programs
 - __Evidence of an established calendar for fidelity checks for:
 - all levels of assessments (e.g. Benchmark, Diagnostic, Progress Monitoring)
 - all teaching programs & instructional practices
- Documentation of fidelity to content delivery and research-validated instructional practices has been a topic of the leadership team, and is in place and evident at some level
- Teachers teach content area programs as intended by publisher in order to maximize effectiveness
- Scheduled and documented curriculum (MS) and instructional delivery fidelity checks/walk-through provide data for systemic evaluation, professional development, and on-going school improvement
- Instructional coach/specialist knows the programs and provides on-going support to teachers
- Action plans are continually being reviewed and updated

Rubric for Assessing RTI Implementation – Ongoing Training and Professional Development

Requirements (listed in ascending order of implementation)

1. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
2. RTI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RTI Process
3. All new staff receive on site-training and support for implementation of RTI process and procedures.

Check the Box That Rates Your School on Ongoing Training and Professional Development:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Ongoing Training and Professional Development?

1. _____

2. _____

3. _____

Examples of Documentation for Ongoing Training and Professional Development will include:

Exploring A

- Obtain training for all staff in basic RTI overview – The Essential 8
- Train staff in Core curriculum (MS), intervention and supplemental programs where necessary
- Train all staff in appropriate areas of reading instruction
- Establish calendar for O.P.I. Leadership RTI training sessions
- Establish calendar for staff to attend supplementary trainings (when appropriate)

Exploring B

- Schedule Calendar of Professional Development activities on site for staff within the structure of the Essential 8
- Schedule Calendar of Prof. Development off site for OPI/RTI trainings for Leadership Team
- Schedule Calendar of Supplementary Professional Development activities as appropriate
- Review the language and terminology of RTI with all staff
- Focused training on Core (MS Reading) program delivery for appropriate staff
- Establish regular training for effective instructional delivery practices

Implementing A

- Evidence of RTI training activities which encourage school wide understanding and support of the Essential 8 Framework.
- Evidence of paraprofessional and support staff training as above

- Calendar and schedule for O.P.I. RTI Leadership Training established
- Calendar and attendees for Supplementary RTI trainings through PD providers established
- Evidence that some or all staff have received training in the use of progress monitoring tools and techniques
- Evidence that all staff have received training in research based instructional delivery practices
- Evidence that all staff have received training in intervention programs at their grade level
- Evidence of on-going training in Core program (MS Reading) and effective instructional delivery practices
- A plan is in place for all new staff to receive on-site training and support for the implementation of RTI process and procedures

Implementing B

- Calendar and schedule for O.P.I. R.T.I. Leadership Training established
- Calendar and attendees for supplementary RTI trainings established
- Evidence that Action Plans or Next Steps are reviewed three times a year and adjustments made to provide appropriate school wide training for staff
- Evidence of professional development on R.T.I. provided for new staff members
- Evidence of training in core (MS), content and supplementary program(s) for new staff members
- Evidence that an RTI training program is established and implemented for all new staff members and a mentor assigned
- RTI Leadership teams are involved in training that supports the implementation process and school staff receive support from the leadership team & additional training as needed to support the implementation of the essential components of the RTI process

Sustaining

- Evidence of documentation of formal RTI trainings and documentation of a support system for all new staff is in place
- Parent training in RTI is designed and being implemented
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School wide staff input is used to review and revise an evolving RTI school improvement process and input and participation this process are documented
- RTI Leadership team continues to engage in trainings as needed to build capacity and fidelity
- Evidence of RTI training activities that encourage school-wide understanding and support of the process is available
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School-wide staff input is used to review and revise an evolving RTI school improvement process. Input and participation in this process are documented

- Data from the use of walk-thru information, surveys, training participation, and other activities serves as the documentation that drives programs and professional development

- School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice

Rubric for Assessing RTI Implementation – Community and Family Involvement

Requirements (listed in ascending order of implementation)

1. The RTI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.
2. School board members, parents and community are actively involved in the ongoing review of the RTI process.

Check the Box That Rates Your School on Community and Family Involvement:

- Novice – The school has not yet implemented this practice.
- Nearing Proficient – The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting Community and Family Involvement?

1. _____

2. _____

3. _____

Examples of Documentation for Community and Family Development will include:

Exploring A

- Document internal and external stakeholders
- Set goal for Community and Family Involvement

Exploring B

- Leadership team leads discussion on Community and Family Involvement with staff and identifies goal for the year (e.g. parent library, RTI as part of Back to School Night, etc.)
- Identify and contact individual local community stakeholders who might support RTI school initiative
- Establish Community/Parent education statement for school handbook, RTI handbook
- Review opportunities for parent liaison and information about RTI and Reading
- A job description is created for parent participation on Leadership Team
- The teacher regularly communicates to parents and families about RTI, the learning process, areas of strength, and areas needing improvement

Implementing A

- Plan and complete parent leaflet outlining RTI provisions for all students
- Present RTI overview to School board to inform
- Include a parent as a member of the Leadership Team
- The teacher uses a wide range of available methods (including technology) to gather, record, and report information on student progress to parents regularly

Implementing B

- Evidence of regular implementation of community and family activities relevant to R.T.I. (see Implementing A for examples) built in to school calendar
- Parent leaflet is reviewed and revised to include the specific role of parents, examples of how to support students through activities at home, explanation of the 5 areas of reading, contact information for staff, etc.
- Parent Permission or sign off sheet explaining child's participation in the RTI process is utilized
- Parents are involved during the decision making meeting regarding the participation of their child in interventions
- Students participate in meetings with their parents and are active decision-making about their learning progress and assessment data

Sustaining

- Evidence that School Board members, parents and community members are actively involved in the ongoing review of the RTI process
- Adult and student tour guides for the school are trained in explaining the RTI essential elements in practice
- The RTI process is documented in the school handbook, special education narrative, 5 year plan, and school policies and procedures
- Documented revisions of procedures are based upon data formally reviewed annually with the involvement of school board, parents, and community
- The school uses effective structures to form parent partnerships with parents and families in order to support student learning (for example, the school may use research data on traditionally under-served populations (racial, ethnic, low socioeconomic, ESL) to collaborate with families to determine specific learning and assessment requirements for students)

THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION – REVIEW & NEXT STEPS

Essential Elements Summary For _____ (name of school), ____/____/____ (today's date)

*Complete the table below with information from preceding pages

	Novice	Nearing Proficient	Proficient
1. Strong Leadership & Collaboration Teaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ongoing Assessment & Data-Based Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidenced-based Curriculum/Interventions & Instructional Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fidelity of Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ongoing Training and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Community and Family Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next Steps (Homework)

Prioritize three activities or areas of focus from the preceding pages to work on in the upcoming weeks.

1. _____
2. _____
3. _____

Attachment J: Secondary Training Module Timeline

2013-2014 Training Module Timeline

Secondary

Exploring A

Day 1: Secondary Overview: A Clear and Shared Focus; Getting Started: Secondary Leadership Team and Capacity Building; Introduction to the Secondary Implementation Rubric (**Face to Face**)

Day 2: Ongoing Assessment/Benchmarking; Data Collection and Tools for Assessment (**Webinar**)

Day 3: RTI & Secondary Instructional Practice with Technology integration (**Face to Face**)

Day 4: Middle or High School Engagement (**Webinar**)

Exploring B

Day1: Secondary Overview: A Clear and Shared Focus; Getting Started: Secondary Leadership Team Activities; Secondary Implementation Rubric (**Face to Face**)

Day 2: Secondary Problem Solving (**Webinar and Structured work time**)

Day 3: Assessment and Data-Based Decision Making (**Webinar**)

Day 4: Technology integration with Tools for unpacking the Montana Content Standards (**Face to Face**)

Implementing A

Day 1: Implementing Overview: Secondary Implementation Rubric walk through and plan development (**Face to Face**)

Day 2: How well has your team worked? With Technology integrated (review) (**Webinar**)

Day 3: Family and Community Involvement (**Webinar**)

Day 4: Self-Assessment and Fidelity (**Work Day with facilitator**)

Implementing B (New Schools)

Day 1: Self-Assessment Tools (rubric, digging deeper and documenting progress) Secondary Implementation Rubric with technology integration (**Face to Face**)

Day 2: Advanced Family and Community Involvement (**Webinar**)

Day 3: Fidelity in Instructional Practices : **Montana Content Standards Resources – Are these being implemented consistently? (Webinar)**

Day 4: Self-Assessment and Planning (**Work day with facilitator**)

Implementing B (repeating schools) Integrate technology

Day 1: Using technology in your process Digging Deeper: Pathways to Sustaining: **Face to face**
Develop plans and set dates for 3 follow-up on-site work sessions with facilitators

Days 2-4: Site visits with facilitators based on individualized plans

Attachment K:**MTSS Initiative Worksheet Year 4 4/1/2013 to 3/31/2014****SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
A(1) Selection MTSS	Selection of Schools - Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants	Roles Responsibilities Other descriptions of expectations Requirements for schools/districts described; or The form(s) used for these agreements is provided	<p>A Leadership Team provides guidance to all aspect of the MTSS project. The team includes the grant staff, national trainers, and the MTSS Consultants that work in the schools to support implementation. They designed the selection criteria (see attached application) for MTSS Pilot Schools. Initially, Cohort I was established when fifteen to 20 schools were reviewed for possible participation. Invitations to participate as a Pilot School were sent to 7 schools based on the selection criteria laid out in the participation agreement. Six schools accepted the invitation. As of year 3, 1 of these initial 6 participating schools had to withdraw from the pilot program due to in-district expectations. By year 3, the grant required that Cohort II be established. Applications to schools were sent based on recommendations from Cohort I participating schools, MBI Consultants, and RtI Consultants. Subsequently, 12 schools agreed to participate in the MTSS pilot project. School team member responsibilities are laid out under participation requirements in the MTSS application. The training responsibilities of the OPI are also laid out in this document. Selected schools are notified via official letter and commit to responsibilities laid out in the application.</p> <p>*See Attachment L: MTSS application and the decision rules (are embedded in application)</p>	3
A(2) Selection MTSS	Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors	Roles Responsibilities Other descriptions of expectations	<p>There has been a planned and purposeful transfer of expertise over the years as the grant has progressed. Initially, during the planning stages, national expertise and support was utilized to inform and lead the core principals of MTSS development. During the second year, training was conducted by nationally known experts. In the third year, local expertise was involved in designing training, work groups, and products along with the national leadership. Job descriptions were created for the MTSS Consultants and the MTSS School Facilitators. These Job Descriptions provide guidance for training, coaching, and mentoring MTSS teams. In year 3 and 4 Work Groups and Focus Groups consisting of Building team members have supported the Leadership Team, national trainers, and MTSS Consultants with the development of training goals</p>	4

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>and objectives. The Work groups in year 3 were Community and Family Support, Assessment and Data Based Decision Making, and Training and Professional Development, Low Incidence Disabilities, MTSS Consultants and Facilitators, and Collaborative Teaming and Strong Leadership. These groups transitioned to Focus Groups during year 4. The Focus Groups are MTSS Consultants, MTSS Facilitators, Low Incidence Disabilities, Evaluation and Fidelity and Functional Behavioral Assessment/Behavioral Support Plans. The groups are led by experts in the field, and all follow a consistent meeting format. In the final year of the project it is anticipated that MTSS Consultants and MTSS Facilitators will design and implement the training with support as needed from national trainers.</p> <p>*See Attachment M: Montana OPI MTSS Regional Consultant Job Description and Application **See Attachment N: MTSS Internal Facilitator Description ***See Attachment O: Sample of Focus Group Minutes</p>	
A(3) Selection MTSS	Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided	Role of each team member Responsibilities of each team member Background knowledge of each team member	<p>Each participating schools has formed a MTSS Leadership Team. The members of this team and their roles are described in the MTSS School Application. MTSS Facilitators have been identified at each school site. These MTSS Facilitators have an agreed upon Job Description. We have regularly scheduled (monthly) Focus Group webinars with the MTSS Facilitators where they receive information and/or professional development.</p> <p>All MTSS Teams have been trained in the Team Initiated Problem Solving (TIPS) Model that identifies the roles of Team Facilitator, Data Analyst, Minute Taker, and Team member roles.</p> <p>*See Attachment N: MTSS Internal Facilitator Job Description **See Attachment L: MTSS application and the decision rules (are embedded in application) ***See Attachment P: Focus Group Descriptions ****See Attachment Q: TIPS II Meeting Minutes Master</p>	4
B(1) Training MTSS	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and	Role job description provided via contract and scope of work. Expectations for initiative	The Leadership Team designated a lead national consultant in the area of MTSS. It was agreed the consultant is contracted on an annual basis. The consultant provides face-to-face and technology-based training, facilitation, and direction to help meet the goals of the MTSS initiative. The SPDG Project Director oversees	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
	supported)	lead role provided in contract.	the training and personnel to implement the state initiative.	
B(2) Training MTSS	Adult learning principles used (NIRN)	Provides a description of effective learning strategies used (see Trivette & Dunst document)	Trainings include use of effective adult learning principals and strategies as outlined in research. These strategies include introduction, background knowledge, demonstration, modeling, practice, feedback, incorporation in current practices. On-going evaluation is reviewed and the trainers make adjustments and revise the curriculum before the next opportunity.	3
B(3) Training MTSS	Training is used to develop background knowledge and skills. (NIRN)	Describes how training is skill-based Participant behavior rehearsals to criterion with an expert observing Observation and feedback is used to increase in the skills of the participants. Track use of skills.	<p>School Baseline was collected for Cohort 1 schools and again for Cohort 2 schools when they joined the project during year 2 and 3. The tools are repeated annually and feedback provided to the school teams on their application and growth. Baseline Tools include:</p> <ul style="list-style-type: none"> • Systems Evaluation Tool (National PBIS Tool) • Benchmarks of Quality (National PBIS Tool) • Benchmarks of Advance Tiers (National PBIS Tool) • PBIS Self-Assessment Survey. National PBIS Tool) • Montana RtI Implementation Survey with guiding Rubric (MT created tool) • Family Engagement Checklist (New Hampshire Center for Effective Behavioral Interventions and Support • Individual Student System Evaluation Tool (National PBIS Tool) • Student behavioral data – SWIS Suites (National PBIS Tool) <p>The baseline data has been used to decide what skills need to be developed in training. Training includes presentation and rehearsal. On-line monthly meetings were established this year in the area of Low Incidence Disabilities and Functional Behavior Assessment and Behavior Support Planning to allow on-going coaching of these skills sets. School Site visits have also been incorporated into the implementation plan and are completed by the MTSS Consultants and contracted trainers. Schools have had a minimum of 2 site visits and up to 4 if needed.</p> <p>End of the year surveys were designed and are completed for feedback on grant goals. These survey results are used for evaluation and planning. The current surveys are:</p> <ul style="list-style-type: none"> • Administrator Survey 	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013- March 31, 2014
			<ul style="list-style-type: none"> • MTSS Facilitator Self-Evaluation of the MTSS Process • MTSS Facilitator Implementation Checklist • MTSS Facilitator Survey on Materials and Resources • MTSS Consultant and Facilitator Survey on Technology Based Strategies • Parent Survey <p>See attached survey examples *Attachment R: Administrator Survey **Attachment S: Facilitator MTSS Implementation Checklist 2014 ***Attachment T: Materials Survey ****Attachment U: Technology-Based Tools Strategies Survey 2014 *****Attachment V: Parent School Engagement Survey draft201 08 14 *****Attachment W: SWIS 5.0 Referral Form Examples</p>	
B(4) Training MTSS	Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)	Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching	<p>As stated in the last component, several validated tools have been used to monitor the progress and outcome of MTSS. The data is reviewed by the leadership team with next steps being continuously developed. In year 4 the contracted trainers and MTSS Consultants worked together to minimize the tools being used to assess, progress monitor, and provide feedback to the schools for Multi-tiered Systems of Support (MTSS). The MTSS Essential Components Integrity Rubric and accompanying Worksheet were created and piloted by the schools. The use of these two new tools provided the information to make appropriate changes to the training for year 4. Next steps with these tools are to add the evidence component to the MTSS Integrity Rubik. The Montana MTSS Technical Assistance Milestones Draft was developed so support each school in professional development plans to achieve MTSS.</p> <p>* Attachment X: MTSS Essential Components Integrity Worksheet **Attachment Y: Integrity Rubric Draft ***Attachment Z: Montana MTSS Technical Assistance Milestones draft</p>	4
B(5) Training MTSS	Participants are trained, and observed. Data are used to improve participant skills and the content of trainings (NIRN)	Describes how participant feedback is used to improve trainer skills and revise the training content	Participants must have experience with either a behavioral or academic multi-tiered initiative. Data is collected from participants to provide feedback to the leadership team and lead trainers. The lead trainer, state project director, and Leadership team meet to discuss how the trainings can be improved. The Leadership Team membership includes the MTSS Consultants that will be responsible for training at the grant completion.	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013- March 31, 2014
			*Attachment AA: Sample training evaluation (Feb 20)	
C(1) Coaching MTSS	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	Provides a description of responsibilities for the person in charge of coaching Description of how implementation and outcomes data are used to modify coaching strategies Description of supports that are provided to coaches as a result of having these data	In development – local school Facilitators have been recruited. Ongoing professional development is provided through the Focus Group webinars. On-site professional development was provided on Motivational Interviewing as a coaching strategy. Coaching strategies and services are continually being identified as needs arise.	2
C(2) Coaching MTSS	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes evidence-based coaching strategies used and their appropriateness for use with adults Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	In development – local school Facilitators have been recruited and received training as listed above to monitor coaching progress and continuous feedback for improvement are in development. The current MBI and RtI Curriculums have coaching modules. However, these modules have not yet been braided to create the MTSS Coaching model. The schools involved have had some past training for coaching, but this area needs attention in the final year of the grant. The materials exist, but the training scope and sequence and the delivery method are to be determined.	1
D(1) Performance Assessment (Data-based Decision Making) MTSS	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN) Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	Each school Leadership Team is responsible for facilitating effective implementation of RTI and MBI/PBIS at their school. Various implementation rubrics, surveys, and assessments assist schools in evaluating implementation process fidelity. Schools are coached by the MTSS Consultants on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet regularly to discuss implementation barriers and strategies for improving student outcomes.	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
			<p>Each Pilot School has designated an implementation team for the purpose of ensuring effective implementation of the SPDG initiative with fidelity. A MTSS Essential Components Worksheet and rubric was developed and was available and administered in Year 4.</p> <p>The administrator and school team will be responsible for aligning systems and removing barriers to effective MTSS implementation including providing resources for implementation such as personnel, materials, training, and data collection. The team will also be responsible for analyzing data to improve outcomes and reporting any issues related to implementation fidelity and outcomes to key policy decision makers at LEA and SEA levels. SPDG Director and MTSS Consultants are designated as and are available on a regular basis.</p> <p>* Attachment X: MTSS Essential Components Integrity Worksheet **Attachment Y: Integrity Rubric Draft ***Attachment Z: Montana MTSS Technical Assistance Milestones draft</p>	
D(2) Performance Assessment MTSS	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	Implementation teams at the school level collect and analyze academic and behavioral data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic and behavioral data with the state through submission of thrice-yearly academic benchmarking and behavioral SWIS data. The state evaluator continues to look for and report on data trends for the MTSS Initiative. This information is provided to participating schools. All data will be used to make decisions on effectiveness, needs for further refinement or changes to methods.	4
D(3) Performance Assessment MTSS	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. Use of multiple sources of information to guide	The schools in the MTSS Project are guided by 5 components generated from the 8 Essential Components of RtI and the PBIS 5 goals. The Pilot Schools are provided training on each component of the MTSS initiative. An implementation survey measures schools for continuous improvement in using the 5 components. Schools are provided with data tools. We utilize the TIPS* model for a problem-solving process related to making data-based decisions about student academic and behavioral performance. School teams are coached on how to refine use of data in the decision-making process and how to share out the data to increase buy-in and sustainability. The state evaluator continues to look for and report on data trends for the MTSS Initiative. This information is	2

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
		improvement and demonstrate its impact.	provided to participating schools during the week-long summer institute. *See Attachment Q: TIPS II Meeting Minutes Master	
D(4) Performance Assessment MTSS	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Describe positive recognition processes in place for participation.	We currently use an implementation matrix that lays out goals, elements to be addressed, trainings, and measures for each stage of implementation. We also use a yearly implementation rubric to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential component requirements (through survey and various other training tools), we discover what areas they will need to focus on for training and coaching support. Schools then formulate their next steps with their information in mind, and we formulate our trainings and coaching to be responsive to the schools' identified needs. Presently, we are training in Implementation Stage 2 (see implementation matrix). Student academic and behavioral data will serve as the main decision-making component of implementation. Schools move through 5 stages of implementation. Pilot Schools are supported in receiving additional training, i.e. the summer institute. At the institute, the Pilot Schools are asked to celebrate their successes over the past year through a share-out model. *See Attachment BB: Implementation Matrix	3
D(5) Performance Assessment MTSS	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	Guidance for reporting data to the SPDG project are provided to schools through the Leadership Team and evaluator through TA and written documents. The MTSS Assessment Guide is reviewed on a regular basis to keep schools informed of the data collection process. Data support has been provided at on-site trainings as needed. Those responsible for the data are given contact information for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a regular basis. All forms are uploaded to our Project REAL website. *See Attachment CC: Project REAL MTSS Assessment Guide.update.9.13	3
E(1) Facilitative Administrative Support /	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of	Role/job description relative to program implementation provided Describe how steps are	Principals participate in leadership groups and meet monthly in administrator webinars where they are trained to utilize SPDG supported practices. The TIPS form is used to record formal and informal feedback to guide future administrator trainings. Principals and superintendents are expected to fully	3

Prof Dev Domain	Prof Dev Component	Specifications <i>(Further guidance regarding what these components might look like)</i>	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating April 1, 2013-March 31, 2014
Systems Intervention MTSS	how to support its implementation	taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	support implementation of MTSS as indicated by signing the application agreement.	
E(2) Facilitative Administrative Support / Systems Intervention MTSS	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	Leadership teams are trained in how to use the TIPS data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize academic and behavioral data to monitor student progress toward benchmark goals. Grade level data meetings are held on a regular basis to discuss student progress toward goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times).	3

Attachment L: MTSS 2013-2014 Application

Susan Bailey-Anderson, Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: 444-2046

MTSS 2013-2014 LEA Application

The Montana Office of Public Instruction is accepting applications for Project REAL Multi-Tiered System of Supports (MTSS), a system of prevention, early intervention, and support that ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards. In a Multi-tiered System of Supports, individual student progress is monitored and results are used to make decision about further instruction and intervention.

Benefits of Participation:

- Professional development led by state, local and nationally recognized presenters on:
 - Best practice on a continuum of academic and behavior interventions
 - Problem solving strategies
 - Data decision processes
 - Data application and analysis
- Resource materials to supplement the training and to support implementation of the MTSS process
- MTSS State Consultant implementation support (minimum of 2 visits per school year)
- Opportunity to network, problem solve, and share effective strategies with other MTSS teams throughout the state
- Recognition as an MTSS School
- Collaboration with OPI personnel and facilitators through training and on-site visits (minimum of 2 visits during the school year) to help guide MTSS implementation, assist with problem solving, and provide ongoing professional development;

Associated Costs

- School District will be reimbursed for up to six members of your MTSS team to and from state Summer Leadership MBI Conference 2013 and 2014 (including meals -unless you are in the host district, 2 cars, and for schools traveling more than 60 miles one-way, 3 hotel rooms)

Requirements for Participation

- Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
- Establish a regular MTSS Team meeting schedule (minimum 2x per month).
- Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
- Align beliefs and practices in MTSS implementation efforts.
- Agree to adhere to specified project timelines
- Implement evidence based practices associated with MTSS model (core reading/literacy, math instruction, positive behavior support) with fidelity.
- Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.

- Collect and submit data SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSB, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
- Attend all trainings and project events. Principal attendance is mandatory at all trainings (see Training Schedule, appendix C).
- Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports guide professional development decisions.
- Promote community and family awareness and participation MTSS implementation

**This document is a required component for the MTSS application process.
It must be completed and submitted with the application materials.**

Developing a model of MTSS implementation must be a priority of the school. It must be viewed as a process to operationalize and sustain school improvement efforts as they relate to creating a positive school climate and improve academic achievement for all students. Full commitment of the Principal and District Superintendent is required.

(print full name of School above)

agrees to the following commitments and participation requirements:

1. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
2. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
3. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
4. Align beliefs and practices in MTSS with implementation efforts.
5. Agree to adhere to specified project timelines
6. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, positive behavior support) with fidelity.
7. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
8. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSB, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
9. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).
10. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and to guide professional development decisions.
11. Promote community and family awareness and participation in MTSS implementation

We understand that we are committing to the above requirements, including the obligations outlined in the Internal Facilitator Job Description, Data Collection and Submission Schedule, Annual Training Schedule.

Print Name

Signature

Date

Principal

Superintendent

Enter projected enrollment for the grade levels which will be targeted for MTSS implementation during the 2013-2014 school year:

Grade Level	Number Students	Number Teachers/Classrooms

What is the universal screening measure used for Benchmark assessments (AIM’s web or DIBELS) for the grade levels identified above ? _____

MTSS Leadership Team

Team membership must remain the same throughout the school year.

Building: _____ District Name & Number: _____
 Principal _____
 Phone: _____
 E-mail _____

Team Members

<i>Name</i>	<i>Position</i>	<i>E-mail Address</i>
_____	_____	_____

Internal

Facilitator:

Attachment M: Montana OPI MTSS Regional Consultant Job Description and Application

MTSS Regional Consultant Job Description and Application

Project REAL Multi-Tiered Systems of Support (MTSS) is pleased to announce we are accepting applications for **MTSS Regional Consultant**. For more information or to apply, contact

Susan Bailey-Anderson, Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: 444-2046

Job Description: The MTSS Regional Consultant supports local districts/schools in the implementation of Multi-Tiered System of Supports (MTSS). The goal of the Regional Consultant is to build internal capacity within the district/building to implement and sustain MTSS practices. The Regional Consultant, in collaboration MTSS staff, works with Internal Facilitators in buildings/districts and their leadership teams through the provision of professional development, technical assistance and coaching.

Essential Job Functions: In collaboration with MTSS staff, the Regional Consultant will:

- Establish and maintain contact/communication with assigned schools' site facilitators
- Train and support internal facilitators and local school personnel to develop, implement, evaluate and sustain MTSS practices by providing evidence based professional development, technical assistance, and coaching strategies.
- Support MTSS implementation in local districts/schools by providing evidence-based professional development trainings and facilitating networking meetings.
- Meet with District and/or School Leadership Teams of participating districts to assess needs and identify goals for MTSS implementation.
- Align professional development, technical assistance and coaching to participating districts' MTSS implementation goals.
- Coordinate assigned sites' participation in MTSS data collection tools.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities/plan.
- Serve as liaison between MTSS Staff and internal facilitators in local schools.
- Support internal facilitator in the collection of evaluation data for MTSS staff. Provide reports as agreed upon with the MTSS staff.
- Participate in broader area trainings as agreed upon with MTSS staff.
- Assist with the braiding and integration of statewide initiatives (e.g. RtI/Problem solving best practices, MBI-PBIS, TIPS Problem solving)
- Collaborate with internal facilitators to provide training and support to parent organizations in order to foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources. Participate in networking opportunities with other internal facilitators, regional consultants and MTSS staff.

- Communicate effectively using a variety of technology tools and techniques
- Accept other duties related to the scope of the job as assigned by the MTSS staff. These duties could include but are not limited to attending CSPD council meetings in their region; meeting with other MTSS regional consultants and the state MTSS coordinator; presenting sessions on MTSS topics at state and national conferences; assisting in the development of a yearly state MTSS action plan; coaching, supervising, and by ensuring that information from the state MTSS coordinator is communicated promptly, prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner, planning and providing state and regional training for facilitators, and helping facilitators problem solve issues that arise.

Qualifications: Regional Consultants will exhibit knowledge of research related to MTSS and the practices and processes of the Montana MTSS model, which includes RTI, MBI, PBIS, and other statewide initiatives. The regional consultant will

- Support and respect the Montana MTSS process and philosophy.
- Maintain the confidentiality of school and student records and observe professional lines of communication with individuals inside and outside the school system.
- Observe and respect professional boundaries when sharing information about the MTSS process at individual sites.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.
- Understand and apply strategies to align professional development practices to support the implementation of MTSS plan.
- Understand the role of parents as partners in the MTSS process and learn strategies to engage parents as leaders and involve them in the process.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.

In addition, the regional consultant will demonstrate skills in the following areas.

Coaching:

- Understand the role of a coach as building capacity to improve student outcomes.

- Provide coaching to school teams by modeling, practice and guided feedback.
- Utilize active listening skills, open- and closed-ended questioning, paraphrasing and clarifying statements when coaching.
- Utilize coaching tools to manage time, prioritize tasks and follow through on activities and communication.
- Learn strategies to self-reflect and incorporate feedback into coaching skills.
- Learn strategies and tools to facilitate communication with leadership teams, staff, parents, and the community.
- Use the problem solving process to address coaching challenges and barriers to implementation.

Leadership and Commitment Building:

- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.

Effective Teaming:

- Understand the stages of team development and how to facilitate moving a team through a change process.
- Understand, apply, and facilitate the steps in the problem solving process at each tier.
- Understand the critical components of effective teams and facilitate effective team meetings.
- Understand roles and responsibilities of district and building leadership teams to oversee all RtI/school improvement activities, including evaluation and strengthening of Tier 1 curricula, instruction, and environment.
- Understand roles and responsibilities of grade level teams, along with support staff, to strengthen Tier 1 and build Tier 2 and Tier 3 supports.
- Understand roles and responsibilities of individual problem solving teams.

Data Based Decision-Making:

- Understand the four purposes of assessment and identify evidence based tools for each purpose.
- Understand and identify evidence based screening tools, both to evaluate the Tier 1/core curricula and instruction and to identify at risk students through the use of cut scores.
- Understand and identify evidence based progress monitoring tools, including their use in setting appropriate goals, and the establishment and use of standard rules for making decisions about students' response to interventions.
- Understand the use of evidence based tools to evaluate Tiers 1 as well as Tier 2 and Tier 3 supports.
- Understand and apply concepts and principles of data based decision making across the tiers.

Curricula, Interventions, and Instruction:

- Understand evidence based curricula and interventions and assist in the selection of curricula and interventions that will reach the most students based on district demographics (areas of literacy, math, behavior/social emotional learning).
- In the area of literacy, understand the Language/Literacy Continuum and how to select the most effective curricula and interventions, matched to student needs.
- In the area of instruction, understand best practices of effective instruction and matching instruction based on district demographics and student needs.
- In the area of social emotional behavior, understand best practices of effective intervention, and the use of function based support based on applied behavior analysis.
- Understand the importance of high treatment integrity and assist in developing an effective treatment integrity process.

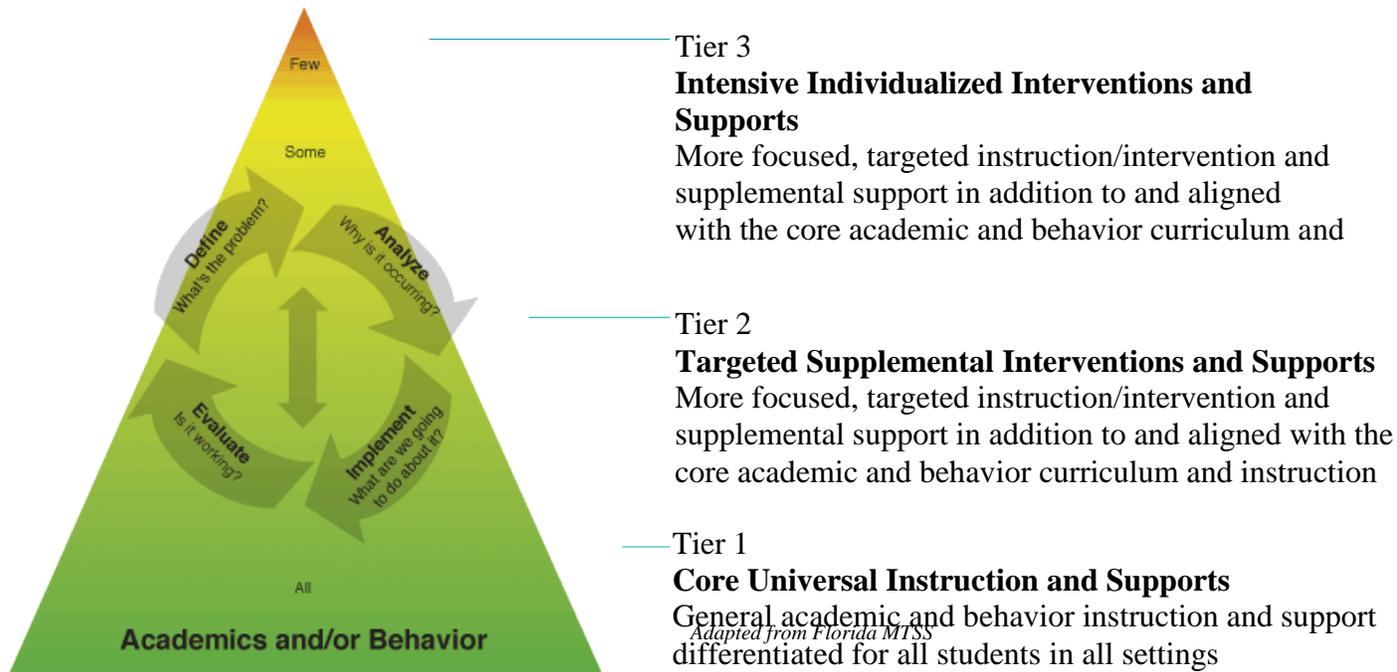
What is the time commitment?

Job responsibilities require approximately 31 days to complete :

- 2 on-site training days on MTSS Consulting Role and Skills August 11-12 (no prep)
- Minimum 2 site visits to Cohort 1 schools (+2 days prep)
- Minimum 2 site visits to Cohort 2 schools (+2 days prep)
- 1 site visit to Cohort 2 school with MTSS Trainer (no prep)
- 6 on-line PLC meetings – attend for 1 hour during the PLC dates (meetings go on all day – you attend 1 or more meetings on that day) (prep for 2 hours)
- On-site Trainings: Cohort 1 – 2 days (no prep); Cohort 2 – 6 days (no prep); Summer Institute – 5 days (no prep)

What is MTSS?

Project REAL: Responsive Education for All Learners Multi-Tiered Systems of Support



Multi-Tiered Framework

MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels

Within MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Multi-Tiered Systems of Support

A multi-level prevention system includes three levels of intensity or prevention.

- The primary prevention level includes high quality core instruction.
- The secondary level includes evidence-based intervention(s) of moderate intensity.
- The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Multi-Tiered System of Supports (MTSS) Defined:

A Multi-Tiers System of Supports (MTSS) is a term used to describe evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Existing initiatives share the common elements of data-based problem-solving to inform instruction and intervention (e.g., Positive Behavior Support [PBS], Response to Intervention [RtI], Continuous Improvement Model [CIM]). The basic components of the problem-solving process include four steps:

1. Define, in objective and measurable terms, the goal(s) to be attained (what it is we want students/educators/systems to know and be able to do).
2. Identify possible reasons why the desired goal(s) is not being attained.
3. Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2). Evaluate the effectiveness of the plan in relation to the stated goals.

Important things to consider when using a data-based problem-solving model:

1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.
2. The use of scientifically based or evidence-based practices should occur whenever possible.
3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.
4. The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem-solving at the district, school, classroom, and/or individual student levels.

Tiers 1, 2 and 3 Defined:

Tier 1 is what ALL students receive in the form of instruction (academic and behavior/social-emotional) and student supports.

- Tier 1 focuses the implementation of the core curriculum. Tier 1 services (time and focus) are based on the needs of the students in a particular school.

- Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.

Tier 2 is what SOME students receive *in addition* to Tier 1 instruction.

- The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance).
- Effective Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district.
- Tier 2 services are more intense (more time, narrow focus of instruction/intervention) than Tier 1.
- Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting.
- Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

Tier 3 is what FEW students receive and is the most intense service level a school can provide to a student.

- Tier 3 services are provided to very small groups and/or individual students.
- The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success.
- Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.
- Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student.
- The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

The tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes and the focus of exposure to quality instruction/intervention and/or increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus on instruction would be defined as *“more intensive instruction.”* Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For example, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or instruction that focus on one or more of the five areas of reading, but not all. The focus would be in the area of greatest need for the student. In general, a four step process will help define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the “what” (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most intensive instruction the building can offer.

Key Features of Successful Implementation

An integrated model of support is based on several shared functions across behavior and academics. These functions include:

- Team Approach
- Evidence-based Practices
- Progress Monitoring
- Data-based Decisions
- Establish Commitment
- Establish Team
- Conduct Audit of Existing Implementation Status
- Establish Information Systems
- Develop Action Plan
- Implement Plan
- Collect and Analyze On-going Data
- Revise/Modify Plan

Tentative 2013 – 2014 Calendar

Locations to be determined

June 17-21 <i>Summer Institute</i>	MTSS Team Roles and Responsibilities Team Initiated Problem Solving (TIPS) Training and Evaluation Plan
August 12-13	MTSS Consultant Training
Sept. 10-13	Site Visits: Conduct data audit, SET assessment, MTSS self-assessment, curriculum inventory, vertical alignment and gap analysis
Sept. 24	On-line PLC
Oct. 3-4	Training: Universal Screening and Benchmarking; Curriculum Continuum (Tier 1 and 2)
Nov. 5	On-line PLC
Dec. 3	On-line PLC
Jan. 7	On-line PLC
Feb. 20-21	Training: Instructional Strategies; Implementation Fidelity; Student Outcomes
March 11	On-line PLC

April 1-2

Training: Tier 2 Interventions

May 4

On-line PLC

Sept 26, Nov 7
Dec 5, Jan 9
Mar 13, May 8

Optional Webinars, topics to be determined

Attachment N: MTSS Internal Facilitator Description

MTSS Internal Facilitator

Job Title: Internal MTSS facilitator

Job Description: The Internal Facilitator is a staff person(s) within a school building who commits a specified amount of time to support school personnel in the implementation of Multi-Tiered System of Supports (MTSS). The primary goal of the Internal Facilitator is to build internal capacity within the school building for staff to implement and sustain MTSS practices. The specific tasks to support implementation of MTSS may be filled by more than one person; however one person will serve as the Internal Facilitator to ensure essential roles and functions of facilitation occurs within the building. The Internal Facilitator is assigned to an MTSS Regional Coach for the purpose of receiving training, support and technical assistance. The Internal Facilitator participates in networking meetings and/or professional development opportunities and facilitates that information back to the Building Leadership Team and school personnel. The Internal Facilitator, in collaboration with the MTSS Regional Consultant works with school building personnel to implement MTSS through the provision of professional development, technical assistance and coaching.

Essential Job Functions: In collaboration with the MTSS Consultant and Internal Facilitator will:

- Attend and monitor MTSS trainings with building level team
- Support building school personnel to develop, implement, evaluate and sustain MTSS practices
- Meet with participating School Leadership Teams to assess needs and identify goals for MTSS implementation.
- Promote shared decision making but maintain the authority to initiate change (i.e., works closely with administrator and building team)
- Work to align professional development, technical assistance and coaching to MTSS implementation goals.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities.
- Serve as liaison between school building's staff and the Regional Consultant and MTSS Staff
- Participate in networking opportunities with other internal facilitators, MTSS Regional Consultants and MTSS staff.
- Collect and submit evaluation data (academic and behavior) for MTSS staff as requested.
- Communicate with parents and parent organizations to increase parental understanding and foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources.
- Fluent with the TIPS problem solving model

Qualifications

- Works in building with allocated time to coordinate MTSS implementation
- Able to commit to 2 years of service

- Strong understanding of and experience with MTSS basic principles and components, including research and practices related to school-wide behavioral and academic support (i.e. applied behavior analysis and ability to use a variety of observational and interviewing skills).
- Fluent with TIPS problem solving model
- Strong communication skills
- Strong collaboration and interpersonal skills

Possible Incentives:

*Stipend

*Floating sub

*Time in lieu of other assigned duties

*No assigned homeroom

*Additional prep period

Attachment O: Sample of Focus Group Minutes**MTSS Goal 3 Meeting Minutes**

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyst
Today's Meeting	1/7/14	8:30-9:30	on-line	Gail McGregor	Marla Dewhirst	
Next Meeting	3/11/14	8:30-9:30	on-line	Gail McGregor	Marla Dewhirst	

Team Members: *All schools represented with the exception of: Polson High School, Chief Joseph Middle School, and Sacajawea Elementary*
 Dan Olkowski, Christy Quinn—Ennis; Kristie Pierce—Capital High School; Beth Nave, Darren Schlepp—Whittier; Paula Schultz—Anderson; Kristen Bogan—Stevensville; Dan Rispens, Ty Ridgeway, Megan Nakagawa—EVMS; Justin Mollgaard—Morning Star; Kelly Chumrau—Paxon; Jane Bishop

Agenda for Meeting	Agenda item for future meetings
<ul style="list-style-type: none"> • Review minutes • Updates • Mini-lesson: What planning models are in use for students with low-incidence disabilities? • Q and A • Next Steps 	

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Review of December Minutes			
Mini-Lesson:	What planning models are in use for students with low-incidence disabilities?	Gail	
Questions presented about Planning Models	Gail collected information on 3 questions: What planning model does your school currently use to meet the needs of all students? What is your personal comfort level with Common Core? What is your comfort level with Standards Based IEP's as a Special Educator?		

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
	<p>Responses: Broadwater Looking forward to learning more</p> <p>CS Porter We are all using a Common Core mapping tool (self-created)</p> <p>Capital High School Common Core with modifications based on student ability level</p> <p>Teachers seem to be comfortable with both.</p> <p>Whittier We are using understanding by design model aligned to common core standards Our special education teachers receive ongoing pd on the common core. They are comfortable. Modified goals are being developed by the collaboration teams</p> <p>Stevensville We have pacing charts for math and reading. Kids are grouped by DIBELS and AIMsweb scores. Groups are targeted according to need given other assessments including DOLCH word knowledge; RTI focus groups; Common core writing-6 Traits +one benchmarks I feel very comfortable with our model leading into common core. I am not as familiar with standard space IEP although we have been encouraged to get on the OPI website and learn more.</p> <p>I am always looking for samples of quality IEP goals and how to better word present levels of performance. I mostly try to align my goals with the content from the reading/math/English direct instruction programs.</p> <p>Anderson Some of our teachers are using Jim Knight's Big Four for content/unit planning, but it is not consistent for all teachers.</p> <p>I have had a great deal of training in ELA, some in math.</p>		

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
	<p>I have taken Gail's course on standards based IEP's, however, still need guidance.</p> <p>I would like to use the tools you have given us to write a plan for a student, to have an opportunity to practice. It would be helpful to get feedback from you or others in this group</p> <p>Bryant Common Core with grouping established on assessment results.</p> <p>We are comfortable with Common Core and Standards-based IEP goals.</p> <p>Lewistown K-6 We group students by assessment results, (state testing, AIMS WEB). I am comfortable writing standards based IEP's as long as I can use the grade level standard the student is performing at; not the grade standards they are actually in We need a guide to assist in writing common core based goals.....even a model as to how inclusion and common core look with low incidence students, learning disabled students, RTI, and general education together. How and when should we begin writing common core based goals in the IEP's.</p> <p>East Valley Middle School Our teachers follow district curriculum guides and use adopted texts and materials to support instruction. Reading and math CCSS alignment took place two years ago and we are working on Social Studies this year. Curriculum maps and pacing charts are established and adjusted annually. Sp Ed teacher comfort with CCSS is strong in reading and working on other areas.</p> <p>Ennis We are using Common Core tools, but modified to students level of understanding. We also self-create</p> <p>fair to good on standards had school wide meetings and discussions</p>		

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
	fair- plan on attending the class offered by U of M that starts on Jan 20 2014 (on-line) Morning Star UBD, collaboration with specialist,		
Low Incidence School-wide student Inventory	Schools are asked to send their School-wide student inventory to Gail as they get them done	Focus Group members	December 3, 2013
Web site to locate all Project REAL Materials	https://sites.google.com/site/opiprojectreal/		

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Reward, Correction, Extinction, Adaptations, Safety)	Implementation and Evaluation				
		Who?	By When?	Goal with Timeline	Fidelity of Imp measure (How to Measure)	Effectiveness of Imp measure (How to Assess)

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the ***desired effects*** on student behavior?

Our Rating		
Yes	So-So	No
X		
X		
NA		
	X	

If some of our ratings are “So-So” or “No,” what can we do to improve things?

Facilitator Responsibilities

- 1) *Before* meeting, provides agenda items to Minute Taker
- 2) Starts meeting on time
- 3) Determines date, time, and location of next meeting
- 4) *At* meeting, manages the “flow” of meeting by adhering to the agenda
 - a) Prompts team members (as necessary) with the TIPS problem-solving “mantra”
 - i) Do we have a problem?
 - ii) What is the precise nature of the problem?
 - iii) Why does the problem exist, and what can we do about it?
 - iv) For problems with existing solution actions
 - (1) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Completed?
 - (2) What will we do to improve implementation of our solution actions?
 - (3) Are implemented solution actions “working” (i.e., reducing the rate/frequency of the targeted problem to our

Data Analyst Responsibilities

- 1) *Before* meeting, reviews SWIS data
 - a) Identifies potential new problems with precision (What, Who, Where, When, Why)
 - b) Asks Facilitator to add potential new Problems to list of agenda items for upcoming meeting
- 2) *At* meeting, makes the following available, as appropriate
 - a) SWIS report on ODRs per day per month and SWIS “Big 5” reports (to identify/show potential new problems at broad/macro level)
 - b) SWIS custom or other reports to:
 - i) Identify/show potential new problems at precise/micro level
 - ii) Confirm/disconfirm inferences regarding new problems
 - iii) Show “pre-solution” data for identified problems that *do not* currently have implemented solution actions
 - iv) Show “solution-in-process” data for problems that *do* have currently implemented solution actions
 - c) Is active participant in meeting

Minute Taker Responsibilities

- 1) *Before* meeting
 - a) Collects agenda items from Facilitator
 - b) Prepares Meeting Minutes form
 - c) Prints copies of the Meeting Minutes and Problem-Solving Action Plan form for each team member, or is prepared to project form via LCD
 - d) Set up room for meeting, table, chairs, internet connection, LCD/document camera connection
 - e) Open documents needed for the meeting (previous meeting minutes and a saved copy with current meeting date, SWIS and other data access as needed)
- 2) *At* meeting, asks for clarification of tasks/decisions to be recorded in Meeting Minutes, as necessary
 - a) Is active participant in meeting
- 3) *After* meeting
 - a) Disseminates copy of completed Meeting Minutes to all team members within 24 hours

Team Member Responsibilities

- 1) *Before* meeting, recommends agenda items to Facilitator
- 2) *At* meeting, responds to agenda items and
 - a) Analyzes/interprets data; determines if a new problem exists
 - b) Ensures new problems are defined with precision (What, Who, Where, When, Why)
 - c) Discusses/selects solutions for new problems
 - d) For problems with existing solution actions
 - i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Completed?)
 - ii) Suggests how implementation of solution actions could be improved
 - iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
 - e) Is active participant in meeting

Attachment P: Focus Group Descriptions

Description of Project REAL MTSS Focus Groups for 2013-14

1. FBA/BIP (Functional Behavior Assessments and Behavior Intervention Plans)
Lori Newcomer, Facilitator
Goal: To increase the score on the ISSET (Individual Student Systems Evaluation Tool and BAT (Benchmarks of Advance Tiers), by implementing evidence based practices around FBA/BIP's.
2. Grant Evaluation and Fidelity of MTSS Interventions
Margaret Beebe-Frankenberger, Facilitator
Goals:
To increase the use of data for building level, district level and grant level decision making
To close the gap between research tools and self-assessment tools
To support schools in self-assessment with fidelity
3. Goal 3 supports
Gail McGregor/Laura Copp, Facilitators
Goal: Increase integration of students with low incident disabilities into general education
4. MTSS Consultants
Marla Dewhirst and Lori Newcomer Facilitators
Goals:
To develop systems, data and practices that braid academic and behavioral components of MTSS
To provide consistent training and technical assistance for MTSS to REAL project schools
5. MTSS Facilitators
Marla Dewhirst and Lori Newcomer Facilitators
To provide communication and guidance to MTSS School based Facilitators to meet the goals and outcomes of Project REAL.

Attachment Q: TIPS II Meeting Minutes Master

TIPS Meeting Minutes form for:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items

Future Agenda Items

01.	Review Agenda	01.	
02.	Data Analyst Report	02.	
03.	Problem Solving and Action Planning	03.	
04.	General Administrative Issues	04.	
05.	Reports to other teams/staff/families/website	05.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met Current rate/level per school day =

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the ***desired effects*** on student behavior?

Our Rating		
Yes	So-So	No

If some of our ratings are “So-So” or “No,” what can we do to improve things?

Facilitator Responsibilities
5) <i>Before</i> meeting, provides agenda items to Minute Taker 6) Starts meeting on time 7) Determines date, time, and location of next meeting 8) Manages the “flow” of meeting by adhering to the agenda 9) Prompts team members (as necessary) with the TIPS problem-solving “mantra” <ol style="list-style-type: none"> a) Do we have a problem? b) What is the precise nature of the problem? c) Why does the problem exist, and what can we do about it? d) For problems with existing solution actions <ol style="list-style-type: none"> i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped? ii) What will we do to improve implementation of our solution actions? iii) Are implemented solution actions “working” (i.e., reducing the rate/frequency of the targeted problem to our Goal Level)?

Data Analyst Responsibilities
3) <i>Before</i> meeting (items a-c to appear in written Data Analyst’s Report) <ol style="list-style-type: none"> a) Describes <i>potential new problems</i> with precision (What, Who, Where, When, Why) b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems c) Provides update on <i>previously-defined problems</i> (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal) d) Distributes Data Analyst’s Report to team members e) Asks Facilitator to add potential new problems to agenda for meeting 4) <i>At</i> meeting <ol style="list-style-type: none"> a) Leads discussion of potential new problems b) Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports) 5) <i>Leading participant in meeting</i>

Minute Taker Responsibilities

Team Member Responsibilities

- 4) Before meeting
 - a) Collects agenda items from Facilitator
 - b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
 - c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
- 5) At meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
- 6) Is active participant in meeting
- 7) After meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

- 2) Before meeting, recommends agenda items to Facilitator
- 3) At meeting, responds to agenda items and
 - a) Analyzes/interprets data; determines whether a new problem exists
 - b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
 - c) Discusses/selects solutions for new problems
 - d) For problems with existing solution actions
 - i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
 - i) Suggests how implementation of solution actions could be improved
 - ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?

TIPS II Training Manual (2013). Meeting Minute Form
www.uoecs.org

Attachment R: Administrator Survey**Administrator MTSS Implementation Checklist**

Rate each item first on your level of confidence of understanding and second on your level of proficiency.

1 being low, 5 being high

12. Establishing a building leadership team for MTSS (includes principal and representative staff) to coordinate and manage implementation at school level

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

13. Establishing a regular MTSS Team meeting schedule

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

14. Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

15. Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

16. Aligning MTSS implementation efforts with School Mission and School Improvement efforts.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

17. Implementing evidence based instructional strategies in all classrooms.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

18. Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

19. Collecting building-level information on student outcomes.

- SWIS (student behavioral data system) or like system

- Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb)
- State mandated assessments (Mont CAS)
- CBM or MAPS
- My Voice or like student climate survey

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

20. Collecting building-level information on fidelity of implementation.

- PBIS Program Quality Measures on PBIS Assessment (BoQ, BAT, SET, ISSET)
- RtI Implementation Survey

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

21. Collecting building-level information on program quality to support implementation.

- SSBD
- Math and Reading Benchmarking
- Curriculum Inventory and Gap Analysis
- Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B)

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

22. Knowledge and confidence in interpretation and use of the data

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

23. Implementing core concepts learned through trainings and work groups.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

24. Promoting community and family awareness and participation of MTSS implementation

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

25. Working smarter not harder by braiding academic and behavioral problem solving and interventions.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

Attachment S: Facilitator MTSS Implementation Checklist

Facilitator MTSS Implementation Checklist

Rate each item first on your level of confidence of understanding and second on your level of proficiency.

1 being low, 5 being high

26. Establishing a building leadership team for MTSS (includes principal and representative staff) to coordinate and manage implementation at school level

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

27. Establishing a regular MTSS Team meeting schedule

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

28. Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

29. Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

30. Aligning MTSS implementation efforts with School Mission and School Improvement efforts.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

31. Implementing evidence based instructional strategies in all classrooms.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

32. Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

33. Collecting building-level information on student outcomes.

- SWIS (student behavioral data system) or like system

- Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb)
- State mandated assessments (Mont CAS)
- CBM or MAPS
- My Voice or like student climate survey

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

34. Collecting building-level information on fidelity of implementation.

- PBIS Program Quality Measures on PBIS Assessment (BoQ, BAT, SET, ISSET)
- RtI Implementation Survey

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

35. Collecting building-level information on program quality to support implementation.

- SSBD
- Math and Reading Benchmarking
- Curriculum Inventory and Gap Analysis
- Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B)

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

36. Knowledge and confidence in interpretation and use of the data

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

37. Implementing core concepts learned through trainings and work groups.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

38. Promoting community and family awareness and participation of MTSS implementation

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

39. Working smarter not harder by braiding academic and behavioral problem solving and interventions.

Level of confidence (low) 1 2 3 4 5 (high)

Level of proficiency (low) 1 2 3 4 5 (high)

Attachment T: Materials Survey

MTSS Materials Survey for Project REAL

Completed by the MTSS Facilitator(s) for the Building

SPDG Grant Performance Measures: 1.1a, 1.1b, 1.1c

MTSS Facilitator Job Description

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful (low) 1 2 3 4 5 (high)

Relevant (low) 1 2 3 4 5 (high)

Clear (low) 1 2 3 4 5 (high)

PBIS Self-Assessment Survey (SAS)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful (low) 1 2 3 4 5 (high)

Relevant (low) 1 2 3 4 5 (high)

Clear (low) 1 2 3 4 5 (high)

My Voice School Climate Survey

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful (low) 1 2 3 4 5 (high)

Relevant (low) 1 2 3 4 5 (high)

Clear (low) 1 2 3 4 5 (high)

Student Office Referral Data Management (SWIS or like system to problem solve)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful (low) 1 2 3 4 5 (high)

Relevant (low) 1 2 3 4 5 (high)

Clear (low) 1 2 3 4 5 (high)

Student Data Management System for Tier 2 interventions (CICO/SWIS or like system)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Student Data Management System for Tier 3 interventions (ISIS/SWIS or like system)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

TIPS (Team Initiated Problem Solving) Model

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Matrix of Evidence Based Practices

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Family Engagement Checklist

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Benchmarks of Quality (BoQ)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Benchmarks of Advanced Tiers (BAT)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Systems Evaluation Tool (SET)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Individual Student Systems Evaluation Tool (ISSET)

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

RtI Evaluation Survey

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

DIBELSnet

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

AIMSweb

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

CBM or MAPS

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Reading Benchmarks

Do you use? Yes__ No__ If yes, then rate the following three items:

Useful	(low)	1	2	3	4	5 (high)
Relevant	(low)	1	2	3	4	5 (high)
Clear	(low)	1	2	3	4	5 (high)

Attachment U: Technology-Based Tools Strategies Survey 2014

**Project REAL MTSS
MTSS Consultant and MTSS Facilitator Survey
Technology-Based Strategies and Tools
SPDG Grant Performance Measures: 2.5a, 2.5b, 2.5c, 2.5d**

Your position: _____ **School:** _____

Evaluate your use of the following technology-based tools (yes/no) by indicating if you do or do not use this tool or the information gained from the tool.

- If no, proceed to the next item.
- If yes, please evaluate how useful the tool is to your work by selecting the appropriate value:

1 = not at all useful 2 = somewhat useful 3 = useful 4 = very useful

Academic Strategies/Tools						
1	DIBELS	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
2	AIMSWEB/ Reading	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
3	MAP Tests	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
4	MAZE	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
5	EASY CBM	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
6	STAR	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
7	iPad (student use)	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4
Behavioral Strategies/Tools						
8	School wide Information system on PBISApps.org (any 1 or more listed: SWIS, CICO/SWIS, ISIS/SWIS)	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all	Somewhat	Useful	Very useful
			1	2	3	4

9	PBIS Assessments on PBISApps.org	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
10	My Voice Surveys	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
12	SSBD on-line (Systematic Screener of Behavioral Disorders)	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
Training and Meeting Strategies/Tools						
13	Google Docs	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
14	Google Hangout	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
15	Adobe Connect	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
16	Email	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4
17	Conference Calls	No _____	Yes _____ - rate usefulness by circling your response			
			Not at all 1	Somewhat 2	Useful 3	Very useful 4

Your comments/suggestions to improve or add technology-based tools/strategies:

Attachment V: Parent School Engagement Survey draft201 08 14

Parent School Engagement Survey 01.08.14 OPI

Adapted from Muscott & Mann, 2004;
Epstein (2003) and Fullen (1991)

School: _____

Date: _____

Grades of children attending this school (check all that apply):

___K ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 ___11 ___12

Please rate the following statements by the extent to which you agree with the statement. If you don't have an answer for a statement, please check NA. Choose the number that best represents your opinion. Ratings are as follows:

1= strongly disagree 2=disagree 3=neutral 4= agree 5= strongly agree

Domain/Items	1	2	3	4	5	NA
Climate						
1. The school asks me how welcomed, valued, and satisfied I, as a parent, am in and with the school.						
2. The school makes me and my family feel welcomed and valued.						
3. School staff work together respectfully with me and my family.						
4. Parents, families and students from different backgrounds who receive various levels of academic and behavioral support from our school feel equally welcomed and valued.						
Parent Involvement in Learning Activities at Home						
5. The school asks my opinions regarding my involvement in learning activities at home.						
6. The school offers ideas or activities to me to support my child's learning at home.						
7. The school offers ideas or activities for diverse families to support their child's learning, including those children receiving different levels of academic and behavioral support.						
Communication with Parents/Families						

8. The school asks my opinion of how well they communicate with me.						
9. The school communicates with me in varied and helpful ways (e.g. by email, handouts, phone calls, conferences etc.)						
10. The school communicates with parents and families from different backgrounds whose children receive various levels of academic and behavioral support about important school/home matters, including discipline.						
Parent/Family Involvement at School (Volunteering, Assisting)						
11. The school asks my opinion about how I can support the school through my involvement.						
12. The school offers ways for me to support learning at school through volunteering and assisting.						
13. The school offers involvement opportunities to diverse parents and families to participate in volunteering and assisting.						
Parent/Family Involvement in Decision-Making						
14. The school asks my opinion about whether I am sufficiently encouraged to participate in decision-making committees and activities (e.g., leadership teams).						
15. The school encourages and supports my participation in decision-making committees and activities.						
16. The school includes diverse parents/families with children receiving various levels of support for academics and behavior in decision making committees and activities.						
17. The school asks my opinion about whether I am offered sufficient opportunities to provide input to school personnel about matters of importance, including discipline.						
18. The school gathers and incorporates mine and other parents' input about matters of importance, including discipline.						
19. The school gathers and incorporates all parents' input about matters of importance, including diverse parents/families with children receiving various levels of support for academics and behavior.						

We welcome your Comments and/or Suggestions

Attachment W: SWIS 5.0 Referral Form Examples

Example A (Comprehensive)

SWIS Office Discipline Referral Form			
Student _____	Grade _____	Staff _____	Date _____ Time _____
Location			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	Restroom <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> Library
Hallway <input type="checkbox"/> East <input type="checkbox"/> West	<input type="checkbox"/> Bus <input type="checkbox"/> Loading Zone	<input type="checkbox"/> Common areas	<input type="checkbox"/> Special Event/Field Trip
<input type="checkbox"/> Playground	<input type="checkbox"/> Gym	<input type="checkbox"/> Other: _____	
Problem Behaviors Circle the most intrusive. Check one to three secondary behaviors if applicable.			
MINOR		MAJOR	
<input type="checkbox"/> Defiance/ disrespect/ non-compliance	<input type="checkbox"/> Defiance/ insubordination/ non-compliance	<input type="checkbox"/> Bullying	<input type="checkbox"/> Tobacco
<input type="checkbox"/> Disruption	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Fighting	<input type="checkbox"/> Drugs
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Inappropriate location/ out of bounds area	Weapons <input type="checkbox"/> Knife : < 6"
<input type="checkbox"/> Tardy	<input type="checkbox"/> Disruption	<input type="checkbox"/> Truancy	<input type="checkbox"/> Knife : > 6"
<input type="checkbox"/> Inappropriate lang.	<input type="checkbox"/> Abusive lang./ inappr. lang./ profanity	<input type="checkbox"/> Forgery/ theft/ plagiarism	<input type="checkbox"/> gun
<input type="checkbox"/> Property misuse			<input type="checkbox"/> other: _____
<input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy	<input type="checkbox"/> Technology violation	
<input type="checkbox"/> Technology	<input type="checkbox"/> Skipping	<input type="checkbox"/> Property damage	<input type="checkbox"/> Gang Display
<input type="checkbox"/> Other: _____	Harassment	<input type="checkbox"/> Lying/ cheating	<input type="checkbox"/> Bomb threat/ false alarm
	<input type="checkbox"/> disability <input type="checkbox"/> race	<input type="checkbox"/> Dress code	
	<input type="checkbox"/> ethnicity <input type="checkbox"/> religion	<input type="checkbox"/> Inappropriate display of affection	<input type="checkbox"/> Arson
	<input type="checkbox"/> gender <input type="checkbox"/> sexual	<input type="checkbox"/> Other: _____	
	<input type="checkbox"/> physical <input type="checkbox"/> other		
Perceived Motivation			
<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Obtain Items/ activities	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Other
<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Avoid Tasks/ activities	<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Unknown
Others involved:			
<input type="checkbox"/> No One <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____			
Restraint/ Seclusion: <input type="checkbox"/> None <input type="checkbox"/> Restraint <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint & Seclusion			
Action(s) Taken Circle the most severe. Check one to three secondary behaviors, if applicable.			
<input type="checkbox"/> Time out/ detention	<input type="checkbox"/> Out-of-sch. Susp. _____ days	<input type="checkbox"/> Additional attendance	<input type="checkbox"/> Expulsion _____ days

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Confer. w/ student | <input type="checkbox"/> Parent contact | <input type="checkbox"/> Bus suspension | <input type="checkbox"/> Alternative Placement |
| <input type="checkbox"/> In-sch. susp. <u> </u> days | <input type="checkbox"/> Time in office | <input type="checkbox"/> Restitution | <input type="checkbox"/> Action Pending |
| <input type="checkbox"/> Loss of privileges | <input type="checkbox"/> Individual instruction | <input type="checkbox"/> Community service | <input type="checkbox"/> Other: _____ |

Notes

Example B (Simple)
Office Referral Form

Name: _____ _____ Date: _____ Time: _____ _____ Teacher: _____ _____ Grade: K 1 2 3 4 5 Referring Staff: _____ _____	<p style="text-align: center;">Location</p> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Other _____ -
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Minor Problem Behavior	Major Problem Behavior	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Physical Contact <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misues <input type="checkbox"/> Dress Code <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Other _____	Get: <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity Avoid <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity

Action Taken	
<input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference with Student <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> In-School Suspension (____hours/days) <input type="checkbox"/> Out-of-School Suspension (____hours/days) <input type="checkbox"/> Action Pending <input type="checkbox"/> Other _____

Others involved in incident: None Teacher Substitute Unknown
 Peers Staff Other

Other Comments:

I need to talk to the students' teacher

I need to talk to the administrator



Parent Signature: _____

Date: _____

Example C (Simple with Follow-up)
Major Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____

Referring Staff: _____ Time of incident: _____

Others involved: No One Peers Teacher Staff Substitute Unknown

Check 1-2 behaviors as applicable. Circle the primary behavior.

Major Problem Behavior:

- Defiance/Disrespect
- Physical Aggression
- Disruption
- Abusive Language
- Tardy
- Harassment
- Fighting
- Electronic Violation
- Dress Code
- Other:*
- _____

Location:

- Classrooms
- Hall
- Playground
- Cafeteria
- Bathroom
- Bus Loading Zone
- Commons
- Don't know*
- Other:*
- _____

Perceived Motivation

- Attention from peers
- Attention from adults
- Obtain item/activity
- Avoid peers
- Avoid adults
- Avoid work/activity
- Don't know*
- Other:*
- _____

**Please avoid using "don't know" or "other" whenever possible. Thanks. ~PBIS Team*

Action(s) Taken:

- Time Out/Detention Conference w/ student In-School Susp. _____ days
- Loss of Privilege(s): _____ Out-of-School Susp. _____ days
- Parent Contact *Other:* _____

What happened?

Follow up Agreement

Name: _____ Date: _____

1. What rule(s) did you break? (Circle) Be Safe Be Respectful Be Responsible
2. What will you do differently next time? (Continue on back as needed)

Student Signature: _____

Adult Signature: _____

Attachment X: MTSS Essential Components Integrity Worksheet

MTSS Essential Components Integrity Worksheet

School _____ Date _____
 District _____ Interviewer _____
 Persons Interviewed _____ Grades of Student Population Pre-K K 1 2 3 4 5 6 7 8
 _____ 9 10 11 12

The MTSS Essential Components Integrity Rubric and the MTSS Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of Multiple Tiered Systems of Support (MTSS) implementation. They may also be used by schools for self-appraisal; however, they were not designed for compliance monitoring and should not be used for this purpose.

The rubric and worksheet are designed to be used with the Montana MTSS Technical Assistance Milestones to conduct a needs

Instructions: The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a school’s ratings on various items related to MTSS implementation. Descriptions of ratings for each item are provided on the MTSS Essential Elements Integrity Rubric.

Information about school-level implementation should be collected through interviews with school personnel (sample interview questions and indicators of implementation are provided) and through observations and document review. After all of the information has been collected, use your notes and the MTSS Essential Components Integrity Rubric to rate the school on each item. The Rubric provides a 3-level rating scale and descriptions of practices that would result in a score of Novice, Nearing Proficient and Proficient.

Areas that indicate implementation at the Novice or Nearing Proficient level should be addressed in the Action Planning process.

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Exploration: Stage 1 (<i>School is actively exploring implementation of MTSS</i>)			
MTSS Overview	Who presented an overview of MTSS to the faculty? When was the overview presented? What materials or resources were used to present the overview to the faculty?	<input type="checkbox"/> Date of overview provided <input type="checkbox"/> MT MTSS ppt. used to provide overview <input type="checkbox"/> All staff received overview <input type="checkbox"/> Only team and administrator received overview <input type="checkbox"/> Overview has not been presented	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Consensus	Is there consensus among the faculty/staff to adopt MTSS? How have you measured consensus? What process did you go through to achieve consensus? What percent of staff support adoption?	Consensus is reached when all stakeholders agree to the following: "I agree with this decision." Or "Although this decision may not be my first choice, I can live with it." "I will publicly support this decision." "I will do my part to implement the decision."	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Administrative Commitment	<p>To what extent is implementation of MTSS a priority? Does your school have designated and protected times for the MTSS Leadership team and/or grade level teams to meet? What percent of administrator time is designated to the implementation of MTSS?</p>	<input type="checkbox"/> Calendar of leadership team meetings established <input type="checkbox"/> Evidence that meeting time is a priority and protected <input type="checkbox"/> Budget established to support implementation	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Implementation: Stage 2 (<i>Structural supports necessary to initiate MTSS are put in place.</i>)			
Leadership Team	<p>Are all grades and departments represented on the team? How often does your team meet? Is the meeting time protected on the annual calendar? Do you record and maintain minutes for each meeting?</p>	<input type="checkbox"/> Team is representative of grade levels/departments <input type="checkbox"/> Team member roles are established <input type="checkbox"/> A predictable meeting schedule is established <input type="checkbox"/> Standard agenda format includes items for screening, instructional planning, progress monitoring, evaluating outcome decisions (*review copies of completed agendas) <input type="checkbox"/> Meeting and action plans are thorough and accurate (*review copies)	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Administrator Involvement	<p>How often does the administrator attend the Leadership Team meetings?</p>	<input type="checkbox"/> Administrator attends all meetings <input type="checkbox"/> Administrator attends most meetings <input type="checkbox"/> Administrator attendance is sporadic <input type="checkbox"/> Administrator does not attend meetings	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Universal Screening	<p>What screening measures do you use for reading? What screening measures do you use for math? What screening measures do you use for behavior? Are all students screened at the beginning of the school year? Do you conduct screening throughout the year? How many times? Is a well-defined cut score used to identify students at risk? What is that cut score? Do you conduct a follow-up assessment to ensure the results of the initial screening are accurate? Describe the process for conducting the screening. To what extent is the process consistently followed?</p>	<p><input type="checkbox"/> Benchmark assessment model established (e.g., DIBELS, Aimsweb, etc.) <input type="checkbox"/> SSDB, ODR, BASC-2, or Early Warning System used for social/emotional screening <input type="checkbox"/> Screening schedule established <input type="checkbox"/> Benchmark data collected 3x per year</p>	<p><input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient</p>
Progress Monitoring Tools	<p>What tools are used for progress monitoring? How many alternate forms of equal difficulty are available? Does your school have documentation that the tools have been shown to be valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours? Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth?</p>	<p><input type="checkbox"/> Progress monitoring tool is listed on the National Center on RTI review chart <input type="checkbox"/> AimsWeb <input type="checkbox"/> DIBELS <input type="checkbox"/> MAPs <input type="checkbox"/> MontCrt <input type="checkbox"/> SSBD <input type="checkbox"/> BASC-2 BESS <input type="checkbox"/> Early Warning System <input type="checkbox"/> SWIS</p>	<p><input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient</p>

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Data Management System	<p>Is all screening and progress monitoring data entered into a data base?</p> <p>Are data reports are summarized through visual presentation (i.e., graphs)?</p> <p>Are reports accessed easily to allow individual, classroom, grade level, and schoolwide analysis?</p> <p>Are current data available at each meeting?</p>	<p><input type="checkbox"/> Graphed representation of benchmark assessments</p> <p><input type="checkbox"/> Graphed representation of ODR or behavior screening results</p> <p><input type="checkbox"/> Current data presented at each meeting</p> <p><input type="checkbox"/> Process for collecting, distributing and electronic storage of benchmarking data is clear and documented</p>	<p><input type="checkbox"/> Novice</p> <p><input type="checkbox"/> Nearing Proficient</p> <p><input type="checkbox"/> Proficient</p>
Decision Making Process	<p>Describe how decisions are made to move students between levels.</p> <p>Who is involved in the decision making?</p> <p>What data are used to inform those decisions and how are they used?</p> <p>What criteria and guidelines are used to inform those decisions?</p> <p>To what extent are the screening, progress monitoring and other assessment data used to inform instruction as all levels, including core instruction?</p>	<p><input type="checkbox"/> Stand problem solving protocol used (e.g., Six-step Problem Solving model, TIPS)</p> <p><input type="checkbox"/> Benchmarks and cut points established</p> <p><input type="checkbox"/> Pathways developed with criteria built from decision rules for all content and behavior areas</p>	<p><input type="checkbox"/> Novice</p> <p><input type="checkbox"/> Nearing Proficient</p> <p><input type="checkbox"/> Proficient</p>

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Action Plan	<p>Do you have a current action plan? How often do you review the action plan?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written action plan exists that includes implementation action steps, person responsible, and projected completion date. <input type="checkbox"/> Documentation exists to indicate Action Plan is reviewed 3x per year <input type="checkbox"/> Action Plan includes professional development to support implementation (e.g., schoolwide screening, progress monitoring, evidence based interventions, differential instruction) <input type="checkbox"/> Action plans items map to SAS, curriculum inventory, SET and/or BoQ (see #2 MTSS TA Milestones) 	<ul style="list-style-type: none"> <input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Implementation: Stage 3 (<i>School is actively engaged in implementing and supporting MTSS</i>)			
Research Based Curriculum	<p>What core reading curriculum do you use? What core math curriculum do you use? When you selected the core instructional materials, how much attention was paid to the evidence from the vendor regarding the effectiveness of the materials when used with fidelity? Does your school have a practice of maintaining documentation from the vendor about the evidence of effectiveness when used with fidelity? Is your curriculum on the matrix of evidence based curriculums developed by the MTSS staff? Do you have schoolwide behavior expectations? Have you developed a Schoolwide Setting Behavior Expectation Matrix? Do teachers follow a predetermined schedule using written lesson plans to teach schoolwide behavior expectations?</p>	<input type="checkbox"/> Evidence based curriculum in place for reading <input type="checkbox"/> Evidence based curriculum in place for math <input type="checkbox"/> Schoolwide behavior expectations and settings matrix exists <input type="checkbox"/> Written lesson plans and instructional schedule exist for teacher schoolwide behavior expectations.	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Instruction	<p>To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs? To what extent do teachers use an instructional hierarchy and corresponding instructional activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)? How consistent is this effort among teaching staff?</p>	<input type="checkbox"/> Teachers use assessment data to identify student instructional level <input type="checkbox"/> Teachers differentiate instruction to accommodate student instructional level	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Monitoring Progress	<p>How frequently do you conduct progress monitoring at Tier 1; Tier 2; Tier 3?</p> <p>How is assessment scheduled?</p> <p>What procedures are in place to ensure accuracy?</p>	<input type="checkbox"/> Documentation of progress monitoring at Tier 1 = 3x per year <input type="checkbox"/> Documentation of progress monitoring at Tier 2 = Monthly <input type="checkbox"/> Documentation of progress monitoring at Tier 3 = Weekly	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Data Determination to RTI at Tier 2 and Tier 3	<p>Are graphs used to determine a student's response to intervention?</p> <p>Are decisions about whether or not a student is responding to intervention based on progress monitoring?</p> <p>Are the decisions made based on the slope of a student's progress or on the student's final status at the end of the intervention?</p> <p>Are criteria implemented accurately and consistently?</p>	<input type="checkbox"/> Evidence of data review that incorporates graphing conventions (x and y axes, baseline, intervention phase, goal line, intervention data points), goal setting and trendline analysis. (e.g. DIBELS, AimsWeb, ISIS) <input type="checkbox"/> Documentation of decision rules/cut points applied consistently	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Implementation Fidelity Tier 1	<p>Is the core curriculum delivered with fidelity? If so, what evidence indicates this?</p> <p>Are there procedures in place to monitor the fidelity</p>	<input type="checkbox"/> Evidence of partner checks, checklist <input type="checkbox"/> Evidence of scheduled and documented walk-throughs, observations and fidelity checks <input type="checkbox"/> Classroom Check-up <input type="checkbox"/> SET scores at or above 80/80	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Evidence Based Tier 2 Interventions	<p>What programs / procedures does your school use for secondary interventions?</p> <p>What process do you use to match students to the correct intervention?</p> <p>Have these programs demonstrated efficacy with the target population (e.g., has research shown that the interventions positively impact student achievement)?</p>	<input type="checkbox"/> Tier 2 strategies are research-based <input type="checkbox"/> Tier 2 strategies complement core and support core instruction	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Implementation Fidelity Tier 2	<p>Are procedures in place to monitor the fidelity of implementation of the secondary level interventions? If so, please describe.</p> <p>Does the evidence indicate that the intervention is implemented with fidelity?</p>	<input type="checkbox"/> Evidence of fidelity checklists <input type="checkbox"/> Evidence that interventionists have been trained in intervention and have skills and resources to implement <input type="checkbox"/> BAT score at or above 70%	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Evidence Based Tier 3 Interventions	<p>What evidence-based instructional practices are used at the tertiary level of intervention?</p> <p>Are the tertiary interventions more intense than the secondary level intervention?</p> <p>How are</p>	<input type="checkbox"/> Tier 3 interventions are evidence based standard protocols or based <input type="checkbox"/> OR evidence of individualized progress monitoring <input type="checkbox"/> Behavior interventions based on valid functional assessment and address the function of the behavior	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Implementation Fidelity Tier 3	<p>Are procedures in place to monitor the fidelity of implementation of the tertiary level interventions?</p> <p>How do you ensure that the individualized instruction at the tertiary level includes evidence-based instructional practices?</p>	<input type="checkbox"/> Evidence of direct observation, self-report, and examination of permanent products to assess fidelity of intervention implementation <input type="checkbox"/> ISSET	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Professional Development	<p>How does your school determine what professional development would improve practice?</p> <p>Does your action plan incorporate identified professional development needs?</p> <p>How is professional development provided?</p> <p>Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice?</p> <p>What percentage of the teaching staff participates?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Action plan incorporates professional development that addresses gaps identified by the Montana MTSS Technical Assistance Milestones <input type="checkbox"/> Action plan incorporates professional development on instruction and/or intervention implementation <input type="checkbox"/> Schedules and permanent products provide evidence of ongoing professional development related to MTSS 	<ul style="list-style-type: none"> <input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Communication with and Involvement of Parents	<p>How do you communicate the essential components of MTSS to parents/family?</p> <p>How are parents updated on parents on the progress of children who are receiving Tier 2 and Tier 3 interventions?</p> <p>How do you involve parents in the decision making regarding participation of their child across the Tiers?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of parent information on essential components of MTSS <input type="checkbox"/> Documentation of parent report process and cycle for student receiving Tier 2 and Tier 3 intervention <input type="checkbox"/> Documentation of procedures to involve parents in decision making process. <input type="checkbox"/> Documentation of parent participation of student receiving Tier 2 and Tier 3 interventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Implementation: Stage 4 <i>(MTSS is fully operational and used with all students, and all of the other realities of “doing school” with MTSS are being managed.)</i>			
Relationship to Primary	<p>Are Tier 2 and Tier 3 interventions always implemented as a supplement to the core curriculum, or do they replace the core for some students?</p> <p>How do you decide if a student receiving Tier 2 or Tier 3 intervention should remain in primary prevention?</p> <p>How do you ensure meaningful connections exist between advanced tiers intervention and the core curriculum?</p>	<input type="checkbox"/> Documentation that decisions are made on a case-by-case basis <input type="checkbox"/> Documentation that Tier 3 interventions address core curriculum in appropriate manner for student	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Student Outcomes	<p>What percent of your enrollment receives only core instruction?</p> <p>What percent of your enrollment receives Tier 2 intervention?</p> <p>What percent of your enrollment receives Tier 3 intervention?</p> <p>Have students been able to move from advanced Tiers back to core instruction this year?</p>	<input type="checkbox"/> Documentation increased percentage of students meeting benchmarks at Tier 1 <input type="checkbox"/> Documentation of improved slope of academic growth for individual students and targeted group when monitored with rate-based measure at Tier 2 level. <input type="checkbox"/> Documentation of improved slope of academic skills for individual students at Tier 3 <input type="checkbox"/> Documentation of reduction in office referrals at Tier 1 <input type="checkbox"/> Documentation of a decrease in minors and majors for students at Tier 2 <input type="checkbox"/> Documentation of a decrease in minors and majors for students at Tier 3 <input type="checkbox"/> Documentation of a reduction in number of students requiring Tier 2 academic and behavior intervention <input type="checkbox"/> Documentation of a reduction in number of students requiring Tier 3 academic and behavior intervention	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Sustainability: Stage 5 <i>(School/District ensures the continued use and effectiveness of MTSS implementation)</i>			
Leadership	To what extent is the district aware of the MTSS framework at your school? To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school? To what extent do the actions taken and decisions made by the building administrators improve the effectiveness of MTSS at your school? Does your school have a designated person to oversee and manage MTSS implementation? If yes, what percentage of that person’s time is devoted to overseeing and managing MTSS?	<input type="checkbox"/> Documentation that shows District actions support MTSS implementation (e.g., scheduled training, release time, budget support) <input type="checkbox"/> Evidence of FTE dedicated to management of MTSS at district level <input type="checkbox"/> Evidence of FTE dedicated to management of MTSS at school level	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient
Staff Qualifications	Describe the training and qualifications for staff who provide secondary and tertiary interventions. What ongoing professional development is available to staff who provide secondary and tertiary interventions What ongoing professional development is available to new staff on the MTSS process?	<input type="checkbox"/> Evidence of training on Tier 2 and Tier 3 interventions <input type="checkbox"/> Scheduled professional development days to support implementation (e.g. progress monitoring, effective teaching, intervention fidelity)	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Item	Sample Interview Questions	Evidence of Implementation and Notes	Rating (see rubric)
Policy	How much of the MTSS process has been incorporated in the school procedures handbook?	<input type="checkbox"/> MTSS handbook has been developed that includes samples of forms, inventories, maps, fidelity checks, glossary, etc. <input type="checkbox"/> Documentation that critical features of progress monitoring are codified and incorporated in School Handbook <input type="checkbox"/> Documentation that critical features of office referral procedures are codified and incorporated in School Handbook <input type="checkbox"/> Documentation that cut points and data decision process is codified and incorporated in School Handbook	<input type="checkbox"/> Novice <input type="checkbox"/> Nearing Proficient <input type="checkbox"/> Proficient

Attachment Y: Integrity Rubric**MTSS Essential Components Integrity Rubric**

Essential Component	Novice	Nearing Proficient	Proficient
Exploration: Stage 1			
<i>School is actively exploring implementation of MTSS</i>			
MTSS Overview	No evidence of attendance at MTSS overview	Some members of school have attended overview	Administrator and all faculty have attended overview of MTSS
Consensus to adopt MTSS	No evidence of consensus	Less than 80% consensus achieved	80% or more consensus achieved
Administrative commitment of time and resources	Insufficient evidence of (1) scheduled meetings; (2) team development; (3) administrator presence	Only one condition is met (1) scheduled meetings; (2) team development; (3) administrator presence	All conditions are met (1) scheduled meetings; (2) team development; (3) administrator presence
Implementation: Stage 2 (all of stage 1 and the following:)			
<i>Structural supports necessary to initiate MTSS are put in place.</i>			
Leadership Team	Insufficient evidence of any of the following (1) representative team, (2) consistent meeting schedule, (3) structured meeting agenda	Only two conditions are met (1) representative team, (2) consistent meeting schedule, (3) structured meeting agenda	All three conditions are met (1) representative team, (2) consistent meeting schedule, (3) structured meeting agenda
Administrator Involvement	Insufficient evidence of regular attendance at Leadership Team meetings	Administrator attends less than 70% of Leadership Team meetings.	Administrator attends more than 70% of Leadership Team meetings.
Universal screening	The following conditions are not met for academics or behavior: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested (i.e., all students are tested; scores are accurate; cut points/decisions are	Only one conditions is met for academics <u>and</u> behavior: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested (i.e., all students are tested; scores are accurate; cut points/decisions are	Both conditions are met for academics and behavior: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested (i.e., all students are tested; scores are accurate; cut points/decisions are

Essential Component	Novice	Nearing Proficient	Proficient
	accurate	accurate	accurate
Progress Monitoring Tools	Selected progress monitoring tools meet no more than one of the following criteria: (1) Specifies minimum acceptable growth; (2) provides benchmarks for minimum acceptable end-of-year performance; (3) reliability and validity information for the performance level score are available	Selected progress monitoring tools meet at least two of the following criteria: (1) Specifies minimum acceptable growth; (2) provides benchmarks for minimum acceptable end-of-year performance; (3) reliability and validity information for the performance level score are available	Selected progress monitoring tools meets all of the following criteria: (1) Specifies minimum acceptable growth; (2) provides benchmarks for minimum acceptable end-of-year performance; (3) reliability and validity information for the performance level score are available
Data Management System	Neither of the following conditions is met: A system exists to collect, summarize, and use data for decision making for behavior and academics	Only one condition is met: A system exists to collect, summarize, and use data for decision making for behavior or academics	Both conditions are met: A system exists to collect, summarize, and use data for decision making for behavior <u>and</u> academics
Decision Making Process	Mechanism for making decisions about the participation of students in the prevention levels meets no more than one of the following criteria: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets two of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria	Mechanism for making decisions about the participation of students in the prevention levels meets all of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria
Action Plan	Only one of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support	Only two of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support	All of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation

Essential Component	Novice	Nearing Proficient	Proficient
	implementation	implementation	
Stage 3: Implementation (all of stage 1, stage 2, and the following) <i>School is actively engaged in implementing and supporting MTSS.</i>			
Research-based curriculum	The core curriculum materials for academics and behavior are largely not research based for the target population of learners (including subgroups)	Some of the core curriculum materials for academics and behavior are research based for the target population of learners (including subgroups)	All of the core curriculum materials for academics and behavior are research based for the target population of learners (including subgroups)
Instruction	Neither condition is met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students	Only one condition is met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to	Both conditions are met: (1) most or all teachers differentiate instruction; (2) teachers use students' assessment data to
Monitoring Progress	Neither condition is met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently.	Only one condition is met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently.	Both conditions are met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently.
Data based determination to responsiveness to intervention at Tier 2 and Tier 3	Neither condition is met for academics or behavior: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level	Only one condition is met for academics <u>and</u> behavior: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level	Both conditions are met for academics <u>and</u> behavior: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level

Essential Component	Novice	Nearing Proficient	Proficient
	prevention; (2) these decision making criteria are implemented accurately.	prevention; (2) these decision making criteria are implemented accurately.	prevention; (2) these decision making criteria are implemented accurately.
Implementation Fidelity at Tier 1	Neither conditions is met for behavior or academics: (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity
Evidence Based Tier 2 Interventions	Neither of the conditions is met: (1) Tier 2 interventions are evidence based or report at least a minimum effect size; (2) Tier 2 strategies complement and support core instruction	Only one condition is met: (1) Tier 2 interventions are evidence based or report at least a minimum effect size; (2) Tier 2 strategies complement and support core instruction	Both conditions are met: (1) All tier 2 interventions are evidence based or report at least a minimum effect size; (2) Tier 2 strategies complement and support core instruction
Implementation Fidelity at Tier 2	Neither conditions is met for behavior or academics: (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity
Evidence Based Tier 3 Interventions	None of the conditions are met: (1) Tier 3 interventions are evidence based or report at least a minimum effect size; (2) Tier 3 intervention are based on a valid functional assessment; (4) Intervention is linked to function of behavior (3) Tier 3 strategies complement and support core instruction	Only two conditions are met: (1) Tier 3 interventions are evidence based or report at least a minimum effect size; (2) Tier 3 intervention are based on a valid functional assessment; (4) Intervention is linked to function of behavior (3) Tier 3 strategies complement and support core instruction	All conditions are met: (1) Tier 3 interventions are evidence based or report at least a minimum effect size; (2) Tier 3 intervention are based on a valid functional assessment; (4) Intervention is linked to function of behavior (3) Tier 3 strategies complement and support core instruction

Essential Component	Novice	Nearing Proficient	Proficient
Implementation Fidelity at Tier 3	Neither conditions is met for behavior or academics: (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Only one condition for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity	Both conditions for behavior <u>and</u> academics is met : (1) Procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity
Professional Development	None of the conditions are met: (1) Professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff.	Two of the conditions are met: (1) Professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff.	All of the conditions are met: (1) Professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff.
Communications with and involvement of parents	No conditions are met: (1) A description of the school's essential components of MTSS is share with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or tertiary interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	At least one condition is met: (1) A description of the school's essential components of MTSS is share with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or tertiary interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	All conditions are met: (1) A description of the school's essential components of MTSS is share with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or tertiary interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels
Stage 4: Implementation (all of stage 1, stage 2, stage 3, and the following) <i>MTSS is fully operational and used with all students, and all of the other realities of "doing school" with MTSS are being managed.</i>			
Relationship to Primary	Neither condition is met: (1) Decisions regarding student participation in both primary and secondary and tertiary levels of	Only one condition is met: (1) Decisions regarding student participation in both primary and secondary and tertiary levels of	Both conditions are met: (1) Decisions regarding student participation in both primary and secondary and tertiary levels of

Essential Component	Novice	Nearing Proficient	Proficient
	prevention are made on a case-by-case basis, according to student needs; (2) secondary and tertiary interventions address the general education curriculum in an appropriate manner for students	prevention are made on a case-by-case basis, according to student needs; (2) secondary and tertiary interventions address the general education curriculum in an appropriate manner for students	prevention are made on a case-by-case basis, according to student needs; (2) secondary and tertiary interventions address the general education curriculum in an appropriate manner for students
Student outcomes	Insufficient evidence of any of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for two of the following : (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Criteria is met for behavior and academics for all of the following : (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success
Stage 5: Sustainability (all of stage 1, stage 2, stage 3, stage 4, and the following) <i>School/District ensures the continued use and effectiveness of MTSS implementation.</i>			
Leadership	Decisions, actions and policies by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school	Decisions, actions, and policies by school and district leaders are inconsistent and only somewhat supportive of the essentials components of the MTSS framework at the school.	Decisions, actions, and policies by school and district proactively support the essentials components of the MTSS framework and make the MTSS framework more effective
Staff Qualifications	Staff responsible for providing Tier 2 and Tier 3 interventions have not been adequately trained for their responsibilities	Some of the staff responsible for providing Tier 2 and Tier 3 interventions have been trained but gaps exist in the professional development of some staff or in their use of the evidence-based interventions	All of the staff responsible for providing Tier 2 and Tier 3 interventions have been fully trained on MTSS and on evidence-based interventions, and ongoing professional development is available as needed.
Policy	MTSS process and critical features of progress monitoring and	Some evidence exists that MTSS process and critical features of	MTSS process and critical features of progress monitoring and

Essential Component	Novice	Nearing Proficient	Proficient
	interventions are not codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures	progress monitoring and interventions are partially codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures	interventions are fully codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan, and school policies and procedures

Attachment Z: Montana MTSS Technical Assistance Milestones draft
Montana MTSS Technical Assistance Milestones

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
#1 Overview & Commitment						
	Academic	Blended Overview	Facilitated discussion to guide consensus and firm commitment to dedicate resources and time	Principal Team Staff	Exploration <ul style="list-style-type: none"> • Overview • Consensus • Administrator Commitment 	
	Behavior					
#2 Needs Assessment						
	Academic	*Gap Analysis Interview Curriculum Inventory Data Audit Tool Horizontal and Vertical Alignment	Guidance on using Evidence Based Curriculum Matrix and decision making based on baseline conditions in data audit tool	Principal Team		
	Behavior	*Gap Analysis Interview Self-assessment Survey (SAS); School Climate Survey (SSS, District Survey, or My Voice)	Conduct SET or BOQ			
# 3 Develop TA Plan						
	Academic	Develop action plan that includes	Guidance on setting goals based on needs	Principal Team	Implementation Stage 2 Action Plan	

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
	Behavior	(a) Academic Goals, (b) Behavior Goals, and (c) Capacity Building / Systems Goals	assessment. Feedback and revision of Action Plan	Behavior Specialists (CSCT)		
#4 Team Structure						
	Academic	Training on team membership, roles, agenda content and development, effective meetings, scheduling	Guidance on agenda development and format; establishing consistent meeting schedule. Attend team meetings to guide process as frequently as possible	Principal Team	Implementation Stage 2: <ul style="list-style-type: none"> Leadership Team Administrator Involvement 	
	Behavior					
#5 Screening						
	Academic	Aims Web DIBELS MAPs Mont Crt	Guidance and assistance organizing the screening process, analysis and use of screening data	Principal Team	Implementation Stage 2 <ul style="list-style-type: none"> Universal Screening Progress Monitoring Tools 	
	Behavior	SSBD ODR SWIS *BASC-2 BESS *Direct Behavior Rating *Early Warning System *options for high school				

Milestone	Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
#6 Data Management and Progress Monitoring					
Academic	Selecting progress monitoring measures, mastery measures (MM); general outcome measures (GOM); frequency, goal setting based on data; growth rates; graphing; trendline analysis; decision rules to determine responsiveness to Tier 2 and Tier 3	Guidance and facilitated support for accountability for data entry, analysis, and document preparation for meetings.	Principal Team	Implementation Stage 2 <ul style="list-style-type: none"> Progress Monitoring Tools Data Management System Implementation Stage Monitoring Progress 	
Behavior	SWIS ISIS Use of ODR for screening and progress monitoring; establishing cut scores and decision rules to determine responsiveness to Tier 2 and Tier 3 interventions				
#7 Problem Solving Process					
Academic	Montana MTSS Six Step Problem Solving Process	Guidance and facilitated support using the Montana Six Step Process	Principal Team CSCT	Implementation Stage 2 <ul style="list-style-type: none"> Decision Making Process 	
Behavior					
#8 Core Instructional Strategies					
Academic	Effective Instruction Differentiation	Communicate and demonstrate	Principal Team	Implementation Stage 3	

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
		Evidence Based Reading Strategies and Math Matrix IEFA	researched-based instructional practices that result in increased student performance	Staff	<ul style="list-style-type: none"> • Research Based Curriculum • Instruction 	
	Behavior	8 Evidence Based Classroom Management Strategies Classroom Check-up				
#9 Diagnostic Assessment and Error Analysis						
	Academic	Training in use of diagnostic assessment and error analysis to inform instructional planning for students who have not responded to core instruction	Guidance in accurate assessment and analysis	Principal Team School Psychologist CSCT	Implementation Stage 3 <ul style="list-style-type: none"> • Data determination to response to intervention at Tier 2 and Tier 3 • Evidence based Tier 2 interventions • Evidence based Tier 3 interventions 	
	Behavior	Training on Functional Behavior Assessment	Support and guidance on process and completion of accurate functional assessment			
#10 Secondary Interventions						
	Academic	Intervention linked to stages of learning: acquisition, fluency building, capitalization and adaptation Exploring B3	Guidance on selecting and refining secondary interventions; Support in examining data from secondary reading and math programs to determine effectiveness	Principal Team School Psychologist CSCT	Implementation Stage 3 <ul style="list-style-type: none"> • Data determination to response to intervention • Evidence Based Tier 2 Interventions • Implementation Fidelity of Tier 2 Interventions 	
	Behavior	CICO Check & Connect	Support in looking at CICO and/or Check &			

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
		Classroom Check-up	Connect data to determine effectiveness; guidance in planning for improvement and modification of CICO/Check and Connect and consideration of additional secondary supports			
#11 Designing Intensive/Tertiary Interventions						
	Academic	Training on designing intensive interventions in reading and math Exploring B3 Applied Single Case Design	Guidance designing intensive interventions; facilitated discussion on scheduling, goal setting for individual students, progress monitoring, examination of growth rates	Principal Team Reading & Math Specialists Special Education teachers, School psychologists, social workers, CSCT	Implementation Stage 3 <ul style="list-style-type: none"> • Data determination to response to intervention • Evidence Based Tier 3 Interventions • Implementation Fidelity of Tier 3 Interventions 	
	Behavior	Training on building a function based behavior plan	Support for beginning function-based behavior plans			
#12 Delivering Intensive/Tertiary Interventions						
	Academic	Booster as needed	Guidance and support on implementation, progress monitoring, fidelity checks, and examining response to	Principal Team Reading and Math Specialists, Special	Implementation Stage 3 <ul style="list-style-type: none"> • Data determination to response to intervention • Evidence Based Tier 3 Interventions • Implementation Fidelity of 	

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric		Status
			intervention.	Education Teachers, School psychologists, social workers, CSCT	Tier 3 Interventions		
	Behavior						
# 13 Participation of Students with Low Incidence and/or Intensive Needs in All Settings							
	Academic And Behavior	Training on participation in core curriculum for students with intensive needs (behavior and academics)	Guidance on supporting general education teachers when working with students with intensive needs; Continued support for implementation of intensive interventions	Principal Team Reading and Math Specialists Resource teachers, general education teachers, School psychologist CSCT	Implementation Stage 4 <ul style="list-style-type: none"> Relationship to Primary Student Outcomes 		
#14 Re-visit TA Plan with MTSS Consultant							
	Academic	Revisit Year One TA plan Determine additional	Review Milestone Completion and MTSS	Principal Team			

Milestone		Training Activities	Coaching Activities	Audience	Alignment with Essential Elements Integrity Rubric	Status
	Behavior	training needed Begin planning for capacity building and expansion Develop Year Two TA plan	Integrity Rubric and Professional Development Guidance Tool			

Attachment AA: Sample Training Evaluation (Feb. 20)

RTI/MTSS Training Evaluation - Feb 20, 2014 MTSS Leadership Team Training

Please provide the following information about this training:

		Response total																																																																				
Title of Training	<table border="1"> <thead> <tr> <th>#</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>MTSS Project REAL Training</td> </tr> <tr> <td>2</td> <td>MTSS Project REAL Training</td> </tr> <tr> <td>3</td> <td>RTI/miss training</td> </tr> <tr> <td>4</td> <td>Project real</td> </tr> <tr> <td>5</td> <td>Project REAL</td> </tr> <tr> <td>6</td> <td>Project Real Check in/Check out</td> </tr> <tr> <td>7</td> <td>Project Real</td> </tr> <tr> <td>8</td> <td>Project real</td> </tr> <tr> <td>9</td> <td>Project REAL, February 20</td> </tr> <tr> <td>10</td> <td>MTSS</td> </tr> <tr> <td>11</td> <td>Project REAL</td> </tr> <tr> <td>12</td> <td>Project REAL</td> </tr> <tr> <td>13</td> <td>MTSS</td> </tr> <tr> <td>14</td> <td>MTSS-Tier 2 interventions</td> </tr> <tr> <td>15</td> <td>Check-In Check-Out</td> </tr> <tr> <td>16</td> <td>Project REAL: Check In/Check Out</td> </tr> <tr> <td>17</td> <td>MTSS Training</td> </tr> <tr> <td>18</td> <td>Project Real</td> </tr> <tr> <td>19</td> <td>Project Real</td> </tr> <tr> <td>20</td> <td>Project Real MTSS Leadership Team Training</td> </tr> <tr> <td>21</td> <td>Project REAL</td> </tr> <tr> <td>22</td> <td>Project REAL</td> </tr> <tr> <td>23</td> <td>RTI MTSS Training Ealuation</td> </tr> <tr> <td>24</td> <td>MTSS</td> </tr> <tr> <td>25</td> <td>Project REAL</td> </tr> <tr> <td>26</td> <td>MTSS Training</td> </tr> <tr> <td>27</td> <td>Project REAL</td> </tr> <tr> <td>28</td> <td>Project Real</td> </tr> <tr> <td>29</td> <td>Project REAL, February 20</td> </tr> <tr> <td>30</td> <td>Project real leadership team training</td> </tr> <tr> <td>31</td> <td>MTSS - Tier 2 interventions</td> </tr> <tr> <td>32</td> <td>mtss feb. training</td> </tr> <tr> <td>33</td> <td>Miss fen training</td> </tr> </tbody> </table>	#	Responses	1	MTSS Project REAL Training	2	MTSS Project REAL Training	3	RTI/miss training	4	Project real	5	Project REAL	6	Project Real Check in/Check out	7	Project Real	8	Project real	9	Project REAL, February 20	10	MTSS	11	Project REAL	12	Project REAL	13	MTSS	14	MTSS-Tier 2 interventions	15	Check-In Check-Out	16	Project REAL: Check In/Check Out	17	MTSS Training	18	Project Real	19	Project Real	20	Project Real MTSS Leadership Team Training	21	Project REAL	22	Project REAL	23	RTI MTSS Training Ealuation	24	MTSS	25	Project REAL	26	MTSS Training	27	Project REAL	28	Project Real	29	Project REAL, February 20	30	Project real leadership team training	31	MTSS - Tier 2 interventions	32	mtss feb. training	33	Miss fen training	33
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	1 February 20, 2014		
	2 February 20, 2014		
	3 02/20/14		
	4 02/20/2014		
	5 02/20/2014		
	6 02/20/14		
	7 2/20		
	8 02/20/2014		
	9 02/20/14		
	10 02/20/2014		
	11 02/20/2014		
	12 2/20/14		
	13 02/14/2014		
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	15 2-20-14		
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	24 2.20.14		
	25 02/20/2014		
	26 02/20/2014		
	27 Feb 20, 2014		
	28 02/18/2014		
	29 02/20/14		
	30 02/20/2014		
	31 02/20/2014		
	32 2/20/14		
	33 02/20/2014		
Date of Training (mm/dd/yyyy)			33

	# Responses		Response total
	1 Holiday Inn, Bozeman, MT		
	2 Holiday Inn, Bozeman, MT		
	3 Bozeman		
	4 Bozeman		
	5 Bozeman		
	6 Bozeman Holiday in		
	7 Hioliday Inn Bozeman		
	8 Bozeman		
	9 Bozeman Holiday Inn		
	10 Bozeman		
	11 Bozeman Holiday Inn		
	12 Holiday Inn Bozeman		
	13 Holiday Inn - Bozeman		
	14 Bozeman		
	15 Bozeman		
	16 Bozeman		
	17 Bozeman		
	18 Bozeman		
Location of Training	19 Bozeman Holiday Inn		33
	20 Bozeman		
	21 Bozeman		
	22 Bozeman		
	23 Bozeman Holiday Inn		
	24 Bozo		
	25 Bozeman, MT		
	26 Bozeman		
	27 Bozeman		
	28 Bozeman		
	29 Holiday Inn		
	30 Bozeman		
	31 Bozeman		
	32 Bozeman		
	33 Bozo		

		Response total
RTI Consultant	# Responses	
	3 Paula	27
	4 Paula	
	5 Paula Schultz	
	7 Paula Schultz	
	8 Sheila and Julie	
	9 Paula Schultz	
	10 Paula schultz	
	11 Marla Dewhirst	
	12 Paula Schultz	
	13 Denise	
	15 Self Directed	
	17 Denise	
	18 Susan Bailey Anderson	
	19 Paula Schultz	
	21 Paula Schultz	
	22 Paula Schultz	
	23 Paula Schultz	
	24 Pooty	
	25 Sheila Lovato and Julie Pribyl	
	26 Denise	
	27 Sheila Lovato, Julie Pribyl	
	28 Julie	
	29 Paula Schultz	
	30 Paula Shultz	
	31 Pooty	
	32 opi lots of ladies	
	33 Opi	

Total # of respondents **33**. Statistics based on **33** respondents; **0** filtered; **0** skipped.

		Response percent	Response total				
Special Ed/Co-op Director		0%	0				
Special Education Teacher		12.12%	<u>4</u>				
Library/Media Specialist		0%	0				
Gifted and Talented Staff		0%	0				
Support Staff (administrative assistant, bus driver, custodial staff, food service staff)		0%	0				
Specialist (SLP, OT, PT, School Psych, School Counselor, Interpreter)		15.15%	<u>5</u>				
Superintendent		0%	0				
Teacher		48.49%	<u>16</u>				
Curriculum Coordinator		0%	0				
Paraprofessional		0%	0				
Parent		0%	0				
Principal		15.15%	<u>5</u>				
Title I Teacher		3.03%	<u>1</u>				
Consortium Director		0%	0				
State Agency Staff		0%	0				
Early Childhood Educator		3.03%	<u>1</u>				
Other - Please Specify:	<table border="1"> <thead> <tr> <th>#</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td><u>29</u></td> <td>asisstant secretary/noon supervisor/</td> </tr> </tbody> </table>	#	Responses	<u>29</u>	asisstant secretary/noon supervisor/	3.03%	<u>1</u>
#	Responses						
<u>29</u>	asisstant secretary/noon supervisor/						

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

At what level do you work?

		Response percent	Response total
Birth-3		0%	0
PRE-K		3.03%	<u>1</u>
K-5		63.64%	<u>21</u>
6-8		30.3%	<u>10</u>
9-12		6.06%	<u>2</u>
K-8		6.06%	<u>2</u>
K-12		0%	0
Post Sec		0%	0
Adult		0%	0
Other - Please specify:		0%	0

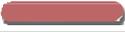
Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

Do you work in a school that receives Title I funds and is identified for improvement, corrective action, or restructuring?

		Response percent	Response total
Yes		33.33%	11
No		66.67%	22

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

Choose the Montana county in which your school district is located.

		Response percent	Response total
Beaverhead		0%	0
Big Horn		0%	0
Blaine		0%	0
Broadwater		0%	0
Carbon		0%	0
Carter		0%	0
Cascade		0%	0
Chouteau		0%	0
Custer		0%	0
Daniels		0%	0
Dawson		0%	0
Deer Lodge		0%	0
Fallon		0%	0
Fergus		9.09%	3
Flathead		0%	0
Gallatin		48.49%	16
Garfield		0%	0
Glacier		0%	0
Golden Valley		0%	0
Granite		0%	0
Hill		0%	0
Jefferson		0%	0
Judith Basin		0%	0
Lake		0%	0
Lewis & Clark		18.18%	6
Liberty		0%	0
Lincoln		0%	0
Madison		12.12%	4
McCone		0%	0
Meagher		0%	0
Mineral		0%	0
Missoula		12.12%	4
Musselshell		0%	0
Park		0%	0
Petroleum		0%	0
Phillips		0%	0

	Response percent	Response total
Pondera	0%	0
Powder River	0%	0
Powell	0%	0
Prairie	0%	0
Ravalli	0%	0
Richland	0%	0
Roosevelt	0%	0
Rosebud	0%	0
Sanders	0%	0
Sheridan	0%	0
Silver Bow	0%	0
Stillwater	0%	0
Sweet Grass	0%	0
Teton	0%	0
Toole	0%	0
Treasure	0%	0
Valley	0%	0
Wheatland	0%	0
Wibaux	0%	0
Yellowstone	0%	0

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

Please indicate your school's CSPD Region:

	Response percent	Response total
Region I	0%	0
Region II	3.03%	1
Region III	9.09%	3
Region IV	78.79%	26
Region V	9.09%	3

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

Is your attendance at this workshop...

	Response percent	Response total
Mandatory	60.61%	20
Voluntary	39.39%	13

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

Are you attending this workshop....

	Response percent	Response total
with a team	100%	33
alone	0%	0

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

	4 - Strongly Agree	3 - Agree	2 - Disagree	1 - Strongly Disagree		Response total
Overall, the presenters demonstrated thorough knowledge of the topic.	66.67% (22)	33.33% (11)	0% (0)	0% (0)	<p>Overall, the presenters demonstrated thorough knowledge of the topic.</p>	33
The content presented was aligned with my needs.	63.64% (21)	36.36% (12)	0% (0)	0% (0)	<p>The content presented was aligned with my needs.</p>	33
I will be able to apply what I learned.	60.61% (20)	39.39% (13)	0% (0)	0% (0)	<p>I will be able to apply what I learned.</p>	33
The workshop hands-on activities were useful.	60.61% (20)	39.39% (13)	0% (0)	0% (0)	<p>The workshop hands-on activities were useful.</p>	33
There was an opportunity for collaborative learning with other participants.	75.76% (25)	24.24% (8)	0% (0)	0% (0)	<p>There was an opportunity for collaborative learning with other participants.</p>	33

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

	4 - Strongly Agree	3 - Agree	2 - Disagree	1 - Strongly Disagree		Response total
The teaching techniques used helped my learning.	33.33% (11)	60.61% (20)	6.06% (2)	0% (0)	<p>The teaching techniques used helped my learning.</p>	33
The materials used helped or enhanced my learning.	45.46% (15)	51.52% (17)	3.03% (1)	0% (0)	<p>The materials used helped or enhanced my learning.</p>	33
The training activities were designed for diverse learning styles.	24.24% (8)	57.58% (19)	18.18% (6)	0% (0)	<p>The training activities were designed for diverse learning styles.</p>	33
The time allotted for the topic covered was appropriate.	33.33% (11)	63.64% (21)	3.03% (1)	0% (0)	<p>The time allotted for the topic covered was appropriate.</p>	33

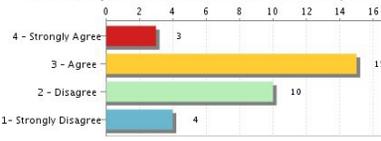
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Objectives: For each of the following objectives, rate your knowledge level at the end of the session.

	I feel very comfortable - 4	3	2	I still don't know enough about this - 1		Response total
MTSS Team will understand the components of the Check in/Check out Systems	45.46% (15)	51.52% (17)	3.03% (1)	0% (0)	<p>MTSS Team will understand the components of the Check in/Check out Systems</p>	33
MTSS Teams will determine their readiness to implement Check in/Check out	51.52% (17)	42.42% (14)	6.06% (2)	0% (0)	<p>MTSS Teams will determine their readiness to implement Check in/Check out</p>	33
MTSS Teams will complete the BEP Development and Implementation Guide	42.42% (14)	54.55% (18)	3.03% (1)	0% (0)	<p>MTSS Teams will complete the BEP Development and Implementation Guide</p>	33
MTSS Teams will increase their understanding of small group interventions.	39.39% (13)	57.58% (19)	3.03% (1)	0% (0)	<p>MTSS Teams will increase their understanding of small group interventions.</p>	33

Page 247
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Facilities

	4 - Strongly Agree 	3 - Agree 	2 - Disagree 	1 - Strongly Disagree 		Response total
The workshop facilities and refreshments were adequate.	9.38% (3)	46.88% (15)	31.25% (10)	12.5% (4)	<p>The workshop facilities and refreshments were adequate.</p> 	32

Total # of respondents 33. Statistics based on 32 respondents; 0 filtered; 1 skipped.

Would you recommend this session to a colleague?

		Response percent	Response total
Yes		96.97%	32
No		3.03%	1

Total # of respondents 33. Statistics based on 33 respondents; 0 filtered; 0 skipped.

As a result of participating in this workshop, list two strategies you can implement in your setting to improve student/child/client outcomes.

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1	Time for planning and implementation; training for staff to effectively implement. More high school participation would be helpful. The time to sit down and work together as a team is very helpful--very hard to do during the school day with busy schedules, etc.	
2	Time for planning and implementation; training for staff to effectively implement. More high school participation would be helpful. The time to sit down and work together as a team is very helpful--very hard to do during the school day with busy schedules, etc.	
4	Training for the Rest of our staff	
5	Time to work with team	
7	More Tier 2 Behavior programs resources.	
8	We need everyone to be present	
9	More time together and with our consultants. In person follow up once we've tried these strategies.	
11	scheduling for tiers	
12	Sharing more examples from other schools that already have some of these interventions in place	
13	Additional and MORE FOCUSED instruction on implementing Tier II interventions within a school withOUT title I funding.	
15	Time to implement. Regular conversations with experts like Chuck G.	
16	Cookies	
18	Need to be able to have more group time to utilize the data from all the screenings to create Tier 2 and 3 interventions.	
19	The "how"--how do you keep the child in the core math (via district, teacher and parent expectations) and take the time to "fill in the gaps" such as place value and math facts.	
22	More time/ feedback with the Check-in-Check-out program would be very beneficial.	
23	MORE TIME for team	
24	bring out data, identify a problem and have help problem solving interventions	
25	More detailed information on SAIG	
27	Resources look good... I think we have what we need to start implementing	
30	Tier 2 and 3 supports	
31	more individualized school problem solving	
32	check incheck out	
		22

Total # of respondents **33**. Statistics based on **22** respondents; **0** filtered; [11](#) skipped.

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What changes or improvements would you suggest to the:

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#	Responses		
1	Turn off the A/C--its winter time! Switching to round tables was a great idea--thank you!		
2	Turn off the A/C--its winter time! Switching to round tables was a great idea--thank you!		
6	coffee please		
9	Provide clear instructions on how to utilize dropbox as some folks were not clear.		
11	round tables a big improvement		11
13	none		
15	more refreshments and tangible resources to look at (books).		
21	NA		
23	Annette		
25	Thanks for getting the round tables and flowers - brightened the room and much more of a team atmosphere!! :)		
27	Fine		

Total # of respondents **33**. Statistics based on **11** respondents; **0** filtered; [22](#) skipped.

Attachment BB: Implementation Matrix**Montana Multiple Tier Support Systems**

Stages of Implementation	MTSS Elements	Training	Measures/Indicators/Products linked to training (embedded in)
<p><u>Exploration</u></p> <p><i>Stage 1</i></p> <p>School/district is actively considering MTSS.</p>	<p>Administrator and Faculty has attended overview of MTSS</p> <p>Schoolwide consensus in agreement with adoption</p> <p>Leadership is ready to commit time and resources</p> <p>School has applied for training and support</p>	<p>Blended Application (4/15/2013)</p> <p>Administrator /Staff Overview (4/15/2013)</p>	<p>MTSS School Application Form</p> <p>Data Audit Tool</p> <p>MTSS Consultant Job Description</p> <p>MTSS Consultant Application</p> <p>MTSS Facilitator Job Description</p> <p>Project REAL MTSS Assessment Guide</p> <p>MTSS Implementation Checklist</p> <p>MTSS Training Schedule</p>

<p>Implementation</p> <p><i>Stage 2</i></p> <p>School/ district is preparing for or in initial stages of implementation of MTSS. Structural supports necessary to initiate MTSS are put in place.</p>	<ul style="list-style-type: none"> • Leadership Team is in place and scheduled to hold regular meetings • Administrator regularly attends Leadership Team meetings • A system is in place to conduct universal academic and behavior screening/benchmarking • Students are screened and identified in need of support at the Tier 1, Tier 2, and Tier 3 level. • A system is in place to collect and analyze academic and behavior data. • Data decision rules are established with respect to behavior and academic interventions. • A problem-solving and/or standard treatment protocol technique is established and used in conjunction 	<p><u>System structures</u></p> <ul style="list-style-type: none"> • Data systems (universal screening, progress monitoring, and outcome) (6/1/2013) • Problem solving process (6/1/2013) • Screening tools, cut scores, decision rules, and timelines (10/1/2013) <p>Curriculum inventory (reading, behavior, math) (10/1/2013)</p> <p>Gap Analysis & Implementation Action Plan (10/1/2013)</p> <p>Professional Development Multi-Year Action Plan (10/1/2013)</p> <p>Communication Systems (team, faculty, parents) (10/1/2013)</p>	<p><u>Screening</u></p> <ul style="list-style-type: none"> • Aims Web • DIBELS • MAPs • Mont Crt • SSBD • Other evidence based screeners that meet criteria <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> • Self-assessment Survey (SAS) • School Climate Survey (SSS, District Survey, or My Voice) • ODR Big 5 Reports • Reading Benchmarks • Math Benchmarks <p>Matrix of Evidence Based Practices</p> <p>Family Engagement Checklist</p>
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	<p>with data decision rules.</p> <ul style="list-style-type: none"> • Academic & Behavior Curriculum inventory of programs and materials is currently available in building and has been analyzed and vertically aligned. • Academic and Behavior Implementation Fidelity measures are identified • Parents, community, and school board members have been given information about the MTSS process 		
<p><u>Implementation</u></p> <p><i>Stage 3</i></p> <p>School/district is actively engaged in implementing and supporting MTSS.</p>	<ul style="list-style-type: none"> • Research-based core and evidence-based interventions available with evidence of implementation • Procedures are in place to monitor the fidelity of implementation of core curriculum. • Benchmark and 	<p>Instructional strategies (reading, math, behavior, common core?) (2/1/2014)</p> <ul style="list-style-type: none"> • Fidelity of instruction implementation <p>Evidence Based Practice Selection (4/1/2014)</p>	<p><i>Fidelity</i></p> <ul style="list-style-type: none"> • Team Implementation Checklist (TIC) • Schoolwide Evaluation Tool (SET) • Benchmarks of Quality (BoQ) • Curriculum Specific Fidelity Measures • Rubric for Assessing RTI

	<p>progress monitoring data collection system in place</p> <ul style="list-style-type: none"> • Problem-solving process, with data decision rules implemented for academic and behavior performance • Instructors have incorporated core effective classroom practices into instructional practices • Site can document impact of universal implementation with outcome and implementation data 	<p>Tier Two Interventions* (4/1/2014)</p> <ul style="list-style-type: none"> • Evidence Based Group, Individual Practices • Fidelity measures <p>Tier Three Interventions* (4/1/2014)</p> <ul style="list-style-type: none"> • Evidence Based Small Group, Individual Practices • Fidelity measures <p>Self-assess with integrity (2/1/2014)</p> <p><i>*Summer Institute</i></p>	<p>Implementation</p> <ul style="list-style-type: none"> • Walk-throughs • Individual Classroom Check-up with coaching (CCU) • Benchmarks of Advanced Tiers (BAT) • Individual Student Systems Evaluation (ISSET) • Individual Student Information System (ISIS)
<p>Implementation</p> <p><i>Stage 4</i></p> <p>MTSS is part of typical practice and</p>	<ul style="list-style-type: none"> • All Tier 2 and Tier 3 level interventions are evidence-based. • Decisions about response to academic and behavior intervention are based 		

<p>integrated into practitioner, organizational, and community practices, policies, and procedures. At this point, MTSS is fully operational and used with all students, and all of the other realities of “doing school” with MTSS are being managed.</p>	<p>on reliable and valid progress monitoring</p> <ul style="list-style-type: none"> • All tiers are implemented with fidelity 		
<p><u>Sustainability</u></p> <p><i>Stage 5</i></p> <p>School/District ensures the continued use and effectiveness of MTSS implementation.</p>	<ul style="list-style-type: none"> • A system is in place to train and support new faculty/staff • MTSS process and critical features of reading math and behavior are codified and incorporated in School Handbook, Special Education program narratives, 		

	<p>Five-Year Plan, and school policies and procedures.</p> <ul style="list-style-type: none">• Procedures are evaluated to revise for efficiency.• Consultation with experts, trainers, coaches, and colleagues occurs on regular basis for program enhancement.• Leadership Team maintains schedule for annual planning and training• Annual calendar of activities is established and maintained• Visibility (presentations, newsletters, publications)• Funding secured• Political Support• Policy		
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Attachment CC: Project REAL MTSS Assessment Guide

Project REAL MTSS Assessment Guide:

Assessment	Who completes/administers and where it is sent?	Purpose of Measure	Time Frame for Assessment (during Grant Years)
Behavioral			
Behavioral Screener (SSBD)	Teachers complete Data sent to Annette Young Number screened (Nov 1) Number passing gate 2 (Nov 1) Number receiving tier 2/3 interventions (March 31)	Identify students in need of tier 2/tier 3 social/behavioral supports	October (after students are in school for 30 days)
Benchmarks of Quality (BOQ)	Leadership Team completes MTSS consultant puts into survey site	Self-evaluate successes and areas for improvement for full implementation of MBI / PBIS Universals	May
Benchmarks for Advanced Tiers (BAT)	Leadership Team completes MTSS Consultant puts into national survey site	Self-assess implementation status of tier 2 and 3 targeted behavior support systems.	Early October
School Evaluation Tool (SET)	External Evaluation (arranged by MTSS Consultant) MTSS Consultant puts into national survey site	External evaluation of success and areas for improvement for full implementation of MBI / PBIS Universals	February (no later than 2/28)
Individual Student Systems Evaluation	External Evaluation (arrange with MTSS Consultant)	External evaluation of successes and areas for	February (no

Tool (ISSET)	MTSS Consultant sends results to Annette Young and Margaret Beebe-Frankenberger	improvement for full implementation of tier 2 and 3 targeted intervention supports.	later than 2/28)
My Voice Survey – or some similar school climate survey	Students/Family/Community Schools complete and information is aggregated by My Voice support and sent to Annette Young	Evaluates student and parent/family/community perception of school climate – used for action planning	6-12 open October 28-December 20 and Feb 3-14 Elementary Grades 3-5 open from January 26-Feb 28. Elementary Schools contact Steve York syork@mt.gov
Family Engagement Survey	Leadership Team Completes Copies of surveys are sent to Annette Young	Self-evaluates extent of family engagement in school processes – used for action planning	October-November
School Wide Information System (SWIS)	Designated person who inputs pertinent data. (For evaluation, Average Referrals per month with national average)	Ongoing data collection for ODRs, etc. as indicator of successes of behavioral supports – used for action planning	Will acquire through SWIS Data through 3/31
Attendance (by grade and whole school)	Annette Young	Ongoing data collection of attendance as indicator of successes of MBI/PBIS supports – used for action planning	(will acquire through state data base)
	All Staff – results	Self-assess processes for	

SAS Self-Assessment Survey	summarized by appointed data person and/or Principal	behavioral supports across all tiers – used for action planning	May
Academic			
Reading Benchmarks (F, W, S) – FLUENCY + others (e.g. Comprehension)	Teachers/as arranged at school for students Amy Friez and Anne Rainey will collect for grant	Evaluate each student for grade level reading proficiency – data used to identify students in need of extra reading supports.	September, January, May
Math Benchmarks (F, W, S) – Calculation (+ others e.g. Applications)	Teachers/as arranged at school for all students Amy Friez and Anne Rainey will collect for grant	Evaluate each student for grade level math proficiency – data used to identify students in need of extra math supports.	September, January, May
MAPs Testing – Reading and Math	Teachers/as arranged at school for all students Amy Friez and Anne Rainey will collect for grant	Evaluate each student for grade level reading and math proficiency – data used to identify students in need of extra math and/or reading supports.	September, January, May
Mont CAS Crt testing - Reading and Math	Teachers/as arranged at school for all students Anne Rainey will collect for grant	Statewide academic outcomes testing – aligned with state standards – used for action planning.	March
RTI Evaluation Survey	Leadership Team Amy Friez aggregates for grant	Self-assessment of successes and areas for improvement/growth toward the	February (no later than 2/28)

		implementation of RTI – used for action planning	
MTSS Process			
Administrators Survey – MTSS Implementation	Principal	Self-assessment by administrators of their prowess with MTSS	Last week of February – by 2/28
MTSS Facilitators Self Evaluation – MTSS process	MTSS Facilitators	Self-assessment of facilitator skill and implementation of MTSS	Last week of February
MTSS Facilitator Implementation Checklist	Leadership Team (excluding Facilitators)	Evaluation of facilitator skills and implementation of MTSS	February (no later than 2/28)
MTSS Facilitator Survey – Materials and Resources	MTSS Facilitators	Self-assessment of materials and resources utilized by facilitator	Last week of February – by 2/28
Consultant/Facilitator Survey – Technology Based Strategies	MTSS Consultants MTSS Facilitators	Self-assessment of technology based strategies utilized	Last week of February – by 2/28
School Staff Survey – use of tech-based supports for MTSS implementation	School Staff	Self-assessment of efficacy/usefulness of technology-based strategies and tools	February (no later than 2/28)
Data Audit Tool	Principal and Administrators and/or Leadership Team	Overall recap and review of academic, behavioral and SPED data –	June – July (when all data are available)