

Demonstration Site Evaluation Rubric Draft – 8/6/07

Component	Evaluation Questions	Data Source	Method	Collection Timeline	Personnel Responsible
Input – Pilot Districts and Schools	1. What were the demographic profiles of students attending the pilot (1) districts and (2) schools? Categories to be examined by grade-level include: <ul style="list-style-type: none"> a. Race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, Native American/Alaskan Native, & Multiracial)? b. Gender? c. Free-reduced lunch status? d. Disability status? e. English language learner status? 	1. School records	1. Records review; district application	1. See Data Collection Rubric	1. District data contact
	2. To what degree did pilot (1) districts and (2) schools reach consensus regarding participation in the PS/RtI Project?	2. District and school personnel	2. District application; Modified RtI Needs Assessment	2. See Data Collection Rubric	2. Coaches collect data and provide to a GA to upload
	3. What was the demographic profile of staff at the project and comparison schools and to what extent did turnover occur?	3. Coaches and GAs	3. Records review from district and school records	3. See Data Collection Rubric	3. District data contact
	4. To what degree was the infrastructure necessary to support implementation of the PS/RtI (e.g., personnel, technology, financial resources, professional development structures, academic and behavioral programs, policies/procedures) present in pilot:	4. District leadership teams, school-based teams, and coaches	4. District application; Modified RtI Needs Assessment; Interviews	4. See Data Collection Rubric	4. Coaches collect data and provide to a GA to upload

	<ul style="list-style-type: none"> a. Districts? b. Schools? 				
Input – Coaches	<p>5. To what degree did coaches in the pilot districts meet the requisite qualifications?</p> <p>6. To what extent did coaches demonstrate coaching and PS/RtI skills?</p>	<p>5. Coaches and district personnel</p> <p>6. Coaches</p>	<p>5. Coaches’ vita; district application</p> <p>6. Coaching Analogue Assessment; Direct Skill Assessments</p>	<p>5. See Data Collection Rubric</p> <p>6. Coaches Training</p>	<p>5. TBD</p> <p>6. Regional coordinators collect data; scoring and entry TBD</p>
Process – PS/RtI Training	<p>7. To what extent was training provided to each of the following key stakeholders:</p> <ul style="list-style-type: none"> a. District leadership teams? b. School-based teams? c. Coaches? <p>8. To what extent were the following key stakeholders satisfied with the quality of the training:</p> <ul style="list-style-type: none"> a. District leadership teams? b. School-based teams? c. Coaches? <p>9. To what extent were the following key stakeholders satisfied with the training content/materials:</p> <ul style="list-style-type: none"> a. District leadership teams? b. School-based teams? c. Coaches? 	<p>7. Regional coordinators and coaches</p> <p>8. District leadership teams, school-based teams, and coaches</p> <p>9. District leadership teams, school-based teams, and coaches</p>	<p>7. Regional Coordinator Training Log; Coaches Training Log; Attendance Log</p> <p>8. Training Evaluation Survey</p> <p>9. Training Evaluation Survey</p>	<p>7. See Data Collection Rubric</p> <p>8. See Data Collection Rubric</p> <p>9. See Data Collection Rubric</p>	<p>7. Regional coordinators & coaches track and upload data via web-based screen</p> <p>8. Regional coordinators & coaches collect data and provide to a GA to upload</p> <p>9. Regional coordinators & coaches collect data and provide to a GA to upload</p>
Process - Technical	10. To what extent was technical assistance provided to:	10. Regional coordinators and	10. Regional Coordinator	10. See Data	10. Regional coordinators &

<p>Assistance & Communication</p>	<p>a. District leadership teams? b. School-based teams? c. Coaches?</p> <p>11. To what extent were the following key stakeholders satisfied with the technical assistance and communication provided by the project: a. District leadership teams? b. School-based teams? c. Coaches?</p>	<p>coaches</p> <p>11. District leadership teams, school-based teams, and coaches</p>	<p>Technical Assistance Log; Coaches Technical Assistance Log</p> <p>11. Technical Assistance Evaluation Survey; Coaches Evaluation Survey</p>	<p>Collection Rubric</p> <p>11. See Data Collection Rubric</p>	<p>coaches track and upload data via web-based screen</p> <p>11. Regional coordinators & coaches collect data and provide to a GA to upload</p>
<p>Output – Consensus</p>	<p>12. What was the impact of the Project on the level of consensus for: a. District leadership teams? b. School-based teams? c. Other school personnel?</p> <p>13. What was the impact of the project on the following key stakeholders’ beliefs about PS/RtI: d. District leadership teams? e. School-based teams? f. Other school personnel?</p> <p>14. To what extent were the following key stakeholders satisfied with service delivery in the PS/RtI model? a. District leadership teams? b. School-based teams? c. Other school personnel? d. Parents?</p> <p>15. To what extent were the following key</p>	<p>12. District leadership teams, school-based teams, and school personnel</p> <p>13. District leadership teams, school-based teams, and school personnel</p> <p>14. District leadership teams, school-based teams, and school personnel</p> <p>15. District</p>	<p>12. Modified RtI Needs Assessment</p> <p>13. Beliefs Survey</p> <p>14. School Personnel Satisfaction Survey; Parent Satisfaction Survey</p> <p>15. School</p>	<p>12. See Data Collection Rubric</p> <p>13. See Data Collection Rubric</p> <p>14. See Data Collection Rubric</p> <p>15. See</p>	<p>12. Coaches collect data and provide to GAs to upload</p> <p>13. Regional coordinators & coaches collect data and provide to a GA to upload</p> <p>14. Regional coordinators & coaches collect data and provide to a GA to upload</p> <p>15. Regional</p>

	<p>stakeholders satisfied with student and systemic outcomes in the PS/RtI model?</p> <ul style="list-style-type: none"> a. District leadership teams? b. School-based teams? c. Other school personnel? d. Parents? 	<p>leadership teams, school-based teams, and school personnel</p>	<p>Personnel Satisfaction Survey; Parent Satisfaction Survey</p>	<p>Data Collection Rubric</p>	<p>coordinators & coaches collect data and provide to a GA to upload</p>
Output – Infrastructure	<p>16. What was the impact of the project on creating the infrastructure to support implementation of PS/RtI at the:</p> <ul style="list-style-type: none"> a. District-level? b. School-level? 	<p>16. District leadership teams, school-based teams, and coaches</p>	<p>16. Modified RtI Needs Assessment; Interviews</p>	<p>16. See Data Collection Rubric</p>	<p>16. Coaches collect data and provide to a GA to upload</p>
Output – Implementation	<p>17. What was the impact of the project on the PS/RtI skills of the following key stakeholders:</p> <ul style="list-style-type: none"> a. Coaches? b. District leadership teams? c. School-based teams? d. Other school personnel? <p>18. What was the impact of the project on pilot school implementation of PS/RtI practices (e.g., core curriculum fidelity, intervention practices and fidelity, problem-solving team procedures, assessment practices)?</p>	<p>17. Coaches, district leadership teams, school-based teams, and other school personnel</p> <p>18. Coaches, school-based teams, and other school personnel</p>	<p>17. Perceptions of Skills Survey; Direct Skill Assessments; Neutral Interviews; Taped observation</p> <p>18. Perceptions of Practices Survey; Modified RtI Needs Assessment; Critical Components Checklists; Problem-Solving Team Checklists; Intervention Integrity Log; Anecdotal records</p>	<p>17. See Data Collection Rubric</p> <p>18. See Data Collection Rubric</p>	<p>17. Regional coordinators & coaches collect data and provide to a GA to upload</p> <p>18. Regional coordinators & coaches collect data and provide to a GA to upload</p>
Output- Student	<p>19. What was the impact of implementing</p>	<p>19. School records</p>	<p>19. FCAT; SAT-</p>	<p>19. See</p>	<p>19. District</p>

<p>Outcomes</p>	<p>PS/RtI on (1) reading and (2) math achievement:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? <p>20. What was the impact of implementing PS/RtI on behavioral outcomes:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? 	<p>20. School records</p>	<p>10; CBM; DIBELS; District assessments</p> <p>20. Permanent products from interventions</p>	<p>Data Collection Rubric</p> <p>20. See Data Collection Rubric</p>	<p>data contact will provide to Project staff</p> <p>20. TBD</p>
<p>Output – Systemic Outcomes</p>	<p>21. What was the impact of implementing PS/RtI on office discipline referrals:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? <p>22. What was the impact of implementing</p>	<p>21. School records</p> <p>22. School records</p>	<p>21. Records review of ODRs</p> <p>22. Records</p>	<p>21. See Data Collection Rubric</p> <p>22. See</p>	<p>21. District contact or coach will collect and provide to Project staff</p> <p>22. District</p>

	<p>PS/RtI on the special education referrals, evaluations, and placements:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? <p>23. What was the impact of implementing PS/RtI on student attendance:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? <p>24. What was the impact of implementing PS/RtI on retention rates:</p> <ul style="list-style-type: none"> a. For all students? b. By race/ethnicity (i.e., Caucasian, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, & Multiracial)? c. By gender? d. By free-reduced lunch status? e. By disability status? f. By English language learner status? 		<p>review</p> <p>23. Records review</p> <p>24. Records review</p>	<p>Data Collection Rubric</p> <p>23. See Data Collection Rubric</p> <p>24. See Data Collection Rubric</p>	<p>contact or coach will collect and provide to Project staff</p> <p>23. District contact or coach will collect and provide to Project staff</p> <p>24. District contact or coach will collect and provide to Project staff</p>
--	--	--	---	---	---

	<p>25. What the impact of implementing PS/RtI on costs for:</p> <ul style="list-style-type: none"> a. Training? b. Materials? c. Personnel? d. Technology? e. Other? 	25. District, school, and project records	25. Records review	25. See Data Collection Rubric	25. TBD
Contextual Factors	<p>26. How does school climate/culture impact implementation of PS/RtI?</p> <p>27. How does leadership impact implementation of PS/RtI?</p>	<p>26. School personnel, coaches, and school records</p> <p>27. District and school administrators, and school records</p>	<p>26. Beliefs Survey; Interviews; RtI Needs Assessment; Critical Components Checklists; Problem-Solving Team Checklists</p> <p>27. Beliefs Survey; Interviews; RtI Needs Assessment; Critical Components Checklists; Problem-Solving Team Checklists</p>	<p>26. See Data Collection Rubric</p> <p>27. See Data Collection Rubric</p>	<p>26. Coaches and Regional Coordinators</p> <p>27. Coaches and Regional Coordinators</p>
External Factors	28. How does legislation (e.g., NCLB, IDEIA) impact implementation of PS/RtI?	28. District and school personnel, school records, legislation	28. NCLB and IDEIA; RtI Needs Assessment; Critical Components Checklists;	28. See Data Collection Rubric	28. Coaches and Regional Coordinators; Other?

	29. How do state and district policies impact implementation of PS/RtI?	29. District and school personnel, state and district policy records	Problem-Solving Team Checklists 29. State and district regulations; RtI Needs Assessment; Critical Components Checklists; Problem-Solving Team Checklists; Questionnaire	29. See Data Collection Rubric	29. Coaches and Regional Coordinators; Other?
Goals & Objectives	30. How do the goals and objectives of schools (i.e., content area and grade levels targeted) impact implementation of PS/RtI? 31. How do the goals and objectives of schools (i.e., content area and grade levels targeted) impact student and systemic outcomes?	30. District and school personnel, and school records 31. District and school personnel, and school records	30. Grant applications; Interviews; RtI Needs Assessment; Critical Components Checklist; Coaches Observation Checklist 31. FCAT; SAT-10; CBM; DIBELS; District assessments; ODRs; Grant application; Interviews; RtI Needs Assess.	30. See Data Collection Rubric 31. See Data Collection Rubric	30. Coaches and Regional Coordinators; Others? 31. Coaches and Regional Coordinators; Others?

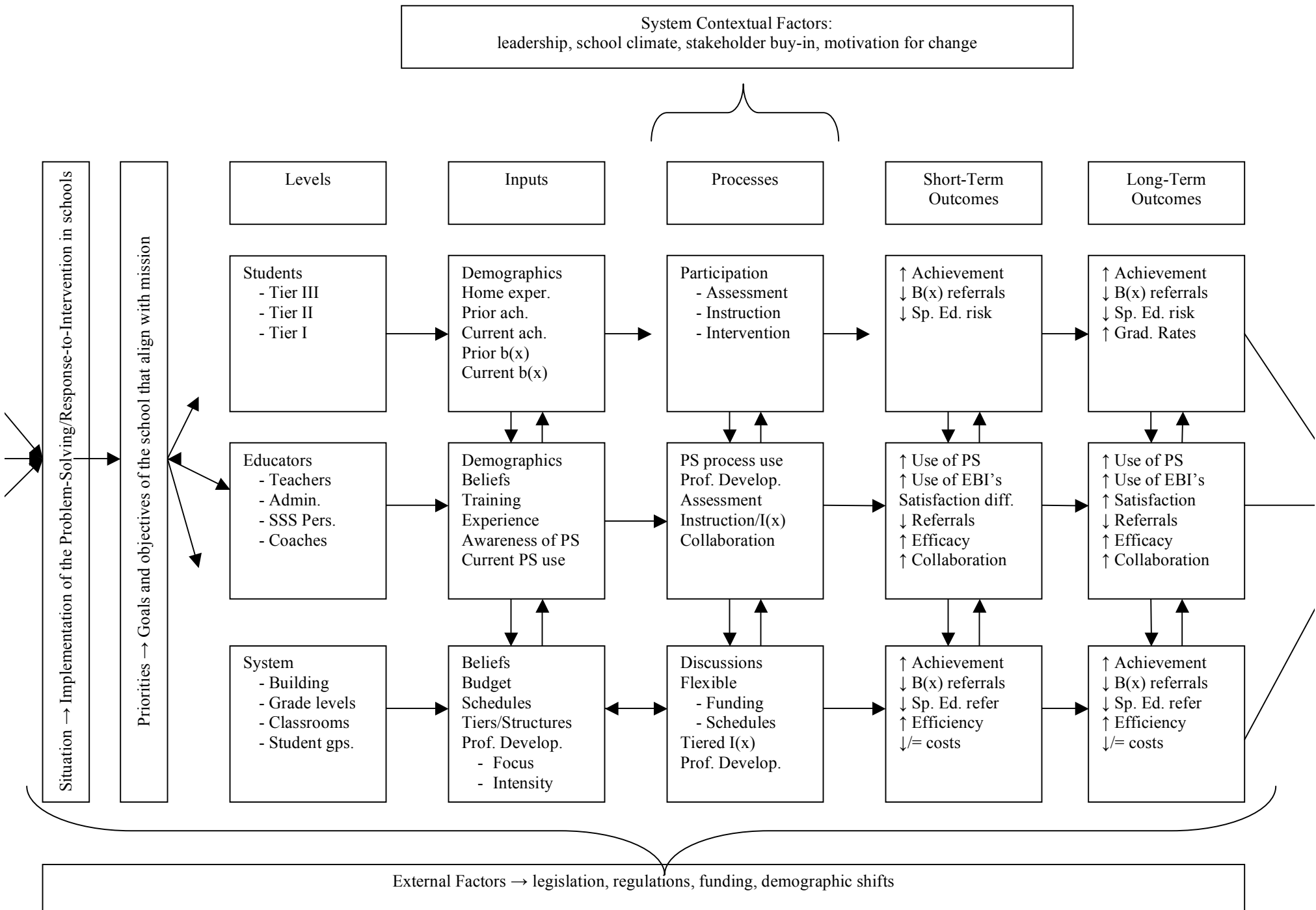


Figure 1. Logic Model Depicting Relevant Problem-Solving/Response-to-Intervention Variables.

Beliefs Survey Graph Scale & Items

Scale

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Items

- 7a: Core instruction should be effective enough to result in 80% of the students achieving benchmarks in reading.
- 7b: Core instruction should be effective enough to result in 80% of the students achieving benchmarks in math.
- 8a: The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in reading.
- 8b: The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in math.
- 11a: Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in reading.
- 11b: Students with high-incidence disabilities (e.g. SLD, EBD) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in math.
- 12: General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.
- 13: General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.
- 14: The use of additional interventions in the general education classroom would result in success for more students.
- 15: Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.
- 16: The “severity” of a student’s academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.
- 17: The “severity” of a student’s behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.

20. Using student-based data to determine intervention effectiveness is more accurate than using only “teacher judgment.”
22. Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.
23. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.

Practices Graph Scale & Items

Scale

- 1 = Never Occurs
- 2 = Rarely Occurs
- 3 = Sometimes Occurs
- 4 = Often Occurs
- 5 = Always Occurs

Items

- 2a. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in academics
- 2b. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) are used to determine the percent of students receiving core instruction (general education classroom only) who achieve benchmarks (district grade-level standards) in behavior
- 3a. Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in academics
- 3b. Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students achieving benchmarks (district grade-level standards) in behavior
- 4a. Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for academics
- 4b. Data are used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for behavior
- 5a. The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for academics
- 5b. The students identified as at-risk routinely receive additional (i.e., supplemental) intervention(s) for behavior
- 8a. A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for academics
- 8b. A standard protocol intervention (i.e., the same type of intervention used for similar problems) is used initially for all students who require supplemental instruction for behavior
- 14a. The teacher of a student referred for problem-solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for academics
- 14b. The teacher of a student referred for problem-solving routinely receives staff support to implement the intervention plan developed by the Problem Solving Team for behavior
- 16a. Data are graphed routinely to simplify interpretation of student performance for academics
- 16b. Data are graphed routinely to simplify interpretation of student performance for behavior

- 18a. A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and can learn new skills or whether the student's performance is due to a disability for academics
- 18b. A student's response-to-intervention data (e.g., rate of improvement) are used routinely to determine whether a student is simply behind and can learn new skills or whether the student's performance is due to a disability for behavior