

Day 1

Supplemental Materials

SAPSI Review

1. In which domains (i.e., building consensus, building infrastructure, implementation) did your school make progress last year? In which domains did you not see as much progress?
2. What types of activities occurred that facilitated progress in building consensus, developing infrastructure, and/or implementation at your school? What barriers may have existed when progress did not occur?
3. To what extent were data used to problem-solve at Tier I? Tier II? Tier III?
4. How will you maintain any positive changes that occurred last year?
5. What are your goals for facilitating implementation of a PS/RtI model this year? What activities will need to occur to target those goals?

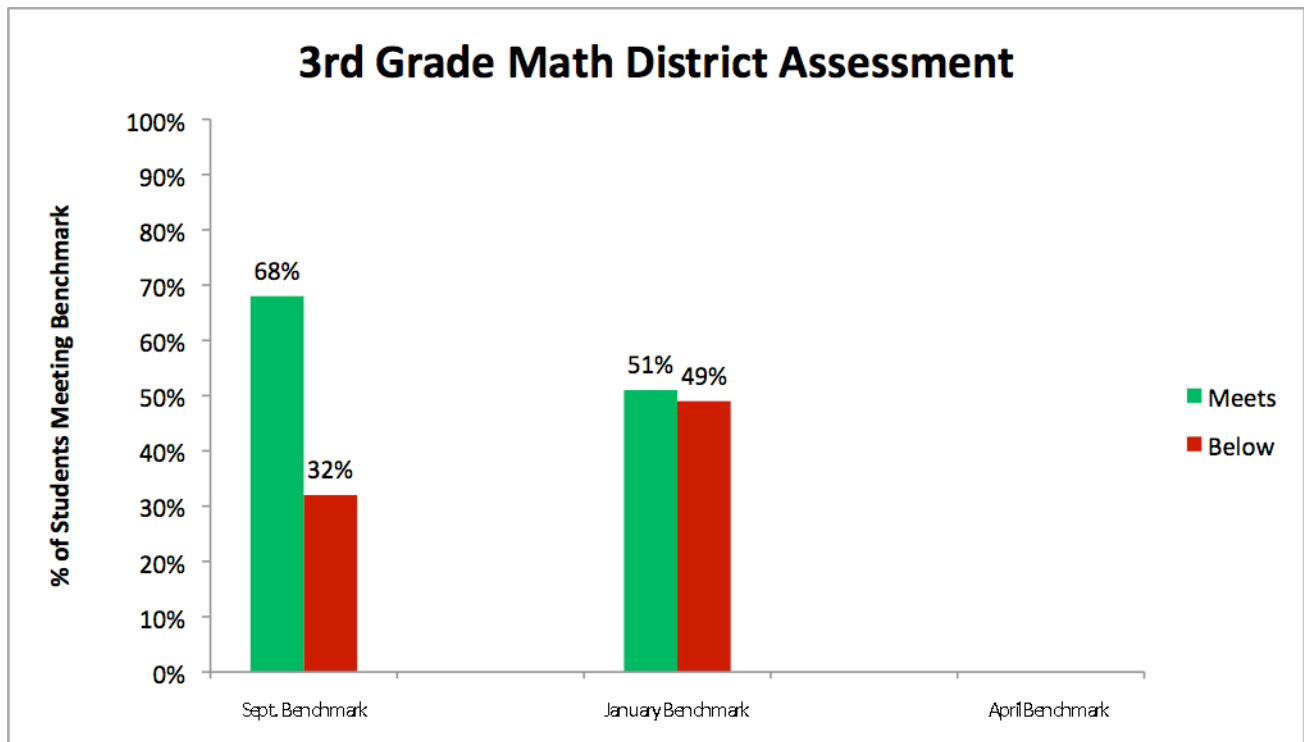
Practice #1: CBM-Math

Directions: 2nd Benchmark Cycle - Math

Below are the results of third grade students' performances in Math for the 1st and 2nd Benchmark cycles. Several types of data are available for review. Your team will review the data set below in order to determine which Tier to focus on for supporting student performance in Math. The following types of data are provided: (1) Math District Assessment; (2) CBM-Math Multiplication; (3) CBM-Math Addition. Choose one source of data, identify the four pieces of information to calculate Tier 1, and then make a decision for which Tier your team will primarily focus on to support student learning in Math. Analysis and decisions should focus on the 2nd Benchmark Cycle.

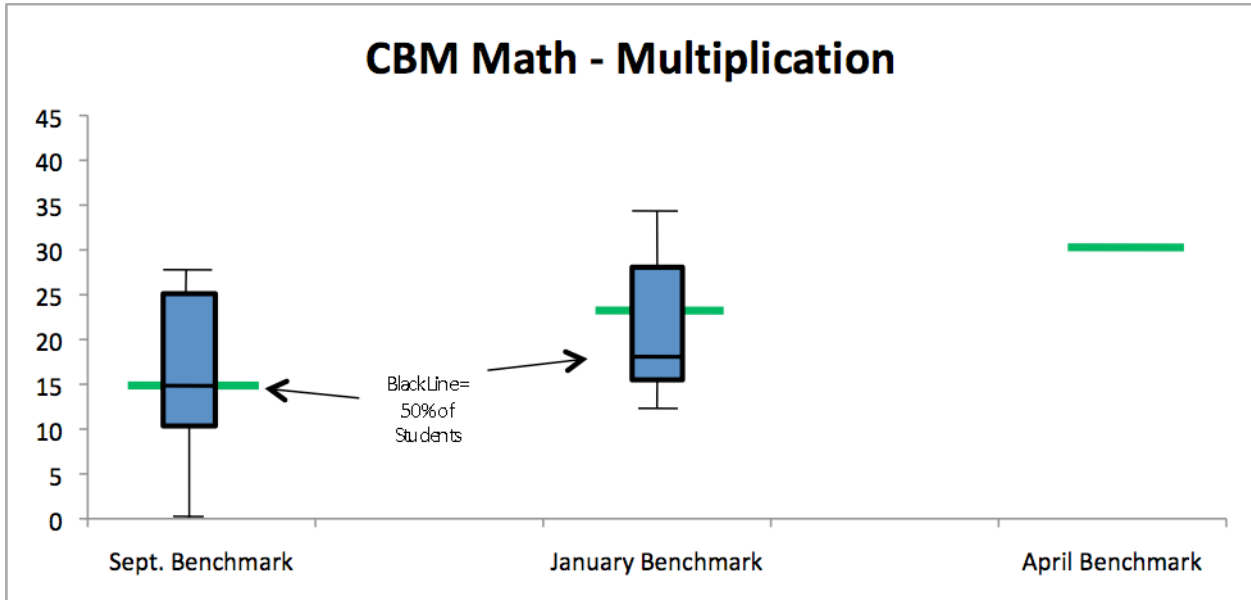
Math District Assessment

The Math assessment used in your district for third grade students reflects a summative evaluation of students' skills in that the assessment content covers all math skills (e.g., calculation, word problems, data analysis, measurement, etc.). There are 40 questions for students to complete. A score of 12 points is considered a passing score for the first benchmark cycle. A score of 24 is considered a passing score for the second benchmark cycle. The following represents the performance of third grade students at your school on the math district assessment:

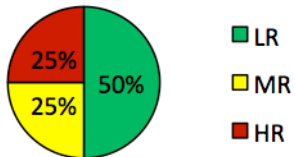


CBM-Math

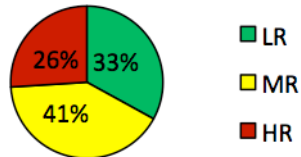
CBM-Math performance for the Second benchmark cycle: The benchmark for 3rd Grade 2nd Benchmark is 24 correct-digits per minute (cdpm). Based on CBM-Math norms, scores between 18 and 23 cdpm are considered moderate-risk while scores below 18 are considered high-risk. On the CBM multiplication, 33% of all of the third grade students scored 24 cdpm or higher. 41% of 3rd grade students scored at the moderate-risk range. And, 26% scored at the high-risk range.



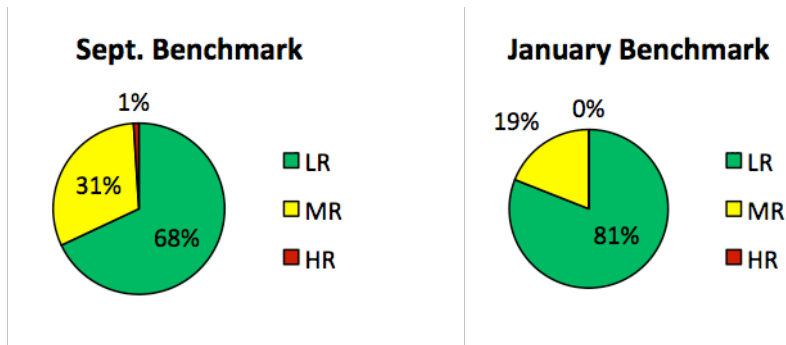
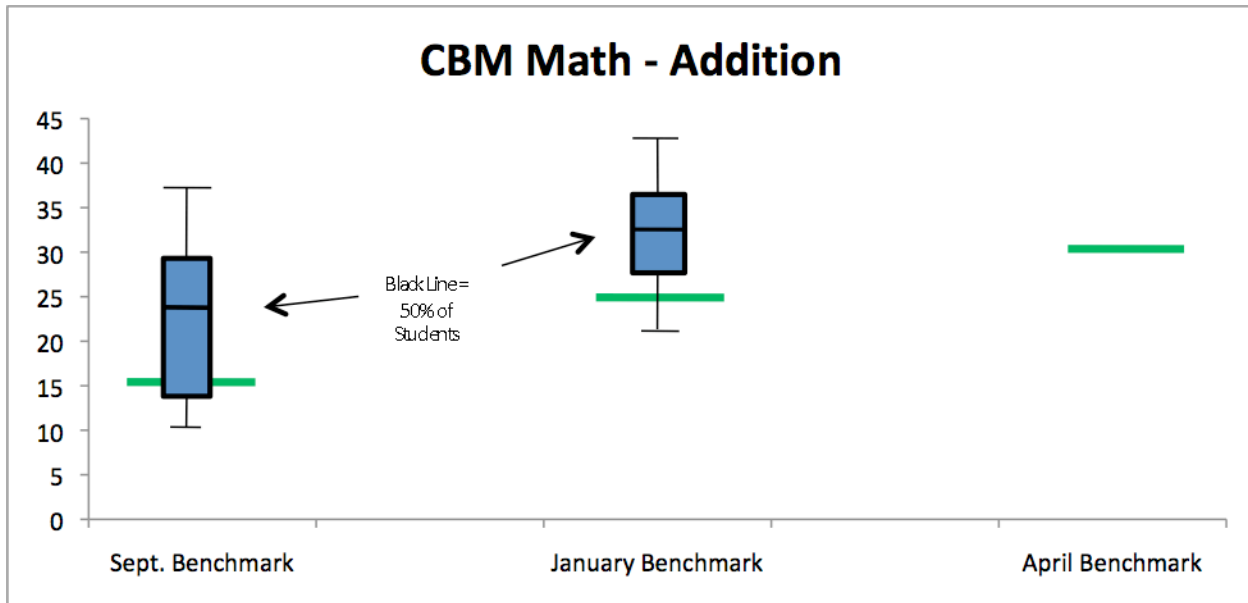
Sept. Benchmark



January Benchmark



CBM-Math addition data indicated 68% of students made benchmark expectations early in the year with 31% performing at the moderate-risk range and 1% at the high-risk range. During the 2nd benchmark cycle in January, 81% of students performed at or above benchmark while 19% were identified at the moderate-risk range.



Data Source/Type: _____

Benchmark/Expectation: _____

Current Performance: _____

Gap Analysis: _____

Replacement Behavior: _____

Decision: _____

Directions for Preparation of Day 1 Activity

Note: Each team needs to bring their data set to the training.

An extra copy is needed for the project to take on that day for use of evaluation of skills.

1. With the help of the school leadership team (PS/Rtl Team; School-based team) select a data set that will allow them to identify an **Area of Need** (e.g., reading, writing, math, or behavior) for students. The “Area of Need” does NOT have to be the same as the target content area identified for participation in the grant project. For example, a school may be targeting Reading at the Kindergarten level. But for this exercise they may choose to look at Math data for 3rd grade students.
2. The unit of analysis is **no less** than the classroom level. That is, the data may reflect all students in the school, a particular grade level, or a specific general education classroom.
3. The data itself may be DIBELS, CBM, District Assessments, FCAT, or similar assessment data that allows the school team to identify the following:
 - a. An appropriate Replacement Behavior
 - b. The Expectation for student performance
 - c. The Current Level of student performance
 - d. The Gap between the expected and current levels of student performance
4. Finally...AND VERY IMPORTANT...please make sure each school team brings enough copies for each of their own team members **AND** an EXTRA copy for the project to keep. **Each school team needs to bring their data set with them to the training.** It is VERY important that an extra copy be handed in on Day 1 as the data provided by each team will be used to evaluate each team’s skills in relation to the activity provided. Because each team is likely to bring different types of data for use, we need a copy in order to evaluate each team appropriately and with validity.

Year 2, Day 1 Problem Identification Worksheet Scoring Rubric

1. What evidence/data sources are you using to determine how well your students are achieving standards/benchmarks?
 - a. 0 points = Neither the standard/benchmark(s) provided that link to district or state standards, nor data sources that assess the skills, concepts, or strategies reflected by the standards/benchmarks listed
 - b. 1 point = Either the standard/benchmark(s) provided link to district or state standard, but the data sources do not assess the skills, concepts, or strategies reflected by the standards/benchmark(s) listed, or data sources provided are appropriate for the content area and grade level(s) chosen, but the standard/benchmarks(s) provided do not link to district or state standards
 - c. 2 points = The standard/benchmark(s) provided link to district or state standards, and the data sources provided assess the skills, concepts, or strategies reflected by the standards/benchmarks listed

2. For what skills or concepts are the majority of students meeting expectations? For what skills or concepts are fewer students meeting expectations?
 - a. 0 points = Neither the skill/concepts listed under the column for the majority of students meeting expectations nor the skills/concepts listed under the column for the majority of students NOT meeting expectations are appropriate given the school's data
 - b. 1 point = Either the skill/concepts listed under the column for the majority of students meeting expectations or the skills/concepts listed under the column for the majority of students NOT meeting expectations are appropriate given the school's data
 - c. 2 points = Both the skill/concepts listed under the column for the majority of students meeting expectations and the skills/concepts listed under the column for the majority of students NOT meeting expectations are appropriate given the school's data

3. Think about those skills or concepts for which many students are not meeting expectations. Which skill(s) or concept(s) should be targeted first? What *specifically* would students be able to do if they are successfully demonstrating the skill(s) or concept(s) you are targeting (i.e., replacement behavior)?
 - a. 0 points = The skill(s) or concept(s) that should be targeted first do not link to those identified as ones on which fewer students are meeting expectations nor is the replacement behavior(s) identified observable, measurable, and reflects the skill(s) or concept(s) listed as ones that should be targeted first
 - b. 1 point = The skill(s) or concept(s) that should be targeted first link to those identified as ones on which fewer students are meeting expectations or the replacement behavior(s) identified is observable, measurable, and reflects the skill(s) or concept(s) listed as ones that should be targeted first

- c. 2 point = The skill(s) or concept(s) that should be targeted first link to those identified as ones on which fewer students are meeting expectations and the replacement behavior(s) identified is observable, measurable, and reflects the skill(s) or concept(s) listed as ones that should be targeted first
4. What is the expected level (i.e., standard/benchmark) and current level of performance for the skill(s) or concept(s) you are targeting? What is the difference between the current and expected levels (i.e., the gap)?
- a. 0 points = Neither the expected level of performance, current level of performance, nor the gap analysis calculation provided was accurate given the data for the school
 - b. 1 point = The expected level of performance, current level of performance, or the gap analysis calculation provided was accurate given the data for the school (i.e., ONLY ONE OF THE THREE WAS ACCURATE)
 - c. 2 points = The expected level of performance, current level of performance, and the gap analysis calculation were provided, but only two of the three were accurate given the data for the school
 - d. 3 points = The expected level of performance, current level of performance, and the gap analysis calculation provided was accurate given the data for the school
5. Based on your identification of this problem, will you focus your efforts on problem-solving issues at the Tier I, II, or III level? Why?
- a. 0 points = The decision to focus efforts on the Tier I, II, or III level is not appropriate given the data provided
 - b. 1 point = The decision to focus efforts on the Tier I, II or III level is appropriate given the data, but the rationale provided does not include a reference to the gap analysis
 - c. 2 points = The decision to focus efforts on the Tier I, II or III level is appropriate given the data, and the rationale provided does includes a reference to the gap analysis

Tier I Problem Identification Worksheet

Directions: One of the responsibilities of a School-Based Leadership Team is to facilitate problem solving of Tier I data in a school. You have been asked by your Regional Coordinator to bring Tier I data (e.g., school-, grade-, classroom-level) for an area on which your school would like to focus. Whether you chose reading, math, behavior or some other area, please engage in Tier I Problem Identification and record the outcomes using the worksheet below. Be sure to list the content area and grade level(s) being targeted as well as address each of the guiding questions in the spaces provided below. There are multiple spaces provided for each question; however, it is not necessary to use all of them. When you are finished, turn in one completed copy of this worksheet along with one copy of the data your team used to engage in Tier I Problem Identification.

Content Area Being Targeted: _____

Grade Level(s): _____

Guiding Questions

1. What evidence/data sources are you using to determine how well your students are achieving standards/benchmarks?

Standard(s)/Benchmark(s) Being Evaluated	Data Source(s) Being Used

2. For what skills or concepts are the majority of students meeting expectations? For what skills or concepts are fewer students meeting expectations?

Skill(s)/Concept(s) Majority of Students Meeting Expectations	Skills(s)/Concept(s) Majority of Students NOT Meeting Expectations

3. Think about those skills or concepts for which many students are not meeting expectations. Which skill(s) or concept(s) should be targeted first? What *specifically* would students be able to do if they are successfully demonstrating the skill(s) or concept(s) you are targeting (i.e., replacement behavior)?

Skill(s)/Concept(s) to Target First	What <i>Specifically</i> Will Students Be Able to Do (Replacement Behavior)

4. What is the expected level (i.e., standard/benchmark) and current level of performance for the skill(s) or concept(s) you are targeting? What is the difference between the current and expected levels (i.e., the gap)?

What <i>Specifically</i> Will Students Be Able to Do (Replacement Behavior)	Expected Level	Current Level	Difference (Gap)

5. Based on your identification of this problem, will you focus your efforts on problem-solving issues at the Tier I, II, or III level? Why?

Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** _____ →
 Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Directions: For each item on this survey, please indicate how frequently or infrequently the given practice occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:

- ① = Never Occurred (NO)
- ② = Rarely Occurred (RO)
- ③ = Sometimes Occurred (SO)
- ④ = Often Occurred (OO)
- ⑤ = Always Occurred (AO)
- = Do Not Know (DK)

In my School:

NO RO SO OO AO DK

2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) were used to determine the percent of students receiving core instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:

a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

3. Data were used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students who achieved benchmarks (district grade-level standards) in:

a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

In my School:	NO	RO	SO	OO	AO	DK
<hr/>						
4. Data were used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) were used to determine the percent of students who received supplemental and/or intensive interventions and achieved grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
<hr/>						
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) was used initially for <u>all</u> students who required supplemental instruction for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

Directions: Items 9-18 refer to the typical Problem-Solving Team (i.e., Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting in your school last year (i.e., 2007-08) that included a student who had been referred for problem-solving or a special education evaluation. While addressing each item for academics (math and reading), think of a typical case in which a student was referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student was referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurred in your school using the same scale.

In my School:	NO	RO	SO	OO	AO	DK
<hr/>						
9. The target behavior was routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) were used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
13. Intervention plans were routinely developed based on the confirmed reasons that the student was not achieving the desired level of performance for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>

In my School:	NO	RO	SO	OO	AO	DK
<hr/>						
14. The teacher of a student referred for problem-solving routinely received staff support to implement the intervention plan developed by the Problem-Solving Team for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
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15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
16. Data were graphed routinely to simplify interpretation of student performance for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
17. Progress monitoring data were used to determine						
a. the degree to which the target student's rate of progress had improved for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. whether the gap had decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
c. whether the gap had decreased between the target student's current performance and the performance of same-age peers for:						
• Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
• Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
<hr/>						
18. A student's response-to-intervention data (e.g., rate of improvement) were used routinely to determine whether a student was simply behind and <u>could</u> learn new skills <u>or</u> whether the student's performance was due to a disability for:						
a. Academics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Behavior	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>

THANK YOU!

Perception of Practices Survey Administration Guidelines

Directions: The evaluation instruments you received for the School-Based Leadership Team (SBLT) trainings are organized by school and by instrument in mailing envelopes. The name of the school and instrument is included on each envelope. Each of the instruments is coded with a district and school ID number so it is important that you administer the instruments for a given school only to members of the SBLT from that school. To facilitate administration of these measures to the appropriate SBLT members, it is recommended that you ask that participants from the same school sit together.

Administration Guidelines

For each survey administered that requests a Project ID, participants will be asked to bubble in the (1) last 4 digits of their Social Security Number and (2) the last 2 digits of the year they were born. Explain to participants that the Project ID is intended to keep their responses confidential, but allow us to link responses across different instruments to the same individual. I would recommend mentioning that we do not need to know who you are nor are we allowed to identify you as per our Institutional Review Board approval for the study.

Perception of Practices Survey

- a. Assesses educators' perceptions regarding the degree to which practices associated with a PS/RtI model are being implemented
- b. Response format = scantron
- c. Suggested administration procedures
 - i. Suggested context to provide
 1. Remind participants about importance of outcome evaluation for the Project and mention something such as "We are now going to ask you to complete a survey that will provide us information on what practices are occurring in your schools. This information, like the previous surveys you completed, will help us learn more about our Project schools so we can more effectively work with you to implement a PS/RtI model in your school as well as evaluate the effectiveness of the Project."
 2. Reinforce the need for thoughtful responses.

School Personnel Satisfaction Survey

- 1. Your PS/RtI Project ID:** _____ →
Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Directions: For items 2-4, please shade in the circle next to the response option that best represents your answer.

2. What is your current role in your school?
- Classroom Teacher Student Services Personnel
 Administrator Instructional Support Personnel (e.g., reading specialist, speech/language, ESOL)
3. How many students did you refer to your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team last school year (i.e., 2007-08)?
- 0 1 2
 3 4 5 or more
4. For how many students did you participate in your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team meeting(s) last year (i.e., 2007-08)?
- 0 1 2
 3 4 5 or more

Directions: For each item below please indicate your level of satisfaction/dissatisfaction relative to the service delivery model used in your school during the 2007-08 school year. Using the rating scale below, please shade in the option that best represents your response. If you are not knowledgeable about a certain practice, please select the option "Do Not Know" (DK).

- ① = **Very Dissatisfied (VD)**
- ② = **Dissatisfied (D)**
- ③ = **Neutral (N)**
- ④ = **Satisfied (S)**
- ⑤ = **Very Satisfied (VS)**
- = **Do Not Know (DK)**

	VD	D	N	S	VS	DK
5. The method used to evaluate the effectiveness of:						
5.a. core academic programs	①	②	③	④	⑤	○
5.b. core behavior program	①	②	③	④	⑤	○
6. The decisions that were made regarding necessary changes to:						
6.a. core academic programs	①	②	③	④	⑤	○
6.b. core behavior programs	①	②	③	④	⑤	○
7. The data used to identify students at risk for:						
7.a. academic difficulties	①	②	③	④	⑤	○
7.b. behavioral difficulties	①	②	③	④	⑤	○
8. The manner in which progress monitoring was carried out in my school	①	②	③	④	⑤	○
9. The decisions that we made about students who were not successful with only core instruction (academic and/or behavior)	①	②	③	④	⑤	○
10. The timeliness with which students who were not meeting expectations were identified	①	②	③	④	⑤	○
11. The communication between classroom teachers, support staff (instructional, student services) and administration regarding:						
11.a. progress monitoring	①	②	③	④	⑤	○
11.b. intervention implementation and support	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
12. How efficiently assessments were administered for:						
12.a. Reading	①	②	③	④	⑤	○
12.b. Math	①	②	③	④	⑤	○
12.c. Behavior	①	②	③	④	⑤	○
13. The types of data used to make instructional decisions in:						
13.a. Reading	①	②	③	④	⑤	○
13.b. Math	①	②	③	④	⑤	○
13.c. Behavior	①	②	③	④	⑤	○
14. The range of instructional options available in my school for students not meeting expectations in:						
14.a. Reading	①	②	③	④	⑤	○
14.b. Math	①	②	③	④	⑤	○
14.c. Behavior	①	②	③	④	⑤	○
15. How quickly interventions were available in my school for students identified as not meeting expectations in:						
15.a. Reading	①	②	③	④	⑤	○
15.b. Math	①	②	③	④	⑤	○
15.c. Behavior	①	②	③	④	⑤	○
16. The availability of technology (e.g., computers) in my school to support progress monitoring in:						
16.a. Reading	①	②	③	④	⑤	○
16.b. Math	①	②	③	④	⑤	○
16.c. Behavior	①	②	③	④	⑤	○
17. The feasibility or relative ease with which interventions were implemented in:						
17.a. Academics	①	②	③	④	⑤	○
17.b. Behavior	①	②	③	④	⑤	○
18. The support the classroom teacher received from other personnel in my school when implementing interventions for:						
18.a. Academics	①	②	③	④	⑤	○
18.b. Behavior	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
19. The degree to which the interventions used in my school helped students to progress toward meeting benchmarks in:						
19.a. Reading	①	②	③	④	⑤	○
19.b. Math	①	②	③	④	⑤	○
19.c. Behavior	①	②	③	④	⑤	○
20. The degree to which my school’s problem-solving (student support, intervention assistance, child support) team was helpful to teachers	①	②	③	④	⑤	○
21. The degree to which my school met instructional goals (e.g., Adequate Yearly Progress) for ALL students	①	②	③	④	⑤	○
22. The extent to which my school met the needs of diverse students in the building	①	②	③	④	⑤	○
23. The progress toward benchmarks that special education students made in the general education classroom	①	②	③	④	⑤	○
24. The level of parent involvement in problem-solving for at-risk students	①	②	③	④	⑤	○
25. The level of parent involvement in interventions for at-risk students	①	②	③	④	⑤	○

26. Overall, how satisfied were you with your own role and activities in your school’s method of service delivery last year?
 ① Very Satisfied ② Satisfied ③ Somewhat Satisfied ④ Dissatisfied ⑤ Very Dissatisfied

30. Additional Comments:

THANK YOU!

Personnel Satisfaction Survey Administration Guidelines

Directions: The evaluation instruments you received for the School-Based Leadership Team (SBLT) trainings are organized by school and by instrument in mailing envelopes. The name of the school and instrument is included on each envelope. Each of the instruments is coded with a district and school ID number so it is important that you administer the instruments for a given school only to members of the SBLT from that school. To facilitate administration of these measures to the appropriate SBLT members, it is recommended that you ask that participants from the same school sit together.

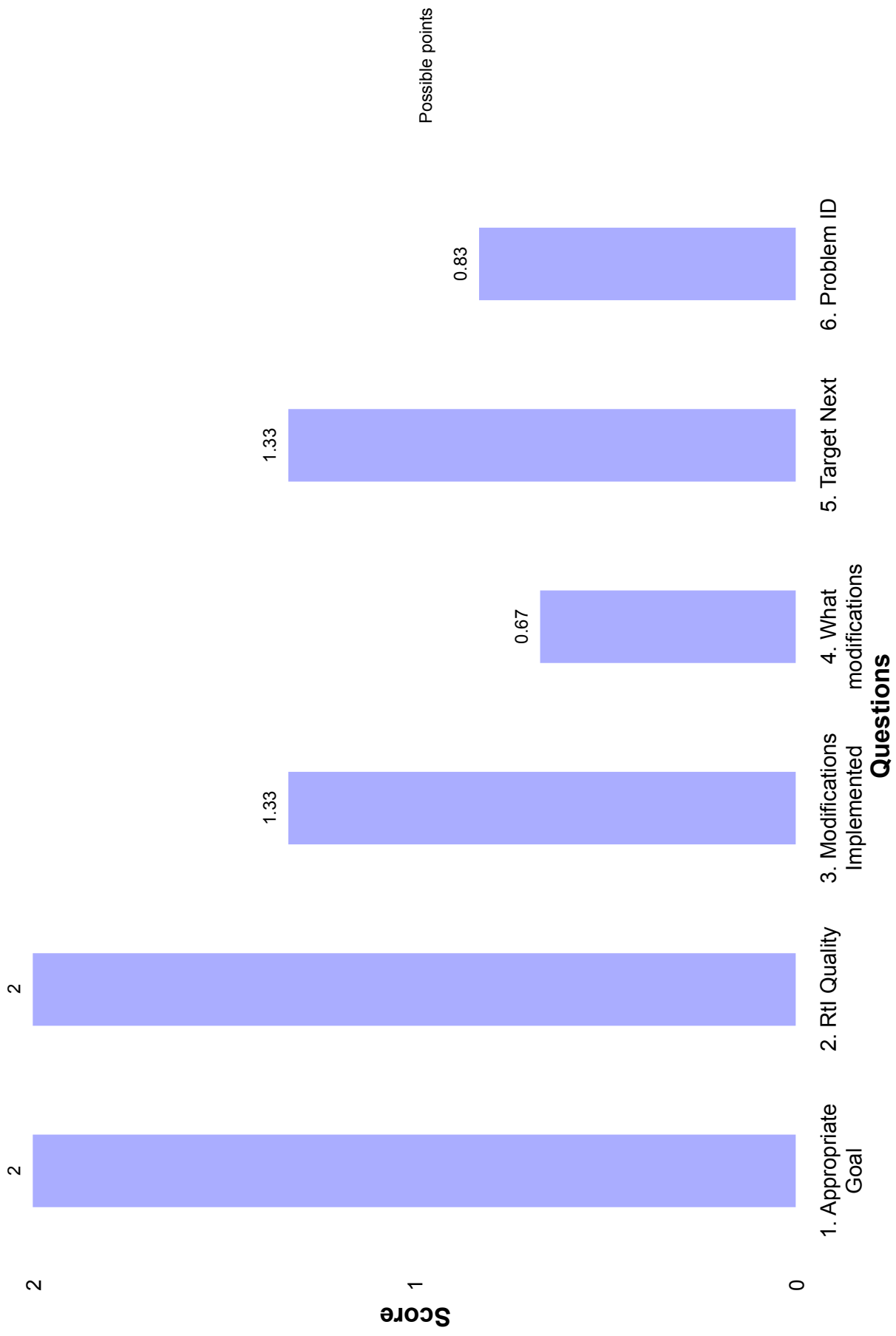
Administration Guidelines

For each survey administered that requests a Project ID, participants will be asked to bubble in the (1) last 4 digits of their Social Security Number and (2) the last 2 digits of the year they were born. Explain to participants that the Project ID is intended to keep their responses confidential, but allow us to link responses across different instruments to the same individual. I would recommend mentioning that we do not need to know who you are nor are we allowed to identify you as per our Institutional Review Board approval for the study.

School Personnel Satisfaction Survey

- a. Assesses educators' satisfaction with service delivery at a school
- b. Response format = scantron
- c. Suggested administration procedures
 - i. Suggested context to provide
 1. Remind participants about importance of outcome evaluation (baseline data important) and say something like: "We have one more survey for you to complete today that looks at the degree to which you are satisfied with the services that are currently provided to students in your schools and the outcomes associated with those services. Once again, this information will help us learn about the schools participating in this Project so we can more effectively work with you as well as evaluate what we are doing as a Project."
 2. Reinforce need for thoughtful responses.

Sample Elementary School: Direct Skills Assessment



School Level Data Review Day 5 Scoring Summary

1. Was the goal set for the students' response appropriate given the data? Yes or No? If no, what goal would you suggest (be sure to provide a justification for any suggested changes)?

Scoring for this item was based on the goal setting criteria discussed during the training. The trainers provided criteria for ambitious goals that are meant to help guide decisions about what rate(s) of growth can be expected from students who are behind when provided additional targeted instruction. Therefore, a response that received full credit either included recognition that the goal agreed upon by the team was acceptable or another goal that exceeded the average rate of growth for students of 1 phoneme segmented per week but did not exceed 1.5 phonemes segmented per week.

2. Based on your response to question #1, was the students' RtI good, questionable, or poor? Justify your decision.

Scoring for this item was based on the criteria provided during the training for determining good, questionable, or poor RtI. In the case study, the average student gained more than 1 phoneme segmented per week which resulted in more than 80% of students achieving the benchmark for the 2nd assessment window. Therefore, the students in this example met the criteria for positive RtI because they met the goals set by the team. A response that received full credit mentioned that the students' RtI was good and referenced that the students met the goals set by the team (i.e., gained more than 1 phoneme segmented per week or more than 80% met benchmark).

3. Were the instructional modifications implemented as intended? Justify your decision.

Decisions regarding implementation of the instructional plan are not black and white. The team in this case study decided to use the "Intervention Documentation Form" to determine how much of the instructional changes were implemented as intended. Scoring for this item was not based on the decision made by the members of your school team (i.e., was it implemented as intended or not), but rather how the decision was made. Full credit responses involved a reference to the "Intervention Documentation Worksheet" and some mention of the information recorded by the teachers on the worksheet (e.g., number of minutes students were exposed to the additional instruction).

4. Based on your responses to the first three questions, what modifications would you make to the intervention plan?

Scoring of this item was based on the response to the first three items and the criteria for determining changes to instructional/intervention plans based on

student RtI. Below are the criteria that were used to determine if the modifications to the intervention plan were justifiable:

- A response is acceptable if participant stated that students' RtI was positive and suggested to:
 - Begin withdrawing intervention plan to determine if students continue to respond without additional support, or
 - Continue intervention plan as is to continue rate of growth students are demonstrating, or
 - Increase implementation of intervention plan
 - A response is acceptable if participant stated that students' RtI was questionable or poor and that implementation integrity was adequate and suggested to:
 - Increase frequency and/or focus of the intervention plan, or
 - Implement a new intervention plan
 - A response is acceptable if participant stated that the students' RtI was questionable or poor and that implementation integrity was less than adequate and suggested to:
 - Increase implementation of intervention plan, or
 - Revise intervention plan so it is more acceptable to teachers or provide more support to teachers to increase implementation
5. Of the remaining skill sets assessed by the DIBELS in first grade (i.e., decoding and reading connected text) shown on page 7, what skill(s) do you think the team should target next and why?

Scoring for this item was based on problem identification procedures on which your school team was trained. The case study included a graph from the DIBELS 2nd assessment window that shows the students' performance on the PSF, NWF, and ORF subtests. Team members could have selected NWF or ORF to target given that less than 80% of students performed at the benchmark level. Full credit was awarded if either or both of those subtests were selected and the fact that many students did not achieve benchmark was somehow referenced (e.g., "Less than 80% attained benchmark levels).

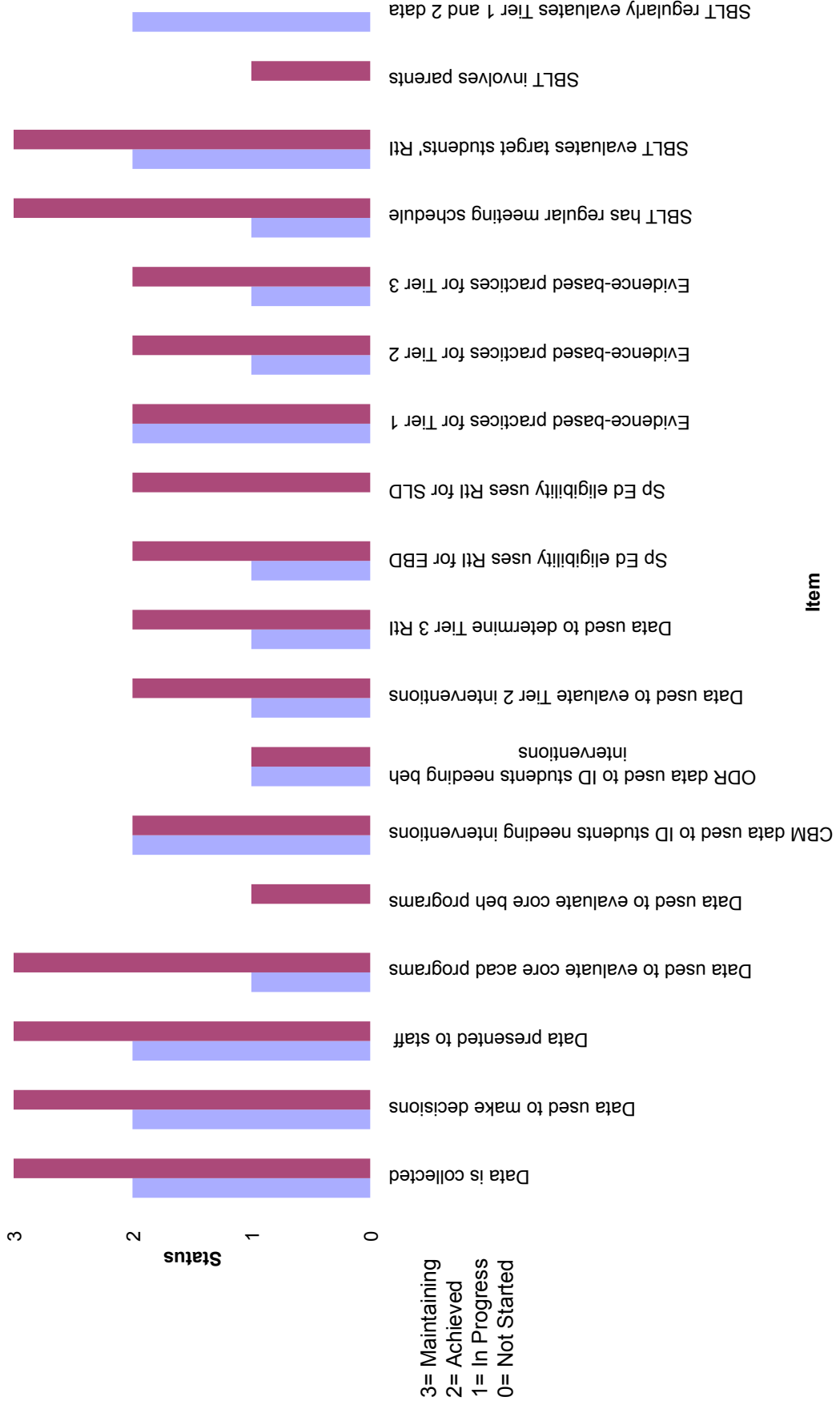
6. Based upon which skill(s) you picked for question #5, provide each of the required data elements for problem identification from the graph provided (page 7).

Scoring for this item was based on whether the 4 elements of Problem Identification necessary at the Tier I Level were provided. All 4 elements were necessary for full credit. Below is a description of how each of the four elements was scored.

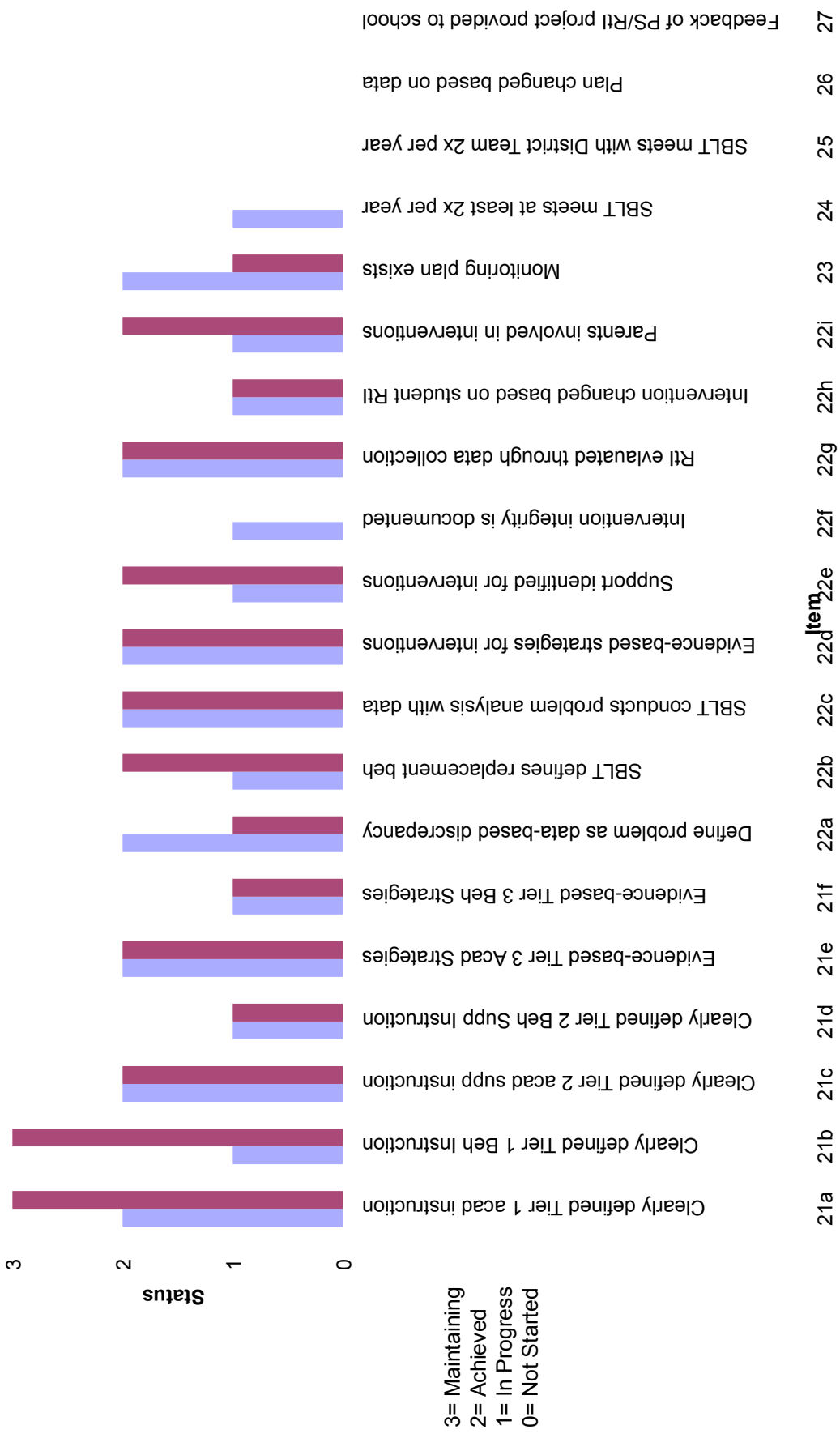
- *Replacement Behavior* = The skill to be performed must be observable and measurable and linked to the PMRN graph on page 7 (i.e., must be related to decoding and/or reading fluency)
- *Current Level of Performance* = Mentions that less than approximately 80% of students are at benchmark and/or provides some indication of the average student performance on the replacement behavior being targeted. It is acceptable to use “Peer group” to communicate this concept related to the mean/median performance of the grade level (i.e., some respondents refer to peer group instead of the current level of performance).
- *Expected Level of Performance* = Mentions that approximately 80% of students should be attaining benchmark and/or references the benchmark for the 2nd assessment window
- *Gap Analysis* = Accurately quantifies the difference between the expected and current levels of performance provided

* *Peer performance* not needed because unit of analysis is the classroom

**SBLT Beginning-End of Year Comparison 07/08
Self-Assessment of Problem Solving Implementation (SAPSI)
Infrastructure Development**



SBLT Beginning-End of Year Comparison 07/08 Self-Assessment of Problem Solving Implementation (SAPSI) Implementation



3= Maintaining
2= Achieved
1= In Progress
0= Not Started