

**Appendix A1 - Project Activity Alignment to Drivers**

<b>Drivers</b>		<b>Best Practices in Addressing Drivers (Blase, VanDyke, &amp; Fixsen, 2010)</b>	<b>Project Activities to Address Drivers</b>
Competency Drivers			
	Selection	<p>Job or role description should be explicit about expectations and accountability for all positions (e.g., teachers, coaches, staff, administrators)</p> <p>Readiness measures to select at a school building-level or school district-level.</p> <p>Interactive interview process</p>	<p>2.1 Recruit / select individuals for the State Management Team</p> <p>2.2 Recruit / select individuals for the State Implementation Team</p> <p>2.3 Recruit /select district and school implementation teams.</p> <p>2.4 Recruit / select low achieving schools annually to receive professional development</p>
	Training	<p>Training must be (a) Timely, (b) Theory grounded (adult learning), (c) Skill-based</p> <p>Information from Training feeds back to Selection and feeds forward to Coaching</p>	<p>2.5 Develop additional training modules</p> <p>2.6 Provide professional development sessions</p>
	Coaching	<p>Grounded in Adult Learning Theory</p> <p>Design a Coaching Service Delivery Plan</p> <p>Develop accountability structures for Coaching – Coach the Coach</p> <p>Identify on-going professional development for coaches</p>	<p>2.7 Recruit / select a .30 FTE Lead Coach</p> <p>2.8 Develop a Coaching Service Delivery Plan</p> <p>2.9 Provide coaching professional development sessions.</p>

Organizational Drivers			
	Decision Support Systems	<p>Assess fidelity of implementation at all levels and respond accordingly</p> <p>Identify outcome measures that are (a) Intermediate and longer-term, (b) Socially valid, (c) Technically adequate: reliable and valid, (d) Relevant data that is feasible to gather, useful for decision making, widely shared and reported frequently</p>	<p>3.2 Provide training on evaluation system and tools.</p> <p>3.3 Hold quarterly Advisory Meetings.</p> <p>3.4 Provide annual progress reports to schools</p>
	Facilitative Administration	<p>A Building/District Leadership and Implementation Team is formed (The Team uses feedback and data to improve Implementation Drivers)</p> <p>Policies and procedures are developed and revised to support the new ways of work</p> <p>Solicits and analyzes feedback from staff and stakeholders</p>	<p>2.10 Provide support to district and school administrators.</p>
	Systems Intervention	<p>Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation</p> <p>Revising policies and procedures to support new way of work.</p>	<p>2.11 Evaluate consumer satisfaction with training experiences</p> <p>3.3 Hold quarterly Advisory Meetings.</p>

<p>Performance Assessment</p>	<p>Must be a transparent process</p> <p>Use of multiple data sources</p> <p>Fidelity of implementation should be assessed at the local, regional, and state levels</p> <p>Tied to positive recognition</p> <p>Information from this driver feeds back to Selection, Training, and Coaching and feeds forward to the Organization Drivers</p>	<p>1.1 Assess proficiency on statewide assessment</p> <p>1.2 Assess Student Growth Percentile (SGP)</p> <p>1.3 Review screening / progress monitoring data for reading/math</p> <p>1.4 Review screening/progress monitoring data for behavior</p> <p>3.1 Manage project activities</p>
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## Appendix A2 – Management Plan

<b>Goal 1: Improve outcomes related to academic, social-emotional and behavioral functioning for students with or at-risk for disabilities.</b>			
<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
1.1 Assess proficiency on statewide assessment	Spring 1/13-9/17	PC, RI IAC Office	Analyze NECAP from schools participating in SPDG services.
1.2 Assess Student Growth Percentile (SGP)	Spring 1/13-9/17	PC, RI IAC Office	Analyze SGP for students attending schools participating in SPDG services
1.3 Review screening / progress monitoring data for reading/math	1/13-9/17	PCs, TCs	Analyze curriculum based measurement data for students attending schools participating in SPDG services; compare outcomes with fidelity
1.4 Review screening/progress monitoring data for behavior	1/13-9/17	PCs, TCs	Analyze office discipline referral data for students attending schools participating in SPDG services; compare outcomes with fidelity
<b>Goal 2: Deliver high quality evidenced-based professional development to increase the knowledge and skills of administrators, general and special educators and school support staff so they may effectively implement a multi-tiered system of support (MTSS) consisting of high quality instruction, intervention and evaluation.</b>			
<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
2.1 Recruit / select individuals for the State Management Team	Completed 8/12	PDs	NA
2.2 Recruit / select individuals for the State Implementation Team	Completed 8/12	PDs	NA
2.3 Recruit /select district and school implementation teams.	1/13-1/15	TCs	Develop description of role, accountability, expectations, and pre-requisite skills.
2.4 Recruit / select low achieving schools annually to receive professional development	1/13-1/15	PDs, TCs	60 schools enrolled on professional development (20 in Cohort 1; 20 in Cohort 2; 20 in Cohort 3)

2.5 Develop additional training modules	10/12-1/13	SIT	Adapt theory grounded and skill-based material from prior RIPBIS and RIDE RtI modules, develop coaching training materials and pre-post knowledge assessments.
2.6 Provide professional development sessions	1/13-9/17	TCs	4 training sessions delivered annually that incorporate adult learning principals and skills based training
2.7 Recruit / select a .30 FTE Lead Coach	10/12-1/13	PDs	One lead coach will be hired to monitor the timelines of the Coaching Service Delivery Plan and ensure quality of coaching services
2.8 Develop a Coaching Service Delivery Plan	10/12-1/13	LC	One Coaching Service Delivery Plan will be developed to provide support and feedback to teachers and coaches
2.9 Provide coaching professional development sessions.	1/13-9/17	TCs	4 professional development sessions delivered annually to promote a cadre of “competent coaches” who demonstrate knowledge, skills and abilities in coaching strategies and MTSS intervention practices
2.10 Provide support to district and school administrators.	1/13-1/15	TCs	60 administrators will participate and complete SPDG training annually (20 in Cohort 1; 20 in Cohort 2; 20 in Cohort 3)
2.11 Evaluate consumer satisfaction with training experiences	1/13-9/17	TCs PCs	Administer the Trainer Evaluation Survey after each session and Coaching Evaluation Survey annually each spring
2.12 Evaluate changes in SPDG participant knowledge and skills	Before/after Training sessions	TCs PCs	Administer pre-post knowledge assessments prior to and upon completion of each training session.
2.13 Evaluate use of evidence-based professional development strategies	1/13-6/17	PDs PC SMT	Rate quality of training experiences using the SPDG evidence-based professional development rubric annually each spring

**Goal 3: Provide ongoing technical assistance and coaching to participants receiving SPDG professional development to improve the implementation of evidence-based practices over time.**

<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
3.1 Manage project activities	1/13-9/17 Quarterly	PCs	Quarterly review plan of operations and timelines to ensure MTSS PD components are delivered as intended and data are systematically reviewed to improve fidelity
3.2 Provide training on evaluation system and tools.	1/13-9/17	TCs	10 hours of training on evaluation systems / tools provided annually to ensure reliable data collection
3.3 Hold quarterly Advisory Meetings.	11/12-9/17 Quarterly	PDs, SMT	Advisory Board will meet discuss procedures, results, and to obtain feedback
3.4 Provide annual progress reports to schools	9/13-9/17	TCs, PCs	One progress report will be submitted annually to districts participating in SPDG PD to guide decision making and improve implementation
3.5 Assess fidelity of implementation	9/13-9/17	TCs, PCs	Administer (1) SET, (2) RtI Implementation Rubric, (3) BoQ, and (4) SAPSI to evaluate implementation of MTSS intervention practices.

**Goal 4: Improve the efficiency of ongoing professional development through the use of technology and funds to provide follow-up activities that sustain SPDG supported practices.**

<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
4.1 Partner with contracted consultants to provide technical support in the development of MTSS online e-learning training modules / webinars.	11/12	SMT	Post job description for technology consultant; Develop online MTSS training modules/webinars (3 annually per cohort)

<b>Goal 5: Partner with IHE to increase the percentage of undergraduate and graduate pre-service programs (e.g., Educational Leadership, General Education and Special Education) that incorporate MTSS content into their curricula.</b>			
<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
5.1 Collaborate with teams at IHE to conduct reviews of pre-service course syllabi for MTSS content	11/12-9/17	PCs	Greater than 50 syllabi will be reviewed from 3 IHEs granting pre-service degree in the areas of general/special education and supportive staff (e.g., school psychology, school counseling)
5.2 Provide consultation and technical assistance to IHE	11/12-9/17	PCs	10 hours of consultation, annually, via an online community of practice to support IHEs incorporation of MTSS content into their curriculum
<b>Goal 6: Provide professional development targeted to meet the specific needs of teachers identified through the use of an evaluation system that considers student growth.</b>			
<i>Activities</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Milestone</i>
6.1 Provide training on Student Learning Objectives (SLOs)	11/12-9/17	SIT	Participants can develop SLOs, one criterion of the RI teacher evaluation systems, to evaluate student growth. Participants can link SLOs that have not been met to evidence-based instructional methods/interventions discussed via SPDG PD.

**Key:** LC = Lead Coach; PC = Project Coordinator; PD = Project Director; SIT = State Implementation Team; SMT = State Management Team; TC = Training Coordinator

### Appendix A3 - Research Basis for Training Content

National Center	Evidence-Based Content
National Technical Assistance Center on PBIS (Oregon & UCONN)	<ul style="list-style-type: none"> <li>• Focus on implementation and sustainability of PBIS</li> <li>• Research on functional behavioral assessment and function-based behavioral support plans</li> <li>• Group and individualized interventions for behavioral learning</li> </ul>
National Center on RTI (Vanderbilt & KU)	<ul style="list-style-type: none"> <li>• Research on implementing multilevel preventative frameworks</li> <li>• Research on prevention and identification of reading disability</li> <li>• Preventing disproportionate representation through culturally and linguistically responsive prereferral interventions</li> <li>• Curriculum-based measurement</li> </ul>
National Research Center on Learning Disabilities (KU & Vanderbilt)	<ul style="list-style-type: none"> <li>• Research on appropriate assessment of specific learning disabilities</li> </ul>
Beach Center on Families and Disability (KU)	<ul style="list-style-type: none"> <li>• Effective family-school-community partnerships</li> <li>• Research on involving families of students with disabilities</li> </ul>
What Works Clearing House (USDOE)	<ul style="list-style-type: none"> <li>• Evidence-based interventions for reading and math (group and individual)</li> </ul>
State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)	<ul style="list-style-type: none"> <li>• Research on implementation and scaling-up practices</li> </ul>

## Appendix A4 – Logic Model

Inputs / Resources	Activities	Outputs	Short / Intermediate Outcomes	Long Term Outcomes
<ul style="list-style-type: none"> <li>• SPDG Funding</li> <li>• Partnerships between RIDE the Paul V Sherlock Center, Rhode Island College, University of Rhode Island, Providence College, LEAs from low performing schools, Rhode Island Parent Network, Part C, DCYF, and Office of Rehabilitation Services</li> <li>• MTSS Curriculum</li> <li>• Data Management System</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit / Select staff</li> <li>• Develop Curriculum</li> <li>• Develop MTSS Coaching Curriculum</li> <li>• Develop Coaching Service Delivery Plan</li> <li>• Deliver PD to districts</li> <li>• Deliver PD to coaches</li> <li>• Administer Training Evaluation and Coaching Evaluation Forms</li> <li>• Review pre-service program curriculum</li> <li>• Administer consumer satisfaction survey to recipients of SPDG training</li> <li>• Administer measures to assess fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• 1 integrated MTSS curriculum will be developed</li> <li>• 4 PD sessions will be delivered to educational personnel annually</li> <li>• 4 PD sessions will be delivered to coaches annually</li> <li>• 60 schools will participate in MTSS trainings</li> <li>• 60 administrator will participate in MTSS trainings per year</li> <li>• 60 coaches will participate in MTSS trainings per year</li> <li>• 3 online training modules will be developed annually</li> </ul>	<ul style="list-style-type: none"> <li>• Project will develop high quality PD based on evidence-based components</li> <li>• Consumers of SPDG PD will report satisfaction with MTSS experiences.</li> <li>• SPDG participants will demonstrate increased knowledge and skills of MTSS practices</li> <li>• Coaches will demonstrate increased knowledge of MTSS competencies and coaching practices</li> <li>• SPDG participants will report high levels of organizational support for MTSS implementation.</li> <li>• Districts participating in SPDG PD will implement MTSS practices with fidelity</li> <li>• MTSS professional development training will be</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate improved academic outcomes in the areas of literacy and mathematics</li> <li>• Students will demonstrate improved behavioral and social emotional functioning</li> </ul>

	<ul style="list-style-type: none"><li>• Partner with RI schools, families and community agencies</li></ul>	<ul style="list-style-type: none"><li>• 50 pre-service syllabi will be reviewed</li></ul>	delivered as intended	
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## Appendix A5 – Schedule of Evaluation Activities

<b>Goal 1: Improve outcomes for individuals with or at-risk for disabilities.</b>					
<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Assess proficiency on statewide assessment	Annually in fall	RI Students	Knowledge Test	New England Common Assessment Program	Project Coordinators with RI IAC Office
Assess Student Growth Percentile (SGP)	Annually in spring	RI Students		Rhode Island Growth Model (SGP) <a href="http://rigm.ride.ri.gov/">http://rigm.ride.ri.gov/</a>	Project Coordinators in conjunction with RI IAC Office
Review Universal Screening / Progress Monitoring (CBM) data for reading	Screening in Fall, Winter, Spring; Progress Monitoring for advanced tiers on Weekly Basis	RI Students	Knowledge Test	DIBELS or AIMSweb (or other appropriate district level assessment) <a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a> <a href="http://www.dibels.net">www.dibels.net</a> <a href="http://aimsweb.com">http://aimsweb.com</a>	Project Coordinators in conjunction with Training Coordinators
Review Universal Screening / Progress Monitoring (ODRs) data for behavior	Enter Daily, Share Big 5 Reports with Staff Monthly	RI Students	Observation	Schoolwide Information System (SWIS) <a href="http://www.swis.org">www.swis.org</a>	Training Coordinators

**Goal 2: Deliver high quality evidenced-based professional development to support attainment of competencies.**

<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Assess Consumer Satisfaction of Training	After each PD Session	SPDG participants	Survey	Trainer Evaluation Survey	Training Coordinators
Assess Consumer Satisfaction of Coaching	Annually every Spring	SPDG participants	Survey	Coaching Evaluation Survey	Training Coordinators
Evaluate the Use of Evidence-Based Professional Development Strategies	Annually every Spring	Project Directors, State Management Team, Training Coordinators, Advisory Bd.	Product Review	SPDG Evidence-Based Professional Development Rubric	Project Directors Project Coordinators Management Team
Assess SPDG Participant Attainment of Knowledge (see fidelity measures for use of skill in practice settings)	Before / After every PD Session	SPDG Participants	Knowledge Test	Pre-Post Knowledge Assessment	Training Coordinators
Assess Coaches Attainment of Knowledge and Skill	Before / After every PD Session	SPDG Participants	Knowledge Test	Pre-Post Knowledge Assessment	Training Coordinators
	Annually every spring		Survey	Coaching Evaluation Survey	

**Goal 3: Improve the implementation of evidence-based practices over time**

<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Evaluate Adherence to Management Plan Timelines	Quarterly at Systems of Support Mtgs.	CoPIs, State Management Team, Project Coordinators	Product Review	Management Plan Checklist	Project Directors Project Coordinators Management Team
Assess Fidelity of School-based Implementation of MTSS Practices and Personnel Use of Skill	Annually in the fall Annually in the spring	School Team	Survey	PBIS Self-Assessment Survey (SAS)	Training Coordinators
		Principal, Staff, Leadership Team, students	Interviews, Product Review, Observation	School-Wide Evaluation Tool (SET)	Training Coordinators
		School Team	Survey	Benchmarks of Quality (BoQ)	Training Coordinators
		School Team	Self-Assessment	RtI Fidelity of Implementation Rubric Self-Assessment of Problem Solving Implementation (SAPSI)	Project Coordinators Project Coordinators
		School Team	Goal Attainment Scaling	Organizational Support GAS	Project Coordinators

Calculate the percentage of SPDG supported special education teachers who remain in the position after 2 years	2 years after initial participation in training	SPDG supported SPED teachers	Survey	Survey	Project Coordinators
<b>Goal 4: Improve the efficiency of professional development</b>					
<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Assess the percentage of all funds used for ongoing TA	Annually	PDs	Product Review	Budget	Project Directors
Determine the number of online training modules developed	Annually	SMT	Product Review	RIDE Website	Management Team
<b>Goal 5: Partner with IHE to increase the percentage of pre-service programs that incorporate MTSS content into their curricula.</b>					
<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Review pre-service program curricula to determine the extent to which MTSS content is present	Bi-annually Late Fall, Early Summer	IHE Faculty	Product Review	The Institutes of Higher Education Checklist	Project Coordinators
Calculate the number of hours of consultation and technical assistance provided.	Annually, spring	IHE Faculty	Self-Assessment	Formula	IHE Faculty Project Coordinators

**Goal 6: Provide professional development targeted to meet the specific needs of teachers identified through the use of an evaluation system that considers student growth**

<i>Evaluation Activities</i>	<i>Timeline</i>	<i>Data Collection</i>			
		<i>Source</i>	<i>Method</i>	<i>Measurement Tool</i>	<i>Person(s) Responsible</i>
Assess teachers' ability to link Student Learning Objectives (SLOs) to PD in instructional methodology and intervention	By end of Year 2 of training	SPDG participants	Product Review, Self - Assessment	RIDE Student Learning Objectives Timeline and Checklist	TCs

**Appendix A6 – Evaluation Performance Measures**

<b>Goal 1: Deliver high quality evidenced-based professional development to support the attainment of competencies.</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
1a. By the end of the second year of the grant, the percentage of students with disabilities (range = 26-39% depending upon grade) in participating schools will obtain a level of reading proficiency consistent with SPP targets (indicator 3) on the statewide assessment	Project			26-39% depending upon grade
1b. By the end of the third year of grant funding, 70% of students with or at risk for disabilities in participating schools will earn a Student Growth Percentile (SGP) above the population subgroup median.	Project			70%
1c. By the end of the 3rd year of grant funding, 70% of students in participating districts will perform in the low risk range (i.e., above the 40 <sup>th</sup> percentile) on CBM measures.	Project			70%
1d. By the end of year 3, schools receiving SPDG professional development will report a 10% decrease in ODRs as measured via SWIS.	Project			10%
<b>Goal 2: Deliver high quality evidenced-based professional development to support the attainment of competencies.</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
2a: By the end of the second year of funding the MTSS initiative, 50% of evidence-based professional development components will score 3 or above on the SPDG rubric	Program		8/16	50%

2b: At the end of the PD sessions, 70% of SPDG participants will report a score of 4 or higher on the Training Evaluation Form	Project			70%
2c: By the end of the second year of the grant, 80% of participants receiving SPDG professional development will demonstrate increases in knowledge based on pre-post mastery assessments.	Project			80%
2d: By the end of the second year of the grant, 80% of coaches receiving SPDG professional development will demonstrate increases in knowledge based on pre-post mastery assessments.	Project			80%
2e: By the end of the year 2, 70% of SPDG coaches will earn a mean domain score of 4 or above on the on the Coaching Evaluation Survey.	Project			70%
<b>Goal 3: Improve the implementation of evidence-based practices over time</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
3a: By the end of the 3 <sup>rd</sup> year of funding, 50% of districts participating in the MTSS initiative will score in the Operationalizing stage on at least three of the six components on the RtI Fidelity of Implementation Rubric	Program			50%
3b: By the end of the 2nd year of funding, 50% districts participating in the MTSS initiative will be observed implementing new knowledge and skills related to universal level PBIS practices as evidenced by a score of 80/80 on the <i>School Wide Evaluation Tool (SET)</i>	Project			50%
3c: By the end of the year 2, 50% districts participating in the MTSS initiative will score in the “In Place” stage on at least 26 of the Benchmarks of Quality.	Project			50%

3d: After 3 years of funding the MTSS initiative, 75% of participants receiving SPDG training will report a score of 1 or higher on the Organizational Support Goal Attainment Scale	Project			75%
3e. By the end of the 3 <sup>rd</sup> year of funding, 50% of districts participating in the MTSS initiative will score in the Achieved on the Self-Assessment of Problem-Solving Implementation (SAPSI)	Project			50%
<b>Goal 4: Improve the efficiency of ongoing professional development</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
4a. 60% of SPDG funds are used for activities designed to sustain the use of the MTSS intervention practices.	Program			60%
4b. After 2 years of funding, 6 online training modules related to MTSS intervention practices will be developed	Project	6		
<b>Goal 5: Partner with IHE to increase the percentage of pre-service programs that incorporate MTSS content into their curricula.</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
5a: By the end of year 3, a greater percentage of IHE undergraduate and graduate pre-service preparation programs will have MTSS content incorporated into their curricula (Institutions of Higher Education Checklist, IL).	Project			
<b>Goal 6: Provide professional development targeted to meet the specific needs of teachers identified through the use of an evaluation system that considers student growth</b>				
<i>Performance Measures</i>	<i>Measure Type</i>	<i>Quantitative Data Expected</i>		
		<i>Initial Targets</i>		
		<i>Raw Number</i>	<i>Ratio</i>	<i>%</i>
6a. By the end of year 2, 50% of teachers can link SLOs to professional development needs				