The New Hampshire Bureau of Special Education

Annual Performance Report

of the

State Personnel Development Grant

CFDA # 84.323 A Grant Award # H323A070028

April 30, 2010 (Revised June 6, 2010)

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The focus of New Hampshire's State Personnel Development Grant III is to increase and improve the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals and administrators in designing, delivering and evaluating scientifically-based practices in two areas: (1) response to intervention systems of positive behavioral interventions and supports and literacy instruction; and (2) intensive-level secondary transition supports for students with emotional/behavioral disorders. Project goals and objectives also include reforming and improving the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

This report summarizes major activities and accomplishments from April 2009 through March 2010. The report is organized around the original grant goals and objectives and includes: 1) a brief description of the initiative goals and objectives; 2) current status of the project activities; and 3) output and outcome evaluation data collected to date.

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NH RESPONDS Annual Performance Report 2010

The focus of New Hampshire's State Personnel Development Grant III is to increase and improve the knowledge and skills of general and special education teachers, early intervention personnel, related services personnel, paraprofessionals and administrators in designing, delivering and evaluating scientifically-based practices in two areas: (1) response to intervention systems of positive behavioral interventions and supports (PBIS) and literacy instruction; and (2) intensive-level secondary transition supports for students with emotional/behavioral disorders. Project goals and objectives also include reforming and improving the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

This report summarizes major activities and accomplishments from April 2009 through March 2010. The report is organized around the original grant goals and objectives and includes: 1) a brief description of the initiative goals and objectives; 2) current status of the project activities; and 3) output and outcome evaluation data collected to date. Data for this report were collected from an online Professional Development Activity Log, a participant survey conducted in March 2010, data collection instruments used in the provision of profession development, and other reports produced this past year. The full data matrix (see Appendix A) outlines the various types of data collected, the frequency of collection, the party responsible for collection, and how the data informs the project and program performance measures in the 524B report. The Evaluation Team is currently collecting all relevant data sets from the 2008-2009 and 2009-2010 academic years to analyze trends. These data will be shared with the Leadership Team to inform the professional development provided and will be reviewed with the RESPONDS Advisory Council at their upcoming June meeting.

Goal 1: Professional Development

To improve the knowledge and skills of NH special and general education teachers, related service personnel and school administrators from five Early Childhood Education (ECE) programs and 10 K-12 public schools in designing, implementing with fidelity, and sustaining scientifically-based response to intervention (RtI) systems of PBIS and literacy and tertiary Secondary Transition Supports (STS) for students with emotional and behavior disorders **(**EBD). Evaluation data discussing the degree to which the eight objectives necessary to achieve this goal were accomplished are discussed in the following pages.

Objective 1.1: To recruit at least one Supervisory Administrative Unit (SAU) in the five regions of NH that shows readiness and commitment to adopting or expanding RtI systems of PBIS and Literacy Instruction and tertiary STS for students with EBD.

Objective 1.2: To recruit at least 1 ECE program and 2 K-12 schools from each SAU.

Status of Demonstration Sites

Table 1 below depicts the five SAU demonstration sites and the respective schools and ECE programs that are participating in NH RESPONDS. As noted, there are currently 10 elementary schools engaged in the project, with a range of current practices in place (e.g., Behavior and/or Literacy, Tiers 1, 2 or 3). Also note that some schools came on board with NH RESPONDS having already initiated their PBIS or Literacy Instruction reform efforts prior to the project start up. There are currently four of the five ECE programs participating and two high schools.

Table 1: NH RESPONDS SAU Demonstration Sites Information as of April 2010

	Conway School District/SAU #9	Newport School Dist/SAU #43	Rochester School Dist/SAU #54	Somersworth School Dist/SAU #56	Timberlane School Dist/SAU #56
Region	North Country	Southwest	Southeast	Southeast	South Central
City	Conway, NH 03813	Newport NH 03773	Rochester NH 03867	Somersworth, NH 03878	Plaistow, NH 03865
School 1	**Pine Tree Elementary School**	**Towle Elementary School**	**Chamberlain Street School**	**Maplewood Elementary School**	**Sandown North Elementary School**
Grades	K 1-6	4-5	K 1-5	P K 1-4	1-4
Start year	2008-2009	2008-2009	2008-2009	2008-2009	2008-2009
Priority Area	Literacy	Behavior	Behavior	Literacy	Behavior
Implementation Level	Literacy Tier 1 & 2 Behavior Tier 1, 2, 3 (previous PBIS site) Blending some at Tier 2	Behavior Tier 1 & 2 with some initial blending with literacy data	Behavior Tier 1 & 2 Literacy Tier 1 & Tier 2 (started under Reading First K-3) continued to grades 4-5	Literacy Tier 1, 2 & 3 Behavior Tier 1, 2 & 3 (previous PBIS site) Blended at Tier 2 & Sch. Leadership Team	Behavior Tier 1, 2 & 3 (Previous PBIS site) and blending in Literacy 1& 2
School 2	**John Fuller Elementary School**	**Richards Elementary School**	**East Rochester School**	**Hilltop Elementary School**	**Atkinson Academy**
Grades	K 1-6	K 1-3	P K 1-5	1-4	1-5
Start Year	2009-2010	2009-2010	2009-2010	2009-2010	2009-2010
Priority Area	Literacy	Literacy	Literacy	Literacy	Literacy
Implementation Level	Literacy Tier 1 & 2	Literacy Tier 1	Literacy Tier 1 Behavior Tier 1 & Tier 2 (Previous PBIS support)	Literacy Tier 1, 2 & 3 Behavior Tier 1, 2, & 3 (Previous PBIS site)	Literacy Tier 1
Early Childhood Education Program	**Children Unlimited**	**Early Childhood Support Program**	**Reach Pre-School**	**Somersworth Early Education**	**Timberlane Learning Center**
Ages	3-5 years	3-5 years	3-5 years	3-5 years	3-5 years
Start Year	2008-2009	2009-2010	2009-2010	2008-2009	2009-2010
Priority Area	RTI - early Literacy and Behavior	RTI - early Literacy and Behavior	RTI - early Literacy and Behavior	RTI - early Literacy and Behavior	RTI - early Literacy and Behavior
Implementation Level	Tier 1 Literacy and Behavior	Tier 1 Behavior	Dropped out as of March 2010	Tier 1 Behavior and Literacy	Tier 1 Behavior
High School	**Kennett High School**	N/A	N/A	**Somersworth High Schl.**	N/A
Grades	9-12			9-12	
Start year	12/2008-2009			12/2008-2009	
Priority Area	PBIS/(RENEW tier 3)			Literacy/Behavior/(RENEW Tier 3)	
Implementation Level	Behavior Tier 1, 2 & partial tier 3 (previous APEX grant Site)			Behavior Tier 1, 2 & partial tier 3 (previous APEX site) Consensus for Tiers 1 & 2 - Literacy	

Objective 1.3: To develop and incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches and (c) program/school-based team members to be considered qualified to design, implement with fidelity, and sustain a 3-tiered system of PBIS, Literacy Instruction, and tertiary STS into all NH RESPONDS professional development efforts.

To address this objective, Leadership Team members developed Administrator and Coach Competencies for Universal Level Tier 1 literacy, behavior, early childhood literacy and behavior, and secondary transition. The competencies were developed from a review and analysis of the relevant literature in each field and validated by NH and national content experts in the winter of 2009-10, using a rating rubric (See Appendix B for behavior competencies and Appendix C for literacy competencies)**.**

At the school and district level the competencies can be used as a framework for thinking about the roles and responsibilities, as well as the knowledge and skills, necessary to ensure an evidence-based RTI process. School and district administrators may use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. In addition, the competences may be helpful in determining skill sets of potential new hires of teachers or other professional staff. At the IHE level, the competencies can to be used as a framework to assess programs of study in teacher education, administrator and related fields. These assessments can lead to the identification of gaps in programs and action plans to address those gaps. At the state Department of Education level, the competencies can be shared with the appropriate credentialing department with the intent of infusing them into state standards. Tier 2 and 3 competencies will be developed during the next reporting period. ECE competencies are currently under review at the time of this report.

Objective 1.4: To build SAU capacity by increasing the knowledge and skills of five SAU Leadership Teams in designing, implementing with fidelity, assessing, and sustaining RtI systems of behavior support and literacy instruction.

Objective 1.5:To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.

Next, we provide a summary of each participating elementary school in NH RESPONDS. This is followed by a review of the types and frequency of professional development provided and an analysis of participant feedback on satisfaction with and impact of NH RESPONDS professional development.

NH RESPONDS Elementary School Demo Sites

Pine Tree, SAU 9: This K-6 school initiated NH RESPONDS during the 2008-09 year focusing on literacy instruction. The school was a previous PBIS site so all three tiers are in place. They are currently developing their Literacy Tier 2 model, with some blending of PBIS and literacy instruction.

John Fuller, SAU 09: John Fuller entered NH RESPONDS this year and is currently implementing Tiers 1 & 2 in the area of literacy instruction.

Towle, SAU 43: NH RESPONDS is working at the 4th and 5th grade level at Towle Elementary School. They initiated their work in the 2008-09 school year and are implementing PBIS Tiers 1 & 2, with some blending in the area of literacy instruction.

Richards, SAU 43: This K-3 school entered NH RESPONDS this year and is focusing on implementation of Tier 1 literacy instruction.

Chamberlin Street, SAU 54: This K – 5 school's priority area is behavior. They are currently implementing PBIS Tiers 1 & 2 and Tier 1 literacy instruction, with some Tier 2 implementation. Grades K-3 were in the Reading First program prior to starting their work with NH RESPONDS.

East Rochester, SAU 54: East Rochester (Pre-K – 5) joined NH RESPONDS this year and are currently implementing Tier 1 literacy instruction. They received some prior support in the area of PBIS and have Tier 1 in place and are beginning their work on Tier 2.

Maplewood, SAU 56: This Pre-K – 4 school was a previous PBIS site so all three tiers for behavior are in place. In 2008-09, they joined NH RESONDS to focus on literacy and now are implementing all three tiers in the area of literacy instruction. There is blending of the two focus areas at the Tier 2 level and with the school Leadership Team.

Hilltop, SAU 56: Hilltop (grades 1 – 4) entered NH RESPONDS this year having been a previous PBIS site. All three tiers for both PBIS and literacy instruction are being implemented with the goal to begin blending of the areas.

Sandown Northern, SAU 56: The primary focus area for Sandown has been PBIS since the 2008-09 year. The school was a previous PBIS site and now has all three PBIS tiers in place. They are now working to implement literacy instruction at the Tier 1 and 2 levels. This is a grade 1-4 setting.

Atkinson Academy, SAU 56: This K-5 school initiated their NH RESPONDS work this year with an emphasis on literacy instruction. They are currently implementing at the Tier 1 level.

Professional Development Activities: Outputs and Outcomes

To track the professional development provided to the demonstration sites, professional development providers made entries into the NH RESPONDS Professional Development Activity Log to document the type of professional development provided and to identify participants in the activity. These data are presented in Table 2. 324 individual activities were entered into the Professional Development Activity Log. One activity could be coded for 2 or more content areas. For example, one entry could be PBS-Intensive and Workgroups. Each activity appears to have an evidence base supporting the intervention. 263, or 81%, of the activities were considered sustained activities. A further breakdown of the type of Workgroups is provided in Table 3.

Table 2: Content of Professional Development Provided

Professional Development Content	# of PD Activities 2008-09	# of PD Activities 2009-10
Workgroups	55	141
Building Capacity-SAU/School	61	93
PBS Universal	21	76
PBS-Targeted	14	47
Literacy-Universal	32	36
PBS-Intensive	2	19
Family Engagement	0	10
Literacy-Targeted	0	4
Building Capacity-Parent/Family	0	1
Secondary Transition	7	53
Institute for Higher Education (IHE)	6	0
RTI overview and integration with existing team work plan	2	0
Literacy-Intensive	1	0
Total	201	**480**

Note: Totals are a duplicated count. For some activities, two different types of content were provided

Table 3: NH RESPONDS Workgroup Content

Workgroup	Frequency 2008-09	Frequency 2009-10
Demonstration Sites	12	53
Training & TA	13	43
Secondary Transition Services	16	29
Evaluation	6	8
Competencies, Standards, & Certification	5	2
Early Childhood Education	3	6
Total	**55**	**141**

Frequency of Professional Development at SAUs and Schools

Tables 4 and 5 present the data collected on the frequency of professional development events at the SAU level and at participating elementary schools.

Table 4: Frequency of Professional Development at SAUs

Supervisory Administering Units	# of PD Activities 2008-09	# of PD Activities 2009-10
SAU#56 - Somersworth	15	22
SAU#9 - Conway	10	22
SAU#43 - Newport	5	11
SAU#11 - Timberlane	8	7
SAU#54 - Rochester	7	6
Total	**45**	**68**

Table 5: Frequency of Professional Development at Participating Elementary Schools

Schools	# of PD Activities 2008-09	# of PD Activities 2009-10	Schools	# of PD Activities 2008-09	# of PD Activities 2009-10
Maplewood Elem.	22	23	Hilltop Elem.	0	10
Chamberlain Street Elem.	2	21	Sandown North Elem.	11	9
Towle Elem.	12	15	East Rochester Elem.	0	6
Pine Tree Elem.	12	10	Atkinson Academy Elem.	0	3
John Fuller Elem.	0	10	Richards Elem.	0	7

Participating Personnel Survey Data

In addition to tracking the professional development delivered, the evaluators disseminated a “participating personnel survey” in March 2010 to determine the extent to which the recipients increased their knowledge and skills in the targeted training areas. These data are presented

below in Tables 6 – 10**.** Data are presented from school- and SAU-level personnel and those who sit on both SAU- and school-level teams. The results for the current year should be considered along with the information in Table 1 (Demonstration Sites Information) as some schools are in the early stages of exploration and implementation and therefore participants could not report significant increases in knowledge and skill development at this point in time.

Table 6 illustrates the extent to which participants increased their knowledge and skill acquisition in the RTI content areas of behavior and literacy instruction. SAU personnel rated the impact of each aspect of the professional development higher than school personnel. The greatest impact on SAU personnel was related to improved knowledge about leadership strategies. The greatest school-level impact was on working with data and general knowledge of RTI for literacy instruction. Both SAU and school personnel rated the impact on their knowledge of integrating literacy instruction and PBIS as one of the lowest impacts of the professional development provided. SAU personnel rated each item higher in 2010 than in 2009. School personnel rated all items, except those related to RTI for literacy, lower in 2010 than in 2009.

Table 6: Impact on Participants' Knowledge

What impact did the NH RESPONDS professional development have on:	2009		2010	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=16)	School Mean (N=59)
Increasing your knowledge about leadership for consensus building related to RTI provision in your schools?	3.71		4.31	
Increasing your knowledge about leadership for infrastructure building related to RTI provision in your schools?	3.65		4.25	
Increasing your knowledge about leadership for implementation related to RTI provision in your schools?	3.82		4.25	
Increasing your knowledge of student and SAU/school-level data?	3.53	3.80	3.94	3.63
Increasing your general knowledge of PBS?	3.91	3.59	4.00	2.95
Increasing your knowledge of Universal strategies of PBS?	3.55	3.72	3.93	3.05
Increasing your knowledge of Targeted strategies of PBS?	3.45	3.52	4.00	2.95
Increasing your knowledge of Intensive strategies of PBS?	3.27	3.13	3.79	2.85
Increasing your general knowledge of RTI for Literacy and literacy instruction?	3.86	3.62	3.88	3.81
Increasing your knowledge of Universal strategies of School-Wide Literacy Support?	3.86	3.35	3.81	3.57
Increasing your knowledge of Targeted strategies of School-Wide Literacy Support?	3.38	2.91	3.69	3.33
Increasing your knowledge of Intensive strategies of School-Wide Literacy Support?	3.42	2.95	3.50	2.95
Increasing your knowledge of how to integrate literacy instruction and PBS?	3.33	3.12	3.75	2.72

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Following the Blueprint Action Planning framework (adapted from NASDSE's Blueprint), respondents reported the extent to which the professional development they received impacted their consensus building (Table 7), the infrastructure (Table 8), and implementation of the NH RESPONDS model (Table 9). As shown in Table 7, SAU personnel perceived a larger impact on consensus building than school personnel. SAU personnel rated each item higher in 2010 than they did in 2009, whereas school personnel rated each item lower in 2010 than in 2009, with the exception of developing school-level plans. All reported impacts were in the medium – large range.

Table 7: Impact on Consensus Building

What impact did the NH RESPONDS professional development have on:	2009		2010	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=18)	School Mean (N=64)
Identifying, adopting, and using tools and strategies for building SAU/school -level consensus for RTI?	3.81	3.89	3.94	3.83
Identifying, adopting, and using tools and strategies for managing complex change?	3.69	3.69	3.82	3.61
Developing school-level action plans that helped you develop consensus building for PBIS in your SAU/school?	3.71	4.00	4.20	3.45
Developing school-level action plans that helped you develop consensus building for RTI for Literacy in your SAU/school?	3.53	3.41	3.82	3.54

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

As observed previously, in 2010 SAU personnel rated a larger impact on infrastructure than school personnel (with the exception of working with data) (see Table 8). SAU personnel rated seven of the 11 infrastructure items higher in 2010 than in 2009. In three of the four areas where SAU personnel reported a lesser impact in 2010 than in 2009, school personnel rated a greater impact for the same time period. Both school and SAU personnel reported a lesser impact on increasing the infrastructure to foster collaboration among general and special education. The largest increases for SAU personnel included developing a leadership team, working with data, developing the infrastructure for PBIS work, and developing the infrastructure for integrating a model of PBIS and literacy instruction. The greatest gains for school personnel were related to universal and targeted strategies for school-wide literacy support.

Table 8: Impact on Infrastructure

What impact did the NH RESPONDS professional development have on:	2009		2010	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)
Forming and training a leadership team to lead the RTI initiative?	3.82	4.00	4.16	3.81
The leadership you provided your SAU/school around RtI during the last year?	3.81	3.67	3.76	3.68
Increasing your infrastructure to work with data?	3.19	3.78	3.44	3.62
Increasing the infrastructure to foster collaboration among general & special education personnel at your SAU/school?	3.71	3.59	3.53	3.20
Developing SAU/school infrastructure for the implementation of Universal strategies of PBS?	3.64	4.17	3.87	3.09
Developing SAU/school infrastructure for the implementation of Targeted strategies of PBS?	3.27	3.86	3.80	3.07
Developing SAU/school infrastructure for the implementation of Intensive strategies of PBS?	3.00	3.45	3.53	2.86
Developing SAU/school infrastructure for the implementation of Universal strategies of School-Wide Literacy Support?	3.73	3.33	3.67	3.61
Developing SAU/school infrastructure for the implementation of Targeted strategies of School-Wide Literacy Support?	3.46	3.00	3.44	3.28
Developing SAU/school infrastructure for the implementation of Intensive strategies of School-Wide Literacy Support?	3.38	2.91	3.41	2.94
Developing infrastructure for an integrated model of literacy instruction and positive behavior supports in your SAU/school?	3.33	3.21	3.81	2.79

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

As shown in Table 9, in 2010 SAU personnel rated each item higher than school personnel, with the exception of working with data and implementing action plans. SAU personnel rated all but three items (providing leadership on RTI, implementing action plans, and increasing collaboration among general and special educators) higher in 2010 than in 2009. The largest increases in 2010 for SAU personnel were related to implementing targeted and intensive strategies for both PBIS and School-Wide Literacy Support. School personnel reported lesser impacts in 2010 than in 2009 with the exception of implementing universal and target School-Wide Literacy Support strategies.

Table 9: Impact on Implementation

What impact did the NH RESPONDS professional development have on:	2009		2010	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)
The leadership you provided your SAU/ school around RtI during the last year?	3.79	3.72	3.53	3.48
Increasing your skills to work with data?	3.00	3.36	3.06	3.28
Implementing your SAU/ school-level action plan?	3.81	3.93	3.61	3.66
Increasing the collaboration among general & special education personnel at your school?	3.63	3.55	3.28	3.05
Supporting the implementation of Universal strategies of PBIS?	3.67	4.04	3.73	3.12
Supporting the implementation of Targeted strategies of PBIS?	3.00	3.73	3.86	2.95
Supporting the implementation of Intensive strategies of PBIS?	2.91	3.32	3.71	2.83
Supporting the implementation of Universal strategies of School-Wide Literacy Support?	3.80	3.36	3.83	3.60
Supporting the implementation of Targeted strategies of School-Wide Literacy Support?	3.25	2.96	3.69	3.14
Supporting the implementation of Intensive strategies of School-Wide Literacy Support?	3.00	2.91	3.56	2.88
Implementing an integrated model of literacy instruction and positive behavior supports in your school?	3.25	3.27	3.67	2.79

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

In Table 10, participants rated their perceptions of the overall impact of the model on behavior and literacy in their schools. SAU participants rated the impact on student outcomes higher in 2010 for behavioral outcomes, but 2009 ratings were higher for literacy outcomes. School personnel rated each outcome higher in 2009, except for literacy outcomes for all students. Again, with the exception of literacy outcomes for all students, SAU personnel rated each outcome higher than school personnel in 2010.

Table 10: Overall Impact on Behavior and Literacy

What impact did the NH RESPONDS professional development have on:	2009		2010	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)
Improving behavior for all students in your SAU/school?	3.10	3.65	3.50	2.96
Improving behavior for students with disabilities in your SAU/ school?	3.10	3.32	3.50	2.58
Improving literacy outcomes for all students in your SAU/school?	3.54	3.17	3.12	3.30
Improving literacy outcomes for students with disabilities in your SAU/school?	3.42	3.13	3.12	2.98

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Literacy Instruction Formative Data

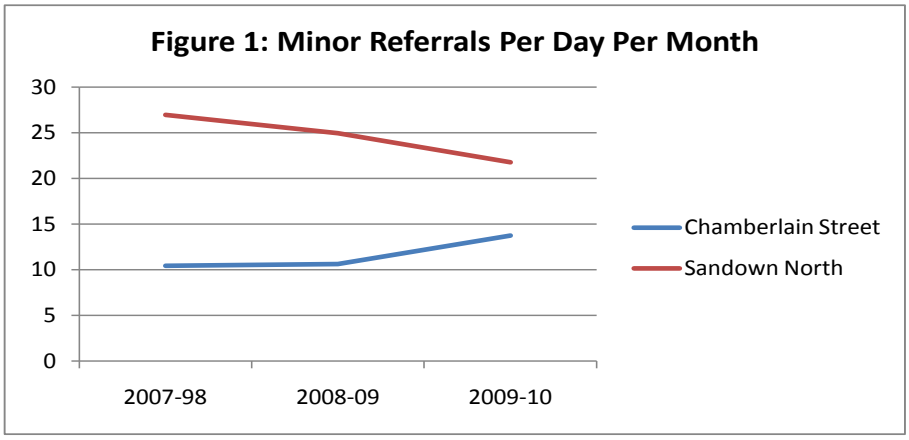
The Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R) and the Literacy Universal Team Checklist (LUnTCH) was administered to elementary schools between April 2009 and March 2010. The PET-R is used as a check on fidelity of implementation of accepted practices in elementary reading programs (Tier 1), completed by all staff. The LUnTCH is a process and status measure, completed by the team overseeing Tier 1 literacy implementation. The goal is for 80% of participating elementary schools to achieve 70% on the PET-R. Two of seven (28.6%) elementary schools have met the 70% criteria (See Table 11). A second administration will occur in between May 2010 and March 2011.

Table 11: PET-R & Literacy Universal Team Checklist Results

School	2009 PET-R %	% of Literacy Universal Team Checklist in Place
John Fuller	72.3%	21%
Pine Tree	52.0%	-
Richards	46.4%	7%
East Rochester	80.0%	45%
Hilltop	64.3%	34%
Towle	65.7%	-
Maple Wood	56.2%	40%
Atkinson	-	21%
Average	**62.4%**	**28%**

Positive Behavior Supports Formative and Outcome Data

Below we provide graphical depictions of the number of Office Discipline Referrals for minor infractions (Figure 1) and for major infractions (Figure 2). We also provide a longitudinal analysis of in-school suspensions (Table 12) and out-of-school suspensions (Table 13).



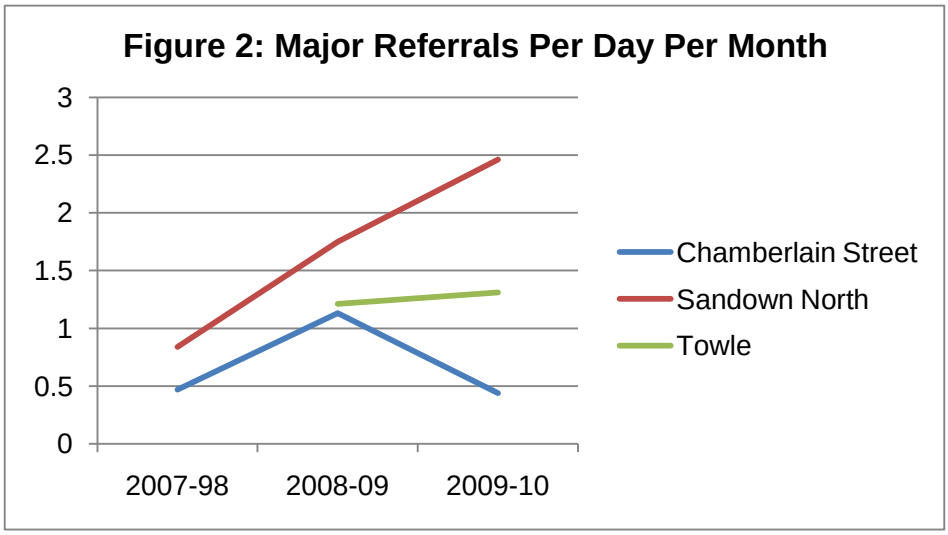


Table 12: In-School Suspension Data

Schools	2007-08		2008-09		2009-10	
	Events/100 Students	Days/100 Students	Events/100 Students	Days/100 Students	Events/100 Students	Days/100 Students
Sandown North	0	0	0.33	0.16	0	0
Chamberlain Street	1.88	1.21	3.64	1.33	5.74	3.79
Towle	-	-	10.9	2.88	8.81	6.29

Table 13: Out-Of-School Suspension Data

Schools	2007-08		2008-09		2009-10	
	Events/100 Students	Days/100 Students	Events/100 Students	Days/100 Students	Events/100 Students	Days/100 Students
Sandown North	0	0	0	0	0	0
Chamberlain Street	8.31	9.92	8.74	12.5	12.79	14.75
Towle	-	-	8.33	3.53	2.52	2.2

Objective 1.6: To build ECE program capacity by increasing the knowledge and competency of EC and education professionals in early literacy and PBIS by providing individualized TA and support to 5 child care programs/Head Start/Early Head Start programs.

Below, we provide a summary of each participating early childhood setting in NH RESPONDS. This is followed by a review of the types and frequency of professional development provided and an analysis of participant feedback on satisfaction with and impact of NH RESPONDS professional development.

Early Childhood Education (ECE) Programs

Conway and Somersworth SAUs began incorporating their ECE selected program(s) into their demonstration site work in 2008-09. The three other SAU demonstration sites began their work in September of 2009. A tabular survey of the ECEs can be found in Table 1.

Conway SAU (Children Unlimited): A new SAU Preschool Coordinator was hired last year. She is an active member of the ECE Leadership team. The Director of Children Unlimited attends some of the SAU Leadership team meetings, and is an active member of the ECE Leadership team. The ECE Leadership Team met monthly this year with a focus on developing universal literacy and PW-PBIS practices in the two preschool classrooms at Children Unlimited. In addition, select team members also participate in monthly literacy, screening and/or PW-PBIS sub-group meetings. The team has begun work on blending literacy and PW-PBIS support at both the universal and targeted tier levels. They have been working on developing universal literacy and PW-PBIS at Children Unlimited. Program-wide PBIS features that have been developed include positive supports such as establishing classroom/ program behavior expectations, developing a behavioral matrix, and creating teaching tools. The program emphasizes concepts using a “train” theme. The team has also developed a response system to address challenging behaviors, including data collection procedures to document challenging behaviors, routines, teacher responses and administrative responses, complete with definitions. The team is currently considering options for a systematic acknowledgement system. Additionally, the Conway SAU has instituted screening for literacy and behavior and has developed a system, flowchart model, and yearly planning calendar for determining and providing tiered supports, as well as a progress monitoring schedule.

Somersworth SAU (Somersworth ECE): The SAU 56 ECE Leadership Team has evolved into a group of teachers and paraprofessionals working within the district preschool program, as well as kindergarten teachers from the elementary school, and the disability coordinator from a local Head Start program. The ECE leadership team has met monthly this year with a focus on developing universal literacy and PW-PBIS practices at the district preschool program. Program-wide PBIS features that have been developed include positive, preventive supports such as establishing classroom/program behavior expectations and the development of a behavioral matrix. They have also instituted screening for literacy and behavior and have developed a system, flowchart model and yearly planning calendar for determining and providing tiered supports, as well as a progress monitoring schedule. The Somersworth/

Rochester preschool community was provided with the opportunity to attend a three-part RtI workshop series, for both literacy and behavior, during the Winter/Spring of 2010. The Somersworth/Rochester professional development training series included 20 registrants.

Newport SAU (Early Childhood Support Program): The SAU 43 ECE Leadership team consists of a dynamic group of individuals inclusive of the district community preschool special educator, district specialists, and a district kindergarten teacher, as well as teachers and administrators from three area preschool programs. The district Early Childhood Support Program Coordinator is an active member of the leadership team and participates in most of the team meetings. The ECE leadership team has met monthly this year with a primary focus on developing universal PW-PBIS supports within *each* participating preschool program. Program-wide PBIS features that have been developed include positive, preventive supports such as establishing classroom/program behavior expectations, developing a behavioral matrix, and creating teaching tools. The team is currently considering options for the development of a programmatic acknowledgement system. Additionally, the team has chosen to incorporate professional development opportunities into monthly team meetings. The team is currently in the beginning stages of response system development, and has received initial training information and facilitation to begin addressing this component.

Timberlane SAU (Timberlane Learning Center): The TLC Leadership team has met over the course of this school year both with support from NH RESPONDS staff and independently. Their work has focused on developing universal PBIS for their four classrooms. They have completed all the preliminary design work of creating the positive and response features and are working on the introduction of the plan to students and families after the spring vacation. The theme of the program is “I Can Do It” using a train for emphasis. The expectations are *Safety, Respect and Strive*. The behavior matrix by routine has been completed. They have also determined which challenging behaviors to focus on, which responses to use and the data collection tools.

Rochester SAU (REACH Preschool): The Leadership team consisted of all four classroom teachers and SLP’s, the administrator and outreach teacher. Although the ECE leadership team began participation in the fall of 2009, they expressed continued concern that they truly did not have a choice to participate in NH RESPONDS. They voiced major reservations, including professional development requirements that were not being fulfilled for SLPs and adding additional work and time commitments for staff that were not consistent with the REACH program’s priorities. In March 2010, on-going buy-in and commitment issues were brought to the attention of the NH-RESPONDS Leadership Team. It was decided that the REACH staff would be given the opportunity to vote for either continued participation in the project or discontinuation. The REACH staff vote resulted in discontinuation from the NH RESPONDS project. It is clear from the resistance, conflicts, and issues presented from this site that future projects similar to NH RESPONDS will need to better consider how to achieve commitment and buy-in for ECE program participation.

All of the teams completed the Preschool Leadership Team Checklist in the fall of 2009 with an additional submission planned for this spring, 2010. This document was developed through the

collaborative work of the ECE Work Group. All of the teams have also completed three submissions (Fall/Winter/Spring) of the Collaborative Team Process Checklist. Each NH RESPONDS preschool has undergone an outside evaluation of universal PW-PBIS using the *Preschool-wide Evaluation Tool (Pre-SET)* in the Fall of 2009, and have completed an internal self-evaluation of positive behavior support for all three tiers using the *Preschool Effective Behavior Support Self-Assessment Survey (PEBS).* Universal features of literacy support were measured using the *Classroom Assessment Scoring System (CLASS)*. Additionally, both Conway and Somersworth have screening data available using the *Behavioral and Emotional Screening System (BASC-2 BESS)* as a social-emotional screening tool, and the *Individual Growth and Development Indicators (IGDIs)* as a literacy screening tool.

Frequency of Professional Development at Early Childhood Settings

Tables 14 present the data collected on the frequency of professional development in early childhood settings and at the participating schools

Table 14: Frequency of Professional Development at Participating ECE Settings

Early Childhood Programs	# of PD Activities 2008-09	# of PD Activities 2009-10
ECE-Conway	2	11
ECE-Timberlane	0	8
ECE-Somersworth	5	7
ECE-Newport	0	7
ECE-Rochester	0	6
Total	**7**	**39**

Early Childhood Education Participating Personnel Survey Results

Personnel receiving professional development in the Early Childhood Education component of NH RESPONDS were asked to rate the impact NH RESPONDS has had on their consensus building, infrastructure development, implementation of early literacy and PBIS, and outcomes of children they work with. Table 15 provides the results of consensus building questions. The highest rated items were identifying, adopting, and using tools and strategies for building consensus; increasing knowledge on how to integrate literacy instruction and PBIS; and increasing knowledge about child and program/center-level data. The lowest rated items included increasing knowledge of early literacy and developing action plans to facilitate consensus building in their program/center. On average, NH RESPONDS was perceived to have a medium impact on all items in this section of the survey.

Table 15: Impact on ECE Consensus Building

What impact did the professional development (e.g., action planning, technical assistance, coaching) provided by NH RESPONDS have on:	2009-10 Average (N=13-17)
Increasing your knowledge of child and program/center-level data?	3.13
Increasing your knowledge of how to integrate literacy instruction and Positive Behavior Supports?	3.14
Increasing your knowledgeable of early literacy?	2.86
Increasing your knowledgeable of Positive Behavior Supports?	3.00
Identifying, adopting, and using tools and strategies for building program/center-level consensus for RTI?	3.27
Identifying, adopting, and using tools and strategies for managing complex change?	3.08
Developing program/center-level action plans that helped you develop consensus building for Positive Behavior Supports in your program/center?	3.27
Developing program/center-level action plans that helped you develop consensus building for RTI for early literacy in your program/center?	2.93

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Table 16 provides responses about the impact that NH RESPONDS professional development had on developing an infrastructure to support the implementation of early literacy and PBIS strategies. Again, the results suggest that NH RESPONDS has had a medium impact on the infrastructure of the participating early childhood settings. The highest rated items were forming and training an RTI leadership team and the actual provision of leadership around RTI. The lowest rated items included developing the infrastructure necessary to support an integrated model of literacy instruction and PBIS, increasing the infrastructure to work with data, and increasing the infrastructure to foster collaboration among general and special education personnel.

Table 16: Impact on ECE Infrastructure

What impact did the professional development (e.g., action planning, technical assistance, coaching) provided by NH RESPONDS have on:	2009-10 Average (N=12-15
Forming and training a leadership team to lead the RTI initiative?	3.31
The leadership you provided your program/center around RTI during the last year?	3.29
Increasing your program/center's infrastructure to work with data?	2.86
Increasing your program/center's infrastructure to foster collaboration among general & special education personnel?	2.86
Developing infrastructure for the implementation of Positive Behavior Supports?	3.00
Developing infrastructure for the implementation of early literacy efforts?	3.00
Developing infrastructure for an integrated model of literacy instruction and positive behavior supports in your center/program?	2.80

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Similar medium impacts of NH RESPONDS professional development on the implementation of PBIS and early literacy are displayed in Table 17.The provision of leadership, implementing the center/program action plan, and supporting the implementation of early literacy strategies were impacted most. Increasing skills to work with data and increasing the collaboration among general and special educators were perceived to have been impacted the least by NH RESPONDS professional development.

Table 17: Impact on ECE Implementation

What impact did the professional development (e.g., action planning, technical assistance, coaching) provided by NH RESPONDS have on:	2009-10 Average (N=12-14)
The leadership you provided your center/program around RtI during the last year?	3.23
Increasing your skills to work with data?	2.93
Implementing your center/program action plan?	3.31
Increasing the collaboration among general & special education personnel at your center/program?	2.92
Supporting the implementation of Positive Behavior Supports?	3.07
Supporting the implementation of early literacy strategies?	3.17
Implementing an integrated model of early literacy instruction and positive behavior supports in your school?	3.00

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Finally, personnel working in early childhood settings who received professional development from NH RESPONDS rated the impact of the professional development they received on child-level outcomes. The largest impacts were for literacy outcomes for the general population and children with disabilities (See Table 18).

Table 18: Overall Impact on EC Behavior and Literacy

What impact did the professional development(e.g., action planning, technical assistance, coaching) provided by NH RESPONDS have on:	2009-10 Average (N=9-11)
Improving behavior for all children in your center/program?	3.00
Improving behavior for children with disabilities in your center/program?	3.00
Improving literacy outcomes for all children in your center/program?	3.67
Improving literacy outcomes for children with disabilities in your center/program?	3.56

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Early Childhood Positive Behavior Supports Formative Data

The Pre-School-Wide Evaluation Tool (PreSET) was administered to all participating early childhood settings in Spring 2009. The purpose of the PreSET is to assess the degree of universal implementation of early childhood PBIS. The goal is for 80% of participating early

childhood settings to achieve 80% on the PreSET. The average score across the four early childhood settings was 50.7% (See Table 19). A second administration will occur in May 2010.

The Classroom Assessment Scoring System (CLASS) was administered to all participating early childhood settings in fall 2009. The purpose of the CLASS is to assess the degree of universal implementation of early literacy practices. The goal is for 80% of settings achieve at least a 50%.

Table 19: PreSET and CLASS Results

School	2009 PRESET Scores	2009 CLASS Scores
ECE-Conway	55.8%	48.0%
ECE-Timberlane	51.5%	46.3%
ECE-Somersworth	26.8%	49.0%
ECE-Newport	68.5%	45.0%
Average	**50.7%**	**47.1%**

Objective 1.7: To build statewide capacity by increasing the knowledge and skills of 400 K-12 special and general education teachers, related service personnel and school administrators and 40 family members

To address this objective a two-day training series was offered to any NH public or charter school ready to being work on Tier 2 RtI for behavior support or literacy. Participants selected to attend either the behavior or literacy strand for both days of the training series (March 24, 2010 and May 3, 2010). Registration for the two days was limited to 125 people. The evaluation report for the March 24, 2010 event is in Appendix D. Both quantitative and qualitative data are being utilized to inform the May 3, 2010 training and future statewide training efforts.

Objective 1.8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional and behavioral challenges by increasing the capacity of school personnel and community-based providers in the use of RENEW strategies and supports.

Last, we provide a summary of secondary transition professional development, a summary of progress at the two participating high schools, the frequency of professional development provided and an analysis of participant feedback on satisfaction with and impact of NH RESPONDS professional development.

Secondary Transition Supports Professional Development

NH RESPONDS Leadership Team members are active in the IDEA Partnership-supported NH Transition Community of Practice (CoP). The NH Transition CoP Coordinating Group is currently comprised of approximately 30 individuals from across state, local and community levels throughout New Hampshire who represent a wide array of experience and expertise. The Coordinating Group meets monthly to share resources, problem solve barriers and issues, and works together to improve transition services and supports for NH's youth using the community of practice strategy. The CoP Coordinating Group activities have included: hosting an annual Transition Summit, developing and supporting local and regional communities of practice throughout the state, sharing resources/ information toward the development of best practices, events, trainings, job fairs, toolkits, and posting materials, resources and discussions on http://www.sharedwork.org/.

NH RESPONDS leaders have facilitated the development of a NH Transition CoP focused on professional development, "Secondary Transition CoP Professional Development group." This group identifies secondary transition PD needs and, through collaborative efforts, works to provide training in identified areas. Members of the PD CoP assisted with the identification of secondary transition topics and presenters for the NH RESPONDS annual 4-Part Transition Series trainings and also assisted in the development and implementation of Indicator 13 capacity building trainings, in collaboration with the NH Department of Education. Evaluation data for these sessions, as well as additional PD provided beyond the RESPONDS sites, is noted below.

Dr. Ed O'Leary, national transition expert, presented on Results Oriented Transition Planning during the first training held in August 2009, to approximately 75 participants from the NH Department of Education, key stakeholders in the NH Transition CoP, and school district administrators and educators. The second training, with approximately 33 key stakeholders, focused on developing trainers in secondary transition planning and conducting the District Self-Assessment for Indicator 13. As a follow up to these events, the PD CoP offered a webinar on developing Measurable Post Secondary Goals. The Secondary Transition PD group intends to develop and offer additional webinars this coming year on specific Indicator 13 transition planning components. The plan is to record the sessions and make them available on the sharedwork.org site under the NH Transition CoP.

The group is also collaborating with Keene State College (one of the NH RESPONDS IHE partners), the Strafford Learning Center and the Institute on Disability (IOD) at UNH to develop a training series/course in best practices in School-to-Career Transition services (to address grant Goal 2 Objective 2.3). Also to address grant objectives, the Institute on Disability included transition best practice tools and practices in its "Introduction to Exceptionality" course for Spring 2010, and the PD Practice Group will co-sponsor another 4-part transition series in 2010-11. Keene State College worked with Ed O'Leary at the August 2009 training to video tape Ed conducting a Q & A on secondary transition that will be produced into video snippets and used in the training series and made available as a resource on the IOD website.

Finally, the Institute on Disability staff members provided two, three-part training sessions on the RENEW secondary transition model during this grant year. Fifteen teachers, paraeducators, and mental health providers in the northern part of the state (Berlin, NH) were trained in November and December 2009, and there were 2 technical assistance follow up visits in the Spring of 2010. In the seacoast, 18 special education teachers, guidance counselors and paraeducators from Somersworth High School were trained in March - April 2010 to use personal futures planning and work-based learning experiences in order to continue to build the high school's Tier 3 support system.

Evaluation data were collected for the two Results-Oriented sessions, the APEX Summer Institute and the RENEW training described above. The PD was rated on quality, relevance and usefulness. Ratings for all areas were high, yielding means of 4.5 and above on a 5-point scale or 5.0 and above on a 6-point rating scales (rating scales varied based on the hosting agency).

High School Demonstration Sites

Somersworth SAU: The principal of Somersworth High School has been very active in the SAU Leadership Team and started a high school Leadership Team in the summer of 2009 to begin to develop consensus and explore the implementation of RtI for literacy. The Somersworth High School Leadership Team participated in an all day retreat on August 17, 2009, where they received a presentation on RtI, the District's RtI development, and expressed their levels of agreement with the district's "Big Ideas." The Somersworth High School Leadership Team continued to meet monthly during the school year, developing a mission statement and looking again at the district's Big Ideas. The Somersworth High School Leadership Team has also looked at the school and subgroup data from Northwest Evaluation Association (NWEA) MAPs and NECAP scores (the high school met AYP in Reading in 2010). The RESPONDS Team is researching and planning to bring in a national expert in RtI at the high school level for the high school team.

The Somersworth High School Tier 2 Behavior Support team continued to grow and refine its processes, following over 50 students this year with generally positive results using interventions such as check and connect. The team has begun to address the needs of struggling learners who do not have behavior issues, and plans to "blend" in 2010-11. As a continuation of the APEX II project, Somersworth High School staff members have provided intensive level (tier 3) RENEW services to 8 youth in 2009-10. Additionally, the project staff trained 18 special education staff members, including paraeducators, to be RENEW mentors and to support students in individualized work-based learning opportunities and other secondary transition activities. As a result, in part, of many of these efforts to provide Tier 3 services, the dropout rate of Somersworth High School students is expected to be under 2% in 2009-10.

Conway SAU: The SAU Team in Conway included Kennett High School in all of its district-wide plans, however, the Kennett High School Tier 1 behavior support team has had difficulty involving teachers due to contract actions during the 2009-10 school year. The Tier 1 team did

develop universal behavioral expectations, a refined office discipline referral form, and a referral flow chart for the teachers. The plan for the coming year is to reconstitute the Tier 1 team and move into Tier 2 on the behavior side. There is also a plan to help Kennett High School to identify a data collection system for behavior.

Frequency of Professional Development at Participating High Schools

Table 20 presents the data collected on the frequency of professional development in the participating high schools.

Table 20: Frequency of Professional Development at Participating High Schools

School	# of PD Activities 2008-09	# of PD Activities 2009-10	School	# of PD Activities 2008-09	# of PD Activities 2009-10
Somersworth HS	3	36	Kennett HS	8	17

Secondary Transition Participating Personnel Survey Results

Similar to the previous set of tables, respondents participating in the Secondary Transition component of NH RESPONDS provided feedback on the impact of NH RESPONDS professional development on increasing their transition knowledge. Table 21 suggests significant increases in the perception of impact on participants' knowledge of issues impacting secondary transition between 2009 and 2010. The highest rated impact was on the knowledge of self-determination. The lowest rated item was the impact on writing IEP transition plans.

Table 21: Impact on Transition Knowledge

What impact did the NH RESPONDS professional development have on:	2009 Mean (N=7)	2010 Mean (N=12)
Increasing your knowledge of student and school-level secondary transition data?	2.67	3.64
Increasing your knowledge of self-determination in secondary transition supports?	3.29	4.00
Linking personal futures plans with writing required IEP transition plans?	3.00	3.40
Increasing your knowledge of employment and school-to-career strategies?	2.86	3.64
Increasing your knowledge of resources, including natural supports, in-school and out-of-school resources and community resources?	3.29	3.82

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Again, following the Blueprint Action Planning framework, respondents rated the extent to which the professional development impacted their consensus building (Table 22), their infrastructure (Table 23), and their implementation of the NH RESPONDS model (Table 24). Survey findings suggest that participants are more able to gain consensus on issues impacting secondary transition (see Table 22). The biggest impacts were on identifying, adopting, and using tools and strategies for building school-level consensus for secondary transition and developing school-level action plans necessary to gain consensus.

Table 22: Impact on Transition Consensus Building

What impact did the NH RESPONDS professional development have on:	2009 Mean (N=7)	2010 Mean (N=12)
Identifying, adopting, and using tools and strategies for building school-level consensus for secondary transition?	2.83	3.60
Identifying, adopting, and using tools and strategies for managing complex change?	3.00	3.30
Developing school-level action plans that helped you develop consensus building for secondary transition in your school?	2.83	3.50

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Table 23 illustrates the impact of professional development on the infrastructure necessary for successful secondary transition. Once again, there were solid gains from 2009 to 2010. There was a gain of almost 30% (1.75 – 3.20) in perceptions of impact on the leadership provided around secondary transition. There was also a large increase in perceptions related to the infrastructure necessary to foster collaboration among general and special education teachers.

Table 23: Impact on Transition Infrastructure

What impact did the NH RESPONDS professional development have on:	2009 Mean (N=7)	2010 Mean (N=12)
Forming and training a leadership team to lead the RTI initiative?	2.33	4.00
The leadership you provided your school in secondary transition during the last year?	1.75	3.20
Increasing your infrastructure to work with secondary transition data?	2.20	3.00
Increasing the infrastructure to foster collaboration among general & special education personnel at your school?	2.00	3.10
Developing infrastructure for the implementation of secondary transition strategies?	2.57	3.10

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Similar findings were found regarding participants' perceptions about the impact of NH RESPONDS professional development on the implementation of secondary transition supports. Only medium to large impacts were reported for each item, however, each item was rated significantly higher in 2010 than in 2009. Particularly large increases were found in leadership related to secondary transition, implementing a school-wide action plan, and increasing collaboration among general and special educators (See Table 24).

Table 24: Impact on Transition Implementation

What impact did the NH RESPONDS professional development have on:	2009 Mean (N=7)	2010 Mean (N=12)
The leadership you provided your school around secondary transition during the last year?	1.75	3.20
Increasing your skills to work with secondary transition data?	3.20	3.44
Implementing your school-level action plan?	2.60	3.50
Increasing the collaboration among general & special education personnel?	2.29	3.10

1 = No Impact, 2 = Little Impact, 3 = Medium Impact, 4 = Large Impact, 5 = Very Large Impact

Secondary Transition Formative Data

The School-Wide Evaluation Tool (SET) was administered last to the two participating high schools in June 2009. The purpose of the SET is to assess the degree of universal implementation of PBIS. The goal is for 80% of participating schools to achieve 80% on the SET. The SET scores are presented in Table 25. A third administration will occur in June 2010.

Table 25: High School SET Scores

School	June 2008	June 2009
Kennett High School	39.5%	43.5%
Somersworth High School	82.5%	91.0%

Family Engagement in NH RESPONDS

The NH Parent Information Center (PIC) has a designated member who is participating in the Leadership Team meetings. The Leadership Team developed specific family engagement activities to be accomplished within the NH RESPONDS demonstration sites: 1) identification of barriers and provision of training to parents to become universal team participants and 2) to support SAU/schools teams to develop and document their two way communication with families about their district's RTI framework. To accomplish these goals, the following activities took place during the reporting period:

- A NH PIC representative gave a family engagement RTI presentation to SAU/school team meetings in Year 1 demonstration site schools, with the option for ongoing technical assistance.
- A NH PIC representative presented at two of the four-Part RTI Universal Training provided to Year 2 demonstration site schools. The presentation included information about the research on parent involvement; the role of parents in the universal team; identification of barriers and strategies to overcome them and activities for the development, and documentation of two-way communication of their RTI framework as it is being developed.
- Two NH PIC representatives conducted two workshops to literacy and behavior strand participants, respectively, at the RTI Tier 2 statewide training (March 2010). The presenters focused on increasing family engagement in the development of the schools' RTI Framework. Workshop attendees participated in a group activity to identify the barriers/concerns to involving families in school RTI systems and brainstormed solutions to address the barriers. The NH PIC hopes to incorporate some of these solutions into development of user-friendly materials to assist schools and families to increase family engagement in the RTI system.
- Two NH PIC representatives presented an all-day workshop for 50 school and community personnel called *Using the "Life After High School Transition Toolkit" as a Resource to Meaningfully Involve Families in the Secondary Transition Process*. All

participants received a copy of PIC's award-winning tool kit on secondary transition (developed under SIG II).

- NH PIC continues to disseminate copies of their "NH Family Guide to RTI" (developed under SIG II) to school teams and parents.

The NH RESPONDS Leadership Team in collaboration with Family Resource Connection generated a list of materials that were purchased in June 2009 and are made available through the Family Resource Connection library to the parents, educators, and general public at no cost. The materials include DVDs and books on topics such as RTI, assessments and evaluation, preschool literacy, behavior supports, differentiated instruction, etc that align with the NH RESPONDS RTI Framework. The Family Resource Connection representative attended the March statewide training and provided the above NH RESPONDS purchased materials as well as other relevant resources that could be used in schools/districts to further RtI efforts.

Goal 2: Highly Qualified Professionals and Institutes of Higher Education

To improve strategies for recruiting, hiring, and retaining highly qualified early childhood and K-12 special and general education teachers, related service personnel and school administrators who can design, implement with fidelity and sustain scientifically-based RtI systems of PBIS and LI and tertiary STS for students with EBD.

Objective 2.1: To work with the NHDOE Professional Standards Board (PSB) to reform and improve state standards for certification and endorsement programs for PBIS, LI, and STS for students with EBD.

Objective 2.2: To recommend revisions to educator preparation programs to include competencies in RtI systems for PBIS, Literacy Instruction, & STS for students with EBD.

Objective 2.3 Develop and engage at least one IHE in the development of at least one undergraduate or graduate-level course or training series in best practices in School-to-Career Transition (StCT) services.

The NH RESPONDS IHE Consortium includes NH RESPONDS Leadership Team members, administrators and professors representing the University of New Hampshire, Keene State College, and River College, as well as members of the Department of Education Bureau of Licensure and Certification. The IHE Consortium has met twice this year and will be meeting again in late April 2010.

During this reporting period IHE personnel have identified the programs and courses linked to literacy, behavior and secondary transition in their perspective teacher preparation programs in which they can incorporate RTI elements. At Keene State College, faculty members developed and incorporated into their Elementary Education Methods I/II courses, sessions focused on introduction of key RTI principals and concepts for Literacy and Behavior. These same faculty members recently presented at the American Association of Colleges for Teacher Education (AACTE) 2010 Conference on their work towards infusing RTI into the NH Teacher Education Programs. NH RESPONDS Leadership Team members shared the Administrator and Coach competencies they developed for RTI in the various grant areas with the IHE consortium for their review and discussion on incorporating these competencies into their IHE course work. Next steps for the IHE Consortium include: 1) comparison of the NH RESPONDS competencies against the perspective IHE courses, with the goal to embed the competencies, 2) identify NH certifications coming up for review that may be impacted by the NH RESPONDS competencies, and 3) share information and work with the review subcommittees for considered certification reform.

In addition to the above IHE Consortium work, NH RESPONDS Leadership Team members are active members of the NH RTI Taskforce. The Taskforce meets every other month and is comprised of stakeholders from key professional organizations, parent organizations, the

Department of Education, Institutions of Higher Education, as well as various school district administrators, teachers, specialists, and representatives from RTI initiatives. The goal of the Taskforce is to lead the transformation of instruction in NH school districts in accordance with the principles and practices of RTI. In this effort, the Taskforce developed and released an Interactive Guide to RTI in NH in June 2009, which can be accessed here; http://www.education.nh.gov/innovations/rti/documents/guide.pdf. NH RESPONDS Leadership Team members contributed to writing for the guide to share NH RESPONDS information and resources and thus ensure alignment of the NH RESPONDS RTI framework with the guide. The Taskforce is currently finalizing the NH RTI strategic plan for 2009-13 that will provide a map for the design and implementation of a systematic state and district framework including alignment with key initiatives of the NH Department of Education, inclusive of NH RESPONDS. One of the goals of this strategic plan is focused on the development of effective teachers and leaders (in-service and pre-service) and therefore, NH RESPONDS Leadership Team members will continue to be active in the work of the Task Force to ensure infusion of NH RESPONDS concepts, principles and practices into these larger state efforts.

Activities addressing Objective 2.3 are addressed in the Secondary Transition Supports section of the report (please see pages 19-20).

Appendix A

NH RESPONDS Data Collection Matrix

NH RESPONDS Data Collection Matrix (March 2010)

Goal 1: Professional Development (PPS = Participating Personnel Survey; LT = Leadership Team; EEC = Evaluators)

Objective	Instrument	Frequency	Responsible Party	APR Measure
1.1. To recruit at least one SAU in the 5 regions	• Log/letters of commitment	• 1 time	• DOE	• 5 SAUs are recruited
1.2: To recruit at least 1 EC SPED program & 2 K-12 schools from each LEA (total = 5 ECE, 10 K-12)	• EC/school commitments • Lists of UT, TT, IT members • Roster of coaches	• 1 time • Annually	• DOE • LT liaisons	• 5 EC SPED program & 10 K-12 schools participate
1.3: To develop & incorporate a set of competencies	• Comps. validated by field experts • Competency assessment of participants	• Upon completion • Annually, end of school year	• LT members • LT liaisons	• Validated competencies are developed, implemented with fidelity, & sustained
1.4 To build <u>SAU</u> capacity by increasing the knowledge and skills of 5 SAU LTs	• PPS instrument/interviews • PD/TA log • Combined PBS & NASDSE Blueprint	• Annually • Ongoing • Annually, end of year	• EEC • PD providers • LT liaisons	• 80% of SAU personnel report they are more <u>knowledgeable</u> • 80% of participating SAU personnel report they are more <u>skilled</u>
1.5 To build <u>program/school</u> capacity in 15 sites. (refer to Table 3 for school based assessments)	• Post workshop eval. • PPS instrument/interviews • PD/TA log	• At event end • Annually • Ongoing	• EEC • EEC • PD providers	• 80% of school personnel report they are more <u>knowledgeable</u> • 80% of school personnel report they are more <u>skilled</u>
1.6: To build ECE program capacity in 5 sites.	• Post workshop eval. • PPS instrument/interviews • PD/TA log • RTI LT checklist 2.0 – Tier 1 • Collab. Team Checklist • Pre-SET	• At event end • Annually • Ongoing • Ongoing for action planning • 2 x per year • 1 x per year	• EEC • EEC • PD providers • PD providers & LT • PD providers & LT • PD providers	• 80% of school personnel report they are more <u>knowledgeable</u> • 80% of school personnel report they are more <u>skilled</u> • 80% of participating schools achieve 80/80 on the Pre- SET

	• Classroom Assessment Scoring System (CLASS) • ELLCO	• 1 x per year • 1 x per year	• PD providers • PD providers & LT	• 80% of EC sites achieve 50% on the EC fidelity instrument (CLASS).
1.7: To build statewide capacity of **400** K-12 educators & 40 family members.	• Post workshop eval. • Copies of action plans	• At event end • Post event	• EEC • PD providers	• 80% of personnel report they are more <u>knowledgeable</u> • 80% of personnel report the PD they received will help them implement RtI systems
1.8: To build statewide capacity of school personnel & community-based providers in the use of RENEW strategies & supports.	• Post workshop eval. • PPS instrument/interviews • PD/TA log • Baseline student data/trend data • RENEW Integrity Tool	• At event end • Annually • Ongoing • Annually • 1 x per year per trainee	• PD Providers • EEC • PD providers • LT liaisons • PD provider	• 80% of HS personnel report they are more <u>knowledgeable</u> • 80% of HS personnel report they are more <u>skilled</u> • 80% of trained HS staff achieve 70% on the STS fidelity instrument.

Goal 2: IHEs

Objective	Instrument	Frequency	Responsible Party	APR Measure
4.1: To work with the NHDOE PSB to reform & improve standards for certification/endorsement for PBIS, LI, & STS for students w/ EBD	• Agendas, minutes, rosters of participants • Recommended revisions • Documentation of revisions	• Annually	• LT liaisons	• Reform & improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD
4.2: To recommend revisions to educator prep. programs to include competencies in RtI systems for PBIS, LI, & STS for students w/ EBD	• Recommended revisions • Documentation of revisions	• Annually	• LT liaisons	• Recommend revisions to educator preparation programs to include competencies in RtI systems of PBIS, LI, & STS for students with EBD

Table 3: NH RESPONDS Objective 1.5 Data Matrix

To build program/school capacity in 10 sites K -12. (**PBIS**)

Universal/Tier 1	**Readiness/Fidelity Measures** • Collaborative Team Checklist • Team Implementation Checklist (TIC) • Effective Behavior Support Survey (EBS) • Schoolwide Evaluation Tool (SET) for K-12 **Outcome Measures** • Screening Results • ODRs (Trends, Reductions, Triangle) • Suspensions (ISS, OSS Reductions) • SPP # 4 (SAU Level)
Secondary/Tier 2	**Readiness/Fidelity Measures** • Collaborative Team Checklist • Tier 2 Blended Checklist **Outcome Measures** • Descriptive Summary of Students Served • Success on Behavior Change, Plans • Check In/Check Out Data
Tertiary/Tier 3	TBD

To build school capacity in 10 sites (K-5). (**Literacy**)

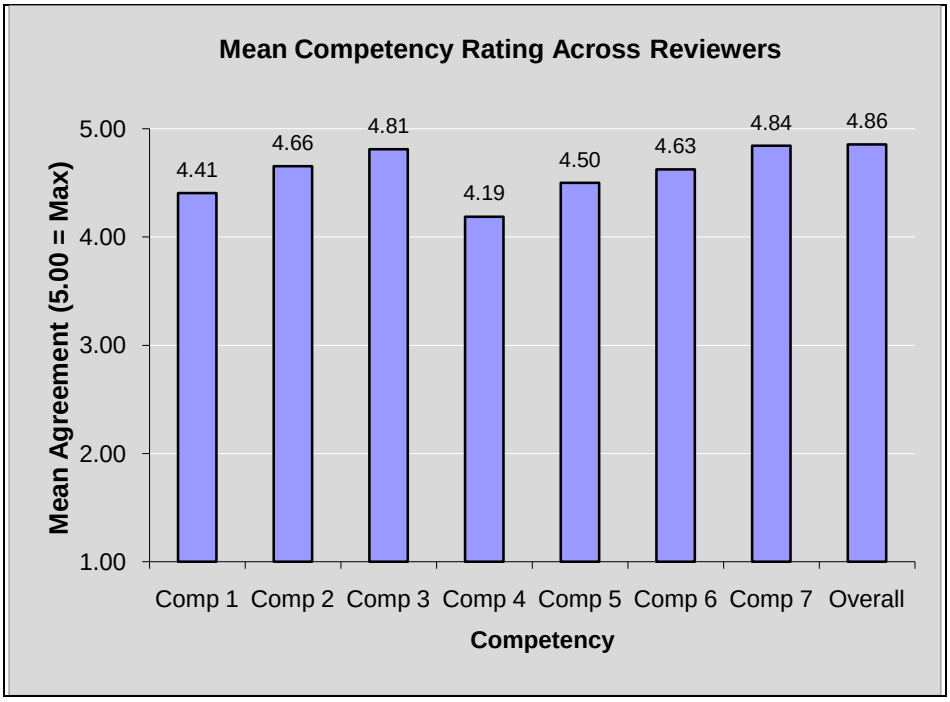
Universal/Tier 1	**Readiness/Fidelity Measures** • Literacy Universal Team Checklist (LUnTCh) • Collaborative team checklist • PET-R **Outcome Measures** • Universal screening (e.g., Dibels or Aimsweb) • NECAP proficiency ratings
Secondary/Tier 2	**Readiness/Fidelity Measures** • Collaborative Team Checklist • Literacy Tier 2 Checklist **Outcome Measures** • % students receiving Tier 2 who are returned from Tier 2 to Tier 1 • Increase in the % students receiving Tier 2 who meet NECAP proficiency
Tertiary/Tier 3	**Readiness/Fidelity Measures** • Collaborative Team Checklist • Literacy Tier 3 Checklist **Outcome Measures** • Increase in the % students receiving Tier 3 who are returned from Tier 3 to Tier 2 or Tier 1

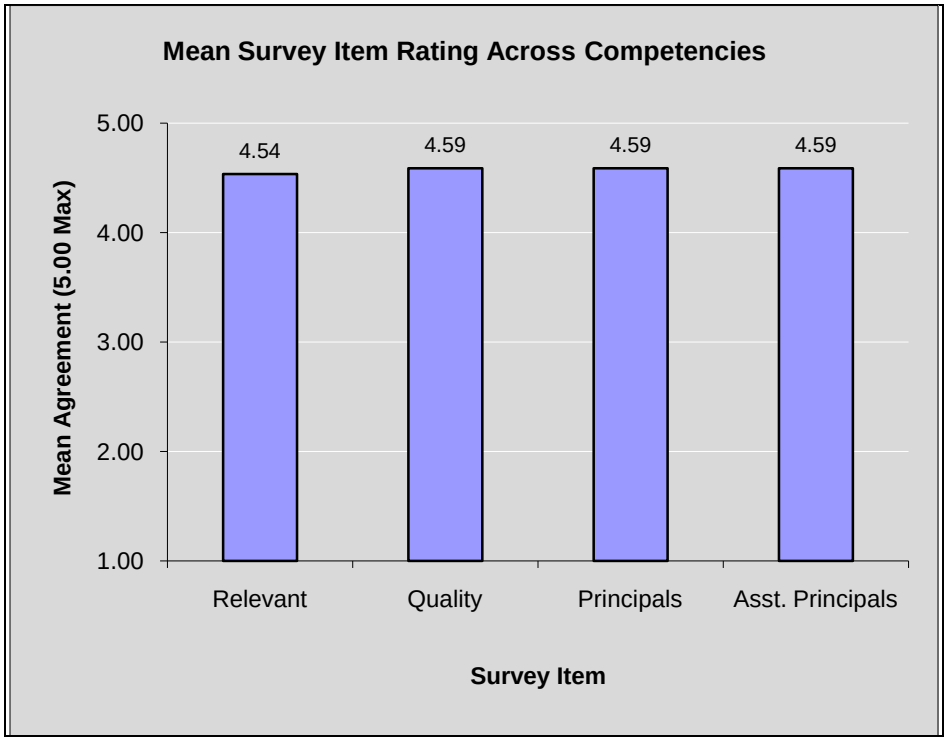
Appendix B

Content Validity Analysis – RTI for Behavior

RtI Competency for Behavior Review Data for Leadership Team Meeting
Prepared by Ken Bell & Howard Muscott, NH CEBIS at SERESC
Updated March 16, 2010

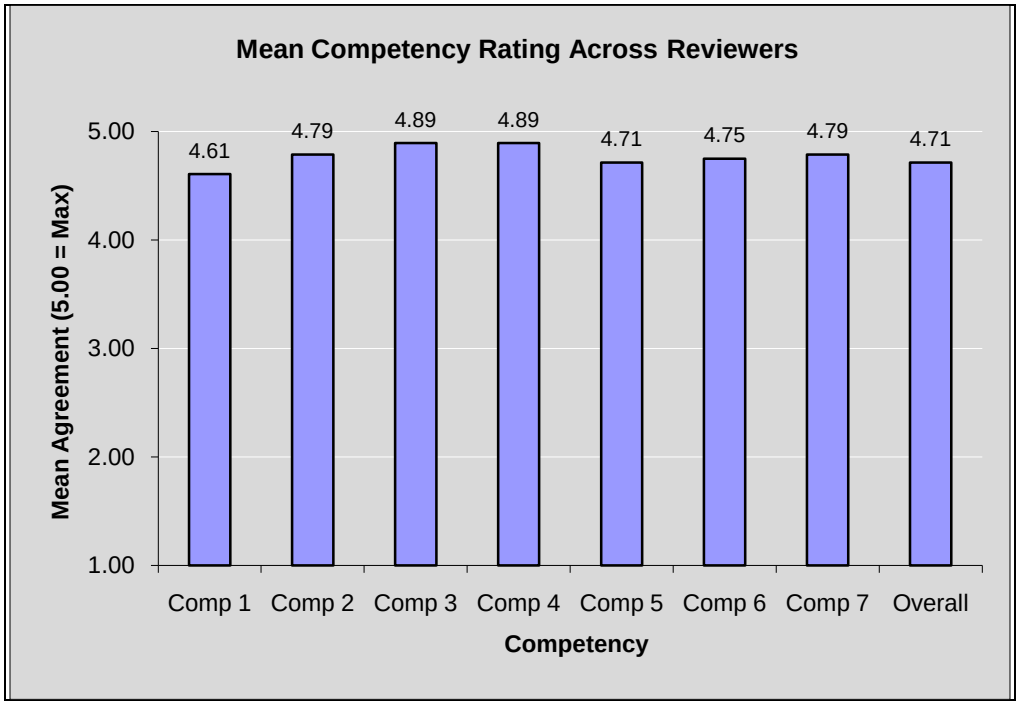
RTI FOR BEHAVIOR K-12 ADMINISTRATOR COMPETENCIES (n = 8)

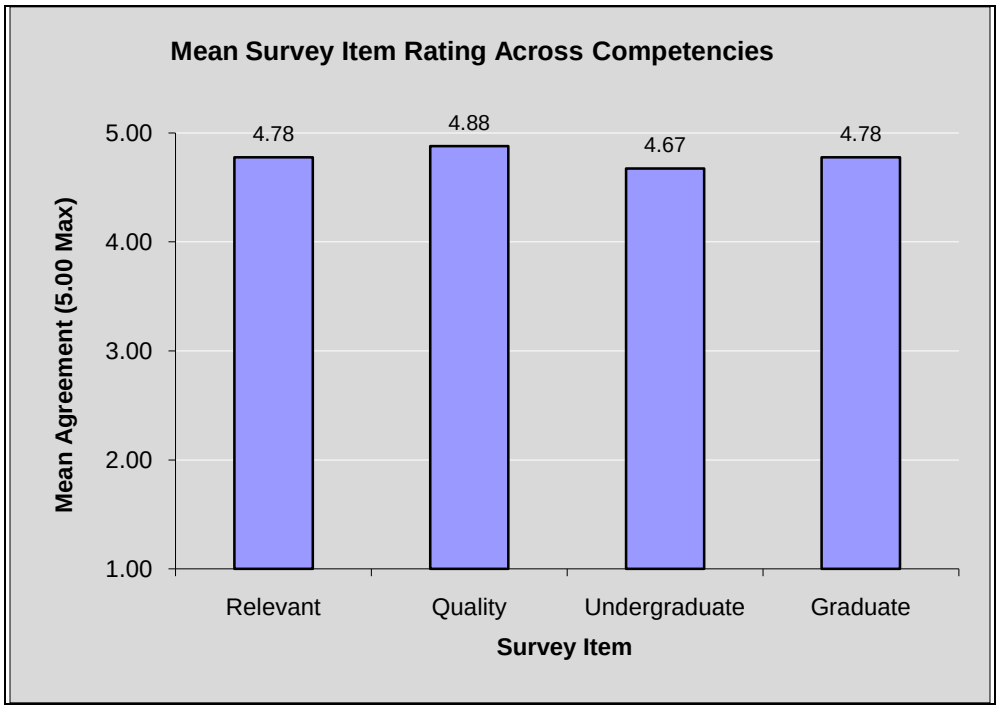




Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

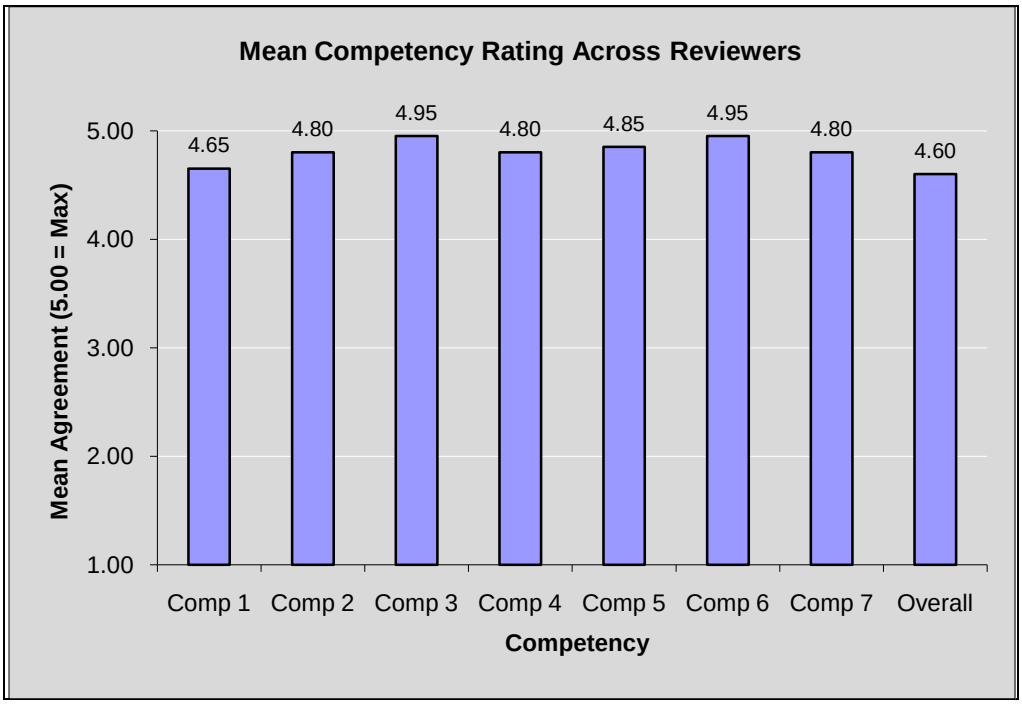
RTI FOR BEHAVIOR K-12 COACH COMPETENCIES (n = 7)

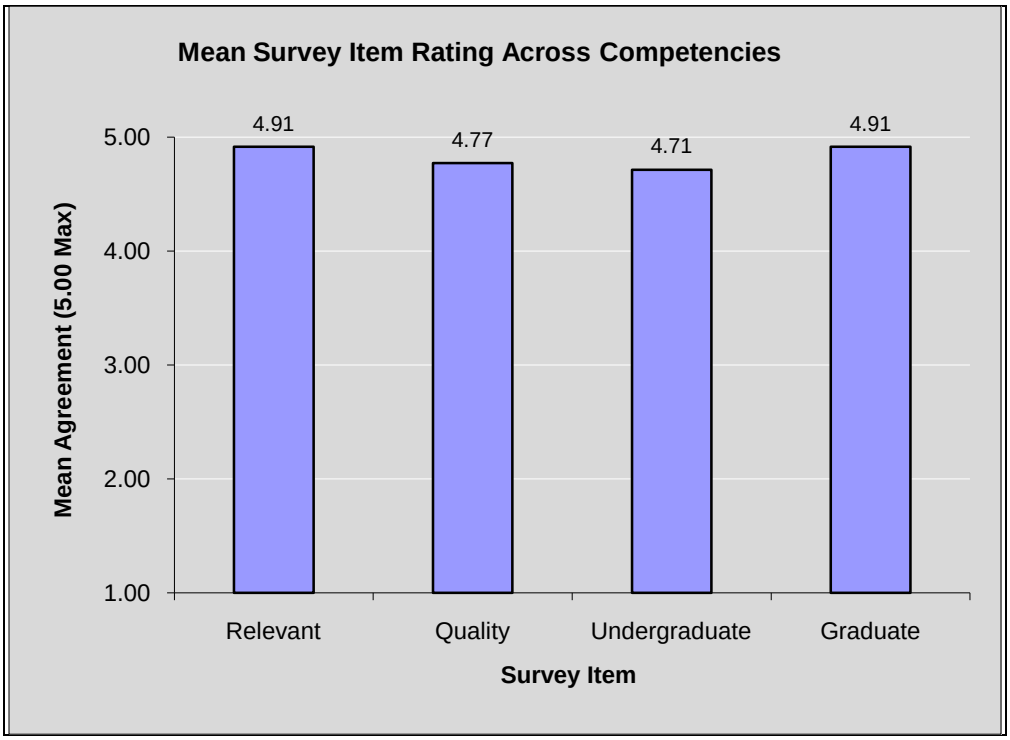




Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

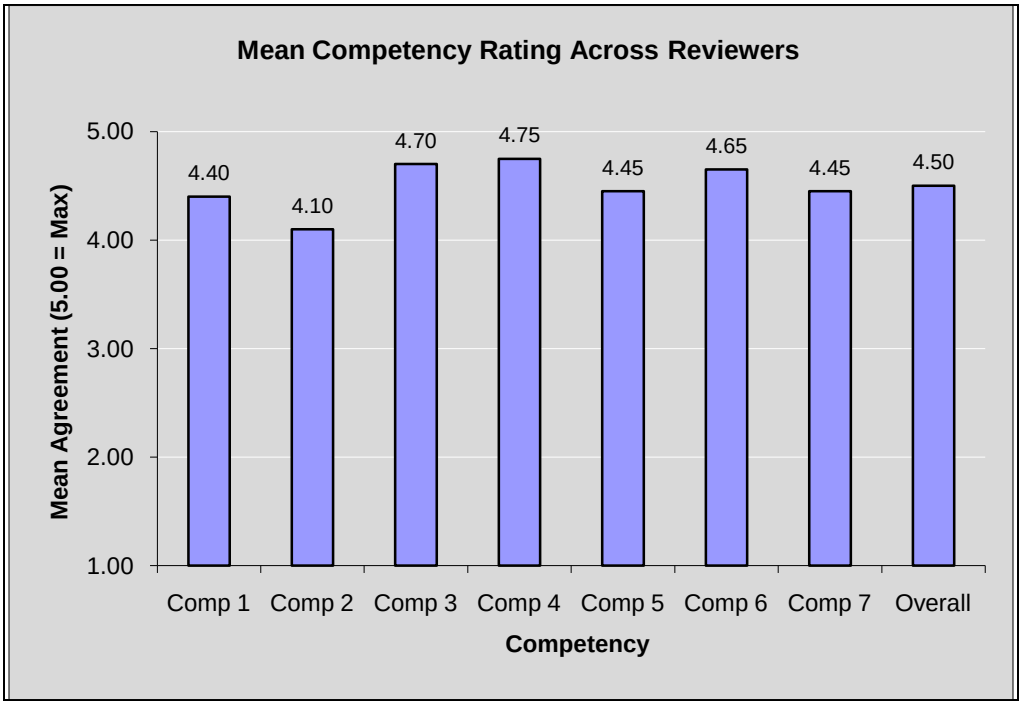
RTI FOR BEHAVIOR ECE ADMINISTRATOR COMPETENCIES (n = 5)

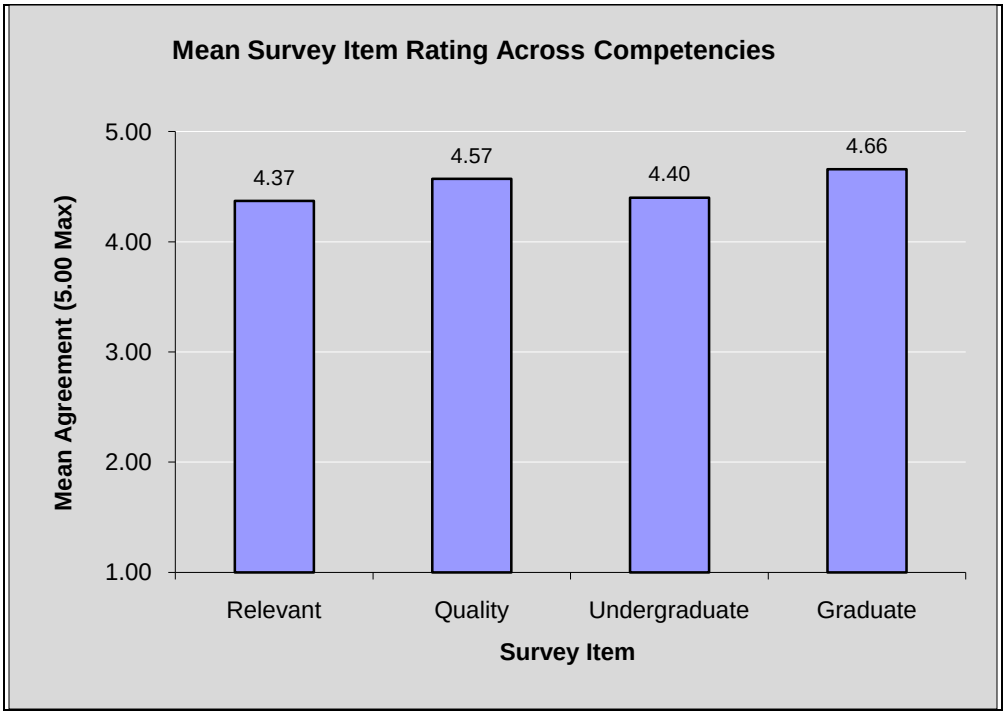




Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

RTI FOR BEHAVIOR ECE COACH COMPETENCIES (n = 5)





Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

RTI FOR BEHAVIOR K-12 ADMINISTRATOR COMPETENCIES

Reviewer 1 Comments:

Comp 1:	*Although this is a necessary competency to increase teacher's implementation of effective behavior support practice, it will not be sufficient. Instead, principals would need competencies in the area of providing ongoing coaching support in the area of classroom-based instructional and behavior support practices.*
Comp 2:	*Same as [Comp 1] with respect to increasing teachers use of effective practices*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*This content is great, but I'd suggest adding language around coaching and/or performance feedback*
Comp 6:	*I'd suggest adding something about what professional "looks like" (I.e. didactic training plus performance feedback, coaching, mentoring, etc.).*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*Competencies 2 and 3 as well as 6 and 7 could be combined.*
Competencies Added?	*See comments [on individual competencies] about increasing focus on coaching, performance feedback, etc.*

Reviewer 2 Comments:

Comp 1:	*Communicates full personal support to the PBIS purpose and rationale to teachers and stakeholders; Communicates full personal support to effective and efficient implementation of SWPBS in the school.*
Comp 2:	*Works with the PBIS and RTI teams to select necessary evaluation tools for implementation; Provides sufficient professional development for use of evaluation tools and interpretation of outcomes.*
Comp 3:	*Consistently attends and provides engaged leadership to team meetings.*
Comp 4:	*Perhaps my recommendations for reevaluation tools should go here.*
Comp 5:	*I want to meet this principal.*
Comp 6:	*None*
Comp 7:	*Enlists faculty and stakeholders in efforts to communicate outcomes to the community.*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 3 Comments:

Comp 1:	*What does "promote" look like? How can "promote" be operationalized? How can "foster shared beliefs" be operationalized?*
Comp 2:	*Still not sure about "promote."*

Comp 3:	*None*
Comp 4:	*How about "provide examples"? All about "describe"; What about "apply"?*
Comp 5:	*None*
Comp 6:	*How will we know if they do?*
Comp 7:	*None*
Overall:	*Hard to get to the "apply" as some can do, but don't "do." Maybe more focus on application.*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 4 Comments:

Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*I would like to see more content skills in this category. I'm not sure building level principals have the flexibility to change teaming structures, but it would be nice to add more about overall teaming structures as well as what effective team meetings look like, especially for teams focused on advanced tiers. Some possible suggestions??? Develop teaming structure that aligns with tiered logic. (Can teams be combined, eliminated, provide more support?). Develop roles and responsibilities are clearly defined for each team. Develop outcomes are identified for each team and linked to overall school improvement. Develop request for assistance in place to ensure staff get access to support from the team. Develop subset of larger team (core team) to build agenda, review data, and assign tasks prior to meeting. Develop internal and external communication system. (Meeting notes shared with other teams, stakeholders aware of updates, progress towards goal, etc.).*
Comp 4:	*I would want to see the language be more explicit in competency 4 (assessment) around knowing how to proceed when the diagnostic assessment information reveals a deficit/concern.*
Comp 5:	*It may be helpful to start with behavior basics before skilled development of proactive schoolwide discipline system. -describe and promote basic behavioral principles.*
Comp 6:	*Roles and performance are clearly defined. Staff receive relevant and frequent feedback about the adequacy of their performance. Staff is cross trained to understand each others' role. Materials, tools and time needed to develop skill set are present. Professional learning community is valued.*
Comp 7:	*Excellent*
Overall:	*This is really excellent. I am wondering if it can be used to replace "readiness requirements" prior to school team getting access to training.*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 5 Comments:

Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*

Comp 4:	*None*
Comp 5:	*None*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*These look great*
Competencies Added?	*Expertise regarding implementation science and practice, experience with improvement cycles, and knowledge of organization change and system transformation. See work from National Implementation Research Network (NIRN) http://www.fpg.unc.edu/~nirn/*

	Reviewer 6 Comments:
Comp 1:	*Add: Can strategically plan for ongoing renewal and professional development as needed, with particular attention to new staff members. As noted on the other form, I also would like to see a competency worded such that the connection between F and A – an effective administrator can make the explicit connection between the research and the practice, through that sense of shared beliefs. The practical way to do this is through the creation of teacher learning communities that systematically focus on the data.*
Comp 2:	*For administrators, these competencies are necessary but not sufficient. In particular, I would like to see descriptors that embody a sense of collaboration and distributed leadership – the wording could be interpreted to mean that the administrator develops the action plan in isolation. The primary competency is the ability to foster distributed leadership by creating professional learning communities focused on data. Once that is in place, the "roll out" of something like PBIS becomes a collaborative process. I didn't note this on the coaches' competencies, because ultimately the creation of a learning community is dependent on the skills and commitment of the principal.*
Comp 3:	*Again, necessary but not sufficient. If you changed the wording to indicate that the leader creates the circumstances for faculty and staff to do A, B, and C I would be more comfortable. I would also, as noted on the other one, want to add (D) something about a feedback loop that ensures follow through.*
Comp 4:	*Whoa. I think you just repeated A and B and called them C and D. If you fix that so this one reads as the other one does, then my comments here are the same as my comments on the coach one – these are all a "5" once the clerical error is corrected, but for the principal I would use the wording "understand and describe" and make sure the distinction between mastery assessment v. cbm is clear.*
Comp 5:	*As a Board member for Ross Greene's new organization, Lives in the Balance (www.livesinthebalance.org) I have to put in a pitch for a competency that describes the ability to use responsive and humane strategies under (O) that include Collaborative Problem Solving, Life Space Crisis Intervention, and other research based effective Tier III interventions. I also think the administrator should be familiar with and comfortable supporting effective, research based strategies for the other Tiers (Responsive Classroom, Supportive Classroom, Creating Caring Communities, Second Step, Lesson One, Etc). I would like the competencies to go beyond "procedures" to those that encompass a deeper level for those who are actually going to do this work. In addition, an administrator needs to be competent in gathering observable, measurable evidence of ADULT behavior to allow for the provision of formative and summative feedback to the adults in the school setting, with a goal of implementing the PBIS strategies and framework with fidelity.*
Comp 6:	*Add something that indicates the principals know how to provide evidence based feedback on the adult behaviors for implementation as part of the summative appraisal cycle, and the principal encourages faculty to include goals related to the implementation of PBIS in formative appraisal cycle.*

Comp 7:	*Thank you. Excellent.*
Overall:	*Other than my few comments, I am very impressed and grateful for this work.*
Competencies Eliminated?	*NO! They are all very important.*
Competencies Added?	*I did describe them in individual comments above.*

Reviewer 7 Comments:

Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*None*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*It would be WONDERFUL to have all principals trained in these skills from the onset of their training. Though I am concerned that there might not be enough people at the higher ed level to provide good training in the programs.*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 8 Comments:

Comp 1:	*I would personally recommend separating the knowledge from the promotion/visibility part – it seems that good background knowledge of the theory and content is different from the competencies involved in promoting it. If so, may be good to add something on basic behavior theory too.*
Comp 2:	*I really like this set of skills – my only thought is that the term "status" (A) might be vague for some, where fidelity of implementation might clarify. Perhaps too it might be helpful to provide examples of the data/measures?*
Comp 3:	*None*
Comp 4:	*Great – wondering if this might be better if moved before the data-based decision-making item (#2)? Not sure if I am missing something, but are C and D intended to be something else (e.g., individual)?*
Comp 5:	*I would recommend that some of the coach competencies (teaching, acknowledging, responding) to this list*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*I am wondering if there is more in the interpersonal area than #3 and #7 provide – some more big picture items, such as general collaboration and consensus-building, assessing and developing buy-in, skills for encountering resistance? Maybe #3 could be expanded beyond just team meetings, or perhaps a new item would do it?*

RTI FOR BEHAVIOR K-12 COACH COMPETENCIES

	Reviewer 1 Comments:
Comp 1:	*Increase focus on coaching and performance feedback.*
Comp 2:	
Comp 3:	
Comp 4:	
Comp 5:	*Increase focus on coaching, performance feedback, etc.*
Comp 6:	
Comp 7:	
Overall:	
Competencies Eliminated?	*Could combine 2 and 3 as well as 6 and 7.*
Competencies Added?	*Increase focus on providing coaching, performance feedback, etc.*

	Reviewer 2 Comments:
Comp 1:	*Competency 5 behavior content skills include a level of definition that is not included in this competency. I have included an example for several content skills. The content skills for competency 1 assume knowledge of what PBIS means by readiness, systems, and practices. If there is common knowledge and language across IHEs, this may be okay.*
Comp 2:	*None*
Comp 3:	*Teaming is a big competency issue. In some of our schools, we're moving to combined RTI-PBIS Leadership team that problem solves schoolwide implementation of systems and practices, and a separate RTI-PBIS intervention team that problem solves student concerns. There are different competency needs for the different team levels.*
Comp 4:	*A&B are the same. I do think this competency needs more definition. Assists the school team in selection of screening, diagnostic or progress monitoring tools; assists teachers in interpreting screening, diagnostic and progress, monitoring outcomes; contributes to effective problem-solving and intervention selection based on outcomes, etc.*
Comp 5:	*The level of operational definition/specificity of competency 5 is perhaps a model for the other competencies.*
Comp 6:	*Work effectively with administration and faculty to evaluate pd outcomes, work effectively to plan follow-up support for select teachers based on eval outcomes, etc.*
Comp 7:	*None*
Overall:	*Some suggestions added. Coaches are often neck deep in secondary - tertiary. APBS has very specific standards around those competencies, but not at the universal level. You may want to share.*
Competencies Eliminated?	*None*
Competencies Added?	*Added in comment sections.*

Reviewer 3 Comments:	
Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*It may be helpful to start with behavior basics before skill development of proactive school-wide discipline system. · Describe and promote basic behavioral principles. A possible addition… to item N. N. Describe purpose of an office referral.*
Comp 6:	*None*
Comp 7:	*What a great skill to highlight*
Overall:	*None*
Competencies Eliminated?	*No*
Competencies Added?	*Yes. As mentioned above.*

Reviewer 4 Comments:	
Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*None*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*Great compilation of competencies*
Competencies Added?	*Expertise regarding implementation science and practice, experience with improvement cycles, and knowledge of organization change and system transformation. See work from National Implementation Research Network (NIRN) http://www.fpg.unc.edu/~nirn/*

Reviewer 5 Comments:	
Comp 1:	*As described the competencies would be fine for undergrads, but in practice the competencies need to be deeper. A K-12 coach would also need to understand and be able to describe and promote the shared beliefs – I guess I'm looking for the "praxis" between (f) and (a). An effective coach can link the research to the actual practices and belief set that will get PBIS started and keep in it going in the notoriously stagnant environment of the public schools!*
Comp 2:	*I like this very much. The only addition I would make is that the coach should be competent in building relationships with colleagues and created a strength based model for examining and responding to schoolwide data.*

Comp 3:	*I think you need to add (D): Ensure team follow through and closed feedback loop as part of the established norms and processes.*
Comp 4:	*The coach should also be able to describe the distinction between mastery assessment and curriculum based assessment – I don't really know how this applies to PBIS, as I'm not familiar with any equivalent to curriculum based measures (RtI) that are used in PBIS, although I have certainly been looking for them!*
Comp 5:	*As a Board member for Ross Greene's new organization, Lives in the Balance (www.livesinthebalance.org) I have to put in a pitch for a competency that describes the ability to use responsive and humane strategies under (O) that include Collaborative Problem Solving, Life Space Crisis Intervention, and other research based effective Tier III interventions. I also think the coach should be familiar with and comfortable coaching effective, research based strategies for the other Tiers (Responsive Classroom, Supportive Classroom, Creating Caring Communities, Second Step, Lesson One, Etc). I would like the competencies to go beyond "procedures" to those that encompass a deeper level for those who are actually going to do this work.*
Comp 6:	*Consider adding 4) Works collaboratively with faculty and staff to promote the establishment of individual goals and evidence based practice to enhance full implementation of PBIS within the individual's role in the school setting.*
Comp 7:	*Undervalued but deeply important. Thank you for including this competency.*
Overall:	*Other than my few comments, I am very impressed and grateful for this work.*
Competencies Eliminated?	*NO! They are all very important.*
Competencies Added?	*I did describe them in individual comments above.*

Reviewer 6 Comments:

Comp 1:	*None*
Comp 2:	*Undergraduate programs should promote awareness and some basic levels of all the competencies. But to get real depth that will likely fit best at the graduate level.*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*It would be ideal if most of these skills were required for gen and sped endorsements!*
Comp 6:	*I think this might be a little above many undergrad students.*
Comp 7:	*None*
Overall:	*As I said in earlier comments- the level of depth expected of these competencies between graduate and undergraduate programs should be teased out. All the practices are important- but I would expect someone with a graduate degree or advanced certification to have much higher skills in all these areas.*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 7 Comments:

Comp 1:	*None*
Comp 2:	*I really like this set of skills – my only thought is that the term "status" (A) might be vague for some, where fidelity of implementation might clarify. Perhaps too you might provide examples of the data/measures?*
Comp 3:	*None*

Comp 4:	*Great – wondering if this might be better if moved before the data-based decision-making item (#2)?*
Comp 5:	*Big – would it be helpful to split into 2 or more competencies?*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*I am wondering if there is more in the interpersonal area than #3 and #7 provide – some more big picture items, such as general collaboration and consensus-building, assessing and developing buy-in, skills for encountering resistance? Maybe #3 could be expanded beyond just team meetings, or perhaps a new item would do it?*

RTI FOR BEHAVIOR ECE ADMINISTRATOR COMPETENCIES

Reviewer 1 Comments:	
Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*None*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None should be eliminated, but it is possible that these competencies may be provided by more than 1 person (i.e. a program administrator and a behavioral specialist, etc.).*
Competencies Added?	

Reviewer 2 Comments:	
Comp 1:	*Without knowing the process by which these competencies are being assessed it made feedback a little tricky. Specifically, will this be obtained via an interview, written test, or direct observation. In competency #1, there are a number of features to universal PBIS. The decision as to which to mention in this competency and which to exclude (in the actual competency) is tricky. I would eliminate "consensus building, infrastructures, and implementation"- If any are listed I might consider "consensus building, data-based decision making, and organization of evidence supported interventions within a 3-tier framework, sustainability and capacity building". Some of the behavior content skills (i.e., B and F) tap into these well. The others don't quite as well and would need to be tweaked if you go in this direction.*
Comp 2:	*I really like this competency. I am struggling to differentiate between the competencies a coach would need versus that of an administrator. Perhaps the competencies are the same, it is the level of skill that differentiates the two? Anyway, if you have not done so already, it may be useful to map the competencies by role.*
Comp 3:	*For A, I would have "develop and follow norms" be a stand alone competency. The rest of A and C appear to be similar, if not identical. I think C is what I would recommend, and make clear the remaining content (agenda, minutes, etc) are examples of effective and efficient procedures/processes. B should start with a verb- "Monitor norms through acknowledgement and correction?" If you add anything, it may be around the facilitation of a problem-solving process (i.e., brainstorm, evaluate, decide).*
Comp 4:	*Love how these purposes are conceptualized here! Wonder how many people will pass this one? My consistent bias that these competencies may be too difficult for undergraduate students, and perhaps graduate students with little experience, is probably coming through in my ratings.*

Comp 5:	*This one is a monster. The format is noticeably different, which presents a bit of a problem. Again, the letter appears to represent the competency and the numbers under them represent examples. One option would be to conceptualize it as promoting fidelity program-wide (rollout, via newsletters, policies, and other publications) and promoting fidelity at the teacher level (acknowledging exemplary performance, providing feedback within the context of annual evaluations). A3 - this appears worded for a teacher rather than an administrator. This should reflect feedback to teachers, perhaps within the context of the evaluation process.*
Comp 6:	*None*
Comp 7:	*Delete "can" for C and D. For A and B do you want to say "develop and implement"? In A I might provide examples of "other stakeholders". It is not clear what "improvement team" refers to. C may fit better in competency 6?*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 3 Comments:

Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*Might want to address communication between admin/team/teachers*
Comp 4:	*Should "diagnostic" be considered at this level? Do you mean diagnostic for program wide or individual basis?*
Comp 5:	*Address importance of social skills, friendship skills, anger management, problem solving, emotional literacy?*
Comp 6:	*None*
Comp 7:	*Also communication with community recourses.*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*I think adding the specific social skills to be embedded in the program wide system should be within the competencies.*

Reviewer 4 Comments:

Comp 1:	*Viewed as Leaders, as well? Lead supporters, lead promoters (not team leaders)?*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*Excellent content skills identified – especially item C. This continues to be an area of high need and with such competencies administrators can become even more effective in these skills and thereby support staff more effectively as well.*
Comp 6:	*None*

Comp 7:	*"and developing or supporting higher order processing." was added to end of 7A*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*A competency that addresses and supports culturally responsible, respectful, and relevant practices: as administrators interact with diverse populations of students, support their diverse staff members, and interface with diverse populations of stakeholders. e.g., The Behavior Content Skills must address the need to recognize and respect different and varying behaviors based on culture, ethnicity, race, and/or religion.*

Reviewer 5 Comments:

Comp 1:	*Added "(or program-wide improvement efforts)" to A. What about – "Describe and promote the data-based decision elements needed for program-wide positive behavior support."*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*Added bolded to the following: "2) Contribute**(s – delete)** to rollout of program-wide teaching activities in ways that enhance program climate **(or – in ways that support program-wide behavior expectations)*** *3) **(Promote consistent universal response to …)** Consistently follows universal response to problem behavior procedures and uses evidence-based practices when responding to minor and major behaviors..." I especially like the different distinct skill sets addressed under B and C*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*I wonder about adding Competency 7, B to some of the other competency areas in order to keep the focus of this work shared with families at all levels.*

RTI FOR BEHAVIOR ECE COACH COMPETENCIES

Reviewer 1 Comments:	
Comp 1:	*None*
Comp 2:	*None*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*Competencies G through Q should be a responsibility of a team and not just one person. The coach needs to be a facilitator of that process and be a resource for a program team.*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 2 Comments:	
Comp 1:	*See feedback on ADMIN competency form. This is less important for a coach and an administrator.*
Comp 2:	*See feedback on ADMIN competency form. This is more important for administrators (or facilitators of leadership teams) than for coaches. The importance for coaches may depend on the size of the program. If you have a large program, not all coaches will need to know how to do strategic planning and monitor program-wide data (i.e., someone can feed it to them).*
Comp 3:	*See feedback on ADMIN competency form*
Comp 4:	*See feedback on ADMIN competency form. This is very relevant for coaches and administrators.*
Comp 5:	*This is WAY too overwhelming.*
Comp 6:	*A2 is fine for coaches, but much of this seems well beyond their scope (if the administration is not supportive)*
Comp 7:	*This is an administration task in my opinion. Coaches will have very little influence on this in the absence of a supportive administration.*

Overall:	*I think there need to be better differentiation between coach and administrator competencies. I also wonder how having a facilitator that is not an administrator fits in. In this situation their ability to educate administration on the competencies that are knowledge-based are critical. Another thought related to this is that coach is responsible for the process, but not necessarily the outcome (b/c they cannot do it w/o administration support). For example, competency 6 can be promoted by the coach, but only implemented by administration. I'm not sure if this helps, but I'm thinking about how these competencies could be validated with program fidelity data. I would expect bad coach = poor fidelity outcomes irrespective of administrator competencies; good coach would = good outcomes in the presence of competent administrators and poor outcomes in the presence of incompetent admin. Finally, if both are high you should be in business. Without distinguishing better between coach and admin. competencies, I don't think you can get here.*
Competencies Eliminated?	*None*
Competencies Added?	*None*

Reviewer 3 Comments:

Comp 1:	*None*
Comp 2:	*These seem more administrative or team based.*
Comp 3:	*None*
Comp 4:	*None*
Comp 5:	*Great specific behavior content skills. Thought we recommended 4 to 1 ratio as a minimum. Is there a way to reflect the competencies needed of coaches to provide feedback to staff within the classroom for fidelity of implementation of evidence based curriculum, instruction, and interventions?*
Comp 6:	*None*
Comp 7:	*"C) Advocate for needed human, fiscal and professional development resources" and "D) Report on preschool improvement team progress and products with various stakeholders" Seems more appropriate for administrators.*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*Thinking about the need for relationship building, celebrations, and especially the need for coaching of staff on fidelity of implementation of specific practices.*

Reviewer 4 Comments:

Comp 1:	*None*
Comp 2:	*added "(i.e., developmentally appropriate practices, considering variance of ages in one setting/classroom)." to 2A*
Comp 3:	*None*
Comp 4:	*Added "C) Development or support individual teacher's higher order processing/learning" as a behavior content skill. Added "while supporting higher order processing/learning." to end of 4A.*
Comp 5:	*None*

Comp 6:	*Added "4) Gains skills to implement with fidelity an effective, efficient, relevant, and durable program-wide behavior support system." to behavior content skills.*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*A competency that addresses and supports culturally responsible, respectful, and relevant practices: as coaches interact with diverse populations of students, team members, and staff members, and interface with diverse populations of stakeholder groups. e.g., The Behavior Content Skills must address the need to recognize and respect different and varying behaviors based on culture, ethnicity, race, and/or religion.*

Reviewer 5 Comments:

Comp 1:	*A. It might be good to include how it relates to the program's and community's culture*
Comp 2:	*None*
Comp 3:	*It seems that the coach, in this role, supports the team in facilitating their own team meeting norms, roles and processes. Do you want to say anything about the coach having the skills to promote the team's competencies?*
Comp 4:	*Would you consider adding: Describe and promote a system for use of screening and progress monitoring?*
Comp 5:	*Excellent list of skill sets!*
Comp 6:	*None*
Comp 7:	*None*
Overall:	*None*
Competencies Eliminated?	*None*
Competencies Added?	*I wonder if there is any room for a description of a skill in the planning and readiness part of the sequence that helps a team focus on assessing and realigning their practices to work smarter. I also think that it would be great to include something more about planning as it relates to the culture of the program within the community. I like the idea of including the skill set of promoting the different aspects of PBS to families in more competency areas. THESE are EXCELLENT!!!*

Appendix C

Content Validity Analysis – RTI for Literacy and Early Childhood

NH RESPONDS Summary of RTI Competency Content Validity Review

	Secondary Transition			Literacy		
Item	**Reviewer #1**	**Reviewer #2**	**Reviewer #3**	**Reviewer #4**	**Reviewer #5**	**Average**
1. The competency content was **relevant** to increasing teacher skill-sets and instructional practice.	4	5	4	4	5	4.4
2. The competency design reflected **high quality** (i.e., evidence or research-based, professional, easy to understand).	5	5	4	3	4	4.2
3. The competency **scope** was appropriate for both novice and veteran teachers.	5	3	4	4	3	3.8
4. The skill **sequence** of the competency was logical (i.e., The sequence moved from less to more complex skill acquisition.).	5	5	4	3	3	4.0

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. The competency content was relevant to increasing teacher skill-sets and instructional practice.

- I like the overall framework. The first competency assumes the knowledge of a three tiered approach…I get it, but will others? Maybe this area could be "transition program development" and leave the choice of structures up to the individual or program? I think Kohler's taxonomy has an area related to this.
- I might add career development
- Certainly literacy is relevant and expecting teaching faculty to develop a shared knowledge base regarding literacy development, assessment, instruction, and progress monitoring is sensible and necessary to develop a coherent consistent approach to the provision of literacy instruction. Children are often misidentified as having disabilities when in fact their academic lags are due to inconsistent and ineffective classroom-based instruction.

2. The competency design reflected high quality

- The focus on evidenced-base practices is clear throughout document.
- You use the term research-based but previously have used the term evidence based. Now, there actually is a difference. Did you mean to use both?
- Also, minor point do you guys still have transition plans? Most states now just use the IEP and may have a transition-focused IEP
- There seems to be a lot of duplication and some are not easy to understand. I think you would come closer to achieving the goals if you tried to pare down the list. If I were taking either of these jobs, I would be overwhelmed and would not know where to focus.
- Important elements were identified, such as understanding theories of literacy development, examining research related to literacy instruction, utilizing a comprehensive approach to instruction compatible with the National Reading Panel results. Utilizing the *What Works* Clearinghouse may have limited benefit, given their over-reliance on "gold-standard" quasi-

experimental design methods. Encouraging teachers to avail themselves of a range of research would be helpful.

3. **The competency scope was appropriate for both novice and veteran teachers**

- Seems to be more geared to the veterans….some of the competencies were quite advanced. I did see a solid progression.
- This assumes the numbered ones on the literacy coach group are the competency—not just the lettered ones.
- This is hard to evaluate because of the lack of specificity**.**

4. **The skill sequence of the competency was logical (i.e., The sequence moved from less to more complex skill acquisition.).**

- Overall nice progression---covering a lot of ground, nice and specific.
- The scope and sequence is rigorous and student centered. It follows a linear path from initial steps through post high school planning. Very thorough review of current state of the "art" thinking about evidenced based practices and secondary transition.
- Not sure what you meant with 'behavioral'
- It was very hard to determine the sequence particularly for the literacy coaches which had a lot of numbered bullets under the larger competency. Are these also considered competencies? For example, is A the competency being evaluated or is it numbers 1-5?
  A) Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
     1) Understand and interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
     2) Analyze classroom environmental quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, interests).
     3) Summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. .
     4) Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
     5) Model and communicate the importance of fair-mindedness, empathy and ethical behavior in literacy instruction and professional behavior.
- Same response as before. The NH RESPONDS document provided a series of recommendations related to approaching the need for a more systemic thoughtful approach to literacy. Without details regarding what that would include, in terms of content, it is impossible to consider whether the sequence is logical other than to say the steps seemed reasonable.

5. **Are there competencies that should be eliminated? If so, which one(s)? Why?**

- I think this is a good overall framework to start from…I do like the three tiered approach, just not sure if others would understand it.
- I think that the opportunity to pilot these competencies with real teachers in real settings will highlight some common responses among practitioners that will eventually lead to some "thinning" of current list. This exercise is unavoidable in moving the competencies from theory

to application. The trick will be to have the developers be “open” to the feedback from the applied experience.

- No
- Utilize a variety of models and tools to understand team dynamics, including tools to understand individual personalities, learning styles, and varying levels of concern across different topics.
- I don’t understand this one and don’t know how you would recognize or assess it.
- I’m not sure what is meant by readiness requirements for RTI for literacy. The word readiness always is concerning if it provides a vehicle for exclusion, be it to professional development or instruction. I have not done much reading on RTI so don’t know what the Rti for literacy practices are.

6. Are there competencies that should be added? If so, please describe.

- Not sure if I like the term transition coach---seems too informal and limiting given the expansive role as outlined by the competencies. A coach is a narrow role yet you are asking them to take on issues of program development and professional development.
- I think you covered just about everything. May want to check for some redundancies in some of the stems. Awesome work.
- Not apparent to me at this time**.**
- None that I can think of
- These pretty much cover the fields of reading K-12, supervision and change. You could add “walk on water!”

Appendix D

NH RESPONDS March 2010 Professional Development Evaluation Report

NH RESPONDS
State Personnel Development Grant

School Team Training on Response to Intervention (RTI) for Behavior or Literacy: Tier 2 Prevention and Intervention

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April 9, 2010

Evergreen Educational Consulting, LLC

Introduction

There were sixty participants who responded to at least some of the evaluations questions for the March 24th “School Team Training on RTI for Behavior Literacy: Tier 2 Prevention and Intervention.”

Participants Role

Participants were asked to select a response that best describes their role. The largest group of respondents identified themselves as other school staff, followed by general education teachers, and administrators. The responses are provided in Table 1.

Table 1: Role

Other School Staff	31	Special Education Teachers	8
General Education Teachers	14	NH Responds Staff	3
School Administrators	13	NH Department of Education Staff	1

Overall Training

Participants were asked to rate various aspects of the training. The averages for each response category are provided in Table 2. The highest rated items were the relevancy, quality, and utility of the professional development. The team work/action planning and organization of the day scored lower, but still scored relatively high on a 1-6 scale.

Table 2: Overall rate of training:

Rate the following:	**Mean (N=52)**
The professional development was relevant (directly connected to a topic/issue/problem; timely).	5.3
The overall event was high quality (accurate and up-to-date; evidence-based or reflects the best of what we know).	5.0
The professional development was useful (you can adapt and apply information and resource/material to your local system).	4.9
The team work/action planning was of benefit.	4.7
The overall organization and logistics of the event were high quality (e.g., registration, location, room space/environment, food).	4.7
Average:	**4.9**

Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

Literacy Strand

Participants were asked to rate their level of agreement about the degree to which the literacy strand achieved its training objectives. The averages for each response category are provided in Table 3. While all items scored high, identifying the goals of an RTI Tier 2 system,

involving parents, and developing enhanced communications about RTI between schools and parents were rated the highest.

Table 3: At the conclusion of the March 24 RtI for Literacy Tier 2 workshop, I am able to…

Rate the following:	**Mean (N=47)**
Identify the goals/outcomes of a Tier 2 system in Response to Intervention.	5.1
Describe how to effectively involve parents in the infrastructure building stage of your school's Tier 2 process.	5.0
Describe how to develop two-way communication (between school staff and families) about your schools' RtI Framework.	5.0
Identify the mission, membership, role of, and efficient structure for the Tier 2 Team for Blended Behavior and Literacy Supports.	4.9
Describe and begin to complete process assessments for Tier 2 implementation.	4.9
Describe at least two considerations for an efficient and effective system for the provision of early, group, and student-need based literacy interventions.	4.9
Describe at least two considerations for a system for assessing fidelity of implementation, student outcomes, and/or consumer satisfaction.	4.9
Average:	**4.97**

Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

Behavior Support Strand

Participants were asked to rate their level of agreement with the training outcomes that were provided during the behavior support strand. The highest rated items were identifying the mission and responsibilities of RTI behavior teams and developing administrative procedures to activate support for students needing Tier 2 interventions.

Table 4: At the conclusion of the March 24 Response to Intervention for Behavior Tier 2 workshop, I am able to…

Rate the following:	**Mean (N=38)**
Identify the mission and responsibilities of Response to Intervention Tier 2 behavior support team.	5.1
Create a form for teachers to complete that my school can use to activate supports for students who are not responding to universal Tier 1 behavior supports.	4.9
Describe how to develop two-way communication (between school staff and families) about your schools' RtI Framework.	4.8
Describe a process of using behavioral indicators (e.g., office discipline referrals, absences, nurse visits, etc.) and cut scores (e.g., 4 or more by October 30) that my school can use as a strategy for the early identification of students who are not responding to universal Tier 1 behavior supports.	4.8
Describe how to effectively involve parents in the infrastructure building stage of your school's Tier 2 process.	4.7
Describe a multi-gated systematic screening process using teacher nomination and a standardized screening tool that my school can use as a strategy for the early identification of students who are not responding to universal Tier 1 behavior supports.	4.3
Average:	**4.77**

Scale: 1 =Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

Please describe at least two (2) strategies/learnings that you will apply to your class/school/agency based on your participation in today's event.

RTI Strategies (23)

- Teacher Check Connect Expect (3)
- Earlier intervention (2)
- We are going to meet every Wednesday to get the Tier 2 framework up and running for next year.
- Complete Tier 2 checklist - also do Student-Text and Instructional grouping check
- The importance of group data at Tier 2 level to determine if interventions are successful.
- Serving Tier 2 students correctly and efficiently will decrease the number of students needing Tier 3 interventions
- Efficiently and strategically serving students in need of Tier 2 supports can lessen the number of students who need tier 3 supports
- We are excited to begin planning our Tier 2 work for next year.
- Today's event gave our school lots (perhaps too much to successfully think about!) of starting points to continue to implement RTI
- Planning process for RTI 2
- Getting staff buy in about how our school will proceed with RTI will be a first step for us.
- Use the consensus handout when working with the RTI team and staff in my school
- Getting regular education teachers to participate in Tier 2
- Using grade level material which the student is at rather than constantly adapt grade level curriculum. which is too high for them
- It was good to hear that the implementation of RTI will not and cannot happen overnight, but must start with first steps.
- Decide on whether one committee will oversee all RTI initiatives or whether there will be multiple committees
- Meet with NH Responds school team to discuss next steps
- Access the RTI and reading resources shared
- Revamp the process for RTI 1
- Regular testing

Team Strategies (18)

- Developing a Tier 2 team (3)
- More than one team for large schools
- That Tier 2 team can replace other systems in a more efficient way
- That Tier 2 team can more efficiently replace other systems that have not been working
- Keeping on track with monitoring team progress.
- My team was able to begin the groundwork for dealing with tier 2 kiddos
- Our team will meet to discuss how we can utilize the information in our school setting.
- We will use the Checklist with our RTI team next week.
- We are developing our norms for the Tier 2 team
- Consider broadening representation on RTI team to include parent and paraprofessional
- Will work w/ the team to develop a mission vs. vision statement
- We have already applied the beginning of developing our team so that it is a system with integrity
- Develop action plan for implementation
- Team roles and individualizing them

- Need to find more interested staff members of various disciplines for the team
- RTI Teaming

Planning/Organization Strategies (17)

- Creating a mission and vision statement (4)
- Creating a system
- Action plan
- Setting priorities
- Our organization chart was right on target (no pun intended)
- Creating a flowchart to demonstrate the 3 levels of intervention
- Deciding what our committee is, the overall umbrella committee, the creative committee, the maintenance committee.
- Collaborate with PBIS team members
- Revise current referral form
- Referral process
- Better screening/cut scores for activation of Tier 2 supports
- I have listed a lot of ideas that I would like to try to get incorporated in our school as we go through this process
- Organize/analyze data collected thus far
- Creating staff buy in

Parental Involvement Strategies (16)

- Parent engagement (5)
- Look into the parent participation for our committee
- We will try to communicate to parents what RTI is and why we are using it.
- Parental education in the RTI process
- Consider the role or parents in the decision making
- Figure out how to include/inform parents
- I am thinking more about how I can better involve parents in my classroom.
- The exercise dealing with parent obstacles gave me some good ideas
- Parent outreach
- Parent education library
- As a Kindergarten teacher, look into parent information about the RTI process in our school, at this beginning level
- Parent role

Tier 2 Literacy Strategies (8)

- Matching text to child (2)
- To match text to reader by assessing WCPM, fluency, & accuracy
- I will be looking into Reading Recovery training.
- Text/match
- To do the text testing for the struggling reader
- Walk-through and reader-text match sampling
- To reread for fluency, prosody and comprehension

Resources (2)

- Use resources listed
- Will use website resource list to further research interventions to use in my classroom

Miscellaneous (4)

- Continued focus on stakeholder buy-in/involvement
- Importance of use of researched or evidence based practices
- Developing a Tier 2 system of behavior support
- Ideas for developing a better school-wide morale and positive motivation for students.

How could the overall event be improved?

More Planning/Discussion Time (14)

- More time for individual school teams to meet and develop plans (8)
- More time for team work/ planning. Virtually none was given. Also the groups were in different places with the process, would have been beneficial to have a share out of what was happening in other districts
- We did not have time to work with our team much (if at all today). It is helpful to take breaks from the presentation to discuss how it applies to us and our team throughout the day (smaller chunks) instead of having to process the whole day the next time we meet.
- I would have liked a little more time between "ideas" to think and share with my teachers.
- I feel that the time could have been spent with learning more about RTI, discussions, Q & A's, and sharing of how other schools feel and currently implement RTI.
- The reason I disagreed with team work planning is because we didn't have that time. I would have liked time to talk more with team members.
- At some points throughout the day, a LOT of information was delivered very quickly. Our team may have benefited from additional stopping points to discuss and talk about how the information applies to our school.
- The information was presented way too quickly with little time for processing.

Presentation Style/Timing (7)

- I would have liked to have more information about schedule issues and how other districts have resolved them. Time seems to be such a huge hurdle.
- Some of the information was presented too quickly. Perhaps there was too much information to get through in the time allotted.
- This workshop was far too general. The information presented could've been presented in 30 or at most 60 minutes.
- The only other concern I had was when the presenters kept telling us they didn't have enough time and they were "X" number of minutes behind. That really took away from the overall presentation. The information was very important and the presenters were obviously well-informed, but the distraction was evident.
- The presentation speakers spent too much time introducing so fast that it couldn't be followed, and not enough time presenting the meat of the material. It took so long to tell me what they were going to tell me that by the time they actually told me the important stuff, I had kind of tuned out. First Rule: don't talk for more than 15 min. straight if you want them to listen, was broken for a long time.
- Spend less time introducing what will be taught, a more general overview that will be quicker would be more effective. Talking fast doesn't help, it makes it worse. Talking for longer than 15 min. straight without slowing or pausing tends to lose people. Spent too much time telling me what you were going to tell me, so that by the time you were actually telling me the meat of the presentation, I had half tuned out, and it sounded

redundant, and was a bit boring (if I'm honest), and that's a disservice because the information is so important.
- The presentation was a good review but reading from PowerPoint is dull.

Better Logistics (6)
- More space
- The room was crowded. It would be nice to have a little more space. It was difficult to move around. With a bigger space, the temperature issues wouldn't be as problematic.
- Space/logistics deterred from ability to maintain focus
- Too cold, people with their backs, cramped room, but you could not have total control over that.
- Modulation of room temperature was extremely poor- I left with a stiff neck and developed a sore throat.
- Would have liked to have the soda @ lunch instead of right before we left.

Reading Recovery Information (4)
- The session on Reading Recovery was really not needed. It was information that was not pertinent to everyone there and many of us are familiar with it.
- Also not excited that Reading Recovery seemed to have time for a sales pitch. While it was presented as a model, it was a sales pitch, let's face it. It can be perceived that the DOE is supporting this pitch, which I know is actually not a consensus - in its truest definition. I am hoping that more interventions will be reviewed so it is balanced. It's important to indicate that What Works is based on gathered research, not independent research. I really appreciated the organization of the rest of the presentation.
- You need to present multiple approaches to reading and literacy, not just Reading Recovery. Reading Recovery has some serious flaws and multiple approaches should always be presented!
- If you are going to highlight strategies, offer more than one. I felt like the Reading Recovery part of the day was an infomercial.

Kudos (4)
- It was great! (2)
- Thank you for providing the delicious lunch and dessert though that was a real treat for those of us who usually gobble down lunch in about 5-10 min. :)
- Breakout sessions were wonderful -- maybe more of these?

Materials/Resources (3)
- The many handouts delivered during the day were informative yet overwhelming.
- Explain verbally Partner Resource tables and encourage people to access them more. Especially explain that FRC is a free resource available to them.
- PowerPoint available for download

Checklist (3)
- The checklist will be instrumental for our implementation.
- Time to complete Checklist with group and make action plan. Worry that we may lose momentum back in the school environment.
- The Universal Team Checklist and the RTI Tier 2 checklists are wonderful but the sections that define the tasks needs to be simplified and shortened. I know this is hard to do with such a complex topic but the checklists are important documents to the process and I would like them in a more user friendly model.

Parent Information (3)

- I also appreciated the PIC presentation to remind us of parent involvement.
- The parent component, from PIC, could have been better scheduled. It seemed we were right in the middle of a topic with Mike and then they needed to present.
- Also, the Parent Info component was, in my mind, too much and drawn out unnecessarily. I know that parent involvement is of utmost importance but this just seemed too much and once again, took time away from giving us more information about RTI, its components, looking at different models, and learning more about literacy in general.

Presenter/Presentation (2)

- I am looking forward to having Stephanie Spadorcia back next time. She shares useful ideas and strategies for interventions, which is something we need.
- The morning session with Michael was invigorating and positive. He gave a logical and fact filled session complemented with the excellent PowerPoint presentation. I am also delighted to know we can access that online. He allowed for questions and I especially liked the way he recapped at certain points.

Miscellaneous (4)

- Team time was the most productive part.
- More behavior interventions for high school targeted team
- Invite more high schools so that they can have conversations together.
- I would like to hear more specifics about how a school might overcome the challenges of time and scheduling as opposed to just an agreement that scheduling is tough. In the same vein, specific ideas about data collection as opposed to general statements would be helpful.

Literacy Strand
Please provide one example of how you plan to develop and document your method of two-way communication about your district's RtI process.

<u>Dissemination Tools (17)</u>

Newsletters (7)

- Letter to parents explaining RTI
- Newsletter articles
- Newsletter to parents.
- More information in our parent newsletter
- Electronic newsletter
- Send more information to parents when their children are moved from T1 to Tier 2 and explain the difference.
- Presently, there is a mode of communication whereby parents are sent letters every 6 weeks when a new Tier two group is formed and on the letter, they are advised to contact the school if they have any questions or concerns.

Pamphlets/Brochures (4)

- Brochures
- I really like the pamphlet that the agency gave out to explain RTI to parents. It was the best comprehensive explanation that I have read yet!
- Loved the parent brochure that the Family Resources people gave us.
- Again, we have begun the process. We have a number of methods at this time with parents. We need to refine our descriptions of RTI to parents. Include a bit more in the parent handbook.

Internet (4)

- Our team will soon meet to discuss our two-way communication plan... adding RTI information to our school's website has already been discussed.
- Posting parent letters explaining RTI on the web
- Email to parents newsletter articles with a way for parents to send in thoughts.
- Put information on our website. Additionally, have teachers become more involved in the process.

Call System (2)

- I also am going to generate a call list that I can document every time I call a parent especially about positive behavior and learning!
- Talked about a system of calls to parents.

Parent Information Night/Open House (12)

- Presentation at open house in fall PTO meetings
- Discuss at family nights. During open houses.
- Consider building an RTI orientation into our Kindergarten open house in early September. Provide handouts.
- Our school could have an open house that specifically addresses our district's RtI process.
- Talked about an information night.
- PTO meetings/discussion re. RTI
- Explanation of RTI with frequent updates at PTO meetings
- Parent seminars
- To have an information session about the district RTI process where the parents will learn and have the opportunity to ask questions.
- Team to include parent as infrastructure development. Involve PTO who is extremely involved.
- I will consider a parent information night in conjunction with the Kindergarten open-house, to inform parents about the process we use to educate all students and meet a variety of needs, and the things we will do and not rush to evaluate and identify children.
- We might hold a parent night, but I think our main communication will be through a letter home and possibly a display at Open House night.

Survey (3)

- Parent survey on RtI being implemented.
- Parent representative on team and survey on RtI
- Increase written feedback (positive and areas for improvement) to parents.

Parent Committee Member (2)

- I think we are deciding on whether or not to have a community member/parent on the committee or whether we will have the above comment on the plan we develop.
- Inclusion of parents in some aspects of the RTi committee.

Miscellaneous (8)

- We must first be clear on our district's RTI process before we can effectively communicate it to our parents.
- There is a need for our team to meet and plan this. I do not think at this juncture I am not prepared to answer this.
- Collaboration with team and district.
- Continue to explain importance of parent involvement and share various ways 2 ways communication can occur around RTI process.
- Through students assistance team and parent involvement
- First, I thought this parent partnership session was too long and warranted a brief explanation of how to involve parents...not a presentation and activities.
- This has not yet been decided by my team.
- Before attending this workshop, we were throwing our energy into getting buy-in to our RTI program. We are busy planning schedules, re-arranging services etc. The idea of parent involvement was new to us and we are brainstorming ways to involve them in our program next year.

Behavior Strand

Please provide one example of how you plan to develop and document your method of two-way communication about your district's RtI process.

Dissemination Tools (6)

Pamphlets/Brochures (4)

- Parent brochure w/ report card
- Individual letters to parents from the Literacy/RTI team.
- Though handbooks
- Develop a booklet about our school's RTI process and review with staff

Newsletter (2)

- Submit for publication in school newsletter.
- Newsletter

Parent Information Night (4)

- Continue/expand parent workshops
- During open houses and family nights.
- Open House
- Parent night?

More Time for Team Planning (4)

- Work in progress
- Still need to work on this
- We are not there yet.

- The committee needs to draft a plan and make sure the information gets out to parents via their method of choice. (e-mail, paper copy, school news etc.)

Weekly Meetings (2)

- Weekly meetings
- Weekly meetings with facilitator who takes notes

Miscellaneous (7)

- Was not part of the behavior strand
- Develop an effective two-way parent communication system.
- More than likely, this will come from the top down as to how it will be done most effectively but hopefully; each school will have its own specific approach/method led by the Literacy Team. As a team, they will decide the best avenue of two-way communication. There could be various ways to communicate.
- Documented in notes and observations of parent involvement.
- To blend our many committees into one and combine more crossover staff.

Appendix E

2010 Federal Performance Report

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

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): _____

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

1. Project Objective

SPDG Program Measures

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Measure 1.1 – Evidence-Based Practices (Personnel): The percent of personnel receiving professional development through the SPDG based on scientific- or evidence-based instructional practices.	Program		80 / 100	80%		3,360 / 3,360	100%

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Measure 1.2 – State Performance Plan (SPP) Alignment: The percent of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their SPP.	Program		5 / 5	100%		5 / 5	100%

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Measure 2.1 – Evidence-Based Practices (Training): The percentage of professional development/training activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	Program		80 / 100	80%		324 / 324	100%

1.d Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Measure 2.2 – Sustained Practices: The percentage of professional development/training activities based on scientific- or evidence-based instructional/behavioral practices, provided through the SPDG program, that are sustained through on-going and comprehensive practices. (Long-term)	Program		80 / 100	80%		263 / 324	81%

1.e Performance Measure	Measure Type	Quantitative Data					
Measure 4.1 – Scale-up Scientific- or Evidence-Based Practices: The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long-term)	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			17 / 17	100%		16 / 17	94%

Measure 1.1 - Evidence-Based Practices (Personnel): This measure will be operationalized as the percent of personnel receiving professional development through the SPDG based on scientifically based or evidence-based instructional practices, divided by the number of participants who participate in all SPDG PD events. It was determined that all activities entered in the Professional Development Activity Log were considered to have an evidence/science base. So, 3,360 of the 3,360 (or 100%) of the personnel participating in NH RESPONDS PD activities satisfy this indicator.

Measure 1.2 - SPP Alignment: Each of three primary components of NH RESPONDS is aligned with NH's SPP indicators. Targeted indicators for these projects are aligned with the SPP/APR indicators identified below. Program evaluation will monitor trend lines for all of the indicators over the course of the grant cycle.

Part B, #7 and Part C, # 3: % of infants/toddlers & preschool children demonstrating improved positive social-emotional skills; acquisition and use of knowledge and skills; and appropriate use of behaviors.
Part B, #3: Participation and performance on statewide assessments.
Part B, #4: Reduced suspension/expulsions of youth with IEPs.
Part B, #1: Increases % of youth with IEPs graduating with regular diplomas.
Part B, #14: Increased % of youth age with IEPs who have been competitively employed or enrolled in postsecondary school, or both, within one year of leaving HS.

Measure 2.1- Evidence-Based Practices (Training): This measure will be operationalized as the number of PD activities based on scientific/evidence-based practices, divided by the number of all PD activities. The determination of whether or not an activity is scientific/evidence-based will be determined by project evaluators in conjunction with project staff. As with Measure 1.1, 100% of the PD activities were determined to have an evidence/science base. So, 324 of the 324 (or 100%) of the PD activities documented in the NH RESPONDS PD Activity Log satisfy this indicator.

Measure 2.2 – Sustained Practices: This measure will be operationalized as the number of sustained PD activities, divided by the number of all PD activities. PD will be considered sustained if it is part of a continuous series of activities, as opposed to one-shot training events. Examples of sustained PD will include coaching/on-going technical assistance, modeling through demonstration sites, etc. 263 of the 324 (or 81%) of the PD activities documented in the NH RESPONDS PD Activity Log meet this definition. Last year, 72% of professional development activities met the sustainability definition.

Measure 4.1 – Scale-up Scientific- or Evidence-Based Practices: The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long-term) This measure is operationalized as the current number of ECE programs and schools identified as demo sites, divided by the total number of demo sites scheduled for implementation over the course of the grant. Currently, RESPOND demo sites in the 5 SAUs are 10 elementary schools, 2 high schools, and 4 ECE programs (a 5th ECE program recently dropped out of NH RESPONDS) for a total of 16 sites. For additional information about the status of behavior/literacy blended model in the demo sites, see the full report in Section C.

Objective 2: To recruit at least one SAU in the 5 regions of NH who shows readiness and commitment to adopting or expanding RtI systems of PBIS and Literacy (LI) and tertiary Secondary Transition Supports (STS) for students with EBD, and within the 5 SAUs recruit at least 1 Early Childhood SPED program & 2 K-12 schools from each SAU.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Five SAUs are recruited to participate in NH RESPONDS and within those SAUs, 5 EC programs & 10 K-12 schools participate in NH RESPONDS.	Project	15	/		14	/	

Project Performance Measure 2.a: Five SAUs, geographically spread across the state, were recruited and selected. Within each selected SAU, at least two schools and one early childhood education program agreed to work toward project outcomes. Refer to Section C for additional information on status of the 10 elementary schools, 2 high schools and 4 early childhood programs engaged in NH RESPONDS.

Objective 3: To develop & incorporate a set of competencies required for (a) building administrators, (b) behavior support coaches & (c) program/school-based team members to be considered qualified to design, implement with fidelity, & sustain a 3-tiered system of PBIS, LI, and tertiary STS into all NH Responds PD efforts.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Validated competencies are developed, implemented with fidelity, & sustained in all NH RESPONDS PD efforts.	Project		/	N/A		/	N/A

Project Performance Measure 3.a:
To address this objective, Leadership Team members developed Administrator and Coach Competencies for Universal Level Tier 1 literacy, behavior, early childhood literacy and behavior, and secondary transition. The competencies were developed from a review and analysis of the relevant literature in each field and validated by different constituencies in New Hampshire in the winter of 2009-10, using a rating rubric (See Appendix B for behavior competencies and Appendix C for literacy competencies)**.**

At the school and district level, the competencies can to be used as a framework for thinking about the roles and responsibilities, as well as the knowledge and skills, necessary to ensure an evidence-based RTI process. School and school district administrators may use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. In addition, the competences may be helpful in determining skill sets of potential new hires of teachers or other professional staff. At the IHE level, the competencies can to be used as a framework to assess programs of study in teacher education, administrator and related fields. These assessments can lead to the identification of gaps in programs and action plans to address those gaps. At the state department of education level, the competencies can be shared with the appropriate credentialing department with the intent of infusing them into state standards.

Tier 2 and 3 competencies will be developed during the next reporting period. Note: ECE competencies are currently under review at the time of this report.

Objective 4: To build SAU capacity by increasing the knowledge and skills of 5 SAUs LTs in designing, implementing with fidelity, assessing & sustaining RtI systems of behavior support and literacy instruction.

4.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating SAU personnel report they are more knowledgeable of RtI systems.	Project		80 / 100	80%		7 / 13	54%

4.b. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating SAU personnel report they are more skilled to support RtI implementation in their schools.	Project		80 / 100	80%		9 / 14	64%

Project Performance Measure 4.a: 54% of the respondents on the NH RESPONDS Participant Survey at the SAU level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBS. SAU personnel rated the impact on their knowledge of literacy slightly higher than the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care. The percentage of participating SAU personnel report they are more knowledgeable of RtI systems was 71% last reporting period.

Project Performance Measure 4.b: In a manner similar to Measure 4.a, 64% of respondents on the NH RESPONDS Participant Survey at the SAU-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their support of the implementation of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBS. SAU personnel rated the impact on their skills to support literacy implementation slightly higher than the impact on their on their skills to support PBIS implementation. Due to the small sample size interpretation of these data must be made with extreme care. The percentage of participating SAU personnel report they are more skilled to support the implementation of RtI systems was 69% last reporting period.

Objective 5: To build program/school capacity by increasing the knowledge and skills of 15 participating site-based primary, secondary and tertiary teams and coaches in designing, implementing with fidelity, assessing and sustaining RtI systems of behavior support and literacy instruction.

5.a. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating school personnel report they are more knowledgeable of RtI systems.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80%		25 / 47	53%

5.b. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating school personnel report they are more skilled to implement RtI systems.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80%		24 / 47	51%

5.c. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating schools achieve 80/80 on the SET (School-Wide Evaluation Tool).	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80%		1 / 5	20%

5d. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating schools achieve 70% on the literacy fidelity instrument (PET-R: Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised).	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80%		2 / 7	29%

Project Performance Measure 5.a: 51% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of RTI systems. This measure encompassed knowledge of RTI for literacy and for PBIS. Respondents' rated the impact of professional development on their knowledge of literacy greater than the impact on their knowledge of PBIS.

Project Performance Measure 5.b: In a manner similar to Measure 5.a, 51% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on the implementation of RTI systems at their schools. This measure encompassed knowledge of RTI for literacy and for PBIS. Respondents' rated the impact of professional development on their schools' implementation of literacy strategies greater than the impact on their schools' implementation of PBIS

Project Performance Measure 5.c: In the current demo site cohort, there are 5 sites engaged in PBIS work. SET scores have been collected for the 2 High Schools , but not for the remaining schools. One high school had a SET higher than 80%. All sites will administer the SET in Spring 2010 at which time we will report the data.

Project Performance Measure 5.d: Two of the seven elementary schools that completed the PET-R scored above 70%. The average PET-R score was 62.4%

Objective 6: To build statewide capacity by increasing the knowledge/skills of 400 K-12 special and general educators, related service personnel and school administrators and 40 family members.

6.a. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating personnel report that statewide training is of high quality, relevant and useful.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 **/** 100	100%		41 **/** 51	80%

6.b. Performance Measure	**Measure Type**	**Quantitative Data**					
80% of participating personnel report increased knowledge of RtI for literacy and behavior.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 /100	100%		33 **/** 48	69%

Project Performance Measure 6.a: A NH RESPONDS School Team Training on RtI: Tier 2 Level, was held on and 3/24/10, with a follow up session scheduled for 5/3/10. There were a total of 112 participants. Of those completing an evaluation of the day, (response rate = 60%);80% of respondents rated the quality, relevance and usefulness of the information a 5 or 6 on a 5-point Likert scale.

Project Performance Measure 6.b: Participants completing the evaluation form for RESPONDS School Team Training on RtI: Tier 2 Level on 3/24/10, reported the degree to which they increased their knowledge of RtI for literacy and behavior. Of those completing an evaluation of the day, 69% of the respondents reported they were more knowledgeable in identifying the mission, membership, role of, and efficient structure for the Tier 2 Team for Blended Behavior and Literacy Supports a 5 or 6 on a 5-point Likert scale.

Objective 7: To build ECE program capacity by increasing the knowledge & competency of EC and education professionals in early literacy & PBIS by providing individualized TA & support to 5 child care programs/Head Start/Early Head Start programs.

7a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating EC personnel report they are more knowledgeable of early literacy and PBIS.	Project		80 / 100	80%		4 /16	25%

7.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating EC personnel report they are more skilled to implement early literacy and PBIS at their sites.	Project		80 / 100	80%		4 / 14	29%

7.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating EC sites achieve a 70% on the Pre-SET, the EC PBIS fidelity instrument.	Project		80 / 100	80%		0 / 4	0%

7.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating EC sites achieve a 50% on the CLASS, the EC early literacy fidelity instrument.	Project		80 / 100	80%		0 / 4	0%

Project Performance Measure 7.a, b & c:

A: 25% of the respondents on the NH RESPONDS Early Childhood Participant Survey stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of early literacy and PBIS. This measure encompassed knowledge of RTI for early literacy and for PBS. There was little difference between the impact on respondents' knowledge of literacy and the impact on their knowledge of PBS. Due to the small sample size interpretation of these data must be made with extreme care.

B: 29% of the respondents on the NH RESPONDS Early Childhood Participant Survey stated that NH RESPONDS professional development had a somewhat large or very large impact on their skills to implement early literacy and PBIS at their sites.

C: No schools have achieved an 80% on the PreSET. The average PreSET score across the 4 ECE settings is 50.7%

D. C: No schools have achieved an 50% on the CLASS. The average CLASS score across the 4 ECE settings is 47.1%

Objective 8: To build statewide capacity to provide individualized, self-directed school-to-career transition services to youth with emotional & behavioral challenges by increasing the capacity of school personnel and community-based providers in the use of RENEW strategies & supports.

8a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating high school personnel report an increased knowledge of resources, including natural supports, in-school and out-of-school resources and community resources.	Project		80 / 100	80%		7 / 11	64%

8.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating high school personnel report there is a more developed infrastructure for the implementation of secondary transition strategies.	Project		80 / 100	80%		4 / 10	40%

8c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating high schools achieve 70% on the Secondary Transition Supports fidelity instrument.	Project		70 / 100	70%		999 / 999	

Project Performance Measure 8.a: 64% of the respondents on the NH RESPONDS Participant Survey at the school-level stated that NH RESPONDS professional development had a somewhat large or very large impact on their knowledge of secondary transition issues. This measure encompassed knowledge of student and school-level data, self-determination, personal futures plans, IEP transition plans, employment and school-to-career strategies, natural supports, in-school and out-of-school resources, and community resources.

Project Performance Measure 8.b: 40% of the respondents on the NH RESPONDS Participant Survey reported there is a more developed infrastructure for the implementation of secondary transition strategies in their high schools.

Project Performance Measure 8.c: The Secondary Transition Supports fidelity instrument will be administered in Spring, 2010 and will be reported during the next reporting period.

Objective 9: To work with the NHDOE Professional Standards Board and IHEs to reform and improve state standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.

9.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The NH DOE reforms & improves standards for certification & endorsement programs for PBIS, LI, & STS for students with EBD.	Project		/	N/A		/	N/A

9.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Educator preparation programs are revised to reflect state standards and competencies in scientifically-based RtI systems of PBIS, LI, and STS for students with EBD.	Project		/	N/A		/	N/A

9.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A graduate or undergraduate course or training series in best practices in School-to Career Secondary Transition Services.	Project		/	N/A		/	N/A

Project Performance Measure 9.a & b:
The NH RESPONDS IHE Consortium includes NH RESPONDS Leadership Team members, administrators and professors representing four of the State's Institutions of Higher Education (IHEs) [University of New Hampshire, Keene State College, River College and Keene State College], as well as members of the Department of Education Bureau of Licensure and Certification. The IHE Consortium has met twice this year and will be meeting again in late April 2010.

During this reporting period, the IHEs have identified the programs and courses linked to literacy, behavior and secondary transition in their perspective teacher preparation programs in which they can incorporate RTI elements. In one of the IHEs, Keene State College, faculty members developed and incorporated into their Elementary Education Methods I/II courses, sessions focused on introduction of key RTI principals and concepts for Literacy and Behavior. These same faculty members recently presented at the American Association of Colleges for Teacher Education (AACTE) 2010 Conference on their work towards infusing RTI into the NH Teacher Education Programs. NH RESPONDS Leadership Team members shared the Administrator and Coach competencies they developed for RTI in the various grant areas with the IHE consortium for their review and discussion on incorporating these competencies into their IHE course work. Next steps for the IHE Consortium include: 1) comparison of the RESPONDS competencies against the perspective IHE courses, with the goal to embed the competencies, 2) identify NH certifications coming up for review that may be impacted by the RESPONDS competencies, and 3) share information and work with the review subcommittees for considered certification reform.

In addition to the above IHE Consortium work, NH RESPONDS Leadership Team members are active members of the NH RTI Taskforce. The Taskforce meets every other month and is comprised of stakeholders from key professional organizations, parent organizations, the Department of Education, Institutions of Higher Education, as well as various school district administrators, teachers, specialists, and representatives from RTI initiatives. The goal of the Taskforce is to lead the transformation of instruction in NH school districts in accordance with the principles and practices of RTI. In this effort, the Taskforce developed and released an

Interactive Guide to RTI in NH, http://www.education.nh.gov/innovations/rti/documents/guide.pdf in June 2009. RESPONDS Leadership Team members contributed to the writing for the guide to share RESPONDS information and resources and thus ensure alignment of the RESPONDS RTI framework with the guide. The Taskforce is currently finalizing the NH RTI strategic plan for 2009-2013 that will provide a map for the design and implementation of a systematic state and district framework including alignment with key initiatives of the NH Department of Education, inclusive of NH RESPONDS. One of the goals of this strategic plan is focused on the development of effective teachers and leaders (in-service and preserves) and therefore, NH RESPONDS Leadership Team members will continue to be active in the work of the Task Force to ensure infusion of RESPONDS concepts, principles and practices into these larger state efforts.

Project Performance Measure 9.c.:

NH RESPONDS leaders have facilitated the development of a NH Transition CoP focused on professional development, "Secondary Transition CoP Professional Development (PD) group." This group identifies secondary transition PD needs and, through collaborative efforts, works to provide training in identified areas. Members of the PD CoP assisted with the identification of secondary transition topics and presenters for the NH RESPONDS annual 4-Part Transition Series trainings and also assisted in the development and implementation of Indicator 13 capacity building trainings, in collaboration with the NH Department of Education.

Dr. Ed O'Leary, national transition expert, presented on Results Oriented Transition Planning during the first training held in August 2009, to approximately 75 participants from the NH Department of Education, key stakeholders in the NH Transition CoP, and school district administrators and educators. The second training, with approximately 33 key stakeholders, focused on developing trainers in secondary transition planning and conducting the District Self-Assessment for Indicator 13. As a follow up to these events, the PD CoP offered a webinar on developing Measurable Post Secondary Goals. The Secondary Transition PD group intends to develop and offer additional webinars this coming year on specific Indicator 13 transition planning components. The plan is to record the sessions and make them available on the sharedwork.org site under the NH Transition CoP.

The group is also collaborating with Keene State College, one of the RESPONDS IHE partners, the Strafford Learning Center and the Institute on Disability (IOD) at UNH to develop a training series/course in best practices in School-to-Career Transition services (to address grant Goal 2 objective 2.3). Also to address grant objectives, the Institute on Disability included transition best practice tools and practices in its "Introduction to Exceptionality" course for the Spring 2010, and the PD Practice Group will co-sponsor another 4-part transition series in 2010-2011. Keene State College worked with Ed O'Leary at the August 2009 training to video tape Ed conducting a Q & A on secondary transition that will be produced into video snippets and used in the training series and made available as a resource on the IOD website.