U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

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

Check only one box per Program Office instructions.

[ ] **Annual Performance Report** [X] **Final Performance Report**

General Information

1. PR/Award #: ___H323A070028_____ 2. Grantee NCES ID#: ___33_____
(Block 5 of the Grant Award Notification - 11 characters.) *(See instructions. Up to 12 characters.)*

3 Project Title: __NH RESPONDS – Professional Development Excellence in Education _____
(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.)*:___New Hampshire Department of Education _____

5. Grantee Address *(See instructions.)*

6. Project Director *(See instructions.)* Name:__Santina Thibedeau _____Title: ____Project Director _____
Ph #: (603) __271 - 6693_____ Ext: ( ) Fax #: (603) _____271 - _1099_____
Email Address: _Santina.Thibedeau@doe.nh.gov_____

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: _09____/_01____/_2011_____ To: _12____/__31___/___2012____ (mm/dd/yyyy)

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

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	2,304,795.00	
b. Current Budget Period	1,275,205.00	
c. Entire Project Period *(For Final Performance Reports only)*	3,580,000.00	

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs
   a. Are you claiming indirect costs under this grant? ___Yes ___No
   b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ___Yes ___No
   c. If yes, provide the following information:
      Period Covered by the Indirect Cost Rate Agreement: From: _07_/ __01__/__2011___ To: __06___/_30____/__2012_____ (mm/dd/yyyy)
      Approving Federal agency: X__ED ___Other *(Please specify)*: _____
      Type of Rate *(For Final Performance Reports Only)*: ___ Provisional ___ Final ___ Other *(Please specify)*: _____
   d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
      _X__ Is included in your approved Indirect Cost Rate Agreement?
      ___ Complies with 34 CFR 76.564(c)(2)?

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

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

Performance Measures Status and Certification *(See instructions.)*

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

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

____Virginia M. Barry, Ph.D. _____ Title: __Commissioner of Education _____
Name of Authorized Representative:

Virginia M. Barry _____ Date: 03/29/13
Signature:

	U.S. Department of Education Grant Performance Report (ED 524B) Executive Summary	OMB No. 1890 - 0004 Expiration: 10-31-2007 PR/Award #: H332A070028

The purpose of New Hampshire's 2007-2012 State Personnel Development Grant, *NH RESPONDS – Professional Development for Excellence in Education* was to reform and improve pre-service and in-service personnel preparation systems in order to increase 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 (RTI) systems of positive behavioral interventions and supports (PBIS) and literacy instruction (LI); and (2) intensive-level secondary transition supports (STS) for students with emotional/behavioral disorders (in participating high schools). The project aimed to improve the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.

NH RESPONDS used demonstration sites to provide comprehensive RTI training and support in literacy and behavior in early childhood, elementary, and highschools in five Supervisory Administrative Units (SAUs). Nine elementary schools fully participated in NH RESPONDS (although due to closing and restructuring, there were only eight schools in the last year of the grant), with a range of current practices in place (e.g., Behavior and/or Literacy, Tiers 1, 2 or 3). Two high schools fully participated in the project, focusing on behavior and secondary transition. Four early childhood education programs completed all NH RESPONDS professional development on prePBIS and emergent literacy.

Early NH RESPONDS work focused on the development of competencies for administrators and coaches to support the implementation of RTI, early childhood education competencies for emergent literacy and behavior, and secondary transition competencies. The competencies were validated by NH and national content experts. The competencies were shared with NH RESPONDS IHEs to be used as a framework to assess programs of study in teacher education, administrator and related fields. At the school and district level, the competencies were 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.

To assess participating schools' fidelity of implementation NH RESPONDS RTI for literacy strategies, a number of intervention fidelity instruments were used. This involved measures of Tier 1 literacy implementation including the Literacy Universal Team Checklist and the Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R). Data from these instruments found that seven of eight schools that had received literacy professional development during the last year of the grant had achieved and maintained fidelity. All participating schools had implemented Tier 2 and 3 literacy strategies, although not as fully as they had done with Tier 1 strategies. Two schools scored in the mid to upper 60% range at the final Tier 2 fidelity instrument administration, with two other schools scoring between 50 and 57%. Similar results occurred with Tier 3 strategies, as two schools scored above 60% at the final

Tier 3 fidelity instrument administration, with three other schools scoring between 47 and 51%. Five of the eight literacy schools with multiple years of NECAP data had increased proficiency rates (ranging from a 1% to a 13% increase, with an average increase of 6%) from their baseline year to the last administration year. The school with the largest increase in proficiency rates (13%) also had among the highest fidelity scores for the four literacy fidelity instruments.

To assess participating schools' fidelity of implementation of NH RESPONDS RTI for behavior strategies, a number of intervention fidelity instruments were used. This included the Team Implementation Checklist and the School-wide Evaluation Tool to assess Tier 1 fidelity. All but one of ten elementary and high schools achieved Tier 1 fidelity during the grant period. Similar to the RTI for literacy results, schools had not implemented Tier 2 and 3 behavior strategies to the degree they did with Tier 1 behavior strategies. Six of the seven schools reporting major Office Discipline Referrals demonstrated decreases in office referrals over the course of the project. Three of the four elementary schools reporting in-school suspension data demonstrated less frequent use of that practice, although there was a negligible impact on in-school suspensions at the high school level. Only two of four elementary schools that reported out-of-school suspension data had a significant number of suspensions. However, both schools showed decreases in the practice of out-of-school suspension. One high school had a large drop in out-of-school suspensions, while the second school had no change (but fewer years of implementation than the other high school).

Professional development for early childhood personnel focused on emergent literacy strategies (assessed via the Classroom Assessment Scoring System Pre-K (CLASS)) and early childhood PBIS (assessed by the Preschool Leadership Team Checklist, the Preschool-wide Evaluation Tool, and the Preschool Effective Behavior Support Survey). Three of the four preschool programs achieved fidelity on each of the instruments. The fourth program showed steady progress and was close to fidelity at the last administration of instruments.

Parent engagement activities were weaved throughout all project activities. The NH Parent Information Center (PIC) was represented on the NH RESPONDS Leadership Team and facilitated professional development on parent engagement. The PIC worked extensively with one preschool program, two high schools, and four elementary schools. Activities varied based on need, but all focused on parent engagement related to RTI, for both literacy and behavior.

NH RESPONDS also provided statewide trainings to schools other than participating demonstration sites. These trainings were based on findings learned at the demonstration sties. The project also conducted pre-service work with Institutions of Higher Education (IHEs) and other key stakeholders to improve pre-service educator preparation programs in grant related areas. Support of secondary transition, separate from activities described above, included activities such as support for the APEX (RTI for high schools) Summer Leadership Institute where over 150 people from high schools throughout NH attended each year, working on PBIS implementation and relating it to themes important to high schools including college and career readiness and personalized learning. NH RESPONDS also was a partner in a five-part Research to Practice Series on Transition each year during years 2- 5 of the project.

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): H332A070028

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

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%		994 / 994	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%		105 / 105	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%		88 / 105	84%

1.e Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		17 / 17	100%		15 / 17	88%

Measure 1.1 - Evidence-Based Practices (Personnel): This measure was operationalized as the percent of personnel receiving professional development (a duplicated count) 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, 994 of the 994 (or 100%) of the personnel listed in the NH RESPONDS Professional Development Activity Log 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 was 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, 105 of the 105 (or 100%) of the PD activities documented in the NH RESPONDS PD Activity Log satisfy this indicator.

Measure 2.2 – Sustained Practices: This measure was 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. 88 of the 105 (or 84%) of the PD activities documented in the NH RESPONDS PD Activity Log meet this 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 was 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 9 elementary schools (1 elementary school dropped out), 2 high schools, and 4 ECE programs (a 5th ECE program dropped out of NH RESPONDS) for a total of 15 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	17	/		15	/	

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. The attached final report contains extensive 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: The Administrator and Coach Competencies for Universal Level Tier 1 literacy, behavior, and secondary transition were developed early in the grant period, validated by NH and national content experts, and finalized in January 2011. These competencies were shared with the identified NH RESPONDS IHEs 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. The attached narrative provides more details of this work and efforts to share the competencies with the State Department of Education through the NH RTI Professional Learning Community.

ECE competencies for emergent literacy and behavior were reviewed by NH experts in spring 2010. Given this feedback, the emergent literacy competencies were modified to be more flexible for different levels of early childhood educator preparation programs (associate and bachelor degree). Behavior expert feedback on the ECE behavior competencies was reviewed and incorporated into a finalized version of these competencies.

At the school and district level, the competencies were 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 were advised to use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. The competencies may also be used to identify requisite skills to include in job descriptions to ensure sustainability of SAU RTI systems. The secondary transition competencies that were developed will be used to inform work on NH's new SPDG.

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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.

4a. 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%		64 / 100	64%

4b. 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%		63 / 100	63%

Project Performance Measure 4a: To determine the impact of NH RESPONDS professional development on the knowledge of RTI for reading and behavior of SAU personnel, Members of NH RESPONDS SAU Leadership Teams were surveyed 2009-11. SAU personnel participating in NH RESPONDS were asked 13 items about the impact NH RESPONDS professional development had on their knowledge of RTI systems. This included questions about RTI for literacy and behavior, as well as working with data and providing leadership within the SAU. The average score was a 3.20, on a five-point scale, translated to 64% for reporting on this form as decimals are not allowed. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 4b: The same SAU Leadership Team members surveyed for Performance Measure 4a were surveyed for 4b. SAU Leadership Team members participating in NH Responds were asked 11 items about the impact NH RESPONDS professional development had on their capacity to implement RTI systems. This included questions about RTI for literacy and behavior, as well as working with data and providing leadership within the SAU. The average score was a 3.15, on a five-point scale, translated to 63% for reporting on this form as decimals are not allowed. A full accounting of these data for each year is provided in the attached final report.

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.

5a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating school personnel report they are more knowledgeable of RTI systems.	Project		80 / 100	80%		59 / 100	59%

5b. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating school personnel report they are more skilled to implement RTI systems.	Project		80 / 100	80%		58 / 100	58%

5c. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating schools achieve 80/80 on the SET (School-Wide Evaluation Tool).	Project		80 / 100	80%		7 / 8	88%

5d. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80%		6 / 8	75%

Project Performance Measure 5a: To determine the impact of NH RESPONDS professional development on the knowledge of RTI for reading and behavior of participating school personnel, embers of NH RESPONDS School leadership Teams were surveyed in 2009-11. School personnel were asked 10 items about the impact NH RESPONDS

professional development had on their knowledge of RTI systems. This included questions about RTI for literacy and behavior, as well as working with data. The average score was a 2.95, on a five-point scale, translated to 59% for reporting on this form as decimals are not allowed. Scores for the final year of data were collected were approximately 10% higher than the average. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 5b: The same school personnel surveyed for indicator 5a were asked 11 items about the impact NH RESPONDS professional development had on their capacity to implement RTI systems. This included questions about RTI for literacy and behavior, as well as working with data. The average score was a 2.90, on a five-point scale, translated to 58% for reporting on this form as decimals are not allowed. Scores for the final year of data were collected were approximately 10% higher than the average. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 5c: In the final demo site cohort, there were eight sites engaged in RTI – Behavior work. All of those schools have had a SET completed at least once during this grant period. As of the spring 2012 SET administration, there were seven schools implementing RTI for behavior with fidelity (88%) (up from three last reporting period). One schools scored an 100/71, needing an additional nine points in the Expectations Taught domain to achieve fidelity.

Project Performance Measure 5d: In the final demo site cohort, there were eight sites engaged in RTI – Literacy work. All schools have had a PET-R completed at least once during this grant period. The goal was for 80% of schools to score at least 70% on the PET-R. At the spring 2012 PET-R administration for each school, six of the eight schools (75) have met that benchmark. Six schools had more than 85% of PET-R strategies in place.

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.

6a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating personnel report that statewide training is of high quality, relevant and useful.	Project		80 / 100	100%		85 / 100	85%

6b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating personnel report increased knowledge of RTI for literacy and behavior.	Project		80 /100	100%		72 / 100	72%

Four sets of open trainings were provided by NH RESPONDS staff to educators across the state not participating in NH RESPONDS. The goal of these trainings was to disseminate successful strategies developed through the project.

February 6 & March 13, 2009	Two-day School Team Training on RTI: Universal Level
March 24, 2010	School Team Training on RTI: Tier 2 Level
May 3, 2010	School Team Training on RTI: Tier 2 Level
March 14, 2011	School Team Training on RTI: Tier 3 Level
May 11, 2011	School Team Training on RTI for Behavior or Literacy: Tier 3 Prevention and Intervention
March 9, 2012	Demonstration Site Networking/Training Day

Project Performance Measure 6a: Data was collected at each training to determine the quality, relevance, and utility of the professional development. Across the four sets of training, 85% of participants perceived the training to be of high quality, relevant, and useful. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 6b: Data was collected at each training to determine the impact the professional development had on participants' knowledge of RTI for literacy and behavior. Across the four trainings, 72% of participants stated the training had a large to very large impact on their knowledge of RTI. A full accounting of these data for each year is provided in the attached final report.

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%		69 /100	69%

7b. 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%		73 /100	73%

7c. 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%		4 / 4	100%

7d. 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%		4 / 4	100%

Project Performance Measure 7a: To determine the impact of NH RESPONDS professional development on implementation of RTI early literacy and behavior practices, participating early childhood personnel were surveyed. The only full set of data are from April 2011. Eighteen of 32 personnel surveyed responded, for a response rate of 56%. Participants were asked four items about the impact NH RESPONDS professional development had on their knowledge of early childhood RTI literacy and behavior strategies and working with data. The average score was a 3.51, on a five-point scale, for an average of 70% (3.51/5.00), indicating a medium to large impact. The highest rated item in 2012 was increasing participants' knowledge of child and program/center-level data (3.78). The lowest rated item was increasing participants' knowledge of how to integrate literacy instruction and PBIS (3.22).

Project Performance Measure 7b: To determine the impact of NH RESPONDS professional development on implementation of RTI early literacy and behavior, participating early childhood personnel were surveyed in April 2012. Eighteen of 32 personnel surveyed responded, for a response rate of 56%. Participants were asked seven items about the impact NH RESPONDS professional development had on their program's implementation of early childhood RTI literacy and behavior strategies, working with data and

developing action plans to guide their work. The average score was 3.41, on a five-point scale, for an average of 68% 3.41/5.00), indicating a medium to large impact. The items perceived to have had the largest impact on ECE implementation of RTI early literacy and behavior in 2012 were developing (3.79) and implementing (3.50) program/center-level action plans that helped them develop consensus building for positive behavior supports in their program/center (3.79).

Project Performance Measure 7c: As of the spring 2012 Pre-SET administration, all four participating early childhood programs have achieved at least 70% on the Pre-SET (scores ranging from 75/100 to 97/100) suggesting fidelity of implementation of the early childhood PBIS practices introduced by NH RESPONDS.

Project Performance Measure 7d: As of the spring 2012 CLASS administration, all four participating early childhood programs have achieved at least 50% on the CLASS (scores ranging from 71% to 85%), suggesting fidelity of implementation of the RTI literacy practices introduced by NH RESPONDS. The average CLASS score across the four ECE settings is 81%. This is an increase of 9% from 2011 and 15% from the average score of 47% on the fall 2009 administration.

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%		67 / 100	67%

8b. 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%		63 / 100	63%

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%		12 / 16	75%

Project Performance Measure 8.a: To determine the impact of NH RESPONDS professional development on knowledge of secondary transition services, participating transition personnel were surveyed in 2009-11. Participants were asked seven items about the impact NH RESPONDS professional development had on their knowledge of student school—level data, self-determination supports, linking personal futures planning with IEPs, school-to-career strategies, and natural supports. The average score was 3.35, on a five point scale, for an average of 67% (3.35/5.00). A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 8.b: To determine the impact that NH RESPONDS professional development had developing infrastructure for the implementation of secondary transition strategies, those individuals surveyed in 8a were also asked five additional items on the April 2012 survey. The average score was 3.15, on a five point scale, for an average of 63% (3.15/5.00). A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 8.c: Of the 28 people trained in RENEW, 20 have participated in a RENEW Fidelity check. Sixteen teachers submitted RENEW scores. The average score was 4.11 on a five-point scale (or 82%=4.11/5.00). The performance indicator for this objective was that 80% of participating high schools achieve 70% on the secondary Transition supports fidelity instrument. Twelve of the 16 teachers (75%) met the criteria.

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 9a - c: The NH RESPONDS IHE Consortium included NH RESPONDS Leadership Team members, administrators and professors representing the University of New Hampshire, Keene State College, Plymouth State University, and River College, as well as members of the Department of Education Bureau of Licensure and Certification. The IHE Consortium shared project materials and findings with the NHDOE Professional Standards Board over the course of the grant.

NH IHE personnel used the NH RESPONDS matrices to compare the NH RESPONDS general RTI competencies against their selected teacher preparation programs and courses linked to literacy, behavior and secondary transition. All of the four IHEs identified the courses for which each competency is addressed under and documented the evidence that demonstrates competency. As a result of their NH RESPONDS work, Keene State College added an RTI component to the Action Research Project completed during the student teaching placement for each Elementary Education and Elementary/ Special Education student.

In addition to the above IHE Consortium work, NH RESPONDS Leadership Team members were active on the NH RTI Taskforce. The NH RTI Taskforce completed its' assigned tasks in summer 2010 and transformed into a NH RTI Professional Learning Community (PLC). The NH RTI PLC was responsible for carrying out the developed NH RTI strategic plan for 2009-2013 that provided a map for the design and implementation of a systematic state and district RTI framework aligned with key initiatives of the NH Department of Education, inclusive of NH RESPONDS. One of the goals of this strategic plan focused on the development of effective teachers and leaders (in-service and pre-service). In February 2011, the NH RTI PLC invited representatives from various NH IHEs with teacher preparation programs to participate in a NH RTI PLC meeting for discussion on how to incorporate RTI into their respective pre-service teacher preparation programs. Activities addressing Objective 2.3 are also addressed in the Secondary Transition Supports section (Objective 1.8) of this report.

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

The reported budget expenditures for previous reporting period (09/01/07-02/28/11) on the cover page of this report is $2,304,795.00 and the reported budget expenditures for the current reporting period (03/01/11 -12/31/12) as reported on the cover page of this report is $1,275,205.00 for a total entire grant period expenditure of $3,580,000.00.

All grant funds have been drawn down as of 4/1/13 from the G5 system.

All grant funds were expended.

No changes were made to our budget that affected our ability to achieve our approved project outcomes.

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

1. **Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.**

2. **What would you recommend as advice to other educators that are interested in your project? How did your original idea change as a result of conducting the project?**
   See page 35-36, and 49 of the Final report narrative for answers to question 1 and 2 about unanticipated outcomes or benefits from our projects and barriers. As well as advice for other educators for such a project.

3. **If, applicable describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.**
   We have links to our NH RESPONDS products on our website and our partners continue to use these tools in their ongoing work with NH school districts under other local funding sources. We will be making links to our products and data on the NH Department of Education PLC Networks. In addition the NH RESPONDS work was included in the NH State RTI PLC's development of an RTI strategic plan and again our products are available to the NH State RTI PLC to use throughout the state as they continue the RTI work with their Pilot sites.

4. **Report on any statutory reporting requirements for this grant program.**

   None.

The New Hampshire Bureau of Special Education

Final Report for the

State Personnel Development Grant

CFDA # 84.323A Grant Award # H323A070028

April 1, 2013

Submitted by: Brent Garrett, Ph.D. & Patricia Mueller, Ed.D.

The focus of New Hampshire's third State Personnel Development Grant was 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 September 2007 through December 2012. The report is organized around the original grant goals and objectives and includes: 1) a brief description of the initiative goals and objectives; 2) final status of the project activities; and 3) output and outcome evaluation data. The corresponding Federal Performance Report is included as Appendix D.

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NH RESPONDS Final Report

The focus of New Hampshire's State Personnel Development Grant (NH RESPONDS) was 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.

This report summarizes major activities and accomplishments over the course of the grant from September 2007 through December 2012. The report is organized around the original grant goals and objectives and includes: 1) a brief description of the initiative goals and objectives; 2) final status of the project activities; and 3) output and outcome evaluation data. Data for this report were collected from an online Professional Development Activity Log, participant surveys conducted throughout the grant period, data collection instruments used in the provision of professional development, and other reports produced each 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 informed the project and program performance measures in the 524B report.

Products referenced throughout this report can be found at the website listed below: http://www.education.nh.gov/nhresponds/index.htm.

Goal 1: Professional Development

The goal of NH RESPONDS was 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 are presented and discussed over the following pages to explain the degree to which the eight objectives necessary to achieve this goal were accomplished.

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 on the next page depicts the five SAU demonstration sites and the respective schools and Early Childhood Education (ECE) programs that participated in NH RESPONDS. Of the ten elementary schools who participated in NH RESPONDS professional development, nine elementary schools fully participated in the project, with a range of current practices in place (e.g., Behavior and/or Literacy, Tiers 1, 2 or 3). Two high schools fully participated in NH RESPONDS. Four of the five ECE programs that received PD fully participated in NH RESPONDS.

Table 1: NH RESPONDS SAU Demonstration Sites Information

	Conway School District/ SAU #9	Newport School Dist/ SAU #43	Rochester School Dist/ SAU #54	Somersworth School Dist/ SAU #56		Timberlane School Dist/ SAU #55
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/Added Behavior 2010-11	Behavior /Added Literacy 2010-11	Behavior /Added Literacy 2010-11	Literacy/Added Behavior 2010-11		Behavior/Added Literacy 2010-11
Implementation Level	Literacy Tier 1, 2, & 3 Behavior Tier 1, 2, & 3	Behavior Tier 1 & 2 Literacy Tier 1, 2, & 3	Behavior Tier 1, 2, & 3 Literacy Tier 1, 2, & 3	Literacy Tier 1, 2, & 3 Behavior Tier 1 & 2		Behavior Tier 1, 2, & 3 Literacy Tier 1, 2, & 3
School 2	**John Fuller Elementary School**	**Richards Elementary School**	**East Rochester School**	**Hilltop Elementary**	**Idlehurst Elementary**	**Atkinson Academy**
Grades	K 1-6	K 1-3	P K 1-5	1-4	K - 5	1-5
Start Year	2009-2010	2009-2010	2009-2010	2009-2010	2011-12	2009-2010
Priority Area	Literacy/Added Behavior 2010-11	Literacy	Literacy	Literacy/ Behavior 2010-11	Literacy Behavior	Literacy
Implementation Level	Literacy Tier 1, 2, & 3 Behavior Tier 1, 2, & 3	Literacy Tier 1, 2, & 3	Dropped Out as of April 2010	Literacy Tier 1, 2, & 3 Behavior Tier 1 & 2	Literacy Tier 1, 2, & 3 Behavior Tier 1	Literacy Tier 1, 2, & 3
Early Childhood Education Program	**Children Unlimited**	**Early Childhood Support Prgm**	**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	Behavior Tier 1, 2, & 3 Literacy Tier 1	Behavior Tier 1, 2, & 3 Literacy Tier 1	Dropped out as of March 2010	Behavior Tier 1, 2, & 3 Literacy Tier 1		Behavior Tier 1, 2, & 3 Literacy Tier 1
High School	**Kennett High School**	N/A		**Somersworth High School**		N/A
Grades and Start Year	9-12 12/2008-2009			9-12 12/2008-2009		
Priority Area	PBIS/RENEW Tier 3			Literacy/Behavior/RENEW Tier 3		
Implementation Level	Behavior Tier 1, 2 & 3			Behavior Tier 1, 2, and 3/Started Literacy		

<u>Objective 1.3</u>: 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.

The Administrator and Coach Competencies for Universal Level Tier 1 literacy, behavior, and secondary transition were developed early in the grant period, validated by NH and national content experts, and finalized in January 2011. These competencies were shared with the identified NH RESPONDS IHEs 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. See Goal 2 on page 57 for more details of this work and efforts to share the competencies with the State Department of Education through the NH RTI Professional Learning Community.

ECE competencies for emergent literacy and behavior were reviewed by NH experts in spring 2010. Given this feedback, the emergent literacy competencies were modified to be more flexible for different levels of early childhood educator preparation programs (associate and bachelor degree). Behavior expert feedback on the ECE behavior competencies was reviewed and incorporated into a finalized version of these competencies.

At the school and district level, the competencies were 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 were advised to use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. The competencies may also be used to identify requisite skills to include in job descriptions to ensure sustainability of SAU RTI systems. The secondary transition competencies that were developed will be used to inform work on NH's new SPDG.

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.

This section provides a summary of each participating school in NH RESPONDS. This is followed by a review of the types and frequency of professional development provided, and a comparative analysis across participating schools. The instruments used to assess implementation are listed below. They are also described at: http://www.education.nh.gov/nhresponds/assessment_tools.htm.

- The **Literacy Universal Team Checklist (LUnTCH)** is a process and status measure, completed by the team overseeing Tier 1 literacy implementation. The goal was for 80% of participating elementary schools to achieve 70% on the PET-R.
- The **Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)** was used to assess the fidelity of implementation of accepted practices in elementary reading programs (Tier 1), and was completed by all school staff. In order to achieve fidelity, 70% of the PET-R criteria must be 'in place.'
- The **Literacy Tier 2** instrument assesses to what degree literacy strategies necessary to implement Tier 2 were in place. While no formal fidelity criteria were established, a higher score was desired.
- The **Literacy Tier 3** instrument assesses the degree to which strategies necessary to implement Tier 3 literacy strategies were in place. Similar to the Tier 2 instrument, while no formal fidelity criteria were established, a higher score is desired.
- The **PBIS Team Implementation Checklist (TIC)** is a process measure and action planning tool that indicates the degree to which the School Leadership Team (SLT) perceives specific criteria of Tier I, core instruction in behavior, to be in place and prioritizes criteria to work on. Fidelity is achieved when at least 80% of the criteria of core instruction are in place.
- The **School-wide Evaluation Tool (SET)** is a Tier 1 fidelity instrument completed by a trained individual(s) who does not work for the school being assessed. Two scores were reported, one of the degree to which expectations were taught and the other was the average of the expected features that were in place. To achieve fidelity, both scores must be 80% or higher.
- A **PBIS Tier 2 Checklist** was used to assess the degree to which the features of Tier 2 systems, data and practices were in place. In the last year of the project, a blended Tier 2 instrument was developed. The checklist was completed by members of each school's Tier 2 Leadership Team. Fidelity was achieved when at least 80% of the strategies were in place.
- The **PBIS Tier 3 Checklist** was completed by members of each school's Tier 3 Leadership Team to assess the degree to which Tier 3 systems, data, and practices are in place and prioritize strategies for future work. Fidelity was achieved when at least 80% of the strategies were in place.

NH RESPONDS Elementary School Demo Sites

Atkinson Academy (Grades: K – 5) Timberlane SAU 55

Professional Development Focus:

Atkinson initiated their NH RESPONDS work in 2009-10 with an emphasis on literacy instruction. Professional development for Atkinson Academy focused on strengthening Tier I implementation practices and defining Tier 2 for literacy by discussing evidenced based practices, reviewing universal screening tools for all students and evaluating building resources. The school made early progress in addressing Tier I and Tier II literacy issues by selecting and piloting two universal screening measures, developing guidelines and procedures for the Tier 2 Targeted team meetings, and establishing a timeline for rollout to staff. The school and the leadership team actively engaged PD during the final year of the project, focusing efforts at the "system" level and refining Tier 2 and 3 efforts.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

After four years of implementation, in 2012, Atkinson scored a 78% on the Literacy Universal Team Checklist (LUnTCh), the first time they scored above 70%. In the fall of 2011, Atktinson had a 90% on the PET-R. These two results provide support that Atkinson was implementing Tier 1 literacy strategies with fidelity.

Tier 2 and 3 Literacy Checklists

Fidelity measures for Tier 2 (50%) and Tier 3 (47%) implementation suggest work still remains in the advanced tiers.

Literacy Outcome Data

Atkinson had a small, 1% increase in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2008-09 and the last available data for the 2010-11 teaching year.

Barriers:

Atkinson focused on how Special Education and RTI systems could integrate, how interventions align with their overall philosophy of literacy, how to implement progress monitoring and fidelity measures, and determining what approaches are/are not effective. They joined with other elementary schools in their SAU during the last year to move toward common approaches and to share more resources and experiences across schools.

Chamberlain Elementary School (Grades: K - 5) Rochester SAU #54

Professional Development Focus:

Chamberlain Elementary focused on behavior and literacy, working at all three PBIS and literacy tiers. Chamberlain's involvement was complicated due a rough start with the project involving both the district/SAU leadership and the project PD provider. Chamberlain implemented features of the NH RESPONDS RTI for literacy model across Tiers 1-3. They implemented a model more closely aligned with "Reading First," as they were a project site under that project for several years prior to their involvement with RESPONDS. Attempts at engaging literacy TA during the final year of the project continued to be complicated by scheduling issues, allocation of staff and the lack of a strong TA relationship. Implementation data were only collected during the 2010-11 school year.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Chamberlain only administered the LUnTCh in fall 2010, indicating 55% Tier 1 literacy features were in place. In contrast, the PET-R found 95% Tier 1 features in place during fall 2010. Data were not collected in the final year of the initiative.

Tier 2 and 3 Literacy Checklists

Chamberlain administered the Tier 2 Literacy Checklist in fall 2010, finding 46% of desired features in place, with that score dropping to 30% in spring 2011. According to the Tier 3 Literacy Checklist, 51% of Tier 3 practices were in place in in spring 2011. Data were not collected in the final year of the initiative.

Literacy Outcome Data

Chamberlain had a 4% increase in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2009-10 and the 2010-11 teaching year.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

In fall 2011, the number of TIC items considered in place surpassed 70% (73%) for the first time. In spring 2012, 72% of Tier 1 features were in place. SET scores in spring 2011 (100/94) and 2012 (100/98) surpassed the 80/80 fidelity threshold. These data provide support that Tier 1 PBIS practices were implemented with fidelity.

Tier 2 and 3 Team Checklists:

The number of Tier 2 features in place continued to grow throughout the years of the RESPONDS initiative, stabilizing at 75% (fall 2011) and 72% (spring 2012). Tier 3 PBIS systems development began toward the end of the 2010-11 school year. The first assessment of Tier 3 features (fall 2011) revealed 47% of features were in place, with 57% in place in spring 2012.

PBIS Outcome Data

Coinciding with the organization efforts of Tiers 2 and 3 was a re-organization of the Tier 1 response and data recording processes. This reorganization significantly changed the SWIS data recording protocol at Chamberlain in 2011-12. For the years prior, behavioral data for students with intensive behavioral support needs were not recorded in the SWIS system. Thus, SWIS numbers that were trending in decline for major office referrals from 2008-09 through 2010-11 were increased significantly by this group of students with high incidence of behavioral referrals. In addition to Major referrals, Minor behavioral incidents were also recorded at high rates for these students in an effort to capture more precise behavioral data. Chamberlain made the decision for these children to record all data under 'Major' as it was hard to differentiate pure Minor incidents from incidents meeting the 'Multiple Minor' criteria for Major. For ease of decision making, all behavioral reports for these students were recorded as Major.

Successes:

1. Chamberlain has built into school culture a Monday Morning School-Wide Meeting which is used to kick-off each week of the school year. The meeting is used for whole school readiness, with recognitions and awards provided. The week begins with positive energy and engagement.
2. The use of Teacher Check Connect and Expect (TCCE) as an early Tier 2 intervention was sustained, with improved rates of success.
3. Chamberlain's Tier 3 grew to include a documented de-escalation response plan, a clear and utilized system for office and behavioral support alert, a behavior support program with a defined process for nomination and activation of Tier 3 supports, a clarified set of available Tier 3 supports, a system of scheduled communication between Tier 3 behavioral support personnel and classroom teachers, a system for the development, review and revision of behavior support plans, and a system that incorporates the use of daily progress data, crisis response data, behavioral support needs data, and teacher survey data, to guide decision-making .

Barriers:

The barriers related to PBIS implementation for Chamberlain mostly pertained to challenges in sustainability. Much of the current work, though documented, is staff dependent. Changes in critical school staff could have a significant effect on the sustainability of current functioning. Chamberlain has always had a diverse and challenging student body and the numbers of children with more intensive social and emotional needs has increased over the last three years. The need for perseverance and resilience of school staff members is heightened by this increase and will continue to present a significant challenge to sustainability in the years to come.

Their literacy challenges continue to include how to move from a Reading First model to the NH RESPONDS model of RTI, how Special Education and RTI systems can be integrated, how "interventions" align with their overall philosophy of literacy, how to implement progress monitoring & fidelity measures, and determining what approaches are/are not effective.

Hilltop Elementary School (Grades: 1 – 4) Somersworth SAU #56

Professional Development Focus:

Hilltop Elementary School PD began in 2009-10, focusing primarily on literacy. Additionally, the school began describing behavior Tier 1 and 2, with considerations for blending at Tier 1 during 2010-11. Literacy Tier 1 implementation focused on: data-based differentiated instruction, aligning the reading program to Grade Level Expectations, and adjusting the school schedule to accommodate tiered instruction and to work within the guidelines for Title 1. Tier 2 progress monitoring tools were piloted to examine ease of use, and match to school/student needs. Extended Learning Opportunities were established for supplemental instruction. The school closed after the 2010-11 school year, as the SAU transitioned to a single elementary school (Idlehurst Elementary).

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Hilltop's LUnTCH scores increased from 34% of the LUnTCH features in place in the fall 2009 to 52% in place for the final 2010 administration. Hilltop's PET-R scores were higher, increasing from 64% of features in place in the fall 2009 to 74% in 2010. These data indicate that Hilltop was making strong efforts to implement Tier 1 literacy strategies before the school was closed.

Tier 2 and 3 Literacy Checklists

Evidence of Hilltop's Tier 2 strategies in place grew from 4% in the first administration in 2010 to 36% in the final Tier 2 Literacy checklist administration in 2011. Hilltop only administered one Tier 3 Literacy Checklist before the school closed (6% of features in place).

Outcome Data

Hilltop had a 10% decrease in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2008-09 and in the 2010-11 teaching year, the last year the school was open.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Hilltop only had one year of PBIS data (2010-11). During that year, the school had an increase from 64% of features in place during fall 2010 and 100% in the spring of 2011. The spring 2011 SET evaluations showed that Hilltop was implementing Tier 1 strategies with fidelity (100/98).

Tier 2 and 3 Team Checklists:

Similar to the Tier 1 instruments, Hilltop only administered the Tier 2 checklist during the 2010-11 school year, with only 6% of Tier 2 features in place. Hilltop did not focus on Tier 3 PBIS strategies.

Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions)

Hilltop did not report any behavior outcome data during the grant period.

Idlehurst Elementary School (Grades: K - 5) Somersworth SAU #56

Professional Development Focus:

Idlehurst Elementary opened in fall of 2011. Idlehurst is comprised of all of the students and staff from Hilltop School (which closed in the spring 2011) plus some of students from Maple Wood and 5th graders from the middle school. Idlehurst implemented basic components of Tiers 1 - 3 in literacy. Idlehurst quickly created a Leadership Team, including members who had been active with RTI leadership at both Hilltop and Maple Wood. The Leadership Team attempted to install RTI as the new school opened. As there was not a pre-defined SAU model yet available, they struggled to install and begin implementation of RTI for literacy. Technical support shifted from a focus on refining implementation of RTI to a focus on defining RTI at the SAU level. Idlehurst members participated on a SAU Elementary Design Team. The Design Team's features were finalized in Winter/Spring 2012.

Idlehurst organized a Tier 1 PBIS Team as soon as the school opened. Benefitting from strong principal leadership and with many Tier 1 Team members who had worked in PBIS schools in the district previously, Idlehurst was able to implement many Tier 1 PBIS features early in the school year. The bulk of RESPONDS behavioral support in 2011-12 came in the form of assisting the SAU in producing a comprehensive RTI Manual, to be used as a roadmap for Idlehurst for progress and growth in RTI.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R):

Idlehurst scored a 62% on their first LUnTCH administration and a 72% on their first PET-R during 2011-12 These relatively similar scores suggest that Idlehurst made progress in implementing Tier 1 literacy strategies during their first year as a school.

Tier 2 and 3 Literacy Checklists:

In their first year, Idlehurst Elementary Tier 2 and 3 teams reported 57% of Literacy Tier 2 strategies in place, with 51% of Tier 3 features in place.

Literacy Outcome Data: Data not available

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Idlehurst TIC data dropped from 72% of Tier 1 features in place in fall 2011 to only 50% in place in spring 2012. The methodology used to compile these data was that each team member completed the TIC form and scores for Achieved, In Progress and Not Started were determined by majority count. When the TIC was completed again in the spring of 2012, a consensus model was employed and it is believed that this method produced a more accurate assessment of features implementation. The first Idlehurst SET score (spring 2012) was 90/75, just short of the fidelity standard of 80/80.

Tier 2 and 3 Team Checklists: Not implemented

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions): Data not available

John Fuller Elementary School (Grades: K - 6) Conway SAU #9

Professional Development Focus:

John Fuller entered NH RESPONDS in the 2009-10 school year. Both literacy and behavior were addressed at the school. The school had instituted PBIS prior to the start of NH RESPONDS and returned to it for additional attention during the course of the project. By the end of the grant period, John Fuller was implementing all three tiers with fidelity, with a combined Tier 2/3 team.

Much of the work with NH RESPONDS focused on building RTI for literacy. Initially, the administration and staff felt that they were already "doing" RTI, but just needed a little support to formalize implementation. It became clear they weren't quite as far along as thought. They worked to create a sustainable RTI for literacy system for all students. By spring 2012, John Fuller was implementing Tiers 1 - 3 in literacy, with Tier 1 implemented with fidelity.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

John Fuller showed steady growth in LUnTCH scores, increasing from 21% of the LUnTCH features in place in fall 2009 to 90% in place for the final 2012 administration. Their PET-R scores were more stable, varying from 72% of practices in place fall 2009 to 74% in 2012. These data suggest that John Fuller implemented Tier 1 literacy strategies with fidelity.

Tier 2 and 3 Literacy Checklists

John Fuller's implementation of Tier 2 and 3 literacy strategies was still in development. Their spring 2012 Tier 2 Literacy Checklist administration found 38% of Tier 2 practices in place. The Tier 3 Literacy Checklist had similar results, with 29% of Tier 3 practices in place.

Literacy Outcome Data

John Fuller had a small, 1% increase in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2008-09 and the 2010-11 teaching year.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

John Fuller's spring 2012 TIC data found 86% of Tier 1 features were in place. The school had two SET administrations, scoring a 100/94 in spring 2011 and a 100/100 in the spring 2012. These data suggest John Fuller implemented PBIS Tier 1 practices with fidelity.

Tier 2 and 3 Team Checklists:

John Fuller demonstrated fidelity of Tier 2 practices, with a 100% on the Tier 2 Behavior Checklist on the spring 2012 administration. The school also made significant progress on Tier 3 strategies, with only 40% of Tier 3 practices in place in spring 2011 before doubling the percentage of practices in place (80%) in spring 2012.

Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions): Data not available

Successes:

The school literacy team developed strong data skills. The principal began sharing assessment data with the staff and they learned to critically analyze and then use the data to make decisions about curriculum, instruction, materials, to better meet the needs of their students.

John Fuller's Tier 1, whole school program, made significant improvement in implementation, with strong faculty and staff buy-in. They also developed an organized and predictable system for behavioral interventions at Tier 2. They are finally getting good data, with consistency in faculty buy in, and developed a system for collection of student data to inform their child study teams.

Barriers:

Barriers included managing shifts in PD providers so that the school received consistency in PD, ensuring that staff have the PD they need to differentiate instruction in Tier 1, and to implement a full system of RTI for literacy with fidelity. With behavior, the school needs to stay consistent in their approaches and systems and to be systematic in all of their interventions.

Maple Wood Elementary School (Grades: Pre-K – 4) Somersworth SAU #56

Professional Development Focus:

Both literacy and behavior were addressed at Maple Wood Elementary School. It had instituted PBIS prior to the start of NH RESPONDS and returned to it for additional attention during the course of the project. Maple Wood implemented Tiers 1-3 in Literacy and Tiers 1-2 in behavior. During 2011-12, much of the behavior work with Maple Wood and SAU 56 focused on RTI manual development. Maple Wood School began their literacy PD with RESPONDS in the first year. Much of the early work of the project focused on how to build a sustainable infrastructure around their existing program. A large group of teachers participated on the Leadership Team with a strong point-person who served for 20 years as principal of the school. The Leadership Team worked through many issues related to RTI, including: curriculum, assessment, PD for staff, scheduling, and other big ideas related to inclusion and technology. PD support shifted from a focus on refining implementation of RTI to a focus on better defining RTI at the SAU level.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Maple Wood scored above 90% on three LUnTCH administrations, with 97% of the LUnTCH features in place at the final 2012 administration. Maple Wood's PET-R scores increased from 56% in 2008, to 68% in 2010, with a final administration score of 86% in 2012. These data indicate a strong Tier 1 literacy foundation for Maple Wood.

Tier 2 and 3 Literacy Checklists

Maple Wood had increases from 40% of Tier 2 literacy features in place in 2010 to 64% in 2012. Similar growth occurred with Tier 3 strategies, growing from 47% of features in place in the first administration in 2011 to 62% of features in place in 2012. While below fidelity for both instruments, the data demonstrate an increased amount of advance tier features were in place.

Outcome Data

Maple Wood increased the number of students scoring proficient on the NECAP reading assessment by 4% between their baseline year in 2007-08 and the last available data for the 2010-11 teaching year.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Maple Wood's spring 2012 TIC data revealed that 86% of features were in place in the final assessment. SET evaluations were completed at Maple Wood in the spring of 2011 and 2012. Maple Wood exceeded the fidelity standard both years, scoring 100/87 in 2011 and 100/86 in 2012.

Tier 2 and 3 Team Checklists:

Maple Wood made significant progress in the implementation of Tier 2 features from spring 2011 to spring 2012. In the spring of 2012, the Tier 2 team reported that 86% of Tier 2 features were In Place, increasing from 69% in 2011. PD was not provided on Tier 3 strategies.

Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions)

Maple Wood decreased their Major ODRs from 127 (referrals per 100 students/per year) in 2009-10 to 51 in 2011-12. No suspension data were available for Maple Wood.

Successes:

Successes for the literacy initiative included constant consensus-building across all faculty/staff, articulating and revising the components of their RTI model to align to a district model, and making AYP (after several years of not making AYP). In the second year of NH RESPONDS on-site work, Maple Wood began their transition work to restructure the school. This involved reducing overall student size during a merge with Hilltop School, and adding 5th grade from the Middle School. During the last year of on-site work, they functioned with a new student population and staffing. A new principal, familiar with NH RESPONDS, began at Maple Wood in the fall of 2012.

In 2011-12, the primary focus of behavioral support was in the development of the SAU 56 RTI Manual (Behavioral Section). Additionally, Maple Wood underwent a significant change in population due to school restructuring in Somersworth for the 2011-12 school year. It is to Maple Wood's credit that the implementation of Tier 1 and Tier 2 behavioral support features were sustained during the course of the RESPONDS initiative. In addition, the trend in decline in Major ODR data reflected a school with decreasing behavioral incidents over the course of the RESPONDS initiative.

Barriers:

Maple Wood had a new school principal begin in 2012-13. Sustaining current systems and practices, while continuing to build a 3-tiered system, will be a challenge. The documentation of the SAU-wide RTI manual should provide a guideline to support sustainability but school leadership will continue to have a strong influence on progress and growth. The lack of Tier 3 development reveals a need for Maple Wood. Recommendations for future work would begin with organizing Tier 3 systems and practices.

Pine Tree Elementary School (Grades: K-6) Conway SAU #9

Professional Development Focus:

Both literacy and behavior were addressed at Pine Tree School, beginning in 2008-09. The school had instituted PBIS prior to the start of NH RESPONDS and returned to it for additional attention during the course of the project. By the end of the grant period, Pine Tree had implemented Tier 1 and 2 strategies with fidelity and combined Tiers 2 and 3 with the same team, as they have very few students with major behavior problems.

Much of the work with NH RESPONDS focused on building RTI for literacy. The school made considerable progress addressing literacy Tier 1 implementation issues, such as ensuring all students participate in Tier 1 instruction (i.e., students with mild-moderate disabilities from a separate special education classroom now attend general education instruction – with supports) and improving data analysis at both the universal and target team levels. Data-based differentiated instruction was designed using screening results and historical student data, at the class and grade level. By the close of the project, Pine Tree School was implementing Tiers 1-3 in Literacy.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Pine Tree's LUnTCH scores increased from 58% of the LUnTCH features in place in spring 2010 to 97% in place for the final 2012 administration. Their PET-R scores had a similar trend, increasing from 50% of features in place in fall 2008 to 73% in 2012. PET-R scores tended to be lower than LUnTCH scores for all schools. These data show Pine Tree has successfully implemented Tier 1 literacy strategies.

Tier 2 and 3 Literacy Checklists

Pine Tree showed increases from 44% of Tier 2 literacy features in place in 2010 to 69% in 2012. Similar growth occurred with Tier 3 strategies, growing from 62% of Tier 3 features in place in the first administration in 2011 to 70% of desired features in place in 2012. These data suggest Pine Tree has made great strides in implementing Tier 2 and 3 literacy practices

Literacy Outcome Data

Pine Tree had a 13% increase in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2007-08 and the 2010-11 teaching year.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Pine Tree began providing TIC data in spring 2011, and scored a 100% on three administrations through spring 2012. Pine Tree had two SET administrations, scoring a 100/92 in spring 2011 and a 100/100 in the spring 2012. These data indicate a strong foundation of PBIS Tier 1 practices.

Tier 2 Team Checklist:

Pine Tree's increased the percentage of Tier 2 PBIS practices in place from 44% in spring 2011 to 93% in spring 2012. The percentage of Tier 3 practices in place increased from 67% in spring 2011 to 80% in fall 2011.

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions):

During the period in which Pine Tree has been actively engaged in NH RESPONDS behavior PD, the number of ODRs varied from 221 (per 100 students/per year) in 2009-10, to 317 in 2010-11, to 276 in 2011-12. There was a steady decline in the number of in-school and out-of-school suspensions for Pine Tree during this time period.

Successes:

Literacy successes included a review of their literacy curriculum, followed by high levels of PD to their staff in order to deliver it with fidelity. Another accomplishment was Pine Tree's engagement in "data days" when groups of staff came together to review assessment scores, teacher input, and other data to determine tiered supports for students. The school was able to continue its progress even with the transition to a new principal in the middle of the project.

Pine Tree's behavior PD has supported school personnel in their use of data in FBA and BIP plans, and their understanding of using data for decision making. They have been a self-reflective school that is motivated towards excellence. They have continued to be open to engaging both staff and students.

Barriers:

Barriers to implementation included managing shifts in PD providers and ongoing staff development in Tier 2 behavioral interventions.

Richards and Towle Elementary Schools (Grades: K – 5) Newport SAU 43

Professional Development Focus:

Beginning in the 2008-09 school year, NH RESPONDS began providing behavior PD with Towle Elementary School. Richards Elementary entered NH RESPONDS in 2009-10, focusing on literacy. In the 2011-12 school year, Richards and Towle Elementary became a merged school (Richards/ Towle) with a shared leadership team but in two buildings. A new principal began in fall 2012. They are revisiting consensus/buy-in with the "new" school structure.

The unified school is revisiting basic components of RTI for literacy, engaging in similar design work to that done in SAU 56.They have implemented Tier 1 literacy components and are still installing components of 2 and 3. The Towle Universal Behavior team implemented key features of the universal system including teaching behaviors in multiple problematic locations (hallway to lunch line and playground). In 2012, The Towle Tier 2 Behavior team began earnest implementation of the Teacher Check, Connect, and Expect (TCCE) intervention.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Richard's initial LUnTCH score indicated only 7% of the LUnTCH features in place in fall 2009. Towle's first LUnTCH administration in spring 2011 found 50% of LUnTCH features in place. In the final 2012 administration as a merged school, the LUnTCH data showed that 76% of the desired features were in place. Richards' PET-R scores had a similar trend, beginning with 46% of features in place in the fall 2009. Towle's spring 2011 PET-R score indicated 64% of the literacy features were in place. The spring 2012 administration, as a merged school, had a PET-R score of 67%. These data show Richards and Towle individually, and collectively, made progress in implementing Tier 1 literacy strategies.

Tier 2 and 3 Literacy Checklists

Richards and Towle only submitted data from one administration of the Tier 2 Literacy Checklist, as individual schools. In spring 2011, Richards had no Tier 2 literacy practices in plane, while Towle scored a 13% on the Tier 2 Literacy Checklist. As a merged school in 2011-12, Richards/Towle had 42% of Tier 2 literacy features in place.

Similar to the Tier 2 Literacy Checklist, Richards and Towle submitted data from one administration of the Tier 3 Literacy Checklist, as individual schools. In spring 2011, Richards had no Tier 3 literacy practices in place, while Towle scored a 49% on the Tier 3 Literacy Checklist. As a merged school in 2011-12, Richards/Towle had only 20% of Tier 3 literacy features in place.

Literacy Outcome Data

Richards had an 8% increase in the number of students scoring proficient on the NECAP reading assessment between their baseline year in 2008-09 and the 2010-11 teaching year, which are the last available data. Outcome data for the merged school are not available at this time.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Towle achieved fidelity on the TIC during the 2009-10 school year, but scored only 64% on their final TIC in spring 2011. Towle had two SET administrations, scoring a 100/96 in spring 2011 and a 100/80in the spring 2012. These data provide support for fidelity of Tier 1 implementation.

Tier 2 Team Behavior Checklist:

Towle's data from the Tier 2 Behavior Checklist ranged from 19% of Tier 2 practices in place in the fall 2009 to 44% in place in spring 2011. Towle did not submit Tier 3 Behavior data.

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions)

There was little change in the number of Major ODRs for the three periods for which Towle submitted data. However, Towle had a 50% reduction in in-school suspensions between 2008-09 and 2010-11, although there was little change in the length of in-school suspensions. In a similar manner, there was a drop in out-of-school suspensions from 8.33 events per 100 students in 2008-09 to only 1.95 out-of-school suspensions per 100 students in 2010-11. Similar to the in-school suspensions, there was little change in the length of out-of-school suspensions.

Barriers:

The work of these schools has been complicated by annual shifts in SAU leadership, a history of challenges with the education system, and administrative shifts to merge the schools during the last two years of the project.

Sandown North Elementary School (Grades: 1 - 4) Timberlane SAU 55

Professional Development Focus:

Sandown North Elementary School participated in NH RESPONDS PD on PBIS since the 2008-09 school year. Sandown North has been an exemplar of systematic, data-based implementation of blending behavior and literacy supports within a three-tiered Response to Intervention framework. The school was recognized as a statewide exemplar when the Commissioner of Education invited them to present to the NH Task Force on Effective Teaching. The team has mentored staff in the district at professional development activities; presented training for Vermont schools involved in RTI for behavior and literacy and is regularly visited by school teams from NH and Vermont.

The initial intervention in the Tier II system, Teacher Check Connect & Expect, was used less frequently than in years past (n=6) but with continued success (83%), as additional interventions like Star BOOST continued to be utilized with increasing frequency. The Star BOOST program was developed in 2010-11 to support students who needed both Tier 2 and 3 supports through the creative use of special subject teachers (art, physical education, etc.) and related service specialists such the occupational therapist. The BOOST program provided students who did not respond to Tier I supports with small group instruction aimed at addressing standards in a number of areas including art, literacy and behavior.

The Sandown North Tier 3 Intensive Team worked to enhance professional relationships and building procedures and communication systems between the school and the Center for Life management (CLM), the public community behavioral health center. Monthly meetings were held and attended by two members of the CLM and members of the Tier 3 team. The focus was on expanding the team and refocusing to support Tier 3 students with additional school-based function-based behavior plans and other evidence-based supports.

Early PD work on the literacy side was complicated with PD provider assignments. The school was very focused on installing and implementing a new Tier 1 literacy program during the first year of their involvement. Their leadership team actively engaged PD during the final year of the project, focusing efforts at the “system” level and refining Tier 2 and 3 efforts.

Literacy Data

Tier 1 Instruments: Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R)

Scores from Sandown’s two LUnTCH administrations were similar, with 66% of the LUnTCH features in place in fall 2010 and 62% in place in fall 2011. Sandown’s one PET-R administration resulted in a score that indicated that 86% of features were in place in the fall 2009.

Tier 2 and 3 Literacy Checklists

Sandown administered the Tier 2 Literacy Checklist three times between the fall 2010 and fall 2011. Each administration resulted in higher scores, although the final reported administration indicated that only 52% of the desired Tier 2 literacy practices were in place. Sandown had two administrations of the Tier 3 Literacy Checklist, in the spring of 2010 and fall 2011. During that time, there was in increase from 16% to 47% of Tier 3 literacy practices in place.

Literacy Outcome Data

Sandown North had a 1% decrease in the number of students scoring proficient on the NECAP reading assessment between their literacy baseline year in 2009-10 and the 2010-11 teaching year, which are the last available data.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Sandown's TIC data has been above the 80% fidelity threshold since spring 2009, indicating that the school has implemented Tier 1 PBIS strategies with fidelity. Sandown's SET data are similar and validate the TIC scores, with fidelity achieved each of the five years the SET was administered.

Tier 2 Team Checklist:

Sandown increased the percentage of Tier 2 PBIS practices in place from 86% in spring 2010 to 97% in spring 2011 and 2012. Similar growth occurred with the percentage of Tier 3 practices in place, increasing from 52% in spring 2011 to 93% in spring 2012.

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions):

Student outcome data show 82% of students with zero, or at most one, major behavioral incident for the year which supports successful implementation of Tier I for a 6th straight year. Moreover, Sandown North did not use either in or out of school suspensions as a disciplinary response during the entire school year.

Successes:

Professional development on PBIS in 2011-12 focused on the applied use of the Team Initiated Problem Solving Process which resulted in a renewed focus on the systematic and explicit teaching of classroom behavior. This approach led to a 50% reduction in minor staff handled behaviors from 2010-11. Sandown will join with other elementary schools in the SAU to move toward common literacy approaches and to share more resources/experiences across schools.

Barriers:

Barriers include time for core instruction in behavior and for teams to meet, maintaining data-based decision making protocols for both universal and targeted teams, and expanding decision rules for all Tier 2 interventions. The school's literacy challenges include how "interventions" align with their overall philosophy of literacy and how to implement progress monitoring and fidelity measures.

High School Demonstration Sites

Kennett High School - Conway SAU #9:

Professional Development Focus:

Kennett's participation in RESPONDS began in 2008-09, although their active involvement was intermittent. They implemented PBIS at Tiers 1, 2, and 3. The Tier 1 Team developed a new behavior matrix and redefined their major and minors. Increased presence of this team at faculty meetings was created. The Tier 2 Behavior Support Team created a referral flowchart, interview forms, and data collection tools to increase the effectiveness of early intervening services. With ongoing PD from NH RESPONDS staff, the team developed an efficient system to refer students, develop FBAs and BSPs, and monitor students' progress.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Kennett administered the TIC four times between fall 2009 and spring 2012. TIC scores increased from 36% in 2009 to 64% in 2012. Kennett's SET scores also increased over the last four years, but the 100/71 2012 SET score indicated that Kennett is just short of the Tier 1 fidelity standard.

Tier 2 Behavior Support Team Checklist (BSCT):

The results from Kennett's Tier 2 Team Checklist are similar to the Tier 1 instruments discuss above. They increased the percentage of Tier 2 practices in place from 39% in fall 2009 to 66% in spring 2012.

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions):

Kennett only reported Major ODR for the last two years, showing a decrease of 62 Major ODRs between 2010-11 and 2011-12. The number and length of in-school suspensions remained relatively constant for the two years data were reported. While the frequency of out-of-school suspensions was consistent over the two year period, the length of out-of-school suspensions doubled.

Successes:

Successes included establishing faculty buy-in and more voice in the process reflective of shared decision making. Teams became more conscious of bringing data to meetings in order to make decisions. The Tier 1 Team created a new mission statement, behavior matrix, and behavioral flow chart. Lesson plans for teaching behaviors were also developed by the Tier 1 Team and faculty were engaged in teaching these rollouts in the classroom.

Barriers:

Barriers included not having an efficient behavioral data collection system, such as SWIS. Also missing was a lack of evidence based Tier 2 interventions, such as Check in/Check Out. The school needs more equally distributed, consistent stakeholders on Tier 2. There is also a lack of Tier 3 interventions in the school for students needing more individualized supports.

Somersworth High School - Somersworth SAU #56

Professional Development Focus:

Somersworth High School began participating in NH RESPONDS in 2008-09. They implemented PBIS at Tiers 1, 2, and 3. The school made a strong commitment to PBIS throughout their building with staff, students and administrators highly engaged. One of their school-wide goals was to develop an ongoing acknowledgement system for all students through use of "gotcha cards", drawing, certificates, and school-wide celebrations. The Tier 1PBIS Team has recognized that high school students still strive to be acknowledged, look forward and respond well to rewards, and want positive teacher-student interaction. This team also achieved getting the faculty involved in teaching behavior expectations throughout the year and has developed documented lesson plans for the faculty.

The Tier 2 Behavior Team at SHS implemented Check In /Check Out (CICO). The team piloted the intervention during spring 2012, with 13 students participating. Six of the 13 students reached their goal of 80% in 4 weeks and 7 students were above 70%. The Tier 3 Behavior Team, referred to as the RENEW Oversight Team, was formed in the last year of this grant. Much of their work focused on developing criteria around referrals, analyzing their Tier 3 system, and making necessary changes to make RENEW sustainable.

RESPONDS PD staff also facilitated the development of a family workgroup to encourage parent involvement. The Parent Work Group helped develop the PBIS Family Engagement Manual.

PBIS Data

Tier 1 Team Implementation Checklist (TIC) and School-Wide Evaluation Tool (SET) Data:

Somersworth administered the TIC four times between fall 2009 and spring 2012. TIC scores increased from 56% in 2009 to 86% in 2012. Somersworth's SET scores for three of the last four years were above the fidelity standard. The self-report TIC scores and the scores of an objective SET reviewer indicated that Somersworth was implementing PBIS Tier 1 practices with fidelity

Tier 2 Behavior Support Team Checklist (BSCT):

Somersworth also administered the BSCT four times. Somersworth increased the percentage of Tier 2 practices in place from 71% in fall 2009 to 87% in spring 2012, indicating fidelity of intervention for Tier 2 PBIS practices.

Behavior Outcome Data (Major Office Discipline Referrals (ODRS) and Suspensions):

Somersworth reported Major ODR data each year of the grant. The least amount of Major ODRs was in the first year, which was thought to be a case of inconsistent reporting. After a high number of ODRs in 2008-09, there was a gradual decline in the number and rate of ODRs, before a small increase during 2011-12. The number and length of in-school suspensions followed a similar pattern to the ODRs. There was a decrease between years two and four, with an increase in the final year. However, the number and length of out-of-school suspensions was the lowest during the last year, 2011-12.

Successes:

Data from the first cohort of students participating in CICO showed a 43% reduction in discipline occurrences in three months in ODR data. In 2011-12, twelve students received Tier 3 (RENEW) support. Four received their high school diploma by June 2012; one received a GED and is employed; and seven are still in school working towards their goals. The team identified the need for ongoing training to build capacity of RENEW facilitators at the school and training on data collection tools. In spring 2012, twelve additional staff were trained as RENEW facilitators. One student stated that the mapping and action planning gave him the structure he needed to be successful; that the rewards and celebrating his success helped keep him motivated; and, that it put goals in his life to work towards. He stated, "RENEW gave me more structure and helped me focus on goals I could not do myself otherwise. I did not have time to think for myself. I could just think about surviving."

Barriers:

Potential barriers identified include insuring that the Somersworth High School leadership team maintains its vision and focus and continues to build sustainability of RENEW by providing ongoing training for teams and facilitators.

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. The last year, 2011-12, focused largely on dissemination and wrapping up of project activities. 107 unique professional development activities were entered into the Professional Development Activity Log. One activity could be coded for two or more content areas. For example, one entry could be PBIS -Targeted and Intensive. Each activity appears to have an evidence base supporting the intervention. All 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	# of PD Activities 2010-11	# of PD Activities 2011-12
Building Capacity-SAU/School	61	93	98	22
PBIS-Targeted	14	47	98	32
PBIS Universal	21	76	81	34
Family Engagement	0	10	56	21
Literacy-Universal	32	36	52	9
PBIS-Intensive	2	19	26	30
Secondary Transition	7	53	21	4
Literacy-Targeted	0	4	18	7
Building Capacity-Parent/Family	0	1	11	13
Literacy-Intensive	1	0	4	5
Total	**138**	**339**	**465**	**156**

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

Table 3: NH RESPONDS Workgroup Content

Workgroup	Frequency 2010-11	Frequency 2011-12 (Final 18 Months)
Leadership Team Meetings	12	15
Training & TA	2	0
Evaluation	9	10
Secondary Transition Services	7	5
Competencies, Standards, & Certification	5	1
Early Childhood Education	4	0

Development at SAUs and Schools

Tables 4 – 6 present the data collected on the frequency of professional development events at the SAU level and at participating elementary and high schools.

Table 4: Frequency of Professional Development at SAUs

Supervisory Administering Units	# of PD Activities 2008-09	# of PD Activities 2009-10	# of PD Activities 2010-11	# of PD Hours 2010-11	# of PD Activities 2011-12	# of PD Hours 2011-12
SAU#56 - Somersworth	15	22	35	72	3	7
SAU#9 - Conway	10	22	21	90	7	40
SAU#11 - Timberlane	8	7	6	16	5	13
SAU#54 - Rochester	7	6	3	4	0	0
SAU#43 - Newport	5	11	2	5	0	0
Total	**45**	**68**	**67**	**187**	**14**	**60**

Table 5: Frequency of Professional Development at Participating Elementary Schools

Schools	# of PD Activities 2008-09	# of PD Activities 2009-10	# of PD Activities 2010-11	# of PD Hours 2010-11	# of PD Activities 2011-12	# of PD Hours 2011-12
Maple Wood Elementary	22	23	23	56	3	6
Sandown North Elementary	11	9	18	41	9	34
Chamberlain Street Elementary	2	21	15	46	9	14
Towle Elementary	12	15	12	40	7	27
Hilltop Elementary	0	10	12	32		
Idlehurst Elementary					9	35
John Fuller Elementary	0	10	8	36	3	19
Pine Tree Elementary	12	10	3	14	3	19
Richards Elementary	0	7	3	16	6	25
Atkinson Academy Elementary	0	3	1	3	0	0
Total	**59**	**114**	**95**	**284**	**49**	**179**

Table 6: Frequency of Professional Development at Participating High Schools

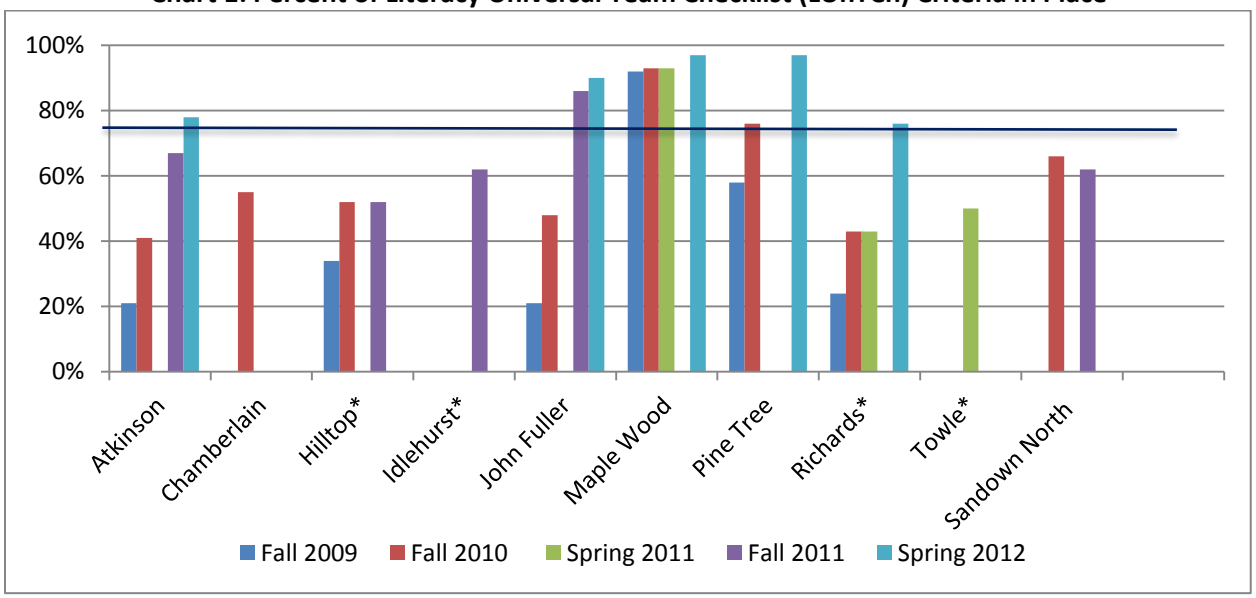
School	# of PD Activities 2008-09	# of PD Activities 2009-10	# of PD Activities 2010-11	# of PD Hours 2010-11	# of PD Activities 2011-12	# of PD Hours 2011-12
Somersworth High School	3	36	81	192	22	81
Kennett High School	8	17	40	115	9	31

Response to Intervention - Literacy
Process, Fidelity, and Outcome Data

Process, fidelity, and outcome data are provided in this section for schools who received professional development related to Response to Intervention for literacy across the three tiers. This includes data from the (a) Literacy Universal Team Checklist (LUnTCH), (b) Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R), (c) Response to Intervention Literacy Tier 2 and 3 Instruments, and (d) NECAP and AYP reading data for participating schools.

The Literacy Universal Team Checklist (LUnTCH) was administered to elementary schools beginning in the fall of 2009. The original LUnTCH 1.0 instrument was modified in September 2009, by adding five items and shifting the domain of an existing item. 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 (the blue line in Chart 1 indicates fidelity). Of the eight schools receiving literacy PD during the last year of the grant (two sets of schools merged during the grant period), five schools (63%) achieved and maintained fidelity, with scores above 70%. Two schools (Idlehurst and Sandown North) scored in the 60% range. It was Idlehurst's first year of implementation as a new school, which explains a fidelity score below 70%.

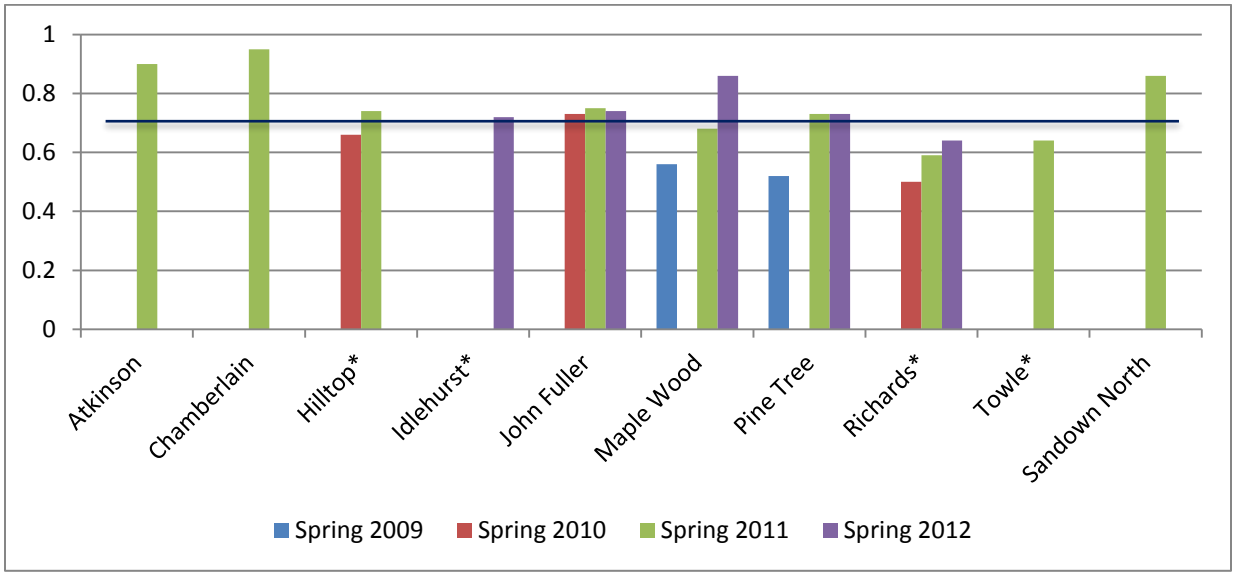
Chart 1: Percent of Literacy Universal Team Checklist (LUnTCh) Criteria in Place



*Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst

The Planning and Evaluation Tool for Effective School-Wide Reading Programs – Revised (PET-R) was used as a check on fidelity of implementation of accepted practices in elementary reading programs (Tier 1), and was completed by all school staff. In order to achieve fidelity, 70% of the PET-R criteria must be 'in place' (the blue line in Chart 2 indicates fidelity). It was first administered to two schools in the fall of 2008. Of the eight schools receiving literacy PD during the last year of the grant, all but one school (88%) achieved and maintained fidelity (See Chart 2 with scores above 70%. Richards/Towle scored just below 70% in its first year as a new, merged school).

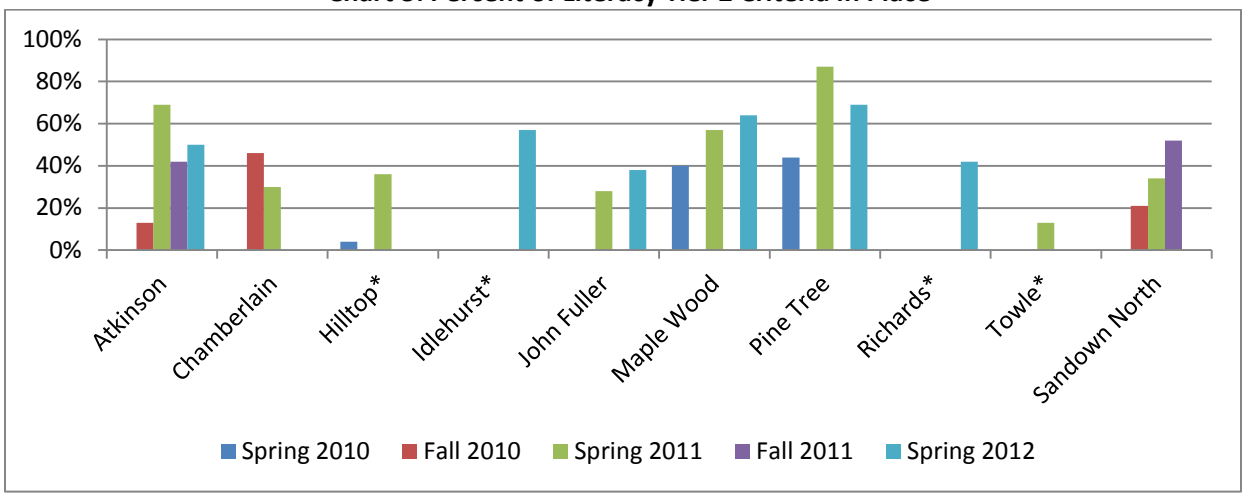
Chart 2: Percent of PET-R Results Criteria in Place



*Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst

The Literacy Tier 2 instrument assesses to what degree strategies necessary to implement Tier 2 literacy strategies are in place (see Chart 3). It was first introduced in the spring of 2010. While no formal fidelity criteria have been established, a higher score is desired. Two schools (Maple Wood and Pine Tree) scored in the mid to upper 60% range at the final administration, with two other schools (Atkinson and Idlehurst) scoring between 50 and 57%.

Chart 3: Percent of Literacy Tier 2 Criteria in Place

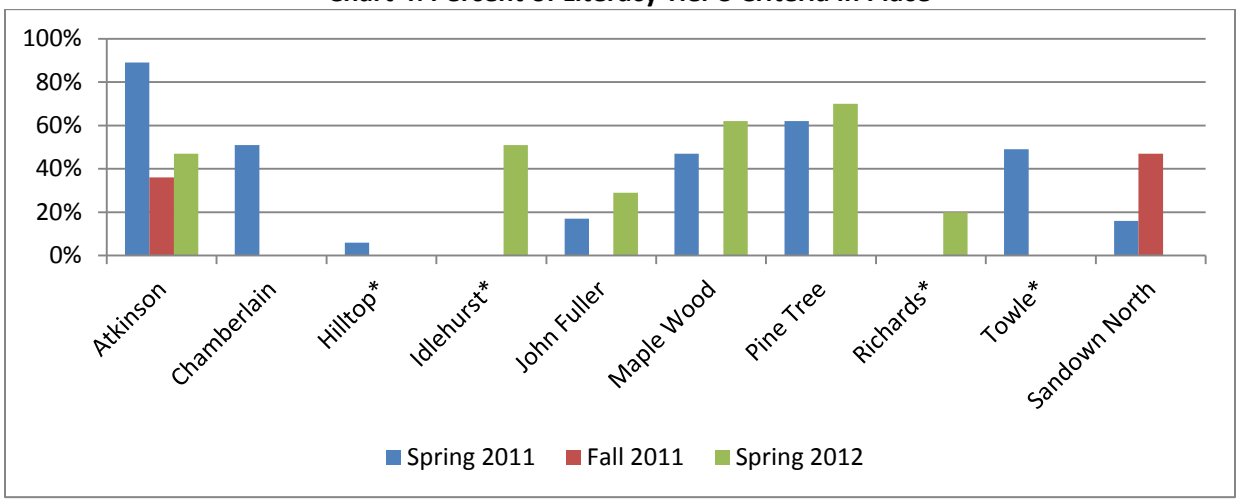


*Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst

The Literacy Tier 3 instrument was created to assess the degree to which strategies necessary to implement Tier 3 literacy strategies are in place (see Chart 4, next page). It was first administered in the spring of 2011 and each school administered the instrument at least once. Similar to the Tier 2 instrument, while no formal fidelity criteria have been established, a higher score is desired. Two

schools (Maple Wood and Pine Tree) scored above 60% at the final administration, with three other schools (Atkinson, Idlehurst, and Sandown North) scoring between 47 and 51%.

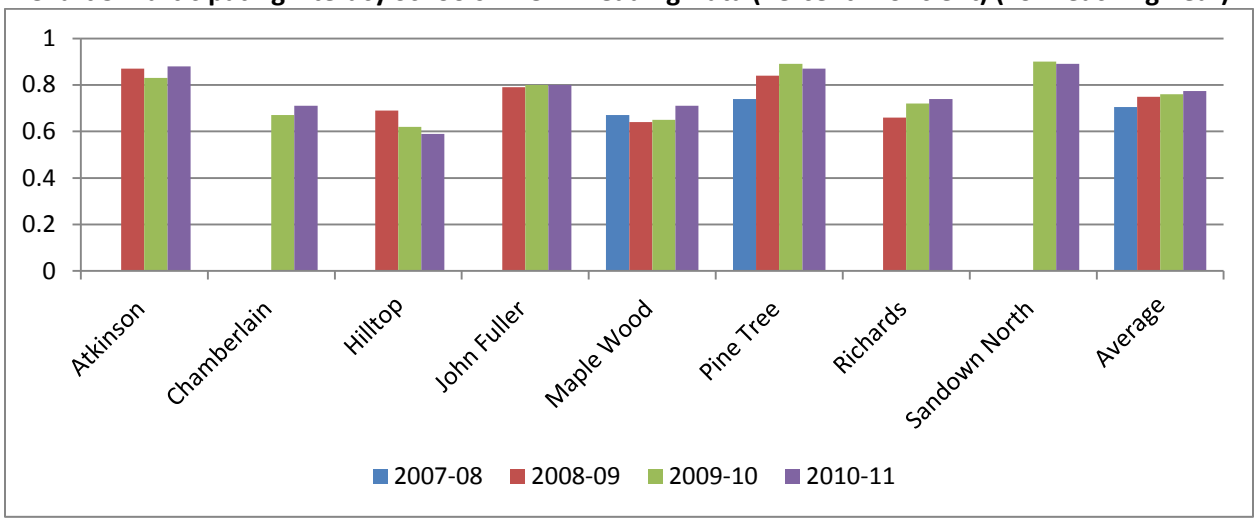
Chart 4: Percent of Literacy Tier 3 Criteria in Place



*Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst

To assess the contribution of NH RESPONDS professional development on students' literacy skills, we examined participating schools' NECAP reading data. Chart 5 lists the percent of students scoring proficient or proficient with distinction. The first bar for each school indicates the year prior to their participation in NH RESPONDS literacy professional development. Five of the eight literacy schools with NECAP data (Atkinson, Chamberlain, Maple Wood, Pine Tree, Richards) had increased proficiency rates (ranging from a 1% to a 13% increase) from their baseline year to the last administration year. Pine Tree, which had among the highest fidelity scores for the four literacy fidelity instruments had a 13% increase in proficiency rates while receiving NH RESPONDS professional development. HILLTOP - CLOSED

Chart 5: Participating Literacy Schools NECAP Reading Data (Percent Proficient) (For Teaching Year)



Each school's Adequate Yearly Progress (AYP) is reported in Table 7. In the 2007 and 2008 AYP reporting, all schools met the school-level AYP requirements. Two schools failed to meet AYP in 2007 for Title 1 students and four of the nine schools failed to meet AYP for students with an IEP. Data were

similar in 2008, with only one school not meeting AYP for Title 1 students, but five schools failed to meet to AYP for students with an IEP. In 2009, three schools failed to meet AYP for the entire school population, three failed to meet AYP for Title 1 students, and five schools did not achieve AYP for students with an IEP. The results improved in 2010, with only one school not meeting the whole school AYP requirement, one school achieving AYP for Title 1 students, and five schools failing to meet AYP for students with an IEP.

Six of the nine schools met AYP for the whole school population each year. Only one school (Hilltop) missed AYP for the entire school population more than once. Hilltop was the only school to not achieve AYP for Title 1 students in three years, with Maple Wood missing AYP for this population twice. Chamberlain and Hilltop failed to achieve AYP for students with IEPs each year, while Maple Wood and Towle missed AYP for this group for three years.

Table 7: Adequate Yearly Progress (AYP) for Participating Literacy Schools

	2007 AYP Reading Data			2008 AYP Reading Data			2009 AYP Reading Data			2010 AYP Reading Data		
Schools	**Whole School**	**Title 1**	**IEP**	**Whole School**	**Title 1**	**IEP**	**Whole School**	**Title 1**	**IEP**	**Whole School**	**Title 1**	**IEP**
Atkinson	Yes	Yes (CI)	Yes (CI)	Yes	Yes	Yes (CI)	Yes	Yes (CI)	No	Yes	Yes	Yes (SH)
Chamberlain	Yes	Yes (CI)	No	Yes	Yes (CI)	No	No	No	No	Yes (CI)	Yes (SH)	No
Hilltop	Yes (CI)	No	No	Yes	Yes (CI)	No	No	No	No	No	No	No
John Fuller	Yes	Yes	Yes (SH)	Yes	Yes	No	Yes	Yes (CI)	Yes (SH)	Yes	Yes (CI)	Yes (SH)
Maple Wood	Yes	Yes	No	Yes	No	No	No	No	No	Yes (CI)	Yes (CI)	Yes (SH)
Pine Tree	Yes	Yes (CI)	Yes (CI)	Yes	Yes	Yes	Yes	Yes	Yes (CI)	Yes	Yes	No
Richards	Yes	Yes	Yes (CI)	Yes	Yes (CI)	No	Yes (CI)	Yes (CI)	Yes (SH)	Yes (CI)	Yes (CI)	No
Sandown North	Yes	Yes	Yes (SH)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Towle	Yes (CI)	No	No	Yes	Yes	Yes (CI)	Yes (CI)	Yes (CI)	No	Yes (CI)	Yes (CI)	No

CI = Confidence Interval

- Schools will not be considered to have missed the performance target unless there is less than a 1% chance that their performance differed from the target because of normal variability. In other words, a school will be identified as missing its target only if that decision can be made with 99% confidence.

SH = Safe Harbor:

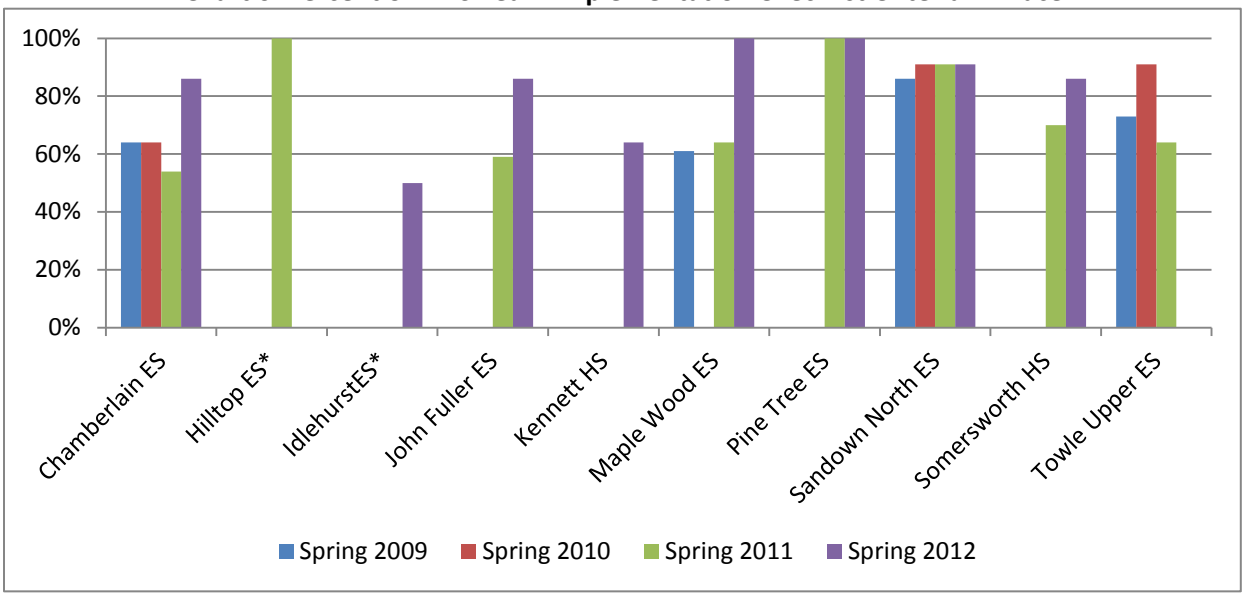
- The percent of students in the student group scoring below standard has to decrease by 10% from the previous year, ***Or,*** *if the decrease in the percent of students scoring below standard is less than 10%:*
- The below standard target (i.e., the percent of students scoring below standard that would represent a 10% decrease in below standard) must lie above the lower bound of a 75% confidence interval surrounding the current year's percent of students scoring below standard.

Response to Intervention - Positive Behavioral Interventions and Supports Process, Fidelity, and Outcome Data

In this section, process, fidelity, and outcome data are provided for schools who received professional development related to Response to Intervention for Positive Behavioral Interventions and Supports (RTI for PBIS) across Tier I, core instruction in behavior, and Tier II, targeted instruction from seven elementary schools and two high schools. This includes data from the (a) Positive Behavioral Interventions and Support Team Implementation Checklist (PBIS TIC; Versions 2.2 & 3.0), (b) School-Wide Evaluation Tool (SET), (c) Targeted Tier II Positive Behavioral Interventions and Support-NH Checklist (PBIS-NH Tier II), (d) Response to Intervention Tier II Secondary Systems Team Tool (RTI for Tier II), and (e) behavioral incident data on minor (i.e., those handled by teachers and staff) and major infractions (i.e., those resulting in office discipline referrals (ODRs) and in and out of school suspensions. Descriptions of these instruments were provided on page 4.

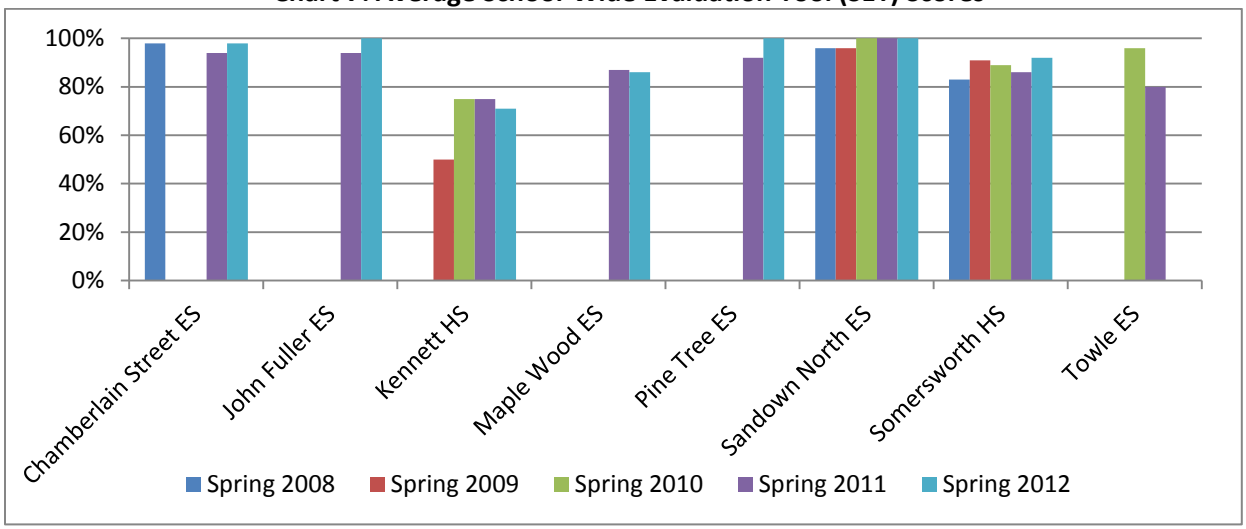
Overall, schools' TIC scores tended to increase over the grant period, reflecting increased fidelity of implementation. Of the ten participating schools, all but two achieved fidelity at least once. One of the two schools, Idlehurst Elementary was in its first year. The second, Kennett High School, only administered the TIC once. There were variations in TIC scores over time, likely due to new team composition and changes in behavior coaches (see Chart 6).

Chart 6: Percent of PBIS Team Implementation Checklist Criteria in Place



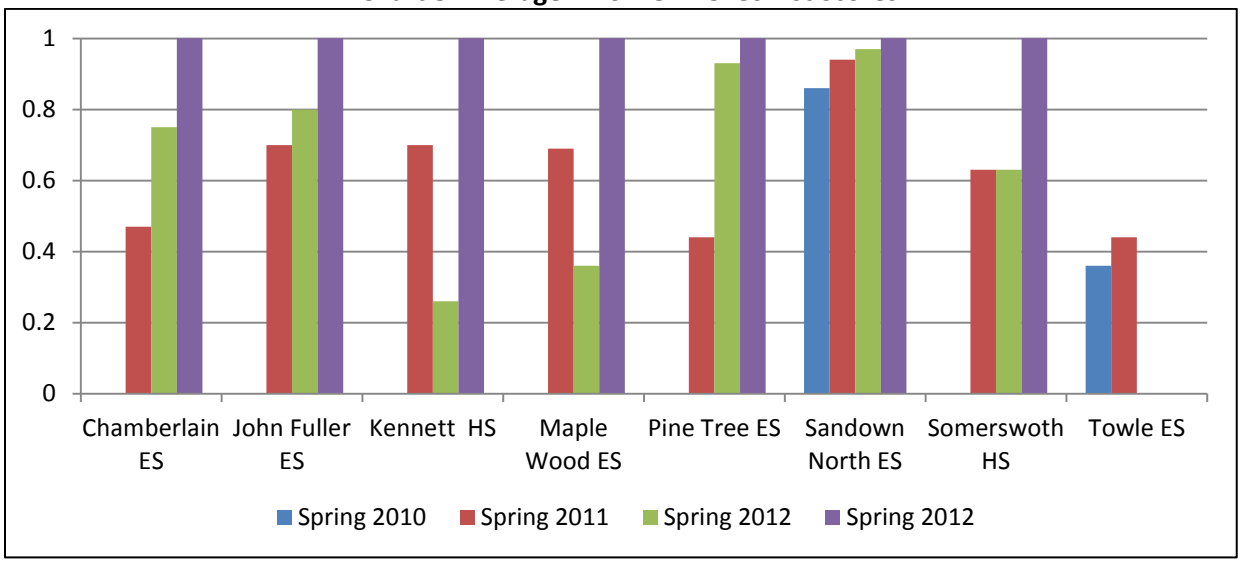
As shown in Chart 7 on the next page, eight schools had a School-Wide Evaluation Tool (SET) completed during the grant period. By the end of the grant period, all but Kennett High School had achieved a SET score indicating fidelity of implementation of Tier 1 PBIS strategies.

Chart 7: Average School-Wide Evaluation Tool (SET) Scores



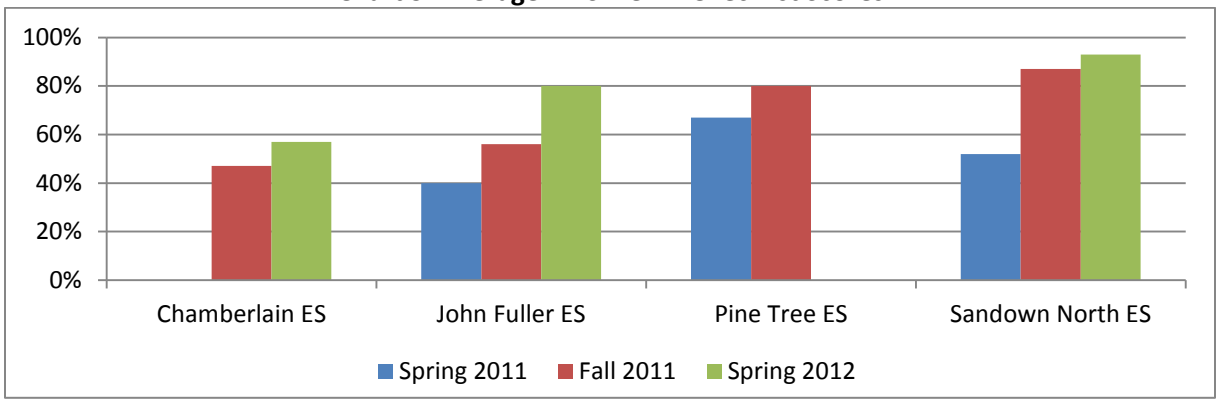
By the spring 2012 PBIS Tier 2 Checklist administration (see Chart 8), all schools that had a continued focused on Tier 2 efforts achieved fidelity (Towle's participation in Tier 2 professional development ended in spring 2011). Whereas many participating schools achieved fidelity of implementation of Tier 1 in the first year of implementation, it took schools longer to achieve fidelity with Tier 2 strategies.

Chart 8: Average PBIS Tier 2 Checklist Scores



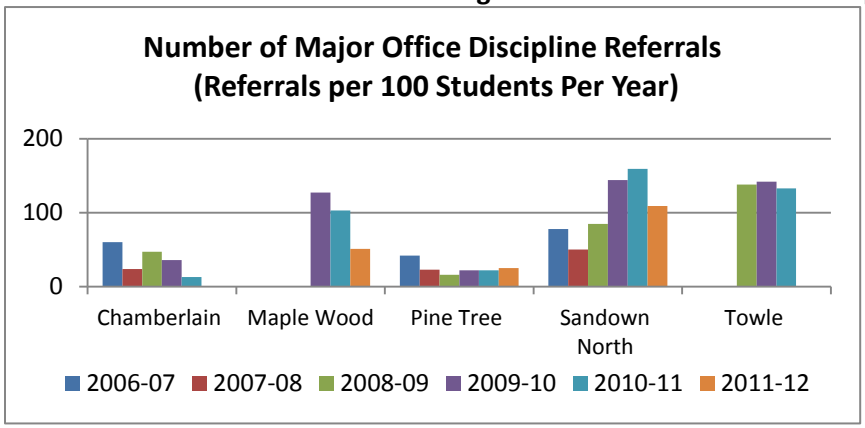
As shown in Chart 9 on the next page, only four schools had implemented Tier 3 activities, each showing growth in fidelity scores. Three of the four schools scored above an 80% on the PBIS Tier III checklist.

Chart 9: Average PBIS Tier III Checklist Scores



To assess the impact of RTI for PBIS to decrease problem behaviors, schools are expected to track the number of behavioral incidents that occur each year. Most schools track major infractions that result in Office Discipline Referrals (ODRs). Some schools choose to track minor behaviors that are handled by staff, but reporting of minors was inconsistent and those data are not provided in this report. Data are disaggregated by elementary and high school, as the differences in the number of infractions requires a different scale for the two groups. As shown in Chart 10, all schools but Sandown North and Somersworth High School showed decreases in major ODRs from the baseline year to 2012. Sandown North added a behavioral unit to their schools during 2009-10, causing a spike in major ODRs over the next two years. However, data from 2011-12 highlighted a large decrease in major ODRs from the two previous years. Somersworth High School's first year of data was lower than any other year. But from their second year through 2012, the rate of major ODRs decreased.

Chart 10: Change in the Number of Office Discipline Referrals (Annual Referrals/100 Students)



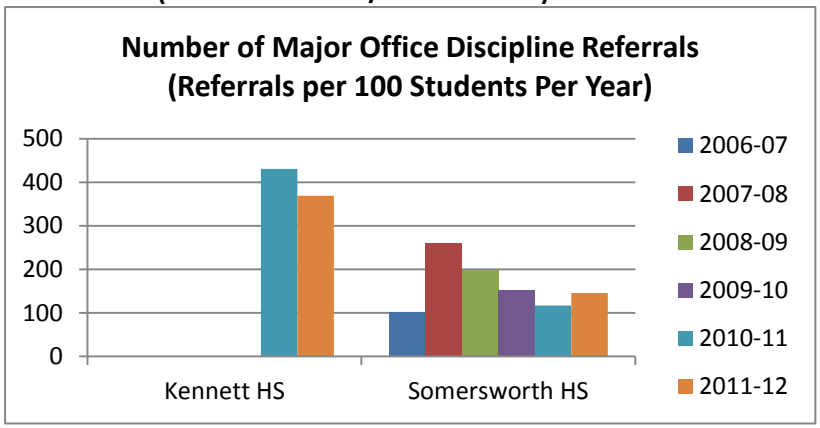
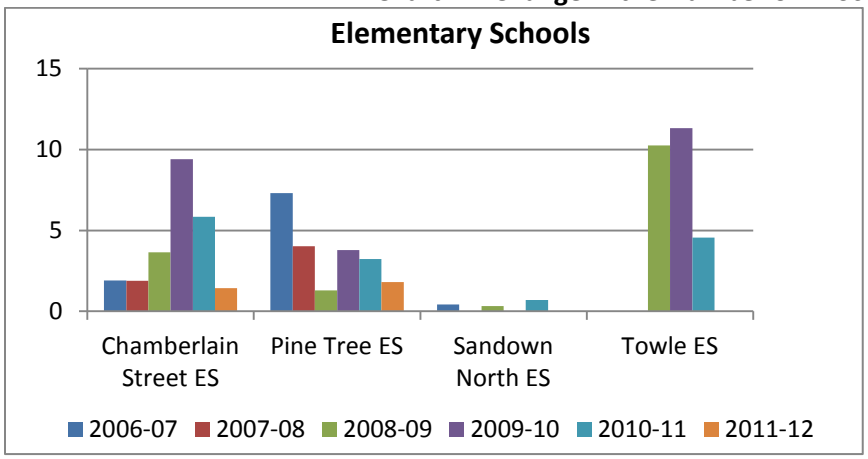
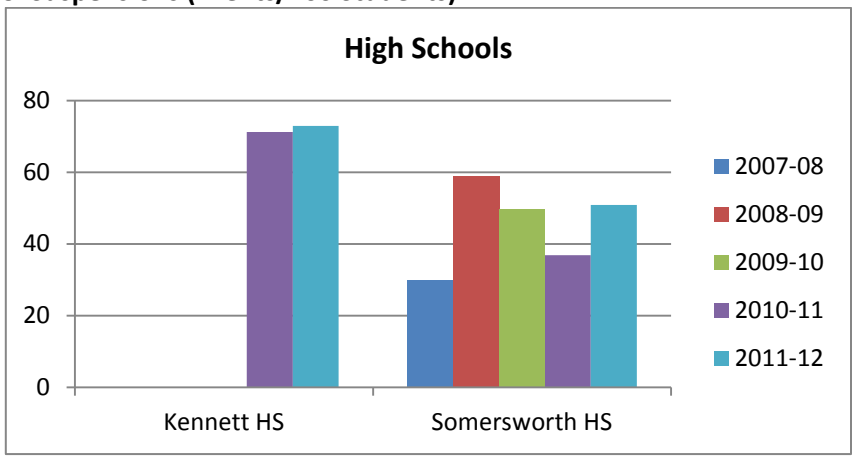


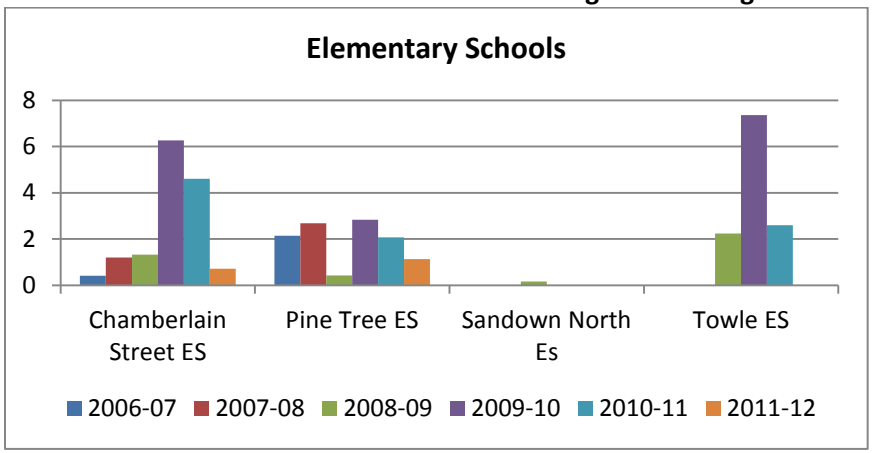
Chart 11: Change in the Number of In-School Suspensions (Events/100 Students)

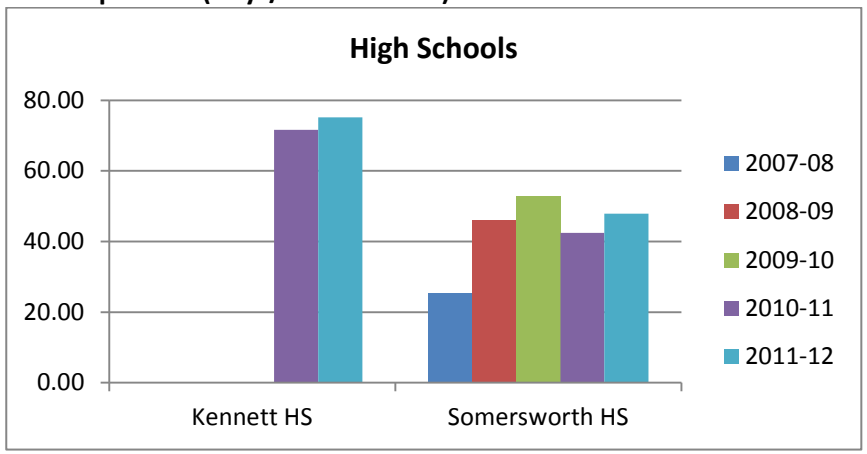




Data reflecting the number of in-school suspensions (Chart 11) is similar to the data depicting the length of in-school suspensions (Chart 12). There are no consistent trends in the in-school suspension data across schools.

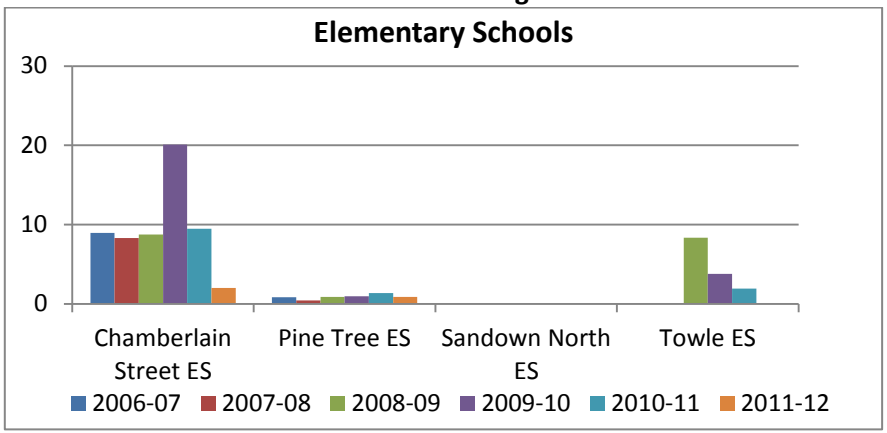
Chart 12: Change in the Length of In-School Suspension (Days/100 Students)





Only two elementary schools began with more than a negligible number of out-of-school suspensions, based on the number of suspensions (events) per 100 students. Chamberlain showed an approximate 8% decrease in the number of out-of-school suspensions between their first year and 2011-12. Towle had a similar decrease in their last year of 2010-11. At the high school level, the number of Kennett's out-of-school suspensions had a very small increase, whereas Somersworth showed a steady decrease over the grant period.

Chart 13: Change in the Number of Out-Of-School Suspensions (Events/100 Students)



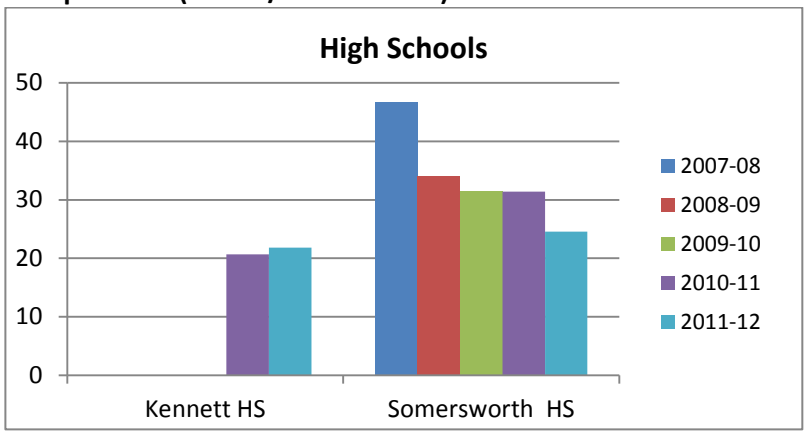
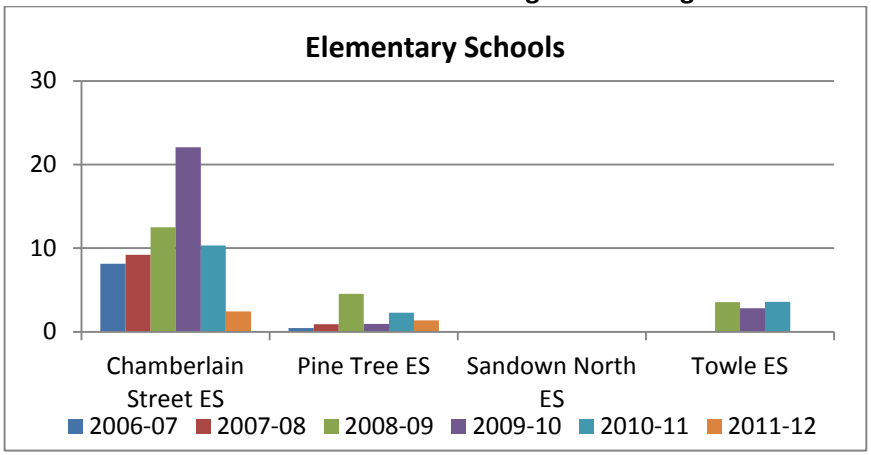
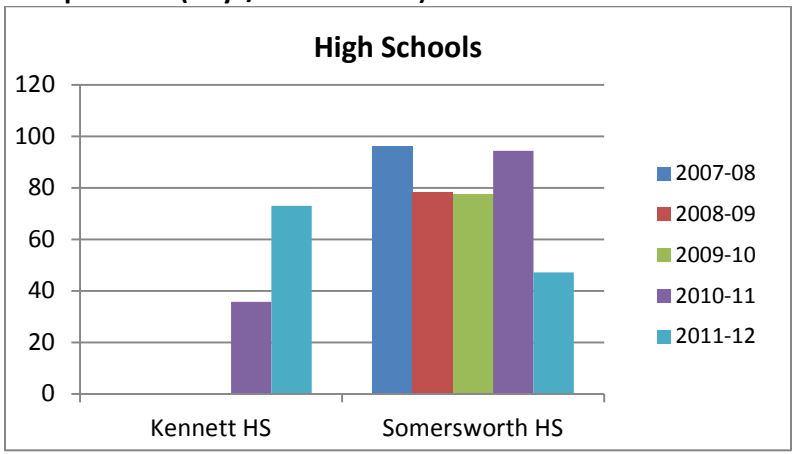


Chart 14: Change in the Length of Out-Of-School Suspensions (Days/100 Students)



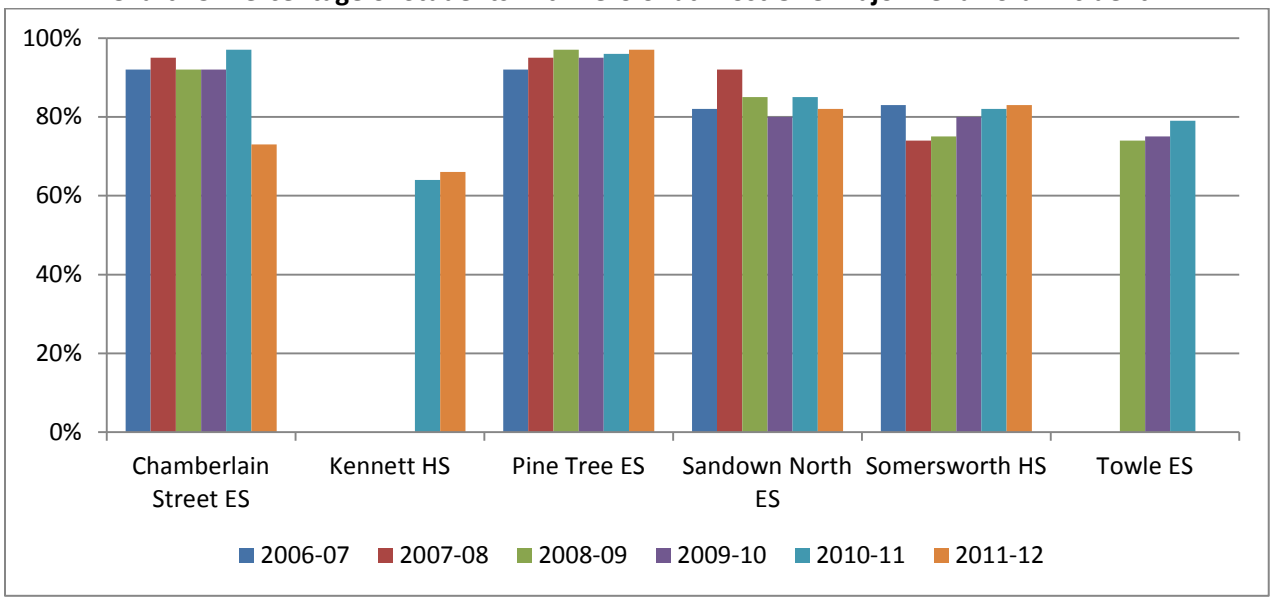


As shown in Charts 13 and 14 on the previous page, the only significant difference in the data reflecting the number of out-of-school suspensions and the length of out-of-school suspensions is that while Kennett had a very small increase in the number of out-of-school suspensions, the length of the suspensions almost doubled in the two years that data were reported.

Chart 15 provides data on the percentage of students with no more than one major behavioral incident in a school year. The "PBIS triangle of tiers" suggests that one measure of the effectiveness of Tier I, core instruction in behavior is the extent to 80% of more students in elementary schools and 70% of students in middle and high schools have zero or no more than 1 major ODR in a school year.

Two of the three active elementary schools in 2011-12 that provided data were above 80% of students with no more than one major behavioral incident in a school year. Chamberlain changed their coding procedure in 2011-12 due to the addition of an EBD unit. As a result, they had closer to 30% of their students accounting for more than one major behavioral incident. In 2011-12, Somersworth High School had approximately 80% of their students with no more than one major behavioral incident, about 10% over the national average. Kennett High School only had about 62% of their students with no more than one major behavioral incident, a little less than 10% below the national average.

Chart 15: Percentage of Students with Zero or at Most One Major Behavioral Incident



NH RESPONDS Elementary and High Schools

Professional Development Successes, Barriers and Unintended Consequences

At the close of the grant cycle, the external evaluators conducted a focus group interview with the NH RESPONDS PD providers and administrative staff. The comments below reflect their thoughts and perceptions about the project successes, barriers and any overall, unintended consequences.

High Schools

Successes:

- Mapped out interventions at each level to identify students earlier
- The RENEW oversight team was able to support facilitators
- Administrative presence and involvement at Somersworth had a big impact
- Implementation science helped tremendously but wished we had it from the start

Barriers:

- Not having the implementation structure in place from the beginning
- Turnover of staff

Elementary Schools - Behavior

Successes:

- Chamberlain – implemented strategies such as morning weekly meetings to build community
- Improved systems around Teacher Check Connect and Expect (TCCE) from screening to implementation
- Sandown North - best example of behavior work – sustained Tier 1 – team processes are outstanding and continuous
- Drilling down at the classroom level
- Use TIPS process for data based decision making
- Sustaining multiple systems of pathways for Tier 2
- Expanding from TCCE into innovative group interventions at Tier 2

Barriers:

- Sustainability and leadership commitment – teacher resilience
- Trying to do so much well when there are not enough hours in a day (Time to do both academic and behavior well)
- Not having decision rules for stopping interventions - systems for exit criteria

Elementary Schools Literacy

Successes:

- Seven of nine elementary schools completely overhauled their core curriculum instruction

- Maplewood – Making AYP was a huge success
- Pine Tree – Took students with more complex disabilities for Tier 1 literacy and moved them into the general curriculum rather than separate classrooms.
- Making and adopting Tier 2 supplemental instruction and materials (set of interventions) across all of the sites.
- Framework for talking about various literacy paradigms – cognitive skills model versus leveling model.
- Developing profiles and protocols and progress monitoring tools. For schools, this was a huge product success.
- Shifting from tier teams to school leadership teams – not an add on – School Leadership Team – RTI is an organizing system for literacy

Barriers:

- Changing personnel – Administrators at SAUs, schools and NH RESPONDS PD providers for literacy. Five different literacy consultants were allocated to sites over five years.
- Coaching capacity of schools a barrier.
- Reading specialist different than a literacy content coach. We made better progress with the latter.
- Not having an RTI model up front a great barrier for the project.
- Could not teach to the model up front so could not get to efficacy.
- Never got to what interventions were working for them and what was not as planned.

Unintended Consequence Overall:

- Role of district leadership team really impacted the focus on implementation and continued sustainability and desire for further training beyond the grant for their schools
- Difference between a district and an SAU leadership team. Conway as a district would have been easier than as a SAU. That SAU is made up of nine districts.

NH RESPONDS K-12 Developed Products

The NH RESPONDS staff developed many NHRESPONDS RTI tools and products as a result of the trainings and technical assistance they provided to the five NH RESPONDS SAU Demonstration Sites throughout the five years of the SPDG grant as well as the Statewide RTI trainings held each year for NH schools not participating in NH RESPONDS grant. These products include: the NH RESPONDS RTI framework, online modules for RTI literacy and emergent literacy, updated training materials that include short video clips of strategies being used, district RTI manuals, family engagement materials and modules. For the elementary and high school level the following are examples and links to products developed:

NH RESPONDS RTI Model: Response to Intervention for Behavior and Literacy

The NH RESPONDS staff developed this document to explain the NH RESPONDS RTI Model. This document outlines the 14 critical components and articulates what each component would look like when being implemented. The ultimate goal for this document is to succinctly explain what constitutes when the NH RESPONDS RT model framework is being implemented with fidelity and when it is not.

http://www.education.nh.gov/nhresponds/documents/nhresponds_model_rti_behavior_literacy_final.pdf

RTI Literacy Modules – Elementary School Level

RTI Overview and RTI Elementary School level literacy Modules developed under NH RESPONDS can be found at www.learnrti.org. There are approximately 29 different RTI modules on this website with the RTI Overview section containing 19 modules, the Elementary Education section includes ten modules (many are duplicates from RTI overview section), and the Early Childhood Literacy modules section contains nine modules (one duplicated from RTI overview section). People can register by clicking "Join" at the top of the website to receive a username and password. The modules are available for free under the LEARN tab on this site. They contain a pre-test, online recorded webinar, materials and post-test. Upon completion of module post- test with 80% or better score, participant can print off certificate of completion for the module.

RTI PBIS Materials and Resources

NH RESPONDS RTI behavior training materials and resources from the ongoing work done with the 5 SAU demonstration sites can be found at http://nhcebis.seresc.net/nh_respond in the subdirectory School Specific Products and include video snippets of behavior strategies recorded with one of our demonstration schools. Strategies and materials include behavior screening practices and the Tier 2 teacher check and connect intervention.

Family Engagement RTI Module

What is Response to Instruction, a 25 minute module developed under NH RESPONDS by the NH Parent and Training Information Center, the Parent Information Center, based on their work with the NH RESPONDS Demonstration Sites. Participants can also download a certificate upon completion of this module. This module can be found on the Parent Information Center website

at http://www.picnh.org/nhpti/RtIModule/player.html. See the family engagement portion of this evaluation report for more information about materials and resources the NH Parent Information Center was helped create.

All these products or links to these products can be found on the NH RESPONDS website: http://www.education.nh.gov/nhresponds/index.htm under NH RESPONDS Products. The products, assessment/tools, and materials assist in the further implementation and sustainability of the NH RESPONDS RTI model in New Hampshire schools. NH RESPONDS Demonstration Sites continue their RTI system work using these materials. NH RESPONDS partner organizations continue to use these tools, strategies and resources in their organization's continued work with NH school districts under contracts or other projects. We also are sharing these resources in hopes they will streamline the efforts of others as they develop, implement and sustain an RTI framework in their schools to improve academic and behavioral outcomes for all students.

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.

Over the next few pages, we provide a summary of each participating early childhood setting in NH RESPONDS, focusing on the degree of implementation, as measured by the instruments bulleted below. This is followed by a review of the types and frequency of professional development provided. Last, data are provided at the program level for comparative purposes.

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 on page 2 of this report.

Early Childhood Implementation Instruments

- The ***Classroom Assessment Scoring System Pre-K (*****CLASS)** is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement.
- **Preschool Leadership Team Checklist (PLC)** was completed each fall and spring throughout the NH RESPONDS grant period, as an internal team-based assessment of universal RTI implementation for both emergent literacy and positive behavioral supports. A score of 80% on the Pre LTC indicates that the literacy and behavior supports are implemented with fidelity.
- Additionally, the **Preschool-wide Evaluation Tool (PreSET)** was administered and conducted by an external evaluator each spring throughout the NH RESPONDS grant period, as an external measure of each program's universal system of PW-PBIS. A preschool is implementing program-wide PBIS with fidelity if programs score 80% or better on Feature B, Behavior Expectations Taught, and 80% on the average of features score.
- The **Preschool Effective Behavior Support Survey (PEBS)** was administered to all program staff each spring throughout the NH RESPONDS grant period, as an internal assessment of the entire program staff's perception regarding Tier 1, 2 and 3 behavioral supports within the early childhood program.

Children Unlimited - Conway SAU 9

Professional Development Focus:

Children Unlimited took on RTI (blended emergent literacy and behavior) at their Center with great enthusiasm, examining their current practices and policies related to supporting children. The Children Unlimited, Inc. Preschool Program is implementing a multi-tiered system of social, emotional and behavioral supports including universal, targeted and intensive practices. They are collecting behavior incident data in both the preschool and kindergarten classrooms. Children Unlimited continues with implementation of teacher screenings for behavior and literacy in the preschool classrooms, and now includes usage of a parent screening for social-emotional development as well. The team continues to use this information for data and team-based decision-making purposes.

In addition, Children Unlimited added a monthly family engagement sub-group with coordination from Michelle Lewis of the Parent Information Center. Children Unlimited continues to improve and fine-tune the Tier 1 systems for literacy and PW-PBIS. They have implemented a program-wide acknowledgement system. The Center re-wrote their parent manual to include information about the RTI system and how it is used to support all children in the program. It has become a "way of business" for organizing their curriculum, assessment, and programming.

Emergent Literacy Data

Classroom Assessment Scoring System (CLASS)

Children Unlimited, Inc. demonstrated increased CLASS scores over the three administrations. The spring 2012 CLASS results suggest that 84% of the social-emotional and instructional interactions that contribute to student's social competence and academic achievement were in place.

PBIS Data

Tier 1 Preschool Leadership Team Checklist (PLC)

Children Unlimited, Inc. achieved fidelity on the PLC after their first full year in RESPONDs. The degree of implementation fidelity increased each year until achieving 98% fidelity in spring 2012, the final administration for the grant period.

School-Wide Evaluation Tool (SET) Data:

Children Unlimited, Inc. also achieved fidelity on the PreSET, with a score of 96/100 in the spring of 2011 and an almost identical PreSET score in spring 2012, validating Children Unlimited Inc.'s capacity to maintain high fidelity of implementation regarding universal PW-PBIS supports and practices. This score correlated well with their PLC score, supporting the assertion that Children Unlimited, Inc. was implementing Tier 1 activities with fidelity.

Preschool Effective Behavior Support Survey (PEBS)

Children Unlimited, Inc. showed growth in the degree of fidelity implementation across the tiers, as measured by the PEBS. By the spring of 2011, the preschool had achieved fidelity across the tiers. At the final spring 2012 administration, the PEBS scores were 97%, 98%, and 95% respectively across the tiers.

These data emulates the program staff's agreement regarding the high level of tiered behavioral support systems available and established at Children Unlimited, Inc.

Successes:

Children Unlimited, Inc. is the sole early childhood program that was successful at attaining or maintaining scores indicating fidelity of implementation on all four assessment tools by the spring of 2012. The CU program designed, implemented, and are sustaining multi-tiered systems of support for both emergent literacy practices and program-wide PBIS simultaneously, that was tailored to their own philosophy of building intrinsic motivation for positive behavior. Children Unlimited, Inc. is an exemplar model for Response-to-Intervention in early childhood programs.

The behavior incident data tracking, social emotional screening and data-based decision-making practices established at CU were instrumental in strengthening the collaborative relationship between this private preschool program and the local school district. The establishment of these features resulted in a more cohesive means for collecting, aggregating and utilizing preschool behavioral data to induce meaningful outcomes and contributed to a more effective and responsive preschool referral and identification process within the district.

Barriers:

The sole remaining barrier for the staff and team at Children Unlimited, Inc. pertains to independent sustainability, without the monthly consultation, facilitation, expertise and guidance provided by and through the NH RESPONDS grant.

Early Childhood Support Program - Newport SAU 43

Professional Development Focus:

Newport had a challenging series of circumstances throughout the life of the grant due to many administrative changes and support for the preschool program to institutionalize an RTI system. The program started by working with four preschool programs, all working to think about RTI in their own Centers. By the end of the grant period, only the district program remained. However, they worked very hard to design an RTI system of support for emergent literacy and behavior.

The Community Preschool Program has completed the development of Tier 1 systems for PW-PBIS, including finalizing a program-wide behavior matrix and acknowledgement system, tweaking the response procedure forms for increased efficiency and quality of behavior incident data collection, as well as further improving use of behavioral screening information for data-based decision-making purposes. The team also focused on Tier 2 targeted group interventions for students, including the development of "Teacher Check, Connect and Expect" (TCCE) and small group social skill supports using evidence-based curriculum content.

The team has developed communication methods in various formats regarding RTI components for families.

Emergent Literacy Data

Classroom Assessment Scoring System (CLASS)

Newport's preschool program increased their CLASS scores from 64% in fall 2009 to 85% in spring 2012. This shows enhanced quality of interactions between teachers and students in preschool classrooms, as measures by the CLASS.

PBIS Data

Tier 1 Preschool Leadership Team Checklist (PLC)

Newport struggled to achieve fidelity of implementation on the PLC through the first two years of their active involvement in NH RESPONDS. It was not until the spring of 2012, after prioritizing goals and creating and following an action plan for the final year of NH RESPONDS that they demonstrated fidelity with a PLC score of 86%.

School-Wide Evaluation Tool (SET) Data:

Newport demonstrated fidelity of implementation as measured by the PreSET more quickly than they did according to the PLC. In both the spring 2011 and 2012 administrations, Newport scored a 84/100. Combined with the PLC data, these PreSET data indicated Newport was implementing Tier 1 activities with fidelity.

Preschool Effective Behavior Support Survey (PEBS)

The overall PEBS score of 63% for Newport Community Preschool in the spring of 2012 reflects a mere 5% increase in staff perception from the previous year's administration. This seems to be reflective

of the difficulty the NCP team experienced with orienting new program staff to the established positive behavior support system.

Successes:

Despite the administrative, team and classroom staff turnover experienced at Newport Community Preschool during the 2011-12 school year, this early childhood program remained successful at attaining or maintaining scores that indicated fidelity of implementation on three of the four assessment tools by the spring of 2012. The NCP program developed a PBIS system that worked with an existing program for behavior (I Care Cat) and instituted a new system of emergent literacy assessment, including a new screening tool, to determine which children needed additional support.

Barriers:

Although committed to RTI principles and practices, time remains a significant barrier to the NCP Program's ability to sustain the systems that have been developed through NH RESPONDS, including time to orient new staff members, maintain monthly team meetings, engage in data-based decision making collectively, coordinate with competing priorities, and examine how to bring other ECE programs within the SAU into the process.

Somersworth ECE - Somersworth SAU 56

Professional Development Focus:

The Somersworth preschool program had many challenges throughout the life of the project. The program itself was in three separate settings, including a community center and two elementary schools. These moves included a change in supervision. The program itself is self-contained in that almost every student has an identified disability. Many of the children are diagnosed with autism. Some of the staff had a difficult time embracing the concepts of emergent literacy and how to build it into their existing program.

The preschool implemented Tier 1 supports established in the elementary school, including classroom expectations, finalizing a preschool behavior matrix that is in alignment with the school-wide matrix and developed a preschool acknowledgement system that is developmentally appropriate for identified children and correlates with the school-wide acknowledgement system. They also implemented use of the same behavioral screening system used by the elementary school population.

Emergent Literacy Data

Classroom Assessment Scoring System (CLASS)

Somersworth's preschool initial CLASS administration of 70% was a higher baseline than any of the other NH RESPONDS preschool programs, indicating a foundation of social-emotional and instructional interactions that contribute to students' social competence and academic achievement was in place. However, little improvement was observed through the use of the CLASS, with a final administration score of 71%.

PBIS Data

Tier 1 Preschool Leadership Team Checklist (PLC)

Similar to Newport, Somersworth's preschool program struggled to achieve fidelity of implementation on the PLC. They demonstrated increases in fidelity across the first three PLC administrations. After a 10% decrease in spring 2011, the degree of implementation increased the following two administrations, with the highest score (69%) in spring 2012.

School-Wide Evaluation Tool (SET) Data:

Similar to Somersworth preschool's PLC data, the PreSET data demonstrated increases in implementation each year, but the final score of 75/100 indicated the preschool fell just short of the 80/80 fidelity standard.

Preschool Effective Behavior Support Survey (PEBS)

Somersworth's preschool program showed little growth over the three administrations at each tier. The PEBS data indicated that the greatest amount of implementation was at Tier 1, with little evidence of implementation of Tier 2 and 3 practices.

Successes:

Despite the transition to a new location and the resulting team/staff turnover, the evident increase in active administrative support and involvement paired with the identification of key, new classroom personnel, provided the SEE Preschool Leadership Team with the impetus needed to create a renewed and vested interest in the development, implementation and sustainability of RTI practices. This metamorphosis resulted in the SEE program's ability to achieve the greatest gains, particularly in PW-PBIS implementation and progress, during the final year of the NH RESPONDS grant.

Barriers:

Although committed to RTI principles and practices, the SEE Program has yet to address, develop or implement advanced tiers of support for literacy or behavior, a significant barrier to full RTI implementation.

Timberlane Learning Center - Timberlane SAU 55

Professional Development Focus:

The Timberlane Preschool program, TLC, was mandated by the SAU administration to begin using a new literacy curriculum during the course of the project. Much of the work for RTI in emergent literacy was to determine how this new curriculum would work in their program. The program continued to make progress on implementing Tier I behavior supports in 2011-12. The implementation of Tier I features became more routine with teaching and acknowledging rollouts occurring throughout the year and the blending of literacy and behavior more intentional.

Emergent Literacy Data

Classroom Assessment Scoring System (CLASS)

Timerlane Learning Center increased their fall 2009 CLASS score of 66% by 18% to end with an 84% CLASS score. This suggests improvements in the quality of interactions between teachers and students in preschool classrooms at the preschool program.

PBIS Data

Tier 1 Preschool Leadership Team Checklist (PLC)

Timberlane Learning Center demonstrated increases in fidelity of implementation each year of the grant, achieving fidelity in spring 2011. The final PLC administration in spring 2012 resulted in a score of 95%, indicating a high degree of fidelity.

School-Wide Evaluation Tool (SET) Data:

The preschool also achieved fidelity on the PreSET, with a score of 83/83 in the spring of 2011 and an almost identical PreSET score in spring 2012. These scores correlated well with their PLC scores, supporting the assertion that Children Unlimited, Inc. was implementing Tier 1 activities with fidelity.

Preschool Effective Behavior Support Survey (PEBS)

Spring 2012 data from the PEBS shows that staff rated fewer features of Tier 1 in place (65%) than did the leadership team and the outside PreSET observer. This may be a result of staff (a) being less fluent with the standards for the critical features or (b) having less knowledge about implementation across classrooms. At the final administration, PEBS data indicated 67% of Tier 2 practices were in place, with 51% of Tier 3 strategies in place. An overall average of 63% of fidelity of implementation suggests more work is still needed at all tiers.

Successes:

The biggest success in 2011-12, beyond the sustained implementation of Tier I, was the initial implementation of the use of a screening tool to all students in the program and the subsequent post-screening process. It is unclear whether the results of the use of the data to determine decisions about Tier 2 supports will replicate in 2012-13 but it is likely that TLC will sustain the screening process. The preschool also determined priorities for emergent literacy within the confines of an established curriculum and established a series of vocabulary supports (posters) for classrooms.

Also, the successful implementation at Timberlane Learning Center (and Sandown North) has motivated the district to scale up implementation at both Danville Elementary School and Sandown Central.

Barriers:

Given the nature of the population served and the data required to monitor IEPs, TLC did not collect incident data program-wide. This is a common dilemma in special education preschool programs that continues to warrant discussion and reflection. Given that TLC resides within an elementary school building, there is continued discussion about how to align with the school-wide program. Discussions regarding whether to change core expectations to align exactly with school-wide expectations continue. Creating a scope and sequence of teaching classroom behaviors within *all* routines continues to be a challenge and a high priority for 2012-13.

Frequency of Professional Development at Early Childhood Settings

Table 8 present the data collected on the frequency of professional development provided at each of the participating early childhood settings. The decrease of professional development activities in 2011-12, the last full academic year of the grant, was due to a shift in focus from providing professional development to sustaining and integrating the work into each preschool program and SAU.

Table 8: Frequency of Professional Development at Participating ECE Settings

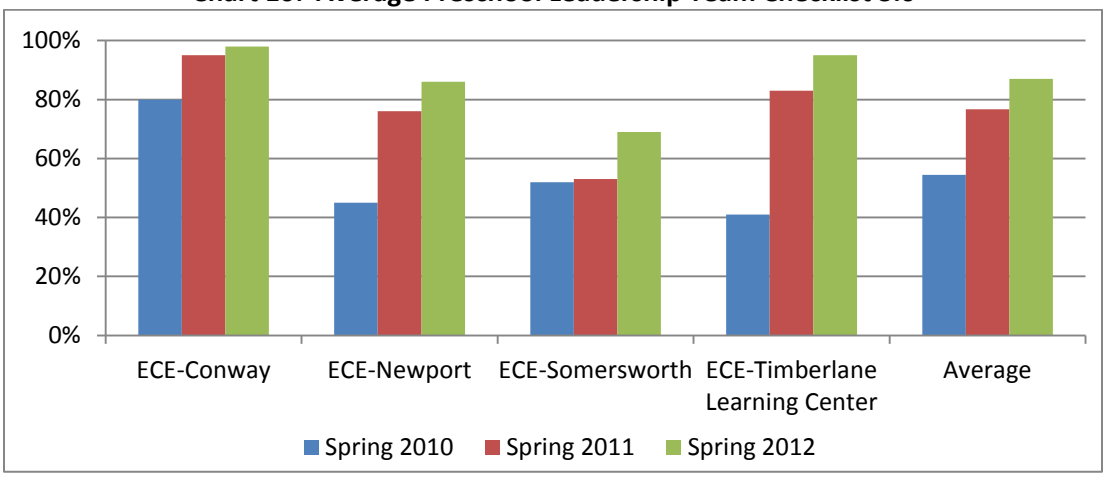
Early Childhood Programs	# of PD Activities 2008-09	# of PD Activities 2009-10	# of PD Activities 2010-11	# of PD Hours 2010-11	# of PD Activities 2011-12	# of PD Hours 2011-12
SAU#9 - Conway	10	22	20	48	3	10
SAU#43 - Newport	5	11	9	23	0	0
SAU#56 - Somersworth	15	22	7	15	0	0
SAU#11 - Timberlane	8	7	5	10	4	10
Total	**45**	**68**	**41**	**96**	**7**	**20**

Early Childhood Program Data for PBIS and Early Literacy

In this section, process and fidelity data are provided for the four preschool programs that received sustained professional development related to Response to Intervention for Program-wide Positive Behavioral Interventions and Supports (RTI for PW-PBIS) and early literacy in Tier 1, Primary Prevention. Tier 1 consists of core instruction in building positive relationships with children and families and establishing high quality, supportive learning environments. This includes data from the (a) Preschool Leadership Team Checklist (PreLTC), (b) Pre-School-Wide Evaluation Tool (Pre-SET), (c) Classroom Assessment Scoring System (CLASS), and (d) the Preschool Effective Behavior Surveys (PEBS). Descriptions of these instruments were provided on page 37.

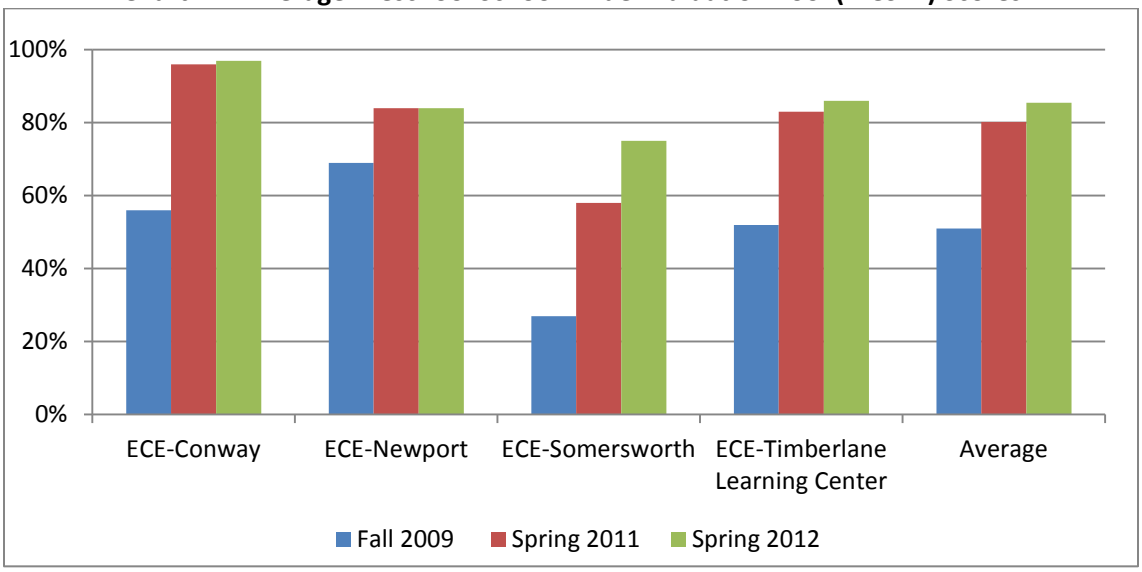
As shown in Chart 16, three of the four preschool programs achieved fidelity on the PreLTC in the last year. Each program increased its fidelity score each administration. Conway began with a high fidelity score, but still improved each year.

Chart 16: Average Preschool Leadership Team Checklist 3.0



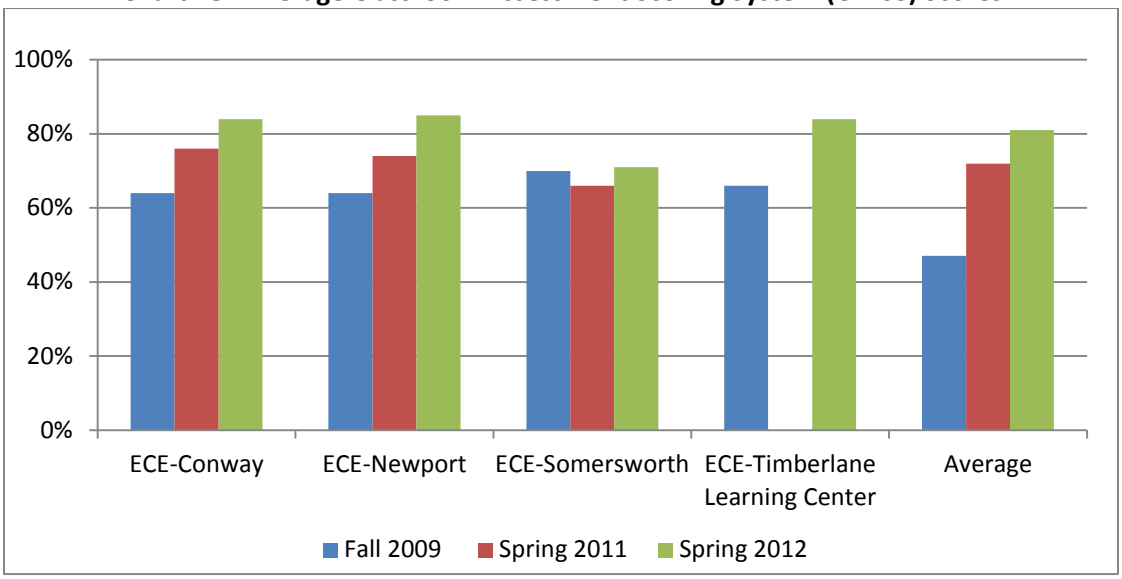
By the last year of the project, three of the four preschool programs had implemented Tier 1 of a Program Wide PBIS model with fidelity (See Chart 17). The fourth program, Somersworth ECE showed steady progress and was close to fidelity on the last PreSET administration.

Chart 17: Average Preschool School-Wide Evaluation Tool (PreSET) Scores



Similar to the previous measures, three of the four preschool programs had 80% of the CLASS features in place (Chart 18). The same three programs also showed increased growth each year. Somersworth plateaued, never getting above 65% of the desired features in place.

Chart 18: Average Classroom Assessment Scoring System (CLASS) Scores



The results for the Preschool Effective Behavior Surveys (PEBS) for Tiers 1 through 3 were lower than the other preschool instruments. Only Conway scored above 80% on each Tier. The results for the other three programs hovered around 60% implementation of Tier 1 strategies and 40 – 60% implementation of Tier 2 strategies (Charts 19 and 20). Tier 3 results (Chart 21) were more varied, ranging from 20% to 50% to 70%. When all three tiers were average (Chart 22, next page), three of the four programs showed steady increases towards fidelity of implementation.

Chart 19: Tier 1 Preschool Effective Behavior Survey Ratings

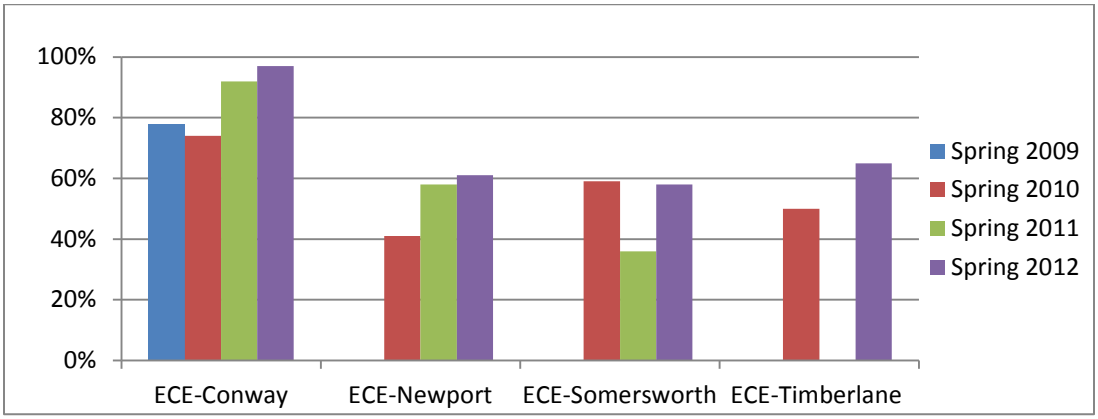


Chart 20: Tier 2 Preschool Effective Behavior Survey Ratings

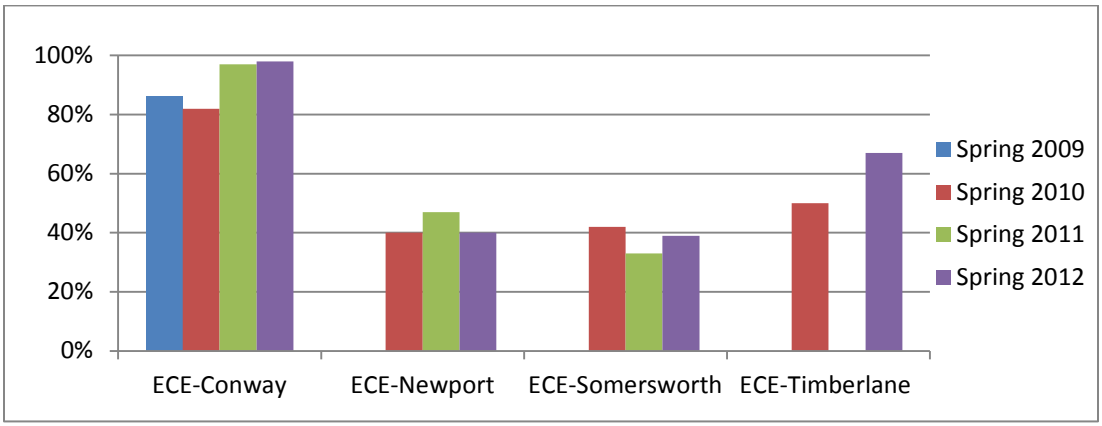


Chart 21: Tier 3 Preschool Effective Behavior Survey Ratings

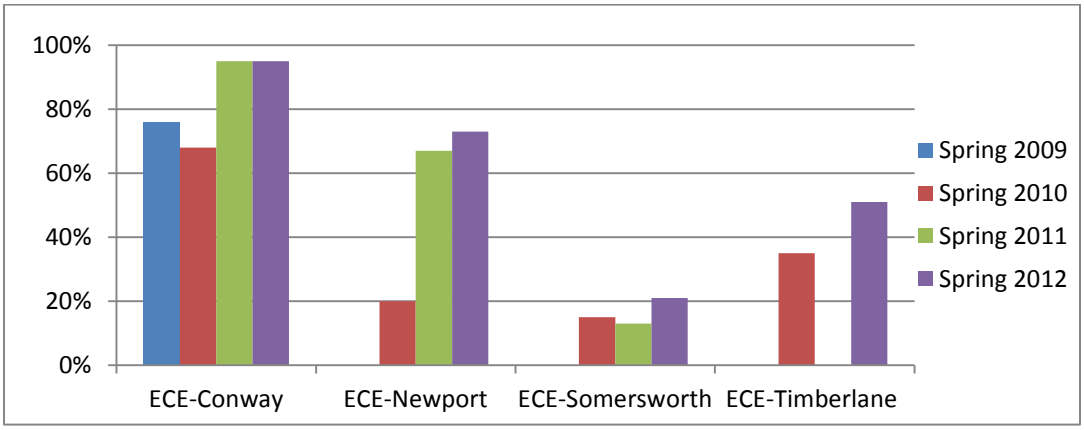
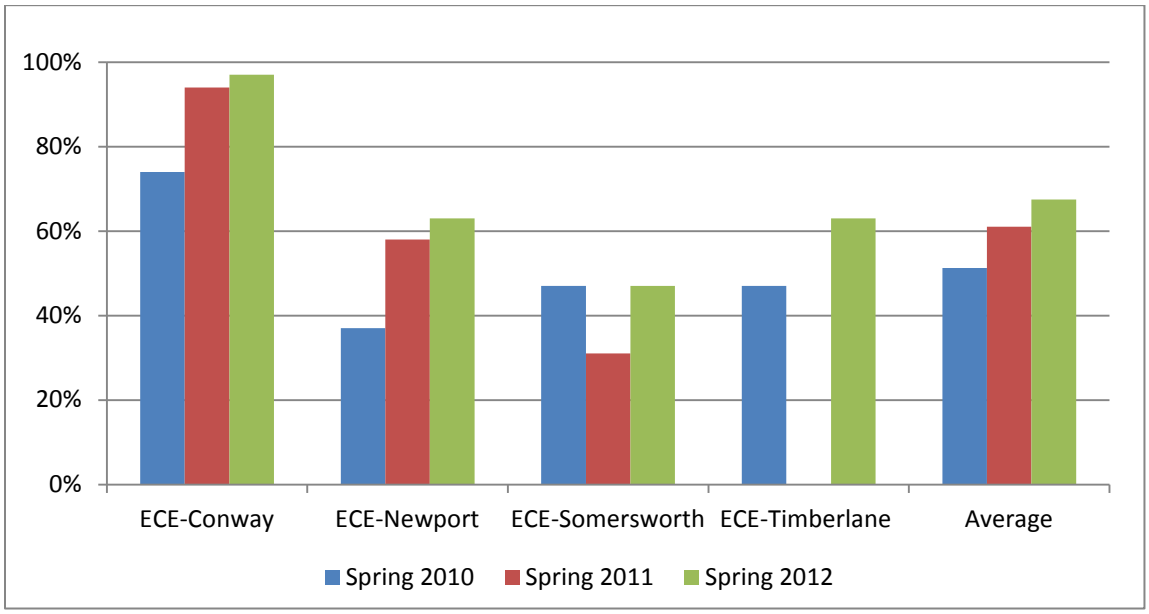


Chart 22: Average Preschool Effective Behavior Survey Ratings



Early Childhood - Literacy and Behavior Professional Development Successes, Barriers, and Unintended Consequences

At the close of the grant cycle, the external evaluators conducted a focus group interview with the NH RESPONDS PD providers and administrative staff. The comments below reflect their thoughts and perceptions about the project successes, barriers and any overall, unintended consequences.

Successes:

- It was important to address literacy and behavior together, as we were able to blend both practices together in the models. We were able to develop tools and interventions that encompassed both, such as communication processes.
- Including early childhood was a critical component of this project. Early childhood needs to be part of the educational system.
- Emergent literacy became part of what early childhood programs thought of for curriculum.
- Child assessment data was collected beyond that explicitly called for by a child's IEP.

Barriers:

- Time – not ever enough time
- Having the facilitator there helped to keep work moving forward. I'm concerned about the sustainability of the PD once the NH RESPONDS facilitator goes away.
- There needs to be more meaningful professional development for early childhood personnel.
- Collection of Tier 1 data still a struggle at ECE level – still a problem – made the most gains this time on collection of incident behavior data and generated charts and analyzed the data.
- Need more professional development on data-based decision making.
- Segregated programs and getting outcome data is a challenge.
- In predominately special education sites, is there really full Tier 2 or is there a smaller Tier 2 piece needed?

Unintended Consequences:

- The most successful program was the Conway early childhood program. It is a private preschool that provides services to district students. They were able to increase their capacity to work with data and were able to share data with the district and to look at child outcomes.

NH RESPONDS Early Childhood Education Developed Products

As indicated earlier in this report, the NH RESPONDS staff developed many NH RESPONDS RTI tools and products as a result of the trainings and technical assistance they provided to the five NH RESPONDS SAU Demonstration Sites throughout the five years of the SPDG grant, as well as the Statewide RTI trainings held each year for NH schools not participating in NH RESPONDS. For the early childhood education programs, the following are examples and links to products developed:

RTI Literacy Modules – Early Childhood

RTI Overview and RTI Emergent Literacy modules developed under NH RESPONDS can be found at www.learnrti.org. There are approximately 29 different RTI modules on this website with the RTI Overview section containing 19 modules, the Elementary Education section includes ten modules (many are duplicates from RTI overview section), and the Early Childhood Literacy modules section contains nine modules (one duplicated from RTI overview section). Simply register by clicking Join at the top of the website to receive a username and password and these modules are available for free under the LEARN tab on this site. They contain a pre-test, online recorded webinar, materials and post-test. Upon completion of module post- test with 80% or better score, participant can print off certificate of completion for the module.

Updated PBIS RTI training materials including Early Childhood Education

NH RESPONDS was very successful in documenting the tools and materials developed and used with the four early childhood education programs in the five SAU demonstration sites in the area of behavior. At the NH CEBIS website http://nhcebis.seresc.net/nh_respond under the subdirectory preschool resources you will find by ECE program the various checklist, strategies, documents and other useful products developed under this grant.

All these products or links to these products can be found on the NH RESPONDS website: http://www.education.nh.gov/nhresponds/index.htm under NH RESPONDS Products. The products, assessment/tools, and materials assist in the further implementation and sustainability of the NH RESPONDS RTI model in New Hampshire schools. NH RESPONDS Demonstration Sites continue their RTI system work using these materials. NH RESPONDS partner organizations continue to use these tools, strategies and resources in their organization's continued work with NH school districts under contracts or other projects. The resources have been shared in hopes they will streamline the efforts of others as they develop, implement and sustain an RTI framework in their schools to improve academic and behavioral outcomes for all students.

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, training was provided each year by NH RESPONDS staff to educators across the state not participating in NH RESPONDS. The goal of these trainings was to disseminate successful strategies developed through the project. A final network training was scheduled for May 10, 2012 and had to be postponed due to scheduling conflicts. It was rescheduled for October 29, 2012 and had to be canceled due to Hurricane Sandy.

- February 6 and March 13, 2009 - Two-day School Team Training on RTI: Universal Level - 200 participants
- March 24 and May 3, 2010 - School Team Training on RTI: Tier 2 Level - 112 participants
- March 14, 2011 - School Team Training on RTI: Tier 3 Level - 90 participants
- May 11, 2011 - School Team Training on RTI for Behavior or Literacy: Tier 3 Prevention and Intervention - 86 participants
- March 9, 2012 - Demonstration Site Networking/Training Day - 90 participants

Data were collected at each training to determine the quality, relevance, and utility of the professional development, as well as the impact the professional development had on participants' knowledge of RTI for literacy and behavior. On average, participants rated the training to be of high quality, relevant, and useful, with an average score of 5.12 on a six-point scale. Participants rated the training a 5.01 (on the same scale) in regard to the impact the professional development had on their knowledge of RTI.

Table 9: Quality, Relevance, and Utility of each Professional Development Activity

Date	Webinar Topic	Quality, Relevance, Utility	Increase in Knowledge
February 6 & March 13, 2009	Two-day School Team Training on RTI: Universal Level	4.99	4.85
March 24, 2010	School Team Training on RTI: Tier 2 Level	4.90	4.97
May 3, 2010	School Team Training on RTI: Tier 2 Level	5.10	5.10
March 14, 2011	School Team Training on RTI: Tier 3 Level	5.31	4.97
May 11, 2011	School Team Training on RTI for Behavior or Literacy: Tier 3 Prevention and Intervention	5.33	5.18
March 9, 2012	Demonstration Site Networking/Training Day	5.06	N/A
Average		5.12	5.01

Scale: 1 = Low, 6 = High

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.

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 50 individuals from across state, local and community levels throughout New Hampshire who represent a wide array of experience and expertise. The Coordinating Group meets bi-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:

- Identification of secondary transition topics and presenters for the NH RESPONDS annual 5-Part Transition Series trainings.
- Assisted the NH Department of Education in their development of the *Guidance Document – Understanding Indicator 13 for the State Performance Plan* (http://tinyurl.com/Indicator-13) and the training of a cadre of transition experts to help conduct the required district Indicator 13 compliance reviews.
- Development and delivery of three webinars March/April 2011/April 2012 on specific Indicator 13 transition planning components: **Webinar #1- Developing Measurable Post-Secondary Goals and Age Appropriate Transition Assessments and Webinar #2- Developing Courses of Study and Transition Services, and Webinar #3-** Developing Annual Goals That Address Transition Service Needs**.** The webinars were recorded and are posted on the IOD UNH webpage under the APEX Dropout Prevention Project.

The group is also collaborating with university partners and the Strafford Learning Center to facilitate the above webinars and to deliver a training series in best practices in School-to-Career Transition services at Keene State College (to address grant Goal 2 Objective 2.3). Also to address grant objectives, the Institute on Disability (NH's UCEDD) included transition best practice tools and practices in its "Introduction to Exceptionality" course for spring 2011. Keene State College posted its video-taped snippets of questions and answers with Ed O'Leary from our August 2009 training and made them available on their Transition Planning Resources website at Keene State College. The *IEP Transition Resource* is a multimedia training and reference tool designed to increase understanding about IEP

transition requirements and indicator 13. This is a series of 18 short videos and a listing of resources on transition services and Indicator 13 (http://tinyurl.com/IEP-Transition-Resource).

The APEX (RTI for high schools) Summer Leadership Institute was held each year and was partially sponsored by NH RESPONDS. Over 150 people form high schools throughout NH attended each year, working on PBIS implementation and relating it to themes important to high schools including college and career readiness and personalized learning. 25-30 youth also attended the summer institute each year, and have become active as young adult leaders in their communities.

The Project partners provided a five-part Research to Practice Series on Transition each year during years 2- 5 of the project. This series, entitled Foundations in Transition, included training sessions on 1) Indicator 13, 2) Person-centered Planning, 3) Assistive Technology, 4) Work-based Learning, Employment, and Extended Learning Opportunities, and, 5) Connecting with Transition Resources.

Finally, the Institute on Disability NH RESPONDS staff members provided a two-part training session on the RENEW secondary transition model to staff members in Somersworth High School and six other high schools during the 2010 grant year, and continues to coach and mentor trained staff. Over twenty teachers, special educators, school counselors and para-educators, were trained in October- November 2010, and two technical assistance follow up visits allow trainees to initiate and sustain the practice.

Evaluation data were collected for the five–part Transition Series, the APEX Summer Institute and the RENEW training described above. The professional development was rated on quality, relevance and usefulness. Ratings for all areas were high, yielding means of 77% for overall quality, 85% for relevance and 85% for usefulness (rating scale of 4or 5 on a 5-point scale).

Family Engagement in NH RESPONDS

The NH Parent Information Center (PIC) had a designated member who participated in the NH RESPONDS Leadership Team meetings and facilitated professional development on parent engagement. Information on specific activities conducted each year are available in previous Annual Performance Reports. In this report, a summary of professional development activities facilitated by the NH PIC and the resulting impacts is provided. The PIC worked with one preschool program, Children's Unlimited, in the Conway SAU 9. They also worked with two high schools and four elementary schools. Activities varied based on specific needs, but all focused on parent engagement related to RTI, for both literacy and behavior.

Materials developed by the PIC include the bulleted items below. They can be viewed at: http://www.nhspecialed.org/.

- Understanding Response to Intervention (RTI) Rack Card
- Understanding RTI On-line Module
- Updated Secondary Transition Tool-Kit

Children's Unlimited Preschool (Conway SAU 9)

To create a systemic family engagement process in relation to RTI, the RTI Leadership Team at Children's Unlimited (CU) developed a Family Engagement Subcommittee to:

- Review the various ways CU currently engages families in the RTI system.
- Identify areas to strengthen.
- Explore additional ways to involve families.
- Document the process – integrating it into the entire system.

CU identified that parent communication was key. The program recognized that each family (and teacher) had preferences regarding how and when to communicate information. Therefore, there were multiple communication methods used including face-to-face opportunities (drop off and pick up, Open House, and scheduled conferences), telephone communication, as well as written communication. The work of the sub-group focused on streamlining written communication. The following methods of communication were used to inform families in writing about their RTI program:

- Parent Handbook
- Letters regarding screenings & school rules
- Weekly Activity Letter
- Monthly Calendar
- Monthly Vocabulary
- Home Matrix

Children's Unlimited is committed to parent involvement throughout all their programming. This includes communicating with parents through various means including:

- Newsletter
- Learning at Home Ideas/Letters
- Weekly Activity Report
- Sharing Community Resources

The program also created a handout called, *Tips for Talking with Parents about Concerns* to help staff communicate with families around difficult topics. **Successes** include: families have more information

about the school's **c**urriculum and screenings, they provide input to the screenings, they learned how to support their child at home, and gained information about progress monitoring. B**arriers** were documenting the work and systematizing the protocols with as many people as possible to accomplish these challenging tasks.

Kennett High School (KHS)

The PIC worked with Kennett High School's NH RESPONDS staff to assist Kennett High School in moving forward with family engagement in RTI. NH RESPONDS staff met with the Universal and Child Study Team at KHS to brainstorm and document what they currently do to engage families in the process. Kennett High School had information as to how they included families in the process (and the school) across the six NH Family School Partnership Standards.

Somersworth High School (SHS)

NH RESPONDS staff from the PIC and the IOD worked with two SHS groups and one parent input group (with seven parents participating) to develop a Tier 1 and Tier 2 PBIS Family Engagement Manual. Volunteers were recruited from the school's Universal and Targeted Teams. NH RESPONDS staff met with each group once a week over a course of four weeks to develop goals based on the first three standards of the NH Standards for Family School Community Partnerships: 1: Welcoming All Families into the School Community, 2: Communicating Effectively, and 3: Supporting Student Success. As the goals and plans were developed, NH RESPONDS staff met with parents from the school each week to share information and request feedback that was brought back to the Universal and Targeted Teams.

Major successes included the ongoing parent involvement during the development of the manual. The development of the manual systemized their work. The manual, including all of the appendix forms, letters, templates, etc., can be maintained and updated online and can be shared with others electronically. **Barriers** included the time it took to complete the manual and delve into all of the NH Standards; however groups were given the tools and feedback to continue the work as they are ready.

Maple Wood & Idlehurst Elementary Schools

The schools used letters and evening phone calls to inform parents about PBIS and RTI as well as having the PBIS/RTI Manual on the SAU website. They hung expectations in the hallways, cafeteria, etc. and rotated information and messages. Idlehurst had a "Mugs and Muffins" with a theme each month that was attended by parents and held PBIS assemblies with family members throughout the year. Both schools hold large events with no cost to families such as picnic days, haunted houses, PTA events, bike rodeos, reading/math/health nights, hobby nights, etc. This year they were able to provide childcare at some of the more adult themed evenings. They were also able to co-host a large barbeque that provided transportation to/from the event that included a speaker on the 21st Century School Literacy Program. The schools built strong relationships with their PTAs, local garden club, church, a "Burger King" group and other local businesses. Both schools say that the most effective lessons they would share are:

- Include parents in structuring the program,

- Get back to parents in a timely manner,
- Pre-teach (role play) the staff and children about the expectations first, and
- Presume positive intentions.

Chamberlain Street School

At Chamberlain, they shared testing results with families through a letter or at Parent/Teacher conferences. Their program expectations were outlined in the school handbook and it listed expectations for different areas in the school, with a loosely defined list of consequences. Each week there were roll-outs that were discussed in school and written about in the newsletter. There is a large bulletin board in front of the school that discusses PBIS with updated information. Their most effective feedback to others included gathering data, advocating for extra paraprofessionals, educating people and emphasizing that there are no quick fixes.

Pine Tree Elementary School

Some of the ways Pine Tree communicated with families included newsletters, notices, and phone calls. Parents were notified by brochures and letters when changes occurred in learning. Students prepared for parent conferences by making charts and having discussion starters with the goals being "Back to Benchmark" or discussing changes in interventions. During adult assemblies, Pine Tree used a program called Poll Everywhere, a free polling site to give speakers instant feedback if the audience member has a texting device. Pine Tree also had large, free events for families and a Family Week wherein families could come in during the week anytime and observe/participate in class activities.

The Behavior Matrix for different areas at the school was listed in the handbook, and signs were displayed throughout the building. Mission statements and goals were created for the Leadership and RTI teams and staff were rotated through annually so all had an opportunity to participate. Family and PTA members were encouraged to attend meetings and a team member reported back to the PTA as meetings were held.

National Presentation on NH's Family Engagement Work in RTI

The NH PIC was invited by the Signetwork Coordinator to present on a national webinar on how it integrated and engaged families in its work around RTI, specifically in relation to NH RESPONDS work. Michelle Lewis worked with The Signetwork Coordinator and the NH RESPONDS Coordinator to prepare the outline of the presentation and PowerPoint. The webinar occurred on 6/20/12. The call was archived for others to listen and the PowerPoint presentation was uploaded to the site (Building Family Engagement into the RTI System (PPT, 6/2012, Lewis, M.).

Family Engagement Professional Development
Successes, Barriers, and Unintended Consequences

At the close of the grant cycle, the external evaluators conducted a focus group interview with the NH RESPONDS PD providers and administrative staff. The comments below reflect their thoughts and perceptions about the project successes, barriers and any overall, unintended consequences.

Successes:

- Two large successes – Children Unlimited and Somersworth High School – systematizing their family engagement work.
- Many schools did good things but only two sites truly systematized their family engagement and documented it.

Barriers:

- It was a struggle to systematize the family engagement professional development. How to do this process – ensure systematic family engagement and keep them informed is difficult.
- Always struggling with system practices that are person dependent, particularly in a field with high turnover.

Unintended Consequence:

- NH RESPONDS focus groups that included families provided valuable insight from the families' perspective and helped inform the school teams. We were also able to use this focus group for feedback on our online module.
- Having them look at this work and documenting it really made the teams look at what they are doing and improve it.

Concern:

- Where is the work going to go – huge outcomes – how can we make sure it is shared?
- Personnel working together to get in the door
- Readiness point comes in to play
- Capacity issue for PIC funding to cover all sites

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, Plymouth State University, and River College, as well as members of the Department of Education Bureau of Licensure and Certification. The IHE Consortium shared project materials and findings with the NHDOE Professional Standards Board over the course of the grant.

NH IHE personnel used the NH RESPONDS matrices to compare the NH RESPONDS general RTI competencies against their selected teacher preparation programs and courses linked to literacy, behavior and secondary transition. All of the four IHEs identified the courses for which each competency is addressed under and documented the evidence that demonstrates competency. As a result of their NH RESPONDS work, Keene State College added an RTI component to the Action Research Project completed during the student teaching placement for each Elementary Education and Elementary/ Special Education student.

In addition to the above IHE Consortium work, NH RESPONDS Leadership Team members were active on the NH RTI Taskforce. The NH RTI Taskforce completed its' assigned tasks in summer 2010 and transformed into a NH RTI Professional Learning Community (PLC). The NH RTI PLC was responsible for carrying out the developed NH RTI strategic plan for 2009-2013 that provided a map for the design and implementation of a systematic state and district RTI framework aligned with key initiatives of the NH Department of Education, inclusive of NH RESPONDS. One of the goals of this strategic plan focused on the development of effective teachers and leaders (in-service and pre-service). In February 2011, the NH RTI PLC invited representatives from various NH IHEs with teacher preparation programs to participate in a NH RTI PLC meeting for discussion on how to incorporate RTI into their respective pre-service teacher preparation programs.

Activities addressing Objective 2.3 are also addressed in the Secondary Transition Supports section (Objective 1.8) of this report (please see pages 51 - 52).

Final Recommendations for Future Work

Below are recommendations from NH RESPONDS professional development providers for future SPDG teams that might implement a similar grant:

- The importance of developing a strong leadership team at each tier, with knowledge of implementation stages and drivers, with sufficient faculty time to devote to the initiative.
- The need to document and systematize the family component that must be integrated with other activities. This requires sufficient funding.
- Use Somersworth's model of developing three tiers with a representative group – forced to do problem solving as an entire group not just administration.
- If we are going to implement three tiers and a blended model – a nine year initiative at least would be needed. Five years is not enough.
- A clearly defined model and measures articulated up front is critical.
- Spend the time up front to build the system
- The need for consensus -building work from the start for the grant leadership team.
- Preschool needs to be involved at every step of the process since they are the foundation.
- The membership of the Leadership Teams needs to be very representative of the school.
- Include all schools within the district or SAU from the start.
- Suggest that DOE to take the things we have learned and use them to actually implement a fully blended RTI system. Don't let all this good work and learning go into a black hole.

Appendix A

NH RESPONDS Data Tables

Literacy Data Tables

Table 9: Percent of Literacy Universal Team Checklist (LUnTCh) Criteria in Place

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring-Fall 2012
Atkinson	21%		41%		67%	78%
Chamberlain			55%		N/C	
Hilltop[0]	34%	52%	52%			
Idlehurst[0]					62%	
John Fuller	21%*		48%		86%	90%
Maple Wood		92%*		93%		97%
Pine Tree		58%*	76%[+]		N/C	97%
Richards[0]	7%	24%		43%		76%
Towle[0]				50%		
Sandown North			66%	18%	62%	

* = LUnTCH 1.0
[+] = Pine Tree was not scheduled to administer the LUnTCh in the fall 2010, but did anyway
[0] Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst
Black Shading = School not ready to administer the LUnTCh.
Light Shading = Not a current LUnTCh administration period.
N/C = LUnTCH instrument was not completed or reported when due.

Table 10: Percent of PET-R Results Criteria in Place

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Atkinson			N/C	N/C	N/C	N/C	90%	
Chamberlain					95%		N/C	
Hilltop[0]			64%	66%		74%		
Idlehurst[0]								72%
John Fuller			72%	73%		75%		74%
Maple Wood	56%	N/C		N/C	68%		N/C	86%
Pine Tree	50%	52%		N/C	73%		N/C	73%
Richards[0]			46%	50%		59%		67%
Towle[0]						64%		
Sandown North					86%		N/C	

Black Shading = School not ready to administer the PET-R.
Light Shading = Not a current PET-R administration period.
[0] Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst
N/C = PET-R instrument was not completed or reported when due.

Table 11: Percent of Literacy Tier 2 Criteria in Place

	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Atkinson	N/C	13%	69%	42%	50%
Chamberlain		46%	30%		N/C
Hilltop[0]	4%		36%		
Idlehurst[0]					57%
John Fuller	N/C	N/C	28%		38%
Maple Wood	40%		57%		64%
Pine Tree	44%		87%		69%
Richards[0]	N/C	N/C	0%		42%
Towle[0]			13%		
Sandown North		21%	34%	52%	

Black Shading = School not ready to administer the Literacy Tier 2 instrument
Light Shading = Not a current Literacy Tier 2 administration period.
[0] Richards and Towle merged in 2011-12, Hilltop closed in spring 2011, some students & faculty went to Idlehurst
N/C = Literacy Tier 2 instrument was not completed or reported when due.

Table 12: Percent of Literacy Tier 3 Criteria in Place

	Spring 2011	Fall 2011	Spring 2012
Atkinson	89%	36%	47%
Chamberlain	51%		N/C
Hilltop	6%		
Idlehurst			51%
John Fuller	17%		29%
Maple Wood	47%		62%
Pine Tree	62%		70%
Richards	0%		20%
Towle	49%		
Sandown North	16%	47%	

Black Shading = School not ready to administer the Literacy Tier 3 instrument
Light Shading = Not a current Literacy Tier 3 administration period.
N/C = Literacy Tier 3 instrument was not completed or reported when due.

Table 13: Participating Literacy Schools NECAP Reading Data (Percent Proficient) (For Teaching Year)

Schools	2007 -08	2008 -09	2009 - 10	2010 -11	2011 - 12
Atkinson	82%	87%	83%	88%	Data Not Yet Available
Chamberlain	65%	69%	67%	71%	
Hilltop	47%	69%	62%	59%	
John Fuller	74%	79%	80%	80%	
Maple Wood	67%	64%	65%	71%	
Pine Tree	74%	84%	89%	87%	
Richards	72%	66%	72%	74%	
Sandown North	73%	85%	90%	89%	
Towle	54%	75%	71%	66%	
Average	**68%**	**75%**	**75%**	**76%**	

Blue Highlights = First Year of PD

Behavior Data Tables

Table 14: Percent of PBIS Team Implementation Checklist Criteria in Place

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Chamberlain ES	64%*	45%	64%	54%	54%	73%	86%
Hilltop				64%	100%		
Idlehurst ES						72%	50%
John Fuller ES				59%	59%	Add B	86%
Kennett HS		36%		45%	N/C	36%	64%
Maple Wood ES	61%*			68%	64%	N/C	100%
Pine Tree ES				N/C	100%	100%	100%
Sandown North ES	86%	91%	91%	100%	91%	91%	91%
Somersworth HS		56%		N/C	70%	55%	86%
Towle Upper ES	73%*	91%	91%	64%	64%	50%	Dropped

*Version 2.2
Black Shading = School not ready to administer the TIC
Light Shading = Not a current TIC administration period.
N/C = TIC was not completed or reported when due.

Table 15: School-Wide Evaluation Tool (SET) Scores

	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Chamberlain Street ES	100/93	100/97	100/98	N/C	N/C	100/94	100/98
Hilltop						100/98	
Idlehurst							90/75
John Fuller						100/94	100/100
Kennett HS				44/50	55/75	59/75	100/71
Maple Wood						100/87	100/86
Pine Tree						100/92	100/100
Sandown North ES	90/95	100/96	100/96	100/100	100/100	100/100	100/100
Somersworth HS		0/36	70/83	80/91	90/89	70/86	90/92
Towle ES					100/96	100/80	Dropped

Black Shading = School not ready to administer the SET
N/C = SET was not completed or reported when due.

Note: Scores are for teaching and average of all features.

Table 16: Percent of PBIS-NH Tier II Checklist or the RTI for Tier II Instrument Criteria in Place

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Chamberlain ES	N/C	17%	Add B	22%	47%	75%	72%
Hilltop				5%	6%		
Idlehurst ES						N/C	N/C
John Fuller ES				13%*	70%	80%	67%
Kennett		39%		41%	70%	26%	66%
Maple Wood ES				N/C	69%	36%	86%
Pine Tree ES				N/C	44%	93%	93%
Sandown North ES		75%	86%	78%	94%	97%	97%
Somersworth HS				26%	63%	63%	87%
Towle ES		19%	36%	50%	44%	Dropped	

* Used the PBIS-NH Tier II Checklist
Black Shading = School not ready to administer the PBIS-NH Tier II/RTI Tier II instrument
Light Shading = Not a current PBIS-NH Tier II/RTI Tier II administration period.
N/C = RTI Tier II instrument was not completed or reported when due.

Table 17: Percent of PBIS-NH Tier III Checklist or the RTI for Tier III Instrument Criteria in Place

	Spring 2011	Fall 2011	Spring 2012
Chamberlain ES		47%	57%
Hilltop			
Idlehurst ES			
John Fuller ES	40%	56%	80%
Maple Wood ES			
Pine Tree ES	67%	80%	N/C
Sandown North ES	52%	87%	93%
Towle ES			

* Used the PBIS-NH Tier III Checklist
Black Shading = School not ready to administer the PBIS-NH Tier II/RTI Tier II instrument
Light Shading = Not a current PBIS-NH Tier II/RTI Tier II administration period.
N/C = RTI Tier II instrument was not completed or reported when due.

Table 18: Referrals per 100 Students Per Year for All Discipline Referrals (Majors and Minors)

Schools	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	196	296	563	538	735	385	314
Pine Tree ES	461	361	292	260	221	317	276
Sandown North ES	2,686	1,849	1,642	1,543	1,533	2,083	1,062

Table 19: Referrals per 100 Students Per Year for Major Office Discipline Referrals

Schools	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	32	60	24	47	36	13	313
Kennett HS						431	369
Maple Wood					127	103	51
Pine Tree ES	75	42	23	16	22	22	25
Sandown North ES	49	78	50	85	144	159	109
Somersworth HS		101	260	198	152	117	146
Towle ES				138	142	133	Dropped

*Time span was 2008-2010, rather than 2006-10
Black Shading = School not ready to collect ODR data or stopped inputting data into SWIS

Table 20: Percentage of Students with Zero or at Most One Major Behavioral Incident

Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	92%	95%	92%	92%	97%	73%
Kennett HS					64%	66%
Pine Tree ES	92%	95%	97%	95%	96%	97%
Sandown North ES	82%	92%	85%	80%	85%	82%
Somersworth HS	83%	74%	75%	80%	82%	83%
Towle ES			74%	75%	79%	Dropped

Black Shading = School not ready to collect triangle data or stopped inputting data into SWIS

Table 21: Change in the Number of In-School Suspensions (Events/100 Students)

Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	1.90	1.88	3.64	9.40	5.85	1.43
Kennett HS					71.2	72.9
Pine Tree ES	7.30	4.02	1.30	3.79	3.23	1.80
Sandown North ES	0.42	0.00	0.33	0.00	0.70	0.00
Somersworth HS		29.89	59.00	49.83	36.86	50.86
Towle ES			10.26	11.32	4.55	Dropped

*Change Period is 2008-2011, rather than 2006-07
Black Shading = School not ready to collect in-school suspension data
N/C = In-school suspension data were not collected or reported when due.

Table 22: Change in the Length of In-School Suspension (Days/100 Students)

Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	0.41	1.21	1.33	6.27	4.60	0.72
Kennett HS					71.6	75.2
Pine Tree ES	2.15	2.68	0.43	2.84	2.07	1.13
Sandown North ES	0.00	0.00	0.16	0.00	0.00	0.00
Somersworth HS		25.45	46.17	53.00	42.46	47.85
Towle ES			2.24	7.36	2.60	Dropped

*Change Period is 2008-2011, rather than 2006-07
Black Shading = School not ready to collect in-school suspension data
N/C = In-school suspension data were not collected or reported when due.

Table 23: Change in the Number of Out-Of-School Suspensions (Events/100 Students)

Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	8.97	8.31	8.74	20.10	9.47	2.01
Kennett HS					20.7	21.8
Pine Tree ES	0.86	0.45	0.87	0.95	1.38	0.90
Sandown North ES	0.00	0.00	0.00	0.00	0.00	0.00
Somersworth HS		46.63	34.00	31.50	31.39	24.57
Towle ES			8.33	3.77	1.95	Dropped

*Change Period is 2008-2011, rather than 2006-07
Black Shading = School not ready to collect in-school suspension data

Table 24: Change in the Length of Out-Of-School Suspensions (Days/100 Students)

Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Chamberlain Street ES	8.15	9.22	12.50	22.06	10.31	2.44
Kennett HS					35.8	73.1
Pine Tree ES	0.43	0.89	4.55	0.95	2.30	1.35
Sandown North ES	0.00	0.00	0.00	0.00	0.00	0.00
Somersworth HS		95.98	78.42	77.25	94.44	47.25
Towle ES			3.53	2.83	3.57	Dropped

*Change Period is 2008-2011, rather than 2006-07
Black Shading = School not ready to collect in-school suspension data

Table 25: Preschool Leadership Team Checklist 3.0

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
ECE-Conway	36%*	80%	86%	95%	95%	98%
ECE-Newport	39%*	45%	56%	76%	48%	86%
ECE-Somersworth	27%*	52%	63%	53%	52%	69%
ECE-Timberlane Learning Center	30%*	41%	59%	83%	83%	95%

* Preschool Team Leadership Checklist 2.0

Table 26: CLASS Results (Tier 1)

School	Fall 2009	Spring 2011	Spring 2012
ECE-Conway	64%	76%	84%
ECE-Newport	64%	74%	85%
ECE-Somersworth	70%	66%	71%
ECE-Timberlane	66%	No Data	84%
Average	**47.1%**	**72%**	**81%**

Table 27: PreSET

School	Fall 2009	Spring 2011	Spring 2012
ECE-Conway	56/50	96/100	97/100
ECE-Newport	69/67	84/100	84/100
ECE-Somersworth	27/0	58/33	75/100
ECE-Timberlane	52/17	83/83	86/83
Average	**50.7%**	**80.3%**	**85.5%**

Table 28: PEBS Tier 1

School	Spring 2009	Spring 2010	Spring 2011	Spring 2012
ECE-Conway	78%	74%	92%	97%
ECE-Newport	Incomplete	41%	58%	61%
ECE-Somersworth	No Data	59%	36%	58%
ECE-Timberlane	No Data	50%	No Data	65%

Table 29: PEBS Tier 2

School	Spring 2009	Spring 2010	Spring 2011	Spring 2012
ECE-Conway	86%	82%	97%	98%
ECE-Newport	Incomplete	40%	47%	40%
ECE-Somersworth	No Data	42%	33%	39%
ECE-Timberlane	No Data	50%	No Data	67%

Table 30: PEBS Tier 3

School	Spring 2009	Spring 2010	Spring 2011	Spring 2012
ECE-Conway	76%	68%	95%	95%
ECE-Newport	Incomplete	20%	67%	73%
ECE-Somersworth	No Data	15%	13%	21%
ECE-Timberlane	No Data	35%	No Data	51%

Table 31: Average Across Tiers

School	Spring 2009	Spring 2010	Spring 2011	Spring 2012
ECE-Conway	79%	74%	94%	97%
ECE-Newport	Incomplete	37%	58%	63%
ECE-Somersworth	No Data	47%	31%	47%
ECE-Timberlane	No Data	47%	No Data	63%

Appendix B

Participating Personnel Survey Formative Data

K – 12 Participating Personnel Survey Formative Data

In addition to tracking the professional development delivered, project evaluators disseminated a "participating personnel survey" in March 2011 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 25 -29**.** 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. Qualitative responses from this survey can be found in Appendix B.

Table 25 illustrates the extent to which participants increased their knowledge in the RTI content areas of behavior and literacy instruction. School personnel rated the impact of each aspect of the professional development higher than SAU personnel. The greatest impact on SAU personnel was related to improved knowledge about leadership for consensus building. The greatest school-level impact was on working with student and school-level data. Both SAU and school personnel rated the impact on their knowledge of integrating literacy instruction and PBIS as the lowest impacts of the professional development provided. SAU personnel rated each item lower in 2011 than in 2010 and 2009, reversing the trend from 2009-2010. School personnel rated all items, except general knowledge of RTI for literacy and literacy instruction and increased knowledge of universal strategies of school-wide literacy support, higher in 2011 than in 2010. Overall, both groups rated the impact of NH RESPONDS professional development as a medium to large impact on their knowledge.

Table 32: Impact on Participants' Knowledge

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=16)	School Mean (N=59)	SAU Mean (n=32)	School Mean (n=103)
Increasing your knowledge about leadership for consensus building related to RTI provision in your schools?	3.71		4.31		3.32	
Increasing your knowledge about leadership for infrastructure building related to RTI provision in your schools?	3.65		4.25		3.26	
Increasing your knowledge about leadership for implementation related to RTI provision in your schools?	3.82		4.25		3.15	
Increasing your knowledge of student and SAU/school-level data?	3.53	3.80	3.94	3.63	3.21	3.80
Increasing your general knowledge of PBS?	3.91	3.59	4.00	2.95	3.24	3.50
Increasing your knowledge of Universal strategies of PBIS?	3.55	3.72	3.93	3.05	3.08	3.41

Table 33: Impact on Participants' Knowledge (Continued)

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=16)	School Mean (N=59)	SAU Mean (n=32)	School Mean (n=103)
Increasing your knowledge of Targeted strategies of PBIS?	3.45	3.52	4.00	2.95	3.08	3.37
Increasing your knowledge of Intensive strategies of PBIS?	3.27	3.13	3.79	2.85	2.74	3.12
Increasing your general knowledge of RTI for Literacy and literacy instruction?	3.86	3.62	3.88	3.81	3.26	3.74
Increasing your knowledge of Universal strategies of School-Wide Literacy Support?	3.86	3.35	3.81	3.57	3.07	3.44
Increasing your knowledge of Targeted strategies of School-Wide Literacy Support?	3.38	2.91	3.69	3.33	3.00	3.40
Increasing your knowledge of Intensive strategies of School-Wide Literacy Support?	3.42	2.95	3.50	2.95	2.70	3.12
Increasing your knowledge of how to integrate literacy instruction and PBIS?	3.33	3.12	3.75	2.72	2.60	3.01
Average	3.60	3.37	3.93	3.18	3.05	3.39

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 26), the infrastructure (Table 27), and implementation of the NH RESPONDS model (Table 28). As shown in Table 8, School personnel perceived a larger impact on consensus building than SAU personnel. All reported impacts were in the medium – large range. 2011 ratings were lower for school and SAU personnel than in the two previous years.

Table 34: Impact on Consensus Building

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=18)	School Mean (N=64)	SAU Mean (N=32)	School Mean (N=103)
Identifying, adopting, and using tools and strategies for building SAU/school -level consensus for RTI?	3.81	3.89	3.94	3.83	3.18	3.71
Identifying, adopting, and using tools and strategies for managing complex change?	3.69	3.69	3.82	3.61	3.04	3.55
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	2.96	3.48
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	3.25	3.55
Average	3.69	3.75	3.95	3.61	3.11	3.57

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

In 2011 school personnel rated a larger impact on infrastructure than SAU personnel on every individual item (see Table 27). SAU personnel rated these items much lower than in 2010 and 2009, while school personnel rated them higher than in 2010 (but not 2009). While there were no increases for SAU personnel, the greatest gains for school personnel were related to integrated modeling of literacy instruction and PBIS (+.41) and developing school infrastructure for the implementation of universal (3.8) and targeted PBIS strategies (+.37).

Table 35: Impact on Infrastructure

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)	SAU Mean (N=32)	School Mean (N=103)
Forming and training a leadership team to lead the RTI initiative?	3.82	4.00	4.16	3.81	3.29	3.78
The leadership you provided your SAU/school around RTI during the last year?	3.81	3.67	3.76	3.68	3.26	3.60
Increasing your infrastructure to work with data?	3.19	3.78	3.44	3.62	2.96	3.61
Increasing the infrastructure to foster collaboration among general & special education personnel at your SAU/school?	3.71	3.59	3.53	3.20	3.00	3.23
Developing SAU/school infrastructure for the implementation of Universal strategies of PBIS?	3.64	4.17	3.87	3.09	3.04	3.47
Developing SAU/school infrastructure for the implementation of Targeted strategies of PBIS?	3.27	3.86	3.80	3.07	2.81	3.44
Developing SAU/school infrastructure for the implementation of Intensive strategies of PBIS?	3.00	3.45	3.53	2.86	2.52	3.25
Developing SAU/school infrastructure for the implementation of Universal strategies of School-Wide Literacy Support?	3.73	3.33	3.67	3.61	3.29	3.56
Developing SAU/school infrastructure for the implementation of Targeted strategies of School-Wide Literacy Support?	3.46	3.00	3.44	3.28	3.04	3.38
Developing SAU/school infrastructure for the implementation of Intensive strategies of School-Wide Literacy Support?	3.38	2.91	3.41	2.94	2.57	3.17
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	2.59	3.20
Average	3.49	3.54	3.67	3.27	2.94	3.43

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

As shown in Table 28 on the next page, in 2010 SAU personnel rated each item lower than school personnel. The highest rated items by SAU personnel were supporting the implementation of Universal strategies of School-Wide Literacy Support (3.7), implementing their SAU/ school-level action plan (3.0), and increasing the collaboration among general & special education personnel at your school (3.0). School personnel rated all but two items (providing leadership around RTI and supporting

implementation of universal strategies of school-wide literacy instruction) higher in 2011 than in 2010. SAU personnel rated all items lower in 2011 than in the previous two years.

Table 36: Impact on Implementation

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)	SAU Mean (N=32)	School Mean (N=103)
The leadership you provided your SAU/ school around RTI during the last year?	3.79	3.72	3.53	3.48	2.92	3.42
Increasing your skills to work with data?	3.00	3.36	3.06	3.28	2.59	3.39
Implementing your SAU/ school-level action plan?	3.81	3.93	3.61	3.66	3.00	3.66
Increasing the collaboration among general & special education personnel at your school?	3.63	3.55	3.28	3.05	3.07	3.28
Supporting the implementation of Universal strategies of PBIS?	3.67	4.04	3.73	3.12	2.96	3.38
Supporting the implementation of Targeted strategies of PBIS?	3.00	3.73	3.86	2.95	2.88	3.41
Supporting the implementation of Intensive strategies of PBIS?	2.91	3.32	3.71	2.83	2.75	3.23
Supporting the implementation of Universal strategies of School-Wide Literacy Support?	3.80	3.36	3.83	3.60	3.00	3.40
Supporting the implementation of Targeted strategies of School-Wide Literacy Support?	3.25	2.96	3.69	3.14	2.96	3.29
Supporting the implementation of Intensive strategies of School-Wide Literacy Support?	3.00	2.91	3.56	2.88	2.74	3.04
Implementing an integrated model of literacy instruction and positive behavior supports in your school?	3.25	3.27	3.67	2.79	2.75	3.26
Average	3.37	3.47	3.59	3.16	2.87	3.34

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

In Table 29 on the next page, participants rated their perceptions of the overall impact of the model on behavior and literacy in their schools. SAU participants rated the impact on all outcomes lower in 2011 than in 2010 and 2009. School personnel rated each outcome higher in 2011 than in 2010. Overall, school personnel rated this set of questions higher (3.25) than SAU personnel (2.80).

Table 37: Overall Impact on Behavior and Literacy

What impact did the NH RESPONDS professional development have on:	2009		2010		2011	
	SAU Mean (N=18)	School Mean (N=31)	SAU Mean (N=20)	School Mean (N=64)	SAU Mean (N=32)	School Mean (N=103)
Improving behavior for all students in your SAU/school?	3.10	3.65	3.50	2.96	2.83	3.34
Improving behavior for students with disabilities in your SAU/ school?	3.10	3.32	3.50	2.58	2.78	3.06
Improving literacy outcomes for all students in your SAU/school?	3.54	3.17	3.12	3.30	2.77	3.38
Improving literacy outcomes for students with disabilities in your SAU/school?	3.42	3.13	3.12	2.98	2.80	3.23
Average	3.29	3.32	3.31	2.96	2.80	3.25

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

Early Childhood Participating Personnel Survey Formative Data

In addition to tracking the professional development delivered, project evaluators disseminated a "participating personnel survey" in March 2011 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 30-33**.**

Table 30 illustrates an increase of 0.36 (7%) in participants knowledge of ECE RTI literacy and behavior strategies, working with data, and developing action plans to guide their work between 2011 and 2010 survey administrations. The highest rated items in 2011 were developing program/center-level action plans that helped them develop consensus building for Positive Behavior Supports in their program/center (3.75) and increasing their knowledgeable of Positive Behavior Supports (3.67).

Table 38: Impact on Knowledge of ECE RTI Literacy and Behavior

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)	2010-11 Average (N=12)
Developing program/center-level action plans that helped you develop consensus building for Positive Behavior Supports in your program/center?	3.27	3.75
Increasing your knowledgeable of Positive Behavior Supports?	3.00	3.67
Identifying, adopting, and using tools and strategies for building program/center-level consensus for RTI?	3.27	3.50
Identifying, adopting, and using tools and strategies for managing complex change?	3.08	3.50
Increasing your knowledgeable of early literacy?	2.86	3.45
Increasing your knowledge of child and program/center-level data?	3.13	3.42
Increasing your knowledge of how to integrate literacy instruction and Positive Behavior Supports?	3.14	3.25
Developing program/center-level action plans that helped you develop consensus building for RTI for early literacy in your program/center?	2.93	3.08
Average	**3.09**	**3.45**

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

Table 31 (on the next page) provides responses about the impact that NH RESPONDS professional development had on developing an infrastructure to support the implementation of RTI early literacy and PBIS strategies. The results suggest that NH RESPONDS has had a medium to large impact on the infrastructure of the participating early childhood settings (3.64). The highest rated items were the actual provision of leadership around RTI (4.08) and forming and training an RTI leadership team (3.92). The lowest rated items included developing the infrastructure necessary to support an integrated model of literacy instruction and PBIS (3.08). The largest increase from 2010-11 was increasing the infrastructure to foster collaboration among general and special education personnel (2.86 in 2010 to 3.82 in 2011).

Table 39: 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	2010-11 Average (N=12)
The leadership you provided your program/center around RTI during the last year?	3.29	4.08
Forming and training a leadership team to lead the RTI initiative?	3.31	3.92
Increasing your program/center's infrastructure to foster collaboration among general & special education personnel?	2.86	3.82
Developing infrastructure for the implementation of Positive Behavior Supports?	3.00	3.67
Increasing your program/center's infrastructure to work with data?	2.86	3.50
Developing infrastructure for the implementation of early literacy efforts?	3.00	3.17
Developing infrastructure for an integrated model of literacy instruction and positive behavior supports in your center/program?	2.80	3.08
Average	**3.02**	**3.61**

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

Similar increases were found regarding the impact of NH RESPONDS professional development on the implementation of PBIS and early literacy and are displayed in Table 32. The provision of leadership (4.17), implementing the center/program action plan (4.00), and increasing the collaboration among general and special educators (4.0) were perceived to have had the largest impact on ECE implementation of RTI early literacy and behavior strategies. In a similar manner to the consensus building questions in Table 30, participants reported a large increase in the degree of collaboration among general and special educators (form 2.92 in 2010 to 4.00 in 2011).

Table 40: 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)	2010-11 Average (N=12)
The leadership you provided your center/program around RTI during the last year?	3.23	4.17
Implementing your center/program action plan?	3.31	4.00
Increasing the collaboration among general & special education personnel at your center/program?	2.92	4.00
Supporting the implementation of Positive Behavior Supports?	3.07	3.92
Increasing your skills to work with data?	2.93	3.17
Supporting the implementation of early literacy strategies?	3.17	3.17
Implementing an integrated model of early literacy instruction and positive behavior supports in your school?	3.00	3.08
Average	**3.09**	**3.64**

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

(see Table 33). The largest impacts were for literacy outcomes for the general population (3.42) and children with disabilities (3.42).

Table 41: 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)	2010-11 Average (N=12)
Improving behavior for all children in your center/program?	3.00	3.42
Improving behavior for children with disabilities in your center/program?	3.00	3.42
Improving literacy outcomes for all children in your center/program?	3.67	3.33
Improving literacy outcomes for children with disabilities in your center/program?	3.56	3.33
Average	**3.31**	**3.38**

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

Appendix C

Collaborative Team Checklists

Collaborative Team Checklists

The Universal Collaborative Team Checklist (CTC) is a 14 item checklist that measures how well a universal team (literacy, behavior, and/or integrated) functions. The instrument focuses on team membership, mission, team roles, meeting processes (agenda, ground rules, decision making processes, note taking, etc), and action planning. The instrument was to be administered twice per year in each school's initial year, and once year thereafter.

Table 42: Percent of Universal Collaborative Team Activities in Place

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Atkinson		N/C L	N/C L	79% L			
Chamberlain	71% B	86% B	N/C B	93% B, N/C L	71% B	62% B	93% B
Hilltop		50% L	93% L	N/C B	93% B		
Idlehurst						43 B	69% B
John Fuller		50% L	N/C L	86% B	14% B	93% B	93% B, 100% L
Kennett	100% (B	100% B	86% B	N/C B	57% B	79% B	93%
Maple Wood	79% B	64% B	93% B	72% B	86% B, 71% L	93% B	100% B, 100% L
Pine Tree		79% B, 79% L	N/C B	N/C B, 100% L	86% B	100% B	100% B
Richards		29% L	79% L		86% L		
Sandown North		71% B	100% B	100% B, 100% L	100% B	100% B	100% B
Somersworth		100% B	N/C B	93% B	93% B	86% B	93%
Towle		71% B	100% B	71% B, 7% L	86% B	0% B	53% B

L=Literacy, B=Behavior, +=Both Literacy and Behavior
Black Shading = School not ready to administer Tier 2 instruments.
Light Shading = Not a current Tier 2 instrument administration period.
N/C = CTC instrument was not completed or reported when due.

Upon successful implementation of universal literacy and behavior strategies, each NH RESPONDS school is to develop a literacy, behavior, and/ or integrated targeted team. The results of the two sets of data are in Tables 35 and 36. The Tier 2 CTC was first used in behavior teams in the spring of 2009, while the Tier 2 CTC was first used with literacy teams in the spring of 2010.

Table 43: Percent of Tier 2 Collaborative Team Activities in Place - Literacy

Collaborative Team Checklist Data Tier 2 Literacy					
	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Atkinson	N/C	79%	86%		
Chamberlain		N/C	50%		
Hilltop	93%		86%		
Idlehurst					
John Fuller	N/C	86%	100%		100%
Maple Wood	93%		-		
Pine Tree	79%	100%	100%		100%
Richards	79%		86%		
Sandown North		100%	93%		
Towle			7%		

Black Shading = School not ready to administer Tier 2 instruments.
Light Shading = Not a current Tier 2 instrument administration period. .
N/C = CTC Tier 2 instrument was not completed or reported when due.

Table 44: Percent of Tier 2 Collaborative Team Activities in Place - Behavior

Collaborative Team Checklist Data Tier 2 Behavior							
	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Chamberlain	79%	79%		64%	57%	85%	
Idlehurst				57%	79%		
Hilltop				57%	-		
John Fuller						100%B	
Kennett				71%	64%	80%	93%
Maple Wood					29%	Add Blended	100%
Pine Tree				100%	100%	100%	100%
Sandown North	86%	64%	100%	100%	100%	100%	100%
Somersworth				71%	50%	79%	93%
Towle		57%	100%	64%	86%		

The Early Childhood Collaborative Team Checklist (EC CTC) is a 14 item process and action planning checklist that measures how well an early childhood team perceives itself to be functioning. The checklist focuses on team membership, mission, team roles, meeting processes (agenda, ground rules, decision making processes, note taking, etc), and action planning. The checklist was administered twice per year in each preschool's initial year, and at least once a year thereafter. Early childhood leadership teams are considered to be functioning with fidelity when the EC CTC score is 80% or higher.

Table 45: Early Childhood Collaborative Team Checklist Data

	Fall 2009	Winter 2009-10	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
ECE-Conway	29%	71%	100%	100%	100%	100%	100%
ECE-Newport	43%	86%	86%	93%	100%	33%	80%
ECE-Somersworth	36%	86%	86%	93%	100%	67%	67%
ECE-Timberlane Learning Center	0%	93%	100%	100%	100%	100%	100%

Appendix D

Final 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): H332A070028

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

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%		994 / 994	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%		105 / 105	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%		88 / 105	84%

1.e Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		17 / 17	100%		15 / 17	88%

Measure 1.1 - Evidence-Based Practices (Personnel): This measure was operationalized as the percent of personnel receiving professional development (a duplicated count) 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, 994 of the 994 (or 100%) of the personnel listed in the NH RESPONDS Professional Development Activity Log 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 was 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, 105 of the 105 (or 100%) of the PD activities documented in the NH RESPONDS PD Activity Log satisfy this indicator.

Measure 2.2 – Sustained Practices: This measure was 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. 88 of the 105 (or 84%) of the PD activities documented in the NH RESPONDS PD Activity Log meet this 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 was 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 9 elementary schools (1 elementary school dropped out), 2 high schools, and 4 ECE programs (a 5th ECE program dropped out of NH RESPONDS) for a total of 15 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	17	/		15	/	

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. The attached final report contains extensive 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: The Administrator and Coach Competencies for Universal Level Tier 1 literacy, behavior, and secondary transition were developed early in the grant period, validated by NH and national content experts, and finalized in January 2011. These competencies were shared with the identified NH RESPONDS IHEs 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. The attached narrative provides more details of this work and efforts to share the competencies with the State Department of Education through the NH RTI Professional Learning Community.

ECE competencies for emergent literacy and behavior were reviewed by NH experts in spring 2010. Given this feedback, the emergent literacy competencies were modified to be more flexible for different levels of early childhood educator preparation programs (associate and bachelor degree). Behavior expert feedback on the ECE behavior competencies was reviewed and incorporated into a finalized version of these competencies.

At the school and district level, the competencies were 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 were advised to use the competencies to determine in-service professional development needs that are aligned with individual professional development plans or evaluate personnel. The competencies may also be used to identify requisite skills to include in job descriptions to ensure sustainability of SAU RTI systems. The secondary transition competencies that were developed will be used to inform work on NH's new SPDG.

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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.

4a. 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%		64 / 100	64%

4b. 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%		63 / 100	63%

Project Performance Measure 4a: To determine the impact of NH RESPONDS professional development on the knowledge of RTI for reading and behavior of SAU personnel, Members of NH RESPONDS SAU Leadership Teams were surveyed 2009-11. SAU personnel participating in NH RESPONDS were asked 13 items about the impact NH RESPONDS professional development had on their knowledge of RTI systems. This included questions about RTI for literacy and behavior, as well as working with data and providing leadership within the SAU. The average score was a 3.20, on a five-point scale, translated to 64% for reporting on this form as decimals are not allowed. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 4b: The same SAU Leadership Team members surveyed for Performance Measure 4a were surveyed for 4b. SAU Leadership Team members participating in NH Responds were asked 11 items about the impact NH RESPONDS professional development had on their capacity to implement RTI systems. This included questions about RTI for literacy and behavior, as well as working with data and providing leadership within the SAU. The average score was a 3.15, on a five-point scale, translated to 63% for reporting on this form as decimals are not allowed. A full accounting of these data for each year is provided in the attached final report.

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.

5a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating school personnel report they are more knowledgeable of RTI systems.	Project		80 / 100	80%		59 / 100	59%

5b. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating school personnel report they are more skilled to implement RTI systems.	Project		80 / 100	80%		58 / 100	58%

5c. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
80% of participating schools achieve 80/80 on the SET (School-Wide Evaluation Tool).	Project		80 / 100	80%		7 / 8	88%

5d. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80%		6 / 8	75%

Project Performance Measure 5a: To determine the impact of NH RESPONDS professional development on the knowledge of RTI for reading and behavior of participating school personnel, embers of NH RESPONDS School leadership Teams were surveyed in 2009-11. School personnel were asked 10 items about the impact NH RESPONDS

professional development had on their knowledge of RTI systems. This included questions about RTI for literacy and behavior, as well as working with data. The average score was a 2.95, on a five-point scale, translated to 59% for reporting on this form as decimals are not allowed. Scores for the final year of data were collected were approximately 10% higher than the average. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 5b: The same school personnel surveyed for indicator 5a were asked 11 items about the impact NH RESPONDS professional development had on their capacity to implement RTI systems. This included questions about RTI for literacy and behavior, as well as working with data. The average score was a 2.90, on a five-point scale, translated to 58% for reporting on this form as decimals are not allowed. Scores for the final year of data were collected were approximately 10% higher than the average. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 5c: In the final demo site cohort, there were eight sites engaged in RTI – Behavior work. All of those schools have had a SET completed at least once during this grant period. As of the spring 2012 SET administration, there were seven schools implementing RTI for behavior with fidelity (88%) (up from three last reporting period). One schools scored an 100/71, needing an additional nine points in the Expectations Taught domain to achieve fidelity.

Project Performance Measure 5d: In the final demo site cohort, there were eight sites engaged in RTI – Literacy work. All schools have had a PET-R completed at least once during this grant period. The goal was for 80% of schools to score at least 70% on the PET-R. At the spring 2012 PET-R administration for each school, six of the eight schools (75) have met that benchmark. Six schools had more than 85% of PET-R strategies in place.

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.

6a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating personnel report that statewide training is of high quality, relevant and useful.	Project		80 / 100	100%		85 / 100	85%

6b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
80% of participating personnel report increased knowledge of RTI for literacy and behavior.	Project		80 /100	100%		72 / 100	72%

Four sets of open trainings were provided by NH RESPONDS staff to educators across the state not participating in NH RESPONDS. The goal of these trainings was to disseminate successful strategies developed through the project.

February 6 & March 13, 2009	Two-day School Team Training on RTI: Universal Level
March 24, 2010	School Team Training on RTI: Tier 2 Level
May 3, 2010	School Team Training on RTI: Tier 2 Level
March 14, 2011	School Team Training on RTI: Tier 3 Level
May 11, 2011	School Team Training on RTI for Behavior or Literacy: Tier 3 Prevention and Intervention
March 9, 2012	Demonstration Site Networking/Training Day

Project Performance Measure 6a: Data was collected at each training to determine the quality, relevance, and utility of the professional development. Across the four sets of training, 85% of participants perceived the training to be of high quality, relevant, and useful. A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 6b: Data was collected at each training to determine the impact the professional development had on participants' knowledge of RTI for literacy and behavior. Across the four trainings, 72% of participants stated the training had a large to very large impact on their knowledge of RTI. A full accounting of these data for each year is provided in the attached final report.

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%		69 /100	69%

7b. 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%		73 /100	73%

7c. 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%		4 / 4	100%

7d. 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%		4 / 4	100%

Project Performance Measure 7a: To determine the impact of NH RESPONDS professional development on implementation of RTI early literacy and behavior practices, participating early childhood personnel were surveyed. The only full set of data are from April 2011. Eighteen of 32 personnel surveyed responded, for a response rate of 56%. Participants were asked four items about the impact NH RESPONDS professional development had on their knowledge of early childhood RTI literacy and behavior strategies and working with data. The average score was a 3.51, on a five-point scale, for an average of 70% (3.51/5.00), indicating a medium to large impact. The highest rated item in 2012 was increasing participants' knowledge of child and program/center-level data (3.78). The lowest rated item was increasing participants' knowledge of how to integrate literacy instruction and PBIS (3.22).

Project Performance Measure 7b: To determine the impact of NH RESPONDS professional development on implementation of RTI early literacy and behavior, participating early childhood personnel were surveyed in April 2012. Eighteen of 32 personnel surveyed responded, for a response rate of 56%. Participants were asked seven items about the impact NH RESPONDS professional development had on their program's implementation of early childhood RTI literacy and behavior strategies, working with data and

developing action plans to guide their work. The average score was 3.41, on a five-point scale, for an average of 68% 3.41/5.00), indicating a medium to large impact. The items perceived to have had the largest impact on ECE implementation of RTI early literacy and behavior in 2012 were developing (3.79) and implementing (3.50) program/center-level action plans that helped them develop consensus building for positive behavior supports in their program/center (3.79).

Project Performance Measure 7c: As of the spring 2012 Pre-SET administration, all four participating early childhood programs have achieved at least 70% on the Pre-SET (scores ranging from 75/100 to 97/100) suggesting fidelity of implementation of the early childhood PBIS practices introduced by NH RESPONDS.

Project Performance Measure 7d: As of the spring 2012 CLASS administration, all four participating early childhood programs have achieved at least 50% on the CLASS (scores ranging from 71% to 85%), suggesting fidelity of implementation of the RTI literacy practices introduced by NH RESPONDS. The average CLASS score across the four ECE settings is 81%. This is an increase of 9% from 2011 and 15% from the average score of 47% on the fall 2009 administration.

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%		67 / 100	67%

8b. 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%		63 / 100	63%

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%		12 / 16	75%

Project Performance Measure 8.a: To determine the impact of NH RESPONDS professional development on knowledge of secondary transition services, participating transition personnel were surveyed in 2009-11. Participants were asked seven items about the impact NH RESPONDS professional development had on their knowledge of student school—level data, self-determination supports, linking personal futures planning with IEPs, school-to-career strategies, and natural supports. The average score was 3.35, on a five point scale, for an average of 67% (3.35/5.00). A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 8.b: To determine the impact that NH RESPONDS professional development had developing infrastructure for the implementation of secondary transition strategies, those individuals surveyed in 8a were also asked five additional items on the April 2012 survey. The average score was 3.15, on a five point scale, for an average of 63% (3.15/5.00). A full accounting of these data for each year is provided in the attached final report.

Project Performance Measure 8.c: Of the 28 people trained in RENEW, 20 have participated in a RENEW Fidelity check. Sixteen teachers submitted RENEW scores. The average score was 4.11 on a five-point scale (or 82%=4.11/5.00). The performance indicator for this objective was that 80% of participating high schools achieve 70% on the secondary Transition supports fidelity instrument. Twelve of the 16 teachers (75%) met the criteria.

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 9a - c: The NH RESPONDS IHE Consortium included NH RESPONDS Leadership Team members, administrators and professors representing the University of New Hampshire, Keene State College, Plymouth State University, and River College, as well as members of the Department of Education Bureau of Licensure and Certification. The IHE Consortium shared project materials and findings with the NHDOE Professional Standards Board over the course of the grant.

NH IHE personnel used the NH RESPONDS matrices to compare the NH RESPONDS general RTI competencies against their selected teacher preparation programs and courses linked to literacy, behavior and secondary transition. All of the four IHEs identified the courses for which each competency is addressed under and documented the evidence that demonstrates competency. As a result of their NH RESPONDS work, Keene State College added an RTI component to the Action Research Project completed during the student teaching placement for each Elementary Education and Elementary/ Special Education student.

In addition to the above IHE Consortium work, NH RESPONDS Leadership Team members were active on the NH RTI Taskforce. The NH RTI Taskforce completed its' assigned tasks in summer 2010 and transformed into a NH RTI Professional Learning Community (PLC). The NH RTI PLC was responsible for carrying out the developed NH RTI strategic plan for 2009-2013 that provided a map for the design and implementation of a systematic state and district RTI framework aligned with key initiatives of the NH Department of Education, inclusive of NH RESPONDS. One of the goals of this strategic plan focused on the development of effective teachers and leaders (in-service and pre-service). In February 2011, the NH RTI PLC invited representatives from various NH IHEs with teacher preparation programs to participate in a NH RTI PLC meeting for discussion on how to incorporate RTI into their respective pre-service teacher preparation programs. Activities addressing Objective 2.3 are also addressed in the Secondary Transition Supports section (Objective 1.8) of this report.