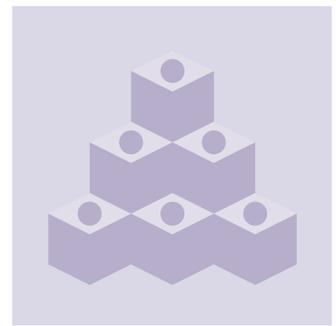


Things to Consider When Developing an RTI Evaluation Plan Training Manual



September 2012



National Center on Response to Intervention
<http://www.rti4success.org>

IDEAs
that Work
U.S. Office of Special
Education Programs

About the National Center on Response to Intervention

Through funding from the U.S. Department of Education's Office of Special Education Programs, the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas have established the National Center on Response to Intervention. The Center provides technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven response to intervention frameworks.



National Center on Response to Intervention

<http://www.rti4success.org>

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This manual is not designed as a replacement for high-quality, ongoing professional development. It should be used as a supplemental resource to the *Things to Consider When Developing an RTI Evaluation Plan* training PowerPoint slides and handouts. Please contact your state education agency for available training opportunities and technical assistance or contact the National Center on Response to Intervention (<http://www.rti4success.org>) for more information.



Introduction

The National Center on Response to Intervention (NCRTI) has developed this training module for teams implementing a response to intervention (RTI) framework and planning to evaluate their RTI model. This module provides a rationale for conducting an RTI evaluation, information on measuring fidelity of implementation, activities for applying new knowledge, discussion questions for team planning time, and gives examples of tools and data that can be used to measure indicators of RTI success.

Module Components

The module should be delivered by a trained, knowledgeable professional. It is designed to be a component of a comprehensive professional development structure that includes supplemental coaching and ongoing support. The Training Facilitator's Guide is a companion to all the training modules that is designed to assist facilitators in delivering training modules from the NCRTI and can be found at www.rti4success.org. This training module includes the following materials:

- PowerPoint slides that include slides and speaker's notes
- Videos (embedded in PowerPoint slides)
- Training manual
- Handouts (included in the training manual)

What Is RTI?

NCRTI offers a definition of RTI that reflects what is currently known from research and evidence-based practice:

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based



interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities (NCRTI, 2010).

NCRTI believes that rigorous implementation of RTI includes a combination of high-quality and culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Further, NCRTI believes that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunity to succeed in school, and assist with the identification of learning disabilities and other disabilities.

This manual and the associated training are based on NCRTI's four essential components of RTI:

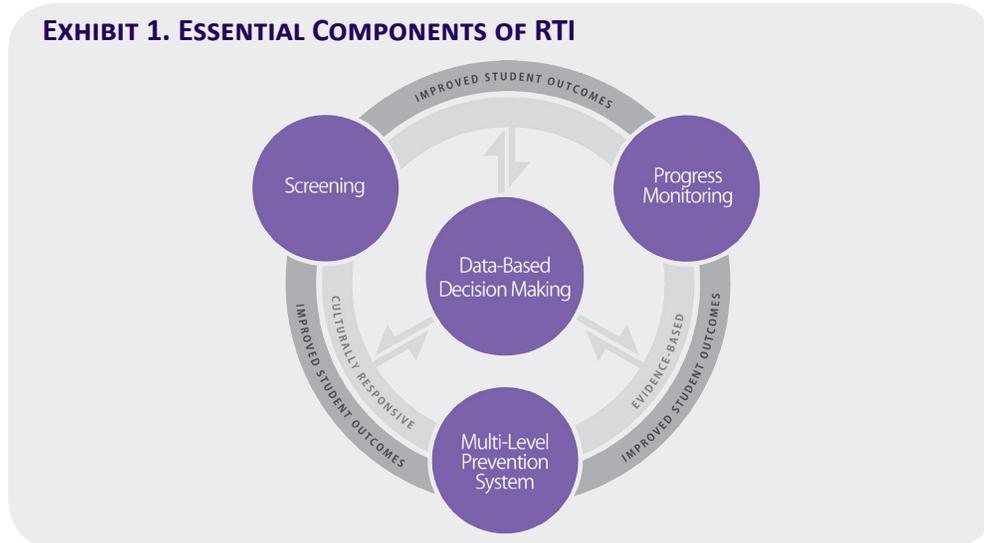
- Screening
- Progress monitoring
- School-wide, multi-level instructional and behavioral system for preventing school failure
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)

Exhibit 1 represents the relationship among the essential components of RTI. Data-based decision making is the essence of good RTI practice; it is essential for the other three components: screening, progress monitoring, and the multi-level prevention system. All components must be implemented using culturally responsive and evidence-based practices.



One of the first steps in evaluating an RTI model is checking to see if the essential components are in place. The essential components are described in more detail below.

EXHIBIT 1. ESSENTIAL COMPONENTS OF RTI



Screening

Struggling students are identified by implementing a two-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; however, some schools and districts use universal screening two or three times during the school year. For students whose score is below the cut score on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student’s at-risk status. Screening tools must be reliable and valid, and must demonstrate diagnostic accuracy in predicting which students will develop learning or behavioral difficulties.

Progress Monitoring

Progress monitoring assesses student performance over time, quantifies student rates of improvement or responsiveness to instruction, evaluates instructional effectiveness, and, for students who are the least responsive to effective instruction,



formulates effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. In addition, in the tertiary level of prevention, educators use progress monitoring to compare a student's expected and actual rates of learning. If a student is not achieving at the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.

Multi-Level Prevention System

Classroom instructors are encouraged to use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small-group instruction to address specific problems that have been identified. These evidence-based interventions are well defined in terms of the duration, frequency, and length of the sessions. When implemented, these interventions should be conducted as they were tested and validated. Students who respond adequately to secondary prevention return to the primary level of prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to the secondary level of prevention may move to the tertiary level of prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions should be selected with attention to evidence of their effectiveness and with sensitivity to the cultural and linguistic diversity of students.

Data-Based Decision Making

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of various instructional and behavioral strategies for different groups of students within a school. For example, if 60 percent of the students in a particular grade score below the cut score on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.



Why Evaluate RTI?

When implementing an RTI model, it is critical to evaluate whether the model is resulting in the intended outcomes. The motivation for conducting an evaluation of RTI implementation will vary with the intended purpose for RTI. In looking at why you are evaluating your RTI model you may think about different outcomes that can tell you whether your RTI model is achieving the purpose that you intended. Some examples include the following: justifying to stakeholders the resources, funding, and training efforts spent on RTI implementation; assessing fidelity of implementation; assessing the impact of RTI implementation and components on student outcomes; and identifying areas for improvement or targeted technical assistance.

Evaluation questions focus on two areas: (1) whether the RTI model and the essential components are being implemented fully and with fidelity, and 2) the outcomes of the RTI model itself—in other words, to what extent is the RTI model working? And if it is working, what are the changes for students, schools, and districts? When we are thinking about whether the RTI model is being implemented fully and with fidelity it is important to think about both the implementation of the essential components (screening, progress monitoring, multi-level prevention system, and data-based decision making) and the integrity of the process.

If the model is not being implemented with fidelity or not being fully implemented, it is unclear whether the results we achieve derive from implementation of RTI or other, extraneous factors. When we are thinking about the second question—the extent to which the RTI model is working and the resulting changes for students and schools— a number of success indicators can be assessed within an RTI evaluation. Five examples are presented in this manual.



Considerations for Developing an Evaluation Plan

Some overarching considerations are important to reflect on when developing an evaluation plan regardless of the success indicators being evaluated or the measures being used to determine fidelity of implementation:

- The type of data to collect or available data sources
- Data collection methods
- Staff capacity and expertise
- Available resources
- Timeframe
- Data analysis procedures
- How the results of the evaluation will be shared

The Evaluation Plan Graphic Organizer provides a more detailed review of the key questions to consider for each success indicator that will be discussed in this manual.

Assessing Fidelity of Implementation

Developing an RTI model and selecting practices with a documented evidence base is insufficient to ensure positive results; the model must deliver instruction and assessment in the way it was intended to be delivered. Various methods can be used to ensure this fidelity, such as self-report data (e.g., questionnaires, surveys, and interviews), observations, and reviews of lessons and logs.

A variety of tools can be used to measure fidelity—for example, fidelity-of-implementation forms, self-assessment rubrics, interview protocols, product review forms, RTI surveys and checklists, and direct observation rubrics. Examples of measures from a number of states can be accessed through the [RTI state database](#).

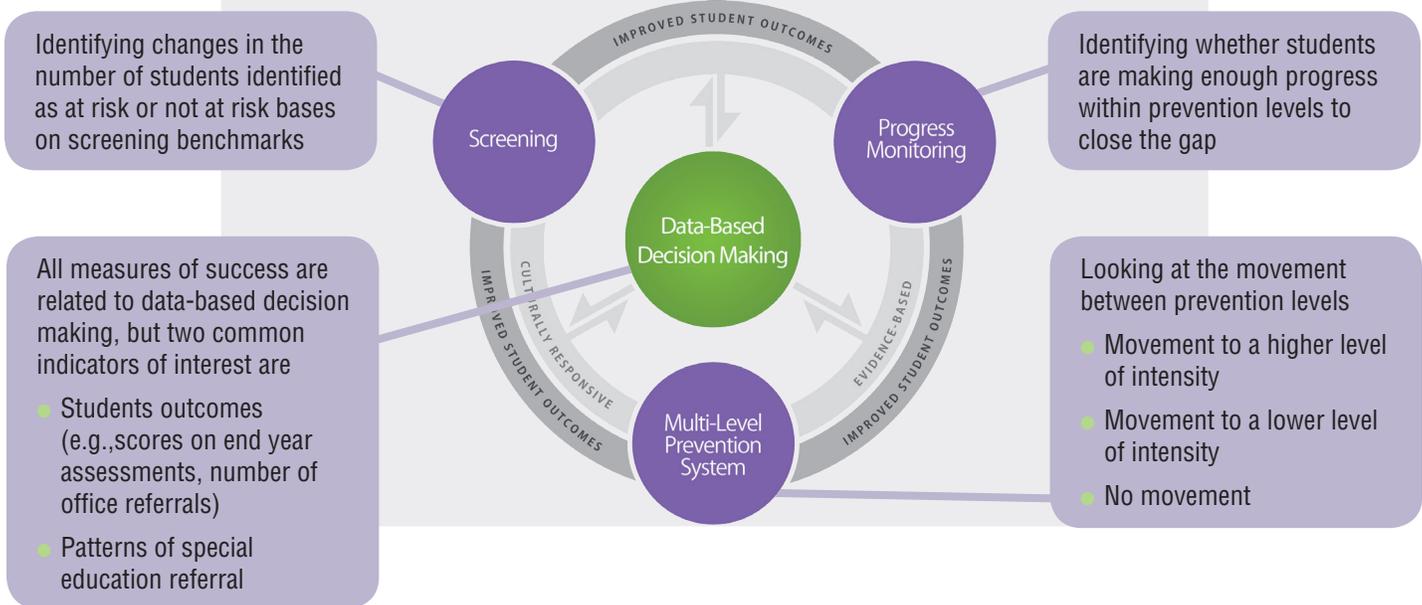


The NCRTI has also developed an [RTI Essential Components Integrity Rubric](#) and the [RTI Essential Components Integrity Worksheet](#) for use by individuals responsible for monitoring the school-level fidelity of RTI implementation. They may also be used by schools for self-appraisal; however, they were not designed for compliance monitoring and therefore should not be used for this purpose. The rubric and the worksheet are designed to be used together, and are aligned with the essential components of RTI.

Assessing Student, School, and District Outcomes: Success Indicators

A number of different success indicators can be used to evaluate the effectiveness of a RTI model. Success indicators dictate the type of data collection and analysis that should be used in the evaluation process. Some examples are (1) changes in student outcome measures, (2) patterns of special education referral, (3) changes in the percentage of students identified as at risk by the screening measures, (4) rate of student improvement within prevention levels, and (5) movement of students between prevention levels. Exhibit 2 shows how these success indicators relate to the essential components of RTI.

EXHIBIT 2. INDICATORS OF SUCCESS AS THEY RELATE TO THE ESSENTIAL COMPONENTS OF RTI



Student Outcome Measures

A number of academic and behavioral student outcome measures might be of interest when looking at the effectiveness of the RTI model. For example, with an effective RTI model, we would expect higher proficiency rates on the state assessment, lower rates of discipline or behavioral referrals, lower retention rates, lower dropout rates, and higher graduation rates.

Patterns of Special Education Referral

Although it may not be the primary focus of RTI for some schools, another area of interest is how patterns of special education referrals change with RTI implementation. Research suggests that we should see fewer inappropriate referrals to special education; students who are responding to the interventions, whether at a secondary or tertiary level, may be less likely to be referred for special education. As a result, we would expect special education evaluation to become more efficient. Students who make it into referral for evaluation from within an RTI process should have a much higher probability of being found eligible than those referred outside of an RTI system. This is a result of controlling for inadequate instruction and identifying risk earlier to facilitate prevention efforts.

Evaluation of Changes in Risk Status Based on Screening Data

Universal screening measures are used in an RTI model to identify students who are at or below a benchmark level. A benchmark can be determined in different ways, using various kinds of metrics. Students who are at risk are those who have not met the benchmark. Students who have met the benchmark are identified as not at risk. If RTI is successful, we should see an increase in the number of students who reach the benchmark levels over the course of a year and we should see an associated decrease in the number of students who are at risk.

The goal in most RTI models is to have approximately 80 percent of students reaching the benchmark or cut score for the screening measure. If fewer than 80 percent are reaching the benchmark, a change in the core or general education curriculum may be needed. Although 80 percent is a common target, it may be challenging for some schools. For example, schools with highly transient populations may have students who have never been exposed to the core curriculum and interventions that were provided in kindergarten, first grade, or an early intervention period and therefore do not have the same strengths and skills as other students.



Other schools that might struggle to meet the 80 percent target are those with high percentages of students living in poverty, or with high percentages of English language learners (ELLs). These schools should still have 80 percent as a goal, but they may need to look at their baseline rates to identify a reasonable interim goal.

It is important to consider screening data in conjunction with student outcomes on state assessments or other outcomes of interest. Screeners are often designed to predict outcomes on state assessments, but they focus on understanding the foundational knowledge or skills, not on the content that might be covered on a state assessment. Focusing solely on screening data may result in teachers narrowing instruction to emphasize skills covered in the screener instead of more global knowledge.

Movement Within Prevention Levels Based on Progress Monitoring Data

Progress monitoring data can help to determine whether students are making adequate progress to close the gap or whether they need additional supports. In order to understand the concept of movement within levels of intensity, it is important to understand the term “rate of improvement” (ROI). ROI is the rate of a student’s growth between two points in time. There are three key terms to understand about ROI:

- **Typical ROI:** Average ROI for the year for a typically performing student at that grade level. This information is typically the national norm provided by progress monitoring tools.
- **Targeted ROI:** The ROI the student needs to attain in order to close the gap or meet the benchmark. This is the benchmark goal set for the student.
- **Attained ROI:** The ROI the student obtained over the instruction period. This is the student’s actual performance.

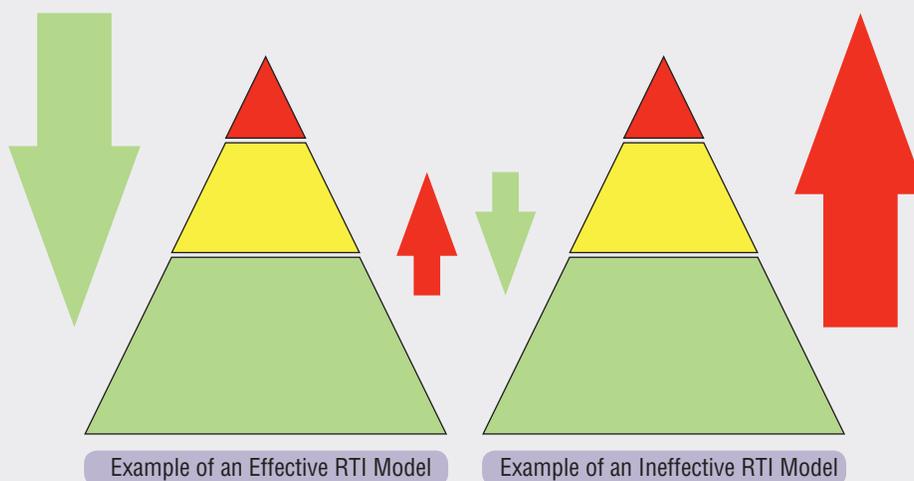
In a successful RTI model, the students’ attained ROIs approach or exceed the targeted ROI; the students are closing the achievement gap and making acceptable progress for their grade level.



Movement Between Levels of Prevention

If the RTI model is working, students who have been identified as in need of more intensive interventions (i.e., secondary or tertiary) will move to less intensive levels of instruction (e.g., a student will move from tertiary to secondary or secondary to primary). Likewise, if the RTI model is working, there will be a subset of students identified as nonresponders (needing more intensive interventions) who will move from primary to secondary and secondary to tertiary levels. If the model is working, there should be more students moving from tertiary to secondary to primary than moving from primary to secondary to tertiary. Exhibit 3 shows the movement between levels in an effective RTI model and an ineffective RTI model—the arrows represent student movement. The graphic reflects the fact that secondary prevention is not a long-term placement; a lack of student progress in the secondary level of prevention may suggest that there is a problem with the core instruction.

EXHIBIT 3. MOVEMENT BETWEEN LEVELS IN AN EFFECTIVE AND INEFFECTIVE RTI MODEL



In considering movement between levels of prevention, the assumption is that the levels of intensity across sites are similar: what school A refers to as secondary prevention is similar to school B's secondary prevention. It also is assumed that the decision to move a student from one level of intensity to another is data driven



(ideally done in a consistent way across all implementation sites). The data that drive this decision should never be a single metric. Using a single metric to assign students to levels of instruction increases the likelihood of false positives (deciding that students need intervention when they actually do not) and false negatives (deciding that students do not need intervention when they actually do). When teams use multiple data sources for data-based decisions, they will make fewer errors in either direction and will more effectively use limited resources.

Data Analysis

It is important to consider the different ways that data can be analyzed to assess the different success indicators.

Aggregating Data

Data can be analyzed at the student, grade, school, or district level. Aggregating data across schools, grades, years, and so forth can help provide an overall picture of the impact of RTI. Data at the individual school and district level are subject to variability in fidelity of implementation and outcomes. Aggregating data across a larger sample can smooth out outliers. When aggregating data, it is important to pay attention to both the mean (average) and the range (spread) of scores.

Across Years or Within the Same Year

Data may be analyzed to evaluate changes within a given year (fall, winter, spring) or across multiple years of implementation. Looking at data within a given year allows a comparison between outcomes with the same students in a given grade level or school across the year. Analysis across multiple years of data assesses different cohorts of students. For example, a student who is in first grade during the first year of data collection will likely be in second grade during the second year of data collection. Therefore, comparing first-grade scores across three years is comparing three different groups of students. Looking at data across multiple years can help us to see whether there are differences in outcomes based on the number of years that RTI has been implemented in the school.

Comparison of Schools

Another way data can be analyzed within an RTI evaluation is comparing the outcomes of students at schools implementing RTI with similar schools that are not implementing RTI, or comparing multiple schools in a district that are implementing RTI. This information can help show relative growth.



Data systems can be helpful in analyzing RTI evaluation data. Published data systems and Excel spreadsheets can be used for this purpose, but they have different advantages and disadvantages. Published data systems can be accessed by multiple users, and many systems provide easy-to-interpret printouts to help users access the results, but they can be costly and may demand additional training or knowledge to use. Excel spreadsheets are free for users and easily accessible for most users. Using Excel is fairly easy for basic analyses, but creating graphs and conducting more complex analysis can be challenging. In addition, access to data is often limited to a few individuals. Schools and districts need to consider their resources, staff capacity, and the types of analysis that they want to undertake when considering what data system best meets their needs.

References

National Center on Response to Intervention (March 2010). *Essential components of RTI – A closer look at Response to Intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.



Appendix A: Handouts



Implementing the Essential Components Handout

Instructions: Use this handout to take notes about how you are implementing each of the essential components in your school or district.

Essential Components	How are you implementing?
Screening	
Progress Monitoring	
Multi-Level Prevention System	
Data-Based Decision Making	



Measuring Fidelity Handout

Instructions: As a team, first select an essential component to focus on; as a group, you will then work through this fidelity handout with the topic area in mind. Use this handout to track information on fidelity and work with your team to determine your current practices to measure fidelity of implementation and make plans for measuring fidelity in other ways.

Possible Focus Areas: Select which focus area your group will be using to answer the questions below.

- Screening
- Primary Level
- Tertiary Level
- Progress Monitoring
- Secondary Level
- Data-Based Decision Making

Ways to Measure Fidelity	Examples of Tools That Can Be Used	Reliability/Efficiency	What Are We Doing?	What Could We Be Doing?
Self-Report	<ul style="list-style-type: none"> • Interviews • Surveys • Questionnaires • Other: 	<ul style="list-style-type: none"> • Often unreliable when used alone • Efficient 		
Observations	<ul style="list-style-type: none"> • Spot checks • Peer/administrator observations • Peer coaching • Checklist for evaluating adherence to lesson components • Other: 	<ul style="list-style-type: none"> • Least efficient, but most reliable 		



Ways to Measure Fidelity	Examples of Tools That Can Be Used	Reliability/Efficiency	What Are We Doing?	What Could We Be Doing?
Logs/Lesson Plans/ Student Work	<ul style="list-style-type: none"> • Logs • Lesson plans • Student work samples 	<ul style="list-style-type: none"> • Moderately efficient • Moderately reliable 		
Other:				

Based on how your group completed the table, identify three next steps for evaluating fidelity of implementation:

1. _____
2. _____
3. _____



Evaluation Plan Graphic Organizer

Instructions: We will pause after each section of the presentation to complete this table for each of the five success indicators covered in the presentation. Work as a team to reflect on what you are already doing and what you could do in the future for the corresponding section. The tables include things to consider along with supplemental discussion questions to help guide discussions and planning. Consider adding additional information as necessary in the space provided.

1) Student Outcome Measures: Data-Based Decision Making

	What Are We Doing?	What Could We Be Doing?
Data Collection <ul style="list-style-type: none"> • What data do we need to collect? What level of data analysis should we conduct? • Can we use existing data? If so, what sources? • Do we need to collect additional data? If so, how will we collect the data? • Can we use similar data sources across all sites? 		
Staffing and Expertise <ul style="list-style-type: none"> • Do we have sufficient internal staff expertise to design and conduct an evaluation? • Who will oversee the evaluation process? Who will be responsible for collecting and analyzing data? What resources do we have for analyzing and reporting the results? • Do we need external expertise? What is available? 		
Funding <ul style="list-style-type: none"> • What funding resources are available to support the ongoing evaluation of RTI? • What funding is available to access internal and external expertise? 		



	What Are We Doing?	What Could We Be Doing?
Evaluation Tools <ul style="list-style-type: none"> • What current tools are available? • Can we use existing tools? Do we need to adapt or develop new tools? • Do we have sufficient training on how to use the tools we select? 		
Timeframe <ul style="list-style-type: none"> • When are the final results needed? • Are results needed more frequently for ongoing evaluation? • When will data collection begin? 		
Data Analysis <ul style="list-style-type: none"> • How will we use a data system? • How will we aggregate data (across students, classes, grades, schools)? • Do we have consistent benchmarks (across grades, within the district)? • How many years of data will we consider? 		
Sharing of Results <ul style="list-style-type: none"> • How will we report the results? • How will we disseminate the results and next steps (parents, school board, teachers, administration, school staff)? • What unique considerations are necessary for communication to these populations? 		
Other		



2) Patterns Of Special Education Referrals: Data-Based Decision Making

	What Are We Doing?	What Could We Be Doing?
<p>Data Collection</p> <ul style="list-style-type: none"> • What data do we need to collect? What level of data analysis should we conduct? • Can we use existing data? If so, what sources? • Do we need to collect additional data? If so, how will we collect the data? • Can we use similar data sources across all sites? 		
<p>Staffing and Expertise</p> <ul style="list-style-type: none"> • Do we have sufficient internal staff expertise to design and conduct an evaluation? • Who will oversee the evaluation process? Who will be responsible for collecting and analyzing data? What resources do we have for analyzing and reporting the results? • Do we need external expertise? What is available? 		
<p>Funding</p> <ul style="list-style-type: none"> • What funding resources are available to support the ongoing evaluation of RTI? • What funding is available to access internal and external expertise? 		
<p>Evaluation Tools</p> <ul style="list-style-type: none"> • What current tools are available? • Can we use existing tools? Do we need to adapt or develop new tools? • Do we have sufficient training on how to use the tools we select? 		



	What Are We Doing?	What Could We Be Doing?
Timeframe <ul style="list-style-type: none"> • When are the final results needed? • Are results needed more frequently for ongoing evaluation? • When will data collection begin? 		
Data Analysis <ul style="list-style-type: none"> • How will we use a data system? • How will we aggregate data (across students, classes, grades, schools)? • Do we have consistent benchmarks (across grades, within the district)? • How many years of data will we consider? 		
Sharing of Results <ul style="list-style-type: none"> • How will we report the results? • How will we disseminate the results and next steps (parents, school board, teachers, administration, school staff)? • What unique considerations are necessary for communication to these populations? 		
Other		



3) Benchmark Risk Status: Screening Data

	What Are We Doing?	What Could We Be Doing?
Data Collection <ul style="list-style-type: none"> • What data do we need to collect? What level of data analysis should we conduct? • Can we use existing data? If so, what sources? • Do we need to collect additional data? If so, how will we collect the data? • Can we use similar data sources across all sites? 		
Staffing and Expertise <ul style="list-style-type: none"> • Do we have sufficient internal staff expertise to design and conduct an evaluation? • Who will oversee the evaluation process? Who will be responsible for collecting and analyzing data? What resources do we have for analyzing and reporting the results? • Do we need external expertise? What is available? 		
Funding <ul style="list-style-type: none"> • What funding resources are available to support the ongoing evaluation of RTI? • What funding is available to access internal and external expertise? 		
Evaluation Tools <ul style="list-style-type: none"> • What current tools are available? • Can we use existing tools? Do we need to adapt or develop new tools? • Do we have sufficient training on how to use the tools we select? 		



	What Are We Doing?	What Could We Be Doing?
Timeframe <ul style="list-style-type: none"> • When are the final results needed? • Are results needed more frequently for ongoing evaluation? • When will data collection begin? 		
Data Analysis <ul style="list-style-type: none"> • How will we use a data system? • How will we aggregate data (across students, classes, grades, schools)? • Do we have consistent benchmarks (across grades, within the district)? • How many years of data will we consider? 		
Sharing of Results <ul style="list-style-type: none"> • How will we report the results? • How will we disseminate the results and next steps (parents, school board, teachers, administration, school staff)? • What unique considerations are necessary for communication to these populations? 		
Other		



4) Movement Within Levels: Progress Monitoring Data

	What Are We Doing?	What Could We Be Doing?
Data Collection <ul style="list-style-type: none"> • What data do we need to collect? What level of data analysis should we conduct? • Can we use existing data? If so, what sources? • Do we need to collect additional data? If so, how will we collect the data? • Can we use similar data sources across all sites? 		
Staffing and Expertise <ul style="list-style-type: none"> • Do we have sufficient internal staff expertise to design and conduct an evaluation? • Who will oversee the evaluation process? Who will be responsible for collecting and analyzing data? What resources do we have for analyzing and reporting the results? • Do we need external expertise? What is available? 		
Funding <ul style="list-style-type: none"> • What funding resources are available to support the ongoing evaluation of RTI? • What funding is available to access internal and external expertise? 		
Evaluation Tools <ul style="list-style-type: none"> • What current tools are available? • Can we use existing tools? Do we need to adapt or develop new tools? • Do we have sufficient training on how to use the tools we select? 		



	What Are We Doing?	What Could We Be Doing?
Timeframe <ul style="list-style-type: none"> • When are the final results needed? • Are results needed more frequently for ongoing evaluation? • When will data collection begin? 		
Data Analysis <ul style="list-style-type: none"> • How will we use a data system? • How will we aggregate data (across students, classes, grades, schools)? • Do we have consistent benchmarks (across grades, within the district)? • How many years of data will we consider? 		
Sharing of Results <ul style="list-style-type: none"> • How will we report the results? • How will we disseminate the results and next steps (parents, school board, teachers, administration, school staff)? • What unique considerations are necessary for communication to these populations? 		
Other		



5) Movement Between Levels: Multi-Level Prevention

	What Are We Doing?	What Could We Be Doing?
<p>Data Collection</p> <ul style="list-style-type: none"> • What data do we need to collect? What level of data analysis should we conduct? • Can we use existing data? If so, what sources? • Do we need to collect additional data? If so, how will we collect the data? • Can we use similar data sources across all sites? 		
<p>Staffing and Expertise</p> <ul style="list-style-type: none"> • Do we have sufficient internal staff expertise to design and conduct an evaluation? • Who will oversee the evaluation process? Who will be responsible for collecting and analyzing data? What resources do we have for analyzing and reporting the results? • Do we need external expertise? What is available? 		
<p>Funding</p> <ul style="list-style-type: none"> • What funding resources are available to support the ongoing evaluation of RTI? • What funding is available to access internal and external expertise? 		
<p>Evaluation Tools</p> <ul style="list-style-type: none"> • What current tools are available? • Can we use existing tools? Do we need to adapt or develop new tools? • Do we have sufficient training on how to use the tools we select? 		



	What Are We Doing?	What Could We Be Doing?
Timeframe <ul style="list-style-type: none"> • When are the final results needed? • Are results needed more frequently for ongoing evaluation? • When will data collection begin? 		
Data Analysis <ul style="list-style-type: none"> • How will we use a data system? • How will we aggregate data (across students, classes, grades, schools)? • Do we have consistent benchmarks (across grades, within the district)? • How many years of data will we consider? 		
Sharing of Results <ul style="list-style-type: none"> • How will we report the results? • How will we disseminate the results and next steps (parents, school board, teachers, administration, school staff)? • What unique considerations are necessary for communication to these populations? 		
Other		



Guiding Questions for Evaluation Plan Development Handout

Instructions: Use the following tool to come to consensus on the following guiding questions to inform your RTI evaluation plan.

Guiding Questions	Notes
What do we want to know? (e.g., evaluation questions)	
What is an indicator of what we want to know? (e.g., success indicators)	
What type of data do we need to collect? (e.g., format, existing or new)	
How will it be submitted or collected? (e.g., by whom; data system use)	



Guiding Questions	Notes
How frequently will we collect this data? When will we collect and analyze?	
Are there any potential challenges or concerns?	
What fidelity data do we already have?	
Do we need to adjust our process to make future evaluation efforts more successful? If so, what changes do we need to make?	



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