

## State Plans for Evaluating RTI Initiatives

State	Evaluation Questions	Outcome Measures	Data Sources
MONTANA	<p><i>Program Implementation:</i></p> <ol style="list-style-type: none"> <li>1. Is Rtl being implemented at the school?</li> <li>2. Is Rtl being implemented consistent with the way it was envisioned (fidelity)?</li> <li>3. What are the challenges to implementing Rtl?</li> <li>4. What are the successes in implementing Rtl?</li> </ol> <p><i>Program Impact:</i></p> <ol style="list-style-type: none"> <li>1. Is the risk level for individual students being reduced?</li> <li>2. Is student movement between tiers toward a reduction in intensity of intervention?</li> <li>3. Is student movement between tiers reflecting growth in the desired direction?</li> <li>4. Is there an increase in student performance on state assessments?</li> </ol>	<p><i>Program Implementation</i></p> <ol style="list-style-type: none"> <li>1. RTI is a viable school program.</li> <li>2. Fidelity of implementation.</li> <li>3. RTI Implementation Challenges</li> <li>4. RTI Implementation Successes</li> </ol> <p><i>Program Impact</i></p> <ol style="list-style-type: none"> <li>1. Reduction of risk level <ul style="list-style-type: none"> <li>▪ Over time within the school year</li> <li>▪ Across school years by grade level</li> </ul> </li> <li>2. Reduction in intensity of intervention (i.e., percent of students at different tiers in fall and then again in spring)</li> <li>3. Positive growth in student movement between tiers (i.e., decrease in movement from lower to higher tiers; increase in movement from higher to lower tiers)</li> <li>4. Increased student performance on state assessments.</li> </ol>	<p><i>Program Implementation</i></p> <ol style="list-style-type: none"> <li>1. The RTI Implementation Survey, items 1-14; <i>Classroom Observations</i></li> <li>2. The RTI Implementation Survey, items 1-14; <i>Classroom Observations</i></li> <li>3. The RTI Implementation Survey, open-ended question; <i>RTI Consultants' Focus Group</i></li> <li>4. The RTI Implementation Survey, open-ended question <i>RTI Consultants' Focus Group</i></li> </ol> <p><i>Program Impact</i></p> <ol style="list-style-type: none"> <li>1. DIBELS Assessment Scores and Benchmark Status or AimsWeb Benchmark Measure (Fall, Winter, Spring)</li> <li>2. DIBELS Assessment Scores and Benchmark Status or AimsWeb Benchmark Measure (Fall, Winter, Spring)</li> <li>3. DIBELS Assessment Scores and Benchmark Status or AimsWeb Benchmark Measure (Fall, Winter, Spring)</li> <li>4. MontCAS CRT</li> </ol>

OREGON	<i>Pre-Evaluation Plan Development Phase</i>	<i>Pre-Evaluation Plan Development Phase</i>	<i>Pre-Evaluation Plan Development Phase</i>
	<ul style="list-style-type: none"> <li>▪ <i>What data is being collected?</i></li> <li>▪ <i>What data need to be collected in the future?</i></li> <li>▪ <i>What does current data say about statewide implementation?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Percent of districts with Core Reading Program in place</i></li> <li>▪ <i>Percent of districts with Interventions in place</i></li> <li>▪ <i>Percent of districts with Support Teams in place</i></li> <li>▪ <i>Percent of districts with Universal Screening in place</i></li> <li>▪ <i>Percent of districts with LD Procedures in place</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Oregon RTI Initiative Data</i></li> </ul>
WYOMING	<ol style="list-style-type: none"> <li>1. Is the RTI process implemented with fidelity?</li> <li>2. What are exemplar or successful intervention practices?</li> <li>3. Are positive student outcomes being realized?</li> </ol>	<ol style="list-style-type: none"> <li>1. Fidelity of implementation (including staff satisfaction with implementation).</li> <li>2. Effective RTI processes (including use &amp; frequency of use of progress monitoring and universal assessments data to inform assignment of students to tiers).</li> <li>3. RTI process impact on student achievement, behavior, and school climate. <ol style="list-style-type: none"> <li>a) Number of students placed at Tier 1 at Time 1 and at Time 3.</li> <li>b) Academic progress in reading and mathematics.</li> <li>c) Decrease in Office Discipline Referrals (ODRs) from fall to spring.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Self assessment survey completed by all instructional-related personnel and administration in all schools.</li> <li>2. Information Survey completed by school coaches during Spring 2010 WDE site visit or online. <ul style="list-style-type: none"> <li>▪ Focus Groups with RTI Teams in 4-8 randomly selected schools</li> </ul> </li> <li>3. Self assessment survey completed by all instructional-related personnel and administration in the school. <ul style="list-style-type: none"> <li>▪ Records from WDE data collection and state testing files on percent of students with disabilities, types of disabilities, referral rates, suspension/expulsion rates, and proficiency rates on state tests.</li> </ul> <ol style="list-style-type: none"> <li>a) Tier-Tracking Data.</li> <li>b) Data extracted from AIMSweb, iSTEEP, or DIBELS</li> <li>c) Data extracted from SWIS</li> </ol> </li> </ol>