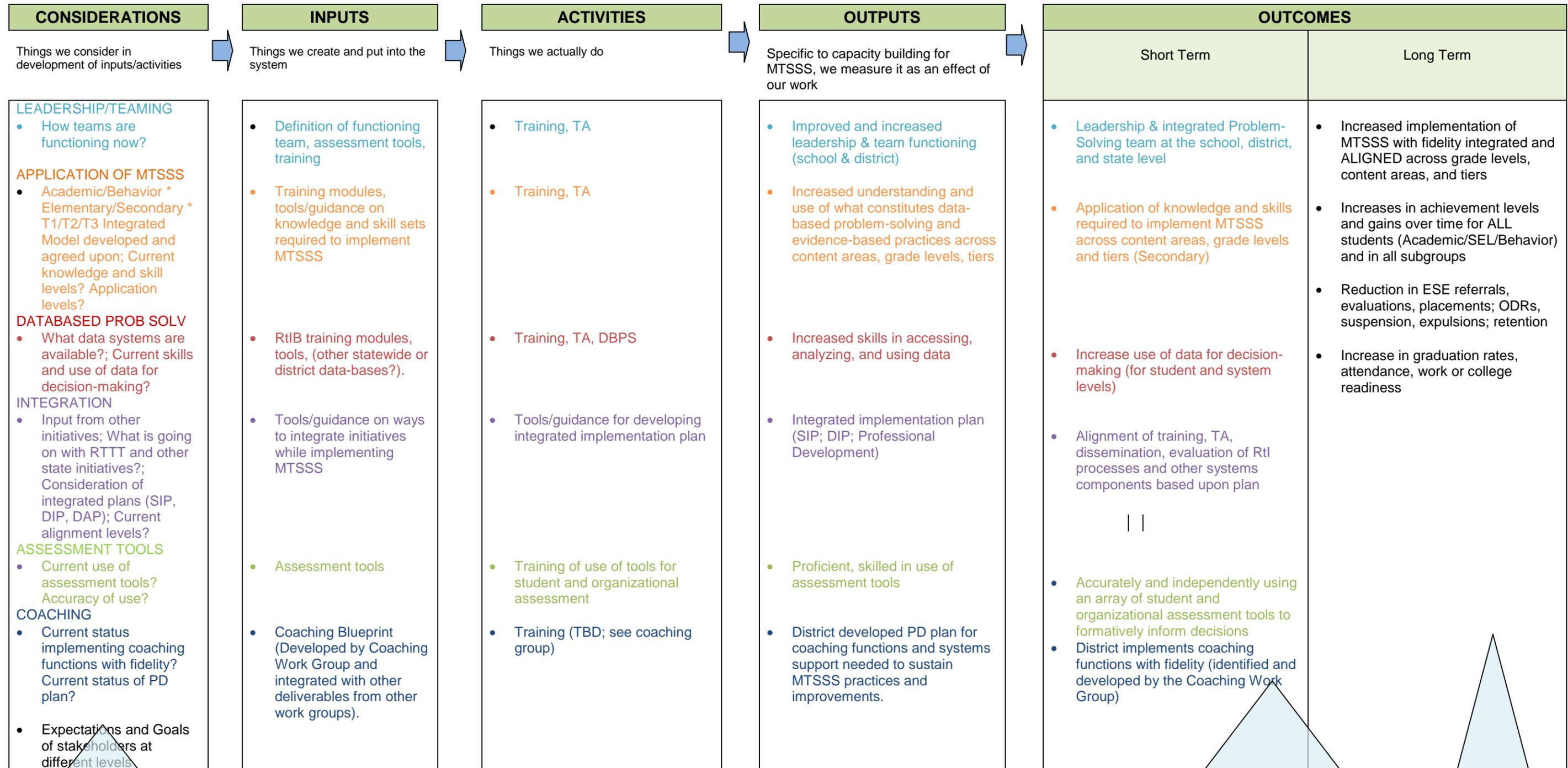


# MTSSS Evaluation LOGIC MODEL Worksheet



**ASSUMPTIONS**

- Need common language
- One integrated RtI model (State→District→School)
- Data drives everything; what we do, what we train others to do, what districts and schools do
- It's gonna take a while! (May need to attempt implementation in phases)

**EXTERNAL/CONTEXTUAL FACTORS (some we control, some we can't)**

- Leadership (State)
- Politics
- Policy
- Community concerns/issues
- Culture/Climate (all levels)
- Pre-service programs (across disciplines)
- Funding

## Coaching

### Short Term Outcomes:

- Have districts developed a plan for assigning and implementing coaching functions?
  - Are coaching functions assigned (roles and responsibilities defined)?
  - Are coaching functions engaged in with fidelity?
  - Are coaching functions conducted with appropriate frequency?

### Outputs:

- Does the PD plan address the necessary coaching functions?
  - What the coaches actually do with the schools?
  - How frequently activities should occur to support fidelity?
  - Is the PD plan data-driven and linked to the districts comprehensive PD plan?
- Does the PD plan provide systemic supports for coaching?
  - Does the district have all the resources necessary to support coaching?

### Activities:

- Did trainings occur?
- Were the basic functions of coaching covered?
- Were stakeholders satisfied with the training?
- Did participants demonstrate knowledge and skills targeted during the training?

### Inputs:

- Was a Coaching Blueprint developed?
- Was the Coaching Blueprint integrated with other workgroup inputs?
- Were training modules developed?
- Were training modules integrated with other workgroup modules?

### Considerations:

- To what extent are coaching functions currently being implemented with fidelity?
- What is the current status of district PD plans?

## **Leadership/Teaming**

### Short Term Outcomes:

- Do leadership characteristics/behaviors exist?
- Do integrated problem-solving teams exist?
- Do teams include representation from all key stakeholders?
- Are teams engaged in data-based problem-solving and collaborative planning as a core responsibility?
- Do teams include or directly engage decision-makers (i.e., principal, assistant superintendents, superintendents)

### Outputs:

- To what extent have the leadership characteristics/behaviors increased?
- To what extent has problem solving team functioning improved?
- Do teams possess the knowledge and skills to engage in data-based problem-solving and collaborative planning?
- Do teams meet regularly to engage in problem-solving and planning activities?
- Has the team produced, communicated and implemented a plan?

### Activities:

- Did training and TA occur?
- Was the appropriate content covered?
- Were stakeholders satisfied with the training and TA?
- Did participants demonstrate the knowledge and skills targeted during the training?

### Inputs:

- Was a definition/model of a functioning Leadership team developed?
- Was the Leadership/Teaming model integrated with other workgroup inputs?
- Were inputs of sufficient quality, utility to establish efficient and effective teams?
- Were training modules developed?
- Were training modules integrated with other workgroup modules?

### Considerations:

- How are teams currently organized? functioning?

## Application of MTSSS (across all content areas, grade levels, and tiers)

### Short Term Outcomes:

- To what extent are schools implementing data-based problem-solving? With fidelity?
  - Across grade-levels?
  - Across content areas?
  - Across tiers?
- Do schools identify and use evidence-based practices at each tier?

### Outputs:

- Did participants know the core components (Uber ID'd) of MTSSS?
- Did participants demonstrate the knowledge and skills to effectively and efficiently engage in data-based problem-solving?
  - Across grade-levels?
  - Across content areas?
  - Across tiers?
- Do participants demonstrate increased understanding of evidence-based practices identified through data-based problem-solving?
- Did participants demonstrate the knowledge and skills to identify EBPs?

### Activities:

- Did training and TA occur?
- Was the appropriate content covered during training and TA?
- Were key stakeholders satisfied with the training and TA delivered?
- Did participants demonstrate the knowledge and skills targeted during the training?

### Inputs:

- Was a vision/definition (model) of MTSSS implementation agreed upon?
- Did the model drive the development, integration and delivery of training, TA, service, etc.?

### Considerations:

- What are the current knowledge and skill levels related to data-based problem-solving across grade-levels, content areas, and tiers? To what extent are educators currently applying their knowledge and skills?
- What are the current implementation levels across grade-levels, content areas, and tiers?

## **Data-Based Problem Solving**

Short-term:

- Is the use of reliable and valid data to inform problem solving when addressing student & systems issues increasing?
- Are educators appropriately using data at each step when problem solving student & systems issues?

Outputs:

- Are the appropriate data being accessed?
- Are the data being analyzed appropriately?
- Are these data being used to inform decision-making?

Activities:

- Did training and TA occur?
- Was the appropriate content covered during trainings and TA sessions?
- Were stakeholders satisfied by the training and TA?
- Did participants demonstrate the knowledge and skills targeted during training and TA sessions?

Input:

- Was a definition/model of data-based problem solving created?
- Was the definition/model of DBPS integrated with other workgroup inputs?
- Were training modules developed?
- Were training modules integrated with other workgroup modules?

Considerations:

- What data system/quality of data are currently available?
- To what extent are educators using data to make decisions?
- What are educators' knowledge and skills regarding data-based problem solving?

## Assessment Tools

### Short Term Outcomes:

- Do educators accurately and independently use an array of student and organizational tools to formatively and efficiently measure and inform actions to be taken to improve student and systems outcomes?
- Have educators considered the reliability and validity of student and organizational tools?
- Are the appropriate tools available (e.g., screening, diagnostic, outcome)?
- Are the tools being used?
- Are tools being administered correctly/accurately?
- Are the tools used to drive a data-based problem-solving process?
- How accurately are the tools being used? Are tools being used for the purpose for which they were designed?
- Are data efficiently summarized and interpreted?

### Output:

- Are educators proficient and skilled in use of assessment/evaluation tools?
- Do educators know how to administer the tools appropriately?
- Do educators have the knowledge and skills to analyze & interpret the data derived from the tools?
- Do educators possess the knowledge and skills to display and organize data derived from the tools?
- Do educators select and use the appropriate tool for the chosen purpose?

### Activities:

- Did training and TA occur?
- Was the appropriate content covered during training and TA?
- Were stakeholders satisfied with the training and TA?
- Did participants demonstrate knowledge and skills targeted by the training and TA sessions?

### Inputs:

- Were training modules developed?
- Were assessment/evaluation tools identified/created?
- Were the assessment/evaluation tools integrated with other workgroup inputs?
- Are inputs of sufficient quality, utility to establish efficient and effective assessment/evaluation?

- Were training modules integrated with other workgroup modules?

Considerations:

- What assessment/evaluation tools are currently available to educators?
- What are educators currently using?
- How are educators using available assessment/evaluation tools?

### **Integration & Alignment of Initiatives**

Short Term Outcomes:

- Is MTSSS integrated into various systems components and initiatives?
- Are all critical systems/organizational structures/components integrated to support and define MTSSS?
  - Communication structure/language?
  - Teams?
  - Policies and procedures?
  - DA and school improvement plans? Other plans?
  - PD?
  - Leadership?

Output:

- Are required implementation plans integrated?
- Do the plans address the alignment of the systems components outlined above?

Activities:

- Did training and TA occur?
- Was the appropriate content covered during training and TA sessions?
- Were stakeholders satisfied with the training, TA, tools, guidance documents?
- Did participants demonstrate the knowledge and skills targeted by the training and TA sessions?

## Integrated & Alignment of Initiatives (Continued)

### Inputs:

- Were models developed for what integrated plans for addressing the systems components look like?
- Were guidance documents/recommendations for integrating organizational components developed?
- Were guidelines developed for completing the integrated plans?

### Consideration:

- What plans will the state/federal require?
- Does the state's vision including a problem solving process for plan implementation?
- Elements of successful change in implementation?
- What are the initiatives and activities at the state level that need to be integrated?
- What are the critical systems components that must be integrated?
- To what extent are systems currently aligned to support MTSS?