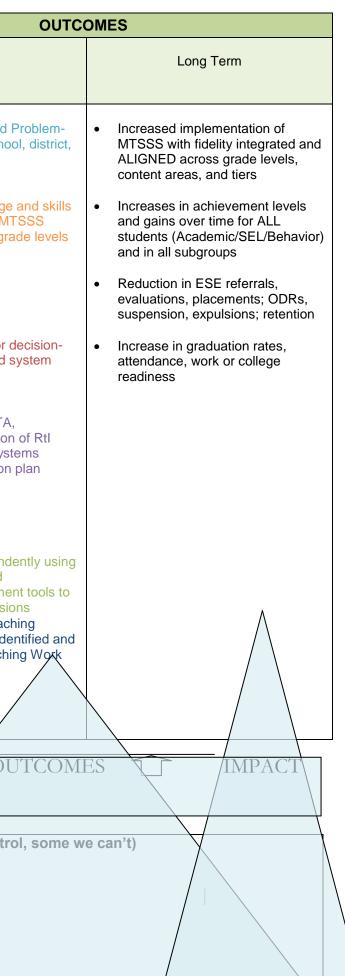
MTSSS Evaluation LOGIC MODEL Worksheet

CONSIDERATIONS	INPUTS	ACTIVITIES	,	OUTPUTS	
Things we consider in development of inputs/activities	Things we create and put into the system	Things we actually do		Specific to capacity building for MTSSS, we measure it as an effect of our work	Short Term
 LEADERSHIP/TEAMING How teams are functioning now? 	 Definition of functioning team, assessment tools, training 	Training, TA		 Improved and increased leadership & team functioning (school & district) 	 Leadership & integrated F Solving team at the school and state level
APPLICATION OF MTSSS • Academic/Behavior * Elementary/Secondary * T1/T2/T3 Integrated Model developed and agreed upon; Current knowledge and skill levels? Application levels?	• Training modules, tools/guidance on knowledge and skill sets required to implement MTSSS	• Training, TA		• Increased understanding and use of what constitutes data- based problem-solving and evidence-based practices across content areas, grade levels, tiers	 Application of knowledge required to implement MT across content areas, gra- and tiers (Secondary)
 DATABASED PROB SOLV What data systems are available?; Current skills and use of data for decision-making? INTEGRATION 	• RtIB training modules, tools, (other statewide or district data-bases?).	• Training, TA, DBPS		 Increased skills in accessing, analyzing, and using data 	 Increase use of data for d making (for student and s levels)
 Input from other initiatives; What is going on with RTTT and other state initiatives?; Consideration of integrated plans (SIP, DIP, DAP); Current alignment levels? 	Tools/guidance on ways to integrate initiatives while implementing MTSSS	Tools/guidance for developing integrated implementation plan		 Integrated implementation plan (SIP; DIP; Professional Development) 	 Alignment of training, TA, dissemination, evaluation processes and other syste components based upon
ASSESSMENT TOOLS Current use of assessment tools? Accuracy of use? 	Assessment tools	• Training of use of tools for student and organizational assessment		 Proficient, skilled in use of assessment tools 	 Accurately and independer an array of student and organizational assessmer
Current status implementing coaching functions with fidelity? Current status of PD plan?	Coaching Blueprint (Developed by Coaching Work Group and integrated with other deliverables from other	 Training (TBD; see coaching group) 		 District developed PD plan for coaching functions and systems support needed to sustain MTSSS practices and improvements. 	 District implements coach functions with fidelity (ider developed by the Coachir Group)
Expectations and Goals of stakeholders at different levels	work groups).				
NEEDS		PROCESS EV	/Al	UATION	OU
					JAL FACTORS (some we contro
 Need common lange One integrated Rtl n Data drives everythis schools do 	uage nodel (State→District→School) ing; what we do, what we train oth ille! (May need to attempt impleme			 Leadership (State) Politics Policy Community concerns/ii Culture/Climate (all level) Pre-service programs (Funding 	ssues els)



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?
 O 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?
 - o Across grade-levels?
 - o Across content areas?
 - o 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?
 - o 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?
 - o Communication structure/language?
 - o Teams?
 - o Policies and procedures?
 - DA and school improvement plans? Other plans?
 - o PD?
 - 0 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 MTSSS?