



## ***RESTORE: Montgomery and Stanly County Schools School Climate Transformation Grant***

**January 2020**

### **Evaluation Plan, Data Sources, and Timelines**

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The Evaluation Group (TEG) is under contract with Montgomery and Stanly County School Districts (MCSD and SCSD) to conduct an independent, third-party evaluation of ***RESTORE, a School Climate Transformation*** grant program from the US Department of Education. MCSD/SCSD's commitment to expanding systems of support for schools in an effort to improve school climate follows these distinct focus areas: (1) Implementation of MTSS Tier 1, 2, and 3 Behavioral Supports and Instructional Programs; (2) Development of respectful, trusting, and caring relationships throughout the school community; (3) Development of student determination, perseverance, self-esteem, problem-solving skills, and self-regulation; (4) Promotion of strong relationships among students and school personnel to help prevent bullying, violence, and disruptive actions; (5) Support for behavioral and mental health counseling services which include opioid abuse prevention; (6) Implementation of programs for increasing parent engagement and strengthening of families; and (7) Establishment of effective supporting professional development opportunities. This structure will ensure that all students have strong supports for academic, behavioral, and self-fulfillment needs.

TEG will conduct a comprehensive evaluation study which will include formative and summative measures, with corresponding performance objectives used to track progress and continuous improvement within the program.

***RESTORE's*** overarching goals will assess the extent to which the program has:

**Goal 1: Implement an evidence-based, multi-tiered system of support targeting behavior, social-emotional learning, and academics to improve school climate and safety;**

**Goal 2: Identify, implement, and sustain effective MTSS evidence-based interventions that address safety, supportive environments, and caring relationships with fidelity; and**

**Goal 3: Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral,**

**social-emotional, and academic outcomes and help students cope with traumatic events.**

**Goal 1: Implement an evidence-based, multi-tiered system of support targeting behavior, social-emotional learning, and academics to improve school climate and safety.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
		Surveys, Tracking Logs	School & District Data	State Data		
<b>Objective 1.1 (GPRA 2):</b> Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool Increase the percentage of schools with improved school climate ratings by 20% from baseline (Y2) and an additional 10% in Y3-Y5.  <b>Baseline:</b> Survey results from Year 1 administration.	EDSCLS survey results for students, parents, and certified staff.	✓			Evaluator	Report annually.  Surveys to be administered in May of each year.
<b>Objective 1.2</b> Increase by at least 10% annually the number of students in target schools meeting proficiency in math.  <b>Baseline:</b> Percentage of students in target schools meeting proficiency on NC Math EOG and EOC assessments from spring 2019.	NC Math EOG and EOC assessments.		✓		Project Director & Evaluator	Report annually.
<b>Objective 1.3</b> Increase by at least 10% annually the number of students in target schools meeting proficiency in ELA.  <b>Baseline:</b> Percentage of students in target schools meeting proficiency on NC ELA EOG and EOC assessments from spring 2019.	NC ELA EOG and EOC assessments.		✓		Project Director & Evaluator	Report annually.

**Goal 1: Implement an evidence-based, multi-tiered system of support targeting behavior, social-emotional learning, and academics to improve school climate and safety.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
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<b>Objective 1.4:</b> Increase the percentage of <b>students</b> in target schools who report positive perceptions of school climate by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results.  <b>Baseline:</b> Survey results from Year 1 administration.	ED School Climate Surveys (EDSCLS).	✓			Evaluator	Report annually.  Surveys to be administered in May of each year.
<b>Objective 1.5:</b> Increase the percentage of <b>parents</b> who report positive perceptions of school climate by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results.  <b>Baseline:</b> Survey results from Year 1 administration.	ED School Climate Surveys (EDSCLS).	✓			Evaluator	Report annually.  Surveys to be administered in May of each year.
<b>Objective 1.6:</b> Increase the percentage of <b>teachers</b> who report positive perceptions of school climate by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results.  <b>Baseline:</b> Survey results from Year 1 administration.	ED School Climate Surveys (EDSCLS).	✓			Evaluator	Report annually.  Surveys to be administered in May of each year.

**Goal 2: Identify, implement, and sustain effective MTSS evidence-based interventions that address safety, supportive environments, and caring relationships with fidelity.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
		Surveys, Tracking Logs	School & District Data	State Data		
<b>Objective 2.1 (GPRA 3):</b> Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity. At least 50% of target schools will implement the <u>MTSS model</u> with fidelity of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%).  <b>Baseline:</b> Number of schools implementing MTSS with fidelity in Year 1.	MTSS fidelity measures		✓		Project Director & School MTSS Teams	Report annually. Data due to evaluator by end of school year.
<b>Objective 2.2 (GPRA 4):</b> Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies. Increase the percentage of schools implementing opioid abuse prevention and mitigation strategies by 40% from baseline (Y2) and an additional 10% in Y3-Y5.  <b>Baseline:</b> Number of schools implementing opioid abuse prevention and mitigation strategies in Year 1.	Count of schools implementing Strengthening Families, Too Good for Drugs and Violence, and SB-SBIRT  Can we add Check-In, Check-Out, Check & Connect, EVERFI? What will we have for the elementary programs in Stanly??		✓		Project Director	Report annually.
<b>Objective 2.3 (GPRA 5):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol. Increase the percentage of schools with a decrease in suspensions and expulsions	District records of suspensions and expulsions for targeted schools.		✓		Project Director and district data manager	Report annually. Data due to evaluator by

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<p>related to possession or use of alcohol by 40% from baseline and an additional 10% in Y2-Y5.</p> <p>Baseline: Number of students suspended or expelled for alcohol in 2018-19 at each target school. For MCS: 25 students across targeted schools. For SCS: 3 students across targeted schools.</p>						end of school year.
<p><b>Objective 2.4 (GPRA 6):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol. Increase the percentage of schools with a decrease in suspensions and expulsions related to possession or use of alcohol by 40% from baseline and an additional 10% in Y2-Y5.</p> <p>Baseline: Number of students suspended or expelled for alcohol in 2018-19 at each target school. For MCS: 28 students across targeted schools. For SCS: 3 students across targeted schools.</p>	District records of suspensions and expulsions for targeted schools.		✓		Project Director and district data manager	<p>Report annually.</p> <p>Data due to evaluator by end of school year.</p>
<p><b>Objective 2.5.</b> Reduce the Office Discipline Referral (ODR) rate in target schools by at least 5% from baseline in Year 1, decreasing by at least an additional 5% each year or 30% overall.</p>	Number of ISS and OSS infractions for targeted schools.		✓		Project Director and district data manager	<p>Report annually.</p> <p>Data due to evaluator by</p>

**Goal 2: Identify, implement, and sustain effective MTSS evidence-based interventions that address safety, supportive environments, and caring relationships with fidelity.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
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<b>Baseline:</b> Spring 2019 ISS and OSS rates for targeted schools.						end of school year.
<b>Objective 2.6.</b> Reduce the truancy rates in target schools by at least 5% from baseline in Year 1, decreasing by at least an additional 5% each year or 30% overall.  Baseline: Spring 2019 truancy rates for targeted schools.	Annual truancy rates for targeted school.  Do we use the state definition for truant students = 10 or more unexcused absences?		✓		Project Director and district data manager	Report annually.  Data due to evaluator by end of school year.
<b>Objective 2.7.</b> By the end of Year 1, at least 50% of target schools will implement the <u>MTSS model</u> with fidelity of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%).  Fidelity Checks to be completed at the end of fall semester and again at the end of spring semester.	<ul style="list-style-type: none"> <li>NC Facilitated Assessment of MTSS-School Level (FAM-S),</li> <li>RtI Fidelity of Implementation Rubric and Essential Components Worksheet,</li> <li>SWPBIS Tiered Fidelity Inventory (TFI), and</li> <li>i-LEADR classroom observation instrument.</li> </ul>		✓		Project Director, MTSS school teams, MTSS Instructional Coaches, Differentiation Coordinators	Report annually.  Data due to evaluator by end of school year.
<b>Objective 2.8.</b> By the end of Year 1, at least 50% of target schools will implement the <u>Second Step and Too Good for Drugs and Violence</u> programs (Tier 1) with fidelity of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%).	Published fidelity measures for Second Step and Too Good for Drugs and Violence, including random classroom observations.		✓		Differentiation Coordinators  Who else here?	Report annually.  Data due to evaluator by end of school year.
<b>Objective 2.9.</b> By the end of Year 1, at least 50% of target schools will implement the <u>Check In–Check Out, Check &amp; Connect, and Strengthening Families</u>	Published fidelity measures for Check In–Check Out, Check & Connect, and		✓		Differentiation Coordinators	Report annually.

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programs (Tiers 2 & 3) with fidelity of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%).	Strengthening Families, including random classroom observations.				Who else here?	Data due to evaluator by end of school year.
<b>Objective 2.10.</b> By the end of Year 2, trained SBIRT School-Based counselors will implement the program with fidelity of 75% or more (Year 3, 80%; Year 4, 85%; and Year 5, 95%).	Published fidelity measures for SBIRT School-Based programs.				Who will provide oversight for the trauma counselors and other certified counselors?	Report annually.  Data due to evaluator by end of school year.

**Goal 3 Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
		Surveys, Tracking Logs	School & District Data	State Data		
<b>Objective 3.1 (GPRA 1):</b> The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system	i-LEADR and RtI:Stored! training agendas and sign-ins		✓		Project Director & School MTSS Teams	Report annually.



**Goal 3 Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events.**

Objective	Measure	Data Sources			Person Responsible for Collecting	Timeframe
		Surveys, Tracking Logs	School & District Data	State Data		
of support. At least 90% of teachers will participate in i-LEADR and RtI:Stored! trainings annually.						Data due to evaluator by end of school year.
<b>Objective 3.2:</b> At least 90% of teachers will participate in i-LEADR and RtI:Stored! trainings annually.	i-LEADR and RtI:Stored! training agendas and sign-ins		✓		Project Director & School MTSS Teams	Report annually.  Data due to evaluator by end of school year.
<b>Objective 3.3:</b> MTSS/PBIS Differentiation Coordinators will participate in at least 80% of the monthly PLC Data Team meetings with school faculty each year.	PLC meeting minutes and agendas		✓		Project Director & School MTSS Teams	Report annually.  Data due to evaluator by end of school year.
<b>Objective 3.4:</b> As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increased knowledge and efficacy related to Tier 1, 2, and 3 support strategies in Year 2; with increases of at least 5% each subsequent year. Measure:	NC Facilitated Assessment of MTSS-School Level (FAM-S); interviews, and annual focus groups.		✓		Project Director, School MTSS teams, MTSS Instructional Coaches, Evaluator	Report annually.  Data due to evaluator by end of school year.

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		Surveys, Tracking Logs	School & District Data	State Data		
<b>Objective 3.5:</b> As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increases in valuing and utilizing data-based decision making in Year 2, with increases of at least 5% each subsequent year.	NC Facilitated Assessment of MTSS-School Level (FAM-S); interviews, and annual focus groups.		✓		Project Director, School MTSS teams, MTSS Instructional Coaches, Evaluator	Report annually.  Data due to evaluator by end of school year.

Instruments and Data Sources	
Assessment Data	Target Population
NC Math EOG and EOC assessments.	Grades 3—12: All Students in Targeted Schools
NC ELA EOG and EOC assessments.	Grades 3—12: All Students in Targeted Schools
Counseling and Family Engagement Records	Target Population
Attendance in Second Step and Too Good for Drugs and Violence classes and activities	PreK-Grade 12—All Students
Attendance in Check-In, Check-Out, Check & Connect, and Strengthening Families	PreK-Grade 12—Tier 2 and 3I Students
Strengthening Families Sessions: Sign-ins, agendas, resources	Parents/families
Professional Development Records	Target Population
Certified staff training and professional development sessions: Sign-ins and agendas	Teachers, MTSS school teams, , Student Support Specialists, Differentiation Coordinators, Trauma Counselors
MTSS school team weekly data meetings: Sign-ins and minutes	MTSS school teams, , Student Support Specialists, Differentiation Coordinators, Trauma Counselors
School Records	Target Population
ISS/OSS Records	All Students in Targeted Schools
Suspensions and expulsions	All Students in Targeted Schools
Truancy records (10 or more absences)	All Students in Targeted Schools
Surveys	Target Population
School Climate Student Surveys--EDSCLS Student Surveys	Grades 3—12: All Students in Targeted Schools
School Climate Parent Surveys--EDSCLS Parent Surveys	Parents from Targeted Schools
School Climate Certified Staff Surveys--EDSCLS Certified Staff Surveys	Certified Staff from Targeted Schools

Qualitative Measures	Target Population
Focus Groups and Structured Interviews	Teachers, MTSS school teams, Student Support Specialists, Differentiation Coordinators, Trauma Counselors, Students, Parents, Stakeholders
SWPBIS Tiered Fidelity Inventories (TFI)	MTSS school teams, Principals
NC Facilitated Assessment of MTSS-School Level (FAM-S),	MTSS Instructional Coaches, Differentiation Coordinators
Rtl Fidelity of Implementation Rubric and Essential Components Worksheet,	MTSS Instructional Coaches, Differentiation Coordinators
i-LEADR classroom observation instrument.	MTSS Instructional Coaches, Differentiation Coordinators, i-LEADR staff