Connecticut's
School Climate Transformation Grant:
What We Have Learned from the Tiered Fidelity Inventory


CT SCTG Tiered Fidelity Inventory By the Numbers

175 SWPBIS Tiered Fidelity Inventories facilitated by the CT SCTG in Connecticut schools over the last two years

119 Schools were located in a CSDE-designated Alliance District
Alliance District denotes the lowest-performing school districts in the state.

984 School personnel received technical assistance through SWPBIS Tiered Fidelity Inventory implementation
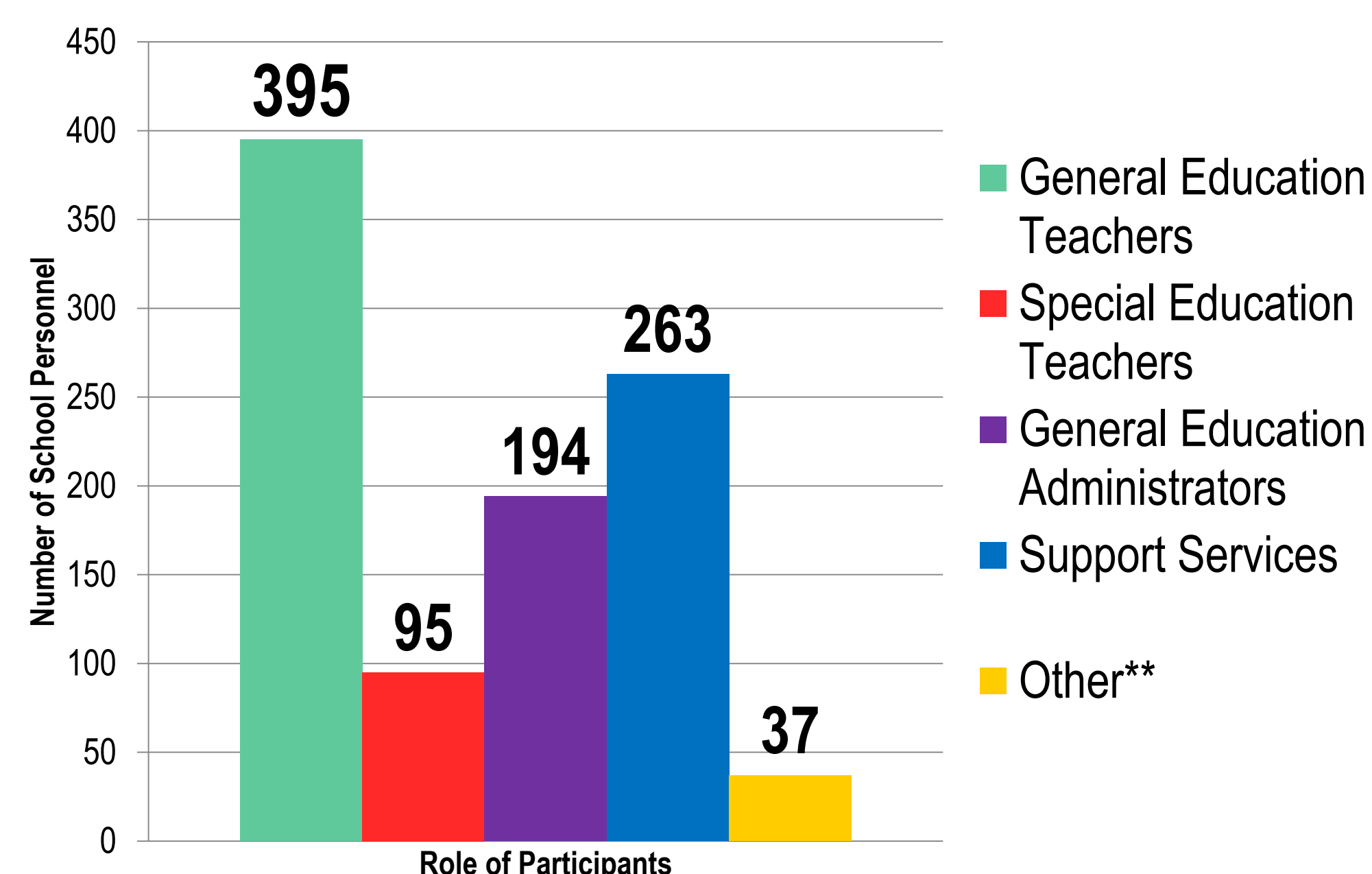
564 Hours of technical assistance provided to the teams

Aggregated Schools Conducting CT SCTG SWPBIS Tiered Fidelity Inventory by Grade Level

- 91 Elementary Schools
- 26 Middle Schools
- 22 P/K-8
- 25 High Schools
- 11 Other*
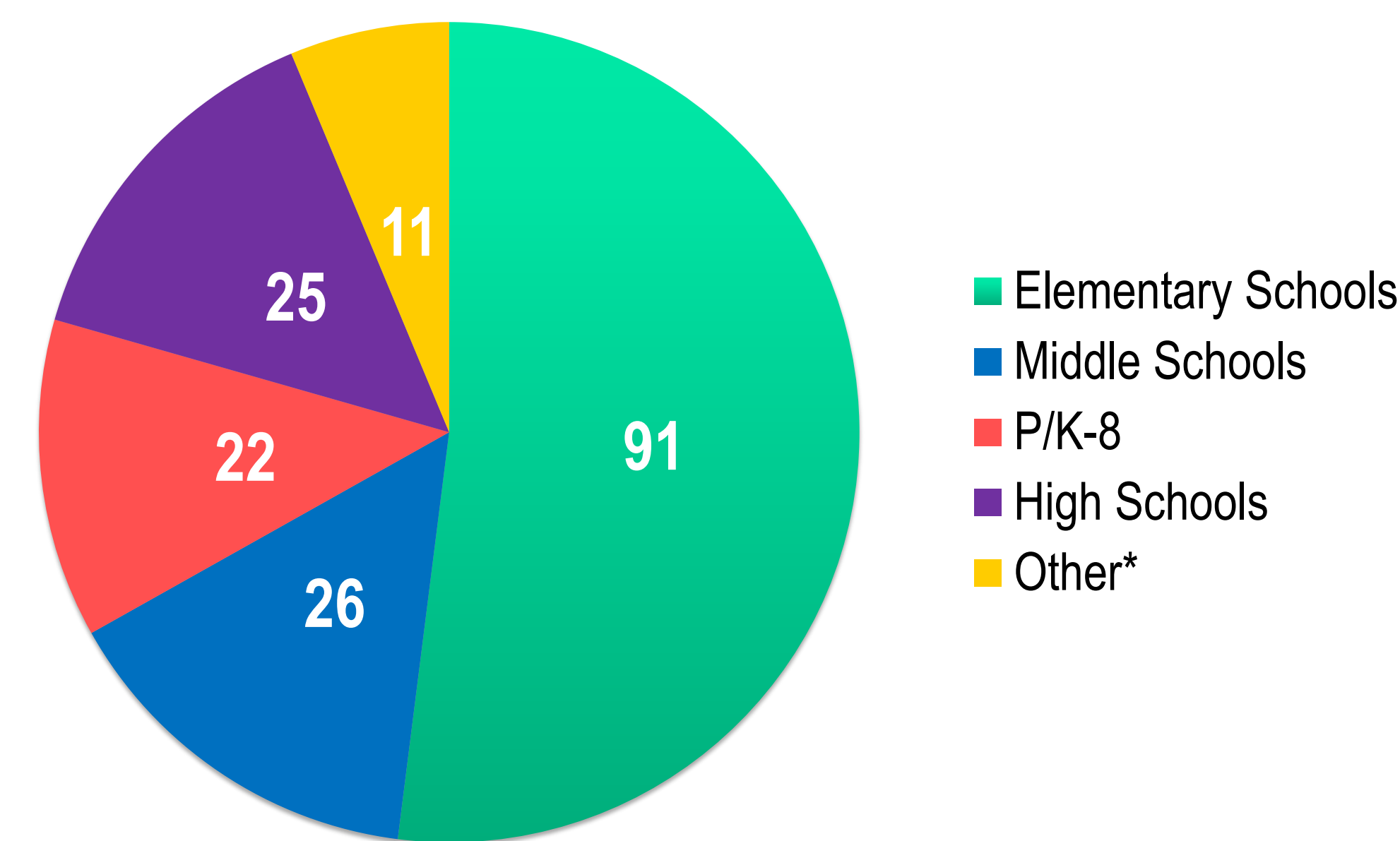
* Schools in the "Other" category comprise a variety of settings, including alternative and non-traditional grade alignments.

Aggregated Participation in Technical Assistance for CT SCTG SWPBIS TFI Implementation by Role

Number of School Personnel vs. Role of Participants

- 395 General Education Teachers
- 95 Special Education Teachers
- 194 General Education Administrators
- 263 Support Services
- 37 Other**

** The "Other" category represents special education administrators, other school personnel, and families.
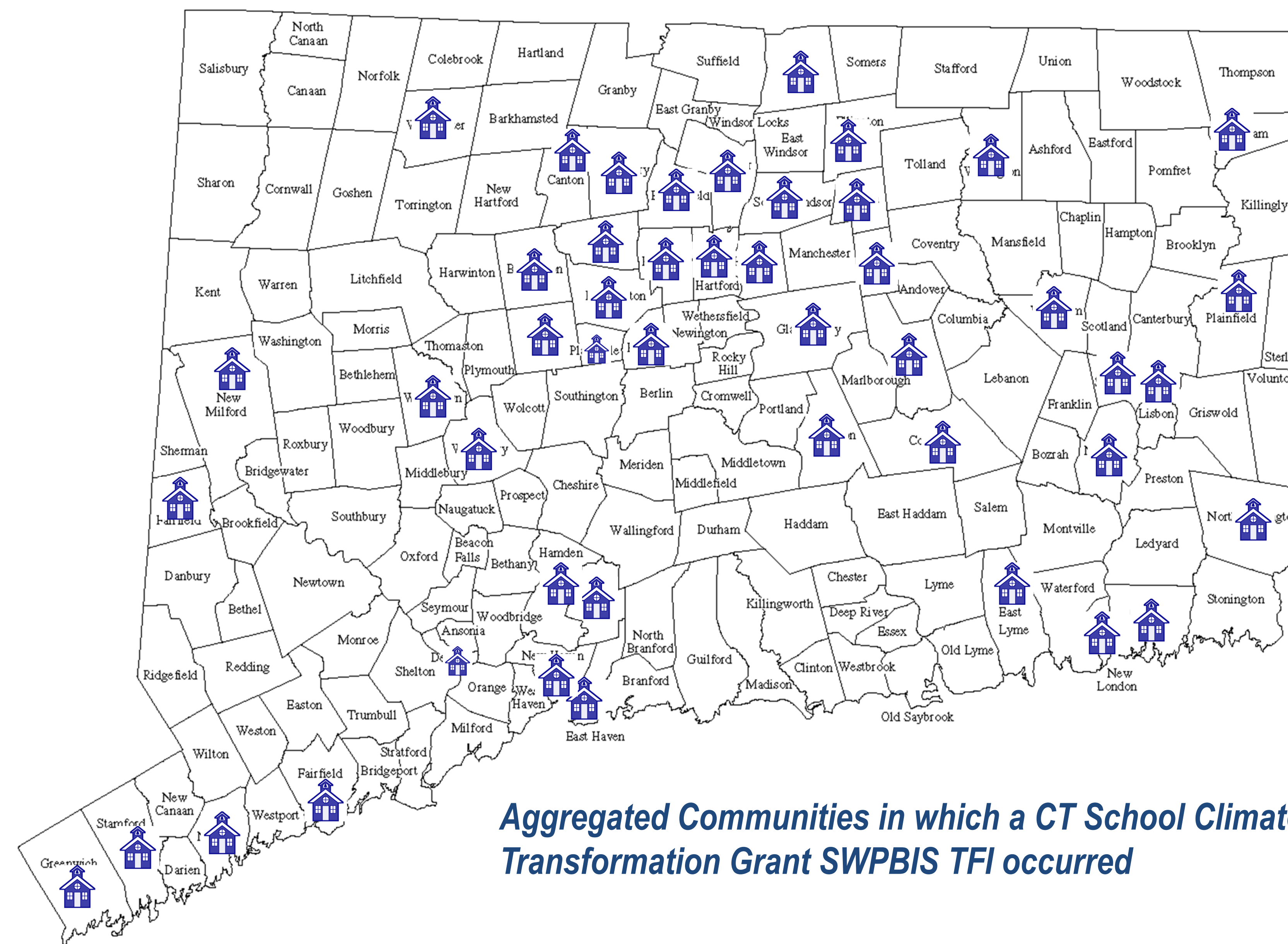
Aggregated Communities in which a CT School Climate Transformation Grant SWPBIS TFI occurred

The Connecticut State Department of Education (CSDE) was awarded a federal School Climate Transformation Grant (SCTG) in October 2014. Over the course of the grant project, one scope of work was a statewide audit of the implementation of Positive Behavioral Interventions and Supports (PBIS), or more generally, schools' use of Multi-Tiered Systems of Support (MTSS). Using the Tiered Fidelity Inventory (TFI), consultants have visited 175 schools in 49 different school districts across Connecticut. The schools visited are located in rural, suburban, and urban communities and include early childhood settings and elementary, middle, and high schools as well as a limited number of alternative education sites. This wide range of settings and communities ensures that the data gathered are generalizable.

Training and technical assistance changes, based on the data gathered, include: placing a higher emphasis on core implementation science principles, examining support for high school implementation, addressing issues of equity in school discipline, expanding data-driven decision making skills, and the increasing access to tools that assist schools in matching intervention to student need.
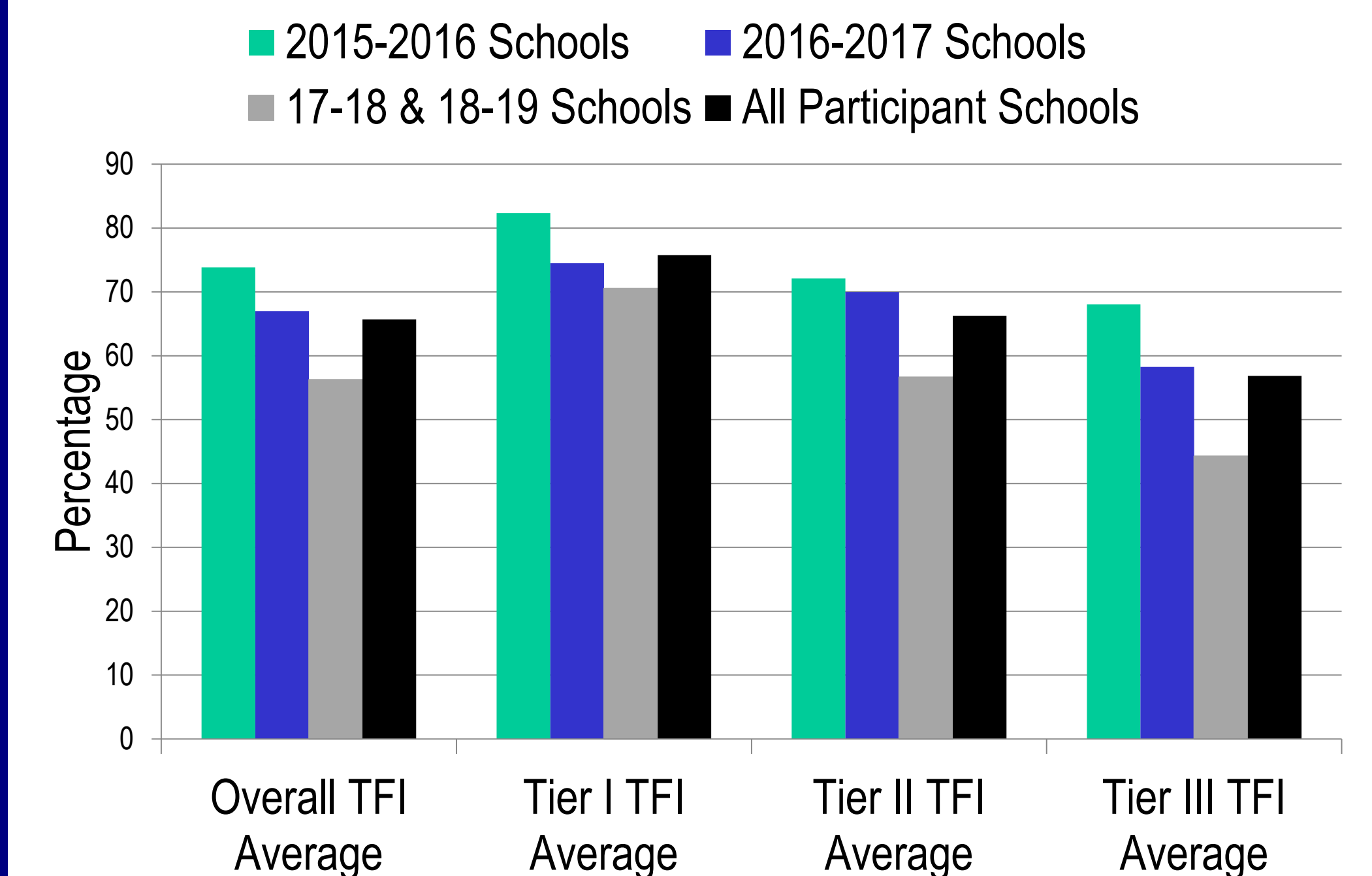
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Average SWPBIS Tiered Fidelity Inventory Scores: All Participant Schools

Legend: 2015-2016 Schools, 2016-2017 Schools, 17-18 & 18-19 Schools, All Participant Schools

Categories: Overall TFI Average, Tier I TFI Average, Tier II TFI Average, Tier III TFI Average

The data above indicate a downward trend in the scores across the four years of the audit, beginning with schools in 2015-2016 (n=100) and continuing with the 2016-2017 schools (n=54) and the 2017-2018 schools (n=15), which were combined with the 2018-2019 schools (n=2).

Next Steps for Implementation Improvement

CLASSROOM PRACTICES REQUIRE ADDITIONAL COACHING
Data gleaned from the TFIs and the school-based work have indicated a need to support Tier I Teams in ensuring fidelity of implementation in individual classrooms. The CT SCTG Management Team continues to work to develop best practices and suggestions for additional training with respect to:
- Assessing fidelity across individual classrooms;
- Procedures and protocols for providing individual teachers the data necessary to support their personal decision making around teaching and re-teaching expectations in their classroom as well as the integration of evidence-based teaching strategies; and
- Increasing individual teacher use of the acknowledgment system to shape behavior in the classroom.

EMBEDDING PRACTICES VERSUS ADDING PROGRAMS
Data also indicate a gap in the deliberate selection and alignment of practices into the framework designed by the team, generating "initiative fatigue," a lack of clarity about priority, and gaps in understanding about the ways in which the processes should or do complement each other. Suggestions for additional training include:
- Use of the State Implementation & Scaling-Up of Evidence-based Practices materials, including the Hexagon Tool; and
- Priority for teams to articulate the alignment of selected practices prior to launch of any innovation.

ADVANCED TIERS SUPPORT
Data also indicate that while individual students are participating in advanced tiers of interventions, the system for selection and progress monitoring is underdeveloped. Suggestions for additional training include:
- Critical features of Tier II;
- High-quality hypothesis statements; and
- Entrance and exit criteria and in systemic decision making.

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