



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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

Connecticut School Climate Transformation Grant

CT SCTG Tiered Fidelity Inventory By the Numbers

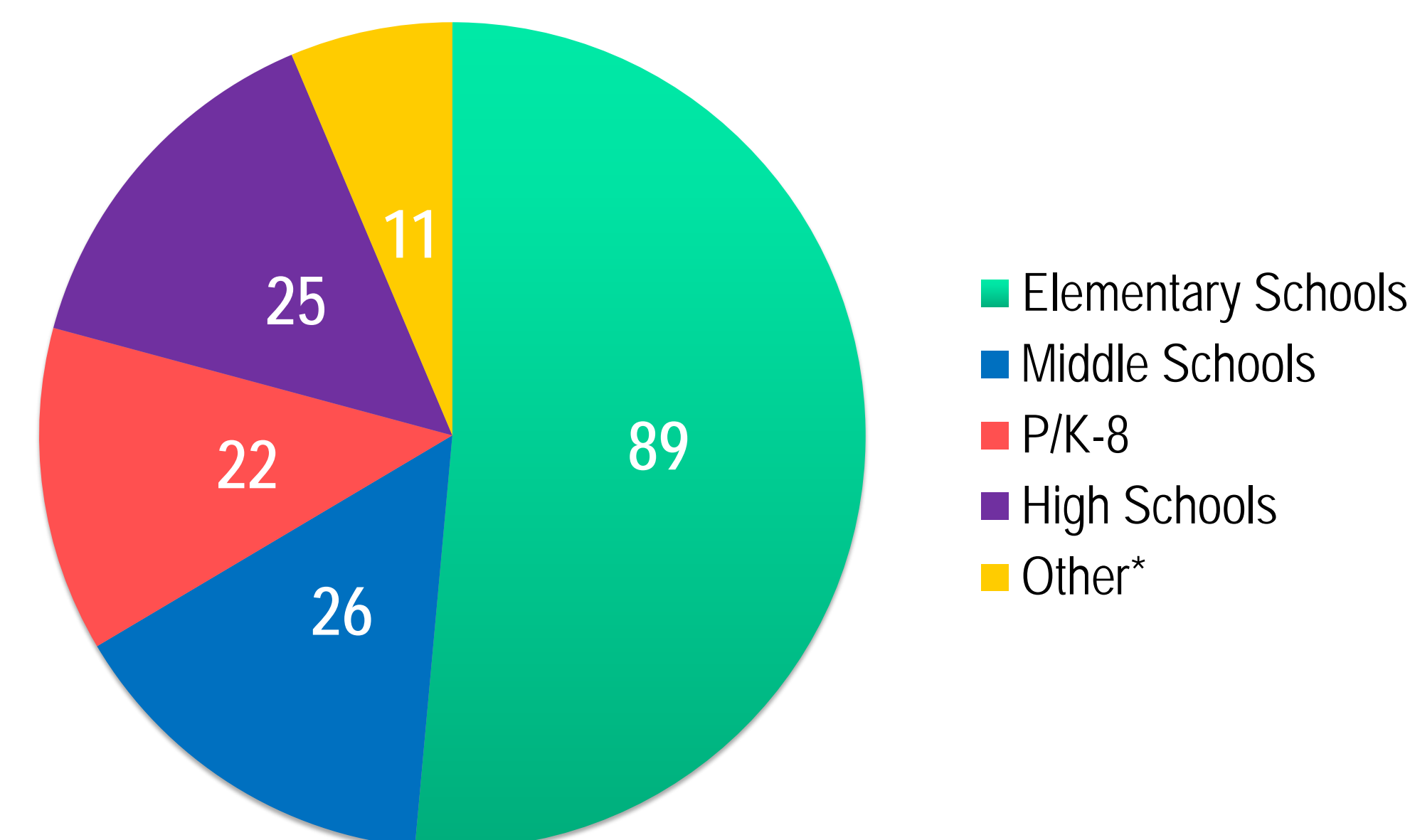
173 SWPBIS Tiered Fidelity Inventories facilitated by the CT SCTG in Connecticut schools over the last two years

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

975 School personnel received technical assistance through SWPBIS Tiered Fidelity Inventory implementation

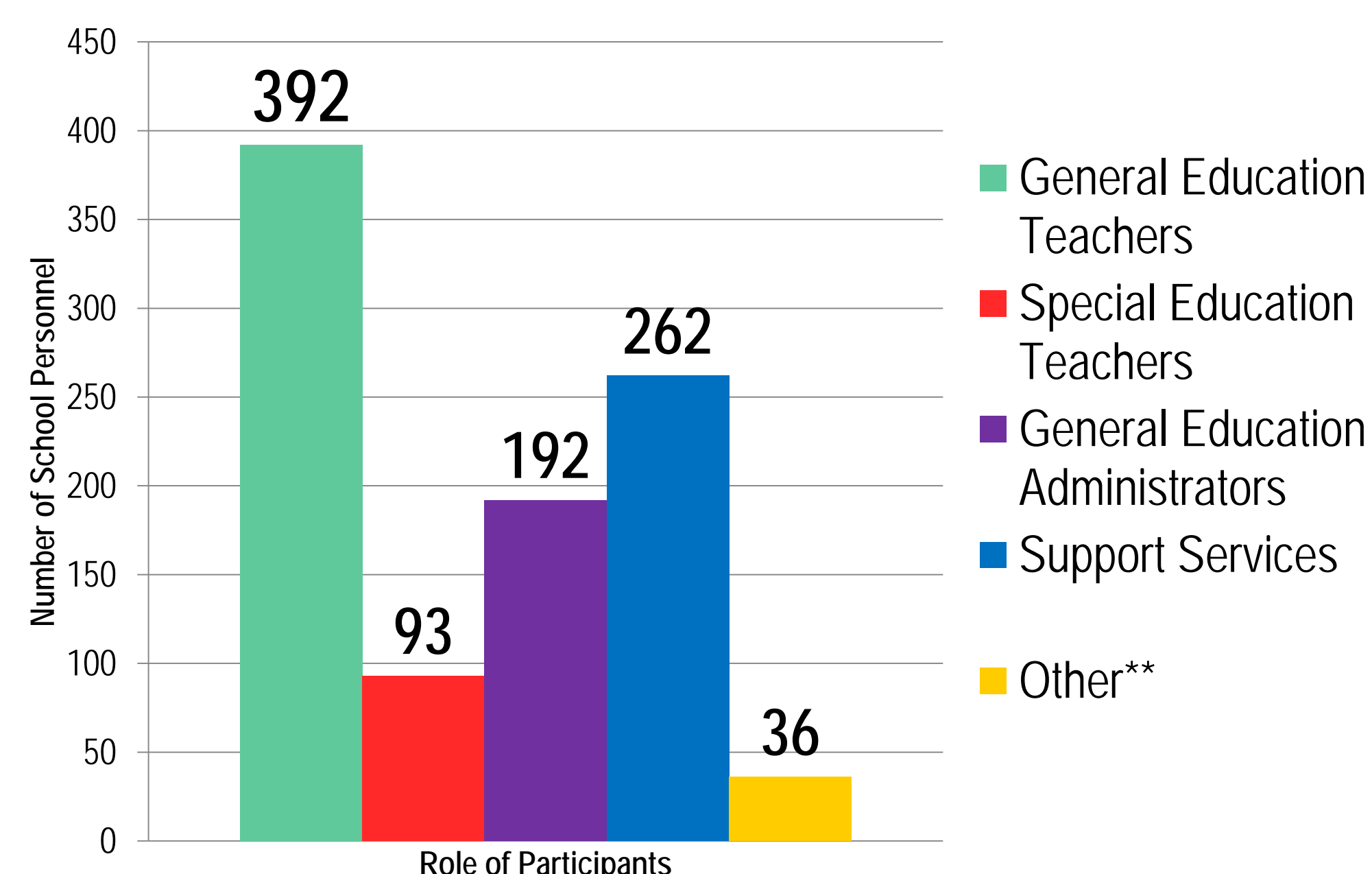
557.5 Hours of technical assistance provided to the teams

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

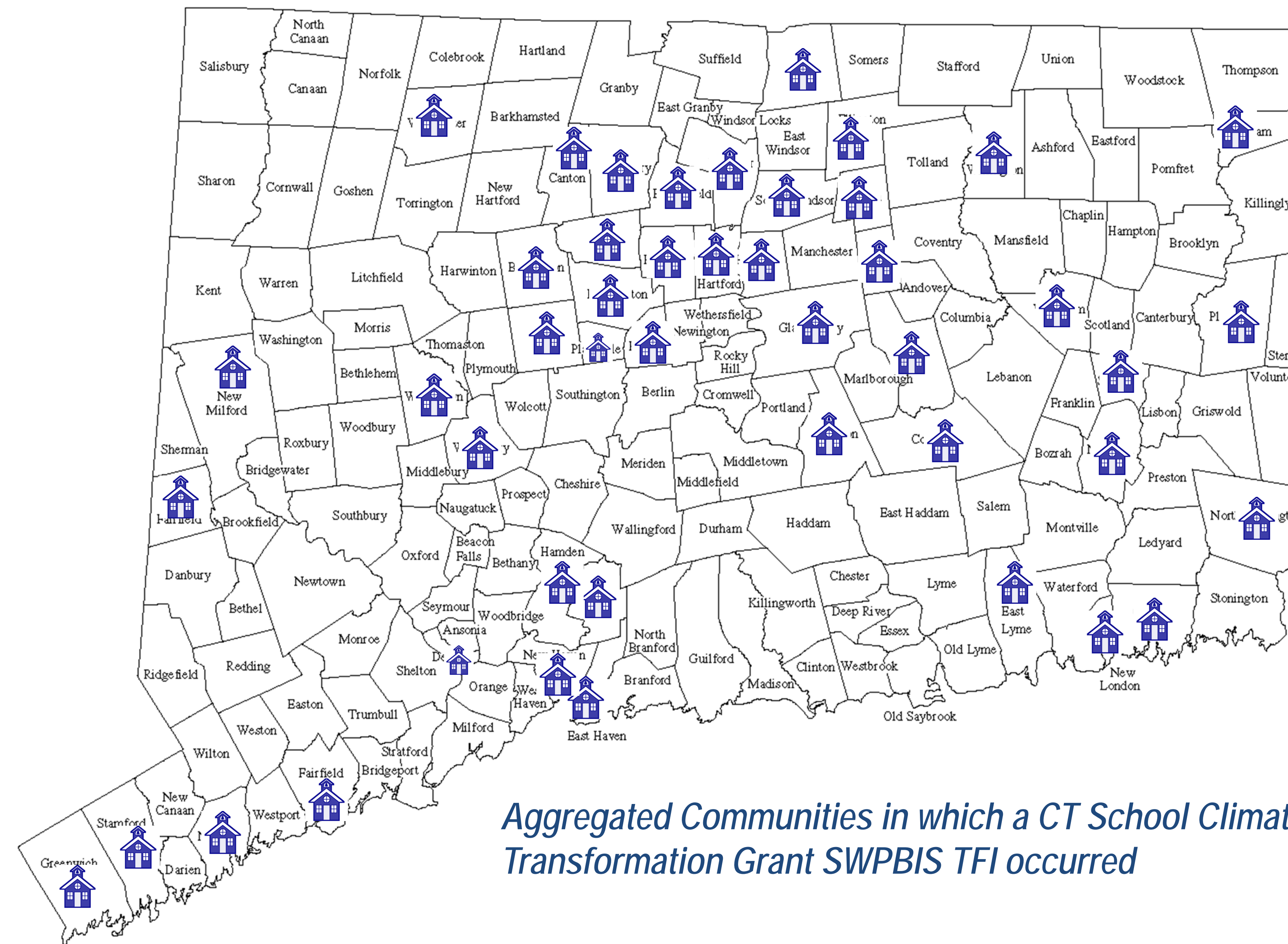


* Schools in the other category comprise a variety of settings including alternative and non-traditional grade alignments.

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



** 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 173 schools in 48 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. This wide range of settings and communities ensures that the data gathered are generalizable.

By shifting training and technical assistance foci based on the data gathered, specific and targeted work is being done to support: high school implementation, addressing equity in school discipline, expanding data-driven decision making, and the distribution and use of tools to match intervention, both the school-wide need as well as the need of an individual student.

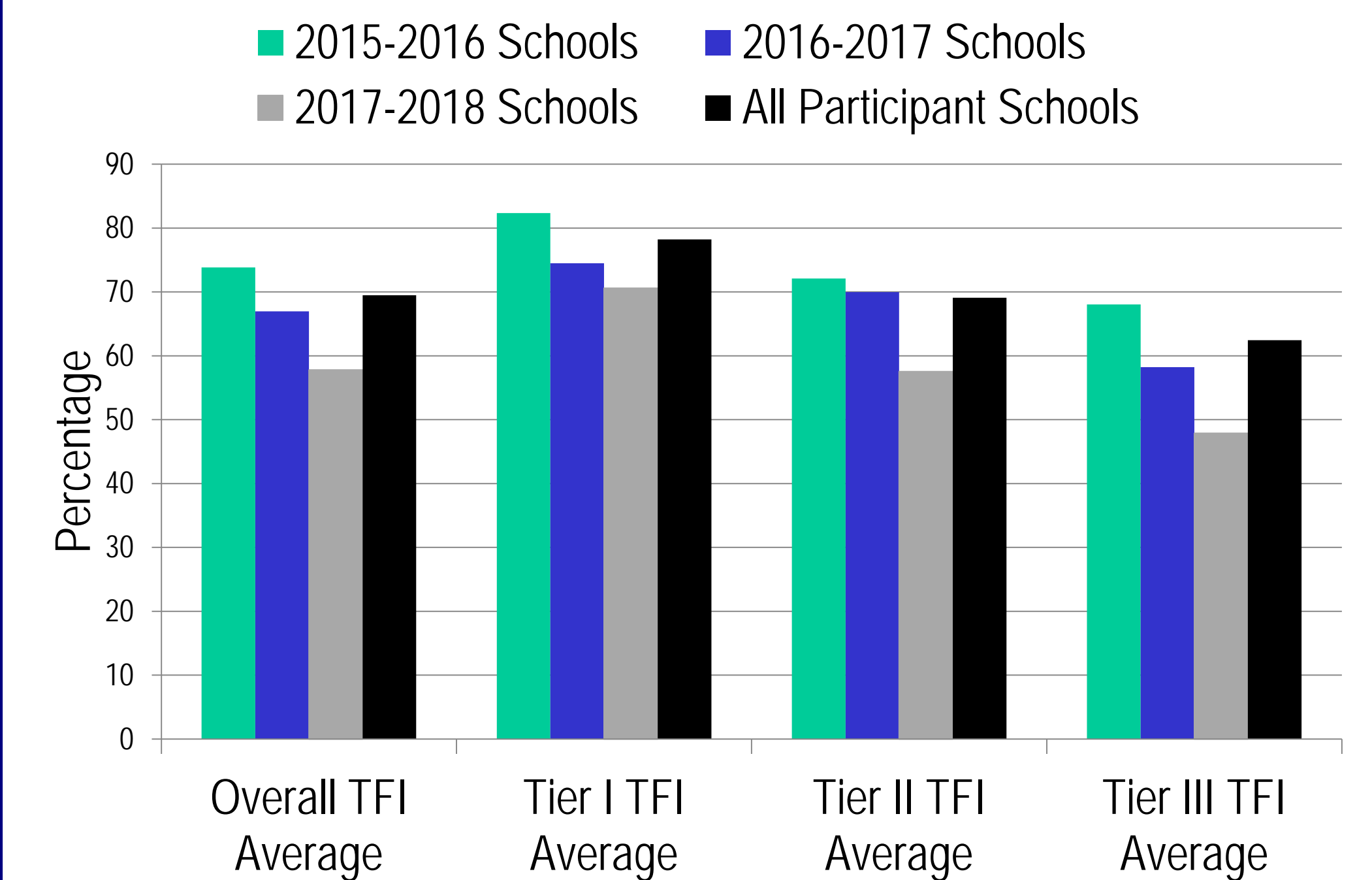
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www.ct.gov/sde/sctg
www.ctserc.org/sctg



Average SWPBIS Tiered Fidelity Inventory Scores: All Participant Schools



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

Next Steps for Implementation Improvement

CLASSROOM PRACTICES REQUIRE ADDITIONAL COACHING

Data gleaned from the TFIs and the school-based work has 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; 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.