

ARKANSAS

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT



PART B
INDICATOR 17: STATE
SYSTEMIC IMPROVEMENT
PLAN PHASE III
FFY 2016-17

Submitted April 2, 2018

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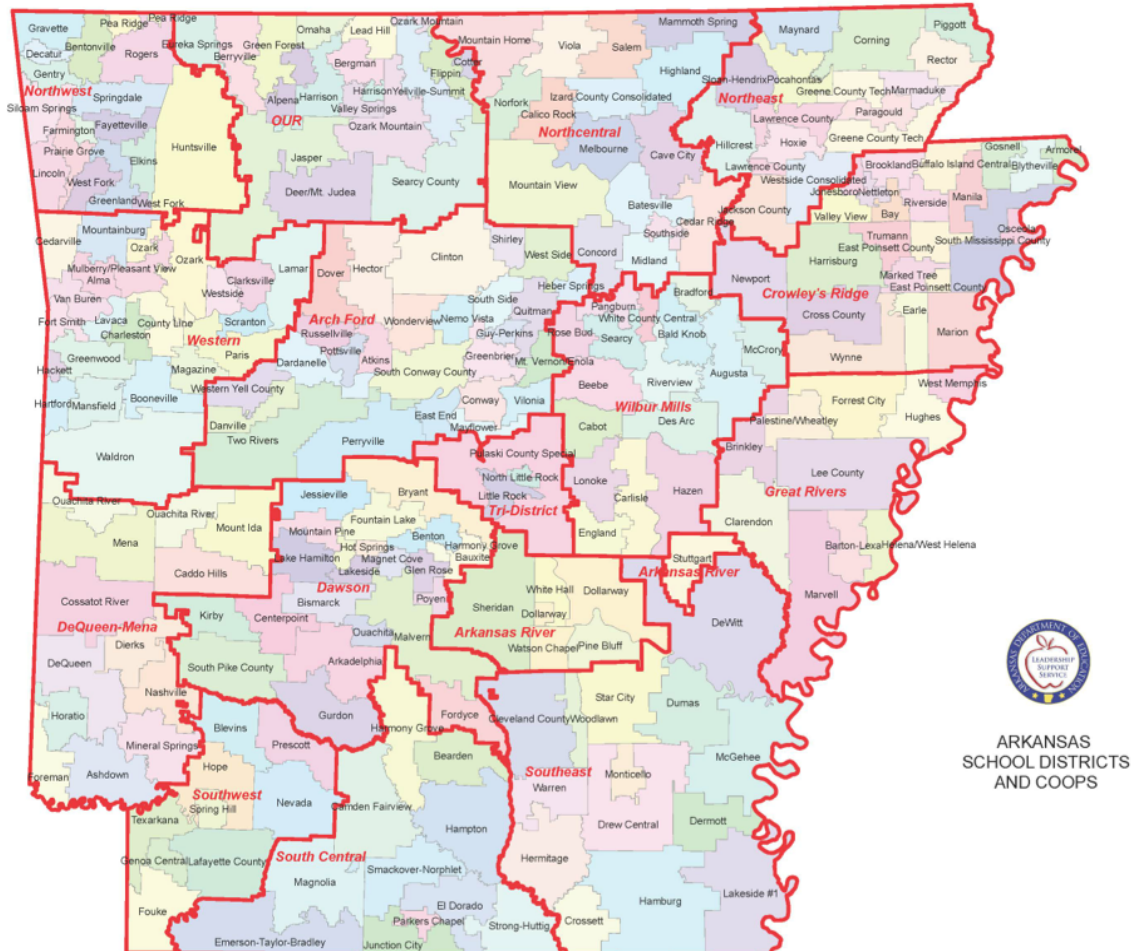
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Introduction to Arkansas's Phase III

An acronym identification chart can be found in Appendix I

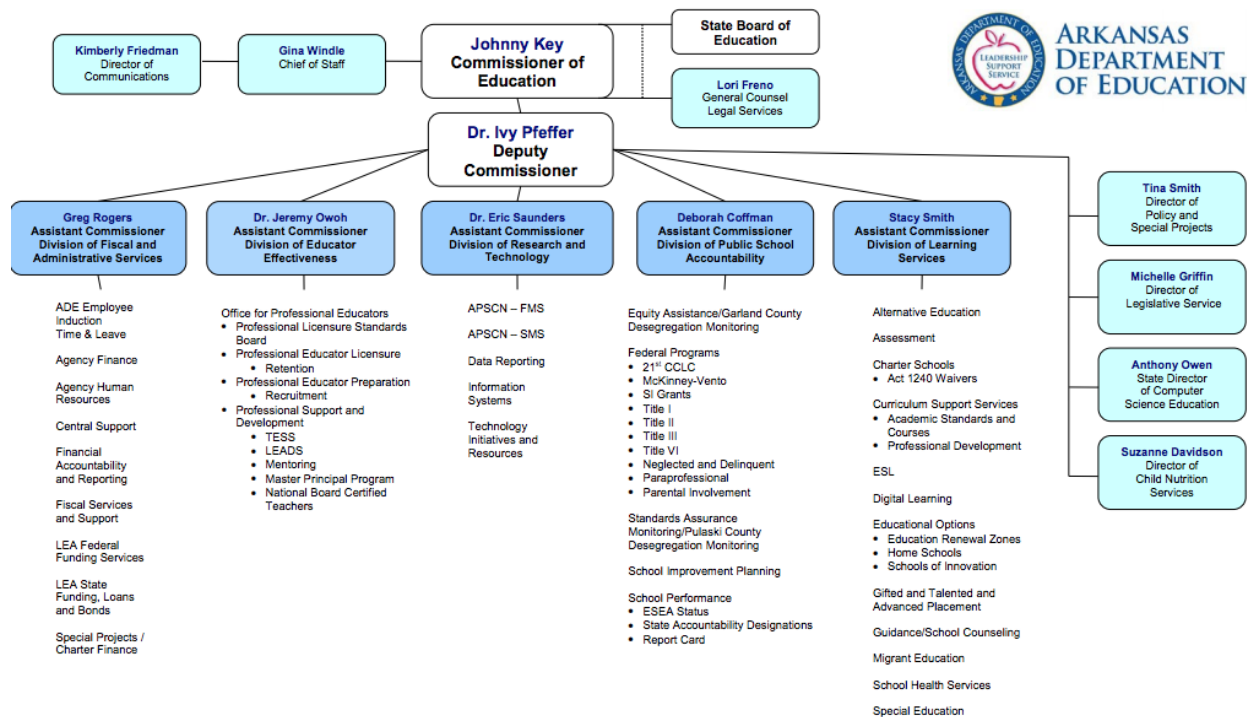
On October 1, 2016, there were 477, 268 students in Arkansas public schools' grades K-12 (including charter schools). According to the December 1, 2016 special education child count for grades K-12, 60,002 (12.6%) students were eligible for special education services. Students in K-12 education, including charter schools, are served by 262 local education agencies (LEAs). Additionally, there are 15 regionally based Education Service Cooperatives (ESCs) (see Exhibit I-17.1) that support LEAs in (1) meeting or exceeding State Standards and equalizing educational opportunities; (2) more effectively using educational resources through cooperation among school districts; and (3) promoting coordination between school districts and the Arkansas Department of Education (ADE).

Exhibit I-17.1: Arkansas School Districts and Educational Service Cooperatives



A Commissioner of Education leads the Arkansas Department of Education (ADE) with support from a Deputy Commissioner. There are five main divisions within the ADE: Fiscal and Administrative Services, Educator Effectiveness, Research and Technology, Public School Accountability, and Learning Services. The ADE-Special Education Unit (ADE-SEU) is under the Division of Learning Services. The ADE Organizational Chart is presented in Exhibit I-17.2.

Exhibit I-17.2: ADE Organizational Chart



The ADE State Systemic Improvement Plan (SSIP) focuses on increasing the literacy achievement of students with disabilities (SWD) in grades 3-5. Phase I of the SSIP focused on an extensive data and infrastructure analysis in collaboration with multiple internal and external stakeholders in order to identify the focus on literacy. During Phase II, the analysis was used to guide the development of implementation and evaluation plans.

In Phase III, the ADE has implemented two strategies to improve the infrastructure of the ADE and LEAs in order to increase the State-identified Measurable Result (SIMR) - *Percent of students with disabilities in grades 3-5 whose value-added score in reading is moderate or high for the same subject and grade level in the state.*

Component - Baseline and Targets

Baseline Data

FFY	2013	2014	2015	2016
Data	45.65%	44.00%	45.60	62.27%

FFY 2015 – FFY 2018 Targets

FFY	2017	2018
Target	63.77%	66.27%

Justification for Baseline and Target Changes

Arkansas is revising its baseline and targets to align with the measurement change in the new growth model that is part of the State’s approved ESSA Plan. Previously, Arkansas used a growth index based on student performance levels. The performance levels were broken down into eight areas and if a student’s level changed upward among the eight categories from previous year to current year, growth occurred. However, in January 2018, Arkansas’s ESSA plan was approved. The plan includes the use of an individual student growth model. It is Arkansas’s belief that the individual growth model being applied to all students should be the same for the SSIP. The growth model does not set projection scores, but prediction scores for each student. Arkansas’s [ESSA plan](#) states that the “student longitudinal growth model is a simple value-added model that conditions students’ expected growth based on students’ score histories” (Arkansas ESSA Plan, p. 44).

In the first step, a longitudinal individual growth model is run to produce a predicted score for each student. The individual growth model uses all prior scores for each student to maximize the precision of the prediction (best estimate) which accounts for students having different starting points (random intercepts). In the value-added model, each student’s prior score history acts as the control/conditioning factor for the expected growth for the individual student.

In the second step, the student’s predicted score is subtracted from his or her actual score to generate the student’s value-added score (actual – predicted = value-added score). The magnitude of value-added scores indicate the degree to which students met, did not meet, or exceeded expected growth in performance.

Student value-added scores are averaged for each school. School value-added scores indicate, on average, the extent to which students in the school grew compared to how much they were expected to grow, based on past achievement. The school value-added scores answer the question, “On average, did students in this school meet, exceed, or not meet expected growth?” (Arkansas ESSA Plan p. 45).

While the school average tells us about the building, it does not tell us about how the individual student is doing when compared to their peers. Therefore, to look at an individual student’s growth in relation to their peers, the Office of Innovation for Education at the University of Arkansas (state contractor for accountability) ranked the value-added scores of all students and categorized them into low, moderate, or high based on the percentile rank of the students’ growth scores, or residuals. This is commonly called Percentile Rank of the Residual (PRR). This is the

same methodology used to determine growth on the State’s Science assessment. An explanation of each category follows:

- Low indicates that a student’s VAS, based on the PRR, was in the bottom 25% of all student VAS for same subject and grade level in the state.
- Moderate indicates that a student’s VAS, based on the PRR, was between 25% and 75% of all student VAS for the same subject and grade level in the state
- High indicates that a student’s VAS, based on the PRR, was in the top 25% of all student VAS for the same subject and grade level in the state

Using the same assessment data set that generated for the ED Facts file, the Office of Innovation for Education provided IDEA Data & Research with the growth categorization for students flagged as WDIS (with disability) in the ED Facts file.

The one limitation to the individual growth model is it only applies to students taking the regular assessment. Therefore, the calculations exclude students who are participating in alternate assessment.

Description of Measurement

Description of Measure

Percent of students with disabilities (SWD) in grades 3-5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

Measurement Calculation:

A. Number of SWD with a VAS in reading at participating schools and grade levels		1638		
B. Number of SWD whose VAS in reading is categorized as low		618		
C. Number of SWD whose VAS in reading is categorized as moderate		801		
D. Number of SWD whose VAS in reading is categorized as high		219		
Percent of SWD in grades 3- 5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state.				62.27%
$((C+D)/A)*100$				
Number of SWD with a VAS in reading at participating schools and grade levels. (A)	Number of SWD from the targeted schools, whose VAS in reading is categorized as Moderate or high (C +D)	Percent of SWD in grades 3- 5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state.	FFY 2016 Target	Target Met
1638	1020	62.27%	62.27%	Y

Targets: Description of Stakeholder Input

In establishing targets for the SIMR, Arkansas considered various methods. Once the SIMR measurement and calculation were developed with both internal and external stakeholders input, the focus shifted to setting the targets through FFY 2018. The IDEA Data & Research staff researched various strategies on target-setting and meaningful difference between years. After sharing the target-setting options with stakeholders, the group decided to use the *Guide for Describing Meaningful Differences*, developed by John Carr at WestEd. The purpose of the tool is to describe differences in the percentages of achievement results. Using the table presented in Exhibit I-17.8, stakeholder came of consensus around increasing the targets by five percentage points between FFY 2016 and FFY2018; the high end of the small percentage point difference for comparing 500+ students.

Exhibit I-17.8: Guide for Describing Meaningful Differences

Descriptive Difference	Total Number of Students being Compared			
	50	100	200	500+
	Percentage Point Difference			
None	0-12	0-8	0-5	0-3
Small	13-15	9-11	6-7	4-5
Moderate	16-19	12-14	8-10	6-8
Fairly Large	20-25	15-17	11-13	9-10
Large	26-29	18-24	14-19	11-15
Very Large	30+	25+	20+	16+

Although, the tool was not intended for use in setting targets, it provided guidance in selecting a percentage point increase for the next five years that would indicate a meaningful difference. Arkansas selected the target growth rate of five percentage points from the FFY 2016 baseline to FFY 2018, resulting in an annual growth rate of 2.5 percentage points. While the annual growth rate may seem small, as schools throughout the central and delta region are added to the implementation, the number of students being measured will increase substantially.

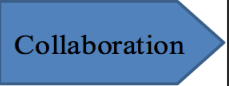

Section 1: Summary of Phase III

In Phase III of the State Systemic Improvement Plan, the Arkansas Department of Education has implemented a plan for two coherent strategies to improve ADE’s infrastructure and increase the SIMR. Arkansas’s SIMR is focused on improving the literacy achievement of students with disabilities in grades 3-5. Arkansas’s Theory of Action is illustrated in Exhibit I-17.10.

Exhibit I-17.10: Arkansas’s Theory of Action

Arkansas Theory of Action

Vision: To provide an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeed in post-secondary education and careers.

Strands of Action	If ADE	Then	Then	Then
 Collaboration	... aligns and coordinates existing resources, systems and initiatives	... ADE will more effectively leverage resources to improve services for SWD ... ADE will increase the reach and impact of its work with LEAs	... LEAs will have the knowledge and skills necessary to provide high quality, evidence based services and supports for SWD by accessing resources, PD, and TA from the ADE	...All children with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes
 PD and TA Development And Dissemination	... creates a system of PD and TA that is aligned with other ADE Units and is differentiated based on LEAs needs ... designs and implements evidence based PD and TA for educators of SWD ... restructures Arkansas’s RTI model using evidence based PD and TA to implement a multi-tiered system of supports for behavior and academics	... ADE will increased its ability to support LEAs capacity to implement evidence based systems and practices ... ADE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence based practices for all SWD		

The two improvement strategies that are being implemented are

Strategy One: Create a system of support that is aligned with other ADE Units and is differentiated based on LEAs’ needs as evidenced by data.

Strategy Two: In collaboration with other ADE Units, restructure Arkansas’ Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

Strategy One focuses on creating a coordinated system of support that outlines the necessary organizational structures for the way in which LEA services and supports will be identified, managed, and differentiated at the state-level. This Strategy focuses on building the infrastructure needed for the ADE to be more effective in leveraging resources that will improve services for all students (including students with disabilities) and increasing the reach and impact of its work with LEAs. A Cross Unit ADE Team that includes members from the Special Education, School Improvement, Title I, Curriculum Supports, Assessment, Research and Technology, and Educator Effectiveness Units, meets regularly to support the building and development of this system. This team’s vision is to support the implementation of an aligned system within the ADE that is responsive to LEAs in personalizing student learning. The team goals are explicitly outlined in the ADE Strategic Plan, which provides a foundation for Arkansas’s ESSA plan. Formal evaluation tools are in the process of being developed with the support of the National Center for Systemic Improvement (NCSI) to assess the knowledge and skills gained by the team through this process

Strategy Two focuses on RTI. This evidence-based practice is being implemented in SSIP targeted districts and intensively supported by the State through the RTI Arkansas initiative. The Arkansas SPDG was written to directly align and support the State Systemic Improvement Plan. The SPDG functions as the “boots on the ground” for the RTI implementation in targeted SSIP LEAs.

The SPDG Goals

- Develop statewide RTI resources and tools in the areas of behavior and literacy.
- Increase the capacity of regional and LEA teams to deliver high quality RTI professional development.
- Improve educators’ ability to implement RTI with a focus on evidence-based literacy and behavior support practices.
- Improve literacy and behavior outcomes for all students, especially students with disabilities.

Within the RTI Arkansas framework, Positive Behavioral Interventions and Supports (PBIS) is used to support the reduction of incidences of bullying and harassment and student removal from classrooms. Through the support of the State Personnel Development Grant, the ADE is currently developing Positive Behavioral Interventions and Supports throughout the state. Students who need additional services will have access through developed school-based mental health service programs and the state Behavior Support Specialists. Online RTI Arkansas includes PBIS modules that have been built in partnership with Arkansas’s Internet Delivered Education for Arkansas Schools (IDEAS). The online modules are designed to be facilitated in professional learning communities and/or LEA staff meetings. The modules include a facilitation guide that can be used by educational specialists at regional education service cooperatives to reinforce PBIS work. Positive Behavioral Intervention Supports and classroom management resources are also provided at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>.

ADE’s Reading Initiative for Student Excellence (R.I.S.E) has been aligned with the RTI Arkansas literacy supports and is being leveraged to support RTI Arkansas in targeted SSIP LEAs. R.I.S.E. establishes a culture of reading, promotes collaboration with community partners and institutions of higher education, and provides professional development for teachers on the science of reading.

In January of 2017, Arkansas launched the R.I.S.E. initiative with three main goals: 1) sharpening the focus and strengthening instruction; 2) creating community collaboration; and 3) building a culture of reading. To address the first goal, the R.I.S.E Academies model was created to provide specialized training in the science of reading, improve overall reading instruction in the classroom, and give support for implementation at the local level. Using Language Essentials for Teachers of Reading and Spelling (LETRS as the foundational basis, over eighty Arkansas literacy specialists received LETRS certification to serve as trainers for the R.I.S.E. R.I.S.E. Academy trainers also provided coaching support and reinforcement for implementation. The first cohort of R.I.S.E. Academies was held in the summer of 2017 and consisted of six face-to-face training days and online support for nearly one thousand K-2 teachers and administrators. As part of the training, teachers were exposed to screening and assessment tools to assist with early

identification of struggling students as well as instructional strategies to use in the classroom that emphasize the science of reading and how students learn to read. As additional cohorts of K-2 teachers continue to be trained, the R.I.S.E. Academy for intermediate grades is being developed to address reading instruction in grades 3-6 and will roll out in the summer of 2018. R.I.S.E. for grade 3 – 6 is focusing on the research-based work of David Kilpatrick, Mark Seidenberg, Louisa Moats, Mary Dahlgren, Isabel Beck, and Marilyn Adams.

Summary of Phase III State Level RTI Work

A State Implementation Team has been formed that consists of SPDG Staff and ADE leadership across School Improvement, Curricular Supports and Special Education. The evaluation tool utilized by the State Implementation Team is the State Implementation of Scaling-up Evidence-based Practices Center (SISEP) State Capacity Assessment (SCA). Conducted in July, 2017, the SCA was used to assess the State's capacity to support RTI statewide. As a result of that assessment, the State Implementation Team built an action plan around the systems alignment section of the assessment.

An RTI State Advisory Team has been developed to elicit stakeholder input on how to more effectively address statewide RTI Implementation including identifying strengths and barriers, guiding implementation, and supporting effective communication. The Advisory Team has provided feedback on implementation challenges, professional development, and guidance documents.

Summary of Phase III Regional Level RTI Work

The State Implementation Team has supported RTI work at the regional level through the creation and dissemination of online RTI modules. A total of eight modules have been built. All modules are divided into short segments and include a facilitation guide accessible to regional Education Services Cooperatives (ESCs) for RTI work. The ESC content specialists have received training in how to facilitate the modules. For a full description of the modules see the Progress of Implementation Section.

Summary of Phase III District and School Level RTI Work

The SPDG has partnered with a total of five targeted SSIP LEAs. Within these five LEAs, 26 elementary schools have been selected for RTI Implementation. The SPDG has contracted with the American Institutes of Research (AIR), Arkansas State University Center for Community Engagement, and the Center for Exceptional Families to support the LEAs. The SPDG's partnership with the ADE School Improvement Unit has led to RTI becoming the school improvement model for these schools. A three-year professional development and coaching scope and sequence has been developed and is differentiated based on district and school needs, fit, readiness, capacity, and resources. The SPDG began the implementation process by forming a teaming infrastructure to support RTI work. The infrastructure includes District Implementation Teams and School Leadership Teams that have been formed and meet monthly. Additionally, district and school coaches have been identified and are currently being trained to support the RTI work in the areas of literacy and Positive Behavior Interventions and Supports

(PBIS). The SPDG provides professional development and coaching in RTI infrastructure, a comprehensive literacy tiered system of support, and PBIS.

Evaluation Overview

The SPDG utilizes a comprehensive evaluation system. District Implementation Teams complete the SISEP District Capacity Assessment (DCA) to measure their capacity to support RTI. The SPDG works with the teams to develop an action plan based on the DCA results and every action plan is tailored to that districts needs and timeline. The SPDG has developed district professional development modules that align with the DCA.

To assess the fidelity of their PBIS implementation, schools are using the PBIS - Tiered Fidelity Inventory (PBIS-TFI). Seventy-five percent of the schools that implemented the Tier One PBIS practices have reported a score of at least 70% or have increased their score by 10% from the previous year's assessment.

The Reading: Tiered Fidelity Inventory (R-TFI) tool is being used to help schools assess the implementation of a school-wide reading model. This tool was developed by the Michigan Department of Education's "Integrated Behavior and Literacy Support Initiative" (MIBLSI) and reviewed by national experts. This fidelity tool was first used in the 2017 – 2018 school year. Based on baseline data, all schools chose to focus on core literacy instruction (Tier One).

A research-based, national-normed literacy screener is used it identify students' literacy needs and to monitor their progress (e.g. DIBELS, STAR). Baseline scores for 2016 – 2017 End of Year results will be reported and compared to the 2017 – 2018 in the 2019 report. The goal is that schools will have at least a 6 percentage points increase on the grade level literacy benchmarks.

Office discipline referrals are being collected as a student outcome measure. There was a total of 6705 state reportable office discipline referral for the 2016 – 2017 in the 26 schools. The goal is to reduce the referrals from year to year in order to increase the instructional time for teachers and students. The percentage of schools that had a reduction in office discipline referral will be reported on in the 2019 report.

Overall the activities that have taken place in Phase III include building an infrastructure and modeling implementation science frameworks that support sustainability and scale-up. Strategy One is focusing on building the infrastructure within the ADE to better serve LEAs. The goals of the Cross Unit Team are directly embedded in the ADE Strategic Plan and will complement the State's ESSA Plan. Strategy Two has utilized implementation science frameworks by intentionally building RTI state, district, and school implementation teams and stages of implementation. An RTI training and coaching scope and sequence is being utilized to support intensive RTI training at the district and school level in the areas of literacy and behavior. The State RTI Advisory Team has provided feedback on RTI modules and implementation processes that have helped the state create and disseminate RTI resources. The use of capacity and fidelity assessments and student outcomes data is providing the evaluation feedback needed to make changes in implementation supports.

Section 2: Progress in Implementing the SSIP

The ADE has made significant progress in the implementation of coherent improvement strategies identified in Phase I. The two strategies of focus are:

Strategy One: Create a system of support that is aligned with other ADE Units and is differentiated based on LEAs' needs as evidenced by data.

Strategy Two: In collaboration with other ADE Units, restructure Arkansas' Response-to-Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

Strategy One focuses on creating a coordinated system of support that will provide the necessary organizational and teaming structures for the way in which LEA services and supports will be identified, managed, and differentiated at the state-level. This Strategy was directly built into the ADE's theory of action. By focusing on building its infrastructure, the ADE will be more effective in leveraging resources that will improve services for all students (including students with disabilities) and increase the reach and impact of its work with LEAs.

Strategy Two, the restructuring of the Arkansas RTI framework with a focus on literacy and behavior, is the evidence-based practice being provided to LEAs. The RTI Framework provides the model to organize and assess LEAs' literacy services as well as behavior services and supports. The purposeful selection of strategies that intentionally focus heavily on building systems is what differentiates the SSIP strategies from previously implemented improvement efforts.

Progress in Strategy One and Stakeholder Input - Creating a Coordinated System of Support

Through the infrastructure analysis work completed in Phase I, the ADE began identifying opportunities for multiple offices within the agency and other stakeholders to work collaboratively on the improvement of the ADE infrastructure. The Special Education Unit has designated stakeholder involvement as a priority for all activities. The SSIP infrastructure analysis work and the Special Education Unit's priority of reaching out to multiple stakeholders laid a solid foundation for this collaborative work. By focusing on a coordinated system of support in Strategy One, the Special Education Unit and the School Improvement Unit have been able to collaborate on initial activities related to this Strategy. For example, in the 2017-18 school year, a joint special education and school improvement specialist position was funded to increase collaboration and expertise across Units. This specialist brings special education expertise to the school improvement process and identifies additional areas for alignment between the two units. For example, the position has been integrally involved supporting an LEA that has recently come under state takeover by identifying needed supports for special education program improvement as part of the comprehensive improvement efforts. This position will be critical to provide joint support to LEAs.

The SPDG staff has also worked hand in hand with the school improvement specialists in supporting LEAs. Joint staff attend trainings and meeting at the LEA level to leverage and align

supports. LEAs have been guided through an initiative inventory and alignment process that allowed district selected initiatives to align data systems, professional development, personnel, funds, and goals. The SPDG also worked with the School Improvement Unit to support the diagnostic analysis update process at the school level. That process involved schools analyzing their data, assessing needs, choosing areas of focus, developing a school improvement plan, and aligning 1003A school improvement funds to the needed supports. The school plans were then submitted to the districts and a district plan of support was created. Through this partnership, targeted schools included RTI goals in their plans, secured funds to implement evidence-based strategies, and gained support from their districts.

Early successes of this collaboration between school improvement and special education, along with the introduction of the ADE's Strategic Plan in December 2016, have resulted in five more ADE Units joining the collaboration. A Cross Unit ADE Team now includes Special Education, School Improvement, Title I, Assessment, Curriculum Supports, Research and Technology, and Educator Effectiveness. The team meets every two weeks to continue developing the system of support for LEAs. These Units within the ADE house and support many of the Department's initiatives, resources, and direct district supports. The Team has utilized the "SISEP Term of Reference" document to outline the vision, goals, communication protocols, roles and responsibilities, and scope of work. Additionally, the State has joined the National Center for Systemic Improvement (NCSI) Systems Alignment Cross State Learning Collaborative that is focusing on building effective infrastructure within a state agency. This collaborative has supported the team's goals and next steps by providing intentional networking with other states with a similar focus, highlighting processes and tools that support infrastructure development, and providing frameworks to build an infrastructure evaluation plan.

The vision of the Team is to support the implementation of an aligned system within the ADE that is responsive to LEAs in personalizing student learning. The specific goals outlined by the team are directly embedded in the ADE's Strategic Plan and the State's ESSA plan. An update to the activities the team has completed is outlined in Exhibit I-17.11

Stakeholder Feedback

The Special Education Unit has provided regular updates to external stakeholders including the Special Education State Advisory Council and Special Education LEA Supervisors to keep these groups informed as well as to solicit their feedback. The SSIP Coordinator provides quarterly updates on SSIP activities to the Special Education State Advisory Council. During these updates the Council provides feedback on activities. As part of the annual ADE Special Education Academy and monthly LEA technical assistance calls, the SSIP Coordinator and the Associate Director of Special Education provide updates to LEA Special Education Supervisors about the infrastructure work taking place as well as solicit their feedback on the process.

Exhibit I-17.11: Improvement Strategy One Phase III Update on Activities

Activities to Meet Outcomes	Steps to Implement Activities	Timeline (projected initiation & completion dates)	Resources Needed	Who Is Responsible
<p>Identifying LEA Needs</p>	<p>A Cross Unit Team with support from a larger cross divisional team is working with the National State Support Network on creating a needs assessment that is organized around the Four Domains of Rapid School Turnaround. A Needs Assessment will be developed at the LEA and school level. The assessment will be used as a screener to help identify large priorities/areas of need so districts/schools can then use a more diagnostic assessment to analyze data and identify specific needs. These results will link to Indistar indicators.</p> <p>Create an online portal where LEAs can request</p>	<p>The needs assessment will be completed in summer of 2018 and released as a general support to all districts and school in the 2018-19 school year.</p> <p>The identification of LEA needs using a needs assessment will occur in the 2018-19 school year.</p> <p>The creation of an online portal where LEAs can request ADE Supports will be completed by August 2019.</p>	<p>Needs Assessment</p> <p>Online portal for LEAs to request services from ADE</p>	<p>Cross Unit Leadership Team will meet two times a month to implement activities. Team includes staff from Special Education, School Improvement, Curriculum Supports, Assessment, Research and Technology, Title I, and Educator Effectiveness</p> <p>A larger Cross divisional team was created to work with the State Support Network on the needs assessment. This team includes Associate</p>

	ADE Supports			Commissioners, the Deputy Commissioner, and the Commissioner of Education.
<p>Phase III Summary of Progress</p> <p>The ADE requested support from the State Support Network (SSN) in developing a comprehensive needs assessment that meets multiple requirements under ESSA. The Needs Assessment will be a tool used by teams to initiate the improvement process. It will begin with an analysis of data to identify gaps, strengths, and areas for improvement. Additionally, it will serve as a catalyst for setting goals, changing adult behaviors, and strengthening systems with a focus on student learning and success.</p> <p>The results of the needs assessment will potentially be used to inform and align federal program plans for LEA applications, and inform supports provided by the ADE and/or ESCs. The SSN has consulted with ADE to determine the specific timeline and development needs to provide individualized technical assistance and outcomes that are reflective of the state’s needs and supportive of a needs assessment grounded in effective practice. The technical assistance approach has utilized the Needs Assessment Development Toolkit modules and peer practice examples and lessons learned from the Scaling Needs Assessment and Implementing Needs Assessment communities of practice. This technical assistance has been provided through a combination of two day-long, in-person sessions and two, 2-hour virtual sessions, with one-on-one consultation to the state team as needed between engagements. The SSN will also work collaboratively with Arkansas’s NCSI State Lead and South Central Comprehensive Center (SC3) State Lead to jointly facilitate the needs assessment process. This will ensure alignment between other work that NCSI and SC3 are supporting in Arkansas.</p> <p>The online portal where LEAs can request ADE support has not yet been built. The ADE has reached out to another state to review their online portal. There is a subcommittee of the Cross Unit Team that has created a vision, goals, and an infographic that outlines the steps the communication portal will entail. This subcommittee is currently investigating how to build the portal to best meet the State needs in order to provide recommendations to upper leadership. Internal and external stakeholder input will be collected before moving forward with the portal design. This will most likely be a large undertaking in building and managing so extensive work is being done in the exploration and installation phase of this portal.</p>				
Leveraging ADE Supports	ADE Units are identifying key general supports proven in their	Identifying key supports and communicating those supports across Units will be completed	Document to complete initiative analysis between Units	Cross Unit Leadership Team will meet two times

between units	<p>Unit.</p> <p>Targeted ADE Units communicate key supports to each other</p> <p>ADE Units identify key supports where resources can be shared</p> <p>The ADE Cross Unit Team will develop a common scope of work for key supports.</p>	<p>in October 2018. This work was initially completed in June 2017, but with the passing of ESSA and Arkansas Act 930 (that outlines level of support the ADE will provide to districts) upper leadership has asked all Units to revisit general supports.</p> <p>The identification of key overlapping supports followed by the development of a common scope of work will be finalized in December 2018.</p> <p>After December 2018, these activities will be ongoing and will occur regularly as key supports are identified.</p>	<p>Document to outline key overlapping Supports</p> <p>Scope of work action plan for key Supports</p>	<p>a month to implement activities.</p> <p>Team includes staff from Special Education, School Improvement, Curriculum Supports, Assessment, Research and Technology, Title I, and Educator Effectiveness</p>
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Phase III Summary of Progress

The Cross Unit Team reached out to the SC3 and NCSI to help facilitate the initiative inventory process for the Team in February 2017. With the facilitation support from SC3 and NCSI, the Team met in March 2017 to identify the supports each unit provides to LEAs. The initiative inventory process is essential as the Cross Unit Team does a comprehensive review of what supports each Unit is providing and all of the expectations that are placed on struggling LEAs. The need to coordinate services across Units is evident when LEAs are struggling to meet the demands of initiatives. With Arkansas’s ESSA plan being approved and the passing of Act 930, ADE units are revising the initiative inventory, outlining key general supports, and updating webpages. Act 930 outlines the public school state accountability system. This Act was written to compliment the State’s ESSA plan and outlines the differentiated levels of support that the ADE will provide to districts. The levels of support include (a) Level 1 General, (b) Level 2 Collaborative, (c) Level 3 Coordinated, (d) Level 4 Directed, and (e) Level 5 Intensive. ESSA and Act 930 have introduced greater clarity to the alignment work but it will take ADE additional time to complete these activities. Once all the initiatives have been outlined, the Team plans to work on identifying key supports where Unit resources can be leveled or aligned. An initiative that has been identified early in the process is RTI. An update on how resources have been coordinated between Units can be found in the Strategy Two

update.				
Coordinating and Disseminating Supports	Determine what Supports will be provided to LEAs	The determination of what Support will be provided, the level of Support, the ADE protocols for assigning Supports, and how Supports will be disseminated to LEAs will be completed by May 2019. After May, these activities will be ongoing and will occur regularly as LEAs are identified.	A resource document that lists possible ADE Supports	Cross Unit Leadership Team will meet two times each month to implement activities.
	Determine the level of support LEAs need		Protocols for assigning Support to LEAs	
	Develop ADE protocols for assigning Supports		A system that tracks Support outcomes	Team includes staff from Special Education, School Improvement, Curriculum Supports, Assessment, Title I, and Educator Effectiveness
	Decide how Supports will be disseminated		Internal training guidebook for ADE staff on coordinating and disseminating Supports to LEAs	
	Create a common system that allows ADE to track LEA Supports and determine fidelity of implementation	The creation of a common system that will allow ADE to track LEA support and determine fidelity of implementation will be completed by August 2019.		
Develop internal training materials for the ADE Units on the process for coordinating and disseminating Supports to LEAs	The development of internal training materials for ADE Units will be completed by June 2019. The training of ADE staff will occur yearly unless more frequent training is needed for new staff.			
Phase III Summary of Progress				
The Cross Unit Team is in the early stages of the coordinating and disseminating Supports. There has been a lot of discussion on how this might be done and key activities are in the works to ensure this will happen successfully. ESSA and Act 930 have introduced greater clarity to the alignment work but it will take ADE additional time to complete the activities listed above. As Supports are identified, the Team will be able to develop protocols for this process. The protocols around determining and				

disseminating supports to LEAs will be completed in May 2019. A system to track LEA supports will be completed by August 2019. Internal training materials for ADE Units on the process for coordinating and disseminating supports to LEAs will be completed by June 2019. It is highly likely this work will be done ahead of schedule.

Progress in Strategy Two and Stakeholder Input - RTI Support

Strategy two focuses on RTI, the evidence-based practice adopted by Arkansas. Arkansas is intensively supporting SSIP targeted LEAs in implementing RTI as well as building statewide resources. Sometimes referred to as Multi-Tiered System of Supports nationally or in other states, RTI integrates leadership systems, assessment and intervention within a school-wide, multilevel prevention system to maximize student achievement and reduce behavior problems. The Arkansas SPDG was written to directly align and support Strategy Two of the SSIP. The SPDG functions as the “boots on the ground” for the RTI implementation in targeted SSIP LEAs. The SPDG facilitates the design and implementation of the support system to implement RTI at the state, regional, district, and school levels. With the results of the infrastructure and data analysis completed in Phase I of the SSIP, it became evident that the SPDG should focus on all levels of the system (state, regional, district, and school levels) to support scalability and sustainability of the RTI.

The SPDG has four main partners that support the work in targeted districts:

- The ADE School Improvement Unit
- The American Institutes of Research (AIR) will provide RTI support and resources
- Arkansas State University’s Center for Community Engagement will provide support to implement PBIS
- Arkansas’ Center for Exceptional Families will provide parents with an understanding of RTI and their role in supporting their child

The SPDG has been working directly with SSIP LEAs to provide the systemic supports needed to achieve the intended outcomes of the SIMR and the statewide RTI Arkansas initiative. All professional development and RTI implementation fidelity tools that are utilized by the SPDG have been disseminated statewide through the RTI Arkansas website. This initiative is supported by ADE leadership and will continue to be highlighted in the ADE’s Strategic Plan, Arkansas’s ESSA Plan, at large statewide conferences and regional meetings. To support alignment and leverage support across the ADE, the SPDG has partnered with the ADE School Improvement Unit in this work. One outcome of this partnership is that RTI has become the school improvement model for the districts that the SPDG is working with intensively. The partnership has also allowed both units to grow in their professional knowledge in order to provide supports to districts.

The SPDG is working collaboratively with the School Improvement Unit to revise the state-mandated reports so that they align with an RTI Framework for literacy and behavior. This partnership has been critical in getting buy-in, providing timely and specific feedback, eliminating barriers, and facilitating RTI implementation for districts/schools in school improvement. These districts/schools in improvement were already being mandated to provide time and resources to support improvement. The SPDG is now able to guide their required data and needs assessment, support them in setting improvement goals, and provide the guidance and supports needed to implement their goals.

Response to Intervention literacy professional development is being developed by AIR around the Reading - Tired Fidelity Assessment (R-TFI). The assessment focuses on indicators that

need to be in place at Tier 1, 2, 3 for an effective school-wide reading model. Professional development is being developed per indicator outlined in the R-TFI so that support can easily be differentiated and aligned to the district and school needs. The professional development provided by SPDG targets district and school leadership teams and focuses on developing effective systems that can then support practices at the teacher level. AIR staff provide direct professional development and coaching support to SSIP targeted LEAs.

The release of the ADE R.I.S.E initiative has provided the teacher level training needed around the science of reading and effective strategies. This has allowed the SPDG to focus at the systems level and ESC - trained R.I.S.E specialists to focus at the teacher level. For more information about R.I.S.E., see Section I Summary of Phase III.

The PBIS professional development is being developed in collaboration with the SPDG and Arkansas State University's Center for Community Engagement (A-State). A-State runs the PBIS center and works directly with the SPDG to create an integrated academic and behavioral RTI framework. A-State is using the PBIS – Fidelity Inventory (PBIS-TFI) to create a series of PBIS modules. The PBIS- TFI outlined the essential components that need to be in place at Tier 1, 2, 3 for behavior. At this time, the modules A-States is developing will focus on Tier 1 PBIS. The 17 ECS Behavior Support Specialists within the state are focusing on Tier 2 and 3, professional development and coaching. This allows the State to effectively leverage capacity across the state and provide a tiered system of support for behavior statewide. A-State staff provide targeted professional development and coaching to SSIP LEAs.

State Level RTI Infrastructure Work

A State Implementation Team has been formed and consists of the ADE Assistant Commissioner, Division of Learning Services; the director of Curricular Supports; the director of Special Education; the SPDG Core Management Team; ADE staff from multiple units; the IDEA data manager; and the external evaluator. The SPDG Core Management Team includes staff hired to support the SPDG (SPDG Director, RTI Literacy Coordinator, Literacy Specialist, RTI Behavior Coordinator), American Institutes for Research, Arkansas State University's Center for Community Engagement, the Center the Exceptional Families, and external evaluators from Public Sector Consultants. The role of the State Implementation Team is to

- Advise the Core Management Team regarding implementation, barrier-busting, communication strategies
- Provide input to improve alignment with relevant state initiatives
- Use fidelity and student outcome data for project improvements and decision-making, as well as reporting.

The evaluation tool the State Implementation Team is utilizing is the SISEP State Capacity Assessment (SCA). The SCA was conducted in July, 2017 and assessed the State's capacity to support RTI statewide. As a result of that assessment, the State Implementation Team built an action plan around the Systems Alignment section of the assessment. The action plan focused on building teaming protocols for the State Implementation Team and developing statewide resources to ensure scalability and sustainability of RTI.

One immediate action taken by the State Implementation Team was to develop an RTI State Advisory Team. The purpose of the Advisory is to get stakeholder input regarding how to more effectively address statewide RTI Implementation including identifying strengths and barriers, guiding implementation, and supporting effective communication. The Advisory Team provides feedback on implementation challenges, professional development, and guidance documents. The Advisory includes an ESC director; ESC teacher center coordinator; literacy specialists; a superintendent; a principal; a teacher; a parent, a district 504/RTI coordinator, a university professor; ADE personnel in school improvement, special education, and curricular supports; and the SPDG Core Management Team.

The SPDG Core Management Team, in partnership with the RTI State Advisory and State Implementation Team, has established internal team protocols, roles and responsibilities. This was critical in supporting the intensive RTI work in SSIP targeted LEAs. The SPDG Core Management Team has also established structures and protocols for district implementation teams. The district protocol is now being used to guide implementation team protocols and roles and responsibilities. Additionally, the SPDG Core Management Team has created a district and school professional development and coaching scope and sequence for SSIP targeted districts. The scope and sequence is differentiated for each district based on their District Capacity Assessment results and School Tired Fidelity Inventories. The content and scope and sequence was modeled after Michigan's SPDG (MIBLSI) and supports districts for a minimum of 3 years. Based on stakeholder feedback (principals, school improvement specialists, associate superintendents, district literacy and behavior coordinator, and literacy coaches) from SSIP targeted districts, the scope and sequence was modified to include more time to process and implement activities between professional development sessions and more onsite coaching at the district and school level. The SPDG is continually utilizing stakeholder feedback from professional development evaluations, coaching feedback surveys, and onsite district and school visits to make changes. The SPDG has adopted the philosophy that supports are not provided "to" and "for" LEAs but "with them." In order to keep this focus SPDG staff is constantly making sure that is at the heart of all material development and dissemination. Stakeholder feedback is essential to make this work applicable to LEAs.

Regional Level RTI Infrastructure Work

The SPDG is currently partnering with ESCs that include the districts the SPDG is working with. This is an informal partnership that focuses on sharing services being provided to the district, how the ESC can support the SPDG/SSIP and districts, and how the SPDG/SSIP can support the ESC. For example, if the SSIP targeted district is implementing R.I.S.E then an ESC specialist is able to provide that support. It was hoped that a formal ESC application would be released in the 2018-19 school year, but resources are still being focused on developing the district level support model before moving into a regional model. The regional level supports sustainability, fidelity of implementation, and scalability for RTI statewide.

The State Implementation Team has also supported RTI work at the regional level through building online RTI modules. The online models were built in partnership with Arkansas's Internet Delivered Education for Arkansas Schools (AR IDEAS), an ADE grant that works with the Arkansas Education Television Network to develop online professional development courses. The online modules are built to be facilitated in professional learning communities and/or LEA

staff meetings. The modules include a facilitation guide that educational specialists at regional ESCs can utilize to support RTI work. The ESC content specialists have received training in how to facilitate the modules. Below is a list of developed models.

- RTI Arkansas: Overview – The overview defines RTI in detail, including its essential components, the multi-tiered system of supports, screening, progress monitoring, and data-based decision making. It is designed to help lead a comprehensive, cultural shift within schools. Educators from across the state share their insight on RTI to show how it has made an impact.
- RTI Arkansas: Leadership – In this leadership course, administrators from across the state share their insights on RTI. This course takes a closer look at the steps district leaders need to take in order to implement RTI successfully within their districts
- RTI Arkansas: Multi-tiered System of Support for Literacy – This training introduces key concepts that schools need to consider in order to develop an effective RTI system for literacy. Within this module, a panel consisting of a literacy specialist, a kindergarten teacher, and three first-grade teachers navigate through the Response to Intervention Handbook for Grades K-5 and identify strengths and weaknesses within the RTI system at the district level. The purpose of this module is for the RTI team to work through the handbook to define and refine the RTI literacy process within a school.
- RTI Arkansas: Multi-tiered System of Support for High School - Within this module are key concepts that high schools need to consider in order to develop an effective RTI system. Essential components of RTI are reviewed and various differences for high school implementation are identified. Participants are encouraged to navigate through the RTI High School Handbook to identify strengths and weaknesses within the RTI system at their districts. The purpose of this module is for an RTI team to work through the handbook to define and describe RTI within their school.
- RTI Arkansas: Special Populations within the RTI Framework – This module develops a deeper understanding of how to meet the needs of a special population of students within the RTI Framework. Participants will be guided through the use of practical strategies for providing evidence-based instruction and assessment to students with disabilities and diverse learning needs within Tier I Core Instruction.
- RTI Arkansas: PBIS Overview – This PBIS Overview module outlines the essential components of PBIS, how behavior data can be utilized, and how leadership can support PBIS implementation.
- RTI Arkansas: PBIS Guidebook – This PBIS Guidebook provides an overview of a PBIS team roles and responsibilities and a step-by-step handbook to develop PBIS in a school.
- RTI Arkansas: Data-Based Decision Making – In this module Dr. Judy Elliott, explains how to use the four-step problem solving process to make data-based decisions in RTI. She leads participants through a step-by-step study of this process, describing the elements of each step using real-world examples to illustrate the data-based decision making that occurs throughout the process.

District and School RTI Work

The SPDG is currently supporting five SSIP targeted LEAs and 26 elementary schools. These districts were identified as potentially needing RTI support through the data analysis done by the Special Education Unit and the School Improvement Unit. The SPDG met with each district to discuss the RTI supports they would receive, the role of the SPDG, and the expectations of the district. The districts then completed a SPDG application for support. The SPDG has developed a series of district modules that support the implementation of RTI at the Exploration and installation Phase. The district modules are built to align to the SISEP District Capacity Assessment. Facilitation of the district modules is not based on any specific order but instead on the results of the DCA. This allows SPDG to provide specific, timely professional development and coaching support at the district level. For a detailed explanation of district support see Appendix I.

Module 1 – Selection of RTI (Exploration Phase)

This module focuses on teaching districts how to use the SISEP Hexagon Tool in selecting an evidence-based practice (EBP). When a district is first selected for RTI Implementation, this module is used to provide support in using the Hexagon tool to select RTI (SSIP targeted EBP).

Module 2 – RTI Overview (Exploration Phase)

This module focuses on providing an overview of RTI, the “why” of the work, and gaining stakeholder commitment using “Leading by Convening” strategies. After participating in this module, the district decides if they want to formally commit to three years of support from the SPDG. If there is a formal commitment, the SISEP District Capacity Assessment (DCA) is administered.

Module 3 – RTI Leadership (Installation Phase)

This module focuses on the leadership section of the DCA. If a district does not have a district RTI Implementation Team, then they would participate in this module. The module focuses on a district teaming structures, roles and responsibilities, effecting teaming protocols, and an RTI resources analysis.

Module 4 – Initiative Inventory (Installation Phase)

This module supports the Facilitative Administration section of the DCA. If districts are supporting multiple initiatives, this module takes them through a step-by-step process to complete an initiative inventory and analysis. The analysis focuses on how initiatives can align goals, resources, data, professional development, logic module, and/or funds.

Module 5 – Building a training and coaching plan (Installation Phase)

This module focuses on the Planning, Selection, Training and Coaching section of the DCA. The module supports districts in building a formal training plan that focuses on the knowledge and skills that will be taught and the evaluation used to assess implementation. The coaching services delivery plan supports districts in selecting coaches and formally outlining the coaching support to be provided to each school as well as the evaluation tools to be used to assess support. This process is completed at every school year so that districts have an integrated RTI formal training and coaching plan.

Module 6 - Assessment Audit (Installation Phase)

This module has been built in collaboration with the ADE Assessment Unit using the Achieve Assessment Inventory for Districts. This module outlines how to complete an assessment inventory process and can help districts and schools address over-testing as well as how to develop efficient, high-quality local assessment systems. Districts develop a plan and timeline to complete the assessment inventory process, share assessment ideas and questions, and then receive feedback from ADE staff.

Module 7 – DBDM (Installation Phase)

This module focuses on the Decision Support Data System section of the DCA and outlines the Judy Elliot four-step problem-solving process to make data-based decisions in RTI. It describes uses of various types of RTI data and how to apply the problem-solving process to engage teams in decision-making using Tier I data. This module leads participants through a step-by-step study of the process, describing the elements of each step using real-world examples to illustrate the data-based decision making that occurs throughout the process

Module 8 – Communication Plan (Installation Phase)

This module focuses on the Facilitative Administration section of DCA and supporting a district in building effective district communication protocols, developing a communication plan, and practice feedback loops.

Overview of District Activities:

- District Implementation Teams are formed and meet monthly to support the RTI work in the targeted schools. The DCA results guide the action planning and next steps of this team.
- A joint funded position was created between SPDG and the first implementation district to fund an RTI District Coordinator. This position is the communication liaison between SPDG and the district and well as leader and coordinator for all activities. In all other districts this person is identified when a new district commits to SPDG support.
- District coaches have been identified and are currently being trained to support school level RTI work in the areas of literacy and PBIS. The district level coaches are essential for district sustainability of RTI.
- District Implementation Teams are participating in the district modules outlined above based on DCA results.

- School Activities:
 - School level coaches have been identified and are currently being trained to support the RTI work in the areas of literacy and PBIS. The school level coaches are essential for school implementation of RTI.
 - Professional development and coaching is being provided based on the results from the R-TFI and the PBIS-TFI
 - The district and schools have received professional development and coaching in RTI leadership and infrastructure, data based decision-making, literacy core instruction, differentiated instruction, PBIS implementation, and classroom management. They have

continued to receive coaching support through PBIS and literacy coaches' meetings, on-site walkthroughs, literacy on-site systems coaching, and on-site PBIS support. The coaching support within the schools is also being provided by the district literacy coaches and SPDG staff through classroom walkthroughs and attendance at leadership team meetings. All professional development and coaching is guided by stakeholder feedback from leaderships to ensure the work is being done with LEAs and not "to" or "for" them.

Section 3: Data on Implementation and Outcomes

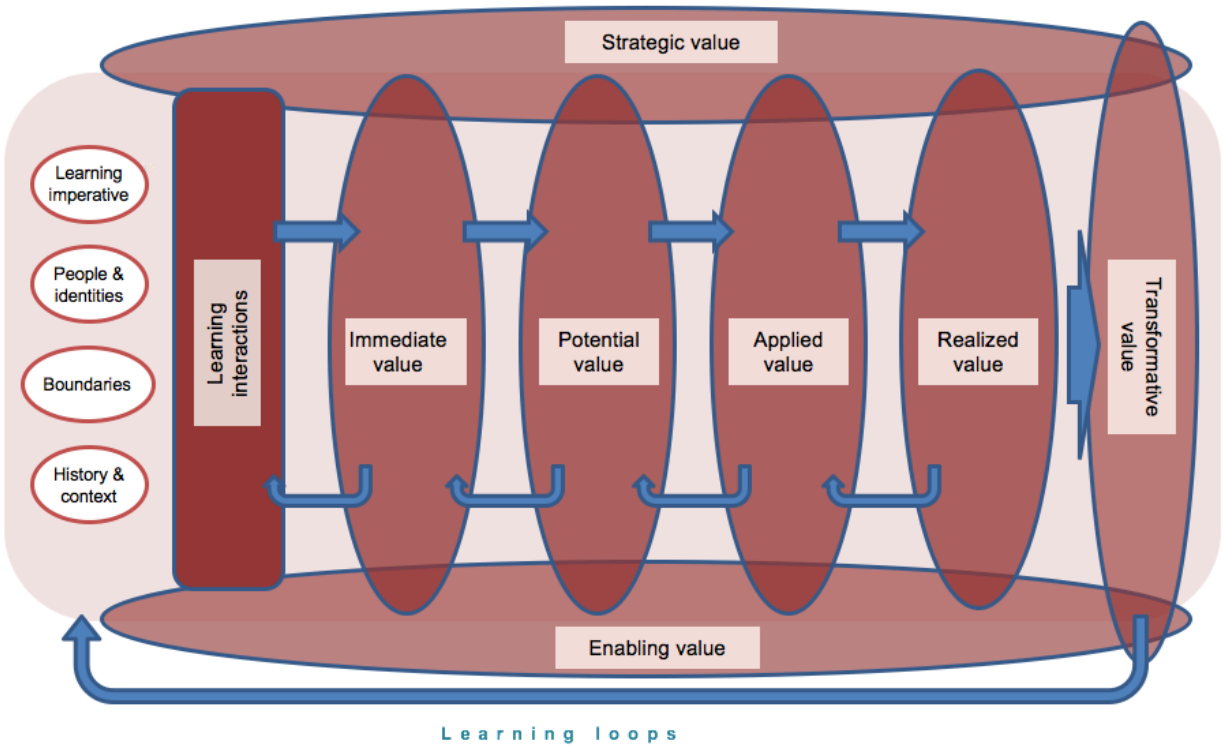
To ensure alignment of the evaluation plan to the theory of action, the ADE developed a logic model for each Strategy. The logic model was essential because it operationalized the theory of action and established short, intermediate, and long term goals and outcomes for each Strategy.

As part of the continuous improvement process, ADE is also interested in learning from the groups that are working with the state to operationalize the theory of action. To create this important feedback loop, and better understand how the SSIP work contributes over time, ADE is using a learning framework by respected learning theorists, Etienne and Beverly Wenger-Trayner. This is described in more detail below.

Strategy One – Data and Implementation Outcomes

The evaluation of improvement Strategy One, a coordinated System of Support, is still in the process of being finalized in partnership with the NCSI and internal ADE stakeholders (Cross Unit Team). Initial outlines of the evaluation plan firmly demonstrate the commitment to investing in promising and evidence-based practices that hold the potential to transform the way that general and special educators work together in an aligned system to serve all students.

ADE will use the Value Creation Framework as a tool for validating the logic model from the perspectives of participants. It is a tool for collecting structured information (in the form of value-creation stories) necessary to test the logic model. Wenger-Trayner have developed a system for detecting value from the perspective of both the agency and from the perspective of the intended beneficiaries. The framework permits the ADE to convey how understanding and appreciating the broad landscape of education has allowed them to capitalize on the opportunities to build a more aligned system in which special education and general education benefit equally.



The ADE will use the framework to enable participants to understand how “value” is on a continuum or cycle (see above – e.i. immediate, potential, applied, and realized value). This is important because it depends on participants recognizing the value created in one cycle and translating this value into the next one. Ultimately for cross unit work to be sustained, there needs to be realized value by members of the team. The power of this framework is embodied in their experience of sharing learning across the cycles. Cumulatively, it is their stories—as a body of contribution data accounting for effect data—that constitute change. NCSI will work with the Cross Unit Team to concretely verbalize what they have learned through the implementation of SSIP activities within their specific context. The observations and experiences of the Cross Unit Team will be used to deduct probable causes of value that can be shared to improve infrastructure alignment or build capacity for scaling up more broadly throughout the state.

In April 2018, the SEA will be looking back using the Leading by Convening strategy the Quick Chronology of Engagement to understand what has made a difference and why. This exploration will inform the way ADE looks forward.

The Quick Chronology of Engagement surfaces the key activities, critical learning partners and accomplishments, as well as the driving and restraining forces within systems change efforts. The activity provides a chance to celebrate how far the work has come while also reflecting on the deeper stories that show the value of working across groups, or stories of missed opportunities that will inform continuous improvement and next steps. The data collected during this on-site meeting will be the entry point for learning more about the value created and following-up with key leaders to share their learning in more detail. Then using the engagement data and stakeholder feedback, application of the value framework will help ADE to understand

if and how its investments have produced the change it envisions and what actions can continue to advance its goals.

While the value framework will be used to gain a deep understanding of the work within the context of various roles and settings, the SEA will use another established tool to gauge the Cross Unit Team's ability to enable larger-scale stakeholder engagement over time. The rubric is outlined in *Leading by Convening* (see copy in Appendix I) and titled "Doing the Work Together." This rubric was developed by stakeholders specifically to identify and quantify the value of relationships as strategy. The value of relationships can be difficult to describe and even more difficult to measure. Arkansas's goals hinge on intentional alignment across general and special education groups. And, the actions of the Cross Unit Team must be sensitive to shared values and messaging to create an aligned system that serves all students. The team must leverage these insights in ways that fulfill needs across systems.

Therefore, the "Doing the Work Together" rubric will be used to track progress in the Cross Unit Team's practice of collaborating on key state supports that are being shared with districts to enable local change. The Cross Unit Team plans to work with the National Center for Systemic Improvement to build out this rubric into an evaluation survey or rating scale. Baseline results will be collected in April 2018 and will then be completed each year. The goals of the Rubric will be to measure two outcomes:

- Increase the practice of the Cross Unit Team intentionally sharing ownership in goals and outcomes for key LEA supports.
- Increase the practices of the Cross Unit Team in how they allocate, differentiate, and disseminate supports to meet LEA needs.

Ultimately, the long term outcomes of this Strategy are to determine if the coordinated system of support provided timely, targeted, and differentiated supports to meet the needs of LEAs. A critical goal of coordinated support is to enable targeted LEAs to increase the literacy achievement on the statewide assessment for students with disabilities in grades 3 - 5. An annual evaluation survey for targeted LEAs will be disseminated on or before May 2019; the Cross Unit Team will review this data to make any needed changes.

The Special Education Unit SSIP Coordinator and IDEA Data Manager are taking the lead in building the evaluation tools, but other internal stakeholders represented on the Cross Unit Team will be directly involved in the creation of any evaluation tools. The Cross Unit Team will involve LEAs in creating the survey used to measure the long term goals.

Strategy Two – Data and Implementation Outcomes

The Arkansas SPDG was written to directly align and support the SSIP. The evaluation of improvement Strategy Two, implementation of RTI, is directly aligned with the SPDG evaluation plan. The same external evaluation team written into the SPDG, Public Sector Consultants, will evaluate the implementation of RTI. The SPDG's comprehensive evaluation system will measure RTI capacity, fidelity of implementation, and student outcomes.

State Level RTI Implementation and Data

The State Implementation Team completed the SISEP State Capacity Assessment (see copy in Appendix I) in July 2017, with a focus on RTI. The SCA is designed to support scaling up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. The assessment was administered by SISEP staff and facilitated by the SPDG Director with support from the SISEP Center.

The total score showed that 42% of the indicators assessed were in place and included:

State Management Team Investment

- Implementation Role and Functions
- Coordination and Implementation
- Leadership

- Systems Alignment
- Implementation Guidance Documents
- State Design Team

- Commitment to Regional Implementation Capacity
- Resource for Regional Implementation Capacity
- Support for Regional Implementation Team Functioning

The State Implementation Team met to review the State Capacity Assessment results and develop an action plan based on areas of strength and need. The Team decided to focus on the area of system alignment. The resulting action plan is centered on building teaming protocols into the State Implementation Team and the SPDG Core Management Team and developing statewide resources to ensure scalability and sustainability of RTI. The State Implementation Team has started working on an RTI Implementation Guidebook.

Short Term and Long Term Goal

The State Implementation Team will complete this assessment at least annually.

Short term goal: A 10% annual increase in total number of indicators in place

Long term goal: 80% of the indicators in place.

In March 2016, the state's total score was 50% of the indicators in place. In July 2017, the state's total score was 42% of the indicators in place. The state did not meet its short term goal of an increase of 10%. The decrease in score came from the area on the SCA that focused on the commitment to regional implementation capacity. Being immersed in the work for the past year, the state has a clearer understanding of what is needed to engage and scale up in ESCs. This year's focus has been on scaling up the district implementation plan before moving to a regional plan. The area of focus on the State Capacity Assessment continues to be the System Alignment section. This section focuses on writing procedures for supporting RTI, the formation of the state

core team, effective team meeting protocols, and supporting statewide implementation capacity. The SPDG Core Management Team and larger State Implementation Team is in the process of finalizing these areas.

District Level RTI Data

The District Capacity Assessment (DCA, see copy in Appendix I) is implemented at least yearly in all SSIP targeted schools. The purpose of the DCA is to provide a structured process to assess capacity needs in order to support RTI and development of a district action plan. It provides the District Implementation Team with information needed to monitor progress towards district and building RTI goals; support a common infrastructure for the implementation of RTI to achieve desired outcomes for students; and provide district and state leadership with a regular measure of the capacity for implementation and sustainment of RTI. The District Implementation Team completes the DCA with the assistance of a trained administrator and a facilitator. The DCA is usually administered by the SPDG staff and facilitated by a district implementation team member.

Short Term and Long Term Goal

The District Implementation Team will complete this assessment at least annually.

Short term goal: 10% increase from the previous year of the total number of indicators scored in place

Long term goal: 80% of the indicators in place.

At this time only the first implementation district has completed this assessment more than on time. In 2017, the district's total score reflected 55% of the indicators in place. In 2018, the district's total score reflected 77% of the indicators in place. This district did meet the short term goal of an increase of 10%. The District Implementation Team met to review the DCA results with the SPDG staff. Based on these results, the team picked an area of strength and an area of need for action planning. The District Implementation Team is working towards the long term goal of 80% of the DCA indicators being in place.

The addition four districts baseline data from the DCA was collected in 2017 – 2018 school year. The average baseline score was about 45% of the indicator in place to date.

School Level RTI Implementation and Data

In order to measure implementation fidelity for literacy and behavior, schools will implement the PBIS Tiered Fidelity Inventory and the Reading-Tiered Fidelity Inventory. See assessment in Appendix I.

The Tiered Fidelity Inventory tool is being used to help schools assess the implementation of a school-wide reading model. Developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI), the tool was reviewed by national experts and first used in the 2017 – 2018 school year. There is an elementary and secondary version of the tool to differential requirements at each level. The Inventory is divided into three sections (Tier I: Teaming, Implementation, Resources, Evaluation; Tier II

and, Tier III Indicators) that can be used separately or in combination to assess the extent to which core features are in place.

The purpose of the PBIS - Tiered Fidelity Inventory (see copy in Appendix I) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. The Inventory is divided into three sections (Tier I: Universal PBIS Features; Tier II: Targeted PBIS Features; and, Tier III: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

Short Term and Long Term Goal

Literacy

Short term goal: 10% increase from the previous year of the total number of indicators in place

Long term goal: 80% of the R-TFI indicators in place.

Baseline results showed an average of 73% of the indicators being in place across Tier 1, 2, and 3 for the 2017 – 2018 school year. The schools that administer the R-TFI this school year chose to focus on core literacy instruction (Tier 1). The R-TFI data was used to guide each school in the process of data-based decision making to identify specific areas of focus for reading, and then create a plan of action for improving implementation focused on their identified areas of need. The SPDG RTI Literacy Coordinator and AIR Consultant helped school staff interpret and use the literacy needs assessment data to make a connection to already selected school improvement goals. Implementation of the process was monitored using an established timeline and through communication during onsite coaching visits, emails, and school specific coaching service delivery plans. After schools selected areas of need, the SPDG RTI Literacy Coordinator and AIR Consultant provided onsite coaching to support those needs.

Behavior

Short term goal: 10% increase from the previous year of the total number of indicators in place

Long term goal: 70% of the PBIS-TFI indicators in place

Of the 19 elementary schools that administered the PBIS-TFI in the 2017 – 2018 school year, 10 of those schools increase their score by 10% from the previous year and 4 schools had at least 70% of the Tier 1 indicators in place. The results from the PBIS-TFI have helped the PBIS teams' action plans around specific indicators on the assessment. These results have also informed the work of district PBIS coaches in determining what supports are needed by school level coaches and teams. Lastly, the PBIS-TFI results have helped the SPDG Core Management Team plan professional development and targeted coaching support activities.

Student Level RTI Data

An evidence based, nationally normed literacy screener is required to be adopted and administered in every SSIP district. Each district selects the “best fit” universal screener which is used to identify students who may be at risk for reading difficulties. The results of the

screeners allow for more focused high-quality instruction, early intervening, and monitoring of progress. All SSIP districts currently have selected and are using a universal literacy screener.

Office discipline referrals are being collected as a student outcome measure. The Arkansas Student GPS Dashboard allows educators to utilize educational data in practical and powerful ways, enabling data-based decision-making. The state system provides access to academic and behavioral dashboards that serve as an early warning system for helping teachers and administrators ensure that every student reaches his/her potential. The dashboards' aggregate data from existing sources shows a comprehensive view of each student (including items such as student demographic information, grades and credits, attendance, discipline, state assessment data, local assessment data, college and career readiness, and interventions) as well as roll-up views of the data for classrooms, schools and districts. The dashboards serve as a valuable instructional tool at the classroom, building, and district levels at no cost to the districts. The discipline reporting features allow districts to view graphs of office discipline referrals by time of day, location, discipline incident, action, grade, and student demographics (race, student with disability, 504, Title I, gifted).

Long Term Goal for Student Outcomes

Literacy

Schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on the R-TFI) will show an increase of at least 6% percentage points on grade level literacy.

Baseline scores for 2016 – 2017 End of Year literacy screener results will be reported and compared to the End of Year 2017 – 2018 results. The percentage of increase in grade level literacy will be reported in the 2019 report. The SPDG expects that as a district increases their capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity in a school-wide reading model (as measured by the R-TFI), which in turn will increase the percentage of student that are on grade level for literacy.

Behavior

80% of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on PBIS-TFI) will demonstrate annual reductions in office discipline.

Baseline results show a total of 6705 state reportable office discipline referrals for the 2016 – 2017 school year in the 26 elementary schools. The goal is to reduce the referrals from year to year. The percentage of schools that had a reduction in office discipline referrals will be reported in the 2019 report. The SPDG expects as a district increases their capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity of PBIS (as measured by the PBIS-TFI), which in turn will decrease office discipline referrals.

Arkansas SIMR Data

Arkansas has changed the growth measurement of the SIMR to align more closely with the ESSA growth model. This revision of the measurement has resulted in a new baseline and targets. In January 2018, Arkansas’s ESSA plan was approved. The plan includes the use of an individual student growth model. The growth model does not set projection scores, rather prediction scores for each student. Arkansas’s ESSA plan states the “student longitudinal growth model is a simple value-added model that conditions students’ expected growth based on students’ score histories” (Arkansas ESSA Plan, p. 44).

Description of Measure

Percent of students with disabilities (SWD) in grades 3- 5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

Measurement Calculation:

A. Number of SWD with a VAS in reading at participating schools and grade levels.	1638
B. Number of SWD whose VAS in reading is categorized as low	618
C. Number of SWD whose VAS in reading is categorized as moderate	801
D. Number of SWD whose VAS in reading is categorized as high	219
Percent of SWD in grades 3- 5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state. ((C+D)/A)*100	62.27%

Number of SWD with a VAS in reading at participating schools and grade levels (A)	Number of SWD from the targeted schools, whose VAS in reading is categorized as Moderate or high (C +D)	Percent of SWD in grades 3-5 taking the regular assessment, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state.	FFY 2016 Target	Target Met
1638	1020	62.27%	62.27%	Y

Parent RTI Data

A survey was distributed to parents after a parent engagement training that focused on parent involvement in schools. An essential component of Response to Intervention (RTI) initiative, the surveys were provided to parents from SSIP Targeted schools and offered in both English and Spanish. The foundation of this survey asked parents to rate their own involvement in their children’s school, and rate their level of comfort, frequency, and method in communicating with

their child's teachers. The survey also asked parents to rate how important they felt parent engagement was in their child's education and how involved they felt in that education. The parents surveyed were primarily Spanish speakers.

Parents are Participating

Most respondents (81%) stated that they have participate in activities at their child's school (e.g., parent-teacher conference, attended a sport event, volunteered, attended a parent meeting) one to two times per month.

Parents are Communicating but not Comfortable

- Only 25% of respondents felt very comfortable communicating with their child's teacher.
- 100% of respondents stated that materials were being sent home only in English.
- The most common methods of communication were very direct, such as parent-teacher conferences (87%), calling the school (62%), or attending another meeting at the school (56%).

Parents want to be Involved but Feel Left Out

- 100% of respondents stated that it is very important to be involved in their child's school
- Most parents (87%) only feel somewhat included in their children's education

Although the survey was only distributed to a small group of parents, it highlights a group of parents who want to be engaged but feel limited inclusion in their child's education. Language differences may be playing a large role in their level of comfort communicating with the teachers and that level of comfort is not aided by 100% of materials being sent home to multi-lingual families only being in English.

Future Parent Training and Performance Metric Tracking

Through the SPDG, a five-session course has been developed to address the following topics: literacy in the home; Positive Behavioral Interventions and Supports (PBIS); RTI; and effective communication skills. The course will be available to all parents with children in participating SSIP schools as well as parents in surrounding schools for whom Spanish is their primary language. A pre- and post-survey will be conducted with participating parents to establish baseline understanding of the key elements of RTI and then to measure the increased understanding resulting from parent education and outreach efforts.

Stakeholder Engagement

Throughout the RTI implementation process the SPDG Core Management has set up continuous feedback loops with the District and School Implementation Teams through professional development evaluations, coaching surveys, and onsite visits. The SPDG analyzes this data in combination with fidelity assessment results to differentiate the professional development and coaching scope and sequence. The state RTI Advisory Team has provided critical feedback on online RTI modules and ideas to support scale up of RTI statewide.

Section Four: Data Quality Issues

As with any large improvement initiatives, data limitations can affect reporting on implementation progress as well as outcomes. Arkansas has identified a number of limitations in the implementation of the SSIP, particularly around infrastructure changes. Although the Special Education Unit has been working with the School Improvement Unit in the provision of technical assistance for over two years, it is difficult to gauge the changes in the collaboration due to changes in staff and the involvement of additional ADE Units. Baseline data for this Strategy have not been collected at this time but work is underway to complete this in April 2018.

The data collection protocol for strategy one needs to be reassessed to ensure it can capture the needed elements outlined in the logic model. The plan is a survey to gather perceptual data that will show an increase in knowledge and skill around the System components. Arkansas will continue to work with NCSI to utilize the Value Creation Framework to support data collection.

The SIMR uses a value added growth model that does not set projection scores, but rather prediction scores for each student. This difference between the actual score and the prediction score results in a residual or the value-added score (VAS). By using the same model approved in the Arkansas ESSA Plan, there are less data quality concerns. However, a student has to have two or more years of state assessment data to be included in the growth model. The Percentile Rank of the Residual (PRR) or VAS of all students allowed for categorization of student growth into low, moderate, or high by subject and grade level. From the All Student data set, a subset of students with disabilities in the specific schools served by the SSIP was extracted to establish the new baseline and targets.

Section Five: Progress Toward Achieving Intended Improvements

The ADE has made substantial progress towards achieving the intended improvements outlined in Phase II. During Phase II, a logic model was developed for each Strategy and has guided the short-term and long-term goals toward achieving the SIMR.

Strategy One Outcomes

Strategy One is focused on creating a coordinated system of support that will provide the necessary organizational and teaming structures for how LEA services and supports will be identified, managed, and differentiated at the state level. This Strategy is focused on building the infrastructure that will help the ADE to be more effective in leveraging resources to improve services for all students (including students with disabilities) and increasing the reach and impact of its work with LEAs.

In the 2017-18 school year, a joint special education and school improvement specialist position was funded to increase collaboration and expertise across Units. This specialist brings special education expertise to the school improvement process and identifies additional areas for alignment between the two units. Similar joint positions were created with Division of Educator

Effectiveness and the Division of Research and Technology with school improvement. These specialists attend Cross Unit Meetings and are an integral part of the alignment of services vision. The relationships and work from the Cross Unit Team have allowed for joint Unit guidance and support to be provided to multiple LEAs within the state, particularly around school improvement support and funding.

The SPDG is heavily supporting the school improvement process in SSIP LEAs since all LEAs have schools in improvement. For this to be successful, the SPDG staff has worked hand in hand with the school improvement specialists in supporting districts. Joint staff attend trainings and meetings at the districts level to leverage and align supports. Districts have been guided through an initiative inventory and alignment process that allows district selected initiatives to align data systems, professional development, personnel, funds, and goals. The SPDG also worked with the School Improvement Unit to support the diagnostic analysis update process at the school level. That process involved schools analyzing their data, assessing needs, choosing areas of focus, developing a school improvement plan, and aligning 1003A school improvement funds to the needed supports. The school plans were then submitted to the districts and a district plan of support was created. Through this partnership, targeted schools included RTI goals in their plan, secured funds to implement evidence-based strategies, and gained support from their district.

A Cross Unit ADE Team meets every two weeks to continue developing the system of support for LEAs. These Units within the ADE house and support many of the Department's initiatives, resources, and direct district supports. The Team has utilized the SISEP Term of Reference document to outline the vision, goals, communication protocols, roles and responsibilities, and scope of work. Additionally, the State has joined the National Center for Systemic Improvement (NCSI) Systems Alignment Cross State Learning Collaborative that is focusing on building effecting infrastructure within a state agency. This collaborative has supported the team's goals and next steps by providing intentional networking with other states with a similar focus, highlighting processes and tools that support infrastructure development, and providing frameworks to build an infrastructure evaluation plan.

Strategy Two Outcomes

Strategy Two focuses on RTI, the evidence-based practice that Arkansas has implemented to provide intensive support for SSIP-targeted districts. The Arkansas SPDG was written to directly align and support the State Systemic Improvement Plan. The SPDG functions as the “boots on the ground” for the RTI implementation in targeted SSIP LEAs.

A critical infrastructure activity that was implemented for the sustainability of RTI was the creation of the State Implementation Team. The State Implementation Team has advised the Core Management Team regarding implementation, barrier-busting, and communication strategies with the five districts currently being targeted for implementation of RTI. The State Implementation Team is also providing guidance for how other initiatives in the ADE can align with RTI.

Another action that was taken to ensure sustainability and scale-up statewide for RTI was the development of the RTI State Advisory Team. The Advisory team is made up of a diverse group of educators from across the state. The Advisory team has offered stakeholder feedback about areas of implementation strength, areas of need, and resources and tools that still need to be

developed. Shared directly with the State Implementation Team, this information is used to action-plan for future resources and supports. The SISEP State Capacity Assessment was administered to measure the State Implementation Team’s capacity to sustain RTI within the state. Currently 42% of the indicators are in place, with the long term goal being 80% to ensure sustainability.

The number of districts that can be supported intensively by the SPDG is limited. The State Implementation Team has facilitated the creation of eight RTI online modules that support statewide implementation. These modules provide general support to districts considering RTI implementation, including PBIS. The ESC content specialists can also utilize these modules when providing targeted support to districts that belong to their ESC. The RTI State Advisory is providing input on future modules.

The results from the District Capacity Assessment are showing an increase in capacity to support RTI. At this time, there is one district that has completed the assessment multiple times, showing a 22% increase in the percentage of indicators in place in the DCA.

Multiple RTI fidelity assessments (see details in Data Implementation and Outcomes Section) are showing promising implementation outcomes in the five targeted districts. The PBIS Tiered Fidelity Inventory was administered multiple times with participating schools to measure an increase in implementation. Out of the 19 schools that administered the Inventory this year 75% either had a 10% increase or showed 70% or more of the indicators in place. This was due to the improvement in Tier I. Baseline data have been collected on the R-TFI and results showed that an average of 73% of the indicators in place across Tier 1, 2, and 3 for the 2017 – 2018 school year.

Arkansas has changed the growth measurement of the SIMR to align more closely with the ESSA growth model. This revision of the measurement has resulted in a new baseline and targets. In January 2018, Arkansas’s ESSA plan was approved. The plan includes the use of an individual student growth model. The growth model does not set projection scores, but rather prediction scores for each student. Arkansas’s ESSA plan states the “student longitudinal growth model is a simple value-added model that conditions students’ expected growth based on students’ score histories” (Arkansas ESSA Plan, p. 44).

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Section Six: Plans for Next Year

The ADE will continue to implement two coherent improvement strategies. Relative to Strategy One, the Cross Unit Team will continue to meet every two weeks to work on the system of support. The Team is currently revisiting the initiative inventory. The inventory will help identify all supports offered to districts by each Unit within the ADE, and determine key ADE supports that the Cross Unit Team can formally convene around. This work will support the implementation of Act 930.

A Cross Unit Team is developing a Needs Assessment tool with the support of the State Support Network. This tool will provide a process for districts and schools to identify broad areas of need and help the ADE identify supports needed by LEAs. This Needs Assessment process will involve stakeholder input in the summer of 2018.

Once a common Needs Assessment process has been formalized, protocols will delineate how the needs assessment will take place and ways in which supports will be identified and disseminated to LEAs. The focus of the Cross Unit Team will be to define the organizational and internal ADE teaming structures needed to support this collaborative process by the Fall of 2018.

The Cross Unit Team will work with the NCSI to formalize an infrastructure evaluation plan in April 2018 to measure the short term outcomes on how Cross Unit Team members have increased their knowledge and skill level around the System’s components. The Leading by Convening “Doing the Work Together Rubric” will be utilized in April 2018 to measure the intermediate goals of increasing the Cross Unit Team’s collaboration on practices for disseminating key state Supports to districts.

The Cross Unit Team will continue to be involved in the NCSI Systems Alignment Cross State Learning collaborative. This collaborative will support the team’s goals and next steps by providing intentional networking with other states and highlighting processes and tools that support infrastructure development. As part of that Collaborative, members of the Cross Unit

Team will also continue to participate in an Affinity Group formed to learn about measuring infrastructure change.

Relative to Strategy Two, the State Implementation Team will continue to meet in order to assess, plan, and monitor statewide RTI supports. The State Implementation Team will review RTI data from districts receiving intensive RTI support and continue to meet with the RTI State advisory quarterly to gain stakeholder feedback on RTI implementation strengths and barriers. Additional online RTI modules will be developed to support RTI implementation statewide.

The SPDG will continue to support SSIP targeted LEAs. The SPDG Core Management Team will work with the Cross Unit Team to identify potential districts needing RTI support by May, 2018, scaling up into 4 or 5 more districts depending on their size. Once identified, the SPDG Core Management Team and School Improvement Unit staff will host joint meetings with these districts to discuss the intensive RTI supports to be provided. Targeted districts may commit to intensive multiple-year support through an application process. The SPDG is also continuing to work informally with ESCs to provide RTI support to targeted LEAs.

The SPDG Core Management Team will continue to utilize the district professional development and coaching scope and sequence for new districts. An increased focus will be placed on assessing district readiness and needs through the use of capacity and fidelity assessments, which will help the SPDG differentiate the scope and sequence. The Team will also continue to utilize the same district capacity assessment and school fidelity assessments that were used in previous years. The results for these assessments will be reported by the district or schools through the use of an online data dashboard.

Phase III activities will continue to be driven by internal and external stakeholder feedback and sound evaluation tools. The RTI Advisory will continue to meet quarterly to advise the state in RTI implementation and resources development. Stakeholder feedback on the development of the system of support will be critical to ADE's ability to effectively leverage resources and better support LEA needs. The feedback provided by the SSIP targeted schools will support the differentiation of professional development and coaching support provided by the SPDG. The infrastructure evaluation and RTI tools will continue to guide the ADE in providing targeted services and supports and measuring LEA outcomes.

SSIP APPENDIX I

TABLE OF CONTENTS

Arkansas State Systematic Improvement Plan Acronyms Sheet

State Capacity Assessment

District Capacity Assessment

District Implementation Plan

PBIS - Tiered Fidelity Inventory

Elementary Reading - Tiered Fidelity Inventory

Secondary Reading - Tiered Fidelity Inventory

Leading by Convening Doing the Work Together Rubric

References

Arkansas State Systemic Improvement Plan Acronym Sheet

Acronym	Acronym Meaning
ADE	Arkansas Department of Education
ADE-SEU	Arkansas Department of Education - Special Education Unit
AETN	Arkansas Educational Television Network
AIR	American Institute of Research
AR IDEAS	Arkansas' Internet Delivered Education for Arkansas Schools
ASU	Arkansas State University
CCE	Center for Community Engagement
DCA	District Capacity Assessment
DIT	District Implementation Team
EBP	Evidence-Based Practice
ESC	Education Service Cooperative
ESSA	Every Student Succeeds Act
LEAs	Local Education Agency's
MSAA	Multi-State Alternative Assessment
NCSC	National Center and state Collaborative
NCSI	National Center for Systemic Improvement
PBIS	Positive Behavioral Interventions and Supports
PBIS – TFI	PBIS – Tiered Fidelity Inventory
PD	Professional Development
PSC	Public Sector Consultants
R-TFI	Reading - Tiered Fidelity Inventory
PTI	Parent Training and Information
RIT	Regional Implementation Team
RTI	Response to Intervention
SCA	State Capacity Assessment
SIMR	State Identified Measurable Results
SISEP	State Implementation of Scaling-up Evidence-based Practices Center
SPDG	State Personal Development Grant
SSIP	State Systematic Improvement Plan
SSN	State Support Network
SWD	Student with Disabilities
SWIS	Schoolwide Information System
TA	Technical Assistance

The University of North Carolina at Chapel Hill

State Capacity Assessment (SCA) for Scaling Up Evidence-Based Practices

Fixsen, D., Ward, C., Duda, M., Horner, R., & Blase, K.

2015

State Capacity Assessment (SCA) for Scaling up Evidence-Based Practices

August 2015

Dean Fixsen, Caryn Ward, Michelle Duda, Rob Horner*, Karen Blase

State Implementation and Scaling up of Evidence-based Practices Center

University of North Carolina at Chapel Hill
University of Oregon *

Related Information

www.scalingup.org

<http://nirn.fpg.unc.edu/>



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We ask that you let us know how you use these items so we can use your experience and data to improve and expand the assessment. Please respond to Caryn Ward (contact information below). Thank you.

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The primary purpose of the State Capacity Assessment (SCA) is to assist state agency, regional education agencies, and school districts implement effective innovations that benefit students. The *capacity* of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain Effective Innovations.

Introduction

Purpose

The purpose of the State Capacity Assessment is to:

1. Provide a State Management Team with a regular measure of the state capacity for full and effective use of effective innovations
2. Provide a structured process for the development of a State Capacity Action Plan
3. Provide other State Education Agency (SEA) teams with information to monitor progress towards state capacity-building goals
4. Support a common infrastructure for effective education for all students

Timeframe

The assessment is completed twice a year in the Fall and Spring.

Respondents

The respondents are knowledgeable raters including State Transformation Specialists (STSs); relevant State Management Team (SMT), Design Team, and Regional Implementation Team (RIT) members; and other staff intentionally selected for their implementation knowledge, experience, and leadership in the state

Acronym Key (alphabetical):

District Capacity Assessment (DCA)	State Capacity Assessment (SCA)
District Implementation Team (DIT)	State Design Team (SDT)
Regional Implementation Team (RIT)	State Management Team (SMT)
Regional Capacity Assessment (RCA)	State Transformation Specialist (STS)

Related Resources:

Fixsen, D.L., Ward, C., Duda, M.A., Blase, K., & Horner, R. (2015). *State Capacity Assessment for Scaling Evidence-based Practices*. Chapel Hill, NC: National Implementation Research Network, State Implementation and Scaling up Center of Evidence Based Practices, University of North Carolina at Chapel Hill.

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Fixsen, D., & Sims, B. State Implementation and Scaling-up of Evidence-based Practices Center (www.scalingup.org) and the Capacity Assessment Database and Data Entry Hub (www.sisep.org) supported by Rob Horner, University of Oregon

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill

Process and Key Roles

The SCA administration process consists of interacting with the SCA respondents by:

1. Introducing the SCA and its purpose
2. Providing an overview of the process for completing the SCA
3. Introducing the concepts or big ideas
4. Reading each item aloud and providing any necessary clarification
5. Facilitating the discussion and voting process
6. Recording the score for each item
7. Downloading data documents from sisep.org and sending them to the STSs or a designated team member no later than 5 business days post administration
8. Summarizing notes and observations and sending them to the STSs or a designated team member no later than 5 business days post administration. The notes are used to supplement the SCA scores to facilitate action planning by the State team

The key roles required to carry out the SCA administration process are described in the table below:

Administrator	<ul style="list-style-type: none"> • A trained individual responsible for leading the discussion and adhering to the SCA Administration Protocol. This individual typically is external to the State Team. • Administrators do not vote.
Facilitator	<ul style="list-style-type: none"> • An individual who has a relationship with the respondents and experience in the state who supports the Administrator by helping to contextualize items for respondents or provide examples of work in which the state has engaged. • Facilitators do not vote.
Note taker	<ul style="list-style-type: none"> • Records ideas shared for action planning, and any adaptive issues or parking lot items that are raised during administration. Note taker may participate in conversations to gain clarity for notes. • Note takers do not vote.
Respondents	<ul style="list-style-type: none"> • Respondents are knowledgeable raters including State Transformation Specialists (STs); relevant State Management Team (SMT), Design Team, and Regional Implementation Team (RIT) members; and other staff intentionally selected for their implementation knowledge, experience, and leadership in the state • Respondents vote on each item.
Observer	<ul style="list-style-type: none"> • Observers are invited with <u>permission</u> of the State team to learn about the SCA process or the activities in the State. • Observers do not participate in discussions or votes.

Preparation for the SCA and Administration

Prior to administering the SCA the following should be in place:

1. The leadership of the state education agency (SEA) and the members of the **State Management Team (SMT)** agree to SCA administration and the commitment of time
2. Materials to be assembled in preparation for SCA administration include:
 - a. Previously completed SCA forms and data or reports from previous SCAs if applicable
 - b. Blank copies of the SCA items (paper or electronic) accessible to all respondents
 - c. Data sources to inform SCA assessment (State Capacity **Implementation Plan** needed at a minimum)

Scoring

During an in-person meeting the SCA Administrator uses the *SCA Scoring Guide* to encourage the respondents to discuss each item and come to consensus on the final score for each item. The respondents score each item on a 0-2 point scale using a *simultaneous and public voting process*. This type of voting process facilitates participation of all respondents and neutralizes any potential power influences in the voting process. When asked to vote (e.g., “ready, set, vote.”), respondents simultaneously hold up either two fingers to vote “fully in place,” one finger to vote “partially in place,” or a closed hand to vote “not in place.”

The goal is to arrive at a consensus vote that is then recorded. If unanimous agreement is reached on the first vote the Administrator moves on to the next question. If not, the Facilitator invites an open but brief discussion of the reasons for differences in scoring. The group is asked to vote again. The goal is to reach consensus on this second vote. Consensus means that the voters in the minority can live with and support the majority decision on an item. If the voters in the minority persist in not being able to live with the majority vote, the Note Taker records the item and issue and the Facilitator encourages further

discussion at a later time. The results of the second vote are then recorded so that the results can be scored and graphed. If the team is unable to arrive at consensus on an item, the **SMT** may want to assure respondents have access to additional data sources prior to the next administration of the SCA.

Research Basis and Outcomes from the SCA Completion

The research basis of the SCA is derived from the implementation science research literature and the Active Implementation Frameworks. The Active Implementation Frameworks “help define what needs to be done (Effective Innovations), how to establish what needs to be done, who will do the work (effective implementation), and establish the hospitable environment for the work (enabling contexts) to accomplish the positive outcomes” (Blase, Fixsen et al., 2005). The Active Implementation Frameworks are universal and apply to any attempt to use Effective Innovations. Once an **Effective Innovation** has been identified, and the implementation teams have been established, the work is guided by active Implementation Teams using the Implementation Drivers, Improvement Cycles, and Implementation Stages.

The SCA assesses how **SEAs** support regions, districts, and schools in developing implementation capacity for use of an **Effective Innovation** to realize the desired outcomes.

SCA Items Mapping to Active Implementation Practices and corresponding subscales:

Implementation Practices and Subscales	SCA Item #:
<i>SMT Investment</i>	
• Implementation Roles and Functions	1, 2, 3
• Coordination for Implementation	4, 5, 6, 7, 8, 9, 10
• Leadership	11, 12
<i>System Alignment</i>	
• Implementation Guidance Documents	13, 14
• State Design Team	15, 16, 17
<i>Commitment to Regional Implementation Capacity</i>	
• Resources for Regional Implementation Capacity	18, 19, 20, 21, 22
• Support for RIT Functioning	23, 24, 25

Intended outcomes from SCA completion:

1. Review and utilize the summary report with (a) Total score, (b) Sub-scale Scores, and (c) Item Scores to identify areas of strength and need
2. Identify priorities to address within an action plan
3. Develop and create a State Capacity **Implementation Plan** that defines immediate and short-term actions to improve implementation capacity required to use Effective Innovations

Administration Prerequisites

SISEP provides training for each SCA Administrator. SISEP also arranges access to sisep.org, a web-based application that allows **State Management Teams** to complete, store, and view the results of the SCA. Team scores are entered electronically, and reports are generated during the scoring meeting to view (a) Total Scores, (b) Sub-scale Scores, and (c) Item Scores. These data are used to assess current

implementation supports, monitor progress across time, and plan actions that will improve implementation capacity.

SISEP.org User Types	Description
Coordinator	A coordinator can add surveys to a region, add users to a region, take surveys, and view reports.
Team Member	A team member may view reports for their state but not enter or manipulate data.

SCA Administration Fidelity Checklist

Protocol Steps

Step Completed?

Y=Yes
N=No
N/A= unsure or not applicable

Protocol Steps	Y	N	N/A
1. Respondents Invited -Administrator assures attendance of knowledgeable raters including STSs; relevant SMT, Design Team, RIT members; and others	Y	N	N/A
2. Prepare Materials in Advance -Administrator makes paper copies of a blank SCA (one for each member of the team) and sets up a room with a laptop, LCD projector, internet connection, and conference phone (video if possible)	Y	N	N/A
3. Overview -Administrator provides a review of SCA, purpose, definition of implementation capacity development, and instructions for voting	Y	N	N/A
4. Administration - Facilitator gives each member a copy of a blank SCA	Y	N	N/A
5. Administration -Blank SCA is projected on screen for entire team to review. If team is using sisep.org, the web based version is projected on the LCD screen	Y	N	N/A
6. Administration -Each question is read aloud. After reading a question, the Facilitator says, “ready, set, vote” and all respondents vote simultaneously and publicly to neutralize influence in the voting process (e.g. hold up 2 fingers to vote “fully in place,” 1 finger to vote “partially in place,” or a closed hand to vote “not in place” or holds up a card with the number 2, 1, or 0.	Y	N	N/A
7. Administration -Facilitator tallies the votes and notes agreement or discrepancies	Y	N	N/A
8. Consensus -If complete agreement is reached, move on to the next question. If not, the Facilitator invites an open and brief discussion of the reasons for differences in scoring. The group is asked to vote again. The goal is to reach consensus on this second vote. Consensus means that the voters in the minority can live with and support the majority decision on an item. If the voters in the minority persists in not being able to live with the majority vote, the Note Taker records the item and issue and the Facilitator encourages further discussion at a later time.	Y	N	N/A
9. Recording -Administrator documents each vote on sisep.org which is projected for all respondents to see, the Note Taker records votes on a back-up paper copy.	Y	N	N/A
10. Repeat steps 7 through 10 until each item is completed	Y	N	N/A
11. Data summary - After the last question has been asked and answered, the Administrator clicks the link on sisep.org to display graphs of total scores and subscale scores	Y	N	N/A
12. Review -While viewing the graphs, Administrator highlights all of the subscales that moved in a positive direction and celebrates progress toward 80% or better subscale scores	Y	N	N/A
13. State Status Review - Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A
14. Action -Facilitator asks respondents to discuss three domains they would like to set as action planning and reporting agenda items for their regular meetings	Y	N	N/A
15. Conclusion -Administrator thanks the team for their openness and for sharing in the discussion	Y	N	N/A
TOTAL:			

Scoring Form

State Name:	Date:		
SCA Administrator:	Facilitator:		
SCA Respondents:			
SCA Note Taker:			
<p>Directions: The State Management Team and others complete the State Capacity Assessment (SCA) together by using the <i>SCA Scoring Guide</i> to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the <i>SCA Scoring Guide</i> and should be used to help achieve consensus on future administrations. Scores are recorded on this <i>Scoring Form</i> below and then entered into SISEP.org.</p>			
Item	Score		
1. There is a State Management Team to provide leadership for the State Education Agency (SEA)	0	1	2
2. The SMT meets frequently to provide leadership	0	1	2
3. The SMT meeting agendas focus on implementation capacity development	0	1	2
4. SMT provides executive leadership for implementation capacity development	0	1	2
5. State Transformation Specialist (STS) role is identified	0	1	2
6. Each STS is physically located in the SEA department to facilitate communication	0	1	2
7. Each STS assumes major responsibility for supporting the development of implementation capacity at State, regional, district, and school levels	0	1	2
8. SMT provides necessary and sufficient funding for STS FTE	0	1	2
9. Each STS regularly provides the SMT with information about implementation capacity development	0	1	2
10. Each STS has regular direct access and contact with two or more members of the SMT	0	1	2
11. SMT regularly communicates their support for implementation capacity development efforts at both statewide and district meetings	0	1	2
12. SMT describes aspects of implementation and scaling using a variety of communication methods	0	1	2
13. SEA has a written process for identifying and supporting effective innovations in education	0	1	2
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	0	1	2
15. The SEA (e.g. SMT and STSs) has a State Design Team (SDT)	0	1	2
16. The SDT uses effective team meeting processes.	0	1	2
17. State Design Team agendas include learning about and supporting the use of statewide implementation capacity	0	1	2
18. SMT allocates resources to regional implementation capacity development	0	1	2
19. SMT and STSs engage in Exploration Stage activities with regional education agencies (REAs) to develop the REAs implementation capacity	0	1	2
20. SMT and STSs engage in Installation Stage activities with REAs to develop implementation capacity	0	1	2

Scoring Form (continued)

21. SMT and STSs provide support for the formation of Regional Implementation Teams (RITs)	0	1	2
22. SEA assures RIT members have sufficient time dedicated to work of implementation capacity development	0	1	2
23. SEA conducts regular assessments of RIT functioning	0	1	2
24. SMT regularly reviews information and data about implementation and capacity development	0	1	2
25. SMT engages in action planning using data and information	0	1	2

Scoring Guide

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
1. There is a State Management Team to provide leadership for the State Education Agency (SEA).	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CSSO and State department of education decision makers who provide leadership for general education, special education and management	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CCSO and some State department of education division leaders	The SMT includes the Chief State School Officer (CSSO) and/or Deputy CCSO and others who are invited as needed	SMT meeting minutes
2. The SMT meets frequently to provide leadership.	The SMT meets frequently (at least twice a month) to provide leadership for the State department of education	The SMT meets frequently (at least monthly) to provide leadership for the State department of education	SMT meets on occasion	SMT meeting minutes
3. The SMT meeting agendas focus on implementation capacity development	At least one SMT meetings each month includes sufficient time (typically one hour) to focus on implementation capacity development (e.g. implementation functions; organization and system change methods; implementation related data)	At least one SMT meeting each month includes some time (at least 30 minutes) to focus on implementation content (e.g. implementation functions; organization and system change methods)	SMT meetings do not include implementation capacity development as a standing agenda item	SMT meeting minutes

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
4. SMT provides executive leadership for implementation capacity development	The CSSO and/or Deputy CSSO has assigned at least two SMT members to provide leadership for implementation capacity development in the State	The CSSO and/or Deputy CSSO has assigned one SMT member to provide leadership for implementation capacity development in the State	No SMT member has been assigned to provide leadership for implementation capacity development in the State	SMT meeting minutes or SMT member position descriptions
5. State Transformation Specialist (STS) role is identified	There are two or more people (general and special education) identified as “State Transformation Specialists” (STSs)	There is one person (general or special education) identified as a “State Transformation Specialist” (STS)	There is no one identified as a “State Transformation Specialist” (STS)	Position description Interview Protocol SMT Meeting Minutes
6. Each STS is physically located in the SEA department to facilitate communication	Each STS is physically located in the State department of education space	At least one STS is physically located in the State department of education space	No STS is physically located in the State department of education space	Position Description Office Assignments
7. Each STS assumes major responsibility for supporting the development of implementation capacity at State, regional, district, and school levels	There is an approved position description in the State department of education that specifies each STS is assigned to implementation and scaling leadership and coordination in the State	There is no approved position description that specifies the roles and responsibilities of STSs related to implementation capacity development in the State department of education although each STS is assigned tasks related to implementation and scaling leadership and coordination in the State	There is no approved position description and no assignments related to implementation and scaling leadership and coordination in the State	Position description
8. SMT provides necessary and sufficient funding for STS FTE	Each STS is funded full time with 1.0 FTE time dedicated to implementation and capacity development	Each STS is funded full time with at least .50 FTE time dedicated to implementation and capacity development	There is less than .25 FTE specific funding for STS time dedicated to implementation and capacity development	SMT meeting minutes Position description

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
9. Each STS regularly provides the SMT with information about implementation capacity development	Each STS attends each regularly scheduled SMT meeting and provides information about implementation capacity development	Each STS attends SMT meetings when invited and provides information about implementation capacity development	Each STS rarely or never attends SMT meetings and/or if in attendance does not provide information about implementation capacity development	SMT meeting minutes
10. Each STS has regular direct access and contact with two or more members of the SMT	Between SMT meetings each STS has direct access to and contact with two or more members of the SMT (e.g. general education and special education leaders; managing Assistant Superintendent and policy director) to discuss implementation progress, problems, and facilitators regarding developing implementation capacity in the state.	Between SMT meetings each STS has direct access to and contact with one member of the SMT (e.g. general education and special education leaders; managing Assistant Superintendent and policy director) to discuss implementation progress, problems, and facilitators regarding developing implementation capacity in the state.	Between SMT meetings each STS has no regular direct access to and contact with any members of the SMT	Meeting calendar appointments
11. SMT regularly communicates their support for implementation capacity development efforts at both statewide and district meetings	One or members of the SMT quarterly communicates their support for implementation capacity development efforts at both statewide and district meetings	One or more members of the SMT twice a year communicates their support for implementation capacity development efforts at both statewide and district meetings	SMT members do not communicate their support for implementation capacity development efforts at both statewide and district meetings	Meeting Agendas & Minutes

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
12. SMT describes aspects of implementation and scaling using a variety of communication methods	SMT members describe aspects of implementation and scaling using two or more communication methods (public meetings, newsletters, websites, etc.)	SMT members describe aspects of implementation and scaling using at least one communication method (e.g., public meetings, newsletters, websites, etc.)	No members of the SMT describe aspects of implementation and scaling in public meetings, newsletters, websites, etc.	Communication Plan Memoranda Documents
13. SEA has a written process for identifying and supporting effective innovations in education	State Education Agency (SEA) has written and publicly available documents that describe methods for identifying and supporting effective innovations in education	State Education Agency (SEA) has written documents that describe methods for identifying and supporting effective innovations in education	State Education Agency (SEA) has no documents that describe methods for identifying and supporting effective innovations in education	Written documents
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	The SEA has written guidance documents that describe or require providing implementation supports to districts as a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service Co-ops, AEAs, ISDs)	The SEA has verbally agreed that providing implementation supports to districts is a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service, Co-ops, AEAs, ISDs)	The SEA has made no statement that describes providing implementation supports to districts is a primary purpose of regional educational agencies (e.g. ESDs, ECs, Service, Co-ops, AEAs, ISDs)	SMT meeting minutes Written documents RFAs for grants and/or contracts

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
15. The SEA (e.g. SMT and STSs) has a State Design Team (SDT)	The SEA (e.g. SMT and STSs) has a State Design Team (SDT) with eight or more members including leaders from each of the major initiatives/departments in the State to assure cross-departmental team representation	The SEA has a SDT made up of four or more members including leaders of major initiatives within a single department of the SEA.	The SEA (e.g. SMT and STSs) does not have a State Design Team (SDT)	List of team members, roles, and job titles
16. The SDT uses effective team meeting processes.	<p>The State Design Team meets at least once each month with 80% to 100% attendance at each meeting</p> <p>-AND-</p> <p>Meeting roles are defined and consistently assigned and used (e.g., facilitator, recorder)</p> <p>-AND-</p> <p>Process is in place and used for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team completes assignments and documents progress outlined on an action plan within designated timelines</p>	<p>The State Design Team meets at least once every other month with 80% to 100% attendance at each meeting</p> <p>-AND-</p> <p>Meeting roles and responsibilities are not well-defined or are inconsistently used during the meeting</p> <p>-OR-</p> <p>Absent team members are inconsistently updated following meetings</p> <p>-OR-</p> <p>Assignments are inconsistently completed within the designated timelines</p>	The State Design Team meets occasionally with unpredictable attendance at each meeting	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
<p>17. State Design Team agendas include learning about and supporting the use of statewide implementation capacity</p>	<p>State Design Team agendas include learning about and supporting the use of statewide implementation capacity by:</p> <ul style="list-style-type: none"> • Promoting the blending of implementation functions across initiatives (e.g. RFP requirements) • Making recommendations regarding redeployment or reallocation of responsibilities and resources (e.g. position descriptions) • Promoting aligned data systems to inform decisions • Regularly reviewing implementation and outcome data (e.g. fidelity, effort, outcomes) • Continually improving implementation capacity in the form of RITs 	<p>State Design Team agendas include learning about and supporting the use of statewide implementation capacity by:</p> <ul style="list-style-type: none"> • Promoting the blending of implementation functions across initiatives (e.g. RFP requirements) • Making recommendations regarding redeployment or reallocation of responsibilities and resources (e.g. position descriptions) 	<p>State Design Team agendas usually are not related to statewide implementation capacity development</p>	<p>Meeting minutes</p> <p>Meeting Materials</p> <p>Data Reports</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
18. SMT allocates resources to regional implementation capacity development	The SMT allocates sufficient resources (time, personnel, materials, etc.) to regional agencies specifically for developing regional implementation capacity	The SMT allocates limited resources (time, personnel, materials, etc.) to regional agencies specifically for developing regional implementation capacity	The SMT does not allocate resources (time, personnel, materials, etc.) to regional agencies related to developing regional implementation capacity	General fund budget allocations Contract budget allocations Grant budget allocations
19. SMT and STSs engage in Exploration Stage activities with regional education agencies (REAs) to develop the REAs implementation capacity	The SMT and STSs engage in Exploration Stage activities with REAs including at least: <ul style="list-style-type: none"> • Meeting(s) with REA leadership to discuss the benefits of developing the REA’s implementation capacity • Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region • Readiness activities that will get REAs prepared for engaging in Installation Stage work with the SMT and STSs 	The SMT and STSs engage in only a few of the Exploration Stage activities with REAs <ul style="list-style-type: none"> • Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region 	The SMT and STSs do not engage in Exploration Stage activities with REAs	Documentation of Exploration Stage activities with REAs and which REAs and REA staff have participated in those activities. Decision making protocol for mutual selection

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
<p>20. SMT and STSs engage in Installation Stage activities with REAs to develop implementation capacity</p>	<p>SMT and STSs engage in Installation Stage activities with REAs including at least:</p> <ul style="list-style-type: none"> • Assistance in the formation of Regional Implementation Teams (RITs) • Collection of baseline regional capacity data • Action planning based on baseline data that includes next steps to engage in installation stage activities • Initiate training of RIT members to assure the knowledge, skills, and abilities necessary for successful district implementation • Co-facilitation of meetings with RIT membership and leadership that focus on capacity development and action planning • Coaching of RIT members to build fluency in using implementation science 	<p>SMT and STSs engage in only a few of the Installation Stage activities with REAs</p> <ul style="list-style-type: none"> • Assistance in the formation of Regional Implementation Teams (RITs) • Collection of baseline regional capacity data • Action planning based on baseline data that includes next steps to engage in installation stage activities 	<p>SMT and STSs do not engage in Installation Stage activities with REAs</p>	<p>Documentation outlining Installation Stage based implementation activities and which regions have received those supports</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
<p>21. SMT and STSs provide support for the formation of Regional Implementation Teams (RITs)</p>	<p>SMT and STSs provide guidance and ongoing feedback on the selection process for RIT composition by focusing on the following key features:</p> <ul style="list-style-type: none"> • Cross-departmental team composition (e.g., general education and special education) • Team size (five or more team members) • Experience of team members (e.g., successful use of Effective Innovations (EIs), positive relationships with staff, adequate time to fulfill responsibilities) <p style="text-align: center;">-AND-</p> <p>RIT selection process results are used to strengthen the SEA staff's Exploration and Installation Stage activities</p>	<p>SMT and STSs provide guidance and ongoing feedback on the selection process for RIT composition by focusing on some of the key features related to forming a RIT</p>	<p>SMT and STSs provide no support or guidance related to the selection process for RIT composition</p>	<p>List of RIT members and job titles</p> <p>Team selection criteria</p> <p>Team selection protocols</p> <p>Evidence of changes and improvements in Exploration and Installation Stage activities</p>

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
22. SEA assures RIT members have sufficient time dedicated to work of implementation capacity development	The SEA (e.g. SMT and STSs) assures or confirms that at least 3 RIT member has at least 0.50 FTE time dedicated to the implementation capacity development work of the RIT	The SEA (e.g. SMT and STSs) assures or confirms that at least 3 RIT member has at least 0.25 FTE time dedicated to the implementation capacity development work of the RIT	RIT membership does not meet the qualification for a one point score.	Written documents
23. SEA conducts regular assessments of RIT functioning	The SEA (e.g. SMT and STSs) conducts assessments of RIT functioning (e.g., Regional Capacity Assessment) at least two times each year -AND- RIT assessment results are used to strengthen the SEA staff's Exploration and Installation Stage activities and improve SEA supports for RIT implementation fluency	The SEA (e.g. SMT and STSs) conducts assessments of RIT functioning (e.g., Regional Capacity Assessment) at least once each year -AND- RIT assessment results are used to strengthen the SEA staff's Exploration and Installation Stage activities and improve SEA supports for RIT implementation fluency	Assessments of RIT functioning are not conducted -OR- RIT assessment results are not used to improve SEA supports for RIT implementation fluency.	Assessment results & reports STS and REA Action plans

Item	2 Points (Fully in Place)	1 Point (Partially in Place)	0 (Not in Place)	Data Source
24. SMT regularly reviews information and data about implementation and capacity development	<p>At least annually, the SMT reviews regional, district, and school data regarding the:</p> <ul style="list-style-type: none"> • presence and quality of implementation supports, • fidelity of use of education innovations, and • impact on student outcomes 	<p>At least annually, the SMT reviews regional, district, and school data regarding the:</p> <ul style="list-style-type: none"> • presence and quality of implementation supports 	The SMT does not review regional, district, and school data related to implementation supports	Meeting Minutes Reports
25. SMT engages in action planning using data and information	The SMT regularly reviews (at least quarterly) results of action planning and action plans are adjusted as needed to enhance implementation and capacity development (practice- policy communication cycle)	The SMT regularly reviews (at least annually) results of action planning and action plans are adjusted as needed to enhance implementation and capacity development (practice-policy communication cycle)	The SMT does not have action plans related to implementation and capacity development	Meeting Minutes Action plans

Scoring the SCA

The SCA generates four scores: (a) Total score: the mean of scores for all 40 items, (b) Subscale scores: the mean of scores for each of the 11 subscales, (c) Sub-Subscale Scores: the mean of scores for each domain, and (d) individual item scores.

For Web-based Scoring

If you are not registered on sisep.org for data entry and generating reports, please contact Caryn Ward caryn.ward@unc.edu to learn more about access requirements.

For Manual Scoring

The table below is used to provide to build sub-scale and total scores when the SCA is completed by hand.

Subscale/Sub Subscale	# of Items	Actual Points / Points Possible	Percentage of Points: Actual/Possible	Subscale Total Points/Points Possible	Total # of Items with a score of 0 or 1*
SMT Investment					
Implementation Roles and Functions	3	___ / 6		___ / 24	
Coordination for Implementation	7	___ / 14			
Leadership	2	___ / 4			
System Alignment					
Implementation Guidance Documents	2	___ / 4		___ / 10	
State Design Team	3	___ / 6			
Commitment to Regional Implementation Capacity					
Resources for Regional Implementation Capacity	5	___ / 10		___ / 16	
Support for RIT Functioning	3	___ / 6			
SCA Total Scores: Points Possible and Percentage	25	Sum ___ / 50	___ / 100	___ / 50	

Action Planning and Summary

For any item listed below a “2” consider actions that may be completed within the next 3 to 6 months. Define the action, designate who is responsible for leading the action planning, decide when the actions it will be accomplished, and decide when updates on the actions will be reviewed to monitor progress and solve problems.

Item	Actions	Who	When	Next Update
Section 1: State Management Team (SMT) Investment				
Implementation Roles and Functions				
Coordination for Implementation				
Leadership				
Section 2: System Alignment				
Implementation Guidance Documents				
State Design Team				
Section 3: Commitment to Regional Implementation Capacity				
Resources for Regional Implementation Capacity				
Support for RIT Functioning				

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Version 6.0

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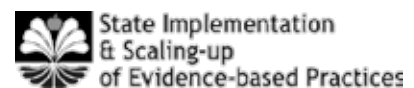
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Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.



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The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

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The primary purpose of the District Capacity Assessment (DCA) is to assist school districts to implement effective innovations that benefit students. The *capacity* of a district to facilitate building-level implementation refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain Effective Innovations.

Introduction and Purpose

The specific purposes of the DCA are to:

1. Provide a **District Implementation Team (DIT)** with a structured process for the development of a District Capacity Action Plan
2. Provide a DIT with information to monitor progress towards district, regional, and state capacity building goals
3. Support a common infrastructure for the implementation of **Effective Innovations (EI)** to achieve desired outcomes for students
4. Provide district, regional and state leadership with a regular measure of the **capacity** for implementation and sustainment of Effective Innovations in districts

Focus of the DCA

The DCA is administered with a specific innovation (e.g. Early Literacy, Positive Behavioral Interventions and Support, Multi-Tier System of Supports) in mind. An **Effective Innovation** is any set of operationally defined practices used in a defined context (e.g. schools) to achieve defined outcomes. It is important to choose one innovation and answer the DCA questions with that innovation in mind.

Schedule and Timeframe of DCA Administration

In January/February, the DIT formally completes the DCA with the assistance of a trained administrator and facilitator. For progress monitoring purposes, the DCA is re-administered in July/August to refine the **District Capacity Action Plan**. During the DCA administration to monitor progress, the team reviews previous DCA scores, updates scores based on recent progress, and adjusts the District Capacity Action Plan as necessary. It is acceptable, however, for a district to complete the DCA at any point during the year that would help achieve targeted functions/purposes.

Given the importance of the process and the complexity of the items, the anticipated duration to complete the DCA is one to two hours. Exact times will depend on the number of individuals participating and the familiarity of the team with the DCA and the process. The first implementation of the DCA typically takes more time than subsequent administrations. Preparing key documents prior to the DCA reduces the time for implementation (see page 5 for list of documents).

Process and Key Roles

The formal administration process consists of introducing the DCA and its purpose, providing an overview of the administration process and scoring, introducing the concepts or big ideas, reading each

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item aloud and providing any necessary clarification, facilitating the discussion and voting process, and recording the score for each item. Information about key roles are provided in the table below:

<i>DCA Administrator</i>	<ul style="list-style-type: none"> A trained individual responsible for leading the discussion and adhering to the DCA Administration Protocol. This individual is preferably external to the district team and does not vote.
<i>Facilitator</i>	<ul style="list-style-type: none"> An individual who has a relationship with the respondents and experience in the district and who supports the Administrator by helping to contextualize items for respondents or provide examples of work in which the district has engaged.
<i>Note Taker</i>	<ul style="list-style-type: none"> Records ideas shared for action planning and any questions and issues that are raised during administration.
<i>Respondents</i>	<ul style="list-style-type: none"> Respondents are knowledgeable raters including District Implementation Team (DIT) members and other staff intentionally selected for their implementation knowledge, experience with the innovation being used, and leadership in the district.
<i>Observer</i>	<ul style="list-style-type: none"> Observers are invited <u>with permission</u> of the district team to learn about the DCA process or the activities in the district. Observers do not vote.

Preparation for the DCA and Administration

Prior to launching into the administration of the DCA the following should be in place:

1. District Implementation Team agrees to DCA administration and the commitment of time
2. Materials to be assembled in preparation for DCA administration include:
 - a. Previously completed DCA forms and/or data/reports from previous DCAs if applicable
 - b. Blank copies (paper or electronic) accessible to all respondents
 - c. Data sources to inform DCA assessment (District Improvement Plan needed at a minimum)

Roles and Job Descriptions

List of DIT members, roles, and job titles
Listing of BIT members

Executive Leader job description
DIT Coordinator job description
Interview protocol (including procedures used during the selection process)

Team Processes

DIT Meeting schedule
DIT linking communication protocols

Meeting Agendas, Minutes, and Attendance
Graphic of problem-solving process used

Guidance Documents

Documentation of EI selection procedure
Process documentation for sharing of policy relevant information to regional and state organizations

Documentation of linking EIs
Process documentation for addressing internal district barriers

Budget

Professional Learning budget allocations

Grant budget allocations

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Plans

DIT implementation plan for EI	Documentation of implementation plan monitoring
Sample BIT implementation plans	Sample of staff professional learning plans
Sample of coaching service delivery plans	District professional learning schedule
Communication plan	

Data and Measures

Fidelity measure	Sample Data Reports
Practice Profile for EI	Sample School Board Status Report
Training outcome data	Sample stakeholder Reports
Coaching effectiveness data	
Fidelity assessment data (feedback data)	
Evidence of performance feedback process	

Scoring

The District Implementation Team completes the DCA together by using the *DCA Scoring Guide* to discuss each item and come to consensus on the final score for each item. The respondents score each item on a 0-2 scale utilizing a *simultaneous and public voting process*. This type of voting process facilitates participation of all respondents and neutralizes any potential power influences in the voting process. When asked to vote (e.g. “Ready, set, vote.”), respondents simultaneously hold up either two fingers to vote “fully in place,” one finger to vote “partially in place,” or a closed hand to vote “not in place.”

If the team is unable to arrive at consensus, additional data sources for each item are documented in the *DCA Scoring Guide* and should be used to help achieve consensus. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus is not able to be reached, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be scored and graphed.

Research Basis and Outcomes from the DCA Completion

The research basis of the DCA is derived from the implementation science research literature and its Active Implementation Frameworks (Fixsen, Naoom et al., 2005). The Active Implementation frameworks “help define what needs to be done (effective interventions), how to establish what needs to be done, who will do the work (effective implementation), and establish the hospitable environment for the work (enabling contexts) to accomplish the positive outcomes” (Blase, Fixsen et al., 2005). The Active Implementation Frameworks are universal and apply to any attempt to use Effective Innovations. The frameworks consist of Usable Innovations, Implementation Teams, Implementation Drivers, Improvement Cycles, and Implementation Stages.

The Implementation Drivers assessed by the DCA:

- **Leadership** - Active involvement in facilitating and sustaining systems change to support implementation of the effective innovation through strategic communication, decisions, guidance, and resource allocation

District Capacity Assessment

- **Competency** - Strategies to develop, improve, and sustain educators’ ability to implement an Effective Innovation as intended in order to achieve desired outcomes. Competency Drivers include: **Performance Assessment, Selection, Training, and Coaching**
- **Organization** – Strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement an effective innovation. Organization Drivers include: **Decision Support Data System, Facilitative Administration, and Systems Intervention**

DCA Items Mapping to Drivers Domains and corresponding subscales:

Implementation Drivers and Subscales	DCA Item #:
<i>Leadership</i>	
• Leadership	1, 2, 3, 7, 17
• Planning	8, 9, 18
<i>Competency</i>	
• Performance Assessment	13, 26
• Selection	20, 21
• Training	22, 23
• Coaching	24, 25
<i>Organization</i>	
• Decision Support Data Systems	14, 15, 19
• Facilitative Administration	4, 5, 6, 10, 11, 16
• Systems Intervention	12

Outcomes from DCA completion:

1. Summary report with (a) Total score, (b) Sub-scale Scores and (c) Item Scores
2. Action plan for identifying immediate and short-term activities to improve district capacity to implement effective innovations

Administration Prerequisites

To assist districts in improving their capacity to implement effective innovations, administrators are required to successfully complete the DCA Administration online short course

<http://implementation.fpg.unc.edu>.

SISEP.org is a web-based application that allows District Implementation Teams to complete the DCA. Team scores are entered electronically, and reports are generated to view (a) Total Scores, (b) Sub-scale Scores, and (c) Item Scores. These data are used to assess current level, monitor progress across time, and plan actions that will improve capacity to implement evidence-based practices.

To access SISEP.org, DIT members are provided with a user ID, user type, and permission to enter DCA data and access reports. A user type and level of permission are determined and set by either the National SISEP Center, State Education Agency (SEA), or Regional Entity SISEP.org Coordinator. Note that once access is granted to a district, the user has access to view all of the district’s DCA data. The user types that can be assigned to a user are listed below in the table.

District Capacity Assessment

SISEP.org User Types	Description
Coordinator	A coordinator can add surveys to a district, add users to a district, take surveys, and view reports.
Team Member	A team member may only view reports.

We ask that you let us know how you use the DCA so we can use your experience and data to improve and expand the assessment. Please respond to Caryn Ward (contact information below). Thank you.

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DCA Administration Fidelity Checklist

Protocol Steps	Step Completed?		
	Y=Yes; N=No N/A= unsure or not applicable		
1. Respondents Invited - Administrator and/or Facilitator invites knowledgeable raters including DIT members and others	Y	N	N/A
2. Materials Prepared in Advance - Administrator and/or Facilitator ensures that copies (paper or electronic) of a blank DCA are available for each member and ensures that a room is set up with a laptop, projector, internet connection, and conference phone (video if possible) for any participants joining remotely	Y	N	N/A
3. Overview - Administrator provides a review of DCA, purpose, and instructions for voting	Y	N	N/A
4. Administration - Blank DCA is projected on screen for entire team to view. If team is using SISEP.org, the web based version is projected on the screen	Y	N	N/A
5. Administration - Each question is read aloud. After the Administrator reads a question, the Facilitator says, "ready, set, vote" and all respondents vote simultaneously and publicly to neutralize influence during the voting process (e.g. hold up 2 fingers to vote "fully in place," 1 finger to vote "partially in place," or a closed hand to vote "not in place" or holds up a card with the number 0, 1, or 2)	Y	N	N/A
6. Administration - Facilitator tallies the votes and notes agreement or discrepancies for each question	Y	N	N/A
7. Consensus - If complete agreement is reached move on to the next question. If not, the Facilitator invites an open, brief discussion of the reasons for differences in scoring. The group is asked to vote again. The vote can occur multiple times at the discretion of the Facilitator. The goal is to reach consensus. Consensus means that the minority voters can live with and support the majority decision on an item. If the minority persists in not being able to live with the majority vote, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be scored and graphed.	Y	N	N/A
8. Recording - Administrator documents each scoring decision on sisep.org which is projected for all respondents to see, or on the paper copy used to record all votes	Y	N	N/A
9. Data summary - After the last question has been asked and answered, the Administrator clicks the link on SISEP.org to display graphs of total scores and subscale scores	Y	N	N/A
10. Review - While viewing the graphs, Administrator highlights all of the subscales that moved in a positive direction and celebrates progress toward 80% or better subscale scores	Y	N	N/A
11. District Status Review - Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A
12. Action - Facilitator asks respondents to discuss three domains they would like to set as agenda items for their regular meetings	Y	N	N/A
13. Planning - If there is not sufficient time for #11 and #12 the Facilitator ensures that a date and time are set for the District Status Review and Action related to selecting domains	Y	N	N/A
14. Conclusion - Administrator thanks the team for their openness and for sharing in the discussion	Y	N	N/A

Comments/Notes:

District Capacity Assessment (DCA): Scoring Form

District Name:	Date:
DCA Administrator:	Facilitator:
Effective Innovation:	DIT Members:

Directions: The District Implementation Team completes the District Capacity Assessment (DCA) together by using the *DCA Scoring Guide* to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the *DCA Scoring Guide* and should be used to help achieve consensus. Scores are recorded on this *Scoring Form* below and then entered into SISEP.org.

Item	Score		
1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)	2	1	0
2. DIT includes someone with executive leadership authority	2	1	0
3. DIT includes an identified coordinator (or coordinators)	2	1	0
4. DIT uses an effective team meeting process	2	1	0
5. District outlines a formal procedure for selecting EIs through the use of guidance documents	2	1	0
6. District documents how current EIs link together	2	1	0
7. Funds are available to support the implementation of the EI	2	1	0
8. District has an implementation plan for the EI	2	1	0
9. DIT actively monitors the implementation of the plan	2	1	0
10. District utilizes a communication plan	2	1	0
11. District uses a process for addressing internal barriers	2	1	0
12. District uses a process to report policy relevant information to outside entities	2	1	0
13. DIT supports the use of a fidelity measure for implementation of the EI	2	1	0
14. DIT has access to data for the EI	2	1	0
15. DIT has a process for using data for decision making	2	1	0
16. District provides a status report on the EI to the school board	2	1	0
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of EIs	2	1	0
18. BIT implementation plans are linked to district improvement plan	2	1	0
19. BITs have a process for using data for decision making	2	1	0
20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI	2	1	0
21. Staff members selected to implement or support the EI have a plan to continuously strengthen skills	2	1	0
22. DIT secures training on the EI for all district/school personnel and stakeholders	2	1	0
23. DIT uses training effectiveness data	2	1	0
24. DIT uses a coaching service delivery plan	2	1	0
25. DIT uses coaching effectiveness data	2	1	0
26. Staff performance feedback is on-going	2	1	0

Scoring Guide

DCA Item:	2 points	1 point	0 points	Data Source
1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)	<p>A team is developed and is</p> <ul style="list-style-type: none"> Representative of the district (e.g., K-12) Of functional size 	<p>A team is developed and representative of the district</p> <p>-HOWEVER-</p> <p>The size of the team is not functional (e.g., too large or too small) to effectively accomplish work</p>	<p>There is not a team</p> <p>-OR-</p> <p>Team composition is not representative of the district</p>	List of team members, roles, and job titles
2. DIT includes someone with executive leadership authority	<p>DIT includes someone with executive leadership authority to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions)</p> <p>-AND-</p> <p>Attendance at meetings is regular</p> <p>-AND-</p> <p>When scheduling conflicts occur, the leader makes sure (s)he is provided with relevant information (decisions and potential barriers that need to be addressed by other district leaders) within 1-2 days after the meeting</p>	<p>DIT includes someone who has executive leadership authority to approve and support team decisions</p> <p>-AND-</p> <p>Attendance at meetings is regular</p> <p>-HOWEVER-</p> <p>When scheduling conflicts occur there is not a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>There is no one with executive leadership authority represented on the DIT</p> <p>-OR-</p> <p>The executive leader's attendance at meetings is infrequent</p>	<p>Executive leader job description</p> <p>List of team members, roles, and job titles</p> <p>Linking communication protocol</p>
3. DIT includes an identified coordinator (or coordinators)	<p>Coordinator assumes a lead role in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of</p>	<p>DIT includes a designated coordinator</p> <p>-AND-</p> <p>Coordinator assumes a lead role</p>	<p>DIT does not include a designated coordinator</p> <p>-OR-</p> <p>The coordinator does not assume</p>	Coordinator job description

DCA Item:	2 points	1 point	0 points	Data Source
	<p>assigned actions -AND- Coordinator is knowledgeable about the selected EI and implementation science in order to make recommendations to the DIT and the executive leader overseeing the DIT -AND- Coordinator has adequate time to fulfill responsibilities</p>	<p>in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of assigned actions -HOWEVER- The coordinator needs to deepen knowledge of the EI to make recommendations to the DIT and the executive leader overseeing the DIT. -OR- Time is not adequate to fulfill responsibilities given the scope of the work and/or the size of the district being supported</p>	<p>a lead role in making recommendations to the DIT or facilitating meetings</p>	
<p>4. DIT uses an effective team meeting process</p>	<p>DIT meets in person monthly (during the school year) or more frequently depending on amount of work -AND- Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor) -AND- Process is in place for absent team members to receive updates shortly following the meeting -AND- Team documents and completes assignments outlined on an</p>	<p>DIT meets in person monthly or more frequently depending on amount of work -HOWEVER- Meeting roles and responsibilities are inconsistently used during the meeting -OR- Absent team members are inconsistently updated following meetings -OR- Assignments are inconsistently completed within the designated timelines</p>	<p>It is difficult to establish an effective team meeting process due to meeting less frequently than monthly -OR- Inconsistent attendance by team members</p>	<p>Meeting schedule Meeting Agendas, Minutes, and Attendance</p>

DCA Item:	2 points	1 point	0 points	Data Source
	action plan within designated timelines			
5. District outlines a formal procedure for selecting EIs through the use of guidance documents	<p>Guidance documents and formal procedures are in place</p> <p>-AND-</p> <p>Procedure to select an EI includes an analysis of the following variables: Need for the EI; Fit and alignment with other EIs/initiatives/programs; Resources needed to fully implement; Evidence to demonstrate effectiveness; Maturity of the EI; Capacity within the district to successfully implement the EI (e.g. Hexagon Tool)</p> <p>-AND-</p> <p>Procedure is consistently used</p>	<p>A formal procedure is in place</p> <p>-BUT-</p> <p>The procedure to select an EI includes an analysis of only some (at least half) of the following variables: Need; Fit; Resources; Evidence; Maturity of the EI; Capacity to implement</p> <p>-OR-</p> <p>The procedure is not consistently used</p>	<p>No formal procedure is in place</p> <p>-OR-</p> <p>The procedure to select an EI includes only one or two of the following variables: Need; Fit; Resources; Evidence; Maturity of the EI; Capacity to implement</p>	<p>Guidance documents</p> <p>Documentation showing how the procedure has been used within the past 2 years</p>
6. District documents how current EIs link together	<p>Documentation displays new and existing EIs the district supports</p> <p>-AND-</p> <p>Documentation includes statements regarding how all EIs are compatible and add value to one another to achieve improved implementation and student outcomes</p>	<p>Documentation displays the new and existing EIs the district is supporting</p> <p>-BUT-</p> <p>It is unclear how the initiatives/practices are compatible and add value to one another</p>	<p>There is no documentation of how new and existing EIs are compatible</p> <p>-OR-</p> <p>Documentation was once created but has not been updated in the past 2-3 years, making it obsolete</p>	<p>Document displaying how all EIs are linked or compatible</p>
7. Funds are available to	There is evidence of commitment to sustain funding for on-going	There is evidence of commitment to funding for the EI for a	There is no commitment to funding the EI	Professional Learning budget

DCA Item:	2 points	1 point	0 points	Data Source
support the implementation of the EI	implementation and scale-up of the selected EI	minimum of one year or less		allocations Grant budget allocations
8. DIT has an implementation plan for the EI	<p>The plan is updated as needed using:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data (e.g., Organization, Competency, Leadership data) • Scale up data (e.g., each school's stage of implementation) <p>-AND-</p> <p>The plan's goals are S.M.A.R.T. and include strategies/activities to achieve the goals</p> <p>-AND-</p> <p>The plan has been approved by executive leadership</p> <p>-AND-</p> <p>The plan for implementing the EI is integrated into the district's continuous improvement planning process</p>	<p>The plan is developed and focuses most heavily on:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data <p>-AND-</p> <p>The plan has been approved by executive leadership</p> <p>-BUT-</p> <p>The plan is lacking in strategies to address:</p> <ul style="list-style-type: none"> • Capacity data • Scale up data <p>-OR-</p> <p>The plan includes only broad goals to implement the EI, not S.M.A.R.T. goals and strategies/activities</p> <p>-OR-</p> <p>The plan has not yet been fully integrated into the continuous improvement planning process but the intent is to do so</p>	<p>There is not a plan</p> <p>-OR-</p> <p>District has no goal(s) to implement the EI</p> <p>-OR-</p> <p>The plan focuses primarily on a training plan for the EI but fails to encompass a minimum of two of the following:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data <p>-OR-</p> <p>The plan has not been approved by executive leadership</p>	<p>District implementation plan</p> <p>Record of approval (meeting minutes or other written communication, signature)</p>
9. DIT actively monitors implementation of the plan	<p>DIT monitors implementation of the plan a minimum of three times per year</p> <p>-AND-</p> <p>Monitoring includes documentation of:</p>	<p>DIT monitors the plan three times per year</p> <p>-HOWEVER-</p> <p>Monitoring only includes documentation of:</p> <ul style="list-style-type: none"> • Completion status of 	<p>DIT monitors the plan less than three times per year</p>	<p>Documentation of monitoring</p>

DCA Item:	2 points	1 point	0 points	Data Source
	<ul style="list-style-type: none"> • Completion status of activities • Reasons activities were not completed (e.g. insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers) 	<p>activities</p> <ul style="list-style-type: none"> • Reasons activities were not completed (e.g. insufficient funding, training) 		
<p>10. District utilizes a communication plan</p>	<p>The plan is written and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>The plan includes all of the following components:</p> <ul style="list-style-type: none"> • List of stakeholder groups identified in the district’s organizational chart (e.g., outside agencies, families) • Type of information to share and receive from identified stakeholders • Who is responsible for communication with each group • Frequency and methods of communication • Plan to evaluate communication method and data at least annually 	<p>The plan is in the process of being written and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>Currently, communication is informally happening and/or is dependent on one main person</p> <p style="text-align: center;">-OR-</p> <p>The plan focuses primarily on following components:</p> <ul style="list-style-type: none"> • List of stakeholder groups identified in the district’s organizational chart (e.g., outside agencies, families) • Who is responsible for communication with each group • Frequency and methods of communication 	<p>There is not a plan for communication</p> <p style="text-align: center;">-OR-</p> <p>Stakeholders are reporting communication to be ineffective</p>	<p>Communication plan</p> <p>Stakeholder report summaries indicating communication has been effective</p>

DCA Item:	2 points	1 point	0 points	Data Source
	-AND- Stakeholders report the communication has been effective			
11. District uses a process for addressing internal barriers	A formal process is in place (e.g., specific documents and steps) -AND- The process is consistently used to remove internal barriers (e.g., policy and guidance documents revised to support new ways of work, resources are allocated/re-allocated)	The process is informal -OR- The process is used inconsistently across all situations that would warrant use	There is not a process -OR- The process is not used for addressing internal barriers preventing successful implementation of the EI	Guidance document outlining process Documentation showing how the process has been used in the past six months (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)
12. District uses a process to report policy relevant information to outside entities	A formal process is in place to report policy relevant information (e.g., state/federal laws, mandated use of funds, bargaining agreements) to regional units , state department of education, etc. -AND- The process is consistently used for reporting to outside entities	The process is informal -OR- The process is used inconsistently across all situations that would warrant use	There is not a process -OR- The process is not used for reporting policy-relevant information to the regional unit or state department	Guidance document outlining process Evidence of use
13. DIT supports the use of a fidelity measure for implementation	DIT supports schools to use a research validated fidelity measure as recommended that is highly correlated with (i.e.,	DIT supports schools to use a fidelity measure for the EI as recommended, but the measure is currently in development (i.e.,	DIT does not support schools to use any fidelity measures for the EI -OR-	Fidelity measure or practice profile

DCA Item:	2 points	1 point	0 points	Data Source
of the EI	predictive of) intended outcomes for the EI	not yet correlated with outcomes or research validated) -OR- District has developed practice profiles to operationalize the EI for use in developing a fidelity measure	DIT does not support schools to use the fidelity measure as recommended (e.g., frequency, audience)	Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes
14. DIT has access to data for the EI	All of the following data are accessible for the DIT to analyze: <ul style="list-style-type: none"> • Fidelity data • Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data) • Capacity data (e.g., DCA, Assessing Drivers Best Practices) • Scale up data (e.g., Stages of Implementation Analysis: Where are we now) 	The DIT only has access to at least two of the following types of data, but not all types: <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	No data are accessible -OR- Data accessible for the DIT to analyze are primarily focused on student outcomes	Sample data reports
15. DIT has a process for using data for decision making	A specific problem solving process is utilized -AND- All data are used in the following ways: <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure EI is being implemented as intended) • Student outcome data 	A specific problem solving process is utilized -HOWEVER- DIT only use at least two of the following types of data for problem solving, but not all types: <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	DIT does not use a specific problem solving process -OR- DIT primarily uses student outcome data to analyze student outcomes	Graphic of problem-solving process

DCA Item:	2 points	1 point	0 points	Data Source
	<p>(screening, progress monitoring, summative assessments/state test) are used to determine the impact the EI is having on student outcomes</p> <ul style="list-style-type: none"> • Capacity data for the EI are used to enhance leadership, organizational or competency supports • Scale-up data are used to create differentiated plans for schools based on their current stage of implementation 			
<p>16. District provides a status report on the EI to the school board</p>	<p>The report includes at least five of the following seven types of information:</p> <ul style="list-style-type: none"> • Number of schools across the district working to implement the EI • Each school’s stage of implementation • Internal capacity to develop structures to support the EI (leadership, organization, competency) • Fidelity of implementation for the EI • Impact of the EI on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about 	<p>The report includes less than five of the different types of information outlined in the 2-point criteria</p>	<p>A status report has never been provided to the school board -OR- Report focuses only on action, not on data</p>	<p>Copy of most recent school board status report</p>

DCA Item:	2 points	1 point	0 points	Data Source
	implementation of the EI <ul style="list-style-type: none"> Upcoming work to scale-up the EI and continue improving -AND- At minimum twice a year			
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of EI	Every school in the district has a BIT -AND- BITs overlap as much as possible (e.g., one or more members) with the school improvement team -AND- DIT supports BITs (e.g., provides training, coaching, etc.)	Some, but not all, schools in the district have a BIT -OR- BITs do not strategically overlap with the school improvement team -OR- BITs do not have the necessary supports from DIT	None of the schools in the district have a BIT	List of BIT members List of school improvement team members Linking communication protocol
18. BIT implementation plans are linked to district improvement plan	80% or more of schools with BITs have implementation plans linked to the district priorities within the district improvement plan	At least half of the BITs have implementation plans that are linked to the district priorities within the district improvement plan	BITs do not have implementation plans that are linked to the district priorities within the district improvement plan	School level plan
19. BITs have a process for using data for decision making	BITs use a specific problem-solving model -AND- All data listed below are used in the following ways: <ul style="list-style-type: none"> Fidelity data are analyzed to improve implementation supports such as selection, training and coaching to ensure the EI is being implemented as intended Student outcome data 	BITs use a specific problem-solving model -AND- The BIT primarily uses a combination of two of the three sources of data: <ul style="list-style-type: none"> Fidelity data Student outcome data relying mostly on screening data but not consistently using other measures like progress monitoring data and 	BIT does not use a specific problem-solving model -OR- BIT chooses to primarily use annual summative assessment data (e.g., state test) to analyze student outcomes	Evidence of the problem-solving process Analysis of action plans and updated improvement plans based on analysis of the data

DCA Item:	2 points	1 point	0 points	Data Source
	<p>(screening, progress monitoring, and summative assessment/state test) are used to determine the impact of the EI</p> <ul style="list-style-type: none"> Capacity data are used to develop structures to support the EI (leadership, organization, competency) 	<p>summative assessment data</p> <ul style="list-style-type: none"> Capacity data are used to develop structures to support the EI (leadership, organization, competency) 		
<p>20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI</p>	<p>Job descriptions align with the function of positions required to support the EI</p> <p>-AND-</p> <p>Job interview protocol includes documentation and assessment of core skills needed to implement the EI</p> <p>-AND-</p> <p>Interview protocol includes specific procedures for assessing candidate capacity to perform key skills (e.g., work task, role play) and use feedback provided during the interview to improve performance during a simulated work activity</p> <p>-AND-</p> <p>Interview protocol is refined and revised at least annually to improve the selection process</p>	<p>Job descriptions exist and include general descriptions that may align with competencies needed to implement the EI</p> <p>-OR-</p> <p>Interview and selection protocols exist but do not include documentation and assessment of core skills or demonstrated ability to perform skills in simulated activity during the interview</p> <p>-OR-</p> <p>Interview protocol is refined and revised less than annually</p>	<p>Job descriptions exist but do not align with competencies needed to implement the EI</p> <p>-OR-</p> <p>Generic job interview protocol (e.g. similar protocol for any position) exists in the district</p>	<p>Job descriptions</p> <p>Interview protocol (including procedures used during the selection process)</p>
<p>21. Staff members selected to implement or</p>	<p>All selected staff assigned to implement or support the EI have a professional learning plan that</p>	<p>Each selected staff member has a plan that includes only some of the criteria outlined in the 2-</p>	<p>All selected staff who are expected to support the EI in a variety of roles do not have a</p>	<p>Staff professional learning plans</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>support the EI have a plan to continuously strengthen skills</p>	<p>includes:</p> <ul style="list-style-type: none"> • Areas for further development • Training for initial competency development (if needed) • Coaching supports • Time allocated within job responsibilities to develop knowledge outlined in plan 	<p>point response -OR- Selected staff have a plan with time allocated to implement but the plan focuses mostly on initial competency development (training) and limited follow-up supports (coaching)</p>	<p>professional learning plan</p>	
<p>22. DIT secures training on the EI for all district/school personnel and stakeholders</p>	<p>Highly competent individuals provide trainings (e.g., deep content knowledge, effective presentation skills) -AND- Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback -AND- All staff have opportunities to receive training as outlined in their professional learning plans</p>	<p>Highly competent individuals provide trainings -AND- Trainings are skill based and opportunities for practice/behavioral rehearsals are provided when applicable, and provide participant feedback -OR- All staff do not have opportunities to execute a professional learning plan. Plans are limited to either new staff or staff who are relatively new in their positions (e.g., non-tenured teachers)</p>	<p>Trainings are not skill based and do not include opportunities for practice or behavioral rehearsals -OR- A one-sized fits all professional learning plan is developed for staff regardless of their current strengths and needs to accurately implement/support the EI</p>	<p>District professional learning schedule Training evaluations Sample of staff professional learning plans</p>
<p>23. DIT uses training effectiveness data</p>	<p>Training evaluation data (e.g., pre-post of knowledge/skills, observations) and training performance assessment data (e.g., schedule, content, process) are analyzed to determine</p>	<p>Training evaluation data are primarily analyzed to determine the effectiveness of training (initial and on-going) -OR- Training effectiveness data are</p>	<p>Data are not analyzed to determine effectiveness of training</p>	<p>Training outcome data Evidence that data are used for improvements</p>

DCA Item:	2 points	1 point	0 points	Data Source
	effectiveness of training (initial and on-going) -AND- Training effectiveness data are utilized to inform needs in selection/recruitment, coaching, and other implementation supports	only utilized to inform improvements to the training content and delivery		
24. DIT uses a coaching service delivery plan	Coaching service delivery plan for the EI includes a combination of: <ul style="list-style-type: none"> • Direct observation • Prompting • Modeling • Feedback • Assistance in adaptation of EI to local context • Consultation without direct observation -AND- Adherence to the coaching service delivery plan is regularly reviewed	The plan only includes consultation without direct observation -OR- Coaching service delivery plan developed but is not current (over a year old)	No coaching service delivery plan exists -OR- The coaching service delivery plan is not being implemented	Sample of coaching service delivery plans
25. DIT uses coaching effectiveness data	Coaching effectiveness is assessed at least every 6 months, using multiple sources of data including: <ul style="list-style-type: none"> • Fidelity measures • Coach observations • Staff satisfaction surveys (coaching recipients, coach, other stakeholders) • Coaching service delivery adherence data 	Coaching effectiveness is assessed annually and multiple sources of data are used to improve coaching -OR- Coaching effectiveness data are only utilized to inform coaching improvements	Coaching effectiveness is not assessed using multiple sources of information	Coaching effectiveness data such as staff satisfaction surveys Evidence the data are used to inform improvements

DCA Item:	2 points	1 point	0 points	Data Source
	<p style="text-align: center;">-AND-</p> <p>Coaching effectiveness data are utilized to inform improvements in coaching, selection/recruitment, training, and other implementation supports</p>			
<p>26. Staff performance feedback is on-going</p>	<p>Performance feedback (e.g., fidelity) process is in place to provide consistent feedback to all staff who are implementing or supporting the EI, including trainers and coaches</p> <ul style="list-style-type: none"> • Feedback is specific to implementation of the EI • Those providing feedback have knowledge of the EI and understand the components of high quality implementation • Collaborative review of data with all staff is perpetual • Data is used to celebrate accomplishments • Data is used to strengthen staff skills (at all levels) 	<p>The process for performance feedback related to implementing the EI is either in development or partially in place (e.g., process is in place but is not policy or policy is in place but is not fully implemented)</p> <p style="text-align: center;">-OR-</p> <p>The process for the performance feedback is currently being aligned with the implementation of the EI</p> <p style="text-align: center;">- OR -</p> <p>Feedback data are collected and reviewed but it is done on an annual basis rather than in an on-going way</p>	<p>No process is in place for providing performance feedback to staff implementing or supporting the EI</p> <p style="text-align: center;">-OR-</p> <p>The process for the performance feedback is unable to be aligned with the implementation of the EI</p> <p style="text-align: center;">-OR-</p> <p>Individuals providing the performance feedback are not knowledgeable enough about the EI to accurately determine what should and should not be seen</p>	<p>Evidence of performance feedback process</p> <p>Fidelity assessment data</p>

Action Planning

Step 1: For any item listed below a “2” consider actions that may be completed within the next 3 months.

Step 2: Define the action, "who" is responsible, when it will be accomplished, and the team/meeting when updates on the action will be reviewed.

Step 3: Team should prioritize the areas or items that are most critical to improve– critical defined as most likely to improve fidelity, sustainability and student outcomes.

Subscale and Items	Action	Who	When	Next Update
1. Leadership				
2. Action Planning				
3. Performance Feedback				
4. Selection				
5. Training				
6. Coaching				
7. Decision Support System				
8. Facilitative Administration				
9. Systems Intervention				

Glossary

Browse the glossary below to learn the vocabulary terms commonly encountered in the DCA. To successfully administer the DCA, knowledge of these terms is necessary. The glossary was compiled using the following resources: SISEP's Active Implementation Hub, National Implementation Research Network, and PBIS.org.

Authority

Authority in the context of the DCA refers to the power or right to make decisions regarding budgets, positions, and allocation of resources.

Building Implementation Team (BIT)

An organized and active group that supports the implementation, sustainability, and scale-up of Effective Innovations by integrating the use of implementation stages, drivers and improvement cycles.

Capacity

Systems, activities, and resources that are necessary for schools to successfully adopt and sustain effective innovations.

Coaching

Coaching is defined as regular, embedded professional development designed to help teachers and staff to use the program or innovation as intended.

Coaching Service Delivery Plan

A written plan detailing the frequency of coaching observations, methods of support, and routines and methods (e.g. written, verbal) for providing constructive feedback in a safe environment.

Communication Protocol

A written document outlining the frequency, type, and format of communication between teams for the following purposes: communicate progress and celebrate success throughout the system, report systemic barriers that are preventing or hindering implementation and should be resolved by one of the groups, report on actions taken to resolve or address past issues, and revisit past decisions and agreements periodically to ensure that solutions are still functional.

Coordinator

District staff member assuming a lead role in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of assigned actions.

Decision Support Data System

District Capacity Assessment

A system for identifying, collecting, and analyzing data that are useful to the teacher, school, and district for decision making to improve implementation of the EI. Specifically, the utilization of process data, performance (fidelity) data, and outcome data is measured and data are used.

Diagnostic Assessment

Assessments which provide more in depth information about an individual student's specific skill, for the purpose of guiding future instructional supports.

District Capacity Action Plan

A detailed plan outlining actions needed to reach one or more goals for improving district capacity.

District Implementation Plan

A detailed plan outlining actions needed to reach one or more goals for effective and sustained implementation of an EI.

District Implementation Team

An organized and active group that supports the implementation, sustainability, and scale-up of Effective Innovations by integrating the use of implementation stages, drivers and improvement cycles.

District Improvement Plan

A detailed plan outlining actions needed to reach one or more goals for performance improvement.

Effective Innovation

An innovation is anything that is new to a district and that is intended for use to improve effectiveness or efficiency. The innovation was developed based on the best available evidence (e.g., evaluation results, research findings).

Executive Leadership

A process of social influence in which a person can enlist the aid and support of others in the accomplishment of a specific task.

Fidelity

Fidelity is defined as doing what is intended.

Formal

Formal refers to an established hierarchy, procedure or set of specific behaviors.

Facilitative Administration

District Capacity Assessment

Organization driver focused on the internal processes, policies, regulations, and structures over which a district implementation team has some control in order to create and maintain hospitable environments to support new ways of work.

Guidance Documents

Publically available documents outlining the a process and/or procedure and its implementation.

Implementation

A specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and described in sufficient details such that independent observers can detect the presence and strength of the “specific set of activities” related to implementation.

Implementation Science

Implementation science is the study of methods to promote the integration of research findings and evidence into policy and practice. It seeks to understand the behavior of professionals and other stakeholders as key variables in the sustainable uptake, adoption, implementation, and sustainability of Effective Innovations.

Improvement Cycles

Improvement cycle is a planned sequence of systematic and documented activities aimed at improving a process (e.g., PDSA Cycle – Plan, Do, Study, Act).

Informal

Informal refers to an activity or process that is marked by the absence of formality or structure.

Interview Protocol

A document outlining the various activities used within a selection process of a staff member.

Performance Assessment

Performance assessment refers to measuring the degree to which a teacher or staff are able to use the intervention or instructional practices as intended. Performance assessment (fidelity) measures the extent to which an innovation is implemented as intended.

Policy Relevant Information

Data and material that can be used to inform the development and/or refinement of a policy or statement of intent adopted by a Board or senior governance body.

Progress Monitoring

Frequent assessment to provide more in depth information about an individual student’s specific skills, for the purpose of guiding instructional supports.

District Capacity Assessment

Regional Unit

An educational entity providing various school districts within a specified geographic region of the state with a wide array of educational programs and services, many of which are too costly or limited in demand for a single location.

Scaleworthy or Scalable Practices

Practices that have sufficient social and scientific validation to warrant the large-scale investment needed to transform these practices into Standard Practice. Scalable practices have documentation that they are needed, effective, usable, and feasible.

Selection

Selection refers to the purposeful process of recruiting, interviewing, and hiring *'with the end in mind'*. Selection through an *active implementation lens* includes identifying skills and abilities that are pre-requisites and/or specific to the innovation or program, as well as attributes that are difficult to train and coach.

SMART Goal

SMART is a mnemonic acronym, giving criteria to guide in the setting of goals and/or objectives. A SMART goal is defined as one that is specific, measurable, achievable, relevant, and time-bound.

Summative Assessment Data

Measures used to gather information about student performance compared to grade level standards.

Systems Intervention

An Organization driver focused on the external variables, policies, environments, systems or structures that influence or have impact on the district and schools.

Training

Training through an *active implementation lens* is defined as purposeful, skill-based, and adult-learning informed processes designed to support teachers and staff in acquiring the skills and information needed to begin using a new program or innovation.

Universal Screening

The systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.

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District-level RTI Implementation

Phase of Implementation	Activities	Implementation Timeline
<u>Exploration</u>	<ul style="list-style-type: none"> • Provide an RTI Overview • Provide an overview on implementation plan • District defines the “why” of the work • Analyze data to determine need, fit, resources, strength of evidence, readiness, and capacity • Develop methods to promote commitment from stakeholders (Principals, teachers, parents, students, etc...) 	
<u>Pre-Implementation</u>	<ul style="list-style-type: none"> • Complete District Capacity Assessment • Identify potential structural and functional challenges to support RTI effectively (policies, schedules, time, materials, re-allocation of roles and responsibilities, new positions needed) • Develop district implementation team <ul style="list-style-type: none"> - Structure, role, function, • Complete Initiative Inventory and alignment <ul style="list-style-type: none"> - Identify initiatives, potential alignment between initiatives, how initiatives fit within a tiered system of support - Funding and resource analysis • Develop a selection protocol for schools that will be “first implementers” • Complete an assessment audit • Create a district RTI implementation plan that includes: <ul style="list-style-type: none"> - Assessment and Data Utilization Plan - Training plan - Coaching plan 	
<u>Initial Implementation</u>	<ul style="list-style-type: none"> • Develop communication plan to inform schools of “launch dates,” activities, and convey support • Develop communication protocols to identify barriers and adaptive challenges • Provide RTI training and coaching to schools • Continuous monitoring and adjustment of implementation plan based on data: <ul style="list-style-type: none"> - Assessment and Data Utilization Plan - Training plan - Coaching plan 	

	<ul style="list-style-type: none"> • Revise based on review of challenges and sustainability considerations <ul style="list-style-type: none"> - Recruitment and selection - Training and booster training - Coaching process and data - Fidelity measures and reporting processes - Outcome data measures and reporting process - Building or district administrators policies and practices - Leadership support • Select potential model school implementation sites 	
<p><u>Full Implementation</u></p>	<ul style="list-style-type: none"> • Monitoring and support systems are in place for RTI Implementation: <ul style="list-style-type: none"> - Recruitment and selection - Training and booster training - Coaching processes and data - Fidelity measures and reporting processes - Outcome data measures and reporting process - Building or district administrators policies and practices - Leadership support • Feedback process is in place and functional (district, school, teacher, student) • Leadership and implementation teams use data (literacy fidelity, behavior fidelity, student outcome) • Improvement process are employed to address issues through the use of data to identify challenges, development of plans, monitoring of plan execution, and assessment of results until improvement occurs or functional processes are embedded and routine. 	

District RTI Implementation Modules

Module 1 – Selection of RTI (Exploration Phase)

Module 2 – RTI Overview (Exploration Phase)

Module 3 – RTI Leadership (Pre-Implementation/Installation Phase)

Module 4 – Initiative Inventory (Pre-Implementation/Installation Phase)

Module 5 – Building a training and coaching plan (Pre-Implementation/Installation Phase)

Module 6 - Assessment Audit (Pre-Implementation/Installation Phase)

Module 7 – DBDM (Pre-Implementation/Installation Phase)

Module 8 – Communication Plan (Pre-Implementation/Installation Phase)

SWPBIS Tiered Fidelity Inventory

version 2.1

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Introduction and Purpose

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI is based on the features and items of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT). The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator), often with input from Tier I, II and/or III teams if these are independent groups. It is strongly recommended that the TFI be completed with **an external SWPBIS coach as facilitator**. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

The first time the TFI is used, we recommend that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. **Note that the TFI may be used to assess only one or two of the tiers.** In most cases it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers.

Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each tier is accepted as a level of implementation that will result in improved student outcomes, but research is currently underway to identify a specific criterion for each tier of the TFI.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier I, Tier II, and/or Tier III, but also information for developing an **action plan** that guides implementation.

The TFI may be completed using paper and pencil, or by accessing the forms on www.pbisapps.org. Any school working with a state PBIS coordinator may access the website, TFI content, and reports. The TFI may also be downloaded from www.pbis.org.

Cost

There is no cost to use the TFI or its online scoring and reporting features. The TFI is a product developed as part of the U.S. Department of Education's Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Intended Participants

The TFI is intended to be completed by members of a school's System Planning Team, with the active presence and guidance of an external SWPBIS coach.

Schedule of Administration

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then **every third or fourth meeting** until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBIS may start by using only the Tier I section of

the TFI, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

Preparation for Administration/ Completion Time

School teams completing the Tier I scale should arrange a TFI Walkthrough (see Appendix A) before completing the TFI. We recommend that an external coach complete the TFI Walkthrough, although teams completing the Tier I scale more than once per year (i.e., for progress monitoring) may have a school staff member complete it.

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion, and (c) the number of tiers assessed.

School teams new to the TFI should schedule 30 min for Tier I, 30 min for Tier II, and 30 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have already completed the TFI at least twice, the time required for implementation may be approximately 15 min for each tier.

Outcomes

Criteria for scoring each item of the TFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the TFI produces three scale scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

Glossary and Acronym Key

Aggregated Data: Individual data that are averaged at the school or district level (e.g., the percent of all students on check-in check-out meeting their daily point goals).

FTE (Full-Time Equivalent): Funding allocated to an individual for specific responsibilities (e.g., behavior consultant), with 1.0 = full time work. Allocated FTE may be an individual's position or official release time for tasks.

Life Domain: Each area of a student's life to consider when planning comprehensive support, such as educational/vocational, emotional/psychological, family, medical, residence, safety, and social.

Natural and Formal Supports: Natural supports are the relationships that occur in everyday life, usually involving relationships with family, friends, co-workers, neighbors, and acquaintances. Formal Supports usually involve some sort of payment and may include relationships with service providers such as teachers, other school staff, or community agency representatives.

Person Centered Planning: A team-based approach involving a range of strategies and activities designed to help assist students in planning their life and supports. The focus is on personal self-determination and enhancing independence.

Quality of Life: The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences. It is determined by the student and family.

RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work): A wraparound-based process specifically designed for adolescents and young adults that emphasizes self-determination and student voice. The focus of RENEW is on high school completion, employment, post-secondary education and training, and community integration.

Targeted Interventions Reference Guide: A matrix used to indicate a school's Tier II interventions and indicate which student needs (e.g., function of problem behavior) they can support. It is included in Appendix B.

Tiered Fidelity Inventory (TFI): A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support (this measure).

TFI Behavior Support Plan Worksheet: A sheet used to score the school's existing behavior support plans for the Tier III scale. It is not needed for the Tier I or II scales. It is included in Appendix C.

TFI Walkthrough Tool: An interview form used for the Tier I scale that includes questions for randomly selected staff and students. Completed by an external reviewer (for evaluation purposes) or a member of the school team (for progress monitoring purposes). It is not needed for the Tier II or III scales. It is included in Appendix A.

Walkthrough (informal): Any type of walkthrough used to assess quality of instruction (not the TFI Walkthrough Tool).

Wraparound: A person-centered process for developing and implementing individualized care plans for youth at-risk of emotional and behavioral disorders. Wraparound brings the student, family, school, agency staff members and informal supporters together as a team to develop a coordinated supports.

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier I team meeting minutes 	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>
<p>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan 	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs 	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>
<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> • Staff handbook • Student handbook • School policy • Discipline flowchart 	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> • Discipline policy • Student handbook • Code of conduct • Informal administrator interview 	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>
<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> • Professional development calendar • Staff handbook 	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>
<p>1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	<p>0 = Classrooms are not formally implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<ul style="list-style-type: none"> TFI Walkthrough Tool 	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p>
<p>1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> PBIS Self-Assessment Survey Informal surveys Staff meeting minutes Team meeting minutes 	<p>0 = Faculty are not shown data at least yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</p>
<p>1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<ul style="list-style-type: none"> Surveys Voting results from parent/family meeting Team meeting minutes 	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</p> <p>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
<p>1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</p>	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	<p>0 = No centralized data system with ongoing decision making exists</p> <p>1 = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student</p>
<p>1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.</p>	<ul style="list-style-type: none"> • Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes 	<p>0 = No process/protocol exists, or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports</p>
<p>1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none"> • School policy • Staff handbook • School newsletters • School website 	<p>0 = No Tier I SWPBIS fidelity data collected</p> <p>1 = Tier I fidelity collected informally and/or less often than annually</p> <p>2 = Tier I fidelity data collected and used for decision making annually</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier II: Targeted SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier II team meeting minutes 	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>
<p>2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan 	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> • Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy 	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports</p>
<p>2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.</p>	<ul style="list-style-type: none"> • School handbook • Request for assistance form • Family handbook 	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request assistance</p> <p>2 = Written request for assistance form and process are in place and team responds to request within 3 days</p>
Subscale: Interventions		
<p>2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> • School Tier II handbook • Targeted Interventions Reference Guide 	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> • Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook 	<p>0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>
<p>2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> • Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide 	<p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>
<p>2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> • Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication 	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> • Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy 	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</p>
Subscale: Evaluation		
<p>2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool 	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>
<p>2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> • Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication 	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> • Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member 	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>
<p>2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> • Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes • District reports 	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, but outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier III: Intensive SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier III team meeting minutes 	<p>0 = Tier III team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%</p>
<p>3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan 	<p>0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier III team has at least 2 but not all 4 features</p> <p>2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.</p>	<ul style="list-style-type: none"> • School policy • Team decision rubric • Team meeting minutes 	<p>0 = No decision rules for identifying students who should receive Tier III supports</p> <p>1 = Informal process or one data source for identifying students who qualify for Tier III supports</p> <p>2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p>
<p>3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Resources		
<p>3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.</p>	<ul style="list-style-type: none"> • Administrative plan • Tier III team meeting minutes • FTE (i.e., paid time) allocated to Tier III supports 	<p>0 = Personnel are not assigned to facilitate individual student support teams</p> <p>1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment</p> <p>2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports</p>
<p>3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = District contact person not established</p> <p>1 = District contact person established with external agencies, OR resources are available and documented in support plans</p> <p>2 = District contact person established with external agencies, AND resources are available and documented in support plans</p>
<p>3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>	<ul style="list-style-type: none"> • Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy 	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Support Plans		
<p>3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) <p>0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans</p> <p>1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan</p> <p>2 = All plans document strengths and quality of life needs and related goals defined by student/family</p>
<p>3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans</p> <p>1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)</p> <p>2 = All plans include medical, mental health information, and complete academic data where appropriate</p>
<p>3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include a hypothesis statement with all 3 components</p> <p>2 = All plans include a hypothesis statement with all 3 components</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = No plans include all 7 core support plan features, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include all 7 core support plan features</p> <p>2 = All plans include all 7 core support plan features</p>
<p>3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet) 	<p>0 = Plan does not include specific actions, or there are no plans with extensive support</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p>
<p>3.13 Access to Tier I and Tier II Supports: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans</p> <p>1 = Individual supports include some access to Tier I and/or Tier II supports</p> <p>2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
<p>3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>	<ul style="list-style-type: none"> • Reports to staff • Staff meeting minutes • Staff report 	<p>0 = No quantifiable data</p> <p>1 = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p>2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans</p>
<p>3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making</p>
<p>3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Student progress data • Tier III team meeting minutes 	<p>0 = School does not track proportion or no students have Tier III plans</p> <p>1 = Fewer than 1% of students have Tier III plans</p> <p>2 = All students requiring Tier III supports (and at least 1% of students) have plans</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.</p>	<ul style="list-style-type: none"> • Tier III team meeting minutes • Tier III team action plan • Team member verbal reports 	<p>0 = No annual review</p> <p>1 = Review is conducted but less than annually, or done without impact on action planning</p> <p>2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

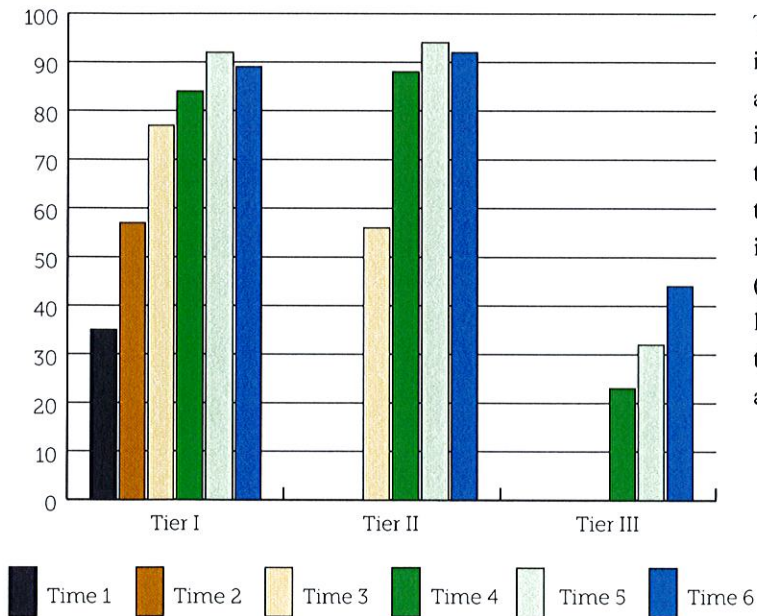
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier I	1-15 / 30 points	_____/ 30	
Tier II	1-13 / 26 points	_____/ 26	
Tier III	1-17 / 34 points	_____/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey



The Inventory also provides a “by Item” report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data -Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier II				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier II Interventions				
2.6 Tier II Critical Features				
2.7 Practices Matched to Student Need				

Item	Current Score	Action	Who	When
2.8 Access to Tier I Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Tier III				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier I and Tier II Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any _____ since _____?
(rewards for appropriate behavior) (2 months ago)

Student interview Questions

Interview a minimum of 10 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you received a _____ since _____?
(reward for appropriate behavior) (2 months ago)

SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form

School _____

Date _____

District _____

State _____

Data collector _____

School-wide Expectations:

Name of School-wide Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____

Name of Acknowledgment System:

Staff Questions (Interview 10% or at least 5 staff members)			
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
1		Y N	Y N
2		Y N	Y N
3		Y N	Y N
4		Y N	Y N
5		Y N	Y N
6		Y N	Y N
7		Y N	Y N
8		Y N	Y N
9		Y N	Y N
10		Y N	Y N
11		Y N	Y N
12		Y N	Y N
13		Y N	Y N
14		Y N	Y N
15		Y N	Y N
Total			

Student Questions (at least 10 students)		
	What are the (school rules)? Record the # of rules known	Have you received a _____ since _____?
1		Y N
2		Y N
3		Y N
4		Y N
5		Y N
6		Y N
7		Y N
8		Y N
9		Y N
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

Appendix C: TFI Tier III Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

Directions: Select 3 current Tier III plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	TFI Score
3.4 Plans include uniquely constructed team (with input/approval from student/ family about who is on the team).	0 = Plan does not identify the individual student's team	0	0	0		0 = 0
	1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs	1	1	1		1-5 = 1
	2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	2	2	2		6 = 2
3.6 Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented	0	0	0		0 = 0
	1 = Contact person OR resources documented	1	1	1		1-5 = 1
	2 = Contact person AND resources documented	2	2	2		6 = 2
3.8 Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined	0	0	0		0 = 0
	1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan	1	1	1		1-5 = 1
	2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	2	2	2		6 = 2
3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment	0	0	0		0 = 0
	1 = Includes some but not all relevant life-domain information	1	1	1		1-5 = 1
	2 = Includes medical, mental health information, and complete academic data where appropriate	2	2	2		6 = 2
3.10 Plans include a hypothesis statement, including (a) operational description, (b) identification of antecedents, and (c) behavioral function.	0 = Hypothesis statement does not include all 3 parts (or is missing)	0	0	0		0 = 0
	2 = Hypothesis statement includes all 3 parts	2	2	2		2-4 = 1 6 = 2
3.11 Plans include or consider (a) prevention, (b) teaching, (c) removing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidelity and impact, and (g) action plan.	0 = Plan does not include all 7 parts	0	0	0		0 = 0
	2 = Plan includes all 7 parts	2	2	2		2-4 = 1 6 = 2
3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal supporters (e.g., school/district personnel) and natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support	0	Only one plan needed.			0 = 0
	1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports	1				1 = 1
	2 = Plan includes specific actions related to QOL needs and include natural supports	2				2 = 2
3.13 Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports	0	0	0		0 = 0
	1 = Plan notes access to Tier I/II supports	1	1	1		1-5 = 1
	2 = Plan documents how access to Tier I/II supports occurs	2	2	2		6 = 2
3.15 Each student's individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes.	0 = No evidence of meetings, plan review, or use of data	0	0	0		0 = 0
	1 = Evidence of review, but no use of both fidelity and outcomes data	1	1	1		1-5 = 1
	2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	2	2	2		6 = 2



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Reading Tiered Fidelity Inventory Elementary-Level Edition

Version 1.2
July 2017

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Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition

Introduction and Purpose

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition is to provide School Leadership Teams with a tool to assess the implementation of a **School-Wide Reading Model**.

School-Wide Reading Model: Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and (3) data use and analysis.

The R-TFI is designed for use within a data-based decision-making process in coordination with student outcome data. The R-TFI currently measures three domains and 12 subscales.

The Three Domains of the R-TFI

Table 1. *Tier 1 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	1.1, 1.2, 1.3, 1.4, 1.5
Implementation	1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Resources	1.12, 1.13, 1.14, 1.15, 1.16, 1.17
Evaluation	1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27

Table 2. *Tier 2 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	2.1, 2.2
Intervention Implementation	2.3, 2.4, 2.5, 2.6
Resources	2.7, 2.8
Evaluation	2.9, 2.10, 2.11, 2.12, 2.13, 2.14

Table 3. *Tier 3 School-Wide Reading Model* domain with corresponding subscales and items.

Subscale	Items
Teams	3.1, 3.2, 3.3, 3.4
Intervention Implementation	3.5, 3.6, 3.7
Resources	3.8
Evaluation	3.9, 3.10, 3.11, 3.12

Note: Definitions of the three Tiers and all bolded words in text throughout the tool are provided in the Glossary of Terms at the end of this document.

Administration of the R-TFI

Participants for R-TFI Administration

It is recommended that all members of the School Leadership Team actively participate in the completion of the R-TFI. Involvement of the entire team will result in: (1) a more accurate assessment, (2) a greater understanding of the school's strengths and weaknesses regarding implementation of effective reading instruction, and (3) greater ownership of the improvement process.

Schedule of R-TFI Administration

For the first R-TFI administration, a **School Leadership Team** can choose to complete only the **Tier 1** section, or all three tiers. It is not recommended that the **Tier 2** and **Tier 3** sections be completed until the Tier 1 section has also been completed.

- If a school is participating in a professional learning series that provides separate sessions for Tier 1 than Tiers 2 & 3, the School Leadership Team might consider completing the Tier 1 section of the R-TFI with the Tier 1 professional learning and waiting to complete the Tiers 2 & 3 sections until the related professional learning is provided.
- Alternatively, a school could complete the entire R-TFI at once in order to establish baseline levels of implementation for Tiers 1, 2, & 3. The resulting data could be used to target and prioritize areas for professional development.

After the first assessment, it is recommended that the R-TFI be completed at least once per school year, typically in the spring. It is ideal to coordinate the timing of the completion of the R-TFI with the school improvement planning process so that results can inform the School Improvement Plan.

Process for Completion

Completion of the R-TFI includes critical activities before, during, and after the administration.

Before:

- Schedule 1-2 hours with the School Leadership Team for the completion of the R-TFI. A typical administration takes about 1-2.5 hours, depending on whether it is the first administration and whether the team is completing the entire R-TFI or only Tier 1.
- Select individuals to perform the key roles and responsibilities.
- Print complete copies of the R-TFI for all participants.
- Gather all available resources identified in the Data Source column.

During:

- Introduce the purpose of the R-TFI to all participants.
- Provide an overview of the administration process and scoring procedures.
- Read each item aloud and provide any clarification, including definitions of key terms.
- Facilitate the discussion and **consensus** on scoring.
- Record the score and notes for each item in the MIBLSI Database or R-TFI Reporting System.

After:

- Generate the R-TFI item report and analyze scores in the Analysis of School-Wide Data Report (MIBLSI database).
- Plan improvements to the **School-Wide Reading Model** based on the results.

Key Roles and Responsibilities

Table 4. Key roles and responsibilities for administration of the R-TFI.

Role	Responsibility
R-TFI Facilitator	Individual who is knowledgeable about the implementation of a School-Wide Reading Model The facilitator is responsible for leading the discussion and adhering to the R-TFI administration protocol. When possible, it is helpful for the facilitator to be external to the school. The R-TFI Facilitator is a non-voting role.
Note Taker	Records scores, ideas shared for planning, and any questions/issues that are raised during administration, and enters scores into the MIBLSI database or R-TFI Reporting system. The Note Taker votes.
Respondents	Team members and other staff intentionally selected for their knowledge and experience with implementing the School-Wide Reading Model. Respondents vote.

Scoring

The team completes the R-TFI together by using the *R-TFI Scoring Guide* to discuss and come to **consensus** on the final score for each item on a 2-1-0 scale using a simultaneous and public voting process. When using this process, respondents are asked to vote (e.g., “Ready, set, vote.”) by simultaneously displaying their score: “2 = fully in place,” “1 = partially in place,” or “0 = not in place.” Individual scores can be displayed using fingers or paper/electronic response cards. This approach facilitates participation of all respondents and neutralizes any potential power influences in the assessment.

When there are discrepancies in scores during a vote, members discuss the available evidence to justify a score. After this brief discussion, respondents vote on the item again to help achieve consensus. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus cannot be reached, the facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be calculated and graphed.

Data Entry and Analysis

Michigan schools enter scores for each R-TFI item into the [MIBLSI Database](http://webapps.miblsimtss.org/midata) (<http://webapps.miblsimtss.org/midata>). Results can then be viewed in an R-TFI item report, School Dashboard, District Dashboard, ISD Dashboard, and score exports.

Schools in other states can enter scores for each R-TFI item into the [R-TFI Reporting System](https://webapps.miblsimtss.org/RTFIReporting) (<https://webapps.miblsimtss.org/RTFIReporting>). Results can then be viewed in an R-TFI item report, District dashboard, and score exports.

Teams may choose to meet for a longer period of time to prioritize areas for improvement and plan related activities. Alternatively, a School Leadership Team may wish to schedule another meeting focused primarily on action planning. Teams should interpret their R-TFI data starting with the total score, then look for more specific areas of strength and need based on tier and subscale scores (i.e., Tier 1, Tier 2, and Tier 3, Teams, Implementation, Resources, Evaluation). Finally, the team can use individual item scores from low-scoring subscales to identify actions that will lead to improved implementation of a School-Wide Reading Model.

R-TFI Items and Descriptions by Tier

Tier 1 School-Wide Reading Model Features	
Item	Item Description
1.1	A School Leadership Team is established to support the implementation of a Tier 1 reading system.
1.2	The School Leadership Team uses an effective team meeting process.
1.3	The School Leadership Team’s work is coordinated with other school teams.
1.4	Grade-Level Teams are established to support the implementation of Tier 1 reading instruction.

Item	Item Description
1.5	Grade-Level Teams use an effective team meeting process.
1.6	The district uses a formal procedure for selecting curriculum, programs and materials to provide Tier 1 reading instruction.
1.7	The school allocates adequate time for core reading instruction.
1.8	The school has a School-Wide Reading Plan .
1.9	Grade-level instructional plans include an emphasis on Tier 1 instruction.
1.10	Class-wide expectations for student behavior are established and taught.
1.11	Procedures are implemented for common classroom activities.
1.12	Written guidelines are available for teaching the core reading program .
1.13	The school has identified an individual(s) to assist in data coordination for school-wide reading assessments .
1.14	A school-wide reading universal screening assessment schedule is available for the current school year.
1.15	Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model .
1.16	The School Leadership Team uses system-level coaching .
1.17	All staff have access to instructional coaching .
1.18	Universal screening assessments have been purposely selected.
1.19	The school uses a data system(s) that allows access to universal screening assessment reports.
1.20	Staff collect reading universal screening data with fidelity .
1.21	The School Leadership Team collects Tier 1 system fidelity data .
1.22	The School Leadership Team uses data to monitor the health of the School-Wide Reading Model .
1.23	The School Leadership Team uses a process for data-based decision-making .
1.24	Grade-Level Teams use a process for data-based decision-making .
1.25	The School Leadership Team monitors implementation of the School-Wide Reading Plan .
1.26	Grade-Level Teams monitor implementation of the grade-level instructional plans .
1.27	The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.

Tier 2 School-Wide Reading Model Features

Item	Item Description
2.1	The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits.
2.2	Grade-Level Teams work to support students who are not making adequate progress in the Tier 1 core reading curriculum.
2.3	The school uses a formal process for selecting evidence-based reading interventions.
2.4	The school uses a data-based process for matching student needs to specific reading interventions.
2.5	Intervention groups are appropriate for students receiving reading intervention.
2.6	The school notifies parents/guardians of intervention plans for their child.
2.7	The scheduling of reading interventions is coordinated with Tier 1 reading instruction.
2.8	All staff providing reading interventions receive implementation supports.
2.9	The school monitors data on student access to reading intervention supports.
2.10	Staff collect progress-monitoring data with fidelity .
2.11	The school uses a data system to display student reading progress.
2.12	The school monitors the fidelity of Tier 2 interventions.
2.13	Grade-Level Teams monitor the percent of students who are responding to Tier 2 supports.
2.14	Grade-Level Teams adjust reading intervention supports based on individual student progress.

Tier 3 School-Wide Reading Model Features

Item	Item Description
3.1	Grade-Level Teams support students with intensive reading needs.
3.2	Student Support Teams are established to improve students' reading performance.
3.3	Teachers access the assistance of the Student Support Teams .
3.4	Student Support Teams use an effective team meeting process.
3.5	The school uses a variety of data sources to design intensive reading intervention plans .

Item	Item Description
3.6	The school alters intervention variables to intensify reading intervention supports.
3.7	The school invites parents/guardians to collaborate on intervention plans for their child.
3.8	All staff supporting students with an intensive reading intervention plan receive implementation supports.
3.9	Staff collect diagnostic data with fidelity .
3.10	The school monitors the percent of students who are responding to Tier 3 supports.
3.11	There is a protocol to monitor the fidelity of Tier 3 interventions.
3.12	Intensive reading intervention plans are adjusted based on decision rules .

R-TFI Items and Scoring Guide

Table 5. Description for the R-TFI scoring guide.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<i>Brief description of the item.</i>	<i>Description of the criteria that need to be in place to score 2 points on the item. Data sources should be available to substantiate a 2-point score.</i>	<i>Description of the criteria that need to be in place to score 1 point on the item. Data sources should be available to substantiate a 1-point score.</i>	<i>Description of the criteria to score 0 points on the item.</i>	<i>Examples of documentation that can be used to substantiate scoring decisions.</i>

Tier 1 School-Wide Reading Model Features

Tier 1: Teams

Table 6. Tier 1 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.1 A School Leadership Team is established to support the implementation of a Tier 1 reading system.	Team includes the school principal and <u>both</u> of the following: <ul style="list-style-type: none"> School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	Team includes the school principal and <u>only one</u> of the following: <ul style="list-style-type: none"> School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	There is no team. -OR- The team does not include the school principal. -OR- The established team does not meet any of the criteria outlined in the 2-point response.	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.2 The School Leadership Team uses an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p style="text-align: center;">-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p style="text-align: center;">-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.3 The School Leadership Team's work is coordinated with other school teams.</p>	<p>School Leadership Team coordinates with <u>all</u> other teams within the school (e.g., school improvement team, PLCs, Grade-Level Teams) in the following ways:</p> <ul style="list-style-type: none"> • Schedules opportunities to meet with representatives from other teams to discuss alignment of school-wide priorities. • Identify successes and challenges that will impact the School-Wide Reading Plan. <p>-AND-</p> <p>Discussions/meetings result in coordinated work across <u>all</u> teams within the school that is aligned with school-wide priorities.</p>	<p>All conditions of the 2-point response are met, but coordination is <u>focused primarily on one specific team</u> within the school.</p>	<p>There is no team. -OR- School Leadership Team operates in isolation of other school teams (e.g., the School Leadership Team is aware of implications and work of other teams, but no effort is made to coordinate and align priorities).</p>	<p>School team/committee matrix</p> <p>Team meeting minutes</p> <p>Action plans</p> <p>Communication plan</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.4 Grade-Level Teams are established to support the implementation of Tier 1 reading instruction.</p>	<p>Grade-Level Teams are established for <u>all</u> grade levels in the school. -AND- The following individuals are <u>consistently</u> present at Grade-Level Team meetings:</p> <ul style="list-style-type: none"> • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction. 	<p>Grade-Level Teams are established for <u>all</u> grade levels in the school. -AND- Any of the following individuals are <u>inconsistently</u> present at Grade-Level Team meetings:</p> <ul style="list-style-type: none"> • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction. 	<p>Grade-Level Teams are established for <u>none or only some</u> grade levels in the school. -OR- Any of the following individuals <u>have never attended</u> a Grade-Level Team meeting:</p> <ul style="list-style-type: none"> • Principal. • Staff who provide core reading instruction. • Staff who provide supplementary reading instruction. 	<p>List of Grade-Level Team members, roles, and job titles</p> <p>Communication procedure to principal following grade level meeting; evidence the procedure has been used</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.5 Grade-Level Teams use an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Grade-Level Teams meet every 4-6 weeks. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates shortly following the meeting (within 48 hours). • The team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p>-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There are no Grade-Level Teams.</p> <p>-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

Tier 1: Implementation

Table 7. Tier 1 Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.6</p> <p>The district uses a formal procedure for selecting curriculum, programs and materials to provide Tier 1 reading instruction.</p>	<p>The procedure looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Content alignment with the Big Ideas of Reading and state standards. • Inclusion of explicit instructional routines. • Inclusion of extension and remediation supports. • Inclusion of supports for English Language Learners (if school demographics include ELLs). • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>There is no procedure.</p> <p>-OR-</p> <p>The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection procedure was used for the current core reading curriculum program and materials</p>
<p>1.7</p> <p>The school allocates adequate time for core reading instruction.</p>	<p>The school has a schedule that shows at least 90 minutes of daily core reading instruction at every grade level for all students.</p>	<p>The school has a schedule that shows one of the following:</p> <ul style="list-style-type: none"> • At least 60 minutes for daily reading instruction in any grade level. • A combination of 90 minutes on some days of the week and at least 60 minutes on other days. 	<p>The school does not have a daily reading schedule.</p> <p>-OR-</p> <p>Less than 60 minutes are scheduled any day of the week for core reading instruction.</p>	<p>School reading schedule</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.8</p> <p>The school has a School-Wide Reading Plan.</p>	<p>The plan supports students' mastery of the Big Ideas of Reading and state standards.</p> <p>-AND-</p> <p>The plan is developed using all the following reading data sources:</p> <ul style="list-style-type: none"> • High stakes summative results (e.g., state assessment). • Universal screening results. • Fidelity data. <p>-AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p> <p>-AND-</p> <p>The plan's goals are S.M.A.R.T.</p>	<p>The plan supports students' mastery of the Big Ideas of Reading and state standards.</p> <p>-AND-</p> <p>The plan is developed using all the following reading data sources:</p> <ul style="list-style-type: none"> • High stakes summative results (e.g., state assessment). • Universal screening results. • Fidelity data. <p>-AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p>	<p>A School-Wide Reading Plan has not been developed.</p> <p>-OR-</p> <p>The plan does not support students' mastery of the Big Ideas of Reading and state standards.</p> <p>-OR-</p> <p>The plan is developed without using the three reading data sources outlined in the 2-point response.</p>	<p>School-Wide Reading Plan (or reading components of School Improvement Plan)</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.9</p> <p>Grade-level instructional plans include an emphasis on Tier 1 instruction.</p>	<p>An instructional plan is developed at each grade level and includes the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. grade-level instructional goals that are aligned with the Big Ideas of Reading and state standards. • Whole and small-group differentiation of core reading curriculum materials to address students with a continuum of reading skills. 	<p>An instructional plan is developed at each grade level and includes the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. grade-level instructional goals that are aligned with the Big Ideas of Reading and state standards. 	<p>Instructional plans are not developed or only developed for some grade levels.</p> <p>-OR-</p> <p>The plan does not address the Big Ideas of Reading and state standards.</p>	<p>Sampling of grade-level instructional plans</p>
<p>1.10</p> <p>Class-wide expectations for student behavior are established and taught.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> • Clearly defined, using student appropriate language (e.g., Be safe, Be responsible, Be respectful). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom settings. • Taught at least annually and as needed (e.g., after breaks) as identified by behavioral data. • Embedded within feedback to students. <p>-AND-</p> <p><u>All</u> classrooms establish and teach class-wide expectations.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> • Clearly defined, using student appropriate language (e.g., Be safe, Be responsible, Be respectful). • Stated positively. • Aligned with the school-wide expectations. • Visibly posted in all classroom settings. <p>-OR-</p> <p><u>Only some</u> classrooms establish and teach class-wide expectations.</p>	<p>Class-wide expectations do not include all four of the criteria outlined in the 1-point response.</p> <p>-OR-</p> <p>Class-wide expectations are not defined or taught in any classrooms.</p>	<p>Document that outlines the class-wide expectations</p> <p>Observations</p> <p>Teaching plans and schedule</p> <p>Sampling of students to define the class-wide expectations</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.11 Procedures are implemented for common classroom activities.</p>	<p><u>All</u> teachers (including para-educators or aides) define and teach procedures for common classroom activities (e.g., transitions, signaling for student responses, small group instruction, learning centers). -AND- The procedures are posted using student-friendly language and/or pictures.</p>	<p><u>Some</u> teachers define and teach procedures for common classroom activities (e.g., transitions, signaling for student responses, small group instruction, learning centers). -AND- Classrooms that have taught procedures have them posted using student-friendly language and/or pictures.</p>	<p>Procedures are not defined or taught in any classrooms.</p>	<p>Document listing the procedures Classroom walk-throughs to view posting of the routines</p>

Tier 1: Resources

Table 8. Tier 1 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.12</p> <p>Written guidelines are available for teaching the core reading program.</p>	<p>Written guidelines include <u>all</u> of the following for all grade levels:</p> <ul style="list-style-type: none"> • Identification of components to teach in each lesson that align with the Big Ideas of Reading. • Pacing suggestions. • Guidelines for when to use whole-group and small-group instruction. • Agreed upon guidelines across each grade level for when and how to: <ul style="list-style-type: none"> ○ Administer program-embedded assessments to identified students and how to use the information from those assessments. ○ Embed or enhance instructional routines. ○ Add additional practice examples. ○ Reteach un-mastered skills. ○ Review previously taught skills. ○ Omit skills already mastered. 	<p>Written guidelines include <u>all</u> of the following for all grade levels:</p> <ul style="list-style-type: none"> • Identification of components to teach in each lesson that align with the Big Ideas of Reading. • Pacing suggestions. • Guidelines for when to use whole-group and small-group instruction. • Agreed upon guidelines across each grade level for when and how to: <ul style="list-style-type: none"> ○ Administer program-embedded assessments to identified students and how to use the information from those assessments. 	<p>Written guidelines that align with the Big Ideas of Reading are not provided for teaching the core reading program.</p> <p style="text-align: center;">-OR-</p> <p>Written guidelines are not available for every grade level.</p> <p style="text-align: center;">-OR-</p> <p>Written guidelines include two or fewer of the criteria outlined in the 1-point response.</p>	<p>Guidelines document</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.13</p> <p>The school has identified an individual(s) to assist in data coordination for school-wide reading assessments.</p>	<p>The school has an individual(s) who does <u>all</u> of the following for school-wide reading assessments:</p> <ul style="list-style-type: none"> • Train appropriate staff in test administration and scoring procedures. • Provide administration and scoring refresher trainings. • Schedule assessments. • Ensure teachers have access to usable data reports. • Ensure accuracy of test administration, scoring, and entry. • Assist with data interpretation and analysis. 	<p>The school has an individual(s) who meets <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>The school does not have an individual(s) responsible for coordinating school-wide reading assessments.</p> <p style="text-align: center;">-OR-</p> <p>The school has an individual(s) who fulfills <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Names of individuals</p> <p>Responsibilities/expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.14</p> <p>A school-wide reading universal screening assessment schedule is available for the current school year.</p>	<p>The following features are included on the school-wide reading universal screening assessment schedule:</p> <ul style="list-style-type: none"> • Three universal screening assessments during the year. • Assessment windows are two weeks or less. • A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period. • Deadline for data entry within one week after assessment administration (if needed). 	<p>The following features are included on the school-wide reading universal screening assessment schedule:</p> <ul style="list-style-type: none"> • Three universal screening assessments during the year. • Assessment windows are two weeks or less. • A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period. 	<p>The school does not have a schedule indicating when universal screening will be administered.</p> <p style="text-align: center;">-OR-</p> <p>The school has a schedule indicating three universal screening periods for the year with two or fewer of the additional criteria from the 2-point response.</p>	<p>Assessment schedule</p>
<p>1.15</p> <p>Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-Wide Reading Plan. • Grade-level instructional plans. <p style="text-align: center;">-AND-</p> <p>Professional learning is secured for <u>all identified staff that are impacted</u> by the activities outlined in the School-Wide Reading Plan and grade-level instructional plans.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-Wide Reading Plan. • Grade-level instructional plans. <p style="text-align: center;">-AND-</p> <p><u>Only some staff</u> have access to professional learning (e.g., one teacher has been given permission to attend the professional learning and then are quickly expected to teach colleagues).</p>	<p>The professional learning does not align with the activities included in the School-Wide Reading Plan and/or the grade-level instructional plans.</p>	<p>Listing of professional learning topics accessible to staff</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.16</p> <p>The School Leadership Team uses system-level coaching.</p>	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Reading Plan. • Assisting school teams with using an effective team meeting process. • Suggesting professional learning opportunities and/or people with expertise to support the school based on school reading data and plans. • Assisting with communication between the principal, school teams, and district team. 	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Reading Plan. • Assisting school teams with using an effective team meeting process. 	<p>System-level coaching support is not available.</p> <p style="text-align: center;">-OR-</p> <p>Written guidelines include two or fewer of the criteria outlined in the 2-point response.</p>	<p>Name(s) of system-level coaches, job title, job description</p> <p>Coaching schedule and activity log</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.17 All staff have access to instructional coaching.</p>	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. <p>When data indicate a need, or a request is made, additional instructional coaching supports include the following:</p> <ul style="list-style-type: none"> • Modeling. • Assistance in adaptation of the reading program to grade level context. • Consultation without direct observation (e.g., prioritizing material to teach, identifying resources available within the program, enhancement to instructional routines and materials, behavior management strategies). 	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. 	<p>Instructional coaching support is not available for all staff.</p>	<p>Name(s) of instructional coaches, job description</p> <p>Coaching schedule and activity log</p>

Tier 1: Evaluation

Table 9. Tier 1 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.18</p> <p>Universal screening assessments have been purposely selected.</p>	<p>There is documentation that the school or district procedure looked for the presence of <u>all</u> of the following criteria when selecting universal screening assessments for reading:</p> <ul style="list-style-type: none"> Assessments align with the Big Ideas of Reading. High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process. Resources necessary to use the assessment as intended (i.e., materials, training, loss of instructional time per student). How assessment results are used to plan reading instruction such as current risk level and progress since previous test. 	<p>There is documentation that the school or district procedure looked for the presence of <u>only</u> the following criteria when selecting universal screening assessments for reading:</p> <ul style="list-style-type: none"> Assessments align with the Big Ideas of Reading. High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process. 	<p>The school does not use a universal screening measure for reading.</p> <p>-OR-</p> <p>There is no documentation of a review.</p> <p>-OR-</p> <p>The documentation shows that the reviewers did not think the measure had sufficient technical adequacy.</p>	<p>Assessment review documentation</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.19</p> <p>The school uses a data system(s) that allows access to universal screening assessment reports.</p>	<p>Data system(s) includes <u>all</u> of the following features:</p> <ul style="list-style-type: none"> • Visual displays of school-wide, sub-group, grade-level, classroom, and individual student data. • Reports showing the percent of students at or above, below, and well below benchmark for critical skills at each grade-level, sub-group, and benchmark period. • Progress of groups of students and individual students between benchmark periods. • Progress of groups of students across school years. <p style="text-align: center;">-AND-</p> <p>Data are easily accessible to teaching staff.</p>	<p>Data system(s) includes <u>at least two</u> of the criteria listed in the 2-point response.</p> <p style="text-align: center;">-OR-</p> <p>Data are not easily accessible to teaching staff.</p>	<p>The school does not use a data system.</p> <p style="text-align: center;">-OR-</p> <p>Data system(s) does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).</p>	<p>Data system name</p> <p>Sample reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.20</p> <p>Staff collect reading universal screening data with fidelity.</p>	<p>The school administers universal screening measures in reading to <u>all students</u> using grade level materials.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols for the universal screening measure(s).</p> <p>-AND-</p> <p>Staff participate in annual refresher training.</p>		<p>The school does not include all students as part of universal screening.</p> <p>-OR –</p> <p>The school uses <u>only</u> below grade-level screening materials for some students.</p> <p>-OR-</p> <p>Staff <u>do not</u> adhere to standard administration and scoring protocols for the universal screening measure(s).</p> <p>-OR-</p> <p>Staff <u>do not</u> participate in annual refresher training.</p>	<p>Records that staff completed certification requirements to administer and score universal screening measures</p> <p>Shadow scoring protocol</p>
<p>1.21</p> <p>The School Leadership Team collects Tier 1 system fidelity data.</p>	<p>The School Leadership Team assesses fidelity of the Tier 1 reading system at least annually (e.g., R-TFI).</p>	<p><u>Less than half</u> of the School Leadership Team is present to assess fidelity of the Tier 1 reading system.</p>	<p>The School Leadership Team does not collect Tier 1 system fidelity data.</p> <p>-OR-</p> <p>It has been longer than one year since the School Leadership Team collected Tier 1 system fidelity data.</p>	<p>Scores from the R-TFI</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.22</p> <p>The School Leadership Team uses data to monitor the health of the School-Wide Reading Model.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for future reading difficulties. • Percent of students who are responding to reading intervention. • Percent of students who remain at low risk from one screening to the next. • Percent of students with reduced levels of risk from one screening period to the next. <p style="text-align: center;">-AND-</p> <p>The above data are analyzed and used to determine when problem solving is needed for <u>all</u> grades and intervention groups.</p>	<p>The School Leadership Team gathers and analyzes <u>only</u> the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for future reading difficulties. • Percent of students who are responding to reading intervention. 	<p>The school does not meet the conditions of the 1-point response.</p>	<p>Data report examples:</p> <p>Status report</p> <p>Summary report</p> <p>Summary of Effectiveness or Effectiveness of Instructional Support Levels</p> <p>Tier Transition</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.23</p> <p>The School Leadership Team uses a process for data-based decision-making.</p>	<p>The team uses a process to engage in data-based decision-making <u>at least</u> three times per year.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new reading data (e.g., school-wide universal screening reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem. 	<p>The team uses a process to engage in data-based decision making <u>less than</u> three times per year.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new reading data (e.g., school-wide universal screening reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. 	<p>The team uses a process to engage in improvement cycles that do not meet the conditions of the 2- or 1-point response.</p>	<p>Evidence that data-based decision making resulted in refinement of the School-Wide Reading Plan</p> <p>Visual display of problem-solving cycle</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.24</p> <p>Grade-Level Teams use a process for data-based decision-making.</p>	<p>Each Grade-Level Team uses a process to engage in data-based decision-making <u>at least</u> three times a year.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the grade-level instructional plan (goals, activities, groupings) that will address the problem. 	<p>Each Grade-Level Team uses a process to engage in data-based decision-making <u>less than</u> three times a year.</p> <p>-OR-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new reading data (e.g., grade-level universal screening reports, grade-level progress over time, instructional grouping) resulting in a summary of celebrations and precise problem statements. 	<p>Grade-Level Teams use a process to engage in data-based decision making that does not meet the conditions of the 2- or 1-point response.</p>	<p>Evidence that data-based decision-making resulted in refinement of the grade-level instructional plans</p> <p>Visual display of problem-solving cycle</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.25</p> <p>The School Leadership Team monitors implementation of the School-Wide Reading Plan.</p>	<p>Team monitors the plan at least three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). • How barriers are being addressed. • Plan is modified when data suggest the need (plateaued or trending downward). 	<p>Team monitors the plan at least three times per year.</p> <p>-AND-</p> <p>Monitoring primarily focuses on updating and reviewing:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities have not been completed (barriers, insufficient resources). 	<p>A School-Wide Reading Plan has not been developed.</p> <p>-OR-</p> <p>Team only monitors the plan once or twice per year.</p>	<p>Documentation of monitoring and modifications to School-Wide Reading Plan</p>
<p>1.26</p> <p>Grade-Level Teams monitor implementation of the grade-level instructional plans.</p>	<p>Teams monitor instructional plans every 4-6 weeks.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons activities were not completed (e.g., insufficient funding, training). • Team decisions (e.g., schedule adjustments, groupings). 	<p>Teams monitor instructional plans every 4-6 weeks.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons activities were not completed (e.g., insufficient funding, training). 	<p>Grade-Level instructional plans have not been developed.</p> <p>-OR-</p> <p>Teams infrequently monitor instructional plans (e.g., every other month, three times per year).</p>	<p>Documentation of monitoring on instructional plans</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.27</p> <p>The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.</p>	<p>The team can provide at least two examples from the past 12 months of a written report or presentation that summarizes for stakeholders (e.g., Parent Teacher Association, School Board, school staff) both:</p> <ul style="list-style-type: none"> • Student outcome data (e.g., percent of students at each benchmark level, progress toward goals, intervention access and effectiveness) • School-level fidelity data 	<p>The written report or presentation summarizes only one type of data from the 2-point response for stakeholders.</p>	<p>The school does not have a written report or presentation that summarizes student outcome or school-level fidelity data for stakeholders.</p>	<p>Copy of most recent stakeholder report or presentation</p>

Tier 2 School-Wide Reading Model Features

Tier 2: Teams

Table 10. Tier 2 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.1</p> <p>The School Leadership Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to interventions based on needs. • How student progress will be monitored. • Decision rules for determining students' response to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. <p style="text-align: center;">-AND-</p> <p>The School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to interventions based on needs. • How student progress will be monitored. • Decision rules for determining students' response to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. 	<p>The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.</p>	<p>Decision Rules</p> <p>School Leadership Team meeting minutes</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.2</p> <p>Grade-Level Teams work to support students who are not making adequate progress in the Tier 1 core reading curriculum.</p>	<p>An instructional plan is developed at each grade level and includes the following related to Tier 2 interventions:</p> <ul style="list-style-type: none"> • S.M.A.R.T. goals are aligned with the Big Ideas of Reading. • Differentiated supports: student groupings and instructional focus for the groupings. • Progress monitoring (measures and frequency). • Program, materials, and instructor. • Frequency for using the program/materials. 	<p>An instructional plan is developed at each grade level and includes the following related to Tier 2 interventions:</p> <ul style="list-style-type: none"> • S.M.A.R.T. goals are aligned with the Big Ideas of Reading. • Differentiated supports: student groupings and instructional focus for the groupings. • Progress monitoring (measures and frequency). 	<p>Instructional plans are not developed or only developed for some grade levels.</p> <p style="text-align: center;">-OR-</p> <p>The plan does not address the Big Ideas of Reading.</p> <p style="text-align: center;">-OR-</p> <p>The plan does not identify student groupings that need differentiated supports.</p>	<p>Sampling of grade-level instructional plans</p>

Tier 2: Intervention Implementation

Table 11. Tier 2 Intervention Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.3</p> <p>The school uses a formal process for selecting evidence-based reading interventions.</p>	<p>The documented process looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Content alignment with the Big Ideas of Reading. • Fit and alignment with core reading instruction (e.g., scope and sequence, instructional routines). • Quality evidence to demonstrate effectiveness of the intervention. • Inclusion of explicit instructional routines. • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The documented process looks for the presence of <u>at least</u> four of the six criteria outlined in the 2-point response.</p>	<p>There is no documented process.</p> <p style="text-align: center;">-OR-</p> <p>The procedure looks for the presence of <u>three or fewer</u> of the six criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection process has been used within the past two years</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.4</p> <p>The school uses a data-based process for matching student needs to specific reading interventions.</p>	<p><u>All grades</u> use a data-based process of matching student needs to reading interventions that includes all of the following:</p> <ul style="list-style-type: none"> • Analysis of data to identify students across all grade levels that are in need of reading interventions. • Identification of specific Big Ideas of Reading in need of remediation. • Intervention placement tests are used to appropriately place students into intervention programs. 	<p>Only <u>some</u> grade levels use a data-based process of matching student needs to reading interventions that includes <u>all three of the criteria</u> outlined in the 2-point response.</p> <p>-OR-</p> <p><u>All grades</u> use a data-based process of matching student needs to reading interventions that includes only one or two of the criteria outlined in the 2-point response.</p>	<p>No grades use a data-based process of matching student needs to reading interventions.</p>	<p>Grade-level instructional plans</p> <p>Intervention groups and student data</p>
<p>2.5</p> <p>Intervention groups are appropriate for students receiving reading intervention.</p>	<p>Students with similar reading needs are grouped together.</p> <p>-AND-</p> <p>Reading intervention groups include no more than eight students.</p> <p>-AND-</p> <p>The school maximizes resources, when appropriate, by considering cross-classroom and grade-level groupings.</p>	<p>Students with similar reading needs are grouped together.</p>	<p>Intervention groups consist of students with dissimilar reading needs.</p>	<p>Intervention groups, instructional plans, and student data</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.6</p> <p>The school notifies parents/guardians of intervention plans for their child.</p>	<p>The school provides all of the following to parents/guardians:</p> <ul style="list-style-type: none"> • Written notification of the student intervention plan. • Updates on the student's progress at least monthly. • Opportunities to request additional information or a meeting related to the intervention plan. <p>-AND-</p> <p>The above criteria are <u>consistently</u> applied for <u>all students</u> receiving intervention</p>	<p>The school only provides written notification to parents/guardians of the student intervention plan.</p> <p>-OR-</p> <p>The conditions of the 2-point response are provided <u>inconsistently</u>.</p>	<p>The school's communication with parents/guardians does not meet the conditions of the 2- or 1-point response.</p>	<p>Parent letters</p> <p>Sample progress reports</p>

Tier 2: Resources

Table 12. Tier 2 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.7</p> <p>The scheduling of reading interventions is coordinated with Tier 1 reading instruction.</p>	<p>Reading intervention offered through general and special education is scheduled in addition to the 90-minute reading block.</p>	<p>Reading intervention offered through general and special education is scheduled to overlap with <u>no more than</u> 30 minutes of the 90-minute reading block (or 20 minutes of the 60-minute reading block).</p>	<p>Reading intervention offered through general and special education is scheduled to overlap with <u>more than</u> 30 minutes of the 90-minute reading block.</p>	<p>Schedule for supplemental reading instruction /services</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.8 All staff providing reading interventions receive implementation supports.</p>	<p>Personnel implementing interventions receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded. 	<p>Personnel implementing interventions receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success. • Access to a written protocol for implementation. 	<p>Personnel implementing interventions <u>have not been formally trained</u> by individuals who have expertise and demonstrated success with the intervention program(s).</p>	<p>Training outlines or agenda</p> <p>Trainer qualifications</p> <p>Intervention protocols</p> <p>Coaching schedule and/or written feedback</p> <p>Coaching log</p>

Tier 2: Evaluation

Table 13. Tier 2 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.9 The school monitors data on student access to reading intervention supports.</p>	<p>Grade-Level Teams gather data on the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter universal screening windows. -AND- The School Leadership Team uses the aggregated data to identify system strengths and determine when problem solving is needed to ensure all students with reading skill deficits are receiving reading intervention supports.</p>	<p>Grade-Level Teams gather data on the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter universal screening windows.</p>	<p>Grade-Level Teams do not monitor the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the fall and winter universal screening windows.</p>	<p>Grade-Level instructional plans</p> <p>School Leadership Team meeting minutes</p> <p>Universal screening reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.10</p> <p>Staff collect progress monitoring data with fidelity.</p>	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention.</p> <p>-AND-</p> <p>Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols.</p> <p>-AND-</p> <p>The frequency of progress monitoring is <u>at least</u>:</p> <ul style="list-style-type: none"> • Once per week for students receiving Tier 3 reading interventions. • Every other week for students receiving Tier 2 interventions. 	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention.</p> <p>-AND-</p> <p>Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols.</p> <p>-AND-</p> <p>The frequency of progress monitoring does not meet minimum conditions outlined in the 2-point response.</p>	<p>The school <u>does not</u> administer progress monitoring assessments to all students receiving intervention.</p> <p>-OR-</p> <p>Measures selected for progress monitoring <u>do not</u> match the critical skills and grade level of the identified need(s) for intervention.</p> <p>-OR-</p> <p>Staff <u>do not</u> adhere to standard administration and scoring protocols.</p>	<p>Progress monitoring schedule</p> <p>Progress monitoring graphs</p> <p>Shadow scoring protocol</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.11</p> <p>The school uses a data system to display student reading progress.</p>	<p>Data system includes <u>all</u> of the following features:</p> <ul style="list-style-type: none"> • Visual displays of small group and individual student's progress. • Visual displays of student growth compared to a goal (e.g., aimline, growth norms). • Ability to denote intervention changes. <p style="text-align: center;">-AND-</p> <p>Data are easily accessible to teaching staff.</p>	<p>Data system includes <u>at least one</u> of the criteria listed in the 2-point response.</p> <p style="text-align: center;">-AND-</p> <p>Data are easily accessible to teaching staff.</p>	<p>The school does not utilize a data system to display student reading progress.</p> <p style="text-align: center;">-OR-</p> <p>Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).</p> <p style="text-align: center;">-OR-</p> <p>Data are <u>not</u> easily accessible to teaching staff.</p>	<p>Data system reports</p>
<p>2.12</p> <p>The school monitors the fidelity of Tier 2 interventions.</p>	<p>For each Tier 2 reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. • Implementation quality (e.g., direct observation, self-report). 	<p>For each Tier 2 reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. 	<p>The school does not collect fidelity data for any Tier 2 intervention.</p> <p style="text-align: center;">-OR-</p> <p>For each Tier 2 reading intervention group, the school gathers <u>only one or two</u> of the data sources outlined in the 2-point response.</p>	<p>Intervention Log</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.13</p> <p>Grade-Level Teams monitor the percent of students who are responding to Tier 2 supports.</p>	<p>Grade-Level Teams monitor the percent of students who are responding to Tier 2 reading intervention supports using <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Pre-identified decision rules to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • Progress monitoring or in-program assessment data. 		<p>Grade-Level Teams do not monitor the percent of students responding to Tier 2 supports.</p> <p>-OR-</p> <p>Grade-Level Teams analyze progress monitoring data without the use of pre-identified decision rules.</p>	<p>Grade-Level Team meeting minutes</p> <p>Decision rules</p>
<p>2.14</p> <p>Grade-Level Teams adjust reading intervention supports based on individual student progress.</p>	<p>Grade-Level Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention.</p> <p>-AND-</p> <p>Decisions are made at least monthly (e.g., maintain intervention plan, change student incentives, provide more instructional coaching, change student program placement).</p>	<p>Grade-Level Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention.</p> <p>-AND-</p> <p>Decisions are made less than monthly (e.g., maintain intervention plan, change student incentives, provide more instructional coaching, change student program placement).</p>	<p>Grade-Level Teams <u>do not</u> use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 2 reading intervention.</p>	<p>Progress monitoring of Grade-Level instructional plan</p> <p>Decision rules</p>

Tier 3 School-Wide Reading Model Features

Tier 3: Teams

Table 14. Tier 3 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.1</p> <p>Grade-Level Teams support students with intensive reading needs.</p>	<p>Grade-Level Teams continue to use a problem-solving process to support <u>all</u> students with intensive reading needs.</p>	<p>Grade-Level Teams continue to use a problem-solving process to support <u>only some</u> students with intensive reading needs.</p>	<p>All students with intensive reading needs are immediately referred to another team (e.g., Student Support Team, Child Study Team).</p>	<p>Grade-level Team meeting minutes</p> <p>Grade-Level instructional plans</p>
<p>3.2</p> <p>Student Support Teams are established to improve students' reading performance.</p>	<p>A team is established for each student who has not responded to previous intensive intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teacher. • Parent. • Staff providing intensive intervention support. <p style="text-align: center;">-AND-</p> <p>There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.</p>	<p>A team is established for each student who has not responded to previous intensive intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teacher. • Parent. 	<p>A Student Support Team exists but team composition does not fluctuate based on unique needs of each student.</p>	<p>List of team members, roles, and job titles</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.3</p> <p>Teachers access the assistance of Student Support Teams.</p>	<p>The school has a <u>formal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team.</p> <p>-AND-</p> <p>Teachers use the process for <u>all students</u> who have not responded to previous intensive interventions.</p>	<p>The school has an <u>informal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team.</p> <p>-OR-</p> <p>Teachers use the process for <u>only some students</u> who have not responded to previous intensive interventions.</p>	<p>There is <u>no process</u> for requesting assistance from the Student Support Team.</p>	<p>Request for assistance form</p> <p>Grade-Level Team meeting agendas</p>
<p>3.4</p> <p>Student Support Teams use an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place and used consistently:</p> <ul style="list-style-type: none"> • Team meets in person weekly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p>-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p>-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

Tier 3: Intervention Implementation

Table 15. Tier 3 Intervention Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.5</p> <p>The school uses a variety of data sources to design intensive reading intervention plans.</p>	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. • Reading diagnostic assessment(s). • Behavior assessment data (e.g., attendance, discipline referrals, Student Risk Screening Scale). 	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. 	<p>The school does not use a data-based process to match student needs to reading interventions.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>
<p>3.6</p> <p>The school alters intervention variables to intensify reading intervention supports.</p>	<p>The potential impact of <u>each</u> of the following variables is addressed when intensifying reading intervention supports:</p> <ul style="list-style-type: none"> • Increased instructional time. • Smaller group size. • Increased explicitness of instruction. • Increased opportunities to respond with feedback. • Changing intervention program. • Changing intervention skill focus. 	<p>The potential impact of <u>at least two</u> of the variables outlined in the 2-point response are addressed when intensifying reading intervention supports.</p>	<p>Intervention plans do not reflect an increase in the intensity of supports provided.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.7</p> <p>The school invites parents/guardians to collaborate on intervention plans for their child.</p>	<p>The school provides <u>all</u> of the following to parents/guardians:</p> <ul style="list-style-type: none"> • Opportunities for active input/approval of the intervention plan at least two to three times per year. • Written notification of the student intervention plan. • Updates on the student's progress and changes to the intervention at least monthly. <p>-AND-</p> <p>The above is provided <u>consistently for all students</u> with intensive reading needs.</p>	<p>The school only provides written notification to parents/guardians of the student intervention plan.</p> <p>-OR-</p> <p>The conditions of the 2-point response are provided <u>inconsistently</u>.</p>	<p>The school's collaboration with parents/guardians does not meet the conditions of the 2- or 1-point response.</p>	<p>Parent letters</p> <p>Sample progress reports</p>

Tier 3: Resources

Table 16. Tier 3 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.8</p> <p>All staff supporting students with an intensive reading intervention plan receive implementation supports.</p>	<p>Personnel implementing intensive reading intervention plans receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the intensive reading intervention plan by an individual(s) who has expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded. 	<p>Personnel implementing intensive reading intervention plans receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the intensive reading intervention plan by an individual(s) who has expertise and demonstrated implementation success. • Access to a written protocol for implementation. 	<p>Personnel implementing intensive reading intervention plans <u>have not been trained</u> by individuals who have expertise and demonstrated success with the intervention components.</p>	<p>Training outlines or agenda</p> <p>Trainer qualifications</p> <p>Intervention plans</p> <p>Coaching schedule and/or written feedback</p> <p>Coaching log</p>

Tier 3: Evaluation

Table 17. Tier 3 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.9 Staff collect diagnostic data with fidelity.</p>	<p>Diagnostic data (e.g., RIOT-record reviews, interviews, observations, tests) are gathered when more in-depth information is needed to inform intensive intervention plans. -AND- Staff adhere to standard test administration and data collection protocols (e.g., RIOT).</p>	<p>A <u>standard battery of diagnostic assessments</u> is used regardless of specific needs for more information. -AND- Staff adhere to standard test administration and data collection protocols (e.g., RIOT).</p>	<p>The school does not gather a variety of diagnostic data (e.g., RIOT) to inform intensive intervention plans.</p>	<p>Samples of diagnostic data collection plans and reports</p>
<p>3.10 The school monitors the percent of students who are responding to Tier 3 supports.</p>	<p>The appropriate school team (e.g., Grade-Level Team, Student Support Team, Interventionists) monitors the percent of students who are responding to Tier 3 reading intervention supports using <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Pre-identified decision rules to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • Progress monitoring data or in-program assessment data. 		<p>The appropriate school team (e.g., Grade-Level Team, Student Support Team, Interventionists) does not monitor the percent of students responding to Tier 3 reading intervention supports. -OR- The appropriate school team (e.g., Grade-Level Team, Student Support Team, Interventionists) analyzes progress monitoring data without the use of pre-identified decision rules.</p>	<p>Team meeting minutes Decision rules</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>3.11</p> <p>There is a protocol to monitor the fidelity of Tier 3 interventions.</p>	<p>For each intensive reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. • Implementation quality (e.g., direct observation by a qualified individual, self-report). 	<p>For each intensive reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. 	<p>The school does not collect fidelity data for any Tier 3 intervention.</p> <p>-OR-</p> <p>For each intensive reading intervention group, the school gathers <u>only one or two</u> of the data sources outlined in the 2-point response.</p>	<p>Intervention Log that documents items outlined in the 2-point criteria</p>
<p>3.12</p> <p>Intensive reading intervention plans are adjusted based on decision rules.</p>	<p>The appropriate school team (e.g., Grade-Level Team, Student Support Team) uses established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention.</p> <p>-AND-</p> <p>Decisions are made as soon as data indicate an adjustment is needed (e.g., change intervention plan, change student incentives, provide more instructional coaching, change student program placement).</p>	<p>The appropriate school team (e.g., Grade-Level Team, Student Support Team) uses established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention.</p>	<p>The appropriate school team (e.g., Grade-Level Team, Student Support Team) <u>does not</u> use established decision rules to maintain, adapt, modify, and improve support for students receiving intensive reading intervention.</p>	<p>Progress monitoring of intensive intervention plans</p> <p>Decision rules</p>

Glossary of Terms

A - E

Adequate Time. Suggested time allocation to effectively teach the critical reading skills using a combination of whole-group and small-group differentiated reading instruction. Although other content areas (e.g., writing) may be integrated with reading, if done so during the 90-minute block, it should be for the purpose of supporting reading instruction. An example would be writing a summary in response to reading a story for the purpose of supporting the comprehension of the text read. A non-example would be teaching the process of writing a summary, which should occur during the designated time for writing instruction. Integration of the other content areas should not take away from the instructional minutes devoted specifically to developing successful readers.

Big Ideas of Reading. Research validated skills of phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension that are necessary for students to be successful readers (commonly referred to as the “Five Big Ideas” and the “Five Essential Components of Reading”).

Class-wide Expectations. A list of positively stated behaviors that are desired of all students in classroom settings.

Consensus. A decision in which everyone participates and with which everyone can live with and support.

Core Reading Program. Program(s) and materials *all* students have access to during Tier 1 reading instruction.

Curriculum Programs and Materials. Lessons and additional academic content used to teach reading instruction at each grade level.

Data-Based Decision-Making. An on-going process of analyzing and evaluating information to inform important instructional decisions.

Decision Rules. Pre-determined set of guidelines for how to link data to action. A team specifies what they will do next when they see specific patterns in their data (e.g., when data show that an intervention is being implemented with fidelity and student performance is on track to meet the goal, continue intervention without changes).

Diagnostic Assessment. Assessment and other data collected, as needed, for additional information on student reading performance on specific reading skills to assist in problem solving when student performance is less than desired.

Differentiated Supports. Varying instructional delivery and scaffolds based on student needs in order to support accuracy of student responding in the acquisition of new skills and review of existing skills.

Evidence-based. A program, strategy or activity-set that has been documented in peer-reviewed journals as effective for a specific population through research methodology.

F - P

Fidelity. Information that describes how well a practice, program or strategy is implemented.

Fidelity Data. Information about the extent to which adults are implementing a program or practice as intended.

Grade-Level Teams. Teams comprised of all teachers from the same grade level along with any additional instructional staff responsible for delivering grade-level core reading and supplemental reading instruction. The team may include an individual(s) with specific reading expertise not assigned to the grade level (e.g., reading specialist).

Hypotheses. An idea that has been suggested as an explanation for something but has not been proven to be true.

Instructional Coaching. Includes a combination of consultation, direct observation, feedback, and modeling to teachers and para-educators to improve technical skills as they work to effectively implement a particular practice, program or strategy in the classroom setting.

Instructional Plan. A document developed during a grade-level meeting that matches students within the grade level to the right intensity and type of instruction using universal screening data as a starting point. The plan addresses the students' present level of performance and outlines the critical reading skill that will be the initial focus for each group of students with similar needs, program(s) and materials that will be used for each group, frequency of the use of the program(s) and materials, progress monitoring expectations, and the person responsible for monitoring the implementation of the plan.

Intensive Reading Intervention Plan. A document developed during Student Support Team meetings that identifies the specific components of an intervention plan developed for an individual student based on the specific needs identified for the student. The plan addresses the student's present level of performance, outlines S.M.A.R.T. goal(s) that the intervention will target, the program(s) and materials that will be used to support the student, the frequency of the intervention, progress monitoring expectations, how fidelity will be assessed and the person responsible for the implementation of the plan. The plan also includes specific decision rules for determining the effectiveness of the intervention as well as a timeline for reviewing progress.

Intervention Variables. Specific components of an intervention plan that can be modified in order to increase the intensity of the intervention plan. Variables include time for intervention, group size, frequency of intervention, opportunities to learn, materials, and coordination of instruction.

Precise Problem Statements. Include specific information to outline what the problem is (skill area, problem behavior), where it is occurring (grade, classroom, location), when it occurred (time of year, day of week, time of day), who was involved (some grades, some students, specific students), and why it is happening (instruction, curriculum, environment, motivation).

Procedures. A set of expected behaviors taught to students for common classroom tasks and activities. For example, students may be taught the procedure for gaining the teacher's attention during independent work time (e.g., place a book upright on your desk and keep working on your task) or what they should do when the bell rings at the end of a class period (e.g., quietly place materials away and stay seated until you are dismissed). Examples of common tasks and activities include: transitions, collecting homework, passing out/collecting materials, signaling for choral or partner responses, asking for assistance and submitting assignments.

Professional Learning. Deliberate approach to increasing teachers', school staffs' and administrators' effectiveness in improving outcomes for students.

Progress Monitoring. Frequent assessment to examine a student's rate of progress on specific skills in order to guide decisions regarding the effectiveness of reading intervention programs, as well as assisting in moving students within reading instructional groups.

Q - S

Quality Evidence. Independent randomized controlled studies that demonstrate improvements in targeted skills the intervention claims to improve and studies that were conducted using a similar student demographic as the district who is seeking to adopt the intervention.

RIOT. (Review, Interview, Observe, and Test). Procedures for gathering information necessary to explain student academic or behavioral problems.

S.M.A.R.T. Goal. A general statement of an intended outcome that aligns with the critical reading skills that are a high priority for the school, a specific grade level and/or students who are functioning below grade level. The goal is SMART: specific, measureable, attainable, realistic and timely.

School Leadership Team. The function of the School Leadership Team is to ensure sustainable systems and structures are in place to facilitate effective and efficient reading instruction for all levels of learners. This includes achievement and fidelity assessments, allocated time for instruction, materials and resources, targeted professional development, coaching, feedback and support systems, and data-based problem solving processes at all levels. Additionally, the leadership team coordinates these efforts with other priorities.

School-Wide Reading Assessments. Reading assessments that include universal screening, diagnostic, and progress monitoring measures.

School-Wide Reading Model. Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and (3) data use and analysis.

School-Wide Reading Plan. A document created annually that details the administrative and teaching staff activities needed to provide adequate instructional supports to all of the students in the school. Activities may involve actions such as aligning reading objectives to state standards, professional learning, purchasing new evidence-based materials, creating grade level teams, establishing/changing reading schedules, etc. The plan should be based on the results of student assessment results, fidelity results, discussions of the school's implementation capacity and, if available, system-level coaching feedback. It should also be monitored at least three times a year by the School Leadership Team and be aligned with the School Improvement Plan.

School-Wide Reading Universal Screening Assessment Schedule. A document that outlines a schedule for collecting universal screening data, entering data, and generating reports for each measure included in the School-wide Assessment Audit.

Scientifically-Vetted/Peer Reviewed. A term related to quality control that refers to having research that is closely examined by a panel of reviewers who are experts in the topic. The review includes an examination of the quality of the research methods and the contribution to the existing literature base.

State Standards. Concise, written descriptions of what students are expected to know and be able to do within a specific grade level and content area. State Standards are also approved by the State Board of Education for districts to adopt to implement with their student body.

Student Support Teams. Group of individuals whose role is to ensure students are able to be successful in the school environment. The team works collaboratively to implement a particular intensive plan of support that depending on the student's needs may include both academic and behavioral components. Team members can be a combination of school/district staff, parents, and/or individuals from outside agencies (e.g., Community Mental Health).

System Fidelity Data. Assessment information regarding how well components of a system are implemented. The Reading Tiered Fidelity Inventory is an example of system fidelity data.

System-Level Coaching. Coaching a team to improve the quality and effectiveness of the team in developing systems to support the implementation of practices and data analysis to determine the effectiveness of the systems implemented. Staff at the school, district or Intermediate School District (ISD) level can provide the system-level coaching.

T - V

Technical Adequacy. Examines the reliability and validity of a measure.

Tier 1. System that ensures all students have access to and benefit from the core reading curriculum which includes: (1) high quality, evidence-based instruction that is differentiated to address the continuum of reading needs across all students, (2) universal screening on a periodic basis to measure the impact of the core reading curriculum and instruction, and (3) to assess student reading performance.

Tier 2. System that ensures students who are not making adequate progress in the core reading curriculum are provided with evidence-based, supplemental instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3. System that ensures students who have the most intensive needs in reading have access to and benefit from individualized, intensive interventions that targets students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Universal Screening. Systematic assessment of *all* students within a school or district, on academic and/or social-emotional indicators for the purpose of identifying students who may require additional support.

Validity. The extent to which a measurement tool measures what it is intended to measure.



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Reading Tiered Fidelity Inventory Secondary-Level Edition

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Reading Tiered Fidelity Inventory (R-TFI) Secondary-Level Edition

Introduction and Purpose

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) Secondary-Level Edition is to provide School Leadership Teams with a tool to assess the implementation of a **School-Wide Content Area Reading Model**.

School-Wide Content Area Reading Model: Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) practices designed to improve reading outcomes for all students that involve active participation by all school staff, and (3) data use and analysis.

The R-TFI is designed for use within a data-based decision-making process in coordination with student outcome data. The R-TFI currently measures three Tiers (Tiers 2 & 3 are consolidated) and eight subscales.

Table 1. Tier 1 subscales and corresponding items.

Subscale	Items
Teams	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Implementation	1.7, 1.8, 1.9, 1.10, 1.11, 1.12
Resources	1.13, 1.14, 1.15, 1.16, 1.17
Evaluation	1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26

Table 2. Tier 2 and Tier 3 subscales and corresponding items.

Subscale	Items
Teams	2.1, 2.2, 2.3, 2.4
Intervention Implementation	2.5, 2.6, 2.7, 2.8, 2.9
Resources	2.10, 2.11
Evaluation	2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18

Note: Definitions of the domains, subscales, and all bolded words in text throughout the tool are provided in the Glossary of Terms at the end of this document.

Administration of the R-TFI

Participants for R-TFI Administration

It is recommended that all members of the School Leadership Team actively participate in the completion of the R-TFI. Involvement of the entire team will result in: (1) a more accurate

assessment, (2) a greater understanding of the school's strengths and weaknesses regarding implementation of effective reading instruction, and (3) greater ownership of the improvement process.

Schedule of R-TFI Administration

For the first R-TFI administration, a **School Leadership Team** can choose to complete only Tier 1 or all three tiers. It is not recommended that the Tiers 2 & 3 section be completed until the Tier 1 section has also been completed.

- If a school is participating in a professional learning series that provides separate sessions for Tier 1, than Tiers 2 & 3, the School Leadership Team might consider completing the Tier 1 section of the R-TFI with the Tier 1 professional learning and waiting to complete the Tiers 2 & 3 section until the related professional learning is provided.
- Alternatively, a school could complete the entire R-TFI at once in order to establish baseline levels of implementation for Tiers 1, 2, & 3. The resulting data could be used to target and prioritize areas for professional development.

After the first assessment, it is recommended that the R-TFI be completed at least once per school year, typically in the spring. It is ideal to coordinate the timing of the completion of the R-TFI with the school improvement planning process so that results can inform the School Improvement Plan.

Process for Completion

Completion of the R-TFI includes critical activities before, during, and after the administration.

Before:

- Schedule 1-2 hours with the School Leadership Team for the completion of the R-TFI. A typical administration takes about 1-2.5 hours, depending on whether it is the first administration and whether the team is completing the entire R-TFI or only Tier 1.
- Select individuals to perform the key roles and responsibilities.
- Print complete copies of the R-TFI for all participants.
- Gather all available resources identified in the Data Source column.

During:

- Introduce the purpose of the R-TFI to all participants.
- Provide an overview of the administration process and scoring procedures.
- Read each item aloud and provide any clarification, including definitions of key terms.
- Facilitate the discussion and consensus on scoring.
- Record the score and notes for each item in the MIBLSI Database or R-TFI Reporting System.

After:

- Generate the R-TFI Item Report and analyze scores in the Analysis of School-Wide Data Report (MIBLSI Database).
- Plan improvements to the **School-Wide Content Area Reading Model** based on the results.

Key Roles and Responsibilities

Table 3. Key roles and responsibilities for administration of the R-TFI.

Role	Responsibility
R-TFI Facilitator	Individual who is knowledgeable about the implementation of a School-Wide Reading Model The facilitator is responsible for leading the discussion and adhering to the R-TFI administration protocol. When possible, it is helpful for the facilitator to be external to the school. The R-TFI Facilitator is a non-voting role.
Note Taker	Records scores, ideas shared for planning, and any questions/issues that are raised during administration, and enters scores into the MIBLSI Database or R-TFI Reporting system. The Note Taker votes.
Respondents	Team members and other staff intentionally selected for their knowledge and experience with implementing the School-Wide Reading Model. Respondents vote.

Scoring

The team completes the R-TFI together by using the *R-TFI Scoring Guide* to discuss and come to **consensus** on the final score for each item on a 2-1-0 scale using a simultaneous and public voting process. When using this process, respondents are asked to vote (e.g., “Ready, set, vote.”) by simultaneously displaying their score “2 = fully in place,” “1 = partially in place,” or “0 = not in place.” Individual scores can be displayed using fingers or paper/electronic response cards. This approach facilitates participation of all respondents and neutralizes any potential power influences in the assessment.

When there are discrepancies in scores during a vote, members discuss the available evidence to justify a score. After this brief discussion, respondents vote on the item again to help achieve consensus. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus cannot be reached, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be calculated and graphed.

Data Entry and Analysis

Michigan schools enter scores for each R-TFI item into the [MIBLSI Database](http://webapps.miblsimtss.org/midata) (<http://webapps.miblsimtss.org/midata>). Results can then be viewed in an R-TFI item report, School Dashboard, District Dashboard, ISD Dashboard, and score exports.

Schools in other states can enter scores for each R-TFI item into the [R-TFI Reporting System](https://webapps.miblsimtss.org/RTFIReporting) (<https://webapps.miblsimtss.org/RTFIReporting>). Results can then be viewed in an R-TFI item report, District dashboard, and score exports.

Teams may choose to meet for a longer period of time to prioritize areas for improvement and plan related activities. Alternatively, a School Leadership Team may wish to schedule another meeting focused primarily on action planning. Teams should interpret their R-TFI data starting with the Total Score, then look for more specific areas of strength and need based on tier and

subscale scores (i.e., Tier 1, Tiers 2 & 3, Teams, Implementation, Resources, Evaluation). Finally, the team can use individual item scores from low-scoring subscales to identify actions that will lead to improved implementation of a School-Wide Content Area Reading Model.

R-TFI Items and Descriptions by Tier

Tier 1 School-Wide Content Area Reading Model Features	
Item	Item Description
1.1	A School Leadership Team is established to support implementation of the School-Wide Content Area Reading Model .
1.2	The School Leadership Team uses an effective team meeting process.
1.3	The School Leadership Team's work is coordinated with other school teams.
1.4	Department Teams are established to support the implementation of Tier 1 content area reading instruction.
1.5	Department Teams and Cross Department Teams use an effective team meeting process.
1.6	Cross-Department Teams work to support students who are not making adequate progress.
1.7	The school uses a formal procedure for selecting Content Area Reading Strategies to provide content area reading instruction.
1.8	An instructional routine is available for each content area reading strategy that has been adopted for use school-wide .
1.9	The school has a School-Wide Content Area Reading Plan .
1.10	Department Teams develop instructional plans to improve students' understanding of the content area.
1.11	Class-wide expectations for student behavior are established and taught.
1.12	Procedures are implemented for common classroom activities.
1.13	The school has identified an individual(s) to assist in data coordination for the Early Warning System .
1.14	An Early Warning Indicator (EWI) Assessment Schedule is available for the current school year.
1.15	Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model .
1.16	The School Leadership Team uses system-level coaching .

Item	Item Description
1.17	All staff have access to instructional coaching for the Content Area Reading Strategies .
1.18	The school uses a data system that provides access to Early Warning Indicator data.
1.19	Historical data are gathered to inform school personnel of student needs.
1.20	The School Leadership Team collects Tier 1 system fidelity data .
1.21	The School Leadership Team uses data to monitor the health of the School-Wide Content Area Reading Model .
1.22	The School Leadership Team uses a process for data-based decision-making .
1.23	Department Teams use a process for data-based decision-making .
1.24	The School Leadership Team monitors implementation of the School-Wide Content Area Reading Plan .
1.25	Department Teams monitor implementation of instructional plans .
1.26	The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.

Tiers 2 & 3 School-Wide Content Area Reading Model Features

Item	Item Description
2.1	The School Leadership Team defines a process to be used by Cross-Department Teams for supporting students with reading skill deficits.
2.2	Student Support Teams are established to improve students' reading performance.
2.3	Teachers access the assistance of Student Support Teams .
2.4	Student Support Teams use an effective team meeting process.
2.5	The school uses a formal process for selecting evidence-based reading interventions.
2.6	The school uses a variety of data sources to design reading intervention plans.
2.7	Intervention groups include students with similar needs.
2.8	The school alters intervention variables to intensify reading intervention supports.
2.9	The school invites parents/guardians to collaborate on intervention plans for their child.

Item	Item Description
2.10	The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.
2.11	All staff providing reading interventions receive implementation supports.
2.12	The school monitors data on student access to reading intervention supports.
2.13	The school uses a data system to display student reading progress.
2.14	Staff collect progress monitoring data with fidelity .
2.15	Staff collect diagnostic data with fidelity .
2.16	The school monitors the percent of students who are responding to reading intervention.
2.17	There is a protocol to monitor the fidelity of reading interventions.
2.18	Reading intervention plans are adjusted based on decision rules .

R-TFI Items and Scoring Guide

Table 4. Description for the R-TFI scoring guide.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<i>Brief description of the item.</i>	<i>Description of the criteria that need to be in place to score 2 points on the item. Data sources should be available to substantiate a 2-point score.</i>	<i>Description of the criteria that need to be in place to score 1 point on the item. Data sources should be available to substantiate a 1-point score.</i>	<i>Description of the criteria to score 0 points on the item.</i>	<i>Examples of documentation that can be used to substantiate scoring decisions.</i>

Tier 1 School-Wide Content Area Reading Model Features

Tier 1: Teams

Table 5. Tier 1 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.1 A School Leadership Team is established to support implementation of the School-Wide Content Area Reading Model .	Team includes the school principal and <u>both</u> of the following: <ul style="list-style-type: none"> School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	Team includes the school principal and <u>only one</u> of the following: <ul style="list-style-type: none"> School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach). Of functional size (e.g., 5-7 members) to effectively accomplish work. 	There is no team. -OR- The team does not include the school principal. -OR- The established team does not meet any of the criteria outlined in the 2-point response.	List of team members, roles, and job titles

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.2 The School Leadership Team uses an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p style="text-align: center;">-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p style="text-align: center;">-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.3</p> <p>The School Leadership Team's work is coordinated with other school teams.</p>	<p>School Leadership Team coordinates with <u>all</u> other teams within the school (e.g., school improvement team, PLCs, Department Teams) in the following ways:</p> <ul style="list-style-type: none"> • Schedules opportunities to meet with representatives from other teams to discuss alignment of school-wide priorities. • Identify successes and challenges that will impact the School-Wide Content Area Reading Plan. <p style="text-align: center;">-AND-</p> <p>Discussions/meetings results in coordinated work across <u>all</u> teams within the school that is aligned with school-wide priorities.</p>	<p>All conditions of the 2-point response are met, but coordination is <u>focused primarily on one specific team</u> within the school.</p>	<p>School Leadership Team operates in isolation of other school teams (e.g., the School Leadership Team is aware of implications and work of other teams, but no effort is made to coordinate and align priorities).</p>	<p>Team meeting minutes</p> <p>Action plans</p> <p>Communication plan</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.4</p> <p>Department Teams are established to support the implementation of Tier 1 content area reading instruction.</p>	<p>Department Teams are established for <u>all</u> core subject areas to plan for and discuss the use of content area reading strategies.</p> <p>-AND-</p> <p>All content area teachers are <u>consistently</u> present at Department Team meetings.</p> <p>-AND-</p> <p>A feedback loop is <u>consistently</u> used when the principal is not able to attend a meeting.</p>	<p>Department Teams are established for <u>all</u> core subject areas.</p> <p>-AND-</p> <p>All content area teachers are <u>consistently</u> present at Department Team meetings.</p>	<p>Department Teams are established for <u>none or only some</u> core subject areas.</p>	<p>List of teams, members, roles, and job titles.</p>
<p>1.5</p> <p>Department Teams and Cross-Department Teams use an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place for <u>both</u> teams:</p> <ul style="list-style-type: none"> • Team meets in person monthly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p>-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p>-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes/records, and attendance</p> <p>Written process for how absent team members are updated.</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.6 Cross-Department Teams work to support students who are not making adequate progress.</p>	<p>Cross-Department Teams (grade level) collaborate to coordinate reading and behavior support for students who are not making adequate progress. Coordination involves ensuring consistent use of content area reading strategies by all teachers who are working with a student.</p>		<p>All students with reading or behavior needs are referred to the Student Support Team.</p>	<p>Cross-Department Team meeting minutes</p>

Tier 1: Implementation

Table 6. Tier 1 Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.7</p> <p>The school uses a formal procedure for selecting Content Area Reading Strategies to provide content area reading instruction.</p>	<p>The procedure looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Strategy alignment with the Big Ideas of Adolescent Literacy and state standards (word study, fluency, vocabulary, comprehension, motivation). • Fit and alignment with other curricula and materials for content area reading instruction. • Quality evidence to demonstrate effectiveness with target population. • Inclusion of supports for English Language Learners (if school demographics include ELLs). • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>There is no procedure. -OR- The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection procedure was used for the current content area reading strategies and materials</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.8</p> <p>An instructional routine is available for each content area reading strategy that has been adopted for use school-wide.</p>	<p>The instructional routine for <u>all</u> content area reading strategies includes <u>all of the following</u>:</p> <ul style="list-style-type: none"> • Clear and concise language. • New material is presented in small steps with student practice occurring after each step. • Teacher modeling. • Guided practice. • Frequent checking for understanding to obtain a high success rate. • Error correction procedures. • Scaffolding for difficult tasks. • Monitored independent practice. • Opportunities for cumulative and distributed review. 	<p>The instructional routine for all content area reading strategies <u>minimally includes</u>:</p> <ul style="list-style-type: none"> • Clear and concise language. • New material is presented in small steps with student practice occurring after each step. • Teacher modeling. • Guided practice. • Frequent checking for understanding to obtain a high success rate. <p style="text-align: center;">-OR-</p> <p>Instructional routines are used for some but <u>not all</u> content area reading strategies.</p>	<p>Instructional routines are not available for the content area reading strategies.</p>	<p>Written instructional routine for each selected content area reading strategy.</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.9</p> <p>The school has a School-Wide Content Area Reading Plan.</p>	<p>The plan supports students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-AND-</p> <p>The plan is developed using all of the following data sources:</p> <ul style="list-style-type: none"> • Early Warning Indicator data. • Historical data. • High-stakes summative data. • Fidelity data. <p>-AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p> <p>-AND-</p> <p>The plan's goals are S.M.A.R.T.</p>	<p>The plan supports students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-AND-</p> <p>The plan is developed using all of the following data sources:</p> <ul style="list-style-type: none"> • Early Warning Indicator data. • Historical data. • High-stakes summative data. • Fidelity data. <p>--AND-</p> <p>The plan includes specific activities to achieve the goals (e.g., scheduling, assessment, professional learning) that are embedded when possible into the school improvement plan.</p>	<p>A School-Wide Content Area Reading Plan has not been developed.</p> <p>-OR-</p> <p>The plan does not support students' mastery of the Big Ideas of Adolescent Literacy and state standards.</p> <p>-OR-</p> <p>The plan is developed without using all four data sources outlined in the 2- and 1-point responses.</p>	<p>School-Wide Content Area Reading Plan (or reading components of school improvement plan)</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.10</p> <p>Department Teams develop instructional plans to improve students' understanding of the content area.</p>	<p>Department Teams develop an instructional plan to include the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. instructional goals that are aligned with the content area reading strategies. • Method for collecting strategy fidelity data (e.g., checklist, frequency data, rubric). • Differentiation of content area reading strategies to address students with a continuum of reading skills (e.g., grade-level, course, student's reading skill). 	<p>Department Teams develop an instructional plan to include the following:</p> <ul style="list-style-type: none"> • S.M.A.R.T. instructional goals that are aligned with the content area reading strategies. • Method for collecting strategy fidelity data (e.g., checklist, frequency data, rubric). 	<p>Instructional plans are not developed or only developed for some departments.</p> <p style="text-align: center;">-OR-</p> <p>The plans do not address the content area reading strategies.</p>	<p>Sampling of department instructional plans</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.11</p> <p>Class-wide expectations for student behavior are established and taught.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> Clearly defined, using student appropriate language (e.g., Goals, Respect, Integrity, Team Work). Stated positively. Aligned with the school-wide expectations. Visibly posted in all classroom settings. Taught at least annually and as needed (e.g., after breaks) as identified by behavioral data. Embedded within feedback to students. <p>-AND-</p> <p><u>All</u> classrooms establish and teach class-wide expectations.</p>	<p>Class-wide expectations are:</p> <ul style="list-style-type: none"> Clearly defined, using student appropriate language (e.g., Goals, Respect, Integrity, Team Work). Stated positively. Aligned with the school-wide expectations. Visibly posted in all classroom settings. <p>-OR-</p> <p><u>Only some</u> classrooms establish and teach class-wide expectations using all four of the criteria listed above.</p>	<p>Class-wide expectations do not include all four of the criteria outlined in the 1-point response.</p> <p>-OR-</p> <p>Class-wide expectations are not defined or taught in any classrooms.</p>	<p>Document that outlines the class-wide expectations</p> <p>Observations</p> <p>Teaching plans and schedule</p> <p>Sampling of students to define the class-wide expectations</p>
<p>1.12</p> <p>Procedures are implemented for common classroom activities.</p>	<p><u>All</u> teachers (including para-educators or aides) define and teach procedures for common classroom activities (e.g., transitions, signaling for student's responses, small group instruction, learning centers).</p> <p>-AND-</p> <p>The procedures are posted using student-friendly language and/or pictures.</p>	<p><u>Some</u> teachers define and teach procedures for common classroom activities (e.g., transitions, signaling for student responses, small group instruction, learning centers).</p> <p>-AND-</p> <p>Classrooms that have taught procedures have them posted using student-friendly language and/or pictures.</p>	<p>Procedures are not defined or taught in any classrooms.</p>	<p>Document listing the procedures</p> <p>Classroom walk-throughs to view posting of the routines.</p>

Tier 1: Resources

Table 7. Tier 1 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.13</p> <p>The school has identified an individual(s) to assist in data coordination for the Early Warning System.</p>	<p>The school has an individual(s) who does <u>all</u> of the following for the Early Warning System:</p> <ul style="list-style-type: none"> • Train appropriate staff on what the indicators are and how data are summarized. • Collaborate with the technology department to ensure EWI data are available to staff. • Schedule data exports/imports (if applicable). • Ensure teachers have access to usable data reports. • Assist with data interpretation and analysis. 		<p>The school does not have an individual responsible for coordinating the Early Warning System.</p>	<p>Names of individual(s)</p> <p>Responsibilities/expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.14</p> <p>An Early Warning Indicator (EWI) Assessment Schedule is available for the current school year.</p>	<p>The following features are included on the EWI Assessment Schedule:</p> <ul style="list-style-type: none"> • Timelines for when EWI data will be exported/imported (if applicable) at least three times per year. • Timelines for checking EWI data accuracy. • Timelines for preparing data for teams to analyze within one week after the first 20 days of school, after each marking period, and near the end of the school year. 	<p>The following features are included on the EWI Assessment Schedule:</p> <ul style="list-style-type: none"> • Timelines for when EWI data will be exported/imported (if applicable) at least three times per year. • Timelines for checking EWI data accuracy. 	<p>The school does not have an EWI Assessment Schedule.</p>	<p>EWI Assessment Schedule</p>
<p>1.15</p> <p>Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-Wide Content Area Reading Plan. • Department instructional plans. <p>-AND-</p> <p>Professional learning is secured for <u>all identified staff that are impacted</u> by the activities outlined in the School-Wide Content Area Reading Plan and department instructional plans.</p>	<p>The selected professional learning aligns with:</p> <ul style="list-style-type: none"> • School-Wide Content Area Reading Plan. • Department instructional plans. <p>-AND-</p> <p><u>Only some staff</u> have access to professional learning (e.g., one teacher has been given permission to attend the professional learning and then is quickly expected to teach colleagues).</p>	<p>The professional learning does not align with the activities included in the School-Wide Content Area Reading Plan and/or department instructional plans.</p>	<p>Listing of professional learning topics accessible to staff.</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.16</p> <p>The School Leadership Team uses system-level coaching.</p>	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Content Area Reading Plan. • Assisting school teams with using an effective team meeting process. • Suggesting professional learning opportunities and/or people with expertise to support the school based on school reading data and plans. • Assisting with communication between the principal, school teams, and district team. 	<p>System-level coaching includes support for:</p> <ul style="list-style-type: none"> • Developing capacity of School Leadership Team members to analyze data and prioritize needs. • Developing a School-Wide Content Area Reading Plan. • Assisting school teams with using an effective team meeting process. 	<p>System-level coaching support is not available.</p> <p style="text-align: center;">-OR-</p> <p>System-level coaching includes only one or two of the criteria outlined in the 2-point response.</p>	<p>Name(s) of system-level coaches, job title, job description</p> <p>Coaching schedule</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.17 All staff have access to instructional coaching for the Content Area Reading Strategies.</p>	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. <p>When data indicate a need, or a request is made, additional instructional coaching supports include the following:</p> <ul style="list-style-type: none"> • Modeling. • Assistance in contextualizing the content area reading strategies for specific content areas. • Consultation without direct observation (e.g., prioritizing material to teach, identifying resources available within the program, enhancement to instructional routines and materials, behavior management strategies). 	<p>Instructional coaching support is available for all staff and includes:</p> <ul style="list-style-type: none"> • Prompting/reminding. • Direct observation. • Feedback. 	<p>Instructional coaching support is not available for all staff.</p>	<p>Name(s) of instructional coaches, job description</p> <p>Coaching schedule and activity log</p>

Tier 1: Evaluation

Table 8. Tier 1 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.18</p> <p>The school uses a data system that provides access to Early Warning Indicator data.</p>	<p>The school has a mechanism to summarize Early Warning Indicator data (e.g., National High School Center Excel Tool(s), reports embedded in Student Information System (SIS) or data warehouse, data exports and summaries in Excel).</p> <p style="text-align: center;">-AND-</p> <p>Early Warning Indicator data are easily accessible to teaching staff and school teams (e.g., appropriate user rights are assigned).</p>	<p>The school has a mechanism to summarize Early Warning Indicator data (e.g., National High School Center Excel Tool(s), reports embedded in Student Information System (SIS) or data warehouse, data exports and summaries in Excel).</p>	<p>The school does not have a mechanism to summarize Early Warning Indicator data.</p>	<p>Data system name</p> <p>Sample reports</p> <p>Listing of system user roles/rights</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.19</p> <p>Historical data are gathered to inform school personnel of student needs.</p>	<p>The school has a process to access student historical data that includes:</p> <ul style="list-style-type: none"> • A mechanism for organizing student historical data (e.g., existing reading CBM, CBM Maze, state assessments, attendance, behavior) that are easily accessible across buildings within the district. • Access to the data prior to the start of the next school year. <p>-AND-</p> <p>Historical data are used early enough to inform scheduling needs (e.g., intervention, credit recovery) for current and incoming students in transitional grades.</p>		<p>The school is not able to access student historical data.</p> <p>-OR-</p> <p>The school does not use the historical data early enough to inform scheduling needs (e.g., intervention classes, credit recovery).</p>	<p>Middle or end of year Early Warning Indicator data</p>
<p>1.20</p> <p>The School Leadership Team collects Tier 1 system fidelity data.</p>	<p>The School Leadership Team assesses fidelity of the Tier 1 reading system at least annually (e.g., R-TFI).</p>	<p><u>Less than half</u> of the School Leadership Team is present to assess fidelity of the Tier 1 reading system.</p>	<p>The School Leadership Team does not collect Tier 1 system fidelity data.</p> <p>-OR-</p> <p>It has been longer than one year since the School Leadership Team collected Tier 1 system fidelity data.</p>	<p>Scores from the R-TFI</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.21</p> <p>The School Leadership Team uses data to monitor the health of the School-Wide Content Area Reading Model.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for dropping out of school. • Percent of students who are responding to reading intervention. • Percent of students who remain at low risk from one screening period to the next. • Percent of students with reduced levels of risk from one screening period to the next. <p style="text-align: center;">-AND-</p> <p>The above data are analyzed and used to determine when problem solving is needed for <u>all</u> grades and intervention groups.</p>	<p>The School Leadership Team gathers and analyzes <u>all</u> of the following data to monitor the health of the school-wide reading system:</p> <ul style="list-style-type: none"> • Percent of students who are low risk, some risk, and at risk for dropping out of school. • Percent of students who are responding to reading intervention. 	<p>The school does not meet the conditions of the 1-point response.</p>	<p>Data reports</p> <p>Early Warning Indicator Reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.22</p> <p>The School Leadership Team uses a process for data-based decision-making.</p>	<p>The team uses a process to engage in data-based decision-making <u>at least</u> three times per year.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., school-wide EWI reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem. 	<p>The team uses a process to engage in data-based decision-making <u>less than</u> three times per year.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., school-wide EWI reports, patterns across grade levels, school-wide progress over time, fidelity), resulting in a summary of celebrations and precise problem statements. 	<p>The team uses a process to engage in improvement cycles that do not meet the conditions of the 2- or 1-point response (analyzing data, but not using it to inform plans).</p>	<p>Evidence that data-based decision-making resulted in refinement of the School-Wide Content Area Reading Plan</p> <p>Visual display of problem-solving cycle</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.23</p> <p>Department Teams use a process for data-based decision-making.</p>	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least</u> once per marking period.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., EWI, strategy fidelity data) resulting in a summary of celebrations and precise problem statements. • Generation of hypotheses as to the factors contributing to the problem. • Analysis of data to validate hypotheses or generate new hypotheses. • Refinement of the implementation plan (goals, activities) that will address the problem. 	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least</u> once per marking period.</p> <p style="text-align: center;">-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data (e.g., EWI, strategy fidelity data) resulting in a summary of celebrations and precise problem statements. 	<p>Department Teams use a process to engage in data-based decision-making that does not meet the conditions of the 2- or 1-point response.</p>	<p>Evidence that data-based decision-making resulted in refinement of the department instructional plans</p> <p>Visual display of problem-solving graphic</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.24</p> <p>The School Leadership Team monitors implementation of the School-Wide Content Area Reading Plan.</p>	<p>Team monitors the plan at least three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). • How barriers are being addressed. <p>-AND-</p> <p>Plan is modified when data suggest the need (e.g., plateaued or trending downward).</p>	<p>Team monitors the plan at least three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). 	<p>A School-Wide Content Area Reading Plan has not been developed.</p> <p>-OR-</p> <p>Team only monitors the plan once or twice per year.</p>	<p>Documentation of monitoring and modifications to the School-Wide Content Area Reading Plan</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>1.25</p> <p>Department Teams monitor implementation of instructional plans.</p>	<p>Team monitors instructional plans at least three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). • Identification of barriers and communication to school principal. 	<p>Team monitors instructional plans at least three times per year.</p> <p>-AND-</p> <p>Monitoring includes updating and reviewing documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities. • Reasons why activities were not completed (e.g., insufficient funding, training). 	<p>Department instructional plans have not been developed.</p> <p>-OR-</p> <p>Teams only monitor instructional plans once or twice per year.</p>	<p>Documentation of monitoring and modifications to instructional plans</p>
<p>1.26</p> <p>The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.</p>	<p>The team can provide at least two examples from the past 12 months of a written report or presentation that summarizes for stakeholders (e.g., Parent Teacher Association, School Board, school staff, Student Advisory Committee) both:</p> <ul style="list-style-type: none"> • Student outcome data (e.g., percent of students at low risk for dropout, progress toward goals, intervention access and effectiveness) • School-level fidelity data 	<p>The written report or presentation summarizes only one type of data from the 2-point response for stakeholders.</p>	<p>The school does not have a written report or presentation that summarizes student outcome or school-level fidelity data for stakeholders.</p>	<p>Copy of most recent stakeholder status report.</p>

Tiers 2 & 3 School-Wide Content Area Reading Model Features

Tiers 2 & 3: Teams

Table 9. Tiers 2 & 3 Teams subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.1</p> <p>The School Leadership Team defines a process to be used by Cross-Department Teams for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to available interventions based on needs. • How student progress will be monitored. • Decision rules for determining how students are responding to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. <p>-AND-</p> <p>School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.</p>	<p>The process outlines:</p> <ul style="list-style-type: none"> • How students will be identified and matched to available interventions based on needs. • How student progress will be monitored. • Decision rules for determining how students are responding to intervention supports and next steps. • How school-wide resources will be identified and allocated to support reading intervention needs. 	<p>The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.</p>	<p>Decision rules</p> <p>School Leadership Team meeting minutes</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.2</p> <p>Student Support Teams are established to improve students' reading performance.</p>	<p>A team is established for each student who has not responded to previous intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teachers. • Parent. • Staff providing any aspect of the student's intervention plan. <p style="text-align: center;">-AND-</p> <p>There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.</p>	<p>A team is established for each student who has not responded to previous intervention and includes:</p> <ul style="list-style-type: none"> • Consistent team members with reading and behavioral expertise. • Classroom teachers. • Parent. 	<p>Student Support Team exists but team composition does not fluctuate based on unique needs of each student.</p>	<p>List of team members, roles, and job titles</p>
<p>2.3</p> <p>Teachers access the assistance of Student Support Teams.</p>	<p>The school has a <u>formal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team.</p> <p style="text-align: center;">-AND-</p> <p>Teachers use the process for <u>all students</u> who have not responded to previous intervention.</p>	<p>The school has an <u>informal process</u>, initiated by a student's lack of response to previous intervention, for requesting assistance from the Student Support Team.</p> <p style="text-align: center;">-OR-</p> <p>Teachers use the process for only <u>some students</u> who have not responded to previous intervention.</p>	<p>There is <u>no process</u> for requesting assistance from the Student Support Team.</p>	<p>Request for Assistance form.</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.4 Student Support Teams use an effective team meeting process.</p>	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> • Team meets in person weekly. • Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper). • Absent team members receive updates promptly following the meeting (within 48 hours). • Team completes assignments and documents progress outlined on an action plan within designated timelines. 	<p><u>Two or three</u> of the criteria from the 2-point response are in place.</p> <p>-OR-</p> <p><u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u>.</p>	<p>There is no team.</p> <p>-OR-</p> <p><u>Only one</u> of the criteria from the 2-point response is in place.</p>	<p>Meeting schedule</p> <p>Meeting agendas, minutes, and attendance</p> <p>Written process for how absent team members are updated</p>

Tiers 2 & 3: Intervention Implementation

Table 10. Tiers 2 & 3 Intervention Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.5</p> <p>The school uses a formal process for selecting evidence-based reading interventions.</p>	<p>The procedure looks for the presence of <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Intervention alignment with the Big Ideas of Adolescent Literacy and state standards (word study, fluency, vocabulary, comprehension, motivation). • Fit and alignment with school-wide content area reading strategies. • Quality evidence to demonstrate effectiveness of the intervention with the target population. • Inclusion of explicit instructional routines. • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance. 	<p>The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>There is no procedure.</p> <p>-OR-</p> <p>The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Documentation showing how the selection procedure has been used within the past two years</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.6</p> <p>The school uses a variety of data sources to design reading intervention plans.</p>	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. • Reading diagnostic assessment(s). • Behavior assessment data (e.g., attendance, discipline referrals, Student Risk Screening Scale). 	<p>The following types of data are reviewed to inform intervention plans:</p> <ul style="list-style-type: none"> • Student progress with previous intervention(s). • Data on previous intervention fidelity. 	<p>The school does not use a data-based process to match student needs to reading interventions.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>
<p>2.7</p> <p>Intervention groups include students with similar needs.</p>	<p>Intervention groups are determined based on both:</p> <ul style="list-style-type: none"> • Intervention placement test results. • Intensity of student needs within the placement. 	<p>Intervention groups are determined based on only:</p> <ul style="list-style-type: none"> • Intervention placement test results. 	<p>The school schedule is the primary factor considered when designing intervention groupings as opposed to placement test results and intensity of student need.</p>	<p>Intervention group schedule</p> <p>Student data (e.g., intervention placement or pre-test results)</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.8</p> <p>The school alters intervention variables to intensify reading intervention supports.</p>	<p>The potential impact of <u>each</u> of the following variables is addressed when intensifying reading intervention supports:</p> <ul style="list-style-type: none"> • Increased instructional time. • Smaller group size. • Increased opportunities to respond with feedback. • Increased explicitness of instruction. • Changing intervention program. • Changing intervention skill focus. 	<p>The potential impact of <u>at least two</u> of the variables outlined in the 2-point response are addressed when intensifying reading intervention supports.</p>	<p>Intensive intervention plans do not reflect an increase in the intensity of supports provided.</p>	<p>Meeting minutes</p> <p>Intervention plans</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.9</p> <p>The school invites parents/guardians to collaborate on intervention plans for their child.</p>	<p>The school provides all of the following to parents/guardians:</p> <ul style="list-style-type: none"> • Opportunities for active input/approval of the intervention plan at least two to three times per year. • Written notification of the student intervention plan. • Updates on the student's progress and changes to the intervention at least monthly. <p style="text-align: center;">-AND-</p> <p>The above is provided consistently for all students receiving intervention.</p>	<p>The school only provides written notification to parents/guardians of the student intervention plan.</p> <p style="text-align: center;">-OR-</p> <p>The conditions of the 2-point response are provided inconsistently.</p>	<p>The school's collaboration with parents/guardians does not meet the conditions of the 2- or 1-point response.</p>	<p>Parent letters</p> <p>Sample progress reports</p>

Tiers 2 & 3: Resources

Table 11. Tiers 2 & 3 Resources subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.10</p> <p>The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.</p>	<p>The school has an individual(s) who does <u>all</u> of the following for reading assessments (e.g., progress monitoring, diagnostic):</p> <ul style="list-style-type: none"> • Train appropriate staff in test administration and scoring procedures. • Provide administration and scoring refresher trainings. • Schedule assessments. • Ensure accuracy of test administration, scoring, and entry. • Ensure teachers have access to usable data reports. • Assist with data interpretation and analysis. 	<p>The school has an individual(s) who meets <u>at least four</u> of the criteria outlined in the 2-point response.</p>	<p>The school does not have an individual identified to support the use of reading assessments for students with reading deficits.</p> <p>-OR-</p> <p>The school has an individual(s) who fulfills <u>three or fewer</u> of the criteria outlined in the 2-point response.</p>	<p>Name of individual(s)</p> <p>Responsibilities / expectations of data coordination</p> <p>Schedule of initial and refresher trainings</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.11</p> <p>All staff providing reading interventions receive implementation supports.</p>	<p>Personnel implementing interventions receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the reading intervention program by an individual(s) who has both expertise and demonstrated implementation success. • Access to a written protocol for implementation. • Coaching support for implementation through observation, modeling, co-teaching, and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports are faded. 	<p>Personnel implementing interventions receive the following:</p> <ul style="list-style-type: none"> • Training in the use of the reading intervention program by an individual(s) who has both expertise and demonstrated implementation success. • Access to a written protocol for implementation. 	<p>Personnel implementing interventions <u>have not been formally trained</u> by an individual(s) who has both expertise and demonstrated success with the intervention components.</p>	<p>Training outlines or agenda</p> <p>Trainer qualifications</p> <p>Intervention protocols</p> <p>Coaching schedule and/or written feedback</p> <p>Coaching Log</p>

Tiers 2 & 3: Evaluation

Table 12. Tiers 2 & 3 Evaluation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.12</p> <p>The school monitors data on student access to reading intervention supports.</p>	<p>Student Support Teams gather data on the percent of students with reading skill deficits (as determined by a core course failure, reading CBM screening, historical, or diagnostic assessment data) who are accessing reading intervention at the beginning of each marking period.</p> <p style="text-align: center;">-AND-</p> <p>The School Leadership Team uses the aggregated data to determine when problem solving is needed to ensure all students with reading skill deficits are receiving reading intervention supports.</p>	<p>Student Support Teams gather data on the percent of students with reading skill deficits (as determined by a core course failure, reading CBM screening, historical, or diagnostic assessment data) who are accessing reading intervention at the beginning of each marking period.</p>	<p>The school does not monitor data on student access to reading intervention supports.</p>	<p>Student Support Team meeting minutes</p> <p>School Leadership Team meeting minutes</p>
<p>2.13</p> <p>The school uses a data system to display student reading progress.</p>	<p>Data system includes <u>all</u> of the following features:</p> <ul style="list-style-type: none"> • Visual displays of small group and individual students' progress. • Visual displays of student growth compared to a goal (e.g., aimline, growth norms). • Ability to denote intervention changes. <p style="text-align: center;">-AND-</p> <ul style="list-style-type: none"> • Data are easily accessible to teaching staff. 	<p>Data system includes <u>at least one</u> of the criteria listed in the 2-point response.</p> <p style="text-align: center;">-OR-</p> <p>Data are easily accessible to teaching staff.</p>	<p>The school does not utilize a data system to display student reading progress.</p> <p style="text-align: center;">-OR-</p> <p>Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).</p>	<p>Data system</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.14</p> <p>Staff collect progress monitoring data with fidelity.</p>	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention.</p> <p>-AND-</p> <p>Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols.</p> <p>-AND-</p> <p>The frequency of progress monitoring is <u>at least</u>:</p> <ul style="list-style-type: none"> Once per week for students receiving Tier 3 reading interventions. Every other week for students receiving Tier 2 interventions. 	<p>The school administers progress monitoring assessments in reading to <u>all students</u> receiving reading intervention.</p> <p>-AND-</p> <p>Measures selected for progress monitoring match the critical skills and grade level of the identified need(s) for intervention.</p> <p>-AND-</p> <p>Staff adhere to standard administration and scoring protocols.</p> <p>-AND-</p> <p>The frequency of progress monitoring does not meet minimum conditions outlined in the 2-point response.</p>	<p>The school <u>does not</u> administer progress monitoring assessments to all students receiving intervention.</p> <p>-OR-</p> <p>Staff <u>do not</u> adhere to standard administration and scoring protocols.</p>	<p>Progress monitoring schedule</p> <p>Progress monitoring graphs</p> <p>Shadow scoring protocol</p>
<p>2.15</p> <p>Staff collect diagnostic data with fidelity.</p>	<p>Diagnostic data (e.g., RIOT-record reviews, interviews, observations, tests) are gathered when more in-depth information is needed to inform reading intervention plans.</p> <p>-AND-</p> <p>Staff adhere to standard test administration and data collection protocols (e.g., RIOT).</p>	<p>A <u>standard battery</u> of diagnostic assessments is used regardless of specific needs for more information.</p> <p>-AND-</p> <p>Staff adhere to standard test administration and data collection protocols (e.g., RIOT).</p>	<p>The school does not gather a variety of diagnostic data (e.g., RIOT) to inform reading intervention plans.</p>	<p>Samples of diagnostic data collection plans and reports</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.16</p> <p>The school monitors the percent of students who are responding to reading intervention.</p>	<p>Student Support Team monitors the percent of students who are responding to reading intervention supports using <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Pre-identified decision rules to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals). • Progress monitoring data or in-program assessment data. 		<p>Student Support Team does not monitor the percent of students responding to reading intervention supports.</p> <p>-OR-</p> <p>Student Support Team analyzes progress monitoring data without the use of pre-identified decision rules.</p>	<p>Team meeting minutes</p> <p>Decision rules</p>
<p>2.17</p> <p>There is a protocol to monitor the fidelity of reading interventions.</p>	<p>For each reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. • Implementation quality (e.g., direct observation). 	<p>For each reading intervention group, the school gathers data on <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Student attendance. • Actual intervention duration. • Actual intervention frequency. 	<p>The school does not collect fidelity data for any reading intervention.</p> <p>-OR-</p> <p>For each reading intervention group, the school gathers <u>only one or two</u> of the data sources outlined in the 2-point response.</p>	<p>Intervention Log that documents items outlined in the 2-point criteria</p>

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p>2.18 Reading intervention plans are adjusted based on decision rules.</p>	<p>Student Support Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention. -AND- Decisions (e.g., change intervention plan, change student incentives, provide more instructional coaching, change student program placement) are made as soon as data indicate an adjustment is needed.</p>	<p>Student Support Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention.</p>	<p>Student Support Teams <u>do not</u> use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention.</p>	<p>Progress monitoring of intensive intervention plans Decision rules</p>

Glossary of Terms

A - D

Big Ideas of Adolescent Literacy. Word study, fluency, vocabulary, comprehension, motivation as outlined in the IES Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*.

Class-Wide Expectations. A list of positively stated behaviors that are desired of all students in classroom settings.

Coaching. A process that facilitates educational teams or personnel, to implement effective practices with fidelity and durability.

Consensus. A decision in which everyone participates and with which everyone can live with and support.

Content Area Reading Strategies. Critical evidence-based instructional practices that are used by teachers across different content areas (science, social studies, etc.) to provide higher-quality instruction by incorporating the practices into their curricula to ensure students can access and comprehend secondary expository text with good effect.

Cross-Department Teams. Collaborative groups of teachers who share a common group of students. These teams meet for the purpose of integrating content-area reading strategies into their *curriculum* such that the learning of skills outlined in the state standards are achieved in addition to the furthering of students' abilities to read and comprehend the subject matter text.

Cumulative Review and Distributed Review. Studying or practicing a skill or skill set in sessions that are short in duration and spaced over time.

Data-Based Decision-Making. An on-going process of analyzing and evaluating information to inform important instructional decisions.

Decision Rules. Pre-determined set of guidelines for how to link data to action. A team specifies what they will do next when they see specific patterns in their data (e.g., when data show that an intervention is being implemented with fidelity and student performance is on track to meet the goal, continue intervention without changes).

Department Teams. Collaborative groups of teachers who share a common focus of instruction in a particular content area (science, social studies). These teams meet for the purpose of integrating content-area reading strategies into their *content area* such that the learning of skills outlined in the state standards are achieved in addition to the furthering of students' abilities to read and comprehend the subject matter text across grade levels.

E - I

Early Warning Indicators (EWI). Indicators that are highly predictive of a student's likelihood of dropping out of school or not graduating in four years: attendance, behavior (suspension), course proficiency (GPA, course failures).

Early Warning Indicator (EWI) Assessment Schedule. A school- or district-wide schedule that indicates the dates when Early Warning Indicator data should be available after the first 20 days of school and after each marking period. The schedule includes timelines for when EWI

data need to be checked for accuracy and timelines for when any additional calculations need to be done in order for school teams to have the EWI data available for decision-making.

Early Warning System. A system for summarizing and reporting Early Warning Indicator data (e.g., Excel file, National High School Center Early Warning System Excel Tool-High School and Middle Grades versions, reports integrated into specific student information systems or data warehouses).

Evidence-based. A program, strategy or activity-set that has been documented in peer-reviewed journals as effective for a specific population through research methodology.

Fidelity. Information that describes how well a practice, program or strategy is implemented.

High-Stakes Summative Data. Used to evaluate student learning, acquisition of skill, and academic achievement typically at the end of a unit, semester, or school year. Data are used to make important decisions about the student's schooling (e.g., scholarship, promotion).

Historical Data. Data gathered in the past and is used on the basis for forecasting future data or trends.

Hypotheses. An idea that has been suggested as an explanation for something but has not been proven to be true.

Instructional coaching: Includes a combination of consultation, direct observation, feedback and modeling to teachers and para-educators to improve technical skills as they work to effectively implement a particular practice, program or strategy in the classroom setting.

Instructional Plan. A document developed during a cross-department team meeting that matches students within the grade level to the right intensity and type of instruction using universal screening data as a starting point. The plan addresses the student's present level of performance and outlines the critical reading skill that will be the initial focus for each group of students with similar needs, program(s) and materials that will be used for each group, frequency of the use of the program(s) and materials, progress monitoring expectations, and the person responsible for monitoring the implementation of the plan.

Instructional Routine. Systematic procedures that are consistently used to introduce and practice information. Instructional routines can be embedded into curricular materials or added by the instructor.

Instructional Strategy. Techniques teachers use to help students organize, understand, and remember information.

M - R

Multi-Tier System of Supports (MTSS). An integrated system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners with multiple levels of supports.

Precise Problem Statements. Include specific information to outline what the problem is (skill area, problem behavior), where it is occurring (grade, classroom, location), when it occurred (time of year, day of week, time of day), who was involved (some grades, some students, specific students), and why it is happening (instruction, curriculum, environment, motivation).

Procedures. A set of expected behaviors taught to students for common classroom tasks and activities. For example, students may be taught the procedure for gaining the teacher’s attention during independent work time (e.g., place a book upright on your desk and keep working on your task) or what they should do when the bell rings at the end of a class period (e.g., quietly place materials away and stay seated until you are dismissed). Examples of common tasks and activities include: transitions, collecting homework, passing out/collecting materials, signaling for choral or partner responses, asking for assistance, and submitting assignments.

Quality Evidence. Independent randomized controlled studies that demonstrate improvements in targeted skills the intervention claims to improve and studies that were conducted using a similar student demographic as the district who is seeking to adopt the intervention.

Reading Tiered Fidelity Domains:

- **Tier 1:** System that ensures all students have access to and benefit from content area reading strategies which includes: (1) high quality, evidence-based instruction that is differentiated to address the continuum of reading needs across all students; (2) universal screening on a periodic basis to measure the impact of the content area reading strategies.
- **Tiers 2 & 3:** System that ensures students with reading deficits who are not making adequate progress in core subject areas have access to and benefit from intensive interventions that targets students’ skill deficits for the remediation of existing problems and the prevention of more severe problems.

Reading Tiered Fidelity Subscales:

- **Tier 1 Teams:** Groups of individuals who meet to analyze historical and universal screening assessment data for the purpose of developing and refining a plan to address the identified Tier 1 needs.
- **Tier 1 Implementation:** Use of evidence-based content area reading strategies that are differentiated to address the continuum of needs across all students to be successful in core subject areas and maximize instructional time.
- **Tier 1 Resources:** Time and personnel allocated to implement the components of the Tier 1 reading system.
- **Tier 1 Evaluation:** Systematic, purposeful review of historical data along with the collection of universal screening and fidelity assessment data to inform the development and refinement of the Tier 1 reading system.
- **Tiers 2 & 3 Teams:** Groups of individuals who meet to analyze reading assessment data for students who are not making adequate progress in the core subject areas for the purpose of developing and refining a plan to address the identified Tiers 2 & 3 reading needs.
- **Tiers 2 & 3 Intervention Implementation:** Use of intensive, evidence-based intervention that targets students’ skill deficits for the remediation of existing problems and the prevention of more severe problems.
- **Tiers 2 & 3 Resources:** Time and personnel allocated to implement the components of the Tiers 2 & 3 reading system.

- **Tiers 2 & 3 Evaluation:** Systematic, purposeful data collection of progress monitoring and fidelity assessment data to inform the development and refinement of the Tiers 2 & 3 reading system.

RIOT (Review, Inform, Observe, and Test). Procedures for gathering information necessary to explain student academic or behavioral problems.

S - T

School Leadership Team: The function of the School Leadership Team is to ensure sustainable systems and structures are in place to facilitate effective and efficient reading instruction for all levels of learners. This includes achievement and fidelity assessments, allocated time for instruction, materials and resources, targeted professional development, coaching, feedback and support systems, and data-based problem-solving processes at all levels. Additionally, the leadership team coordinates these efforts with other priorities.

School-Wide. Systems, programs and materials which all students may access that are necessary to support the continuum of student academic and behavioral needs.

School-Wide Content Area Reading Model. Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) practices designed to improve reading outcomes for all students that involve active participation by all school staff, and (3) data use and analysis.

School-Wide Content Area Reading Plan. A document created annually that details the data, systems and instructional strategies necessary to facilitate effective and efficient reading instruction for all levels of learners.

S.M.A.R.T. Goals. A general statement of an intended outcome that aligns with the critical reading skills that is a high priority for the school, a specific grade level and/or students who are functioning below grade level. The goal is S.M.A.R.T.: specific, measureable, attainable, realistic and timely.

State Standards. Concise, written descriptions of what students are expected to know and be able to do within a specific grade level and content area. State Standards are also approved by the State Board of Education for districts to adopt to implement with their student body.

Strategy Fidelity Data: Information about teacher use of the content area reading strategies based on self-report and coaching observations.

Student Support Team. Group of individuals whose role is to ensure students are able to be successful in the school environment. The team works collaboratively to implement a particular intensive plan of support that depending on the student's needs may include both academic and behavioral components. Team members can be a combination of school/district staff, parents, and/or individuals from outside agencies (e.g., Community Mental Health).

System Fidelity Data: Information about the school's implementation of systems to support a Content Area Reading Model. The Reading Tiered Fidelity Inventory is an example of system fidelity data.

System-level coaching: Coaching a team to improve the quality and effectiveness of the team in developing systems to support the implementation of practices and data analysis to determine the effectiveness of the systems implemented. Staff at the school, district or Intermediate School District (ISD) level can provide the system-level coaching.

Tier 1. System that ensures all students have access to and benefit from content area reading strategies which includes: (1) high quality, evidence-based instruction that is differentiated to address the continuum of reading needs across all students; and (2) universal screening on a periodic basis to measure the impact of the content area reading strategies.

Tiers 2 & 3. System that ensures students with reading deficits who are not making adequate progress in core subject areas have access to and benefit from intensive interventions that targets students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Doing the Work Together Rubric

		Depth of Interaction			
		Informing* Level (Sharing/Sending)	Networking+ Level (Exchanging)	Collaborating+ Level (Engaging)	Transforming ¹ Level (Committing to Consensus)
Doing the Work Together	Engaging diverse participants in completing the relevant work.	The expanded group (after coalescing) informs others about the proposed work and the anticipated outcomes, along with the opportunity to participate.	Each group agrees to become the conduit for its members to learn and be involved.	Stakeholders work together to share unique perspectives and begin the work. Efforts to find others who might be important to this work are ongoing and intentional.	Partners who have experienced working together with a diversity of individuals cannot think of any other way to work. This type of engagement is internalized and expected.
Evolving leadership roles.	The expanded group informs its constituents that the effort is underway and opportunities for engagement continue.	Stakeholders share levels of expertise in organization, facilitation, etc. Members begin to identify and ask individuals to facilitate certain activities.	Meeting facilitation is shared among members of the group. Flexibility in leadership is evident based on comfort and skill levels of the individuals.	Members of the group demonstrate willingness to work together to accomplish a common goal. Flexibility in leadership is evident. When a designated facilitator becomes unavailable another steps up from the group.	
Working together to understand and articulate the issue.	The expanded group communicates evolving ideas, issues and resources.	The expanded group seeks opportunities for their constituents to respond to the current ideas, issues and resources.	Stakeholders consistently revisit their structures for interaction and revise as needed.	Group members agree and clearly articulate the work through the products created and/or their discussions with others.	
Working together to plan and implement action.	The expanded group identifies strategic ways in which to customize messages for its audience and helps them to act.	Participants exchange ideas about the work and how it could be accomplished, possible action steps and timelines.	Through shared decision making, stakeholders create a well-developed action plan. They share responsibility and are actively engaged in implementation of the plan. Transparency and open communication occurs between and among different levels.	Vertical and horizontal influence occurs as a result of implementation of the action plan. Practitioners influence policy and policy influences practice.	

***Informing** — Sharing or disseminating information with others who care about the issue.

+**Networking** — Asking others what they think about this issue and listening to what they say.

+**Collaborating** — Engaging people in trying to do something of value and working together around the issue.

¹**Transforming** — Doing things The Partnership Way (leading by convening, working cross-stakeholder, sharing leadership, building consensus).

References

Carr, J., & Artman, E. (2002). The bottom-up simple approach to school accountability (pp. 253-256). Norwood, MA: Christopher Gordon Publishers.