

# ARKANSAS

## DEPARTMENT OF EDUCATION SPECIAL EDUCATION UNIT



### **PART B**

### **INDICATOR 17: STATE**

### **SYSTEMIC IMPROVEMENT**

### **PLAN PHASE III Update**

### **FFY 2017-18**

Submitted April 1, 2019

## TABLE OF CONTENTS

<b>Introduction of SSIP .....</b>	<b>1</b>
 <b>SIMR Baseline and Targets</b>	
Baseline Data .....	2
Description of Measurement.....	5
Description of Stakeholder Input.....	5
 <b>Section 1: Summary of Phase III .....</b>	<b>6</b>
 <b>Section 2: Progress in Implementing the SSIP .....</b>	<b>12</b>
 <b>Section 3: Data on Implementation and Outcomes .....</b>	<b>21</b>
 <b>Section 4: Data Quality Issues.....</b>	<b>36</b>
 <b>Section 5: Progress Toward Achieving Intended Improvements .....</b>	<b>36</b>
 <b>Section 6: Plan for Next Year .....</b>	<b>39</b>

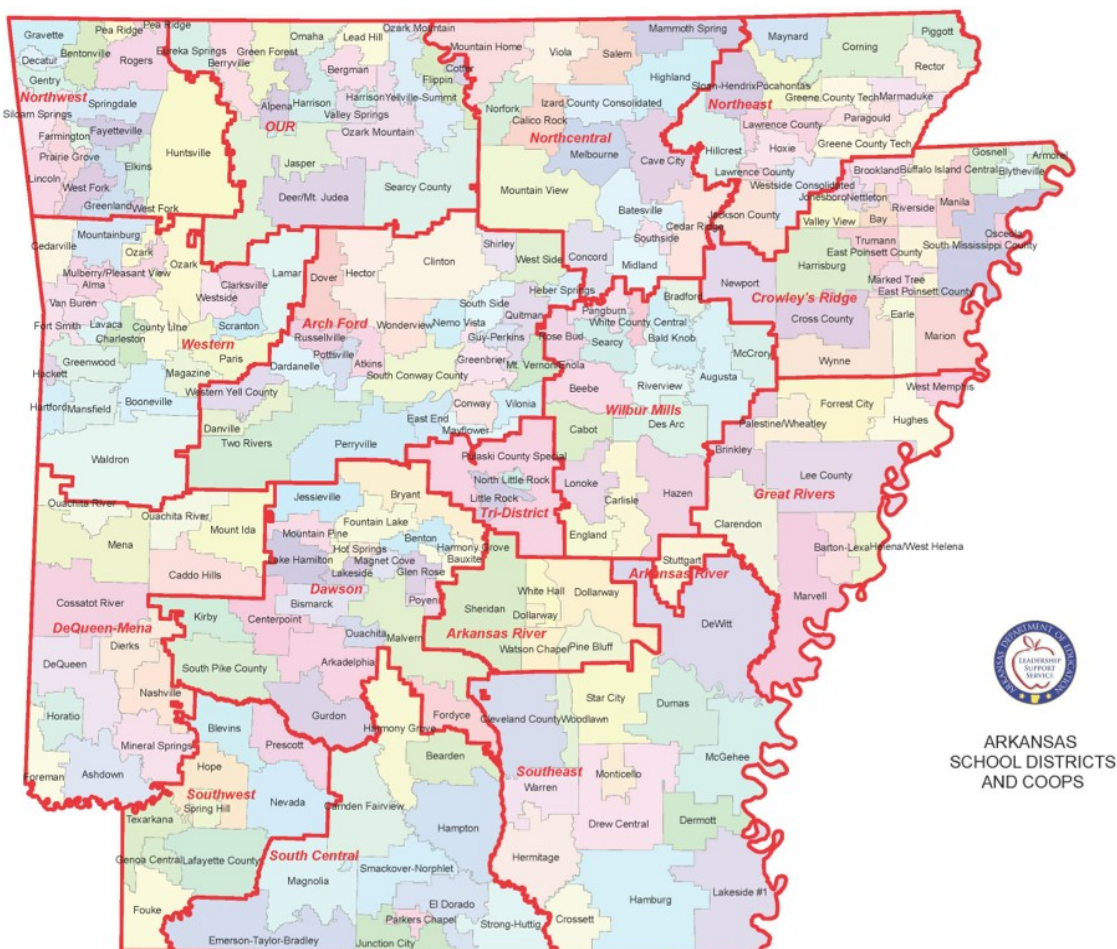


## Introduction to Arkansas's Phase III

An acronym identification chart can be found in Appendix I

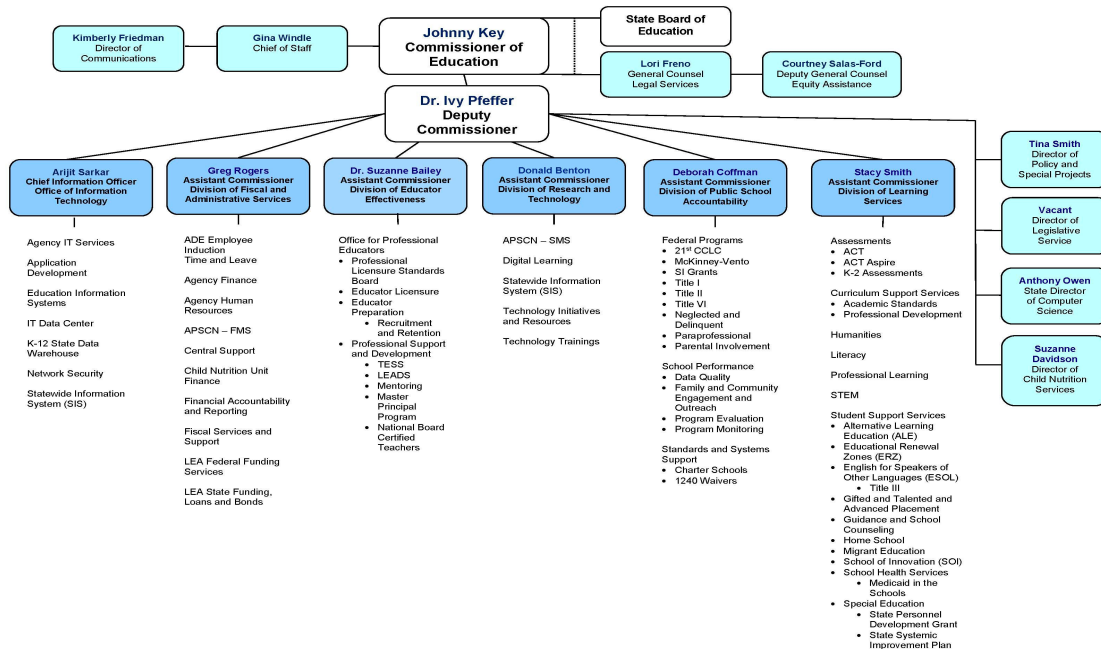
On October 1, 2017, there were 479,258 students in Arkansas public schools grades K-12 (including charter schools). According to the December 1, 2017 special education child count for grades K-12, 61,876 students were eligible for special education services (12.91% of the K-12 student population). Students in K-12 education are served by 264 local education agencies (LEAs), including charter schools and state agencies. 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 six main divisions within the ADE: Office of Information Technology, 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 revised ADE Organizational Chart presented in Exhibit I-17.2 reflects the addition of the State Systemic Improvement Plan in the Division of Learning Services and Special Education Unit.

### Exhibit I-17.2: ADE Organizational Chart



ADE Acronym Translator:  
<https://adedatabeta.arkansas.gov/aat>



Revised January 3, 2019

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 this update to Phase III, the ADE has continued to implement 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	59.53%

## FFY 2015 – FFY 2018 Targets

FFY	2017	2018
Target	61.30%	62.53%

### Justification for Baseline and Target Changes

Arkansas revised its baseline and targets to reflect the measurement change in the growth model. 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 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).

In the first step, a longitudinal individual growth model is run to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and 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 expectation of 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 did not meet, met, or exceed 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 how the students had achieved in the past. 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 look at growth on the 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 the EDFacts file, the Office of Innovation for Education (OIE) provided IDEA Data & Research with the growth categorization for students flagged as WDIS in the EDFacts file.

Because of a data error, found in the data set used for reporting the 2016-17 SIMR, which established the baseline, this reporting cycle will include updated numbers, rate, and baseline for the February 2018 submission.

Measurement Calculation for FFY 2016:

A. Number of SWD with a VAS in reading at participating schools and grade levels.	472
B. Number of SWD whose VAS in reading is categorized as low	191
C. Number of SWD whose VAS in reading is categorized as moderate	242
D. Number of SWD whose VAS in reading is categorized as high	39
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.	59.53%
$((C+D)/A)*100$	

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
472	281	59.53%	59.53%	Y

## Description of Measurement

### Description of Measure

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

Measurement Calculation for FFY 2017:

A. Number of SWD with a VAS in reading at participating schools and grade levels.	480
B. Number of SWD whose VAS in reading is categorized as low	237
C. Number of SWD whose VAS in reading is categorized as moderate	206
D. Number of SWD whose VAS in reading is categorized as high	37
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.	50.63%
$((C+D)/A)*100$	

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
482	243	50.63%	61.03%	N

## 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 stakeholder 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, stakeholders came to 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, it is projected that the number of students being measured will increase substantially.


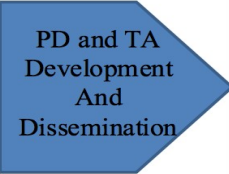
**Section 1: Summary of Phase III**

Continuing Phase III of the SSIP, the Arkansas Department of Education has expanded implementation of the 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 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 continues to focus on creating a coordinated system of support that outlines the necessary organizational structures for the way in which LEA services and supports are 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.

In the previous phase of SSIP implementation, a Cross Unit ADE Team that included members from the Special Education, School Improvement, Title I, Curriculum Supports, Assessment, Research and Technology, and Educator Effectiveness Units became an organizational mechanism by which alignment of agency support was emphasized. The Implementation of Arkansas' ESSA plan began in the Spring of 2018 which lead to some agency restructuring. As depicted in the revised ADE Organizational Chart (Exhibit I 17.10), School Improvement is no longer a unit within the agency; continuous district and



school improvement has been woven into the work of every unit at ADE. In early 2018, a decision was made by the Cross Unit Team to consult with support staff from the National Center for Systemic Improvement (NCSI) to evaluate the team's work and effectiveness. Twelve members of the Cross Unit Team, representing seven different units within the Arkansas Department of Education, were part of the reflection process. The goal of this evaluation was to examine the agency's progress toward aligning efforts and serving school districts in a more purposeful way, and to determine if the Cross Unit Team best represented the ADE organizational mechanism needed to advance systems change for all students, including students with disabilities. A Quick Chronology of Engagement (See Appendix I), as outlined in *Leading by Convening*, was utilized to reflect on the work and capture the deeper stories of the Cross Unit Team.

To broaden the exposure of the Cross Unit Team, it was decided that the ADE Strategic Performance Management (SPM) Team would replace the Cross Unit Team. The SPM 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. In addition, the shift to the SPM Team has increased the awareness of the SSIP, and promoted information exchange between units.

During this phase of SSIP reporting, the ADE shifted from a focus on Four Domains of Rapid School Improvement: A Systems Framework, produced by the Center on School Turnaround, to focus on Professional Learning Communities and the High Reliability Schools framework. Purposeful attempts to align the work of the SSIP and State Personnel Development Grant (SPDG) to the frameworks of Professional Learning Communities and High Reliability Schools began in 2018 through SPM Team meetings. In this reporting period, the ADE also piloted an agency-wide online portal called Basecamp to streamline interagency communication around support to LEAs.

Strategy Two continues to focus 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 implementation team for RTI Arkansas 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 as part of a multi-tiered system of support with three main goals: 1) develop consistency in defining, teaching, modeling, and encouraging expected appropriate behavior among students; 2)



create consistency in the way adults respond to problem behavior; and 3) assist teams with a data collection process to guide PBIS implementation. PBIS is a proactive, preventative approach that supports all students, with increasing levels of prevention. Everyone receives general education in expected behavior, along with acknowledgements for following the expected behavior. RTI Arkansas continues to support the usability of online PBIS modules built in partnership with Arkansas State University and has recently created additional training material and facilitator's guides which correlate to the schoolwide fidelity rubric.

Ongoing efforts to align RTI Arkansas literacy supports with the ADE's Reading Initiative for Student Excellence (R.I.S.E) have been increased 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.

The ADE has continued to support 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 these goals, 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 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. An additional two thousand teachers were trained in the summer of 2018. 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. As additional cohorts of K-2 teachers continue to be trained, the R.I.S.E. Academy for intermediate grades expanded to include grades 3-6 in the summer of 2018. This scale up of R.I.S.E. Academy encompassed 1,500 new 3-6 teacher participants being trained in the science of reading 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 consists of SPDG Staff and ADE leadership across the divisions of Learning Services, Educator Effectiveness, Public School Accountability, and Research & Technology. 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). Last conducted on February 4, 2019, the SCA was used to assess the State's capacity to support RTI statewide. Based on the following assessment results, the State Implementation Team has created an action plan to continue the work around systems alignment and a commitment to regional implementation capacity. The State Capacity Assessment results indicated significant improvement in ADE's capacity to support RTI .

In this phase of reporting, an RTI State Advisory Team reconvened 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 provided feedback on implementation challenges, professional development, and guidance documents. Additionally, the SSIP Coordinator and RTI Arkansas Team provides quarterly reports to the Advisory Council for the Education of Children with Disabilities and seeks guidance regarding policies and procedures with respect to special education and related services for children with disabilities. Based on feedback from these advisory groups, the content of RTI modules and training materials is being altered to better align with the ADE's selected frameworks of Professional Learning Communities and High Reliability Schools.

### **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 will be trained on accessibility and usability of these new modules.

During FFY18, the SPDG team worked with partners to create informational slides, handouts, and visuals for multiple stakeholders, including regional partners. These materials will be accessible via the ADE website by the 2019-2020 academic year. Additionally, the SPDG team has provided outreach to Arkansas's regional educational cooperatives, and initiated the use of the Regional Capacity Assessment with an educational cooperative serving SPDG & SSIP schools.

### **Summary of Phase III District and School Level RTI Work**

In the last reporting cycle, SPDG partnered with a total of five targeted SSIP LEAs. Within these five LEAs, 26 schools were selected for RTI Implementation. Seventeen of the 26 schools supported by SPDG were SSIP targeted schools. In FY18 the SPDG team partnered with six additional LEAs. The new LEAs are in the early stages of implementation of RTI, therefore, it is undetermined at the time of this report how many schools will continue towards full 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.

SPDG partners with a Parent Training Institution (PTI) known as The Center for Exceptional Families (TCFEF) to provide RTI training and clarification to parents, families, and community members. A liaison known as a parent mentor serves in this role and relies on the SPDG staff and external partners, American Institutes of Research (AIR) and Arkansas State University to aid in the development of the training materials utilized.

### **Evaluation Overview**

The RTI Arkansas team utilizes a comprehensive evaluation system. State team members responsible for the implementation of RTI, complete the State Implementation and Scaling-up of Evidence-based Practices (SISEP) State Capacity Assessment (SCA) at least annually. All SISEP capacity tools help teams to reflect upon the development and sustained use of roles, structures, and functions designed to

support full and effective uses of innovations in practice. SISEP and Public Sector Consultants assist the State team with action planning based on the results of the SCA.

Regional Implementation Teams complete the SISEP Regional Capacity Assessment (RCA) at least annually. This tool is similar to the SCA. By assessing effective practices, effective implementation, and enabling contexts, the RTI Arkansas team assists the regional team with an action plan to increase RTI supports to improve student outcomes for partnering district members. The RTI Arkansas team provides ongoing coaching support to the regional team and training as needed.

District Implementation Teams complete the SISEP District Capacity Assessment (DCA) annually to measure their capacity to support RTI. The RTI Arkansas team works with district level teams to develop an action plan based on the DCA results and every action plan is tailored to the needs of the individual district.

To assess fidelity of PBIS implementation, schools are using the Schoolwide PBIS - Tiered Fidelity Inventory (PBIS-TFI). The purpose of the SWPBIS-TFI is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. 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 SWPBIS- TFI is used as a guide for implementation of Tier I, Tier II, and Tier III PBIS practices.

State reportable office discipline referrals (ODRs) are being collected as a lagging student outcome measure. The data are pulled from the ADE Statewide Information System Reports (SIS). The discipline information is uploaded by districts and schools during Cycle 7. The SIS is a collection of public data from Arkansas K-12 Public Schools. Using this site, one can access report statistics on topics such as bus counts, course enrollment totals, finance, student demographics, teacher and staff counts and more. Data Reports are available based on a variety of subject areas at the State (SEA); County; District (LEA) and School levels. The Statewide Information Reports are sourced from the Arkansas Department of Education's State Data Warehouse which is populated using the Cycle Certified data as submitted by the school districts 9 times annually.

To assess fidelity of a school-wide reading model, schools use a tool developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI) known as the Reading- Tiered Fidelity Inventory (R-TFI). The R-TFI lists the core features of RTI for each of the three tiers. Each tier can be assessed separately. There are two R-TFIs – one for the elementary level and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading RTI framework in the following areas:

- Evidence-based practices for improving student reading
- Systems that create a continuum of supports to meet the variety of reading needs among students
- Data and evaluation for reading

In this update to Phase III, the focus has remained on infrastructure and 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 State Performance Management 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 capacity for RTI at state, district, and school levels. The use of capacity and fidelity assessments and student outcomes data are utilized to make changes in implementation supports.

## **Section 2: Progress in Implementing the SSIP**

The ADE has made 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 continues to focus on creating a coordinated system of support that provides 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 is becoming 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**

To broaden the work of the Cross Unit Team, and based on stakeholder input, it was decided that the ADE Strategic Performance Management (SPM) Team would replace the Cross Unit Team. The SPM 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. As measured by the ADE Cross Unit Team Rubric (See Appendix I) these structural changes have allowed for increased collaboration among all ADE units around goals that are explicitly outlined in the ADE Strategic Plan, which provides the foundation for Arkansas's ESSA plan.

In addition, the change to the SPM Team has increased the awareness of the SSIP, and promoted information exchange between units. During this phase of SSIP reporting, the ADE shifted from a focus on Four Domains of Rapid School Improvement for turnaround

schools to an increased statewide focus on Professional Learning Communities and High Reliability Schools framework. Purposeful attempts to align the work of the SSIP and SPDG to the frameworks of Professional Learning Communities and High Reliability Schools (Marzano, Warrick & Simms) began in 2018.

As outlined in Arkansas's ESSA Plan, The ADE Special Education Unit's professional development and technical assistance outreach, referred to as the Arkansas Collaborative Consultants, is grounded in the SSIP and designed to build the capacity of local special education personnel and, to the extent appropriate, that of general education professionals. Increased efforts to align the work of the Arkansas Collaborative Consultants with broader ADE initiatives, including RTI Arkansas occurred during this update of the SSIP. Special education professional development and technical assistance efforts are inclusive of the following:

- The Arkansas State Personnel Development Grant (SPDG)
- Arkansas Transition Services
- Arkansas Behavior Support Specialists
- Arkansas Co-Teaching Project
- Children and Youth with Sensory Impairments (CAYSI)
- Individuals with Disabilities Act (IDEA) Data and Research Office
- Educational Services for the Visually Impaired (ESVI)
- Traumatic Brain Injury Services
- Speech-Language Pathology Services
- Speech-Language Pathology Aides/Assistants
- Medicaid in the Schools (MITS)
- Easterseals Outreach Program and Technology Services (ESOPTS)
- Educational Audiology Resources for Schools (EARS)
- Dispute Resolution Section (DRS)
- University of Arkansas at Little Rock School Mediation Project
- Arkansas PROMISE Grant
- Monitoring and Program Effectiveness
- State Program Development

Continued successes of this collaboration between ADE, the State Performance Management Team, and the Arkansas Collaborative Consultants have led to greater coherence of statewide support to LEAs. Additionally, the State has continued its involvement with the National Center for Systemic Improvement (NCSI) Systems Alignment Cross State Learning Collaborative that is focuses on building effective infrastructure within the 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 continued vision of the State Performance Management 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 or envisions to be 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 SSIP and SPDG 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. Based on the feedback from stakeholders, intentional collaboration between the ADEs Special Education Professional Development Outreach (Arkansas Collaborative Consultants) to better support LEAs is noteworthy. Additionally, stakeholder feedback indicated that there was need to better calibrate progress towards implementation of the SSIP. In response to this feedback, Arkansas joined the SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation Affinity Group supported by the National Center for Systemic Improvement.

**Exhibit I-17.11: Improvement Strategy One Phase III Update on Completed and Projected Activities**

Activities to Meet Outcomes	Steps to Implement Activities	Timeline (projected initiation and completion dates)	Resources Needed	Who is Responsible
Identifying LEA Needs	<ul style="list-style-type: none"> <li>-Needs assessment completed in May of 2018</li> <li>-Continue action planning in response to stakeholder feedback regarding the needs assessment data</li> <li>-Continue alignment of identified needs with ADE initiatives and supports</li> </ul>	<p>The projected completion date for the needs assessment was August of 2018. The needs assessment was completed in May of 2018</p> <p>A follow-up needs assessment will be completed by May of 2020</p>	Support from SC3 and NCSI around needs assessment action planning and systems alignment.	The State Performance Management Team (formerly the Cross Unit Team) will continue to examine needs and stakeholder feedback as part of a Plan/Do/Check Cycle of Improvement with assistance from SC3 and NCSI
Identifying LEA Needs	<ul style="list-style-type: none"> <li>-Online portal where LEAs can request ADE supports</li> <li>-Explore the expanded use of Basecamp beyond interagency communication to support LEAs</li> </ul>	<p>The Basecamp online portal was piloted by ADE in 2018. This portal is used as an interagency communication tool to support LEAs</p> <p>Expanded use for LEAs will be explored and reported in 2020 report</p>	Technical support from Basecamp regarding potential uses for LEAs to request ADE supports.	The State Performance Management Team will continue to explore uses of Basecamp as an online support
Leveraging ADE Supports	<ul style="list-style-type: none"> <li>-Continue to explore cross alignment of initiatives through ADE's Strategic Performance Management system</li> <li>-Increase agency awareness of the work of Arkansas Collaborative Consultants</li> <li>-Leverage ADE supports for schools identified in 2018 as needing comprehensive and/or targeted support for the subpopulation of students with disabilities</li> </ul>	<p>Cross alignment of ADE initiatives in SPM will occur by May of 2019</p> <p>Highlight the work of Arkansas Collaborative Consultants at the ADE Summit in June of 2019</p> <p>Provide professional development for LEAs identified as needing additional targeted support by May 2019</p>	<p>Support from SC3 around realignment activities of the SPM</p> <p>Cross-agency collaboration to support identified schools for additional and/or comprehensive support</p>	<p>The subcommittee of the State Performance Management Team</p> <p>The State Performance Management Team</p>

<b>Leveraging ADE Supports</b>	<b>-Initiative Analysis completed by Arkansas Collaborative Consultants (ACC) group</b>	<b>ACC Directors will complete the initiative analysis by June of 2019</b>	<b>NIRN Initiative Analysis Document/Procedures</b>	<b>SSIP Coordinator and Arkansas Collaborative Consultant Directors</b>
<b>Coordinating and Disseminating Supports</b>	<b>-In alignment with Arkansas's ESSA Plan, Develop professional training materials on inclusive Practices Professional Development for Schools including online supports to. Link this training to ongoing initiatives supported by ADE (PLC's and High Reliability Schools) and the ACC</b>	<b>At least 7 Regional Trainings on Inclusive Practices Completed by December of 2019</b>	<b>Resource document that outlines school/district data on student achievement, growth, an initiative analysis, review of high leverage practices (including RTI), links to supports for high leverage practice exploration, installation and implementation, district/state level data on inclusion for students with disabilities</b>	<b>State Performance Management Team, Special Education Unit, Standards and Systems Support.</b>
<b>Progress Measurement of the SSIP</b>	<b>-Participate in the NCSI Affinity Group Pilot for the SSIP Infrastructure Development Planning and Progress Management: Using Implementation Drivers &amp; Stages of Implementation</b>  <b>-Measure the implementation of Arkansas's SSIP</b>	<b>-Monthly online meetings with NCSI and other states involved in the pilot project.</b>  <b>-Complete the SSIP Infrastructure Development Rubric by May of 2019</b>	<b>Support from NCSI regarding use of the rubric</b>  <b>Feedback from NCSI staff regarding action planning around the rubric</b>	<b>State Performance Management Team, SPDG, Special Education Unit</b>



## **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 implementation team for the RTI Arkansas and 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 Division of Learning Services
- The American Institutes of Research (AIR)
- Arkansas State University's (ASU) Center for Community Engagement (CCE)
- Arkansas' Center for Exceptional Families (TCFEF)

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 multiple units within the Division of Learning Services.

AIR supports SPDG through technical assistance (TA) and training based on evidence-based practices of professional development and implementation science. TA is based on training, coaching, and statewide support for implementation. Professional development incorporates the use of needs assessments to determine school and district readiness levels and then develops training on RTI with special emphasis on the areas of needs. AIR provides coaching support to SPDG staff and district RTI coaches through each stage of implementation. To ensure alignment and coherence between ADE, SPDG, ASU/CCE, and AIR content, professional development training materials continues to be developed at the state level to support RTI at the regional and district levels.

Arkansas State University's Center for Community Engagement (CCE) is a main partner in the Arkansas State Personnel Development Grant with the role of providing training and support to targeted schools in the implementation of PBIS. The mission of the CCE is to work with organizations to develop, implement, and sustain programs that benefit the community. Currently, the CCE is the state's only technical assistance center for PBIS. The CCE uses the SWPBIS – Tired Fidelity Inventory (SWPBIS-TFI) to create PBIS modules to support the implementation

process. The SWPBIS- TFI outlines the essential components that need to be in place at Tiers 1, 2, 3 for behavior. Currently, there are at least 33 districts and 107 individual schools in Arkansas that are implementing PBIS, with a portion being SSIP targeted schools.

The Center for Exceptional Families (TCFEF) is a Parent Training Center (PTI). SPDG partners with TCFEF to work with AIR and CCE to develop modules for parents around RTI for academics and behavior. A parent mentor participates in training sessions provided by AIR, CCE, and other SPDG staff to expand the knowledge of the TCFEF's team. In 2018, ADE created a team to focus on Family and Community Engagement Essentials and a digital toolkit for stakeholders. A parent mentor from TCFEF has worked with this new ADE team to align our efforts. TCFEF staff attends weekly online meeting with SPDG partners and provides support to schools around parent and community engagement for RTI

### **State Level RTI Infrastructure Work**

A State Implementation Team has been formed and consists of the ADE Assistant Commissioner for the Division of Learning Services; the director of Assessment; the director of Special Education; R.I.S.E. Specialists, support staff from the Curriculum unit, the SPDG Core Management Team; ADE staff from multiple units; the IDEA data manager; and the external evaluator. The evaluation tool the State Implementation Team is utilizing is the SISEP State Capacity Assessment (SCA).

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 and barriers.
- 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.

### **Regional Level RTI Infrastructure Work**

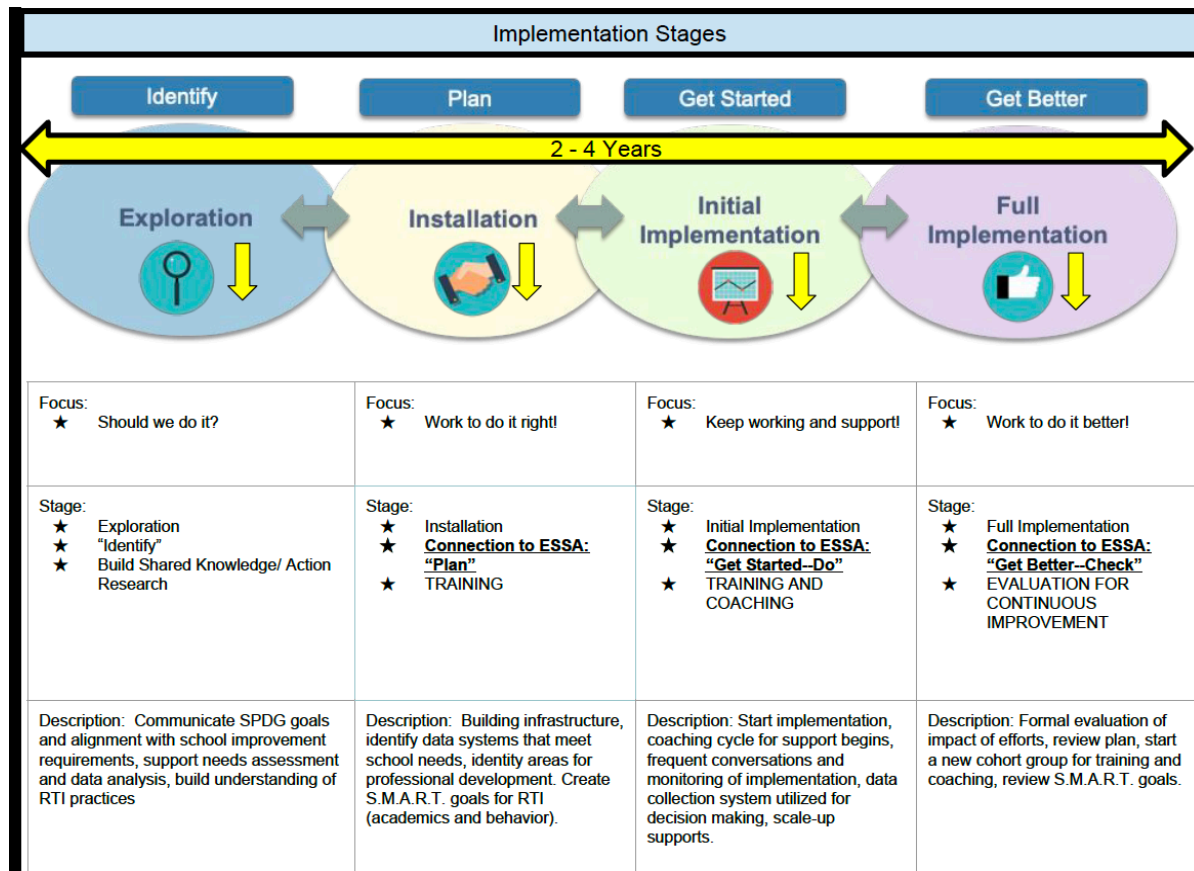
The SPDG is currently partnering with ESCs to provide training and support for RTI implementation. With most ESCs this is an informal partnership that focuses on coordinating services, how the ESC can support the SPDG/SSIP and districts, and how the SPDG/SSIP can support the ESC. For example, if the SSIP targeted district is implementing R.I.S.E then an ESC specialist is able to provide that support. In 2018, a formal partnership began with one of Arkansas's fifteen ESC. The regional level supports sustainability, fidelity of implementation, and scalability for RTI. This ESC uses the RCA (See Appendix I) as a needs assessment to determine readiness, teaming structures, and communication protocols for supporting RTI.

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. Below is a list of developed models.

<b>RTI Arkansas Module Arkansas IDEAS</b>	<b>Module Description</b>
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.
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
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.
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.
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.
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.
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 schools.
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

In the last reporting cycle, SPDG partnered with a total of five targeted SSIP LEAs. Within these five LEAs, 26 schools were selected for RTI Implementation. Seventeen of the 26 schools supported by SPDG were SSIP targeted schools. In FFY18 the SPDG team released a Commissioner's Memo highlighting the SPDG Application Process. Eight districts applied for SPDG support. After an interview process, justifications, time commitments, and additional data analysis, six of the eight LEAs decided to further explore the SPDG work. The new LEAs are in the early stages of implementation of RTI, therefore, it is undetermined at the time of this report how many schools will continue towards full 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 met with each district to discuss the RTI supports they would receive, the role of the SPDG, and the expectations of the district. The SPDG has outlined the support and implementation of RTI utilizing the following stages of implementation for RTI Arkansas:



## **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. Other districts identify the district coach/contact during the first two phases of implementation.
- The district level coaches are essential for district sustainability of RTI. District level coaches work with the district leadership team to develop a district RTI implementation plan, including alignment to other district initiatives.
- District Implementation Teams manage and support RTI implementation (providing professional development and coaching support to school-level teams).

## **Overview of School Activities:**

School level coaches have been identified and are currently being trained to support the RTI work in the areas of literacy and behavior. The school level coaches are essential for school implementation of RTI.

- Professional development and coaching are provided based on the results from the R-TFI and the PBIS-TFI
- The district and schools receive professional development and coaching in RTI leadership and infrastructure, data-based decision-making, literacy core instruction, differentiated instruction, PBIS implementation, and classroom management.
- The coaching support within the schools is also being provided by the district RTI coaches and SPDG staff through observation data and attendance at leadership team meetings.

## **Section 3: Data on Implementation and Outcomes**

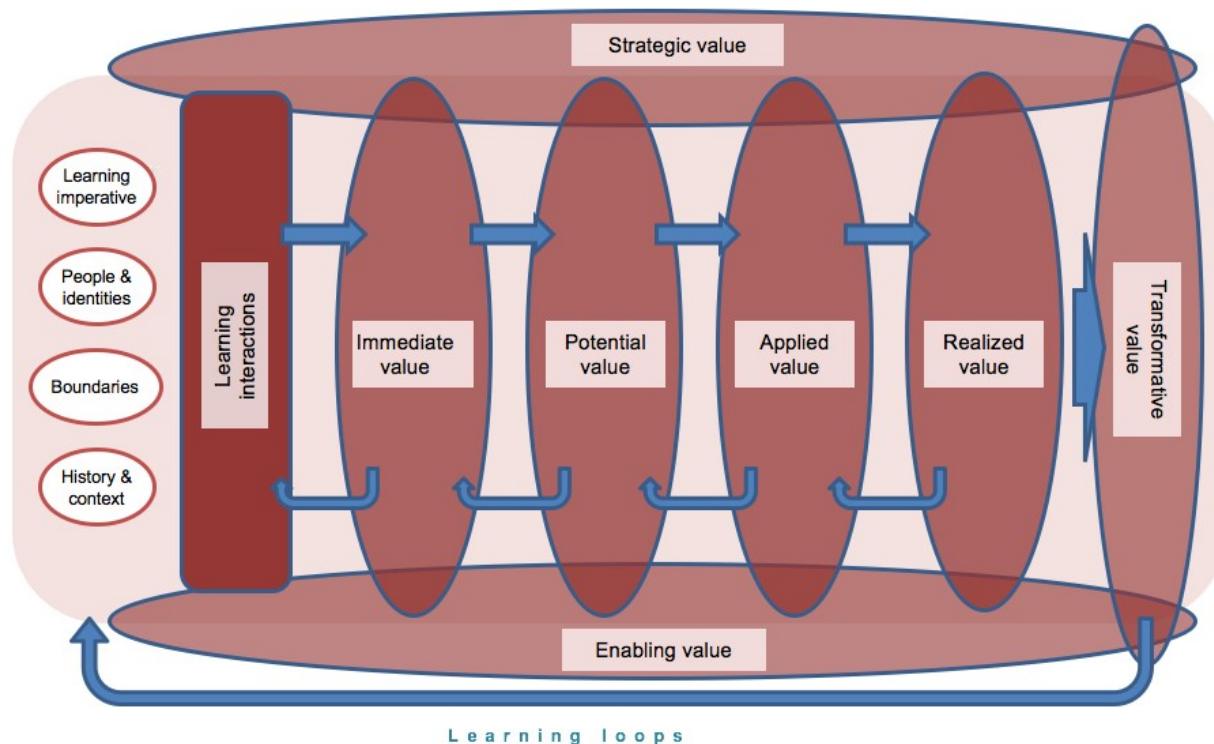
To ensure alignment of the evaluation plan to the theory of action, the ADE developed a logic model for each strategy. The logic model was essential because it operationalized the theory of action and established short, intermediate, and long term goals and outcomes for each Strategy.

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 continuing to use a learning framework by respected learning theorists, Etienne and Beverly Wenger-Trayner. This framework is described in more detail below.

## **Strategy One – Data and Implementation Outcomes**

A coordinated system of support is continuing to evolve around the focus of general and special educators working together in an aligned system to serve all students, especially students with disabilities.

ADE used Etienne and Beverly Wenger-Trayner’s 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 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 continue using this 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 continue to work with the State Management Team to concretely verbalize what they have learned through the implementation of SSIP activities within their specific context.

In April 2018, the SEA utilized the Leading by Convening strategy the Quick Chronology of Engagement to collectively understand what has made a difference and why (See Appendix I). 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 data collected during this on-site meeting illuminated the value created and allowed key

leaders to share their learning in more detail. Using the engagement data and stakeholder feedback, application of the value framework helps 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 continue to be used to gain a deep understanding of the work within the context of various roles and settings, the SEA will continue to use another established yet modified, tool to gauge the State Performance Management Team's ability to enable larger-scale stakeholder engagement over time. Based on the rubric outlined in Leading by Convening (see copy in Appendix I) and titled "Doing the Work Together" the Cross Unit Team modified created the ADE Cross Unit Team Rubric (See Appendix I) to assess the effectiveness of stakeholder engagement. 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 as measured by these tools.

The State Performance Management Team plans to continue working with the National Center for Systemic Improvement to enhance the potential uses of this rubric. Baseline results were 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 State Performance Management Team intentionally sharing ownership in goals and outcomes for key LEA supports.
- Increase the practices of the State Performance Management 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 in May 2019.

## **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 February 2019, 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 and

examined the following components of state capacity:

- 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 revise an action plan based on areas of strength and need. Based on results from the SCA, the Team decided to more intentionally focus on the area of Regional Implementation Capacity. The following milestone was added to ADE's 2018-2019 Strategic Performance Management (SPM) tool as a result:

Expand implementation of RTI to the regional level through educational cooperatives in order to build capacity for statewide RTI implementation.

Action steps for the SPM milestone were outlined by the state implementation team and stakeholders to ensure coherence between the work of SPDG to continue supporting the SSIP.

### **Short Term and Long Term Goal**

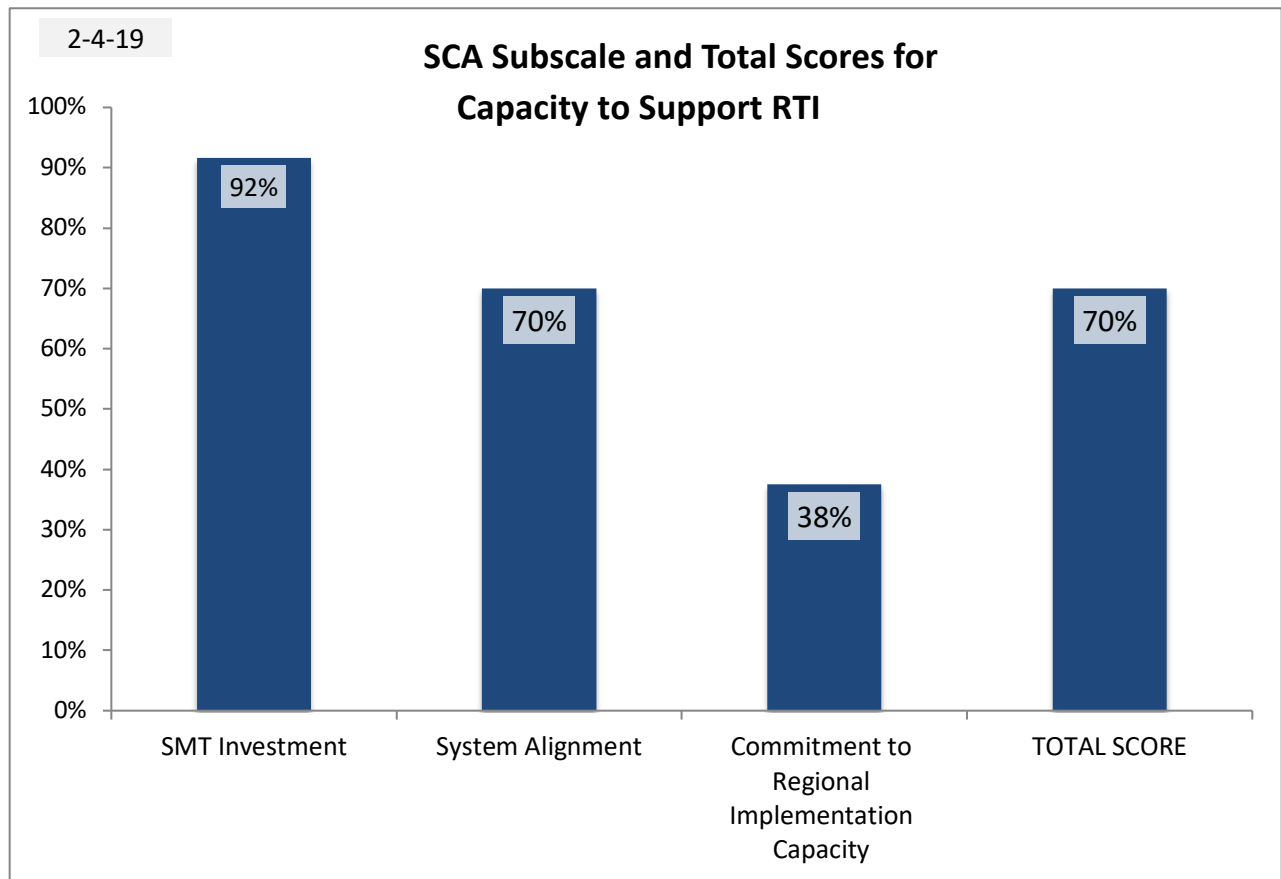
The State Implementation Team will complete this assessment at least annually.

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. In February of 2019, the state's total score was 70%. The state met its short term goal of an increase of 10%. While System Alignment is still an area of focus, additional emphasis will be placed on ADE's Commitment to Regional Implementation Capacity. The following graph depicts the result of the SCA:





### **Regional Level RTI Data**

The Regional Capacity Assessment (RCA, see copy in Appendix I) is administered at least yearly in all formal partnerships with Educational Service Cooperatives (ESC). In FFY18 SPDG began working with one of the 15 ESCs in Arkansas on assessing the capacity of the Regional Implementation Team (RIT). The baseline score will be compared to the second administration score in the next SSIP update.

### **District Level RTI Data**

The District Capacity Assessment (DCA, see copy in Appendix I) is administered 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.

Two of the SSIP targeted districts met the long term goal of having 80% of the indicators in place. One SSIP targeted district met the short term goal of a 10% increase for 2017-2018. Baseline data has been acquired for the new cohort of SPDG schools.

## **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 SWPBIS - 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.

As a result of the R.I.S.E. initiative that focuses on the science of reading, all SSIP targeted schools reported at least an 80% or greater percentage for RTI Tier 1 implementation. 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 assisted district personnel with the interpretation and use of 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. Due to improvements with initiative alignment, the service delivery model for this goal was implemented through the R.I.S.E. Initiative.

## **Behavior**

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

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

Eighty-six percent of the schools that reported Tier I PBIS fidelity data, have a score of at least 70% or have increased their score by 10% from the previous year's assessment. The majority of these schools are now scaling up to Tier 2 PBIS installation.

## **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 screener 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 indicates 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.

Seven of the SSIP targeted schools showed an increase in percentage points on grade level literacy however, none of the schools met the 6 % increase target. The SPDG expects as a district increases in capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity of literacy implementation (as measured by the R-RFI), which will increase grade level literacy outcomes for students.

## **Behavior**

Eighty percent (80%) of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on SWPBIS-TFI) will demonstrate annual reductions in office discipline. There was a total of 4,138 state reportable office discipline referrals for the 2017 – 2018 SSIP targeted schools, which is a 38% reduction of what was reported in the previous SSIP update. The goal is to reduce the referrals from year to year in order to increase the instructional time for teachers and students. The SPDG expects as a district increases 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 SWPBIS-TFI), which 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 but 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” (p44).

### **Description of Measure**

Percent of students with disabilities (SWD) in grades 3- 5, 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.	480
B. Number of SWD whose VAS in reading is categorized as low	237
C. Number of SWD whose VAS in reading is categorized as moderate	206
D. Number of SWD whose VAS in reading is categorized as high	37
Percent of SWD in grades 3- 5, 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.	50.63%
$((C+D)/A)*100$	

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, 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
480	243	50.63%	61.03%	N

Although there was a decrease in the number of SWD whose growth was moderate to high, a decrease was seen across non-disabled students and the buildings as a whole.

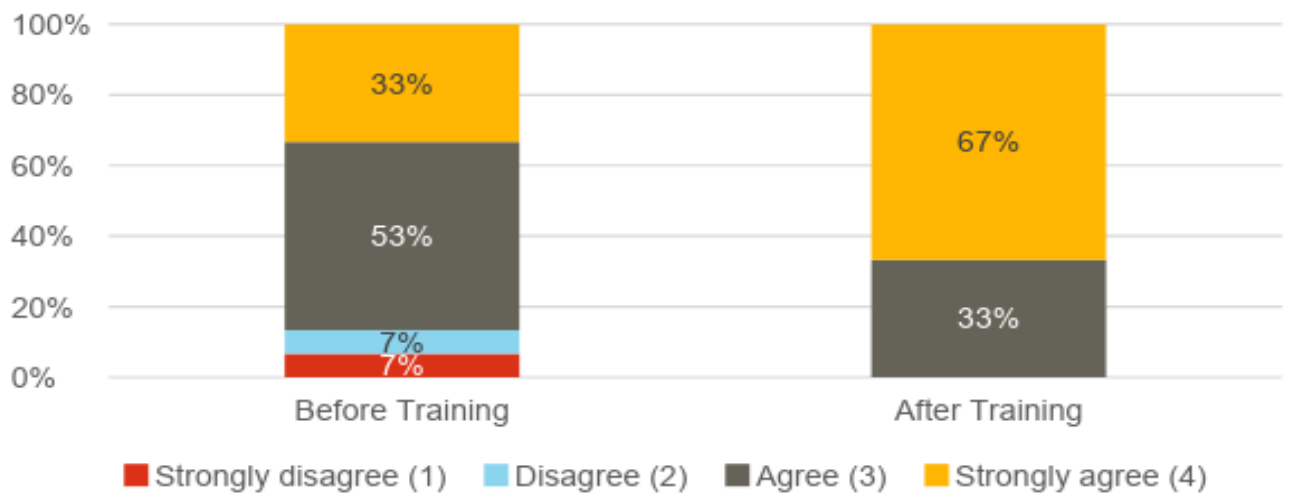
	Non-SWD	SWD	ALL
FFY16	74.80%	59.53%	72.68%
FFY17	71.24%	50.63%	68.50%
Difference	-3.57%	-8.91%	-4.18%

An analysis by grade level further revealed the scores for 3<sup>rd</sup> grade students who moved into 4<sup>th</sup> grade stayed relatively the same percentage across the three levels of growth. Students who moved from 4<sup>th</sup> grade to 5<sup>th</sup> grade saw an increase in percentage reaching moderate and high growth. However, the incoming 3<sup>rd</sup> grade students had the highest percentage of low growth and the lowest percentage for high growth.

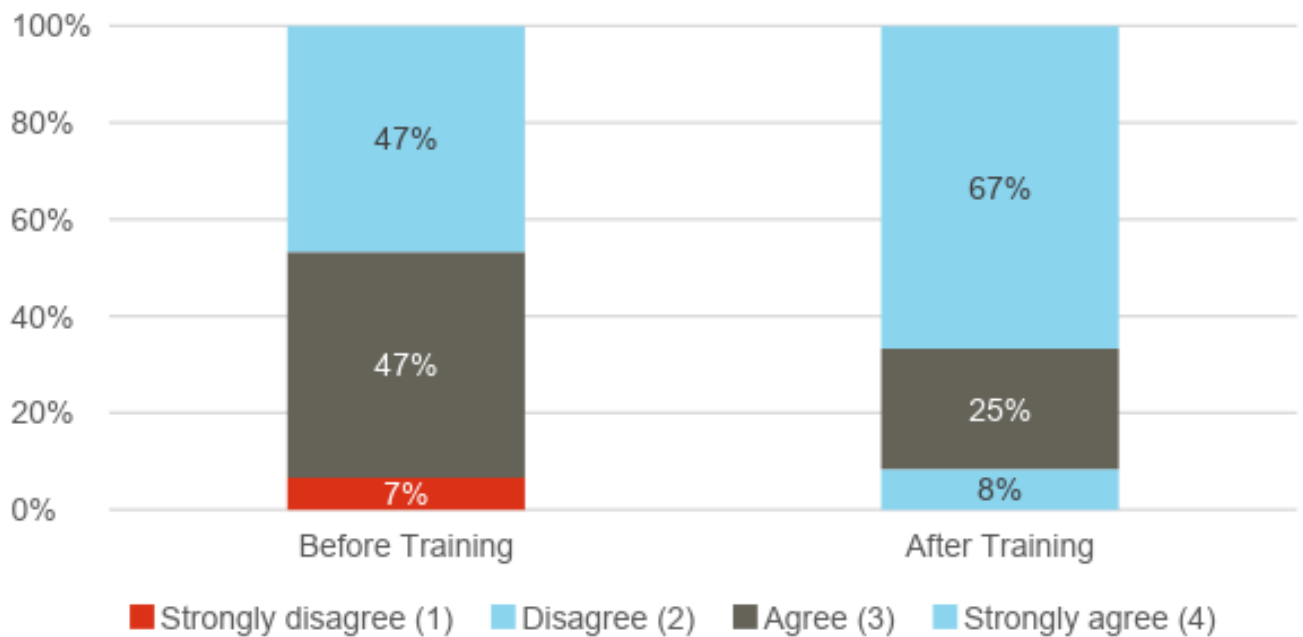
### **Parent RTI Data**

A parent mentor from the Center for Exceptional Families (TCFEF) worked with SPDG team members, AIR, and ADEs Family and Community Engagement team to create a training module on RTI for Families and Communities. A pre and post assessment survey was distributed in connection with each training that focused on the knowledge level of participants on the topic of RTI. The training focuses on the essential components of Response to Intervention (RTI) and embeds resources for families, community members, and educators. The following data reflect results of this activity.

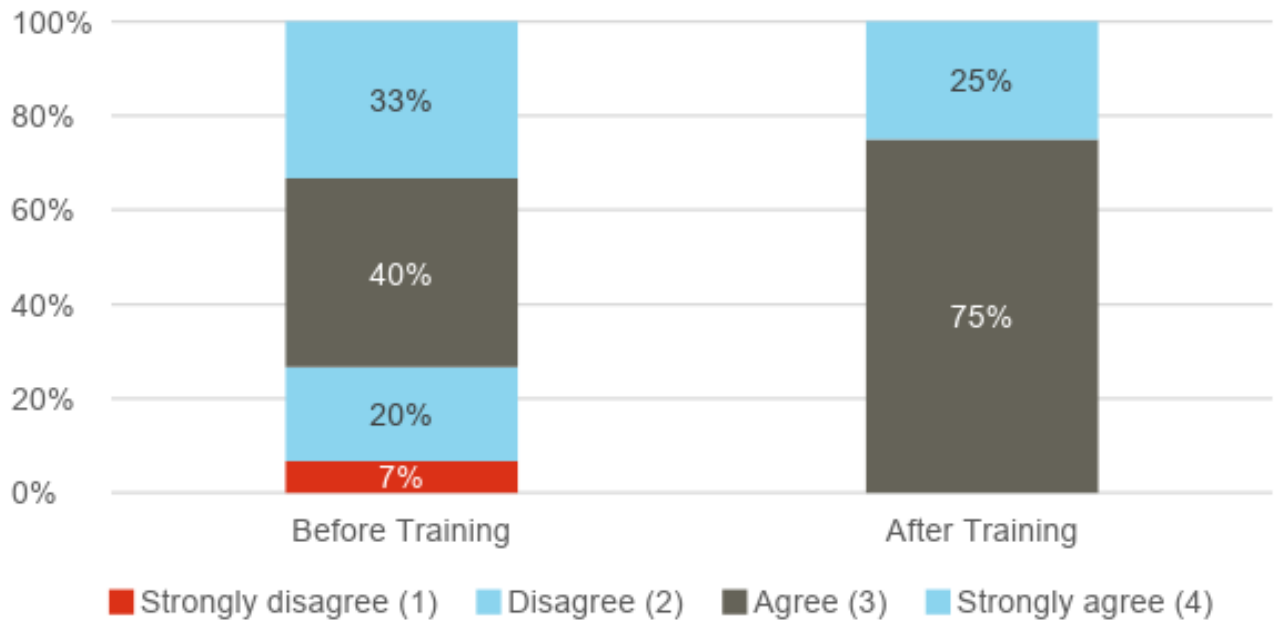
### By being involved, I can help my student succeed at school



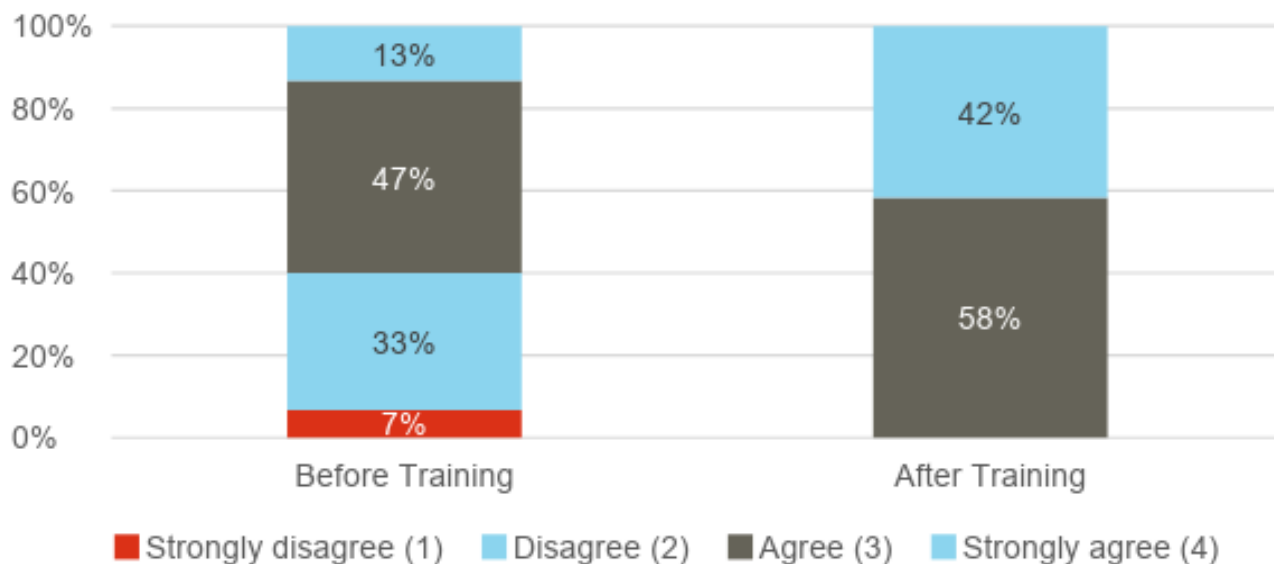
### My student's success at school is supported by a learning environment at home



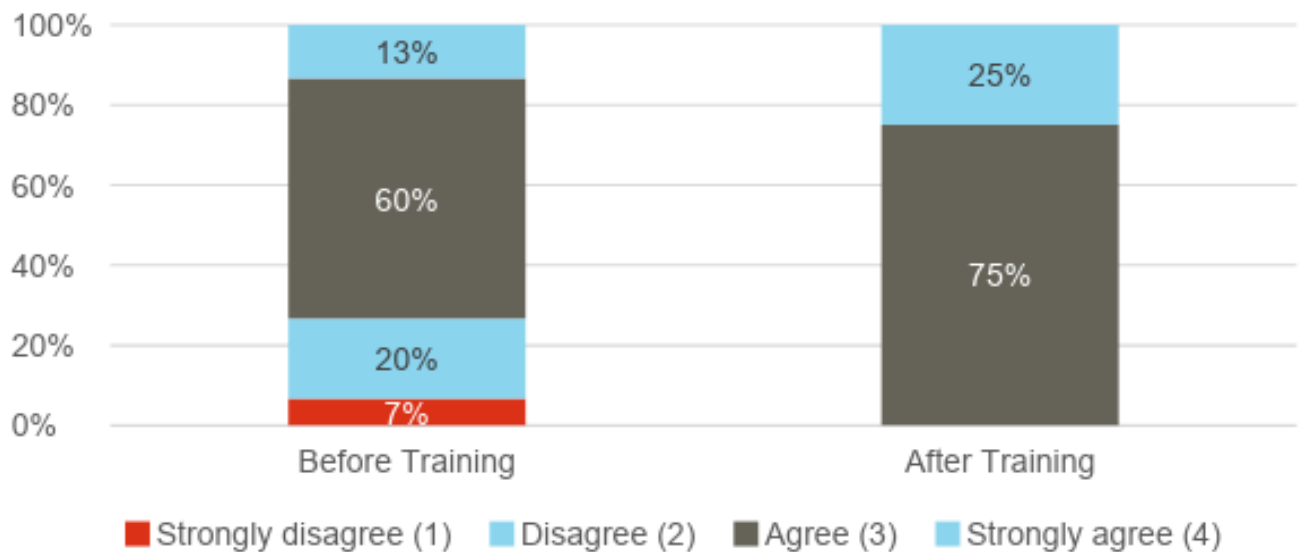
### I am comfortable talking to teachers or administrators about my student's school performance



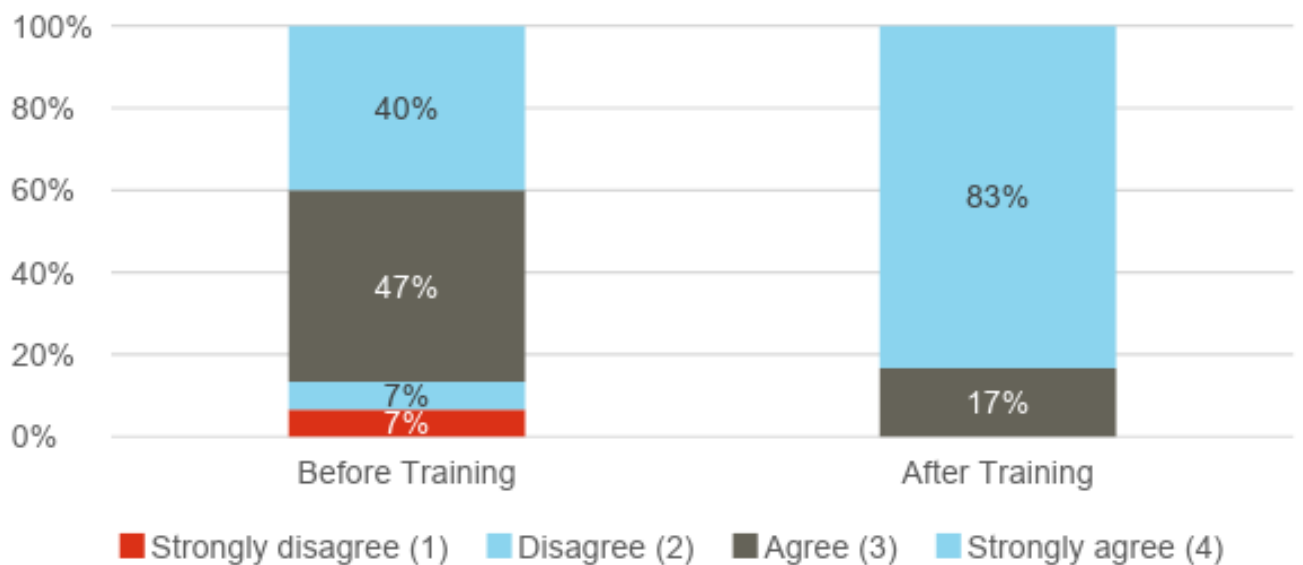
### Teachers and school administrators regularly assess the educational needs of students



### Schools share information about my student's performance

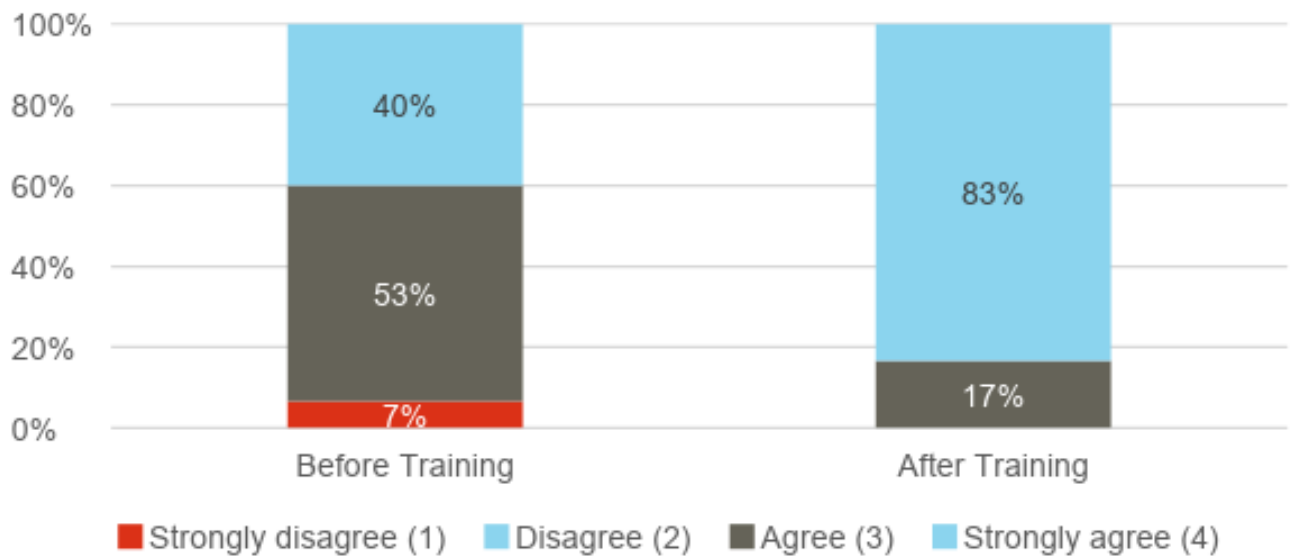


### Schools should share information if they think my student is at risk of not succeeding

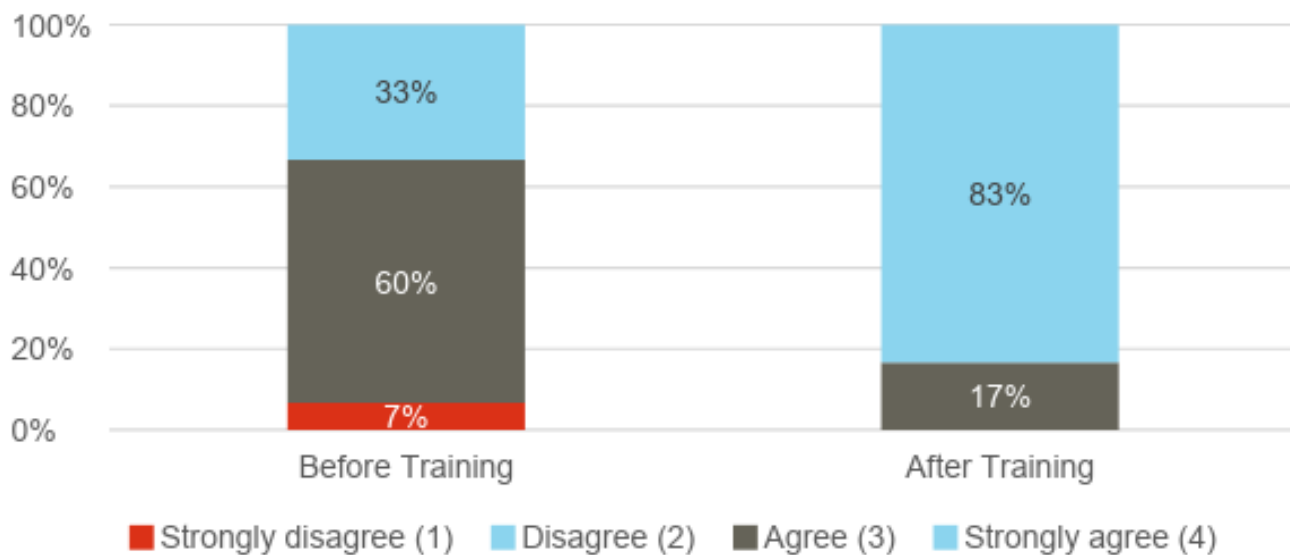




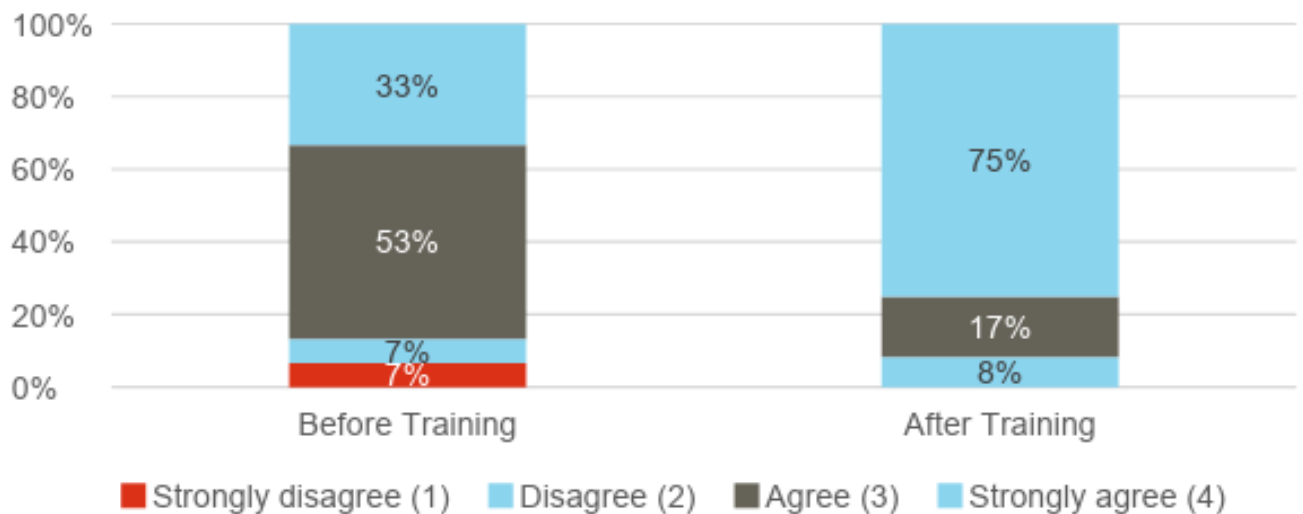
### If a student is at risk, the school should intervene before the student falls behind



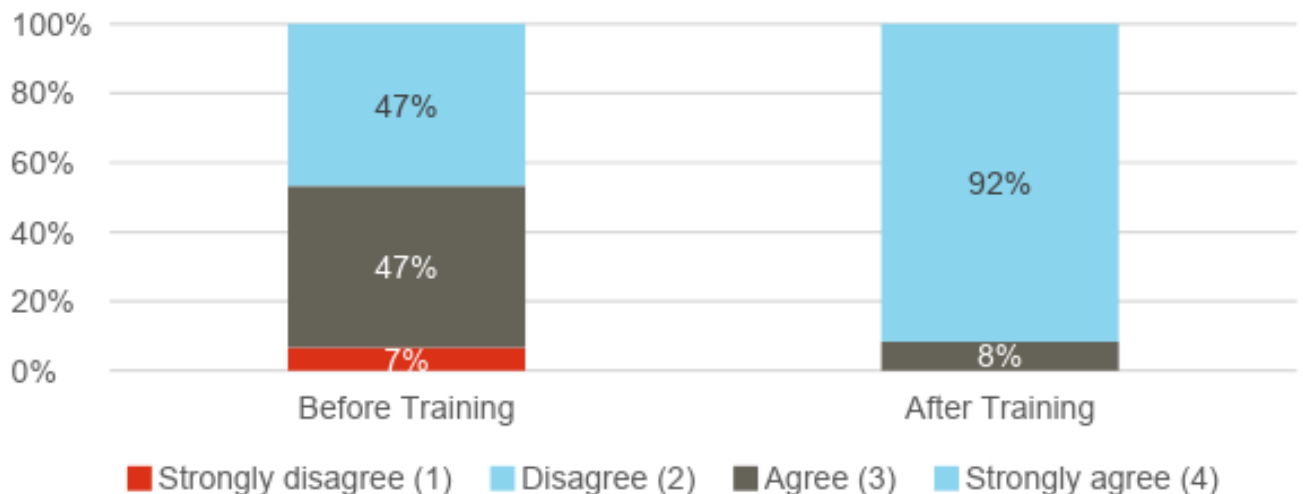
### Student behavior affects their academic performance

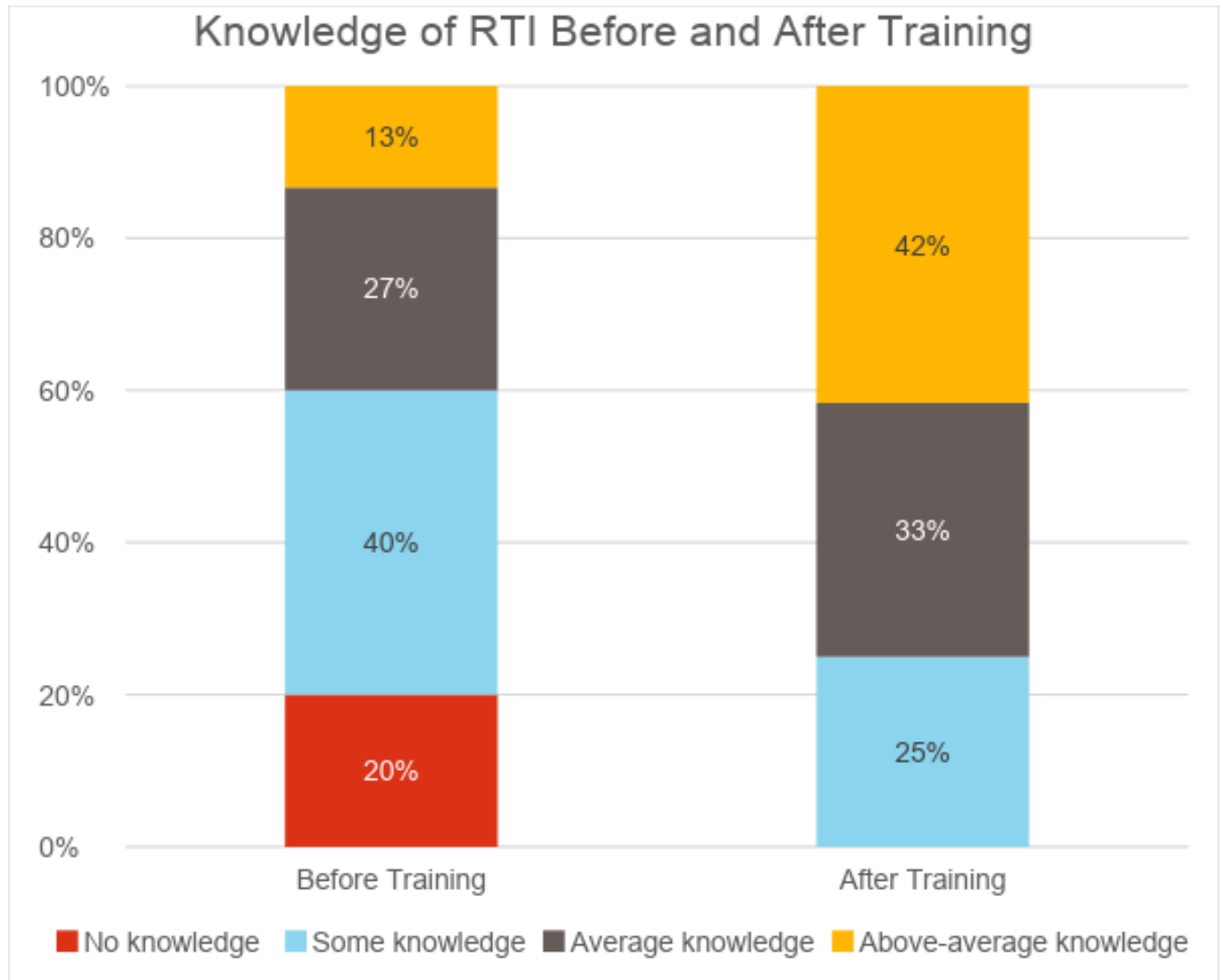


### All students can benefit from targeted teaching and interventions



### Teaching approaches and interventions should be periodically reviewed to see how they are working





## 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 multiple ADE units 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. It is important to note that Arkansas has a new SSIP Coordinator, a new SPDG Director, and a new Associate Director of Special Education in this reporting period of the SSIP.

The data collection protocol for strategy one needs to be reassessed to the use of the SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation by NCSI along with the modified rubric from Doing the Work Together from Leading by Convening. 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 progress towards achieving the intended improvements outlined in previous phases of SSIP implementation. A logic model for each strategy continues to guide 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 previous phase of SSIP implementation, a Cross Unit ADE Team that included members from the Special Education, School Improvement, Title I, Curriculum Supports, Assessment, Research and Technology, and Educator Effectiveness Units became an organizational mechanism by which alignment of agency support was emphasized. The Implementation of Arkansas' ESSA plan began in the Spring of 2018 which led to some agency restructuring. As depicted in the revised ADE Organizational Chart, School Improvement is no longer a unit within the agency; continuous district and school improvement has been woven into the work of every unit at ADE. In early 2018, a decision was made by the Cross Unit Team to consult with support staff from the National Center for Systemic Improvement (NCSI) to evaluate the team's work and effectiveness. Twelve members of the Cross Unit Team, representing seven different units within the Arkansas Department of Education, were part of the reflection process. The goal of this evaluation was to examine the agency's progress toward aligning efforts and serving school districts in a more purposeful way, and to determine if the Cross Unit Team best represented the ADE organizational mechanism needed to advance systems change for all students, including students with disabilities. A Quick Chronology of Engagement, as outlined in Leading by Convening, was utilized to reflect on the work and capture the deeper stories of the Cross Unit Team (See Appendix I).

To broaden the exposure of the Cross Unit Team, it was decided that the ADE Strategic Performance Management (SPM) Team would replace the Cross Unit Team. The SPM 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. In addition, the shift to the SPM Team has increased the awareness of the SSIP to broader ADE units, and promoted information exchange regarding LEA supports for students with disabilities.

During this phase of SSIP reporting, the ADE shifted from a focus on Four Domains of Rapid School Improvement for turnaround schools to focus on Professional Learning Communities and the High Reliability Schools framework. Purposeful attempts to align the work of the SSIP and State Personnel Development Grant (SPDG) to the frameworks of Professional Learning Communities and High Reliability Schools began in 2018 through SPM Team meetings. In this reporting period, the ADE also piloted an agency-wide online portal called Basecamp to streamline interagency communication around support to LEAs.

## **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 implementation team for RTI Arkansas.

A critical infrastructure activity that was continued for the sustainability of RTI was the creation of the State Implementation Team. The State Implementation Team has continued to advise the Core Management Team regarding implementation challenges and communication strategies with the 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 continued 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.

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. Multiple RTI fidelity assessments (see details in Data Implementation and Outcomes Section) are showing promising implementation outcomes in targeted districts. The PBIS Tiered Fidelity Inventory was administered multiple times with participating schools to measure an increase in implementation.

Arkansas 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).

#### Description of Measure

Percent of students with disabilities (SWD) in grades 3- 5, 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.	480
B. Number of SWD whose VAS in reading is categorized as low	237
C. Number of SWD whose VAS in reading is categorized as moderate	206

D. Number of SWD whose VAS in reading is categorized as high	37
Percent of SWD in grades 3- 5, 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.	50.63%
$((C+D)/A)*100$	

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, 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
480	243	50.63%	61.03%	N

Although there was a decrease in the number of SWD whose growth was moderate to high, a decrease was seen across non-disabled students and the buildings as a whole.

	Non-SWD	SWD	ALL
FFY16	74.80%	59.53%	72.68%
FFY17	71.24%	50.63%	68.50%
Difference	-3.57%	-8.91%	-4.18%

An analysis by grade level further revealed the scores for 3<sup>rd</sup> grade students who moved into 4<sup>th</sup> grade stayed relatively the same percentage across the three levels of growth. Students who moved from 4<sup>th</sup> grade to 5<sup>th</sup> grade saw an increase in percentage reaching moderate and high growth. However, the incoming 3<sup>rd</sup> grade students had the highest percentage of low growth and the lowest percentage for high growth.

## Section Six: Plans for Next Year

The ADE will continue to implement two coherent improvement strategies. Relative to strategy one, the State Performance Management Team will continue to meet monthly to work on an LEA system of support. Representatives from the State Performance Management Team will continue to participate in an NCSI Affinity Group formed to learn about measuring infrastructure change. As a participating state, Arkansas will pilot the use of the SSIP Infrastructure Development Planning and Progress Management Tool: Using Implementation Drivers and Stages of Implementation.

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 State Performance Management Team to identify potential districts and cooperatives needing RTI support by May 2019, scaling up to include more districts and/or cooperatives, depending on their size. Once identified, the SPDG Core Management Team and State Management Team will host 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 will continue to formalize efforts to engage with ESCs to provide regional 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. A continued 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.

Continued and projected Phase III activities will 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 resource 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.

Based on the Needs Assessment Results from May 2018, further action planning around the promotion of data literacy, including student data, educator data, and financial data among the State Management Team will take place during monthly Strategic Performance Management Team meetings. The ADE will continue to work towards connecting "What adults did and did not do" with student outcomes using available data.



# **SSIP APPENDIX I**

## TABLE OF CONTENTS

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Arkansas State Systematic Improvement Plan Acronyms Sheet

ADE Chronology of Engagement

SSIP Infrastructure Development Planning and Progress Measurement Tool (Draft)

State Capacity Assessment

Regional Capacity Assessment

District Capacity Assessment

District Implementation Plan

PBIS - Tiered Fidelity Inventory

Elementary Reading - Tiered Fidelity Inventory

Secondary Reading - Tiered Fidelity Inventory

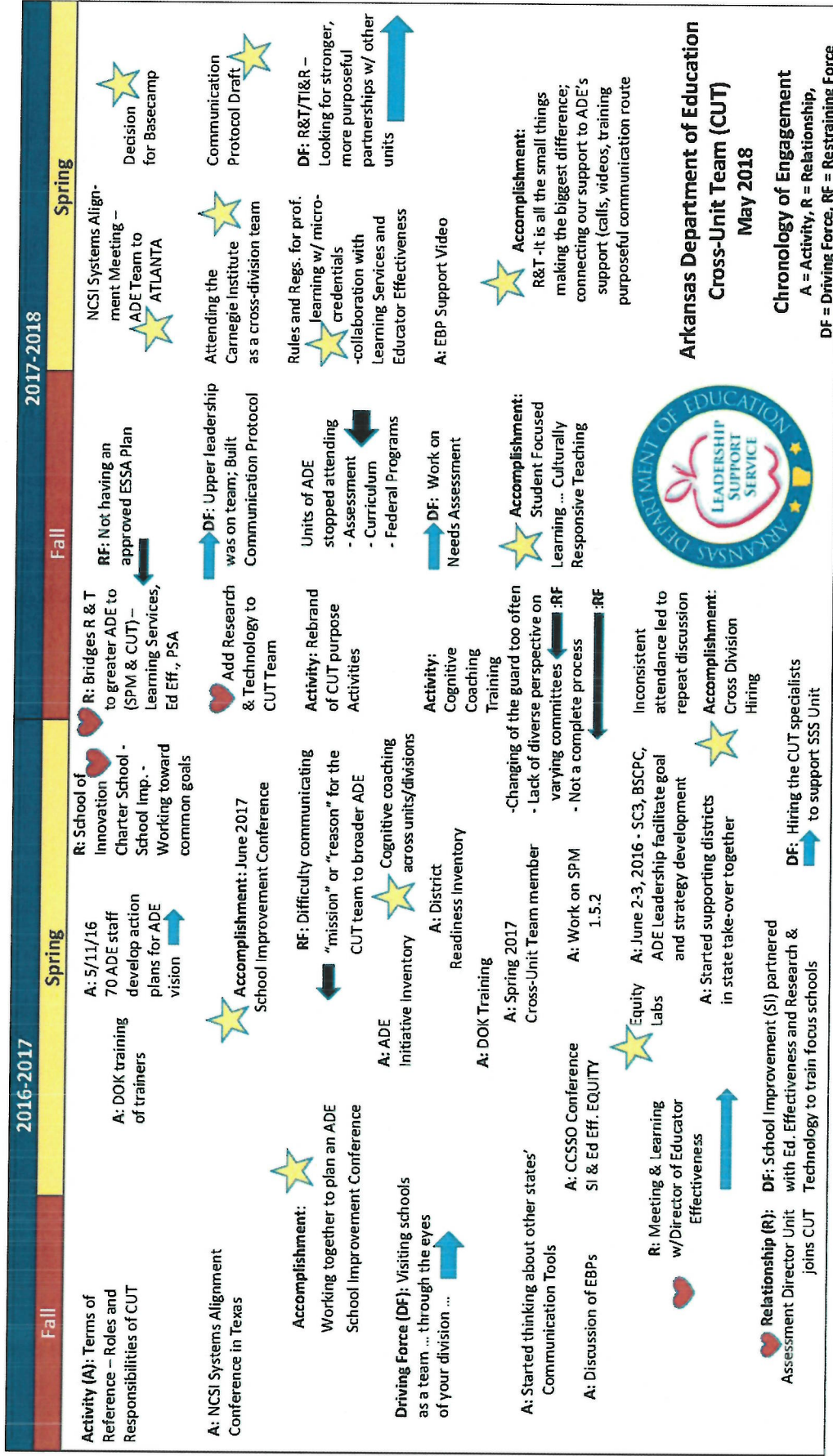
ADE Cross Unit Team Rubric

Leading by Convening Doing the Work Together Rubric

References

## Arkansas State Systemic Improvement Plan Acronym Sheet

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



## SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation

### Introduction

The implementation of any improvement effort like the State Systemic Improvement Plan (SSIP) is a long-term, complex process that often requires that individuals and groups at all levels of the system to make significant changes over time to their daily work. To ensure the achievement of desired outcomes of the SSIP, key components of this change process include building the capacity and infrastructure that influences both the technical and adaptive side of change. The National Implementation Research Network (NIRN) Implementation Drivers\* reflect the core components needed to develop, improve and sustain a system change process over time which applies to the SSIP implementation.

Measuring this change, especially adaptive change which often reflects changes in attitudes and behaviors rather than quantifiable outcomes, is difficult, yet integral to effectively using the Plan, Do, Study, Act cycle so that state teams can reflect on what is working, what is not and what to do about it. For the SSIP to achieve sustainability, it is vitally important that states continually monitor the progress they are making in infrastructure and capacity over time.

### Purpose

The purpose of this SSIP Infrastructure Development Rubric and SSIP Infrastructure Development Planning Tool is to allow those involved at the state level in the implementation of the SSIP to reflect on the infrastructure work they have accomplished in relation to each of the Implementation Drivers and each Implementation Stage through Phases I and II of the SSIP and determine where they are now in Phase III. Using this tool to measure the changes reflected in Competency, Organization and Leadership Drivers will help states create a focus for improvement planning to continue to make improvements to infrastructure and build the sustainability of the SSIP. States can also use the data from this tool to report changes to infrastructure growth and development over time in their subsequent SSIP submissions to OSEP.

The SSIP Infrastructure Development Rubric is built to cross walk the Implementation Drivers and the Implementation Stages\* necessary for effective sustainable implementation of the SSIP. On Step 1 of this process, for each of rubric elements, teams will be prompted to consider which implementation stage has been completed for each of the implementation driver areas. Teams will then go to Step 2, where they take these responses and transfer them to a scoring sheet on the SSIP Infrastructure Development Planning Tool. On Step 3, teams use the average of the scores in each competency driver to identify areas for action and improvement. On Step 4 teams use the Guiding Questions related to the priority driver areas to inform action planning in order to plan next steps for Phase III implementation and beyond.

National Center for Systemic Improvement: Silvia DeRuvo, Cesar D'Agord



**Step 1: SSIP Infrastructure Development Rubric**

Together with your stakeholders, review and measure your state's SSIP infrastructure activities based on which implementation stage has been completed for each of the implementation driver areas

**Step 2: Scoring Sheet**

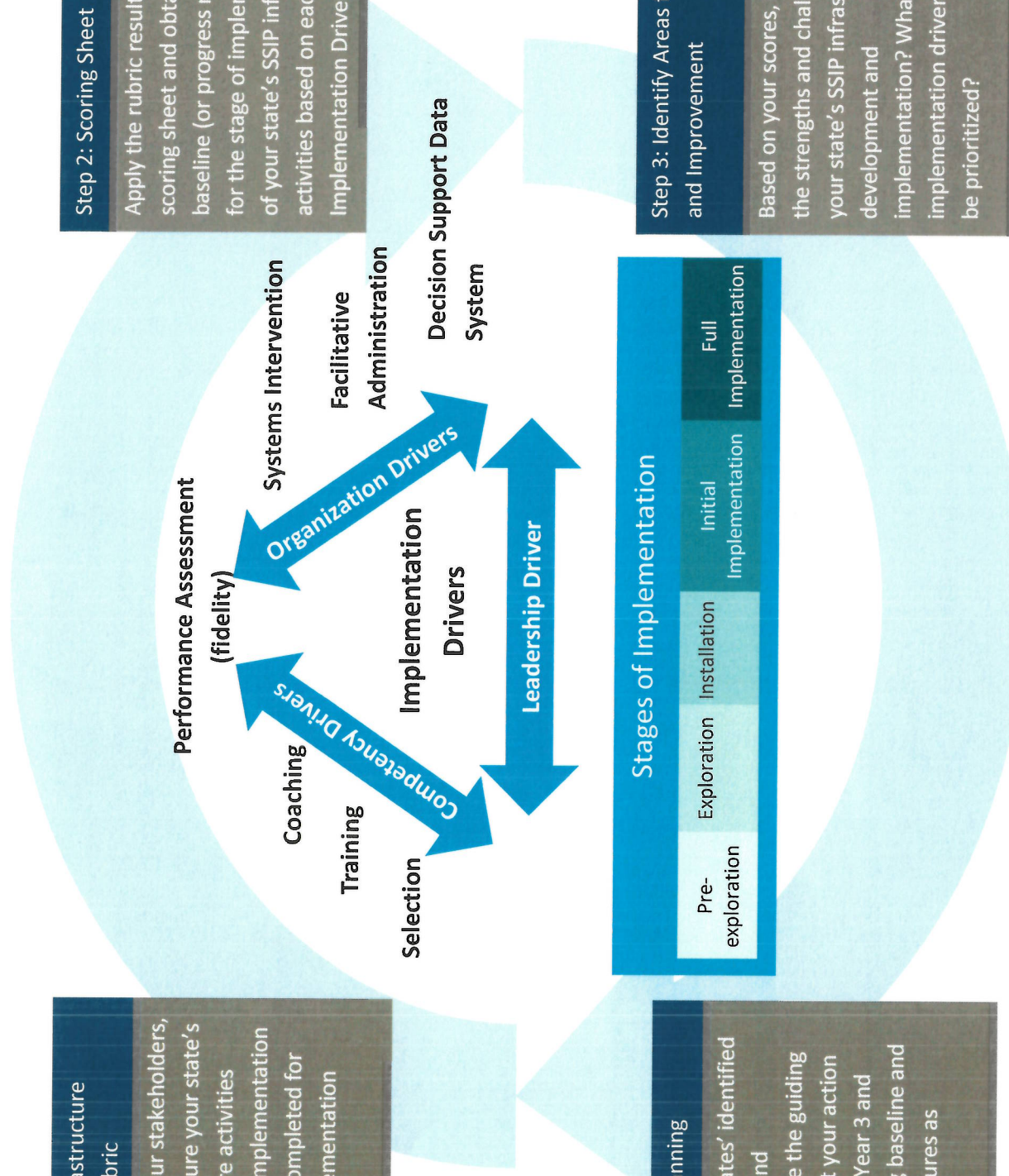
Apply the rubric results into a scoring sheet and obtain a baseline (or progress measures) for the stage of implementation of your state's SSIP infrastructure activities based on each Implementation Driver

**Step 4: Action Planning**

Based on your states' identified areas for action and improvement, use the guiding questions to draft your action plan for Phase III Year 3 and beyond, including baseline and or progress measures as appropriate.

**Step 3: Identify Areas for Action and Improvement**

Based on your scores, what are the strengths and challenges in your state's SSIP infrastructure development and implementation? What implementation drivers need to be prioritized?





## Step 1: SSIP Infrastructure Development Rubric

With your state team, read through the description of each implementation driver related to the stages of implementation, reflecting on the current status of your SSIP. Circle the statement that most closely describes where you are regarding your SSIP implementation. You can choose to circle the space between two stages if that more accurately reflects your current status.

### Competency Drivers

Stages of Implementation and Point Assignment	Descriptor	Competency Drivers		
		Selection	Training	Coaching
<b>Full Implementation Stage 5</b>	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	Results of interviews and fidelity data are used for analysis on staff performance; changes in methods are based on data analysis	Results of pre-post-tests of knowledge and skill are used to analyze data on trainer and staff performance and to improve specific sections of training	At least annually, practitioners rate their satisfaction with the helpfulness and quality of coaching they received; data on coaching frequency, duration, and helpfulness are used to analyze data on staff performance and to improve coaching
<b>Initial Implementation Stage 4</b>	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	Interviews are conducted by individual with expertise in the SSIP evidence-based practice (EBP), using the practice and specific protocols and hiring criteria	Training is conducted by individual with expertise in the evidence-based practice, using strategy-specific content; checks to ensure fidelity	Coaching occurs at least once a week for each practitioner; staff development plan is established for each practitioner; coaching time is divided between direct observation, fidelity checks, and data reviews
<b>Installation Stage 3</b>	Preparing for the implementation of the SSIP evidence-based practice	Developing new interview protocols with hiring criteria skills specific to the evidence-based practice	Developing specific content for the implementation of the evidence-based practice; preparing and scheduling professional development	Experts have been hired; acceptable coach/practitioner ratios have been established; a coaching schedule is established
<b>Exploration Stage 2</b>	Actively considering how to implement the SSIP evidence-based practice	Developing new job descriptions for SSIP evidence-based practice supports	Developing/locating content specific to the core components of the SSIP evidence-based practice	Actively recruiting persons with expertise in the evidence-based practice; new job descriptions developed
<b>Pre-Exploration Stage 1</b>	Becoming aware of SSIP requirements	Human resource department begins to recruit and hire staff	Staff hired with particular skill and expertise in the evidence-based practice	Staff are identified and appointed to supervise practitioners

**Exploration** – Assess readiness for change and considers adopting evidence-based programs and practices, examines the fit of various programs to the needs of the target population, assesses feasibility, and looks at T/TA needs and resources.



## Organizational Drivers

Stages of Implementation and Point Assignment	Descriptor	Organizational Drivers		
		Decision Support Data Systems	Facilitative Administration	Systems Intervention
<b>Full Implementation Stage</b> 5	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	Quarterly and annual reports display the results of the processes and outcomes of the SSIP evidence-based practice. At least annually staff members rate their satisfaction with the helpfulness and promptness of the reporting of organizational assessments; staff routinely make decisions based on the reported findings	SEA administrators make use of SSIP evaluation data to ensure fidelity and the integration of the selection, training, coaching, and assessment functions associated with the implementation of the SSIP evidence-based practice; SEA staff at all levels look for ways to improve practitioner skill levels and fidelity of implementation	SEA administrators make use of the SSIP evaluation to continue to educate leaders across the agency to influence those systems to more fully support the SSIP implementation within the larger context of SEA initiatives
<b>Initial Implementation Stage</b> 4	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	The evaluation measures with respect to the evidence-based practice are routinely measured and the results are reported monthly to practitioners, coaches, and administrator	Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the implementation of the evidence-based practice	Organized effort is put into working with leaders across the agency to align their structures and functions to fully support the SSIP evidence-based practice
<b>Installation Stage</b> 3	Preparing for the implementation of the SSIP evidence-based practice	Active work is done to develop/locate appropriate measures for the development of the SSIP evaluation plan; staffing is arranged	Specific plan is made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the implementation of the evidence-based practice	Specific plans to meet with officials across the agency to more fully align systems to support the implementation of the SSIP evidence-based practice
<b>Exploration Stage</b> 2	Actively considering how to implement the SSIP evidence-based practice	Logic model is developed to identify relevant strategies necessary to implement the evidence-based practice and to develop evaluation processes and outcomes	SEA administrators are examining and identifying changes needed to fully support the evidence-based practice	SEA administrators examine the fit between the evidence-based practice and initiatives in other divisions within the agency
<b>Pre-Exploration Stage</b> 1	Becoming aware of SSIP requirements	Information is collected regarding funding and issues related to regulations, compliance, and the implementation of the evidence-based practice	Organizational structures and functions are focused on ensuring ongoing compliance and costs for the implementation of the evidence-based practice	Meetings are held with officials outside the special education division for purposes of communicating the SSIP and its reporting requirements



## Performance Assessment

Stages of Implementation and Point Assignment	Descriptor	Performance Assessment
<b>Full Implementation Stage 5</b>	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	At least annually, practitioners rate their satisfaction with the helpfulness and promptness of data reflecting their performance assessment; training and coaching are used to improve performance and assessment methods; process data are correlated with outcome data
<b>Initial Implementation Stage 4</b>	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	The performance of each practitioner is assessed at least quarterly until performance criteria/ fidelity is reached on a consistent basis; assessment methods include direct observation (live; recorded), data reviews, and surveys
<b>Installation Stage 3</b>	Preparing for the implementation of the SSIP evidence-based practice	Careful review is conducted to align content/criteria used in selection, interviews, and preservice training with areas to be assessed in practice
<b>Exploration Stage 2</b>	Actively considering how to implement the SSIP evidence-based practice	Core components of the evidence-based practice are reviewed to see how they can be assessed in practice
<b>Pre-Exploration Stage 1</b>	Becoming aware of SSIP requirements	Supervisors provide their opinions regarding the skills necessary for practitioner performance



## Leadership Drivers (ratings are focused at SEA Level)

Stages of Implementation and Point Assignment	Descriptors	Leadership Drivers (Technical and Adaptive) Ensuring Relevant Participation - SSIP Infrastructure for Partnerships (Leading by Convening ~)
<b>Full Implementation Stage 5</b>	Transforming SSIP Teams – Stakeholders share responsibility and accountability roles on SSIP activities. The SSIP includes an infrastructure which:	<ul style="list-style-type: none"> <li>• Supports for participation are a natural way of working together. All in the group take responsibility for inviting and orienting new members of the group.</li> <li>• The group considers and utilizes, as appropriate, multiple methods for engagement (online, face-to-face, conference calls, etc.).</li> <li>• Methods are utilized and modified as needed. Flexibility in method use is demonstrated.</li> <li>• Stakeholders demonstrate disagreement is a way to reach agreement. A common vocabulary is used. The question of who else needs to be involved continues to be addressed.</li> <li>• Shared responsibility and accountability for all roles and activities is evident. Roles are flexible and different people assume them at different times as needed.</li> </ul>
<b>Initial Implementation Stage 4</b>	Collaborating SSIP Teams – SSIP Infrastructure system for engagement is being developed so that shared leadership is emerging. The system:	<ul style="list-style-type: none"> <li>• A process of welcoming and orienting is in place for new members. Inclusion and participation supports are in place.</li> <li>• The group develops guidance on when to convene. Stakeholders consider suggested communication methods that meet the needs of the members and match methods with purposes and/or types of engagement activities.</li> <li>• Stakeholders contribute to and create a shared vocabulary. They reach across systems to review, critique and revise/ confirm the issue to be addressed.</li> <li>• Group members work together and assume roles and responsibilities appropriate to their knowledge, skills and interests. Shared leadership is emerging.</li> </ul>
<b>Installation Stage 3</b>	Networking SSIP Teams – SSIP Infrastructure system for engagement is being developed so that flexible leadership is emerging. The system:	<ul style="list-style-type: none"> <li>• Stakeholders from diverse roles exchange ideas about who else might be important to this issue (relevant stakeholders). Outreach to others with a specific focus on roles not yet involved continues. Ideas about method preferences, accessibility and responsibilities are exchanged.</li> <li>• Stakeholders share preferences for on-site and virtual methods of communication.</li> <li>• Stakeholders from diverse roles exchange information and share work that has been done previously. An environmental scan is conducted and others with expertise, materials and resources are invited into the group.</li> <li>• Stakeholders discuss roles and responsibilities and determine who is interested in assuming specific roles for distinct periods of time or in relation to a particular sub-issue or activity. Flexible leadership is emerging.</li> </ul>
<b>Exploration Stage 2</b>	Informing SSIP Teams – SSIP team is evolving, disseminates information, core group roles and functions are evolving:	<ul style="list-style-type: none"> <li>• A core group of interested stakeholders disseminates information to potentially interested stakeholders, across roles, to inform them about issues and invite them into the discussion.</li> <li>• A core group of interested stakeholders invites others to participate in various ways (on- or off-site).</li> <li>• A core group initiates an environmental scan to determine who else has resources to contribute to the work.</li> </ul>
<b>Pre-Exploration Stage 1</b>	Ad hoc SSIP Teams – State's SSIP team is convened on an as needed basis. Stakeholders are invited, but engagement, roles, and functions are not clearly defined.	<ul style="list-style-type: none"> <li>• Core group members identify and share a variety of different roles and functions that can occur within the group as it evolves.</li> <li>• Stakeholders are invited to meetings; however, they are rarely informed about any changes or decisions that came about because of their input. There is no intentional effort to share the learning through stakeholder networks.</li> </ul>

~ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.



**\*Brief descriptors of each Driver.**

Implementation Drivers			
Competency Drivers	Organization Drivers		Leadership Drivers
<p><i>Selection</i></p> <p>Selection refers to the purposeful process of recruiting, interviewing, and hiring ‘with the end in mind’. Includes identifying skills and abilities that are prerequisites.</p>	<p><i>Decision Support Data Systems</i></p> <p>System for identifying, collecting, and analyzing data over time and across organizational levels. Data used to make decisions and improve planning.</p>	<p><i>Leadership Technical Challenges</i></p> <p>Challenges are those characterized by pretty clear agreement on a definition of the dimensions of the problem with clear pathways to solutions.</p>	
<p><i>Training</i></p> <p>Informed processes designed to support staff in acquiring the skills and information needed to implement the evidence-based practice.</p>	<p><i>Facilitative Administration</i></p> <p>Internal processes, policies, regulations, and structures over which the organization has some control in order to create the environment and supports necessary to do the work.</p>	<p><i>Leadership Adaptive Challenges</i></p> <p>Adaptive challenges involve legitimate, yet competing, perspectives — different views of the problem and different perspectives on what might constitute a viable solution.</p>	
<p><i>Coaching</i></p> <p>Regular, embedded professional development designed to support staff in implementing the evidence-based practice with fidelity.</p>	<p><i>Systems Intervention</i></p> <p>The goal of systems intervention is to identify and eliminate or reduce external barriers, or to enhance and sustain those policies, procedures, and regulations that facilitate the work of the SSIP.</p>	<p><i>Performance Assessment</i></p> <p>Measuring the degree to which staff are using the evidence-based practice as intended.</p>	

## Step 2: Scoring sheet

Using the rubric, identify with a number an implementation score for each of the drivers related to the implementation of your SSIP. Average the results by competency drivers and organizational drivers and enter them on the average score row. Enter the score of the performance assessment on the average score row as well.

Implementation Stages	Competency Drivers			Performance Assessment (Fidelity)	Organizational Drivers			Leadership Drivers
	Selection	Training	Coaching		Decision Support Data System	Facilitative Administration	Systems Intervention	
5) Full Implementation								
4) Initial Implementation								
3) Installation Stage								
2) Exploration Stage								
1) Pre-exploration								
Average Score								

*Note: You can use these scores to establish baseline and targets to measure progress on the implementation of the state's SSIP infrastructure.*



## Step 3: Identify Areas for Action and Improvement

Rank the Driver areas based on the scores from the chart above. Refer to the rubric to identify areas of need that influenced your score. Reflect on results of the scoring rubric and the leadership driver challenges that you face. Based on your scores, what are your strengths and challenges? Which areas need the most attention to move your SSIP forward? Use the Action Planning Tool provided to identify a baseline of your current implementation stage for each of the drivers. Respond to the guiding questions to identify your priorities, next steps and action planning steps to inform both your SSIP implementation, scale up and your SSIP submission to OSEP.

<b>Driver Area</b>	<b>Score</b>	<b>Areas for growth</b>
<i>Selection</i>		
<i>Training</i>		
<i>Coaching</i>		
<b>Competency Drivers Total</b>		
<b>Performance Assessment Total</b>		
<i>Decision Support Data System</i>		
<i>Facilitative Administration</i>		
<i>Systems Intervention</i>		
<b>Organizational Drivers Total</b>		
<b>Leadership Drivers</b>		

## Step 4: Action Planning for Improvement

Identify Priorities: What have you identified numerically in the scoring grid above as your top priorities for implementation next steps? Identify those driver areas with low scores and briefly describe the need(s).

Driver Area	Description

Use the guiding questions below **ONLY** in the areas you have identified in your priorities to guide your action planning for youSSIP Phase III Year 3 and beyond. Using the strategies and next steps identified in the priority chart above, think through each Driver Area’s strategies and reflect on the guiding questions to enhance your thinking. As you make action step decisions, reflect on the technical or adaptive leadership strategies identified on the rubric to thoughtfully inform your action planning. Once each Driver Area for your priorities are addressed, create single action plan to communicate with your staff and other stakeholders on priorities for your implementation plan for the SSIP Phase III Year 3.

## ACTION PLANNING Guiding Questions:

- **Performance Assessment**
  - Does your performance assessment give you feedback on whether the evidence-based strategies of the SSIP are being implemented with fidelity?
  - Who is responsible for assessing performance/fidelity? Who else plays a role? What teams at what level?
  - How will Leadership and Implementation teams support, resource, monitor, participate in and improve the performance assessment/fidelity process?
  - What are the next steps to assess and report performance/fidelity?
  - Who will take the lead and what is the timeline for completing the next right steps?

DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
Performance Assessment				



## Competency Drivers

- **Recruitment and Selection**

- Have selection criteria been established that reflect the knowledge, skills and abilities to implement and monitor the evidence-based practice?
- Who is responsible for recruiting and selecting scale-upSSIP schools/districts? Who else plays a role? What teams at what level?
- What are the responsibilities of your Leadership and Implementation teams related to supporting the selection process?
- What are the next steps for moving forward with selection for scale up?
- Who will take the lead, and what is the timeline for completing the next right steps?

Competency Drivers	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	Recruitment and Selection				



- **Training**

- Are trainings developed to provide knowledge about effective implementation related to underlying theories of change, evidence-based practices and rationales related to the practices? Who else play a role? What teams at what level?
- Who is responsible for providing training necessary to implement and monitor theSSIP?
- What are the responsibilities of the Leadership and Implementation team related to supporting the timeliness, access to and quality of the training process?
- What are the next steps for training necessary to implement theSSIP with fidelity?
- Who will take the lead, and what is the timeline for completing the next right steps

Competency Drivers	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	Training				

- **Coaching**

- Do your coaches engage with schools and teachers to observe in context, use assessment and feedback to improve competence and confidence, encourage and support, identify and report barriers to implementation of the SSIP?
- Who is responsible to provide coaching? What are their practices and strategies? Who else plays a role? What other teams at what level?
- What will be your Leadership and Implementation team's responsibility related to supporting the quality of coaching? What guidance, oversight, or support are you providing?
- What are the next steps to support the coaching necessary to implement the SSIP with fidelity?
- Who will take the lead, and what is the timeline for completing the next right steps?

Competency Drivers	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	Coaching				

## Action Planning -Organizational Drivers

- **Decision Support Data System**

- Are there systems and procedures in place to assess key aspects of the overall performance of the SEA to ensure and measure the implementation of theSSIP?
- Do those systems provide data and information that can be used to made decisions related to the level of support needed by SSIP schools/districts and others involved in implementation?
- Do systems provide data and information on the implementation of the SSIP evidence-based strategies with fidelity?
- Does the data inform efforts to improve the implementation of the SSIP evidence-based strategies?
- Who is responsible for collecting and analyzing that data? Who else plays a role? What other teams at what level?
- What is the Leadership and Implementation team's responsibility related to supporting the quality of the data collection, analysis and reporting of the data?
- What are the next steps to support the systems and procedures necessary to implement the SSIP with fidelity?
- Who will take the lead and what is the timeline for completing the next right steps

Organizational Driver	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	Decision Support Data System				

- **Facilitative Administration**

- Have policies and practices been implemented to support the implementation of the SSIP in order to reduce implementation barriers, and create environments to effectively implement the evidence-based practice of the SSIP?
- Who is responsible for ensuring that guidelines, policies and procedures are supporting the implementation of the SSIP? Who else plays a role? What other teams at what level?
- What are your Leadership and Implementation team's responsibilities related to ensuring that the necessary supports, guidelines, policies, and procedures support the implementation of the SSIP?
- What are the next steps to ensure adequate administrative support necessary to implement the SSIP with fidelity?
- Who will take the lead, and what is the timeline for completing the next right steps

Organizational Driver	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	Facilitative Administration				

- **Systems Intervention**

- Are systems interventions in place to address issues outside the team's immediate influence or direct control that impedes the implementation of the SSIP?
- Who is the lead responsible for ensuring that there are processes in place to address barriers to implementation that are outside the immediate influence and control of the team? Who else plays a role? What other teams at what level?
- What are your Leadership and Implementation team's responsibilities related to ensuring that systems barriers are identified, solutions proposed, and/or issues raised to the appropriate level related to the implementation of the SSIP?
- What are the next steps to identifying and communicating systemic barriers outside of the influence of the team related to the SSIP? What steps can be taken to address them?
- Who will take the lead and what is the timeline for completing the next right steps?

Organizational Driver	DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
	System Intervention				



## Leadership Drivers

- **Technical and Adaptive**

- Does the state have an infrastructure that supports the participation as a natural way of working together?
- Do all in the group take responsibility for inviting and orienting new members of the group?
- Does the group consider and utilize, as appropriate, multiple methods for engagement (online, face-to-face, conference calls, etc.)?
- Does the question of who else needs to be involved continues to be addressed?
- Is there a shared responsibility and accountability for all roles and activities evident?
- What are the next steps to support relevant participation?
- Who will take the lead and what is the timeline to complete the next steps?

DRIVERS (Star * Priorities)	Description	Who	Next Right Steps	Due Date
Ensuring Relevant Stakeholder Participation - SSIP Infrastructure for Partnerships				

## What supports do you need to implement your action plan?

Based on your action plan steps, what supports do you need from NCSI? What supports do you need from other TA providers?

NCSI Supports	Other TA Center Supports

## NCSI Tools and Resources:

NCSI Resource Library: [https://ncsi-library.wested.org/resources?t\\_id=all](https://ncsi-library.wested.org/resources?t_id=all)

## Implementation Barriers and Solutions

[Wins and Hiccups: A Collaborative Implementation Problem-Solving Guide for Part C State Systemic Improvement Plan Teams](#)

The purpose of this guide is to support Part C state teams in implementing the State Systemic Improvement Plan (SSIP) to consider both their successes and challenges to inform continuous improvement. The implementation of any improvement effort like the SSIP is a long-term, complex process. It requires individuals and groups at all levels of the early intervention system to make significant changes to their daily work. To ensure the achievement of desired outcomes of the SSIP, it is important for states to continually monitor their implementation progress.

[Implementation Strategies and Resource Grid: A Companion Tool to Wins and Hiccups](#)

This tool summarizes common implementation barriers (referred to as "hiccups") and suggests strategies and resources that may be used to offset hiccups.



## Stakeholder Engagement- Adaptive Leadership

### Stakeholder Management and Stakeholder Engagement

This infographic shows a continuum of leadership behaviors that describe stakeholder management and stakeholder engagement. It was developed in collaboration with the National Association of State Directors of Special Education (NASDSE) and Council of Administrators following a keynote presentation by the NCSI Community of Partners in 2016. It can be used to differentiate leadership styles and stimulate dialogue around a number of questions related to stakeholder engagement (e.g., Why do people engage? and Who can lead change?). State SSIP teams can also use it to assess engagement efforts along the continuum.

### Module 1: Authentic Engagement

This module provides an overview of the IDEA Partnership blueprint on Leading by Convening. It outlines the essential habits that leaders need to cultivate to build allied relationships across groups. The tools and learning activities help groups identify their values and shared interests, and work together to improve practice.

### Leading by Convening (LbC):Rubrics to Assess and Shape Practice: Creating Active Engagement

Engagement differs meaningfully from participation. Although increasing participation builds the working relationships necessary for change and sustainability. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically around creating active engagement.

### Leading by Convening (LbC):Rubrics to Assess and Shape Practice: Stakeholder Engagement in Evaluation

Stakeholders can be valuable allies in creating evaluations that tap into local practice and use the expertise of implementers and stakeholders to inform mid-course decisions and impact lasting change. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically around engaging stakeholders in evaluations.

### Leading by Convening (LbC):Rubrics to Assess and Shape Practice: Coalescing Around Evidence-Based Practices

Training individuals on an evidence-based practice is not the same as coalescing individuals around that practice. Coalescing demands an exploration of the issue from the perspective of the implementers and stakeholders. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to



support Leading by Convening as a tool in Results Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically around evidence-based practice.

[Leading by Convening \(LbC\): Rubrics to Assess and Shape Practice: Building Support Through Data](#)

Sharing data is not the same as building support through data. Building support requires dialogue, exchange, shared meaning and the commitment to joint messaging. This rubric, developed by a diverse group of stakeholders with a wide variety of experiences in leading and participating in collaborative efforts, was developed to support Leading by Convening as a tool in Results Driven Accountability (RDA) and the State Systemic Improvement Plan (SSIP), specifically around data use

## Coaching and Performance Assessment

[Effective Practices for Coaches](#)

This module is the first in a series on coaching, a form of professional development for teachers who work in the kindergarten-12th grade setting. Module 1 addresses the four practices coaches can use to improve teaching and student learning. These practices include observation, modeling, providing performance feedback, and using alliance-building strategies. Module 2 addresses how to measure the fidelity of coaching practice to increase the impact it has on teaching and learning. We strongly recommend watching both modules to fully enhance the coaching of teachers.

[Effective Coaching of Teachers: Completed Sample of the Fidelity Tool Worksheet](#)

Fidelity in coaching should rely continuously upon the effective practices of observation, modeling, delivery of performance feedback, and use of alliance-building strategies. Further, coaching should occur with sufficient frequency, ensure that teachers are engaged with the coaching session, and be of adequate duration and high quality. This tool serves as an example of how an observer can complete the Fidelity Tool Worksheet. It is intended to be used in conjunction with four other tools: Effective Coaching of Teachers: Fidelity Tool Rubric and Fidelity Tool Worksheet, Effective Coaching: Improving Teacher Practice and Outcomes for All Learners, Implementation Guide for Effective Teacher Coaching.

[Effective Coaching Practices Infographic](#)

Research on professional development shows that teachers need long term support in order to improve their practice. Coaching can be one method for providing that support (Joyce & Showers, 2002; Kretlow & Bartholomew, 2010). However, not every form of coaching is effective. In fact, just four specific coaching practices are linked to improvements in teacher practice and learner outcomes. These practices include ongoing cycles of observation, modeling, providing performance feedback, and using alliance

building strategies (Neuman & Cunningham, 2009; Wehby, Maggin, Partin, & Robertson, 2012). They are the recommended practices that should be central to the every-day routine of coaches.

#### [Coaching in the State Systemic Improvement Plan: State and Local Educational Agency Considerations](#)

This PowerPoint presentation, delivered by Sarah Arden and Jennifer Pierce of the National Center for Systemic Improvement (NCSI), addresses definitions of coaching, improvements to infrastructure to promote effective coaching, and approaches to measure fidelity of coaching implementation.

#### [NCSI Implementation Guide for Effective Teacher Coaching](#)

The purpose of this guide is to help practitioners systematically implement effective coaching practices. If coaching is designed to improve teaching practice and learning outcomes, it is important to examine how the innovation is implemented. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Worksheet; and Effective Coaching of Teachers: Fidelity Tool Rubric.

#### [NCSI Effective Coaching: Fidelity Tool Rubric](#)

This rubric offers information and guidelines for how to score coaches on the companion Fidelity Tool Worksheet. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Worksheet; and Implementation Guide for Effective Teacher Coaching.

#### [NCSI Effective Coaching: Fidelity Tool Worksheet](#)

This worksheet can be used to collect information about the fidelity of coaching so that this information can be used by coaches and other educators to continuously improve upon how coaching occurs. This tool is intended to be used in conjunction with three other tools: Effective Coaching Brief; Effective Coaching of Teachers: Fidelity Tool Rubric; and Implementation Guide for Effective Teacher Coaching.

#### [NCSI Effective Coaching Brief](#)

This brief synthesizes research on coaching and offers a framework of effective coaching practices that should be central to the everyday work of coaches. This tool is intended to be used in conjunction with three other tools: Effective Coaching of Teachers: Fidelity Tool Worksheet; Effective Coaching of Teachers: Fidelity Tool Rubric; and Implementation Guide for Effective Teacher Coaching.



## Decision Support Data System

[Refining Your Evaluation: Data Pathway - From Source to Use](#)

This tool supports states in their ongoing planning and data collection efforts to evaluate implementation of their state systemic improvement plan (SSIP). Included in the resource is a series of steps and guiding questions critical for collecting high quality data needed to evaluate SSIP implementation activities and progress toward achieving outcomes.

[Support Models: Matrix and Discussion Guide for K-12th Grade Systems](#)

The purpose of this resource is to help teams ensure that the implemented model of support (e.g., teacher coaching, systems coaching, training) leads to the desired outcomes (e.g., improved teacher practice, improved knowledge of teams on systems change). Teams working at the local or state level may find this tool helpful in supporting decision-making on which model(s) to select to meet intended outcomes, when first implementing the support model or after the model has been in place to examine impact and support refining implementation activities. This tool may also be useful when teams are in the process of selecting a specific support model for use.

## Recruitment, Selection, Training

[Evidence-Based Teaching Practices: Moving Beyond Identification Toward Implementation With Fidelity](#)

This PowerPoint presentation was delivered by Lynn Holdheide and Jill Pentimonti of the National Center for Systemic Improvement (NCSI) at the Fall 2016 NCSI Part B Cross-State Collaborative Convening. It focuses on the value and features of high-quality, practice-based opportunities in strengthening educator capacity as well as strategies to integrate practice-based opportunities into educator professional learning.

## Performance Assessment

[Implementation Evaluation Matrix](#)

This resource was designed by the National Center for Systemic Improvement (NCSI) to provide states with a sample approach and tool to plan and track measures of State Systemic Improvement Plan (SSIP) implementation. This resource will assist states in addressing the SSIP requirements laid out in the State Performance Plan/Annual Performance Report (SPP/APR) Part B and Part C Indicator Measurement Tables and the SSIP Phase II OSEP Guidance and Review Tool, which call for the evaluation of implementation as well as outcomes.

### An Overview of Discussions and Resources from NCSI's Thought Leader Forum on Building and Measuring Capacity

This national webinar provided an overview of discussions and resources from the National Center for Systemic Improvement's (NCSI) recent Thought Leader Forum on Building and Measuring Capacity. This webinar featured staff from NCSI, Barbara Sims from the State Implementation and Scaling-up of Evidence-Based Practices (SISEP) Center, and Noelle Converse, Director of Special Education, Granite School District (UT). Webinar presenters:

- provided an overview of three tools that resulted from the work of the forum;
- offered perspectives of the event; and
- offered insight as to how the tools can be used by either Part B/Part C staff or by TA Center staff.

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**

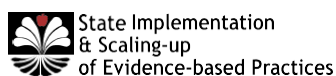
## **State Implementation and Scaling up of Evidence-based Practices Center**

**University of North Carolina at Chapel Hill  
University of Oregon \***

### **Related Information**

[www.scalingup.org](http://www.scalingup.org)

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



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## Contents

Suggested Citation .....	4
Introduction .....	5
Purpose .....	5
Timeframe .....	5
Respondents.....	5
Acronym Key (alphabetical): .....	5
Related Resources .....	5
Process and Key Roles .....	6
Administrator .....	7
Facilitator.....	7
Note taker .....	7
Respondents.....	7
Observer .....	7
Preparation for the SCA and Administration.....	7
Scoring.....	7
Research Basis and Outcomes from the SCA Completion .....	8
Administration Prerequisites .....	8
SCA Administration Fidelity Checklist.....	10
Scoring Form.....	11
Scoring Form (continued).....	12
Scoring Guide.....	13
Scoring the SCA .....	24
For Web-based Scoring.....	24
For Manual Scoring .....	24
Action Planning and Summary.....	25

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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)  
District Implementation Team (DIT)  
Regional Implementation Team (RIT)  
Regional Capacity Assessment (RCA)

State Capacity Assessment (SCA)  
State Design Team (SDT)  
State Management Team (SMT)  
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.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI)

Publication #231). <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

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Fixsen, D., & Sims, B. State Implementation and Scaling-up of Evidence-based Practices Center ([www.scalingup.org](http://www.scalingup.org)) and the Capacity Assessment Database and Data Entry Hub ([www.sisep.org](http://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](http://sisep.org) and sending them to the STSs or a designated team member no later than 5 business days postadministration
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:

<b>Administrator</b>	<ul style="list-style-type: none"> <li>• A trained individual responsible for leading the discussion and adhering to the SCA Administration Protocol. This individual typically is external to the State Team.</li> <li>• Administrators do not vote.</li> </ul>
<b>Facilitator</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Facilitators do not vote.</li> </ul>
<b>Note taker</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Note takers do not vote.</li> </ul>
<b>Respondents</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Respondents vote on each item.</li> </ul>
<b>Observer</b>	<ul style="list-style-type: none"> <li>• Observers are invited <u>with permission</u> of the State team to learn about the SCA process or the activities in the State.</li> <li>• Observers do not participate in discussions or votes.</li> </ul>

### 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 #:
<b><i>SMT Investment</i></b>	
• Implementation Roles and Functions	1, 2, 3
• Coordination for Implementation	4, 5, 6, 7, 8, 9, 10
• Leadership	11, 12
<b><i>System Alignment</i></b>	
• Implementation Guidance Documents	13, 14
• State Design Team	15, 16, 17
<b><i>Commitment to Regional Implementation Capacity</i></b>	
• 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](http://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
<b>Coordinator</b>	A coordinator can add surveys to a region, add users to a region, take surveys, and view reports.
<b>Team Member</b>	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

<b>1. Respondents Invited</b> -Administrator assures attendance of knowledgeable raters including STSs; relevant SMT, Design Team, RIT members; and others	Y	N	N/A
<b>2. Prepare Materials in Advance</b> -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
<b>3. Overview</b> -Administrator provides a review of SCA, purpose, definition of implementation capacity development, and instructions for voting	Y	N	N/A
<b>4. Administration</b> - Facilitator gives each member a copy of a blank SCA	Y	N	N/A
<b>5. Administration</b> -Blank SCA is projected on screen for entire team to review. If team is using siseep.org, the web based version is projected on the LCD screen	Y	N	N/A
<b>6. Administration</b> -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
<b>7. Administration</b> -Facilitator tallies the votes and notes agreement or discrepancies	Y	N	N/A
<b>8. Consensus</b> -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
<b>9. Recording</b> -Administrator documents each vote on siseep.org which is projected for all respondents to see, the Note Taker records votes on a back-up paper copy.	Y	N	N/A
<b>10. Repeat steps 7 through 10 until each item is completed</b>	Y	N	N/A
<b>11. Data summary</b> - After the last question has been asked and answered, the Administrator clicks the link on siseep.org to display graphs of total scores and subscale scores	Y	N	N/A
<b>12. Review</b> -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
<b>13. State Status Review</b> - Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A
<b>14. Action</b> -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
<b>15. Conclusion</b> -Administrator thanks the team for their openness and for sharing in the discussion	Y	N	N/A
<b>TOTAL:</b>			



## Scoring Form

State Name:	Date:
SCA Administrator:	Facilitator:
SCA Respondents:	
SCA Note Taker:	
<p><b>Directions:</b> 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

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**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

<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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

<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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



<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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

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

<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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	<p>The SMT and STSs engage in Exploration Stage activities with REAs including at least:</p> <ul style="list-style-type: none"> <li>• Meeting(s) with REA leadership to discuss the benefits of developing the REA's implementation capacity</li> <li>• Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region</li> <li>• Readiness activities that will get REAs prepared for engaging in Installation Stage work with the SMT and STSs</li> </ul>	<p>The SMT and STSs engage in only a few of the Exploration Stage activities with REAs</p> <ul style="list-style-type: none"> <li>• Decision-making protocol to arrive at a mutual decision to proceed (or not) with implementation capacity development work within a region</li> </ul>	The SMT and STSs do not engage in Exploration Stage activities with REAs	<p>Documentation of Exploration Stage activities with REAs and which REAs and REA staff have participated in those activities.</p> <p>Decision making protocol for mutual selection</p>

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



<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
21. SMT and STSs provide support for the formation of Regional Implementation Teams (RITs)	<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"> <li>• Cross-departmental team composition (e.g., general education and special education)</li> <li>• Team size (five or more team members)</li> <li>• Experience of team members (e.g., successful use of Effective Innovations (EIs), positive relationships with staff, adequate time to fulfill responsibilities)</li> </ul> <p>-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>

<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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

<b>Item</b>	<b>2 Points (Fully in Place)</b>	<b>1 Point (Partially in Place)</b>	<b>0 (Not in Place)</b>	<b>Data Source</b>
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"> <li>• presence and quality of implementation supports,</li> <li>• fidelity of use of education innovations, and</li> <li>• impact on student outcomes</li> </ul>	<p>At least annually, the SMT reviews regional, district, and school data regarding the:</p> <ul style="list-style-type: none"> <li>• presence and quality of implementation supports</li> </ul>	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 [sise.org](http://sise.org) for data entry and generating reports, please contact Caryn Ward [caryn.ward@unc.edu](mailto: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
<b>Section 1: State Management Team (SMT) Investment</b>				
Implementation Roles and Functions				
Coordination for Implementation				
Leadership				
<b>Section 2: System Alignment</b>				
Implementation Guidance Documents				
State Design Team				
<b>Section 3: Commitment to Regional Implementation Capacity</b>				
Resources for Regional Implementation Capacity				
Support for RIT Functioning				





# Regional Capacity Assessment

Version 2.1– April 2018



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## Citation

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State Implementation  
& Scaling-up  
of Evidence-based Practices

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web: <http://www.scalingup.org>

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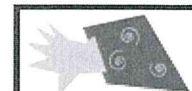
web: <http://nirn.fpg.unc.edu>

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.

## Table of Contents

Citation.....	2
Introduction and Purpose .....	4
<i>Overview of Regional Education Agencies:</i> .....	4
<i>Schedule and Timeframe of RCA Administration</i> .....	5
<i>Process and Key Roles</i> .....	5
<i>RCA Administrator</i> .....	6
<i>Facilitator</i> .....	6
<i>Note Taker</i> .....	6
<i>Respondents</i> .....	6
<i>Observer</i> .....	6
<i>Preparation for the RCA and Administration</i> .....	6
<i>Scoring</i> .....	6
<i>Research Basis and Outcomes from the RCA Completion</i> .....	6
<i>Administration Prerequisites</i> .....	8
<i>Version 2.0 of the RCA</i> .....	9
RCA Administration Fidelity Checklist.....	11
Regional Capacity Assessment (RCA): Scoring Form .....	12
Scoring Guide .....	14
Action Planning .....	41
Glossary.....	42
Copyright.....	47





The primary purpose of the Regional Capacity Assessment (RCA) is to assist regional education agencies in their efforts to effectively support districts. The *capacity* of a regional education agency (REA) refers to the systems, activities, and resources that are necessary for a REA to be able to facilitate district-level implementation of Effective Innovations.

## Introduction and Purpose

The specific purposes of the RCA are to:

1. Provide a State Education Agency (SEA) with information to monitor progress towards state, regional, and district capacity building goals
2. Provide a **Regional Education Agency (REA)**<sup>1</sup> with a structured process for the development of a **Regional Capacity Implementation Plan**.
3. Support the development of a **Regional Implementation Team (RIT)** for establishing district implementation capacity to achieve desired outcomes for students
4. Support the development of a **Regional Implementation Team (RIT)** that can provide compensatory support functions to local districts (when the local district has limited resources or size)
5. Provide state and regional leadership with a regular measure of the **capacity** for implementation and sustainment of **Effective Innovations (EIs)** across the state

### Overview of Regional Education Agencies:

A **Regional Education Agency (REA)** functions as a partner with local districts and the State Educational Agency (SEA). REAs provide training, guidance and support intended to enable school districts to operate efficiently and improve their student outcomes. Some examples of the types of services provided by a regional agency may include a combination of instructional supports (e.g., professional development in content and teaching practices, curriculum alignment), coordinating special education programming, instructional technology support services, or assistance with district operating procedures (e.g., payroll services, bus transportation services). REAs vary within and across states in the number of districts they serve and in types of services they provide to districts.

Not all states have REAs. However, to provide the leverage needed to support the use of effective education methods, state education systems need to have a layer of support between the one SEA and the many districts. Regional agencies form **Regional Implementation Teams (RITs)** to develop internal capacity to support districts in selecting and using **Effective Innovations** in sustainable ways such that all students benefit from the innovations (<http://sisep.fpg.unc.edu/resources/sisep-brief-5-leveraging-change-state-education-systems>). Some smaller states do not require regional entities and can provide the leverage needed from the

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<sup>1</sup> Each word or phrase that is in **bold type** is defined in the Glossary.

SEA (one SEA to a few districts instead of one SEA to many districts). In those states, the RIT functions can be developed in the context of SEA operating units.

### **Schedule and Timeframe of RCA Administration**

The RCA is administered two times each year. After the initial baseline assessment, the RCA is re-administered at six-month intervals to refine the Regional Capacity **Implementation Plan**. Subsequent administrations of the RCA are used to monitor progress toward implementation capacity development. After each administration the team reviews previous RCA scores, reviews and updates data sources, and adjusts the Regional Capacity Implementation Plan as necessary. A regional agency may choose to administer the RCA more often during the year to help achieve targeted functions and implementation development purposes.

Given the importance of the process and the complexity of the items, the estimated time to complete the RCA is one to two hours. Exact times will depend on the number of individuals participating, the familiarity of the team with the RCA items and the administration process, and the depth of understanding of current practices in districts in the region. The first use of the RCA typically takes more time than subsequent administrations. Preparing key documents prior to administration of the RCA reduces the time for administration (see the list of documents on the next page).

### **Process and Key Roles**

The RCA administration process consists of:

1. Introducing the RCA and its purpose
2. Providing an overview of the process for completing the RCA
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. Downloads data documents from [sisep.org](http://sisep.org) and sends them to the designated RIT team member no later than 5 business days post administration
8. Summarizes notes and observations and sends them to the designated RIT team member no later than 5 business days post administration. The notes are used to supplement the RCA scores to facilitate **action planning** by the State team

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



<i>RCA Administrator</i>	A trained individual responsible for leading the discussion and adhering to the RCA Administration Protocol. The RCA Administrator is external to the regional education agency and does not vote.
<i>Facilitator</i>	An individual who has a relationship with the respondents and experience in the regional education agency. The Facilitator supports the RCA Administrator by helping to contextualize items for respondents or provide examples of work in which the regional education agency has engaged. The Facilitator does not vote.
<i>Note Taker</i>	An individual who records ideas shared for action planning and records any questions and issues that are raised during administration. The Note Taker does not vote.
<i>Respondents</i>	Respondents include <b>Regional Implementation Team (RIT)</b> members and other staff intentionally selected for their implementation knowledge, experience with the innovation being used, and leadership in the regional agency. Respondents vote.
<i>Observer</i>	Observers are invited <u>with permission</u> of the RIT to learn about the RCA process and the current implementation capacity development activities in the region, or to assist the RCA Administrator and Facilitator. Observers do not participate in discussions during the administration of the RCA and do not vote.

### Preparation for the RCA and Administration

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

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

### Scoring

During an in-person meeting the RCA Administrator uses the *RCA 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.”

A consensus score is recorded. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus cannot be reached after the first vote, the Facilitator encourages further discussion of the differences. A second vote is taken and the majority vote is recorded so that the results can be scored and graphed. If the team is unable to arrive at consensus on an item, the **RIT** may want to assure respondents have access to additional data sources prior to the next administration of the RCA.

### Research Basis and Outcomes from the RCA Completion

The research basis of the RCA 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 the use of Implementation Drivers, Improvement Cycles, and Implementation Stages.

The Implementation Drivers assessed by the RCA are:

- **Leadership** - Active involvement in facilitating and sustaining systems change to support the use of **Effective Innovations** through strategic communication, decisions, guidance, and resource allocation; promotes vision, visibility, priority, and policy.
- **Competency** - Strategies to develop, improve, and sustain educators’ ability to use implementation science to support the use of an **Effective Innovation** as intended in order to achieve desired outcomes. Competency Drivers include: **Staff Selection, Training, Coaching, and Fidelity (Performance Assessment)**.
- **Organization** – Changing structures, roles, and processes to more precisely support the use of **Effective Innovations** and to collect, analyze, and use data in ways that result in continuous improvement of systems and supports for educators. Organization Drivers include: **Decision Support Data System, Facilitative Administration, and Systems Intervention**.

The Improvement Cycles assessed by the RCA are based on Plan, Do, Study, Act Cycle (PDSA Cycle) logic that is used to develop and sustain excellence. PDSA Cycles can be used to establish solutions to problems that occur frequently (e.g., lack of scheduling support for coaches to meet as needed with teaching staff) or less often (e.g., insufficient leadership support for using an Effective Innovation in all schools in a district). Improvement Cycles provide a systematic approach to establishing plans and assessing results in complex environments such as schools, districts, regions, and states.

The RCA assesses how **Regional Implementation Teams (RITs)** support districts that are in different stages of implementation. Implementation Stages outline the integrated, non-linear process of deciding to use an **Effective Innovation** and finally having it fully in place to realize the promised outcomes. Stages serve as a guide for the steps implementation teams need to take over time. Active implementation stages are Exploration, Installation, Initial Implementation and Full Implementation.

RCA Items Mapping to Implementation Practices, Drivers, and corresponding subscales:

Implementation Practices and Subscales	RCA Item #:
<b>Leadership</b>	
• Leadership	1, 2, 5, 9
• Action Planning	20, 21, 22
<b>Competency</b>	
• Fidelity - Performance Assessment	8, 17
• Staff Selection	3, 4
• Training	16, 23
• Coaching	13, 14, 24

<b>Organization</b>	
• <b>Decision Support Data Systems</b>	18, 19
• <b>Facilitative Administration</b>	6, 7, 11, 25, 26
• <b>Systems Intervention</b>	27, 28
<b>Stage-Based Functioning</b>	
• <b>Stage-Based Functioning</b>	10, 12, 15

Intended outcomes from RCA 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 a plan
3. Develop and create a Regional Capacity **Implementation Plan** that defines immediate and short term actions toward improving district capacity to implement **Effective Innovations**

### Administration Prerequisites

SISEP provides training for each RCA Administrator. SISEP also arranges access to [sisep.org](http://sisep.org), a web-based application that allows **Regional Implementation Teams** to complete, store, and view the results of the RCA. 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 implementation supports, monitor progress across time, and plan actions that will improve capacity to implement **Effective Innovations**.

To access SISEP.org, please contact Caryn Ward at the email address below.

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

We ask that you let us know when you use the RCA. We want to support high fidelity use of the RCA, accumulate RCA data, and make use of your experience and data to improve and expand the assessment. Please respond to Caryn Ward. Thank you.

Caryn Ward, Ph.D.

Associate Director of Education and Measurement

National Implementation Research Network

Co-Director of State Implementation and Scaling up Center of Evidence Based Practices

[sisep@unc.edu](mailto:sisep@unc.edu), Reception: 919-843-5787

FPG Child Development Institute

University of North Carolina at Chapel Hill



## **Version 2.1 of the RCA**

The RCA development team uses an iterative change process based on feedback gathered from users (i.e., usability testing) and research findings to make continuous improvements to the RCA. When an instrument is in its early stages of development and use, the iterative change process occurs annually while the psychometric properties for the measure are being established. Changes to the measure are noted by changing its Version number. Minor refinements to the measure that are unlikely to impact user's scores (i.e., misspellings, clarifications in introductory pages, slight re-wording to the scoring guide) result in a small incremental Version number change (i.e., 1.3 to 1.4). Significant changes to items and the corresponding scoring guide that impact meaning or the scaling structure of the instrument result in a large Version number change (i.e., 1.3 to 2.0). The changes that have been made to the RCA are significant; resulting in Version 2.0. More recent edits correcting minor typos brings this current RCA to Version 2.1.

A summary of the changes made from Version 1.4 to 2.0 and their respective rationales are listed below:

- Sequence change for item addressing the support of the formation of District Implementation Teams (former item # 12, current item #11), and the item addressing engaging in installation stage activities (former item #11, current item #12). For example, formation of implementation teams is an exploration stage activity; thus, this item now comes after the item assessing exploration stage activities and before the item assessing installation stage activities.
- Addition of an item (new item #13) to the coaching subscale regarding the development and use of a coaching system. New item #13 outlines necessary infrastructure supports for the provision of effective coaching practices outlined in a coaching service delivery plan.
- Changes in scoring criteria to enhance scoring specificity were made in items: 2, 4, 6, 8, 11, 17, 24, 27, 28 (former item #s 12, 16, 23, 26, 27)
- To provide increased clarity and further operationalization of the selection practices, significant changes were made in the scoring criteria on the item assessing selection practices of staff (current and former item #3). Also, edits were made to clarify that the selection practices assessed in the item encompasses all staff working within an REA.
- To enhance clarity and further operationalization of necessary stage based activities, significant changes were made to scoring criteria for items assessing stage based activities of installation and initial implementation (current item #s 12, 15; former item #s 11, 14).
- To provide clarification on the development and use of a process for selecting EIs (#7), REA was specified as being the entity responsible for ensuring that process is used versus a RIT, who may have drafted the EI selection process for REA leadership to approve for use.
- To increase clarity and further operationalization of the necessary components of a coaching service delivery plan and in alignment with the new item assessing the use of a coaching system (new item #13), significant changes were made to the scoring criteria for the item assessing the use of coaching service delivery plan (current item #14, former item #13)
- Significant changes were made to the scoring criteria for the item assessing communication practices (current item #25, former item #24) to include "use" of a communication plan in addition to inclusion of the plan's necessary components.
- Additional examples of potential data sources were added to items: 6, 7, 8 and 16 (former item # 15)

*Regional Capacity Assessment V 2.1*

- To enhance clarity, minor changes in wording of score descriptors of several items were made. Items include: 5, 7, 10, 17, 19, 20, 21, 22, 23, 24, 26, and 28 (former item #s 5, 7, 10, 16, 18, 19, 20, 21, 22, 23, 25, 27).



## RCA Administration Fidelity Checklist

**Protocol Steps: To be completed by the RCA Administrator to help assure consistency in the use of the RCA. This information is entered on SISEP.org.**

**Step Completed?**

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

	Y	N	N/A
1. <b>Respondents Invited-</b> RCA Administrator and/or Facilitator invites RIT members and other knowledgeable participants to rate the items (REA leaders, and others)	Y	N	N/A
2. <b>Materials Prepared in Advance-</b> RCA Administrator and/or Facilitator ensures that copies (paper or electronic) of a blank RCA are available for each member and ensures that a room is set up with a device to connect to the internet, a projector, an internet connection, and a conference phone (video if possible) for any participants joining remotely	Y	N	N/A
3. <b>Overview-</b> RCA Administrator provides a review of RCA, purpose, and instructions for voting	Y	N	N/A
4. <b>Administration-</b> Blank RCA is available for entire team to view.	Y	N	N/A
5. <b>Administration-</b> Each question is read aloud. After the RCA Administrator reads a question, the Facilitator says, "ready, set, vote" and all respondents vote simultaneously and publicly (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 not yet" or holds up a card with the number 0, 1, or 2)	Y	N	N/A
6. <b>Administration-</b> RCA Facilitator tallies the votes and notes agreement or discrepancies for each question. The Note Taker records the essence of the issues and discussions.	Y	N	N/A
7. <b>Consensus-</b> If complete agreement is reached, move on to the next question. If not, the RCA 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 majority vote is recorded (further discussion should be scheduled for a time after the RCA is completed). The Note Taker records the issues and any decisions for further meetings and discussions.	Y	N	N/A
8. <b>Recording-</b> RCA Administrator/Facilitator publicly documents each scoring decision	Y	N	N/A
9. <b>Data summary-</b> After the last question has been asked and answered, RCA Administrator/Facilitator/or Note Taker generates reports to display graphs and scores	Y	N	N/A
10. <b>Review-</b> While viewing the graphs, RCA Administrator/Facilitator prompts the team in a discussion of the results to identify strengths and opportunities. If a repeated administration, RCA 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. <b>Region Status Review-</b> RCA Administrator/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. <b>Action-</b> RCA Administrator/Facilitator asks respondents to discuss three domains they would like to set as action planning agenda items for their regular meetings	Y	N	N/A
13. <b>Planning-</b> If there is not sufficient time for #11 and #12, the RCA Administrator/Facilitator ensures that a date and time are scheduled for follow-up	Y	N	N/A
14. <b>Conclusion-</b> RCA Administrator/Facilitator thanks the team for their openness and for sharing in the discussion	Y	N	N/A

**Comments/Notes:**



## Regional Capacity Assessment (RCA): Scoring Form

Regional Education Agency:

Date:

RCA Administrator:

Facilitator:

RIT Members and other Respondents:

**Directions:** The **Regional Implementation Team (RIT)** and other Respondents complete the Regional Capacity Assessment (RCA) together by using the *RCA 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 *RCA Scoring Guide* and should be used to help achieve consensus. Scores are recorded on this *Scoring Form* below and within the Excel Data Capture Form.

Item	Score		
	Fully in Place (2)	Partially in Place (1)	Not Yet (0)
1. There is a <b>Regional Implementation Team (RIT)</b> to support districts in developing implementation capacity	2	1	0
2. RIT includes an individual with executive leadership authority	2	1	0
3. The <b>Regional Education Agency (REA)</b> uses a process for selecting staff (internal and/or external) who support implementation capacity efforts	2	1	0
4. Regional staff who support implementation have a plan to continuously strengthen skills	2	1	0
5. RIT includes a designated coordinator(s)	2	1	0
6. RIT uses an effective team meeting process	2	1	0
7. REA has a written process for selecting <b>Effective Innovations (EIs)</b>	2	1	0
8. RIT utilizes a process to operationalize EIs	2	1	0
9. REA allocates resources to support the development of district implementation capacity	2	1	0
10. RIT engages in <b>Exploration Stage</b> activities with districts to develop implementation capacity	2	1	0
11. RIT provides support for the composition of <b>District Implementation Teams (DITs)</b>	2	1	0
12. RIT engages in <b>Installation Stage</b> activities with districts to develop implementation capacity	2	1	0
13. REA has a <b>coaching system</b> to support districts in developing implementation capacity	2	1	0
14. RIT uses a <b>coaching service delivery plan</b> to support district implementation teams	2	1	0
15. RIT engages in <b>Initial Implementation Stage</b> activities with districts to develop implementation capacity	2	1	0
16. RIT secures training for district/building staff	2	1	0

*Regional Capacity Assessment V 2.1*

17. RIT supports districts in the use of <b>fidelity</b> measures	2	1	0
18. RIT has access to relevant data	2	1	0
19. RIT has a process for using data for decision making	2	1	0
20. REA has a regional implementation plan for developing regional implementation capacity	2	1	0
21. RIT has an <b>implementation plan</b> for developing district implementation capacity	2	1	0
22. RIT continuously improves the use of implementation plans	2	1	0
23. RIT uses training effectiveness data	2	1	0
24. RIT uses coaching effectiveness data	2	1	0
25. RIT uses a <b>communication plan</b>	2	1	0
26. RIT uses a process for addressing internal barriers	2	1	0
27. RIT uses a process to report <b>policy relevant information</b> to the State Education Agency (SEA)	2	1	0
28. RIT provides stakeholders a status report on capacity development efforts	2	1	0

## Scoring Guide

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
1. There is a <b>Regional Implementation Team (RIT)</b> to support districts in developing implementation capacity	<p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)</p> <p>-AND-</p> <p>Team members are selected for their experiences in:</p> <ul style="list-style-type: none"> <li>• Attempted use of effective innovations</li> <li>• Positive working relationships with district leadership and staff</li> <li>• Sufficient dedicated time to perform RIT functions</li> </ul>	<p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)</p>	<p>There is not a Regional Implementation team (RIT)</p>	<p>List of team members, roles, and job titles</p> <p>RIT appears on organization chart</p> <p>RIT position descriptions</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
2. RIT includes an individual with executive leadership authority	<p>RIT membership includes at least one executive leader who can make significant decisions within the <b>Regional Education Agency (REA)</b> to support districts in their implementation capacity efforts (e.g., time, internal structures, funds, personnel) without consulting with a higher authority</p> <p>-AND-</p> <p>Attendance at meetings is regular</p> <p>-AND-</p> <p>When scheduling conflicts occasionally occur, the leader makes sure (s)he is provided with relevant information (e.g., decisions needed and potential barriers that need to be addressed by other REA leaders) within 1-2 days after the meeting</p>	<p>RIT membership includes at least one executive leader who can make significant decisions within the <b>Regional Education Agency (REA)</b> to support districts in their implementation capacity efforts (e.g., time, internal structures, funds, personnel) without consulting with a higher authority</p> <p>-AND-</p> <p>Attendance at meetings is regular</p> <p>-AND-</p> <p>When scheduling conflicts occasionally occur, there is <u>not</u> a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>There is not an executive leader represented on the RIT</p> <p>-OR-</p> <p>The executive leader's lack of attendance at RIT meetings impedes the team's ability to complete the activities needed to support districts</p>	<p>Executive leader job description</p> <p>List of team members, roles, and job titles</p> <p><b>Communication plan</b> linking REA executive leadership to other departments and structures</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>3. The <b>Regional Education Agency (REA)</b> uses a process for selecting staff (internal and/or external) who support implementation capacity efforts</p>	<p>Job descriptions exist that describe pre-requisite knowledge and responsibilities required</p> <p>-AND-</p> <p>The selection process includes the following:</p> <ul style="list-style-type: none"> <li>• Performance assessment asking individual(s) to demonstrate the required knowledge, skills, and abilities (e.g., simulated activity, role-plays, product development)</li> <li>• Feedback provided to individuals for the purpose of assessing the individuals' use of the feedback (e.g., incorporating feedback into subsequent portions of the selection process)</li> </ul> <p>-AND-</p> <p>Interview protocol is revised as needed to improve the selection process</p>	<p>Broad job descriptions exist</p> <p>-AND-</p> <p>The selection process is aligned to pre-requisite knowledge and responsibilities but does not meet the criteria outlined in the 2-point response</p>	<p>Broad job descriptions exist</p> <p>-AND-</p> <p>Generic job interview protocol used during the selection process does not assess pre-requisite knowledge and responsibilities required (e.g., similar protocol for any position)</p>	<p>Job descriptions</p> <p>Interview protocol (including procedures used during the selection process)</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>4. Regional staff who support implementation have a plan to continuously strengthen skills</p>	<p>All staff (newly selected and existing regional staff) assigned to develop regional and district implementation capacity have a written professional learning plan that includes:</p> <ul style="list-style-type: none"> <li>• Areas for further development</li> <li>• Type of professional learning that will be provided to develop knowledge, skills and abilities (e.g., attending a professional learning session, independent reading with structured dialogue to reflect on readings)</li> <li>• Timeline for completing the learning</li> <li>• Person(s) assigned to support staff</li> </ul> <p>-AND-</p> <p>Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan</p>	<p>All staff have a written professional learning plan that includes at least 2 of the criteria outlined in the 2-point response</p> <p>-OR-</p> <p>Some staff have a professional learning plan that includes <u>all</u> the criteria outlined in the 2-point response</p>	<p>None of the staff have a written professional learning plan</p> <p>- OR -</p> <p>Written professional learning plans do not meet the criteria outlined in the 2-point response</p>	<p>Staff professional learning plans</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
5. RIT includes a designated coordinator(s)	<p>RIT includes a designated coordinator(s) who performs a lead role on the RIT by:</p> <ul style="list-style-type: none"> <li>• Preparing for and facilitating the RIT meetings</li> <li>• Developing meeting agenda</li> <li>• Monitoring completion of assigned actions and <b>implementation plan</b></li> </ul> <p>- AND -</p> <p>The coordinator(s) obtain direct contact to executive leader(s) on a regular basis (e.g., before and after RIT meetings and meetings with district leaders and District Implementation Team, DITs)</p> <p>- AND -</p> <p>Coordinator(s) uses knowledge about implementation research in order to make recommendations to the RIT and the executive leader overseeing the RIT</p> <p>- AND -</p> <p>Individual(s) providing coordination have adequate time to fulfill responsibilities</p>	<p>RIT includes a designated coordinator(s) who performs a lead role on the RIT by:</p> <ul style="list-style-type: none"> <li>• Preparing for and facilitating the RIT meetings</li> <li>• Developing meeting agenda</li> <li>• Monitoring completion of assigned actions and <b>implementation plan</b></li> </ul> <p>- AND -</p> <p>The coordinator(s) obtain direct contact to executive leader(s) on a regular basis (e.g., before and after RIT meetings and meetings with district leaders and District Implementation Team, DITs)</p>	<p>RIT does not include a designated coordinator</p> <p>-OR-</p> <p>The coordinator(s) does not perform a lead role on the RIT</p> <p>-OR-</p> <p>The coordinator(s) does not obtain direct contact to executive leader(s) on a regular basis (e.g., before and after RIT meetings and meetings with district leaders and DITs)</p>	<p>Coordinator job description</p> <p>Identification of who the executive leader(s) are that work with the coordinator</p> <p>Time allocated for the coordinator role</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
6. RIT uses an effective team meeting process	<p>RIT uses the following effective meeting processes:</p> <ul style="list-style-type: none"> <li>Meets in person at least monthly or more frequently depending on amount of work</li> <li>Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</li> <li>Process is in place for absent staff to receive updates within 48 hours following the meeting</li> <li>Completes assignments and documents progress outlined on an action plan within designated timelines</li> </ul>	<p>RIT uses the following effective meeting processes:</p> <ul style="list-style-type: none"> <li>Meets in person at least monthly or more frequently depending on amount of work</li> <li>Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</li> </ul>	<p>RIT meeting processes do not meet the criteria in the 2 or 1 point responses.</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p> <p>Action Plan</p> <p>Documentation of the process for updating absent team members (i.e., Terms of Reference)</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>7. REA has a written process for selecting <b>Effective Innovations</b> (EIs)</p>	<p>Written process is in place</p> <p>-AND-</p> <p>The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> <li>• Need for the EI</li> <li>• Fit and alignment with other EIs</li> <li>• Resources needed to fully implement</li> <li>• Capacity within the regional agency to successfully implement the EI</li> <li>• Evidence to demonstrate effectiveness</li> <li>• <b>EI's readiness for replication</b></li> </ul> <p>-AND-</p> <p>Process is consistently used</p>	<p>Written process is in place</p> <p>-AND-</p> <p>The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> <li>• Need for the EI</li> <li>• Fit and alignment with other EIs/initiatives/programs</li> <li>• Resources needed to fully implement</li> <li>• Capacity within the regional agency to successfully implement the EI</li> </ul> <p>-OR-</p> <p>The process is not consistently used</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the selection process has been used within the past 2 years</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
8. RIT uses a process to operationalize EIs	<p>The process to operationalize EIs (e.g., Practice Profiles) includes:</p> <ul style="list-style-type: none"> <li>• Clear description of the EI that includes its underlying philosophy and guiding principles</li> <li>• Clear description of the target population</li> <li>• Identification of the critical components</li> <li>• Operational definition of each of the critical components for: <ul style="list-style-type: none"> <li>○ Expected use</li> <li>○ Developmental variations</li> <li>○ Unacceptable variations</li> </ul> </li> </ul> <p>-AND-</p> <p>The process is consistently used either for EIs that are not already operationalized or EIs whose components are inadequately operationalized</p>	<p>The process to operationalize EIs includes:</p> <ul style="list-style-type: none"> <li>• Identification of the critical components</li> <li>• Operational definition of each of the critical components for: <ul style="list-style-type: none"> <li>○ Expected use</li> </ul> </li> </ul> <p>-OR-</p> <p>The process is used inconsistently</p>	<p>There is not a process to operationalize EIs</p> <p>-OR-</p> <p>The process does not meet the criteria in the 2 or 1 point responses</p>	<p>Documentation of the process (Guidance documents)</p> <p>Documentation of at least one operationalized EI (e.g., <b>Practice Profile</b>; Innovation Configuration)</p>
9. REA allocates resources to support the development of district implementation capacity	<p>There is evidence of commitment to support the regional agency's focus on developing district implementation capacity through the allocation and / or re-prioritization of resources (time, personnel, materials, etc.)</p>	<p>There is evidence of effort to secure the commitment to support the regional agency's focus on developing district implementation capacity</p>	<p>There is no evidence of commitment or effort to secure regional entity developing district implementation capacity</p>	<p>General fund budget allocations Grant budget allocations</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
10. RIT engages in <b>Exploration Stage</b> activities with districts to develop implementation capacity	<p><b>Exploration Stage</b> activities with districts include:</p> <ul style="list-style-type: none"> <li>Meeting(s) with district leadership (executive leaders and administrators) to discuss the benefits of developing district implementation capacity</li> <li>Decision-making protocol to arrive at a mutual decision whether to proceed with district implementation capacity work</li> <li>Collection of baseline district capacity data (e.g., DCA)</li> <li><b>Action planning</b> based on baseline capacity data that includes next steps to engage in installation stage activities</li> <li>Readiness activities that will get districts prepared to engage in <b>Installation Stage</b> work</li> </ul>	<p>Exploration Stage activities with districts include:</p> <ul style="list-style-type: none"> <li>Meeting(s) with district leadership (executive leaders and administrators) to discuss the benefits of developing district implementation capacity</li> <li>Collection of baseline district capacity data (e.g., DCA)</li> <li>Action planning based on baseline capacity data</li> </ul>	<p>RIT does not engage in Exploration Stage activities with districts</p> <p>-OR-</p> <p>The Exploration Stage activities with districts only include a meeting with district leadership executive leaders and administrators) to discuss the benefits of developing district implementation capacity</p> <p>-OR-</p> <p>Districts are assigned without the benefit of engaging in Exploration Stage-based activities to arrive at a mutual decision to proceed</p>	<p>Documentation outlining Exploration Stage activities with districts as described in the 2 point response</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>11. RIT provides support for the composition of District Implementation Teams (DITs)</p>	<p>RIT members provide support in the formation of DITs by focusing on the following:</p> <ul style="list-style-type: none"> <li>• Cross-departmental team composition (e.g., general education and special education)</li> <li>• Team size</li> <li>• Selection of the personnel to perform key roles on the team (executive leadership support and coordination)</li> <li>• Experience of team members (e.g., successful use of EIs, positive relationships with staff, adequate time to fulfill responsibilities)</li> </ul> <p>-AND-</p> <p>Selection results for DIT membership are used to strengthen the Installation Stage activities</p>	<p>RIT members provide guidance and ongoing feedback on the DIT composition by focusing on the following:</p> <ul style="list-style-type: none"> <li>• Cross-departmental team composition (e.g., general education and special education)</li> <li>• Team size</li> </ul>	<p>RIT members do not provide guidance and ongoing feedback on the DIT composition in a way that meets the conditions of the 1- or 2-point responses</p>	<p>List of DIT members and job titles</p> <p>Team selection criteria</p> <p>Team selection protocols</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>12. RIT engages in Installation Stage activities with districts to develop implementation capacity</p>	<p>Installation Stage activities with districts include the following:</p> <ul style="list-style-type: none"> <li>• <b>District Implementation Team</b> (DITs) development (e.g., effective and efficient meeting processes)</li> <li>• EI fluency</li> <li>• Communication protocols to groups / teams</li> <li>• Barrier removal process</li> <li>• Coaching system to select and support coaches to coach the EI concepts / skills</li> <li>• Process to align EIs</li> <li>• Process to review, select, and de-select EIs</li> <li>• Development of an Implementation Plan</li> <li>- AND -</li> <li>• <u>Ongoing</u> professional learning and coaching for the DIT and its members</li> <li>-AND-</li> <li>• Co-facilitation of DIT meetings to assist the team in applying their learning to support schools in the effective use of EI components</li> </ul>	<p>Installation Stage activities include at least four of the criteria outlined in the 2-point response</p> <p>- AND -</p> <p><u>Ongoing</u> professional learning and coaching for the DIT and its members</p>	<p>RIT does not engage in Installation Stage activities that meet the conditions of the 2- or 1-point response</p>	<p>Documentation outlining Installation Stage based implementation activities and which districts have received those supports</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
13. REA has a coaching system to support districts in developing implementation capacity	<p>The coaching system is developed to ensure districts have equitable access to high-quality coaching to develop implementation capacity</p> <p>-AND-</p> <p>The coaching system includes:</p> <ul style="list-style-type: none"> <li>• Coaching definition</li> <li>• Conditions that warrant coaching</li> <li>• Coach pre-requisite knowledge and responsibilities</li> <li>• Coach selection guidelines (for existing or new staff that will be assigned districts to coach)</li> <li>• Allocation of time for REA staff to provide coaching to DITs</li> <li>• Statement clarifying the coaches' decision-making authority</li> <li>• Coaching service delivery plan</li> <li>• Communication protocol between coaches and other groups / teams internal and external to the REA</li> <li>• Supervision and accountability structures</li> </ul> <p>-AND-</p> <p>The coaching system is consistently used</p>	<p>The coaching system is in the process of being developed to ensure districts have equitable access to high-quality coaching to develop implementation capacity</p> <p>-OR-</p> <p>The coaching system includes at least 6 of the criteria outlined in the 2-point response</p> <p>-OR-</p> <p>The coaching system is inconsistently used</p>	<p>There is not a coaching system</p> <p>-OR-</p> <p>The coaching system does not meet the criteria of the 2- or 1-point response</p> <p>-OR-</p> <p>The coaching system is not used</p>	Coaching system document



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>14. RIT uses a coaching service delivery plan to support district implementation teams</p>	<p>Coaching supports provided to DITs are documented and includes:</p> <ul style="list-style-type: none"> <li>• Stage-based coaching concepts that distinguish supports to districts</li> <li>• Continuum of coaching strategies necessary to develop the team's knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context)</li> <li>• Coaching effectiveness measures (district capacity data, observation, products, coaching satisfaction survey data)</li> <li>• Frequency of coaching</li> <li>• Expectations for the coach's preparation</li> <li>• Guidelines for providing feedback (e.g., conceptual feedback components, specific behaviors, timelines for providing written feedback)</li> </ul> <p>-AND-</p> <p>Adherence to the coaching service delivery plans is reviewed three times a year</p>	<p>Coaching supports provided to DITs are documented and includes:</p> <ul style="list-style-type: none"> <li>• Stage-based coaching concepts that distinguish supports to districts</li> <li>• Continuum of coaching strategies necessary to develop the team's knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context)</li> <li>• Coaching effectiveness measures (district capacity data, products, coaching satisfaction survey data)</li> </ul>	<p>Coaching service delivery plan does not exist</p> <p>-OR-</p> <p>Coaching supports provided to DITs do not meet the criteria in the 1-point response</p> <p>-OR-</p> <p>The coaching service delivery plan is not being used</p>	<p>Sample of coaching service delivery plans</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>15. RIT engages in <b>Initial Implementation Stage</b> activities with districts to develop implementation capacity</p>	<p><b>Initial Implementation Stage</b> activities with districts include on-going professional learning and coaching in the following:</p> <ul style="list-style-type: none"> <li>• Assistance with exploration activities with buildings</li> <li>• Supports DIT in forming <b>Building Implementation Teams (BITs)</b> (explanation of roles and responsibilities for supporting staff's use of EIs; committee / team inventory)</li> <li>• Data and data system support (installation of measures and data systems, initial data collection)</li> <li>• Data analysis and use for both the DIT and BITs to determine the effectiveness of efforts</li> <li>• On-going refinements of district processes and procedures for EI use</li> </ul> <p>-AND-</p> <p>RIT representation meets with the DITs at least monthly during the academic school year</p>	<p>Initial Implementation Stage activities with districts include on-going professional learning and coaching in the following:</p> <ul style="list-style-type: none"> <li>• Supports DIT in forming <b>Building Implementation Teams (BITs)</b> (explanation of roles and responsibilities for supporting staff's use of EIs; committee / team inventory)</li> <li>• Data analysis and use for both the DIT and BITs to determine the effectiveness of efforts</li> </ul>	<p>RIT does not engage in Initial Implementation Stage activities that meet the conditions of the 2- or 1-point response</p>	<p>Documentation outlining Initial Implementation Stage activities with districts</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
16. RIT secures training for district staff	<p>Training is prioritized for district staff in:</p> <ul style="list-style-type: none"> <li>• Implementation science practices</li> <li>• EI specific data, systems, and practices</li> </ul> <p>-AND-</p> <p>Highly-competent individuals provide trainings (e.g., trainers who have deep knowledge in the areas they are providing training, effective presentation delivery skills)</p> <p>-AND-</p> <p>Trainings are skill-based, include opportunities for practice/behavioral rehearsals when applicable, and provide feedback to participants</p>	<p>Training is prioritized for district staff in:</p> <ul style="list-style-type: none"> <li>• Implementation science practices</li> <li>• EI specific data, systems, and practices</li> </ul> <p>-AND-</p> <p>Highly-competent individuals provide trainings (e.g., trainers who have deep knowledge in the areas they are providing training, effective presentation delivery skills)</p>	<p>Training is prioritized for district staff in:</p> <ul style="list-style-type: none"> <li>• EI specific data, systems, and practices</li> </ul>	<p>Professional learning: schedule, outlines, agendas, participant materials</p> <p>Professional learning participant evaluations</p> <p>Presenter qualifications</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>17. RIT supports districts in the use of fidelity measures</p>	<p>RIT supports districts in selecting research-validated fidelity measures that are highly correlated with (i.e., predictive of) intended outcomes for EIs if available</p> <p>-OR-</p> <p>In the absence of available research-validated fidelity measures, the RIT has operationalized the EI</p> <p>-AND-</p> <p>RIT supports districts to develop their capacity to use fidelity measures as recommended (e.g., proactive orientation of staff to the fidelity measure, administration, scoring, data entry, report generation, and analysis)</p>	<p>RIT supports districts in selecting research-validated fidelity measures that are highly correlated with (i.e., predictive of) intended outcomes for EIs if available</p> <p>-OR-</p> <p>In the absence of available research-validated fidelity measures, the RIT has operationalized the EI (e.g., developed a practice profile)</p>	<p>RIT does not support districts in selecting or using fidelity measures for EIs</p> <p>-AND-</p> <p>In the absence of the availability of research validated fidelity measures, the RIT does not have a plan to operationalize the EI</p>	<p>Fidelity measure</p> <p>Practice profile or innovation configuration</p> <p>Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
18. RIT has access to relevant data	<p>All of the following relevant data are accessible for the RIT to analyze:</p> <ul style="list-style-type: none"> <li>Regional capacity data (e.g., RCA)</li> <li>District capacity data (e.g., DCA, Assessing Drivers Best Practices, DIT Implementation Plan data)</li> <li>Scale-up data (e.g., Stages of Implementation Analysis: Where are We Now)</li> <li>El fidelity data</li> <li>Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data)</li> </ul>	<p>The RIT has access to at least three of the following types of data:</p> <ul style="list-style-type: none"> <li>Regional capacity data</li> <li>District capacity data</li> <li>Scale-up data</li> <li>El fidelity data</li> <li>Student outcome data</li> </ul>	<p>The RIT has access to less than three of the data sources listed in the 2-point response</p>	<p>Sample data reports</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
19. RIT has a process for using data for decision making	<p>RIT uses a problem-solving process (e.g., Improvement Cycles) at least <u>three</u> times a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• Analysis of all new data, resulting in a summary of celebrations and precise problem statements</li> <li>• Generation of hypotheses as to the factors contributing to the problem</li> <li>• Analysis of data to validate hypotheses or generate new hypotheses</li> <li>• Refinement of the implementation plan (S.M.A.R.T. goals and activities) to address the problem</li> </ul>	<p>RIT uses a problem-solving process (e.g., Improvement Cycles) at least <u>once</u> a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• Analysis of all new data, resulting in a summary of celebrations and precise problem statements</li> </ul>	<p>RIT does not have a problem-solving process</p> <p>-OR-</p> <p>RIT uses a problem-solving process (e.g., Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</p>	<p>Evidence of the problem-solving process</p> <p>Evidence that improvement cycles resulted in refinement of the <b>implementation plan</b></p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
20. REA has an <b>implementation plan</b> for developing regional implementation capacity	<p>The plan's primary purpose is to develop REA implementation capacity</p> <p>-AND-</p> <p>The plan has been approved by REA executive leadership</p> <p>-AND-</p> <p>Regional capacity data (e.g., RCA) are used to develop and update the plan</p> <p>-AND-</p> <p>The plan's goals are <b>S.M.A.R.T.</b></p> <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p>	<p>The plan's primary purpose is to develop REA implementation capacity</p> <p>-AND-</p> <p>The plan has been approved by REA executive leadership</p> <p>-AND-</p> <p>Regional capacity data (RCA) are used to develop and update the plan</p>	<p>There is not a plan</p> <p>-OR-</p> <p>The plan has not been approved by REA executive leadership</p>	<p>REA <b>implementation plan</b></p> <p>Record of plan's approval (meeting minutes or other written communication, signature)</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
21. RIT has an <b>implementation plan</b> for developing district implementation capacity	<p>The plan's primary purpose is to assist districts to develop implementation capacity that can be generalized across EIs</p> <p>-AND-</p> <p>The plan has been approved by REA executive leadership</p> <p>-AND-</p> <p>Data are used to develop the plan:</p> <ul style="list-style-type: none"> <li>• District capacity data (e.g., DCA data)</li> <li>• Scale-up data (e.g., each district and school's stage of implementation)</li> <li>• Fidelity data</li> <li>• Student outcome data</li> </ul> <p>-AND-</p> <p>The plan's goals are <b>S.M.A.R.T.</b></p> <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p>	<p>The plan's primary purpose is to assist districts to develop implementation capacity that can be generalized across EIs</p> <p>-AND-</p> <p>The plan has been approved by REA executive leadership</p> <p>-AND-</p> <p>At least two data sources are used to develop and update the plan</p> <ul style="list-style-type: none"> <li>• District capacity data (e.g., DCA data)</li> <li>• Scale-up data (e.g., each district and school's stage of implementation)</li> <li>• Fidelity data</li> <li>• Student outcome data</li> </ul>	<p>There is not a plan</p> <p>-OR-</p> <p>The plan has not been approved by REA executive leadership</p>	<p>RIT implementation plan</p> <p>Record of plan's approval (meeting minutes or other written communication, signature)</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
22. RIT continuously improves the use of implementation plans	<p>Use of the implementation plans is reviewed a minimum of three times per year</p> <p>-AND-</p> <p>The review includes documentation of:</p> <ul style="list-style-type: none"> <li>• Status of activities (e.g., completed, partial, not-started)</li> <li>• Reasons activities are not completed (e.g., insufficient funding, training)</li> <li>• Team decisions (e.g., provide required resources to complete activities, communicating barriers, next steps)</li> </ul> <p>-AND-</p> <p>Plans are modified when data suggest the need</p>	<p>Use of the implementation plans is reviewed at least two times per year</p> <p>-AND-</p> <p>The review includes documentation of:</p> <ul style="list-style-type: none"> <li>• Status of activities (e.g., completed, partial, not-started)</li> <li>• Reasons activities are not completed (e.g., insufficient funding, training)</li> <li>• Team decisions (e.g., provide required resources to complete activities, communicating barriers, next steps)</li> </ul>	<p>Use of the implementation plans are reviewed once a year or are not reviewed</p>	<p>Documentation of plans use and improvement</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
23. RIT uses training effectiveness data	<p>RIT uses the following types of training effectiveness data:</p> <ul style="list-style-type: none"> <li>• Pre and post assessment of knowledge and skills</li> <li>• Observation of participants practicing and applying newly acquired skills</li> <li>• Trainer performance feedback (e.g., feedback on training content, training process, delivery)</li> </ul> <p>-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> <li>• Inform improvements to the content and delivery</li> <li>• Inform improvements in recruitment and selection, training, coaching, and other implementation supports</li> </ul>	<p>RIT uses two of the following types of training effectiveness data:</p> <ul style="list-style-type: none"> <li>• Pre and post assessment of knowledge and skills</li> <li>• Observation of participants practicing and applying newly acquired skills</li> <li>• Trainer performance feedback</li> </ul> <p>-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> <li>• Inform improvements to the training content and delivery</li> </ul>	<p>Data are not analyzed or used to determine effectiveness of training</p>	<p>Training outcome data</p> <p>Evidence that data are used for improvements</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
24. RIT uses coaching effectiveness data	<p>The effectiveness of RIT coaching DITs is assessed three times a year</p> <p>-AND-</p> <p>At least <u>four</u> sources of data are used:</p> <ul style="list-style-type: none"> <li>• District Capacity Assessment (DCA) data</li> <li>• DIT observations</li> <li>• Product reviews</li> <li>• Coaching satisfaction survey results (coaching recipients)</li> <li>• Coaching service delivery adherence data</li> <li>• Coaches' self-reflections using data</li> <li>• Coaching logs</li> <li>• EI Fidelity measure data</li> </ul> <p>-AND-</p> <p>Coaching effectiveness data are used to inform improvements in coaching, recruitment and selection, training, and other implementation supports</p>	<p>The effectiveness of RIT coaching DITs is assessed at least annually</p> <p>-AND-</p> <p>At least two sources of data are used from the 2-point response</p> <p>-AND-</p> <p>Coaching effectiveness data are only used to inform improvements in coaching</p>	<p>The effectiveness of RIT coaching DITs is not assessed and multiple sources of data are not used</p>	<p>Coaching effectiveness data such as staff satisfaction surveys</p> <p>Evidence the data are used to inform improvements</p>



RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
25. RIT uses a communication plan	<p>The plan is written and accessible to all regional staff</p> <p>-AND-</p> <p>The plan includes:</p> <ul style="list-style-type: none"> <li>List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, necessary outside agencies, families)</li> <li>Person(s) responsible for communication with each group</li> <li>Frequency of communication (e.g., following each monthly team meeting)</li> <li>Type of information to disseminate and gather identified stakeholders</li> <li>Methods of communication (e.g., regularly scheduled meeting, email)</li> <li>Communication effectiveness survey and timelines for gathering communication survey data</li> </ul> <p>-AND-</p> <p>Plan is consistently used</p> <p>- AND -</p> <p>Stakeholders report that communication has been effective</p>	<p>The plan is in the process of being written and accessible to all staff</p> <p>-AND-</p> <p>The plan focuses primarily on:</p> <ul style="list-style-type: none"> <li>List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, outside agencies, families)</li> <li>Persons responsible for communication with each group</li> <li>Frequency and methods of communication</li> </ul> <p>- OR -</p> <p>The plan is inconsistently used.</p>	<p>There is not a plan for communication or the plan is not in use</p> <p>-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>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
26. RIT uses a process for addressing internal barriers	<p>A <u>written</u> process is in place outlining the steps needed to identify and address barriers</p> <p>-AND-</p> <p>The process is consistently used to remove internal barriers (e.g., policy and guidance documents are revised to support new ways of work, resources are allocated/re-allocated, competing or ineffective initiatives are modified or removed)</p> <p>-AND-</p> <p>Follow up takes place to determine if the way the barrier was addressed was effective</p>	<p>The process is <u>not written</u></p> <p>-OR-</p> <p>The process is inconsistently used</p>	<p>There is not a process</p> <p>-OR-</p> <p>The process is not used for addressing internal barriers to prevent successful development of implementation capacity</p>	<p>Guidance document outlining process</p> <p>Documentation showing how the process has been used (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
<p>27. RIT uses a process to report <b>policy relevant information</b> to the State Education Agency (SEA)</p>	<p>A written process is in place to gather <b>policy relevant information</b> from districts and schools to help identify:</p> <ul style="list-style-type: none"> <li>• Strengths of the state system</li> <li>• Barriers that need to be resolved at the state level to support regional and district implementation efforts (e.g., state/federal laws, mandated use of funds, interpretation of legislative language)</li> </ul> <p>-AND-</p> <p>The process is consistently used by REA staff and district executive leadership for reporting information to the identified contact liaison with the SEA</p>	<p>A written process is in place and is used inconsistently</p>	<p>There is not a written process</p> <p>-OR-</p> <p>REA staff and district executive leadership are unaware of how to use the process</p>	<p>Guidance document outlining process</p> <p>Gathering of information from districts and regions</p> <p>Documentation of reporting the gathered information (e.g., reports, meeting minutes, agendas)</p>

RCA Item	Fully in Place 2 points	Partially in Place 1 point	Not in Place or Not Yet 0 points	Potential Data Source
28. RIT provides stakeholders a status report on capacity development efforts	<p>The RIT identifies stakeholder group(s) to provide a status report</p> <p>-AND-</p> <p>The report to identified stakeholder groups includes <u>at least 5</u> of the following 7 types of information:</p> <ul style="list-style-type: none"> <li>• Number of districts across the region the RIT is working with to develop implementation capacity (e.g., DITs)</li> <li>• Each district's stage of implementation</li> <li>• Capacity to develop district implementation structures (e.g., REA coaching system to support DITs)</li> <li>• EI Fidelity data</li> <li>• Impact on student outcomes</li> <li>• Stakeholder information (e.g., survey data from staff) about implementation supports</li> <li>• Upcoming work to scale-up implementation capacity and continuous improvement</li> </ul> <p>-AND-</p> <p>Report is disseminated a minimum of twice per year</p>	<p>The RIT identifies stakeholder group(s) to provide a status report</p> <p>-AND-</p> <p>The report includes <u>at least 4 of the 7</u> different types of information outlined in the 2-point criteria</p> <p>-OR-</p> <p>The report is only disseminated once per year</p>	<p>A status report is not provided to stakeholders</p> <p>-OR-</p> <p>Report focuses primarily on action, instead of data</p>	<p>List of stakeholders</p> <p>Copy of most recent stakeholder status report or presentation</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 - most likely to improve fidelity, sustainability, and student outcomes.

Subscale and Items	Action	Who	When	Next Update
1. Leadership				
2. Action Planning				
3. Fidelity Performance Assessment				
4. Staff Selection				
5. Training				
6. Coaching				
7. Decision Support System				
8. Facilitative Administration				
9. Systems Intervention				
10. Stage-Based Functioning				



## Glossary

Browse the glossary below to learn the vocabulary terms commonly encountered in the RCA. To successfully administer the RCA, 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.

### **Action Planning**

A process of identifying steps or activities that must be performed well to accomplish a strategy. Action planning has five major elements: (1) identifying critical needs and goals; (2) identifying specific tasks and who will do them; (3) establishing the timeframe for when tasks will be accomplished; (4) allocating specific resources needed; and (5) monitoring the action items.

### **Authority**

Authority in the context of the RCA 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**

Regular, job embedded support and feedback designed to help educators use implementation science 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 Plan**

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.

### **Competency**

Develop, improve, and sustain educators' ability to use implementation science in order to achieve desired outcomes.

**Coordinator**

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

**Decision Support Data System**

Processes for identifying, collecting, and analyzing data to continuously improve district implementation capacity.

**Diagnostic Assessment**

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

**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 Management Team**

Individuals in leadership positions who are responsible for facilitating and sustaining systems change that includes identifying priorities, establishing policies, making decisions, providing guidance, allocating resources, and providing visibility for implementation efforts within the organization

**Exploration Stage**

Process to determine whether an organization is ready to engage in a change (e.g., implementation of a program, process, new way of doing work). A team in exploration will assess the potential match between the organization's needs, the requirements of the program or practice, and the organization's resources

**Facilitative Administration**

Active, intentional, and ongoing alignment of internal processes, policies, regulations, and structures to make new ways of work easier and more effective.

**Fidelity**

Measuring the degree to which educators use implementation science practices as intended.

**Formal**

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

**Full Implementation**

Selected programs, processes or new ways of doing work are considered "standard practice" because the new learning is now integrated into staff practices, policies and procedures. Teams in full implementation are routinely using the programs and processes with fidelity and by doing so, are experiencing good outcomes



### **Guidance Documents**

Publicly available documents outlining 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 Plan**

A detailed plan that outlines goals/objectives and strategies/actions actions needed for effective and sustained implementation and use of an EI.

### **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.

### **Initial Implementation Stage:**

People are attempting to use newly learned skills related to the selected program, process or new way of doing work. A team in initial implementation is likely to need significantly more supports from their organization due to the newness of the skills they are begin to apply to the context of their work. During this stage, awkwardness is associated with trying new things and the difficulties associated with changing old ways of work

### **Installation Stage**

Resources are acquired or repurposed to accomplish the selected program, process or new way of doing work. A team in installation will create the infrastructure and make the changes necessary to initiate the new program, process or practice and use it as intended

### **Interview Protocol**

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

**Leadership**

Active involvement in facilitating and sustaining systems change to support the use of Effective Innovations through strategic communication, decisions, guidance, resource allocation, and promotes vision, visibility, priority, and policy.

**Maturity of Effective Innovations**

Innovations whose core features have been clearly defined, operationalized and have been implemented (past and present) with good effect resulting in staff being able to access qualified experts (purveyors) to provide an effective orientation, training supports, coaching and technical assistance to implementers that will result in successful implementation

**Operationalize**

Clearly defined behaviors an adult will do in such a way that the components are readily teachable, learnable, doable and assessed

**Organization**

Structures, roles, and processes for communicating clearly, analyzing data, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement Effective Innovations.

**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.

**Practice Profile (Innovation Configuration)**

Document that identifies the core components of a program or practice and describes the key activities that are associated with each core component along the continuum of implementation (e.g., expected / proficient, developmental, unacceptable variation). Practice profiles enable a program to be teachable, learnable, and doable.

**Progress Monitoring**

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

**Regional Education Agency (REA)**

Public entities that provide educational support programs and services to local schools and school districts (Association of Educational Service Agencies, n.d.)

**Regional 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.



**Scale worthy 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.

**Staff Selection**

Purposeful processes for recruiting, interviewing, and hiring through an *active implementation lens*. This includes identifying skills and abilities that are prerequisites and/or specific to the use of implementation science, as well as characteristics that are difficult to train and coach.

**S.M.A.R.T. Goal**

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

**Stage Based Functioning**

Process of matching intensity and types of supports and activities to districts' stage of capacity development.

**Summative Assessment Data**

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

**Systems Intervention**

Intentional and ongoing efforts to influence external factors such as policies, environments, systems or structures that interfere with the core functions of districts and schools in the region.

**Training**

Purposeful, skill-based processes designed to support educators in acquiring the skills and information needed to use implementation science.

**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 Capacity Assessment

Version 6.0

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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.

## Table of Contents

Citation.....	2
<i>Contributors:</i> .....	2
<i>Reviewers:</i> .....	2
Introduction and Purpose .....	4
<i>Focus of the DCA</i> .....	4
<i>Schedule and Timeframe of DCA Administration</i> .....	4
<i>Process and Key Roles</i> .....	4
<i>Preparation for the DCA and Administration</i> .....	5
<i>Scoring</i> .....	6
<i>Research Basis and Outcomes from the DCA completion</i> .....	6
<i>Administration Pre-Requisites</i> .....	7
DCA Administration Fidelity Checklist .....	9
District Capacity Assessment (DCA): Scoring Form.....	10
Scoring Guide .....	11
Action Planning .....	24
Glossary.....	25
Copyright.....	29





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

## District Capacity Assessment

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"> <li>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.</li> </ul>
<i>Facilitator</i>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<i>Note Taker</i>	<ul style="list-style-type: none"> <li>Records ideas shared for action planning and any questions and issues that are raised during administration.</li> </ul>
<i>Respondents</i>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<i>Observer</i>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## 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

## District Capacity Assessment

### Plans

DIT implementation plan for EI  
Sample BIT implementation plans  
Sample of coaching service delivery plans  
Communication plan

Documentation of implementation plan monitoring  
Sample of staff professional learning plans  
District professional learning schedule

### Data and Measures

Fidelity measure  
Practice Profile for EI  
Training outcome data  
Coaching effectiveness data  
Fidelity assessment data (feedback data)  
Evidence of performance feedback process

Sample Data Reports  
Sample School Board Status Report  
Sample stakeholder Reports

## 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.

SISEP.org User Types	Description
<b>Coordinator</b>	A coordinator can add surveys to a district, add users to a district, take surveys, and view reports.
<b>Team Member</b>	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. <b>Respondents Invited</b> - Administrator and/or Facilitator invites knowledgeable raters including DIT members and others	Y	N	N/A
2. <b>Materials Prepared in Advance</b> - 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. <b>Overview</b> - Administrator provides a review of DCA, purpose, and instructions for voting	Y	N	N/A
4. <b>Administration</b> - 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. <b>Administration</b> - 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. <b>Administration</b> - Facilitator tallies the votes and notes agreement or discrepancies for each question	Y	N	N/A
7. <b>Consensus</b> - 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. <b>Recording</b> - Administrator documents each scoring decision on siseep.org which is projected for all respondents to see, or on the paper copy used to record all votes	Y	N	N/A
9. <b>Data summary</b> - 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. <b>Review</b> - 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. <b>District Status Review</b> - 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. <b>Action</b> - Facilitator asks respondents to discuss three domains they would like to set as agenda items for their regular meetings	Y	N	N/A
13. <b>Planning</b> - 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. <b>Conclusion</b> - 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 <b>executive leadership</b> authority	2	1	0
3. DIT includes an identified <b>coordinator</b> (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 <b>guidance documents</b>	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 <b>implementation plan</b> for the EI	2	1	0
9. DIT actively monitors the implementation of the plan	2	1	0
10. District utilizes a <b>communication plan</b>	2	1	0
11. District uses a process for addressing internal barriers	2	1	0
12. District uses a process to report <b>policy relevant information</b> to outside entities	2	1	0
13. DIT supports the use of a <b>fidelity</b> 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. <b>Building Implementation Teams (BITs)</b> 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 <b>coaching service delivery plan</b>	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"> <li>Representative of the district (e.g., K-12)</li> <li>Of functional size</li> </ul>	<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

<b>DCA Item:</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Data Source</b>
	<p>assigned actions</p> <p>-AND-</p> <p>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</p> <p>-AND-</p> <p>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</p> <p>-HOWEVER-</p> <p>The coordinator needs to deepen knowledge of the EI to make recommendations to the DIT and the executive leader overseeing the DIT.</p> <p>-OR-</p> <p>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</p> <p>-AND-</p> <p>Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</p> <p>-AND-</p> <p>Process is in place for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team documents and completes assignments outlined on an</p>	<p>DIT meets in person monthly or more frequently depending on amount of work</p> <p>-HOWEVER-</p> <p>Meeting roles and responsibilities 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>	<p>It is difficult to establish an effective team meeting process due to meeting less frequently than monthly</p> <p>-OR-</p> <p>Inconsistent attendance by team members</p>	<p>Meeting schedule</p> <p>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 <b>guidance documents</b>	<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"> <li>• Fidelity data</li> <li>• Student outcome data</li> <li>• Capacity data (e.g., Organization, Competency, Leadership data)</li> <li>• Scale up data (e.g., each school's stage of implementation)</li> </ul> <p>-AND-</p> <p>The plan's goals are <b>S.M.A.R.T.</b> 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"> <li>• Fidelity data</li> <li>• Student outcome data</li> </ul> <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"> <li>• Capacity data</li> <li>• Scale up data</li> </ul> <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"> <li>• Fidelity data</li> <li>• Student outcome data</li> <li>• Capacity data</li> <li>• Scale up data</li> </ul> <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"> <li>• Completion status of</li> </ul>	<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"> <li>Completion status of activities</li> <li>Reasons activities were not completed (e.g. insufficient funding, training)</li> <li>Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers)</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>Reasons activities were not completed (e.g. insufficient funding, training)</li> </ul>		
10. District utilizes a communication plan	<p>The plan is written and accessible to all staff</p> <p>-AND-</p> <p>The plan includes all of the following components:</p> <ul style="list-style-type: none"> <li>List of stakeholder groups identified in the district's organizational chart (e.g., outside agencies, families)</li> <li>Type of information to share and receive from identified stakeholders</li> <li>Who is responsible for communication with each group</li> <li>Frequency and methods of communication</li> <li>Plan to evaluate communication method and data at least annually</li> </ul>	<p>The plan is in the process of being written and accessible to all staff</p> <p>-AND-</p> <p>Currently, communication is informally happening and/or is dependent on one main person</p> <p>-OR-</p> <p>The plan focuses primarily on following components:</p> <ul style="list-style-type: none"> <li>List of stakeholder groups identified in the district's organizational chart (e.g., outside agencies, families)</li> <li>Who is responsible for communication with each group</li> <li>Frequency and methods of communication</li> </ul>	<p>There is not a plan for communication</p> <p>-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 <b>regional units</b> , 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"> <li>• Fidelity data</li> <li>• Student outcome data (e.g., <b>universal screening data, progress monitoring data, and summative assessment data</b>)</li> <li>• Capacity data (e.g., DCA, Assessing Drivers Best Practices)</li> <li>• Scale up data (e.g., Stages of Implementation Analysis: Where are we now)</li> </ul>	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"> <li>• Fidelity data</li> <li>• Student outcome data</li> <li>• Capacity data</li> <li>• Scale up data</li> </ul>	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"> <li>• Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure EI is being implemented as intended)</li> <li>• Student outcome data</li> </ul>	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"> <li>• Fidelity data</li> <li>• Student outcome data</li> <li>• Capacity data</li> <li>• Scale up data</li> </ul>	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

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



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

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"> <li>Capacity data are used to develop structures to support the EI (leadership, organization, competency)</li> </ul>	<p>summative assessment data</p> <ul style="list-style-type: none"> <li>Capacity data are used to develop structures to support the EI (leadership, organization, competency)</li> </ul>		
20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI	<p>Job descriptions align with the function of positions required to support the EI</p> <p>-AND-</p> <p>Job <b>interview protocol</b> 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>
21. Staff members selected to implement or	All selected staff assigned to implement or support the EI have a professional learning plan that	Each selected staff member has a plan that includes only some of the criteria outlined in the 2-	All selected staff who are expected to support the EI in a variety of roles do not have a	Staff professional learning plans

<b>DCA Item:</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Data Source</b>
support the EI have a plan to continuously strengthen skills	includes: <ul style="list-style-type: none"> <li>• Areas for further development</li> <li>• Training for initial competency development (if needed)</li> <li>• Coaching supports</li> <li>• Time allocated within job responsibilities to develop knowledge outlined in plan</li> </ul>	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)	professional learning plan	
22. DIT secures training on the EI for all district/school personnel and stakeholders	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	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)	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	District professional learning schedule  Training evaluations  Sample of staff professional learning plans
23. DIT uses training effectiveness data	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	Training evaluation data are primarily analyzed to determine the effectiveness of training (initial and on-going) -OR- Training effectiveness data are	Data are not analyzed to determine effectiveness of training	Training outcome data  Evidence that data are used for improvements

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"> <li>• Direct observation</li> <li>• Prompting</li> <li>• Modeling</li> <li>• Feedback</li> <li>• Assistance in adaptation of EI to local context</li> <li>• Consultation without direct observation</li> </ul> -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"> <li>• Fidelity measures</li> <li>• Coach observations</li> <li>• Staff satisfaction surveys (coaching recipients, coach, other stakeholders)</li> <li>• Coaching service delivery adherence data</li> </ul>	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>-AND-</p> <p>Coaching effectiveness data are utilized to inform improvements in coaching, selection/recruitment, training, and other implementation supports</p>			
26. Staff performance feedback is on-going	<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"> <li>Feedback is specific to implementation of the EI</li> <li>Those providing feedback have knowledge of the EI and understand the components of high quality implementation</li> <li>Collaborative review of data with all staff is perpetual</li> <li>Data is used to celebrate accomplishments</li> <li>Data is used to strengthen staff skills (at all levels)</li> </ul>	<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>-OR-</p> <p>The process for the performance feedback is currently being aligned with the implementation of the EI</p> <p>- 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>-OR-</p> <p>The process for the performance feedback is unable to be aligned with the implementation of the EI</p> <p>-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
<b><u>Exploration</u></b>	<ul style="list-style-type: none"> <li>• Provide an RTI Overview</li> <li>• Provide an overview on implementation plan</li> <li>• District defines the “why” of the work</li> <li>• Analyze data to determine need, fit, resources, strength of evidence, readiness, and capacity</li> <li>• Develop methods to promote commitment from stakeholders (Principals, teachers, parents, students, etc...)</li> </ul>	
<b><u>Pre-Implementation</u></b>	<ul style="list-style-type: none"> <li>• Complete District Capacity Assessment</li> <li>• Identify potential structural and functional challenges to support RTI effectively (policies, schedules, time, materials, re-allocation of roles and responsibilities, new positions needed)</li> <li>• Develop district implementation team <ul style="list-style-type: none"> <li>- Structure, role, function,</li> </ul> </li> <li>• Complete Initiative Inventory and alignment <ul style="list-style-type: none"> <li>- Identify initiatives, potential alignment between initiatives, how initiatives fit within a tiered system of support</li> <li>- Funding and resource analysis</li> </ul> </li> <li>• Develop a selection protocol for schools that will be “first implementers”</li> <li>• Complete an assessment audit</li> <li>• Create a district RTI implementation plan that includes: <ul style="list-style-type: none"> <li>- Assessment and Data Utilization Plan</li> <li>- Training plan</li> <li>- Coaching plan</li> </ul> </li> </ul>	
<b><u>Initial Implementation</u></b>	<ul style="list-style-type: none"> <li>• Develop communication plan to inform schools of “launch dates,” activities, and convey support</li> <li>• Develop communication protocols to identify barriers and adaptive challenges</li> <li>• Provide RTI training and coaching to schools</li> <li>• Continuous monitoring and adjustment of implementation plan based on data: <ul style="list-style-type: none"> <li>- Assessment and Data Utilization Plan</li> <li>- Training plan</li> <li>- Coaching plan</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Revise based on review of challenges and sustainability considerations <ul style="list-style-type: none"> <li>- Recruitment and selection</li> <li>- Training and booster training</li> <li>- Coaching process and data</li> <li>- Fidelity measures and reporting processes</li> <li>- Outcome data measures and reporting process</li> <li>- Building or district administrators policies and practices</li> <li>- Leadership support</li> </ul> </li> <li>• Select potential model school implementation sites</li> </ul>	
<b><u>Full Implementation</u></b>	<ul style="list-style-type: none"> <li>• Monitoring and support systems are in place for RTI Implementation: <ul style="list-style-type: none"> <li>- Recruitment and selection</li> <li>- Training and booster training</li> <li>- Coaching processes and data</li> <li>- Fidelity measures and reporting processes</li> <li>- Outcome data measures and reporting process</li> <li>- Building or district administrators policies and practices</li> <li>- Leadership support</li> </ul> </li> <li>• Feedback process is in place and functional (district, school, teacher, student)</li> <li>• Leadership and implementation teams use data (literacy fidelity, behavior fidelity, student outcome)</li> <li>• 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.</li> </ul>	

### **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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## Table of Contents

<b>Introduction and Purpose</b>	<b>3</b>
Cost	3
Intended Participants	3
Schedule of Administration	3
Preparation for Administration/Completion Time	4
Outcomes	4
Glossary and Acronym Key	4
<b>Tier I: Universal SWPBIS Features</b>	<b>6</b>
Subscale: Teams	6
Subscale: Implementation	7
Subscale: Evaluation	10
<b>Tier II: Targeted SWPBIS Features</b>	<b>12</b>
Subscale: Teams	12
Subscale: Interventions	13
Subscale: Evaluation	15
<b>Tier III: Intensive SWPBIS Features</b>	<b>17</b>
Subscale: Teams	17
Subscale: Resources	19
Subscale: Support Plans	20
Subscale: Evaluation	22
<b>Scoring the SWPBIS Tiered Fidelity Inventory</b>	<b>24</b>
Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey	24
<b>Action Planning Form</b>	<b>25</b>
<b>Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool</b>	<b>27</b>
Overview	27
SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form	28
<b>Appendix B: Targeted Interventions Reference Guide</b>	<b>29</b>
Purpose of Reference Guide	29
Targeted Interventions Reference Guide Map	30
<b>Appendix C: TFI Tier III Support Plan Worksheet</b>	<b>31</b>

## 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 70% 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](http://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](http://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 70% 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		
<b>1.1 Team Composition:</b> 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.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier I team meeting minutes</li> </ul>	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
<b>1.2 Team Operating Procedures:</b> 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.	<ul style="list-style-type: none"> <li>Tier I team meeting agendas and minutes</li> <li>Tier I meeting roles descriptions</li> <li>Tier I action plan</li> </ul>	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1 = Tier I team has at least 2 but not all 4 features  2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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



Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
<b>1.3 Behavioral Expectations:</b> 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.	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Staff handbook</li> <li>• Student handbook</li> </ul>	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  1 = Behavioral expectations identified but may not include a matrix or be posted  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
<b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Professional development calendar</li> <li>• Lesson plans</li> <li>• Informal walkthroughs</li> </ul>	0 = Expected behaviors are not taught  1 = Expected behaviors are taught informally or inconsistently  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
<b>1.5 Problem Behavior Definitions:</b> 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.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• School policy</li> <li>• Discipline flowchart</li> </ul>	0 = No clear definitions exist, and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

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

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

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



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

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
<b>1.12 Discipline Data:</b> 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.	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team meeting minutes</li> <li>• Student outcome data</li> </ul>	0 = No centralized data system with ongoing decision making exists  1 = Data system exists but does not allow instantaneous access to full set of graphed reports  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
<b>1.13 Data-based Decision Making:</b> 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.	<ul style="list-style-type: none"> <li>• Data decision rules</li> <li>• Staff professional development calendar</li> <li>• Staff handbook</li> <li>• Team meeting minutes</li> </ul>	0 = No process/protocol exists, or data are reviewed but not used  1 = Data reviewed and used for decision-making, but less than monthly  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
<b>1.14 Fidelity Data:</b> Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Staff handbook</li> <li>• School newsletters</li> <li>• School website</li> </ul>	0 = No Tier I SWPBIS fidelity data collected  1 = Tier I fidelity collected informally and/or less often than annually  2 = Tier I fidelity data collected and used for decision making annually

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



Feature	Possible Data Sources	Scoring Criteria
<b>1.15 Annual Evaluation:</b> 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.	<ul style="list-style-type: none"> <li>• Staff, student, and family surveys</li> <li>• Tier I handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> <li>• School newsletters</li> </ul>	0 = No evaluation takes place, or evaluation occurs without data  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders  2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

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		
<b>2.1 Team Composition:</b> 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.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier II team meeting minutes</li> </ul>	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise  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%  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%
<b>2.2 Team Operating Procedures:</b> 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.	<ul style="list-style-type: none"> <li>Tier II team meeting agendas and minutes</li> <li>Tier II meeting roles descriptions</li> <li>Tier II action plan</li> </ul>	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1 = Tier II team has at least 2 but not all 4 features  2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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

Feature	Possible Data Sources	Scoring Criteria
<b>2.3 Screening:</b> 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.	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> <li>School policy</li> </ul>	<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>
<b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	<ul style="list-style-type: none"> <li>School handbook</li> <li>Request for assistance form</li> <li>Family handbook</li> </ul>	<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		
<b>2.5 Options for Tier II Interventions:</b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	<ul style="list-style-type: none"> <li>School Tier II handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	<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><b>2.6 Tier II Critical Features:</b> 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"> <li>• Universal lesson plans</li> <li>• Tier II lesson plans</li> <li>• Daily/weekly progress report</li> <li>• School schedule</li> <li>• School Tier II handbook</li> </ul>	<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><b>2.7 Practices Matched to Student Need:</b> 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"> <li>• Data sources used to identify interventions</li> <li>• School policy</li> <li>• Tier II handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<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><b>2.8 Access to Tier I Supports:</b> 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"> <li>• Universal lesson plans and teaching schedule</li> <li>• Tier II lesson plans</li> <li>• Acknowledgement system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	<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
<b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> <li>Professional development calendar</li> <li>Staff handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	0 = No process for teaching staff in place  1 = Professional development and orientation process is informal  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
Subscale: Evaluation		
<b>2.10 Level of Use:</b> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	<ul style="list-style-type: none"> <li>Tier II enrollment data</li> <li>Tier II team meeting minutes</li> <li>Progress monitoring tool</li> </ul>	0 = Team does not track number of students responding to Tier II interventions  1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled  2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports
<b>2.11 Student Performance Data:</b> 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.	<ul style="list-style-type: none"> <li>Student progress data (e.g., % of students meeting goals)</li> <li>Intervention Tracking Tool</li> <li>Daily/Weekly Progress Report sheets</li> <li>Family communication</li> </ul>	0 = Student data not monitored  1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support  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

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



Feature	Possible Data Sources	Scoring Criteria
<b>2.12 Fidelity Data:</b> Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> <li>• Tier II coordinator training</li> <li>• District technical assistance</li> <li>• Fidelity probes taken monthly by a Tier II team member</li> </ul>	<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>
<b>2.13 Annual Evaluation:</b> 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.	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier II handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> </ul>	<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		
<b>3.1 Team Composition:</b> 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.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier III team meeting minutes</li> </ul>	0 = Tier III team does not include a trained systems coordinator or all 5 identified functions  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  2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
<b>3.2 Team Operating Procedures:</b> 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.	<ul style="list-style-type: none"> <li>Tier III team meeting agendas and minutes</li> <li>Tier III meeting roles descriptions</li> <li>Tier III action plan</li> </ul>	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1 = Tier III team has at least 2 but not all 4 features  2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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

Feature	Possible Data Sources	Scoring Criteria
<b>3.3 Screening:</b> 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.	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team decision rubric</li> <li>• Team meeting minutes</li> </ul>	<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>
<b>3.4 Student Support Team:</b> 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.	<ul style="list-style-type: none"> <li>• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<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		
<b>3.5 Staffing:</b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	<ul style="list-style-type: none"> <li>• Administrative plan</li> <li>• Tier III team meeting minutes</li> <li>• FTE (i.e., paid time) allocated to Tier III supports</li> </ul>	<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>
<b>3.6 Student/Family/Community Involvement:</b> 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.	<ul style="list-style-type: none"> <li>• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<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>
<b>3.7 Professional Development:</b> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Staff handbook</li> <li>• Lesson plans for teacher trainings</li> <li>• School policy</li> </ul>	<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		
<b>3.8 Quality of Life Indicators:</b> 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).	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul> <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>
<b>3.9 Academic, Social, and Physical Indicators:</b> 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.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<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>
<b>3.10 Hypothesis Statement:</b> 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.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<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
<b>3.11 Comprehensive Support:</b> 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.	<ul style="list-style-type: none"><li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li></ul>	0 = No plans include all 7 core support plan features, or there are no Tier III support plans  1 = 1 or 2 plans include all 7 core support plan features  2 = All plans include all 7 core support plan features
<b>3.12 Formal and Natural Supports:</b> 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.	<ul style="list-style-type: none"><li>At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)</li></ul>	0 = Plan does not include specific actions, or there are no plans with extensive support  1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports  2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports
<b>3.13 Access to Tier I and Tier II Supports:</b> Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	<ul style="list-style-type: none"><li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li></ul>	0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans  1 = Individual supports include some access to Tier I and/or Tier II supports  2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
<b>3.14 Data System:</b> 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.	<ul style="list-style-type: none"> <li>• Reports to staff</li> <li>• Staff meeting minutes</li> <li>• Staff report</li> </ul>	<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>
<b>3.15 Data-based Decision Making:</b> 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.	<ul style="list-style-type: none"> <li>• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	<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>
<b>3.16 Level of Use:</b> Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	<ul style="list-style-type: none"> <li>• Student progress data</li> <li>• Tier III team meeting minutes</li> </ul>	<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
<b>3.17 Annual Evaluation:</b> 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.	<ul style="list-style-type: none"><li>• Tier III team meeting minutes</li><li>• Tier III team action plan</li><li>• Team member verbal reports</li></ul>	<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

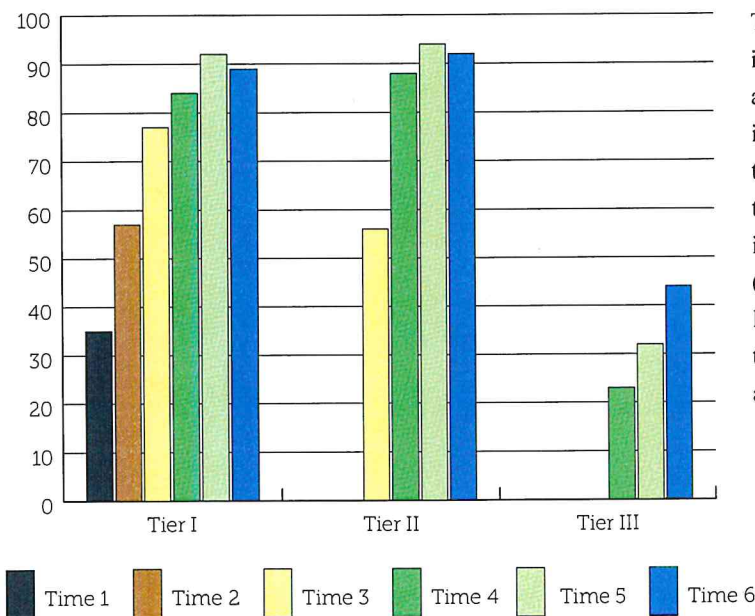
## Scoring the SWPBIS Tiered Fidelity Inventory

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](http://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. \_\_\_\_\_

Name of Acknowledgment System:

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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
<b>3.4</b> 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 1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs 2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.6</b> Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.8</b> Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.9</b> Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information, and complete academic data where appropriate	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.10</b> 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) 2 = Hypothesis statement includes all 3 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
<b>3.11</b> 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 2 = Plan includes all 7 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
<b>3.12</b> 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 1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports 2 = Plan includes specific actions related to QOL needs and include natural supports	0 1 2	Only one plan needed.			0 = 0 1 = 1 2 = 2
<b>3.13</b> Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports 1 = Plan notes access to Tier I/II supports 2 = Plan documents how access to Tier I/II supports occurs	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.15</b> 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 1 = Evidence of review, but no use of both fidelity and outcomes data 2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 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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## Table of Contents

<b>Reading Tiered Fidelity Inventory (R-TFI) .....</b>	<b>4</b>
<b>Elementary-Level Edition .....</b>	<b>4</b>
Introduction and Purpose .....	4
The Three Domains of the R-TFI .....	4
Administration of the R-TFI .....	5
Participants for R-TFI Administration .....	5
Schedule of R-TFI Administration .....	5
Process for Completion .....	6
Key Roles and Responsibilities .....	6
Scoring .....	7
Data Entry and Analysis .....	7
R-TFI Items and Descriptions by Tier .....	7
R-TFI Items and Scoring Guide .....	11
Tier 1 School-Wide Reading Model Features .....	11
Tier 1: Teams .....	11
Tier 1: Implementation .....	16
Tier 1: Resources .....	20
Tier 1: Evaluation .....	25
Tier 2 School-Wide Reading Model Features .....	33
Tier 2: Teams .....	33
Tier 2: Intervention Implementation .....	35
Tier 2: Resources .....	37
Tier 2: Evaluation .....	39
Tier 3 School-Wide Reading Model Features .....	43
Tier 3: Teams .....	43
Tier 3: Intervention Implementation .....	45
Tier 3: Resources .....	47
Tier 3: Evaluation .....	48
Glossary of Terms .....	50
A - E .....	50
F - P .....	51
Q - S .....	52
T - V .....	53

# 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.

<b>Role</b>	<b>Responsibility</b>
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 <b>School Leadership Team</b> is established to support the implementation of a <b>Tier 1</b> reading system.
1.2	The <b>School Leadership Team</b> uses an effective team meeting process.

1.3	The <b>School Leadership Team's</b> work is coordinated with other school teams.
1.4	<b>Grade-Level Teams</b> are established to support the implementation of <b>Tier 1</b> reading instruction.

Item	Item Description
1.5	<b>Grade-Level Teams</b> use an effective team meeting process.
1.6	The district uses a formal procedure for selecting <b>curriculum, programs and materials</b> to provide <b>Tier 1</b> reading instruction.
1.7	The school allocates <b>adequate time</b> for core reading instruction.
1.8	The school has a <b>School-Wide Reading Plan</b> .
1.9	Grade-level <b>instructional plans</b> include an emphasis on <b>Tier 1</b> instruction.
1.10	<b>Class-wide expectations</b> for student behavior are established and taught.
1.11	<b>Procedures</b> are implemented for common classroom activities.
1.12	Written guidelines are available for teaching the <b>core reading program</b> .
1.13	The school has identified an individual(s) to assist in data coordination for <b>school-wide reading assessments</b> .
1.14	A <b>school-wide reading universal screening assessment schedule</b> is available for the current school year.
1.15	<b>Professional learning</b> is purposely selected for supporting the implementation of a <b>School-Wide Reading Model</b> .
1.16	The <b>School Leadership Team</b> uses <b>system-level coaching</b> .
1.17	All staff have access to <b>instructional coaching</b> .
1.18	<b>Universal screening</b> assessments have been purposely selected.
1.19	The school uses a data system(s) that allows access to <b>universal screening</b> assessment reports.
1.20	Staff collect reading <b>universal screening</b> data with <b>fidelity</b> .
1.21	The <b>School Leadership Team</b> collects Tier 1 <b>system fidelity data</b> .
1.22	The <b>School Leadership Team</b> uses data to monitor the health of the <b>School-Wide Reading Model</b> .
1.23	The <b>School Leadership Team</b> uses a process for <b>data-based decision-making</b> .
1.24	<b>Grade-Level Teams</b> use a process for <b>data-based decision-making</b> .
1.25	The <b>School Leadership Team</b> monitors implementation of the <b>School-Wide Reading Plan</b> .
1.26	<b>Grade-Level Teams</b> monitor implementation of the grade-level <b>instructional plans</b> .
1.27	The <b>School Leadership Team</b> 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 <b>School Leadership Team</b> defines a process to be used by <b>Grade-Level Teams</b> for supporting students with reading skill deficits.
2.2	<b>Grade-Level Teams</b> work to support students who are not making adequate progress in the <b>Tier 1</b> core reading curriculum.
2.3	The school uses a formal process for selecting <b>evidence-based</b> 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 <b>Tier 1</b> 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 <b>fidelity</b> .
2.11	The school uses a data system to display student reading progress.
2.12	The school monitors the <b>fidelity</b> of <b>Tier 2</b> interventions.
2.13	<b>Grade-Level Teams</b> monitor the percent of students who are responding to <b>Tier 2</b> supports.
2.14	<b>Grade-Level Teams</b> adjust reading intervention supports based on individual student progress.

### Tier 3 School-Wide Reading Model Features

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

Item	Item Description
3.6	The school alters <b>intervention variables</b> 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 <b>intensive reading intervention plan</b> receive implementation supports.
3.9	Staff collect <b>diagnostic</b> data with <b>fidelity</b> .
3.10	The school monitors the percent of students who are responding to <b>Tier 3</b> supports.
3.11	There is a protocol to monitor the <b>fidelity</b> of <b>Tier 3</b> interventions.
3.12	<b>Intensive reading intervention plans</b> are adjusted based on <b>decision rules</b> .

## 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
<b>1.1</b> <b>A School Leadership Team</b> is established to support the implementation of a <b>Tier 1</b> reading system.	Team includes the school principal and <u>both</u> of the following: <ul style="list-style-type: none"> <li>School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach).</li> <li>Of functional size (e.g., 5-7 members) to effectively accomplish work.</li> </ul>	Team includes the school principal and <u>only one</u> of the following: <ul style="list-style-type: none"> <li>School representation (e.g., lower elementary and upper elementary, general and special education, reading specialist, coach).</li> <li>Of functional size (e.g., 5-7 members) to effectively accomplish work.</li> </ul>	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
<b>1.2</b> The <b>School Leadership Team</b> uses an effective team meeting process.	All of the following team meeting procedures are in place: <ul style="list-style-type: none"> <li>• Team meets in person monthly.</li> <li>• Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper).</li> <li>• Absent team members receive updates promptly following the meeting (within 48 hours).</li> <li>• Team completes assignments and documents progress outlined on an action plan within designated timelines.</li> </ul>	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u> .	There is no team. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule  Meeting agendas, minutes/records, and attendance  Written process for how absent team members are updated



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.3</b> The <b>School Leadership Team's</b> work is coordinated with other school teams.	<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"> <li>Schedules opportunities to meet with representatives from other teams to discuss alignment of school-wide priorities.</li> <li>Identify successes and challenges that will impact the <b>School-Wide Reading Plan</b>.</li> </ul> <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
<b>1.4</b> <b>Grade-Level Teams</b> are established to support the implementation of <b>Tier 1</b> reading instruction.	<p>Grade-Level Teams are established for <u>all</u> grade levels in the school.</p> <p>-AND-</p> <p>The following individuals are <u>consistently</u> present at Grade-Level Team meetings:</p> <ul style="list-style-type: none"> <li>• Principal.</li> <li>• Staff who provide core reading instruction.</li> <li>• Staff who provide supplementary reading instruction.</li> </ul>	<p>Grade-Level Teams are established for <u>all</u> grade levels in the school.</p> <p>-AND-</p> <p>Any of the following individuals are <u>inconsistently</u> present at Grade-Level Team meetings:</p> <ul style="list-style-type: none"> <li>• Principal.</li> <li>• Staff who provide core reading instruction.</li> <li>• Staff who provide supplementary reading instruction.</li> </ul>	<p>Grade-Level Teams are established for <u>none or only some</u> grade levels in the school.</p> <p>-OR-</p> <p>Any of the following individuals <u>have never attended</u> a Grade-Level Team meeting:</p> <ul style="list-style-type: none"> <li>• Principal.</li> <li>• Staff who provide core reading instruction.</li> <li>• Staff who provide supplementary reading instruction.</li> </ul>	<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
<b>1.5</b> <b>Grade-Level Teams</b> use an effective team meeting process.	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> <li>Grade-Level Teams meet every 4-6 weeks.</li> <li>Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper).</li> <li>Absent team members receive updates shortly following the meeting (within 48 hours).</li> <li>The team completes assignments and documents progress outlined on an action plan within designated timelines.</li> </ul>	<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.

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>1.6</b> The district uses a formal procedure for selecting <b>curriculum, programs and materials</b> to provide <b>Tier 1</b> reading instruction.	The procedure looks for the presence of <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Content alignment with the <b>Big Ideas of Reading</b> and <b>state standards</b>.</li> <li>• Inclusion of explicit instructional routines.</li> <li>• Inclusion of extension and remediation supports.</li> <li>• Inclusion of supports for English Language Learners (if school demographics include ELLs).</li> <li>• Available resources needed to fully implement.</li> <li>• Availability of <b>professional learning</b> and ongoing technical assistance.</li> </ul>	The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.	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.	Documentation showing how the selection procedure was used for the current core reading curriculum program and materials
<b>1.7</b> The school allocates <b>adequate time</b> for core reading instruction.	The school has a schedule that shows at least 90 minutes of daily core reading instruction at every grade level for all students.	The school has a schedule that shows one of the following: <ul style="list-style-type: none"> <li>• At least 60 minutes for daily reading instruction in any grade level.</li> <li>• A combination of 90 minutes on some days of the week and at least 60 minutes on other days.</li> </ul>	The school does not have a daily reading schedule. -OR- Less than 60 minutes are scheduled any day of the week for core reading instruction.	School reading schedule



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

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.11</b> <b>Procedures</b> are implemented for common classroom activities.	<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.	<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.	Procedures are not defined or taught in any classrooms.	Document listing the procedures  Classroom walk-throughs to view posting of the routines

## **Tier 1: Resources**

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

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



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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.14</b> A <b>school-wide reading universal screening assessment schedule</b> is available for the current school year.	The following features are included on the school-wide reading universal screening assessment schedule: <ul style="list-style-type: none"> <li>• Three <b>universal screening</b> assessments during the year.</li> <li>• Assessment windows are two weeks or less.</li> <li>• A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period.</li> <li>• Deadline for data entry within one week after assessment administration (if needed).</li> </ul>	The following features are included on the school-wide reading universal screening assessment schedule: <ul style="list-style-type: none"> <li>• Three universal screening assessments during the year.</li> <li>• Assessment windows are two weeks or less.</li> <li>• A list of the measures (aligned with the critical reading skills) administered at each grade level for each test period.</li> </ul>	The school does not have a schedule indicating when universal screening will be administered. -OR- 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.	Assessment schedule
<b>1.15</b> <b>Professional learning</b> is purposely selected for supporting the implementation of a <b>School-Wide Reading Model</b> .	The selected professional learning aligns with: <ul style="list-style-type: none"> <li>• <b>School-Wide Reading Plan.</b></li> <li>• Grade-level <b>instructional plans.</b></li> </ul> -AND- 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.	The selected professional learning aligns with: <ul style="list-style-type: none"> <li>• School-Wide Reading Plan.</li> <li>• Grade-level instructional plans.</li> </ul> -AND- <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).	The professional learning does not align with the activities included in the School-Wide Reading Plan and/or the grade-level instructional plans.	Listing of professional learning topics accessible to staff

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.17</b> All staff have access to <b>instructional coaching</b> .	Instructional coaching support is available for all staff and includes: <ul style="list-style-type: none"> <li>• Prompting/reminding.</li> <li>• Direct observation.</li> <li>• Feedback.</li> </ul> When data indicate a need, or a request is made, additional instructional coaching supports include the following: <ul style="list-style-type: none"> <li>• Modeling.</li> <li>• Assistance in adaptation of the reading program to grade level context.</li> <li>• 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).</li> </ul>	Instructional coaching support is available for all staff and includes: <ul style="list-style-type: none"> <li>• Prompting/reminding.</li> <li>• Direct observation.</li> <li>• Feedback.</li> </ul>	Instructional coaching support is not available for all staff.	Name(s) of instructional coaches, job description  Coaching schedule and activity log



## **Tier 1: Evaluation**

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.18</b> <b>Universal screening</b> assessments have been purposely selected.	<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"> <li>Assessments align with the <b>Big Ideas of Reading</b>.</li> <li>High levels of <b>technical adequacy</b> as demonstrated by a <b>scientifically vetted/peer reviewed</b> process.</li> <li>Resources necessary to use the assessment as intended (i.e., materials, training, loss of instructional time per student).</li> <li>How assessment results are used to plan reading instruction such as current risk level and progress since previous test.</li> </ul>	<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"> <li>Assessments align with the Big Ideas of Reading.</li> <li>High levels of technical adequacy as demonstrated by a scientifically vetted/peer reviewed process.</li> </ul>	<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>	Assessment review documentation

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

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.22</b> The <b>School Leadership Team</b> uses data to monitor the health of the <b>School-Wide Reading Model</b> .	<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"> <li>Percent of students who are low risk, some risk, and at risk for future reading difficulties.</li> <li>Percent of students who are responding to reading intervention.</li> <li>Percent of students who remain at low risk from one screening to the next.</li> <li>Percent of students with reduced levels of risk from one screening period to the next.</li> </ul> <p>-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"> <li>Percent of students who are low risk, some risk, and at risk for future reading difficulties.</li> <li>Percent of students who are responding to reading intervention.</li> </ul>	<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
<b>1.23</b> The <b>School Leadership Team</b> uses a process for <b>data-based decision-making</b> .	<p>The team uses a process to engage in data-based decision-making <u>at least</u> three times per year.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• 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 <b>precise problem statements</b>.</li> <li>• Generation of <b>hypotheses</b> as to the factors contributing to the problem.</li> <li>• Analysis of data to validate hypotheses or generate new hypotheses.</li> <li>• Refinement of the implementation plan (goals, activities) that will address the problem.</li> </ul>	<p>The team uses a process to engage in data-based decision making <u>less than</u> three times per year.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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 <b>School-Wide Reading Plan</b></p> <p>Visual display of problem-solving cycle</p>



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.24</b> <b>Grade-Level Teams</b> use a process for <b>data-based decision-making</b> .	<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"> <li>• 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 <b>precise problem statements</b>.</li> <li>• Generation of <b>hypotheses</b> as to the factors contributing to the problem.</li> <li>• Analysis of data to validate hypotheses or generate new hypotheses.</li> <li>• Refinement of the grade-level <b>instructional plan</b> (goals, activities, groupings) that will address the problem.</li> </ul>	<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"> <li>• 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.</li> </ul>	<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
<b>1.25</b> The <b>School Leadership Team</b> monitors implementation of the <b>School-Wide Reading Plan</b> .	Team monitors the plan at least three times per year. -AND- Monitoring includes updating and reviewing documentation of: <ul style="list-style-type: none"> <li>• Completion status of activities.</li> <li>• Reasons why activities were not completed (e.g., insufficient funding, training).</li> <li>• How barriers are being addressed.</li> <li>• Plan is modified when data suggest the need (plateaued or trending downward).</li> </ul>	Team monitors the plan at least three times per year. -AND- Monitoring primarily focuses on updating and reviewing: <ul style="list-style-type: none"> <li>• Completion status of activities.</li> <li>• Reasons why activities have not been completed (barriers, insufficient resources).</li> </ul>	A School-Wide Reading Plan has not been developed. -OR- Team only monitors the plan once or twice per year.	Documentation of monitoring and modifications to School-Wide Reading Plan
<b>1.26</b> <b>Grade-Level Teams</b> monitor implementation of the grade-level <b>instructional plans</b> .	Teams monitor instructional plans every 4-6 weeks. -AND- Monitoring includes updating and reviewing documentation of: <ul style="list-style-type: none"> <li>• Completion status of activities.</li> <li>• Reasons activities were not completed (e.g., insufficient funding, training).</li> <li>• Team decisions (e.g., schedule adjustments, groupings).</li> </ul>	Teams monitor instructional plans every 4-6 weeks. -AND- Monitoring includes updating and reviewing documentation of: <ul style="list-style-type: none"> <li>• Completion status of activities.</li> <li>• Reasons activities were not completed (e.g., insufficient funding, training).</li> </ul>	Grade-Level instructional plans have not been developed. -OR- Teams infrequently monitor instructional plans (e.g., every other month, three times per year).	Documentation of monitoring on instructional plans

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

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

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

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<p><b>2.4</b></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"> <li>• Analysis of data to identify students across all grade levels that are in need of reading interventions.</li> <li>• Identification of specific <b>Big Ideas of Reading</b> in need of remediation.</li> <li>• Intervention placement tests are used to appropriately place students into intervention programs.</li> </ul>	<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><b>2.5</b></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
<b>2.6</b> The school notifies parents/guardians of intervention plans for their child.	The school provides all of the following to parents/guardians: <ul style="list-style-type: none"> <li>Written notification of the student intervention plan.</li> <li>Updates on the student's progress at least monthly.</li> <li>Opportunities to request additional information or a meeting related to the intervention plan.</li> </ul> -AND- The above criteria are <u>consistently</u> applied for <u>all students</u> receiving intervention	The school only provides written notification to parents/guardians of the student intervention plan. -OR- The conditions of the 2-point response are provided <u>inconsistently</u> .	The school's communication with parents/guardians does not meet the conditions of the 2- or 1-point response.	Parent letters  Sample progress reports

## **Tier 2: Resources**

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.7</b> The scheduling of reading interventions is coordinated with <b>Tier 1</b> reading instruction.	Reading intervention offered through general and special education is scheduled in addition to the 90-minute reading block.	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).	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.	Schedule for supplemental reading instruction /services

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.8</b> All staff providing reading interventions receive implementation supports.	Personnel implementing interventions receive the following: <ul style="list-style-type: none"> <li>• Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success.</li> <li>• Access to a written protocol for implementation.</li> <li>• 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.</li> </ul>	Personnel implementing interventions receive the following: <ul style="list-style-type: none"> <li>• Training in the use of the reading intervention program by individual(s) who have expertise and demonstrated implementation success.</li> <li>• Access to a written protocol for implementation.</li> </ul>	Personnel implementing interventions <u>have not been formally trained by</u> individuals who have expertise and demonstrated success with the intervention program(s).	Training outlines or agenda Trainer qualifications Intervention protocols Coaching schedule and/or written feedback Coaching log

## **Tier 2: Evaluation**

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

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>2.9</b> The school monitors data on student access to reading intervention supports.	<b>Grade-Level Teams</b> 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 <b>universal screening</b> windows. -AND- The <b>School Leadership Team</b> 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.	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.	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.	Grade-Level instructional plans  School Leadership Team meeting minutes  Universal screening reports



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.10</b> Staff collect <b>progress monitoring</b> data with <b>fidelity</b> .	<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"> <li>Once per week for students receiving <b>Tier 3</b> reading interventions.</li> <li>Every other week for students receiving <b>Tier 2</b> interventions.</li> </ul>	<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
<b>2.11</b> The school uses a data system to display student reading progress.	Data system includes <u>all</u> of the following features: <ul style="list-style-type: none"> <li>• Visual displays of small group and individual student's progress.</li> <li>• Visual displays of student growth compared to a goal (e.g., aimline, growth norms).</li> <li>• Ability to denote intervention changes.</li> </ul> -AND- Data are easily accessible to teaching staff.	Data system includes <u>at least one</u> of the criteria listed in the 2-point response. -AND- Data are easily accessible to teaching staff.	The school does not utilize a data system to display student reading progress. -OR- Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet). -OR- Data are <u>not</u> easily accessible to teaching staff.	Data system reports
<b>2.12</b> The school monitors the <b>fidelity</b> of Tier 2 interventions.	For each Tier 2 reading intervention group, the school gathers data on <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Student attendance.</li> <li>• Actual intervention duration.</li> <li>• Actual intervention frequency.</li> <li>• Implementation quality (e.g., direct observation, self-report).</li> </ul>	For each Tier 2 reading intervention group, the school gathers data on <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Student attendance.</li> <li>• Actual intervention duration.</li> <li>• Actual intervention frequency.</li> </ul>	The school does not collect fidelity data for any Tier 2 intervention. -OR- 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.	Intervention Log

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.13</b> <b>Grade-Level Teams</b> monitor the percent of students who are responding to <b>Tier 2</b> supports.	<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"> <li>• Pre-identified <b>decision rules</b> to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals).</li> <li>• <b>Progress monitoring</b> or in-program assessment data.</li> </ul>		<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>
<b>2.14</b> <b>Grade-Level Teams</b> adjust reading intervention supports based on individual student progress.	<p>Grade-Level Teams use established <b>decision rules</b> 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 <b>instructional coaching</b>, 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 <b>instructional plan</b></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
<b>3.1</b> <b>Grade-Level Teams</b> support students with intensive reading needs.	Grade-Level Teams continue to use a problem-solving process to support <u>all</u> students with intensive reading needs.	Grade-Level Teams continue to use a problem-solving process to support <u>only some</u> students with intensive reading needs.	All students with intensive reading needs are immediately referred to another team (e.g., Student Support Team, Child Study Team).	Grade-level Team meeting minutes  Grade-Level instructional plans
<b>3.2</b> <b>Student Support Teams</b> are established to improve students' reading performance.	A team is established for each student who has not responded to previous intensive intervention and includes: <ul style="list-style-type: none"> <li>• Consistent team members with reading and behavioral expertise.</li> <li>• Classroom teacher.</li> <li>• Parent.</li> <li>• Staff providing intensive intervention support.</li> </ul> -AND- There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.	A team is established for each student who has not responded to previous intensive intervention and includes: <ul style="list-style-type: none"> <li>• Consistent team members with reading and behavioral expertise.</li> <li>• Classroom teacher.</li> <li>• Parent.</li> </ul>	A Student Support Team exists but team composition does not fluctuate based on unique needs of each student.	List of team members, roles, and job titles

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



### **Tier 3: Intervention Implementation**

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

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

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

### **Tier 3: Resources**

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

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

### **Tier 3: Evaluation**

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

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>3.9</b> Staff collect diagnostic data with <b>fidelity</b> .	Diagnostic data (e.g., <b>RIOT</b> -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).	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).	The school does not gather a variety of diagnostic data (e.g., RIOT) to inform intensive intervention plans.	Samples of diagnostic data collection plans and reports
<b>3.10</b> The school monitors the percent of students who are responding to <b>Tier 3</b> supports.	The appropriate school team (e.g., <b>Grade-Level Team, Student Support Team, Interventionists</b> ) monitors the percent of students who are responding to Tier 3 reading intervention supports using <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Pre-identified <b>decision rules</b> to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals).</li> <li>• <b>Progress monitoring</b> data or in-program assessment data.</li> </ul>		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.	Team meeting minutes  Decision rules

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



## 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.

## **I-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**

Version 1.2  
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## Table of Contents

<b>Reading Tiered Fidelity Inventory (R-TFI) .....</b>	<b>4</b>
<b>Secondary-Level Edition .....</b>	<b>4</b>
Introduction and Purpose .....	4
Administration of the R-TFI .....	4
Participants for R-TFI Administration .....	4
Schedule of R-TFI Administration.....	5
Process for Completion .....	5
Key Roles and Responsibilities .....	6
Scoring .....	6
Data Entry and Analysis.....	6
R-TFI Items and Descriptions by Tier.....	7
R-TFI Items and Scoring Guide.....	10
Tier 1 School-Wide Content Area Reading Model Features .....	10
Tier 1: Teams .....	10
Tier 1: Implementation.....	15
Tier 1: Resources.....	20
Tier 1: Evaluation .....	24
Tiers 2 & 3 School-Wide Content Area Reading Model Features.....	31
Tiers 2 & 3: Teams.....	31
Tiers 2 & 3: Intervention Implementation .....	34
Tiers 2 & 3: Resources .....	38
Tiers 2 & 3: Evaluation .....	40
Glossary of Terms .....	44
A - D .....	44
E - I .....	44
M - R.....	45
S - T .....	47

# 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 Reading Tiered Fidelity Inventory (Secondary-Level Edition); July 2017

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



Item	Item Description
1.17	All staff have access to <b>instructional coaching</b> for the <b>Content Area Reading Strategies</b> .
1.18	The school uses a data system that provides access to <b>Early Warning Indicator</b> data.
1.19	<b>Historical data</b> are gathered to inform school personnel of student needs.
1.20	The <b>School Leadership Team</b> collects Tier 1 <b>system fidelity data</b> .
1.21	The <b>School Leadership Team</b> uses data to monitor the health of the <b>School-Wide Content Area Reading Model</b> .
1.22	The <b>School Leadership Team</b> uses a process for <b>data-based decision-making</b> .
1.23	<b>Department Teams</b> use a process for <b>data-based decision-making</b> .
1.24	The <b>School Leadership Team</b> monitors implementation of the <b>School-Wide Content Area Reading Plan</b> .
1.25	<b>Department Teams</b> monitor implementation of <b>instructional plans</b> .
1.26	The <b>School Leadership Team</b> 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 <b>School Leadership Team</b> defines a process to be used by <b>Cross-Department Teams</b> for supporting students with reading skill deficits.
2.2	<b>Student Support Teams</b> are established to improve students' reading performance.
2.3	Teachers access the assistance of <b>Student Support Teams</b> .
2.4	<b>Student Support Teams</b> use an effective team meeting process.
2.5	The school uses a formal process for selecting <b>evidence-based</b> 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 <b>fidelity</b> .
2.15	Staff collect diagnostic data with <b>fidelity</b> .
2.16	The school monitors the percent of students who are responding to reading intervention.
2.17	There is a protocol to monitor the <b>fidelity</b> of reading interventions.
2.18	Reading intervention plans are adjusted based on <b>decision rules</b> .

## 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
<b>1.1</b> <b>A School Leadership Team</b> is established to support implementation of the <b>School-Wide Content Area Reading Model</b> .	Team includes the school principal and <u>both</u> of the following: <ul style="list-style-type: none"> <li>School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach).</li> <li>Of functional size (e.g., 5-7 members) to effectively accomplish work.</li> </ul>	Team includes the school principal and <u>only one</u> of the following: <ul style="list-style-type: none"> <li>School representation (e.g., cross-content areas, special education, reading specialist, Title I support coach).</li> <li>Of functional size (e.g., 5-7 members) to effectively accomplish work.</li> </ul>	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
<b>1.2</b> The <b>School Leadership Team</b> uses an effective team meeting process.	All of the following team meeting procedures are in place: <ul style="list-style-type: none"> <li>• Team meets in person monthly.</li> <li>• Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper).</li> <li>• Absent team members receive updates promptly following the meeting (within 48 hours).</li> <li>• Team completes assignments and documents progress outlined on an action plan within designated timelines.</li> </ul>	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u> .	There is no team. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule  Meeting agendas, minutes/records, and attendance  Written process for how absent team members are updated

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.3</b> The <b>School Leadership Team's</b> work is coordinated with other school teams.	<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"> <li>Schedules opportunities to meet with representatives from other teams to discuss alignment of <b>school-wide</b> priorities.</li> <li>Identify successes and challenges that will impact the <b>School-Wide Content Area Reading Plan</b>.</li> </ul> <p>-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
<b>1.4</b> <b>Department Teams</b> are established to support the implementation of <b>Tier 1</b> content area reading instruction.	Department Teams are established for <u>all</u> core subject areas to plan for and discuss the use of <b>content area reading strategies</b> . -AND- All content area teachers are <u>consistently</u> present at Department Team meetings. -AND- A feedback loop is <u>consistently</u> used when the principal is not able to attend a meeting.	Department Teams are established for <u>all</u> core subject areas. -AND- All content area teachers are <u>consistently</u> present at Department Team meetings.	Department Teams are established for <u>none or only some</u> core subject areas.	List of teams, members, roles, and job titles.
<b>1.5</b> <b>Department Teams</b> and <b>Cross-Department Teams</b> use an effective team meeting process.	All of the following team meeting procedures are in place for <u>both</u> teams: <ul style="list-style-type: none"> <li>• Team meets in person monthly.</li> <li>• Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper).</li> <li>• Absent team members receive updates promptly following the meeting (within 48 hours).</li> <li>• Team completes assignments and documents progress outlined on an action plan within designated timelines.</li> </ul>	<u>Two or three</u> of the criteria from the 2-point response are in place. -OR- <u>All criteria</u> from the 2-point response are present but are <u>used inconsistently</u> .	There is no team. -OR- <u>Only one</u> of the criteria from the 2-point response is in place.	Meeting schedule  Meeting agendas, minutes/records, and attendance  Written process for how absent team members are updated.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.6</b> <b>Cross-Department Teams</b> work to support students who are not making adequate progress.	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.		All students with reading or behavior needs are referred to the Student Support Team.	Cross-Department Team meeting minutes

## **Tier 1: Implementation**

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.7</b> The school uses a formal procedure for selecting <b>Content Area Reading Strategies</b> to provide content area reading instruction.	The procedure looks for the presence of <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Strategy alignment with the <b>Big Ideas of Adolescent Literacy</b> and <b>state standards</b> (word study, fluency, vocabulary, comprehension, motivation).</li> <li>• Fit and alignment with other curricula and materials for content area reading instruction.</li> <li>• <b>Quality evidence</b> to demonstrate effectiveness with target population.</li> <li>• Inclusion of supports for English Language Learners (if school demographics include ELLs).</li> <li>• Available resources needed to fully implement.</li> <li>• Availability of professional learning and ongoing technical assistance.</li> </ul>	The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.	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.	Documentation showing how the selection procedure was used for the current content area reading strategies and materials

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

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



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

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

## **Tier 1: Resources**

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

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.14</b> An <b>Early Warning Indicator (EWI) Assessment Schedule</b> is available for the current school year.	The following features are included on the EWI Assessment Schedule: <ul style="list-style-type: none"> <li>Timelines for when EWI data will be exported/imported (if applicable) at least three times per year.</li> <li>Timelines for checking EWI data accuracy.</li> <li>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.</li> </ul>	The following features are included on the EWI Assessment Schedule: <ul style="list-style-type: none"> <li>Timelines for when EWI data will be exported/imported (if applicable) at least three times per year.</li> <li>Timelines for checking EWI data accuracy.</li> </ul>	The school does not have an EWI Assessment Schedule.	EWI Assessment Schedule
<b>1.15</b> Professional learning is purposely selected for supporting the implementation of a <b>School-Wide Content Area Reading Model</b> .	The selected professional learning aligns with: <ul style="list-style-type: none"> <li><b>School-Wide Content Area Reading Plan.</b></li> <li>Department <b>instructional plans.</b></li> </ul> <p style="text-align: center;">-AND-</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.	The selected professional learning aligns with: <ul style="list-style-type: none"> <li>School-Wide Content Area Reading Plan.</li> <li>Department instructional plans.</li> </ul> <p style="text-align: center;">-AND-</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).	The professional learning does not align with the activities included in the School-Wide Content Area Reading Plan and/or department instructional plans.	Listing of professional learning topics accessible to staff.

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



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.17</b> All staff have access to <b>instructional coaching</b> for the <b>Content Area Reading Strategies</b> .	Instructional coaching support is available for all staff and includes: <ul style="list-style-type: none"> <li>• Prompting/reminding.</li> <li>• Direct observation.</li> <li>• Feedback.</li> </ul> When data indicate a need, or a request is made, additional instructional coaching supports include the following: <ul style="list-style-type: none"> <li>• Modeling.</li> <li>• Assistance in contextualizing the content area reading strategies for specific content areas.</li> <li>• 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).</li> </ul>	Instructional coaching support is available for all staff and includes: <ul style="list-style-type: none"> <li>• Prompting/reminding.</li> <li>• Direct observation.</li> <li>• Feedback.</li> </ul>	Instructional coaching support is not available for all staff.	Name(s) of instructional coaches, job description  Coaching schedule and activity log

### **Tier 1: Evaluation**

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

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>1.18</b> The school uses a data system that provides access to <b>Early Warning Indicator</b> data.	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).  -AND- Early Warning Indicator data are easily accessible to teaching staff and school teams (e.g., appropriate user rights are assigned).	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).	The school does not have a mechanism to summarize Early Warning Indicator data.	Data system name  Sample reports  Listing of system user roles/rights

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.19</b>  <b>Historical data</b> are gathered to inform school personnel of student needs.	<p>The school has a process to access student historical data that includes:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Access to the data prior to the start of the next school year.</li> </ul> <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>
<b>1.20</b>  <b>The School Leadership Team</b> collects Tier 1 <b>system fidelity data</b> .	<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
<b>1.21</b> The <b>School Leadership Team</b> uses data to monitor the health of the <b>School-Wide Content Area Reading Model</b> .	<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"> <li>• Percent of students who are low risk, some risk, and at risk for dropping out of school.</li> <li>• Percent of students who are responding to reading intervention.</li> <li>• Percent of students who remain at low risk from one screening period to the next.</li> <li>• Percent of students with reduced levels of risk from one screening period to the next.</li> </ul> <p>-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"> <li>• Percent of students who are low risk, some risk, and at risk for dropping out of school.</li> <li>• Percent of students who are responding to reading intervention.</li> </ul>	<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
<b>1.22</b> The <b>School Leadership Team</b> uses a process for <b>data-based decision-making</b> .	<p>The team uses a process to engage in data-based decision-making <u>at least</u> three times per year.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>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 <b>precise problem statements</b>.</li> <li>Generation of <b>hypotheses</b> as to the factors contributing to the problem.</li> <li>Analysis of data to validate hypotheses or generate new hypotheses.</li> <li>Refinement of the implementation plan (goals, activities) that will address the problem.</li> </ul>	<p>The team uses a process to engage in data-based decision-making <u>less than</u> three times per year.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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 <b>School-Wide Content Area Reading Plan</b></p> <p>Visual display of problem-solving cycle</p>



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.23</b> <b>Department Teams</b> use a process for <b>data-based decision-making</b> .	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least once</u> per marking period.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• Analysis of all new data (e.g., EWI, <b>strategy fidelity data</b>) resulting in a summary of celebrations and <b>precise problem statements</b>.</li> <li>• Generation of <b>hypotheses</b> as to the factors contributing to the problem.</li> <li>• Analysis of data to validate hypotheses or generate new hypotheses.</li> <li>• Refinement of the implementation plan (goals, activities) that will address the problem.</li> </ul>	<p>Each Department Team uses a process to engage in data-based decision-making <u>at least once</u> per marking period.</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> <li>• Analysis of all new data (e.g., EWI, strategy fidelity data) resulting in a summary of celebrations and precise problem statements.</li> </ul>	<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 <b>instructional plans</b></p> <p>Visual display of problem-solving graphic</p>

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

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>1.25</b> <b>Department Teams</b> monitor implementation of <b>instructional plans</b> .	<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"> <li>• Completion status of activities.</li> <li>• Reasons why activities were not completed (e.g., insufficient funding, training).</li> <li>• Identification of barriers and communication to school principal.</li> </ul>	<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"> <li>• Completion status of activities.</li> <li>• Reasons why activities were not completed (e.g., insufficient funding, training).</li> </ul>	<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>
<b>1.26</b> <b>The School Leadership Team</b> provides a status report or presentation on student reading performance to stakeholders.	<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"> <li>• Student outcome data (e.g., percent of students at low risk for dropout, progress toward goals, intervention access and effectiveness)</li> <li>• School-level <b>fidelity</b> data</li> </ul>	<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
<b>2.1</b> The <b>School Leadership Team</b> defines a process to be used by <b>Cross-Department Teams</b> for supporting students with reading skill deficits.	The process outlines: <ul style="list-style-type: none"> <li>How students will be identified and matched to available interventions based on needs.</li> <li>How student progress will be monitored.</li> <li><b>Decision rules</b> for determining how students are responding to intervention supports and next steps.</li> <li>How <b>school-wide</b> resources will be identified and allocated to support reading intervention needs.</li> </ul> <p style="text-align: center;">-AND-</p> School Leadership Team helps all staff to learn and consistently use the process for supporting students with reading skill deficits.	The process outlines: <ul style="list-style-type: none"> <li>How students will be identified and matched to available interventions based on needs.</li> <li>How student progress will be monitored.</li> <li>Decision rules for determining how students are responding to intervention supports and next steps.</li> <li>How school-wide resources will be identified and allocated to support reading intervention needs.</li> </ul>	The process for supporting students with reading skill deficits does not meet the conditions of the 2- or 1-point response.	Decision rules  School Leadership Team meeting minutes

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.2</b> <b>Student Support Teams</b> are established to improve students' reading performance.	<p>A team is established for each student who has not responded to previous intervention and includes:</p> <ul style="list-style-type: none"> <li>• Consistent team members with reading and behavioral expertise.</li> <li>• Classroom teachers.</li> <li>• Parent.</li> <li>• Staff providing any aspect of the student's intervention plan.</li> </ul> <p>-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"> <li>• Consistent team members with reading and behavioral expertise.</li> <li>• Classroom teachers.</li> <li>• Parent.</li> </ul>	<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>
<b>2.3</b> Teachers access the assistance of <b>Student Support Teams</b> .	<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 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>-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
<b>2.4</b> <b>Student Support Teams</b> use an effective team meeting process.	<p>All of the following team meeting procedures are in place:</p> <ul style="list-style-type: none"> <li>• Team meets in person weekly.</li> <li>• Meeting roles are assigned and used (e.g., facilitator, recorder, data analyst, time keeper).</li> <li>• Absent team members receive updates promptly following the meeting (within 48 hours).</li> <li>• Team completes assignments and documents progress outlined on an action plan within designated timelines.</li> </ul>	<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.

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>2.5</b> The school uses a formal process for selecting <b>evidence-based</b> reading interventions.	The procedure looks for the presence of <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Intervention alignment with the <b>Big Ideas of Adolescent Literacy</b> and <b>state standards</b> (word study, fluency, vocabulary, comprehension, motivation).</li> <li>• Fit and alignment with <b>school-wide content area reading strategies</b>.</li> <li>• <b>Quality evidence</b> to demonstrate effectiveness of the intervention with the target population.</li> <li>• Inclusion of explicit <b>instructional routines</b>.</li> <li>• Available resources needed to fully implement.</li> <li>• Availability of professional learning and ongoing technical assistance.</li> </ul>	The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.	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.	Documentation showing how the selection procedure has been used within the past two years

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

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

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



## **Tiers 2 & 3: Resources**

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

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

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

## **Tiers 2 & 3: Evaluation**

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

<b>R-TFI Item</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Data Source</b>
<b>2.12</b> The school monitors data on student access to reading intervention supports.	<p><b>Student Support Teams</b> 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>-AND-</p> <p>The <b>School Leadership Team</b> 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>	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.	The school does not monitor data on student access to reading intervention supports.	<p>Student Support Team meeting minutes</p> <p>School Leadership Team meeting minutes</p>
<b>2.13</b> The school uses a data system to display student reading progress.	<p>Data system includes <u>all</u> of the following features:</p> <ul style="list-style-type: none"> <li>• Visual displays of small group and individual students' progress.</li> <li>• Visual displays of student growth compared to a goal (e.g., aimline, growth norms).</li> <li>• Ability to denote intervention changes.</li> </ul> <p>-AND-</p> <ul style="list-style-type: none"> <li>• Data are easily accessible to teaching staff.</li> </ul>	<p>Data system includes <u>at least one</u> of the criteria listed in the 2-point response.</p> <p>-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>-OR-</p> <p>Data system does not include any of the criteria listed in the 2-point response (e.g., Excel spreadsheet).</p>	Data system

R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.14</b> Staff collect progress monitoring data with <b>fidelity</b> .	<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"> <li>Once per week for students receiving Tier 3 reading interventions.</li> <li>Every other week for students receiving Tier 2 interventions.</li> </ul>	<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>
<b>2.15</b> Staff collect diagnostic data with <b>fidelity</b> .	<p>Diagnostic data (e.g., <b>RIOT</b>-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
<b>2.16</b> The school monitors the percent of students who are responding to reading intervention.	<b>Student Support Team</b> monitors the percent of students who are responding to reading intervention supports using <u>all</u> of the following: <ul style="list-style-type: none"> <li>Pre-identified <b>decision rules</b> to evaluate response to reading intervention supports (e.g., meeting progress monitoring goals).</li> <li>Progress monitoring data or in-program assessment data.</li> </ul>		Student Support Team does not monitor the percent of students responding to reading intervention supports. -OR- Student Support Team analyzes progress monitoring data without the use of pre-identified decision rules.	Team meeting minutes  Decision rules
<b>2.17</b> There is a protocol to monitor the <b>fidelity</b> of reading interventions.	For each reading intervention group, the school gathers data on <u>all</u> of the following: <ul style="list-style-type: none"> <li>Student attendance.</li> <li>Actual intervention duration.</li> <li>Actual intervention frequency.</li> <li>Implementation quality (e.g., direct observation).</li> </ul>	For each reading intervention group, the school gathers data on <u>all</u> of the following: <ul style="list-style-type: none"> <li>Student attendance.</li> <li>Actual intervention duration.</li> <li>Actual intervention frequency.</li> </ul>	The school does not collect fidelity data for any reading intervention. -OR- For each reading intervention group, the school gathers <u>only one or two of</u> the data sources outlined in the 2-point response.	Intervention Log that documents items outlined in the 2-point criteria



R-TFI Item	2 Points	1 Point	0 Points	Data Source
<b>2.18</b> Reading intervention plans are adjusted based on <b>decision rules</b> .	<b>Student Support Teams</b> 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 <b>instructional coaching</b> , change student program placement) are made as soon as data indicate an adjustment is needed.	Student Support Teams use established decision rules to maintain, adapt, modify, and improve support for students receiving Tier 3 reading intervention.	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.	Progress monitoring of intensive intervention plans  Decision rules

## 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 - I**

**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.

## ADE Cross Unit Team Rubric

**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.

**Transforming:** Doing things the partnership way (leading by convening, working cross stakeholder, sharing leadership, building consensus).

Issue	Informing	Networking	Collaborating	Transforming
<b>Acknowledging and valuing diversity</b>	ADE Units have disseminated information about services with other units to inform them of available services	ADE Units exchange ideas and services with one another. Clarification of Unit specific vocabulary is at beginning stages. Outreach continues with other ADE Units currently not involved	ADE Units engage in dialogue about services. Differences are acknowledged and explored. A common vocabulary begins to emerge	ADE Units with diverse perspectives are engaged through multiple way in active collaborative dialogue about services in order to reach priorities
<b>Researching and agreeing on relevant data</b>	ADE Units disseminate information about what data is used to meet the needs of LEAs	ADE Units consider what other LEA data beyond what is currently used to identify needs could be a source of evidence and identify possible services to be begin collecting relevant data	ADE Units identify relevant LEA data from across Units and examine for common themes for understanding (collective analysis)	Through consensus, ADE Units agree on what data will be used from various perspectives and sources to identify LEA needs
<b>Decision making through consensus</b>	ADE Units identifies an issue of importance	ADE Units contribute to the discussion, bringing in other perspectives	ADE Units contribute to and create a shared vocabulary. They reach across systems to review, critique and revise and/or confirm issue to be addressed	Through consensus, collaborative ADE Units determine the specific aspects of the issue that the group will move forward to influence
<b>Coalescing to move the work forward</b>	ADE Units intentionally share with others, who are not already stakeholders, the reason for caring about this issue, meeting one-on-one with targeted persons, organizations, etc	ADE Units are intentional about inviting new members into the group work and being purposeful in getting the people in the same room to work together	ADE Units develop grounding documents (mission, vision, guiding principles) and agree on a process of continued communication that fits their needs	Through consensus, collaborative ADE Units develop a set of actionable goals that define the work scope of the effort. Relationships are built for strategic advantage
<b>Working together to facilitate understanding of the issue and diverse perspectives</b>	ADE Units initiate an environmental scan to determine who else has resources to contribute to the work	ADE Units exchange information and share work that has been done previously. Others with expertise, materials and resources are invited into the group	ADE Units contribute to and create a shared vocabulary. They reach across systems to review, critique and revise/confirm the issue to be addressed	ADE Units demonstrate disagreement in a way to reach agreement. A common vocabulary is used, the question of who else needs to be involved continues to be addressed
<b>Evolving leadership roles</b>	ADE Units identify and share a variety of different roles and functions that can occur within the group as it evolves	ADE Units discuss roles and responsibilities and determine who is interested in assuming specific roles for periods and time or in relation to a particular activity. Flexible leadership is emerging	ADE Units work together and assume roles and responsibilities appropriate to their knowledge, skills, and interest. Shared leadership is emerging	Shared responsibility and accountability for all roles and activities is evident. Roles are flexible and different people assume them as different times as needed
<b>Working together to understand and articulate the issue</b>	ADE Units communicate evolving ideas, issues, and resources	ADE Units seek opportunities for their constituents to respond to the current ideas, issues, and resources	ADE Units consistently revisit their structure for interaction and revise as needed	ADE Units agree and clearly articulate the work through the products created and/or their discussions with others
<b>Working together to plan and implement action</b>	ADE Units identify strategic ways in which to customize messages for its audience and helps them to act	ADE Units exchange ideas about the work and how it could be accomplished, possible action steps, and timeline	Through shared decision making, ADE Units create a well-developed action plan. They share responsibility and area 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

Adapted from Leading by Convening Coalescing Around Issues and Doing the Work Together Rubrics 2014

## Doing the Work Together Rubric

Doing the Work Together	Depth of Interaction			
	Informing* Level (Sharing/Sending)	Networking <sup>†</sup> Level (Exchanging)	Collaborating <sup>‡</sup> Level (Engaging)	Transforming <sup>¶</sup> Level (Committing to Consensus)
<b>Engaging diverse participants in completing the relevant work.</b>	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.
<b>Evolving leadership roles.</b>	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.
<b>Working together to understand and articulate the issue.</b>	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.
<b>Working together to plan and implement action.</b>	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.

<sup>†</sup>**Networking** — Asking others what they think about this issue and listening to what they say.

<sup>‡</sup>**Collaborating** — Engaging people in trying to do something of value and working together around the issue.

<sup>¶</sup>**Transforming** — Doing things The Partnership Way (leading by convening, working cross-stakeholder, sharing leadership, building consensus).