



School-Wide Positive Behavioral Interventions & Supports

Tiered Fidelity Inventory (TFI)

Data Brief - Rounds 1 and 2

July 2017



Prepared by: Glen Martin Associates

INTRODUCTION

In 2014, Connecticut was one of 12 states awarded a five-year School Climate Transformation Grant (SCTG) funded by the U.S. Department of Education. The overarching purpose of the SCTG program is to provide states with funding to develop, enhance, or expand statewide systems of support for, and technical assistance to, districts and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF). For the purposes of Connecticut’s SCTG, Positive Behavioral Interventions and Supports (PBIS) is the multi-tiered behavioral framework that is being implemented to improve behavioral outcomes and learning conditions for all students. The CT SCTG is a collaboration among the Connecticut State Department of Education (CSDE), the State Education Resource Center (SERC), and the Center for Behavioral Education and Research (CBER) at the University of Connecticut.

GOALS OF THE CONNECTICUT SCHOOL CLIMATE TRANSFORMATION GRANT



Build the State’s capacity to support the sustained, broad-scale implementation of multi-tiered behavioral frameworks (MTBF).



Enhance and deliver high-quality training and technical assistance to participating schools around the development of a MTBF.



Effectively align statewide improvement efforts focused on school climate.

Purpose of this Document

This document describes the CT SCTG’s efforts to roll-out a comprehensive statewide needs assessment of PBIS implementation using the School-wide PBIS Tiered Fidelity Inventory (TFI). It begins with some brief background information on the TFI instrument and its use in the CT SCTG and then moves on to summary results from the first two rounds of TFIs conducted during the 2015-16 and 2016-17 school years. The brief concludes with a quick look at differences in TFI results by various school characteristics.

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BACKGROUND INFORMATION

This section provides an overview of the what, why, how, and who of the School-wide PBIS Tiered Fidelity Inventory (TFI) and its use in the Connecticut School Climate Transformation Grant.

What is the TFI?

The TFI is a valid and reliable instrument that measures the extent to which school personnel are applying the core features of School-wide Positive Behavioral Interventions and Supports.¹ The instrument is based on the features of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT) but provides a more efficient way for schools to measure their implementation of Tier I, Tier II, and Tier III practices. The instrument is divided into three sections and ten subscales, and includes a total of 45 items. Each item is scored on a scale from 0 to 2, where 0=not implemented, 1=partially implemented, and 2=fully implemented.

SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY



Why use the TFI in the CT SCTG?

Since 2000, more than 400 schools from 98 Connecticut school districts have received some level of training in SWPBIS.² This has provided the state with a strong SWPBIS foundation but it has also resulted in varying levels of implementation in some of those schools and districts. As such, the CT SCTG presents a unique opportunity to conduct a statewide needs assessment to measure current levels of SWPBIS implementation and to drive an efficient deployment of professional development and technical assistance. The grant plans to conduct 100 TFIs in each of three years, or a minimum of 300 TFIs by the end of the grant period in 2019.

PLANNED ROLL-OUT OF THE CT SCTG TFI NEEDS ASSESSMENT



¹ Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2017). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

² *Connecticut's Fourteen-Year Expansion to a CTPBIS Model for Training, Coaching, and Evaluation*. State Education Resource Center (2016). www.ctserc.org/pbis.

How is the TFI administered in the CT SCTG?

Schools that have previously completed three years of SWPBIS training can schedule a grant-funded TFI through SERC. A trained external TFI facilitator from either SERC or a local Regional Educational Service Center (RESC) is assigned to the school and subsequently leads the school through the following 4-step administration process.

4-STEP TFI ADMINISTRATION PROCESS

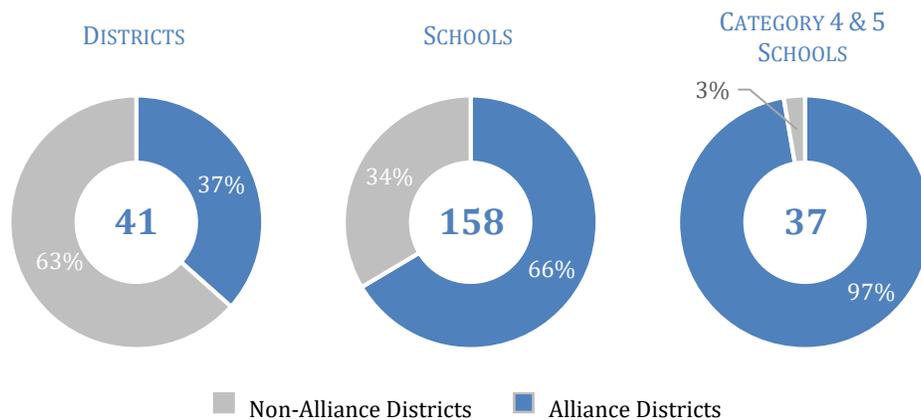
- Step 1 *Assemble Materials:* Before the day of the scheduled visit, the TFI facilitator provides the school team with a list of materials they may want to have ready, either digitally or in hard copy, on the day of the visit. The materials, which include a variety of Tier I, Tier II, and Tier III documents, help provide evidence to the self-assessment process and ensure that clear action steps are developed.
- Step 2 *Conduct TFI Walkthrough:* On the day of the visit, the TFI facilitator conducts a building walkthrough in which a randomly selected group of approximately 10 educators and 10 students are interviewed about the school's rules and use of rewards for appropriate behavior. The walkthrough provides data related to the Tier I section of the instrument.
- Step 3 *TFI Administration and Action Planning:* The school team and the external facilitator meet to complete the TFI. The group reviews the description, possible data sources, and scoring criteria for each item. Each team member considers whether they think the item is not implemented, partially implemented, or fully implemented, and the consensus is recorded by the school coach into the PBIS Assessment online platform.³ Once all scores are entered, the online assessment tool provides immediate feedback on the school's TFI scores. A CT SCTG Action Plan is also completed at this time to guide ongoing SWPBIS implementation.
- Step 4 *Customized Report:* After the visit, the external TFI facilitator accesses an online database embedded in the CT SCTG website to record commendations and recommendations. A customized school report, including the external TFI facilitator's comments, the school's scale and subscale scores, and a list of SWPBIS resources and supports is provided to the school a few weeks after the TFI administration date.

³ Copyright 2016, Educational and Community Supports, University of Oregon. www.pbisapps.org.

Who participated in the first and second round of CT SCTG TFIs?

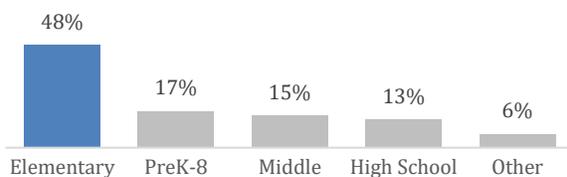
During the 2015-16 and 2016-17 school years, grant-funded TFIs were conducted in 158 schools from 41 districts across the state. Just over one-third (37%, n=15) of the districts were Alliance Districts (the 30 lowest performing districts in the state), and approximately two-thirds (66%, n=105) of the schools were located in one of these districts. Thirty-seven schools were CSDE-identified Category 4 or Category 5 schools - designations that denote schools with lower than desirable performance schoolwide or by subgroup – with almost all (97%, n=36) of them located in an Alliance District.⁴

PARTICIPATION IN THE 1ST AND 2ND ROUND OF GRANT-FUNDED TFIS



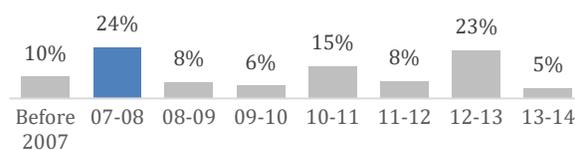
Close to one-half (48%, n=76) of participating schools were elementary schools, followed by PreK-8 schools (17%, n=27), and middle schools (15%, n=24). Approximately one-fourth (24%, n=35) participated in Year 1 SWPBIS training during the 2007-08 school year, closely followed by 23% (n=33) during the 2012-13 school year.

GRADE LEVEL OF 1ST AND 2ND ROUND SCHOOLS



Note: "Other" includes non-traditional grade alignments.

TRAINING CADRE OF 1ST AND 2ND ROUND SCHOOLS



Note: The training cadre for fourteen schools was not known.

⁴ See the 2015-16 Next Generation Accountability School Categories Results at www.sde.ct.gov/sde/cwp/view.asp?a=2683&0=334346.

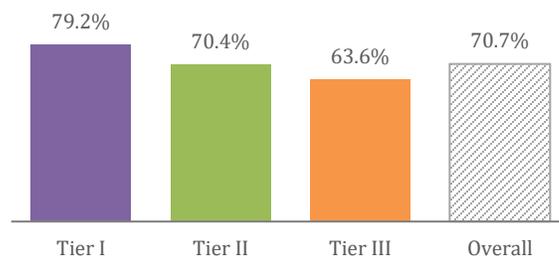
TFI SUMMARY RESULTS

This section presents overall summary results for the CT SCTG TFIs conducted during the 2015-16 and 2016-17 school years. The results are presented by the scale, subscale, and item scores for each tier of SWPBIS implementation.

What do the **Scale Scores** say about SWPBIS implementation?

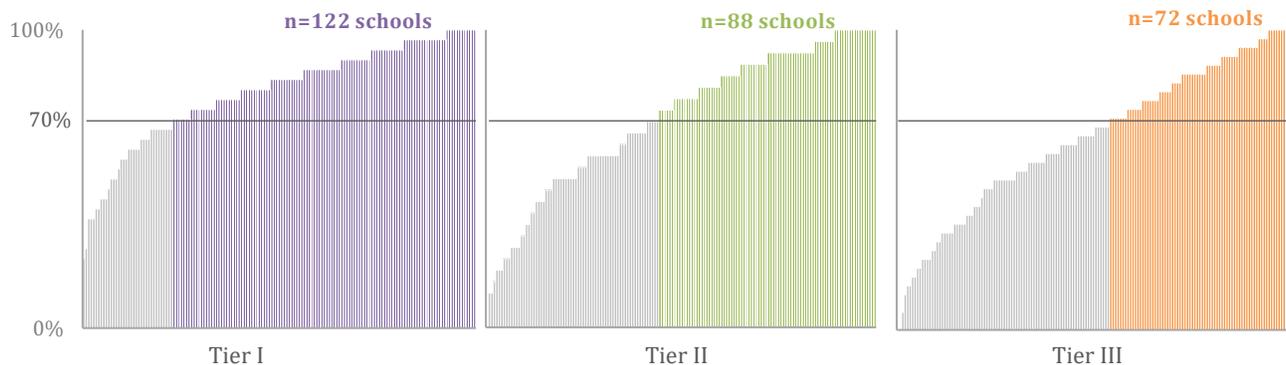
The TFI scale scores from rounds one and two of the needs assessment indicate that SWPBIS implementation is relatively strong in the 158 schools, especially at Tier I, with an average Tier I scale score of 79.2%. The scale scores for Tier II and Tier III were roughly 9 and 16 percentage points lower than Tier I, with average scores of 70.4% and 63.6%, respectively.

TFI SCALE SCORES AND OVERALL SCORE FOR 1ST AND 2ND ROUND SCHOOLS



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.⁵ As is shown in the following figure, 77% (n=122) of schools had a score of 70% or above at Tier I, followed by 56% (n=88) of schools and 46% (n=72) of schools at Tier II and Tier III, respectively.

70% SCALE SCORE OR ABOVE FOR 1ST AND 2ND ROUND SCHOOLS

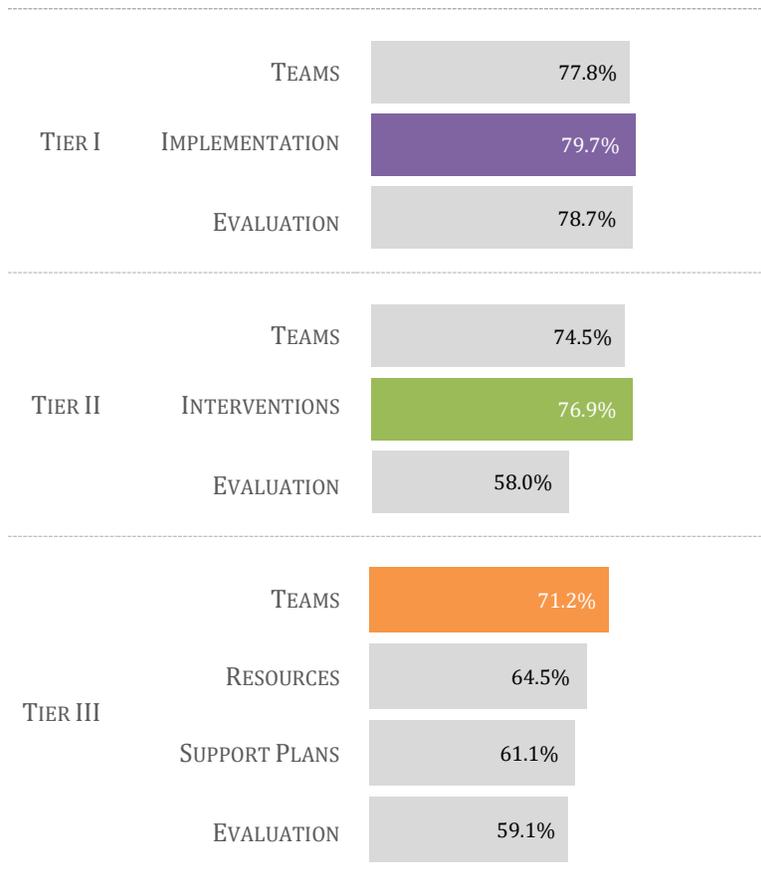


⁵Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2017). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

What do the **Subscale Scores** say about each tier of implementation?

Across the ten subscales of the instrument, the highest average scores were on the three subscales that comprise Tier I: Implementation, Evaluation, and Teams, respectively. Tier II had the most variation within the scale, with 18.9 percentage points separating its highest (Interventions) and lowest (Evaluation) subscale scores, and in general, Tier III had the lowest subscale scores.

TFI SUBSCALE SCORES FOR 1ST AND 2ND ROUND SCHOOLS



What do the **Item Scores** say about specific strengths and areas for improvement with respect to SWPBIS implementation in the state?

Similar to the results presented above, the TFI item scores indicate that the 158 schools are demonstrating, on average, relatively high levels of SWPBIS implementation, specifically when it comes to Tier I systems and practices. The figure on page 8 shows that the average item score was 1.5 or greater (in other words, at least half-way between partial and full implementation) for 13 of 15 (87%) items in Tier I. The same was true for 7 of 13 (54%) items in Tier II, while in Tier III, the average item score was 1.5 or greater for just 2 of 17 (12%) items (see the figures on pages 9-10).

In order to further target items of particular strength or areas for improvement in schools statewide, the table below identifies the items most often rated a “2” and the items most often rated a “0” in round one and two schools. The items identified in the strengths column had average items scores ranging from 1.6 to 1.9, while those identified in the areas of improvement column had average items scores ranging from 1.0 to 1.3.

STRENGTHS AND AREAS FOR IMPROVEMENT AT THE TFI ITEM LEVEL

STRENGTHS ITEMS RATED “FULL IMPLEMENTATION” BY THE GREATEST % OF SCHOOLS		AREAS FOR IMPROVEMENT ITEMS RATED “NO IMPLEMENTATION” BY THE GREATEST % OF SCHOOLS	
89%	II.8. Access to Tier I Supports	34%	III.10. Hypothesis Statement
77%	I.8. Classroom Procedures	34%	III.11. Comprehensive Support
76%	II.1. Team Composition	32%	III.6. Student/Family/Community Involvement
75%	I.12. Discipline Data	29%	III.17. Annual Evaluation
74%	I.3. Behavioral Expectations	28%	II.13. Annual Evaluation
73%	III.1. Team Composition	25%	III.16. Level of Use
72%	I.14. Fidelity Data	24%	II.12. Fidelity Data
70%	III.5. Staffing	23%	II.10. Level of Use
68%	I.2. Team Operating Procedures	22%	III.12. Formal and Natural Supports
68%	I.4. Teaching Expectations	22%	III.14. Data System

How to read this table: 89% of schools rated the Tier II Item: Access to Tier I Supports as “full implementation”; 34% of schools rated the Tier III Item: Hypothesis Statement as “no implementation.”
 Note: The full text of each item can be found on pages 8-10.

TFI ITEM SCORES FOR 1ST AND 2ND ROUND SCHOOLS

TIER I	
Subscale: Teams	
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1.5
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1.6
Subscale: Implementation	
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1.7
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1.7
5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1.7
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	1.6
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1.5
8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1.8
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	1.5
10. Faculty Involvement: Faculty are shown schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	1.5
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	1.4
Subscale: Evaluation	
12. Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	1.7
13. Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	1.5
14. Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	1.7
15. Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	1.4

Key: 0=not implemented, 1=partially implemented, and 2=fully implemented.

TFI ITEM SCORES FOR 1ST AND 2ND ROUND SCHOOLS

TIER II

Subscale: Teams

- | | |
|---|-----|
| 1. Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about the operations of the school across grade levels and programs. | 1.7 |
| 2. Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | 1.5 |
| 3. Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports. | 1.5 |
| 4. Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students. | 1.4 |

Subscale: Interventions

- | | |
|--|-----|
| 5. Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. | 1.5 |
| 6. Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | 1.5 |
| 7. Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). | 1.5 |
| 8. Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports. | 1.9 |
| 9. Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. | 1.3 |

Subscale: Evaluation

- | | |
|--|-----|
| 10. Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | 1.2 |
| 11. Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. | 1.3 |
| 12. Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. | 1.1 |
| 13. Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership. | 1.1 |

Key: 0=not implemented, 1=partially implemented, and 2=fully implemented.

TFI ITEM SCORES FOR 1ST AND 2ND ROUND SCHOOLS

TIER III

Subscale: Teams

1. **Team Composition:** Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs. 1.6
2. **Team Operating Procedures:** Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. 1.4
3. **Screening:** Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports. 1.4
4. **Student Support Team:** For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan. 1.3

Subscale: Resources

5. **Staffing:** An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports. 1.6
6. **Student/Family/Community Involvement:** Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed. 1.0
7. **Professional Development:** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention. 1.2

Subscale: Support Plans

8. **Quality of Life Indicators:** Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social). 1.2
9. **Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant. 1.3
10. **Hypothesis Statement:** Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context 1.1
11. **Comprehensive Support:** Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place. 1.1
12. **Formal and Natural Supports:** Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters. 1.3
13. **Access to Tier I and Tier II:** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports. 1.4

Subscale: Evaluation

14. **Data System:** Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes. 1.0
15. **Data-based Decision Making:** Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes. 1.3
16. **Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate. 1.3
17. **Annual Evaluation:** At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning. 1.1

Key: 0=not implemented, 1=partially implemented, and 2=fully implemented.

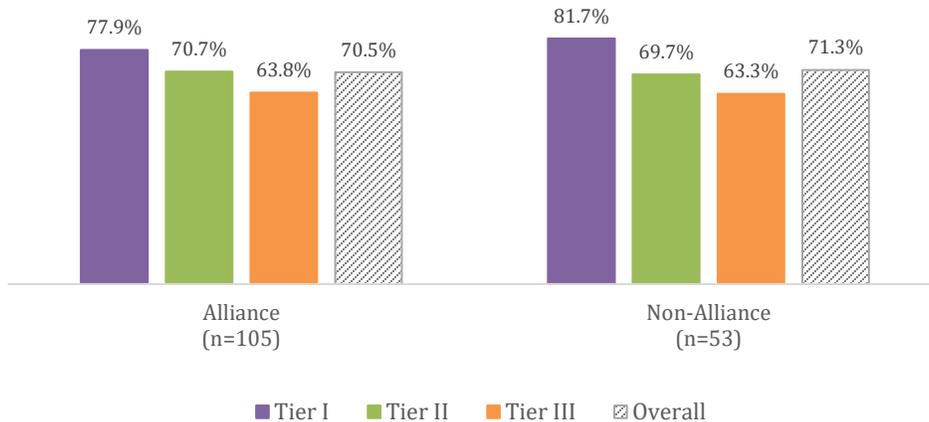
TFI RESULTS BY SCHOOL CHARACTERISTICS

In this section, the TFI scale scores, overall score, and subscale scores are presented by three school factors hypothesized to potentially affect SWPBIS implementation: 1) a school's location in an Alliance District; 2) a school's grade-level band; and 3) the year a school was first trained in SWPBIS. In general, and as is shown in the remaining figures, when the TFI scores were disaggregated by different school characteristics, the same general patterns seen earlier in this report were still present; namely, higher average scale scores at Tier I, compared to Tier II and Tier III, and smaller variations within Tier I (i.e., at the subscale level), compared to Tier II and Tier III.

What if we disaggregate the TFI data by Alliance/Non-Alliance designation?

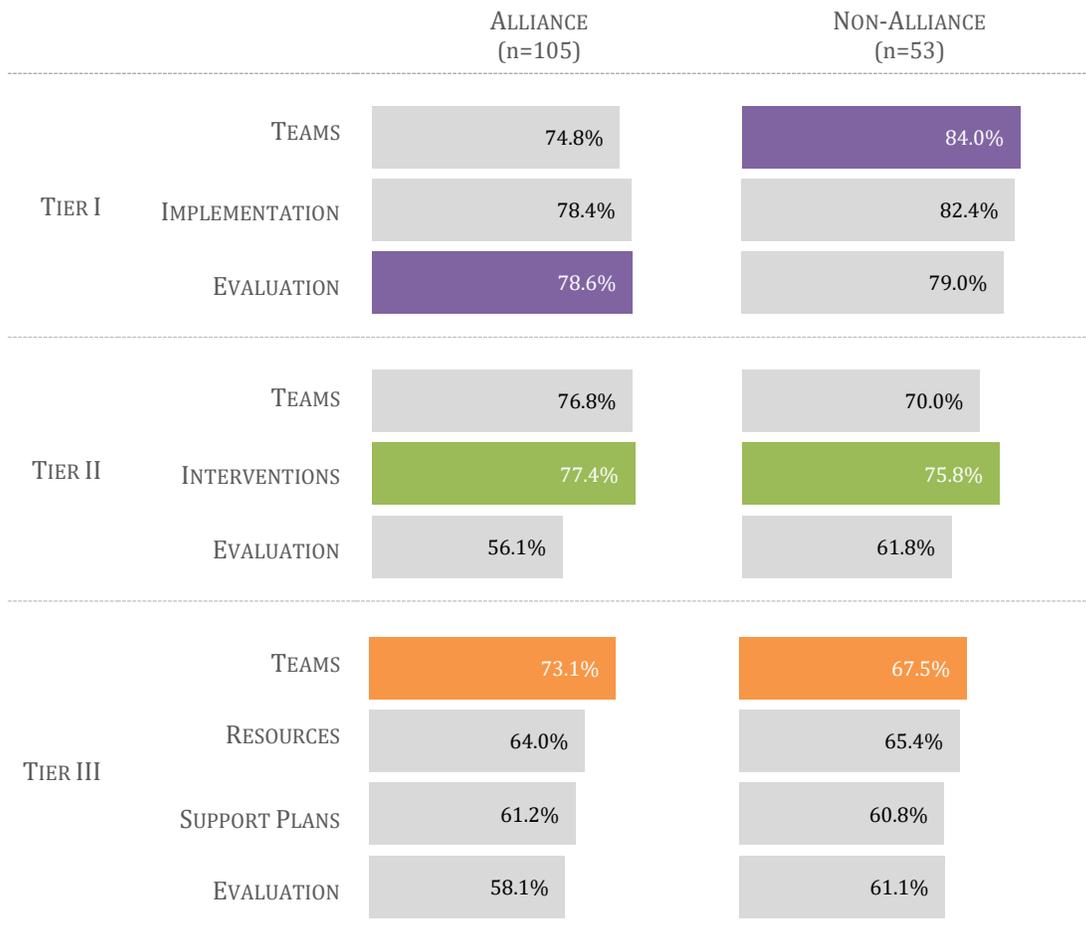
The TFI scale scores and the overall score for Alliance and non-Alliance schools were very similar with less than one percentage point separating the two groups of schools, except for at Tier I. The average Tier I score for Alliance schools was 77.9%, compared to 81.7% for non-Alliance schools, a difference of 3.8 percentage points.

TFI SCALE SCORES AND OVERALL SCORE BY ALLIANCE/NON-ALLIANCE DESIGNATION



When the subscale data were disaggregated by Alliance designation (see the first figure on the following page), the non-Alliance schools had slightly higher average scores across each of the Tier I subscales (Teams, Implementation, and Evaluation). The results at Tier II and Tier III were generally more mixed, with non-Alliance schools scoring higher on just one of the three Tier II subscales (Evaluation), and two of the four Tier III subscales (Resources and Evaluation).

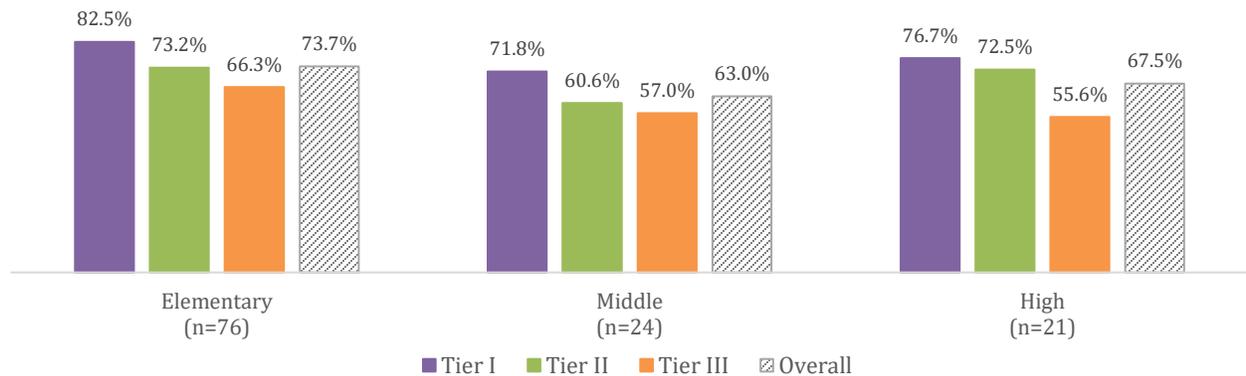
TFI SUBSCALE SCORES BY ALLIANCE/NON-ALLIANCE DESIGNATION



What if we disaggregate the TFI data by **Grade-level Bands**?

As is shown below, on average, elementary schools had the highest overall score (73.7%), and the highest average scale scores at each of the three Tiers. High schools had the most variation across the scales, with 21.1 percentage points separating the Tier I and Tier III scale scores.

TFI SCALE SCORES AND OVERALL SCORE BY GRADE-LEVEL BANDS



Looking at the subscales, the results were very similar, with the elementary schools often having the highest subscale scores. The exception was within Tier II, where high schools scored slightly higher on the Teams and Interventions subscales. Across all three grade bands, the Evaluation subscales within Tier II and Tier III continued to emerge as one of the lower scored subscales, as did the Support Plans subscale from Tier III, particularly for the high school group.

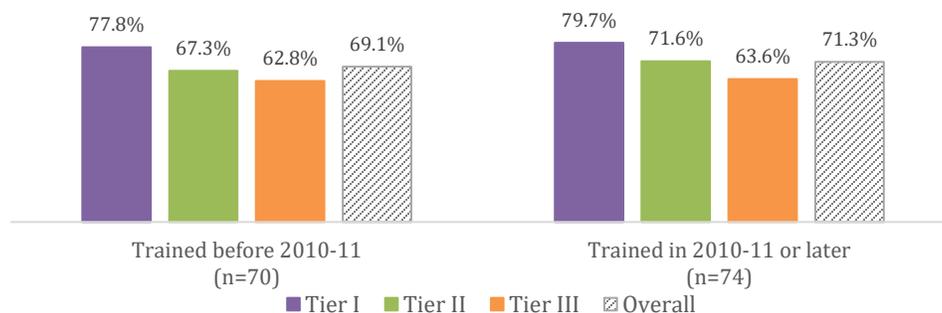
TFI SUBSCALE SCORES BY GRADE-LEVEL BANDS

		ELEMENTARY (n=76)	MIDDLE (n=24)	HIGH (n=21)
TIER I	TEAMS	79.9%	71.9%	79.8%
	IMPLEMENTATION	83.9%	71.3%	74.9%
	EVALUATION	80.4%	72.9%	79.2%
TIER II	TEAMS	75.2%	64.6%	78.0%
	INTERVENTIONS	80.8%	65.0%	81.4%
	EVALUATION	61.8%	51.0%	56.0%
TIER III	TEAMS	71.7%	69.3%	66.7%
	RESOURCES	66.9%	52.8%	61.1%
	SUPPORT PLANS	64.7%	51.4%	46.8%
	EVALUATION	63.0%	56.3%	53.6%

What if we disaggregate the TFI data by SWPBIS Training Cadre?

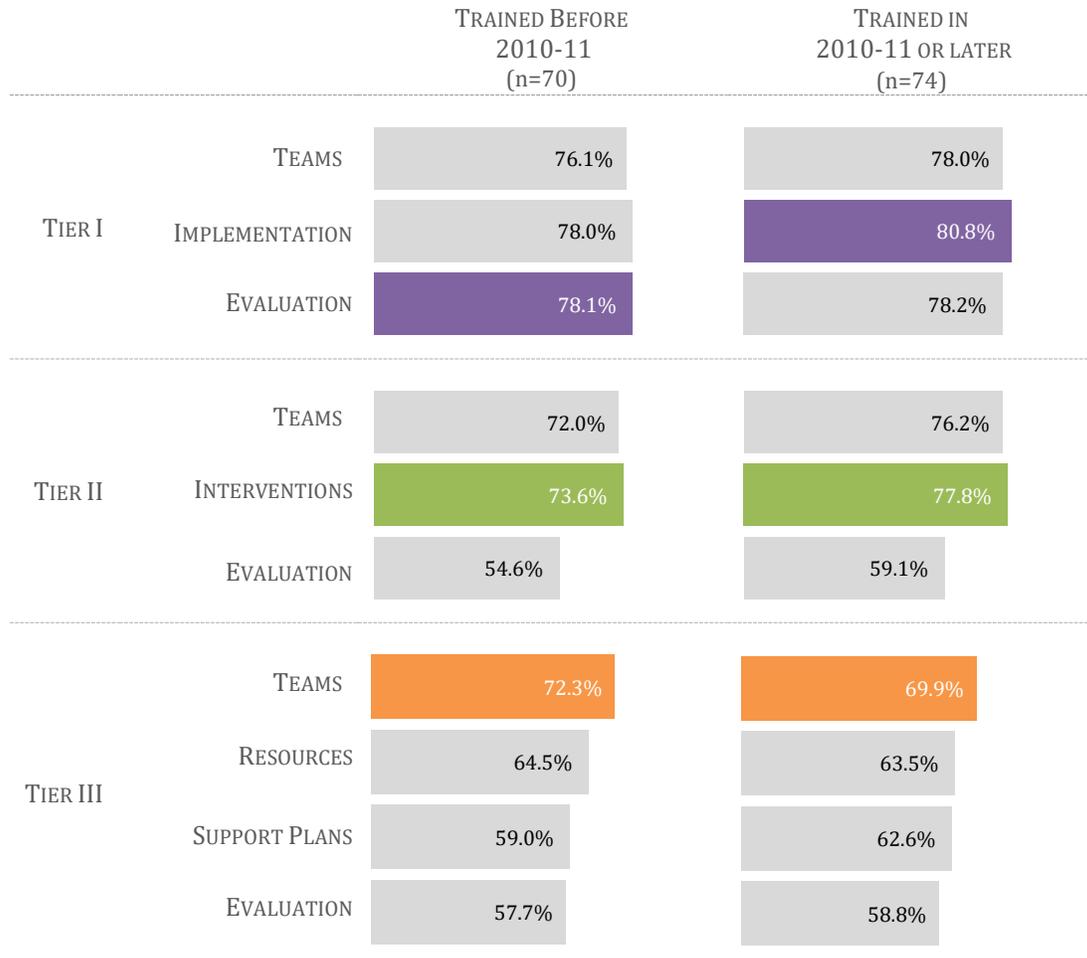
Lastly, when the TFI data were disaggregated by SWPBIS Training Cadre, specifically if a school had been trained before or during/after the 2010-11 school year, the average overall scores and scale scores were very similar. The most recently trained cadre (i.e., 2010-11 or later) had slightly higher average scores, with differences between the two groups of schools ranging from 0.8 percentage points at Tier III to 4.3 percentage points at Tier II.

TFI SCALE SCORES AND OVERALL SCORE BY SWPBIS TRAINING CADRE



Similarly, the disaggregated subscale scores showed the same general trends – i.e., the largest differences between the two groups of schools occurring within Tier II. Across the three subscales in Tier II, schools trained in 2010 or later had average subscale scores 4.2 to 4.5 percentage points higher than the cadre of schools trained earlier. The most recently trained schools also scored slightly higher on the subscales within Tier I. The subscales within Tier III were split between the two groups, with the most recently trained schools scoring slightly higher on the Support Plans and Evaluation subscales and slightly lower on the Teams and Resources subscales.

TFI SUBSCALE SCORES BY SWPBIS TRAINING CADRE



CONCLUSION

During the past two school years, under the auspices of the Connecticut School Climate Transformation Grant, the School-wide PBIS Tiered Fidelity Inventory (TFI) has been conducted in 158 schools from 41 districts across the state. The grant-administered TFIs have provided schools with immediate feedback on SWPBIS implementation fidelity, an action plan for improving areas of need, and additional SWPBIS resources and supports available throughout the state.

The TFI results from the first two rounds showed that SWPBIS implementation fidelity is relatively strong in the 158 schools, especially at Tier I, with more room for improvement at Tier II and Tier III. Just over three-quarters (77%, n=122) of schools had a Tier I scale score of at least 70% (the standard benchmark for implementation at criterion), followed by 56% (n=88) of schools and 46% (n=72) of schools at Tier II and Tier III, respectively.

The CT SCTG needs assessment of PBIS implementation using the TFI will continue through at least 2017-18, at which time at least 100 more schools are expected to have participated in the statewide rollout. The TFI results are intended to be used to drive an efficient deployment of professional development and technical assistance, and to serve as an index of sustained SWPBIS implementation in the state.

CONTACT INFORMATION

For more information about the Connecticut School Climate Transformation Grant, please visit:

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

For questions about the CT SCTG or to schedule a grant-funded TFI, please contact:

KIMBERLY TRAVERSO, LPC

SCTG Project Director
CT State Department of Education
860.807.2057
kimberly.traverso@ct.gov

SARAH L. JONES, M.ED.

SCTG Project Officer
State Education Resource Center
860.632.1485 x307
sjones@ctserc.org