September GATE Equity Webinar
School Climate 201: The Tiered Fidelity Inventory
Exploring topics related to equity in graduation success

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent
OSPI YouTube Channel

Did you know you can subscribe to the OSPI YouTube Channel?

Watch our past webinars!

Youtube.com/waOSPI
Objectives

• Understand what the TFI is
• How to use it and make a difference in your school climate!
• **Hear from a district** that demonstrates a positive school climate and how the TFI helps them.
• Get **resources** to help you get started.
Who Are We?

Bonnie Zimmerman
Program Specialist
System and School Improvement
OSPI

Joanna Brown
School Climate Implementation Manager
OSPI

Justyn Poulos
MTSS Director, Center for the Improvement of Student Learning
OSPI

Hollie Myhr
PBIS Student Support Specialist
North Thurston Public Schools
Vision:
All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:
Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:
- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child
**Equity Statement**

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

### Ensuring Educational Equity Goes Beyond Equality

- It requires education leaders to examine the ways current policies and practices result in disparate outcomes for our:
  - Students of color
  - Students living in poverty
  - Students receiving special education
  - Students receiving English Learner services
  - Students who identify as LGBTQ+
  - Highly mobile student populations

### Inclusion & Reimaging

- Requires education leaders to develop an understanding of historical contexts;
- Engage students, families, and community representatives as partners in decision-making;
- Actively dismantle systemic barriers;
- Replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
Office of System & School Improvement

We believe we are more likely to see school improvement across multiple measures if we:

- **Study** Focus on schools identified for supports
- **Support** Connect programming to specific needs
- **Serve** Build the health of systems
- **Elevate** Provide professional learning on data inquiry and supportive resources and tools
Next Month

October 9, 2019

Substance Use 101:

10 a.m. – 11 a.m.

Substance Use 201:

3 p.m. – 4 p.m.
Questions & Polling 1

Who’s here?
- Administrator
- Counselor
- Teacher/Paraprofessional
- Parent
- ESD/District
- Continuous Improvement Partner or Coach
- Grad Specialist
- Community Based Organization
- Paraprofessional
- Other

Has your school been identified for

Comprehensive or Targeted Supports by OSPI?
- Yes
- No
- Not Sure

How familiar are you with our topic?
A. Very
B. Somewhat
C. It’s new!
Washington School Climate Transformation Initiative

Goals:

MTSS PBIS Implementation
- Support 30 identified school districts across WA
- Implementation of multi-tiered behavioral support systems
- Positive Behavioral Interventions and Supports (PBIS)

Training & Alignment
- Provide training
- Alignment of coaching practices statewide for:
  - OSPI Staff
  - ESD Staff
  - District MTSS Teams
  - Identified MTSS coaches

Build State Capacity to Scale MTSS
- Build state capacity for assisting schools across Washington with the broad-scale implementation of multi-tiered behavioral support systems

$3.75 million
2018-2023
Questions & Polling 2

Have you been part of a team using the Tiered Fidelity Inventory?

☐ Yes

☐ No
What is the Tiered Fidelity Inventory?

The TFI is a team administered self-assessment used to measure the extent to which PBIS is being implemented and to guide the team through the process for improving implementation to benefit students, families, and overall school culture.
Students don’t benefit from instruction or interventions they don’t receive. The Tiered Fidelity Inventory (TFI) is a measure of the systems being put into place by the adults.
Statewide Trends

2018-2019 School Year

- 448 schools used the TFI
  - 107 initial schools
  - 306 Elementary
  - 83 Middle
  - 47 High School
  - 5 Pk-8
  - 5 Other

*OSPI Report Card & Healthy Youth Survey data*
TFI Big Ideas

Access

The TFI is an online tool available for free to any school

Administration

Completed at least annually by a team

Use

Multiple reports are available to help guide schools in identifying next steps for improved implementation
Tiers of Support

Universal
- 15 Tier 1 Items
- 3 Subscales

Targeted
- 13 Tier 2 Items
- 3 Subscales

Personalized
- 17 Tier 3 Items
- 4 Subscales
Does your district have a local coordinator identified?

YES

Contact your local coordinator to get started

NO

Identify a district-level person who will coordinate assessments for all schools

Complete Local Coordinator Information Form and email to accounts@pbisassessment.org
Administration

• Frequency:
  • Annual administration with more frequent progress monitoring for tiers that are actively being scaled up

• Directions for use:
  • Video tutorials are available online:
    • Conducting the TFI
    • Administration Part 1 – Preparation
    • Administration Part 2 – Completing and Recording
    • Administration Part 3 – Reviewing and Analyzing Reports
    • Administration Part 4 – Action Planning
Reports

Total Score Report

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30/2017</td>
<td>29%</td>
</tr>
<tr>
<td>6/6/2018</td>
<td>47%</td>
</tr>
<tr>
<td>3/13/2019</td>
<td>61%</td>
</tr>
<tr>
<td>3/29/2019</td>
<td>61%</td>
</tr>
</tbody>
</table>

Scale Score Report

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30/2017</td>
<td>87%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6/6/2018</td>
<td>90%</td>
<td>58%</td>
<td>0%</td>
</tr>
<tr>
<td>3/13/2019</td>
<td>87%</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>3/29/2019</td>
<td>87%</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Reports, Cont.

Subscale Score Report

Item Level Report

School Year: 2016-17
Data Completed: 1/30/2017 - 3/29/2019

Tier 1: Universal SWPBIS Features

1. Team Composition: Tier 1 team includes a Tier 1 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.

2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

Feature 1 Total: 4 of 4

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.

4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

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.

6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging
Action Planning

• Pick a couple items to work on for improvement. Don’t try to change everything at once.
• Action plan template can be downloaded free
Supplemental Resources

• Taking the TFI with a lens of Culturally Responsive Practices:
  • PBIS Culturally Responsive Field Guide

• Taking the TFI with a focus on mental health:
  • ISF Action Planning Companion Guide
What Does A Successful Program Look Like?

North Thurston Public Schools
Who Am I? Where Am I From?

Hollie Myhr

North Thurston Public Schools

Student Support Specialist
PBIS
SEL
MTSS
2013
- TFI Tier 1 only
- Goal 70% or higher

2016
- TFI for All Tiers (3 year cycle)
- Goal 70% or higher

2019
- TFI – BOQ - BAT
- Goal 80% or higher
Elementary School 2018-2019 TFI Implementation
What did you do as a result?

- Celebrate Successes
- Create Action Plans
- Implement SEL Curriculum
The Tiered Fidelity Inventory of SWPBIS provides an external, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

**Table 1: Elementary PBIS Tier Implementation**

<table>
<thead>
<tr>
<th>Tier 1 BOQ</th>
<th>Tier 1 BOQ</th>
<th>Tier 1 TFI</th>
<th>Tier 2 BAT</th>
<th>Tier 2 BAT</th>
<th>Tier 2 TFI</th>
<th>Tier 3 TFI</th>
<th>Tier 3 TFI</th>
<th>Tier 3 TFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>93</td>
<td>97</td>
<td>83</td>
<td>97</td>
<td>92</td>
<td>78</td>
<td>65</td>
<td>94</td>
</tr>
</tbody>
</table>

The TFI shows Tier 1 implementation features at 97%, Tier 2 implementation at 92%. The TFI shows Tier 3 implementation at 94%. When a school has full implementation of PBIS they will see scores at 80% or higher.
## Tiered Fidelity Inventory Evaluation

<table>
<thead>
<tr>
<th>Tier 1 Celebrations</th>
<th>Tier 1 Proposed Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Solid systems and supports in place and part of school culture</td>
<td>✓ Add fidelity and effectiveness documentation to annual evaluation by team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 Celebrations</th>
<th>Tier 2 Proposed Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Team meets weekly</td>
<td>✓ Use decision rules to identify students who require Tier 2 supports</td>
</tr>
<tr>
<td>✓ Team uses tracking tool with action steps during these meetings</td>
<td>✓ Add fidelity and effectiveness documentation to annual evaluation by team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 Celebrations</th>
<th>Tier 3 Proposed Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Individual supports are in place for identified students</td>
<td>✓ Use decision rules to identify students who require Tier 2 supports</td>
</tr>
<tr>
<td>✓ Using recommended BSP form</td>
<td>✓ PD for staff members on basic behavioral theory, function of behavior, and function-based intervention</td>
</tr>
</tbody>
</table>

**Comments:**

100% of staff members were able to recite all Eagle Expectations, while 80% of students were able to recall all Eagle Expectations. All students reported feeling safe.
Process For Building A System

- How did the work spread in your district?
- How do you know the work will continue after you leave your building?
What Advice Would You Give To People Starting This Work?

- **Small Steps**
  - Begin with Tier 1
  - 70% goal

- **Action Plan**
  - Create Action Plan (District and School)
  - Support School SIP

- **Meet with Schools**
  - Fall, Winter, Spring
  - TFI Report – celebrations and next steps
GATE Evaluation

This presentation will change my practice in the future:
• Definitely
• I learned something I can use
• I knew most of this already
• No – not helpful

The presenters were content experts:
• Strongly agree
• Agree
• Disagree
• Strongly Disagree

This presentation was well organized with a variety of participant involvement:
• Strongly agree
• Agree
• Disagree
• Strongly Disagree

The presentation met the stated learning objectives:
• Strongly agree
• Agree
• Disagree
• Strongly Disagree
Resources
Links

• Pbisapps.org
• Local Coordinator Information Form
• Tutorial Videos
• Action Plan Template
• Culturally Responsive Practices Field Guide
• Mental Health Action Planning Companion Guide
Get Personalized Assistance

• Do you want personalized support?

• We want to help connect you to the right people!

• Use the Green Button!
Contact Us

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Discussion Questions for the Chat

What were the big ideas you got from today?

What are your next leadership moves?

What did you value in the presentation?

What questions do you still have?