

Demonstration School Exemplary Fidelity Survey Analysis July 2017

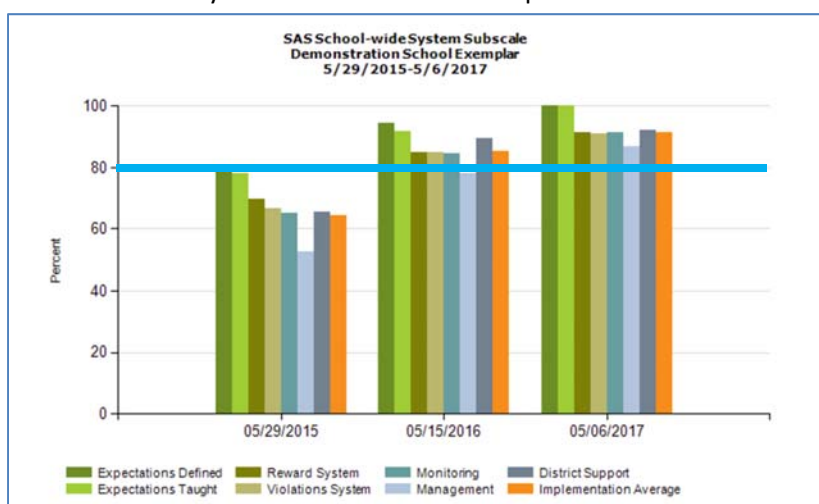
Self-Assessment Survey

Number of people who took survey: 34

- 1 administrator, 19 general educators, 3 special educators, 1 school psychologist, 1 counselor, 4 educational assistants, 2 “other”
- Is this representative of your staff?

Big Picture Analysis:

- There are 4 systems assessed in the SAS: School-wide, Classroom, Non-Classroom and Individual Student. Only the **School-wide systems section** (items 1 – 18) are compiled into the graph below. Previous years are included for comparison.



- Ideally, we’re looking for 80% over all elements, as well as the implementation average (blue line).
- Each element corresponds to a specific item number or numbers. See below:

Element	Question(s) on SAS
Expectations Defined	1
Expectations Taught	2
Reward System	3
Violations System	4-8
Monitoring	10-12
Management	9, 14-16
District Support	17-18

- The **SAS Items report (attached)** identifies the percent of respondents who said each item was “In Place”, “Partially In Place” or “Not In Place” and the improvement priority for each (for the most recent year).
- Items are color-coded based on the current status accordingly:

Current Status	Color
≥80% In Place	White
50% - 79% In Place	Yellow
≤49% In Place	Red

Summary Areas of need:

- **Violations System (Discipline Process)**
 - Consequences defined clearly
 - Consequences delivered consistently
 - Options for classroom instruction to occur (tools for the toolbox; continuum of strategies for classroom teachers to use)
- **Monitoring**
 - Student behavior patterns reported to staff for decision making on a regular basis (monthly)
 - Status of behavior management practices evaluated quarterly
- **Management**
 - Booster trainings for students throughout year
 - Budget for project activities

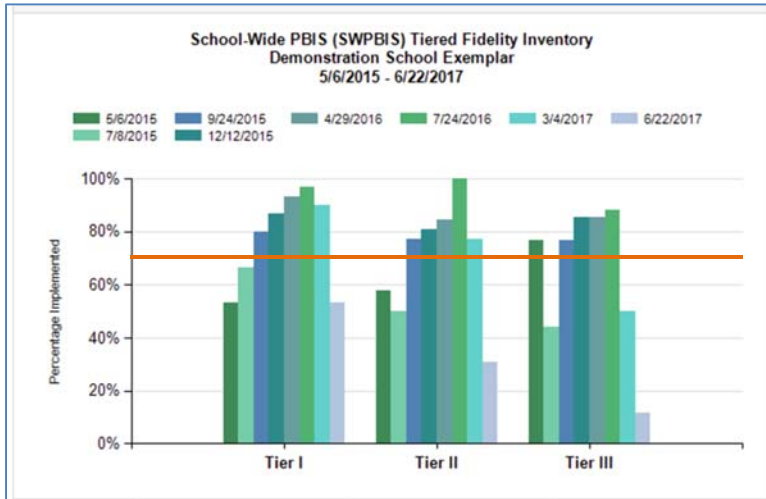
Tiered Fidelity Inventory (TFI)

Who completes survey? PBIS Team

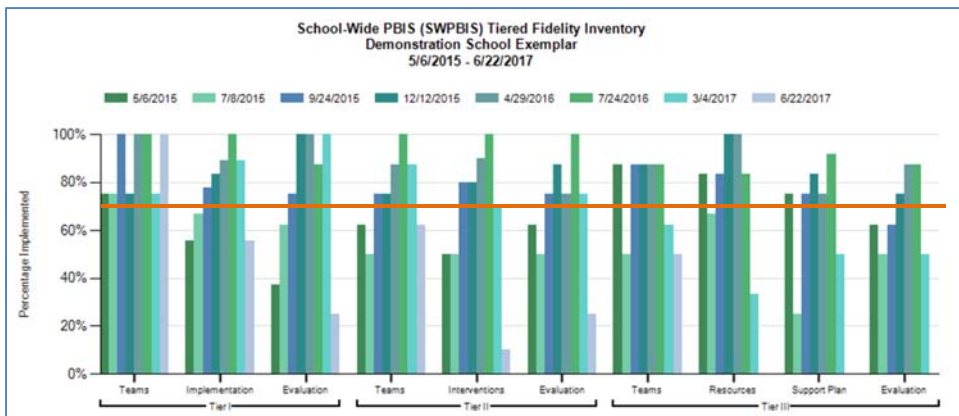
When is survey completed? Quarterly, 6/22/17 is the most current TFI

Big Picture Analysis:

- Overall, we are looking for a 70% benchmark for Tier I. Tiers II and III benchmarks haven't yet been confirmed (but higher is better 😊). The **Scale Report** for our school is compiled in the graph below (current and previous years), with an orange line indicating the benchmark for Tier I.



- Within the Tier 1 and II scales, there are 3 subscales: Teams, Implementation, and Evaluation. Within the Tier III scale, there are 4 subscales: Teams, Resources, Support Plan, and Evaluation. The **Subscale Report** for our school is compiled in the graph below (current and previous years), with an orange line indicating benchmark for Tier I.



- The **TFI Items report (attached)** identifies the percent of respondents that said each item was "In Place", "Partially In Place" or "Not In Place" and the improvement priority for each (for the most recent year).

Summary Areas of need (Tier I only):

<u>Implementation</u>	<u>Evaluation</u>	<u>Team</u>
<ul style="list-style-type: none">• Teaching expectations• Professional Development• Classroom Procedures• Feedback and Acknowledgement• Faculty Involvement	<ul style="list-style-type: none">• Discipline Data• Data-based Decision Making• Annual Evaluation	<ul style="list-style-type: none">• Both items in place!!

Items are color-coded based on status (yellow = partially in place; pink = not in place).

Connecting the Data

We had a huge dip in our **Tier 1** Scale since the last time we took the TFI 3 months ago. Looks like we have two subscales to focus on: **Implementation** and **Evaluation**.

Within the subscale of **Implementation**, specific items to focus on are:

- **(4) defining and teaching expectations**
- **(7) professional development for staff related to SWPBIS practices**
- **(8) classroom procedures**
- **(9) feedback/acknowledgment**
- **(10) faculty involvement**

Within the subscale of **Evaluation**, specific items to focus on are:

- **(12) discipline data**
- **(13) data-based decision making**
- **(15) annual evaluation**

Staff reporting **similar areas as 'not in place' and as 'priorities for improvement' on the SAS.**

Specifically, staff's feedback is around:

- having a continuum of strategies for classroom teachers to use related to problem behavior
- knowing what the responses to problem behavior are and that they are delivered consistently across campus
- having the behavior patterns and data shared frequently
- knowing what decision making is occurring based on the data
- providing booster trainings for students throughout the year

Recommendations based on results:

Overall, staff report a lot of items in place. The focus is going to be on tweaking our system to make it even more efficient and systemic and continue to sustain our efforts over time.

- Update discipline process (defining problem behaviors, identifying which ones are office-managed vs. classroom-managed, discipline flowchart)
 - Make sure we define (with staff input) problem behaviors (especially for subjective behaviors such as "disrespect", "disruption" and "defiance" to limit confusion and support consistency.
 - Identify (with staff input) which problem behaviors are office managed vs. which ones are to be managed in the classroom or by staff. Also, consider having staff generate a consequence/response grid for the low-level classroom-managed behaviors.
 - Share with staff and get feedback/input
- Continue to collect and summarize behavior data to determine areas of need (school-wide, systemic areas, not necessarily individual student)
 - Share the data summaries with staff on a monthly and/or quarterly basis. Look at school newsletter examples for ideas.

- Create and utilize an implementation plan outlining our activities across the year, including when and how booster trainings for staff and students are to occur. Consider generating a means to support our students who start mid-year (i.e. peer ambassadors or have them start on CICO for the first 4 weeks of school while they are getting acclimated). Look for ways to get staff input on activities, as well as providing on-going PD and support for staff to build their fluency with tools in their toolbox.