Supporting Results-Driven Accountability: Keys to Success with TIPs

W. Alan Coulter, Ph.D.
Teams Intervening Early to Reach all Students (TIERS Group) Human Development Center
LSU Health – New Orleans
Thank You Kelly !
Thanks for Inviting Me

- Impressive Design – Targeted Improvement Projects (TIPs)
- Lots of Work & Effort Expended
- Ambitious Undertaking
- Hopeful Improvement Foci
- Diverse Strategies
- Quite a Year Ahead of You
Look at the Handout

✓ Adjunct to the Learning Today - a Working Session (not just Sit & Listen)
✓ Only Useful If You ‘Use’ It
✓ How to Find Alan?
✓ Will NOT Do Everything
✓ Will NOT include Everything You See & Hear, but…
1. Review Critical Factors in Infrastructure that Support/Sustain the Implementation of the TIP.
2. Review & Examine the Evidence-Based Practices/Strategy Selected (does the strategy selected have a High Likelihood of having the Impact Desired?)
3. Identify Core Elements of the Evidence-Based Practices/Strategy Selected & Define what Systemic & Strategy-Specific Fidelity should look like.
4 OUTCOMES FOR THE DAY

4. Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP.
Offer on Your Homework in 3 weeks (9/19/16)

Should You Choose to Take Me Up On It
Premises – I think:

a. You are engaged in the planning and implementation of a Targeted Improvement Plan (aka TIP – Phase 2)
Premises –
I think:

b. You belong to/represent a Team!

“In order to benefit fully from the conference activities, we encourage Team participation”

Nebraska Dept. of Education
Premises –
I think:

c. You are Interested in Improving your Inner & Outer Game for Getting Better Results
What Has Been Completed:

• Data Analysis w/in Indicators
• TIP 15-16
  – Focus for Improvement
  – Evidence-Based Strategy
  – Measurable Targets
  – Tracking Progress – Measure Fidelity
  – Connect to School Improvement
  – Fall Back/Re-Group If…
  – Evaluate
  – Activities

I Appreciate Your Efforts – Impressive!
Appreciation as an Evidence-Based Practice

Appreciate = recognize the full worth of; recognize the full implications of.

Grateful = feeling or showing an appreciation of kindness; thankful.
What Do You Appreciate?

Name Just Three Things (Just 3)
Expressing Gratefulness as an Evidence-Based Practice

Expressing Gratitude:
- Improves Physical Health.
- Improves Psychological Health.
- Increases Mental Strength
- Improves Sleep
- Improves Self-Esteem
- Enhances Empathy and Reduces Aggression
- Opens the Door to more Relationships
Let’s Review: What Was Said Last Year - Part 1

(3 Parts in All)
What’s Your Altitude Today?

Altitude Changes Your Point of View

Subject Level TIP

Grade Level TIP

Grade Level TIP

Grade Level TIP

Building TIP

District TIP

State SSIP

National (OSEP) RDA
Always begin with

Why?
Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3rd grade.
% Individuals w/Disabilities Employed
Ages 21 - 64

Nebraska: 45.9
U.S.: 34.5

Results Can Be Scary!
Nebraska’s 4 Keys

1. Shift from Process Compliance
2. Towards Results Compliance
3. Identify Actionable Root Causes
4. Ensure Evidence-Based Strategies/Practices Stick

Make This Personal

Last Year
Things that Matter

Things You Can Control

What You Should Focus On
Where Does Improvement (aka TIP) Begin?

With:

1. You
2. Data (inc. Fidelity)
3. Actionable Causes
4. Theory of Action
5. Rigorous Plan (aka TIP)
6. Changed Routines
Excellence then, is Not an Act, but a Habit!

Aristotle
Nebraska’s State Systemic Improvement Plan (SSIP)
<table>
<thead>
<tr>
<th></th>
<th>Proficiency Rate</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Grade 3</td>
<td>22.79%</td>
<td>22.29%</td>
<td>22.20%</td>
<td>21.79%</td>
</tr>
<tr>
<td>Special Education Grade 3</td>
<td></td>
<td></td>
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</tbody>
</table>
Nebraska’s SSIP

• “By August, 2016, it is anticipated that at least 75% of all Nebraska districts will have a TIP that identifies a focus for improvement based on a results indicator and identifies a student-centered evidence-based strategy. NDE anticipates that a majority of the TIPs will focus on improving reading.” P. 21
Nebraska’s SSIP

“TIPs that have identified reading as a focus for improvement will have increased support from NDE to ensure the reading strategy selected has a high likelihood of positive outcomes. “ p.11
<table>
<thead>
<tr>
<th>Strands for Action for NDE......</th>
<th>If..........</th>
<th>Then.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing use of EBP</td>
<td>NDE continues collaboration with districts, regional consultants review and monitor the TIPS to support work with all districts, and MAP audits a % of TIPS to ensure that evidence based strategies are identified and implemented with fidelity.</td>
<td>Resources and supports can be leveraged to support districts in deeply implementing evidence-based strategies as identified in their improvement plans with fidelity.</td>
</tr>
<tr>
<td>#1 - Require each Nebraska district to develop a Targeted Improvement Plan aligned with data-identified needs, and deeply implement student-centered, evidence-based practices</td>
<td>Will use evidence-based strategies with deep implementation</td>
<td>Will demonstrate increased reading proficiency as measured by the state assessment (NeSA)</td>
</tr>
<tr>
<td>Newly Integrated MTSS Framework (Current MTSS System merges with PBiS)</td>
<td>#2 - Develop a newly integrated MTSS framework that merges the current Multi-Tiered System of Support (MTSS) and the Positive Behavior Intervention System (PBiS) to support districts that have selected improving reading proficiency of students with disabilities at the 3rd grade level and have volunteered to participate with the statewide trainers.</td>
<td>NDE provides leadership and continues to support improved outcomes through multiple initiatives...</td>
</tr>
<tr>
<td>Alignment of State Infrastructure</td>
<td>Strands for Action for NDE...</td>
<td>If...</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td></td>
<td>#3 – Align the state infrastructure to ensure districts receive necessary supports to deeply implement evidence-based reading strategies to support all learners</td>
<td>Special Education activities are aligned with Nebraska’s state goals and the continuous improvement process (AQuESTT)...</td>
</tr>
<tr>
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</tbody>
</table>
What are the TIPs in Nebraska?

Improvement Focus?

Evidence-Based Strategy?
District Focus for Improvement

# LEAs

- Imp. Behavior: 4
- Imp. LRE: 5
- Imp. Math: 56
- Imp. Reading: 160
- Imp. Transition: 3
- Imp. Writing: 10
- (blank): 8

# LEAs
2015 Summary: Better Results in Nebraska?

🌟 If We Pay More Attention to the Adults that Directly Serve them Then Children will become More Successful.

🌟 If We Focus on Strategic Results Then Children will become More Successful.

🌟 If We Improve Our Personal Leadership Routines Then Children will become More Successful.

🌟 Time Lost Can Never Be Recovered. Use Time Well. Start Now…
Review Critical Factors in Infrastructure that Supports/Sustains the Implementation of the TIP

Outcome #1
1. School structures influence instruction.
The First Law of Improvement
& Sustaining Results

“Every System Is Perfectly Designed to Achieve Exactly the Results It Gets”

(Therefore, Although Not All Change Is Improvement, All Improvement Is Change)
Remember

Elementary Reading
All Student and Special Ed Achievement

What are the Infrastructure Factors for this Result?

Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3rd grade.
Implementation is a Challenge

What Were the Key Ideas?
Key Ideas from Video

✓ Aligned Initiatives
  ▪ ‘Natural Synergies,’ Tensions, Gaps

✓ Implementation Capacity
  ▪ Braided Initiatives

✓ New Type Leadership
  ▪ Help cope w/Resistance to Loss, Incompetence, & Disloyalty
Stages of Implementation

- Foundation Building - Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

An Extended Period of Social Adjustment

Fixsen, et al. (2007)
Character of Your Vision

“The Impossible Became Possible because Everyone Believed & Worked Hard to Make it Happen.”
Why Have a Vision?

✓ Supported by Evidence (IES, etc.)
✓ Provides Basis for Clear Plan
✓ Leads to Initiative Braiding
✓ Defines School Culture
✓ Helps Staff Understand ‘Why’
Nebraska’s SSIP

• “By August, 2018, it is anticipated that at least half of all Nebraska districts who have submitted a tip that included a focus for improvement based on results indicators will show improvement in the indicator area selected as measured by a review of the TIPs submitted.” P. 10
Why is Our TIP Important to the students, families, educators and community?

How would You Explain to a Naïve Person in < 60”?
Design A Pitch

- Compile Key Points & Big Ideas
- Keep It Short (about 60 seconds)
- Tell a Story of a Challenge – a Problem to be Solved
- Describe Your Solution (If-Then) with an Example
- What’s In It For Them
Evidence-Based Practice

- Lowers your Heart Rate.
- Lowers Blood Pressure & Cardiac Output.
- Increases Blood Oxygen Levels.
- Promotes Clearer Thinking.
- Relieves Stress.
- Increases Metabolism.
- Improves Circulation.
- Supports Detoxification.

www.breathing.com
Remember: Your Working Lunch Homework?

Your Focus was: Why is Our TIP Important to the students, families, educators and community?

Get Ready to Share –

But, Wait! What will Mediate Your Presentation?
The Inner & Outer Game of Your Targeted Improvement Plan

Let’s Define Some Terms
How & What We Think. Our Inner Conversations. The Stories We Tell Ourselves. Our Struggles w/Fear, Doubt...

Game = Activity Conducted by Rules
Outer Game

There are Always Conversations Occurring!

What Others See in the Words We Say & Actions We Take

I'm In!

P. 3
Our Inner Conversation is Not Always Accurate!
Common Thinking Errors

- Confirmation Bias
- Anchoring Bias
- Attentional Bias
- Backfire Bias
- Bandwagon Bias (Herd Mentality)
- Bias Blind Spot or 3rd Person Bias
Your Inner Conversation Matters

Amy Cuddy on TED.com
Design A Pitch

• Compile Key Points & Big Ideas
• Keep It Short (about 60 seconds)
• Tell a Story of a Challenge – a Problem to be Solved
• Describe Your Solution (If-Then) with an Example
• What’s In It For Them
Share Your 60” Elevator Pitch (to a Stranger)

Your Focus: Why is Our TIP Important to the students, families, educators and community?
Let’s Review: What Was Said Last Year - Part 2
Compare Nebraska’s Comprehensive Design for MTSS
1. Data System
2. Data Routines
3. Data-Based Decision-Making
4. Facilitative Scheduling
5. Effective Core 1 Curriculum & Instruction
6. Evidence-Based Interventions
7. Professional Development
1. Strong, Effective Leadership
2. Supportive Teachers
3. Sufficient Time Allocated for Planning
4. Parent/Community Support
5. District Stability
1. Planned Sequence to Implementation
2. Attention to Drivers
3. Realistic Time Frame
4. Active, Engaged Stakeholders
Solve These MTSS Puzzles

4 Challenges

1. **When** to Intervene (aka The Schedule)?

2. **Who** will Intervene (aka Anyone But Me – staffing)?

3. **What** are the interventions?

4. **Who** Gets the interventions?
Recall 4 Key Principles for the TIP

2. Teacher involvement is Critical in Instructional Reform.

Buy-In on the ‘Why’

Cuban, 2015
“The Critical Flaw in the Way Most Organizational Change Efforts (aka TIP) are Constructed is...”
...they pay too little attention to the Deep Personal Changes that are required of people at every level.
No Way – This Will Never Work!

This is BS...I’m Doing it the Old Way!

If I Ignore it Maybe it Will Go Away

I’ll Try it a While... but I Have My Doubts

It’s about Time – What Took so Long?

Why isn’t Everyone Doing it This Way?
Strategies for Buy-In

Teachers Buy-In IF What they are Asked to Do is:

• **Doable** (competent & feasible)
• Designed to Last w/in Culture
• Lead by Trusted People
• Supported by Feedback & Materials
• Room for Adaptation beyond Non-Negotiables
Why Do Our Leaders & Teachers Think the TIP is Important & They Will Find Ways to Make It Successful?

Tips, Advice, &/or Plans for Teacher Buy-In
Review & Examine the Evidence-Based Practices/Strategy selected (does the strategy selected have a High Likelihood of having the Impact Desired?)

The ‘What’ Outcome #2
Factors to Consider

 ✓ Level of Evidence (to Reinforce the ‘Why’)
   - Evidence is Tricky (Likelihood of Impact)
   - Independence of Research

 ✓ Acceptability by Implementers
   - ‘Fit’ w/School Culture
   - Buy-In Determined

 ✓ Expectations for Results by When?
Recall 4 Key Principles for the TIP

3. Small, Slow Changes Occur Often in Classroom Practice.

Fundamental & Rapid Changes in Practice Seldom Happen.
“It takes 13 years to take a new healthcare innovation from the point where we’ve demonstrated its benefit to the point where it has been established as the standard of care.”

Tony Cosgrove, Cleveland Clinic

How Long Does it Take in Public Education?
10+ Large-Scales Studies

Obstacles to TIP Success

✓ 5 - 7 years to Establish Change
✓ School Leadership NOT Onboard
✓ Improvement Strategies are Vague & Poorly Comprehended
✓ Turnover – Negative Effects
✓ 2dary School Structures
Expect Change

But in Small Bites
SWPBIS Fidelity Growth

Schaper, McIntosh, & Hoselton, 2015
Knowledge comes - little by little - line upon line - over time.

Our confidence needs to build as skills develop and then are used in regular, everyday interactions.

Every day we can make a difference...
What’s the Evidence that Your Strategies are Effective
http://www.intensiveintervention.org/chart/instructional-intervention-tools

The chart reviews studies about the intervention programs. As a result, you may see the intervention appear more than one time and receive different ratings.
# About the Intervention and Progress Monitoring Charts

<table>
<thead>
<tr>
<th>What is evaluated?</th>
<th>Intervention Tools Charts (Academic and Behavior)</th>
<th>Progress Monitoring Tools Charts (Academic and Behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluates the quality of the studies that demonstrates the intervention’s efficacy.</td>
<td>Evaluates individual assessment tools</td>
</tr>
<tr>
<td></td>
<td>• Studies can be single subject design or group design.</td>
<td>• Tools reviewed by focus area and grade level.</td>
</tr>
<tr>
<td></td>
<td>• More than one study may appear for a single intervention</td>
<td>• A tool may be listed across multiple focus areas and grade levels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How are they rated?</th>
<th>Intervention Tools Charts (Academic and Behavior)</th>
<th>Progress Monitoring Tools Charts (Academic and Behavior)</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>Academic Intervention Rating Rubric</strong></td>
<td>• <strong>Academic Progress Monitoring Rating Rubric</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Behavioral Intervention Rating Rubric</strong></td>
<td>• <strong>Behavioral Progress Monitoring Rating Rubric</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>How are results reported?</th>
<th>Intervention Tools Charts (Academic and Behavior)</th>
<th>Progress Monitoring Tools Charts (Academic and Behavior)</th>
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<tbody>
<tr>
<td></td>
<td>Reports on both the study quality and study results in terms of effect size and visual analysis. These must be used together to make decisions</td>
<td>Reports on the evidence for psychometric, progress monitoring, and data-based individualization standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kinds of tools are included?</th>
<th>Intervention Tools Charts (Academic and Behavior)</th>
<th>Progress Monitoring Tools Charts (Academic and Behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Tools identified as <strong>standard protocol</strong> are intended as starting point for DEI.</td>
<td>Academic progress monitoring tools are either general outcome measures or mastery measures.</td>
</tr>
<tr>
<td></td>
<td>• Tools identified as strategies may be used to <strong>adapt interventions</strong> within the DEI process.</td>
<td></td>
</tr>
</tbody>
</table>

*standard protocol*
Think, Write, then Turn & Talk

Select a Strategy
Identify Evidence of Level of Impact

How would describe this Impact to:
Educators? Families? Students?
(a) Identify Core Elements of the Evidence-Based Practices/Strategy Selected

Outcome #3
Minimum Factors in Successful TIPs

Strategies explicitly describe:

• What Provided
• How Provided
• Who Provides (& how need for support is determined)
• Who Receives
• When Provided & for How Long
• Who Supports Provider & How
• How Progress is Measured & Reported
Evidence-based Practice Must Be Embedded in:

1. A coherent instructional guidance system, in which the curriculum, study materials, and assessments are coordinated within and across grades with meaningful teacher involvement;

*Anrig, G. (2013). *Beyond the education wars*
Evidence-based Practice Must Be Embedded in:

2. An effective system to improve professional capacity, including making teachers' classroom work public for examination by colleagues and external consultants, and to enable ongoing support and guidance for teachers;

*Anrig, G. (2013). *Beyond the education wars*
5 Non-Negotiables of Improvement Practices

Evidence-based Practice Must Be Embedded in:

3. Strong parent-community-school ties, with an integrated support network for students;

4. A student-centered learning climate that identifies and responds to difficulties any child may be experiencing *(aka MTSS)*;

*Anrig, G. (2013). *Beyond the education wars*
Evidence-based Practice Must Be Embedded in:

5. Leadership focused on cultivating teachers, parents, and community members so that they become invested in sharing overall responsibility for the school's improvement.

*Anrig, G. (2013). *Beyond the education wars*
Percent of Adult Recall In the Learning Process*

- Just seeing: 20%
- Just listening: 10%
- Direct, purposeful experiences: 70%

Post & Trivette, 2010
Use 2 Types of Evidence-Based Practices

• Evidence-Based Intervention Practices
  ▪ Effective Instructional Delivery & Curricula

• Evidence-Based Implementation Practices
  ▪ Adult learning methods

Post & Trivette, 2010
Adult Learning Leading to Knowledge & Skill Acquisition

**Implementation Practices**
- Participatory adult learning
- Coaching/mentoring
- Just-in-time training
- Guided design
- Accelerated learning

**Intervention Practices**
- Effective Instructional Practices
- Universal Design for Learning
- Evidence-based Paced Curricula
- Classroom Management Practices
- Communication and language learning
- Vocabulary Development
- Family Involvement Practices

Post & Trivette, 2010
Tell me, I forget. 
Show me, I remember. 
Involve me, I understand.

*Chinese Proverb*
What is the Recommended Dosage?

Do You Know How Much is Too Little?
Middle School Struggling Readers

“The Trajectories indicated that the intervention group could “catch up” to the group of typical readers by the end of 12th grade. However, “

Michael Solis, PhD, Jeremy Miciak, PhD, Sharon Vaughn, PhD, & Jack M. Fletcher, PhD. (2014) Learning Disability Quarterly
Middle School Struggling Readers

‘However, the likelihood of this occurring would be contingent upon many factors, including reliable and sustained implementation…’

Michael Solis, PhD, Jeremy Miciak, PhD, Sharon Vaughn, PhD, & Jack M. Fletcher, PhD. (2014) Learning Disability Quarterly
Middle School Struggling Readers

"of comprehensive, intensive interventions, consistent allocation of staffing and coaching for this purpose, and..."

Michael Solis, PhD, Jeremy Miciak, PhD, Sharon Vaughn, PhD, & Jack M. Fletcher, PhD. (2014) Learning Disability Quarterly
Middle School Struggling Readers

"overall repurposing of some of the common structures (e.g., scheduling, credits toward graduation, teacher training)"

Michael Solis, PhD, Jeremy Miciak, PhD, Sharon Vaughn, PhD, & Jack M. Fletcher, PhD. (2014) Learning Disability Quarterly
What’s the Dosage of Your Strategies?

Can You Sustain the Dosage Until an Effect is Achieved?
(b) Define what Systemic & Strategy-Specific Fidelity should look like

Outcome #3
Recall 4 Key Principles for the TIP

4. Measurement of Need for Support of Adults (Fidelity) is Essential.
The **Weak Links** in Targeted Improvement Plans & How to Do It Right
Remember: 2 Types of Critical Data

Effect Data

Kids
State Test Scores
Benchmark Tests
Progress Monitoring

Cause Data

Adults
Teaching,
Curriculum,
Parental
Involvement,
Leadership,
Etc.
California STAR ELA & Fidelity Estimation Score Change
Three Cohort 1 Schools: Chavez, Willow Oaks, & Belle Haven
Ravenswood City School District

![Graph showing the changes in STAR ELA scores and fidelity scores over the years. The graph includes annotations for significant events such as the change in superintendents and the cessation of TA.]
California STAR Math & Fidelity Estimation Score Change
Three Cohort 1 Schools: Chavez, Willow Oaks, & Belle Haven
Ravenswood City School District

STAR Math Score

Fidelity Score

Year 03-04: 296.99
Year 04-05: 304.61
Year 05-06: 308.58
Year 06-07: 305.96
Year 07-08: 319.11
Year 08-09: 330.59
Year 09-10: 348.35
Year 10-11: 363.81
Year 11-12: 341.70
Year 12-13: 338.11

New Superintendent
2nd New Superintendent
Cessation of TA
What Happens When You Ask Teachers if They are Implementing an Intervention?

- 54% report “Yes”

- What is observed of the Same Teachers?

- 4% (actually Doing It)
5 Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program Specificity:** How well is the intervention defined and different from other interventions?

**Adherence:** How well do we stick to the plan/curriculum/assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

(Dane & Schneider, 1998; Gresham et al., 1993; O’Donnell, 2008)
Facilitating Factors

- Intervention
  - Acceptability
  - Rate of Change Produced

- Implementer
  - Level of training
  - Motivation

- Student
  - Motivation
  - Cooperation

Pereplechikova and Kazdin, 2005
Discouraging Factors

- Intervention
  - Complexity
  - Multiple resources
  - Time required

- Implementer
  - Resistance
  - Student diversity
  - Exposure to other interventions

- Student
  - Difficult behavior
  - Severity/duration of problem

Perepletchkova and Kazdin, 2005
Six Questions Impacting Implementation Integrity

1. Were interventions with high probability of Success Selected?
2. Was a detailed plan Developed and communicated?
3. Was specific training and support Provided to those implementing interventions?
4. Was the intervention Observed in action?
5. Were adjustments Made to intervention plan when/if needed?
6. Were Data Collected and graphed on intervention goal?
Resistance to Interventions?

- Teachers who were resistant to the traditional consultation process
- Implemented w/ higher rates of integrity when
- Able to “test drive” several interventions and select the one they found most acceptable.
- Higher levels of treatment integrity also associated with increased student engaged time.

Dart et al., 2012
4 Steps to Using Implementation Integrity Measurement

1. Select a Measure
2. Ask Teachers for Feedback on Social Validity
3. Teachers use the Measure with each other
4. Principal/PLCs use the Implementation Integrity Measure
Measuring Implementation

1. Self-Monitoring and Self-Report
2. Direct Observation
3. Student Performance/Permanent Products
4. Behavioral Data
5. Academic Data
A Practitioner’s Experiment

How Many Checklists Found in 1 hour?

Dr. Jennifer Maynard,
TIERS Group
What is Implementation Integrity or Fidelity?

“Integrity is the degree to which a planned intervention is implemented as designed”

RtI Systems and Processes

- Family-School Relationships
  - Participation
  - Communication
  - Meetings
  - Leadership
  - Program Evaluation

- Data-Action Teams (DATs)
  - Teams
  - Special Education Eligibility

- Data Systems
  - Demographics Routines
  - Benchmarks

- Core Curriculum
  - Tier 1 Instruction
  - State Assessments

- Behavior
  - Walk-Throughs
  - Tier 2
  - Tier 3
  - FBA/BIP

Do-it-Yourself Workbench
Templates for Making Your Own Checklist

Please Add More

We're always building! Got a checklist? Send the link to TIERS@isuhsc.edu and we'll add it to the list!
Blue Zones Checklists

Our checklists help you optimize your life for maximum health and happiness.

Overview

Blue Zones® Home Checklist
Your home can make you healthier without you even realizing it.

Start Now

Blue Zones® Kitchen Checklist
Small changes help you and your family eat better effortlessly.

Start Now

Blue Zones® Bedroom Checklist
Optimize your bedroom to make getting Zzzs a breeze.

Start Now

https://www.bluezones.com/resources/checklists
How to Create An Integrity Checklist...
Core Questions

• What does the intervention **Look** like when it’s in Use?

• What would be **Seen** in classrooms where it is Used?

• What will teachers and students be **Doing** when the intervention is in Use?

(Hall & Hord, 2001)
Making the Checklist

• Identify the **Steps** in the intervention plan

• Create an **Item** for each Step in the plan

• **Yes/No** response for each item
Scoring the Checklist

• Observe the intervention in action
• For each checklist item evaluate - Was that step completed? Y or N
• Total “Yes” Responses
• Divide the number of “Yes” responses by the total number of items on the checklist
• Integrity percentage yielded!
Available Checklists

- **SCRED**

- **Heartland AEA**
  - [http://www.aea11.k12.ia.us/educators/idm/checklists.html](http://www.aea11.k12.ia.us/educators/idm/checklists.html)

- **Dr. Joe Kovaleski**
  - [http://www.coe.iup.edu/kovaleski/LOIs.htm](http://www.coe.iup.edu/kovaleski/LOIs.htm)

- **TIERS Group**
What’s the Magic Number for Fidelity? 

80%
How Will You Measure Fidelity?
Strategy or Systemic Implementation

Specific Steps for Each Strategy, Who’s Responsible, By When
Let’s Debrief & Learn

✔ What’s Your Plan?
How Do You Make Decisions about Fidelity Scores?
## Decision-Making Matrix

### Student Performance Measures

<table>
<thead>
<tr>
<th>Good (@ or above the Aim Line)</th>
<th>Questionable (Inconsistent Scores)</th>
<th>Poor (Consistently below the Aim Line)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong> (80% +)</td>
<td>Interpret Data &amp; Act (Is this Intervention Needed?)</td>
<td>Drill Down (What other data/info are available?)</td>
</tr>
<tr>
<td><strong>Questionable</strong> (50% – 79%)</td>
<td>Drill Down Coach Interventionist</td>
<td>Drill Down Coach Interventionist</td>
</tr>
<tr>
<td><strong>Poor</strong> (&lt;49%)</td>
<td>Drill Down Coach Interventionist</td>
<td>Coach Interventionist</td>
</tr>
</tbody>
</table>
What Works to Improve Integrity?

- Training, including Modeling, Coaching, & Feedback
- Test Drive Several, Teacher Choice
- Routine Integrity Checks with Feedback
- Routine Progress Monitoring with Feedback
Performance Feedback Increases Implementation Integrity
Summary: Key Factors in Fidelity

• Collaborative Culture is Essential

• Not Evaluation of Implementer – Helps Everyone (Trainer to Teacher or Interventionist to Student)

• **Never** a Punitive Exercise
Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP
Quick Summary – If-Then-So

If (Your Strategies)
- ✓ Evidence-Based Practices
- ✓ Explicit & Comprehended
- ✓ Implemented w/Fidelity
- ✓ Supported by PD & Coaching

Then (Your Improvement Focus)
- ✓ Measurable Goals
- ✓ Cogent Vision

So
- ✓ Performance & Fidelity Data – What Happened
Last Review: What Was Said Last Year - Part 3
Critical Points for You to Consider

✓ Performance on Procedural Compliance in the past Several Years
✓ Performance on Results Measures in the past Several Years
✓ State’s SIMR & Your Performance
✓ Capacity to Support Staff in Improving Results
✓ Sustaining Procedural Compliance while Improving Results
Better Results in Nebraska?

- If we pay more attention to the adults that directly serve them, then children will become more successful.
- If we focus on strategic results, then children will become more successful.
- If we improve our personal leadership routines, then children will become more successful.
- Time lost can never be recovered. Use time well. Start now…
Offer on Your Next Homework in 3 weeks (9/19/16)

Should You Choose to Take Me Up On It
Between 9/19 & 9/30/16

1. Report One Measurable Accomplishment on Your TIP
2. Report # of Days You Listed 3 Gratefuls

I will send you an E-Book of Your Choice:
- Leadership for Dummies
- Time Mgt for Dummies
- Avoiding Procrastination
Make a Resolution

Top Ten from New Year’s

1. Lose Weight
2. Get Organized
3. Spend Less/Save More
4. Enjoy Life Fully
5. Stay Fit & Healthy
6. Learn Something Exciting
7. Quit Smoking
8. Help Others in their Dreams
9. Fall in Love
10. More Time w/Family
### Statistics from New Year’s

<table>
<thead>
<tr>
<th>Percent who Usually Make Resolutions</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who Infrequently Make Resolutions</td>
<td>17%</td>
</tr>
<tr>
<td>Percent who Absolutely Never Make Resolutions</td>
<td>38%</td>
</tr>
<tr>
<td>Percent who are successful in achieving the Resolutions</td>
<td>8%</td>
</tr>
</tbody>
</table>
“People who explicitly make resolutions & Use Data are 10 times more likely to attain their goals than those who make vague goals.”

www.StatisticBrain.com/new-years-resolution-statistics
Your Inner Conversation Matters

Amy Cuddy
4 OUTCOMES FOR THE DAY

1. Review Critical Factors in Infrastructure that Support/Sustain the Implementation of the TIP.
2. Review & Examine the Evidence-Based Practices/Strategy Selected (does the strategy selected have a High Likelihood of having the Impact Desired?)
3. Identify Core Elements of the Evidence-Based Practices/Strategy Selected & Define what Systemic & Strategy-Specific Fidelity should look like.
4. Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP.
Summary - 4 Key Principles

1. School structures influence instruction.
2. Teacher involvement in reform.
3. Small, slow changes practice occur often.
4. Measurement of Need for Support of Adults (Fidelity) is Critical.
Be Well
Do Good Work, &
Stay Frisky

Thanks ...... from the Bayou

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Alan’s Mom: junepsi@gmail.com