OKLAHOMA TIERED INTERVENTION SYSTEM *of* SUPPORT

OTISS COACHING GUIDE

OKLAHOMA STATE DEPARTMENT OF
EDUCATION

IDEAs that**Work**

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Oklahoma Tiered Intervention System of Support (OTISS)
Coaching Guide

Introduction

The purpose of this document is to guide the Coaches as they work with districts on the development and implementation of the Oklahoma Tiered Intervention System of Support (OTISS) for academics and behavior. This guide includes the following five steps designed to identify areas of need:

- Identification of Need;
- Goal Establishment and Prioritization;
- Development of an Action Plan;
- Develop an Evaluation Plan;
- Implementation, Evaluation, and Modification of the Action Plan.

Coaches utilizing this guide should be knowledgeable in the core components of the OTISS model (*see OTISS Implementation Guide*) and have the skills necessary to provide training and support to the site as they begin to implement the model. The coach should have sufficient time dedicated towards the project and have a leadership role that allows for a flexible schedule necessary to accomplish all the activities within this guide. In addition to the responsibilities of the site based coach, a core OTISS team must be created to assist in decision making and implementation of the OTISS. This core team should be made up of key leaders at the site who meet regularly to guide the process.

The steps in the process are detailed below along with the materials required to complete these steps.

## STEP 1: Identification of Need

The first step in the process will be to identify the areas of need. This will be accomplished through a collaboration of the Coach and core members of the site based OTISS team. When determining the needs of a site, collecting good assessment data are a key first step. To gather good assessment data, the Coach will first complete the Fidelity Assessment (FA), Attachment A, with the core members of the site based OTISS team. This assessment is designed to identify general areas of strength and weakness regarding the implementation of OTISS. Once completed, the results of the assessment will be reviewed and a list of areas of implementation weakness will be generated. This list will be used to guide further assessment and ultimately will become the foundation of the prioritized areas of need developed for the site.

Upon completion of the Fidelity Assessment, the Coach, along with the core members of the site based OTISS team, will review the areas of need to be addressed based upon the eight key areas assessed. The Fidelity Assessment is designed to identify general areas of need, but further assessment will be necessary to more objectively define the needs prior to moving on to later stages of the process. To accomplish this, the Coach will review all related district and/or site materials and products to more clearly pinpoint and define the areas of need. These objectively defined areas of need will be reviewed by the core members of the site based OTISS team, district administrators and key OTISS personnel. Once these areas have been reviewed and agreed upon they will be considered the areas of need and will serve as target areas for the remainder of the academic year.

STEP 2: **Goal Establishment and Prioritization**
Once the areas of need are identified, goals for improving each area of need will be established and documented on the Goal Development and Prioritization Worksheet (GDPW), Attachment B. These goals will consist of performance indices, which, if accomplished, will indicate an area of proficiency as opposed to an area of need.

Goals will serve as core components of the action plan, so it is essential that they be well developed and clear. Keep in mind that effective goals are action oriented, clear (who, what, where, by when), and are related directly to the problem. Goals will be developed that meet the criterion of being SMART goals:

S	• Specific
M	• Measurable
A	• Achievable
R	• Relevant
T	• Time-Bound
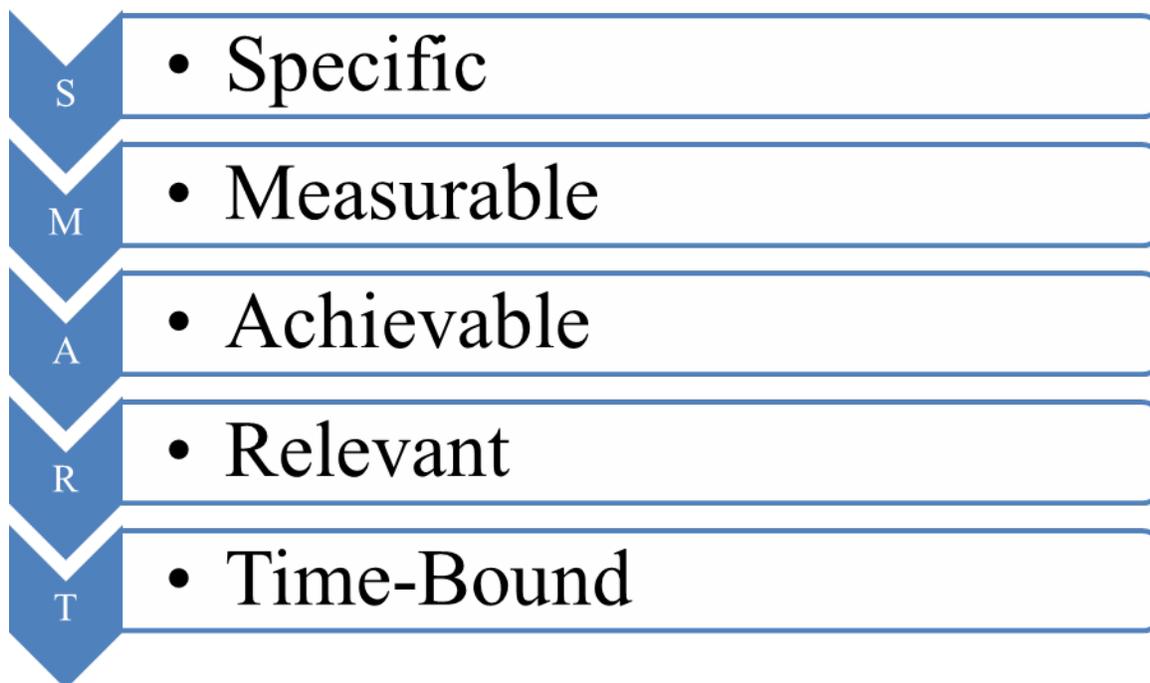
For example, if the area of need is the absence of sufficient screening data in math and writing, then an appropriate SMART performance goal may be to conduct, summarize and evaluate math and writing screening 3 times per year by the end of the current academic year. Each identified

area of need will be accompanied by a corresponding SMART performance goal. These goals will be created through a collaborative effort between the Coach, the core members of the site based OTISS team, and district administrator(s).

Once the goals are established a prioritized list will be created to guide the development of the action plans. The prioritized list will be created by core members of the site based OTISS team in collaboration with the Coach. When developing the prioritized list of needs the team will be guided by three aspects of system change:

- breadth of impact,
- efficient use of resources, and
- likelihood of success.

Breadth of impact refers to the degree of influence a change has on the system in which it is made. Priority will be given to goals that have large breadth of impact. Efficient use of resources refers to changes that improve the efficiency with which sites employ currently available resources. Priority will be given to goals that have a positive effect on the use of resources. Likelihood of success refers to the probability that the goal is accomplishable under the current conditions in a reasonable time frame. Goals that have a higher likelihood of success will be prioritized above goals with a smaller probability of success given the current status of the site based system.

As implementation of OTISS is a broad reaching and complicated process, it is likely that there will be more goals identified than can be accomplished in a one year period. If this is the case once all the goals are prioritized they should be sequenced across multiple years. To accomplish this the Multi-Year Implementation Plan (MYIP), Attachment C, should be completed. This form is designed to create a three to five year timeline for addressing all goals as you move to full implementation. Completing this form will allow sites to map out there efforts for the next few years and can be revisited intermittently to revise as goals are met or modified.

STEP 3: Development of Action Plans Targeting the Prioritized Areas of Need
An action plan will be developed for each of the top prioritized goals that can likely be accomplished in a one year time frame. Action plans consist of:

- Goal to be addressed;
- Detailed plan for achieving the goal (which include the steps of the plan);
- Action steps to be taken;
- Initiation dates for each action step;
- Responsible party(ies);
- Timeline for completion;
- Constraints present; and
- Resources available.

To assist in the development of each site's action plan the [Site Action Plan](#) (SAP), Attachment D, will be completed by the core members of the site based OTISS team with the assistance of the Coach. The SAP is designed to provide structure for creating the detailed actions necessary to achieve the goal or goals identified by the team. The first step in the SAP is to identify the goal to be addressed. Because some sites may have multiple goals to address, multiple SAP forms may need to be completed. The goal will come directly from the *STEP 2: Goal Establishment and Prioritization* activity. Once the goal is identified, each step in achieving that goal will be listed and documented on the form. These steps are the objective and achievable outcomes associated with moving toward the identified goal. Actions must also be identified for each step listed. These actions should be specific and result in measurable achievement of the associated step. The party(ies) responsible for completing these actions must also be identified within this document. In addition, a timeline for when each step is to begin and to be completed, identified constraints, and resources required to complete the steps will also need to be determined and documented in the action plan. Finally, to determine overall goal attainment an objective criterion of success must be decided upon. This objective criterion must be observable, measurable, and agreed upon by the Coach, the core members of the site based OTISS team, and the site administrator. Once this criterion is decided upon it should be documented on the bottom of the SAP form.

**STEP 4:** [**Develop an Evaluation Plan**](#)
An evaluation plan must be created to determine the extent to which the goal(s) targeted are achieved. In evaluating goal attainment both formative and summative data should be collected. Within the action plan structure formative examinations of goal attainment can be created for each step by combining the "action" for a step and the "timeline" for that same step. The result is a measurable goal for each step that, if achieved within the timeframe, is a formative evaluation of the primary goal for the action plan. These formative evaluations will be one method of evaluating goal attainment.

A second method to evaluate goal attainment is a summative assessment. Summative assessment is completed once the timeline for all steps has expired. This assessment is intended to examine the extent to which the primary goal for the action plan has been obtained. This is accomplished by matching current performance against the criterion that has been established prior to the initiation of the action plan. This established criterion is documented at the bottom of the SAP and should be reviewed once timelines for all steps in the action plan have been completed.

STEP 5: [**Implementation, Evaluation, and Modification of the Action Plan**](#)
Upon completion of steps 1-4 the OTISS Coach will assist site based personnel with the implementation of the action plan. This assistance will be in the form of guidance, resource identification, and feedback regarding the achievement of steps within the action plan. At regular intervals the action plan should be consulted and current practice should be evaluated against the action plan. Guidance should be provided to assist the site based OTISS team's

efforts to achieve individual action plan steps and ultimately the primary goal within the timeframe identified in the SAP. The Goal Attainment Form (GAF), Attachment E, should be completed monthly and reviewed with the core members of the OTISS team and the site based administrator as a form of progress monitoring and feedback to determine if achievement is occurring consistent with the defined timeline. This feedback is essential in making data based modifications to the SAP. To evaluate goal attainment an overall timeline must be defined for the completion of the years action steps. Once the expected attainment is determine, a graph which displays initial performance on the defined goals (typically 0% completion), performance at monthly intervals and the end of year goal (100% of defined goals completed) should be created. An aim line could then be added to determine if goal attainment is on track. If progress is adequate (high percentage of action steps accomplished with performance at or above the aim line) steps should be taken to identify the current supports in place to ensure ongoing performance (i.e. ongoing training, coaching, data systems, facilitative administration, teams). If progress is not adequate (percentage of action steps achieved is low and performance is below the aim line) steps should be taken to improve on the achievement of action steps. To improve on achieving action steps the barriers or challenges that are impeding achievement should be examined. This examination should focus on an evaluation of the implementation drivers. These drivers are, Competency Drivers (knowledge and training needs), Organizational Drivers (policy and procedures in the system), and Leadership Drivers (leaderships need to attend to organizational barriers). All of which must be evaluated to determine which individual drivers or combination of drivers must be addressed in order to improve goal attainment.
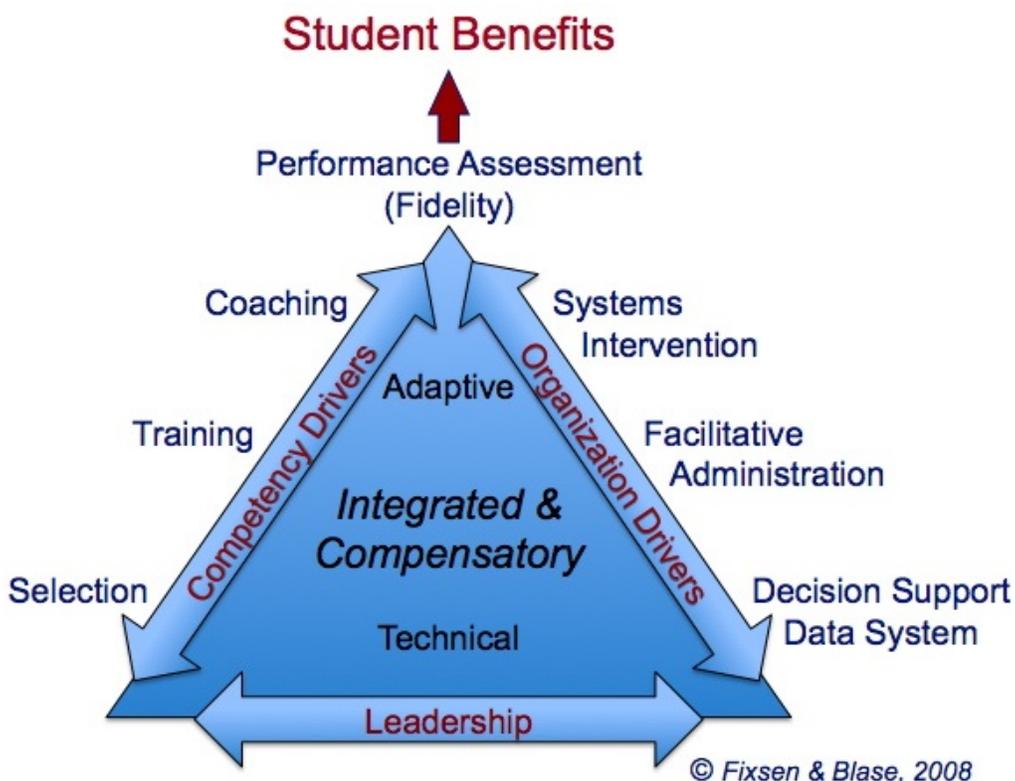
In addition, at least twice per year the [Fidelity Assessment](#) (FA), Attachment A, should also be conducted as a means of monitoring the progress of the site based implementation. The Fidelity Assessment is designed to objectively evaluate the degree of current OTISS implementation and should be completed by the OTISS or other external representative to ensure an impartial evaluation of current fidelity.

A Theoretical Model Guiding OTISS Coach

It is the purpose of the OTISS coach to educate faculty in a non-hierarchical format. This will be accomplished by setting clear, mutually agreed upon, measurable goals; teaching and modeling specific strategies; providing continuous feedback to faculty; adapting to the unique needs of the school; and making use of strengths and resources in the community.

To accomplish these goals, the OTISS coach will provide services grounded in adult learning theory. In this perspective, the coach will treat faculty as committed learners who aim to continually improve and broaden their array of skills. The coach will first work with faculty on establishing "buy-in" by outlining target skills and benefits to students as a result of behavior change. Faculty will be encouraged to set ambitious personal goals. The coach will work with faculty to establish how change will occur, in what settings, outcomes to be measured, who will be responsible for certain elements, and timelines for implementation and evaluation. Finally, through skill building, coaches will increase system competency, independence and self-efficacy in the use of the OTISS model, continually moving faculty and administration towards the goal of creating self-sustaining and self-improving systems.

OTISS Fidelity Assessment

Date: _____ Person Completing Assessment: _____

Team Members Present: _____ _____

_____ _____

_____ _____

Purpose:

This tool is designed to assist sites with two major goals.

a) Describe the site's current implementation level regarding tiered academic and behavioral supports

b) Identify goals to move the site toward achieving full implementation of these supports

Instructions:

1. **Form a Team.** Identify varied site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of the OTISS team.

2. **Review Tool and Gather Supporting Documents.** Prior to meeting as a team to complete the OTISS Fidelity Assessment, each team member should familiarize him/herself with this tool and gather Supporting Documents* that may evidence the site's current level of implementation.

3. **Meet to Rate Current Implementation.** Schedule approximately 1-2 hours to meet as a team to rate the site's current level of implementation across all eight OTISS core components. A team member identified as the "recorder" may document barriers, concerns, and questions raised by the team in the Comments section provided at the bottom of each page.

4. **Complete the OTISS Fidelity Assessment Summary.** The summary may be completed at the team meeting after ratings for each component have been selected, or an identified team member may complete this step at a later time. The OTISS Fidelity Assessment Summary yields scores for each core component as well as a total implementation score. Each score can be used to determine whether the area reflects an adequate level of implementation.

5. **Create Goals to Move Site Toward Full Implementation.** The OTISS team should meet again to analyze results, identify areas of weakness, and develop goals to improve these areas.

Helpful Hints:

* Sample Supporting Documents are listed for each item in a checkbox format (i.e., ☐ OTISS Meeting Sign-in Sheets). Supporting Documents provide evidence that the site meets criteria for the rating selected. Before assigning rating, site-based personnel should indicate which Supporting Document(s) they have available by placing a checkmark in the corresponding ☐ This step assists site-based personnel in selecting a rating that most accurately reflects the site's current implementation level. If the site possesses an alternative Supporting Document that is not included in the list of sample Supporting Documents, the person completing the fidelity assessment may simply describe their Supporting Document in the margin.

The OTISS Fidelity Assessment tool is designed to monitor a site's ongoing progress in addition to determining initial level of implementation. Therefore, the OTISS Team should schedule to meet three times each school year (before, middle, after) to assess the site's progress toward Full Implementation of tiered academic and behavioral supports.

OTISS Fidelity Assessment

Core Component 1: LEADERSHIP

Component Items *Place Checkmark By Available Supporting Documents*	**0** *No Implementation*	**1** *Exploring Implementation*	**2** *Initial Implementation*	**3** *Partial Implementation*	**4** *Full Implementation*	**Score**
Administrator Presence- Team Meetings/ Trainings ☐ OTISS Meeting Attendance	Does not attend OTISS-related team meetings	Attends less than half of OTISS-related team meetings	Attends half of OTISS-related team meetings	Attends all OTISS-related team meetings and some trainings	Attends all OTISS-related team meetings and most trainings	
Administrator Presence- Data Review Meetings ☐ Data Review Attendance	Does not attend Data Review meetings	Attends less than half of Data Review meetings	Attends half of Data Review meetings	Attends most Data Review meetings	Attends most Data Review meetings and provides leadership for problem-solving and decision making	
Administrator Communication ☐ Family Emails/Newsletters ☐ Staff Emails/Newsletters ☐ Family Presentations ☐ Staff Presentations	Does not directly communicate with staff regarding tiered systems of support	Directly communicates with all staff regarding tiered systems of support	Directly communicates with all staff and some families regarding tiered systems of support	Directly communicates with all staff and all families regarding tiered systems of support	Directly communicates with all staff and all families regarding tiered systems of support and OTISS-specific site updates	
Supervision of OTISS Implementation ☐ Classroom Observations ☐ Performance Evaluations ☐ Integrity Checklists ☐ Faculty Meeting Agendas	Does not supervise staff implementation of tiered systems of support	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff once per year	Supervises staff implementation tiered interventions and provides related feedback/coaching to staff twice per year	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff four times per year	Supervises staff implementation of tiered interventions and provides related feedback/coaching to staff at least once per month	
Comments					**Total Leadership Score:** 16 Points Possible	

OTISS Fidelity Assessment

Core Component 2: TEAMING

Component Items *Place Checkmark By Available Supporting Documents*	**0** *No Implementation*	**1** *Exploring Implementation*	**2** *Initial Implementation*	**3** *Partial Implementation*	**4** *Full Implementation*	**Score**
Written Plan ☐ OTISS Written Plan	No site-based OTISS written plan exists	OTISS written plan addresses at least four of eight core components of the OTISS model	OTISS written plan addresses all eight core components of the OTISS model	OTISS written plan addresses all eight core components of the OTISS model and has been distributed to all staff	OTISS written plan addresses all eight core components of the OTISS model, has been distributed to all staff, and is revised to reflect updates once per year	
OTISS Team Presence ☐ OTISS Team Roster	No site-based OTISS team exists	OTISS team includes fewer than four members	OTISS team includes at least four members, including admin., teacher, and related service-providers	OTISS team includes at least four members: admin., teacher rep. from a variety of grades or subject areas, and related service providers	OTISS team includes at least four members: admin., teacher rep. from a variety of grades or subject areas related service providers, parent rep., and student rep.* *secondary sites only	
OTISS Team Activity Frequency ☐ OTISS Meeting Minutes	No OTISS team meetings occur	OTISS team meets fewer than six times during school year	OTISS team meets six to nine times during school year	OTISS team meets at least once per month during school year, and over half of the team attends each meeting	OTISS team meets at least once per month during school year, and no more than two members are absent from each meeting	
OTISS Team Communication ☐ Emails/Newsletters to Staff ☐ Presentations ☐ Surveys	No communication with staff outside OTISS team regarding OTISS implementation	Communicates with all staff regarding OTISS implementation once per year	Communicates with all staff regarding OTISS implementation at least once per semester	Communicates with all staff regarding OTISS implementation at least once per semester and solicits input from staff	Communication with all staff regarding OTISS implementation is facilitated by teacher reps. continuously throughout school year, and solicited input is shared with OTISS Team	
OTISS Team Evaluation ☐ Fidelity Assessment ☐ Site Action Plans ☐ Goal Attainment Form	OTISS implementation is not evaluated	OTISS implementation is evaluated at the beginning or the end of the school year	OTISS implementation is evaluated at the beginning and the end of the school year	OTISS implementation is evaluated at the beginning, and end of the school year with formative assessment conducted during the year	OTISS implementation is evaluated at the beginning and end of the school year, with goal attainment measured monthly	
Comments					**Total Teaming Score:** 20 Points Possible	

OTISS Fidelity Assessment

Core Component 3: PROFESSIONAL DEVELOPMENT

Component Items *Place Checkmark By Available Supporting Documents*	0 *No Implementation*	1 *Exploring Implementation*	2 *Initial Implementation*	3 *Partial Implementation*	4 *Full Implementation*	Score
Data-Based PD Plan ☐ PD Plan ☐ Screening Data ☐ Progress Monitoring Data ☐ Fidelity Assessment ☐ Survey Data ☐ Needs Assessments Data	No site-based professional development (PD) plan exists	PD plan exists	PD plan exists and is based on staff training needs identified by one source of data	PD plan exists and is based on staff training needs identified by two to three sources of data	PD plan exists and is based on staff training needs identified by at least four sources of data	
PD Frequency and Content ☐ PD Plan ☐ PD Content Research ☐ PD Sign-In Sheets/Agendas	PD is not provided	PD is provided but is not evidence-based or relevant to staff training needs	Evidence-based PD relevant to staff training needs is provided once per school year	Evidence-based PD relevant to staff training needs, and delivered with consideration for adult learning theory, is provided twice per school year	Evidence-based PD relevant to staff training needs, and delivered with consideration for adult learning theory, is provided at least three times per school year	
Evaluation of PD-Staff Outcomes ☐ PD Post-Assessment Data ☐ Additional Training Documentation ☐ PD Follow-up Observation form	Evaluation of staff knowledge on PD content does not occur	Evaluation of staff knowledge on PD content occurs after PD delivery	Evaluation of staff knowledge on PD content occurs after PD delivery, and data are used to identify staff who need additional training	Evaluation of staff knowledge on PD content occurs after PD delivery, data are used to identify staff who need additional training, and additional training is provided to staff	Evaluation of staff knowledge on PD content occurs after PD delivery, data are used to identify staff who need additional training, and additional training is provided to staff, and follow-up observations are conducted to ensure adequate implementation	
Evaluation of PD-Student Outcomes ☐ Student Outcomes Data ☐ Additional Training Documentation ☐ PD Follow-up Observation form	Evaluation of student outcomes data related to PD content does not occur	Evaluation of student outcomes data related to PD content occurs after PD delivery	Evaluation of student outcomes data related to PD content occurs after PD delivery, and data are used to identify staff who need additional training or support	Evaluation of student outcomes data related to PD content occurs after PD delivery, and data are used to identify staff who need additional training or support, and additional training or support is provided to staff	Evaluation of student outcome data related to PD content occurs after PD delivery, data are used to identify staff who need additional training or support, and additional training or support is provided to staff, and additional student outcome data is collected to ensure student impact	
Comments					**Total Professional Development Score:** 16 Points Possible	

OTISS Fidelity Assessment

Core Component 4: UNIVERSAL SCREENING/BENCHMARKING

Component Items *Place Checkmark By Available Supporting Documents*	0 *No Implementation*	1 *Exploring Implementation*	2 *Initial Implementation*	3 *Partial Implementation*	4 *Full Implementation*	Score
Reading ☐ Reading Screening Tool ☐ Research Supporting Tool ☐ Training Sign-In Sheet/ Agenda	Reading screening tool has not been identified	Evidence-based reading screening tool has been identified and all staff responsible for implementing evidence- based reading screening tool are trained on administration	Evidenced-based reading screening has been piloted in select classrooms across various grades.	Evidence-based reading screening tool is implemented with all students once per year	Evidence-based reading screening tool is implemented with all students at least three times per year	
Math ☐ Math Screening Tool ☐ Research Supporting Tool ☐ Training Sign-In Sheet/ Agenda	Math screening tool has not been identified	Evidence-based math screening tool has been identified and all staff responsible for implementing evidence- based math screening tool are trained on administration	Evidenced-based math screening has been piloted in select classrooms across various grades.	Evidence-based math screening tool is implemented with all students once per year	Evidence-based math screening tool is implemented with all students at least three times per year	
Writing ☐ Writing Screening Tool ☐ Research Supporting Tool ☐ Training Sign-In Sheet/ Agenda	Writing screening tool has not been identified	Evidence-based writing screening tool has been identified and all staff responsible for implementing evidence- based writing screening tool are trained on administration	Evidenced-based writing screening has been piloted in select classrooms across various grades.	Evidence-based writing screening tool is implemented with all students once per year	Evidence-based writing screening tool is implemented with all students at least three times per year	
Behavior ☐ Behavior Screening Tool ☐ Research Supporting Tool ☐ Training Sign-In Sheet/ Agenda	Behavior screening tool has not been identified	Evidence-based behavior screening tool has been identified and all staff responsible for implementing evidence- based behavior screening tool are trained on administration	Evidenced-based behavior screening has been piloted in select classrooms across various grades.	Evidence-based behavior screening tool is implemented with all students once per year	Evidence-based behavior screening tool is implemented with all students at least three times per year	
Comments					**Total Universal Screening/ Benchmarking Score:** 16 Points Possible	

OTISS Fidelity Assessment

Core Component 5: TIERED INTERVENTIONS

Component Items *Place Checkmark By Available Supporting Documents*	**0** *No Implementation*	**1** *Exploring Implementation*	**2** *Initial Implementation*	**3** *Partial Implementation*	**4** *Full Implementation*	**Score**
Knowledge of Intervention Selection & Implementation ☐ PD Presentation/Attendance ☐ Pre-/Post-Assessment Data ☐ Intervention Data ☐ Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	A majority of staff can effectively: __ Select intervention target skill based on screening data and additional assessment __ Implement evidence-based intervention matched to target skill __ Modify intervention intensity __ Document intervention data					
Availability of Intervention Materials ☐ Intervention Library ☐ Intervention Library List ☐ Intervention Protocols ☐ Intervention Materials	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Tier 2 and 3 intervention library is easy to access by staff and includes: __ Reading intervention protocols and materials __ Math intervention protocols and materials __ Writing intervention protocols and materials __ Behavior intervention protocols and materials					
Reading ☐ Research Supporting Core Curriculum ☐ Tier 1 Sample Lesson Plans ☐ Intervention Protocols ☐ Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Tiered reading instruction includes: __ Tier 1 evidence-based core curriculum __ Tier 1 differentiated instruction __ Tier 2 individualized and small group interventions __ Tier 3 individualized and small group interventions					
Math ☐ Research Supporting Core Curriculum ☐ Tier 1 Sample Lesson Plans ☐ Intervention Protocols ☐ Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Tiered math instruction includes: __ Tier 1 evidence-based core curriculum __ Tier 1 differentiated instruction __ Tier 2 individualized and small group interventions __ Tier 3 individualized and small group interventions					
Writing ☐ Research Supporting Core Curriculum ☐ Tier 1 Sample Lesson Plans ☐ Intervention Protocols ☐ Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Tiered writing instruction includes: __ Tier 1 evidence-based core curriculum __ Tier 1 differentiated instruction __ Tier 2 individualized and small group interventions __ Tier 3 individualized and small group interventions					
Behavior ☐ Research Supporting Core Curriculum ☐ Tier 1 Sample Lesson Plans ☐ Intervention Protocols ☐ Student Intervention Data	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Tiered behavior instruction includes: __ Tier 1 evidence-based core curriculum __ Tier 1 differentiated instruction __ Tier 2 individualized and small group interventions __ Tier 3 individualized and small group interventions					

Implementation Fidelity ☐ Intervention Data ☐ Integrity Checklists ☐ Individualized Staff Training Documentation	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Evaluation of intervention implementation fidelity includes:	__ Intervention documentation presented at all data review meetings __ Procedural integrity monitored by interventionist with integrity checklists __ Procedural integrity monitored by secondary observer with integrity checklists __ Inadequate fidelity remedied through individualized staff training				
Scheduling and Personnel ☐ Intervention Schedules ☐ List of Interventionists	Interventions are not scheduled	Interventions are scheduled but are not implemented due to limited staff or time	Interventions are scheduled but are inconsistently implemented due to limited staff or time	Interventions are scheduled and implemented consistently, but limited staff are used *(i.e., only teachers and reading specialists)*	Interventions are scheduled and implemented with fidelity, and a variety of staff members implement interventions *(i.e., teachers, reading specialists, admin., bus personnel, custodians)*	
Comments					**Total Tiered Interventions Score:** 32 Points Possible	

OTISS Fidelity Assessment

Core Component 6: PROGRESS MONITORING (PM)

Component Items *Place Checkmark By Available Supporting Documents*	0 *No Implementation*	1 *Exploring Implementation*	2 *Initial Implementation*	3 *Partial Implementation*	4 *Full Implementation*	Score
Reading ☐ Reading PM Tools ☐ Research Supporting Tools ☐ Training Attendance/Agenda ☐ Student Progress Monitoring Data	Reading progress monitoring tools have not been identified	Technically adequate reading progress monitoring tools have been identified	All staff responsible for implementing technically adequate reading progress monitoring tools have been trained on administration	Technically adequate reading progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate reading progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
Math ☐ Math PM Tools ☐ Research Supporting Tools ☐ Training Attendance/Agenda ☐ Student Progress Monitoring Data	Math progress monitoring tools have not been identified	Technically adequate math progress monitoring tools have been identified	All staff responsible for implementing technically adequate math progress monitoring tools have been trained on administration	Technically adequate math progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate math progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
Writing ☐ Writing PM Tools ☐ Research Supporting Tools ☐ Training Attendance/Agenda ☐ Student Progress Monitoring Data	Writing progress monitoring tools have not been identified	Technically adequate writing progress monitoring tools have been identified	All staff responsible for implementing technically adequate writing progress monitoring tools have been trained on administration	Technically adequate writing progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate writing progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
Behavior ☐ Behavior PM Tools ☐ Research Supporting Tools ☐ Training Attendance/Agenda ☐ Student Progress Monitoring Data	Behavior progress monitoring tools have not been identified	Technically adequate behavior progress monitoring tools have been identified	All staff responsible for implementing technically adequate behavior progress monitoring tools have been trained on administration	Technically adequate behavior progress monitoring tools are implemented by trained staff in Tier 2 or Tier 3	Technically adequate behavior progress monitoring tools are implemented by trained staff in Tier 2 and Tier 3, with appropriate frequency at each tier	
Comments					**Total Progress Monitoring Score** Points Possible: 16	

OTISS Fidelity Assessment

Core Component 7: DATA-BASED DECISION MAKING

Component Items *Place Checkmark By Available Supporting Documents*	**0** *No Implementation*	**1** *Exploring Implementation*	**2** *Initial Implementation*	**3** *Partial Implementation*	**4** *Full Implementation*	**Score**
Academic Data ☐OTISS Written Plan ☐PD Presentation/Attendance ☐Pre-/Post-Assessment Data ☐Data Tracking Forms ☐Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Data-driven academic decision rules are: __ Documented in the site-based OTISS written plan __ Distributed to and understood by staff __ Applied to initial tier placement __ Applied to tier transitions					
Behavior Data ☐OTISS Written Plan ☐PD Presentation/Attendance ☐Pre-/Post-Assessment Data ☐Data Tracking Forms ☐Data Review Meeting Observations	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Data-driven behavior decision rules are: __ Documented in the site-based OTISS written plan __ Distributed to and understood by staff __ Applied to initial tier placement __ Applied to tier transitions					
Data Review Meetings ☐Meeting Attendance/ Agenda ☐Data Tracking Forms ☐Meeting Minutes ☐Meeting Observations ☐Individual Student Graphs ☐Data Wall	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	
	Data review meetings: __ Occur twice each month __ Require screening and intervention data for tiered support decision making __ Include graphic representations of student data __ Include administrator, general and special education teachers, related specialists, and school psychologist (if applicable)					
Comments				**Data-Based Decision Making Score** Points Possible: 12		

OTISS Fidelity Assessment

Core Component 8: FAMILY ENGAGEMENT

Component Items *Place Checkmark By Available Supporting Documents*	0 *No Implementation*	1 *Exploring Implementation*	2 *Initial Implementation*	3 *Partial Implementation*	4 *Full Implementation*	Score
Parent/Guardian Communication- Child Participation ☐ Consent to Intervene Form ☐ Parent/Teacher Conference Documentation ☐ Parent Notification/ Invitation Letter	Parents are not informed of the tier level of support their child is receiving	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via one type of communication	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via two types of communication	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via two types of communication, and they are notified of tier transitions	Parents are informed of their child's current level of functioning and tier 2 or 3 services provided via at least two types of communication, notified of tier transitions, and invited to contribute as a member of their child's team	
Parent/Guardian Communication- OTISS Implementation ☐ Emails/Newsletters ☐ Webpage ☐ Parent Surveys ☐ Parent Night Sign-in Sheet, Agenda, Presentation	Staff does not communicate with families regarding OTISS model and implementation	Staff communicates with families once per year regarding OTISS model and site-based implementation	Staff communicates with families once per semester regarding OTISS model and site-based implementation	Staff communicates with families once per semester regarding OTISS model and site-based implementation and solicits input from families	Staff communicates with families at least twice per semester regarding OTISS model and site-based implementation and solicits input from families	
OTISS Team Parent/Guardian Representative ☐ OTISS Team Roster ☐ Parent Feedback on Written Plan and/or Parent Communication Documents ☐ Parent Night Planning Documents ☐ PTO Meeting Minutes	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	

OTISS team has:
__ Identified a potential parent/guardian representative*
__ Invited the parent/guardian representative* to participate in OTISS team activities
__ A parent/guardian representative* that has participated in at least two OTISS team activities/year
__ Involved other parents in the OTISS process outside of the Parent representative
(i.e., helping organize parent night or speaking to PTO about OTISS)

parent must not be a staff member but may be a member of parent teacher organization, etc.

Component Items	0	1	2	3	4	Score
Parental/Guardian Participation in OTISS Activities ☐ Problem Solving Mtg. Notes ☐ Parent Night Attendance ☐ Written Description of Parent Role in Intervention Implementation ☐ Parent Surveys	Site meets none of the criteria listed below	Site meets one of the criteria listed below	Site meets two of the criteria listed below	Site meets three of the criteria listed below	Site meets four of the criteria listed below	

Parents/guardians have participated in:
__ Problem solving process for their child, as a member of their child's team
__ Intervention implementation (directly or indirectly)
__ Parent meeting discussing OTISS
__ Providing feedback on OTISS implementation

Comments					**Family Engagement Score:** 16 Points Possible	

OTISS Fidelity Assessment

SUMMARY TABLE

<u>Instructions:</u>

1. Transfer the total score for each component into the accompanying box in Column A.
2. Add scores for all eight components and place total in the grey shaded box in Column A.
3. Divide Total Points Earned scores in Column A by the Total Points Available in Column B, and multiply by 100
4. Record each of these scores in the "Percentage of Full Implementation" column.
5. Based on the "Percentage of Full Implementation" score, label the component as a:

        STRENGTH -   90-100%
        ADEQUATE-   65-89%
        WEAKNESS-   0-64%

Core Component	Total Points Earned (A)	Total Points Available (B)	Percentage of Full Implementation (A/B x 100)	Strength, Adequate, or Weakness
1. Leadership		16		
2. Teaming		20		
3. Professional Development		16		
4. Universal Screening/ Benchmarking		16		
5. Tiered Interventions		32		
6. Progress Monitoring		16		
7. Data-Based Decision Making		12		
8. Family Engagement		16		
OVERALL IMPLEMENTATION		144		

Comments

OTISS Goal Development and Prioritization Worksheet

The OTISS-Goal Development and Prioritization Worksheet is designed to assist teams in developing goals to address the weaknesses identified in the OTISS-Fidelity Assessment. Teams should list their areas of weakness (questions with a score of 0 or 1) on the form below and create goals that, if accomplished, will change the weakness into an area of adequate performance (score of 2 or above). It is not necessary that a goal be created for each area of weakness because it is possible that some goals can be written that, if achieved, will address more than one area. However, it is important that all areas of weakness be addressed. Once goals have been created, prioritize them by numbering them, in order of importance (1,2,3, etc.) in the Priority column..

Area of Weakness	Goal Targeting Specified Area of Weakness	Priority

OTISS Multi-Year Implementation Plan

Use this form to assign goals identified on the OTISS-Goal Development and Prioritization Worksheet to the year in which the goal is to be addressed. The sequence in which goals are addressed should follow the prioritization sequence from the worksheet; however, it is possible that some goals may be addressed out of sequence if logistics and/or resources make that the most reasonable course of action.

Goals to be addressed in Year 1:

_____

_____

_____

Goals to be addressed in Year 2:

_____

_____

_____

Goals to be addressed in Year 3:

_____

_____

_____

Goals to be addressed in Year 4:

_____

_____

_____

Goals to be addressed in Year 5:

_____

_____

_____

_____

OTISS Site Action Plan

Goal: _____

School Year:_____   District:_____   Site:_____

	Action Steps: **What are the action required for achieving the goal?**	Responsible Party/Parties: (include position held) **Who will do it?**	Timeframe:		Barriers: **What barriers are in the way?**	Resources: **What resources (time/people/ materials) are needed?**	Evidence of Accomplishment What change will occur or product produced?
			Begin Date (Day/Month/Year)	Completion Date (Day/Month/Year)			
Step 1 ☐							
Step 2 ☐							
Step 3 ☐							
Step 4 ☐							
Step 5 ☐							

Evaluating the Site Action Plan: When a review of the evidence verifies a step has been accomplished, place a check in the Step Box ☑.   When all steps have been checked off, the goal should be accomplished. If the team determines the goal is not yet accomplished, members will need to plan additional steps.

OTISS Goal Attainment Form

The purpose of the OTISS-Goal Attainment Form is to track progress on goals described in the OTISS-Site Action Plan(s) by measuring the percentage of action steps completed each month for each goal (Section I). In addition, there is a section for summarizing the attainment of all goals (Section II) and guiding questions for reflecting on progress to date and making plans for the future. This form can be modified to add additional goals as appropriate.

 Site: _____   **School Year:** _____   **Date:** _____

OTISS Coach: _____

I.   Individual Goal Attainment

Goal #1:_____

          (CC _-_____: ___Academic ___Behavior ___ NA)

   A. Number of action steps identified for this goal: _____
   B. Number of action steps completed: _____
   C. Percentage of action steps completed (B÷A=C): _____

Goal #2:_____

          (CC _-_____: ___Academic ___Behavior ___ NA)

   A. Number of action steps identified for this goal: _____
   B. Number of action steps completed: _____
   C. Percentage of action steps completed (B÷A=C): _____

Goal #3:_____

          (CC _-_____: ___Academic ___Behavior ___ NA)

   A. Number of action steps identified for this goal: _____
   B. Number of action steps completed: _____
   C. Percentage of action steps completed (B÷A=C): _____

Goal #4:_____

      (CC _-_____: ___Academic ___Behavior ___ NA)

    A. Number of action steps identified for this goal: _____
    B. Number of action steps completed: _____
    C. Percentage of action steps completed (B÷A=C): _____

Goal #5:_____

      (CC _-_____: ___Academic ___Behavior ___ NA)

    A. Number of action steps identified for this goal: _____
    B. Number of action steps completed: _____
    C. Percentage of action steps completed (B÷A=C): _____

Goal #6:_____

      (CC _-_____: ___Academic ___Behavior ___ NA)

    A. Number of action steps identified for this goal: _____
    B. Number of action steps completed: _____
    C. Percentage of action steps completed (B÷A=C): _____

II.   Summary of Attainment of all Goals

Percent of completed goals (number of goals 100% compete ÷ total goals): _____

Overall percentage of completed action steps (average of all Cs) : _____

Previous overall percentage of completed action steps (average of previous Cs) : _____

Time period between evaluations? _____

Change that has occurred between examinations of goal attainment (B–A =D): _____

III.   Reflection and Next Steps

Is current change by time trajectory sufficient for completion of your goals in an appropriate time frame?
_____

What barrier(s) kept you from meeting your goals?
_____

Should your goal(s) be modified? If so, how?
_____

What actions will you take place to improve progress toward your goals?
_____

What goals will be targeted for the next review/team meeting?

_____