



Implementing the Pyramid Model: Data Informed Decision-Making for School Teams

Implementing a multi-tiered system of support (MTSS) to promote positive student outcomes requires data collection on the delivery of intervention with fidelity and the student’s response to instruction and interventions. Similarly, when schools adopt a school-wide or department-wide approach related to a content area (e.g., literacy, behavior), data collection on the implementation of the intervention or curriculum with fidelity and the effects of the approach or curriculum on student outcomes is essential. In this fact sheet, we provide guidance on data that should be gathered and used by school leaders for decisions related to implementing the *Pyramid Model for Promoting the Social and Emotional Competence of Young Children* (Pyramid Model).

School leaders should be using their data to examine two important questions:

- Are we doing what we say we are doing? (Implementation and Intervention Fidelity)
- Is it making a difference? (Outcomes)

The table below provides a snapshot of measures for addressing critical questions related to Pyramid Model implementation in preschool and kindergarten classrooms. These data tools and evaluation questions are related to the professional development strategies used to support teachers to implement evidence-based practices with fidelity (i.e., training and coaching), changes in teachers’ practices, and student outcomes.

Data Tools to Address Fidelity and Outcome Questions

Professional Development		
Question	Tools	Measures
Did we provide training in Pyramid Model practices with fidelity?	District or school developed fidelity checklist on the content of training events	<ul style="list-style-type: none"> • % of planned content and activities that were provided
Did teachers find the training in Pyramid Model practices relevant and useful?	District or school-developed training evaluation	<ul style="list-style-type: none"> • % of teachers who rated the training as useful • % of teachers who rated the training as relevant • % of teachers who rated the training as providing strategies that will enhance their ability to meet student needs

Question	Tools	Measures
Did teachers receive the dosage of coaching we aimed to provide?	Classroom coaching log	<ul style="list-style-type: none"> • Range and average duration of coaching observation and coaching feedback sessions provided to teachers

Practice Implementation

Question	Tools	Measures
<p>Are teachers implementing the Pyramid Model practices with fidelity in the classroom?</p> <p>Is there a relationship between coaching delivery, coaching cycles, and action plans and growth in Pyramid Model practices?</p> <p>Are there common strengths or weaknesses in practice implementation across teachers?</p> <p>Are there red flags in practice implementation that are common across teachers?</p>	<p>Teaching Pyramid Observation Tool for preschool classrooms</p> <p>Teaching Pyramid Observation Tool for kindergarten classrooms</p> <p>Classroom coaching log</p> <p>Training completion records</p>	<ul style="list-style-type: none"> • Range and average % of practice indicators implemented by teachers who received training and coaching • Number of teachers at or above fidelity of practice implementation thresholds¹ • Number of teachers who are improved in their use of Pyramid Model practices • Levels of practice implementation (% of indicators) by items across teachers • Range and average number of red flags across teachers • The pattern of red flags (items noted) across teachers

Student Behavior Outcomes

Question	Tools	Measures
<p>Is there a relationship between Pyramid Model practice implementation and office discipline referrals?</p> <p>Is there a relationship between Pyramid Model practice implementation and exclusionary discipline responses to student behavior (i.e., suspensions, expulsions, time-out)?</p> <p>Is there a relationship between Pyramid Model practice implementation and the number of children referred for tier 3 interventions?</p>	<p>School administrative data on:</p> <ul style="list-style-type: none"> • Office discipline referrals • Suspension • Expulsion • Referrals for tier 3 intervention <p>Teaching Pyramid Observation Tool for preschool classrooms</p> <p>Teaching Pyramid Observation Tool for kindergarten classrooms</p>	<ul style="list-style-type: none"> • Office discipline referral by all classrooms on the same grade level • Suspension by all classrooms on the same grade level • Expulsion by all classrooms on the same grade level • Referral for tier 3 by all classrooms on the same grade level • Practice implementation fidelity level by classroom¹

Student Learning Outcomes

Question	Tools	Measures
<p>Is there a relationship between Pyramid Model practice implementation and student learning outcomes?</p>	<p>School annual student learning outcome assessments</p> <p>Teaching Pyramid Observation Tool for preschool classrooms</p> <p>Teaching Pyramid Observation Tool for kindergarten classrooms</p>	<ul style="list-style-type: none"> • Average and range of student growth or student learning outcomes across all classrooms on the same grade level • Practice implementation fidelity level by classroom¹

Look-Think-Act: A Team Data Decision-Making Process

We encourage teams to use the Look-Think-Act process to examine data and decide on potential actions. This process involves the following steps:

- 1. Look** – Examine data for trends and meaningful associations. Make factual statements about what is in the data display (e.g., table, chart) without interpreting or drawing conclusions.
- 2. Think** – Ask questions related to the data that might help with the interpretation. Attach meaning to the data and interpret what the data mean and draw conclusions.
- 3. Act** – Make decisions as a team and identify the action plan needed to put decisions in place

The data analysis process begins by considering the quality of data and noting whether there are concerns about how the data were collected, external factors that might affect the interpretation of data, and other considerations that might have affected data. Teams might note those data considerations before they review the data displays.

Resources to Use for the Look-Think-Act Process

- ▶ [Look-Think-Act Toolkit²](#)
- ▶ [Look-Think-Act: Coaching Classroom Teachers Data Guide³](#)
- ▶ [Look-Think-Act: Teacher Implementation of Practices Guide⁴](#)

Endnotes

1 The school team can set practice fidelity thresholds to capture the range of what might occur in the classroom. A fidelity level of 80% of key practice items with 0 red flags is considered reaching fidelity. However, the team might want to identify classrooms at multiple levels (e.g., low, moderate, high) and can set those levels for examining relationships between practice implementation and other factors or outcomes.

2 <https://dasycenter.org/look-think-act/>

3 <https://challengingbehavior.org/document/look-think-act-coaching-classroom-teachers/>

4 <https://challengingbehavior.org/document/look-think-act-tpot-tpitos/>