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PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Positive Behavioral Interventions and Supports
Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2019 January 17

PREFACE

The OSEP Center on Positive Behavioral Interventions and Supports (PBIS) is grateful to students, educators, families, researchers, and many others who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of PBIS.

These materials have been developed to assist local and state education agents to improve their capacity to address school climate and PBIS for all students.

Authority for and use of the terminology "Positive Behavioral Interventions and Supports" was first indicated in the Individuals for Disabilities Education Act of 1996, and has been referenced in subsequent reauthorizations in 2000 and 2006. The priority for this Center was developed in 1997. In this document PBIS is used as equivalent to "School-Wide Positive Behavior Support" (SWPBS), "School-Wide Positive Behavioral Interventions and Supports (SWPBIS), and "Multi-Tiered Behavioral Frameworks" (MTBF).

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District Systems Fidelity Inventory (DSFI)
District Self-Assessment and Action Planning

Introduction & Purpose: The purpose of the *District Systems Fidelity Inventory (DSFI)* is to guide District Leadership Teams in the assessment, development, and execution of action plans that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices. The DSFI and process have been designed to serve as a guide for initial action planning, progress monitoring and annual evaluation of fidelity of implementation and impact. The DSFI is based on the Positive Behavioral Support Implementation Blueprint and the SWPBIS Tiered Fidelity Inventory.

Intended Users: The District Systems Fidelity Inventory is intended for use by district's considering or actively implementing tiered systems of behavior support. Specifically, with members of a district's Planning Team, with the active presence and guidance of an external state or regional facilitator.

Schedule of Administration: It is recommended the District Leadership Team complete the self-assessment prior to installation of a tiered behavioral system, and then annually thereafter to evaluate ongoing implementation**.**

Preparation for Administration & Completion Time: The assessment inventory is divided into 9 categories which include:
1. Leadership Teaming
2. Resource Alignment, Funding, & Allocation
3. Stakeholder Engagement
4. Professional Learning
5. Coaching & Technical Assistance
6. Evaluation, Performance Feedback, & Data Based Decision Making
7. Policy and Systems Support
8. Workforce Capacity
9. Local Implementation Demonstration

Time required for completion depends on experience level of the team. To allow ample time schedule approximately 60-90 minutes to complete all sections. Assembling relevant data and resources (see recommendations below) prior to completing the self-assessment will maximize participants' use of time.

Administration Guidelines:

1. Identify an internal or external facilitator who is fluent in implementation of a tiered behavioral system, the critical features of the DSFI, and data for action planning.
2. Form a District Leadership Team, composed of personnel who have been identified to establish and lead implementation of the tiered behavioral system.
3. Gather and review existing district data related to:
   a. student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys)
   b. organizational knowledge (e.g., district leadership structure, professional development plans with outcomes, coaching resources, current behavioral initiatives)
   c. program implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, School Action Plans)
4. A consensus approach is used to complete the DSFI. Specifically, as a team, discuss participants' ratings for each feature and reach agreement on how to rate as a team. Example data sources and description criteria are provided. Using the tool document results.
5. Assessment results are used to inform district planning. For example, features within the DSFI, along with short- and long-term district improvement priorities, can be organized into action plan steps.
6. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).
7. To build sustainability and internal capacity, emphasize use and organization of existing resources for implementation of action plan.
8. As a team, review progress toward action plan activities and outcomes on a regular basis (e.g., monthly or quarterly)
9. Conduct annual evaluation, develop action plan, monitor implementation and outcomes.

Glossary:

- **Coaching**: Job embedded professional learning provided to support implementation of new skills and practices. Frequently involves prompting modeling, observing, and/or providing feedback (MO SW-PBS Tier 1 Workbook, 2018).

- **Executive Leadership**: Provides the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages (Barrett, 2010).

- **Leadership Team**: Local district team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts that is responsible for ensuring high implementation fidelity, management of resources, and data-based decision making. (OSEP Technical Assistance Center, 2017)

- **Multi-tiered Systems of Support (MTSS)**: The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions (Batsche et al., 2005).

- **Professional Learning**: A systematic process of support for all staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc. (MO SW-PBS Tier 1 Workbook, 2018).

- **Resource Alignment**: Thoughtful allocation of budgets and other resources to achieve desired education outcomes for students (California Department of Education).

- **Resource Mapping**: Summary of resources (personnel, materials, space, initiatives) available for achieving a targeted goal (e.g. implementation of a program or initiative).

- **Stakeholders**: Anyone who has an interest in the success of a school or district.

- **Technical Assistance**: Process of providing support to an organization with an identified problem or need.

- **Transitions**: Moving from one school to another school within a district.

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Section I: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to influence the organization (e.g., decision-making for budget, implementation, policy, data systems).	District Organizational Chart Team Roles & Responsibilities	0 = No members of the District Leadership Team have authority to influence the organization. 1 = At least one member of the District Leadership Team has indirect influence on the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to influence the organization.
1.2 Stakeholder Representation: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) mental health and (e) the local community	District and Community Organizational Chart Team Roles & Responsibilities	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not all the stakeholders listed in (a) - (e). 2 = District Leadership Team includes stakeholders from at least (a) - (e) and audits members annually.
1.3 Team Composition: District Leadership Team includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of SWPBS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation. (e.g., special education, school counselor, school psychologist)	District Organizational Chart Team Roles & Responsibilities	0 = District Leadership Team does not include individuals with behavioral science expertise across the full continuum of behavior support. 1 = District Leadership Team includes individuals with behavior science expertise across all three tiers, fidelity data is monitored across all three domains: (a) training, (b) coaching, and (c) evaluation but not used for decision making. 2 = District Leadership Team includes individuals with behavior science expertise across all three tiers; fidelity data is monitored across all three domains: (a) training, (b) coaching, and (c) evaluation.

Feature	Data Source	Scoring Criteria
1.4 Team Leadership: District Leadership Team is led or facilitated by a coordinator(s) with: (a) designated time and (b) experience in data-based decision-making, and authority to implement team decisions.	District and Community Organizational Chart Team Roles & Responsibilities District Leadership Team Meeting Agenda and Minutes	0 = District Leadership Team does not have an assigned facilitator/coordinator, and does not use data regularly, or have a standard process for decision making. use data regularly, or have a standard process for decision making. 1 = District Leadership Team has an assigned facilitator but with insufficient time or authority. 2 = District Leadership Team has assigned facilitator with designated time, experience and authority.
1.5 Team Operating Procedures: District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures	District Leadership Team Agenda and Minutes	0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process. 1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process. 2 = District Leadership Team meets at least monthly and uses a standard meeting agenda, and has adopted a problem-solving process.
1.6 Action Planning: District Leadership Team develops a 3-5 year action plan guided by the District Self-Assessment Tool results, state/district strategic plan, schools annual evaluation (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations. The team uses the action plan to guide agendas to guide team meetings.	District Action Plan	0 = District Leadership Team meets without action plan to guide the work. 1 = District Leadership Team has an action plan but it is not derived from data, does not include the next 3-5 years and/or is not linked/aligned with the state/district strategic plans. 2 = District Leadership Team develops a 3 to 5 year action plan, linked to vision statement and district improvement plan using the District Self-Assessment Tool, implementation data and measurable student outcomes inclusive of all populations and uses this plan to guide team meetings.
1.7 Communication with Executive Leadership: District Leadership Team engages in regularly scheduled (e.g.,	District Leadership Team Agenda and Minutes	0 = District Leadership Team does not regularly communicate with executive leaders.

monthly) and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework.		1 = District Leadership Team regularly updates (at least monthly) executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework. 2 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework.
1.8 Communication with Key Stakeholders: District Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes	District website District Newsletters District Leadership Team Minutes	0 = District Leadership Team does not communicate progress or ask for input from key stakeholders. 1 = District Leadership Team communicates progress with some but not all key stakeholders and/or does not ask for input. 2 = District Leadership Team communicates progress with and seeks input from all key stakeholders connected to progress and linked to district outcomes.
1.9 Goal Identification: Promotion of positive school climate and student social, emotional, and behavioral health established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.	District Handbook District CSIP	0 = The district does not have an action plan focused on social, emotional, and behavioral health. 1 = A 3 to 5 year action plan focused on social, emotional, and behavioral health exists but is not aligned with established priorities. 2 = A 3 to 5 year action plan focused on social, emotional, and behavioral health is established and aligned to district priorities

Section II: Resource Alignment, Funding, & Allocation

Feature	Possible Data Sources	Scoring Criteria
2.1 Budget Plan: A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement SWPBS framework.	District Budget	0 = No budget plan exists to fund operating procedures and/or capacity building activities. 1 = Operating procedures and capacity building activities are funded with short term funding. 2 = Initiative has transitioned from short-term funding to regular allocated budget line items.
2.2 Community Agency Alignment: Procedures exist to ensure that all external community agency work is aligned to SWPBS framework, evidence-based- practices, and organizational goals of the district.	District Handbook District Policy	0 = A written/documented process for aligning external agency work within the SWPBS framework does not exist. 1 = An informal process for aligning external agency work within the SWPBS framework can be described but is not documented and/or the process is inconsistently applied. 2 = Written procedures are available, known, and consistently used to embed/align external agency work within the SWPBS framework and to goals of the district.
2.3. Alignment to District Outcomes: Academic and social, emotional, and behavioral frameworks are aligned with key district outcomes/improvement goals.	District Comprehensive School Improvement Plan	0 = There are no clearly identified district outcomes/goals aligned to academic and social, emotional, and behavioral frameworks. 1 = District outcomes/goals exist but alignment with the academic or social, emotional, and behavioral frameworks are not evident. 2 = Academic and social, emotional, and behavioral frameworks are directly aligned with one or more identified district outcomes/goals.
2.4 Alignment to Initiatives: Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of SWPBS with existing initiatives having similar goals, outcomes, systems, and	District Organizational Chart	0 = No description/document that shows alignment of existing initiatives is available/evident. 1 = Descriptions of individual initiatives (with similar goals, outcomes, systems and practices) are available, but some not all are fully aligned.

Feature	Data Source	Scoring Criteria
practices.		2 = Alignment of existing related initiatives (i.e., those with similar goals, outcomes, practices and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).
2.5 Initiative Adoption Procedures: Clear procedures are available and regularly followed for reviewing, prior to adoption, program indicators (i.e., evidence, usability and supports) and implementation site indicators (i.e., capacity, fit, & need) to promote adequate alignment and integration of potentially new initiatives with existing social, emotional, and behavioral initiatives.		0 = Clear procedures for reviewing new programs, prior to adoption do not exist. 1 = Procedures for review and adoption of new programs can be described but are not documented and/or inconsistently used and/or do not promote alignment and integration among existing initiatives. 2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.
2.6 Operations for Tiered Interventions: A formal district process is in place to select and support evidence-based Tier II and Tier III interventions that are: a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture development level).	Intervention Guidelines	0 = No Tier II or Tier III district supported evidenced based interventions are identified 1 = District supported Tier II and Tier III evidence-based interventions are selected but no process exists at the district level to support the practices selected. 2 = A formal district process is used to identify and support Tier II and Tier III evidence-based interventions.
2.7 Annual Alignment Review: Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social, emotional, and behavioral initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.	Audit Spreadsheet Work Smarter Not Harder Grid	0 = No review of social, emotional, and behavioral related initiatives exists. 1 = Social, emotional, and behavioral related initiatives are reviewed periodically but fidelity of implementation and effectiveness are not part of the process. 2 = Social, emotional, and behavioral related initiatives are reviewed periodically and fidelity of implementation and

		effectiveness are part of the process.
2.8 Operations for Tiered Interventions: Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.		0 = Funding and organizational resources are not assessed. 1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation. 2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.

Section III: Stakeholder Engagement

Feature	Possible Data Sources	Scoring Criteria
3.1 Stakeholder Involvement: A written process is developed and deployed to actively involve stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in goal-setting and policy development.	District Handbook	0 = No process exists to involve stakeholders. 1 = Stakeholders are on the team but active involvement is not monitored. 2 = A written process is followed to actively involve stakeholders in goal-setting and policy development.
3.2 Information Dissemination: The District Leadership Team, at least annually, develops one or more tools for communicating information, data and accomplishments.		0 = Information, data and accomplishments are not disseminated. 1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (information, data and accomplishments) 2 =Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.
3.3 Stakeholder Participation: Organizational leaders (e.g., superintendent, board of education) actively and visibly participate in SWPBS events and activities (e.g., attend annual		0 = Organizational leaders do not participate in social, emotional, and behavioral activities. 1 = Organizational leaders actively participate in SWPBS events but do not engage stakeholders.

events, visit implementation sites, acknowledge progress) to engage stakeholders.		2 = Organizational leaders actively participate in SWPBS events and engage stakeholders.

Section IV: Professional Learning

Feature	Possible Data Sources	Scoring Criteria
4.1 District Professional Learning Plan: District Leadership Team completes a 3-5 year professional learning plan guided by school implementation data (e.g., TFI, SAS results) and linked to vision statement and measurable outcomes.	Professional Learning Plan	0 = No professional learning plan exists and/or behavioral systems are not included in the plan. 1 = A 3-5 year professional learning plan that includes behavioral systems exists but is not derived from or directly aligned with implementation data and/or does not reflect district vision/mission/goals/outcomes. 2 = A 3-5 year professional learning plan that includes behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.
4.2 District Professional Learning Calendar: Dedicated professional learning time and training plans (with clear scope and sequence) are scheduled for SWPBS implementation and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., state-wide training calendar, district-wide master schedule).	Professional Learning Plan District Professional Learning Calendar Website	0 = No professional learning calendar exists or a calendar exists but does not include training plans for SWPBS. 1 = Professional learning calendar is created but not publicly posted with defined goals to support implementation SWPBS. 2 = Professional learning calendar is created and publicly posted with defined goals to support implementation of SWPBS.
4.3 Professional Learning Alignment: SWPBS professional learning materials and professional learning practices are aligned with other relevant empirically-supported initiatives.		0 = SWPBS Professional learning materials/practices are not overtly (e.g., materials directly reference, describe, provide opportunities to discuss) aligned with other relevant district initiatives. 1 = SWPBS Professional learning materials/practices are informally aligned with other relevant district initiatives (e.g.,

Feature	Data Source	Scoring Criteria
		mention may be made but is not documented within written products) 2 = SWPBS professional learning materials/practices are overtly aligned with other relevant district initiatives.
4.4 Ongoing Professional Learning: At least annually, SWPBS is part of orientation with new staff and refresher sessions are provided with returning/veteran staff.	Professional Learning Plan	0 = No SWPBS orientation sessions are provided with new or returning staff" 1 = SWPBS orientation session(s) are provided with new staff or with returning staff but are not implemented with both. 2 = On an annual basis, SWPBS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.
4.5 Communities of Practice: In-district and/or out-of-district peer networking opportunities focused on SWPBS are available and regularly accessed by school and team leaders, district or school level coaches, and/or district/school level teams.	Professional Learning Plan	0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities. 1 = Some leaders, coaches, and/or teams access peer networking opportunities but all relevant personnel do not access or access is inconsistent. 2 = Peer network opportunities focused on the social, emotional, and behavioral framework practices and systems are scheduled for and regularly accessed by all relevant members/groups.
4.6 Internal Professional Learning: District-wide, internal training capacity (e.g., core group identified and supported in leading efforts) is established to build and sustain a SWPBS framework.		0 = No internal training for SWPBS exists in the district 1 = Some internal training for SWPBS exists within the district 2 = A core group is established and regularly provides training within the district to build and sustain SWPBS practices.

Section V: Coaching & Technical Assistance

Feature	Possible Data Sources	Scoring Criteria
5.1 Technical Assistance: Orientation materials (e.g., handouts, video, website, handbook) are developed and describe implementation rationale, readiness requirements, process, and outcomes.	Website	0 = Relevant, district specific materials and a strategic process for orienting personnel about the implementation rationale, readiness requirements, process, and outcomes are not available and/or not strategically provided to all staff/stakeholders 1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not district specific and/or are not strategically disseminated to all relevant stakeholders. 2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g. internal staff receive on-going professional learning, external stakeholders are given overview level materials)
5.2 Coaching: Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general SWPBS expertise and across full continuum of behavior support (Tiers I, II, III).		0 = School and district specialists have behavioral expertise, but it does not align to SWPBS. 1 = School and district specialists have behavioral expertise aligned to SWPBS but not across the full continuum of behavior support. 2 = School and district specialists have behavioral expertise aligned to SWPBS across the full continuum of behavior support.
5.3 Internal Professional Learning: District-wide, internal training capacity (e.g., core group identified and supported in leading efforts) is established to build and sustain SWPBS.		0 = No internal training for SWPBS in the district 1 = Some internal training for SWPBS exists within the district 2 = A core group is established and regularly provides training within the district to build and sustain SWPBS.
5.4 Implementation Process: A written process is developed and followed for teaching all relevant staff how to refer		0 = No formal process 1 = Informal process in place for staff and families to request

students and implement each Tier I, II, III interventions that are in place.	assistance 2 = Written request for assistance form and process are in place and all relevant staff are trained
5.5 Differentiated Coaching Support: A plan for differentiated coaching supports is developed and based on phases of implementation, relevant tiers and data-indicated need. The coaching plan is readily available (e.g., website) and/or disseminated to school teams and is consistently implemented.	0 = A plan for differentiated levels of coaching is not documented and/or no coaching supports are consistently provided. 1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need and/or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across school sites. 2 = A plan for differentiated coaching is available and indicated levels of support are regularly provided across school sites in the district.
5.6 District Coach Networks: Training and support (e.g., clear scope and sequence, technical assistance) are provided to district coaching networks to establish and sustain SWPBS expertise and implementation.	0 = No process for support coaching exists 1 = District coaches training process is informal 2 = A written process is used to train coaches and provide access to coaching networks
5.7 Coaching Functions: Support emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.	0 = No process for determining coaching functions. 1 = Process to determine coaching functions is informal. 2 = A written process exists outlining the coaching functions for implementation.
5.8 Local Coaching Capacity: District has transitioned from outside/external to local/internal/in-district coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).	0 = District has no local coaching capacity. 1 = District has informal local coaching capacity that does not include a core group of individuals identified to provide support and/or the related tasks are not embedded in job descriptions.

Feature	Possible Data Sources	Scoring Criteria
		2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.
5.9 Classroom Implementation: District coaches review classroom implementation of Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) to verify that they are implemented with fidelity in classrooms and consistent with school-wide systems across the district.	Walkthrough Process Classroom Data Progress Monitoring Data	0 = Classrooms are not implementing Tier 1 features. 1 = Classrooms are informally implementing Tier 1 but no formal systems exists, OR less than 80% of classrooms in the district are formally implementing all core Tier 1 features. 2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.

Section VI: Evaluation, Performance Feedback, & Data-Based Decision Making

Feature	Possible Data Sources	Scoring Criteria
6.1 Evaluation Plan: District Leadership Team completes a 3-5 year evaluation plan guided by district assessment schedule and school implementation data, social validity survey results, and important district outcomes.	Evaluation Plan Action Plan	0 = District Leadership Team has no 3-5 year evaluation plan. 1 = District Leadership Team has an evaluation plan that is less than 3-5 years in length or does not include use of an evaluation process. 2 = District Leadership Team completes a comprehensive 3-5 year evaluation plan using an evaluation process. The plan includes: clearly identified assessments, evaluation questions, school implementation data, social validity survey results, and important district outcomes.
6.2 Data Collection Systems: District and school level data systems (e.g., data collection tools and evaluation processes) are in place to enable continuous decision making and feedback for individual schools and district wide; all schools	District Policy Meeting Minutes Student Outcome Data	0 = No data collection systems are in place or existing data systems do not allow easy access to information needed for evaluation of efforts and impact. 1 = District has data systems in place that allow for continuous decision making and feedback at the individual school level, but

Feature	Data Sources	Scoring Criteria
collect common data and have the similar operational definitions.		data is not summarized into a district level report for decision making. 2 = District has data systems in place that allow for continuous decision making and feedback at the individual school level and provide summary data that is used for decision making at the district level; all schools collect common data and have the similar operational definitions.
6.3 Performance Feedback: Data systems are used to provide feedback, according to a district determined schedule, that internal coaches share with school teams to use for problem solving and action planning.	Data Decision Rules Staff Professional Development Calendar Staff Handbook Team Meeting Minutes	0 = Data systems are not available to provide performance feedback. 1 = Data systems are used to provide regular performance feedback to school teams and coaches, but data is not used for problem solving and action planning. 2 = Data systems follow a written process to provide regular performance feedback to school teams and coaches for problem solving and action planning.
6.4 Differentiated Supports: Data system is in place for identifying school teams in need of additional training and coaching support.	Data System Reports Fidelity Data (SAS, TFI) District Reports	0 = No data system exists to identify schools in need of additional training and coaching support. 1 = A data system exists to identify schools in need of additional training and coaching support, but it is not utilized to make decisions. 2 = A data system exists to identify schools in need of additional training and coaching support and it is utilized to determine necessary supports.
6.5 Assessment and Evaluation Process: Assessment and evaluation schedule and process is used at all implementation levels (e.g., student, classroom, district) for examining the extent to which: (a) teams are implementing SWPBS, (b) SWPBS	PBIS Self-Assessment Survey Student Outcome Data Walkthrough Data Informal Surveys	0 = District does not have an assessment and evaluation schedule and process. 1 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines 1 or 2 of the items listed in (a) - (c).

Feature	Data Sources	Scoring Criteria
implementation is improving student outcomes, and (c) the Leadership Team's action plan is implemented.		2 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines all three of the items listed in (a) - (c).
6.6 Student Identification Data: District written guidelines that include multiple sources of data (e.g., discipline events, screening scores, attendance, or nomination) are provided to inform school level identification of students who may need Tier II or Tier III supports; schools establish population specific data decision rules.	Multiple Data Sources Used District Decision Rubric Meeting Minutes School Policy	0 = No written guidelines exist that include multiple sources of data are provided to inform school level identification of students who may need Tier II or Tier III supports. 1 = Written guidelines exist that include multiple sources of data are to inform school level identification of students who may need Tier II or Tier III supports, but it is not consistently followed or is used with only one data source. 2 = Written guidelines that include multiple sources of data are provided to inform school level identification of students who may need Tier II or Tier III supports (e.g., discipline events, screening scores, attendance, or nomination).
6.7 Level of Use: A documented system is utilized to track proportion of students participating in Tier II and Tier III supports across the district and access is proportionate.	Tier II Enrollment Data Tier III Enrollment Data	0 = District does not track number of students responding to Tier II and Tier III supports. 1 = A documented system is utilized to track proportion of students participating in Tier II and Tier III supports across the district, but fewer than 5% of students are enrolled at Tier II and/or fewer than 1% are enrolled at Tier III. 2 = A documented system is utilized to track proportion of students participating in Tier II and Tier III supports across the district, with at least 5% of students enrolled at Tier II and 1% of students enrolled at Tier III.
6.8 Student Performance Data: District Leadership Team tracks proportion of students experiencing success and uses Tier II and Tier III outcome data and decision rules for progress monitoring and modification.	Progress Monitoring Data Student Outcome Data	0 = Student data is not monitored. 1 = Student data is monitored but no decision rules are established to alter (e.g., intensify or fade) support. 2 = Student data (% of students being successful) is monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders.

6.9 Annual Evaluation: Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to SWPBS fidelity of implementation and student behavior goals across all tiers of implementation.	Staff, Student, Family surveys SWPBS Handbooks Fidelity Tools School Policy Student Outcomes District Reports School Newsletters	0 = Annual progress reports tailored to external stakeholders are not created. 1 = Annual progress reports are created and distributed on the activities and outcomes related to SWPBS fidelity of implementation and student behavior goals across all tiers of implementation, but are not tailored to stakeholders OR are distributed less than annually. 2 = Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to SWPBS fidelity of implementation and student behavior goals across all tiers of implementation.
6.10 Acknowledgement of progress: Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least quarterly.	Fidelity Tools Student Outcomes District Reports School Newsletters District Newsletter/Website/Social Media	0 = Outcomes and accomplishments are not disseminated or acknowledged among stakeholder groups. 1 = Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least once per year. 2 = Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least quarterly.
6.11 Internal Evaluation Capacity: District has transitioned from external to internal evaluation and performance feedback capacity (e.g. The district leadership team has developed a calendar of assessment and performance feedback activities. In district coaches support schools in administering assessments and analyzing results).		0 = There is no assessment or feedback about implementation and/or data about implementation is only provided through an external agent (e.g., consultant) 1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in district personnel. 2 = District has internal resources available to provide evaluation and performance feedback regarding implementation and does so according to a district devised plan/schedule/calendar.

Section VII: Policy & Systems Support

Feature	Possible Data Sources	Scoring Criteria
7.1 Vision Statement: A district vision statement that includes a rationale and clear support for the importance of school climate is developed, articulated into long-term outcomes, and endorsed by lead district/school administrators.	District Vision Statement Informal Administrator Interview	0 = District does not have a vision statement, or the district vision statement does not include the importance of school climate. 1 = District vision statement includes a rational and clear support for the importance of school climate, but is not articulated into long-term outcomes or endorsed by lead district/school administrators. 2 = A district vision statement that includes a rationale and clear support for the importance of school climate is developed, articulated into long-term outcomes, and endorsed by lead district/school administrators.
7.2 Instructional Approach: District policies and procedures describe and emphasize proactive evidence-based strategies to support student social, emotional, and behavioral needs that are implemented consistently.	Discipline Policy Student Handbooks Code of Conduct Informal Administrator Interview	0 = Documents contain only reactive and punitive consequences. 1 = District policies and procedures describe and emphasize proactive evidence-based strategies. 2 = District policies and procedures describe and emphasize proactive evidence-based strategies to support student social, emotional, and behavioral needs that are implemented consistently as monitored by fidelity tools (SAS, TFI).
7.3 Discipline Guides: Policy and procedural guides are posted and distributed at least annually.	Discipline Policy Student Handbooks Code of Conduct Informal Administrator Interview Website	0 = Policy and procedural guides are not posted or distributed. 1 = Policy and procedural guides are posted, but not distributed. 2 = Policy and procedural guides are posted and distributed to key stakeholders at least annually.
7.4 Discipline Policies: Policies are reviewed and refined annually to enhance their effects on fidelity of implementation and association with social, emotional, and behavioral outcomes.	Discipline Policy Student Handbooks Code of Conduct Informal Administrator Interview	0 = Policies are not reviewed and refined annually. 1 = Policies are reviewed and refined annually but not to enhance their effects on fidelity of implementation. 2 = Policies are reviewed and refined annually to enhance their

Feature	Possible Data Sources	Scoring Criteria
		effects on fidelity of implementation and association with social, emotional, and behavioral and academic outcomes.
7.5 Transition Systems: A written system exists to support student transitions in the district.	Written Transition Plan	0 = No written system exists to support student transitions in the district. 1 = An informal process exists to support student transitions in the district, but is not consistent or documented. 2 = A written system exists to support student transitions in the district, this includes from building to building within the district and from outside the district.

Section VIII: Workforce Capacity

Feature	Possible Data Sources	Scoring Criteria
8.1 Job Descriptions: SWPBS implementation activities (e.g., training, coaching) are embedded into job descriptions and dedicated time is allotted.	Job Descriptions	0 = No SWPBS implementation activities are embedded in job descriptions. 1 = SWPBS Implementation activities are assumed as part of the job descriptions, but are not formally included. 2 = SWPBS Implementation activities are embedded into job descriptions and time is allotted for them.
8.2 Performance Evaluation: Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to SWPBS systems implementation.	Evaluation Rubrics	0 = Performance evaluations do not include assessment of knowledge or skills for SWPBS systems implementation. 1 = Annual performance evaluations of some personnel, but not all, assess knowledge and skills related to SWPBS systems implementation 2 = Annual performance evaluations of administrators, teachers, and related instructional/support personnel directly assess knowledge and skills related to SWPBS systems implementation.

Section IX: Local Implementation Demonstrations

Feature	Possible Data Sources	Scoring Criteria
9.1 Site Selection: Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed, adopted, and consistently used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.	Readiness Requirements Commitment Procedures	0 = No formal site selection process exists for school participation in PBIS. 1 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted but not used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district. 2 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.
9.2 Model Demonstrations: Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local examples of process and outcomes across tiers (I, II, III) and levels (elementary, middle, high).		0 = Demonstration schools do not report annual data. 1 = Demonstration schools have annual data, but it does not indicate sustained high levels of fidelity of implementation. 2 = Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local examples of process and outcomes

	3-5 Year Action Plan	across tiers (I, II, III) and levels (elementary, middle, high).
9.3 Scaling Up: Plan for further demonstrations, including replication and scaling of SWPBS across tiers and levels in the organizational unit, is developed and followed.		0 = No formal plan exists for replicating and scaling SWPBS within the district. 1 = Plan for further demonstrations, including replication and scaling of SWPBS across tiers and levels in the organizational unit, is developed. 2 = Plan for further demonstrations, including replication and scaling of SWPBS across tiers and levels in the organizational unit, is developed and followed.

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