



2024 RECOGNITION CRITERIA AT-A-GLANCE



CRITERIA
1

TIERED FIDELITY INVENTORY (TFI)

Entered online at PBIS Assessment at www.pbisapps.org.

- TFI must be completed (in person or remotely) with an Authorized CA-PBIS External Reviewer (ACER).
- TFI must be completed within the academic year (2023-24).
- Authorized CA-PBIS External Reviewer must have completed the ACER Training during the 2020-21, 2021-22, 2022-23 or 2023-24 School years and before the completion of the TFI used for recognition.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 40% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.

AND

Tier 2 *or* 3 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.

AND

Tier 2 TFI score of 70% or higher.

AND

Tier 3 TFI score of 70% or higher.



CRITERIA 1
OVERVIEW VIDEO

CRITERIA
2

PROVIDE CURRENT YEAR MAJOR ODR % DATA

0 and 1, 2-5, 6+

- SWIS Users
- Non-SWIS Users

• Note, the percentage must add up to 100%.

EXAMPLE:

- 0 and 1 Referral = 82%
- 2-5 Referrals = 15%
- 6+ Referrals = 3%

Total student population = 100%



What percentage of your student population received:

- 0 **AND** 1 Major ODR
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 **AND** 1 Major ODR
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 **AND** 1 Major ODR
 - Must be 80% or more
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 **AND** 1 Major ODR
 - Must be 80% or more
- 2-5 Major ODRs
- 6+ Major ODRs



CRITERIA 2
OVERVIEW VIDEO



DISAGGREGATED DISCIPLINE DATA

Example 1:
 A. Yes
 B. Selections:
 o Race/ethnicity
 o EL Status
 o Gender
 C. Hispanic, males, ELL

Example 2:
 A. No
 o John Smith completed the module.



Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?

If you do not have the capacity to disaggregate your ODR/Suspension Data, then complete [this online module](#)

Pilot B: If so, which student groups are you able to disaggregate by:

- Race/Ethnicity
- IEP Status
- EL Status
- Gender

Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?

Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?

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- IEP Status
- EL Status
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Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?



REVIEW EQUITY AND MENTAL HEALTH RESOURCES



The Tier 1 team has read/reviewed:

- [Fact Sheet ISF 101](#)
- [Fact Sheet ISF 201](#)
- [Fact Sheet ISF 301](#)

AND

At least **ONE** of the following resources:

- [Five Point Approach to Enhancing Equity](#), OR
- [Enhancing Family-School Collaboration with Diverse Families](#), OR
- [PBIS Cultural Responsiveness Field Guide](#)

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?

The Tier 1 team has read/reviewed:

- [Fact Sheet ISF 101](#)
- [Fact Sheet ISF 201](#)
- [Fact Sheet ISF 301](#)

AND

At least **ONE** of the following resources:

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AND

Explored the [Integrated TFI Companion Guide](#) to choose a TFI item and action plan for Criteria 4.

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?

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AND

Explored the [Integrated TFI Companion Guide](#) to choose a TFI item and action plan for Criteria 4.

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?



CRITERIA
4

ACTION PLAN DOCUMENTATION

Note: The TFI feature identified for improvement must align with the action steps. For example, feature 1.1 addresses team composition, so the action steps should address team composition.

See examples to right or [view additional examples and non-examples here.](#)

**Example 1: Our Tier 1 Team will expand our operating procedures to address feature 1.1. Denae will invite a classified staff representative to Tier 1 meetings and will recruit multiple parents by June 1, 2024.*

**Example 2 (Integrated School Mental Health): Our Tier 1 Team will support all faculty in completing their Classroom Behavior Matrix to include SEL examples. Denae will prepare materials and provide a brief PD at a staff meeting on how to incorporate SEL examples on the Behavior Matrix and the concept of integrating SEL with Classroom Behavior Supports to all staff by May 1, 2024.*

**Example 3 (Integrated Equity): Our Tier 1 Team will review disaggregated discipline data each quarter to address Feature 1.12. Kerri will adjust School Setting in SWIS to support running the Equity Report, upload complete student information, and provide a PD to the Tier 1 Team on how to interpret the SWIS Equity Report by May 1, 2024.*



With details, report one TFI feature from Tier 1 the PBIS team has identified to improve.

Report the steps/action item(s) the team has identified to improve that feature.

Note: The steps/action must align with the identified TFI feature and must include who will do what when.



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Report the steps/action item(s) the team has identified to improve that feature.

Note: The steps/action must align with the identified TFI feature and must include who will do what when.



With details, report one TFI feature from Tier 1 & one feature from Tier 2 OR 3 the PBIS team has identified to improve.

Report the steps/action item(s) the team has identified to improve each feature.

Tier 1 steps/action items must reflect an integration of mental health or a focus on equity as stated in Criteria 3 (based on [Integrated TFI Companion Guide](#))*

Note: The steps/action must align with the identified TFI feature and must include who will do what when.



With details, report one TFI feature from each tier (Tier 1, 2, AND, 3) the PBIS team has identified to improve.

Report the steps/action item(s) the team has identified to improve each feature.

Tier 1 steps/action items must reflect an integration of mental health or a focus on equity as stated in Criteria 3 (based on [Integrated TFI Companion Guide](#))*

Note: The steps/action must align with the identified TFI feature and must include who will do what when.



**CRITERIA 4
OVERVIEW VIDEO**

CRITERIA
5

IDENTIFY CURRENT ADVANCED TIER (I.E., TIER 2/3) INTERVENTION(S)

Identify current advanced tier intervention(s), how intervention progress is monitored, number of students receiving the intervention, and the percentage of those students responding to the intervention.

- [Tier 2 Example](#)
- [Tier 2 Non-Example](#)
- [Tier 3 Example](#)
- [Tier 3 Non-Example](#)



N/A

N/A

- A. Name/describe ONE Tier 2 or 3 intervention
- B. Define how progress is monitored for the identified intervention
- C. Report the number of students participating in the identified intervention
- D. At least 70% of students responded positively to the intervention

Review the [Center on PBIS' Guidance on Tier 3](#) prior to submitting for a Tier 3 Intervention.

- For Tier 2
- A. Name/describe ONE Tier 2 intervention
 - B. Define how progress is monitored for the identified intervention
 - C. Report the number of students participating in the identified intervention
 - D. At least 70% of students responded positively to the intervention

AND

- For Tier 3
- A. Name/describe ONE Tier 3 intervention
 - B. Define how progress is monitored for the identified intervention
 - C. Report the number of students participating in the identified intervention
 - D. At least 70% of students responded positively to the intervention

Review the [Center on PBIS' Guidance on Tier 3](#) prior to submitting for a Tier 3 Intervention.



**CRITERIA 5
OVERVIEW VIDEO**

Provide pre-and post-academic assessment results, including the name of the measure. This is a consistent, formative measure across the current school year.

Note: Example data include but are not limited to: iReady, SRI, MAP Data, DIBELS data, interim assessment data, district assessment data, A-G completion rates (semester data), curriculum based assessments, etc.

Example student groups include but are not limited to English learners, economically disadvantaged, foster youth, specific grade levels and/or other demographic characteristics.

See examples to right.

*Example:
A. iReady*

B. The percentage of 5th grade English Learners with Tier 2 level progress monitoring scores decreased from 40% at the Beginning of Year benchmark to 25% at the Middle of Year benchmark.

C. We integrated Specially Designed Academic Instruction in English (SDAIE) strategies with PBIS teaching routines to align behavior expectations with the Designated ELD instructional pedagogy. We believe this resulted in more EL students being able to engage in instruction, maintain on-task attention, and demonstrate academic progress.



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).



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B. Report positive growth for **one student group** on this measure with a pre and a post assessment.

C. Provide a short narrative on how this student group's access to instruction is supported through PBIS.



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).

B. Report positive growth for **two student groups** on this measure with a pre and a post assessment.

C. Provide a short narrative on how these two student groups' access to instruction is supported through PBIS.



CRITERIA
7

CLASSROOM WALKTHROUGH (VIRTUAL OR IN PERSON)

If walkthrough visits are not allowed due to social distancing, a narrative describing how the External Reviewer verified classroom practices may be provided.

Examples: include meeting with the team virtually, completing classroom practice self-assessments, completing a virtual walkthrough (via Facetime or Hangout), and/or completing a randomized virtual interview of students and staff.



External Reviewer (ACER) has visited virtual and/or in-person classrooms.

Results only to be used for site-based guidance.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

EBP Classroom Assessments are based on the Supporting and Responding to Behavior document available for download [HERE](#).



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External Reviewer has visited at least 10% of virtual and/or in-person classrooms.

Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.

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External Reviewer has visited at least 10% of virtual and/or in-person classrooms.

All classrooms visited demonstrated 4 or more evidence-based classroom practices.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

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CRITERIA 7
OVERVIEW VIDEO