

Alternative Education Criteria (Alt. Ed. Adapted Criteria are Highlighted)

 <p>2020 RECOGNITION CRITERIA AT-A-GLANCE</p>				
<p>1. Tiered Fidelity Inventory (TFI) entered online at PBIS Assessment.</p> <p>*TFI must be completed with an authorized External Reviewer (the TFI must be completed after the ERAT training date).</p> <p>*TFI must be completed within academic year (2019-20).</p> <p>*External Reviewer must have completed ERAT Training during the 2017-18, 2018-19, or 2019-20 School years).</p> <p>Criteria 1 Video Link</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 40% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 or 3 TFI score of 70% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 3 TFI score of 70% or higher.</p>
<p>2. Provide Current Year Major ODR % Data (0-1, 2-5, 6+)</p> <p>▲ SWIS Users</p> <p>▲ Non-SWIS Users</p> <p>*Note, percentage must add up to 100%. EXAMPLE:</p> <ul style="list-style-type: none"> • 0-1 Referral = 40% • 2-5 Referrals = 40% • 6+ Referrals = 20% <p>Total student population = 100%</p>	<p>Provide % of total population (cumulative enrollment) with major referrals:</p> <ul style="list-style-type: none"> • 0-1 Referral • 2-5 Referrals • 6+ Referrals 	<p>Provide % of total population (cumulative enrollment) with major referrals:</p> <ul style="list-style-type: none"> • 0-1 Referral • 2-5 Referrals • 6+ Referrals 	<p>Provide % of total population (cumulative enrollment) with major referrals:</p> <ul style="list-style-type: none"> • 0-1 Referral • 2-5 Referrals • 6+ Referrals 	<p>Provide % of total population (cumulative enrollment) with major referrals:</p> <ul style="list-style-type: none"> • 0-1 Referral • 2-5 Referrals • 6+ Referrals

<p>Criteria 2 Video Link</p> <p>3. Suspension and Other Means of Correction</p> <p>*Note: if your school site does not have a CA Dashboard suspension indicator for 2019 or has made significant improvements through the 2019-20 school year, then a narrative that describes a downward suspension trend must be provided. This narrative must include suspension data and must represent at least two consecutive years ending in the 2019-20 school year. Example Narrative</p> <p>Criteria 3 Video Link</p>	<p>NA</p>	<p>NA</p>	<p>2019 CA Dashboard suspension indicator should be either Yellow, Green, or Blue (see additional info below).</p> <p>If a school site falls in the Orange range or does not have a CA Dashboard color indicator for suspensions, then a narrative that describes a downward suspension trend may be provided. This narrative must include suspension data and must represent consecutive years ending in the 2019-20 school year.</p>	<p>2019 CA Dashboard suspension indicator should be either Green or Blue (see additional info below).</p> <p>If a school site falls in the Yellow range or does not have a CA Dashboard color indicator for suspensions, then a narrative that describes a downward suspension trend may be provided. This narrative must include suspension data and must represent consecutive years ending in the 2019-20 school year.</p>
<p>4. Action Plan Documentation</p> <p>*Note: the TFI item identified for improvement must align with the action steps. For example, item 1.1 address team composition, the action steps should address team composition</p> <p><i>*Example: Our Tier 1 Team will expand our operating procedures to address item 1.1. Deane will invite a classified staff representative to Tier 1 meetings and will recruit multiple parents by June 1, 2020</i></p> <p>Criteria 4 Video Link</p>	<p>Report one TFI feature from Tier 1 the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from Tier 1 the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from Tier 1 & one feature from Tier 2 OR 3 the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve each feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from each tier (Tier 1, 2, AND, 3) the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve each feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>
<p>5. Identify current advanced Tier (i.e., Tier 2/3) interventions, how interventions are selected/developed, how students are screened/selected, how student progress is monitored, and % of students receiving Tier 2 and/or 3</p>	<p>NA</p>	<p>NA</p>	<p>A. Describe 2 common social-emotional-behavioral needs at your site which require Tier II or III intervention supports.</p> <p>B. Describe two interventions used at your site which are selected/designed to meet the needs described above (either Tier II or Tier III).</p>	<p>A. Describe 3 common social-emotional-behavioral needs at your site which require Tier II or III interventions.</p> <p>B. Describe 3 interventions, at least one Tier II and at least one Tier III, used at your site which are selected/ designed to meet the needs described above.</p>

<p>Interventions over the past two months.</p> <p>Criteria 5 Video Link</p>			<p>C. Describe how students are screened/selected for each of the interventions listed above.</p> <p>D. Describe the systems for monitoring student progress in each intervention listed above.</p> <p>E. Report on what percentage of your current student population has been receiving any Tier 2 or 3 intervention over the last two months.</p>	<p>C. Describe how students are screened/selected for each of the interventions listed above.</p> <p>D. Describe the systems for monitoring student progress in each intervention listed above.</p> <p>E. Report on what percentage of your current student population has been receiving any Tier 2 or 3 intervention over the last two months.</p>
<p>6. Report evidence of Academic Impact as evidenced on a consistent (same) measure across multiple school years. Report the measure used, the scope of the student group (e.g., grade level) and multiple years of data demonstrating sustained or improving outcomes ending in the 2019-2020 school year.</p> <p><i>*Note: Example data include but are not limited to: MAP Data, interim assessment data, district assessment data, A-G completion rate (semester data)s, curriculum based assessments. Note that trends can be for the school or for a target group (e.g., Low SES, grade level).</i></p> <p>Criteria 6 Video Link</p>	NA	NA	<p>A. Identify a formative or summative measure that the site has shown academic improvement on (e.g., MAP, A-G Completion, Specific Curriculum Based Measures). NOTE, do not use CAASPP/SBAC as 19/20 data are not yet available</p> <p>B. Identify scope of measure (e.g., grade level, student group)</p> <p>C. Report data from 2018-2019 on the above identified measure (e.g., 75% of students tested met the grade level criteria)</p> <p>D. Report data from 2019-2020 that demonstrates sustaining or improving trend (e.g., 80% of students tested met the grade level criteria)</p> <p><i>*Date trends must include consecutive years and must end in current school year.</i></p>	<p>A. Identify a formative or summative measure that the site has shown academic improvement on (e.g., MAP, A-G Completion, Specific Curriculum Based Measures). NOTE, do not use CAASPP/SBAC as 19/20 data are not yet available</p> <p>B. Identify scope of measure (e.g., grade level, student group)</p> <p>C. Report data from 2017-2018 on the above identified measure (e.g., 75% of students tested met the grade level criteria)</p> <p>D. Report data from 2018-2019 on the above identified measure (e.g., 75% of students tested met the grade level criteria)</p> <p>E. Report data from 2019-2020 that demonstrates sustaining or improving trend (e.g., 80% of students tested met the grade level criteria)</p> <p><i>*Date trends must include consecutive years and must end in current school year.</i></p>
<p>7. School and Classroom Walkthrough</p>	External Reviewer has visited classrooms.	External Reviewer has visited classrooms.	External Reviewer has visited at least 10% of classrooms.	External Reviewer has visited at least 10% of classrooms.

<p>Criteria 7 Video Link</p>	<p>Samples of an EBP Classroom Walkthrough Tool can be found HERE.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found HERE.</p>	<p>Samples of an EBP Classroom Walkthrough Tool can be found HERE.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found HERE.</p>	<p>Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.</p> <p>Samples of an EBP Classroom Walkthrough Tool can be found HERE.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found HERE.</p>	<p>All classrooms visited demonstrated 4 or more evidence-based classroom practices.</p> <p>Samples of an EBP Classroom Walkthrough Tool can be found HERE.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found HERE.</p>
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