



## 2017-18 PBISaz Achievement Award Alternative Schools

*Recognition of Success with Positive Behavior Interventions and Support*

The purpose of the *PBISaz Achievement Award* is to identify and recognize schools for successful implementation **and** measurable outcomes from School-wide Systems of Positive Behavior Interventions and Support (PBIS).

**Alternative Schools** include school that only serve a specific population of students such as students with EBD, ASD, in IAES, in RTC or students in juvenile correction. For more information on PBIS and to see examples of winning schools in Arizona visit [PBISaz.org](http://PBISaz.org).

### Quick Look

Paragraph	✓ Fidelity	↓ Behavior Data	↑ Academic Data
Tell the world what PBIS has done for your school - All -	Checklist of what is In-Place and Not In-Place at each Tier - All -	Office Discipline Referrals showing problems decreasing - Bronze, Silver, Gold -	Academic data showing that achievement is increasing - Gold-

### Timeline

October	Nov - May	Nov - May	May 1	May 31	October
<u>Criteria</u> announced at <a href="http://BET-C.org">BET-C.org</a> Conference	<u>Help</u> - webinars and coaching sessions on <a href="http://PBISaz.org">PBISaz.org</a>	<u>Plan</u> - schedule school fidelity surveys and use data to improve outcomes	<u>Apply</u> online	<u>Due date</u> for application, fidelity graphs and student data graphs	<u>Awards</u> ceremony at <a href="http://BET-C.org">BET-C.org</a> Conference

### Award Recipient Responsibilities

Recognized PBISaz schools agree to share their success in the following ways:

- Allow representatives from schools or districts to visit your building and attend a PBIS school team meeting
- Share materials and ideas related to your implementation with other schools
- Share success data and artifacts of your implementation process for publication or dissemination purposes, includes posting PBIS information on your district and school website



## Award Criteria Checklist

Criteria	Merit	Bronze	Silver	Gold
<b>1. Paragraph</b>	<input type="checkbox"/> A paragraph narrative stating how PBIS has positively impacted your schools. Examples: Discipline/behavior, academics/performance, climate/safety, or more!			
<b>2. Tier 1 Fidelity</b>  Entered online at <a href="http://PBISapps.org">PBISapps.org</a> Assessment	<input type="checkbox"/> <u>Choose 1:</u> <b>SET</b> (Subscale Score) <b>TIC</b> (Total Score) <b>BOQ</b> (Total Score)  * No min. fidelity	<input type="checkbox"/> <u>Choose 1:</u> <b>SET</b> (Subscale Score) <b>BOQ</b> (Total Score) <b>TFI Tier 1</b> (Scale Score + Walk Through Tool)  * Min. 80% fidelity	<input type="checkbox"/> <u>Choose 1:</u> <b>SET</b> (Subscale Score) <b>BOQ</b> (Total Score) <b>TFI Tier 1</b> (Scale Score + Walk Through Tool)  * Min. 80% fidelity	<input type="checkbox"/> <u>Both:</u> <b>SET</b> (Subscale Score) <b>TFI Tier 1</b> (Scale Score + Walk Through Tool)  * Min. 80% fidelity
<b>2. Tier 2/3 Fidelity</b>  Entered online at <a href="http://PBISapps.org">PBISapps.org</a> Assessment	Not Required	Not Required	<input type="checkbox"/> <u>Choose 1:</u> <b>ISSET</b> (Subscale Score) <b>BAT</b> (Total Score) <b>TFI Tier 2/3</b> (Scale Score + Tier 3 Support Plan Worksheet)  * No min. fidelity	<input type="checkbox"/> <u>Both:</u> <b>ISSET</b> (Subscale Score) <b>TFI Tier 2/3</b> (Scale Score + Tier 3 Support Plan Worksheet)  * Min. 80% fidelity
<b>3. Student Behavior Data</b>  * See next page for examples of behavior data	Not Required	<input type="checkbox"/> <u>Monthly Bar Graph:</u> Student behavior data from August-April of <u>this school year</u>	<input type="checkbox"/> <u>Monthly Bar Graph:</u> Student behavior data from August-April for <u>two years</u>	<input type="checkbox"/> <u>Monthly Bar Graph:</u> Student behavior data from August-April for <u>three years</u>
<b>4. Student Behavior Data</b>  * See next page for examples of behavior data	Not Required	Not Required	<input type="checkbox"/> <u>Year Bar Graph:</u> Student behavior data from August-April for <u>two years</u>	<input type="checkbox"/> <u>Year Bar Graph:</u> Student behavior data from August-April for <u>three years</u>
<b>5. Student Academic Data</b> Percent of achievement  * Must show increasing trend or above state average	Not Required	Not Required	Not Required  Accepted for Gold AZ Merit, AIMS Web, Galileo, Dibels, or NWEA only. Must be whole school year.	<input type="checkbox"/> <u>Year Bar Graph:</u> Provide percent of achievement each year for <u>three years</u>  * school-wide data, not just one grade

\* See next page for examples of behavior data



## Student ODR Data

Most Alternative Schools do not send students to the school office for behavior disruptions or collect Office Discipline Referral (ODR) data in the same manner as traditional K-12 schools. However, all schools must collect, analyze and use behavior data to distinguish the interventions and programs that are measurably helping students to success from those interventions that are not producing a measurable improvement in student behavior and performance.

For more information, please read the special edition of *Education and Treatment of Children* (2013) vol.36, no.3 on **PBIS as Prevention for High-Risk Youth in Alternative Education, Residential and Juvenile Justice Setting** for 12 articles on this topic.

There are several ways to measure student behavior improvement in alternative schools. **Merit** level required no student behavior data. **Bronze** level requires one graph with one year of data. **Silver** level requires two graphs with two years of data. **Gold** level requires two graphs with three years of data. Disruptive behaviors must show a decreasing trend. Prosocial behaviors must show an increasing trend.

Here are some examples of acceptable data:

- Increase/Decrease in the percent of \_\_\_\_\_
- Increase in students demonstrating expected appropriate behavior
- Increase in students demonstrating appropriate targeted behavior
- Increase in students returning to a less restrictive environment (LRE)
- Increase in individual students making progress toward IEP or behavior goals
- Increase in percent of students meeting IEP goals or objective
- Increase in attendance or decrease in truancy or tardies.
- Increase in course completion, credit recovery or standardized test scores
- Decrease in the percent of students receiving disciplinary or crisis intervention procedures
- Decrease in seclusion or restraint
- Decrease in incident report or rules violations
- Decrease in dangerous or aggressive behavior toward self or others
- ...this list is not all inclusive



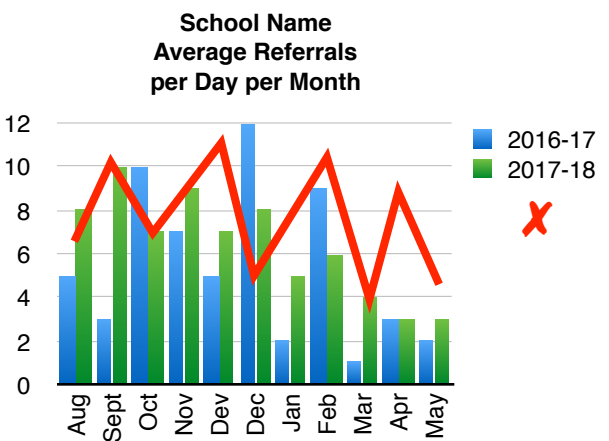
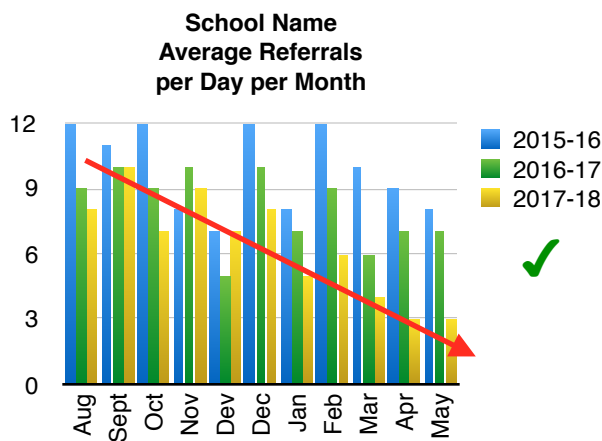
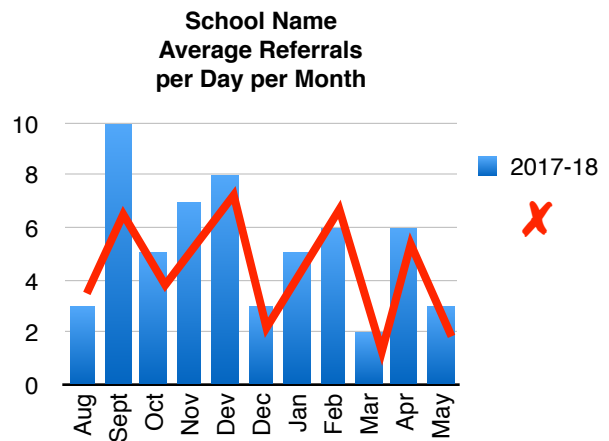
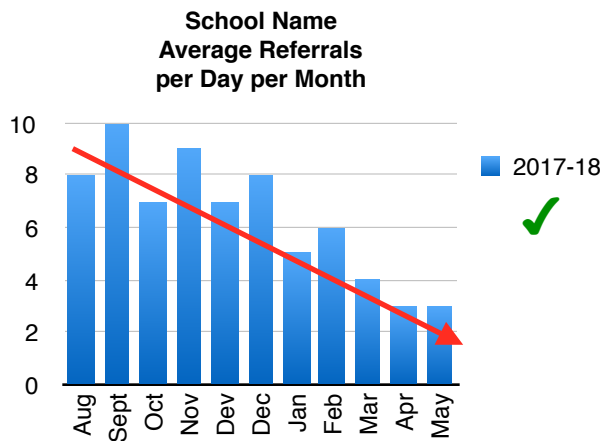
**Examples - all files must be .pdf**

**Fidelity**

- [PBISapps.org](http://PBISapps.org) Assessment graphs are required - download the .pdf survey graph specified
- Be sure to send the graph of the total/subscale/scale score as specified in the award criteria
- Do not photocopy, cut, paste, trim, scan, convert to any other format, insert into a .doc or .ppt. Just download and send the .pdf from your PBISapps Assessment account
- See [PBIS Assessment Video Tutorials](#) on [PBISapps.org](http://PBISapps.org)

**Student Behavior Data - Example of a bar graph of behavior.**

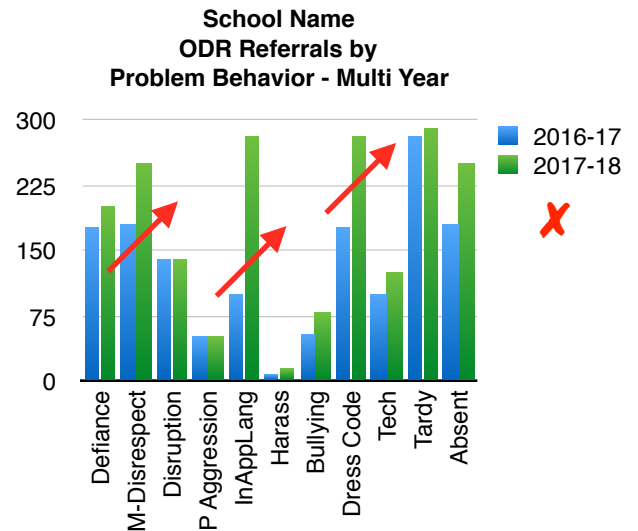
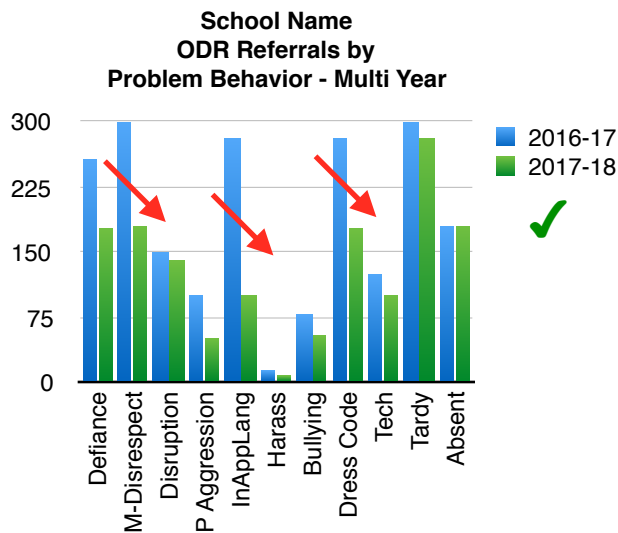
- Behavior must show a decreasing trend
- SWIS users: See [SWIS Video Tutorials](#) on [PBISapps.org](http://PBISapps.org)
- Excel users: Rate =  $ODR \div \# \text{ students} \div \# \text{ days in month} \times 100$ . Use [ODR Data Tool](#).





## Student Behavior Data - Example of Multi-Year data.

- Behavior must show a decreasing trend
- SWIS users: See [SWIS Video Tutorials](#) on PBISapps
- Excel users: See [ODR Data Tool](#) and example graphs below



## Student Academic Data - Percent of Achievement

- Achievement must show an increasing trend

