THE ULTIMATE GOAL

Improving Student Learning Through the Use of Data

What is data?

-"The goal is to transform data into information, and information into insight."
                    -Carly Fiorina
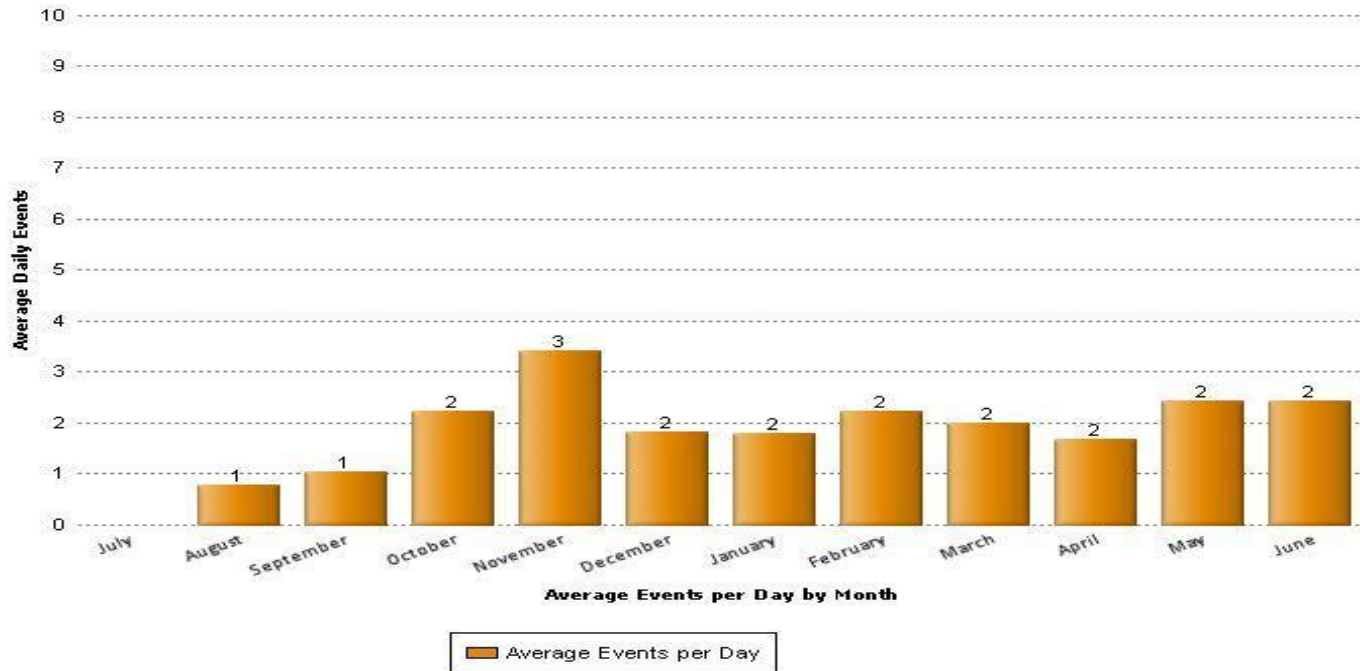

-"Experts often possess more data than judgement."
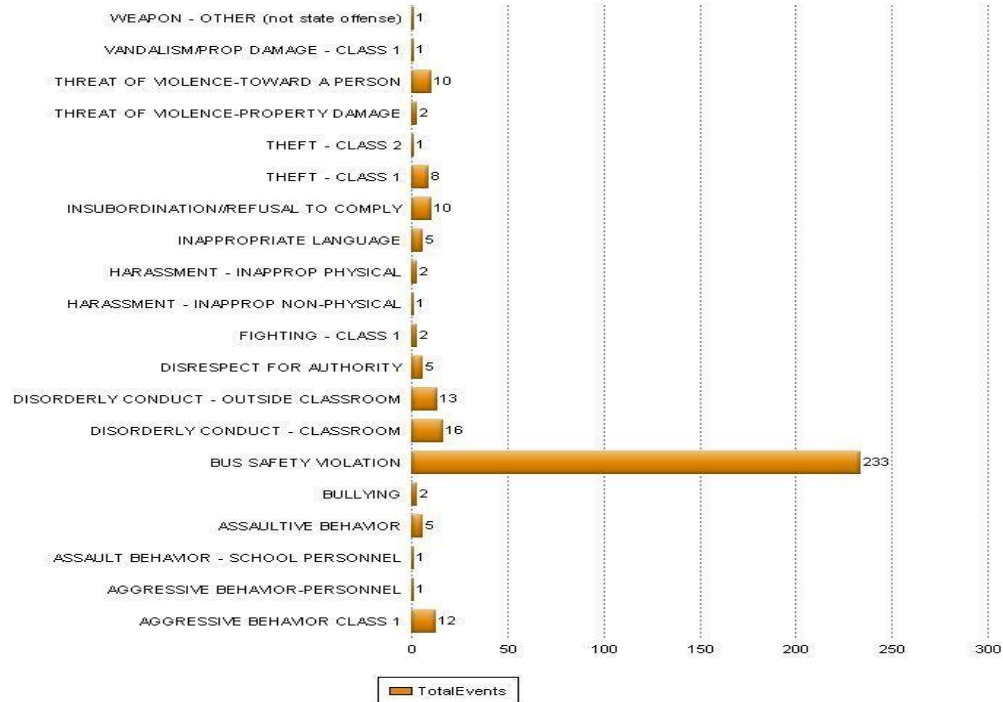   -Colin Powell

What is Data?

"Errors using inadequate data are much less than those using no data at all."
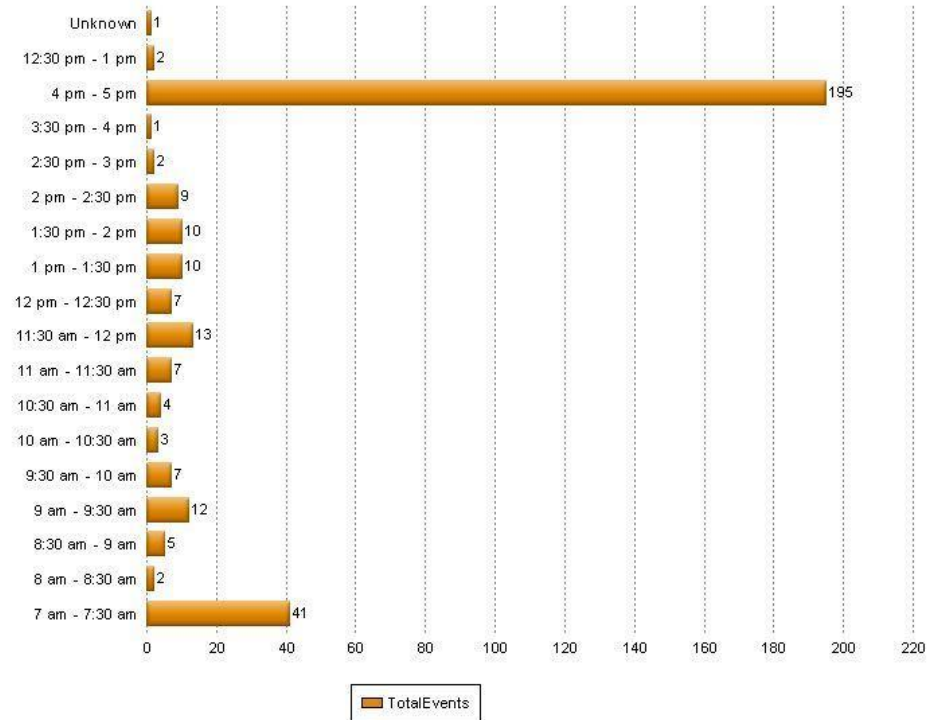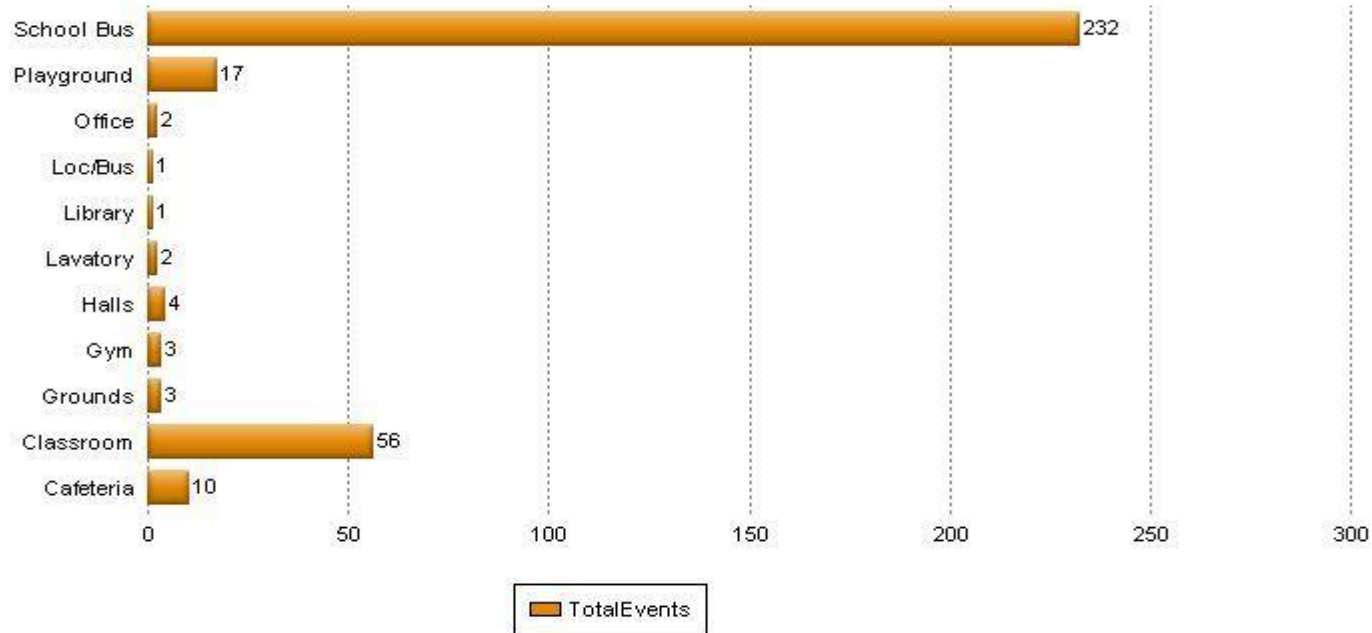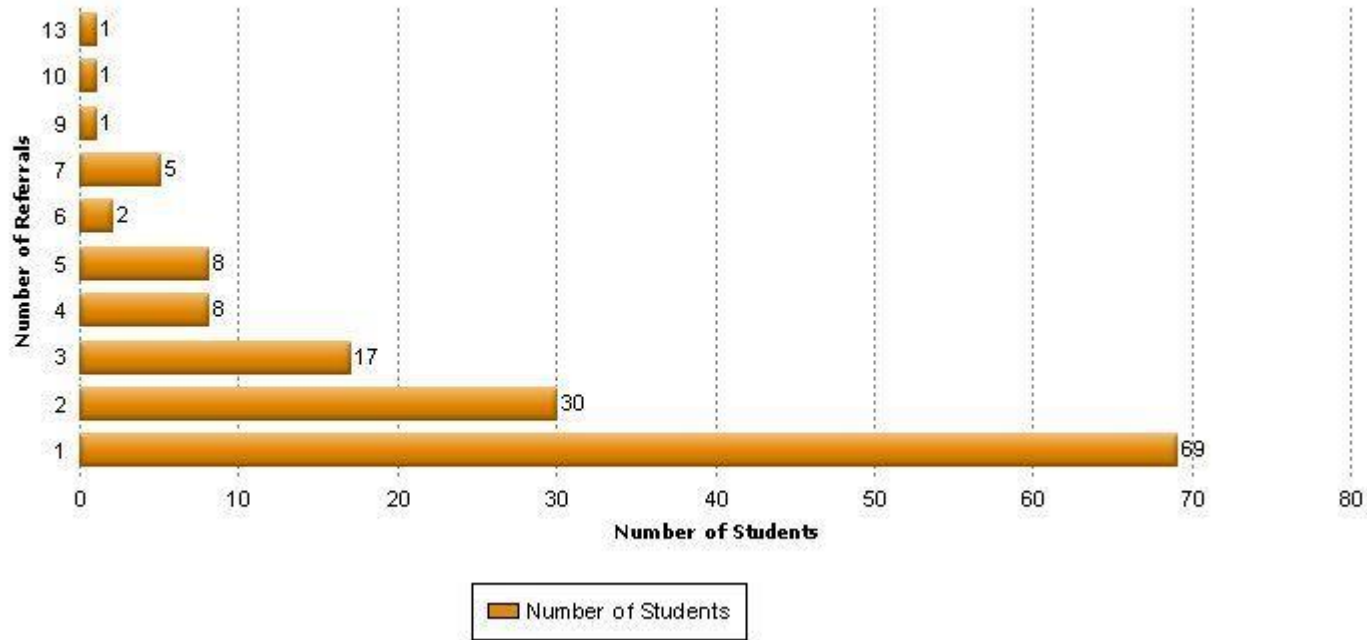
-Charles Babbage

Maplecrest Big 5

Maplecrest Big 5

Maplecrest Big 5

Maplecrest Big 5

When do we start collecting data and what do we do with it?

Allow Tier 1 Universal Systems to do their job, usually 8-12 weeks
· School Wide Systems
· Non-classroom Systems
· Classroom Systems

	A	B	C	D
1	School Name	Event Description	Event Count	% of School
2	Maplecrest Elementary			
3		BUS SAFETY VIOLATION	233	70.40%
4		DISORDERLY CONDUCT - CLASSROOM	16	4.80%
5		DISORDERLY CONDUCT - OUTSIDE CLASS	13	3.90%
6		AGGRESSIVE BEHAVIOR CLASS 1	12	3.60%
7		INSUBORDINATION//REFUSAL TO COMPI	10	3.00%
8		THREAT OF VIOLENCE-TOWARD A PERSO	10	3.00%
9		THEFT - CLASS 1	8	2.40%
10		ASSAULTIVE BEHAVIOR	5	1.50%
11		DISRESPECT FOR AUTHORITY	5	1.50%
12		INAPPROPRIATE LANGUAGE	5	1.50%
13		BULLYING	2	0.60%
14		FIGHTING - CLASS 1	2	0.60%
15		HARASSMENT - INAPPROP PHYSICAL	2	0.60%
16		THREAT OF VIOLENCE-PROPERTY DAMAC	2	0.60%
17		AGGRESSIVE BEHAVIOR-PERSONNEL	1	0.30%
18		ASSAULT BEHAVIOR - SCHOOL PERSONNI	1	0.30%
19		HARASSMENT - INAPPROP NON-PHYSICA	1	0.30%
20		THEFT - CLASS 2	1	0.30%
21		VANDALISM/PROP DAMAGE - CLASS 1	1	0.30%
22		WEAPON - OTHER (not state offense)	1	0.30%
23		Total School Events	331	

SIS K12 Information from PULSE.
Import into Excel.

DIS_-_Event_Types_by_School_11

School	Student ID	Disc Actions	Atn Percent	A	B	C	D	F	At Risk
Maplecrest Elementary	1615004637	7	94.4357		1		1	1	Tier 2
Maplecrest Elementary	1756359717	3	100		1		1	1	Tier 2
Maplecrest Elementary	2101800764	3	98.4517		2			1	Tier 2
Maplecrest Elementary	3685694006	10	96.1916				1	1	Tier 2
Maplecrest Elementary	5742828373	3	85.7242				1	1	Tier 2
Maplecrest Elementary	6142131003	2	94.1805				2	1	Tier 2
Maplecrest Elementary	3085115064	3	96.8097		1	1		1	Tier 2
Maplecrest Elementary	1808531213	2	90.0677		1			1	Tier 2
Maplecrest Elementary	3115872399	3	88.2334			1	1	1	Tier 2
Maplecrest Elementary	2890653455	4	98.9468				1	1	Tier 2
Maplecrest Elementary	9119817568	3	98.2288			2		1	Tier 2

At-Risk Report From PULSE.

ODR's by Teachers – PULSE Data

School Name	Staff Name	Event Count	Action Count
Maplecrest Elementary			
		3	3
		1	1
		2	2
		169	169
		5	5
		7	7
		4	4
		6	6
		5	5
		2	2
		5	5
		2	2
		10	10
		2	2
		5	5
		3	3
		5	5
		18	18
		6	6
		1	1
		2	2
		1	1
		5	5
		1	1
		4	4
		3	3
		7	7
		4	4
		8	8
		13	13
		7	7
		8	8
		7	7
	Total School Actions	331	331

School Name	Action Description	Action Count	% of Total
Action Types by School			
Maplecrest Elementary			
	WARNING	139	42.00%
	LOSS OF PRIVILEGE	64	19.30%
	BUS SUSPENSION - ENTER DAYS	62	18.70%
	IN SCHOOL SUSPENSION - ENTER DAYS	45	13.60%
	OUT OF SCHOOL SUSPENSION - ENTER DA	13	3.90%
	IN SCHOOL SUSPENSION - BY PERIOD/BLO	4	1.20%
	BUS SUSPENSION-REMAINDER TERM	2	0.60%
		1	0.30%
	RESTITUTION	1	0.30%
Total School Actions		331	

Intervention Flow Chart

Intervention Flow Chart

Tier 3: Individual Intervention Plan

What if we still don't meet a student's needs?

Academic Support
(Title I Reading)
(After school tutoring)
(At Risk Assistance)
(Intervention Time)
(J Plus)

Check In/Check Out
(Buzz Bunch)

Mentoring

Social Skills
(Counselor Small Groups)

Function to Avoid tasks?

Function to obtain adult attention?

Skill Deficit?

What is the reason behind the behavior?

- DRA 08 or below for 2nd
- DRA 18 or below for 3rd
- Any F grade at quarter in reading or math
- On the 3rd "Major" per semester
- 3x's in buddy room within @ month)
- Missing 5 or more recesses Per week for missing work or behavior not related to AR

-one page referral form

-DRA
- Universal Behavior Screening

| Teacher Referral Process | Data Decision Rules | Universal Screening |

Tier 2: Targeted Classroom Interventions

What if students do not respond????

Tier 1: Universal System (8-12 weeks)
- School wide system
- Non-classroom system
- Classroom system

START

Tier 2 Team Dynamics
- 1 Classroom Teacher Each Grade Level
- 2 Counsleors
- 3 Reading Specialists
- 1 Behavior Specialist
- 1 SPED Teacher
- 1 Principal

Tier 2 Data is collected in the "Yellow Folder" and placed in their permanent file to follow the student to the next building. This allows the Tier 2 team at the next school to hit the ground running and not "start from scratch."

Data Collection

Intervention Team Data Collection

Student Name_____ Date_____

Preschool/PAT/LEEP_____

_____

History in Title I Reading_____

_____

Previous Testing/IEP_____

_____

Terra Nova Scores_____

Previous SAT referral_____

Previous referral for retention_____

Health Concerns/medications_____

_____

_____

_____

(over)

Outside Evaluations_____

_____

Outside services received_____

_____

Other important info_____

_____

_____

Current interventions being implemented_____

_____

_____

_____

_____

_____

_____

_____

Intervention Team Plan

Intervention Team Plan

Student Name_____ Date_____

Initial Meeting _____

_____

_____

_____

_____

_____

Review Date:_____

Secondary Meeting _____

_____

_____

_____

_____

_____

Review Date:_____

The Tier 2 team documents strategies and progress for each student and meetings are held in Nov/Dec and March/April to determine progress.

Maplecrest Intervention Team Referral

Student Name:_____ Date:_____

Student DOB:_____ Sex: ____M ____F Grade:____

Referring Teacher:_____

AREA OF CONCERN (Check all that apply)   CURRENT GRADES

Academic	_____	Spelling _____
Behavioral	_____	ELA _____
Social/Emotional	_____	Math _____
Organizational	_____	
Attention	_____	
Medical/Health	_____	Diagnosis _____

Current DRA_____ Date Given:_____ STAR_____ Attendance%_____
Scantron Reading_____ Scantron Math_____

Number of Office Referrals (Major) _____

Number of Teacher Referrals (Minors) _____

PLEASE DESCRIBE THE PROBLEMS BRIEFLY_____
_____
_____
_____
_____

Please check the interventions that apply:

_____ Tutoring
_____ Title I Reading
_____ Preferential Seating
_____ Shortening Assignments
_____ Oral reading of materials
_____ Peer Tutoring
_____ Parent Conferences
_____ Behavior Charts/Contracts
_____ Time spent in buddy rooms
_____ Counselor Visits
_____ Conferences with the principal
_____ RTI
_____ One on one teacher/para support
_____ Redoing papers/Making Corrections
_____ Extended time on assignments
_____ Other_____
_____
_____

Please include any comments about the effectiveness of the above interventions:

_____
_____
_____
_____
_____
_____
_____

Academic Supports

Interventions

Intervention Essential Features

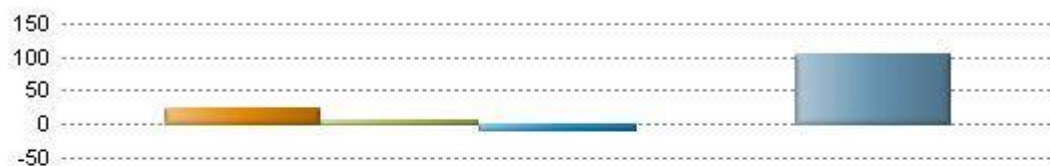|	
Intervention	Academic Supports
Name of Intervention	Tutoring
Description	Students will work in small groups with an intervention specialist or special tutor. This may include a set aside intervention time, after school programs such as tutoring and JPLUS
Function Addressed/Purpose (Avoid, Obtain)	Students who have academic concerns and/or behaviors related to academic struggle. (Work Avoidance)
Who Implements	Interventist or special tutor
Method Used to Identify Students	Brief FBA and grade of D or below in one of the core subject areas. Attendance, ODR's and Minors
Entry Criteria	Student meets initial criteria for referral to the Tier II team based on data decision rules. Classroom systems are in place. FBA shows that function of student behavior is to avoid work. Student has a D or below in one of the core subjects.
Procedures for Introducing/Orienting New Participants to the Intervention • Students • Teachers • Families	Students who are referred to tutoring will meet with their tutoring teacher to discuss rules, procedures and expectations. Teachers will receive training annually on tutoring and academic supports. Families who have a student participating in tutoring will have a tutoring letter sent to them by the child's teacher that explains the rules, procedures and expectations.

MU Center for PBS and MO SW PBS 4.20.09.   1

Intervention Essential Features

Method for Monitoring Student Progress	Florida Excel Spreadsheet that calculates trend line will be used to monitor data. DPR will be used to tally frequency of avoiding/off task behaviors. Office referrals and daily attendance will also be tracked. Grades will be assessed every 4 weeks.
Exit Criteria	Students will meet the 80/80 criteria for 3 consecutive weeks and receive a grade of C or better in the core subject areas. Monitoring will continue for 6 weeks after the student is exited from the intervention.
Strategies for Promoting Generalization & Maintenance of Skills Across Settings Over Time	Classroom teachers will do tally sheets and help inform interventionist or tutor on daily assignments.
Strategies for Communication with Home	Principal will inform parents of intervention. Parents will be updated by phone calls, e-mails or notes home every two weeks.
Strategies for Communication with Participating Classroom Teachers	Tutoring teacher will conference with the classroom teacher every two weeks. Classroom teacher will share results of classroom assessments with the tutoring teacher.
Strategies for Regular Updates to Full Staff	Staff will be updated regarding academic interventions during regular monthly faculty meetings.
Strategies for Monitoring Fidelity of Implementation	Student academic progress will be assessed for each student. Students who are failing to make progress in academic interventions will be discussed by the TIER II/III team.

MU Center for PBS and MO SW PBS 4.20.09.   2

Check-In/Check-Out

Intervention Essential Features

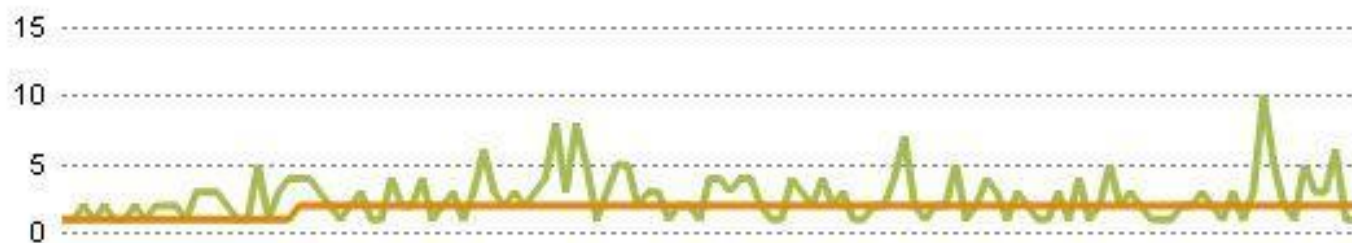|	
Intervention	Check-In/Check Out
Name of Intervention	Buzz-In/Buzz Out
Description	Targeted small intervention designed to give student frequent feedback about behaviors. This intervention is designed for students with persistent behavior concerns who are not dangerous. It is also beneficial for students with combined behavior and academic concerns
Function Addressed/Purpose (Avoid, Obtain)	Provides increased levels of adult attention
Who Implements	The check-in check-out coordinators
Method Used to Identify Students	Brief FBA ODR Classroom Minors Screening Scores
Entry Criteria	Student meets initial data decision rules for referral to Tier 2 team. Classroom systems are in place. FBA determines function of behavior is to obtain adult attention. ODR of 5 or more Minors of 8 or more Screening Score: At-Risk or Moderate-Risk
Procedures for Introducing/Orienting New Participants to the Intervention • *Students* • *Teachers* • *Families*	All teachers will be in-serviced at the beginning of the school year on CICO procedures. Faculty and students receive additional introduction to program as they are identified to participate The Intervention Coordinators provides modeling and feedback to all participating teachers during first week of implementation. Counselor will send an e-mail to all teachers involved in the students day, the a new student has been added to the CICO program. Counselor or Administrator will call parents to explain the program and get permission to participate
Method for Monitoring Student Progress	The DPR will be used to monitor student progress. The Intervention Coordinator will enter daily information into an Excel Spreadsheet for progress monitoring. Team will monitor progress every 2 weeks.
Exit Criteria	Student may be exited for the following: 1. Student moves from the building 2. Student/Parent no longer wish for the student to participate 3. Meets 80/80 criteria or above for 6 or more weeks. Students continued to be monitored for 6 weeks following the exit from the intervention. Absence of risk is determined by entry criteria (Grades, ODR, Minors, Screening Scores)
Strategies for Promoting Generalization & Maintenance of Skills Across Settings & Over Time	Student will be allowed a period of 6 weeks for self-monitoring. The same DPR will be used however, the student will determine (with the assistance of staff) if he/she is meeting his/her goal. Reinforcers will be given when the student continues to use appropriate behaviors.
Strategies for Communication with Home	Principal/coordinator calls parents for permission to enter program. Parents are contacted by phone, e-mail or written progress report every two weeks by the intervention coordinator.
Strategies for Communication with Participating Classroom Teachers	The classroom teacher and intervention coordinator will meet weekly to discuss the effectiveness of the intervention and effectiveness of the reinforcers in place.
Strategies for Regular Updates to Full Staff	Staff will be updated on students receiving CICO during monthly faculty meetings.
Strategies for Monitoring Fidelity of Implementation.	Teachers will receive ongoing training in CICO procedures each school year. Intervention Coordinator will meet with the teacher every two weeks to discuss implementation. Any issues with fidelity can be discussed individually with teacher or during staff meetings if the problem is widespread….(more training).
Strategies for Assessing Social Validity.	Customer satisfaction surveys will be provided to teachers, parents and students who participate in the intervention at the time of exit.
Strategies for Evaluating Program Outcomes	Program outcomes will be measured on an annual basis. At the end of each academic year, the Tier II committee will look at CICO data and plan future training designed to meet the needs of the building.

Buzz In Buzz Out

Buzz-in Buzz-Out Scorecard

Student Name:

3 Pts Did Great!
2 Pts Not bad!
1 Pt   Needs work!

Date: _____

Points possible:_____
Points earned:_____
Percentile:_____
Goal:_____ Met?_____

Goal	RTI	RTI Until 1st Recess	1st Recess until after lunch	Art	Music	PE	Computers	Library	Specials until End of Day
Be Safe									
Be Respectful									
Be Responsible									
Total Points									

YTD Daily Discipline Moving Average & Daily Actual Trending Comparison

Average YTD Daily Average   Actual Events by Day

Retention

Current School Year_____
Current Grade_____

Referral for Retention

Student's Name_____   Date of Birth_____

Current Grades:

Spelling _____   STAR Test Level _____
ELA _____
Math _____   DRA Level _____

          Scantron Reading _____ Scantron Math _____

Previous Interventions: (Check All that Apply)

_____Tutoring   _____Title I Reading   _____Other

Previously Retained? _____NO   _____YES (List what grade) _____

Has this student been considered for retention before but not retained? _____NO _____YES

Does this student have an IEP _____NO _____YES

Has this student been tested for special education and found not to qualify? _____NO _____YES

Family Info:

Parent's Names: _____

Siblings Names and Ages:_____

Has Retention been discussed with the parents/caregivers? _____NO _____YES

Has this student/family moved a lot? _____NO _____YES

Has this student had excessive absences _____NO _____YES (If yes, please list reason, if known) _____.

(OVER)

Briefly describe why this student is a candidate for retention_____
_____
_____
_____
_____

What recommendations do you have to help this student be successful next year whether retained or not?_____
_____
_____
_____
_____

_____   _____
Signature of Referring Teacher   Date

Please bring the following information with you to the SAT meeting:

1. **Completed Retention Referral Form**
2. **Pertinent work samples**
3. **A current attendance printout from SIS**

_____
(For Committee Use)

Committee Decision:
          Pass_____   Retain_____

Retention Scale

Retention Scale

Student's Name: _____ **Current Grade** _____ **School Year:** _____

The following should be considered when determining if a student would benefit from grade retention. For each factor, circle the number that applies.

	Early Birthday Before Aug 1	Sept-Nov	Dec-Feb	Mar-May	Late Birthday June-July
Student's Age:	0	1	2	3	4
Physical Size:	Much Smaller 0	Somewhat smaller 1	Ave. Stature 2	Somewhat larger 3	Much larger 4
Immature Behavior:	Significantly immature 0	Slightly immature 1	Average Maturity 2	Slightly More Mature 3	Very socially mature 4
Conduct:	Very Compliant 0	Compliant 1	Can Be Provoked 2	Semi-defiant 3	Very Defiant 4
Life Experiences	Extremely Limited 0	Limited Opportunities 1	Ave. Opportunities 2	Enriched 3	Highly Enriched 4
Siblings	Only Child 0	Sibling w/in 4 yrs. 1	Sibling w/in 3 years 2	Sibling w/in 2 years 3	Twin/Sibling w/in 1 yr 4
Parent's Attitude	Highly Supportive 0	Accepting 1	Resigned 2	Disagrees 3	Completely Opposed 4
Family Mobility	Very Stable 0	Relatively Stable 1	Somewhat Mobile 2	Mobile 3	Highly Mobile 4
Absenteeism	High Absences 0	Moderate Abs(Health) 1	Average absences 2	Moderate Absences 3	High Absences (avoid) 4
Academic Acheivement	One year behind 0	9 months behind 1	half year behind 2	near grade level 3	at or above grade level 4
Student's Attitude	Loves School 0	Likes School 1	Ambivelent 2	Dislikes School 3	Hostile Attitude 4

Motivation	Self-Motivated 0	Works well with support 1	Inconsistent habits 2	Always disinterested 3	Refuses to work 4
Estimate IQ	High (110 and above) 0	Average 1	Slightly Below Ave. 2	Low average 3	Below Average 4

Other factors to consider:

History of learning disability?	Yes	No
ELL	Yes	No
Previous Retentions	Yes	No

Recommendation: _____PASS _____RETAIN

Parent/Teacher Feedback BIP

Parent/Teacher BIP Survey

Feedback survey for _____

Completed by: _____   Date:_____

On a scale of 1-10, please rate the following:

1. The effectiveness of the Plan   _____
2. The thoroughness of the plan   _____
3. How well you think the plan addresses the problem behavior(s)   _____
4. How well you think the plan was implemented   _____
5. How well you think the student benefited from the plan   _____

What concerns do you have or problems have you encountered with the current plan?

_____

_____

_____

What suggestions do you have for updating the plan?

_____

_____

_____

Tier II Intervention Survey

Teacher Feedback Survey for _____

(Child's Name)

Complete by:_____   Date:_____

Intervention Name: (Check One)

Buzz In Buzz Out_____

Social Skills Group_____

Academic Intervention_____

Other_____(Please Name)_____

One a scale of 1-10 Please rate the following:

This intervention helped this student be more successful.   _____

This intervention was easy to access.   _____

This intervention was positive.   _____

I felt like I was adequately trained for this intervention.   _____

I felt like this intervention was appropriate for my student.   _____

What concerns do you have or problems have you encountered with the current intervention?

_____
_____

What suggestions do you have for improving this intervention?

_____
_____

Tier II Intervention Survey

Parent Feedback Survey for _____

(Child's Name)

Complete by:_____   Date:_____

Intervention Name: (Check One)

Buzz In Buzz Out_____

Social Skills Group_____

Academic Intervention_____

Other_____(Please Name)_____

One a scale of 1-10 Please rate the following:

I felt this intervention helped make my student more successful at school   _____

This intervention provided a positive experience for my child.   _____

I felt like I was kept informed of my child's progress with this intervention.   _____

What concerns do you have or problems have you encountered with the current intervention?

_____
_____

What suggestions do you have for making the intervention more successful for your student?

_____
_____

What is data?

"Education is not the piling on of learning, information, data, facts, skills, or abilities - that's training or instruction - but is rather making visible what is hidden as a seed"
                        -Thomas More
                                        (Chancellor of England, 1500)

Social Clubs Interventions

Page 1

Intervention Essential Features	
Intervention	Social Skills Clubs
Intervention Name	Buzz Bunch
Description	Targeted small group intervention to address a student's deficit in social skills.
Function Addressed/Purpose (Avoid, Obtain)	Student does not have the necessary social skill base required to meet building wide behavior expectations.
Who Implements	Building Counselors
Method Used to Identify Students	Brief FBA used to determine if the student has a skill deficit. ODRs, Classroom Minors, Attendance.
Entry Criteria	Student meets initial criteria for referral to the Tier II team based on data decision rules. Classroom systems are in place. FBA shows that student has a skill deficit. ODR's 5 Minors 8
Procedures for Introducing/Orienting New Participants to the Intervention • Students • Teachers • Families	Students will receive orientation during the first group session. Teachers will be in-serviced at the beginning of the year during faculty meetings and again when a new student from their class joins a group. Family members will be oriented to social skills training by the group leader by letter. A permission slip must be signed by the parent for participation in the group.

Page 2

Intervention Essential Features	
Data to Monitor Progress	Progress will be monitored using the Florida excel spreadsheet that offers a trend line. Daily behavior logs will be kept to tally number of behaviors. Those will be reviewed by team every two weeks. A before/after questionnaire will be used after a 6-week rotations. Office referrals and daily attendance will also be monitored.
Exit Criteria	Students will meet the 80/80 criteria for 3 consecutive weeks. Monitoring will continue for 6 weeks after the student is exited from the intervention.
Strategies for Promoting Generalization & Maintenance of Skills Across Settings and Over Time.	Students will be monitored in the regular classroom setting. Classroom teachers will receive reports regarding social skills each student is working on from the group leader. Leaders will offer teachers ideas on how student can incorporate skills learned in group into the regular classroom/building environment. A DPR will be used to monitor generalization. Tier II team will monitor office referrals and elicit feedback from the parents and teacher.
Strategies for Communication with Home	The principal will notify parents when student begins the intervention. Parents will be updated by phone calls, e-mails, or notes home every two weeks.

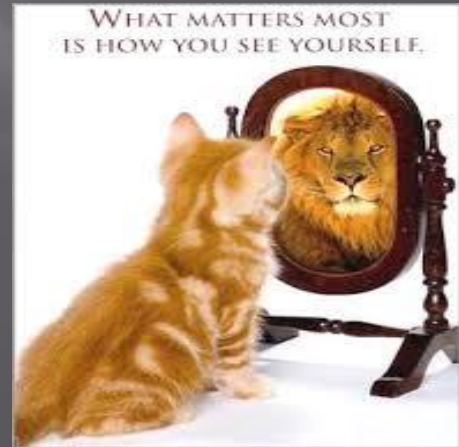# Improving Self-Esteem in 2nd Grade Children

PROBE

By Elizabeth Jackson

Conducted at Maplecrest Elementary

Assessing the Need

- Teachers and staff at Maplecrest indicated a need to improve self-esteem in students.
- Students were selected based on teacher referral.

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.

Selected Students

- 6 2nd grade students
- 2 Boys
- 4 Girls
- All recommended by classroom teacher
- 6 permission slips were sent home
- 4 students were given pare[...] participate
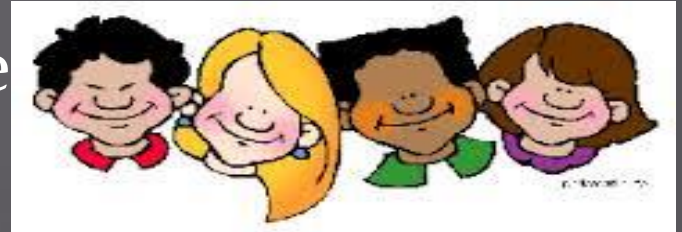
Group Schedule and Sessions

- Students met once a week, for a thirty minute time period, for a total of 6 weeks.
- Group session lessons included:
1. Setting goals
2. Discussing interests and strengths
3. Recognizing positive qualities in self and others
4. Identifying and exploring feelings
5. Having a positive outlook
6. Self-esteem and self-esteem building activities

The Data

- Post group attendance percentages stayed the same for two students, decreased for one student, and improved for one student.

- Two students have 100% attendance with all students who attended the group now above 95% attendance!

Attendance Pre Vs. Post Group
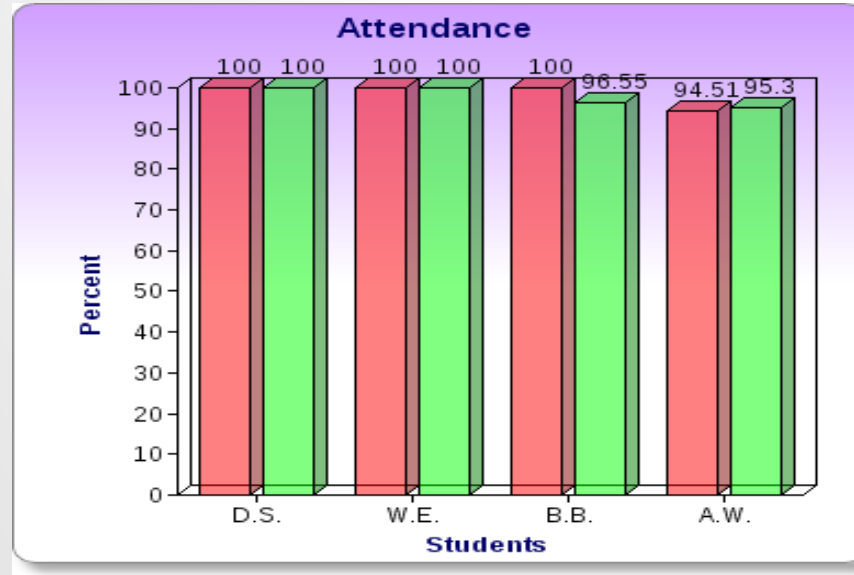
The Data

- Office referrals increased for one student yet decreased for another. Two students stayed the same with zero office referrals.

- However, it is important to note the student with increased office referrals had decreased office referrals from the same six week period last year. Going from three referrals in 2013 to two referrals in 2014.
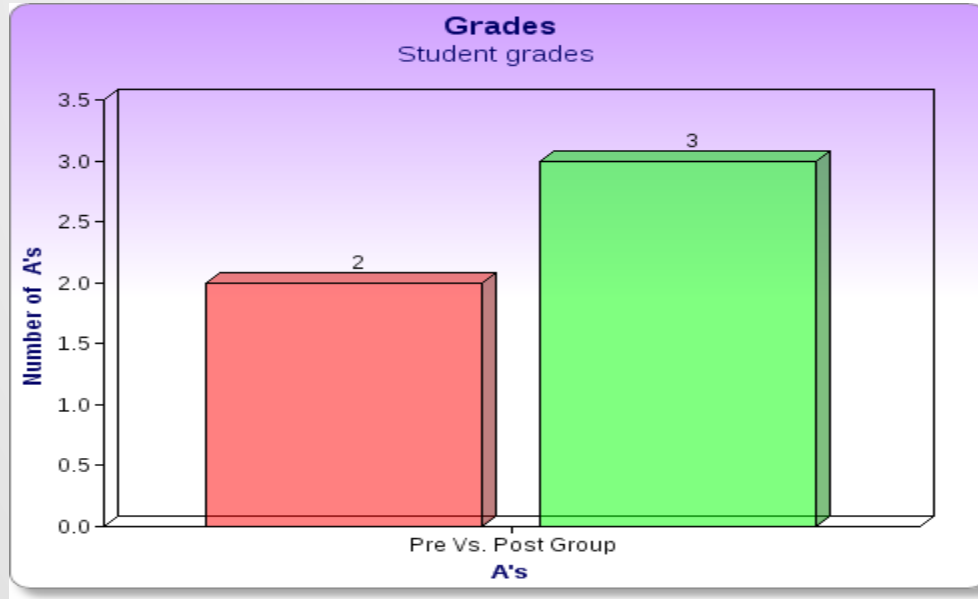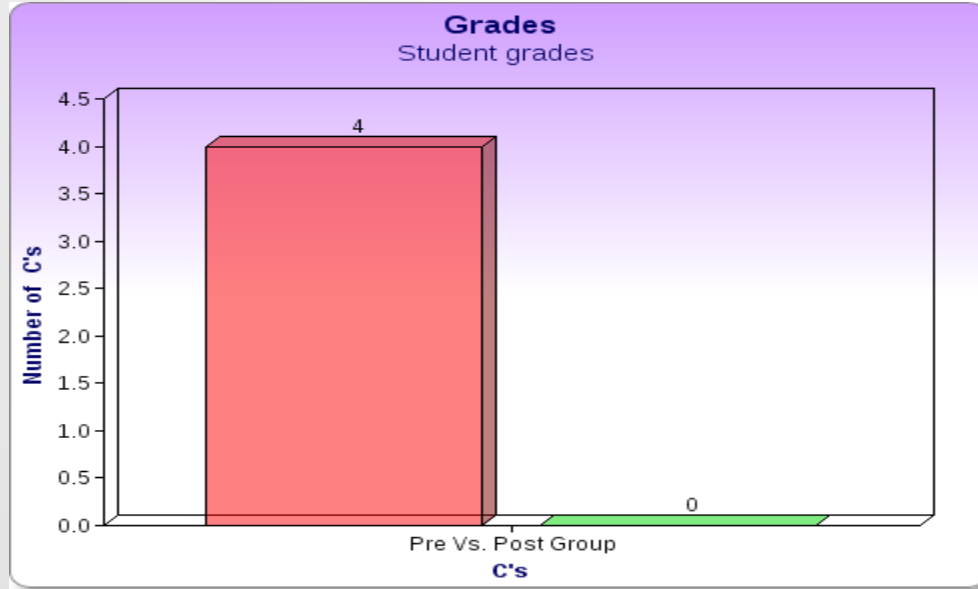
Office Referrals Pre Vs. Post Group
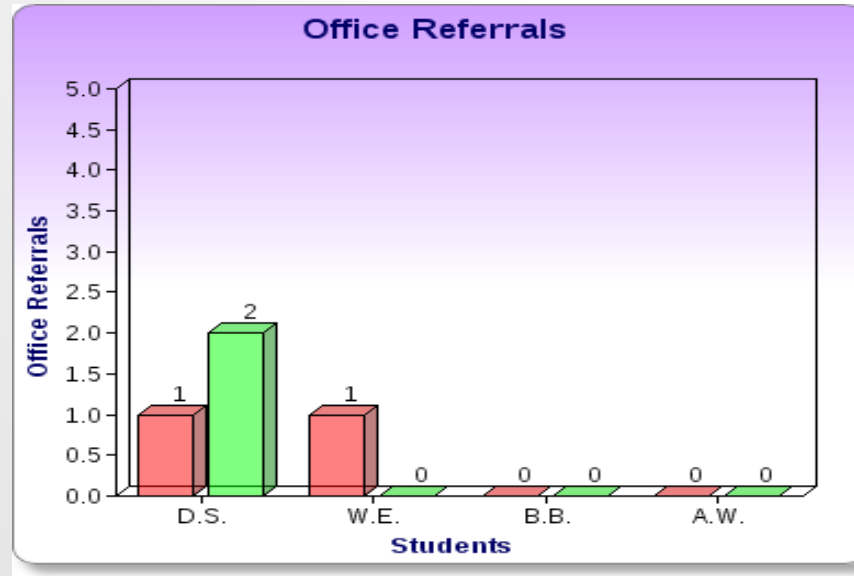
The Data

- Overall, student grades improved pre vs. post group. The amount of A's and B's increased. The amount of C's decreased drastically. The amount of D's increased by one and the amount of F's remained the same.
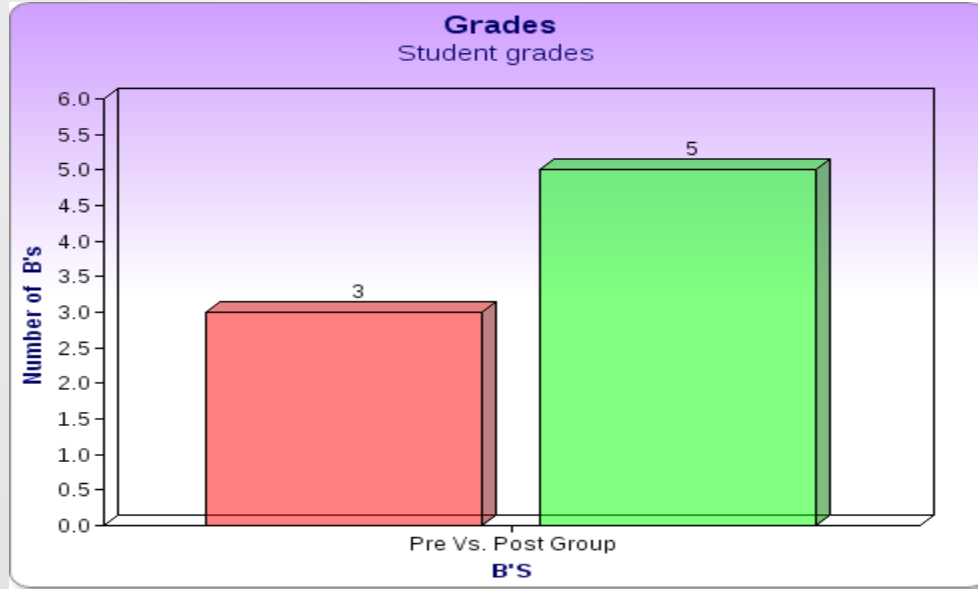
Grades Pre Vs. Post Group

Grades Continued

Grades Continued

Questions?

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