

DRAFT

DATA TOOLKIT

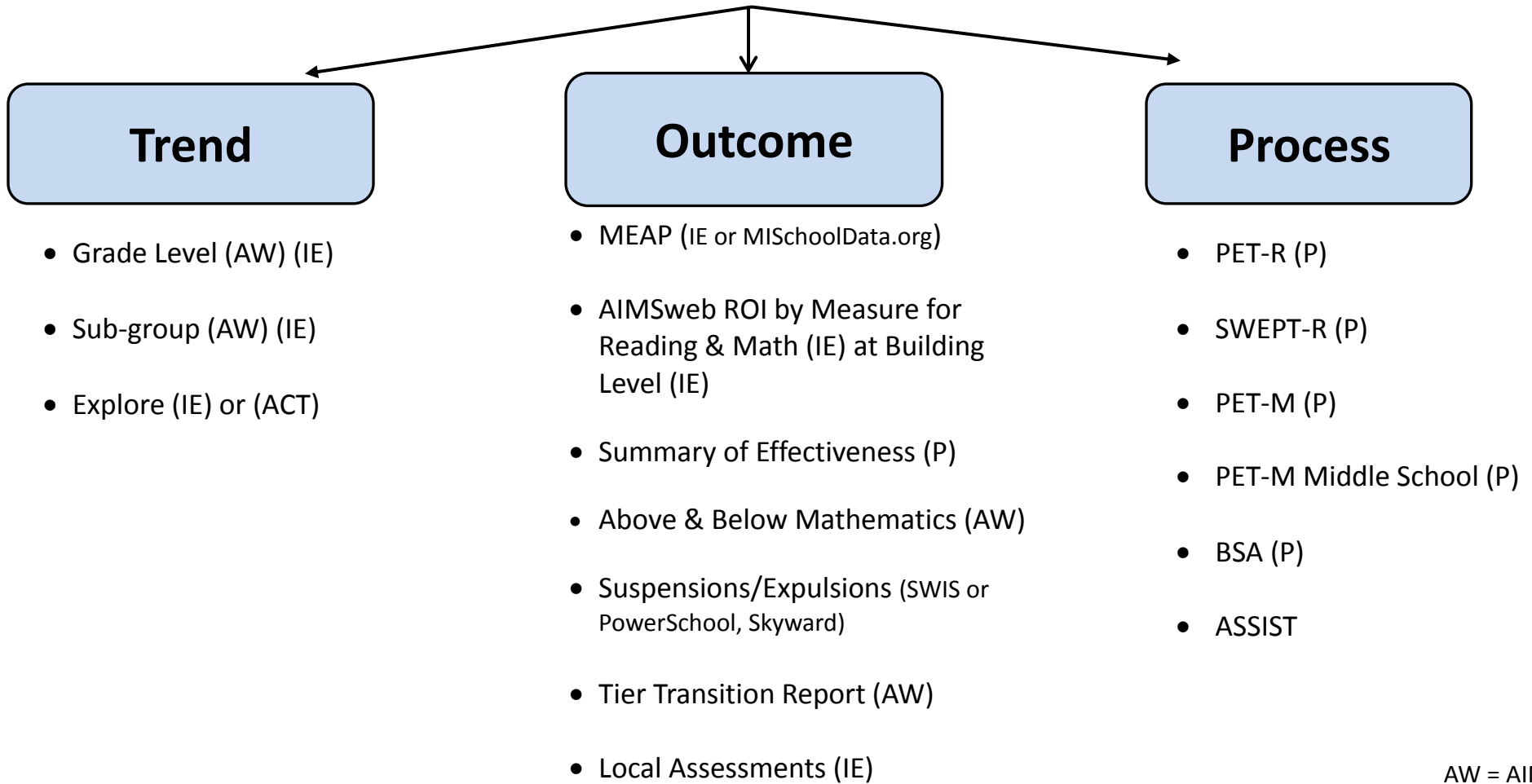
(For the purpose of today's meeting you have elementary and middle school work sheets)

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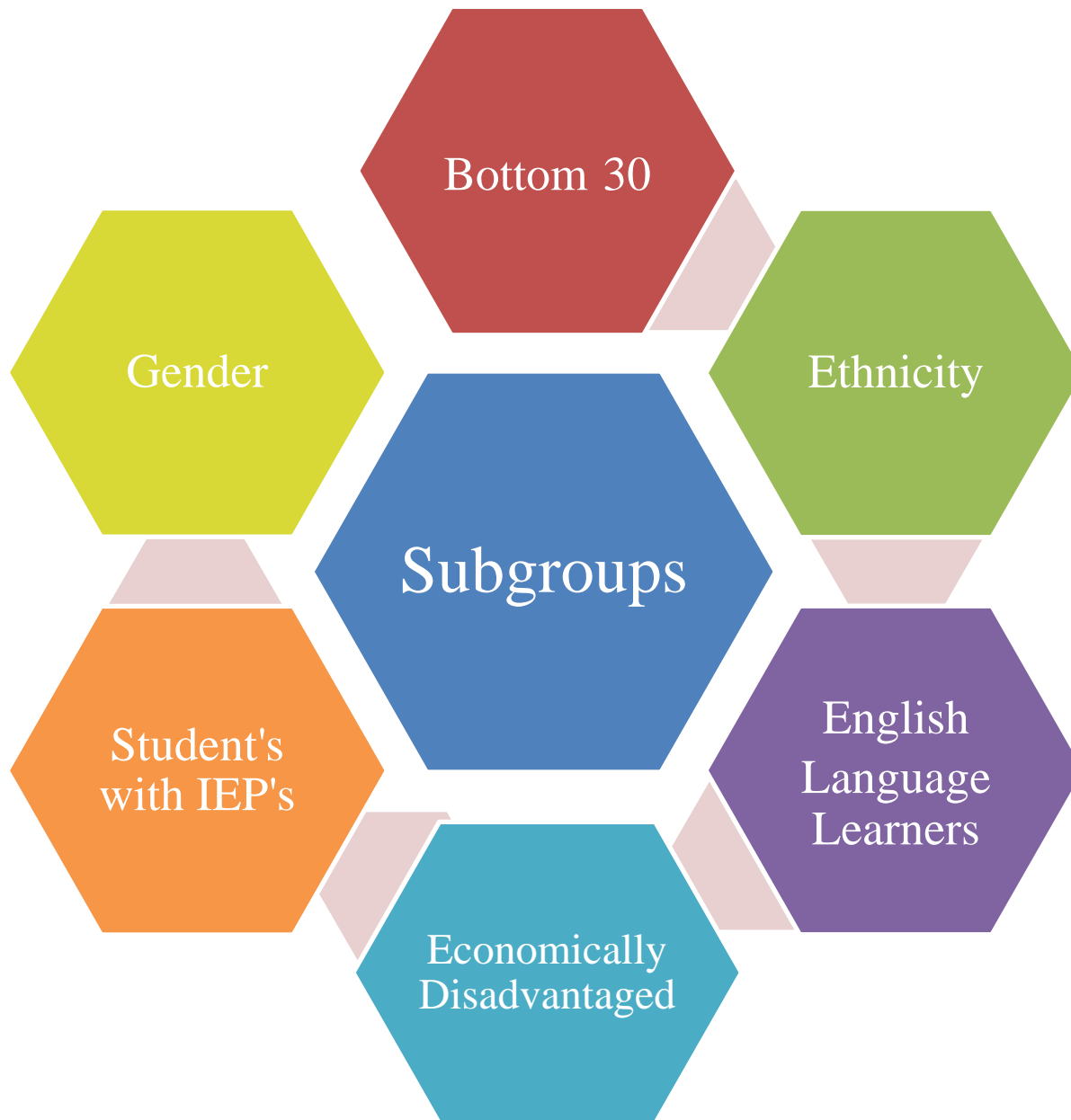
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Data Sets & Purpose



AW = AIMSweb
IE = Illuminate Ed
P = Provided



**Elementary
School-wide Status Overview**
Using your data, highlight areas that need support

Process Data				Student Outcome Data		
Reading	Math	Behavior	Systems	Reading (≥80%)	Math (≥80%)	Behavior
PET-R (≥80%)	PET-M (≥80%)	BoQ (≥70%) SAS (≥70%)	BSA	K: PA (PSF) AP (LNF) AP (NWF) 1: PA (PSF) AP (NWF) FL (R-CBM WC) FL (R-CBM Accuracy) 2: FL (R-CBM WC) FL (R-CBM Accuracy) 3: FL (R-CBM WC) FL (R-CBM Accuracy) (MAZE) 4: FL (R-CBM WC) FL (R-CBM Accuracy) (MAZE) 5: FL (R-CBM WC) FL (R-CBM Accuracy) (MAZE) Subgroup Performance	K: OCM NIM QDM MNM 1: OCM NIM QDM MNM 2: M-CAP M-COMP 3: M-CAP M-COMP 4: M-CAP M-COMP 5: M-CAP M-COMP Subgroup Performance	SWIS <i>(At or above National Median for Referrals/day/mo nth)</i> EWS Subgroup Performance

PET-R/SWEPT: Planning and Evaluation Tool for reading and math; BoQ-PBIS Benchmarks of Quality; SAS-PBIS Self-Assessment Survey; PA-Phonemic Awareness; PSF-Phoneme Segmentation Fluency; AP-Alphabetic Principle; LSF-Letter Sound Fluency; NWF-Nonsense Word Fluency; FL-Fluency; Comprehension; Vocab-Vocabulary; R-CBM-Reading Curriculum Based Measure; SWIS-School-wide Information Systems; EWS-Early Warning Systems; BSA-Building Self-Assessment, OCM-Oral Counting Measures; NIM-Number Identification Measure, Quantity Discrimination Measure, Missing Number Measure. Adapted from MiBLSi materials, 2013.

**Middle School
School-wide Status Overview**
Using your data, highlight the areas that need support

Process Data				Student Outcome Data		
Reading	Math	Behavior	Systems	Reading	Math	Behavior
SWEPT (≥80%)	PET-M (≥80%)	BoQ (≥70%) SAS (≥70%)	BSA	6: <ul style="list-style-type: none"> R-CBM Words Correct (≥80%) R-CBM Accuracy (≥80%) MAZE (≥80%) MEAP-Trending up last 3 years in a row 7: <ul style="list-style-type: none"> R-CBM Words Correct (≥80%) R-CBM Accuracy (≥80%) MAZE (≥80%) MEAP-Trending up last 3 years in a row Explore-College and Career Readiness <ul style="list-style-type: none"> Reading-Trending up 5% or ≥benchmark Math-Trending up 5% or ≥ last 3 years 8: <ul style="list-style-type: none"> R-CBM Words Correct (≥80%) R-CBM Accuracy (≥80%) MAZE (≥80%) MEAP-Trending up last 3 years in a row Explore-College and Career Readiness <ul style="list-style-type: none"> Reading-Trending up 5% or ≥benchmark Math-Trending up 5% or ≥ last 3 years Subgroup Performance	6: <ul style="list-style-type: none"> M-CAP (≥80%) M-COMP (≥80%) MEAP-Trending up last 3 years in a row 7: Trending Down <ul style="list-style-type: none"> M-CAP (≥80%) M-COMP (≥80%) MEAP-Trending up last 3 years in a row 8: <ul style="list-style-type: none"> M-CAP (≥80%) M-COMP(≥80%) MEAP- Trending up last 3 years in a row Subgroup Performance	SWIS Suspensions Expulsions Absences Subgroup Performance

PET-R/SWEPT: Planning and Evaluation Tool for reading and math; BoQ-PBIS Benchmarks of Quality; SAS-PBIS Self-Assessment Survey; PA-Phonemic Awareness; PSF-Phoneme Segmentation Fluency; AP-Alphabetic Principle; LSF-Letter Sound Fluency; NWF-Nonsense Word Fluency; FL-Fluency; Comprehension; Vocab-Vocabulary; R-CBM-Reading Curriculum Based Measure; SWIS-School-wide Information Systems; BSA-Building Self-Assessment, OCM-Oral Counting Measures; NIM-Number Identification Measure, Quantity Discrimination Measure, Missing Number Measure. Adapted from MiBLSI materials, 2013.

Process Data- Provided

PET-R

SWEPT

PET-M

BSA



Making Connections Between Student Outcome and Process Data

↑ Process Data

↑ Student Outcomes

Stay the course and work to do it better.
(Continuous Improvement)

↑ Process Data

↓ Student Outcomes

Explore fidelity of process data. Determine if enough time has passed to expect changes in student outcomes (keep initial implementation on track and move into full implementation).
See - BSA Digging Deeper Questions, item analysis of: BoQ, SAS, PET-R/SWEPT and/or PET-M data.

↓ Process Data

↑ Student Outcomes

Explore fidelity of data (*BSA, BoQ, SAS, PET-R/SWEPT and/or PET-M*) Examine what else is happening/present that could be contributing to strong student outcomes (keep working to do it right through consensus and full implementation).

↓ Process Data

↓ Student Outcomes

Consider intensive implementation support
(Revisit consensus and implementation).

Universal Screening/Progress Monitoring

BSA Items Consensus - none

- Infrastructure - Questions: 9, 13, 14, & 24
- Implementation - Question 26a
- Professional Development - Questions: 33 & 37

PET/SWEPT items Assessment: all items

Tiered Systems/Research-Based Curriculum and Instruction

BSA Items

- Consensus - none
- Infrastructure - Questions: 18, 19 & 20
- Implementation - Questions: 25a – 25f, 26d, 26e & 26f
- Professional Development - Questions: 34 & 38

PET/SWEPT Items

- Goals, Objectives and Priorities: all items Instructional Programs and Materials: all items
- Instructional Time: all items
- Differentiated Instruction/Grouping/Scheduling: all items
- Professional Development: all items

Shared Leadership

BSA Items

- Consensus - Questions: 1, 2, 3, 4, 6 & 8
- Infrastructure - Questions: 21 & 24
- Implementation - Questions: 26a – 26m, 27, 28, 29, 30 & 31
- Professional Development - Questions: 32, 35, 36, 38 & 39

PET/SWEPT Items

- Administration/Organization/Communication: all items

Problem-Solving/Data-Based Decision Making

BSA Items

Consensus - Question 5

- Infrastructure - Questions: 10, 11, 12, 13, 14, 15, 16, 17a, 17b, 21, 22 & 24
- Implementation - Questions: 26a – 26m, 28, 29 & 30
- Professional Development - Questions: 32, 36 & 37

PET/SWEPT Items

- Differentiated Instruction/Grouping/Scheduling: all items

Family and Student Involvement Partnerships

BSA items

- Consensus - Question 7
- Infrastructure - Questions: 23
- Implementation - Questions: 26i, 26j, 26k, 26l & 26m
- Professional Development - Questions: 35 & 38

PET/SWEPT Items

- Administration/Organization/Communication: PET item 6

Facilitator Data Questions

What might be the barriers to reaching the stated goals? Use these questions to guide your discussions:

System Questions-PET, SWEPT, BSA

- Are we completing the PET/SWEPT and BSA regularly to check on the health of our MTSS system?
- Are there areas of strength and concern in our MTSS system according to process data results?
- Have our PET/SWEPT, and BSA scores shown growth over time?
- Do the scores on these measures make sense when compared to outcome data? Why or why not?

Building Level Data Analysis

- What is the trend data for MEAP and AIMSweb, including trends for Tier 2 and Tier 3 systems? Are the percentages increasing each year?
- Have MEAP and AIMSweb item analyses been reviewed by staff to determine instructional need?

Grade Level Data Analysis

- Which grade levels are being the most successful?
- Which grade levels are having the most difficulty?
- How are instructional practices different between the two?
- What percentage of students needs some additional assistance to attain the targeted knowledge and skills?
- Do we have enough data to answer the above questions? If not, what else do we need?

Student Level Data Analysis

- Are subgroups of students showing different results?
- Do we have in-class interventions in place for students who need them?
- Do we have more intensive out-of-class interventions in place?
- Do we have a system for monitoring the progress of students receiving additional support?
- Do we have a system for monitoring the success of intervention groupings?

Positive Behavior Supports

- How are classroom management issues affecting student outcomes?
- Is our school-wide PBIS system working as well as we want?
- Do we have Tier 2 and Tier 3 behavioral interventions in place, and working well?

Resources

- How have we allocated materials, training and coaching, and was it based on need?
- Who is making the decisions regarding resource allocation, and is it based on need?

Early Warning Indicator (EWI)

Likelihood of Dropping out of High School by Early Warning Indicators (EWI's), Grade and Marking Period

Grade and Marking Period	Attendance	Behavior	Coursework
Grade 1 Marking Period 3	Students absent from school <u>nine</u> or more times are twice as likely to drop out of high school	Students suspended (in or out of school) one or more times can be up to <u>five</u> times as likely to drop out of high school	<ol style="list-style-type: none"> 1.) Students below grade level in reading and/or mathematics are <u>twice</u> as likely to drop out of high school 2.) Students having a calculated third marking period GPA below a 1.20 are <u>twice</u> as likely to drop out of high school
Grade 3 Marking Period 1	Students absent from school three or more times are <u>twice</u> as likely to drop out of high school	<ol style="list-style-type: none"> 1. Students suspended (in or out of school) one or more times can be up to <u>nine</u> times as likely to drop out of high school 2. Students receiving a “Needs Improvement” on completing homework on-time are <u>twice</u> as likely to drop out of high school 	<ol style="list-style-type: none"> 1.) Students below grade level in reading and/or mathematics are <u>twice</u> as likely to drop out of high school 2.) Students having a calculated first marking period GPA below a 3.00 are <u>twice</u> as likely to drop out of high school
Grade 6 Marking Period 1	Students absent from a class three or more times are <u>twice</u> as likely to drop out of high school	Students suspended (in or out of school) one or more times can be up to <u>three</u> times as likely to drop out of high school	<ol style="list-style-type: none"> 1.) Students receiving a grade of “D” or below in Mathematics or English are <u>one and a half</u> as likely to drop out of high school 2.) Students having a first marking period GPA below a 3.00 are at least <u>five</u> times as likely to drop out of high school
Grade 9 Marking Period 1	Students absent from a class three or more times are <u>three</u> as likely to drop out of high school	Students suspended (in or out of school) one or more times can be up to <u>twice</u> times as likely to drop out of high school	<ol style="list-style-type: none"> 1.) Students receiving a grade of “D” or below in Mathematics or English are <u>three</u> times as likely to drop out of high school 2.) Students having a first marking period GPA below a 3.00 are at least <u>five</u> times as likely to drop out of high school

Johns Hopkins University Center for Social Organization of Schools



Building Glows

Action items accomplished by leadership team &/ or principal	
Progress of student outcomes	
Improved process data	
Positive changes in staff behavior	

Building Glows

Action items still need to be addressed by leadership team &/or principal	Record any action items that still need to be completed on current action plan.
Progress of student outcomes	
Improved process data	
Changes in staff behavior	