



Richard Woods, Georgia's School Superintendent
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Data Team Simulation: Asking the Right Questions to Support Targeted Students

Dr. Susan Brozovic

Mary Morrow

Lodus Schreiner

Dr. Deshonda Stringer

Roberta White

Learning Targets



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- I can engage in rich discussion using a protocol that supports data analysis.
- I can analyze attendance, behavior, course performance and other pertinent data.
- I can ask probing questions to determine next steps to support targeted students.



GraduateFIRST Consortia # 3



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This GraduateFIRST webinar will provide a simulation of a data team process that can be used to analyze data for selected targeted students and to determine next steps.

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Simulation Overview

We will be using an adapted Atlas Protocol and student targeted data that you received in an email. The assessment tool has attendance, behavior and course performance data. Additional data elements were added in order to get a clearer picture of how the students are doing. (i.e. age, Lexile scores, benchmarks, specific courses failed, etc.) We will be using the Common Core State Standards Stretch Lexile Band to support our analysis of data.

Team Members

- Dr. Deshonda Stringer, Team Leader and Special Ed. Dept. Chair
- Mary Morrow, Administrator
- Roberta White, Counselor
- Lodus Schreiner, Attendance Clerk
- Dr. Susan Brozovic, General Ed. Teac





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Revised: Atlas Protocol

• Step 1: Getting Started

- Allow participants to read the protocol silently for 1 min.
- Refer to the agenda and the purpose of each round. (5 min. per round).
- Present the data to the group with a brief explanation.

• Step 2: Describing the Data (5 min.)

- Take a minute to look at the data for Student 1, Student 2, Student 3, etc. What does the data suggest for each individual student?
- Ask participants "What do you see?" Remember to identify what type of data you are referencing.
- Remember to provide evidence for your observations.

Revised: Atlas Protocol

• **Step 3: Interpreting the Data (5 min.)**

- What does the data suggest?
- What questions does that data raise for you?
- What are you wondering about?



• **Step 4: Implications for the Process (6 min)**

- What steps could be taken next to make sure that all students are monitored more closely?
- What specifically is being done for those students who are or are not making progress? What staff is assigned to the students who are not making progress?
- What strategies might be most effective for those students who are not showing progress?

GRADFirst Team Monthly Meeting

Agenda: January 12, 2016



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- Analyze first semester data on GradFIRST Assessment Tool: monitoring of attendance, behavior, and course completion (ABCs)
 - Targeted 52 Students
 - Focus on the 4 top priority 9th graders
- Review differentiated levels of support for tiers of students based on the ABCs
- Identify action items to support targeted students
- Next steps for Feb. 12, 2016 meeting



Common Core State Standards Lexile Stretch Band



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| Grade | Text Demand Study 2009 25th percentile to 75th percentile (IQR) | 2012 CCSS Text Measures* |
|-----------|---|--------------------------|
| 1 | 230L to 420L | 190L to 530L |
| 2 | 450L to 570L | 420L to 650L |
| 3 | 600L to 730L | 520L to 820L |
| 4 | 640L to 780L | 740L to 940L |
| 5 | 730L to 850L | 830L to 1010L |
| 6 | 860L to 920L | 925L to 1070L |
| 7 | 880L to 960L | 970L to 1120L |
| 8 | 900L to 1010L | 1010L to 1185L |
| 9 | 960L to 1110L | 1050L to 1260L |
| 10 | 920L to 1120L | 1080L to 1335L |
| 11 and 12 | 1070L to 1220L | 1185L to 1385L |

Assessment Tool Review



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- Student #: number where the student fell on the list of targeted students
- Specific Learning Disability (SLD); Speech (SPCH)
- SWD: Student with disability
- Days absent and OSS days are not duplicated
- Courses Failed: Social Studies (SS), Science (SC), Math (MA); CT (co-taught); All core (ELA, SC, Math and SC)
- Used to tier the students based on area of greatest need: Attendance (A), Behavior (B), and Course Completion (C)
- Benchmarks : Cumulative assessments used to determine how much of the curriculum the student has mastered each 6 weeks



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Assessment Tool

attachment (3) [Compatibility Mode] - Excel

Deshonda Stringer

GET THE NEW OFFICE It's one of the perks of having Office 365.

See what's new

Update Office

A2 Student

| Sample High School | | | | | GraduateFIRST Assessment Tool | | | | | | | | | | Six Week Benchmarks (Cumulative) | | | | | |
|--------------------------------|---------|---------------------------|-----|------------------|-------------------------------|----------|----------|----------------|-----------|------------------------------|-------|-----------------|--------|-----|----------------------------------|--------|--------|-------|-------|-------|
| Student Name/Disability/Gender | Grade | Ethnicity/Race | SVD | Grading Interval | Days Absent | ISS Days | OSS Days | Course Failure | Total Cou | Courses Failed | A,B,C | Credit Recovery | LEXILE | AGE | Bk #1 | BK #2 | BK #3 | BK #4 | BK #5 | BK #6 |
| 5 | ISLD/F | Black or African American | Yes | Int.1 - 9 Wks. | 3 | 1 | 0 | 1 | 6 | SS(CT) | A | Yes | 1100 | 15 | ELA-52 | ELA-51 | ELA-63 | ELA | ELA | ELA |
| | | | | Int.2 - 18 Wks. | 2 | 0 | 0 | 1 | 6 | SS(CT) | A | | | | M-40 | M-42 | M-49 | M | M | M |
| | | | | Int.3 - 27 Wks. | | | | | | | | | | | SC-62 | SC-65 | SC-70 | SC | SC | SC |
| | | | | Int.4 - 36 Wks. | | | | | | | | | | | SS-41 | SS-50 | SS-55 | SS | SS | SS |
| 7 | /None/M | Black or African American | No | Int.1 - 9 Wks. | 6 | 3 | 5 | 3 | 6 | SS,SC,MA(CT) | A | No | 1050 | 16 | ELA-60 | ELA-50 | ELA-66 | ELA | ELA | ELA |
| | | | | Int.2 - 18 Wks. | 8 | 2 | 3 | 2 | 6 | SS,MA(CT) | A | | | | M-38 | M-35 | M-43 | M | M | M |
| | | | | Int.3 - 27 Wks. | | | | | | | | | | | SC-20 | SC-28 | SC-35 | SC | SC | SC |
| | | | | Int.4 - 36 Wks. | | | | | | | | | | | SS-62 | SS-60 | SS-65 | SS | SS | SS |
| 12 | ISLD/M | Hispanic/Latino | Yes | Int.1 - 9 Wks. | 12 | 5 | 8 | 5 | 6 | All Core (CT) and technology | A | No | 750 | 18 | ELA-30 | ELA-40 | ELA-45 | ELA | ELA | ELA |
| | | | | Int.2 - 18 Wks. | 9 | 7 | 4 | 5 | 6 | All Core (CT) and technology | A | | | | M-30 | M-40 | M-33 | M | M | M |
| | | | | Int.3 - 27 Wks. | | | | | | | | | | | SC-10 | SC-20 | SC-26 | SC | SC | SC |
| | | | | Int.4 - 36 Wks. | | | | | | | | | | | SS-10 | SS-20 | SS-18 | SS | SS | SS |
| 20 | /SPCH/F | White | Yes | Int.1 - 9 Wks. | 5 | 0 | 0 | 4 | 6 | All Core (CT) | A | No | 1150 | 15 | ELA-20 | ELA-25 | ELA-35 | ELA | ELA | ELA |
| | | | | Int.2 - 18 Wks. | 4 | 0 | 0 | 2 | 6 | SS, MA(CT) | A | | | | M-30 | M-35 | M-25 | M | M | M |
| | | | | Int.3 - 27 Wks. | | | | | | | | | | | SC-25 | SC-40 | SC-52 | SC | SC | SC |
| | | | | Int.4 - 36 Wks. | | | | | | | | | | | SS-10 | SS-20 | SS-15 | SS | SS | SS |

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Student Data

Charted Selection

COUNT: 2 70%

READY CALCULATE

Search the web and Windows



12:54 PM
1/9/2016

Student 5: Interpreting the Data

- Why did she have a day of ISS?
- Why did she have 7 tardies?
- What communication has been had with her parents regarding her tardies and social studies failures?
- Which class does she have the most tardies?
- Why was she successful in passing her other classes?
- What caused her to fail Social Studies?
- Is she attending tutoring for Social Studies?

Student 5: Implications for the Process



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- Contact parent to discuss Credit Recovery enrollment and possibly attend after school tutoring with a different Social Studies teacher
- Attendance Clerk will monitor attendance and tardies and keep the team informed
- Allow Parent Mentor to see if there are some community resources to support parent
- Review the accommodations on IEP with case manager
- Schedule bi-weekly meetings with student to discuss Credit Recovery progress and Additional supports so she experiences success

Student 7: Describing the Data



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- 16-year old, African American, Male with no disability
- Missed 6 days first nine weeks and 8 days the second nine weeks (Chronic absences)
- Significant behavior problems; 5 days of ISS and 8 days of OSS
- Lexile of 1050 (7th grade level)
- Failed social studies and math both nine weeks (Gen. ed. student scheduled in a co-taught segment) and according to the benchmarks he is experiencing significant difficulty in math and science with very little progress
- Not enrolled in any Credit Recovery
- Retained twice

Student 7: Implications for the Process



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- Follow-up on other options to help him complete Credit Recovery
- Follow-up with previous schools to see if there is any existing Rtl paperwork
- Have him to complete an Interest Inventory
- Consider which clubs he might be interested in joining
- Follow-up with Social Work Referral to support with living arrangements and additional supports for the family
- Interview him to see which staff member he has a good relationship with
- Research what is contributing to course failures and create a Plan of Action with student

Student 12: Describing the Data

- 18-year old, Hispanic, Male with a disability of SLD
- Missed 12 days first nine weeks and 9 days the second nine weeks
- Significant behavior problems; 12 days of ISS and 12 days of OSS
- Lexile of 750 (4th grade level)
- Failed all core classes and technology both nine weeks in the co-taught setting and according to the benchmarks he is experiencing significant difficulty in math and science with very little progress
- Not enrolled in any Credit Recovery

Student 12: Interpreting the Data

- What types of discipline concerns is he experiencing?
- Has there been a history of discipline concerns?
- Has there been any contact with a parent who can help explain why he is having so much difficulty?
- How long has he been in special education and does he still receive any EL services?
- Has anyone conferenced with him about his excessive absences and behavior concerns to find out what is contributing to his difficulties?
- His Lexile is very low, has he been enrolled in any research-based interventions?
- Why is he not enrolled in Credit Recovery?
- How many Carnegie units has he accrued?
- Does he have a good rapport with anyone in the building?

Student 12: Implications for the Process



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- Refer to Parent Mentor and Social Worker to see if there are any resources to help support his family
- Complete the Interest Inventory to see if he has any other interests other than construction (this information will be used to see if any of the school's Partners in Ed. or other community resources can be useful in helping to support this student)
- Review his Transition Plan to see if it aligns with strengths, weaknesses and career interests
- Check to see if he can be enrolled in the "Lunch Buddies", a "during the school day" tutoring program
- Suggest scheduling an IEP Review to address academic concerns, review Behavior Intervention and Transition Plans

Student 20: Describing the Data

- 15-year old, White, Female with a disability of Speech and Language (only)
- Missed 5 days first nine weeks and 4 days the second nine weeks
- No behavior problems ; no ISS and no OSS
- Lexile of 1150 (on grade level)
- Failed all core classes first nine weeks, but passed language arts and science second nine weeks in co-taught setting and according to the benchmarks she is experiencing significant difficulty in all core classes
- Not enrolled in any Credit Recovery

Student 20: Interpreting the Data

- What has caused her course failures?
- Is she in the same co-taught class as the other students who failed social studies?
- Has anyone spoken with her regarding why she has been absent 9 days?
- What has been done to address her absences and what has the communication with the parents been?
- Why is she not enrolled in a Credit Recovery?
- Has she been referred to Check-in/Check-out or any other interventions?

Student 20: Implications for the Process



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- Follow-up with her Speech and Language Pathologist to ensure that she is being monitored appropriately and review IEP.
- Schedule IEP review within the next 3 weeks
- Monitor attendance and academics through Check-in/Checkout and support student with developing attendance and academic goals
- Develop a Plan of Support to help her to be successful in Credit Recovery courses once she has been enrolled

Next Steps - Lessons Learned from the Meeting



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- Revise Data Collection Tool to capture number of tardies and to track data 4.5 weeks(Mary)
- Discuss mentorship for selected students with Counseling Dept. (Roberta)
- Invite Parent Mentor to meetings (Deshonda)
- Follow-up with Casemanagers of SWDs and Social Worker and solicit information on students before the meeting (create form to collect this information) ; (Deshonda)

Next Steps - Lessons Learned from the Meeting

- Secure updates from Social Worker on all students with outstanding referrals (Roberta)
- Get an update on status of all targeted students and Credit Recovery status from first semester (Roberta)
- Provide GradFIRST update at faculty meeting and share information on students (Mary)
- Discuss high course failures of selected teachers with the Administrator and Department Chair(s) to see if additional support can be provided (Susan)
- Prepare agenda for February 12, 2016, including review of next steps (Deshonda)

Additional Strategies

- Advisement
- Club 52 with the Principal
- Grade-level GradFIRST Meetings
- Wonderful Wednesday (clubs based on student interest and led by faculty, staff, volunteers, etc.)

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Learning Targets



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Next Webinar

March 2, 2016

3: 30 PM- 4:30 PM

