

Case Study - Data Analysis

Case Study
Tier 2
HS

As a team, read through this case study, follow the advanced tiers system and use all the data provided to complete the objectives below:

1. Identify a *precise problem statement* for this student
2. Use the *precise problem statement* to create a 6-part solution to address the precise problem your team targeted for this student.

Tier 2/3 Team:

Your Tier 2/3 Team at ABC School has been meeting regularly to identify students who may need targeted interventions. The team is made up of the principal, school psychologist, counselor/social work, nurse, intervention specialist, a general education teacher and a special education teacher. Before every meeting the team reads their **Team Charter** to review their purpose, roles/responsibilities, team norms and decision-making process.

Students are identified and/or referred to the Tier 2/3 Team by: ODR data, the Data Analysis Worksheet, SRSS data and teacher referrals. The team is meeting today, week 7 of the school year, to discuss Albert, in Grade10.

Before The Meeting:

The **Data Profiler** pulled the ODR data graphs for Albert and brought the results of the school-wide SRSS behavior screener for the team to review.

The School Psychologist brought the student's cum file and followed up with all of Albert's teachers to request that they share observations from the classroom.

The **Recorder** brought the Assessment Matrix and Intervention Matrix previously completed by the team to use as a guide so brainstorming is not necessary at every meeting.

Teacher Observations:

Several teachers report that Albert engages in attention seeking behaviors which can be disruptive to the class. He lacks organizational skills, lacks motivation and tends to procrastinate on assignments. They report that he is smart and very capable of doing the academic work, but chooses not to complete assignments, which impacts his grades. It was reported that Albert is social with peers and enjoys playing video games at home. Previous unsuccessful interventions included: 1) teachers taught and retaught the school-wide expectations, 2) they moved his seat closer to teacher to prompt him to stay on-task, 3) they made phone calls home, 4) they spent a lot of time talking to him about how important it is to complete his work and to try his best.

Use all the data available to complete objectives 1 and 2 in the directions above.

Data Analysis Case Study

Assessment Matrix

School Name: ABC HIGH SCHOOL

School Year: 2016-2017

| Measure | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|---------------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|
| Report Card/GPA | | | x | | x | | | x | | x |
| Course Failure | | | x | | x | | | x | | x |
| Curriculum Based Measures | x | x | x | x | x | x | x | x | x | x |
| Annual State Testing | x | | | | | | | | | |
| SRSS | | x | | | | x | | | | |
| ODR | x | x | x | x | x | x | x | x | x | x |
| ISS/OSS | | x | | x | | x | | x | | |
| Attendance | x | x | x | x | x | x | x | x | x | x |
| Bully Referrals | x | x | x | x | x | x | x | x | x | x |
| Reinforcement Tickets | | | x | | x | | | x | | x |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Intervention Matrix

School Name: ABC HIGH SCHOOL

School Year: 2016-2017

| Intervention | Description | Entry Criteria Data | Progress Monitoring Data | Exit Criteria Data |
|---|---|---|---|--|
| Check-In/Check-Out | For students not meeting school-wide expectations, but not for dangerous behaviors. Students check-in in AM, carry a daily progress report to each teacher, and check-out in PM | -Report Card: C for social skills -CBM: bottom 1/5 of class -SRSS: moderate or high risk -ODR: 3+ referrals | Daily Progress Report (DPR) form, signed by teacher and parent | Above 80% success for three consecutive weeks or grades improve above C+ |
| Social Skills Group | For students with high peer rejection, and low interpersonal skills. Counselor teaches specific coping and life skills for 45min, twice a week at lunch | -ODR: 3+ for conduct -SRSS: moderate or high risk -SPED: EBD identification | -Track ODR's during intervention phase -Class participation rated by instructor -Weekly quizzes on skills | SRSS score of low-risk on next screening and no ODR for conduct for 4 consecutive weeks |
| Too Good for Drugs and Violence Program (Middle School & High School) | Program to promote prosocial skills and positive character traits about drugs/violence. The curriculum consists of 14 core lessons (60 minutes/week). | -SRSS: moderate or high risk with a score of 2 or higher for negative attitude or aggressive behavior -ODR: 3+ referrals for major violations or 2+ referrals for bullying | -Track ODR's during intervention phase -Class participation rated by instructor -Complete homework worksheets | Complete 14 curriculum lessons and SRSS score of low-risk on next screening and no ODR for conduct for 4 consecutive weeks |

Data Analysis Case Study

SRSS-IE - Student Risk Screening Scale Internalizing and Externalizing

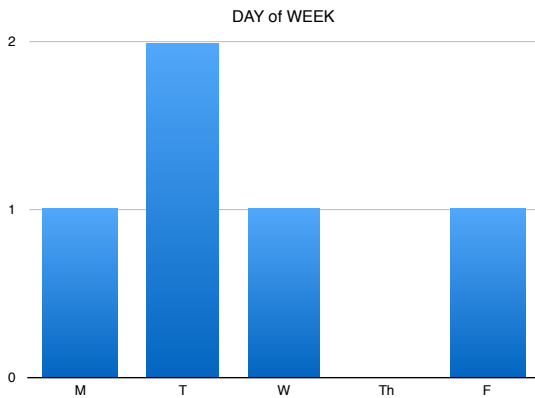
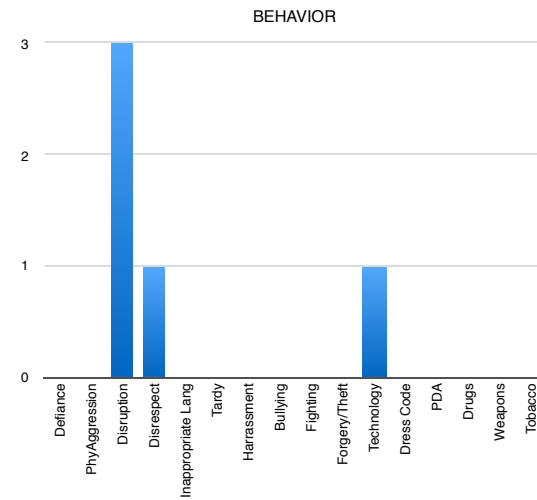
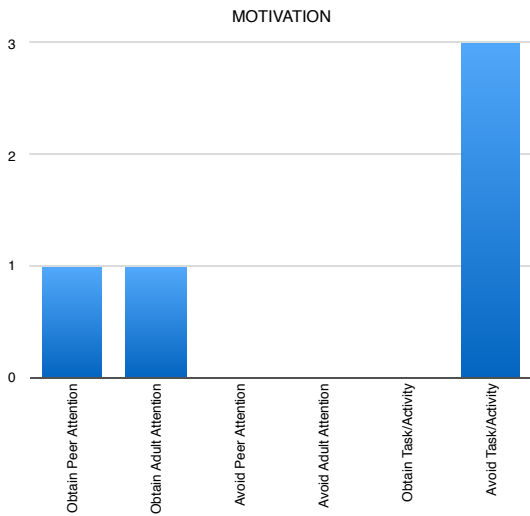
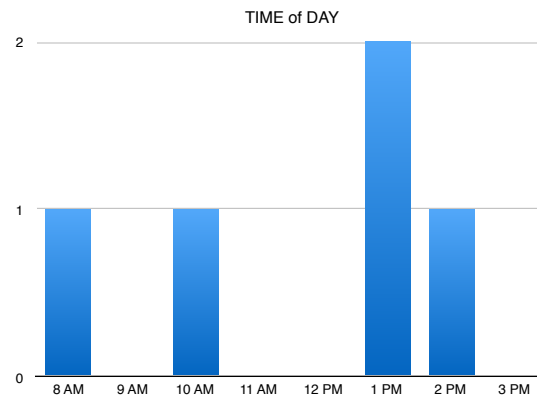
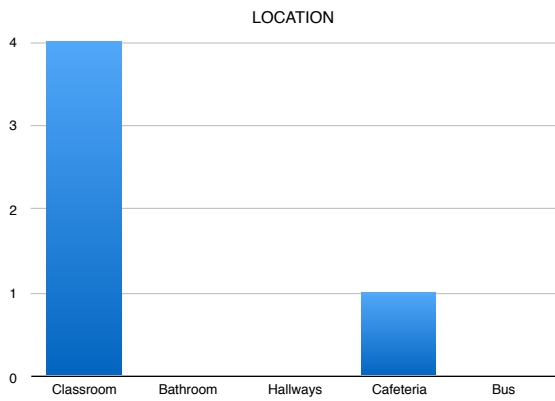
| Student Name | Teacher Name | Steal | Lie, Cheat, Sneak | Behavior Problem | Peer Rejection | Low Academic Achievement | Negative Attitude | Aggressive Behavior | Emotionally Flat | Shy; Withdrawn | Sad; Depressed | Anxious | Lonely | SRSS Externalizing TOTAL | SRSS Internalizing TOTAL | SRSS-IE TOTAL |
|-------------------|--------------------|-------|-------------------|------------------|----------------|--------------------------|-------------------|---------------------|------------------|----------------|----------------|---------|--------|--------------------------|--------------------------|---------------|
| Andre Agassi | Miner, Renee | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 21 | 4 | 22 |
| Paul Milsap | Luna, Tom | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 2 | 2 | 2 | 18 | 11 | 26 |
| Steve Prefontaine | Horner, Rob | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 0 | 0 | 18 | 7 | 22 |
| Thom Yorke | Carter, Deb | 0 | 3 | 3 | 3 | 3 | 2 | 3 | 0 | 0 | 2 | 2 | 1 | 17 | 8 | 22 |
| William Harrison | Miner, Renee | 0 | 3 | 3 | 2 | 3 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 17 | 3 | 18 |
| Jackie Chiles | Walt, Jim | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 0 | 1 | 1 | 1 | 1 | 16 | 6 | 20 |
| Beck Beckam | Horner, Rob | 2 | 2 | 3 | 2 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 16 | 3 | 17 |
| Meredith Palmer | Semmelroth, Carrie | 2 | 2 | 3 | 2 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 16 | 2 | 16 |
| Ryan Gosling | Semmelroth, Carrie | 0 | 3 | 3 | 2 | 2 | 2 | 3 | 0 | 0 | 2 | 1 | 2 | 15 | 7 | 20 |
| Doug Martsche | Horner, Rob | 0 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 15 | 5 | 18 |
| Zoey Deschanel | Horner, Rob | 3 | 2 | 1 | 3 | 2 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 15 | 5 | 17 |
| Sigur Ros | Horner, Rob | 0 | 3 | 3 | 2 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 15 | 2 | 15 |
| Albert Gonzales | Sugai, George | 1 | 3 | 3 | 1 | 0 | 3 | 2 | 0 | 1 | 3 | 3 | 3 | 13 | 11 | 23 |
| Funke Tobias | Luna, Tom | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 11 | 3 | 13 |

Case Study - Data Analysis

Office Discipline Referrals (ODR)

Student - Albert Gonzales

Grade - 10



Report Card

| Subject | Grade |
|--------------|-------|
| Art 1 | B |
| Geometry 1 | F |
| English 3 | F |
| US History | F |
| Computer Sci | A |
| Biology 1 | D |

State Test

| Annual State Test | Performance |
|-------------------|----------------------|
| Reading | Highly Proficient |
| Writing | Proficient |
| Mathamatics | Highly Proficient |
| Science | Partially Proficient |

Cum Folder

| Cum Folder | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|------------|---------|---------|---------|---------|
| ODR | 1 | 4 | 27 | 15 |
| Suspension | 0 | 0 | 7 | 3 |
| Absence | 2 | 1 | 3 | 1 |

Data Analysis Worksheet

School: _____

Month/Year: _____

Office Discipline Referrals

Average Referrals per Day per Month
($ODR \div \# \text{ School Days}$)

ODR Rate: Average Referral per 100 Students per Day
($ODR \div \# \text{ Students} \div \# \text{ School Days} \times 100$)

How does our rate compare with last month?
(What is the trend: Increase, Decrease, or Flat)

Students - WHO were the Top 3 most frequent students this month?

Grade - WHO were the Top 3 most frequent grades?

Problem Behaviors - WHAT were the Top 3 most frequent problem behaviors?

Time of Day - WHEN were the Top 3 most frequent times?

Day of Week - WHEN were the Top 3 most frequent days?

Location - WHERE were the Top 3 most frequent locations?

Triangle Data

How many students with 6+ ODR since start of school? (Tier 3)

How many students with 2-5 ODR since start of school? (Tier 2)

How many students with 0-1 ODR since start of school? (Tier 1)

Data Analysis Worksheet

Additional Behavior Data

Average Referrals per Day this month? Trend?
(from front page)

Suspensions (ISS/OSS) this month? Trend?

Absences this month? Trend?

Tardies this month? Trend?

Define a Precise Problem Statement

Pro Tip: Based on front page, choose the most problematic category this month, then filter the ODR database by that category and 'drill down' to analyze the problem with more precision.

WHO is engaged in problem behavior?

WHAT is the problem behavior?

WHERE are problem behaviors occurring?

WHEN are problem behaviors most likely to occur?

WHY might this be happening?

Use the *Problem Solving Worksheet* to plan an intervention
for this Precise Problem Statement

Problem Solving Worksheet

Behavior or Student: _____

Date: _____

| Precise Problem Statement (<i>From Data Analysis Worksheet</i>) | |
|---|--|
| Who is engaged in the behavior? | |
| What is the problem behavior? | |
| When is the behavior occurring? | |
| Where is the behavior occurring? | |
| Why...? | |
| Precise Problem Statement (all 5W's) | |
| <i>For targeted student:</i> List the assessments that indicate problems (Assessment Matrix) | |
| <i>For targeted student:</i> List the interventions that match the behavior (Intervention Matrix) | |

Problem Solving Worksheet

Problem Solving Procedures *(adapted from TIPS II)*

| | | |
|--|--|---------------------------|
| Plan to PREVENT the behavior problem | | |
| Plan to TEACH a replacement behavior | | |
| Plan to REINFORCE replacement behavior | | |
| Plan to EXTINGUISH behavior problem | | |
| CONSEQUENCE for behavior problem (Safety plan for dangerous behaviors) | | |
| Plan to MONITOR progress | Monitor Staff Fidelity: | Monitor Student Behavior: |
| | Date to Evaluate Progress (min. 2x/month): | Person Responsible: |