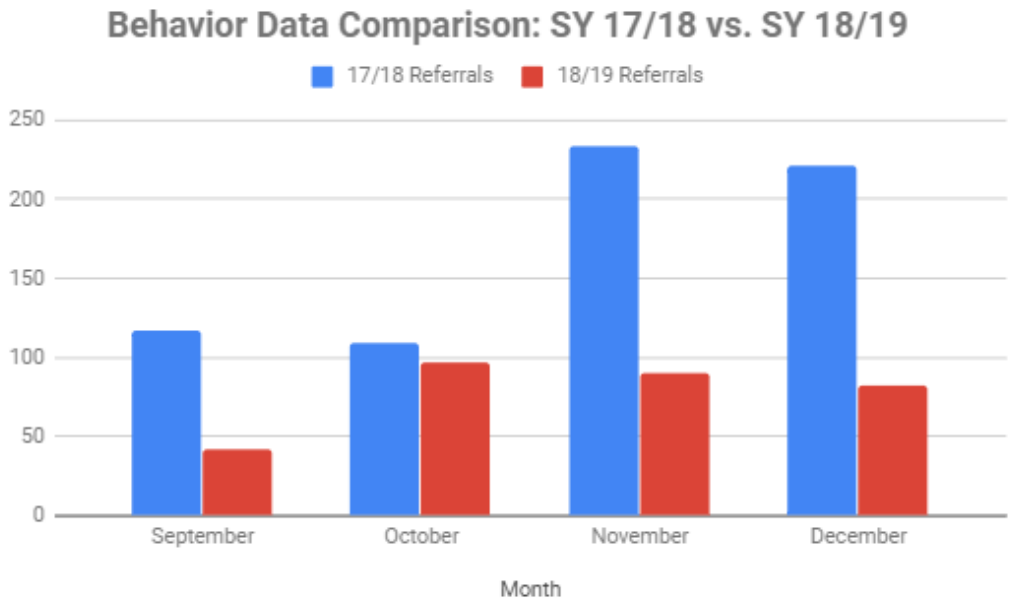
Dugsi Academy's Plan to Address
Discipline Disparities
Report to MDHR February 2019

Dugsi Academy continues to make significant progress as a result the implementation and monitoring of its plan. The data in the chart below show a significant decrease in the number of ROAR room referrals from 2017/2018 to 2018/2019. The impact of this transformation can clearly be seen in the culture of the school. It is powerful to note the corresponding gains in academic growth.

Month	17/18 Referrals	18/19 Referrals
September	117	42
October	109	97
November	233	90
December	221	82



OUT OF School Suspension August-Feb 2018-2019

First Name	Last name	Grade	Address	Phone	Parent
[redacted]	[redacted]	5th	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	3rd	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	2nd	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	4th	[redacted]	[redacted]	
[redacted]	[redacted]	6th	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	7th	[redacted]	[redacted]	[redacted]

Attachments

Implementation Update

MTSS Academic Protocol

MTSS Behavior Protocol

Child Find Training

Fall to Trimester 1 Academic Growth

Dugsi Academy Plan to Address
Discipline Disparities
Strategy and Implementation Update

Goal I: (All tiers) Dugsi Academy will create a PBIS team to oversee implementation of discipline.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategy as of 2.1.19**
A. Team Established	• Includes grade level teachers, specialists, paraprofes sionals, parents, special educators, counselors • Team has clear mission	• Fall 2018	• Various members of the Dugsi Community	• Mission of PBIS Attendance records	• Team Members: Bruce Pichotta, Stephanie Kartes, Warsame Warsame, Khalif Warsame, Sam Pfeiffer, Yusuf Mohamed • Teams have representation from grade level teachers, administration, and support staff
B. Team has regular meeting schedule, effective operating procedures	• Agenda and meeting minutes are used • Team decisions are	• Fall and Winter 2018	• PBIS team	• Action Plan • Agendas from meetings • Minutes from Meetings	• Team meets monthly for at least an hour

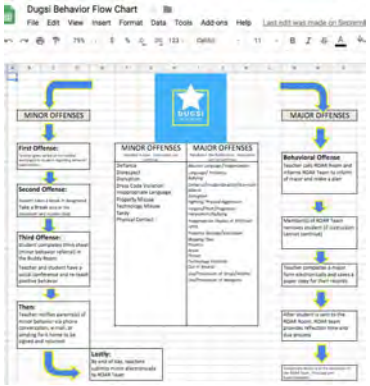
	identified, and action plan developed				

Goal II: (Tier I) Dugsi Academy will establish school-wide expectations and prevention systems.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategy (Oct. 2018)**
C. 3-5 school-wide behavior expectations are defined and posted in all areas of building	• 3-5positively and clearly stated expectations are defined. • expectations are posted in public areas of the school.	• August 2017 • August 2018	• Director of School Culture • PBIS Team	• Visible expectations in the school	• School-wide Expectations established: **ROAR**: -Respect -Ownership -Achievement -Responsibility

D. School-wide teaching matrix developed	• Teaching matrix used to define how school-wide expectations apply to specific school location • Teaching matrix distributed to all staff.	• August 2017, reviewed annually	• Director of School Culture/ PBIS team	• Teaching matrix	• Matrix created in Aug. 2017. Shared with staff • Matrix reviewed in August, 2018 • Regular updates as needed Fall 18-19
E. Teaching plans for school-wide expectations are developed	• Lesson plans developed for teaching school-wide expectations at key locations throughout the school.	• August 2017, reviewed annually	• Director of School Culture/ PBIS team	• Daily lesson plans	• Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2018. • Lesson plans modified and revisited as needed
F. School-wide behavioral expectations taught directly	• Schedule/pla ns for teaching the staff the lessons plans	• August 2017, reviewed annually	• Director of School Culture/ Teachers	• Observation of formal behavior lessons • Informal survey of staff/students	• Continuing

& formally	for students are developed ● Staff and students know the defined expectations. ● School-wide expectations taught to all students ● Plan developed for teaching expectations to students to who enter the school mid-year.	● August 2017, reviewed annually ● August 2017, reviewed annually ● Fall 2018	● Staff and students ● Teachers ● PBIS Team		● Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2018 ● Delivered as needed throughout school year
G. Additional resources for Responsive Classroom Morning Meeting content provided for teachers	● Greetings and Activities ● Mindfulness ● Bullying	● August 2017 ● October 2017 ● November 2017 ● January 2018	● Dean of Students and Resident Principal	● Observation of Morning Meeting time	● Folder of Responsive Classroom resources shared with teachers. (August 2018) ● Folder of Mindfulness Resources shared with teachers (October 2018) ● Anti-Bullying school-wide focus October

Goal III: Dugsi Academy will acknowledge/reward positive behavior and discourage undesirable behaviors.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategies**
H. System in place to acknowledge/reward school-wide expectations	• Reward systems are used to acknowledge school-wide behavioral expectation s. • Ratio of reinforcement to correction is high (4:1).	• August 2017	• PBIS Team	• ROAR tickets • Informal Observation of Interactions • Informal survey of staff and students	• ROAR tickets created and shared (September 2018) • Roar tickets created and shared at classroom level. Incentive "Pie a Teacher" January 2019

	system & students are receiving positive acknowledg ements.				
I. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed	• Major & minor problem behaviors are all clearly defined. • Clearly defined and consistent consequenc es and procedures for undesirable behaviors are developed and used. • Procedures define an array of appropriate responses to minor	• August 2017	• Director of School Culture/ PBIS Team	• Behavior flowchart • Student handbook	• Flowchart shared, and followed  No changes, this continues to Guide our process

	(classroom managed behaviors). • Procedures define an array of appropriate responses to major (office managed) behaviors.				

Goal IV: Dugsi Academy will use data to make decisions about behavior.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategies**
J. Data system in place to monitor office discipline referral rates that come from classrooms	• School has a way to review ODR data from classrooms to use in data based decision making.	• August 2017, reviewed 2018	• Discipline team	• Review of data from system	• August 2017 - Google Sheets Tracking document for referrals created • August 2018 - Google Sheets Tracking document updated • Data is reviewed daily
K. Discipline data are	• Data collection is	• August 2017	• PBIS team	• Data collected • Referral form	• Referral Google Sheets Tracking

gathered, summarized, & reported at least quarterly to whole faculty	easy, efficient & relevant for decision-making ● ODR data entered at least weekly (min). ● Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrativ e decision. ● ODR data are available by frequency, location, time, type of	● August 2017 ● August 2017 ● August 2018		● Minutes from Data Meetings	document captures student name, grade, date, time, staff making referral, problem behavior, location, and result of the behavior ● Data is entered daily by behavior team. ● Data is reviewed daily

	problem behavior, motivation and student. ● ODR data summary shared with faculty at least monthly (min).	● August 2018			
L. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving	● Team is able to use the data for decision making, problem solving, action planning, and evaluation ● Precision problem statements are used for problem solving	● August 2018 ● August 2018	● Discipline Team ● PBIS Team	● Action plans ● Precision Problem Statements ● PBIS team meeting minutes	● Discipline data has been reviewed in Middle School team for the Fall 2018. ● Elementary data reviewed with staff November and continuing ● Middle school culture significantly improved during Fall of 2018

M. Data will be regularly reported to DIRS.	• attendance, bullying, cyber bullying, harassment, disruptive/dis orderly conduct/insu bordination, threat, intimidation and other.	• Atleast annually	• Dean of students	• DIRS reports	• DIRS Report for 2017-2018 school year submitted

Goal V: Dugsi Academy will use behavior interventions with students as part of larger MTSS.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategies (Oct. 2018)**
N. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.	• Screening ODRs • Request for Assistance • Nomination • Progress Monitoring • Other • Staff are trained in the process of requesting	• August 2017 • Fall of each year	• Director of Personalized Learning, Director of Special Education	• Names of referring staff	• MTSS Google Referral Form Shared with staff October 2018 • MTSS Training October 2018

	interventions				
O. Tier 2 strategies are evaluated and updated regularly.	• Strategies are evaluated **at least once each year**, reviewed, and updated or modified as needed, based on team discussion.	• Fall of each school year	• PBIS Team	• Tier 2 Strategies	• Current Tier 2 Intervention: Check in Check Out
P. Staff members receive training on Tier 2 supports	• Annual training on supporting students with interventions	• Fall of each school year	• PBIS Team	• Slides from training	• Staff received an update on the Check in Check Out intervention in November 2018
Q. Student can receive access to intervention quickly.	• Intervention can begin less than 48 hours after request.	• Review annually in fall	• PBIS Team	• Request log	• MTSS Training for all staff on October 18, 2018. • MTSS meetings every Wednesday
R. Families are a part of the intervention process.	• Families are notified of the intervention • Families are updated throughout the intervention	• August 2017	• Discipline Team	• Parent signatures on intervention sheets	• Parent meetings are held Every Friday with families children experiencing challenges.

	process				

Goal VI: Dugsi Academy will strive to use alternatives to suspension whenever possible.					
Strategies	**Specifics**	**Timeline**	**Who**	**Criteria of Success**	**Progress on Strategies (Oct. 2018)**
S. The discipline team will use logical consequences.	• You break it, you fix it. • Make a mess, clean it up • Hurt feelings, apologize	• August 2017	• Discipline Team	• Decrease in suspensions	• Fall 2018 - Discipline team continues to use Logical consequence for behaviors.
T. The discipline team will use Restorative Circles.	• For verbal disagreemen ts • For physical fights	• October 2017	• Discipline Team	• Decrease in suspensions	• Fall 2018 - Discipline team facilitates Restorative Circles in ROAR room.
U. The discipline team will use frequent and culturally sensitive family contacts	• Daily behavior reports • Regular phone calls in family's home	• August 2017	• Discipline Team	• Decrease in suspensions	• Check in Check Out forms require Parent Signatures • Phone calls in family's home language happen daily.

	language ● Parent meetings with the student and faculty				● Parent meetings happen as needed with school staff and discipline team. ● Added for Fall 2018: Home visits in summer and are continuing.

- **What is your policy for student discipline?**

We use a combination of Responsive Classroom practices along with Positive Behavior Interventions and Support. In addition, all staff have been trained in Trauma-Informed Practices and Crisis Prevention Intervention.

In Tier I, all students are taught the school-wide behavior expectations by staff. Staff received lesson plans for the first two weeks of school, which allowed for teaching of school-wide expectations and classroom procedures and routines. All staff have had training on our school-wide matrix, our behavior flow-chart, and filling out behavior referrals. In addition to the first two weeks lesson plans, teachers received 40 daily lesson plans to be taught in morning meetings.
PowerPoints were created for certain school-wide procedures to ensure that all students would be taught the same expectations.

In Tier II, students who receive multiple referrals will be put on an intervention to support the development of positive behavior. The most common intervention that is used in Tier II is Check in Check Out. Students have three behavior targets, a percentage goal, and a weekly reward for meeting their targets. The rewards are selected by the student. The daily points and progress toward goal is tracked and graphed. Parents receive a daily report of their student's behavior.
We also encourage parents to be a part of their student's education through regular phone calls, meetings, and welcoming parents to shadow their student.

1. **How do you track or analyze student discipline?**

We have multiple logs that we use as a behavior team. We use:

- A Google Form to collect behavior referrals from staff.
- A Google Sheets document to collect ROAR Room visits, time, the reason, and the follow up.
- A Google Sheets document to track tiered interventions
- A Google Sheets document to track suspensions

- A Google Sheets document to track technology violations

Monthly, we analyze referral data as a staff. We use the following to reflect:

- (.) What is one fact about the data.
- (!) What is something that surprised you.
- (?) What is one thing you are wondering after looking at the data.
- (*) What is one suggestion you have for improving the data.

2. Does your school have an agreement with a law enforcement agency or agencies to provide a school resource officer or police liaison officer? If yes, please provide all agreements.

No

MINOR OFFENSES

First Offense:
eacher gives verbal or non-verbal warning(s) to student regarding behavior expectations

Second Offense:
Student takes a break in designated Take a Break area in the classroom and rejoins class

Third Offense:
Student completes think sheet (m nor behav or referra) n the Buddy Room

Teacher and student have a social conference and re-teach positive behavior

Then:
Teacher notifies parents(s) of m nor behav or v a phone conversat on, e ma , or send ng f x t home to be signed and returned

Lastly:
By end of day, teachers submits minor electronically to ROAR Team

MINOR OFFENSES Handled in class nstruction can continue	MAJOR OFFENSES Handled in the ROAR room nstruction can not continue
Def ance D srespect D srupt on Dress Code Violation nappropriate Language Property M suse Technology Misuse Tardy Physical Contact	Abusive Language/ nappropriate Language/ Profanity Bullying Defiance/ nsubordination /Non compliance Disruption Fighting/ Physical Aggression Forgery/Theft/Plagiarism Harassment/Bullying nappropriate Display of Affection Lying Property Damage/Vandalism Skipping Class Truancy Arson Threat Technology Violation Out of Bounds Use/Possession of Drugs/Alcohol Use/Possession of Weapons

MAJOR OFFENSES

Behavioral Offense
Teacher calls ROAR Room and nforms ROAR Team to nform of major and make a p an

Member(s) of ROAR Team removes student (f nstruct on cannot cont nue)

Teacher comp etes a major form electronically and saves a paper copy for the r records

After student s sent to the ROAR Room, ROAR team prov des ref ect on t me and due process

Disciplinary Action is at the discretion o the ROAR eam Principal and Superintendent

DUGSI Cheetahs ROAR! 2018-2019

At Dugs Academy, we be eve n respect ng ourse ves, others, and our env ronment by tak ng ownersh p of ourse ves and our act ons n order to reach ach evement soc a y and academ ca y, wh e show ng respons b ty ns de and outs de of our earn ng commun ty.

	All Areas	Classroom	Hallway	Lunch Room	Restroom	Playground	Bus	Assembly	Office
R Respect Others Ourse ves Property	Keep my body to myse f. Be k nd	Use Act ve L sten ng Take care of schoo tems and peop e's tems. 0 2 vo ce eve .	Stay n your own space. 0 2 vo ce eve . Wa k on the r ght s de. Wa k ng feet	Food stays n your mouth, p ate, or n the trash. S t w th feet on the f oor, fac ng the tab e. 0 2 vo ce eve .	Use restroom supp es for what they are for. 0 1 Vo ce eve . G ve pr vacy to others.	Take care of the env ronment. Use k nd words Fo ow d rect ons the f rst t me you hear them.	Keep the a s es c ear. Fo ow d rect ons the f rst t me you hear them. Stay n your seat. 0 2 vo ce eve	0 Vo ce eve . Keep your body to yourse f. Ta k, cheer, and app aud at the appropr ate t me.	0 1 Vo ce eve . Use "p ease" and "thank you". V s t nurse on y when s ck or hurt.
O Ownership Of our act ons Of our Resu ts	Br ng what you need to c ass and take care of t. Agree to so ve conf cts C ean as you go.	Ask quest ons. Advocate for yourse f.	Use pass ng t me eff c ent y. Wa k on the r ght s de.	Make hea thy food cho ces.	Use the bathroom qu ck y. Report prob ems to adu ts.	Take care of the p ayground equ pment. Agree to so ve conf cts. Be safe w th our body.	Know your bus number and dr ver.. Know your stop Arr ve on t me to your stop	Choose a smart p ace to s t. Enter and ex t qu et y.	Ask for what you need.
A Achievement Soc a y Academ ca y	Set a good examp e L ne up when ca ed.	Comp ete a ass gnments Do your best	Get where you're go ng safe y.	Stay seated unt you have perm ss on to eave the tab e. Eat before you v s t.	Use the restroom for what they are for. Enter and eave eff c ent y.	Be act ve Have fun.	Arr ve to the bus stop prepared for the day. Be ready for the bus at the end of the day.	Use sten ng ears.	Get where you are go ng safe y.
R Responsibility For ourse ves For each other For our commun t es	Fo ow ru es and d rect ons Report any prob ems to nearest adu t. Wa k d rect y to dest nat on. He p and encourage others.	Be on t me to c ass. Br ng a mater a s to c ass. Be n the r ght p ace at the r ght t me.	Take what you need w th you. Get where you're go ng on t me. Get a pass from an adu t. Wa k ng feet	C ean up your area and tab e.	C ean up after yourse f. One person n the sta at a t me. F ush the to et. Wash hands.	P ay safe y. Take care of the equ pment. Inc ude others.	Keep w ndows at east ha fway up. Rema n seated wh e the bus s mov ng.	Stay n your spot. We come the speaker.	Wa k d rect y to where you are go ng.

Service	___Respect ___Respons b ty
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Ach evement
Accountab ty & Respons b ty	___Respect ___Ownership ___Respons b ty
Kindness	___Respect ___Ownership ___Respons b ty

Service	___Respect ___Respons b ty
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Ach evement
Accountab ty & Respons b ty	___Respect ___Ownership ___Respons b ty
Kindness	___Respect ___Ownership ___Respons b ty

Service	___Respect ___Respons b ty
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Ach evement
Accountab ty & Respons b ty	___Respect ___Ownership ___Respons b ty
Kindness	___Respect ___Ownership ___Respons b ty

Service	___Respect ___Responsibility
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Achievement
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Accountab ty & Respons b ty	___Respect ___Ownership ___Respons b ty
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Service	___Respect ___Respons b ty
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Ach evement
Accountab ty & Respons b ty	___Respect ___Ownership ___Respons b ty
Kindness	___Respect ___Ownership ___Respons b ty

Service	___Respect ___Respons b ty
Generos ty	___Respect ___Ownership ___Respons b ty
Ach evement	___Ownership ___Ach evement
Accountab ty & Respons b ty	___Respect ___Ownersh p ___Respons b ty
Kindness	___Respect ___Ownership ___Respons b ty

Service	___Respect ___Responsibility
Generos ty	___Respect ___Ownership ___Responsibility
Ach evement	___Ownership ___Achievement
Accountab ty & Respons b ty	___Respect ___Ownership ___Responsibility
Kindness	___Respect ___Ownership ___Responsibility

DUGSI
MTSS Behavior Guide
SY: 2018 - 2019

	Tier 1	Tier 2	Tier 3
DEFINITION	Successfully targets 80% or more students	<15% of students	<5% of students
WHO	Classroom Teacher Interventionist Instructional Coach SST Team	Classroom Teacher Interventionist Instructional Coach SST Team	Classroom Teacher Interventionist Instructional Coach SPED Teacher SST Team
WHAT	Teacher utilizes Core Components to establishment strong classroom culture, empower students and maintain strong behavior management	Behavior Plan is created by teacher and SST team and implemented with consistency for a 6 week period	More intensive Behavior Plan is created by teacher and SST team and implemented with consistency for 9 - 27 weeks. Referral for Special Education is filled out and followed up on by our SPED coordinator

Tier 1
Core Components
• <u>Responsive Classroom:</u> ○ Morning Meeting ○ Take a Break: ■ If a student has used Take a Break more than 3x in the morning or afternoon a Buddy Classroom should be utilized as a next step. ○ Buddy Classroom: Repeated offenses ■ All buddy classroom data **<u>must</u>** be tracked ■ Parents/Guardians must be contacted ○ Office Referral: ■ Office Referral sheet **<u>must</u>** be filled out *prior* to sending the student to the office ■ Front office must be called and staff contacted before allowing a student to leave the

Dugsi Academy
MTSS Academic Guide
SY: 2018-2019

	Tier 1	Tier 2	Tier 3
DEFINITION	Successfully targets 80% or more students	<15% of students	<5% of students
WHO	Ratio of students to teachers appx. 20 to 1	Ratio of students to teachers appx. 6 to 1	Ratio of students to teachers appx. 3 to 1 or 1 to 1
	Classroom Teacher EA's ELL Teachers	Classroom Teacher EA's ELL Teachers Intervention Teachers	Classroom Teacher EA's ELL Teachers Intervention Teachers
WHERE	Classroom	Classroom	Classroom Pull Out Space
WHEN	Daily	6-8 weeks 2-3x per week	6-8 weeks 3x per week
WHAT	Core Instruction Summit Platform Eureka Math Expeditionary Learning Literacy Guided Reading Imagine Learning Literacy Think it Through Math	Differentiated Instruction Imagine Learning - targeted small group instruction Guided Reading - targeted instruction based on student FAST data & F&P (smaller group size) EL/Math Support by supp	Differentiated Instruction SFA phonics materials FCRR resources Other
Students in TIER 3 who are still not responding to targeted interventions will be referred to the Special Education team for further analysis. Interventions must be documented for a minimum of 6-8 weeks before a referral is sent.			

DUGSI Core Curricular Components

- Eureka Math
- Expeditionary Learning Literacy Curriculum
- Imagine Learning Literacy
- Think it Through math

Data and Tracking

- FAST assessment is utilized to determine students who are considered at risk
  - Benchmark: "HIGH RISK"
  - Norms: 0-19%
  - These students are noted , data is collected by teacher and documented, if needed request is sent to the MTSS team.

- Summative Assessments:
  - Module Based - at the end of each Math module, ELA unit and ELA module

Collaborative Problem Solving

- Data is communicated to parents on a weekly basis at minimum - record is kept by teacher on data wall.
- Teachers, students, and parents engage in collaborative data-based problem solving processes in order to make decisions across tiers of instruction.
- If an MTSS referral is submitted:
  - A team member will conduct an initial overview observation utilizing a Tier 1 accountability form.
- MTSS Problem Solving Team meets once- twice a month to review school wide data and monitor interventions.
  - Note: no student will officially enter T2 or T3 without formal parent communication.
- Support colleague is assigned to each MTSS case for T2 and T3 to support the teacher/interventionist in their work.
- Problem solving process includes problem identification, problem analysis, plan development, and plan evaluation.

Tier 1 - Benchmark

Definition

- **ALL** students are provided "core instruction" by teachers for a minimum of 60 minutes daily per subject area. This typically happens in a larger group setting of appx. 25 to 1.
- Students who are in TIER 1 or TIER 2 will have supplemental work time during these blocks in a small group setting with a teacher.

Assessment

- ELA unit, module and performance assessments
- Eureka Math - module assessments
- Imagine Learning Literacy benchmark assessments
- Think it through math assessments

Tier 2 - Targeted

- Small Group instruction not more than 6 to 1 student to teacher ratio
- Instruction is personalized and based off of Pre-Assessment, Exit Ticket or Fastbridge data
- This instruction can happen before or after "whole group instruction," during core content periods
- This instruction can be tailored during guided reading instruction.

Assessment

- ELA:
  - Exit tickets or independent work samples from small group time
  - Fastbridge - progress monitoring must happen **weekly or monthly** in the areas of growth identified for students.
- Math:
  - Daily exit tickets are utilized to track growth. If a student needs remediation in a skill a similar assessment will be administered from additional resources.

Intervention Curriculum

- Guided Reading: Jan Richardson model utilized during Guided Reading. This block focuses on targeting deficits highlighted by FAST data and assessments.

Tier 3 - Intensive
• Small Group instruction typically 1:1 and no greater than 3:1 • Instruction is personalized and based off of Pre-Assessment, Exit Ticket or NWEA data • This instruction can happen before or after "whole group instruction," during core content periods

<u>Assessment</u>
• <u>ELA:</u>
  ○ Fastbridge - progress monitoring must happen **<u>weekly</u>** in the areas of growth identified for students.
  ○ SFA running record assessment every 3 weeks
• <u>Math:</u>
  ○ Daily exit ticket that aligns to the content taught

<u>Intervention Curriculum</u> • SFA phonics curriculum

classroom for a referral
        - All office referral data will be tracked in DUGSI Referral Tracker
        - Parents/Guardians must be contacted

- Zones of Regulation:
    - Lessons are taught weekly to teach students social emotional skills at an age appropriate level.
    - Zone color posters are in the classroom

- PBIS
    - Class Dojo:
        - Positive points are administered to ALL students as they are earned
        - Positive messages are sent home to families so there is a strong connection between home and school
        - Class Dojo rewards are given on a weekly basis

Next Steps

- A student is not responding to the core components…. NOW WHAT?
    - Timeline:
        - Data collection on each student must be collected for 4 weeks before submitting an Observation Request to the Behavior Team
        - No requests will be accepted without proper documentation and implementation of Dugsi's core components

    - MTSS Data:
        - Documentation is **key**!!
        - Buddy Classroom and Office Referral Data
        - Anecdotals: It is important to include **unbiased** notes about a child's behavior. Try to follow the ABC model (Antecedent, Behavior, Consequence)

    - Observation Request:
        - Fill out observation request form and submit it
        - Informal pop-in observations will be conducted to gain insight into the students behaviors
        - Formal observation will occur:
            - Environmental Need Identified: Admin Team will work with teacher to make adjustments to the classroom environment so it is personalized to support each student and effectively incorporates all aspects of our Core Components.
            - Student Support Need Identified: Student Support Team and teacher will review all data and observations at a Problem Solving Meeting to determine next steps for this student.

Tier 2
Core Components

- SST Meeting:
  - Stakeholders (may include: SST Team, teacher, parents) discuss referred students at a Problem Solving meeting
  - Data Review:
  - Time in Buddy Classroom
  - Office Referrals
  - Classroom Observation
  - Teacher Anecdotal Notes
  - Behavior Plan:
  - What are the target behaviors we are looking to change?
  - What will replace these behaviors?
  - How will the teacher set goals with the student around replacement behaviors?
  - Will there be an incentive? If so, what is it?
  - How will this data be tracked and progress monitored? What benchmarks do we want to see this student meet?
  - How will progress be communicated home?
  - Who will be responsible for implementation? Who will be responsible for checking in?
- Progress Checks:
  - Weekly progress checks by a member of the SST will happen to monitor implementation and help problem solve if needed.
  - 4 week check-in: At the following month's Problem Solving meeting all progress monitoring data will be reviewed and discussed. The plan will continue to be followed or modified to adjust to the students needs.
  - 6 week check-in: Formal check-in with member of the SST team to determine next steps (removing from Tier 2, continuing the system, continuing but adjusting, moving into Tier 3)

Tier 3
Core Components

- SST Meeting:
  - Problem Solving meeting
  - Data Review:
  - Time in Buddy Classroom
  - Office Referrals
  - Classroom Observation
  - Teacher Anecdotal Notes

        - Progress Monitoring Data from Tier II Behavior Plan
    - Intensive Behavior Plan:
        - What are the target behaviors we are looking to change?
        - What will replace these behaviors?
        - What member of the SST will be responsible for implementing more intensive plan?
        - What type of "sessions" or "lessons" does the student need to be successful?
        - When will sessions occur?
        - How will this data be tracked and progress monitored? What benchmarks do we want to see this student meet?
        - How will information be communicated between teacher and implementation staff member?
        - How will progress be communicated home?
- Progress Checks:
    - Weekly progress checks between teacher and SST implementation staff member.
    - 4 week check-in: At the following month's Problem Solving meeting all progress monitoring data will be reviewed and discussed. The plan will continue to be followed or modified to adjust to the students needs.
    - If process is being fully implemented and is still ineffective move to discussions at SST meeting about referral to the SPED department for evaluation

Why is this important?

Success in the classroom is not only defined by a student's inherent intelligence but by their character as well.

- A student's emotional well being can have just as large of an impact, if not greater, than their inherent intelligence on their education.
- It is our role as educators to not only teach academics but social-emotional skills as well.
- Diversified character strengths and an ability to manage our emotions in social situations will have a direct impact on our successes.

THE CHILD FIND
&
SPECIAL EDUCATION PROC

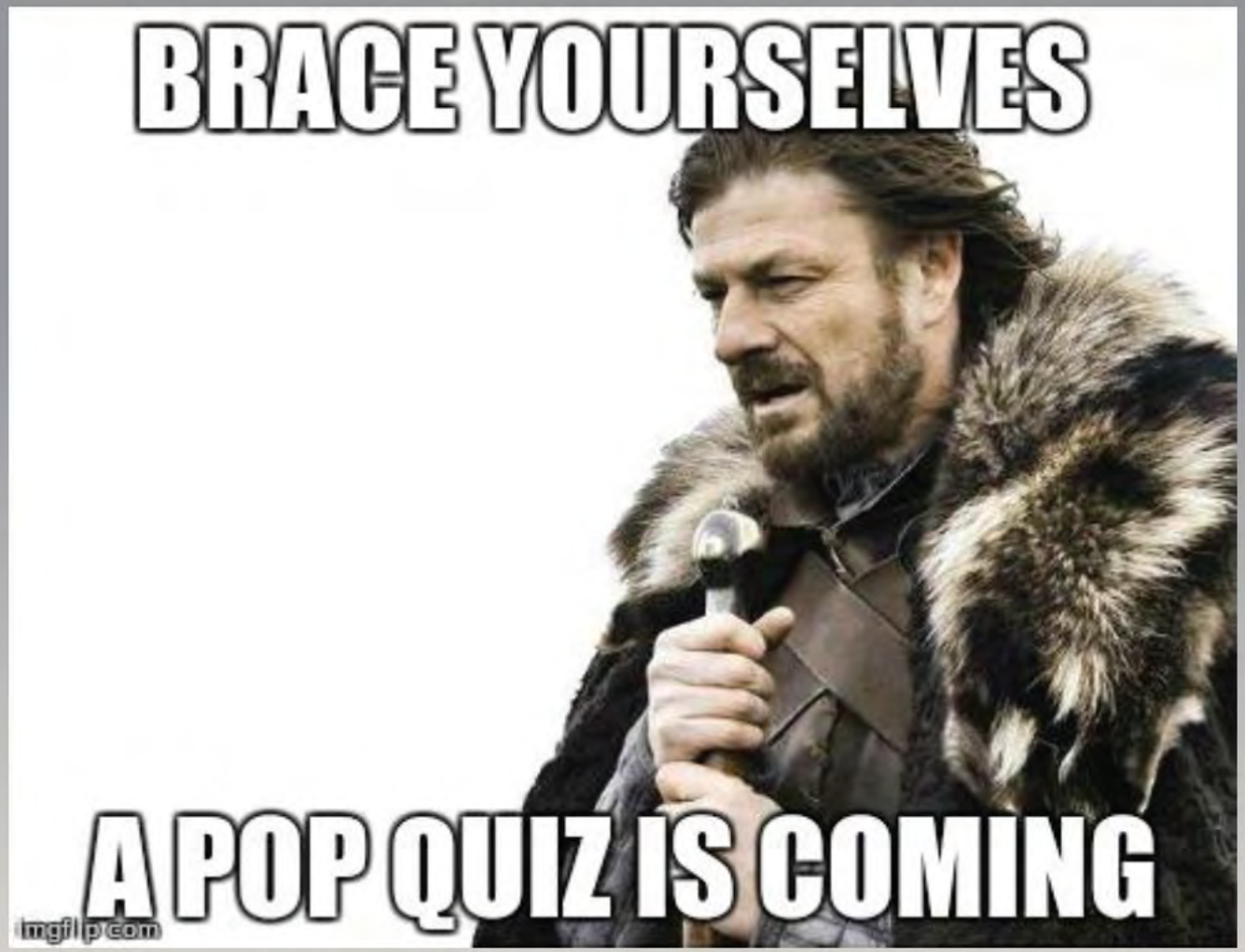
NICOI

SCHOOL PSYCHOLOG

OCTOBE

LEARNING TARGETS

- Child Find Process
- Data Collection and Interventions
- Special Education Process



https://kahoot.it/

WHAT IS CHILD FIND?

Minnesota Department of Education

(statue C.F.R § 300.111)

"All children with disabilities residing in the State and who are in need of special education and related services, are identified, located, and evaluated."

Child Find is the process of identifying students who are a
and providing then preventati
supports prior to considering
special education services.

- All school districts MUST ha
  Child Find process.

CHILD FIND…

- is a continuous and systematic process through the school year
- is designed to PREVENT students from needing special education ser
- involves interventions and data gathering
- begins in the general education setting
  - General education teachers and staff identify students who ha difficulties being successful at school
  - Difficulties could be academic, behavioral, emotional, social, an medical

EVERY SCHOOL SHOULD HAVE A **CHILD FIND TEAM!**

An **ideal** Child Find team should be multidisciplinary!

- Administrator
- Special Education Director/Coo
- Special Education Teacher
- General Education Teacher
- School Psychologist
- Social Worker
- Speech Pathologist
- Occupational Therapist
- English Language Teacher

General Education Role:

- Bring up students of concern to Child Find Team using required forms
- Attend meetings
- Implement interventions
- Collect data & document progress (complete all paperwork)
- Monitor progress of interventions
- Follow up with the team on student progress

Child Find Team Role:

- Facilitate Child Find meetings
- Provide guidance in developing interventions
- Help analyze intervention data
- Help evaluate student process i intervention
- Provide guidance with transitior Special Education Recommenda necessary
- Keep record of all intervention for the student

CHILD FIND AT DUGSI ➔ **MTSS TEAM**

- Brienna Dangelone, MTSS Facilitator
- Nicole Trinh, School Psychologist
- Megan Conlon, ASD Specialist
- Yusuf Mohamed, ROAR Team (Behavioral Support)
- Mariam Mohamed, EL Teacher (Interventionalist)
- Abby Cisek, EL Teacher
- Sheila Kruger, 3rd Grade Teacher
- Bruce Pichotta, 1st Grade Teacher

MTSS STEPS AT DUGSI

1) Referring teacher completes MTSS referral form, submit to Brie.
2) Brie will do an observation, gather background information abou student, and schedule a meeting.
3) Referring teacher attends MTSS meeting to discuss interventions
4) Intervention is implemented for 6-8 weeks.
5) MTSS team and teacher check intervention progress at follow-up meeting.

CHILD FIND PROCESS (MTSS)

1. Identification of Concern
2. Data Collection
3. Complete of Referral Forms
4. Child Find Meeting
5. Implement Interventions
6. Evaluating Results

BUT BEFORE WE PROCEED… LET'S CONSIDER!

Just because a student is having difficulties, it doesn't mean he/she needs in
or special education supports.

Investigate the student as much as you can in all ways possible.

Sometimes, the simplest path is the most effective one.

Try Tier 1 interventions….

- ✓ Let the student adjust to classroom
- ✓ Be patient and work on classroom management and explicitly explaining expectations
- ✓ Connect with parents and explain concerns

BEST
PRACTICE
TIP

TIP #1

Consult with your colleagues abo
concerns **before** you make a refe

- Grade level team
- Previous teachers
- EL teacher
- Specialists
- Student
- Support staff

STEP 1: IDENTIFY PROBLEM/CONCERN

School-Wide Screening: school-wide assessments (e.g. test
and benchmarks) are given to students to identify needs
academic, health/physical, social-emotional, and/or behavi

Student by Referral: Parent or teacher/school staff identifi
students as achieving poorly and needing intervention.

BEST
PRACTICE
TIP

TIP #2

Contact parents and share con

throughout the Child Find proc

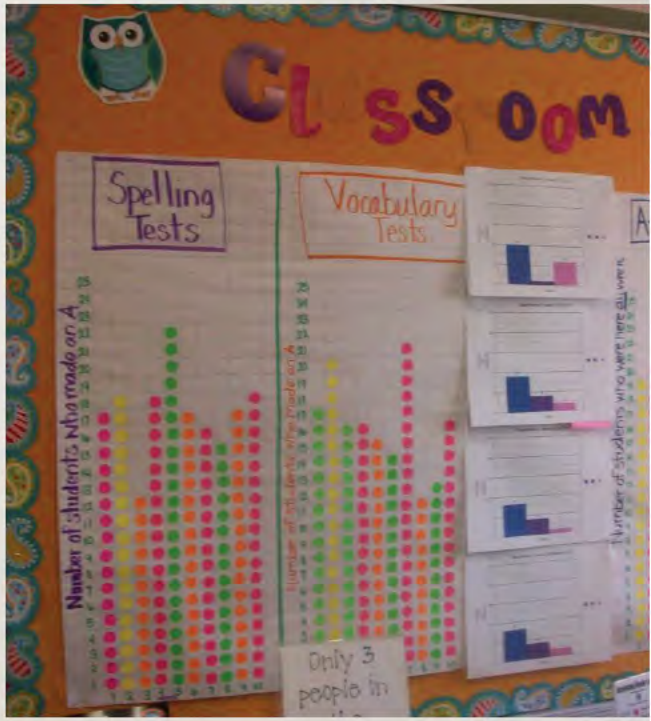
STEP 2: PRE-REFERRAL DATA COLLECTION

- Parent or teacher collects valuable student information regarding the concern.
  - helps us identify specific difficulties students may have with acader materials
  - help track, identify, and zero-in on certain behavior that are interfe with the students learning

**This is not the same as gathering data for progress monitoring for an interve*

EXAMPLES OF PRE-REFERRAL DATA

- ✓ Classroom weekly assessment scores
- ✓ MCA testing scores/MAP scores
- ✓ Other academic work samples
- ✓ EL or Title 1 progress scores
- ✓ PBIS and Behavioral Incident Reports
- ✓ Attendance Record



DATA shows the student's current progress

BEST
PRACTICE
TIPS

TIP #3

If the student is receiving EL ser
the student's English language
proficiency should be considere

TIP #4

Involve the EL teacher and parer
through the Child Find process.

STEP 4: CHILD FIND MEETING

- The referring teacher meet with the Child Find team to pr
concern, data, and discuss interventions or other options.
- A plan of action should be decided by the end of the meet
follow-up.

STEP 5: IMPLEMENTING INTERVENTIONS

- The referring teacher should know what, when, wh and how long to do the intervention.

- An intervention should be 6-8 weeks to yield mear data!

STEP 6: EVALUATING RESULTS

Intervention data will be reviewed.

If the student **made** progress…

- General education is continued with or without a intervention
- Progress monitoring may continue

If the student **did not** make progress…

The Child Find team discuss if a special education evaluation is warrant

BEST
PRACTICE
TIP

TIP #5

Keep documentation of the w

Child Find process in the stuc

referral record.

SPECIAL CONSIDERATIONS

Minnesota Department of Education

(Status 125A.56)

"A special education evaluation team may waive this requirement when it determines the pupil's need for the evaluation is urgent. This section may not be used to deny a pupil's right to a special education evaluation."

The Child Find team can forgo or expedi
interventions under urgent circumstance
common situations for which an evaluatio
immediately start are:

- Safety of the student, other students, o
  the school
- Two interventions have been complete
  his/her previous schools
- Out-of-school evaluation completed a
  team decides that results warrant a spe
  education evaluation

SPECIAL CONSIDERATIONS

SAFETY CONCERN

- Example: A student throws furniture whenever upset and is physical aggressive towards others. The teacher and students are scared about their safety in the classroom. Some support from admin and an intervention has been tried but the student's behaviors are deemed dangerous.

* Ongoing documentation of all incidents and supports in place.

TWO INTERVENTIONS

- Example: A new student is referre MTSS. The team contacted the pr school and found that the student two interventions. The interventio completed with fidelity and data sl no progress. The previous school f over documentation of the interve

* MUST be documented with data sl NO progress

DIGGING DEEPER INTO

INTERVENTIONS

INTERVENTIONS

Minnesota Department of Education

(Statue 125A.56)

"Before a pupil is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives or interventions using a system of scientific, research-based instruction and intervention in academics or behavior, based on the pupil's needs, while the pupil is in the regular education classroom. The pupil's teacher must document the results."

- There should be a r
  of two interventions
  completed in the Ch
  Find process.

BEST
PRACTICE
TIP

TIP #6

Know the difference between
intervention and an accommo

Interventions should not be conf
accommodations.

WHAT IS AN INTERVENTION?

Another level of instruction and support

A way to measure growth either academically, behaviorally, or social-emo

- Interventions should TEACH a specific skill that is measurable
- It has a beginning point, a BASELINE
- It has a GOAL that is measurable, realistic, and attainable
- It can be MONITORED and progress can be measured to ensure it is
- Is actually FOLLOWED through on
- It should take 6 – 8 WEEKS to complete (can be negotiable in some ca

AN INTERVENTION IS **NOT**…

- *A quick fix (i.e. to be completed in one day or week)*
- *An accommodation (i.e. fair/equal access – seen in 504*
- *A modification (i.e. changing expectations – seen in IEPs*

WHAT IS AN ACCOMMODATION?

A CHANGE made to instruction intended to help a student without cha
instruction of materials delivered. Changes *how* the child learns.

- Preferred seating
- Extra time to complete a task
- Extra educational materials to help student (text books for home and
- Para-support
- Not intended to be measured, simply implemented

LETS PRACTICE…

Accommodation OR Intervention?

- Sending a book home with a student to practice reading every day
  weeks.
- Giving a child 10 problems based on the content being learned tha
  measuring how many the child can complete successfully.
- Having a Para work with the student during writing class for 15 mi

THE ANSWER IS…

- Sending a book home with a student to practice reading every day for 6 weeks

  Accommodation – It's a change in *how* that student is learning is taking place accurately measurable.

- Giving a child 10 problems based on the content being learned that day and measuri child can complete successfully.

  Intervention – We are measuring fluency with math to help support progress

- Having a Para work with the student during writing class for 15 minutes.

  Accommodation –This is not measurable. It is changing *how* the child is learn

INTERVENTION BASIC STEPS

1. Problem Identification
2. Baseline
3. Goal Setting
4. Implementation (Teach)
5. Progress Monitoring
6. Check Growth

Step 1 - Problem Identification

1) Describe in clear, specific terms of academic, behavior, or s
problem

2) Select data collection method

3) Decide how frequent to collect data for progress monitor

STEP 2 - BASELINE

- Data collect PRIOR to beginning an intervention
- Collect minimal 3 data points to determine student's current skills level/performance
- Baseline can be collected through:
  - ✓ Quizzes/tests – math probes worksheet, spelling test, short reading narratives
  - ✓ Rubrics – assignment rubric for grading
  - ✓ Checklists – daily homework checklist
  - ✓ Observations – keeping track of on/off task behaviors
- Looks at the trend/rate of improvement to set goal

STEP 3 - GOAL SETTING

Set a specific outcome goal BEFORE starting intervention

Look at trend line / Rate Of Improvement from baseline data (calculated the median or mean) to help determine a goal

A goal should be….

S = specific
M = measurable
A = attainable
R = results-oriented
T = time-bound

GOAL SETTING EXAMPLE

Sammi is in second grade and is not meeting grade level standards in Reading.

Classwork indicates that she can read 10% of the sight words.

The goal of the intervention is to measure growth in sight words recognition and fluency.

Is it fair to expect her to make a change in growth in 4 weeks? 6 w weeks?

What would be a reasonable an attainable goal for Sammi?

What would help us create a fai

- *Reasonable Goal: Sammi will be able to nar at least 50% of the sight words in 8 weeks.*

BEST
PRACTICE
TIP

TIP #7

A goal should also be realistic

challenging!

STEP 4 - IMPLEMENTATION

Determine who is responsible for doing the interventi

- when and where (e.g. during silent reading time, in the library
- how frequent it will take place (e.g. 3 days a week)
- how long is each session (e.g. 10 minutes per session)

*Time use to collect baseline DOES NOT count as part of 6 weeks intervention

Student Copy **Form 3-1**

Word Reading

I	way	great	all	sun	but	work	under
left	ball	below	always	took	new	move	who
side	dollars	found	passed	watch	rich	crops	another
father	history	isn't	ready	amount	trails	matter	waves
shape	early	clear	sense	cannot	taxes	square	vowel
base	single	difference	even	ago	suddenly	pair	cattle
probably	caught	control	return	serve	heavy	president	realize
branches	action	exciting	suppose	equal	force	mind	thick
chance	blood	business	capital	human	coast	fair	governor
settled	tube	understand	entered	electric	silent	value	spread
ten	don't	dropped	under	top	bill	small	when
I'm	myself	deep	anyone	name	open	clean	farming
getting	didn't	journal	through	really	anything	wait	pair
fossil	realize	community	federal	caught	practice	general	resources
century	senior	irrigate	commercial	astronaut	urban	divided	though
crisis	mulch	adapt	military	canyon	rise	human	lifted
terms	special	independent	straight	control	protest	uncle	members
hours	terror	followed	strange	branches	chance	current	silent
observe	increase	supply	coast	captain	brought	entered	island
English	printed	square	thought	journal	complete	compare	believe
movement	blood	shoulder	value	factories	among	wire	rhythm
received	cultivate	legal	spread	statement	thick	silent	reached

Assessor Copy

Student Name: _____

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the s
from this list of words. Read across the page and then on to the ne
sweeping your finger from left to right across the first two rows of words. S
begins reading. Mark a bracket] after the last word read. If a student self
word and count as correct. If they say an incorrect word, mark a ~~slash~~ thr
incorrect. If they hesitate more than 3 seconds, supply the word and coun
a word, circle the word and count it as incorrect. **Note: This is a 60 seco**

I	way	great	all	sun	but
left	ball	below	always	took	new
side	dollars	found	passed	watch	rich
father	history	isn't	ready	amount	trails
shape	early	clear	sense	cannot	taxes
base	single	difference	even	ago	sudden
probably	caught	control	return	serve	heavy
branches	action	exciting	suppose	equal	force
chance	blood	business	capital	human	coast
settled	tube	understand	entered	electric	silent
ten	don't	dropped	under	top	bill
I'm	myself	deep	anyone	name	open
getting	didn't	journal	through	really	anythin
fossil	realize	community	federal	caught	practic
century	senior	irrigate	commercial	astronaut	urban
crisis	mulch	adapt	military	canyon	rise
terms	special	independent	straight	control	protest
hours	terror	followed	strange	branches	chance
observe	increase	supply	coast	captain	brough
English	printed	square	thought	journal	complet
movement	blood	shoulder	value	factories	among
received	cultivate	legal	spread	statement	thick

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I CAN DO IT!

MY GOALS	Monday	Tuesday	Wednesday	Thursday	Friday
I paid attention to my teacher.					
I did not talk to my peers during work time.					
I was focus and on-task.					

TOTAL POINTS: _____

MY GOAL: _____ MY REWARD: _____

SAMPLE INTERVENTION TIMELINE

1. Baseline week: gather data prior to intervention
2. Week 1: teach skill
3. Week 2: teach & progress monitor
4. Week 3: teach skill
5. Week 4: teach & progress monitor
6. Week 5: teach skill
7. Week 6: teach & progress monitor
8. Week 7: discuss outcomes (review progress monitoring data)

IMPORTANT TO REMEMBER….

Multiple concerns about a student?

- Prioritize which area is most concerning
- An intervention for each area of concern (e.g. reading fluency first and comprehension)
- Two interventions per area of concern (e.g. two reading, two math, tw
- Sometimes, two interventions can be done at the same time… ONLY interventions don't influence the results for both areas being measure comprehension and appropriate behaviors during math time)

STEP 5 – PROGRESS MONITORING

What it does:

- Snapshot of how student is doing on a specific skill
- Shows how well intervention is working – consistently, ongoing documentation of student's performance
- Helps the Child Find team with decision making

What can be:

- Observations
- Tests
- formal/informal assessments

I CAN DO IT! LEGO Chart

MATH TIME	PUT STICKER HERE
1. Criss Cross Applesauce	
2. Eye on Speaker	
3. Hands to Self	
4. Keep Quiet	
5. Back to Desk	
6 Work Time	

4 Stickers =

Behavioral Data Chart

Student: _____ Grade: _____

Observer: _____ Date: _____

Target Behavior: _____

DATE:	TIME		ACTIVITY	BRIEF DESCRIPTION
	START	STOP		

NOTES/COMMENTS:

File Home Insert Draw Page Layout Formulas Data Review View Tell me what you want to do

J13

Reading Comprehension Data Sheet

DATES	EXAMPLE	BASELINE (on own) DATE: _____	BASELINE & DATE	BASELINE & DATE	Data point 1 (with instruction or teacher support)	Data point 2 (wih instruction or teacher support) DATE:	Data point 3	Data point 4	Data point 5	Data point 6	Data point 7	Data point 8	Data point 9	Data point 10	Da po 1
Number of details in summary	4 out of 6														
Number of context clues found	2 out of 3														
Overall comprehension (%)	6 out of 9 = 66%														

Sheet1

Ready

Progress Monitoring Graph

Student: _____ Grade: _____

Data Collector: _____ Teacher: _____

Academic/Behavioral Task: _____

Data Collected/Probes: _____

Goal: _____

66												
64												
62												
60												
58												
56												
54												
52												
50												
48												
46												
44												
42												
40												
38												
36												
34												
32												
30												
28												
26												
24												
22												
20												
18												
16												
14												
12												
10												
8												
6												
4												
2												
	Baseline	Baseline	Baseline	1	2	3	4	5	6	7	8	9
DATE												

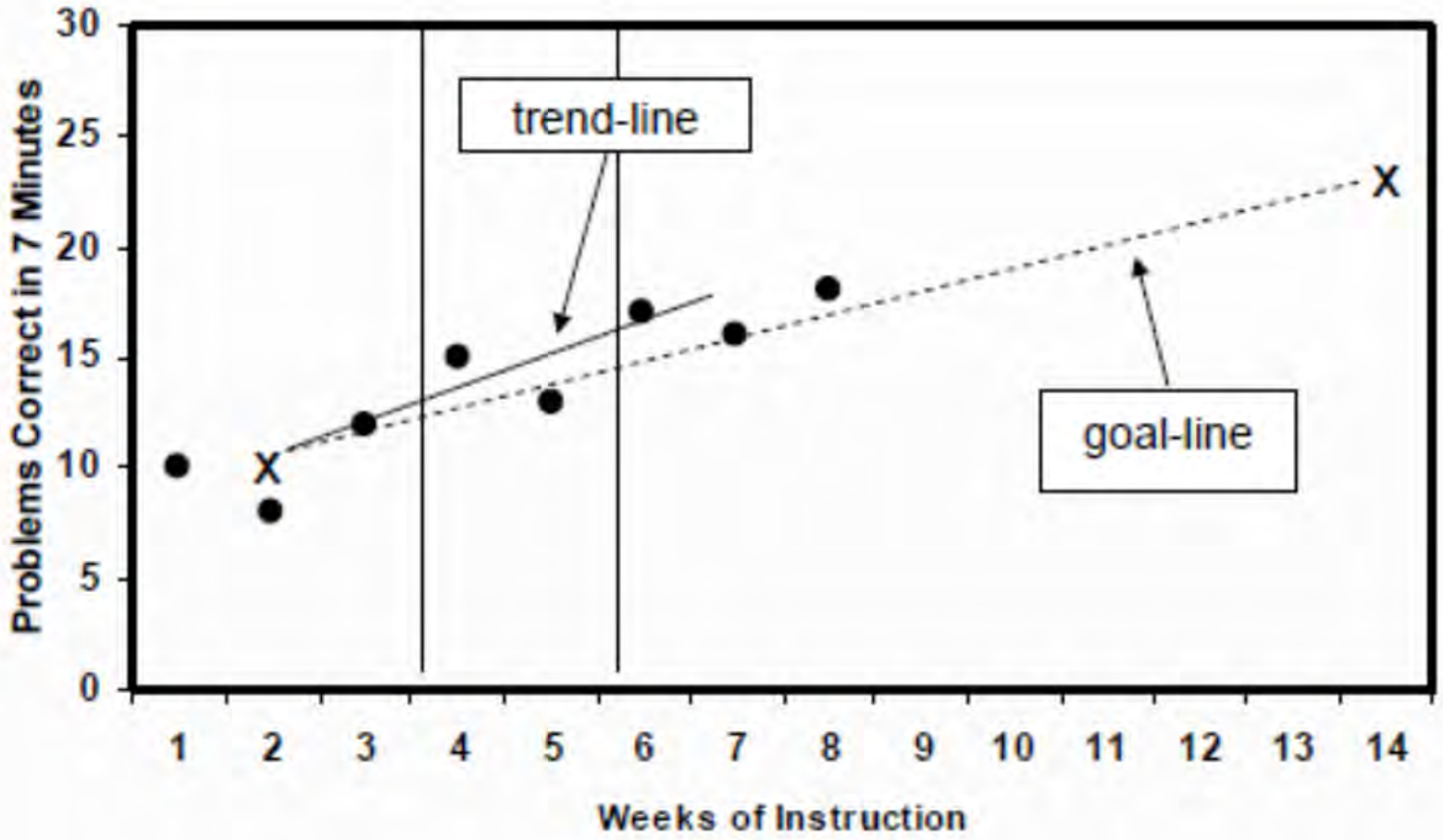
Universal Data C

- ❑ Behavioral Frequency
- ❑ Academic Scor

STEP 6 – CHECK GROWTH

Did the interventi on work?	Did the student reach the goal?	Is the student at grade level?	What is the next step?
✓ YES	✓ YES	✓ Yes	End the intervention
✓ YES	✓ YES	X NO	Continue intervention until student reac level
✓ YES	X NO	X NO	Modify intervention
✓ NO	X NO	X NO	Start a new intervention OR refer for SI evaluation

WHAT DOES THE DATA SHOW ABOUT THIS INTERVENTION?



INTERVENTION RESOURCES

https://easycbm.com/

http://www.interventioncentral.org/

http://www.pbisworld.com/

http://www.rti4success.org/

http://www.scred.k12.mn.us/rt_i/minnesota_rti_cen

Prereferral Considerations for Special Education Evaluation

Critical Features

- Documented two **INTERVENTIONS** ove period of 6-8 weeks each (12-14 weeks total)
- Takes place in the general education setting
- Data collected and progress measured

BEST
PRACTICE
TIP

TIP #8

Ask your Child Find team for
anytime about your intervent

- setting up
- collecting data
- drawing conclusion

SPECIAL EDUCATION

DUE PROCESS

FIRST… WHAT IF A PARENT REQUEST AN EVALUATION?

The school will IMMEDIATELY start a Special Educat

THIS IS A BIG MISCONCEPTION!

HANDLING A PARENT REQUEST

The school will respond within **10 school days** to the parent e
the school will **accept or deny** their request for an evaluation.

Two ways:

1. A written letter (by administrator)
2. A meeting with parent (recommended)
   - Allows the school and parents to fully address the concerns for the s
   - Gather more background information about the student
   - Discuss possible interventions or accommodations

BEST
PRACTICE
TIP

TIPS #9

Document **ALL** communication w

- ✓ Phone calls (date, time, and reaso
- ✓ Emails (save the thread)
- ✓ Meetings (sign-in sheet, agenda, a
- ✓ Letter (date and reason)
- ✓ Casual Conversation (date, time,

SPED DUE PROCESS

- Federal and State mandates requires a Due Process to determine eligibility provide services to students who qualify.
  - interventions (2 minimal)
  - referral
  - evaluation plan
  - evaluation process (assessments and observations)
  - eligibility determination (3 years reevaluation)
  - IEP plan
  - IEP process (annual update and meeting)

General Ed. Teacher Role:

- ✓ Attend SPED evaluation planning meetings
- ✓ Complete assessment forms and provide information about your student
  - Interview
  - Rating scales
  - Be flexible with your student's schedule during an evaluation process
- ✓ Attend evaluation share meetings
- ✓ Attend IEP meetings
- ✓ Know your student's IEP and follow the plan

Special Education Tea

Role:

- ✓ Gather information from teacher

  parents about the student
- ✓Complete assessments and obser

  the student
- ✓ Complete due process paperwo
- ✓ Keep track of evaluation timeline
- ✓ Set up evaluation and IEP meetin

RESULTS OF SPECIAL EDUCATION EVALUATION

RESULT A

Student does NOT have a disability.

What instruction or intervention may continue?

Differentiate instruction.

Monitor progress and adjust instruction as needed.

RESULT B

Student meets eligibility for 504.

Is a 504 plan needed?

Design 504 plan based on all of the needs identified through evaluation.

Monitor progress and update 504 plan as needed.

RESULT C

Student qualifies as h
a disability:

- Meets initial eligibili
criteria.

OR

- Re-evaluation mee
criteria for continuin

What are all of the ne
indicated by the evalu

Design IEP based on
of the identified need

Monitor progress
adjust instruction
services as neede

SPED DISABILITY CATEGORIES

Per MDE there are 13 categories, each category has it's own eligibility criteria

Criteria are meet when evaluation results indicate that the student has a disability co
interferes with his/her progress in school

- Severely Multiply Impaired
- Autism Spectrum Disorders
- Blind-Visually Impaired
- Deaf-Blind
- Deaf and Hard of Hearing
- Developmental Cognitive Disabilities
- Developmental Delay
- Emotional or Behavioral Disorders
- Other Health Disabilities
- Physical Impaired
- Specific Learning Disablities
- Speech or Language Impairments
- Traumatic Brain Injury

WHY IS MY STUDENT NOT A CANDIDATE FOR A SPECIAL EDUCATION EVALUATION

1) Student's behavior is not affecting their academics or succes school
2) Student responded well to interventions or other types of support
3) Student may have exclusionary factors that is affecting his/h progress
4) Student's need may be meet with other types of support (e 504 plan, medications, outside therapy, etc.)

EXCLUSIONARY FACTORS

- lack of appropriate instructions in reading, math, or writing
- gaps in the student's educational history
- limited English proficiency
- visual, hearing, or motor impairment
- emotional disturbances or situational trauma
- cultural factors
- environment or economical disadvantages
- school attendance

CHILD FIND & SPED PROCESS TAKES TIME

STEPS	DAYS	EXAMPLE
1. Initial Referral & Meeting	1-2 weeks	Oct 2
2. Intervention 1	6-8 weeks	Oct 16 – Nov 24
3. Intervention 2	6-8 weeks	Nov 27 – Jan 26
4. PWN and Planning Meeting	1-2 weeks	Feb 9
5. Parent Consent for Evaluation	*Unlimited school days for initials *14 school days for reevaluations	*No consent, process stops *Evaluation starts on Mar 5,
6. Evaluation & Result Meeting	30 school days	*Signed Feb 9, evaluation due *Evaluation starts on Mar 5,
7. Parent Consent for Services	*Unlimited school days for initial IEP *14 school days for annual IEP	*No consent, no services *IEP starts after 14 days for
8. Individual Education Plan Development	*30 days for initial *10 days for reevaluation	*Signed March 26, IEP plan d *Due April 13, IEP plan due A
9. Parent Consent for Approval of IEP plan	Unlimited school days for initial IEP	No consent, services may no

THAT'S IT!

Performance Data

SY: 2018 – 2019

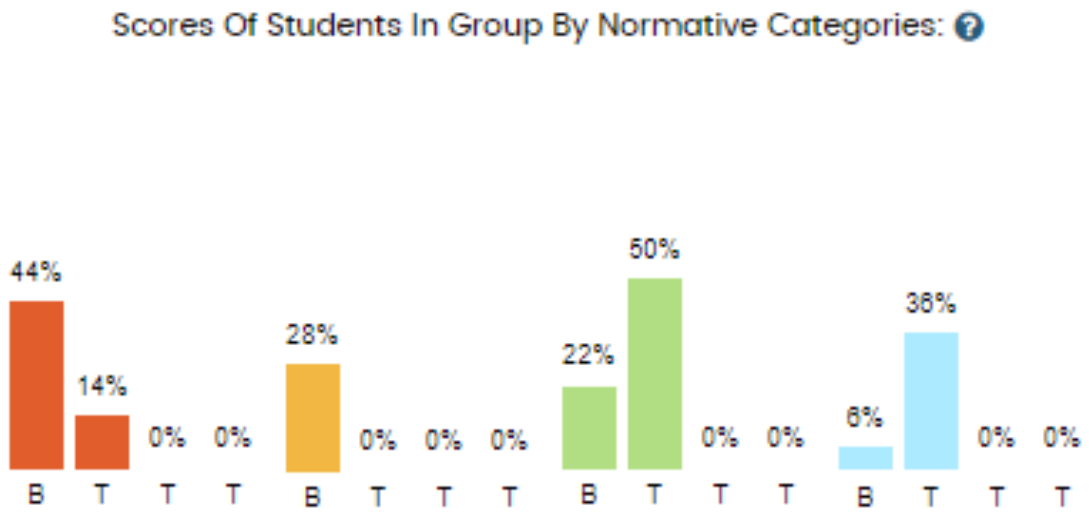
As of January 1, 2019

<u>FASTbridge Literacy Data:</u> This data shows growth between our baseline assessment administered in September of 2018 and our end of Trimester 1 assessment administered in late November.

<u>Reading the report:</u>

- Red → students performing in the 20th percentile or below
- Yellow → students performing in the 21st - 30th percentiles
- Green → students performing in the 31st - 85th percentiles
- Blue → students performing above the 85th percentile

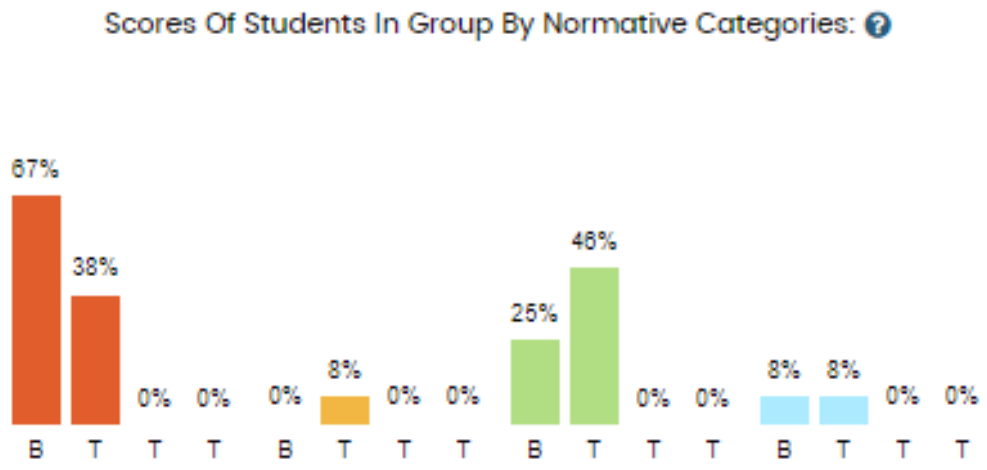
<u>Kindergarten</u>



<u>Highlights</u>

- 86% of students are performing in the 31st - 99th percentiles a 58% increase from beginning of year data
- The students performing below the 20th percentile dropped by 30%

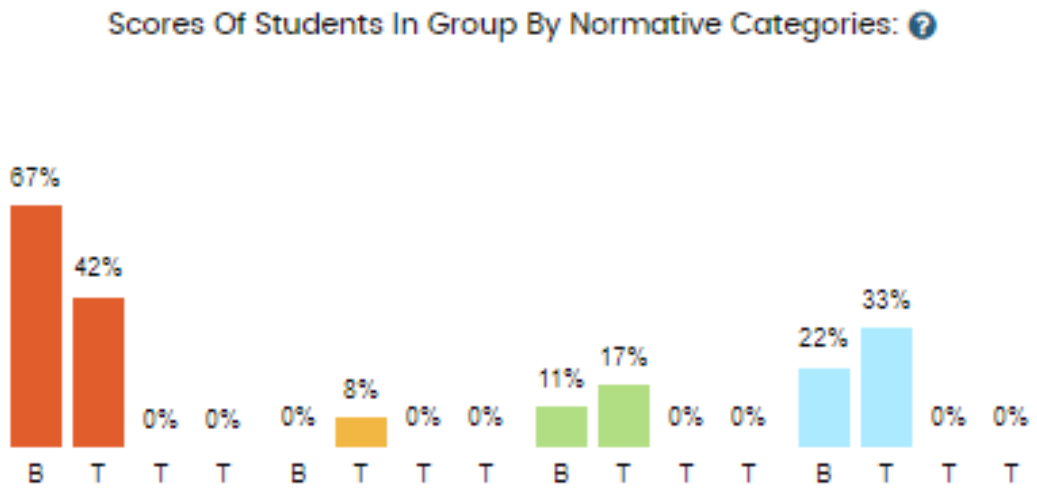
First Grade Class A



Highlights

- The number of students considered high risk decreased by 31%
- The number of students in the 31st - 85th percentiles increased by 20%

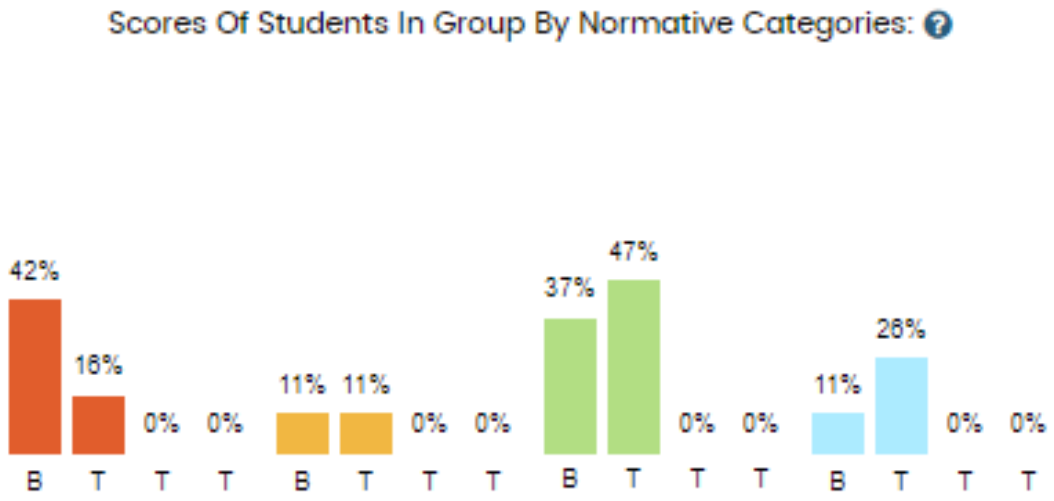
First Grade Class B



Highlights

- The number of students considered high risk decreased by over 25%
- The number of students performing above the 85th percentile increased by over 10%

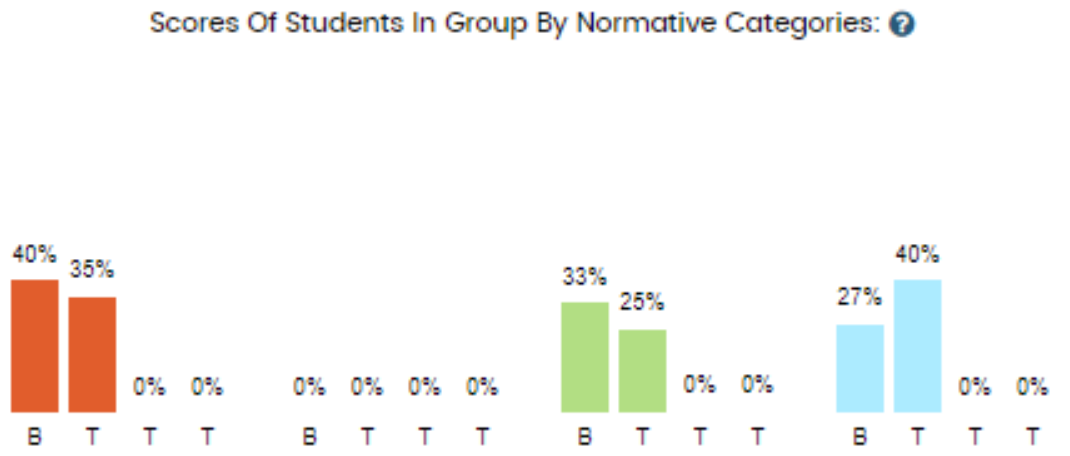
Second Grade Class A



Highlights

- The number of students performing above the 85th percentile more than doubled
- The number of students in the high risk category decreased by more than 50%.

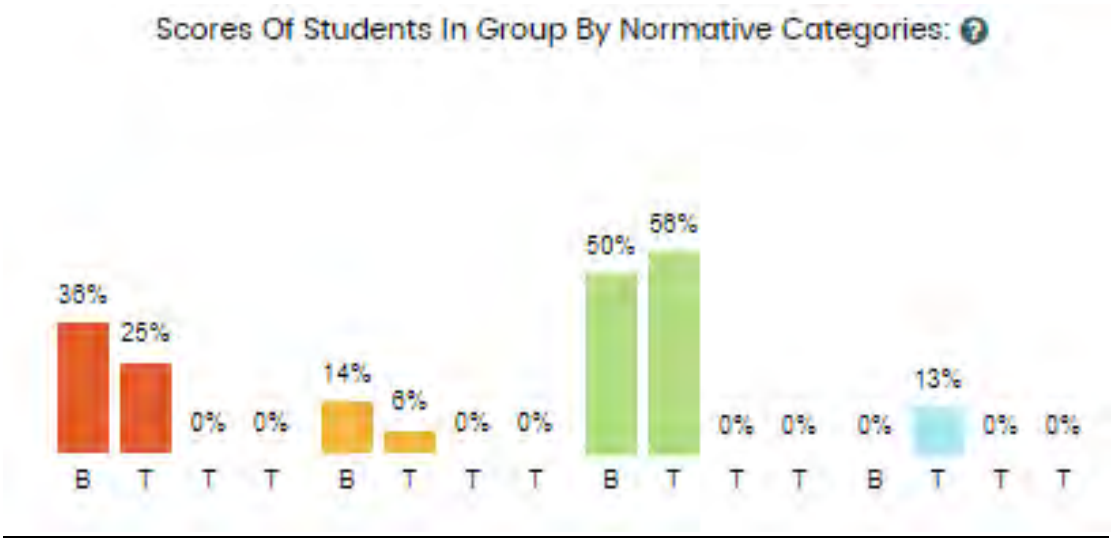
Second Grade Class B



Highlights

- The number of students performing above the 85th percentile increased by 13%

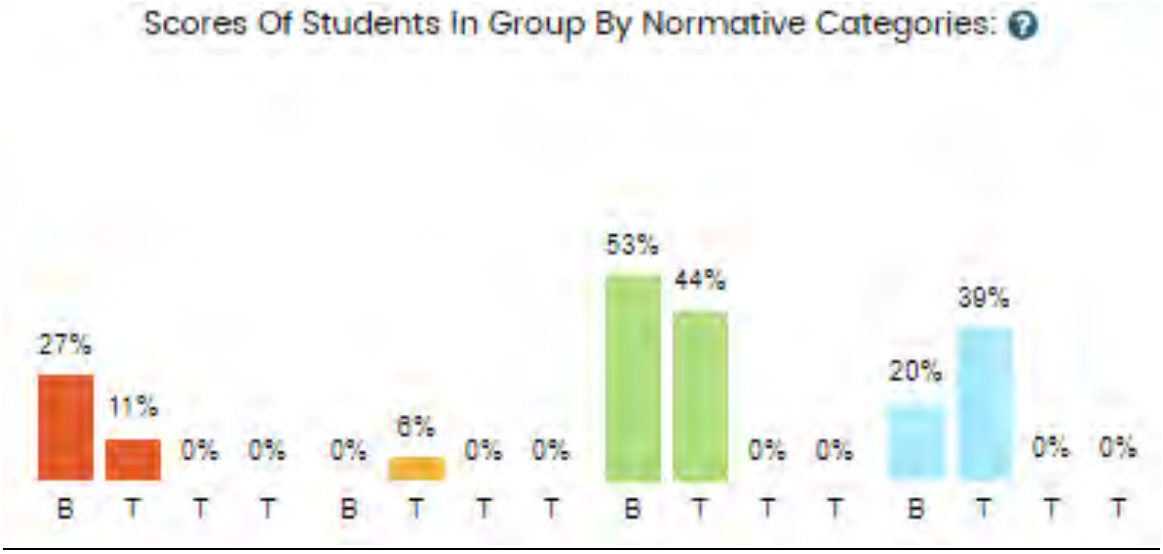
Third Grade Class A



Highlights

- The number of students performing above the 85th percentile increased by 13%
    - The number of students in the two "at risk" categories decreased

Third Grade Class B

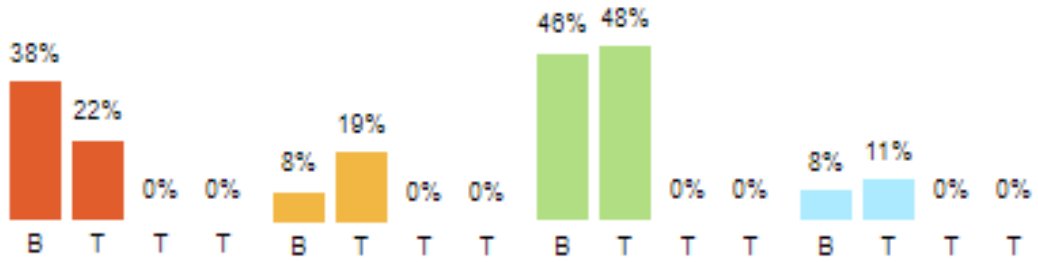


Highlights

- The number of students performing above the 85th percentile increased by 19%.
- The majority of students in this class are performing between the 30th and 99th percentiles.

Fourth Grade

Scores Of Students In Group By Normative Categories:

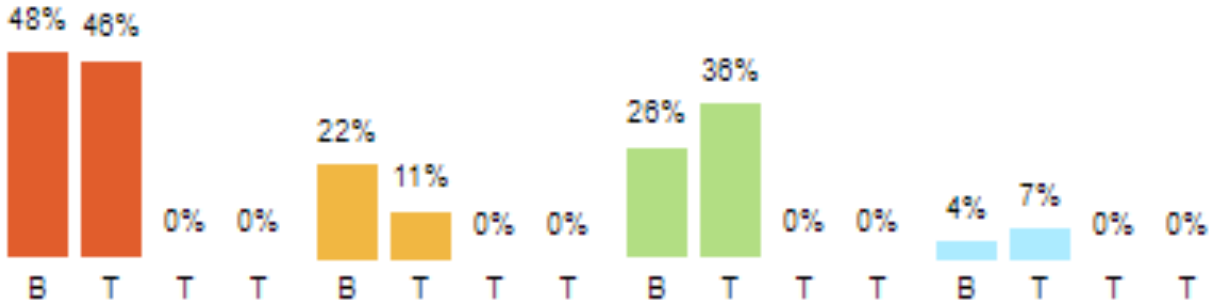


Highlights

- The bottom quartile of at risk students decreased by 16%

Fifth Grade

Scores Of Students In Group By Normative Categories:

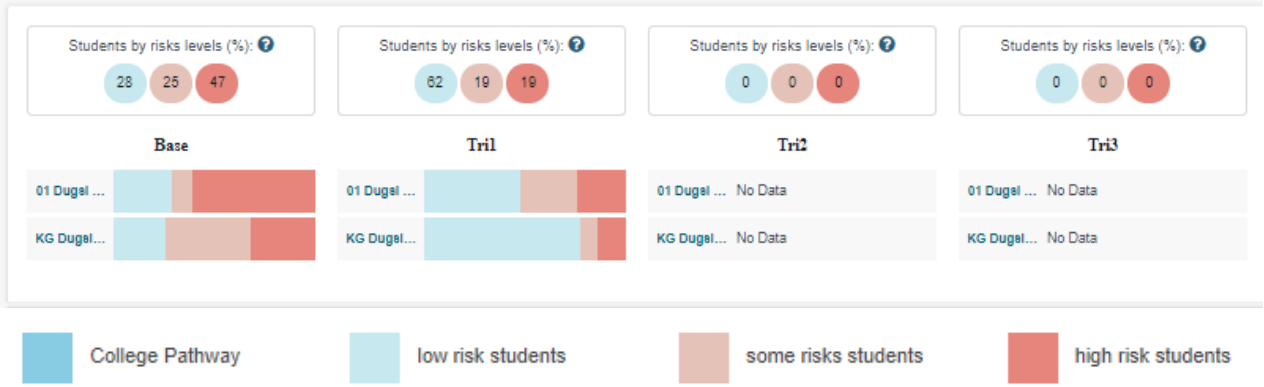


Highlights

- The students performing between the 30th and 85th percentiles increased.
- The students considered some risk (yellow) decreased placing more students closer to grade level.

IMPACT RESULTS LITERACY

K-1



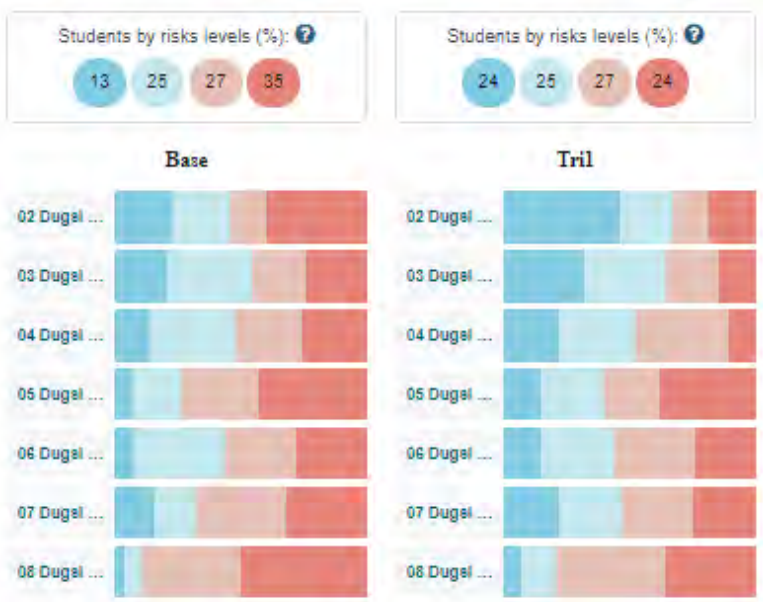
**Fastbridge does not use college pathway as a measure for grade K and 1 **

Summary

- Number of students considered "low risk" or performing at or above grade level increased from **28% → 62%.**
- The number of students considered "high risk" or performing severely below grade level dropped from **47% → 19%.**

IMPACT RESULTS LITERACY

2-8

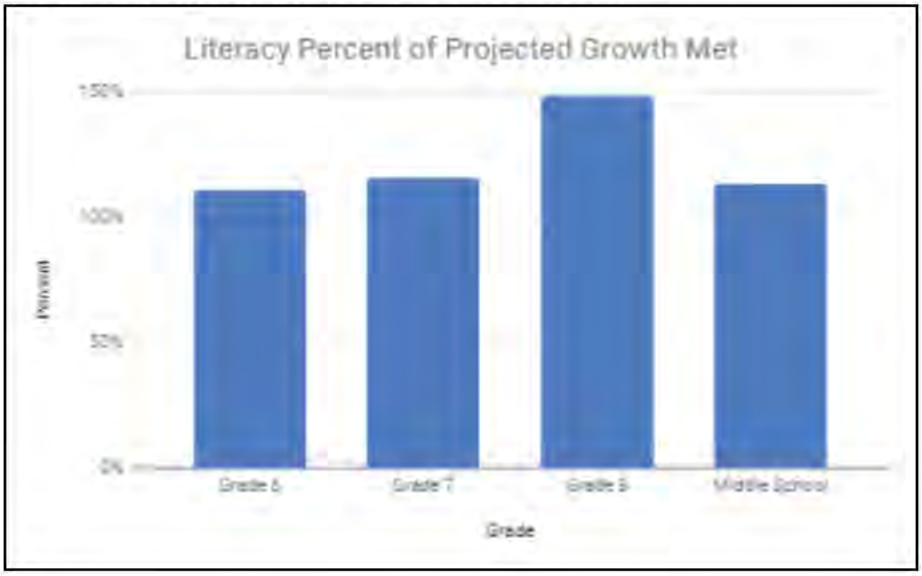


Summary

- Number of students considered "college pathway" increased from **13% to 24%.**
- The number of students considered "high risk" or performing severely below grade level dropped from **35% → 24%.**

NWEA Literacy: Middle School Results

- Percent of Projected Growth Met:
  - Shows the ratio of total observed growth in comparison to total projected growth as determined by NWEA based on nationwide norms.

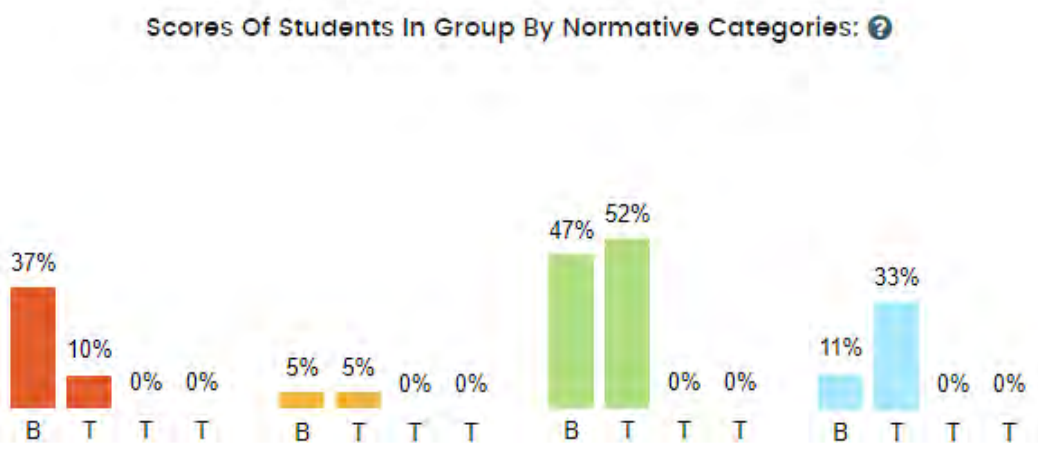


<u>FASTbridge Math Data:</u> This data shows growth between our baseline assessment administered in September of 2018 and our end of Trimester 1 assessment administered in late November.

<u>Reading the report:</u>

- Red → students performing in the 20th percentile or below
- Yellow → students performing in the 21st - 30th percentiles
- Green → students performing in the 31st - 85th percentiles
- Blue → students performing above the 85th percentile

<u>Kindergarten</u>

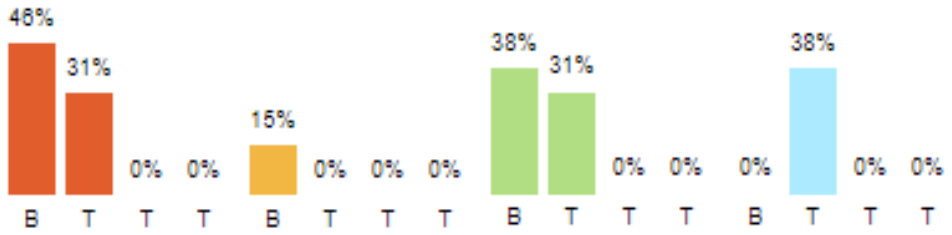


<u>Highlights</u>

- 85% of students are performing in the 31st - 99th percentile.
- The bottom quartile of students decreased from 37% to 10%

First Grade Class A

Scores Of Students In Group By Normative Categories:

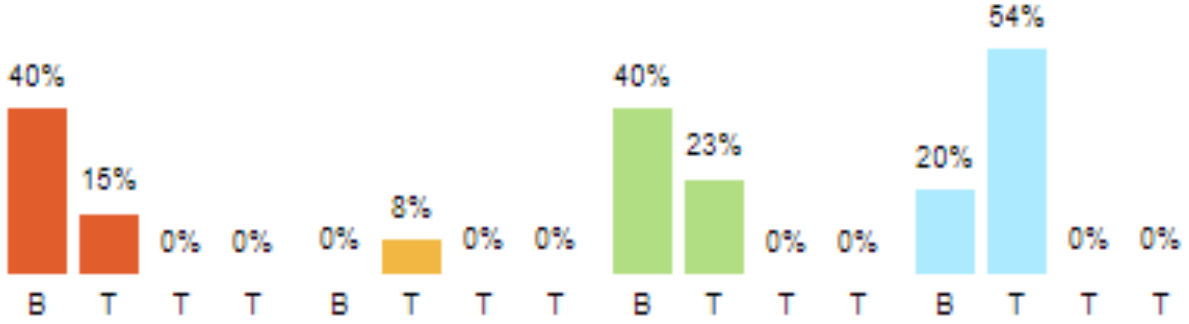


Highlights

- The number of students in the top quartile increased from 0% - 38%.
- Almost 70% of students are performing in the 31st to 85th percentile.

First Grade Class B

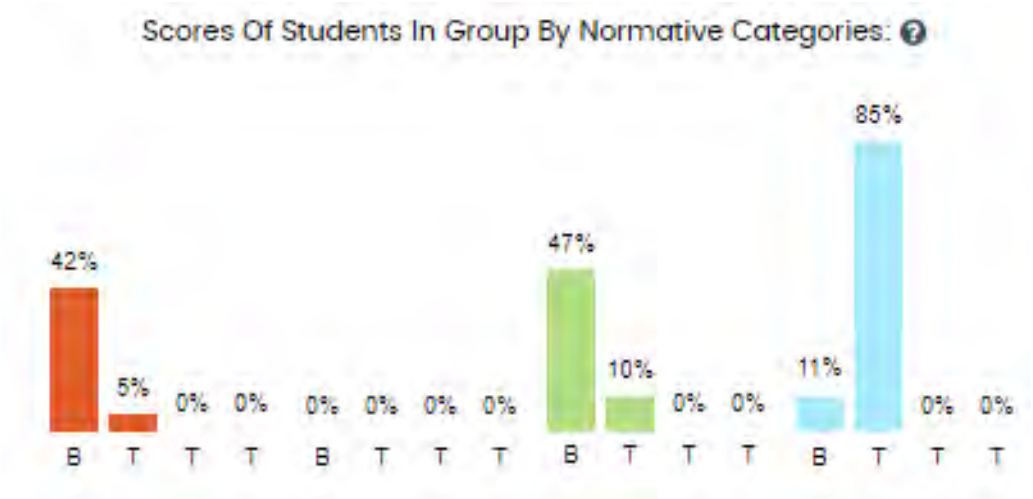
Scores Of Students In Group By Normative Categories:



Highlights

- The number of students in the top quartile increased by 34%.
- The number of students performing in the bottom quartile decreased by 25%.

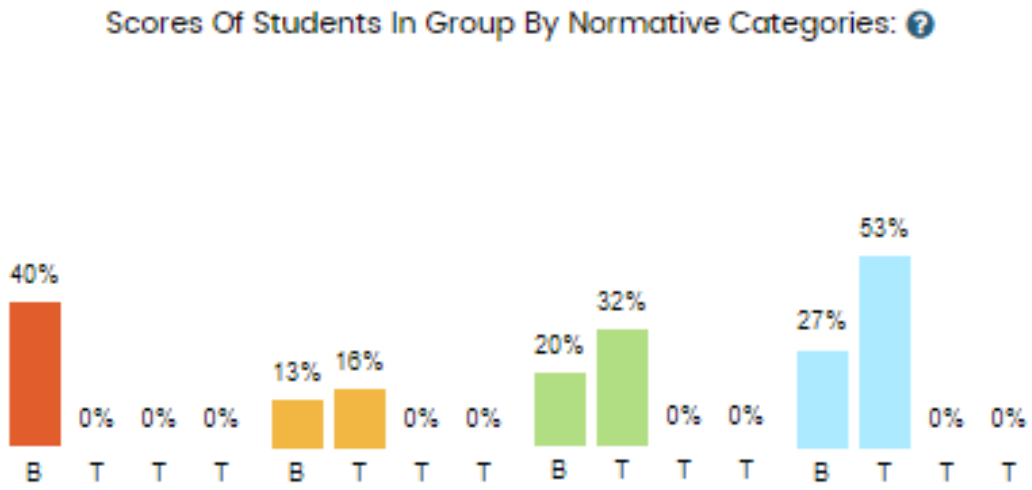
Second Grade Class A



Highlights

- The number of students in the top quartile increased from 11% to 85%.
    - Almost all students are performing above the 85th percentile

Second Grade Class B

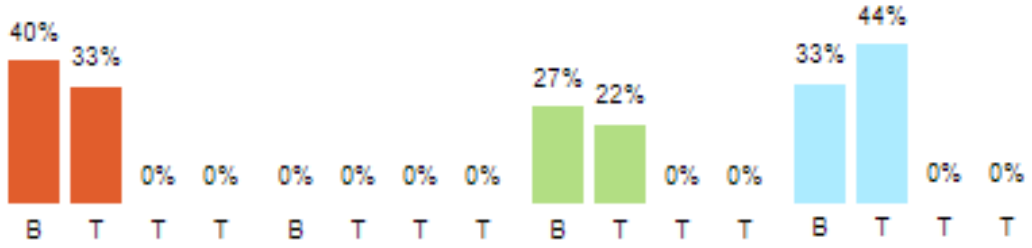


Highlights

- 85% of students are performing between the 31st and 99th percentiles.
- There are 0 students performing in the bottom quartile. This is a 40% decrease from the baseline assessment.

Third Grade Class A

Scores Of Students In Group By Normative Categories:

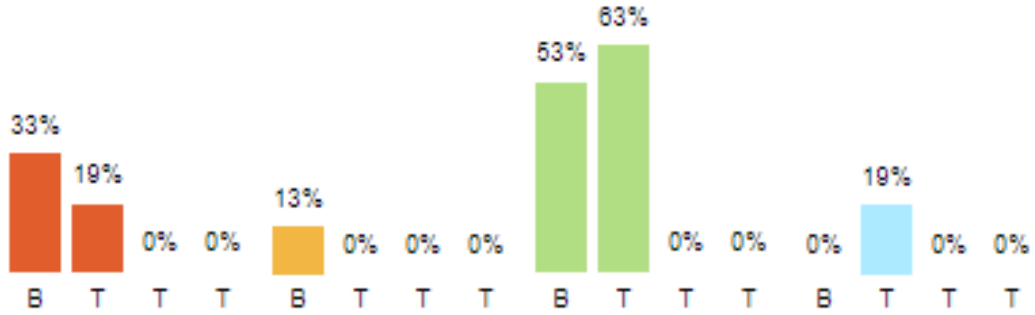


Highlights

- 66% of students are performing between the 31st and 99th percentiles.

Third Grade Class B

Scores Of Students In Group By Normative Categories:

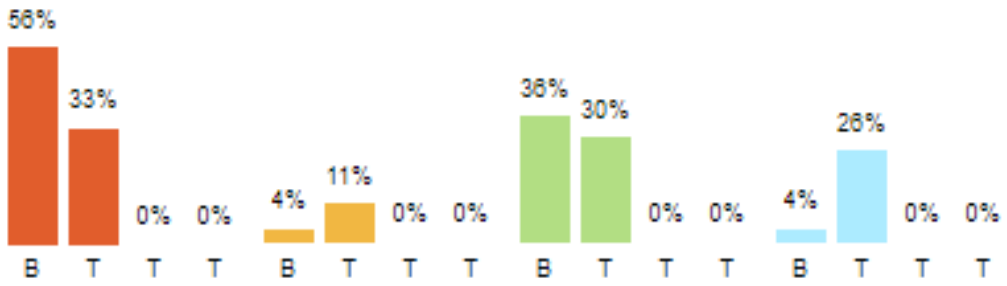


Highlights

- 82% of students are performing between the 31st and 99th percentiles.
  - The percent of students in the bottom quartile decreased to 19%.

Fourth Grade

Scores Of Students In Group By Normative Categories:

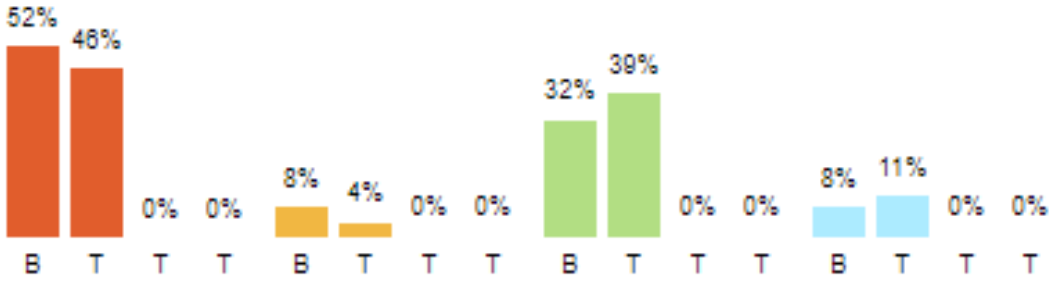


Highlights

- 56% of students are performing between the 31st and 99th percentiles.
  - The number of students in the bottom quartile decreased by 23%.

Fifth Grade

Scores Of Students In Group By Normative Categories:

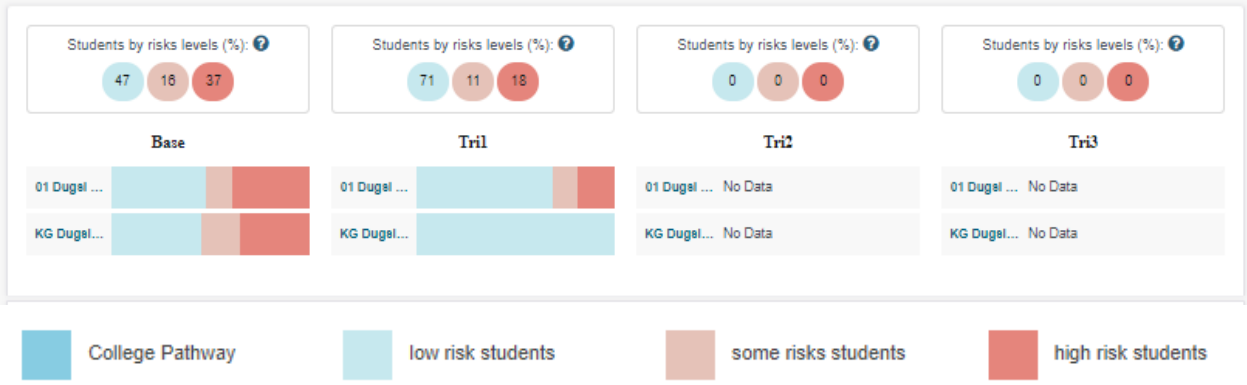


Highlights

- 50% of students are performing between the 31st and 99th percentiles.

IMPACT RESULTS MATH

K-1



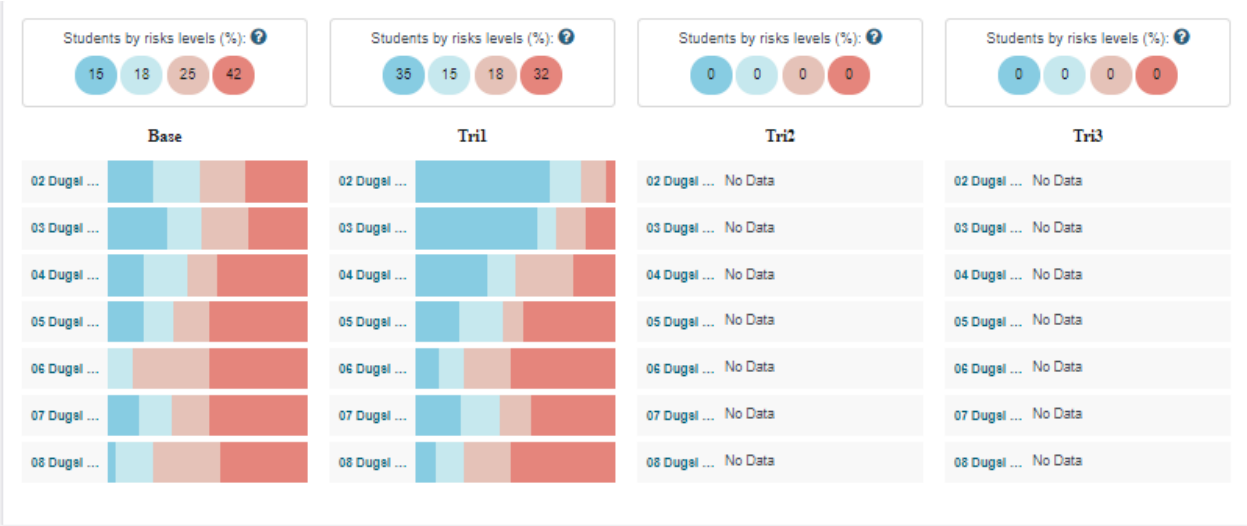
**Fastbridge does not use college pathway as a measure for grade K and 1 **

Summary

- Number of students considered "low risk" or performing at or above grade level increased from **47 → 71%**.
- The number of students considered "high risk" or performing severely below grade level dropped from **37 → 16%.**

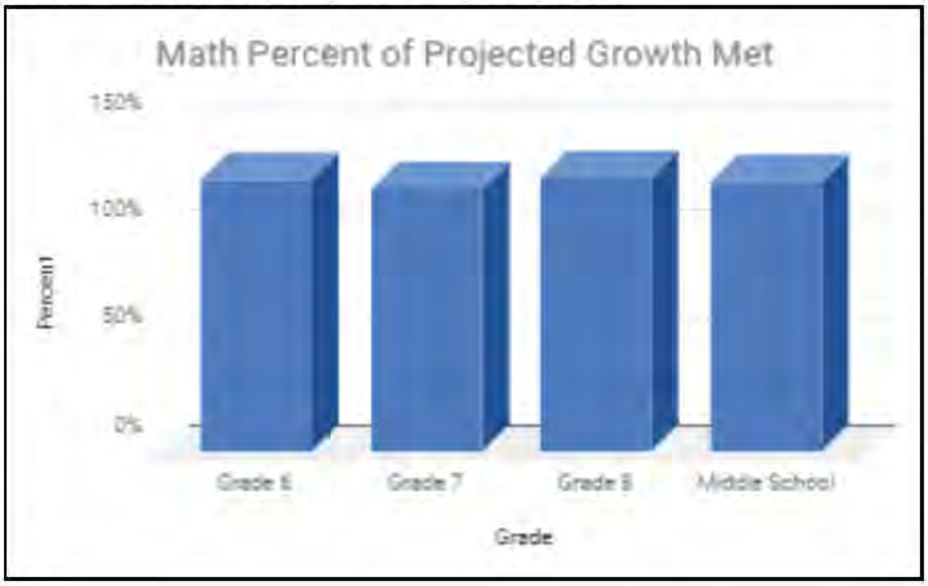
IMPACT RESULTS MATH

2-8



Summary

- Number of students considered "college pathway" or performing at or above grade level increased from **15% → 35%.**
- The number of students considered "high risk" or performing severely below grade level decreased from **42% → 32%.**

NWEA Math: Middle School Results

- Percent of Projected Growth Met:
  - Shows the ratio of total observed growth in comparison to total projected growth as determined by NWEA based on nationwide norms.