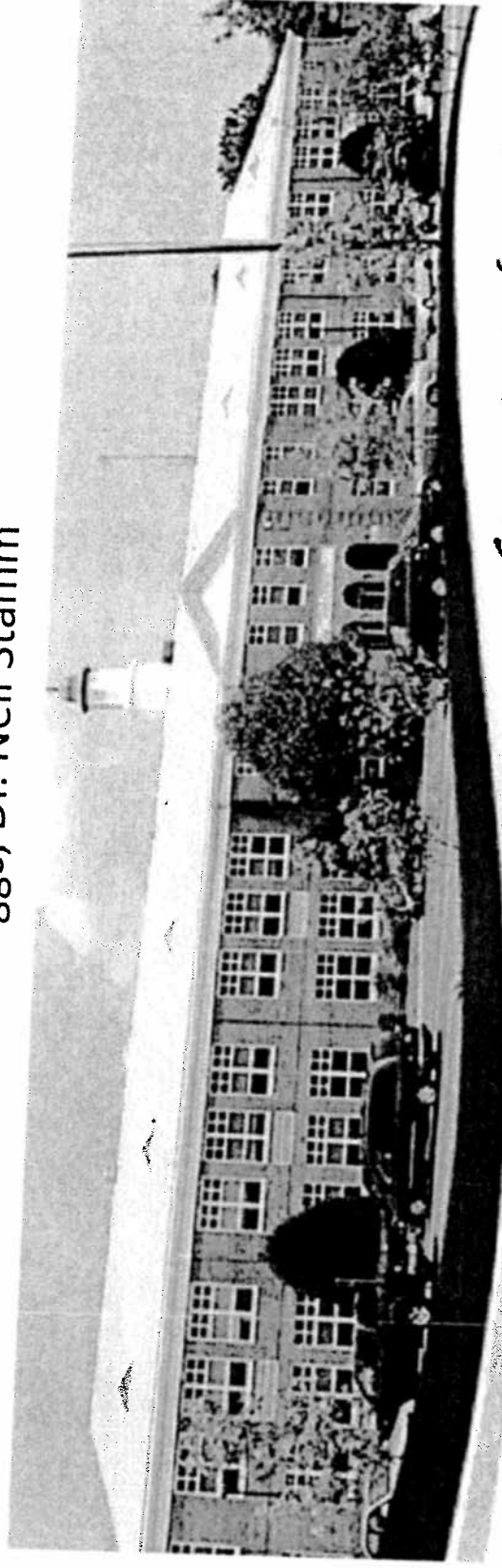


# Crittenden Middle School: Developing a Data Driven System of Support

Eugene Baker, Nicholas Diggs, Dr. Neil Stamm



*Smart, safe schools*

# Background

- 850 Students
- 77% African-American
- 65% Economically Disadvantaged
- 120 Special Education Students
- Autism Center
- 60% Magnet (by lottery)
- 40% local zone
- 58 Teachers, 3 Guidance Counselors, 3 Security Officers, 1 SRO
- 3 Assistant Principals and 1 Principal



# Challenges

- Low SOL scores
- High Discipline
- STEM Magnet in name only
- Lowest number of students enrolled in Advanced Math
- Low numbers of science fair participants
- High Teacher Turnover –(15 – 16 per year)
- No PTA
- 3 Major Feeder Elementary Schools – Have not met Accreditation for several years. 2 out of 3 still struggle.

# A Two Pronged Approach

- **Academic Lead Team tasked with...**
  - improving scores
  - increasing enrollment in advanced S.T.E.M. courses
  - Increasing instructional rigor
- **P.B.I.S. Team tasked with...**
  - Establish a universal set of expectations and tier 1 supports
  - Reducing ODR's
  - Support Teachers in classroom management strategies

# The “Aha” moments

- 2011-2012 Math and Social Studies did not meet benchmarks
- Resource mapping activity
- Staff surveys
- Terry Scott

## Academic Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive

Wisconsin PBS Network, Revised May 13, 2008  
Adapted from "What's Schoolwide PBS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports  
Accessed at <http://pbis.org/schoolwide.htm>

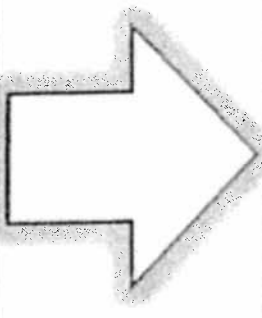


# Realignment

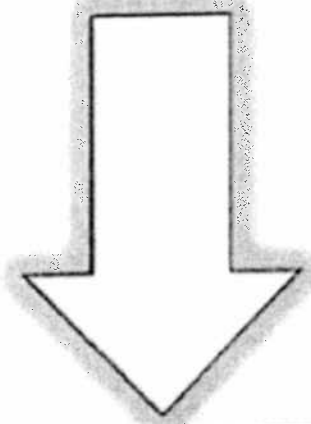
- PBIS integration into lead team
- Joint problem solving created more robust, comprehensive options and creative support strategies
- Faculty Meetings became driven by professional development around best practices and needs as revealed by the data
- Rethought interventions and data usage
- Who was in need of additional support (tier 1, 2, or 3)?
- What indicators were we going to use for identification and monitoring?
- When we're utilizing interventions, supports, and incentives?
- Why we're we intervening and did the solution satisfy the need?
- How would we know when we were being effective?

Common Intervention Chart | 2014

- Administrative Team, Lead Team, SIT, PBIS
- Major Discipline
- Mentoring groups
- SOL Prep/ SOL Enrichment
- Reward Activities / Incentives
- Leadership Opportunities
- CICO



- Counselors
- SOL Prep/ SOL Enrichment
- Counseling/ Skill Groups
- PLS
- Child Study
- Leadership opportunities

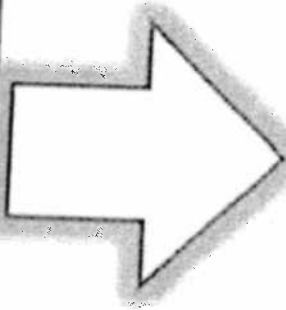


- Core Teams
- Minor discipline
- Tutoring (Self, Civ, 21<sup>st</sup> Century)
- Lunch Help
- Cougar Cash/ Incentives
- Positive Referrals
- CICO



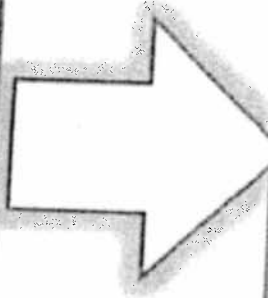
# • Administrative Team, Lead Team, SIT, PBIS

- Academic Data/ Discipline Data/ Attendance Data (Individual, School, and District Level)
- Minor infraction summary reports



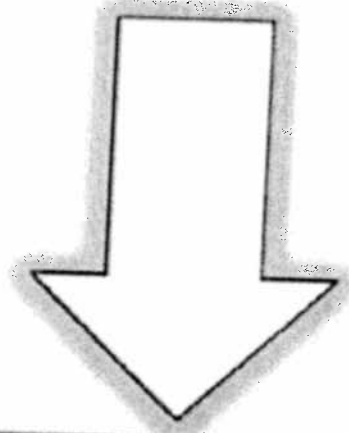
# • Counselors

- Academic Data/ Discipline Data/ Attendance Data (School and Individual Level)
- Teacher Referrals



# • Core Teams

- Refocus Data, Tardy Data, Observations
- PBIS data sharing
- Administrative Action reports
- Academic Reports (multiple D/F, common assessments)
- SOL scores (current and past)





# Academic Application of Data Decision Making

- Interactive Achievement
- SOL scores
- Question by question analysis
- Common assessments
- Informal assessments
- Grades

# DATA

By: Eugene Baker

Where do I start?

Clear = Passed all SOL  
Yellow = Failed one SOL  
Red = Failed multiple SOLs

# DATA

By: Eugene Baker

## Recap

1. Pervious SOL scores
2. Assessment grades
3. Midterm
4. Prediction
5. Results



Student Pass rate improved from 68 to 90.

No student moved backwards

10% passed their first SOL ever

Special education pass rate was 81 percent with 1 perfect score

# Results of Academic Interventions

2012-13

## **Regained Accreditation!**

Earned the **highest gains** in Math & Social Studies out of all NNPS Secondary Schools  
11% gains.

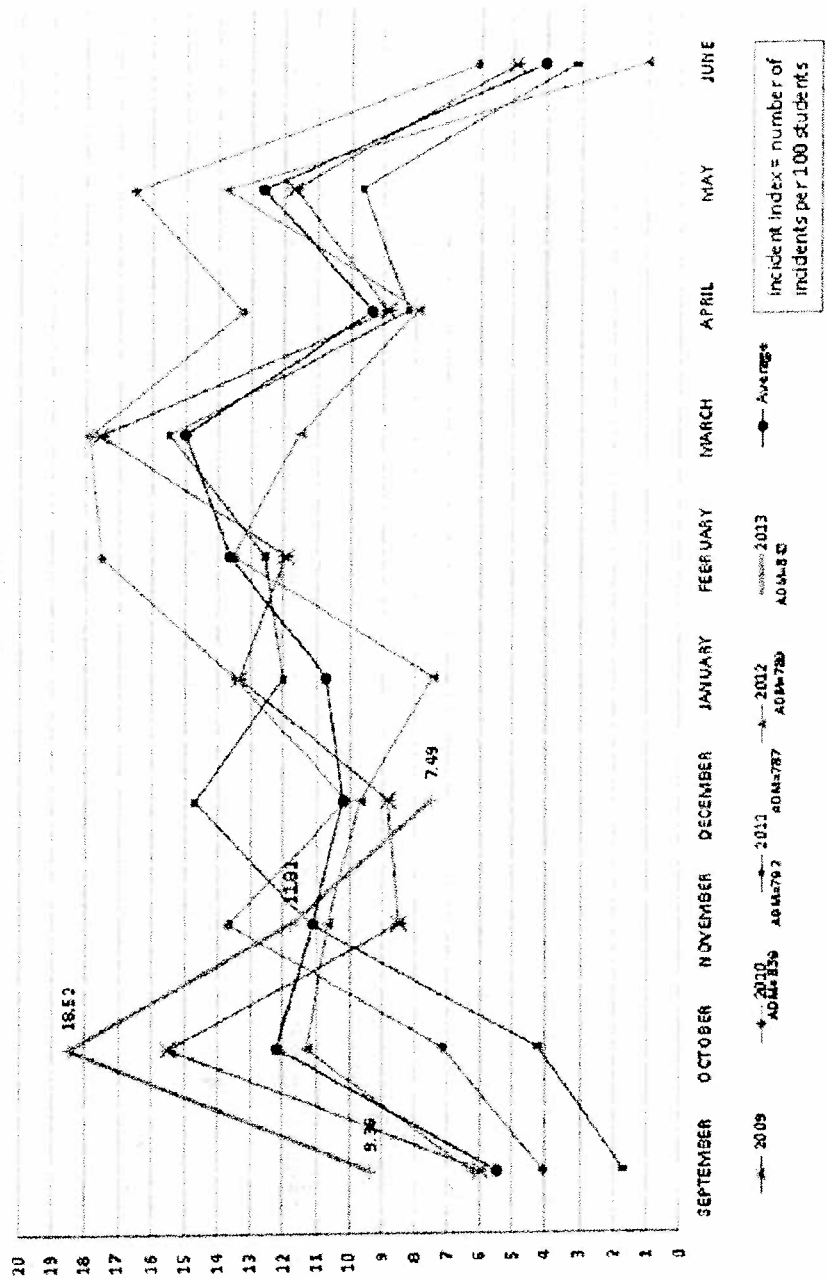
2013-14

**Highest gains** in Science in middle schools: 21%  
**Highest scores** in Earth Science in middle and high: 99% pass rate.

# Behavioral Applications of Data

- Let the data drive our conversations and efforts
- Data as a means of increasing staff buy-in
- Giving students data as a means of promoting self-regulation
- Using data for incentive participation and efficacy
- Using Data to get ahead of the problem
- Using tier 1 support data to focus tier 2 interventions
- Digging deep enough to see the whole picture

# Crittenden Middle School 5-year Incident Index





# Behavioral Outcomes

- Over 85% of our students stayed in the green zone all of last year (0-1 ODR's)
- Check-In/ Check-Out intervention... 94% of students have been through intervention and returned to tier 1 support systems. Only 1 CICO student appears on our "high-flyer list" (3 or more ODR's) all others saw reductions in both minor and major behaviors.
- Increased incentive participation among staff and students (use of cash, participation in events, creation of classroom based incentives)

