Burns Middle School | Data Sources

ACADEMICS

Data Source	How data source is used for:					
	Informing instruction	**Determining who is at-risk**	**Determining why at-risk**	**Monitoring growth**	**Determining if outcomes met**	**Plan of action**
NC Check Ins 6-8 Reading & Math 8 Science	Identifies students making progress on grade level standards	Identifies students who are not making adequate progress on grade level standards	Teachers use data days to analyze questions and trends amongst their students to then plan appropriate review for students	Check Ins are administered 2-3 times (depending on content area) throughout the year allowing teachers to monitor progress	The End of Grade test allows teachers to determine if outcomes are met	Created during Data Day discussion for each Check In. A review of the Check In is created, remediation time scheduled, and future plans developed.
Math/Literacy tier 2 & tier 3 progress monitoring data/Tracker data	Monitors progress of tier 2 students, tier 3 students, and fidelity of implementation of intervention	Students are scoring below the 40%tile; those not showing growth with progress monitoring, or are consistently below 25%tile are discussed in depth to determine what is causing risk	Interventionists, MTSS Coordinator, MTSS Leadership team monitors progress - analyzes intervention attendance, fidelity of instruction, behavioral problems, and other factors that could create barriers and determine students who could have learning disabilities	STAR (literacy), easyCBM (math) every 3-4 weeks (have yearlong schedule laid out for teachers)	Students scoring above 40%tile are moved to core support; students who are scoring below 25%tile frequently and/or have negative trend line are discussed in team meetings with MTSS Coordinator and/or brought to MTSSLT (MTSS Leadership Team) for Individual Problem Solving	Discuss students who are not making progress toward 40%tile and assess barriers; discuss fidelity issues with instruction/ implementation of instruction
STAR assessment	STAR administered to all students quarterly	Students who score below 40%tile who were not proficient on previous year's reading EOG are reviewed for intervention. For those who were proficient but below 40%tile, we consider core remediation	Teachers, MTSSC, admin determine why students are not responding to core - attendance, behavior, other external factors - and problem solve. Intervention or core remediation assigned for those at risk.	Administered and data reviewed quarterly	Monitor quarterly school wide, monitoring those placed in intervention as specified above, and monitoring those who are placed in core remediation with grades to determine outcomes of the assessment	Students who score below 40th percentile and were not proficient on previous years reading EOG are placed in intervention and monitored; those below the 40th and proficient discuss placing in core remediation and monitoring with grades; those above the 40th continue with core curriculum
PowerSchool Dashboard Data	Lists students flagging for risk for academics based on current grades. Assign students to remediation (for core work with teacher) or Catch Up (to	An index is provided for each student, a 4 is the highest risk with incremental steps of ½. Our MTSSLT focuses on students with a risk index	Students flagged in the dashboard are at-risk of failing 1+ core or elective class. Counselors meet with students (and follow up with teachers) on the	Dashboard data are analyzed at weekly MTSSLT meetings and students flagging multiple weeks in a row are problem solved during	Look for students' index to drop over the course of weeks after initially flagging; attendance in remediation and/or Catch Up; productive	Conference with student(s) and teacher(s); monitor their progress; notify parents; assign remediation and/or Catch Up

	make up missing work)	of 3 or higher meaning they are failing more than 40% of their classes.	alert list to discuss status of grades and reason for failure (missing work, attendance, low grades, studying for tests, etc)	team meetings with counselor or MTSSC. For the system (school), we monitor the number of students flagging at each risk level (depending on index)	conversations with students	
EVAAS projections	Assists staff in projecting a student's future success and possible placement in intervention or remediation; can assist with differentiation in core. Also allows teachers to combine their personal diagnostic data with projections of students in their class allowing different strategies to be used, etc.	Projections provide data that can be triangulated with other data to assess student risk, or, to see if a student is outperforming their projection.	Projections are based on historical scores, therefore, a teacher can pull individual student EOG data to identify trends between years, areas of weakness on subscore reports, etc.	Projections allow teachers to see if the student is outperforming their projection, underperforming based on their projection, or performing as expected in their classroom. Projections are not used for progress monitoring purposes.	Not exact, but when receive EOG scores, teachers can compare how a student scored against how they were expected to score based on projections.	EVAAS projections are shared with teachers as a formative piece of data that can be used with other pieces of data to profile a student. Since projections are based on historical data, teachers can dig into a child's testing history to identify trends, etc., as needed.
Historicals - EOG & EVAAS data	EOG - teachers review subscore reports from previous years to determine areas of strength for them (and their department) and use this to make changes for the current school year EVAAS - teachers review their diagnostic data to identify areas (and subgroups) of strengths and weaknesses and investigate strategies to strengthen different areas.	These data do not provide risk data for individual students, however, can show a teacher how they have historically worked with at-risk students allowing them to work to build on weaknesses, share data and strategies in PLCs, etc.		After reviewing data and identifying areas of weakness (i.e. working with lower achieving students), teachers can reflect on their progress throughout the year on their work with lower achieving students.	Teachers review and reflect on data to see if changes in strategies affected student outcomes. Successful teachers are reflective practitioners.	Build capacity for teachers' understanding and use of data to help strengthen their practices with students.

BEHAVIOR/SOCIAL EMOTIONAL

Data Source	How data source is used for:					
	Informing instruction	**Determining who is at-risk**	**Determining why at-risk**	**Monitoring growth**	**Determining if outcomes met**	**Plan of action**
Office discipline referrals (ODRs) *(core behavior)*	Admin reviews ODRs each week, disaggregates data and reviews with MTSSLT to problem solve; data are also shared with staff and students weekly	Students with multiple referrals are discussed; high incident areas (locations on campus) are discussed and staff are notified in order to review expectations with students for that/those part(s) of campus	Review locations of incidents; number of incidents per grade level; students with multiple incidents; types of incidents	Number of incidents posted in hallway (per month); goals set and announced for grade levels and school-wide; look for decrease in referrals; look for decrease in referrals in targeted areas/grade levels	ODR data review each week, month	Reviewed in MTSSLT, shared with staff and students
Walk & talk data (used as strategy prior to sending student out of class for core block) *(core behavior)*	Walk and talks are used in lieu of sending a student out of class for the remainder of a block. Teachers call office and counselor, admin, etc. go to class, walk student around hall, talk about reason sent out, and return student to class therefore serving as restorative practice and saving instructional time.	Document and review students with multiple walk & talks over period of time	Review reasons walk and talks are needed for students; compare students requiring walk and talks with ODR data, Dashboard data, etc	Repeat needs; conversations about students during team meetings; move students with repeat needs and ODRs for tier 2 (level 1 or 2) behavior card	Reduction in walk and talks; reduction in ODRs; increased class time; conversations about students during team meetings	Continue to use and document; discuss students who frequently require walk and talk during team meetings
Refocus referrals (used to remove student from class due to certain behaviors above and beyond what could be corrected by walk and talk) *(core behavior)*	Focus on students consistently sent out of class; target behaviors; implement interventions to correct behaviors in order to optimize class time for offending students	Monitor Refocus referrals by student	Student escorted to Refocus by admin or counselor accompanied by conversation about behavior; Restorative conversations between student and teacher facilitated by counselor following each Refocus referral	Repeat needs; conversations about students during team meetings; move students with repeat needs and ODRs for tier 2 (level 1 or 2) behavior card	Reduction in Refocus referrals, reduction in ODRs; increased class time; conversations about students during team meetings	Monitor referrals to determine frequency and patterns of behavior; move students to level 1, 2 behavior plans, as needed
Tier 2 behavior cards *(core behavior)*	Focus on students who have moved to tier 2 behavior cards; this plan is designed to assist in finding pattern of behaviors and helping students identify and correct behaviors	Designed for students who are not responding to core behavior (matrix) expectations; review ODRs, walk and talks, and Refocus referrals in addition to team meeting discussions	Cards designed to help staff and students target behaviors of at-risk students and create plan to rectify behaviors	Cards monitor student behavior; level 2 cards collect more detailed information to help with progress monitoring for individual students and decision making		Monitor student progress with behavior cards; if progress is not evident, consider FBA/BIP

Tier 1 SEL instruction *(social emotional learning)*	Students take a pre and post test following tier 1 instruction	Students who do not show gains from pre-test to post-test	Review all student data; review fidelity of instruction; conference with student(s) as necessary; target instruction in follow up session for commonly missed items	Students will take pre/post test for each module, look to make sure growth shown on each module; student participation in the follow up session led by counselor	Pre and post test scores; class discussion during follow up session with students	Counselors continue to implement modules and follow up lessons/ discussions
Tier 2 SEL identification & instruction *(social emotional learning)*	Teachers complete Student Risk Screening Scale (SRSS) to identify students with internalizing and or externalizing risk factors in order to place in to SEL groups.	SRSS completion by teachers; SDQ completion by students who are identified by SRSS.	SRSS identifies students exhibiting internalizing and/or externalizing risk factors; conversation and activities during SEL groups each week	Mental health clinician leads groups each week and collects progress monitoring data point each week to assess student growth.	Progress monitoring data point and trend; participation in SEL group; walk and talk referral; Refocus referral; office discipline referral; discussion during team meetings	Identify students and progress monitor to ensure student success
Team meeting with counselors *(core behavior & social emotional learning)*	Team teachers meet with counselors to discuss student issues regarding behavior, academics, etc. Strategies are discussed and issue(s) taken to MTSSLT, as needed	Students who were assigned OSS, ISS, Refocus, or a walk and talk are discussed in addition to students already on a tier 2, level 1 or 2 behavior card.	Teachers discuss behaviors they are seeing across content areas and discuss what strategies may be working in some classes that can be used in others.	Discuss students until behavior is no longer an issue for students; monitor number of OSS, ISS, Refocus referrals, and walk and talks in addition to behavior cards. Formal check in conferences/reviews are set every 4 weeks for students with a behavior card. Consult with school psychologist and mental health clinician if students are in SEL group, or, need to be considered for placement in SEL group.		Team meetings to discuss student behavior progress

ATTENDANCE

Data Source	How data source is used for:					
	Informing instruction	**Determining who is at-risk**	**Determining why at-risk**	**Monitoring growth**	**Determining if outcomes met**	**Plan of action**
Monthly attendance reports	We analyze (and reward) grade levels based on attendance rate. We review school-wide attendance rate. We also review individual student attendance.	Monitor students at 3, 6, 10 unexcused absences and mail letters to parents. Phone contact is also made by teachers, counselors, social worker, etc.	Monitor parent/doctor notes; monitor grade level attendance	Trends with grade level and school-wide attendance rates.	Reward grade levels with highest attendance rate; attendance correlates with mastery; ensure students who are absent are getting work made up in Catch Up; reward first core class with perfect attendance for 10 days	Monitor monthly reports; reward students; parent contacts for students who are absent
PowerSchool Dashboard data	Dashboard produces an index (based on our school's parameters) for students from 0-4 (4 being high risk), review students flagging at index of 4 - this index combines with an academic progress index to produce overall index. Review high risk and moderate risk students at MTSS Leadership Team meetings - counselors check in with students, monitor through team meetings, make parent contacts	Use the index to determine high risk students	Conference with students and parents regarding attendance; conference regarding academics when attendance impacts academic performance	Analyze reduction in students with a high index for attendance (and overall index); discuss student growth in team meetings (facilitated by counselors)		Use as data point and triangulate with other data to determine students who are at-risk
Court involvement	Work with court system to provide mediation opportunities for parents of students with excessive absences; charge parents when students/parents not responding to attendance interventions; pull PJCs for parents who continue to violate attendance law. This is a last resort and only used after multiple interventions/attempts to get child to attend school.	List of students and parents with court involvement; list of students/parents who have received attendance violation letters	Through mediation, our social worker discusses reasons for truancy with parents and along with mediator (at off campus location), works to find a solution. If students do not respond, we move to charge students.	Closely monitor students who have exceeded 10 unexcused absences and work with court system to intervene with parents; determine if students are responding by monitoring daily attendance	Reduction in number of absences of students who are/whose parents are involved with court system.	Monitor excused/ unexcused absences; work with parents on mediation opportunities; press charges/pull PJCs once all other options are exhausted