

# Identifying Student Needs with Data:

## Examples of At-Risk Analyses

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***Don't make the measurable things important  
but make the important things measurable.***

*Unknown*

## Schools have large amounts of data!

- Student/Staff Demographics
- Student/Staff Attendance
- Grades/GPA/Credits/Course Enrollment
- Behavior Incidents
- State Assessments
- Formative Assessments
- Standardized Assessments
- Classroom Performance
- Principal Walkthrough Observations / Teacher Evaluations
- Classroom Data
- Instructional Practice Data

How do we decide what is important and how can we organize data so it can be used more meaningfully?

# Successful Data Use

**Culture Building**

**Prioritization and Goal Setting**

**Assemble/Collect Relevant Data**

**Data Process**

- Analysis
- Action
- Follow-up

Data → Action → Outcomes

# Culture Building

- Looking at data can be intimidating
  - People can get defensive!
- Important to build a **POSITIVE** and **COLLABORATIVE** culture
- All Stakeholders should be focused on **IMPROVEMENT** not **BLAME**
- **DATA** does not tell the whole story
- It is important to set these expectations **BEFORE** any data analysis takes place.

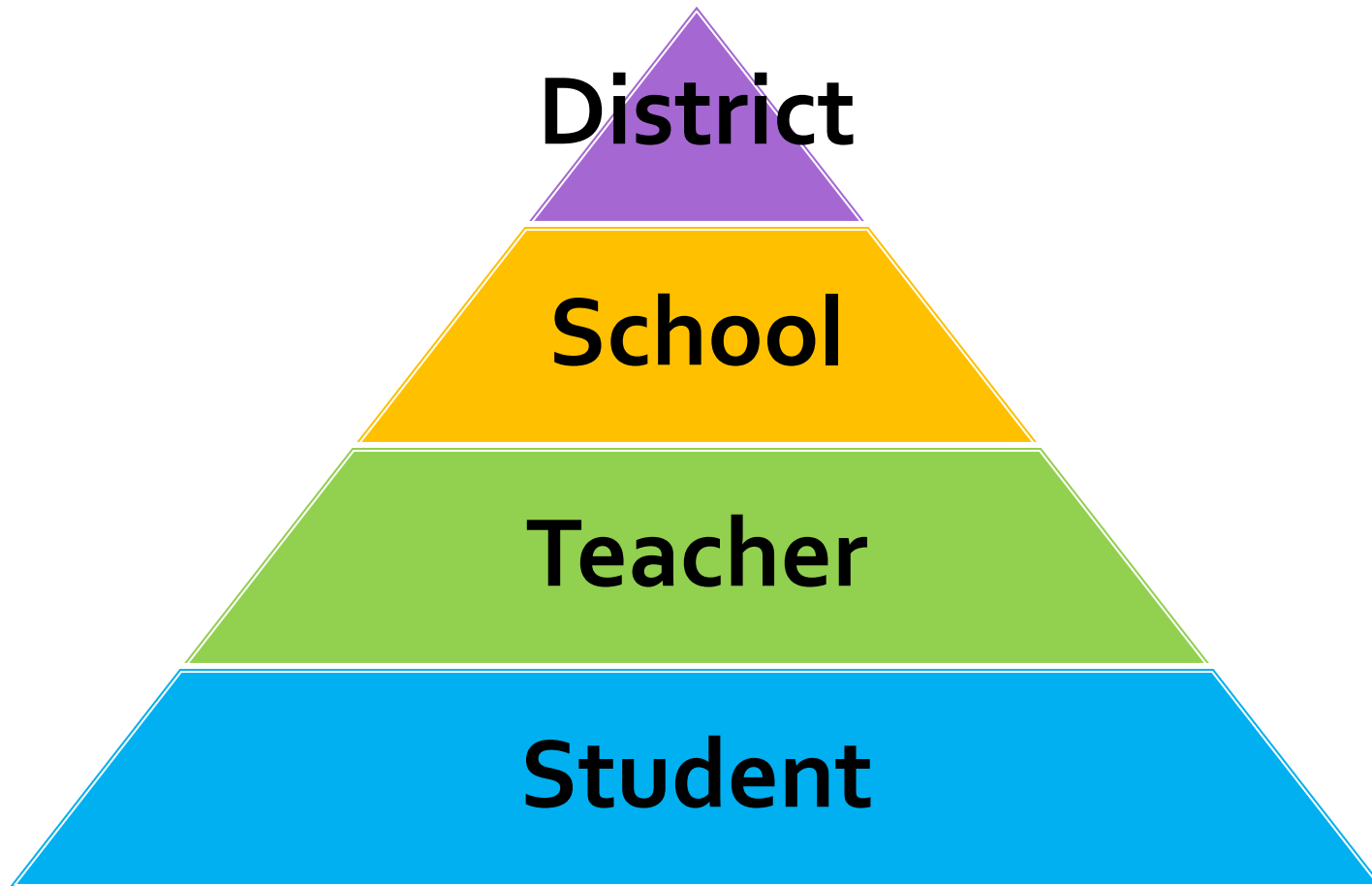


# *The most important thing about goals is having one.* -W. Clement Stone

- District Goals
- Building Goals
- Team Goals
- Teacher/Class Goals
- Student Goals

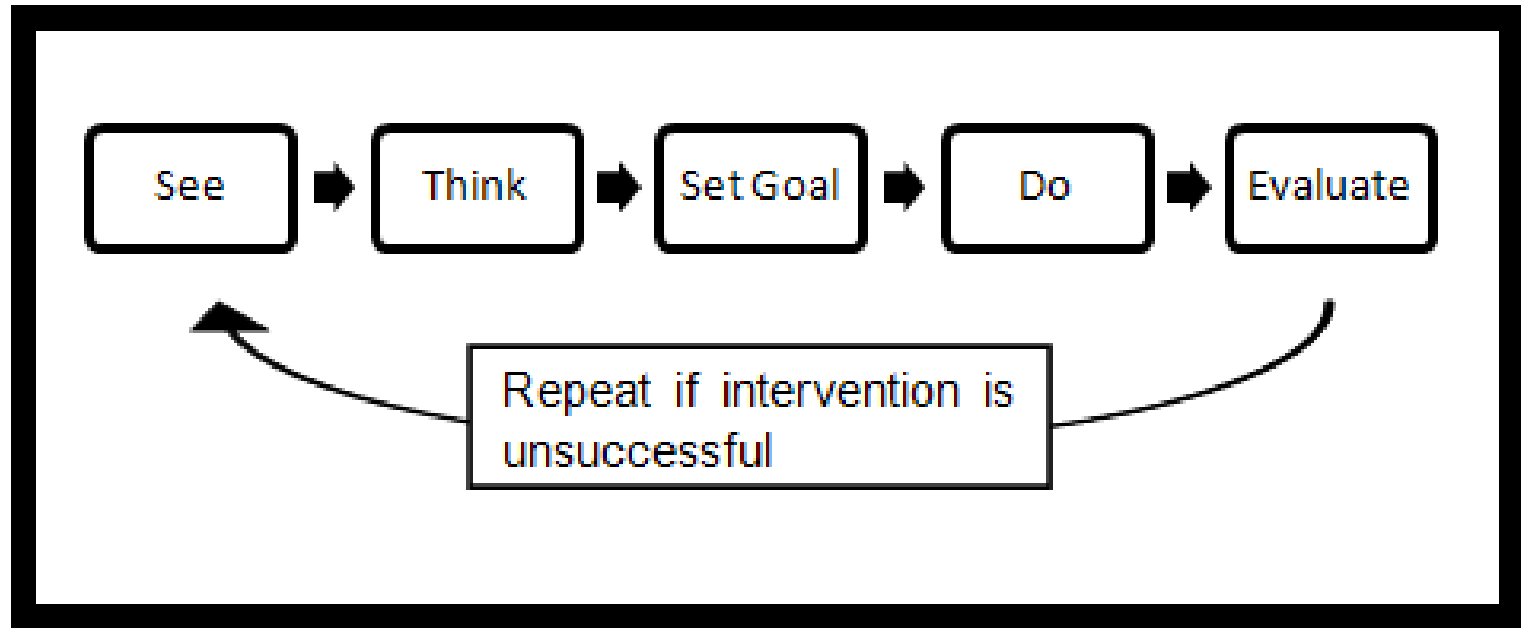
Goals determine what is important and what data to collect.

# *Levels of Data*



*If you torture data long enough, it will tell you anything you want!* -Ronald Coase

# Data Analysis Process



Data is used in all steps of the process.

# **At-Risk Analysis For Elementary and Middle Schools**



# 3<sup>rd</sup>-8<sup>th</sup> Grade At-Risk Profiles for KSA

- State Assessments are strongly emphasized in districts
  - Even with changes in accountability, the testing programs will not be going away
- How well can we predict how students will do on future state assessments using their previous assessment scores?
  - Important for assessment of school accountability and student progress

# Using Data to Make Decisions

- If we can make reasonable predictions about future performance, we can use that information to guide decision-making **today**
- We need to answer questions like:
  - Which students need the ***most intensive*** intervention?
  - Which students only need ***some*** intervention?
  - Which students will probably do well ***without*** intervention?
- Conducting an **At-Risk Analysis** can help with decisions

# At-Risk Analysis for KSA

- Use previous data to predict future performance:
  - Previous state assessment scores
  - Scantron Performance Tests
  - Demographic information (SPED, ELL, Attendance)
- Multiple Regression
  - Used scores from 2010 & 2011 to create prediction equations
  - Used equations to calculate predicted scores for Spring 2012 KRA and KMA
  - Used the predicted scores to calculate the probability that the student's score will be greater than the cut score

# At-Risk Analysis for KSA

- Students grouped into Risk Levels based on their calculated probability of passing the KRA or KSA
  - Low Risk: > 85% chance of passing
  - Some Risk: 65%-84% chance of passing
  - High Risk: <65% chance of passing
- Included probability and risk level for each student for both KRA and KMA
- Included three years of previous scores so school teams could better see a student's progress to help with intervention decisions

# Quick Disclaimer...

- This is meant to be used as *one piece* of information for making decisions about *interventions*
- The goal is not accuracy for us, it is to give schools an indicator about how students will do on the test *without* changes in instruction
- Decisions should not be made based on a single criterion

# Example of Spreadsheet for Schools

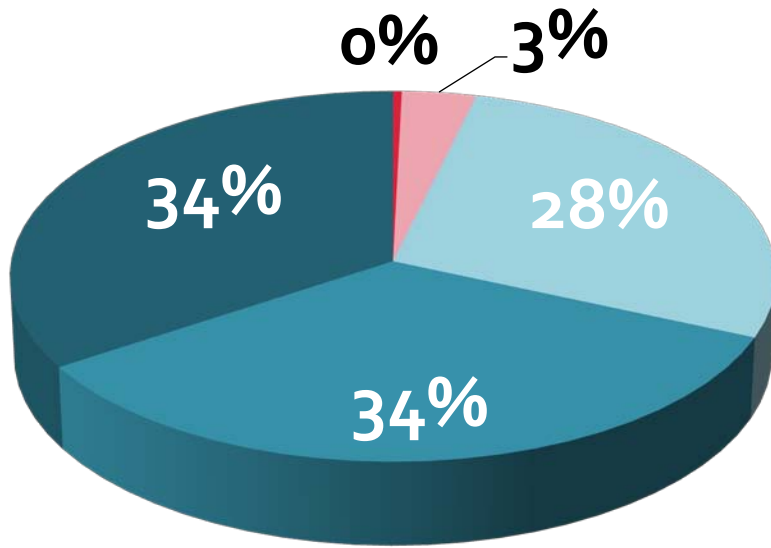
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Background Info								Risk Level	Probability of Passing Gen. Test	Historical KSA						Scantron		
2	School	TPS_ID	Last	First	Gr	Sp. Ed.	ELL	Attend Rate for 2011-12	Risk Level	Probability of Passing Gen. Test	'12	'11	'10	'12	'11	'10	'12	'11	'10
102	Topeka MS	900099	Last100	First100	6				High	63%	AW	AW	AS	Gen.	Gen.	Gen.	19	19	31
103	Topeka MS	900100	Last101	First101	6				High	64%	AW	AS	AW	Gen.	Gen.	Gen.	4	18	16
104	Topeka MS	900101	Last102	First102	6			94%	High	64%	AW	AS	AS	Gen.	Gen.	Gen.	3	10	10
105	Topeka MS	900102	Last103	First103	6		Yes	95%	High	65%	AW	AW	AS	Gen.	Gen.	Gen.	7	29	9
106	Topeka MS	900103	Last104	First104	6		Yes	93%	Some	65%	MS	ES	MS	Gen.	Gen.	Gen.	54	44	62
107	Topeka MS	900104	Last105	First105	6				Some	67%	ES	AS	MS	Gen.	Gen.	Gen.	34	34	58
108	Topeka MS	900105	Last106	First106	6				Some	69%	MS	EX	ES	Gen.	Gen.	Gen.	28	68	72
109	Topeka MS	900106	Last107	First107	6		Yes	99%	Some	69%	ES	ES	MS	Gen.	Gen.	Gen.	44	91	87
110	Topeka MS	900107	Last108	First108	6			95%	Some	72%	AS	ES	MS	Gen.	Gen.	Gen.	69	75	71
111	Topeka MS	900108	Last109	First109	6			93%	Some	73%	ES		AS	Gen.		Gen.	41	76	47
112	Topeka MS	900109	Last110	First110	6			99%	Some	75%	MS	MS	AS	Gen.	Gen.	Gen.	69	81	41
113	Topeka MS	900110	Last111	First111	6	Yes		91%	Some	77%	MS	ES	ES	Gen.	Gen.	Gen.	39	32	43
114	Topeka MS	900111	Last112	First112	6		Yes	96%	Some	77%	MS	MS	AW	Gen.	Gen.	Gen.	90	75	48
115	Topeka MS	900112	Last113	First113	6		Yes	98%	Some	78%	MS	ES	MS	Gen.	Gen.	Gen.	64	78	58
116	Topeka MS	900113	Last114	First114	6			96%	Some	78%	MS	MS	AS	Gen.	Gen.	Gen.	33	79	68
117	Topeka MS	900114	Last115	First115	6			95%	Some	78%	ES	MS	ES	Gen.	Gen.	Gen.	58	61	27
118	Topeka MS	900115	Last116	First116	6			97%	Some	79%	MS			Gen.			22	30	
119	Topeka MS	900116	Last117	First117	6			93%	Some	81%	MS	MS	ES	Gen.	Gen.	Gen.	75	88	38
120	Topeka MS	900117	Last118	First118	6			98%	Some	81%	MS	MS	AS	Gen.	Gen.	Gen.	42	70	36
121	Topeka MS	900118	Last119	First119	6			95%	Some	83%	ES	EX	ES	Gen.	Gen.	Gen.	59	62	79
122	Topeka MS	900119	Last120	First120	6		Yes	96%	Some	85%	ES	MS	MS	Gen.	Gen.	Gen.	30	75	16
123	Topeka MS	900120	Last121	First121	6			99%	Low	86%	ES	ES	ES	Gen.	Gen.	Gen.	48	86	86
124	Topeka MS	900121	Last122	First122	6			98%	Low	86%	MS	MS	AW	Gen.	Gen.	Gen.	70	23	43
125	Topeka MS	900122	Last123	First123	6				Low	87%							38		
126	Topeka MS	900123	Last124	First124	6	Yes		95%	Low	88%	EX	EX	ES	Gen.	Gen.	Gen.	32	67	43
127	Topeka MS	900124	Last125	First125	6			98%	Low	92%	EX	ES	AS	Gen.	Gen.	Gen.	87	60	78
128	Topeka MS	900125	Last126	First126	6		Yes	97%	Low	93%	ES	MS	MS	Gen.	Gen.	Gen.	91	90	67

# The Big Burning Question...

- How accurate were the predictions?
- Overall, we correctly predicted whether a student would or would not score proficient **84.3%** of the time
  - Predicting Proficient = 86.6% Predicted Correctly
  - Predicting Non-Proficient = 77.5% Predicted Correctly

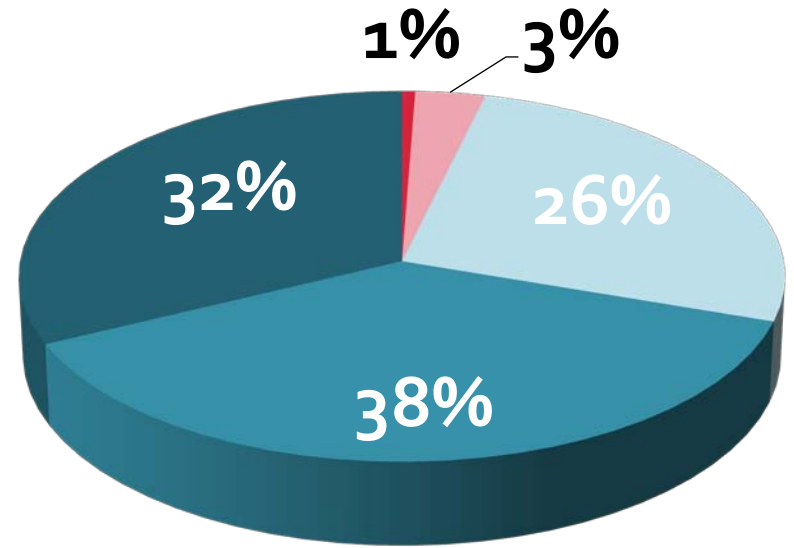
Risk Level	% Passing KMA	% Passing KRA
Low Risk	96.3%	96.3%
Some Risk	68.7%	71.9%
High Risk	29.6%	28.0%

# Students Categorized as Low Risk



KMA

96.3% proficient



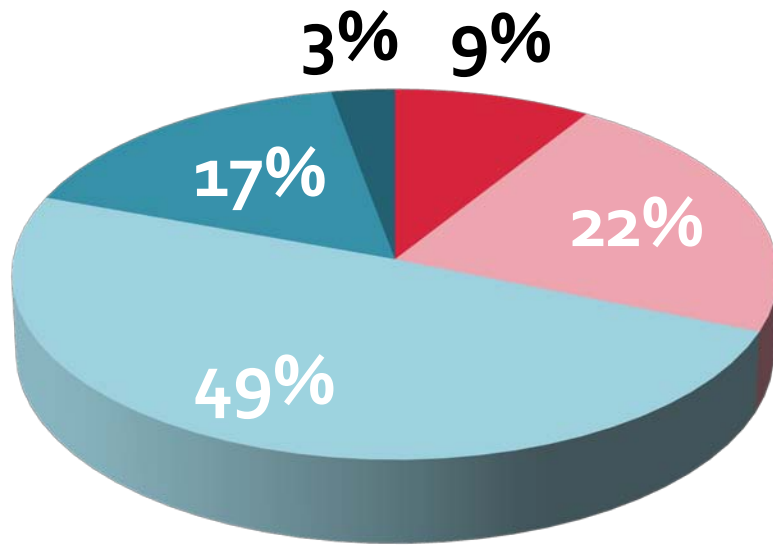
KRA

96.3% proficient



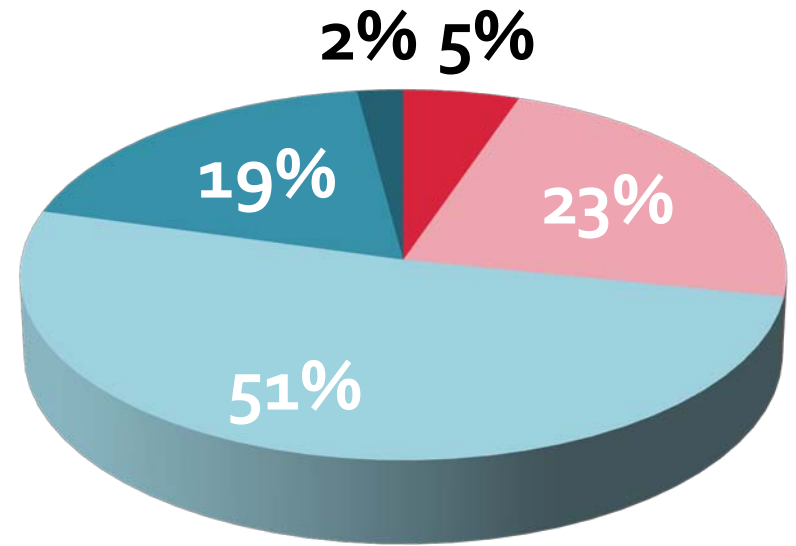


# Students Categorized as Some Risk



**KMA**

**68.7% proficient**

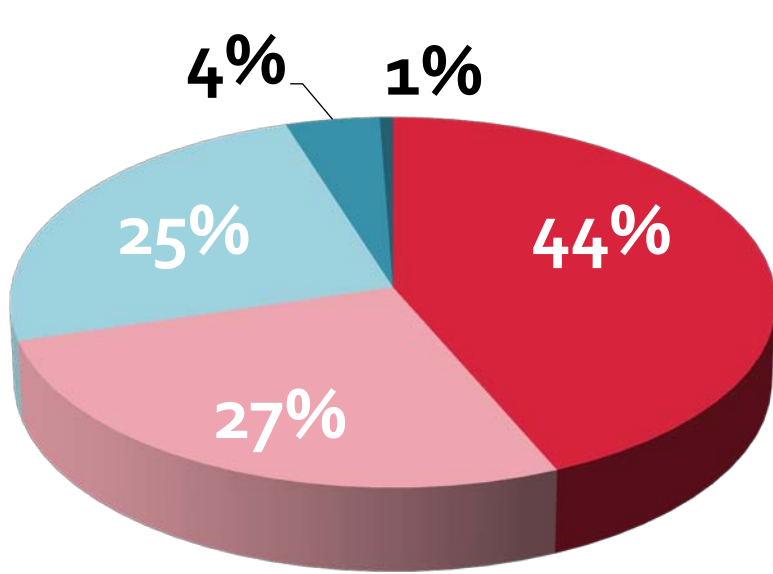


**KRA**

**71.9% proficient**

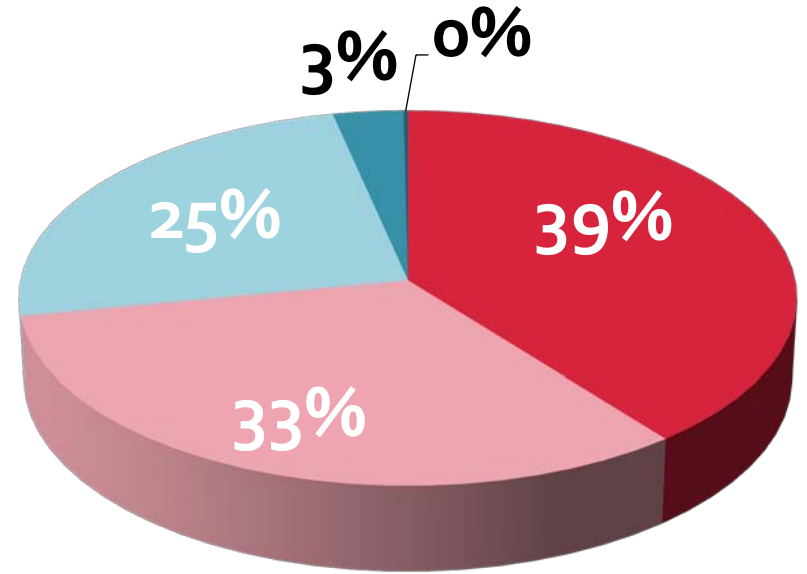


# Students Categorized as High Risk



KMA

29.6% proficient



KRA

28.0% proficient



AW



AS



MS



ES



EX

# 3<sup>rd</sup>-8<sup>th</sup> Grade At-Risk Profiles

- Useful tool for predicting how students would do on the state assessment
  - One piece of evidence
- We hope that it is not *completely* accurate
  - Interventions should *improve* scores!

# How can I use this in my school?

- All of these statistics make my head hurt, and I am having flashbacks from graduate school.
- How can I do this without all the technical stuff?
- Make simple decision rules to help make reasonable predictions
  - Previous achievement is predictive of future achievement

# Examples of Decision Rules for Risk

- Example 1 – Using last year's data
  - **Low risk:** EX or ES in previous year
  - **Some risk:** MS in previous year
  - **High risk:** AS or AW in previous year
- Results for Example 1 using real data:
  - Low Risk: 95.3% Passed KRA in 2012
  - Some Risk: 72.8% Passed KRA in 2012
  - High Risk: 30.5% Passed KRA in 2012

# Examples of Decision Rules for Risk

- Example 2 – Using two years of data
  - **Low risk:** Student passed two years in a row
  - **Some risk:** Student passed last year, but not the year before
  - **High risk:** Student did not pass last year
- Results for Example 2 using real data:
  - Low Risk: 89.9% Passed KRA in 2012
  - Some Risk: 54.4% Passed KRA in 2012
  - High Risk: 25.7% Passed KRA in 2012

# Conclusions on KSA At-Risk

- This method is useful for prediction, but the goal is to use it for intervention
- We want to change the course for the Some Risk and High Risk students
  - Tailoring interventions to needs of students
- By knowing what is likely to happen, it is possible that we can help change that through intervention

# At-Risk Analysis For High Schools



# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions

# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

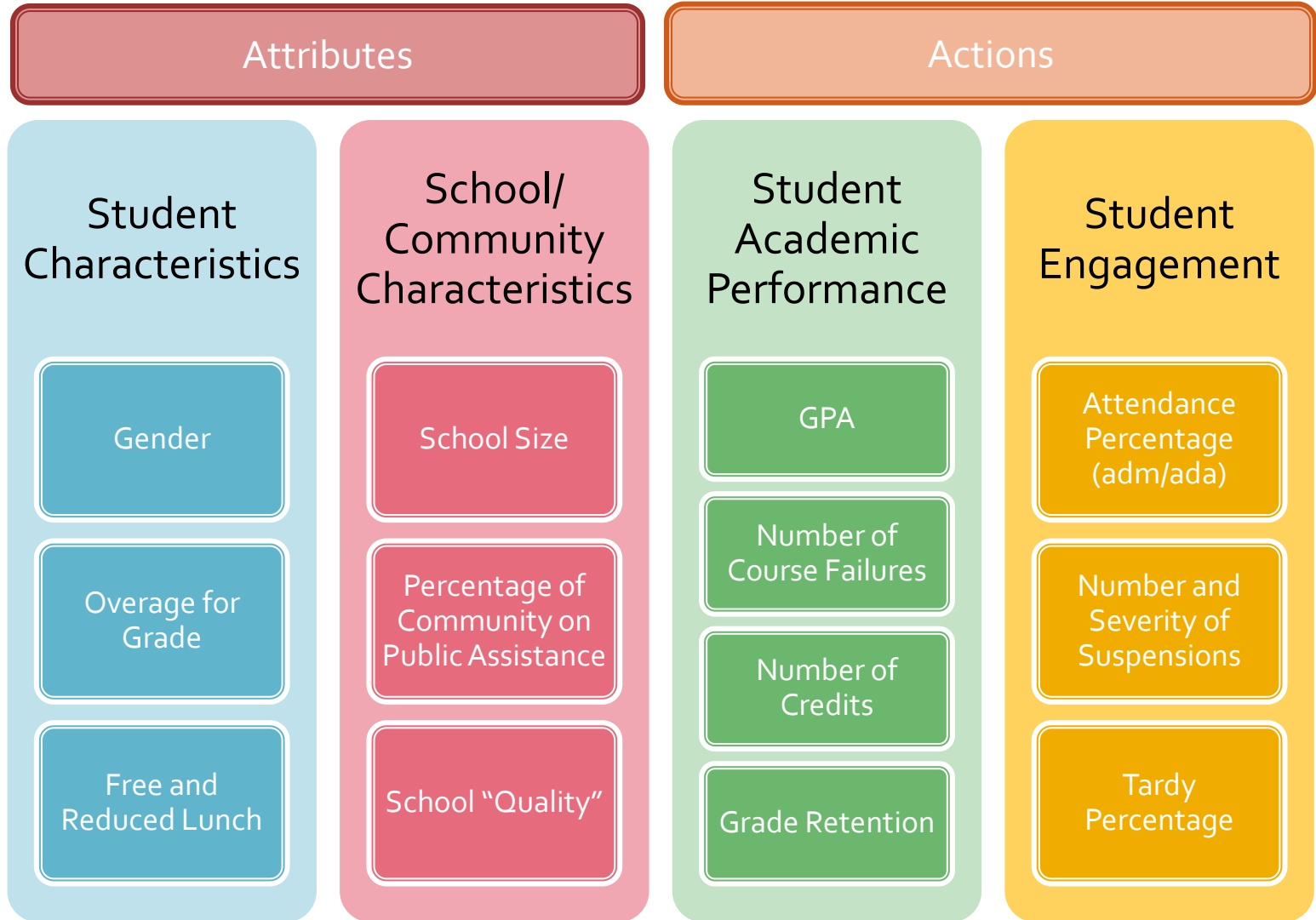
Step 3: Design, Implement, and Monitor Interventions

# Student data can be used to predict multiple types of risk

- At the middle school level, we use it to predict risk of non-proficiency on state testing.
- At the high school level, we use it to predict *risk of a student not graduating on time.*



# There are many types of indicators that predict that a student will not graduate on time:



**By tracking and combining these indicators in a systematized manner, we can predict aggregate student risk of not graduating on time.**

# Early Warning

Q1  
Attendance

Q1 Progress  
Reports

Q1 Behavioral  
Incidents

- 6<sup>th</sup> and 9<sup>th</sup> grades are transition years (from elementary to middle, and middle to high).
- Research has shown that these are the years in which students tend to fall permanently off track.

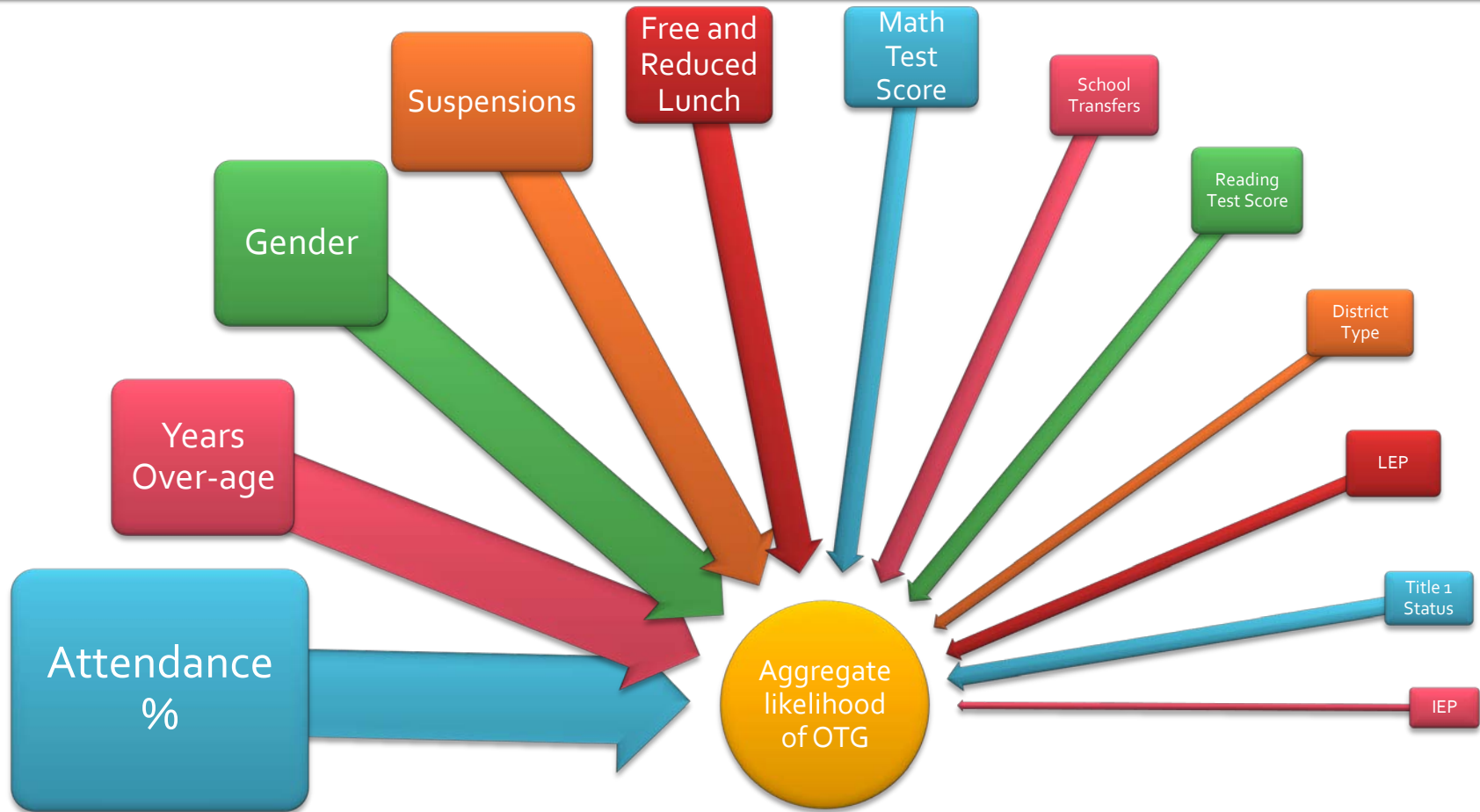
# Differentiating Indicators and Benchmarks by Grade Level

## Different data matters at different points

- For 9<sup>th</sup> grade students, attendance in the first 45 days of the grade may accurately predict their dropout.
- An 11<sup>th</sup> or 12<sup>th</sup> grader's risk level might better be predicted by their number of credits relative to the number needed.



The next step is identification of localized indicators and benchmarks through regression of longitudinal student data. This is the stage we're currently in.



For the Rhode Island State Department of Elementary and Secondary Education, our regression of non-performance-based (engagement and characteristic) indicators has led to the model pictured above).



# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions

# Data Tools and Dashboards

**Easy Access** to all *relevant data* with *clear visualizations* helps districts, schools, administrators, and teachers make *data-driven decisions*.

# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

**Sample Hills High School**  
Sample Public Schools  
Student Performance Report  
2012-2013 School Year  
Updated 1/6/2013

Credits / Expected Credits	7 / 7
Weighted Cum GPA	1.60
Weighted GPA	1.80
YTD	

SPEID	No	ELL	No
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Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation	Yes

# of P1	2	S2	2	P2 vs. S2	No Change	YTD	2
Attend %	85.0%	90.0%	90.0%	Increase of 5%	1.87.0%		
Days Abs	7	5 <td>5</td> <th>Decrease of 2</th> <td></td> <td></td> <td></td>	5	Decrease of 2			
On Time %	99.0%	89.0%	89.0%	Decrease of 4	97.0%		
Tardy #	2	7 <td>7</td> <th>Increase of 5</th> <td></td> <td></td> <td></td>	7	Increase of 5			
Tot Ref	2	3 <td>3</td> <th>Increase of 1</th> <td></td> <td></td> <td></td>	3	Increase of 1			
Days ISS	1	0 <td>0</td> <th>Decrease of 1</th> <td></td> <td></td> <td></td>	0	Decrease of 1			
Days OSS	0	0 <td>0</td> <th>No Change</th> <td></td> <td></td> <td></td>	0	No Change			

**Risk Level Over Time**

Risk Level: **No Change**

**Overall Student Progress**

**# of Failing Grades By Grading Period**

**In Class % / On Time %**

**Behavior Referrals**

**Course Grades**

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

**Standardized Test Scores**

**Kansas Reading Assessment**

Score	Level	To Prof	Test Type
2012	80	3	+12 Gen
2011	75	3	+7 Gen
2010	62	2	-6 Gen

**Kansas Math Assessment**

Score	Level	To Prof	Test Type
2012	70	4	+18 Gen
2011	60	3	+10 Gen
2010	42	2	-8 Gen

**AIMSweb MAZE**

Tier	Correct	Errors	Accuracy	
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.5%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%

**AIMSweb RCBM**

Tier	WRC	Errors	Accuracy	
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	162	0	100.0%

**Attendance and Tardies by Period**

Absences and Tardies by Period - Start to P1

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	4	1	1	1	1	4	1	8	11	7				
4	5	5	0	2	1	2	4	2	2	2	2	13	10	6				
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

**General Student Information**

Phone Number	785-555-6532	Mother	Jones, Jasmine	Father	Jones, Pierre	Guardian	
Birthdate	7/15/98	Age	15				

# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

**Sample Hills High School**  
Sample Public Schools  
Student Performance Report  
2012-2013 School Year  
Updated 1/6/2013

Credits / Expected Credits	7 / 7
Weighted Cum GPA	1.60
Weighted GPA	1.80
YTD	
SPELD	No
ELL	No

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation:	Yes

**Risk Level Over Time**

**Risk Level:** No Change

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**Standardized Test Scores**

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Score	Level	To Prof	Test Type
2012	70	4	+18 Gen
2011	60	3	+10 Gen
2010	42	2	-8 Gen

**Writing Assessment**

Score	Level	To Prof	Test Type
2012	4.0		
2011	3.5		
2010			

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**Absences and Tardies by Period - Start to P1**

**General Student Information**

Per	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	YTD	U	E	T	YTD %
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15					
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11					
3	2	4	4	4	1	1	1	1	1	4	1	8	11	7						
4	5	5	0	2	1	2	4	2	2	2	2	13	10	6						
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10					
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15					
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14					
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9					

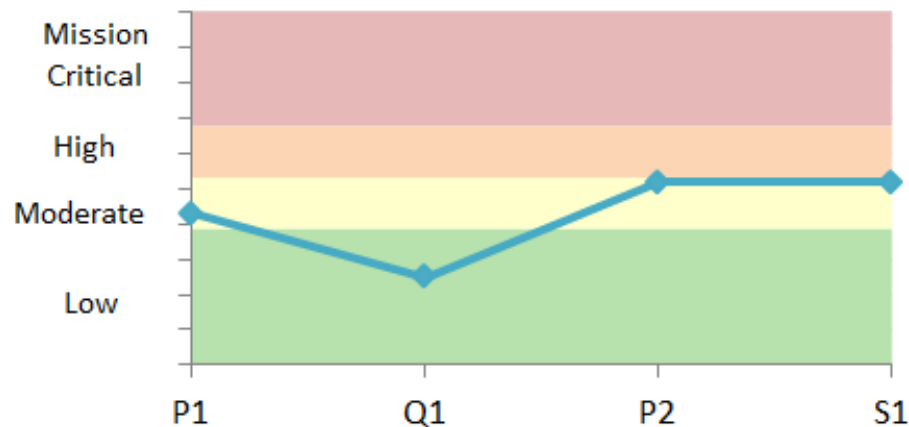
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<b>Intervention Profile:</b>	<b>Attendance Behavior</b>
<b>On Track to Graduation</b>	<b>Yes</b>

**Risk Level Over Time**



**Risk Level:**

**No Change**

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**Grade:** 10

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Sample Public Schools  
**Student Performance Report**  
2012-2013 School Year

Updated 1/6/2013

Credits / Expected Credits: **7 / 7**

Weighted Cum GPA: **1.60**

Weighted GPA: **1.80**

YTD: **1.80**

SPEID: No    ELL: No

**Risk Level:** Moderate

**Intervention Profile:** Attendance Behavior

**On Track to Graduation:** Yes

	P2	S2	P2 vs. S2	YTD
# of P	2	2	No Change	2
Attend %	85.0%	90.0%	Increase of 5%	87.0%
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Tot Ref	2	3	Increase of 1	12
Days ISS	1	0	Decrease of 1	4
Days OSS	0	0	No Change	3

**Risk Level Over Time**

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5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

**Standardized Test Scores**

**Kansas Reading Assessment**

Year	Score	Level	To Prof	Test Type
2012	80	3	+12	Gen
2011	75	3	+7	Gen
2010	62	2	-6	Gen

**AIMSweb MAZE**

Year	Tier	WRC	Errors	Accuracy
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.9%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%

**Kansas Math Assessment**

Year	Score	Level	To Prof	Test Type
2012	70	4	+18	Gen
2011	60	3	+10	Gen
2010	42	2	-8	Gen

**AIMSweb RCBM**

Year	Tier	WRC	Errors	Accuracy
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	162	0	100.0%

**Attendance and Tardies by Period**

**Absences and Tardies by Period - Start to P1**

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	1	1	1	1	1	4	1	8	11	7				
4	5	5	0	2	1	2	4	2	2	2	2	13	10	6				
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

**General Student Information**

Birthdate	7/15/98	Phone Number	Mother	Father	Guardian
Age	15	785-555-6532	Jones, Jasmine	Jones, Pierre	

Developed and Updated by UPD Consulting

# Student Level Profile



Student Name	Grade
Jones, Patrick	10

	P2	S2	P2 vs. S2	YTD
# of Fs	2	2	No Change	2
Attend %	⚠ 85.0%	✓ 90.0%	Increase of 5%	⚠ 87.0%
Days Abs.	7	5	Decrease of 2	22
On Time %	✓ 99.0%	⚠ 89.0%	Decrease of 4	✓ 97.0%
Tardy #	2	7	Increase of 5	15
Tot Ref	2	3	Increase of 1	12
Days ISS	1	0	Decrease of 1	4
Days OSS	0	0	No Change	3

Sample Hills High School			
Sample Public Schools Student Performance Report 2012-2013 School Year			
Updated 1/6/2013			
Credits / Expected	✓	7 / 7	
Weighted Cum GPA:	✓	1.60	
Weighted GPA YTD:	✓	1.80	
SPED			
No	ELL	No	

# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

Sample Hills High School	
Sample Public Schools	
Student Performance Report	
2012-2013 School Year	
Updated 1/6/2013	
Credits / Expected Credits	7 / 7
Weighted Cum GPA	1.60
Weighted GPA	1.80
YTD:	
SPED	No
ELL	No

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation:	Yes

	P2	S2	P2 vs. S2	YTD
# of F's	2	2	No Change	2
Attend %	85.0%	90.0%	Increase of 5%	87.0%
Days Abs	7	5	Decrease of 2	22
On Time %	99.0%	89.0%	Decrease of 4	97.0%
Tardy #	2	7	Increase of 5	15
Tot Ref	2	3	Increase of 1	12
Days ISS	1	0	Decrease of 1	4
Days OSS	0	0	No Change	3

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

This section is customized for the tests that are given in the specific district.

Score	Level	To Prof	Test Type
2012	80	3	+12 Gen
2011	75	3	+7 Gen
2010	62	2	-6 Gen

Standardized Test Scores

Tier	Correct	Errors	Accuracy	
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.5%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%

Score	Level	To Prof	Test Type
2012	70	4	+18 Gen
2011	60	3	+10 Gen
2010	42	2	-8 Gen

AIMSWeb RCBM

Tier	WRC	Errors	Accuracy	
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	162	0	100.0%

Absences and Tardies by Period - Start to P1

Attendance and Tardies by Period

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	1	1	1	1	1	4	1	8	11	7				
4	5	5	0	2	1	2	4	2	2	2	2	13	10	6				
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

General Student Information

Birthday	7/15/98
Age	15

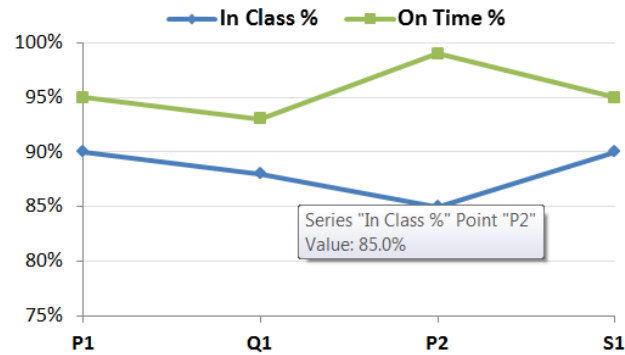
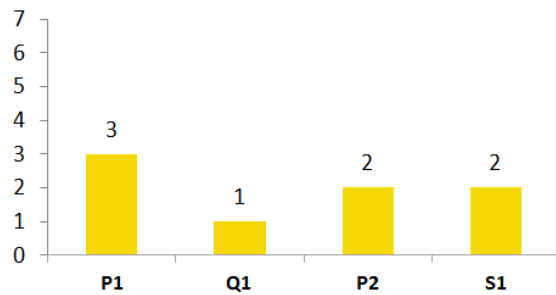
Phone Number	Mother	Father	Guardian
785-555-6532	Jones, Jasmine	Jones, Pierre	



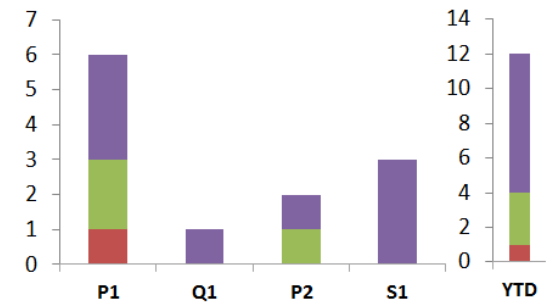
# Student Level Profile

## Overall Student Progress

### # of Failing Grades By Grading Period



### Behavior Referrals



# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

Sample Hills High School	
Sample Public Schools	
Student Performance Report	
2012-2013 School Year	
Updated 1/6/2013	
Credits / Expected Credits	7 / 7
Weighted Cum GPA	1.60
Weighted GPA	1.80
YTD:	
SPEID	No
ELL	No

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation:	Yes

# of P1	2	S2	2	P2 vs. S2	No Change	YTD	2
Attend %	85.0%	90.0%	Increase of 5%	87.0%			
Days Abs	7	5	Decrease of 2	22			
On Time %	99.0%	89.0%	Decrease of 4	97.0%			
Tardy #	2	7	Increase of 5	15			
Tot Ref	2	3	Increase of 1	12			
Days ISS	1	0	Decrease of 1	4			
Days OSS	0	0	No Change	3			

Risk Level: **No Change**

Overall Student Progress

# of Failing Grades By Grading Period

In Class % / On Time %

Behavior Referrals

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

**Kansas Reading Assessment**

Score	Level	To Prof	Test Type
2012	80	3	+12 Gen
2011	75	3	+7 Gen
2010	62	2	-6 Gen

**Kansas Math Assessment**

Score	Level	To Prof	Test Type
2012	70	4	+18 Gen
2011	60	3	+10 Gen
2010	42	2	-8 Gen

**Writing Assessment**

Score	Level	To Prof	Test Type
2012	4.0		
2011	3.5		

**AIMSweb MAZE**

Tier	Correct	Errors	Accuracy	
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.9%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%

**AIMSweb RCBM**

Tier	WRC	Errors	Accuracy	
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	162	0	100.0%

Attendance and Tardies by Period

Absences and Tardies by Period - Start to P1

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	4	1	1	1	1	4	1	8	11	7				
4	5	5	0	2	1	2	4	2	2	2	2	13	10	6				
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

General Student Information

Birthdate	7/15/98	Phone Number	Mother	Father	Guardian
Age	15	785-555-6532	Jones, Jasmine	Jones, Pierre	

# Student Level Profile

## Course Grades

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

# Student Level Profile

**S** The Student Profile will change based on the selected student.

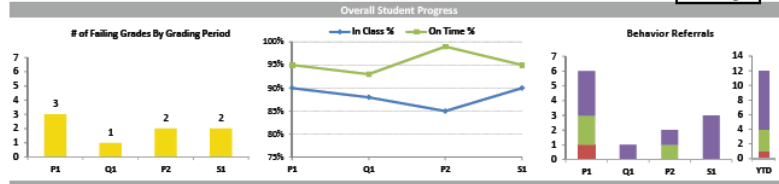
Student Name	Jones, Patrick
Grade	10

Sample Hills High School	
Sample Public Schools	
Student Performance Report	
2012-2013 School Year	
Updated 1/6/2013	
Credits / Expected Credits	7 / 7
Weighted Cum GPA:	1.60
Weighted GPA	1.80
YTD:	
SPEC	No
ELL	No

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation:	Yes

	P2	S2	P2 vs. S2	YTD
# of F	2	2	No Change	2
Attend %	85.0%	90.0%	Increase of 5%	87.0%
Days Abs	7	5	Decrease of 2	22
On Time %	99.0%	89.0%	Decrease of 4	97.0%
Tardy #	2	7	Increase of 5	15
Tot Ref	2	3	Increase of 1	12
Days ISS	1	0	Decrease of 1	4
Days OSS	0	0	No Change	3

Risk Level: **No Change**



Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

**Kansas Reading Assessment**

Year	Score	Level	To Prof	Test Type
2012	80	3	+12	Gen
2011	75	3	+7	Gen
2010	62	2	-6	Gen

**Kansas Math Assessment**

Year	Score	Level	To Prof	Test Type
2012	70	4	+18	Gen
2011	60	3	+10	Gen
2010	42	2	-8	Gen

**Writing Assessment**

Year	Score	Level	To Prof	Test Type
2012	4.0	3		
2011	3.5			
2010				

**AIMSweb MAZE**

Tier	Correct	Errors	Accuracy
Fall 2012	1	47	89.3%
Spring 2012	2	47	97.9%
Winter 2011	2	44	100.0%
Fall 2011	3	33	97.0%

**AIMSweb RCBM**

Tier	WRC	Errors	Accuracy
Fall 2012	2	119	97.5%
Spring 2012	2	135	96.3%
Winter 2011	2	120	98.5%
Fall 2011	1	162	100.0%

Absences and Tardies by Period - Start to P1

Attendance and Tardies by Period

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	4	1	1	1	1	1	4	1	8	11	7			
4	5	5	0	2	1	2	4	2	2	2	2	2	13	10	6			
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

General Student Information

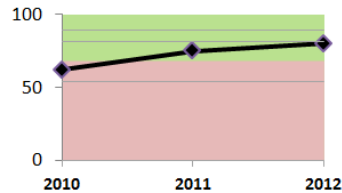
Birthdate	7/15/98	Phone Number	Mother	Father	Guardian
Age	15	785-555-6532	Jones, Jasmine	Jones, Pierre	

# Student Level Profile

## Standardized Test Scores

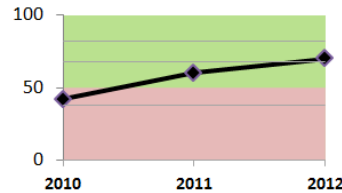
### Kansas Reading Assessment

	Score	Level	To Prof	Test Type
2012	80	3	+12	Gen
2011	75	3	+7	Gen
2010	62	2	-6	Gen



### Kansas Math Assessment

	Score	Level	To Prof	Test Type
2012	70	4	+18	Gen
2011	60	3	+10	Gen
2010	42	2	-8	Gen

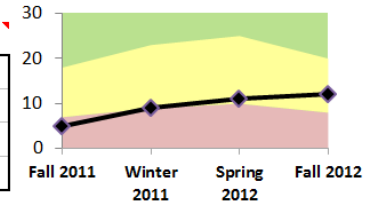


### Writing Assessment

2012	4.0	2011	3.5	2010	
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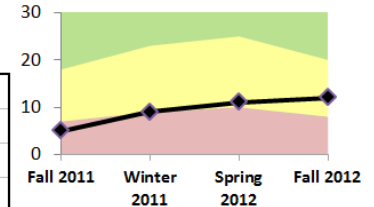
### AIMSweb MAZE

	Tier	Correct	Errors	Accuracy
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.9%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%



### AIMSweb RCBM

	Tier	WRC	Errors	Accuracy
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	162	0	100.0%



# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

**Sample Hills High School**  
Sample Public Schools  
Student Performance Report  
2012-2013 School Year  
Updated 1/6/2013

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation:	Yes

	P2	S2	P2 vs. S2	YTD
# of P	2	2	No Change	2
Attend %	85.0%	90.0%	Increase of 5%	87.0%
Days Abs	7	5	Decrease of 2	22
On Time %	99.0%	89.0%	Decrease of 4	97.0%
Tardy #	2	7	Increase of 5	15
Tot Ref	2	3	Increase of 1	12
Days ISS	1	0	Decrease of 1	4
Days OSS	0	0	No Change	3

Credits / Expected Credits	7 / 7
Weighted Cum GPA:	1.60
Weighted GPA YTD:	1.80

**Overall Student Progress**

**# of Failing Grades By Grading Period**

**In Class % / On Time %**

**Behavior Referrals**

**Risk Level Over Time**

Risk Level: **No Change**

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

This section is customized for the tests that are given in the specific district.

**Kansas Reading Assessment**

Year	Score	Level	To Prof	Test Type
2012	80	3	+12	Gen
2011	75	3	+7	Gen
2010	62	2	-6	Gen

**Kansas Math Assessment**

Year	Score	Level	To Prof	Test Type
2012	70	4	+18	Gen
2011	60	3	+10	Gen
2010	42	2	-8	Gen

**Writing Assessment**

Year	Score	Level	To Prof	Test Type
2012	4.1	3	+1	Gen
2011	3.1	3	0	Gen
2010	2.1	2	-1	Gen

**AIMSweb MAZE**

Year	Tier	Correct	Errors	Accuracy
Fall 2012	1	47	5	89.3%
Spring 2012	2	47	1	97.9%
Winter 2011	2	44	0	100.0%
Fall 2011	3	33	1	97.0%

**AIMSweb RCBM**

Year	Tier	WRC	Errors	Accuracy
Fall 2012	2	119	3	97.5%
Spring 2012	2	135	5	96.3%
Winter 2011	2	120	2	98.3%
Fall 2011	1	102	0	100.0%

Per	Start to P1				P1 to Q1				Q1 to P2				P2 to S1				YTD				YTD %			
	U	E	T		U	E	T		U	E	T		U	E	T		U	E	T		U	E	T	
1	1	4	7		9	1	2		2	1	3		8	1	3		20	7	15					
2	4	1	4		5	2	3		3	2	2		5	2	17		7	11						
3	2	4	4		4	1	1		1	1	1		4	1	8		11	7						
4	5	5	0		2	1	2		4	2	2		2	2	13		10	6						
5	4	2	4		5	2	1		1	1	3		3	1	2		13	6						
6	1	5	7		3	3	3		2	2	3		2	2	8		12	15						
7	4	8	5		7	1	2		3	4	3		1	4	4		15	17						
8	5	5	6		8	2	1		2	1	1		2	2	1		17	10						

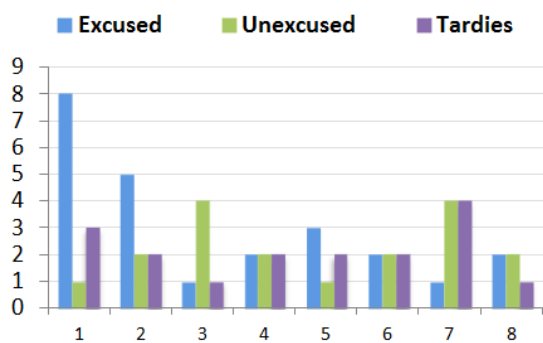
  

Birthdate	7/15/96	Phone Number	785-555-6532	Mother	Jones, Jasmine	Father	Jones, Pierre	Guardian	
Age	15								

# Student Level Profile

## Attendance and Tardies by Period

Absences and Tardies by Period - P2 to S1



Per	<u>Start to P1</u>			<u>P1 to Q1</u>			<u>Q1 to P2</u>			<u>P2 to S1</u>			<u>YTD</u>			<u>YTD %</u>		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	4	1	1	1	1	1	4	1	8	11	7			
4	5	5	0	2	1	2	4	2	2	2	2	2	13	10	6			
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions



# Two Paths for Student Intervention



Team-Based  
Intervention



Teacher-Based  
Intervention

# Intervention Tracking

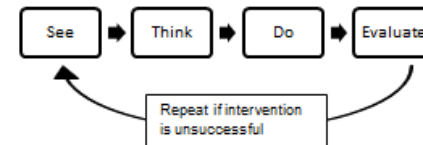
## Teacher Intervention Tracker

Teacher Name: \_\_\_\_\_

Grading Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Directions:

1. Use Student Tracker to prioritize students for individual teacher interventions.
2. Keep this document in the team binder. Add pages as necessary.
3. Review the document periodically to monitor progress and success of interventions.
4. Create a new intervention tracker for each grading period.



Student Name	Concern Details (See)	Hypothesis (Think)	Current Level	Goal	Intervention. (Do)	Intervention Results (Evaluate)	Goal Met?
Example Student	Student is failing only the class I teach.	Student has trouble with basic math skills	1 Failing Grade	0 Failing Grades	After-school tutoring sessions twice weekly	Student passes class with C	Yes

# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions

Student Na	Grade Level	Teacher Na	Course	Period	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL
Student1	12	Teacher36	Acting 1	1	A	95	3.8551	24.5	F		
Student101	11	Teacher45	Mathematics Re	1	I	1	1.2926	10	M	LD	Yes
Student102	9	Teacher57	Physical Dimensi	1	C	75	1.4952	0	M		
Student103	12	Teacher65	Algebra 2	1	A	91	3.1145	22.5	M	LD	
Student104	9	Teacher22	English 9	1	B	84	1.2708	0	F		
Student106	12	Teacher5	Alternative Educ	1	B	87	3.7123	24.8	F		
Student107	11	Teacher38	Speech	1	F	58	2.4017	15	M		

Intervention		
Number of Failing Grades	Risk Level	Intervention Profile
0	Low	
5	High	Attendance Credits Grades
6	Mission Critical	Attendance Behavior Grades
0	Low	
3	Moderate	Behavior Credits Grades
0	Low	Attendance
2	Low	Academic Performance

In Classroom			Tardies			Suspensions				Referrals			
YTD Absences by Class Per	Total Absences (in periods)	% of School Year In Class	YTD Tardies by Class Per	Total Tardies (in periods)	% of School Year On Time	ISS YTD (in periods)	% of School Year ISS	OSS YTD (in periods)	% of School Year OSS	YTD Total Referrals	YTD Other Referrals	YTD ISS Referrals	YTD OSS Referrals
1	12	95%	0	0	100%	0	0%	0	0%	0	0	0	0
19	78	67%	5	24	90%	0	0%	0	0%	0	0	0	0
10	94	60%	2	29	88%	26	11%	21	9%	3	2	1	0
3	23	90%	0	0	100%	0	0%	0	0%	0	0	0	0
4	30	87%	2	17	93%	9	4%	0	0%	0	0	0	0
8	43	82%	0	2	99%	0	0%	0	0%	0	0	0	0
6	23	90%	2	9	96%	1	0%	0	0%	0	0	0	0

**Filter by  
Teacher**



Student Na	Grade Level	Teacher Na	Course	Period	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL
Student1	12	Teacher36	Acting 1	1	A	95	3.8551	24.5	F		
Student101	11	Teacher45	Mathematics Re	1	I	1	1.2926	10	M	LD	Yes
Student102	9	Teacher57	Physical Dimensi	1	C	75	1.4952	0	M		
Student103	12	Teacher65	Algebra 2	1	A	91	3.1145	22.5	M	LD	
Student104	9	Teacher22	English 9	1	B	84	1.2708	0	F		
Student106	12	Teacher5	Alternative Educ	1	B	87	3.7123	24.8	F		
Student107	11	Teacher38	Speech	1	F	58	2.4017	15	M		

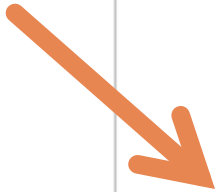
Filter by  
Teacher



Student Na	Grade Level	Teacher Na	Course	Period	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL
Student115	9	Teacher20	Biology	7	F	50	0.9904	0	F	OH	
Student120	9	Teacher20	Biology	7	F	28	2.0194	0	F		Yes
Student133	9	Teacher20	Biology	6	D	66	2.1165	0	F		
Student139	9	Teacher20	Biology	6	B	87	3.5769	0	F		
Student204	9	Teacher20	Biology	3	C	76	2.6568	0	F		
Student214	9	Teacher20	Biology	6	C	74	3.0873	0	M		
Student226	9	Teacher20	Biology	6	C	79	3.5242	0	F		



# Filter by Class Grade



Student Na	Grade Level	Teacher Na	Course	Period	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL
Student115	9	Teacher20	Biology	7	F	50	0.9904	0	F	OH	
Student120	9	Teacher20	Biology	7	F	28	2.0194	0	F		Yes
Student130	9	Teacher20	Biology	3	F	54	2.8333	0	M	LD	
Student143	9	Teacher20	Biology	6	F	42	2.1634	0	M		
Student149	9	Teacher20	Biology	4	F	45	1.4423	0	M		
Student188	9	Teacher20	Biology	1	F	20	1.6407	0	F		
Student191	9	Teacher20	Biology	6	F	32	2.1262	0	F		

# Filter by Number of Failing Grades

Student Na	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL	Number of Failing Grades	Risk Level	Intervention Profile
Student120	F	28	2.0194	0	F		Yes	1	Low	
Student216	F	53	3.3267	0	F			1	Low	
Student233	F	47	2.1666	0	F			1	Low	
Student408	F	53	2.5728	0	F			1	Low	
Student413	F	52	2.4537	0	F			1	Low	Academic Performance
Student42	F	54	2.7884	0	F			1	Low	Academic Performance

# Teacher-Based Intervention for These Students

Student Na	Class Grade	Percentage	Cum Weighted GPA	Credits	Gender	IEP	ELL	Number of Failing Grades	Risk Level	Intervention Profile
Student120	F	28	2.0194	0	F		Yes	1	Low	
Student216	F	53	3.3267	0	F			1	Low	
Student233	F	47	2.1666	0	F			1	Low	
Student408	F	53	2.5728	0	F			1	Low	
Student413	F	52	2.4537	0	F			1	Low	Academic Performance
Student42	F	54	2.7884	0	F			1	Low	Academic Performance

# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions

# Student Level Profile

**S** The Student Profile will change based on the selected student.

Student Name	Jones, Patrick
Grade	10

**Sample Hills High School**  
Sample Public Schools  
Student Performance Report  
2012-2013 School Year  
Updated 1/6/2013

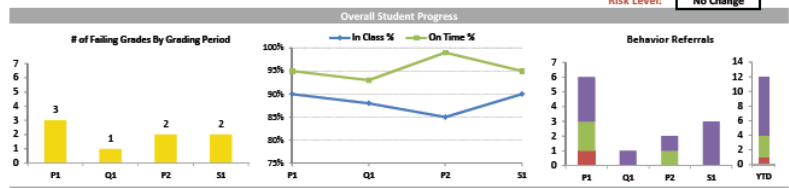
Credits / Expected Credits	7 / 7
Weighted Cum GPA	1.60
Weighted GPA	1.80
YTD:	

SPEID	No	ELL	No
-------	----	-----	----

Risk Level:	Moderate
Intervention Profile:	Attendance Behavior
On Track to Graduation	Yes

**Risk Level Over Time**

Risk Level: **No Change**



**Course Grades**

Period	Progress Report 1	%	Quarter 1	%	Progress Report 2	%	Semester 1	%
1	B - Brown - Graphic Design 2	85	B - Brown - Graphic Design 2	87	C - Brown - Graphic Design 2	75	D - Brown - Graphic Design 2	67
2	F - Borris - Nutrition & Meals	52	C - Borris - Nutrition & Meals	72	F - Borris - Nutrition & Meals	28	D - Borris - Nutrition & Meals	68
3	F - Pepper - Algebra 1	55	F - Pepper - Algebra 1	58	C - Pepper - Algebra 1	75	F - Pepper - Algebra 1	34
4	D - Edison - Physics	65	D - Edison - Physics	64	C - Edison - Physics	73	C - Edison - Physics	74
5	C - Kustard - US History 2	74	C - Kustard - US History 2	78	F - Kustard - US History 2	43	F - Kustard - US History 2	29
6	A - Kramer - English 10	97	A - Kramer - English 10	93	A - Kramer - English 10	94	A - Kramer - English 10	94
7	A - Borris - Seminar	90	A - Borris - Seminar	95	B - Borris - Seminar	87	B - Borris - Seminar	87

**Standardized Test Scores**

**Kansas Reading Assessment**

Year	Score	Level	To Prof	Test Type
2012	80	3	+12	Gen
2011	75	3	+7	Gen
2010	62	2	-6	Gen

**Kansas Math Assessment**

Year	Score	Level	To Prof	Test Type
2012	70	4	+18	Gen
2011	60	3	+10	Gen
2010	42	2	-8	Gen

**Writing Assessment**

Year	Score
2012	4.0
2011	3.5
2010	

**AIMSweb MAZE**

Tier	Correct	Errors	Accuracy
Fall 2012	1	47	89.3%
Spring 2012	2	47	97.5%
Winter 2011	2	44	100.0%
Fall 2011	3	33	97.0%

**AIMSweb RCBM**

Tier	WRC	Errors	Accuracy
Fall 2012	2	119	97.5%
Spring 2012	2	135	96.3%
Winter 2011	2	120	98.3%
Fall 2011	1	162	100.0%

**Attendance and Tardies by Period**

**Absences and Tardies by Period - Start to P1**

Per	Start to P1			P1 to Q1			Q1 to P2			P2 to S1			YTD			YTD %		
	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T	U	E	T
1	1	4	7	9	1	2	2	1	3	8	1	3	20	7	15			
2	4	1	4	5	2	3	3	2	2	5	2	2	17	7	11			
3	2	2	4	4	1	1	1	1	1	1	4	1	8	11	7			
4	5	5	0	2	1	2	4	2	2	2	2	2	13	10	6			
5	4	2	4	5	2	1	1	1	3	3	1	2	13	6	10			
6	1	5	7	3	3	3	2	2	3	2	2	2	8	12	15			
7	4	8	5	7	1	2	3	4	3	1	4	4	15	17	14			
8	5	5	6	8	2	1	2	1	1	2	2	1	17	10	9			

**General Student Information**

Phone Number	785-555-6532	Mother	Jones, Jasmine	Father	Jones, Pierre	Guardian	
Birthdate	7/15/98	Age	15				

# Intervention Process

Step 1: Identify At-Risk Students

Step 2: Analyze Student Data

Step 3: Design, Implement, and Monitor Interventions

# Intervention Tracking

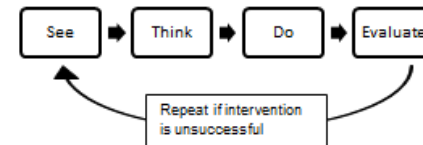
## Teacher Intervention Tracker

Teacher Name: \_\_\_\_\_

Grading Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Directions:

1. Use Student Tracker to prioritize students for individual teacher interventions.
2. Keep this document in the team binder. Add pages as necessary.
3. Review the document periodically to monitor progress and success of interventions.
4. Create a new intervention tracker for each grading period.



Student Name	Concern Details (See)	Hypothesis (Think)	Current Level	Goal	Intervention. (Do)	Intervention Results (Evaluate)	Goal Met?
Example Student	Student is failing only the class I teach.	Student has trouble with basic math skills	1 Failing Grade	0 Failing Grades	After-school tutoring sessions twice weekly	Student passes class with C	Yes

# I Don't Have Data Tools!

- Team-Based Intervention
  - High Numbers of Failing Grades
  - Behavior problems in multiple classes
  - Students with areas of Multiple Concerns
  - Students behind on credits



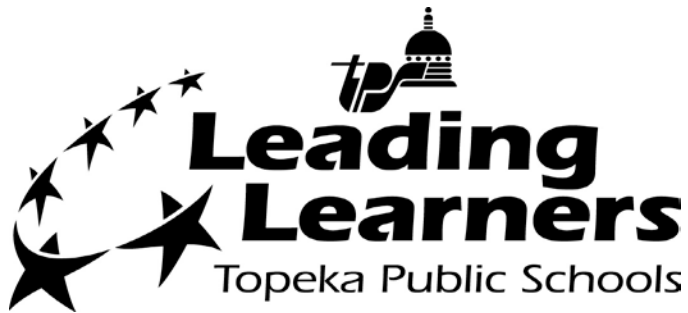
# I Don't Have Data Tools!

- Teacher-Based Intervention
  - Identify Students that can be impacted by JUST THIS TEACHER without additional support
  - Students Only Failing This Teacher
  - Students with just low math scores (if math teacher)
  - Student with a behavior problem in just that class

# In Summary:

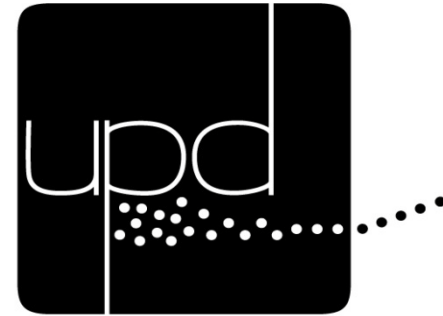
- Early warning systems are powerful tools for at-risk intervention
- An ideal system combines at-risk indicators with longitudinal student data through integrated tech tools
- In the absence of resources or capacity:
  - Use simple metrics to identify at-risk students (Absences, failing grades)
  - Adjust intervention type based on student data

# Contacts



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