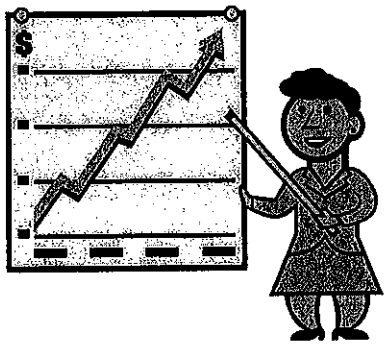
Data Meetings



October 16, 2008

Data Meetings

- Data help us ask the right questions…they do not provide the answers: Use data to
  - **Identify** problems
  - **Refine** problems
  - **Define** the questions that lead to solutions
- Data help place the "problem" in the context rather than in the students

Setting Up Data Meetings

- The process a team uses to problem solve is important:
  - Roles:
    - Facilitator for SWIS or External Coach
    - Recorder
    - Data Team Leader
    - Team member (rotating)
    - Internal Coach
    - Administrator

Setting Up Data Meetings

- What happens BEFORE a meeting
  - Facilitator or external coach pulls data
  - Data team leader, team manager, coach meet to preview data, or others as appropriate
- What happens DURING a meeting
  - Agenda prepared by team leader
    - Old business (did we do what we said we would do)
    - New business
    - Action plan for decisions.
- What happen AFTER a meeting
  - Recorder disseminates follow up notes and next steps

Agenda

Old Business

Did we do what we said we would do?

New Business

Discuss hallway behavior-is there a problem?
Review data
Build a hypothesis
Develop solution (keep it simple)

Action Plan for Decisions

Action Plan for Decisions

Actions	Who	When
Write behavior lesson plan for hallway	Jim Mary	Nov. 12
Teach hallway expectations and reminders	Team	Nov. 24
Collect and post date	Tina	On-going
Graph and report data	Tina	On-going

Data Meetings

- Build "decision systems" not "data systems"
- Use data in "decision layers"
  - Is there a problem? (overall rate of ODR)
  - Localize the problem
    - (location, problem behavior, students, time of day)
  - Get specific
- Don't drown in the data
- Be efficient
- It's "OK" to be doing well

Using Data

- Do we have a problem?
- Refine the description of the problem?
  - What behavior, Who, Where, When, Why
- Test hypotheses
  - "I think the problem on the playground is due to Eric"
  - " We think the lunch period is too long"
  - "We believe the end of 'block schedule" is used poorly"
- Define how to monitor if solution is effective

Using Data
Do We Have a Problem?

- **What data to monitor**
  - ODR per day per month
  - OSS, ISS, Attendance, Teacher report
  - Team Implementation Checklist
  - Benchmarks of Quality
- **What questions to ask of Level, Trend, Peaks**
  - How do our data compare with last year?
  - How do our data compare with national/regional norms?
  - How do our data compare with our expectations?
- **If a problem is identified, then ask**
  - What are the data we need to make a good decision?

Using Data
Refine the Problem Statement

- The statement of a problem is important for team-based problem solving.
  - Everyone must be working on the same problem with the same assumptions.
- Problems often are framed in a "Primary" form, that creates concern, but that is not useful for problem-solving.
  - Frame primary problems based on initial review of data
  - Use more detailed review of data to build "Solvable Problem Statements."

Solvable Problem Statements
What are the data we need for a decision?

- Five core "W" questions.
  - **What** is problem, and how often is it happening
  - **Where** is it happening
  - **Who** is engaged in the behavior
  - **When** the problem is most likely
  - **Why** the problem is sustaining

Primary versus Precision Statements

- **Primary Statements**
  - Too many referrals
  - September has more suspensions than last year
  - Gang behavior is increasing
  - The cafeteria is out of control
  - Student disrespect is out of control
- **Precision Statements**
  - There are more ODRs for aggression on the playground than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

Precision Statements

5 Core "W" Questions

What 

Where 

When 

Who 

Why 

Precision Statements

There are more ODRs for aggression on the playground than last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment**.

Precise or Primary Statement?

- ODRs during December are higher than in any other month.
- Minor disrespect and disruption are increasing over time, and are most likely during the last 15 minutes of our block periods when students are engaged in independent seat work. This pattern is most common in 7th and 8th grades, involves many students, and appears to be maintained by escape from work (but may also be maintained by peer attention… we are not sure).

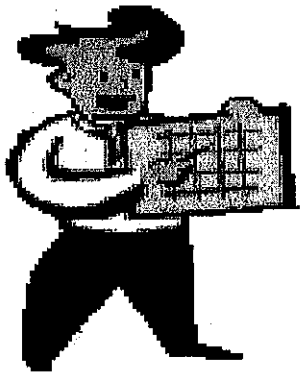
Precise or Primary Statement?

- Children are using inappropriate language with a high frequency in the presence of both adults and other children. This is creating a sense of disrespect and incivility in the school
- James D. is hitting others in the cafeteria during lunch, and his hitting is maintained by peer attention.

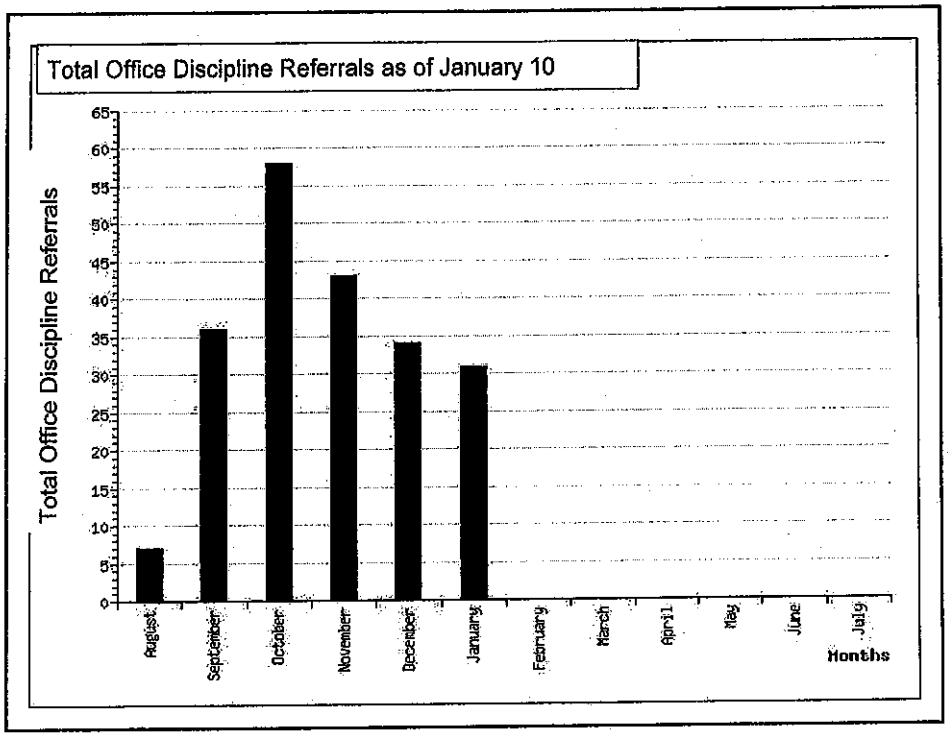
Precise or Primary Statement?

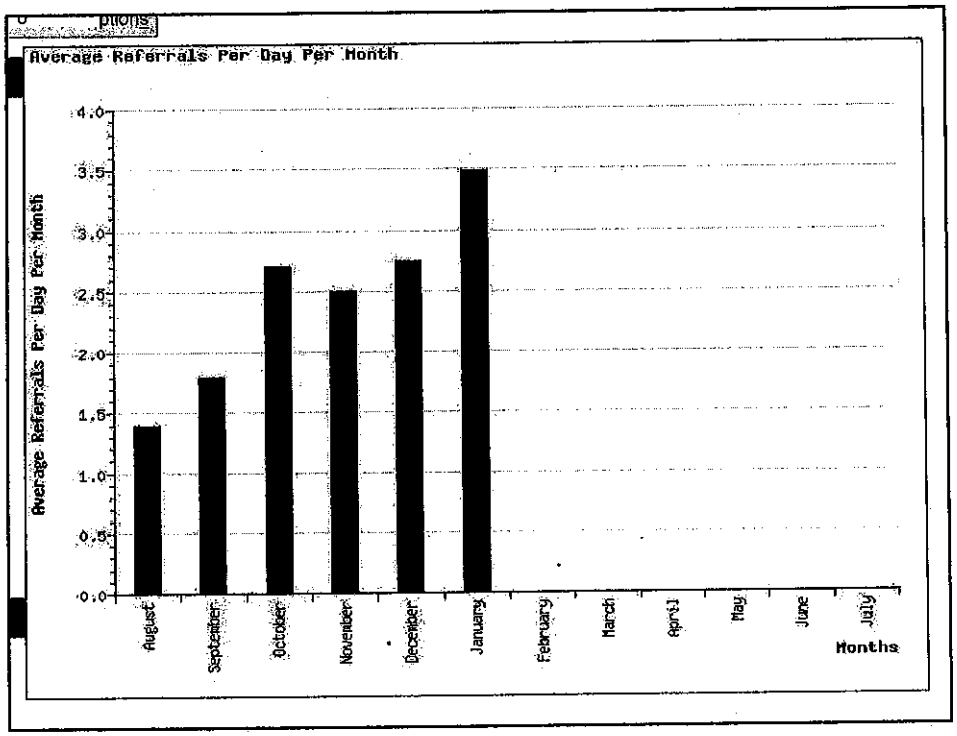
- Boys are engaging in sexual harassment
- Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention.

Organizing Data for Decision-making



Data Team Leader


Total Office Discipline Referrals as of January 10
Total Office Discipline Referrals
65
60
55
50
45
40
35
30
25
20
15
10
5
0
August
September
October
November
December
January
February
March
April
May
June
July
Months


Average Referrals Per Day Per Month
Average Referrals Per Day Per Month
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
August
September
October
November
December
January
February
March
April
May
June
July
Months

SWIS summary 07-08 (Majors Only)

2,717 schools; 1,377,989 students; 1,232,826 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 per school day
K-6	1,756	445	**.35** (sd=.45) (*1 /300 / day*)
6-9	476	654	**.91** (sd=1.40) (*1/ 100 / day*)
9-12	177	910	**1.05** (sd=.1.56) (*1/105 / day*)
K-(8-12)	308	401	**1.01** (sd=1.88) (1/ 100 / day

What are the data you are most likely to need to move from a Primary to a Precise statement?

- **What** problem behaviors are most common?
  - ODR per Problem Behavior
- **Where** are problem behaviors most likely?
  - ODR per Location
- **When** are problem behaviors most likely?
  - ODR per time of day
- **Who** is engaged in problem behavior?
  - ODR per student
- **Why** are problem behaviors sustaining?
  - No graph

What other data may you want?

- ODR by staff
- ODR by IEP
- ODR by grade
- ODR by gender by grade

Using Data to Build Solutions

- **Prevention: How can we avoid the problem context?**
  - Who, When, Where
  - Schedule change, curriculum change, etc
- **Teaching: How can we define, teach, and monitor what we want?**
  - Teach appropriate behavior
  - Use problem behavior as negative example
- **Recognition: How can we build in systematic reward for desired behavior?**
- **Extinction: How can we prevent problem behavior from being rewarded?**
- **Consequences: What are efficient, consistent consequences for problem behavior?**
- **How will we collect and use data to evaluate (a) implementation fidelity, and (b) impact on student outcomes?**

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Action Plan for Decisions

Actions	**Who**	**When**

Salkin Middle School

565 students
Grades 6,7,8

Examples

- Salkin Middle School, Grades 6, 7, 8
  - What is national comparison?
    - 565/100 = 5.65 5.65 X .91 = **5.14`**
  - Where, what, when, who , why
  - Hypotheses
  - Solutions

Agenda

Old Business

Did we do what we said we would do?

New Business

Is there a problem?
Review data
Build a hypothesis
Develop solution (keep it simple

Action Plan for Decisions

Precise Problem Statement & Hypothesis Development

- Many students from all grade levels are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention

- A smaller number of students engage in skipping and noncompliance/defiance in classes, (mostly in rooms 13, 14 and 18), and these behaviors appear to be maintained by escape.

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Solution Development: For disruption in hall and cafeteria

Prevention	**Maintain current lunch schedule, but shift classes to balance numbers.*
Teaching	**Teach behavioral expectations in cafeteria*
Reward	*Establish "Friday Five": Extra 5 min of lunch on Friday for five good days.*
Extinction	*Encourage all students to work for "Friday Five"... make reward for problem behavior less likely*
Corrective Consequence	*Active supervision, and continued early consequence (ODR)*
Data Collection	*Maintain ODR record and supervisor weekly report*

Action Plan for Decisions

Actions	Who	When
Write behavior lesson plan for the cafeteria	Jim Mary	Nov. 12
Teach cafeteria expectations and reminders	Team	Nov. 24
Design "Friday Five" chart	Jill	Nov. 24
Collect and post date	Tina	On-going
Graph and report data	Tina	On-going

Phoenix Elementary

Using Data For Decision-Making

You are the PBS team for Phoenix Elementary.
265 students k-5

- What is the national comparison?
- Do you have a problem?
- Where? What? When? Who? Why?
- What other information might you want?
- Hypothesis
- Solution

Agenda

Old Business

Did we do what we said we would do?

New Business

Is there a problem?
Review data
Build a hypothesis
Develop solution (keep it simple

Action Plan for Decisions

Problem Statement

- Do we have a problem?
- If so, build a precise problem statement

Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?

- Possible Solutions?

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Action Plan for Decisions

Actions	**Who**	**When**

Langley Elementary School

478 Students
K-5

You are the PBS team for Langley Elementary.
478 students k-5

- What is the national comparison?
- Do you have a problem?
- Where? What? When? Who? Why?
- What other information might you want?
- Hypothesis
- Solution

Agenda

Old Business

Did we do what we said we would do?

New Business

Is *there a problem?*

Review data

Build a hypothesis

Develop solution (keep it simple

Action Plan for Decisions

Problem Statement

- Do we have a problem?
- If so, build a precise problem statement

Precision Statement/Hypothesis

- What
- Where
- When
- Who
- Why
- What other info needed?
- Possible Solutions?

Solution Development

Prevention	
Teaching	
Reward	
Extinction	
Corrective Consequence	
Data Collection	

Action Plan for Decisions

Actions	Who	When