NWI Webinar March 29, 2011

Integrating Wraparound in Schools

Lucille Eber Ed.D.
Statewide Director, IL PBIS Network

Sara Teeter MSW LCSW
PBIS/Wraparound Coach
Springfield School District, Springfield, IL
The Big Idea

Putting outcomes for students with complex emotional/behavioral needs into the context of schools as systems to educate and support ALL students.
Problem

- Innovative practices do not fare well in old organizational structures and systems

- Organizational and system changes are essential to successful use of innovations
  - Expect it
  - Plan for it

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
Public Health & Disease Prevention
Kutash et al., 2006; Larson, 1994

• **Tertiary (FEW)**
  – Reduce complications, intensity, severity of current cases

• **Secondary (SOME)**
  – Reduce current cases of problem behavior

• **Primary (ALL)**
  – Reduce new cases of problem behavior
Core Features of a Response to Intervention (RtI) Approach

- Investment in prevention
- Universal Screening
- Early intervention for students not at “benchmark”
- Multi-tiered, prevention-based intervention approach
- Progress monitoring
- Use of problem-solving process at all 3-tiers
- Active use of data for decision-making at all 3-tiers
- Research-based practices expected at all 3-tiers
- Individualized interventions commensurate with assessed level of need
Problem Solving Steps

Step 1: Problem Identification
What's the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Response to Intervention
Is it working?
# School-Wide Systems for Student Success:
## A Response to Intervention (RtI) Model

### Academic Systems

<table>
<thead>
<tr>
<th>Tier</th>
<th>Percentage</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3/Tertiary</td>
<td>1-5%</td>
<td>Individual students, Assessment-based, High intensity</td>
</tr>
<tr>
<td>Tier 2/Secondary</td>
<td>5-15%</td>
<td>Some students (at-risk), High efficiency, Rapid response, Small group interventions, Some individualizing</td>
</tr>
<tr>
<td>Tier 1/Universal</td>
<td>80-90%</td>
<td>All students, Preventive, proactive</td>
</tr>
</tbody>
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### Behavioral Systems

<table>
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<td>Tier 3/Tertiary</td>
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<td>Individual students, Assessment-based, Intense, durable procedures</td>
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<td>90%</td>
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Adapted from “What is school-wide PBS?”
OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Tier 2/Secondary
Assessment
ODRs, Attendance, Tardies, Grades, DIBELS, etc.
Daily Progress Report (DPR)
(Behavior and Academic Goals)
Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

Tier 3/Tertiary
Intervention
Brief Functional Behavior Assessment/Behavior Intervention Planning (FBA/BIP)
Complex or Multiple-domain FBA/BIP
Wraparound

SIMEO Tools: HSC-T, RD-T, EI-T

Check-in/Check-out (CICO)
Social/Academic Instructional Groups (SAIG)
Group Intervention with Individualized Feature (e.g., Check and Connect -CnC and Mentoring)

Illinois PBIS Network, Revised October 2009
Adapted from T. Scott, 2004
Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

1. **Small group interventions:** Check-in Check-Out (CICO), social/academic instructional groups (SAIG), tutor/homework clubs, etc.

2. **Group interventions with individualized focus:** Utilizing a unique feature for an individual student, e.g. CICO individualized into a Check & Connect (CnC), mentoring/tutoring, etc.

3. **Simple individual interventions:** A simple individualized function-based behavior support plan for a student focused on one specific behavior, e.g. brief FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc.

4. **Multiple-domain FBA/BIP:** A complex function-based behavior support plan across settings, e.g. FBA/BIP home and school and/or community

5. **Wraparound:** A more complex and comprehensive plan that addresses multiple life domain issues across home, school and community, e.g. basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors"
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
Competing Behavior Pathway

- Setting Events
- Triggering Events
- Challenging Behavior
- Maintaining Consequences
COMPETING PATHWAYS

BEHAVIOR SUPPORT
- Desired Alternative
- Maintaining Consequence

BEHAVIOR INTERVENTION PLANNING

Setting Events Manipulations
- Neutralize/eliminate setting events

Antecedent Manipulations
- Add relevant & remove irrelevant triggers

Behavior Teaching
- Teach alternative that is more efficient

Consequence Modifications
- Add effective & remove ineffective reinforcers
How do we train/teach school personnel about wraparound and how to facilitate wraparound?
Individualized Teams at the Tertiary Level

• Are unique to the individual child & family
  – Blend the family’s supports with the school representatives who know the child best

• Meeting Process
  – Meet frequently
  – Regularly develop & review interventions

• Facilitator Role
  – Role of bringing team together
  – Role of blending perspectives
Wraparound: A SOC Tool

- Emerged from practitioners struggling to implement SOC (grassroots)
- Keep/bring youth home
- Flexible, creative, non-categorical
- Natural support networks
- Community-based
- Unconditional-Commit to “stay the course”
- Let family voice guide service development
- Non-traditional supports and services
Individualized Comprehensive Teams/Plans

Who?
• Youth with multiple needs across home, school, community
• Youth with multiple life domain needs
• The adults in youth’s life are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)

What?
The development of a very unique, individualized, strength-based team & plan with the youth and family that is designed to improve quality of life as defined by the youth/family.
Individualized, Comprehensive Teams/Plans

What Do Tertiary Plans include?
Supports and interventions across multiple life domains and settings (i.e. behavior support plans, academic interventions, basic living supports, multi-agency strategies, family supports, community supports, etc.)

What’s Different?
Natural supports and unique strengths are emphasized in team and plan development. Youth/family access, voice, ownership are critical features. Plans include supports for adults/family, as well as youth.
What is Wraparound?

- Wraparound is a tool (e.g. a process) used to implement interagency systems of care in achieving better outcomes for youth and their families.

- The wraparound process is similar to person-centered planning, the individualized Positive Behavior Support (PBS) planning process.
Four Phases of Wraparound Implementation

I. Team Preparation
   - Get people ready to be a team
   - Complete strengths/needs chats (baseline data)

II. Initial Plan Development
   - Hold initial planning meetings (integrate data)
   - Develop a team “culture” (use data to establish voice)

III. Plan Implementation & Refinement
   - Hold team meetings to review plans (ongoing data collection and use)
   - Modify, adapt & adjust team plan (based on data)

IV. Plan Completion & Transition
   - Define good enough (Data-based decision-making)
   - “Unwrap”
What’s New in Wraparound?

- Focus on intervention design/effectiveness
- Integration with school-wide PBS
- Phases to guide implementation/supervision
- Data-based decision-making
- Integrity/fidelity assessment (WIT)
- Tools to guide teams:
  - Home School Community
  - Education Information Tool
Wraparound Skill Sets

1. Identifying “big” needs (quality of life indicators)
   • “Student needs to feel others respect him”
2. Establish voice/ownership
3. Reframe blame
4. Recognize/prevent teams’ becoming immobilized by “setting events”
5. Getting to interventions that actually work
6. Integrate data-based decision-making into complex process (home-school-community)
Quick Reflection:

Similarities/differences in your current practices and what you heard described as Tier3 wraparound within a school-wide system of PBIS?
Teaching/Learning Example:

Using Data to Guide Plan
Home, School, Community Tool Identified

Strengths - Jeremy

- **SOCIAL RELATIONSHIPS**: Respects adults in authority
- **BEHAVIORAL**: Participates in activities
- **BEHAVIORAL**: Is usually on time
- **Student Likes to get better at the things he/she does**

**Baseline Rating Period - Community**

**Baseline Rating Period - School**
Home, School, Community Tool
Identified Needs - Jeremy
## Action Plan

<table>
<thead>
<tr>
<th>Domain</th>
<th>NEED</th>
<th>OUTCOME</th>
<th>STRENGTHS</th>
<th>STRATEGIES (What, By Whom, By When)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Jeremy needs to feel involved in the community</td>
<td>Instead of roaming the streets Jeremy will know that he has somewhere to go and something to do <strong>SIMEO:</strong> 1) Has enough to do in the community 2) Feels he belongs</td>
<td>Jeremy likes to get better at things he does (SIMEO)</td>
<td>Janet (guardian) will talk with Jeremy about what activities he has interest in being involved</td>
</tr>
<tr>
<td>S</td>
<td>Jeremy needs to feel able to make friends and get along with his peers in the community and at school</td>
<td>Jeremy will interact with his peers using respectful language and keeping hands and feet to himself <strong>SIMEO:</strong> 1) Has friends 2) Gets along with others</td>
<td>Jeremy likes Cool Tools and practicing new skills within a small group setting &amp; individually (Strengths Profile). Jeremy respects adults in authority (SIMEO)</td>
<td>In Social Skill group &amp; Individual instruction Social Worker will focus on social skills associated with making friends using Cool Tool Lesson format. Teacher will provide students in class with a 5 minute structured friendship time every morning to give all students opportunity to practice friendship skills</td>
</tr>
</tbody>
</table>
Jeremy

• Team prioritized planning for Community and School domains. Family expressed concerns regarding community involvement

• Use of (SIMEO) data to identify areas of need around which team will action plan.

• Use of (SIMEO) data and strengths profile to identify strengths to build strategies to meet need
Teaching/Learning Example: When to move to wraparound?
Andy: Unidentified “EBD”?

- 6th grade student
- Behavior difficulties and academic failure
- GPA 1.25 (2nd quarter)
- 6 ODRs (1st two quarters)
- 15 Out-of-School Suspensions (safety)
- Family support needs?
- History of mobility with plan to move at end of current school year.
- Student moved nine times since 1st grade
Why Use Wraparound instead of an FBA around one problem behavior?

• Discussing problem behaviors would not have motivated family to participate on team.
• Probably not the first time schools have approached family in this manner (“let’s talk about behavior”)
• Bigger needs to work on to improve quality of life for youth and family
• Open-ended conversation and use of wrap data tools helped engage family
Andy

The team developed a **mission statement**:

“Andy will be happy and confident in school”
Using Data to Keep the Team Moving
“Celebrate Success of current plan”

Andy
Andy

- Andy was happy at school and his mother was pleased with the help that the wrap team provided. Teachers were pleased with the change in Andy.

- Data is used to then identify “next steps”.
Using Data to Keep the Team Moving
“Identify Ongoing Needs & Next Steps”

Andy

The check and connect intervention and other strategies helped Andy feel better about being at his school.

The team identified unmet “needs”. The data is used to engage the team to continue working on a plan.
The family expressed that for the first time in their son’s school experience, they felt supported and optimistic. Andy’s mother wants him to continue at this school.

Andy’s team will help develop a plan that supports his independence from adults.

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<tr>
<th></th>
<th>1st/2nd Qtr.</th>
<th>3rd/4th Qtr.</th>
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<tbody>
<tr>
<td>ODRs</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>GPA</td>
<td>1.25</td>
<td>2.30</td>
</tr>
<tr>
<td>OSS</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Tardy</td>
<td>23</td>
<td>6</td>
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Illinois Tertiary Demonstration Project Case Study: “Latrice”

• Background information
  – Placement in self-contained ED/BD classroom beginning of 2005-06 school year
  – History of multiple suspensions and expulsions
    • 19 major incidents
    • One 45-day alternative placement due to assault of staff
  – Demonstrated poor academic performance
    • Standardized test scores reflected “Academic Warning” status
  – Moderate-severe risk of change in placement
Teaching/Learning Example: “Latrice”

Secondary supports

• Check and connect
• Behavior intervention plan
• Mentorship with city alderwoman

Tertiary Supports

• Reunification with estranged family members
• Juvenile diversion program
• LAN funding
  – Summer programming
  – Bike, helmet and lock
  – Bus passes
Illinois Tertiary Demonstration Project Case Study: “Latrice”

- During the course of the Tier 3/ wraparound process, the need for disciplinary actions as a consequence of problem behaviors dramatically decreased.
Illinois Tertiary Demonstration Project Case Study: “Latrice”

- Over time, “Latrice” showed an increasing ability to interact appropriately with peers without adult supervision.
Illinois Tertiary Demonstration Project Case Study: “Latrice”

- With behavioral supports in place, “Latrice” had greater access to the curriculum. As a result, her academic performance improved.
Illinois Tertiary Demonstration Project Case Study: “Latrice”

• Additional outcomes
  – Mainstreamed into the general education setting on the basis of her improved behavior and academic performance
  – Recognized by the city mayor at the annual Martin Luther King Jr. celebration
  – Communication between school and home improved
FY 2010 SIMEO Tertiary Study
FY 2007-FY 2010
Sample: Students with Three Complete Sets of SIMEO Data

- 158 students receiving Tier 3 Interventions-Complex FBA or Wraparound within school setting
- Average length of time receiving Wrap = 9.3 months
- Baseline assessed within 30 days of team engagement on student disposition tool, education information tool and home school community tool
- Time 2 assessment conducted on average 3.42 months after Baseline; Time 3 Assessment conducted on average 3.84 months after Time 2
- Tools: Student Disposition, Ed-Tool, Home School Community Tool and if applicable, Discharge Tool
FY 2010 Tier III SIMEO Study

Student Characteristics

→ Primary Source of Referral
  → School Social Worker - 55% (87)
  → Special Ed Director - 26% (17)
  → PBIS Coach - 19 (12%)
→ Facilitator
  → School Social Workers 88% (139)
→ Range of Ed Placements
  - General Ed Placement 100% of day - 58% (91)
  - 61%+ Day outside Gen Ed - 20% (30)
→ IEP Identified at Baseline: 42% (67)
→ Range of Primary Disabilities:
  → ED 18% (29)
  → SLD 11% (18)
  → Other Health 5% (8)

Risk of One or More Placement Failure:
86% (136 students)
FY 2010-Tier 3 SIMEO Study

Risk of Home, School and Community Placement

- High Risk
- Moderate Risk
- Minimal Risk
- No Risk

Baseline
Time 2
Time 3

N=158

Home School Community

2.61 2.37 2.2
1.92 1.75 1.66
1.91 1.72 1.63
FY 2010-Tier 3 SIMEO Study

High Risk School Behaviors

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Discipline Referrals</td>
<td>564</td>
<td>443</td>
<td>354</td>
</tr>
<tr>
<td>Out of School Suspensions</td>
<td>109</td>
<td>92</td>
<td>80</td>
</tr>
</tbody>
</table>

N=158

38% decrease

27% decrease
FY 2010-Tier 3 SIMEO Study
Classroom Behavior Functioning and Academic Performance

Classroom Behavior

Always
90-100%

Frequently
70-79%

Sometimes
60-69%

Never
0-59%

N=158

Academic Performance

Baseline

Time 2

Time 3

N=158

Classroom Functioning

Academic Performance
Another Wraparound
“Teaching/Learning’’Example

Could a Community Partnership
(Co-Facilitated Plan)
made a difference?
Why This Student?

- Child of Trauma: PTSD and RAD
- Child welfare has been her “family” since age 2
- Not in Class: searches out adults to avoid class
- Keeping other girls from attending classes
- Was not following rules at home (curfew)
- Academic failure
- Talks about wanting to be pregnant
Previous Interventions

- Check In/Out
- Check and Connect with several adults
- Parent conferences
- Classroom modifications
- FBA
- Behavior Support Plan
- Daily phone calls home
- Calls to student when she didn’t arrive
Strengths

• Artistic
• Academic ability
• Articulate
• Desire to belong
• Seen as a leader by peers
• Positive physical presentation
• Doesn’t create drama about others
Big Needs

- To Belong
- In her words
- “to know what love is”
Team Members

- Student to provide big need and feedback
- Nurse to facilitate doctor visits
- Guidance counselor to transition
- Foster Parent to provide information on needs at home
- County Social Worker to bridge communication between home and school
- Homeroom teacher to communicate school functioning to team
- PBS coach as team facilitator
Strength-based Strategies

• Foster academics through tutoring daily
• Foster a trusting relationship with one school adult by providing daily meetings
• Foster relationships with peers by allowing student to choose a peer to study with
• Bi-weekly contacts with members on the team to let her know staff care
• Frequent positive contacts home
• Opportunities to journal during classes
If You Were the Wraparound Coach…

- Expanded Team Development with community providers of her choice, likely to support her big needs?
- Immediate safety plan?
- Support for Foster mom?
- Other
Life Happens

- Student has a conflict at home and runs away
- Student is not at school or home for over a month
- Student comes back home when she is pregnant
- Student attends a different school
Futures Planning

- Dreams
- Fears
- People
- Goals
- History
- Present
Strengths

• Cares about the health of her child:
  - Eats right and quits smoking.
  - Keeps track of and attends all scheduled appointments
  - Good at getting herself around town
  - Fosters relationships with trusted adults
  - Capable of academic success
  - High academic expectations of self
Biggest Fears

• That I may not be able to make it through life when I don’t have supports. I won’t be able to take care of my child.
Dreams

• Have a cute baby and have her baby love her
• Finish high school
• Provide a good home for my baby without lots of screaming and cussing.
History

- Severe trauma and abuse
- Multiple homes and care-takers
- Multiple schools in same city
Present

- Pregnant and feels lazy
- Doesn’t like to do many things
- Cares about the health of her child
- Wants to maintain relationships with favorite adults
People/Resources

- County nurse
- Foster parent
- Friends
- Sister
- Ms Polly
- Social Worker
- Therapist
- OBGYN
- Family of the father
Summer Goals

- To stop being lazy and get outside more
- To look for a job
Current Needs to Meet Goal

• Fill out job applications.
• Have an adult motivate her to get out by scheduling outings.
Fall Goals

• To attend school before and after baby is born. To have baby with her at school.
• To find child-care for her baby for second semester.
High School Goals

- To attend regular high school full time and enroll in college bound classes
Graham Elementary

Population: 312
Poverty level: 89%

Ethnicity breakdown:
- 42% African American
- 36% Caucasian
- 16% Multi-Racial
- 3% Hispanic
- 1% Asian
- 1% American Indian

Student Support Leader (role): at Graham full time; secondary systems facilitator; cico coordinator; wrap facilitator;
Data Points

1. getting in
2. progress monitoring &
3. exiting the intervention
Child & Family Team Meetings

- 12/15/09
- 1/22/10
- 2/19/10
- 3/3/10
- 4/23/10
- 5/28/10
- 8/10/10
- 8/31/10
- 9/16/10
- 10/21/10
- 11/30/10
Ben and Mom initially chose the teacher and abbey. They also wanted an aunt who was unable to participate.

Mom was unable to identify other adults for the team due to frequent moves, difficulty in the neighborhood and a lack of involvement in the community.

After the first two meetings Ben asked for his mentor to join the child and family team.
Challenges Ben and family were facing included...

- Single parent family; mom working evenings and overnights.
- No contact with biological father and no consistent male role models.
- ADHD diagnoses; inconsistent use of prescribed medication.
- Limited involvement in community & neighborhood
- Limited social relationships at school & home
- Stress of moving to different homes.
Meetings 1 and 2:

- Discussed strengths for Ben and his family
- Came up with mission statement
- Discussed Big Need
Strengths identified in the First meeting

Ben’s strengths

**Ben:** Smart, good at math, reading, writing and playing video games

**Mom:** Very organized, He’s creative and enjoys drawing cartoons

**Teacher:** writing and math;

**Family Strengths:**
- Mom consistently takes Ben to his mental health appointments. (This might include getting the city bus for an hour ride, attending an hour appointment, waiting another 30 minutes for the bus and then riding home and then bringing him to school).
- Mom is an active participant at the school, follows through with suggestions;
Mission Statement

The mission statement was developed by the team, Ben and his mom.

Ben wanted the mission statement to be

“I will yell less at home so that I can see more smiling from my family”.

Big Need

The Child & Family Team determined the Big Need using the SIMEO data and people’s perceptions.

~

The need for positive adult and peer relationships at home, the neighborhood and school

• School-addressed through mentor and social worker working on social skills
• Community addressed through YMCA family pass and basketball league
• Home being addressed through counseling
The BIG NEED
(what’s under the surface)

The Child & Family Team determined the Big Need using the SIMEO data and people’s perceptions.

The need for positive adult and peer relationships at home, the neighborhood and school.
Behavior Pathway completed at 2\textsuperscript{nd} c&f team

SECTION 2: Functional Behavioral Assessment and Behavior Intervention Plan

Student Name: 

- Setting Even
  - Unstructured settings without adults

- Antecedent
  - Interaction with peers making fun of him

- Problem Behavior
  - Becomes tense when others say thing to make him mad

- Replacement Behavior
  - Conference with teacher-Self time-out

- Desired Behavior
  - Stay calm and walk away

- Maintaining Consequence
  - Praise, be card happy face

- Maintaining Consequence
  - Teacher conference away from other students-Code
  - Sad face on CICO

- Function
  - Adult attention
# Behavior Intervention Plan

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
</table>
| - Pre teach before unstructured settings | - Lions quest lessons  
- Mentor addressing social skills  
- Teaching at mental health | - Teach behavior of going into hallway with a book  
- Teach behavior of walking away from the situation | - Reward: Happy face, rewards in classroom, praise when done well |

Inform appropriate adults in the building of plan and teaching strategies.
Meetings 3 and 4

- Celebrated Ben walking away from 2 fights!!!
- Addressed the need of social activities from SIMEO data by working on a family YMCA pass through LANS
Meeting 5

• Upon returning from Spring Break, family was evicted from home and living with family.

• Parent educator and social worker helped transition family into a shelter
Meeting 6

- Worked on summer planning for Ben
- Will attend basketball camp
- Will attend Lincoln Prairie Behavioral Health enrichment program 3 times per week
- Will attend vacation bible school
Meetings 7 and 8

- Return from summer meeting
- Family is transitioning to a new shelter
- Ben started school for 1 week and was then hospitalized, had an emergency meeting when he returned
Meetings 9 and 10

- Discussed huge school improvement
- Ben is turning in work, his grades are all 80%-90%
- He has received only 3 referrals all year as compared to last year at this time he had 29
Meeting 11

• Met with Ben to discuss his mentor moving out of town
• Talked with him about it in our child and family team meeting
• Former teacher volunteered her husband who will start immediately
Initial SIMEO Data:
Graham Elementary School-SUSD

Tool: SIMEO 2011-Educational Information Tool

- Student Attends School
- Student Completes Assignments on Time
- Extent to Which Student Works Independently
- Student Needs Behavioral Intervention

Rating Period:
- Baseline
- Time 2
- Time 3
- Time 4

1=Never, 4=Always
### SECTION 7: Individual Student Data for Progress Monitoring

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<tr>
<td><strong>GRADES</strong></td>
<td>70%-79%</td>
<td>70%-79%</td>
<td>80%-85%</td>
<td>80%-85%</td>
<td>80%-85%</td>
<td>80%-85%</td>
</tr>
<tr>
<td>Daily Progress Report (DPR)</td>
<td>76%</td>
<td>91%</td>
<td>95%</td>
<td>71%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>ODRs</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>ISS (In-School Suspensions)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>OSS (Out of School Suspensions)</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Attendance: Absences/tardies</td>
<td>86.59%</td>
<td>87.64%</td>
<td>89.25%</td>
<td>86%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>OTHER DATA</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
DATA over time....

<table>
<thead>
<tr>
<th>(Please indicate time period)</th>
<th>Time 8 September 15, 2010</th>
<th>Time 9 October 15, 2010</th>
<th>Time 10 November 15, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES</td>
<td>85%</td>
<td>85%</td>
<td>85%-90%</td>
</tr>
<tr>
<td>Daily Progress Report (DPR)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ODRs</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ISS (In-School Suspensions)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OSS (Out of School Suspensions)</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Attendance: Absences/tardies</td>
<td>79%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>OTHER DATA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Monthly referral slide
Questions/Comments?
Resources


