A Leadership View: Successes & Pitfalls of a Large District's Application of Check & Connect

Darnell T. Logan, Ed.D.
DeKalb County School District – Atlanta, GA

Michele R. Summerlin, Ed.S.
DeKalb County School District – Atlanta,GA

Tamika La Salle, Ph.D.
University of Connecticut

Objectives

- District Background
- Why We Chose to Implement Check & Connect
- Implementation Objectives
- Data Measures
- Outcomes
- Growing Pains and Successes
- Next Steps

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School District

DEKALB COUNTY SCHOOL DISTRICT

137 SCHOOLS

102,000
STUDENTS

15,000
EMPLOYESS
(6500 TEACHERS)

180 NATIONS/
140 LANGUAGES

THIRD LARGEST SCHOOL DISTRICT IN GEORGIA

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Implementation – Program Design - Roles

- 36 full-time dedicated mentors (40 students per caseload)
- 1 School Psychologist
- 2 Program Coordinators
- 1 Administrative Assistant

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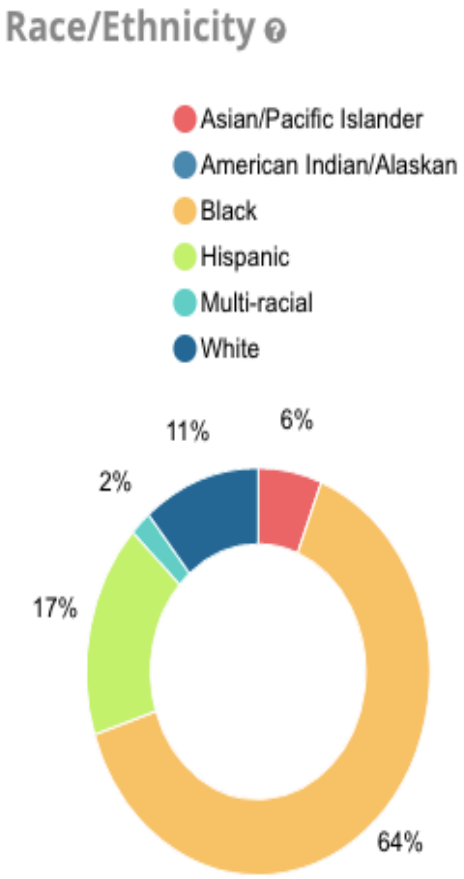
Who Do We Represent?



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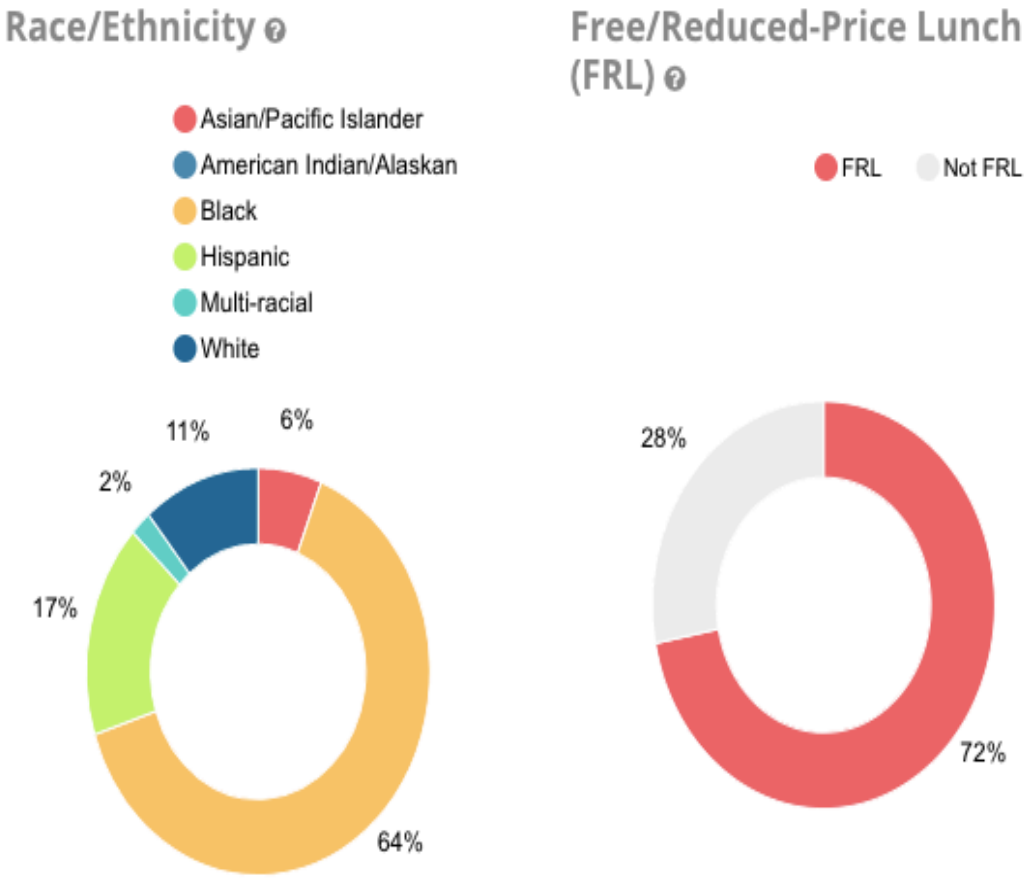

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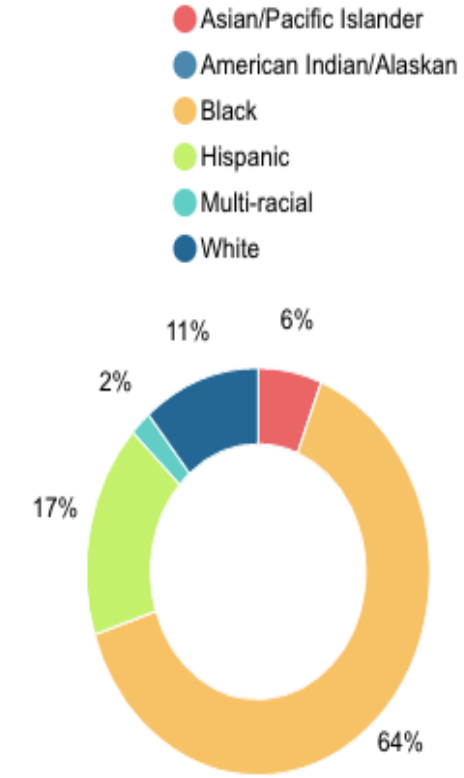

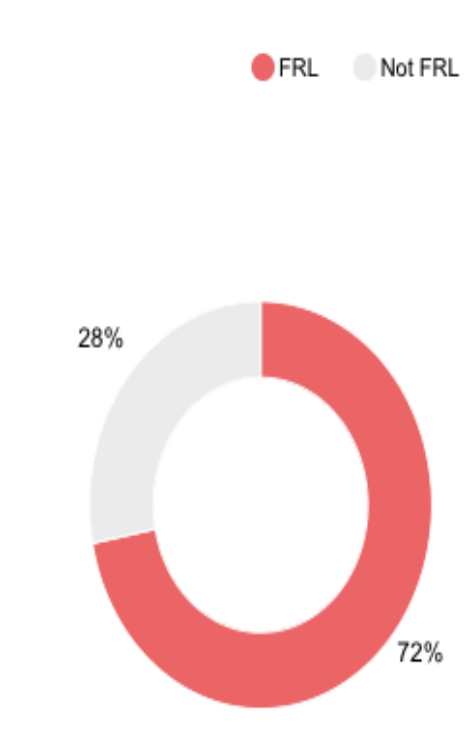

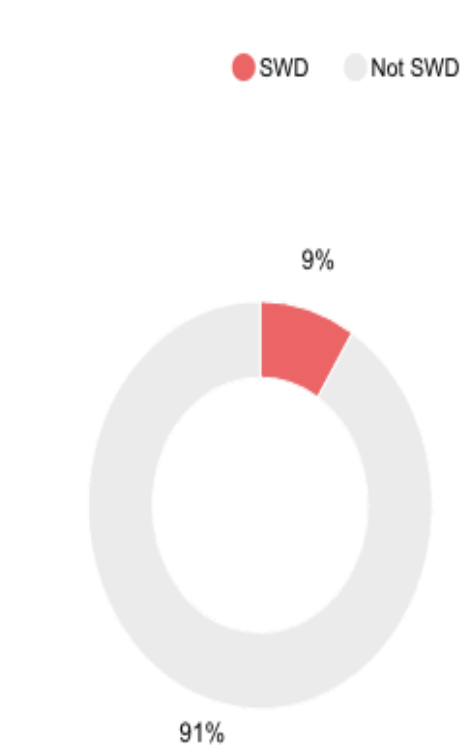

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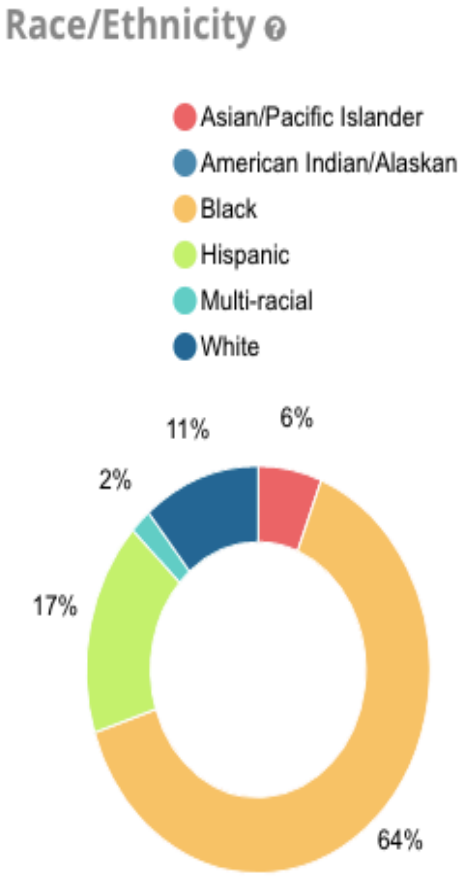

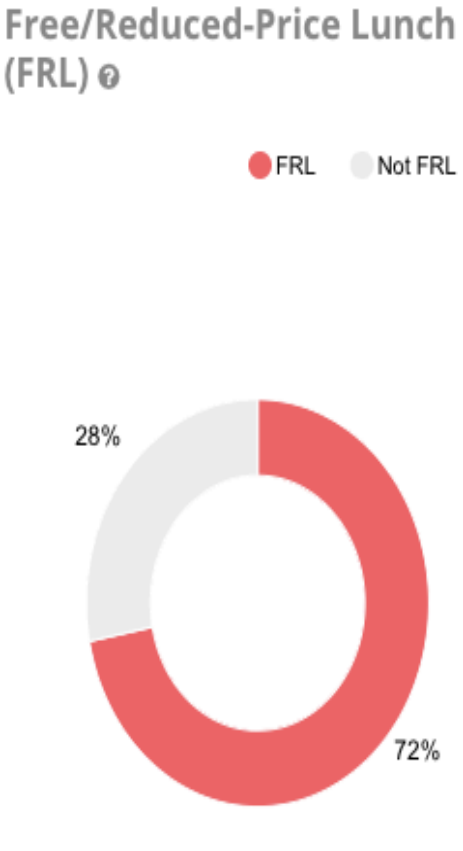

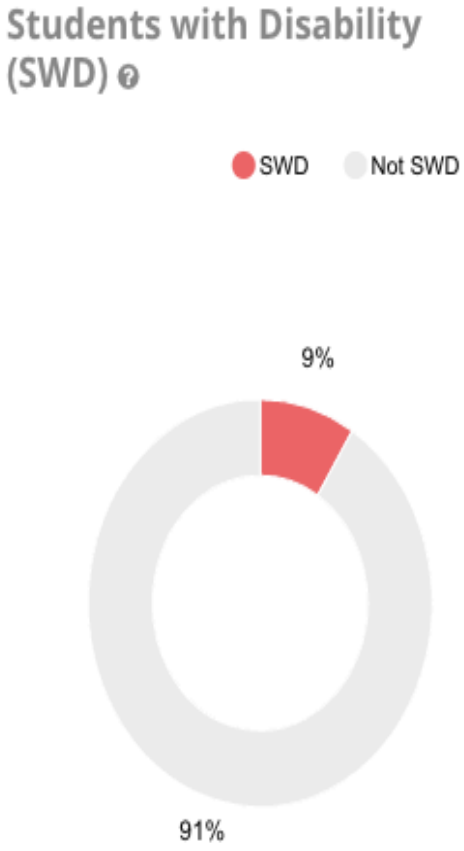

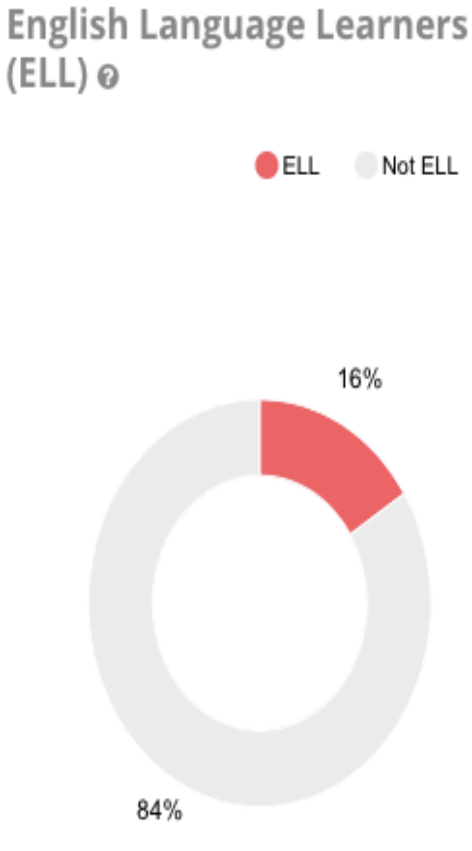

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Schools Supported

- Check & Connect is implemented in 35 schools
  - 1 Alternative School (Middle & High School)
  - 1 Elementary School
  - 16 Middle Schools
  - 17 High Schools
- More than 1450 students are receiving Check & Connect Support for the 2017-18 academic school year.

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Why Check & Connect?

- Coordinated Early Intervening Services (CEIS)
  - In 2004, Congress authorized the use of a limited amount of a district's federal Individualized Disabilities Education Act (IDEA) funds to be used for the purpose of providing CEIS to reduce academic and behavioral problems in the general education environment, thereby leading to fewer and more appropriate referrals for special education services.
- The CEIS Plan
  - Requires school districts that are disproportionate in the number of suspensions African American students with disabilities to use 15% of their federal IDEA funds to support efforts to address disproportionality

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DeKalb Disproportionality Data

Significant Disproportionality - Duration and Type

FY16 Determination

District	Race/Ethnicity	Suspension Count	Value Added Suspension	Cumulative SWD Enrollment	Risk Ratio
DeKalb County	American Indian	8	14	32	1.01
DeKalb County	Asian	13	22	252	0.2
DeKalb County	Black	2634	4651	8458	3.58
DeKalb County	Hispanic	179	281	1646	0.36
DeKalb County	Pacific Islander	0	0	9	0
DeKalb County	Two or More	35	55	198	0.64
DeKalb County	White	116	180	1452	0.26
State of Georgia	American Indian	77	116	460	0.79
State of Georgia	Asian	182	282	3808	0.23
State of Georgia	Black	26066	42681	89640	2.22
State of Georgia				584	0.64
State of Georgia	Pac			94	1.2
State of Georgia	Tv			28	1
State of Georgia				220	0.53

*Data Source: 2015 June SR Data Collection

Weighted Risk Ratio	Risk Ratio Categories
<2.99	At-Risk
3.0 and higher	Disproportionate

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DeKalb Disproportionality Data

Significant Disproportionality - Duration and Type

FY17 Determination

District	Race/Ethnicity	Suspension Count	Value Added Suspension	Cumulative SWD Enrollment	Risk Ratio
DeKalb County	American Indian	0	0	31	0
DeKalb County	Asian	16	24	273	0.2617
DeKalb County	Black	2139	3581	8511	3.3535
DeKalb County	Hispanic	154	235	1762	0.367
DeKalb County	Pacific Islander	1	1	12	0.2521
DeKalb County	Two or More	38	61	219	0.8407
DeKalb County	White	94	150	1457	0.2852
State of Georgia	American Indian	58	96	454	0.687
State of Georgia	Asian	191	277	4159	0.2135
State of Georgia	Black	26258	43167	92801	2.2808
State of Georgia	Hispanic	4265	6427	30970	0.6427
State of Georgia	Pacific Islander	37	57	201	0.9219
State of Georgia	Two or More	1514	2377	7958	0.9701
State of Georgia	White	13272	19536	97326	0.523

***Data Source:** 2016 June SR Data Collection

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Previous Efforts

- **Collaboration**
  - Department of Special Education
  - Department of Safe Schools & Student Relations
  - Professional Learning Department
  - Curriculum & Instruction

- **Training** (Principals, Asst. Principals, Lead Teachers for Special Education, Teachers, Dept Chairs, etc.)
  - Special Education Rules & Regulations regarding Discipline Procedures
  - Procedural Safeguards
  - Alternatives to Suspension
  - Behavioral Supports from the Department of Special Education
    - BCBA, Autism Specialists

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Implementation Objectives

- Increase student engagement for targeted (disengaged students)
- Increase students' progression towards graduation

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Targeted Students

- CEIS Coordinators worked with Management Information Systems (MIS)
- Discipline Query

BEH016_CEIS_Behavior

CEIS Discipline Report

School	Student Name	Student ID	Current Grade	Attendance %	Discipline Count	OSS	ISS	OSS ISS Total	Count of Failed Classes
Columbia High School									
	xxxxx	x	09	62	10	31	2	33	12
	xxxxx	x	09	64	8	25	0	25	10
	xxxxx	x	09	100	7	14	0	14	10
	xxxxx	x	09	53	0	0	0	0	9
	xxxxx	x	09	57	11	28	6	34	9
	xxxxx	x	09	87	4	0	3	3	9
	xxxxx	x	09	65	7	7	4	11	8
	xxxxx	x	09	74	4	13	0	13	8
	xxxxx	x	09	66	11	37	7	44	8

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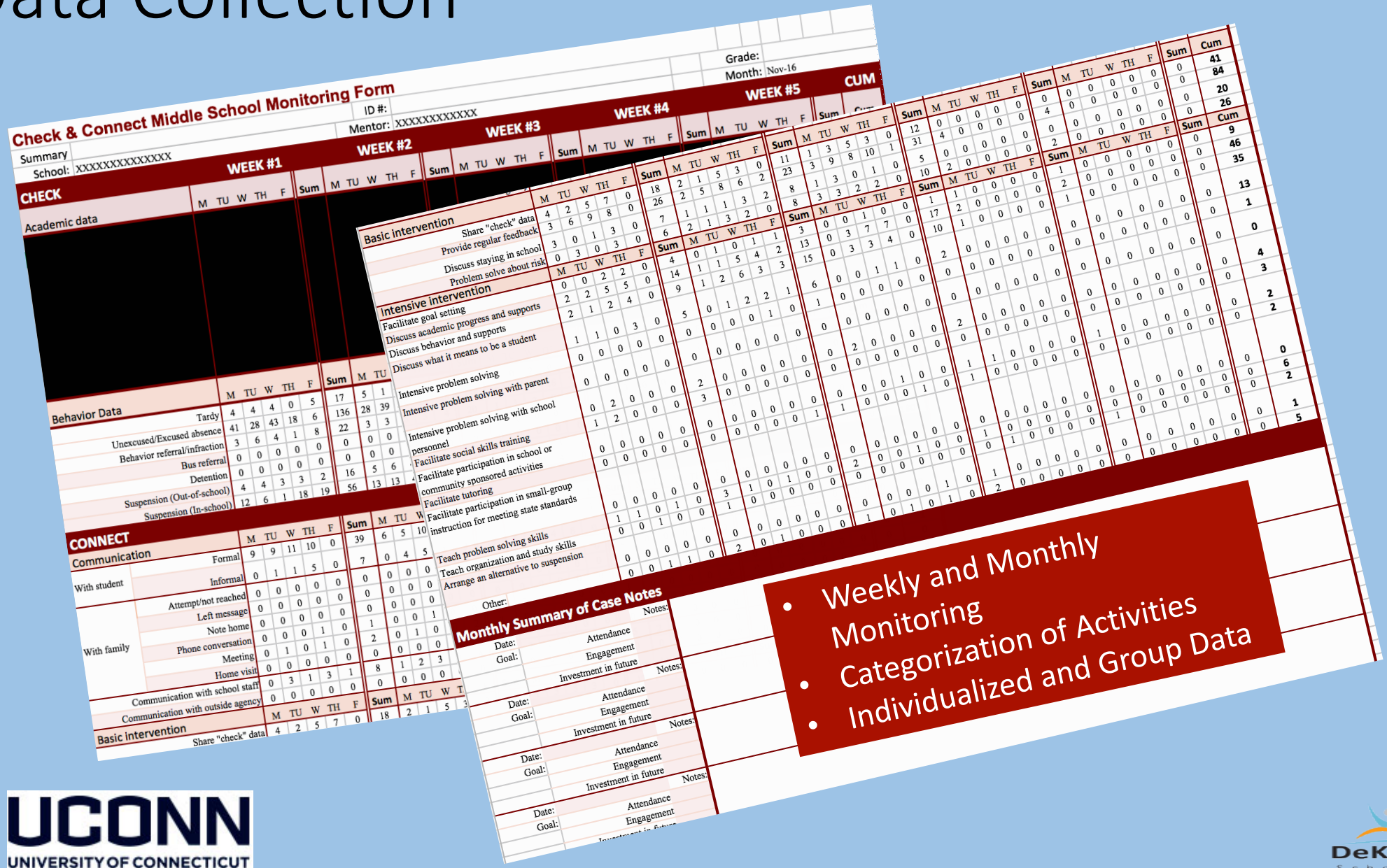
Data Collection



- Weekly and Monthly Monitoring
- Categorization of Activities
- Individualized and Group Data

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Tracking Check & Connect Data

Check & Connect High School Monitoring Form

Check & Connect
checkandconnect.umn.edu

Student:		ID #:		Grade:	
School:		Mentor:		Month:	

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CHECK	WEEK #1						WEEK #2						WEEK #3						WEEK #4						WEEK #5						CUM
Academic data	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	High Risk
Individual Course Grades	Grade Average					%	Grade Average					%	Grade Average					%	Grade Average					%	Grade Average					%	
(Insert Course Names)Period 1	[redacted]					0	[redacted]					0	[redacted]					0	[redacted]					0	[redacted]					0	[redacted]
Period 2						0						0						0						0						0	
Period 3						0						0						0						0						0	
Period 4						0						0						0						0						0	
Period 5						0						0						0						0						0	
Period 6						0						0						0						0						0	
Period 7						0						0						0						0						0	
Period 8						0						0						0						0						0	
Period 9						0						0						0						0						0	
Period 10						0						0						0						0						0	

What would data look like for a student at "high risk" for academic problems?

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Behavior Data	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	Cum	High Risk
Tardy						0						0						0						0						0	0	
Unexcused/Excused absence						0						0						0						0						0	0	
Behavior referral/infraction						0						0						0						0						0	0	
Bus referral						0						0						0						0						0	0	
Detention						0						0						0						0						0	0	
Suspension (Out-of-school)						0						0						0						0						0	0	
Suspension (In-school)						0						0						0						0						0	0	

Behavior	Definition	Example	Non-Examples	"High Risk"
Tardy				
Unexcused absence				
Excused absence				
Bus referral				
Detention				
Suspension (out-of-school)				
Suspension (in-school)				

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CONNECT

Communication		M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	M	TU	W	TH	F	Sum	Cum
With student	Formal						0						0						0						0						0	**0**
	Informal						0						0						0						0						0	**0**
With family	Attempt/not reached						0						0						0						0						0	**0**
	Left message						0						0						0						0						0	**0**
	Note home						0						0						0						0						0	**0**
	Phone conversation						0						0						0						0						0	**0**
	Meeting						0						0						0						0						0	**0**
	Home visit						0						0						0						0						0	**0**
Communication with school staff							0						0						0						0						0	**0**
Communication with outside agency							0						0						0						0						0	**0**

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Basic intervention	M	TU	W	TH	F	Sum
Share "check" data						0
Provide regular feedback						0
Discuss staying in school						0
Problem solve about risk						0

Intensive intervention						
Facilitate goal setting						0
Discuss academic progress and						0
Discuss behavior and supports						0
Discuss what it means to be a student						0
Intensive problem solving						0
Intensive problem solving with parent						0
Intensive problem solving with school personnel						0
Facilitate social skills training						0
Facilitate participation in school or community sponsored						0
Facilitate tutoring						0
Facilitate participation in small-group instruction for meeting state standards						0
Teach problem solving skills						0
Teach organization and study						0
Arrange an alternative to suspension						0
Other:						0

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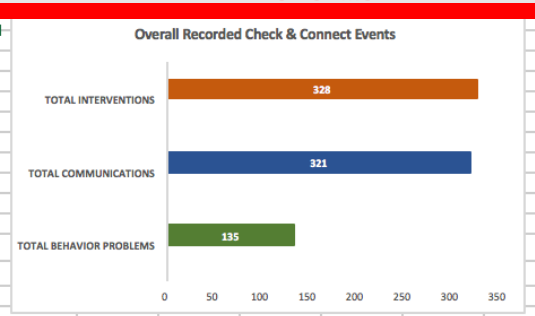
SAMPLE CHECK & CONNECT DATA SUMMARY SHEET

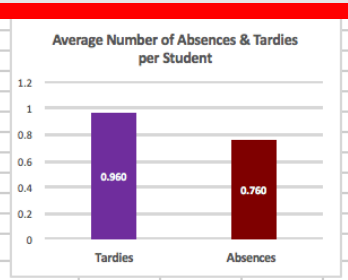
DO NOT MODIFY

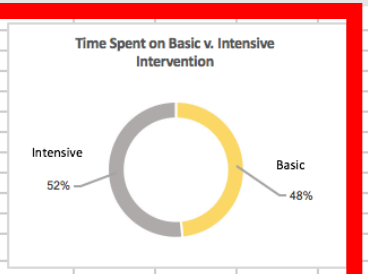
use this sheet as a guide- NOT to be modified

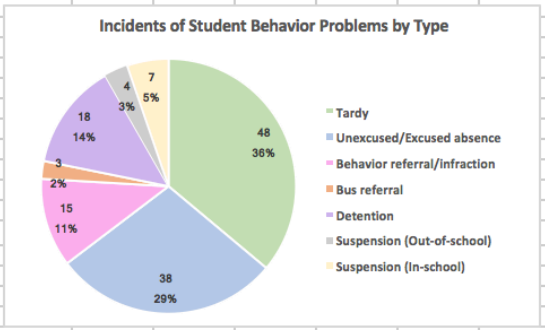
BEHAVIOR DATA	
Tardy	48
Average Tardies Per Student	*0.960*
Unexcused/Excused absence	38
Average Absences per Student	*0.760*
Behavior referral/infraction	15
Bus referral	3
Detention	18
Suspension (Out-of-school)	4
Suspension (In-school)	7
TOTAL BEHAVIOR PROBLEMS	135

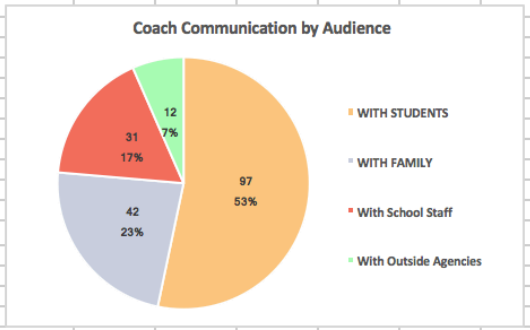
CONNECT		
COMMUNICATION		
WITH STUDENTS	Formal	38
	Informal	59
	Total Communications with Students	97
WITH FAMILY	Attempt/not reached	12
	Left message	6
	Note home	2
	Phone conversation	19
	Meeting	2
	Home visit	1
	Total Communication with Family	42
	With School Staff	31
	With Outside Agencies	12
	TOTAL COMMUNICATIONS	321
INTERVENTION		
BASIC	Share "check" data	38
	Provide regular feedback	49
	Discuss staying in school	43
	Problem solve about risk	29
INTENSIVE	Facilitate goal setting	13
	Discuss academic progress and supports	18
	Discuss behavior and supports	6
	Discuss what it means to be a student	5
	Intensive problem solving	20
	Intensive problem solving with parent	13
	Intensive problem solving with school personnel	22
	Facilitate social skills training	4
	Facilitate participation in school or community sponsored activities	6
	Facilitate tutoring	3
	Facilitate participation in small-group instruction for meeting state standards	1
	Teach problem solving skills	23
	Teach organization and study skills	21
	Arrange an alternative to suspension	14
	Other:	0
	TOTAL BASIC INTERVENTIONS	*48%*
	TOTAL INTENSIVE INTERVENTIONS	*52%*
	TOTAL INTERVENTIONS	328

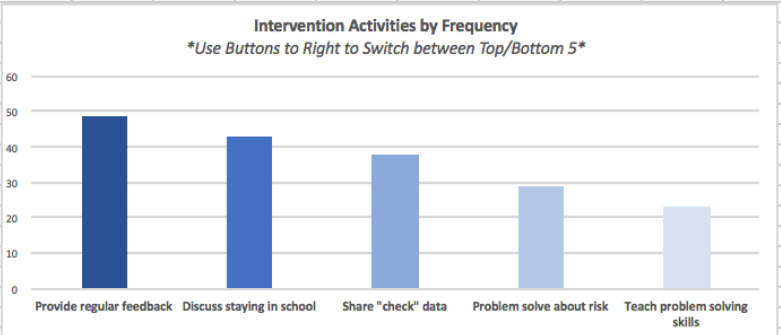












graphs are based on data that was entered to left

SAMPLE | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL

Ready

sample data

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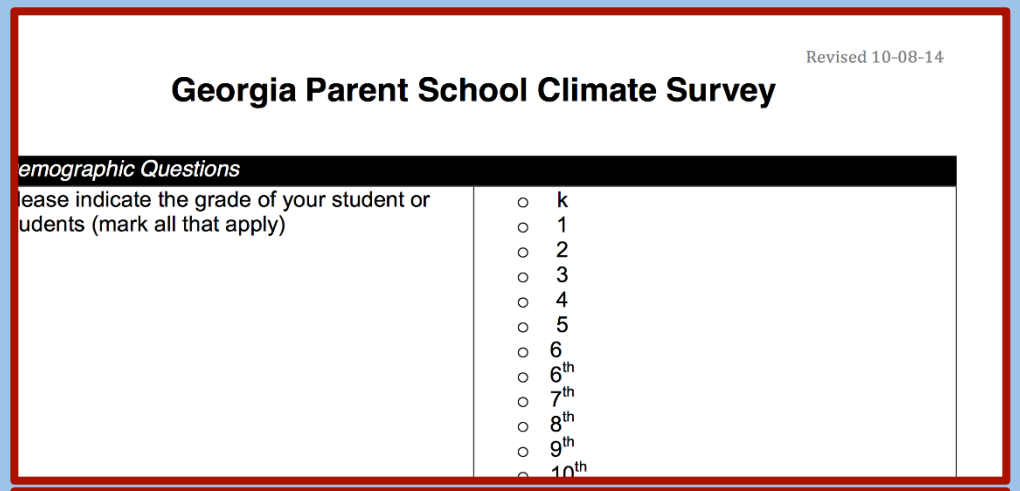
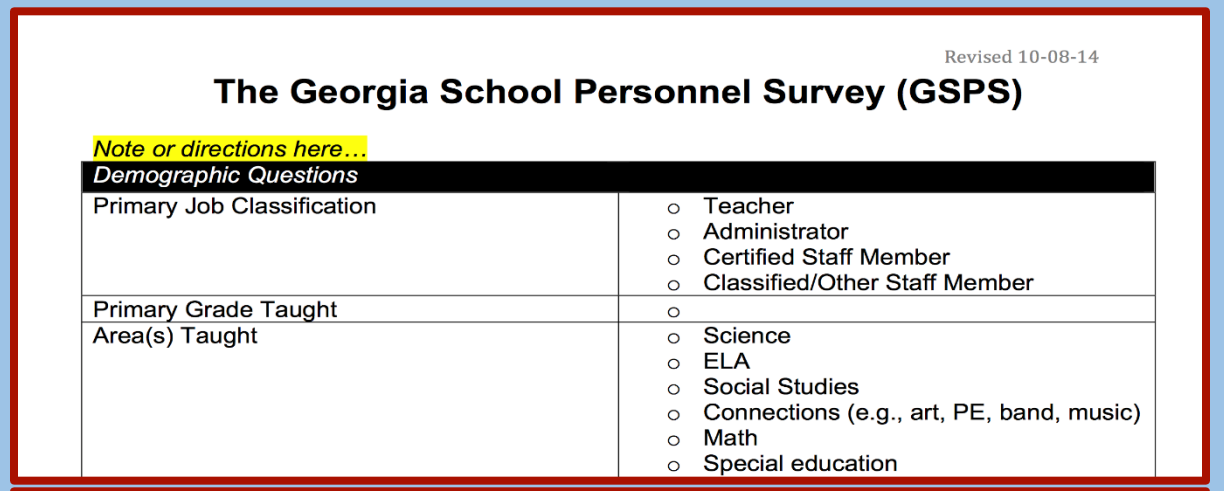
School Climate Data



Revised 10-08-14

Georgia Parent School Climate Survey

emographic Questions	
lease indicate the grade of your student or udents (mark all that apply)	○ k ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th

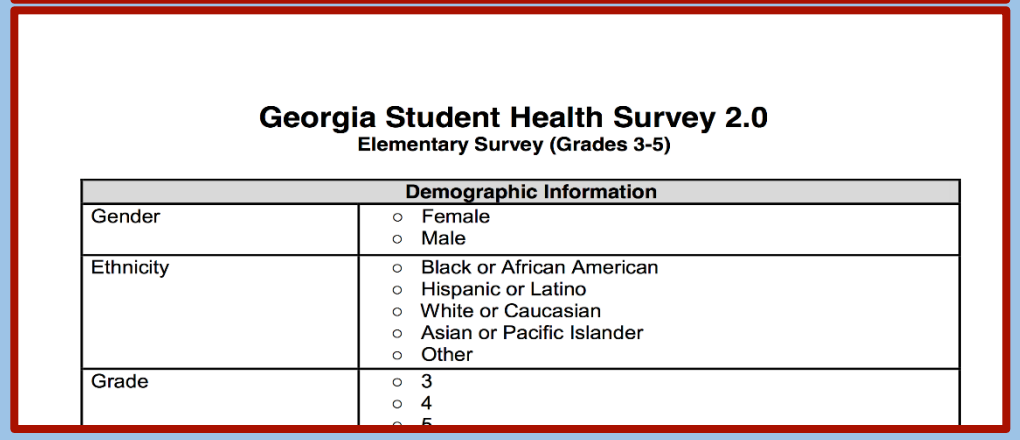


Revised 10-08-14

The Georgia School Personnel Survey (GSPS)

Note or directions here…

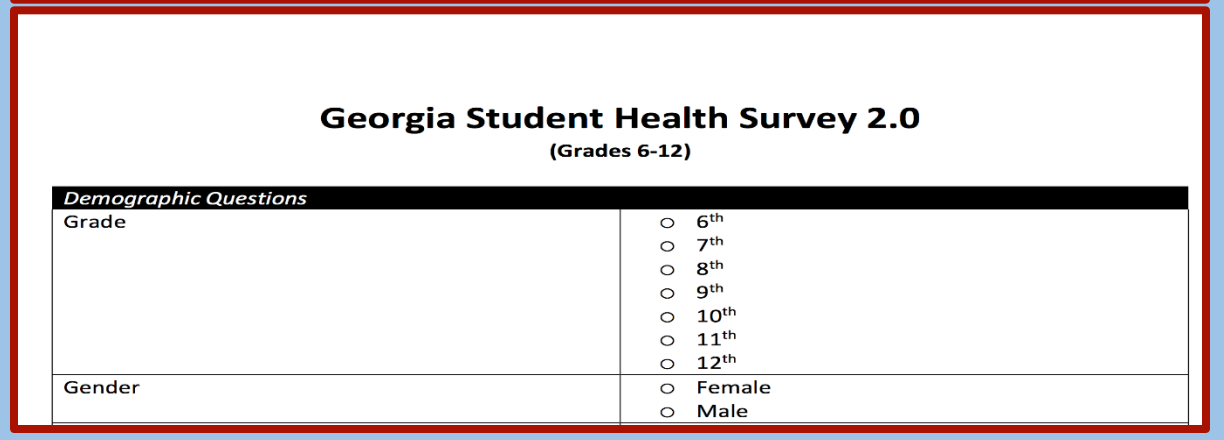
Demographic Questions	
Primary Job Classification	○ Teacher ○ Administrator ○ Certified Staff Member ○ Classified/Other Staff Member
Primary Grade Taught	○
Area(s) Taught	○ Science ○ ELA ○ Social Studies ○ Connections (e.g., art, PE, band, music) ○ Math ○ Special education



Georgia Student Health Survey 2.0

Elementary Survey (Grades 3-5)

Demographic Information	
Gender	○ Female ○ Male
Ethnicity	○ Black or African American ○ Hispanic or Latino ○ White or Caucasian ○ Asian or Pacific Islander ○ Other
Grade	○ 3 ○ 4 ○ 5



Georgia Student Health Survey 2.0

(Grades 6-12)

Demographic Questions	
Grade	○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th
Gender	○ Female ○ Male

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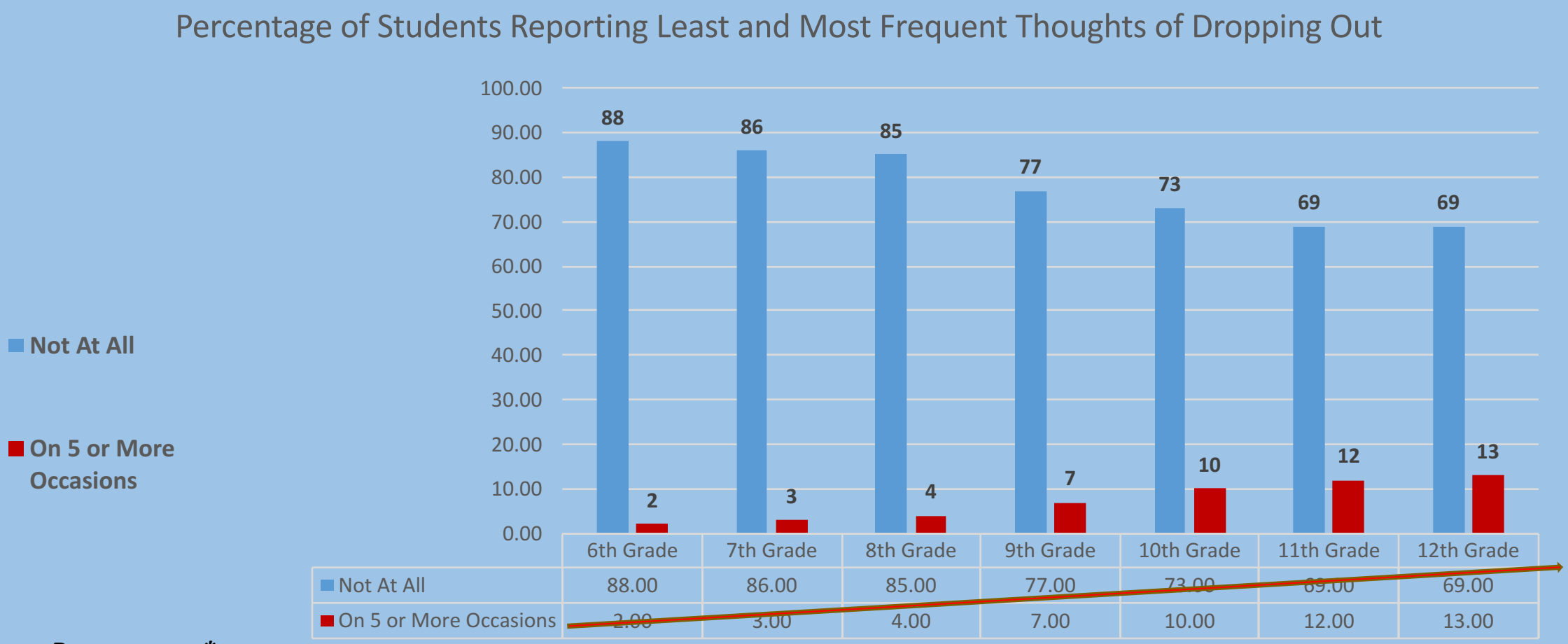
"During the past 12 months, on how many occasions have you thought about dropping out of school?"



Values are Percentages*

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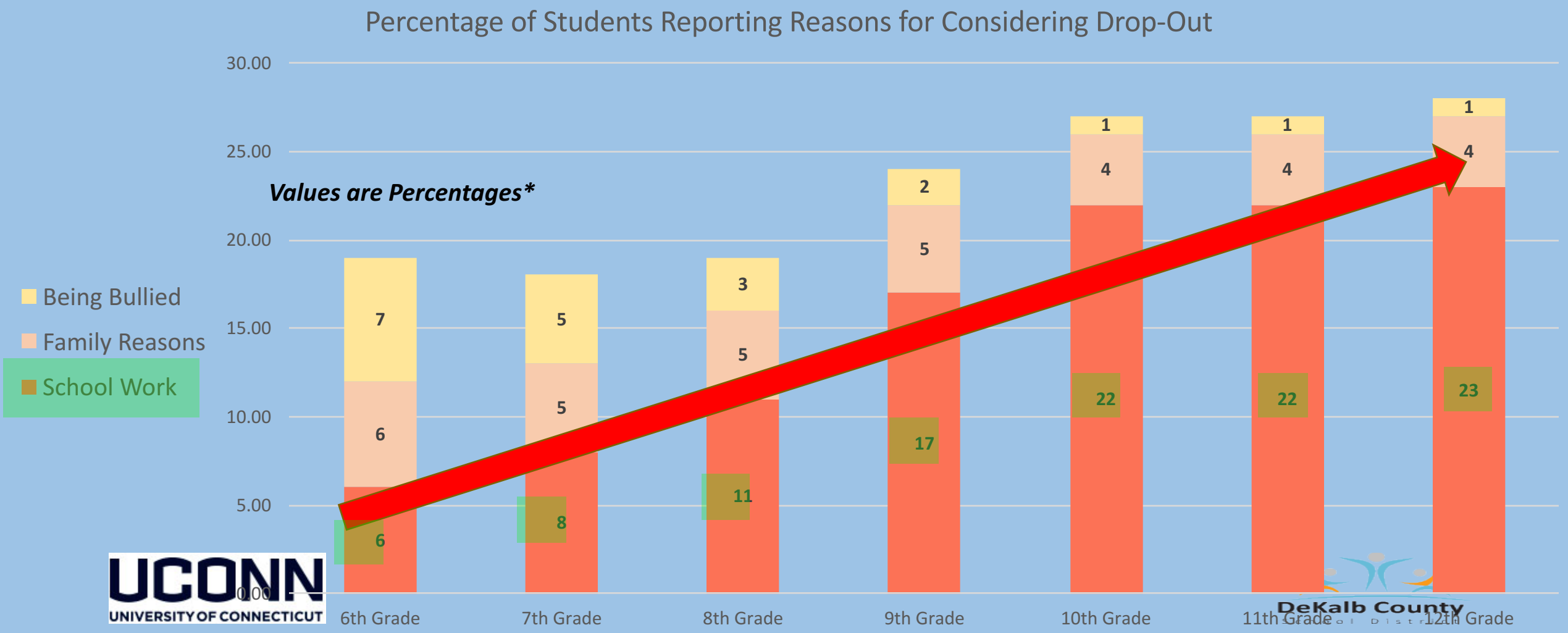
- Trends in the barriers to school completion?



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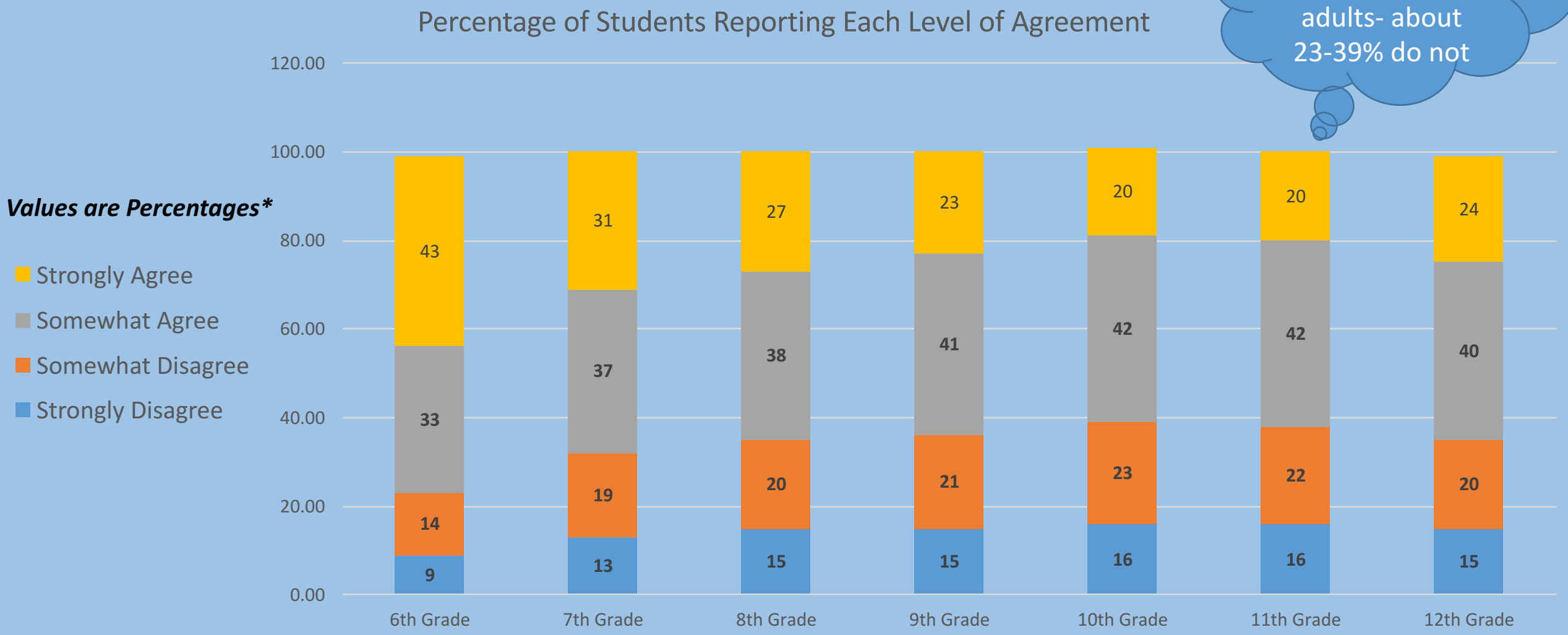
Students' Ratings of Perceived Adult Social Support

Majority of students feel supported by adults- about 23-39% do not



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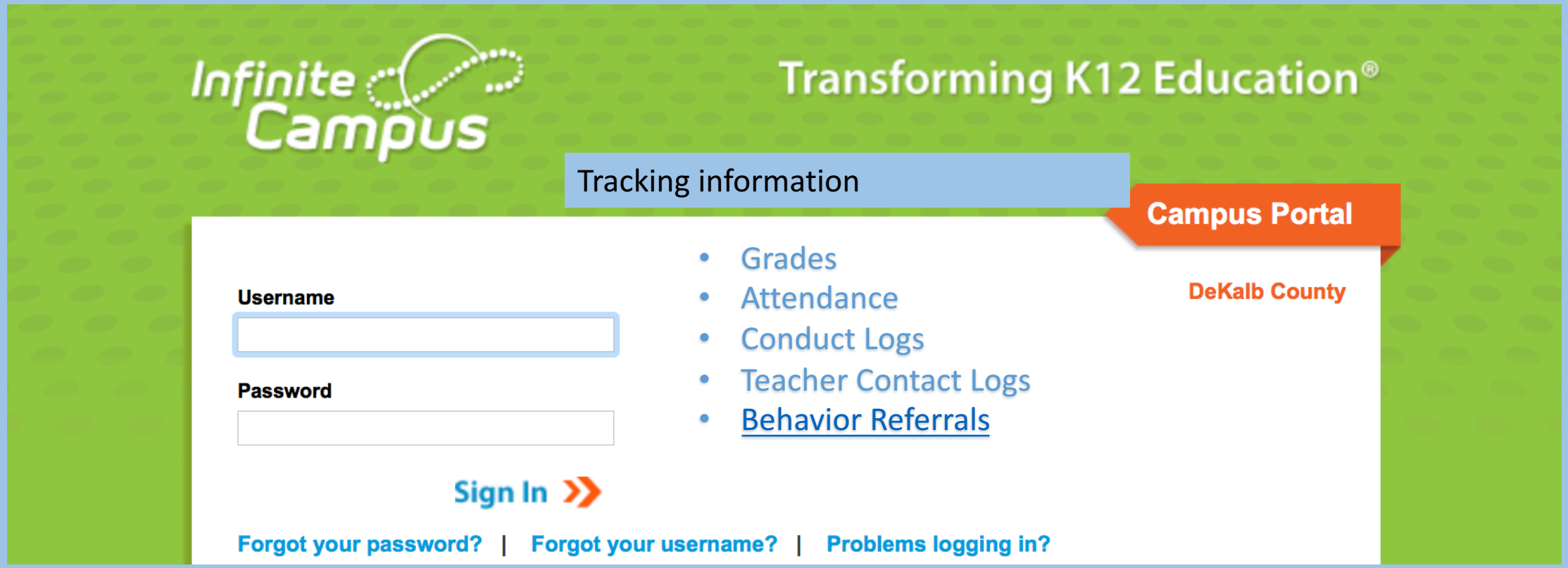
Infinite Campus



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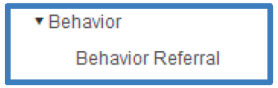
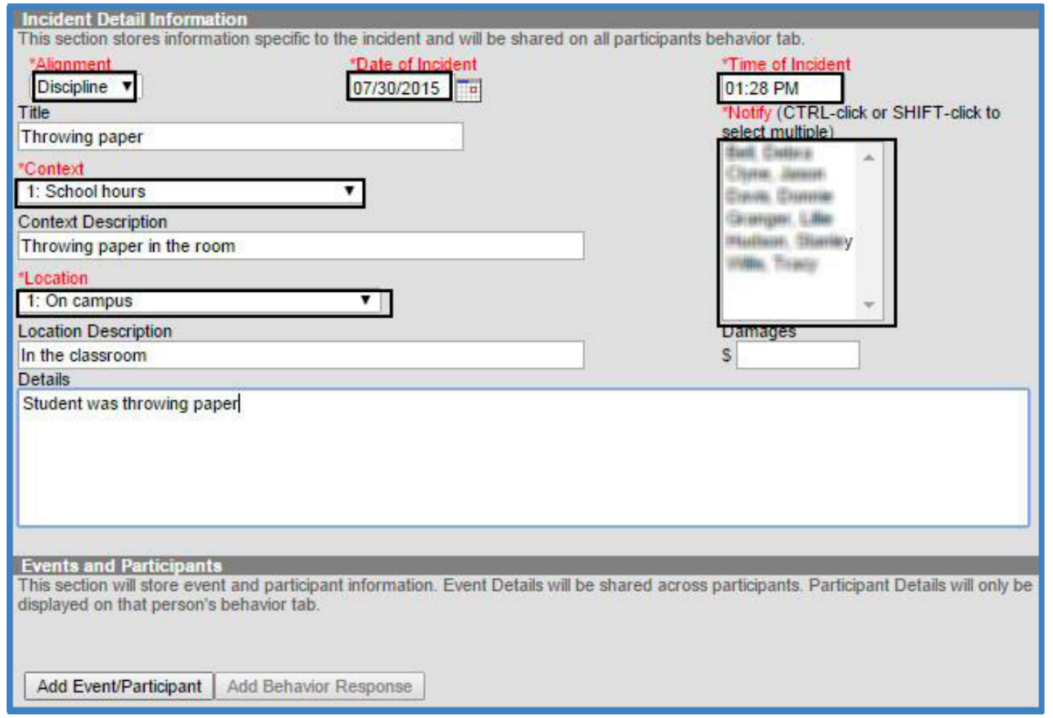
Behavior Referral

Teacher Behavior Referral

A **Behavior Referral** consists of two parts: 1) **Incident Information**, which gives the general information about the incident, and 2) **Participants and Events** which describes participants and the incidents for each event. Information entered into the referral will be viewable in the teacher's grade book on the student's **Behavior tab**.

1. From the left navigation bar, select **Behavior,** and then **Behavior Referral**.





Checking & Connecting With Staff (Staff Support)

- **Access to Local Check & Connect Trainers**
- **Monitoring Fidelity of Implementation**
  - Core Components & Elements Self-Assessment
  - Check & Connect Mentor Fidelity Rubric “Gold Standard”
  - Perception Surveys (Parent, Student, Principal, Student Engagement Coach)
- **Mandatory Scheduled Professional Learning**--- Twice/Monthly
- **Individual Coaching**
  - Monthly Individual Meetings /School Visits (TA)
  - Support for successful implementation (address barriers, time management...)
  - Individual data reviews (monitoring workbook, monthly summary, communication logs..)

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DeKalb County
School District

Professional Development

- Annual Mentor Training refresher
- Annual School Administrator Overview (Individual and/or Group)
- Ruby Payne series
  - Understanding Poverty, dropout prevention, Boys in Crisis & Narrowing the Achievement Gap for Under-Resourced Students
- Youth Mental Health First Aid
- Motivational Interviewing series
- Engaging Families
- School Climate/Culture and Check & Connect
- Socially competent leadership and modeling for engaging youth
- Community Resources and Supports
- Cultural Competencies

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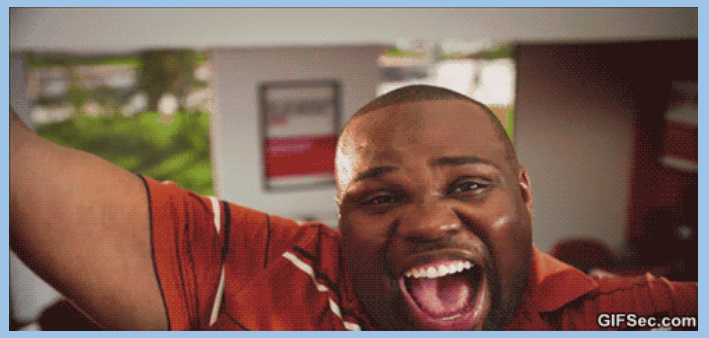

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DeKalb County
School District

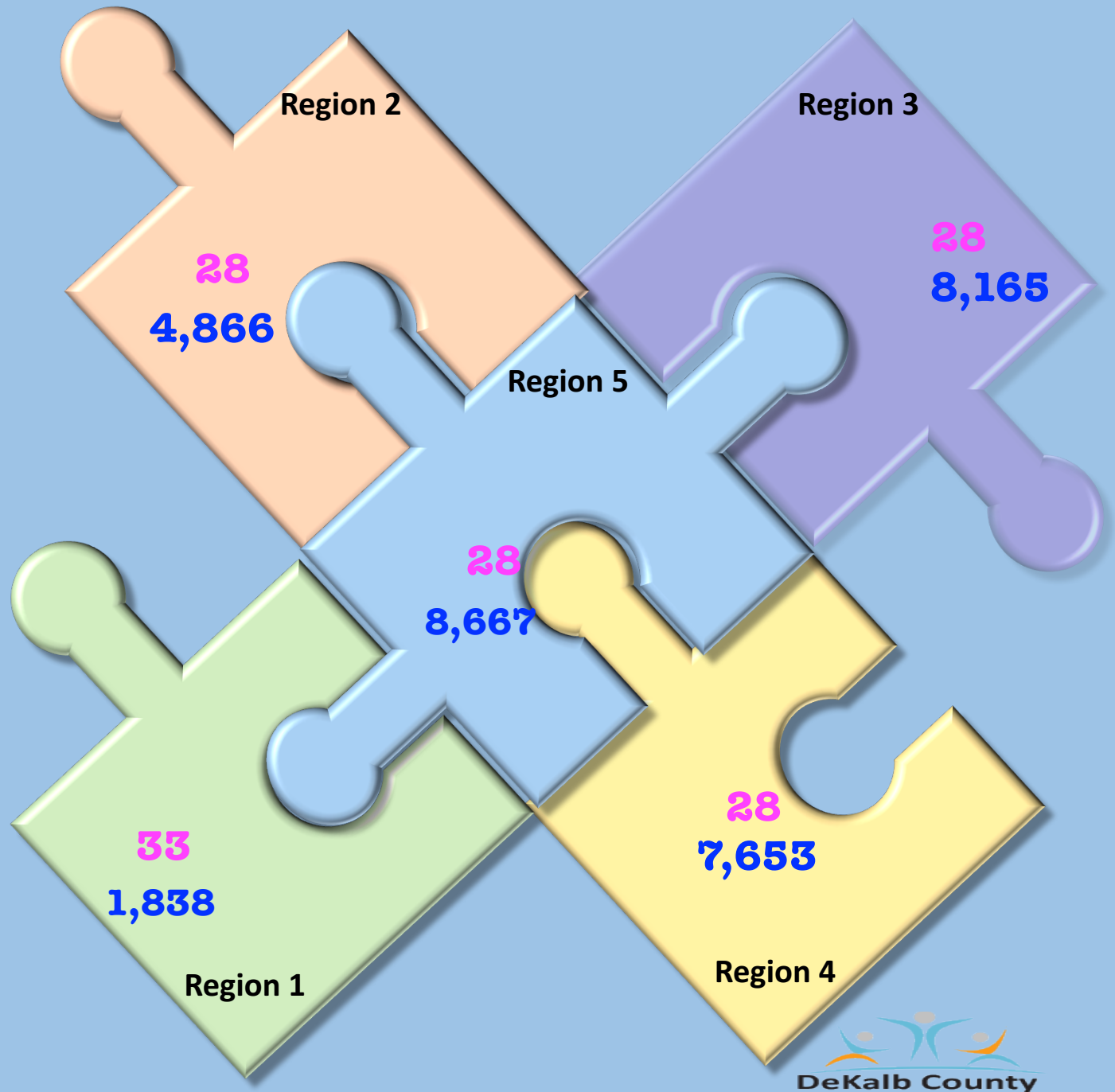
Connections

Students Served
Year 1: 1,771
Year 2: 2,116
Year 3: 1,460

Connections per Student

Total Connections

31,189
Connections
Districtwide



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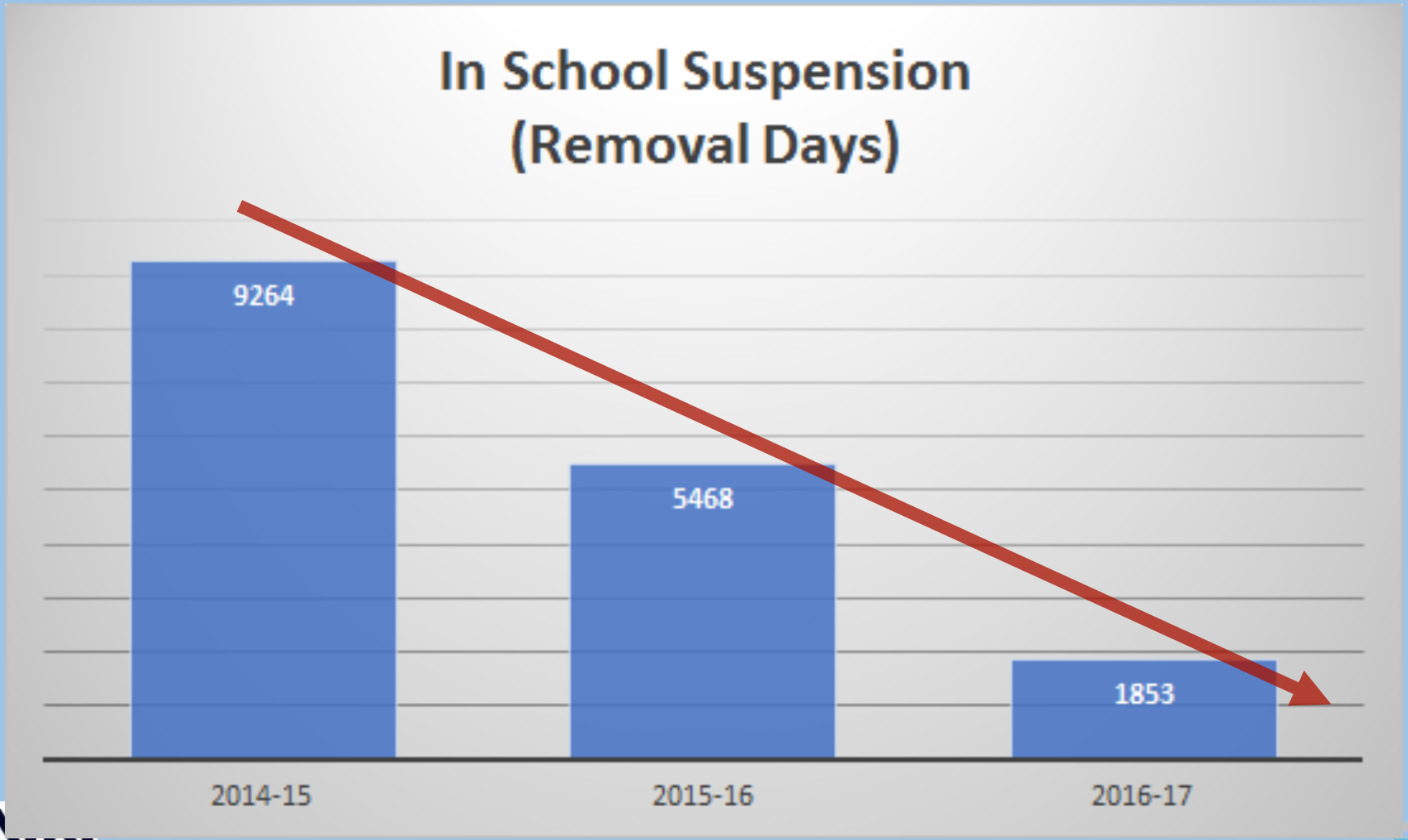
School District

In School Suspensions



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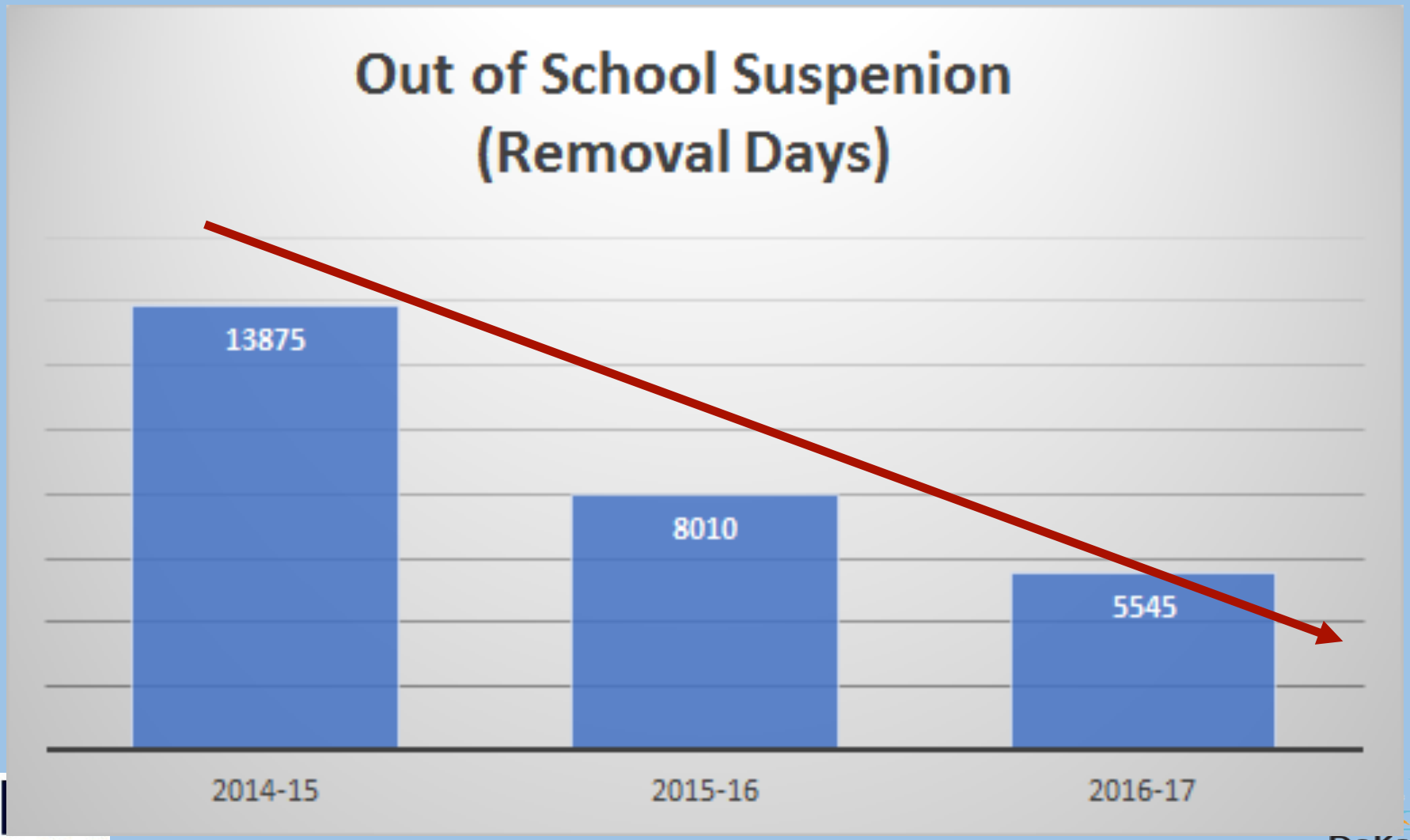
School District

Out of School Suspensions



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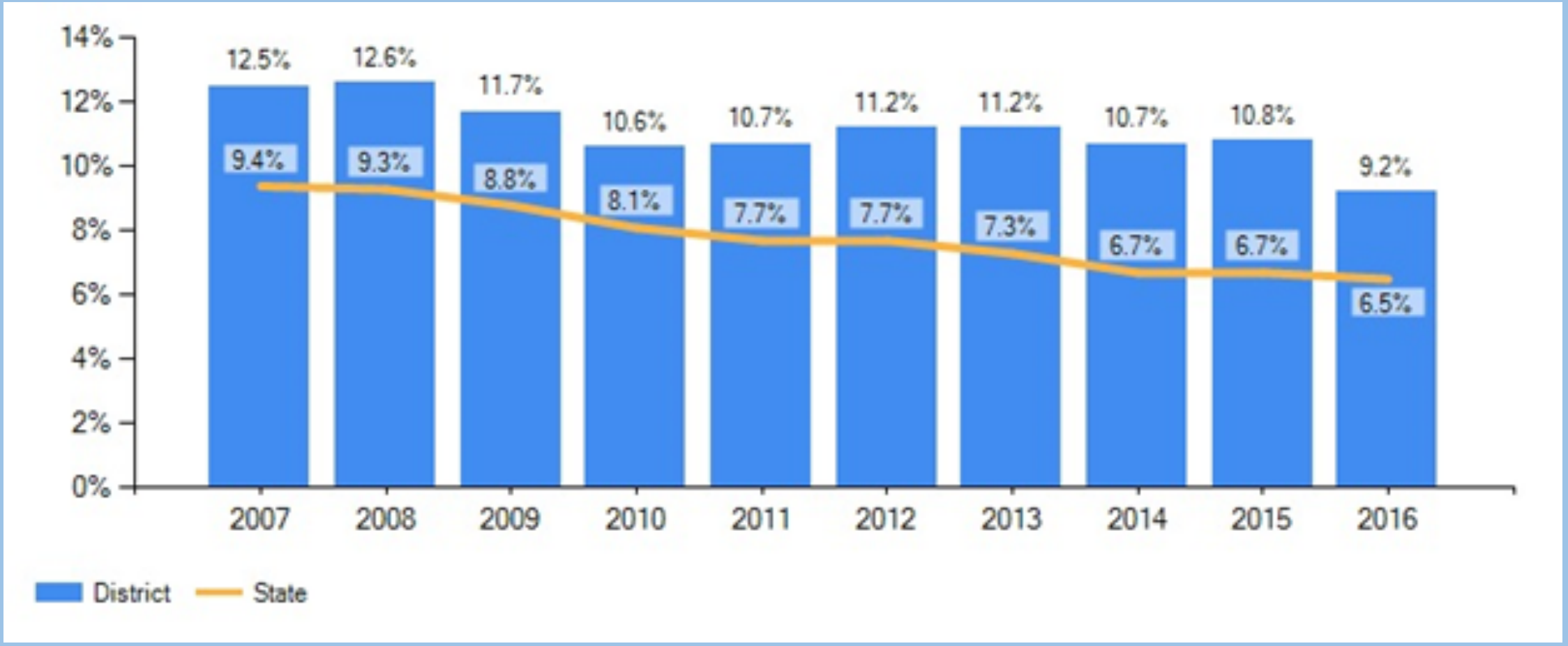
DeKalb County School District

District-Wide Student Suspension Percentage Since 2007



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DeKalb County
School District

Increased Visibility

- Check & Connect on the Radar (District Buy In)
  - Superintendents (Regional, Deputy, District)
  - School Administrators are requesting Check & Connect
  - District's RTI Coordinators

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DeKalb County
School District

Valued Outcome: _____

Step 1: What does the data say?

_____

Step 2: What is the goal?

_____

Step 3: What will we do to support student behavior?

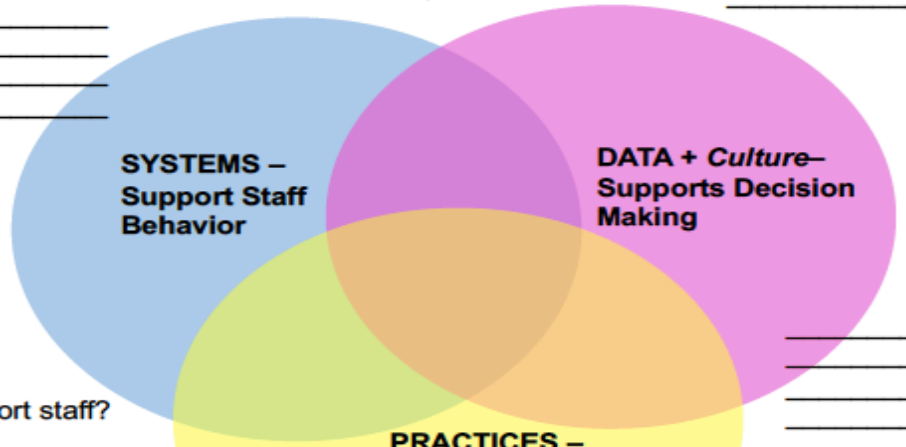
_____

Step 4: What will we do to support staff?

_____

Step 5: What will we do to support families?

_____



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DeKalb County School District

- Complete this worksheet using graphs from "Month" tabs
- Use to analyze group data and changes over time

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Check & Connect Data Summary Worksheet

Understanding Overall Data

1. Look at the bar graph entitled "Overall Recorded Check & Connect Events." Rank the type of events (*Intervention, Communication, Behavior Problems*) from least to most frequently occurring:
   1) _____
   2) _____
   3) _____
2. Look at the bar graph comparing student tardies and absences.
   On average, how many times is each student tardy? _____
   On average, how many times is each student absent? _____
3. Look at the graph entitled "Time Spent on Basic v. Intensive Intervention.
   What percentage of time do you spend on basic intervention activities? _____
   What percentage of time do you spend on intensive intervention activities? _____
4. Examine the pie chart that displays reported student problem behaviors by type. List the top three problem behaviors for students.
   1) _____
   2) _____
   3) _____
5. Examine the pie chart that shows time spent communicating with different audiences. Rank the time spent communicating with each audience from least to most frequently occurring. For each, write the mode of communication you use most frequently (e.g. "parents / phone calls").
   1) _____ 2) _____
   3) _____ 4) _____
6. Look at the bar graph showing intervention activities by frequency. Use the button to the right of the graph to select "Top 5 Intervention Activities" that you spend time on. In order, list ***and*** describe what each of these activities looks like for you:
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____

   Use the button to the right of the graph to select "Bottom 5 Intervention Activities" that you spend time on. In order, list ***and*** describe what each of these activities looks like for you:
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____

Check & Connect Data Summary Worksheet

Comparing Overall Data Over Time

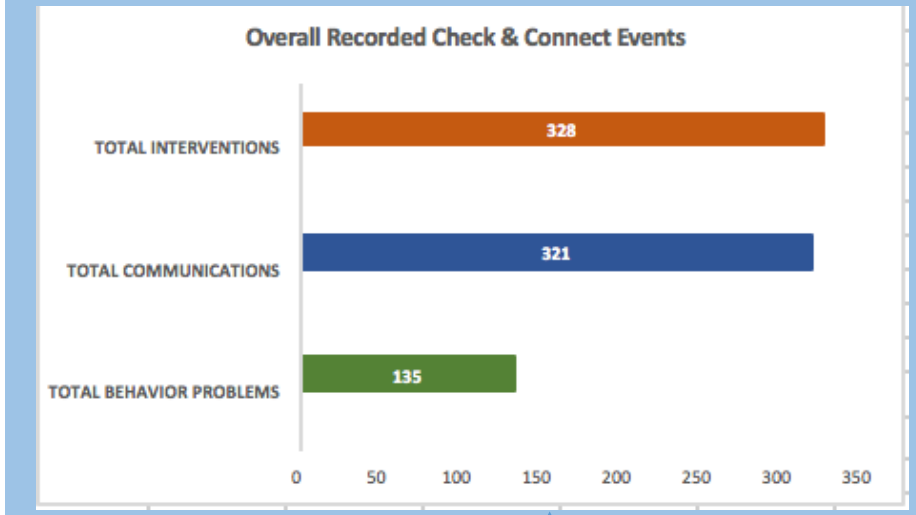
Switch between two tabs to compare data changes over time (e.g. September to March).

1. For "Overall Recorded Check & Connect Events," has there been any change in the frequency or ranking of recorded check & connect events? Describe.
   _____
   _____
   _____
2. Look at the bar graphs comparing student tardies and absences.
   Have the average number of tardies per student increased or decreased? _____
   Have the average number of absences per student increased or decreased? _____
3. Compare graphs entitled "Time Spent on Basic v. Intensive Intervention." Has there been any change in the way you split your time between basic and intensive intervention? Describe.
   _____
4. Compare reported student problem behaviors over time. Have there been any change in the most frequently occurring problem behaviors?
   _____
   _____
   _____
5. For communication, has there been any change in your frequency of contacting each of the four audiences? For each audience, has your mode of communication changed or stayed the same?
   1) _____ 2) _____
   3) _____ 4) _____
6. Look at the bar graph showing intervention activities by frequency. Have your **"Top 5 Intervention Activities"** changed? Have your specific activities related to each changed over time?
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____

   Have your **"Bottom 5 Intervention Activities"** changed? Have your specific activities related to each changed over time?
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____

Answering Questions 1, 2 & 3

1. Look at the bar graph entitled "Overall Recorded Check & Connect Events." Rank the type of events (*Intervention, Communication, Behavior Problems*) from least to most frequently occurring:
   1) INTERVENTIONS
   2) COMMUNICATIONS
   3) BEHAVIOR PROBLEMS
2. Look at the bar graph comparing student tardies and absences.
   On average, how many times is each student tardy? _____
   On average, how many times is each student absent? _____
3. Look at the graph entitled "Time Spent on Basic v. Intensive Intervention.
   What percentage of time do you spend on basic intervention activities? _____
   What percentage of time do you spend on intensive intervention activities? _____



Use this graph to compare total check and connect events by category

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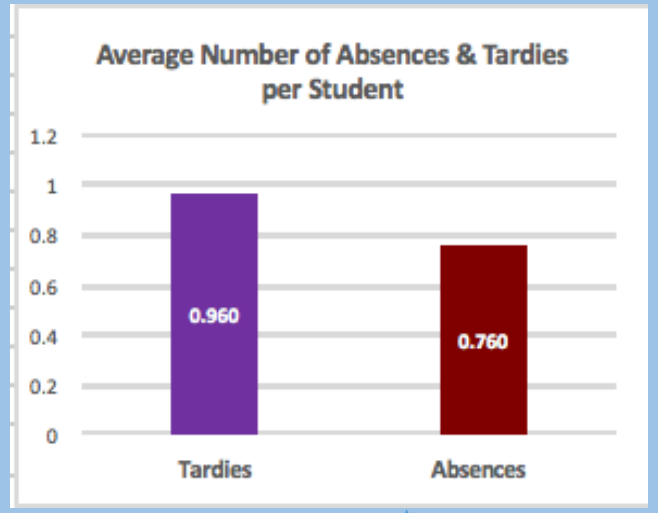
DeKalb County
School District

Answering Questions 1, 2 & 3

1. Look at the bar graph entitled "Overall Recorded Check & Connect Events." Rank the type of events (*Intervention, Communication, Behavior Problems*) from least to most frequently occurring:
   1) _____
   2) _____
   3) _____
2. Look at the bar graph comparing student tardies and absences.
   On average, how many times is each student tardy? ONCE
   On average, how many times is each student absent? ONCE
3. Look at the graph entitled "Time Spent on Basic v. Intensive Intervention.
   What percentage of time do you spend on basic intervention activities? _____
   What percentage of time do you spend on intensive intervention activities? _____



Use this graph to see the average number of times each student is tardy or absent

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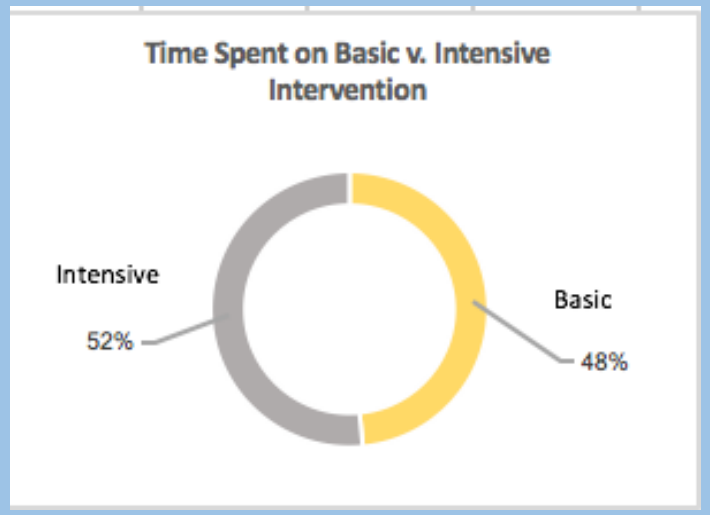
DeKalb County School District

Answering Questions 1, 2 & 3

1. Look at the bar graph entitled "Overall Recorded Check & Connect Events." Rank the type of events (*Intervention, Communication, Behavior Problems*) from least to most frequently occurring:
   1) _____
   2) _____
   3) _____
2. Look at the bar graph comparing student tardies and absences.
   On average, how many times is each student tardy? _____
   On average, how many times is each student absent? _____
3. Look at the graph entitled "Time Spent on Basic v. Intensive Intervention.
   What percentage of time do you spend on basic intervention activities? 48%
   What percentage of time do you spend on intensive intervention activities? 52%



Use this graph to compare the percentage of time spent on basic and intensive intervention

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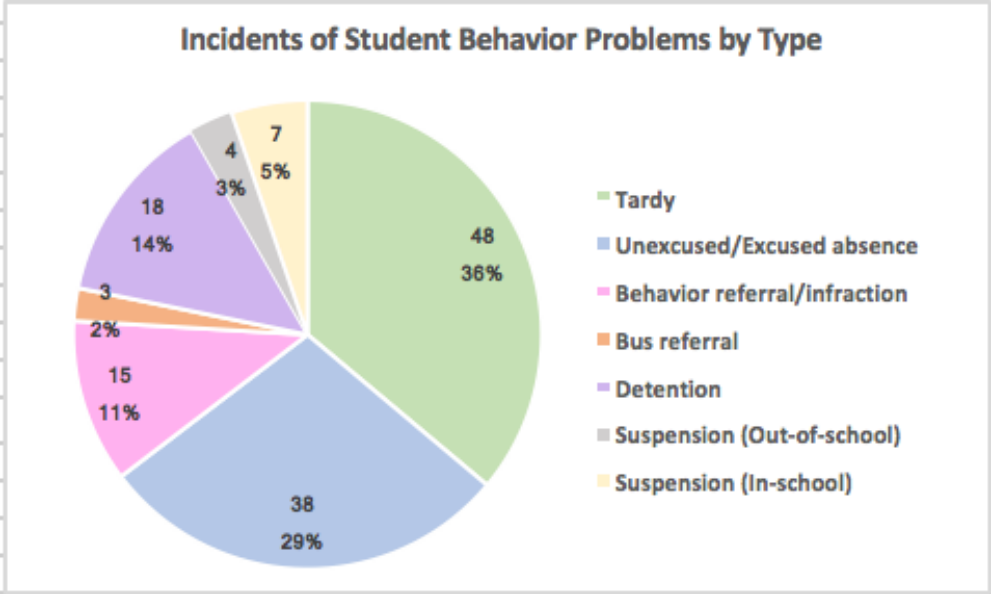
DeKalb County School District

Answering Question 4

4. Examine the pie chart that displays reported student problem behaviors by type. List the top three problem behaviors for students.
   1) TARDY
   2) UNEXCUSED/EXCUSED ABSENCES
   3) BEHAVIOR REFERRALS/INFRACTIONS



Use this graph to see the percentage of time that each problem behavior is occurring

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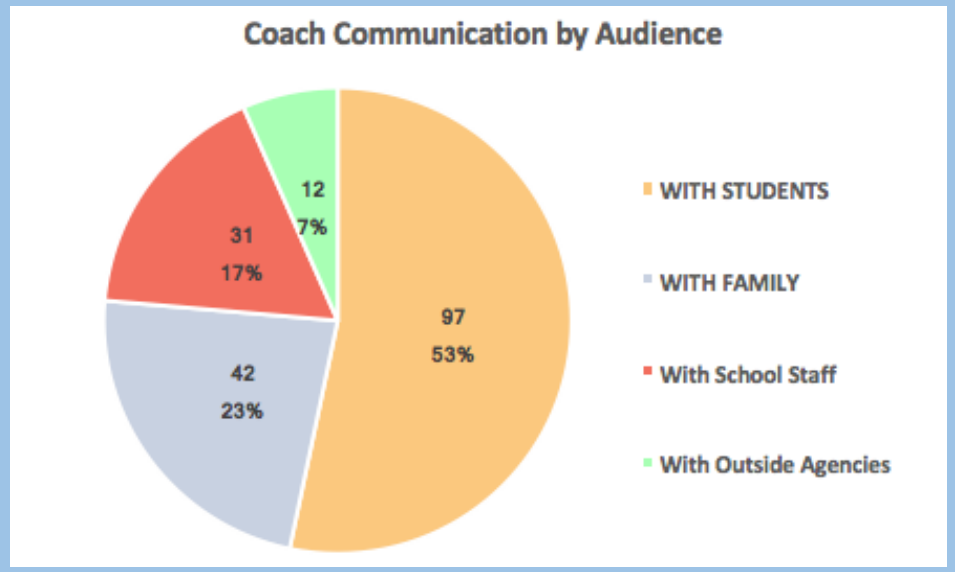
DeKalb County
School District

Answering Question 5

5. Examine the pie chart that shows time spent communicating with different audiences. Rank the time spent communicating with each audience from least to most frequently occurring. For each, write the mode of communication you use most frequently (e.g. "parents / phone calls").

1) STUDENTS / INFORMAL
2) FAMILIES / PHONE
3) SCHOOL STAFF
4) OUTSIDE AGENCIES



CONNECT COMMUNICATION		
WITH STUDENTS	Formal	38
	Informal	59
	Total Communications with Students	97
WITH FAMILY	Attempt/not reached	12
	Left message	6
	Note home	2
	Phone conversation	19
	Meeting	2
	Home visit	1
	Total Communication with Family	42
	With School Staff	31
	With Outside Agencies	12
	TOTAL COMMUNICATIONS	321

Use this graph to see the percentage of time that you are communicating with students, families, school staff and outside agencies

Use the "Communication" cells to see the specific ways you communicated with students and families

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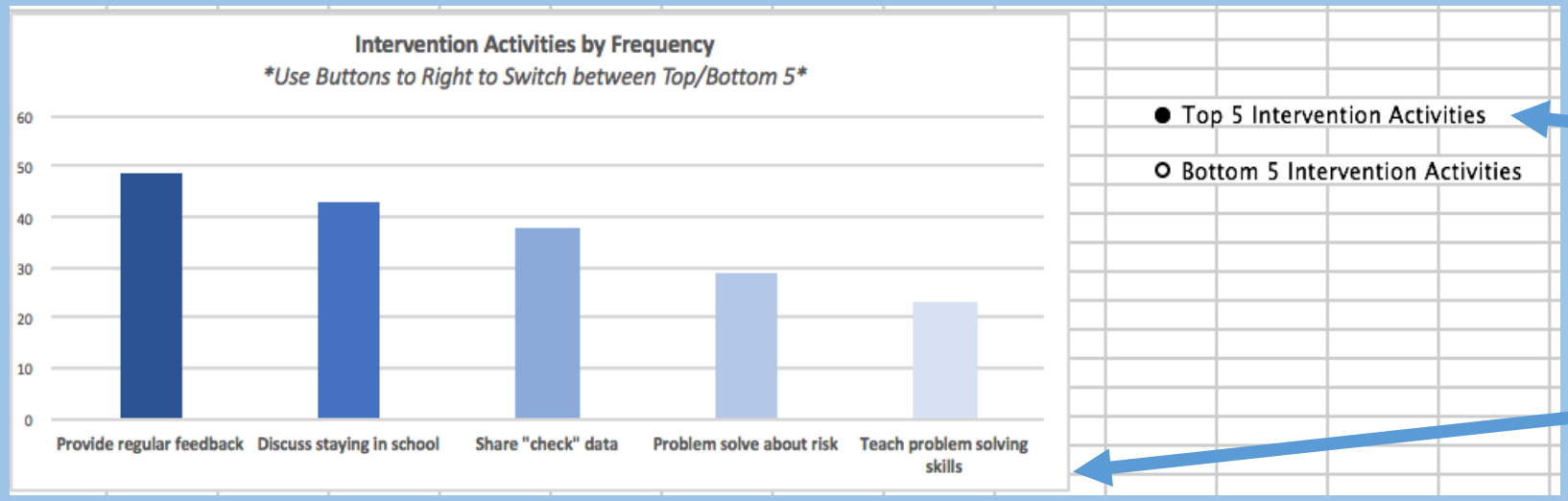
Hartford County School District

Answering Question 6

6. Look at the bar graph showing intervention activities by frequency. Use the button to the right of the graph to select "Top 5 Intervention Activities" that you spend time on. In order, list *and* describe what each of these activities looks like for you:

1) Provide regular feedback - individual meetings
2) Discuss staying in school - small group meetings to review attendance
3) Share "check" data - review data in excel sheet and individual data worksheet
4) Problem solve about risk - make action plans for student's top problem behaviors
5) Teach problem solving skills - small group problem-solving scenarios



Make sure the circle next to **"Top 5"** is shaded

Look at the five intervention activities that you spend the most time on

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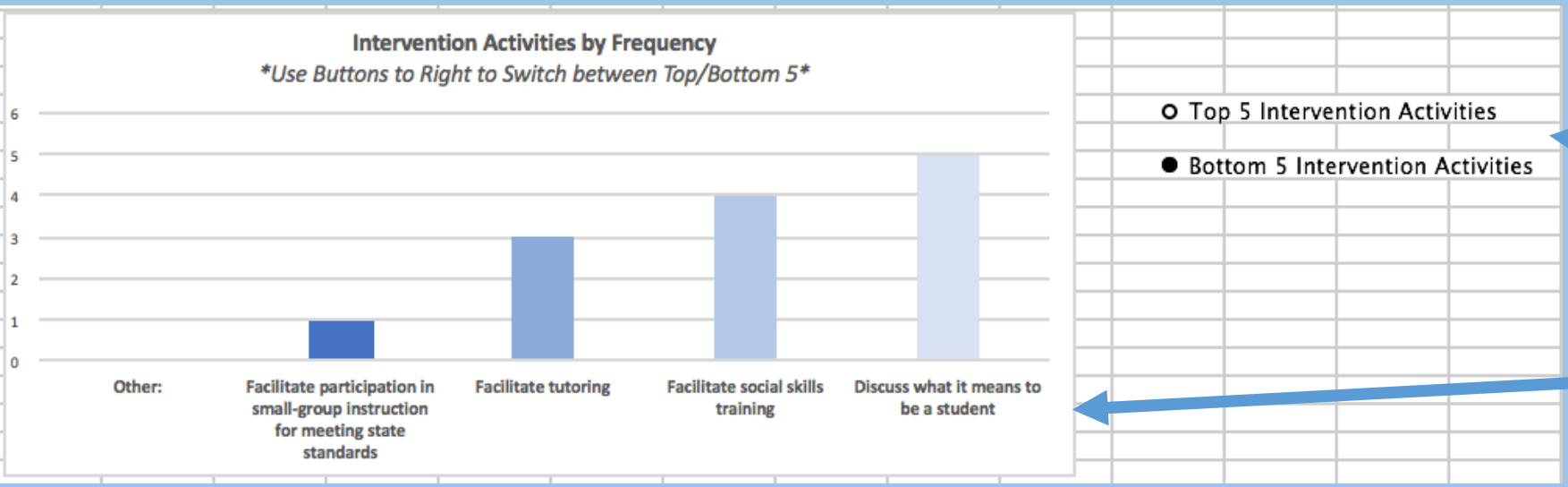
***If your graph shows a bar labeled "N/A", you have a tie between two or more intervention activities. Look at the data column to locate those activities.*

DeKalb County School District

Answering Question 6

Use the button to the right of the graph to select **"Bottom 5 Intervention Activities"** that you spend time on. In order, list ***and*** describe what each of these activities looks like for you:

1) Small group instruction - discuss upcoming IEP meeting with student
2) Facilitate tutoring - after school homework help time
3) Facilitate SST - group social skills training using structured program
4) Discuss what it means to be a student - go over the basic steps to success (attendance, participation, work completion)
5)



Make sure the circle next to **"Bottom 5"** is shaded

Look at the five intervention activities that you spend the least time on

Ignore activities you recorded "0" for

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DeKalb County School District

Answering Question 1-3: Overall Data

Check & Connect Data Summary Worksheet

Comparing Overall Data Over Time

Switch between two tabs to compare data changes over time (e.g. September to March).

1. For "Overall Recorded Check & Connect Events," has there been any **change in the frequency or ranking** of recorded **check & connect events**? **Describe.**

   Describe trends in your data over time (e.g., across months). There was an increase in time spent talking about the importance of school (e.g., reviewing grades, credits, etc.)

2. Look at the bar graphs comparing student tardies and absences.
   Have the average number of **tardies** per student **increased** or **decreased**? No- or yes for some students
   Have the average number of **absences** per student **increased** or **decreased**? Refer to total number

3. Compare graphs entitled "Time Spent on Basic v. Intensive Intervention." Has there been any **change in the way you split your time** between **basic** and **intensive** intervention? **Describe.**

   Decrease in intensive interventions because students are maintaining goals

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DeKalb County
School District

Answering Question 4-6: Overall Data

4. Compare reported student problem behaviors over time. Have there been any **change** in the most **frequently occurring problem behaviors**?

The number of absences have decreased by approximately 20%; however, the number of tardies has increased. Essentially, students are coming to school more often but are either skipping parts of class or are late to class

5. For communication, has there been any **change** in your **frequency of contacting each of the four audiences**? For each audience, has your **mode of communication changed** or stayed the **same**?

1) Yes- explain how
2) Stayed the same- explain
3) Yes- explain how
4) Yes- explain trend

6. Look at the bar graph showing intervention activities by frequency. Have your **"Top 5 Intervention Activities"** **changed**? Have your **specific activities** related to each **changed** over time?

1) What are your top 5 activities- next to them, mark whether they have
2) increased decreased or stayed the same
3)
4)
5)

Have your **"Bottom 5 Intervention Activities"** **changed**? Have your **specific activities** related to each **changed** over time?

1) What are your top 5 activities- next to them, mark whether they have
2) increased decreased or stayed the same
3)
4)
5)

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School District

Barriers to Implementation with Fidelity

- Several Layers of Approval
- Delayed start
- Communication
- Grade level selections – year one
- Mentor mobility – year two
- 40 students vs 50 students
- Differences across building administrators
  - Assignment of additional duties
  - Student Referrals

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School District

Next Steps

- Refining Applied Skills of Mentors
  - Targeted professional related to:

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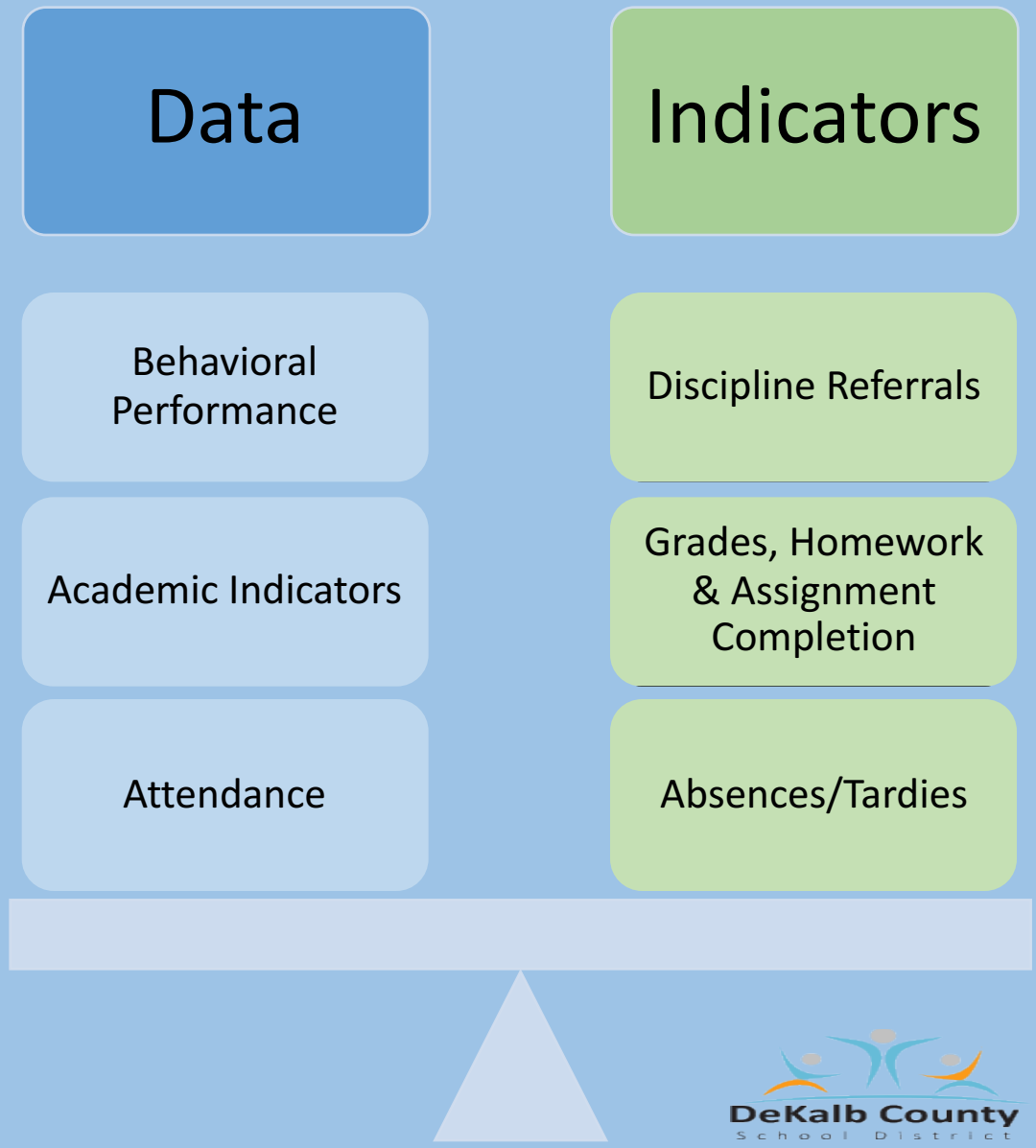
Linking Data to Indicators

Data-based conclusions should be informed by measuring appropriate indicators of student behaviors.



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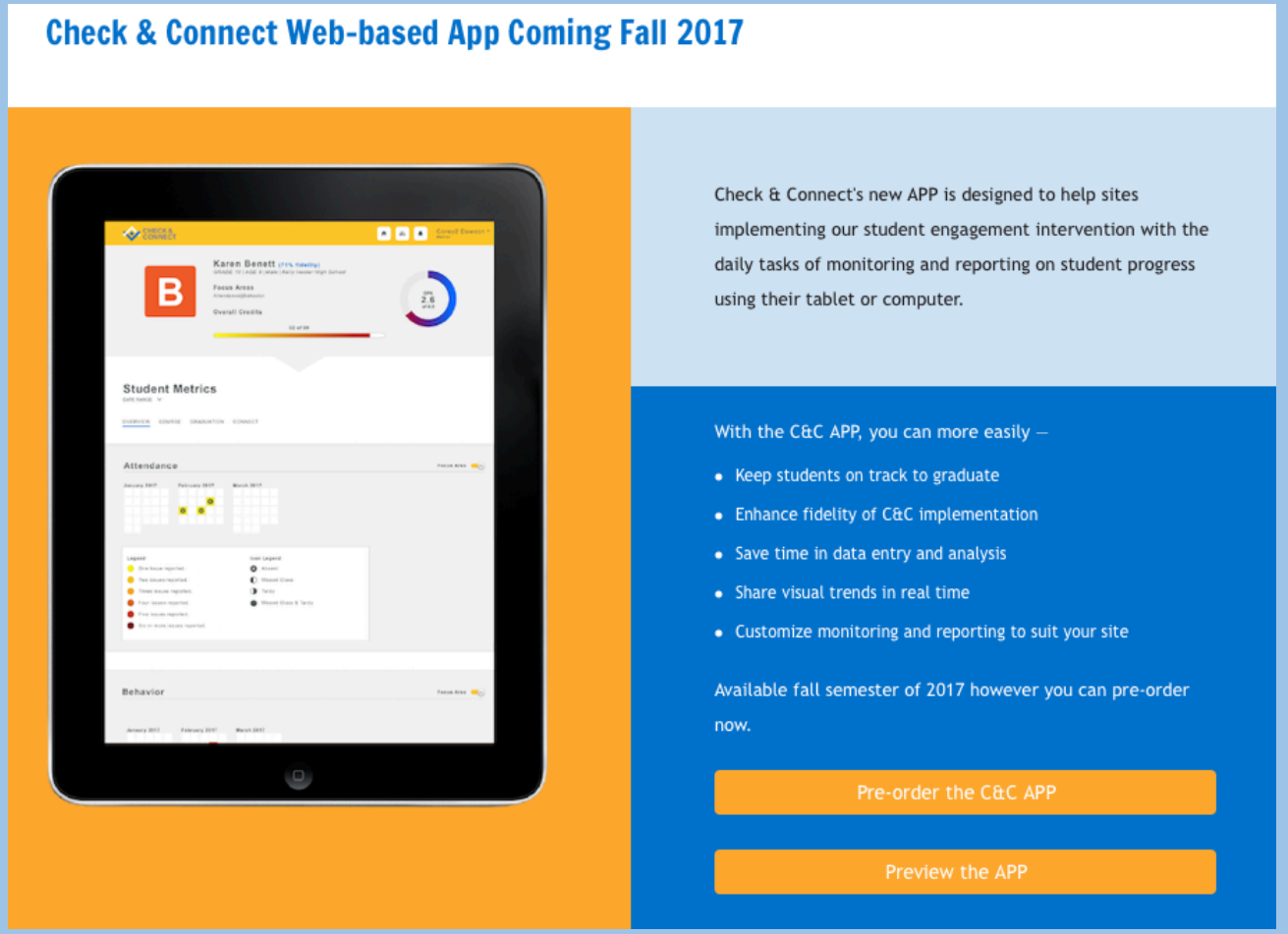
Next Steps

- Increased data monitoring
- Check & Connect App
  - Increased data monitoring



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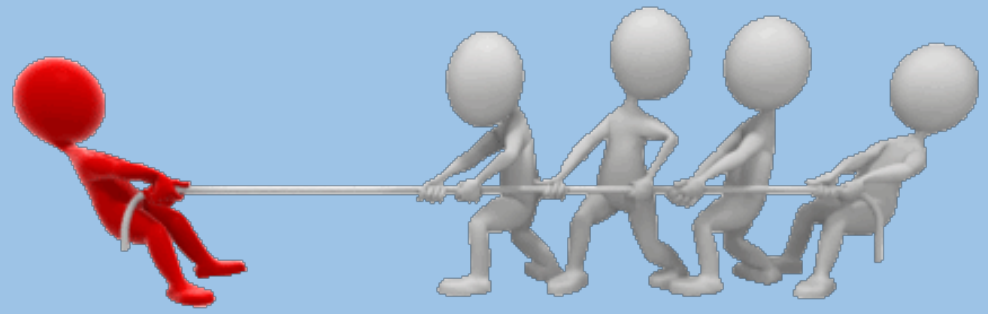
Next Steps

- Support for Mentors
  - Increased individual monitoring (tiered supports)
    - Data logs
    - Assessing how time is distributed
    - Linking of C&C to student needs



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Thank You!!!

Questions/Comments?

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