



# The Super MODEL

Spring, 2008-2009  
Issue 15

Managing On-Site Discipline for Effective Learning (MODEL)

## Data-Based Decision Making

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### Definition

Data-based decision making refers to the process of routinely analyzing student information (academic and behavioral) for the purpose of proactively responding to identified areas of concern. The ongoing review of student data should inform decisions at every level of the service delivery continuum — school-wide, group and/or classroom, as well as individuals.

### The Purpose of Data

Provides schools an opportunity to:

- Engage in open, honest communication
- Create systems which are flexible and responsive to student needs
- Actively problem-solve solutions
- Build targeted supports
- Monitor growth and outcomes

### Key Features of Effective Data Systems

Academic and discipline data is:

- Accurate
- Easy to collect

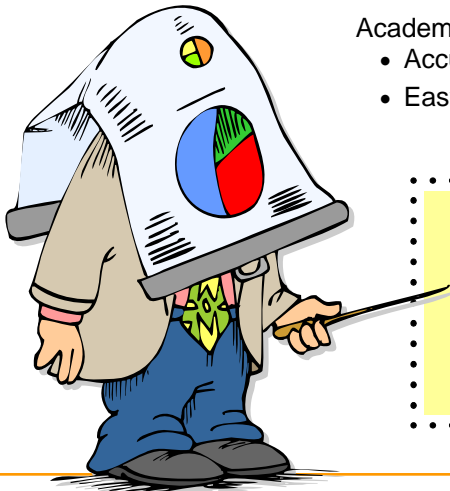
- Used for decision-making
- Readily available when decisions need to be made
- Used to evaluate outcomes

### Data Review Process

1. Identify the problem
2. Identify the cause of the problem
3. Develop a plan to address the problem
4. Implement an intervention with integrity
5. Evaluate the effectiveness of the intervention

### Who Should Review Discipline Data?

- District-level administration
- School-level administration
- Academic teams
- Positive Behavior Support (PBS) teams
- Students
- Parents



**I never guess. It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.**

— Sir Arthur Conan Doyle

# Office Referrals: Where? What? When? Why?



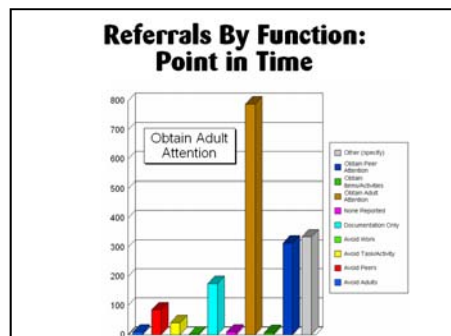
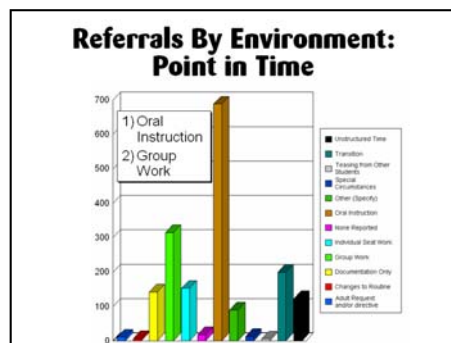
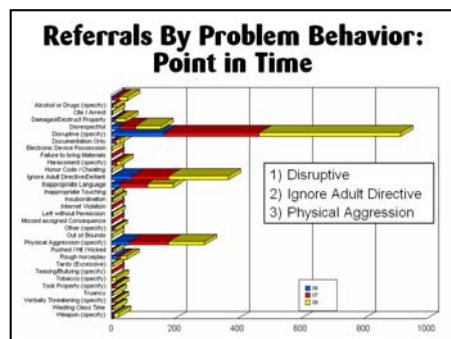
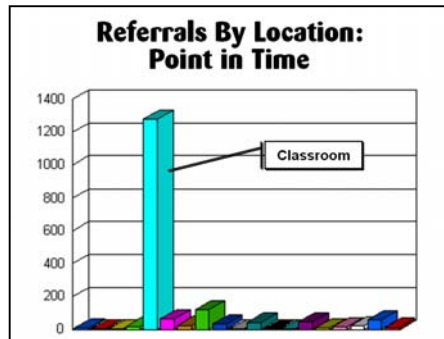
In order to proactively address student misbehavior, schools must be able to answer several basic questions. **Where** do most misbehaviors occur on campus? For **what** behaviors are students being referred to the office? **Why** are students engaging in these misbehaviors? The following referral reports are especially beneficial in answering these questions:

- *By Location*
- *By Problem Behavior*
- *By Environmental Factors*
- *By Functional Factors*

By analyzing referral data using all four domains, schools will be better able to implement and evaluate school-wide interventions.

If, for example, a school determines the majority of Office Referrals are generated from *Classrooms* (Location), for *Disruption* (Problem Behavior), during *Oral Instruction* (Environment) to *Gain Adult Attention* (Function), staff will be better able to develop a proactive school-wide response.

Staff must be able to integrate a variety of discipline reports into a coherent "picture" in order to implement proactive change and determine if those changes are effective.



## Questions to Consider:

- What are the benefits of having all staff aware of school-wide discipline patterns and trends?
- Why is it important for staff to review discipline data on a regular basis?
- What are the benefits of integrating the data from a variety of reports?
- What are the challenges of integrating the data from a variety of reports?
- What additional discipline data may be necessary to generate interventions?
- What would be the value of reviewing academic data when addressing school-wide discipline concerns?
- When should misbehaviors be addressed on a school-wide rather than group basis?

# Office Referrals: *By Team*



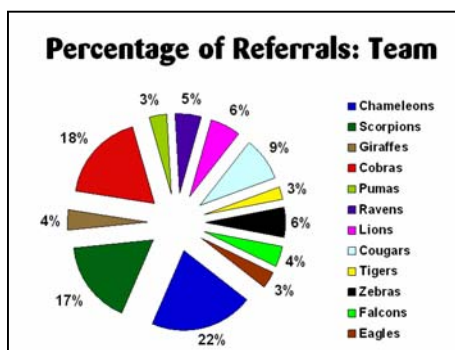
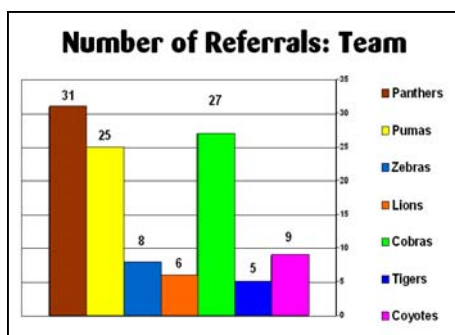
Once schools become comfortable routinely reviewing discipline data, it will be possible to identify patterns and trends by a variety of sub-groups including, grade levels, teams, subject areas, etc. By identifying groups of staff or students who are experiencing challenges, the school can provide additional structures and support.

Schools may choose to review their sub-group data in a variety of ways:

- Total Referral Count — Grade, Team, or Subject Area*
- Percentage of Referrals — Grade, Team*
- Referral Comparisons — Month to Month, Trimester to Trimester, Year to Year*

The first step in becoming data driven is for staffs to engage in open and honest conversations regarding their data. The next step is to proactively respond to what the data is saying.

Graphs and charts, such as those which follow, provide the ability to: 1) determine baselines, 2) generate interventions, 3) chart progress, and 4) celebrate gains.



**Facts do not cease  
to exist because they  
are ignored.**

— Aldous Huxley

## Questions to Consider:

- What teams are generating the highest and lowest referral rates?
- What are some reasons why one team may have higher rates than another?  
i.e., more students, special population, subject matter, teacher experience, etc.
- What are some benefits of analyzing discipline data by team?
- What are some challenges of analyzing discipline data by team?
- Are referrals equally generated among all team members?  
If "yes," consider student interventions.  
If "no," consider staff interventions.
- What important information can be gained by comparing data over time: week to week, month to month, trimester to trimester, year to year?
- What additional discipline reports should be reviewed prior to generating targeted interventions?  
i.e., *By Problem Behavior, By Time of Day, By Environmental Factors, By Staff Member, etc.*

# Office Referrals: *Totals & Averages*

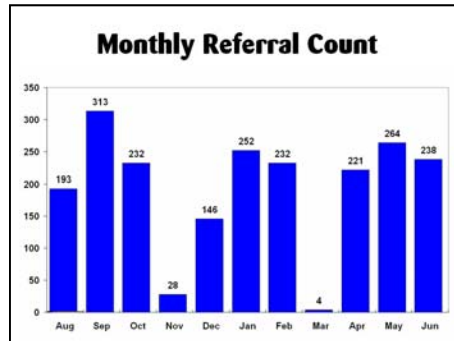


According to research from the field of Positive Behavior Supports (PBS), the systematic review of Office Referral data provides an “efficient, effective, and naturally occurring way to monitor the impact of a universal PBS system on student performance” (McKevitt & Braaksma, 2007).

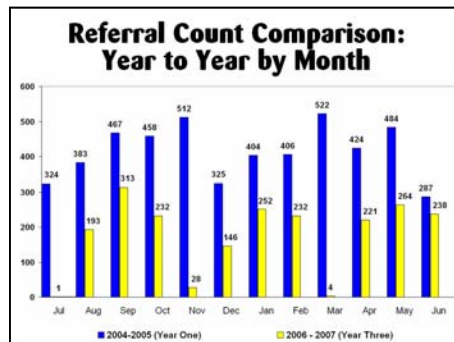
Schools may choose to analyze school-wide Office Referral data in a variety of ways, including:

- Total Office Referral Count — Yearly, Monthly*
- Average Office Referrals Per Day Per 100 Students (middle & high school)*
- Average Office Referrals Per Day per 250 Students (elementary)*
- Office Referral Count Comparisons — Year to Year, Trimester to Trimester, Month to Month*
- Office Referral Totals— Cost Benefit Analysis*

The goal is for every school to utilize discipline data in order to implement proactive structures and supports which are then progress monitored for effectiveness.



**We can have facts  
without thinking but we  
cannot have thinking  
without facts.**  
— John Dewey



## Questions to Consider:

- How many Office Referrals are generated on a yearly, monthly, and daily basis?
- Assuming an Office Referral takes at least 30 minutes to process, from start to finish, how much time is spent on a daily basis?
- Which months generate the greatest number of Office Referrals? What may be the reasons for this increase in referral rates?
- Which months generate the least number of Office Referrals? What may be the reasons for the decrease in referral rates?

## NOTE:

Middle and high schools generating > 1 Office Referral per day per 100 students should review school-wide supports and processes (>1 Office Referral per day per 250 students for elementary).

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