

September 2016 Secondary School Board Report

It is hard to believe that we are already done with one month of the school year. Students and staff have been receptive to our rollout of the MTSS Behavior Expectations model. Our expectations are: arrive to class prepared and on time, use work time appropriately, complete assigned tasks on time and with proficiency, demonstrate respect for people and property, and respond appropriately to staff member directives. We are reviewing these expectations weekly using a self reflection assessment. By collecting this self reflection data it holds our students and staff accountable for continuing to review behavior expectations and how we are doing in meeting our five expectations. At the end of each week our staff is posting the results from each of their classes to a spreadsheet. Below is the spreadsheet from this week.

As part of our MTSS process we are tracking all student referrals for the year using an expected behaviors referral form. This allows us to collect data on exactly what behavior expectations are not being met and what the specific behavior challenges are. For example, our cell phone policy appears to be highly effective, to this point in the year, in accomplishing the goal of maximizing academic time and limiting distractions due to cell phone access. After a month we have had 6 violations with only one student that has been a two-time offender of the policy. Also of 35 total Secondary referrals 7 students have multiple referrals and have accounted for 21 of the 35 referrals. As you can see by using the form and tracking the data throughout the year we will be able to make revisions to our MTSS Behavior Expectations that are data driven and not just perceptual.

We are working on collecting data on positive/corrective praise interactions in our classrooms. Our goal is to have a 3:1 ratio in terms of positive to corrective interactions. Research indicates that praising students for meeting/exceeding behavior expectations is more effective than corrective or negative interactions in terms of changing behavior. The chart of the data we have collected to this point is included below.

The Nebraska Department of Education recently announced that Juniors will no longer be required to take the NESAs assessment. However, all Juniors will now be required to take the ACT college entrance exam. While on the topic of the ACT our District Average Scores from 2016 were released on August 24. We had 22 Juniors take the test last year and the average composite score was a 20.4. This was slightly below the state average of 21.4 and below our 5 year average of 21.3. There are a lot of variables in the range of scores particularly for a school like ours with a relatively low sample size. I am anticipating that by requiring all Juniors throughout the state to take the ACT we will see a drop in the state and local average composite scores. Traditionally Nebraska has been able to "hang its hat" on having a relatively average composite score for the state, when compared nationally.

We will be completing our first round of MAPS testing for the Secondary students Monday(11th) and Tuesday(12th). A growth based test like the MAPS is a much more realistic indicator of the academic growth/progress of a student rather than a one-time high stakes test like the ACT for example and look for the state to at some point move to a growth based assessment like MAPS for all students.

Week 4 September 5 -September 9

	B.E. #1		B.E. #2		B.E. #3		B.E. #4		B.E. #5	
	Individual	Whole Class	Individual	Whole Class	Individual	Whole Class	Individual	Whole Class	Individual	Whole Class
Ahrens	56/57	53/57	56/57	55/57	55/57	55/57	57/57	56/57	57/57	57/57
Bock	21/26	22/26	25/26	22/26	25/26	25/26	26/26	24/26	24/26	24/26
Clark	59/60	50/60	59/60	50/60	59/60	50/60	59/60	50/60	59/60	50/60
Havranek	74/75	75/75	71/75	75/75	69/75	73/75	74/75	75/75	74/75	75/75
Jacobsen	97/104	86/104	95/104	88/104	97/104	85/104	101/104	86/104	100/104	83/104
Jarzynka	77/77	76/77	76/77	75/77	76/77	74/77	77/77	74/77	77/77	77/77
Kellig	24/6	23/7	26/4	22/8	27/3	24/6	30/0	24/6	27/3	25/5
Maulsby	123/127	124/127	120/127	117/127	123/127	123/127	124/127	119/127	125/127	118/127
Maulsby	100/105	105/105	103/105	105/105	100/105	104/105	105/105	105/105	103/105	105/105
Mingus	103/105	101/105	99/105	101/105	104/105	104/105	104/105	103/105	105/105	105/105
Mingus	126/130	122/130	126/130	12130	128/130	127/130	122/130	118/130	130	130/130
Neitzel	79/89	81/83	81/83	72/83	81/83	80/83	77/83	58/83	83/83	72/83
Reicks	54/58	55/58	56/58	50/58	55/58	55/58	57/58	50/58	58/58	52/58
Rodenborg	103/109	95/109	103/109	91/109	94/109	90/109	100/109	84/109	105/109	88/109
Schirmer	107/112	104/112	110/112	103/112	103/112	96/112	111/112	103/112	112/112	112/112
Strate	61/72	69/72	59/72	67/72	61/72	68/72	64/72	58/72	60/72	60/72
Thober	123/125	125/125	122/125	124/125	120/125	125/125	125/125	125/125	125/125	125/125
Vetrovsky	91/91	91/91	86/91	81/91	90/91	81/91	91/91	83/91	91/91	81/91
Yendra	90/96	87/96	84/96	74/96	91/96	87/96	91/96	75/96	92/96	73/96
Zinnel	6/7	4/7	4/7	4/7	6/7	5/7	5/7	5/7	4/7	4/7

Ravenna Public Schools

Expected Behaviors Referral Form

Student: _____ Staff Member: _____

Date & Time: _____ Setting: _____

Behavior Expectation Not Met:

- Arrive to class prepared and on time
- Use work time appropriately
- Complete assigned task on time with proficiency
- Demonstrate respect for people and/or property
- Respond appropriately to staff directives

Specific Behaviors

Classroom Discipline	Administrative Discipline
<input type="checkbox"/> Pushing & Shoving (Horseplay)	<input type="checkbox"/> Fighting
<input type="checkbox"/> Dishonesty	<input type="checkbox"/> Weapons
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Aggressive Language/Threats
<input type="checkbox"/> Put Downs	<input type="checkbox"/> Truancy
<input type="checkbox"/> Refusal To Work	<input type="checkbox"/> Drugs/Alcohol
<input type="checkbox"/> Throwing Items	<input type="checkbox"/> Chronic Minor Infractions
<input type="checkbox"/> Tone/Attitude	<input type="checkbox"/> Major Classroom Disruptions
<input type="checkbox"/> Failure to Follow Instructions	<input type="checkbox"/> Insubordination Non-Compliant
<input type="checkbox"/> Tardies	<input type="checkbox"/> Theft
<input type="checkbox"/> Minor Technology Issue	<input type="checkbox"/> Major Technology Issue
<input type="checkbox"/> Cell Phone	<input type="checkbox"/> Dress Code
<input type="checkbox"/> Not In Learning Position	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Positive Teacher Intervention:

Reteach Appropriate Behavior
 Problem Solving Conference w/ Teacher
 Problem Solving Conference w/ Principal
 Offer Help Strategies
 Teacher Supported Apology
 Behavior Contract
 Behavior Specific Praise
 Other: _____

Comments: _____

Date and Time Teacher Called Parents: _____

Teacher Signature: _____

Administrative Decision:

Administrator Supported Apology
 Reteach Appropriate Behavior
 Problem Solving Conference w/ Principal
 Time in Office
 Lunch Detention
 After School Detention
 Loss of Privilege: _____ for _____ Days
 I.S.S. for _____ Days
 Out of School Suspension for _____ Days
 Other: _____

Date and Time Administrator Called Parents: _____

Administrator Signature: _____

Behavior Specific Praise	3
Positive Praise	30
Corrective Feedback	15
Negative Feedback	3

Positive	33
Negative	18

Ratio	11:6
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Observations Completed	8
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- Behavior Specific Praise
- Positive Praise
- Corrective Feedback
- Negative Feedback

