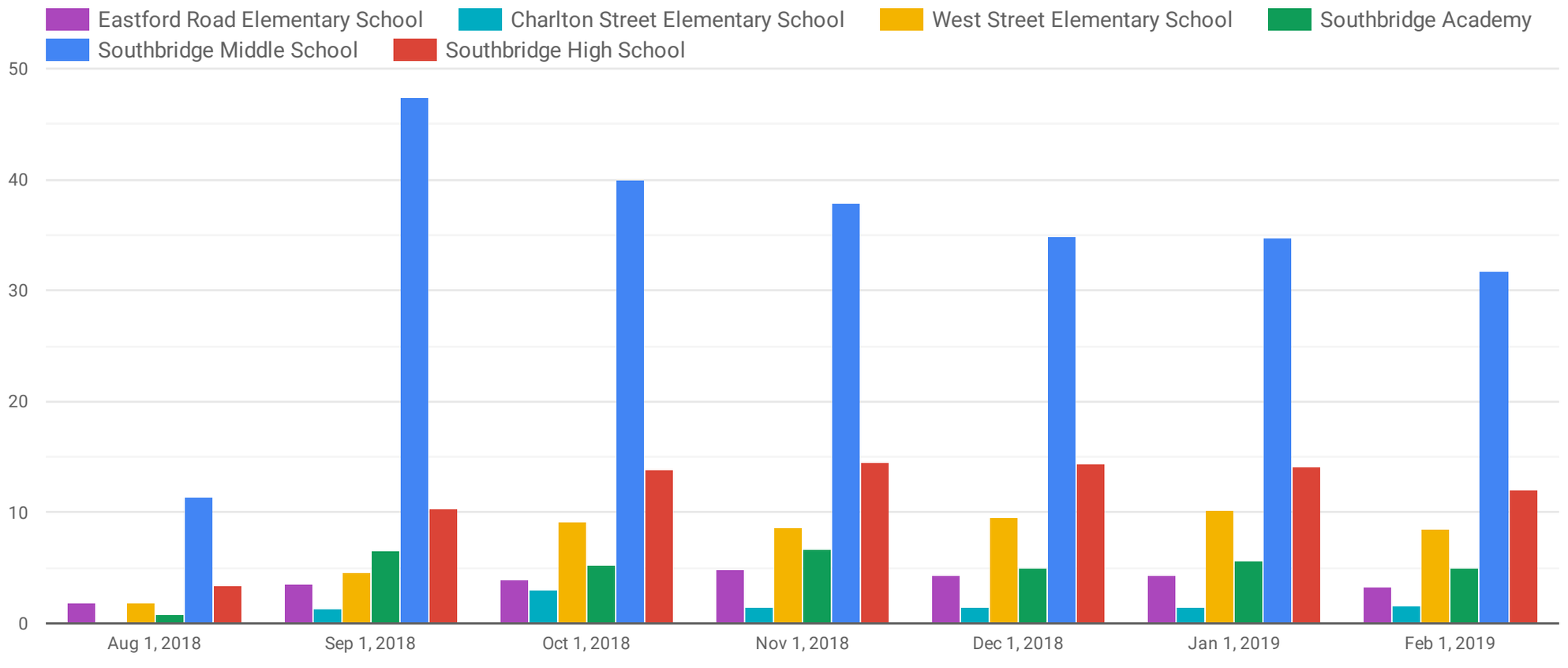
Average number of Referrals per Day by Month

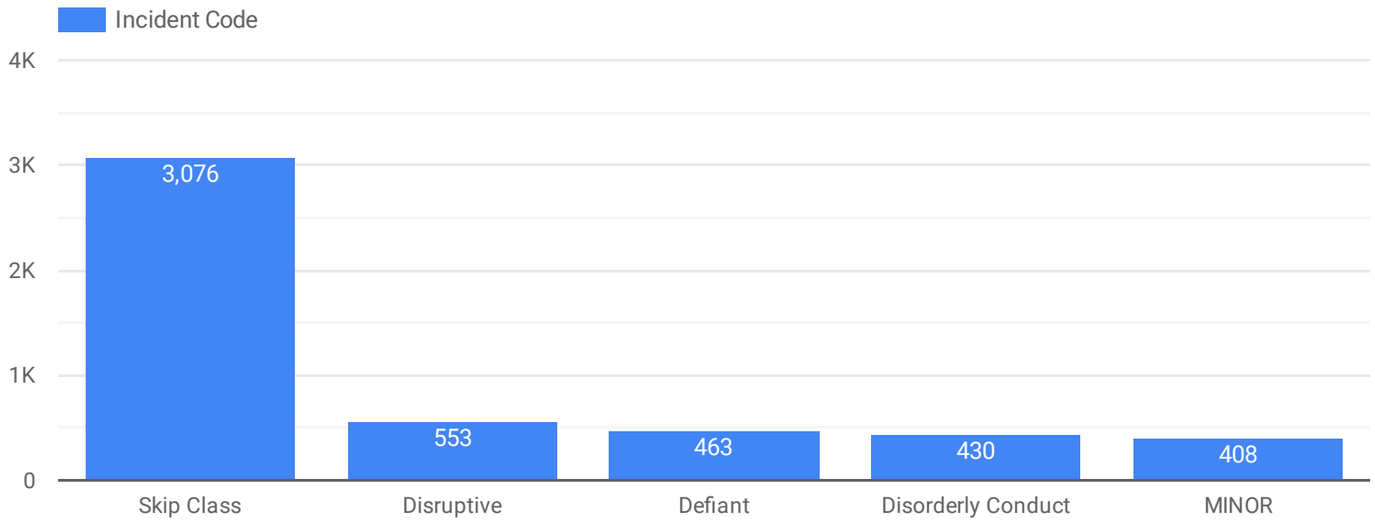
School Name



	Month	School Name	Average Number of Referrals per Day by Month	Days in School
1.	Aug 1, 2018	Eastford Road Elementary School	1.8	5
2.	Aug 1, 2018	Charlton Street Elementary School	0	5
3.	Aug 1, 2018	West Street Elementary School	1.8	5
4.	Aug 1, 2018	Southbridge Academy	0.8	5
5.	Aug 1, 2018	Southbridge Middle School	11.4	5
6.	Aug 1, 2018	Southbridge High School	3.4	5

1 - 42 / 42

Top Problem Behaviors with Student Enrollment



School Name

Grade

Month

	Incident Code	Number of incidents	Number of students
1.	Skip Class	3,076	503
2.	Disruptive	553	239
3.	Defiant	463	238
4.	Disorderly Conduct	430	225
5.	MINOR	408	145
6.	Insubordination	261	157
7.	Disrespect	256	141
8.	Refusal	236	115
9.	Language	215	99
10.	Physical Altercation	202	108

1 - 10 / 96

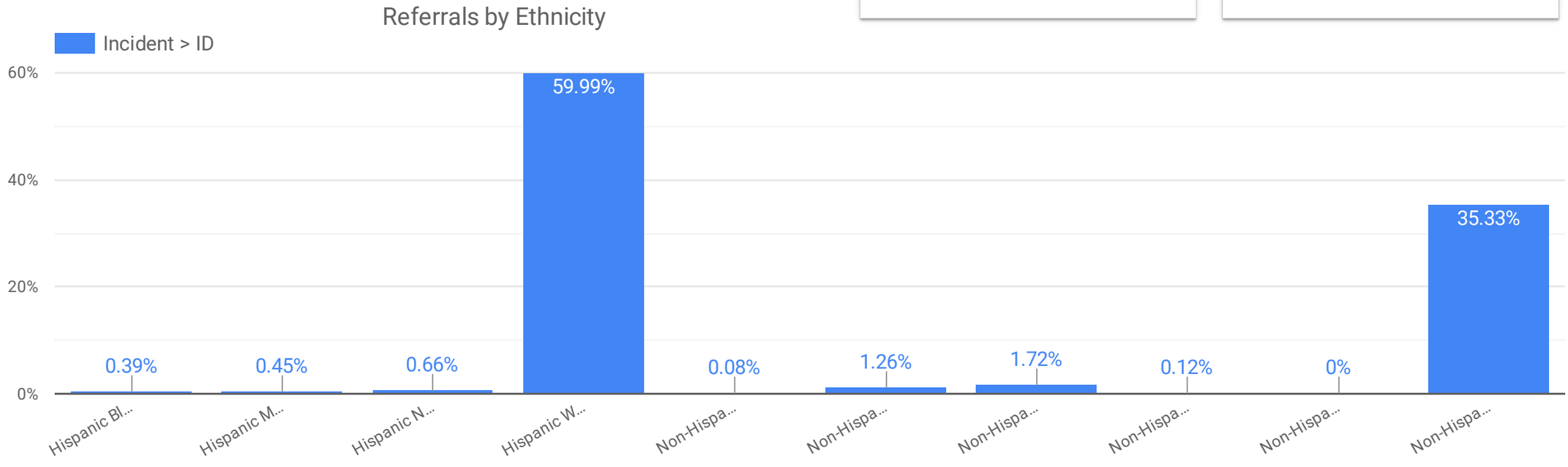
Student Enrollment Information

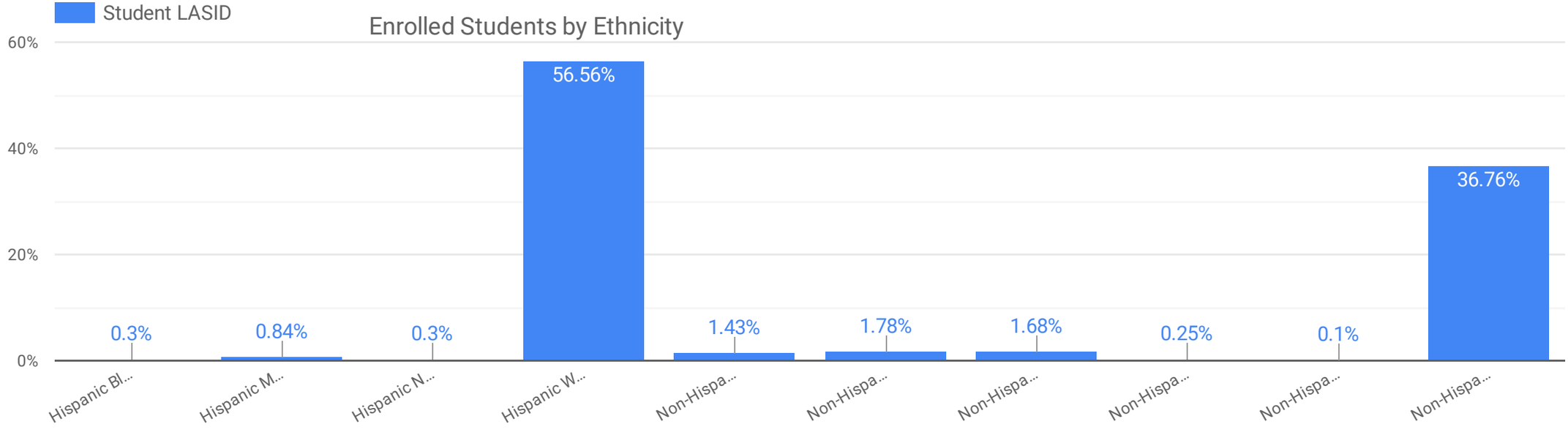
	School Name	Grade	Student LASID
1.	Eastford Road Elementary School	PK	73
2.	Eastford Road Elementary School	KF	147
3.	Eastford Road Elementary School	One	165
4.	Charlton Street Elementary School	PK	1
5.	Charlton Street Elementary School	KF	1
6.	Charlton Street Elementary School	Two	66
7.	Charlton Street Elementary School	Three	69
8.	Charlton Street Elementary School	Four	74
9.	Charlton Street Elementary School	Five	75
10.	West Street Elementary School	One	1
11.	West Street Elementary School	Two	97
12.	West Street Elementary School	Three	72
		Grand total	**2,011**

Distribution of Referrals by Student Ethnicity

Grade

School Name





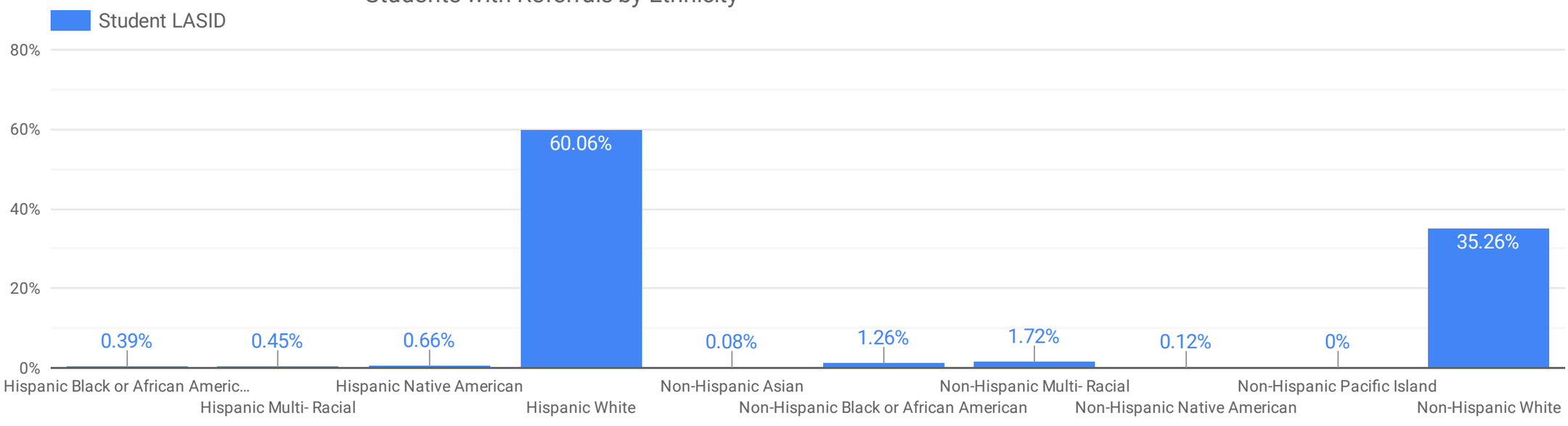
These graphs show the percentage of total referrals that are written for a particular subgroup. If there are a total of 100 referrals written and 50 of them are written for White students, then the percent referrals for White students would be 50%. These numbers can then be compared to the enrollment of each subgroup as a measure of proportionality.

Distribution of Ethnicity of Students with Referrals vs. Ethnicity of Enrolled Students

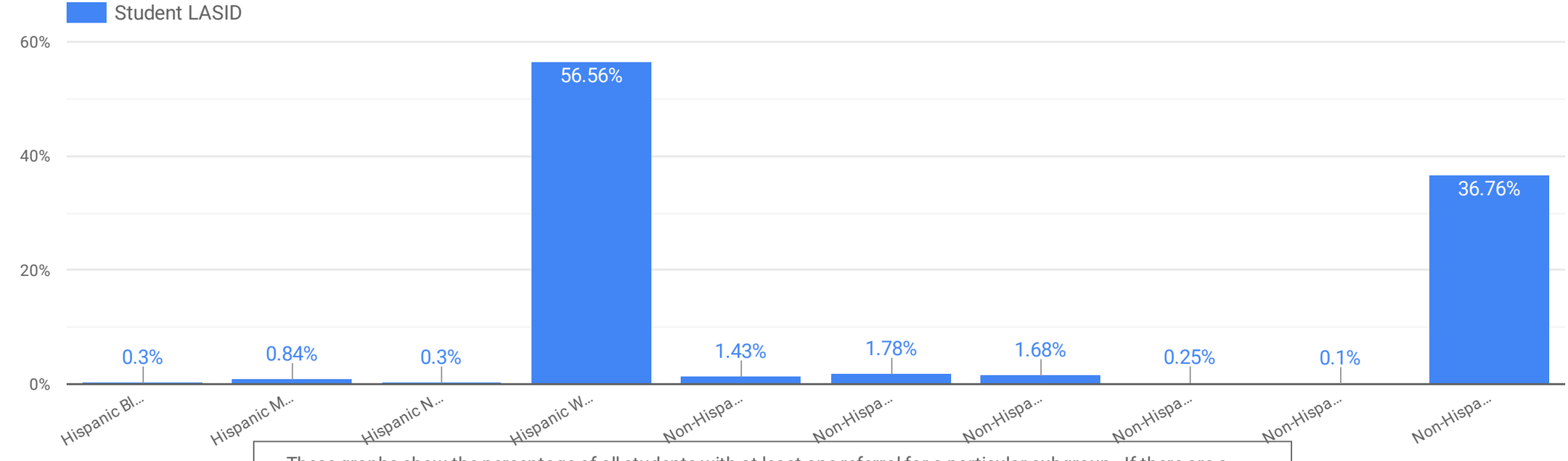
Grade

School Name

Students with Referrals by Ethnicity



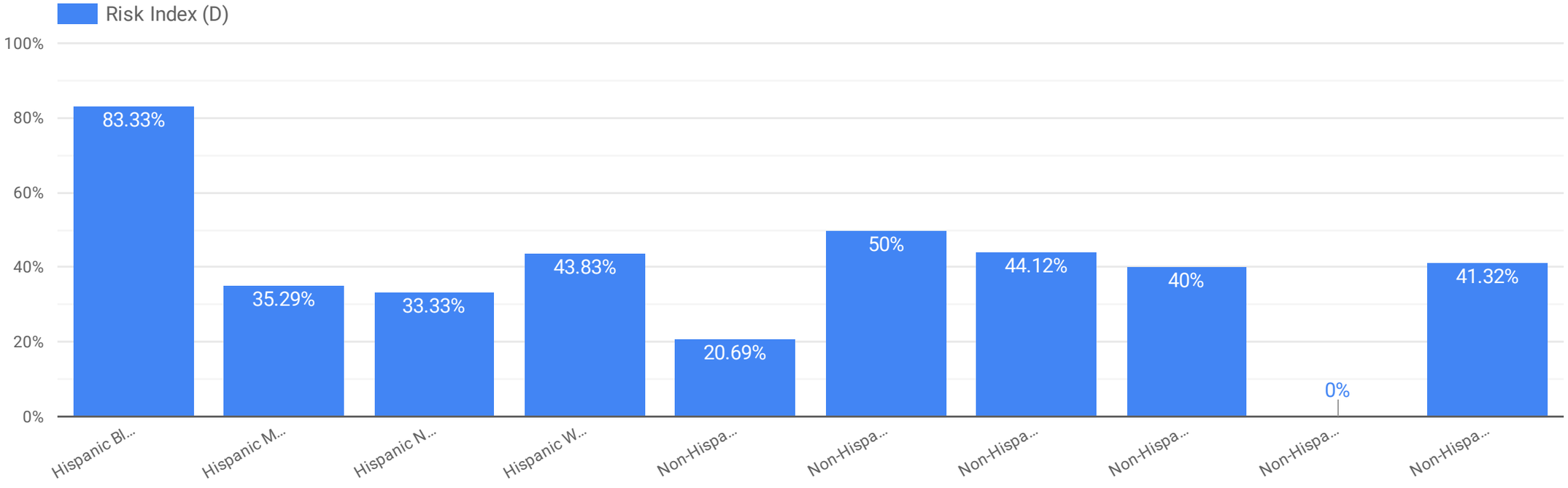
Enrolled Students by Ethnicity



These graphs show the percentage of all students with at least one referral for a particular subgroup. If there are a total of 100 students with at least one referral and 50 of those students are White, then the Percent Students with Referrals for White students would be 50%. These numbers can then be compared to the enrollment of each subgroup as a measure of proportionality.

Student Referral Risk Index

District Level



	Race / Hispanic Latino ▲	Number of Students with at least one referral	Number of students enrolled
1.	Hispanic Black or African American	5	6
2.	Hispanic Multi- Racial	6	17
3.	Hispanic Native American	2	6
4.	Hispanic White	501	1,143
5.	Non-Hispanic Asian	6	29
6.	Non-Hispanic Black or African Americ...	18	36
7.	Non-Hispanic Multi- Racial	15	34
8.	Non-Hispanic Native American	2	5
9.	Non-Hispanic Pacific Island	0	2
10.	Non-Hispanic White	305	743
	Grand total	**860**	**2,021**

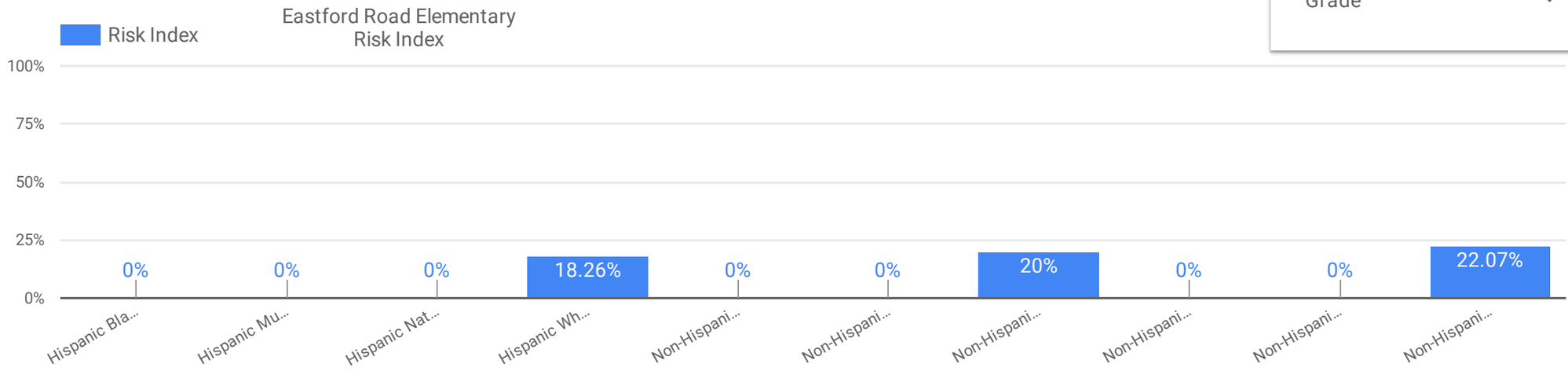
This graph presents the percent of all students in subgroup with at least one referral. It is the number of students in a subgroup with a referral divided by the total number of students in the subgroup.

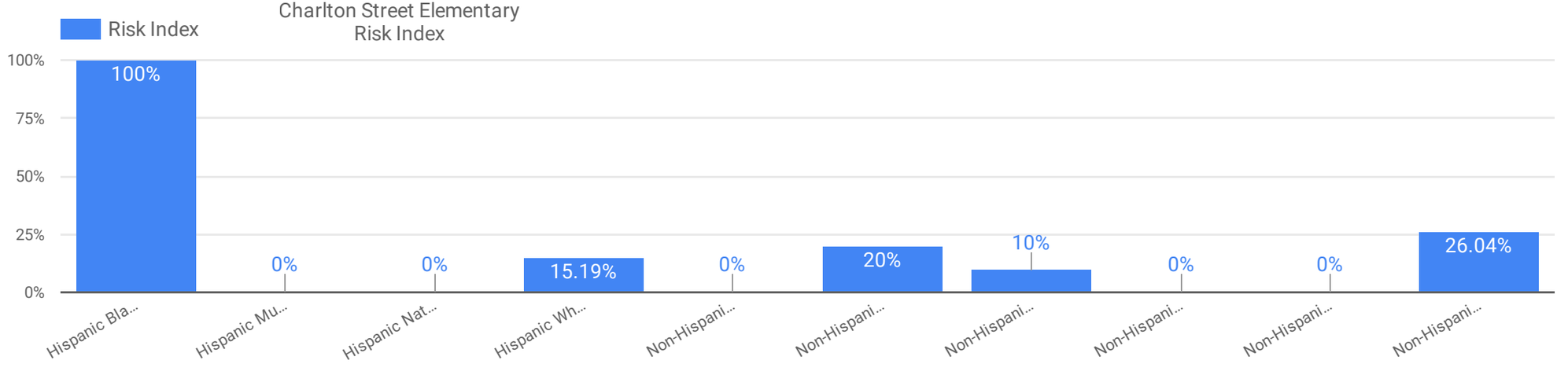
If there are 100 White students enrolled in the school and 50 of these students have at least one referral, then the Risk Index would be 50%. White students would have a 50% chance of receiving a referral.

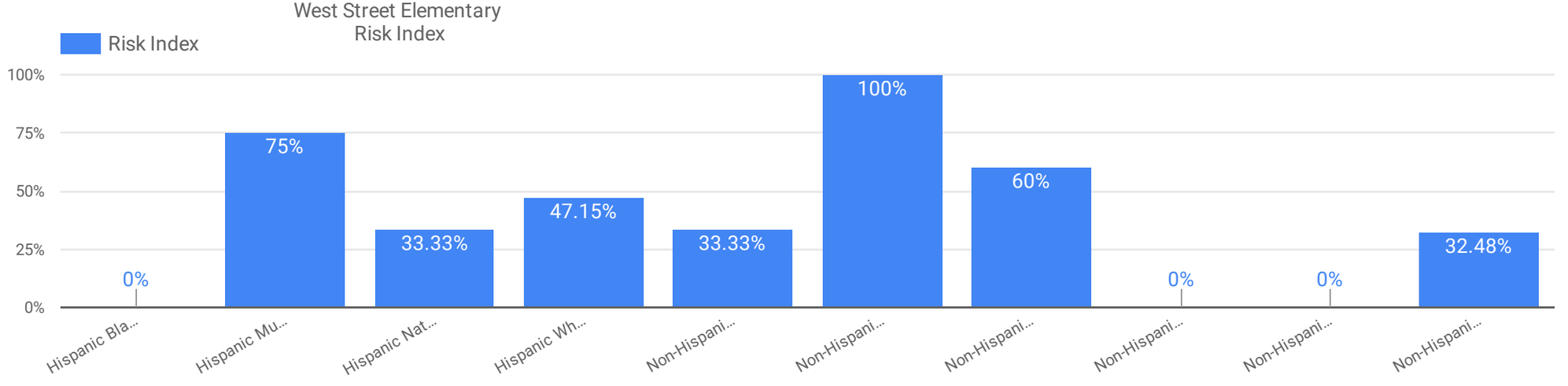
Student Referral Risk Index

Primary Schools

Grade



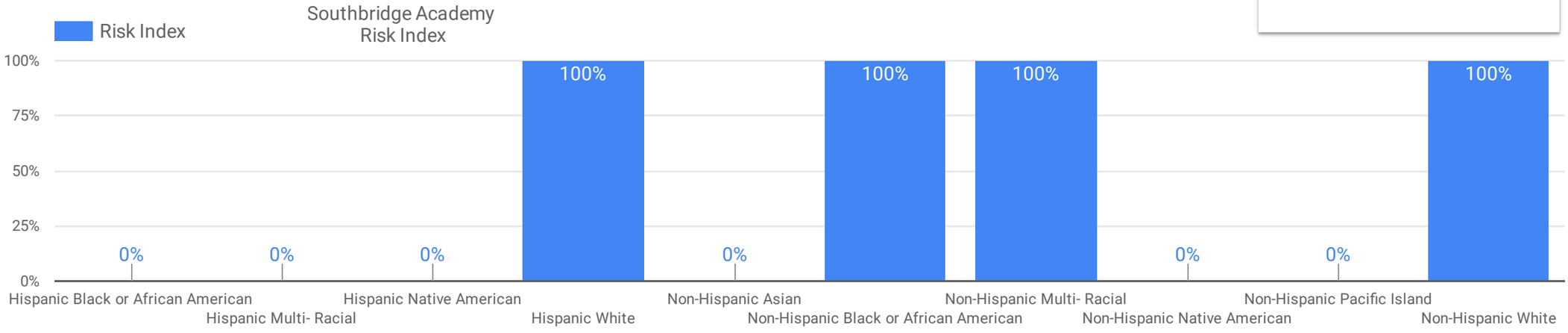


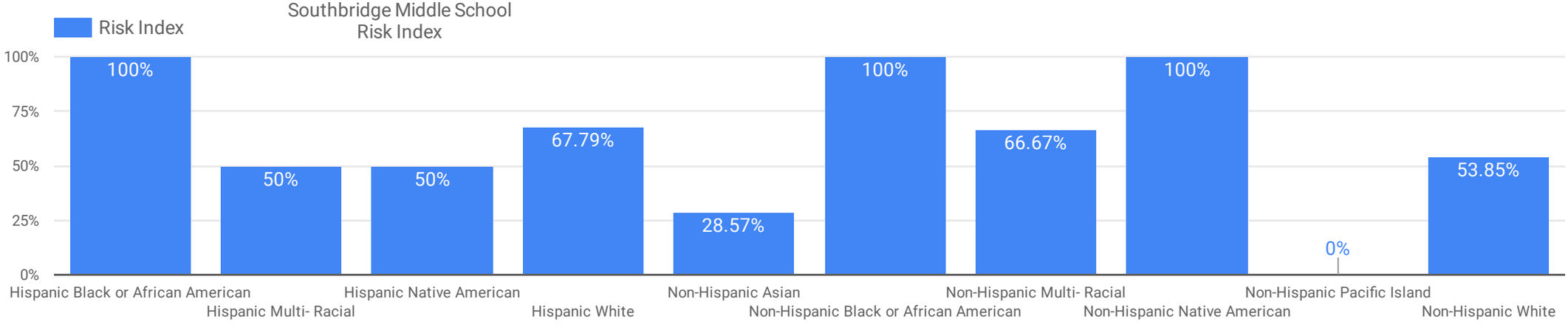


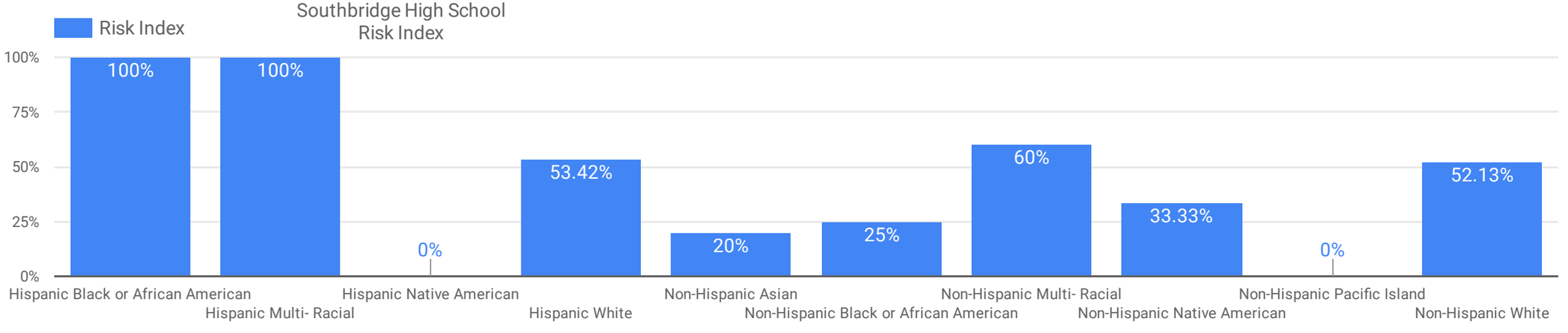
Student Referral Risk Index

Secondary Schools

Grade

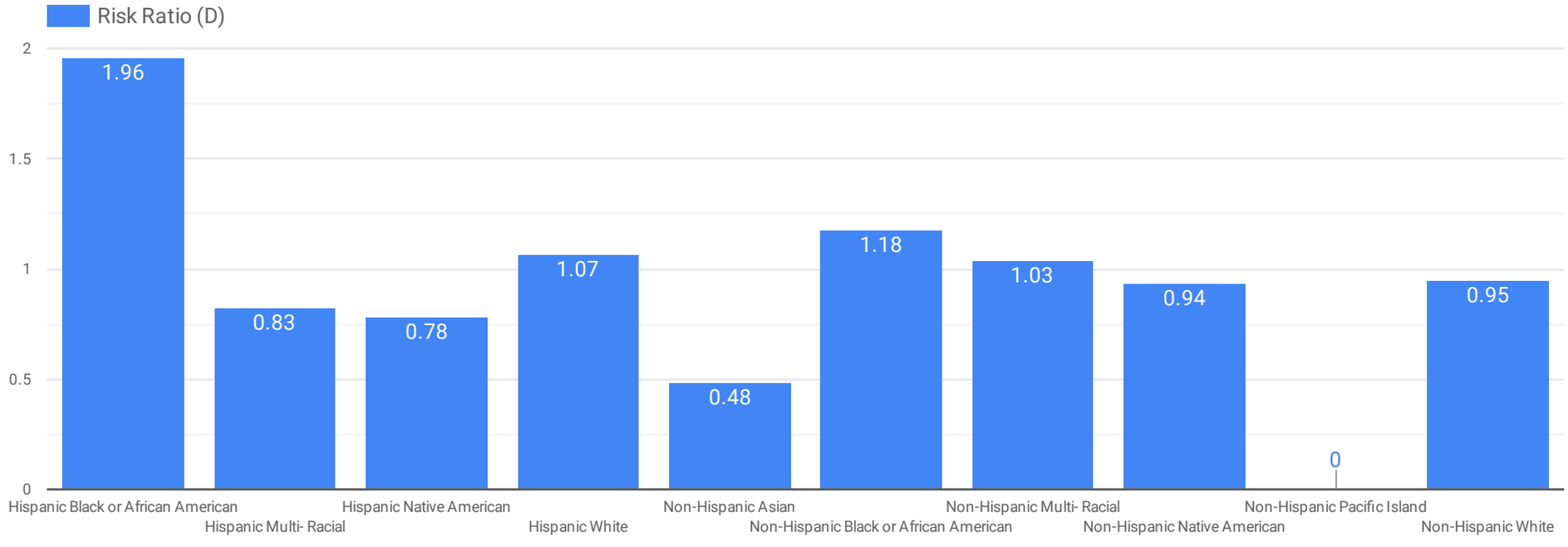






Student Referral Risk Ratio

District Level



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6.	Non-Hispanic Black or African American	18	36
7.	Non-Hispanic Multi- Racial	15	34
8.	Non-Hispanic Native American	2	5
	Grand total	**860**	**2,021**

This graph presents the likelihood of each subgroup to receive at least one referral relative to other students. It is the Risk Index for a specific group divided by the Risk Index of all other students (excluding those in the identified subgroup).

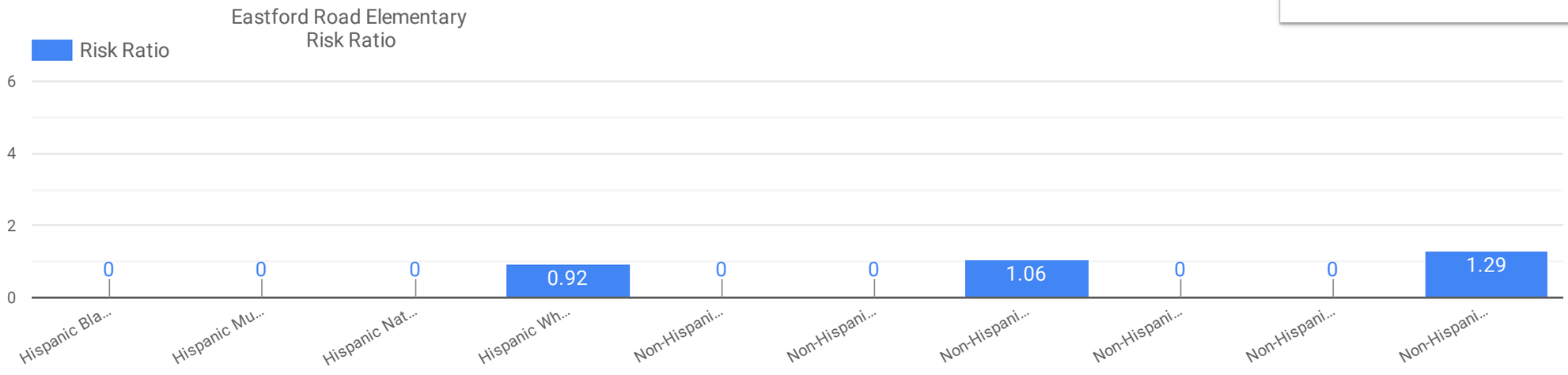
A ratio over one means the group has an elevated risk. A ratio of one means they have an equal risk compared to all other students. A risk ratio below one means they have a decreased risk.

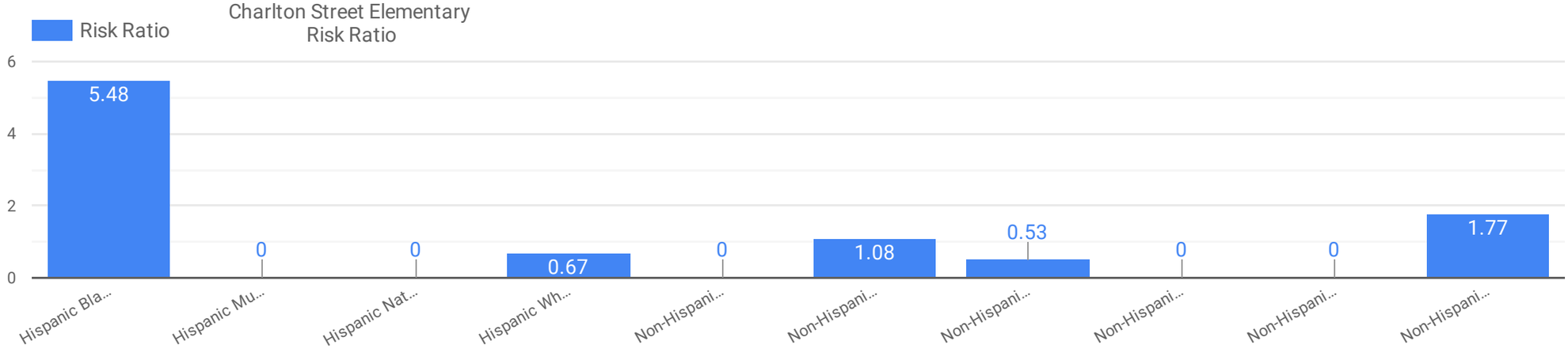
If there are 100 White students and 50 of those students have at least one referral, the Risk Index for White students would be 50%. If there are 100 Black students and 80 of those students have at least one referral, the Risk Index for Black students would be 80%. The Risk Ratio for Black students relative to White students would then be .80/.50 or 1.6. This means that Black students are 1.6 times more likely to receive a referral than White students.

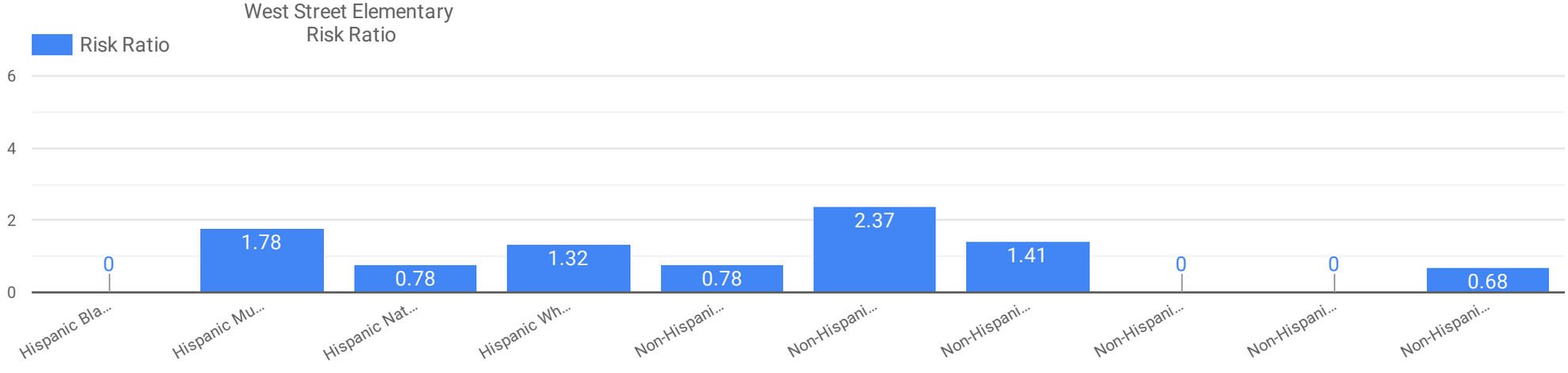
Student Referral Risk Ratio

Primary Schools

Grade



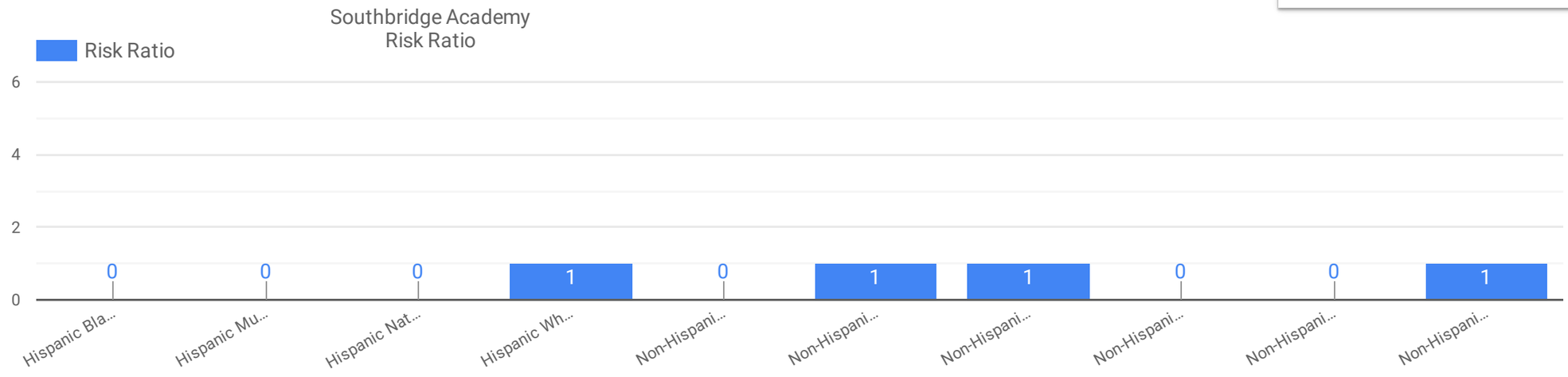


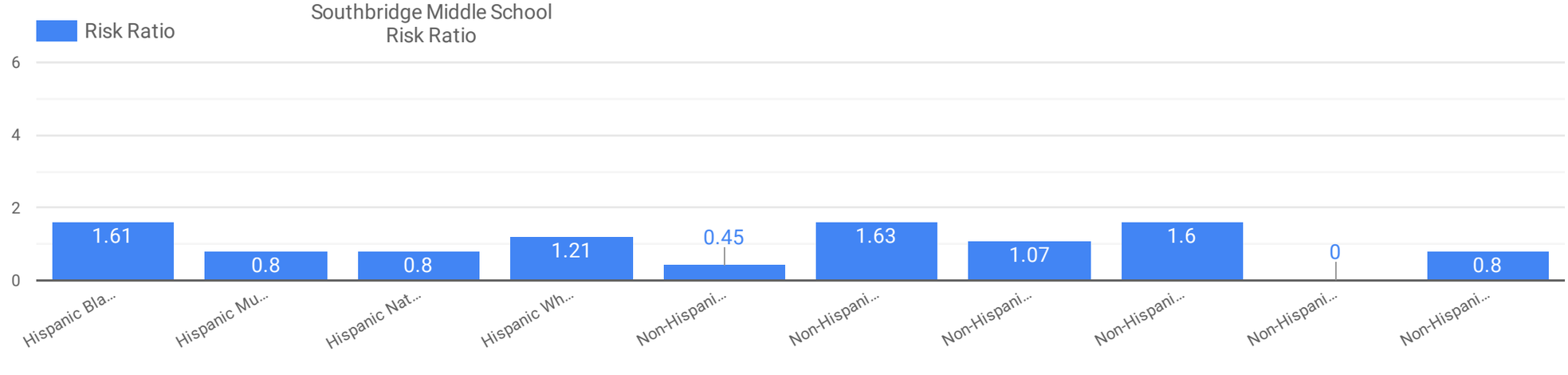


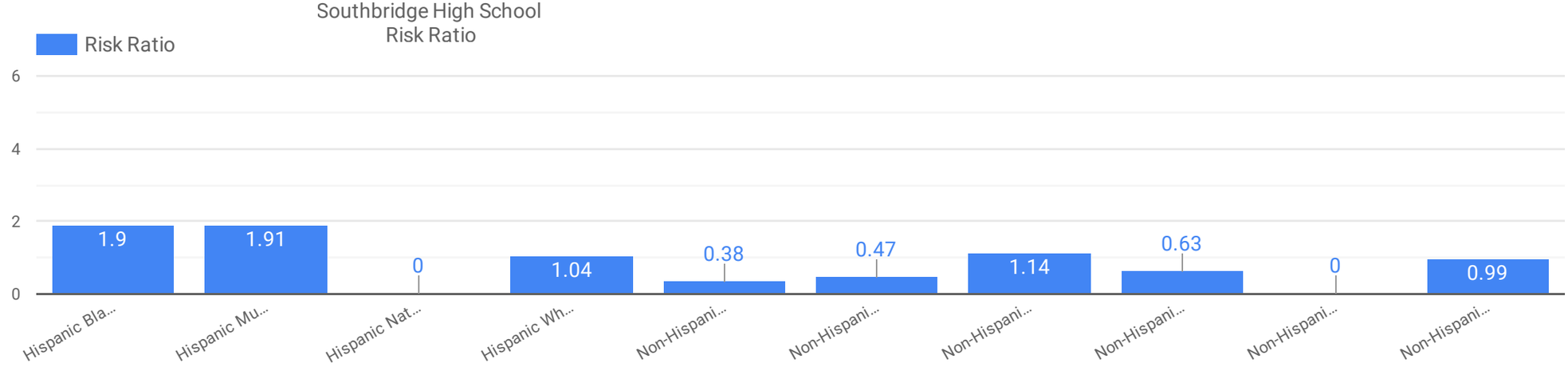
Student Referral Risk Ratio

Secondary Schools

Grade





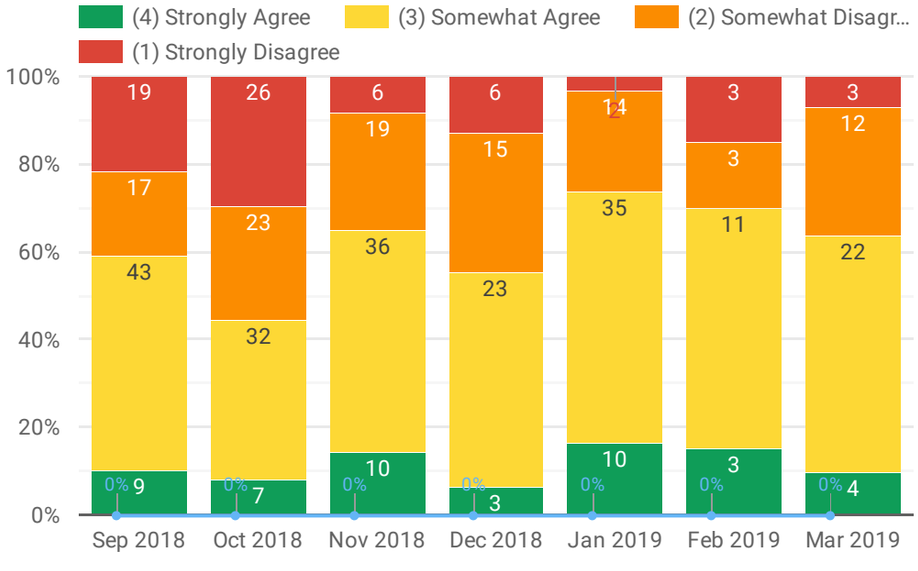


Middle and High School Walkthrough Data
CMOT Student Engagement

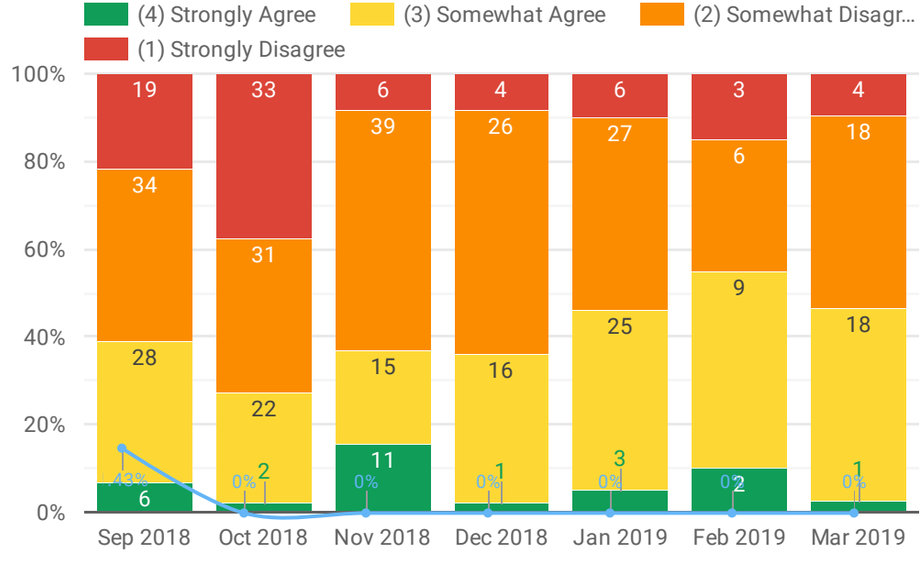
Grade Level

School

The educator effectively engaged in active supervision of the students in the classroom



The educator effectively provided most/ all students with opportunities to respond and participate during instruction

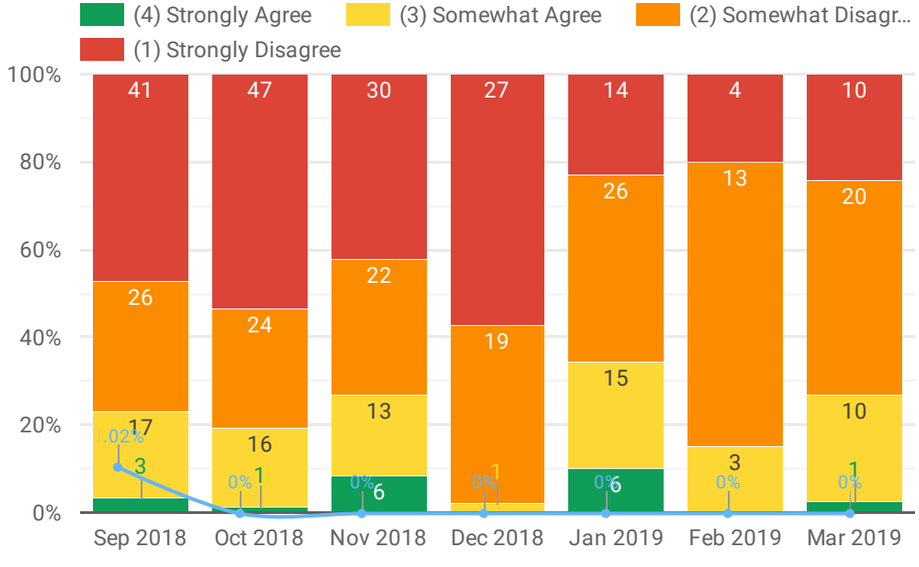


Middle and High School Walkthrough Data
CMOT Student Engagement

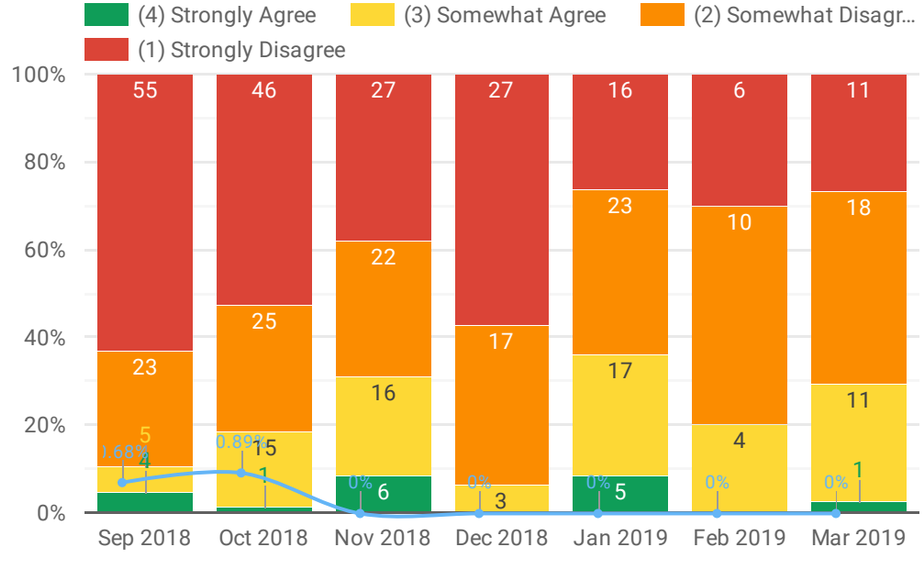
Grade Level

School

The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior



The educator effectively provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors

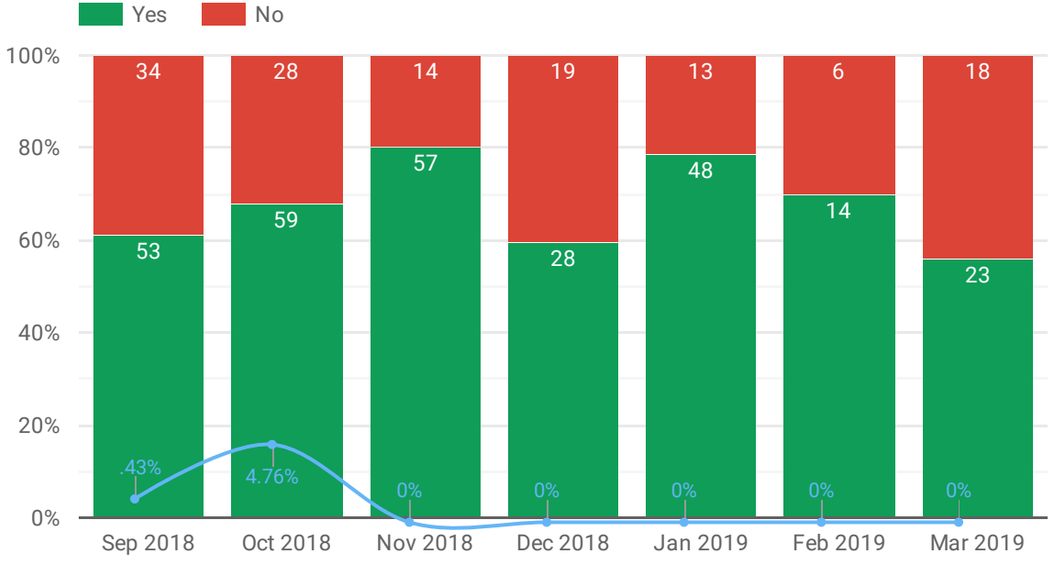


Middle and High School Walkthrough Data
CMOT Checklist

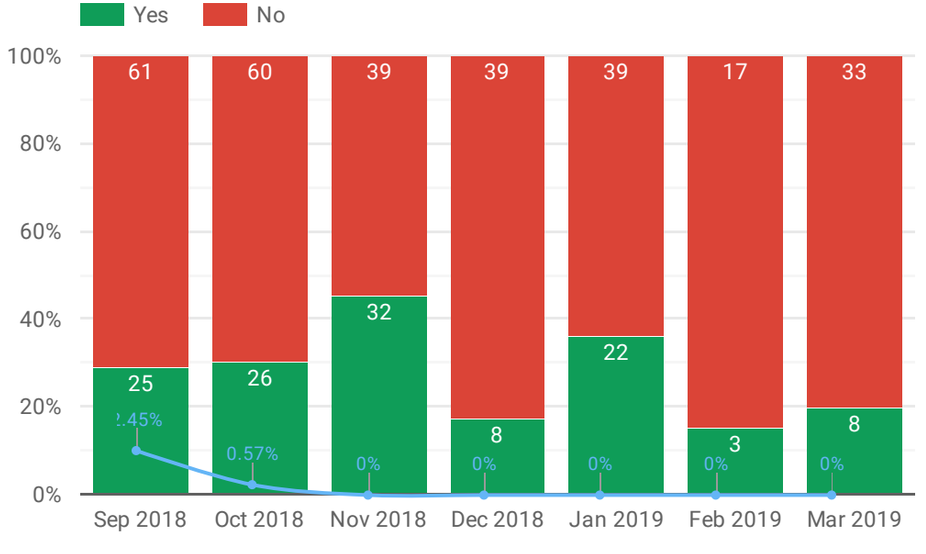
Grade Level

School

The educator posted a schedule for the day and/ or class activity



The educator posted 3-5 positively stated behavioral expectations in the classroom

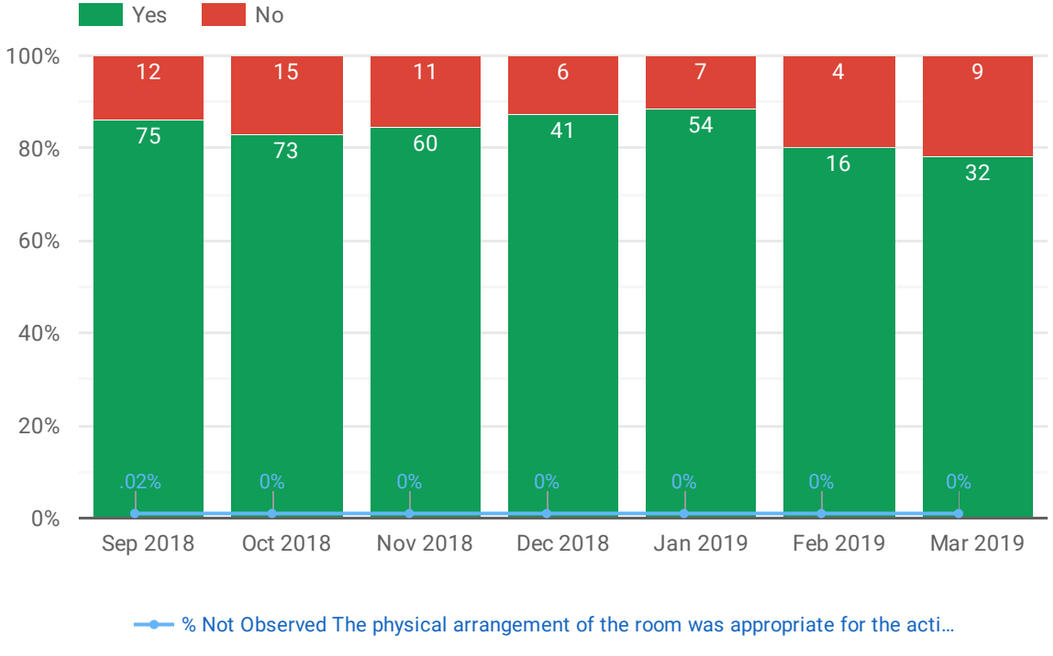


Middle and High School Walkthrough Data
CMOT Checklist

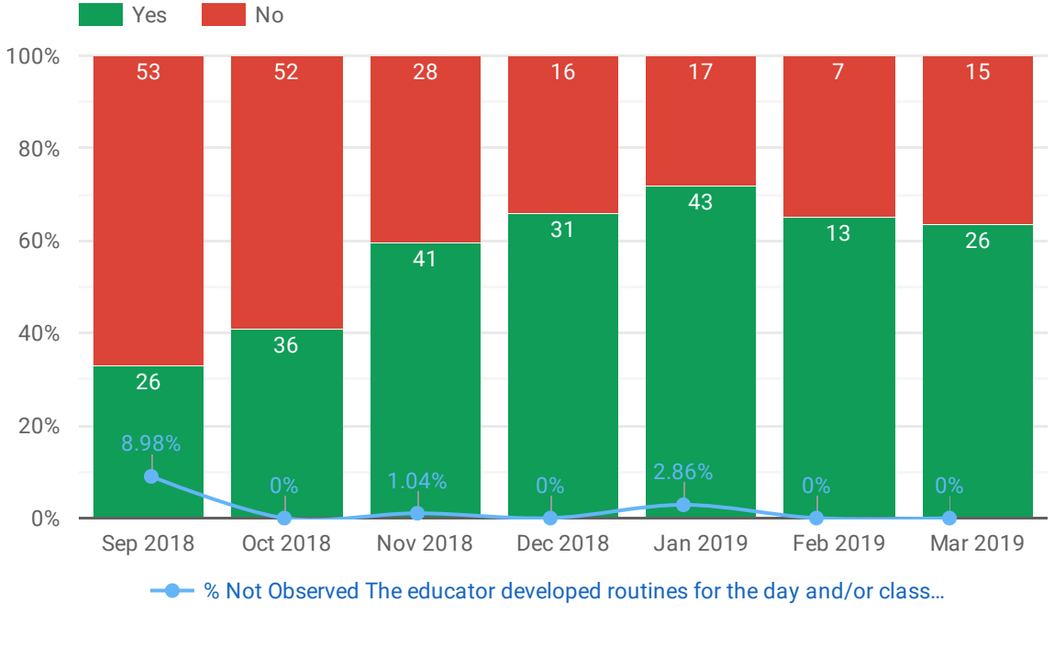
Grade Level

School

The physical arrangement of the room was appropriate for the activity



The educator developed routines for the day and/ or class activity

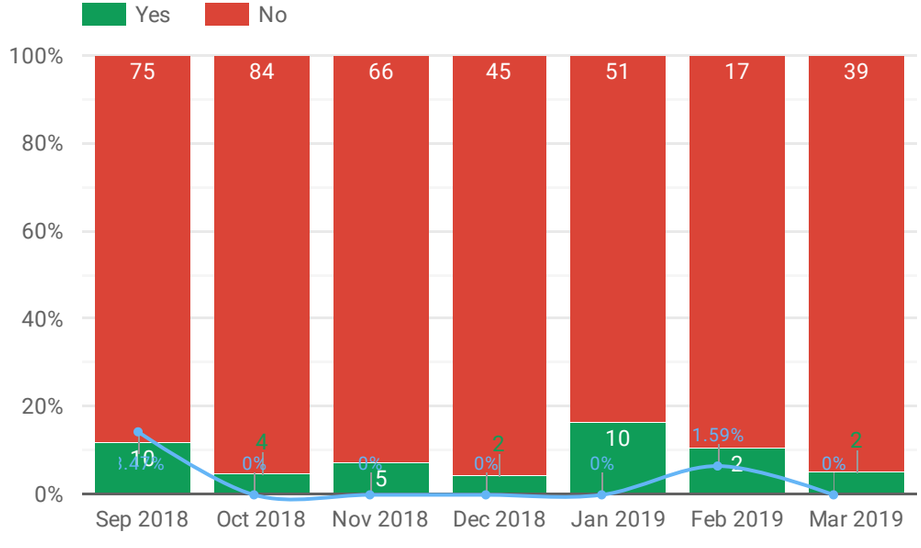


Middle and High School Walkthrough Data
CMOT Student Engagement

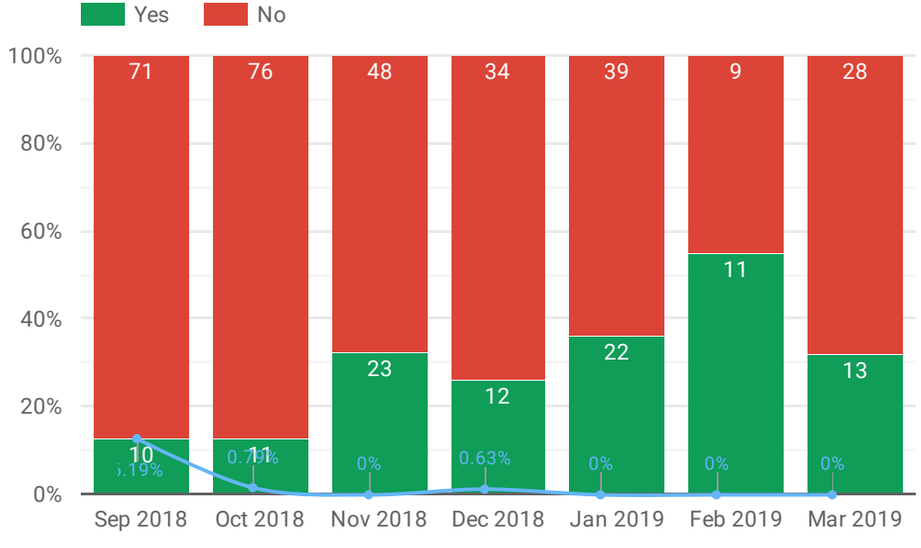
Grade Level

School

The educator taught and promoted 3-5 positively stated behavioral expectations



The educator selected and implemented additional consequence strategies, as appropriate, to support student behavior

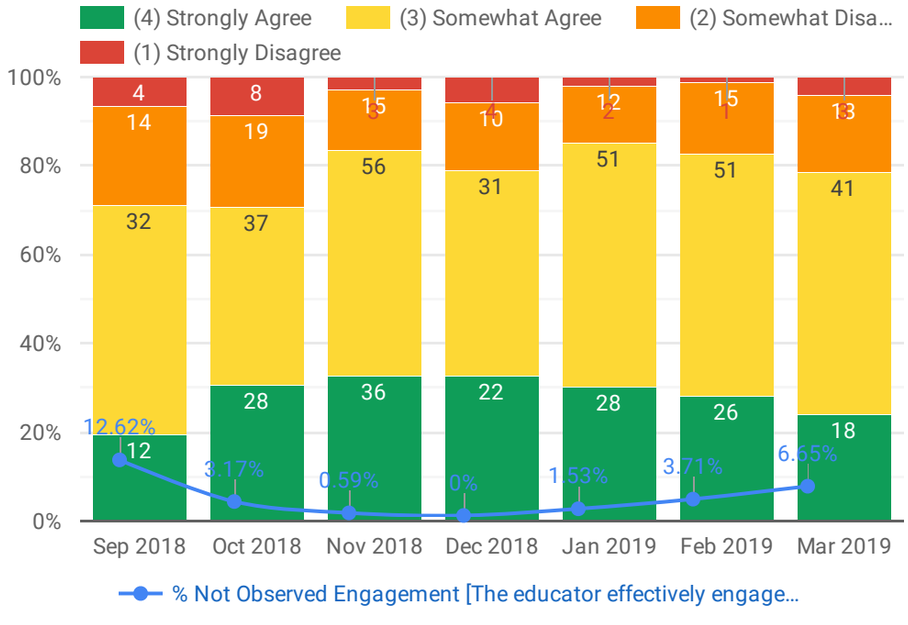


Elementary Schools Walkthrough Data
CMOT Student Engagement

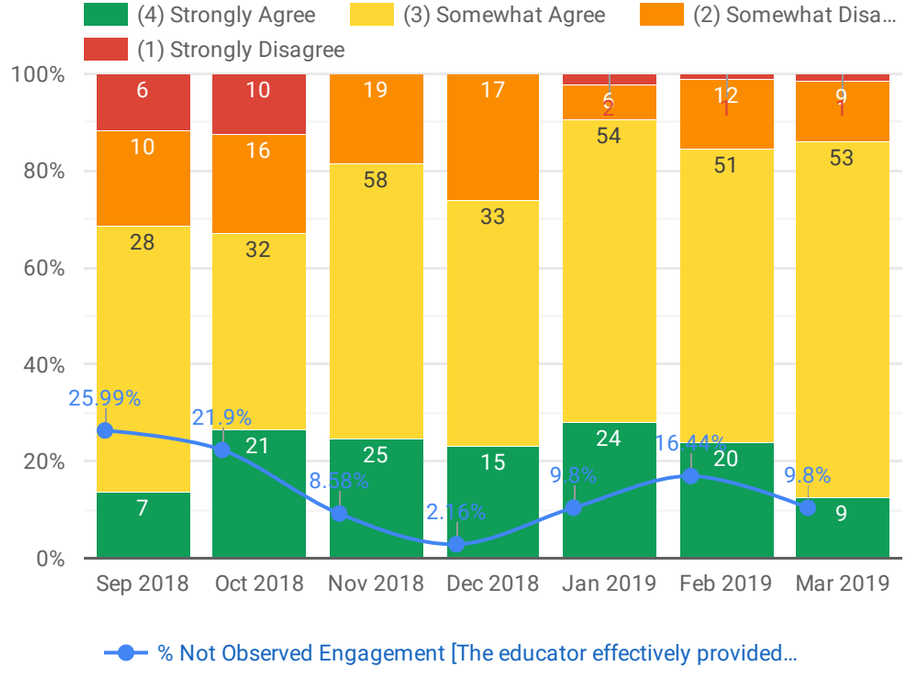
Grade

School

The educator effectively engaged in active supervision of students in the classroom



The educator effectively provided most/ all students with opportunities to respond and participate during instruction

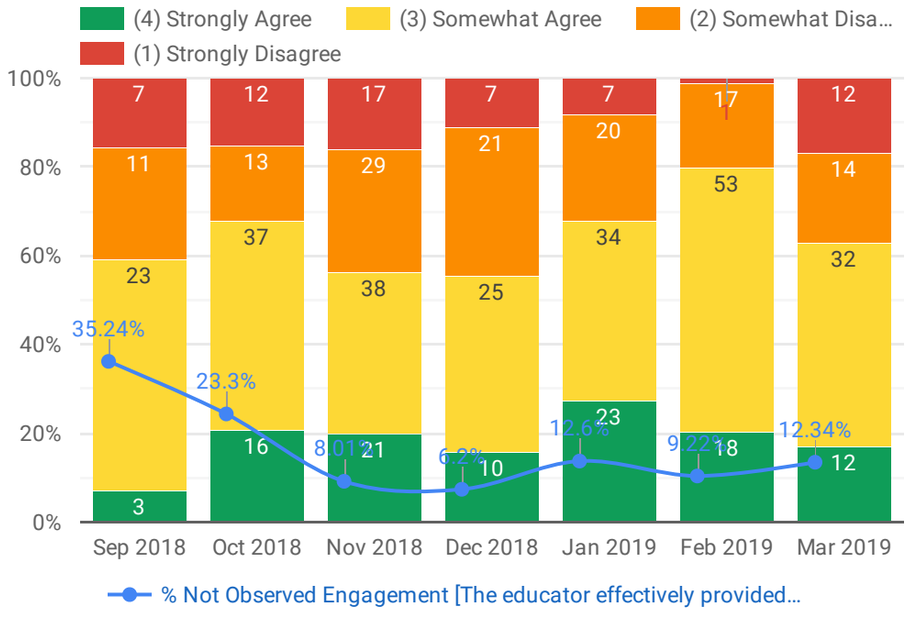


Elementary Schools Walkthrough Data
CMOT Student Engagement

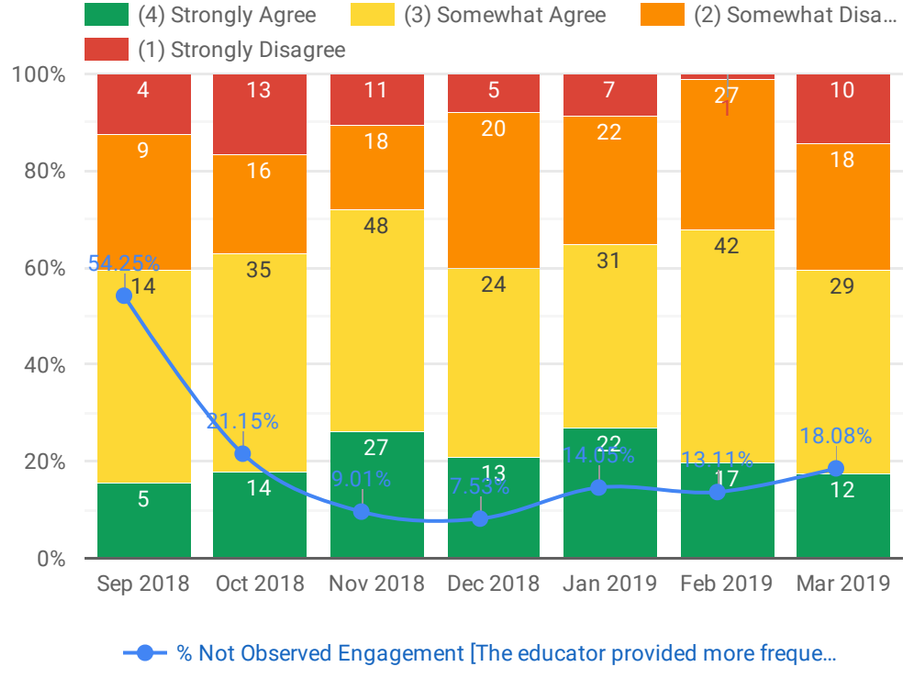
Grade

School

The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior



The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors

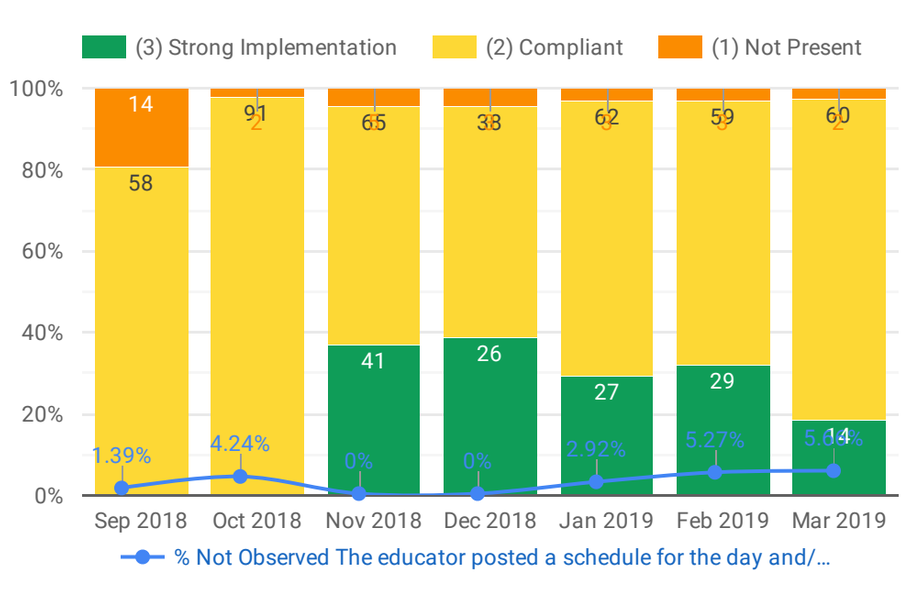


Elementary Schools Walkthrough Data
CMOT Checklist

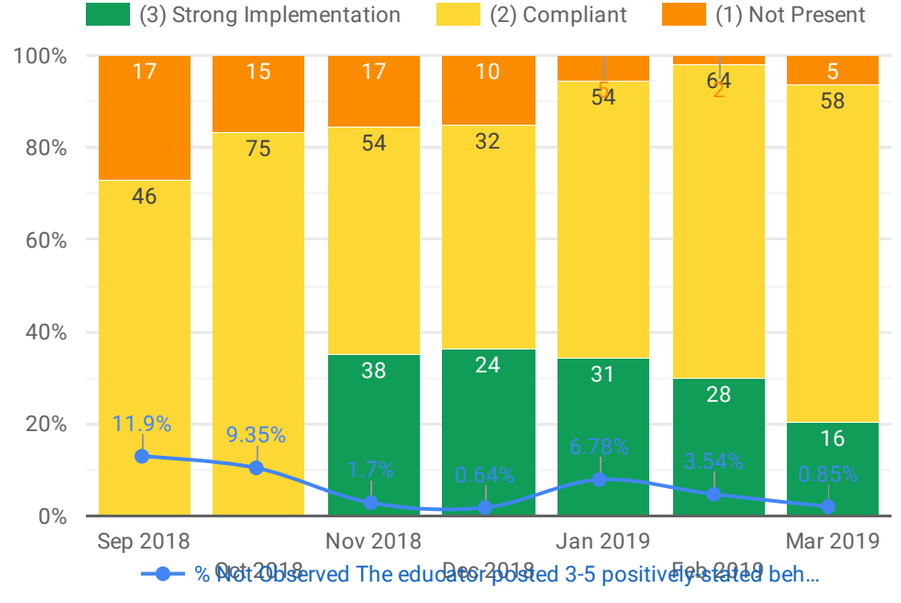
Grade

School

The educator posted a schedule for the day and/ or class activity



The educator posted 3-5 positively stated behavioral expectations in the classroom

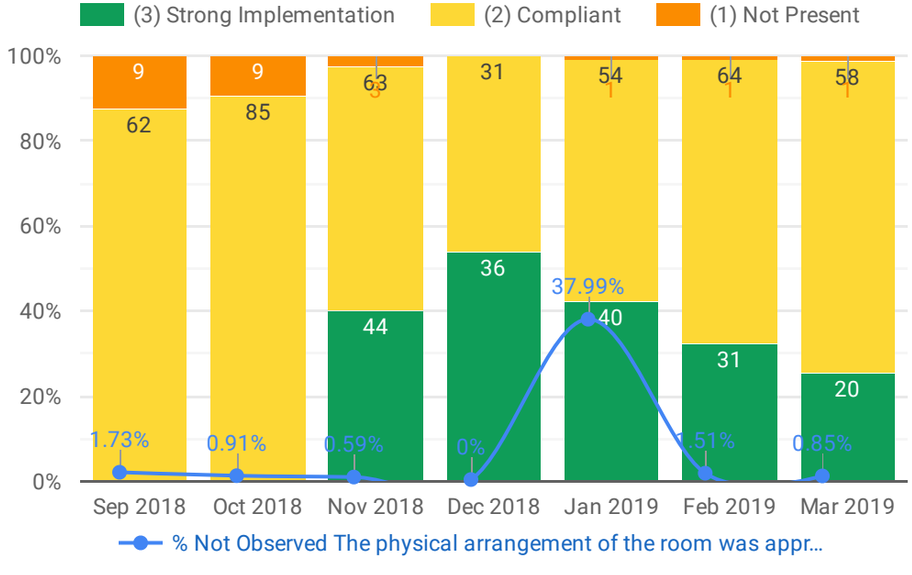


Elementary Schools Walkthrough Data
CMOT Checklist

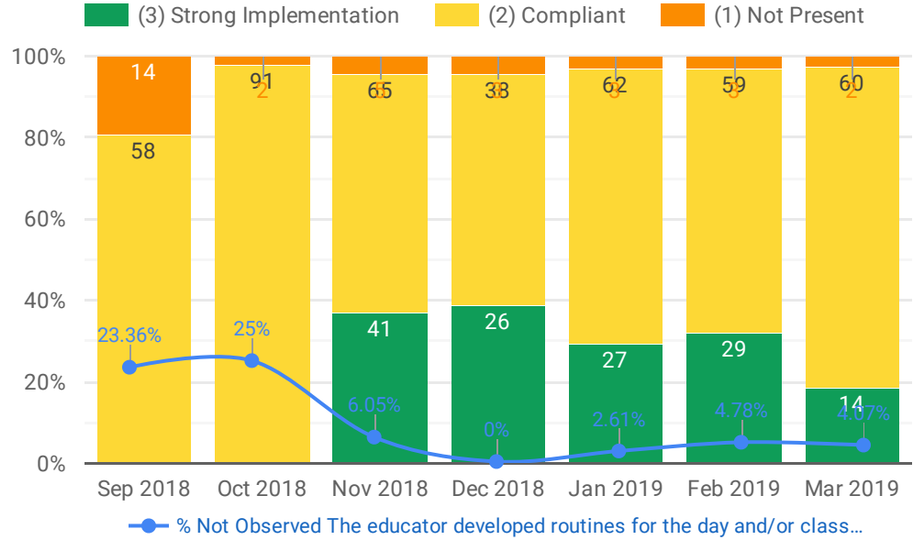
Grade

School

The physical arrangement of the room was appropriate for the activity



The educator posted developed routines for the day and/or class activity

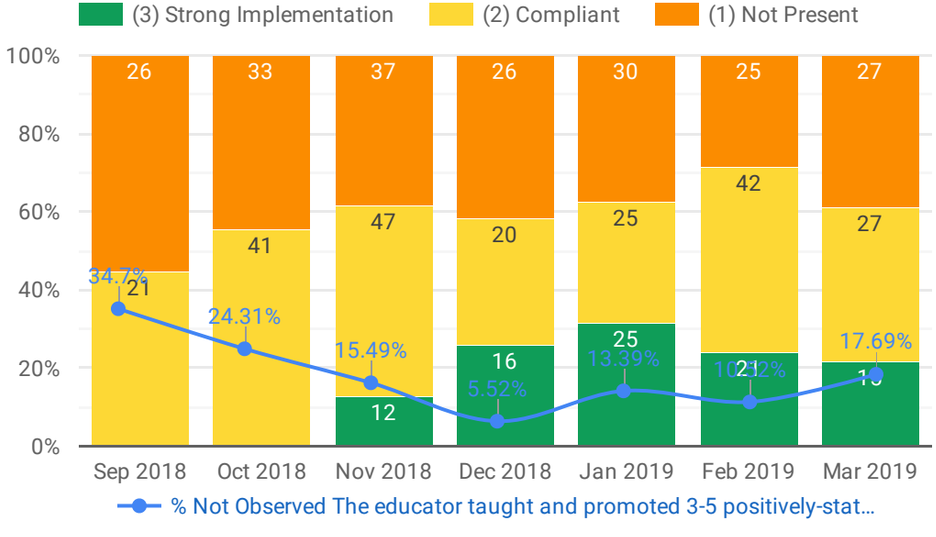


Elementary Schools Walkthrough Data
CMOT Checklist

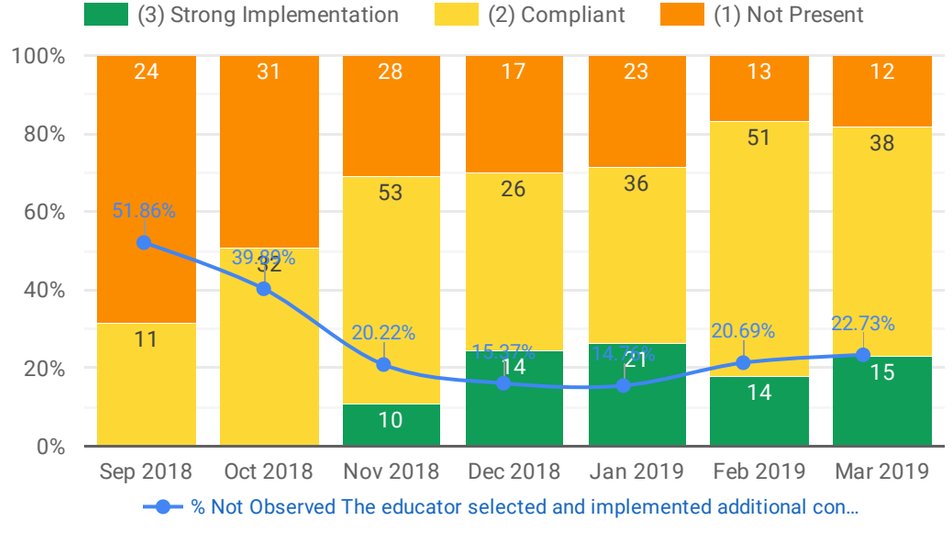
Grade

School

The educator taught and promoted 3-5 positively stated behavioral expectations



The educator selected and implemented additional consequences, as appropriate, to support student behavior



UO DIBELS® Data System

DIBELS Next

First Sound Fluency | Letter Naming Fluency | Phoneme Segmentation Fluency | Nonsense Word Fluency - Correct Letter Sounds | Nonsense Word Fluency - Whole Words Read

DIBELS Oral Reading Fluency - Words Correct | DIBELS Oral Reading Fluency - Accuracy

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes
Grades 3–6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class

Kindergarten

- First Sound Fluency
- Phoneme Segmentation Fluency
- Letter Naming Fluency
- Nonsense Word Fluency - Correct Letter Sounds

Grade 1

- Letter Naming Fluency & Phoneme Segmentation Fluency
- Nonsense Word Fluency - Correct Letter Sounds
- Nonsense Word Fluency - Whole Words Read
- DIBELS Oral Reading Fluency - Words Correct & Accuracy

Grade 2

- Nonsense Word Fluency - Correct Letter Sounds & Whole Words Read
- DIBELS Oral Reading Fluency - Words Correct
- DIBELS Oral Reading Fluency - Accuracy

Grade 3

- DIBELS Oral Reading Fluency - Words Correct
- DIBELS Oral Reading Fluency - Accuracy

Grade 4

- DIBELS Oral Reading Fluency - Words Correct
- DIBELS Oral Reading Fluency - Accuracy

Grade 5

- DIBELS Oral Reading Fluency - Words Correct
- DIBELS Oral Reading Fluency - Accuracy

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First Sound Fluency (FSF)

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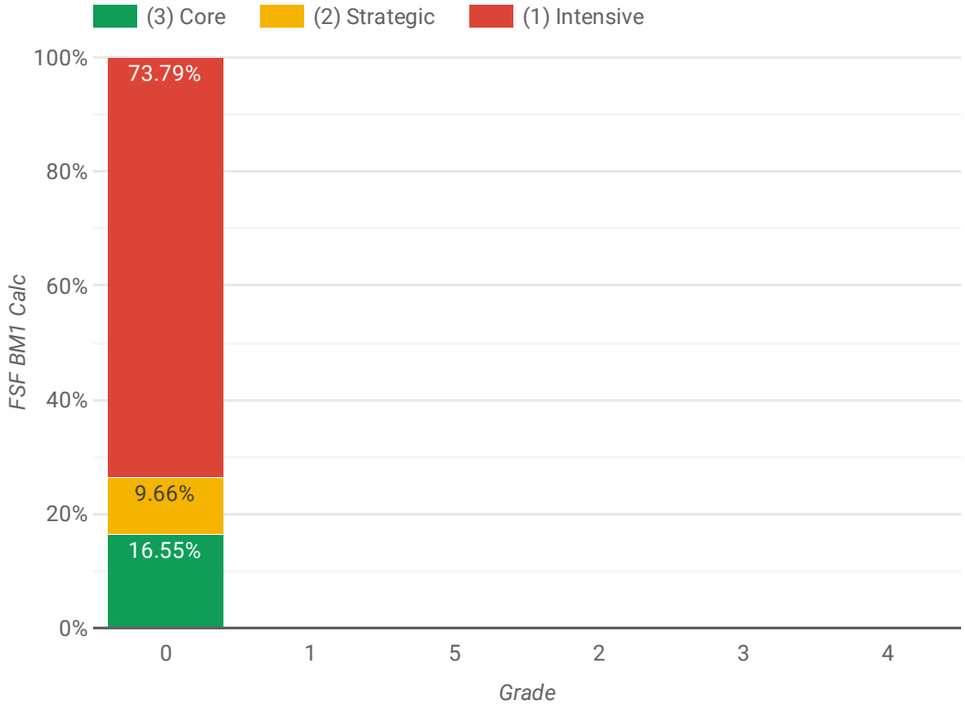
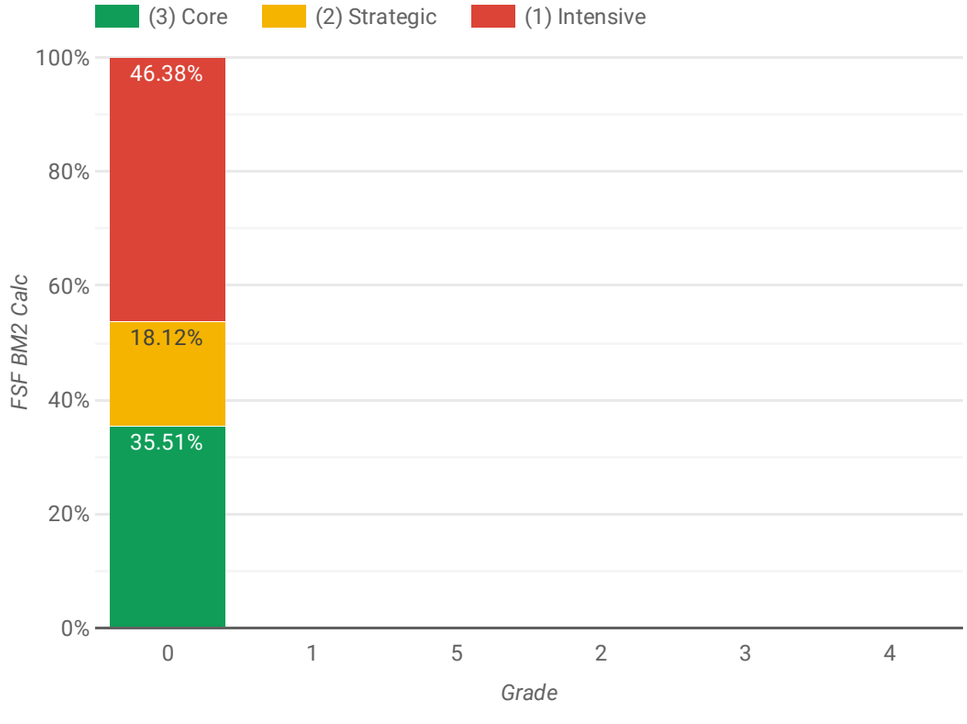


Middle of the Year



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School Name

Letter Naming Fluency (LNF)

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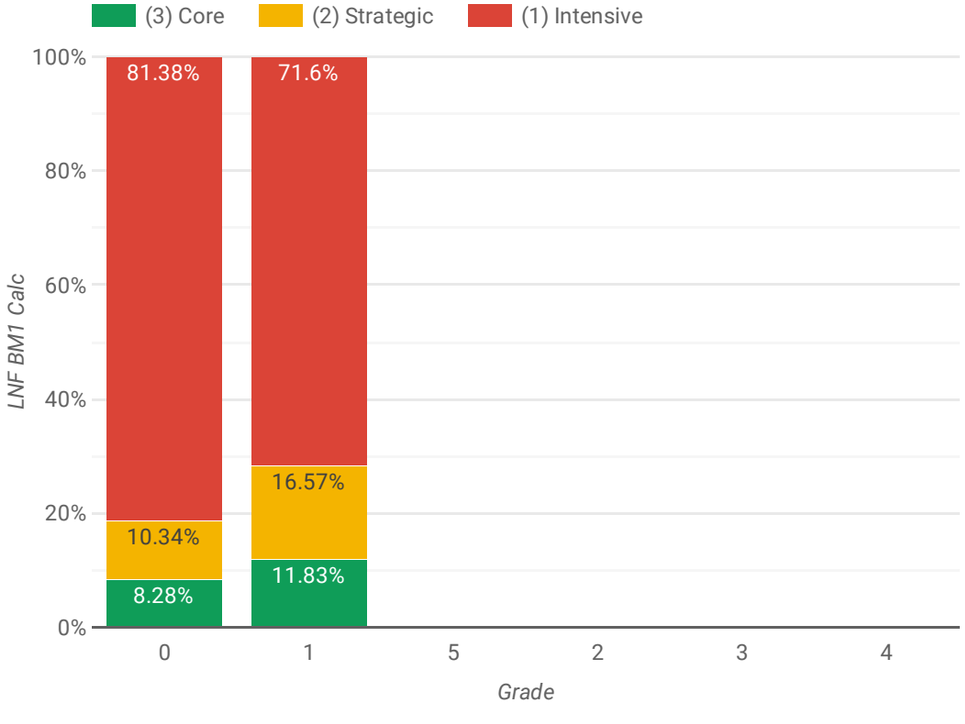

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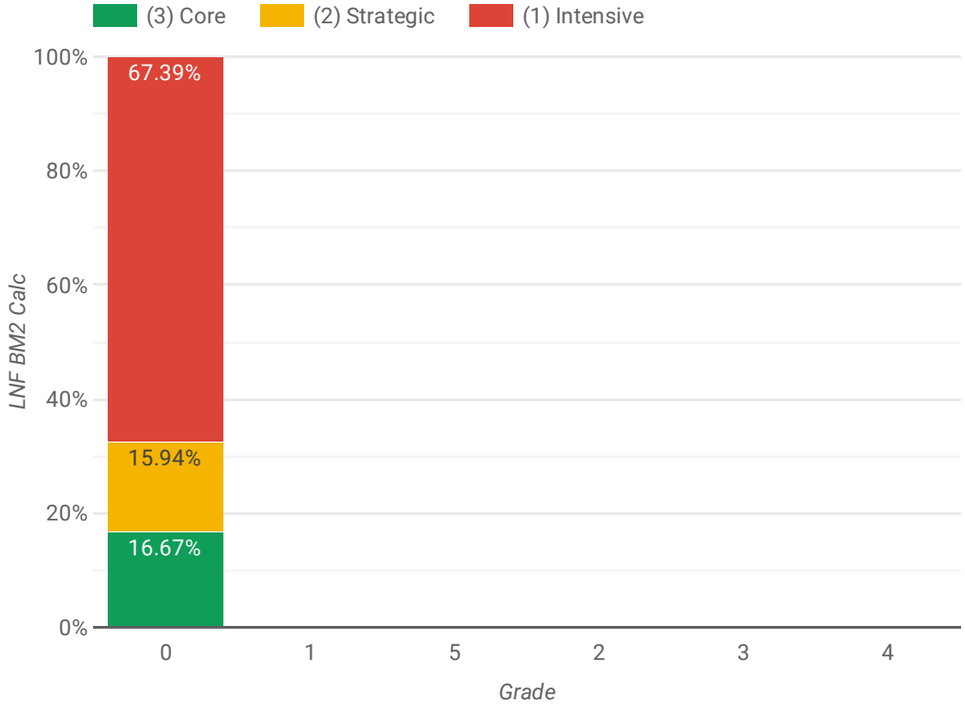

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Phoneme Segmentation Fluency (PSF)

School Name

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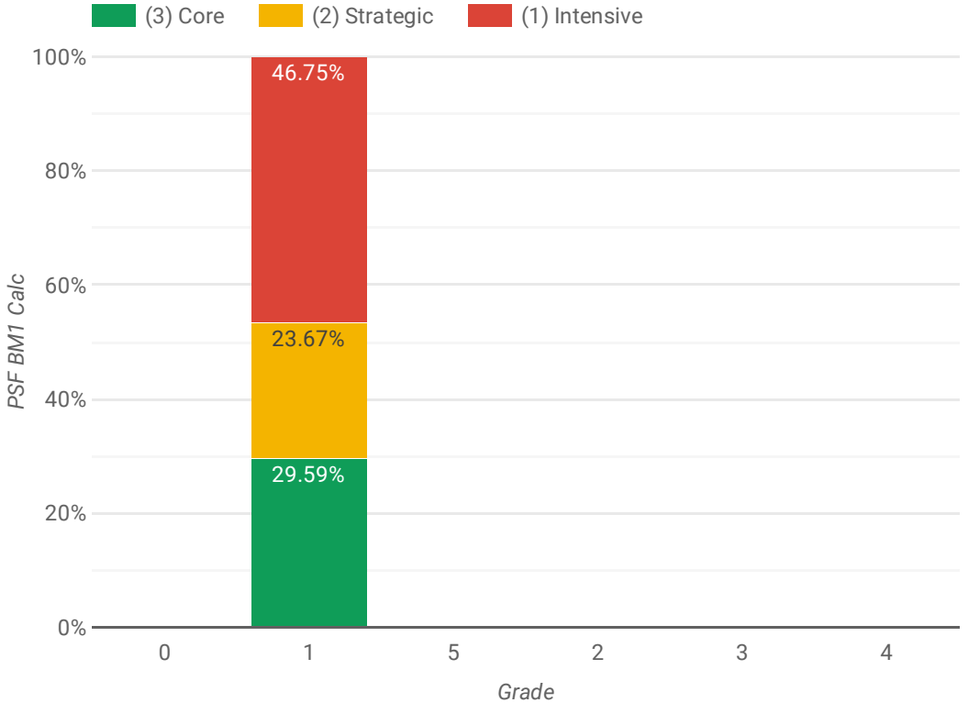

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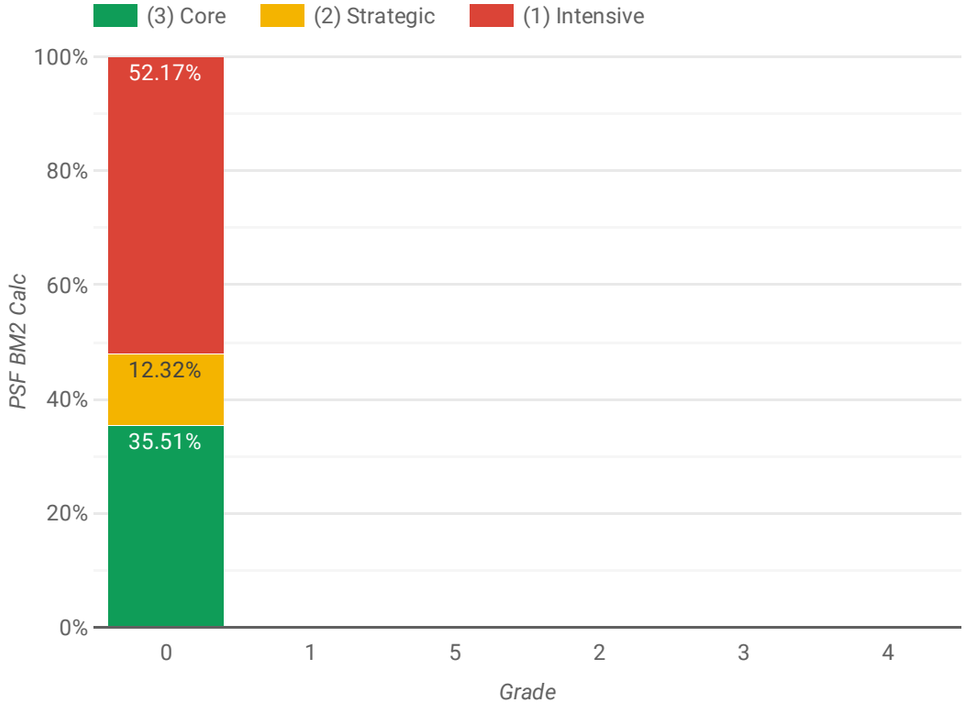

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School Name

Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)

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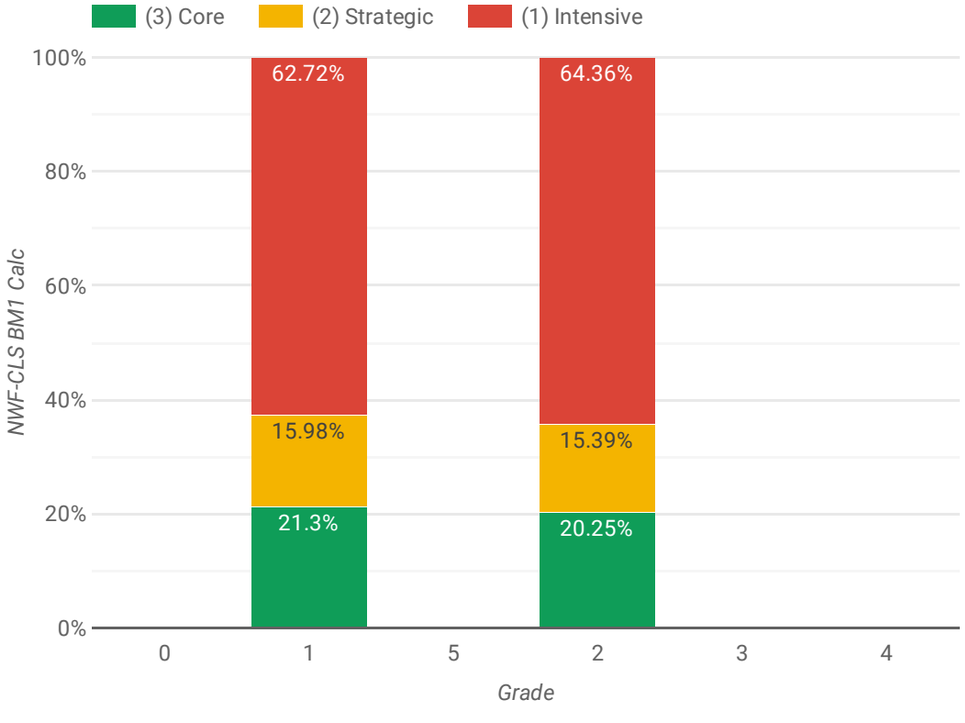

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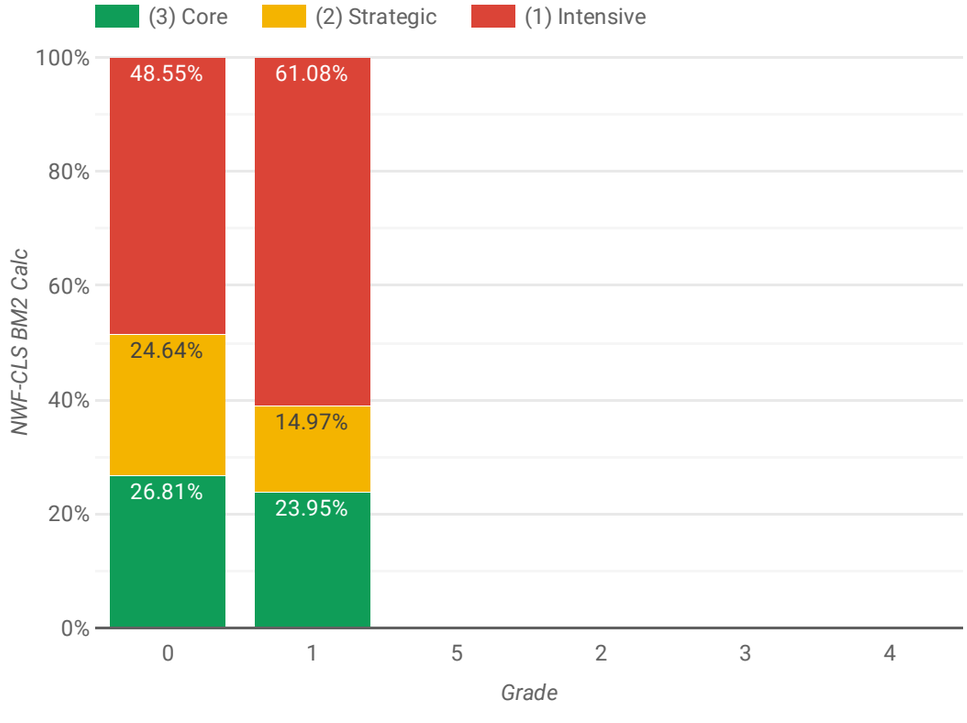

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School Name

Nonsense Word Fluency - Whole Words Read (NWF-WWR)

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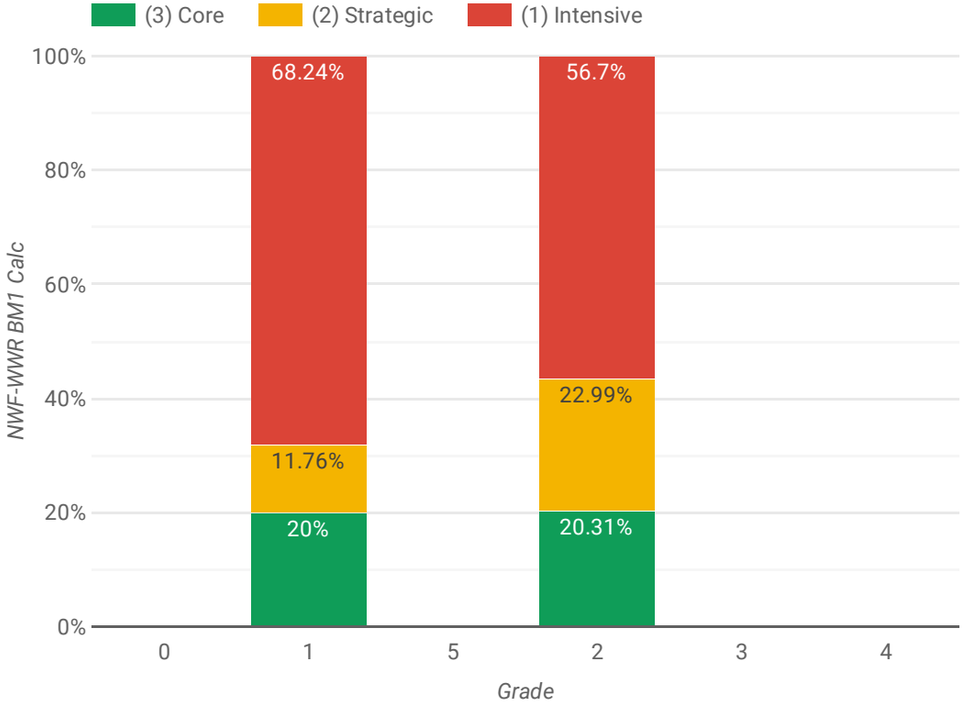

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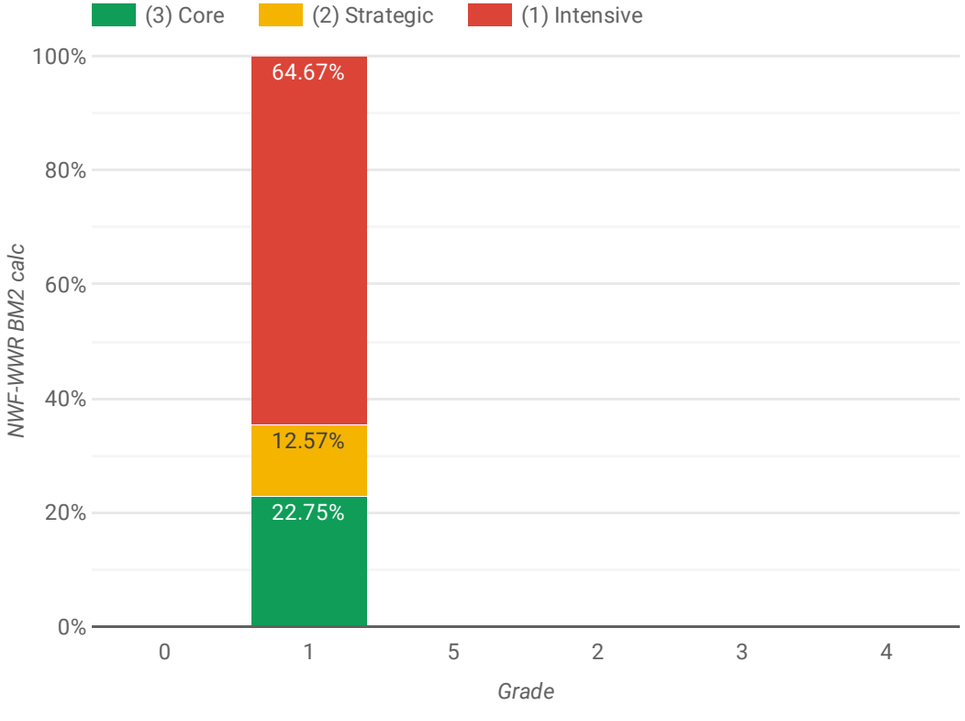

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School Name

DIBELS Oral Reading Fluency - Words Correct (DORF-WC)

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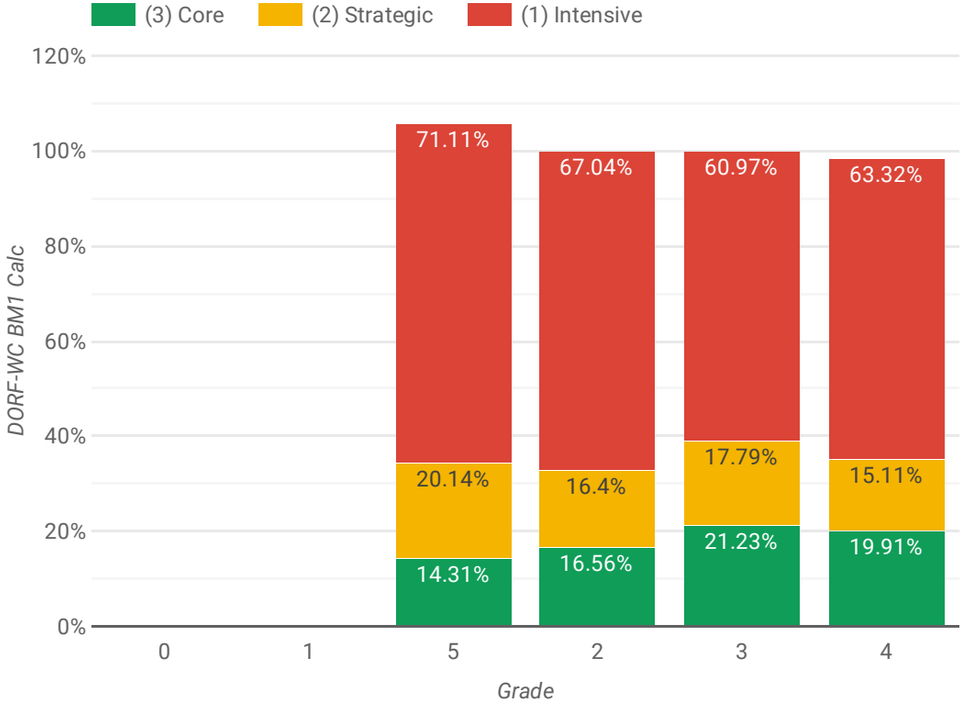

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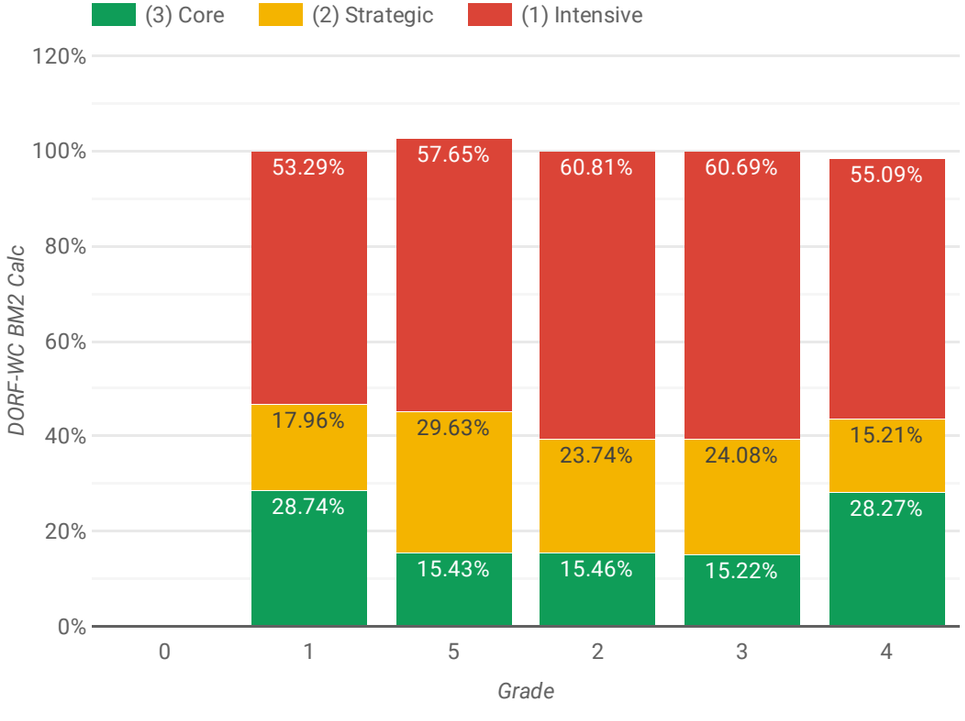

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School Name

DIBELS Oral Reading Fluency - Accuracy (DORF-A)

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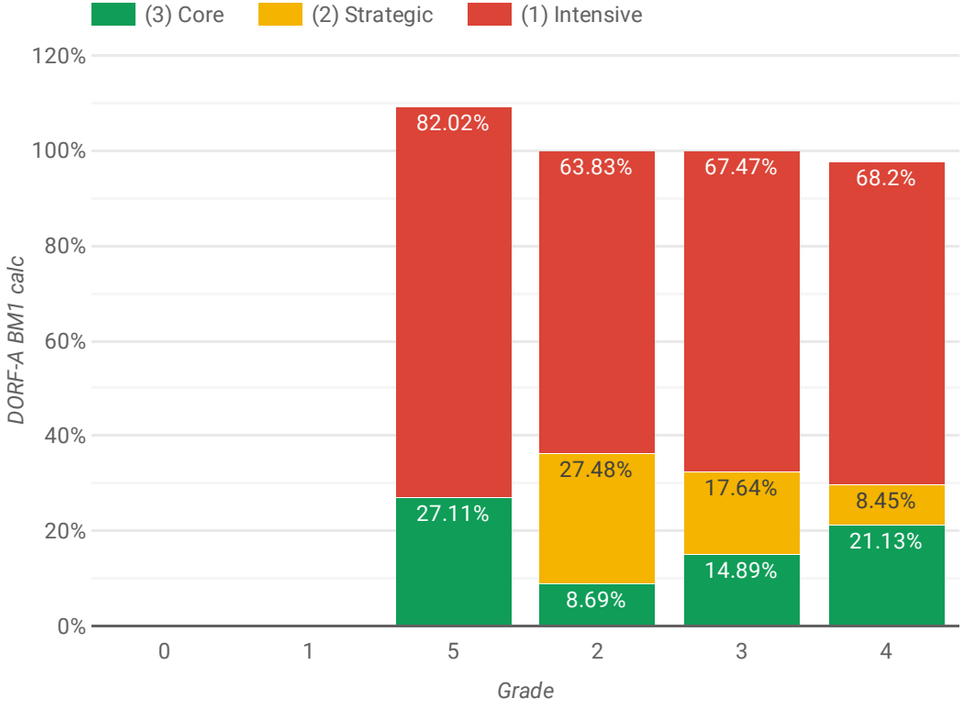

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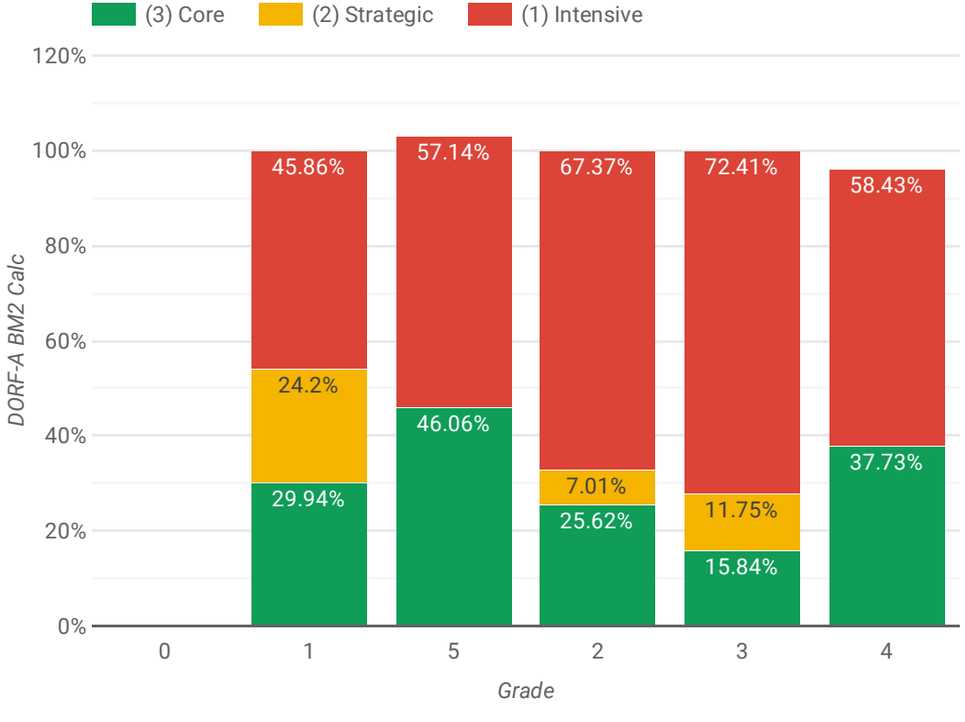

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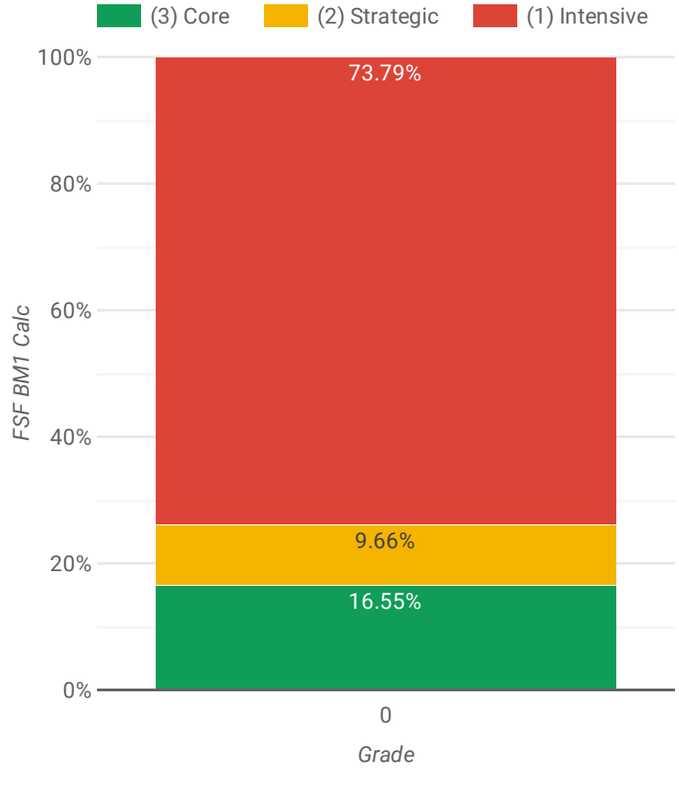
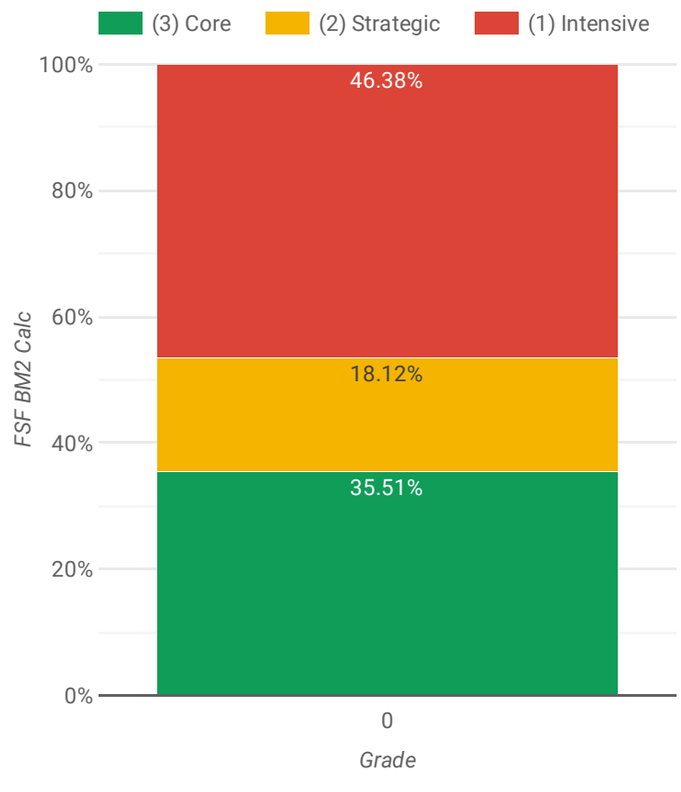
Kindergarten
First Sound Fluency

School Name

FSF Beginning of the Year



FSF Middle of the Year



Kindergarten
Letter Naming Fluency

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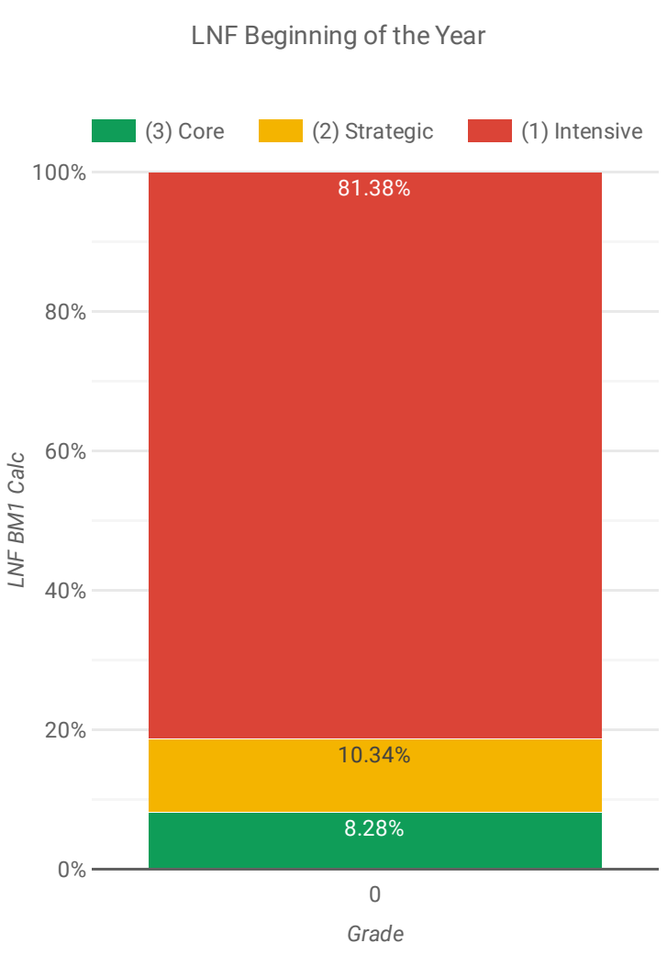

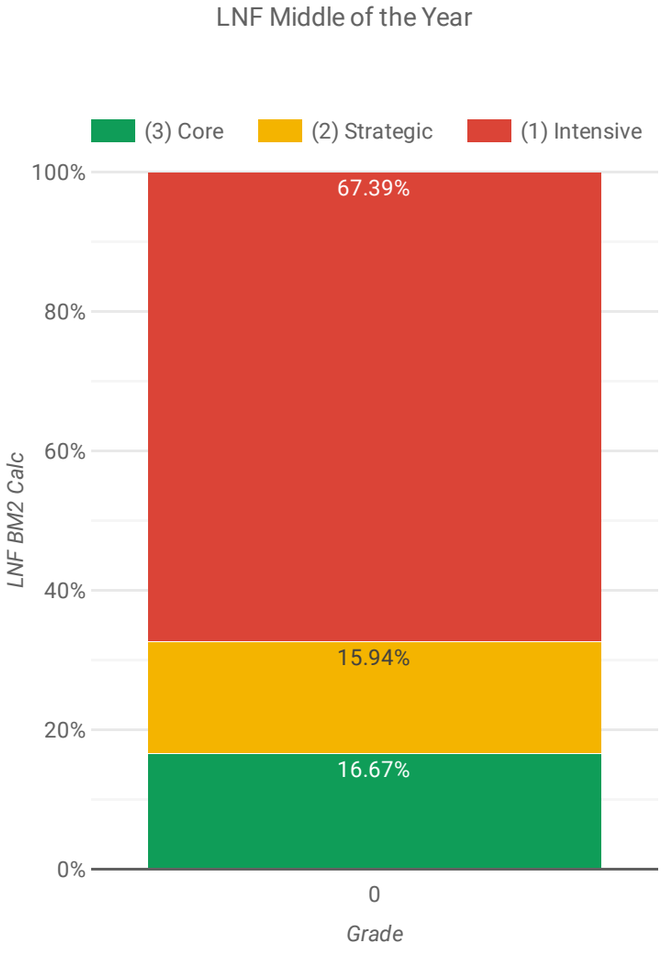

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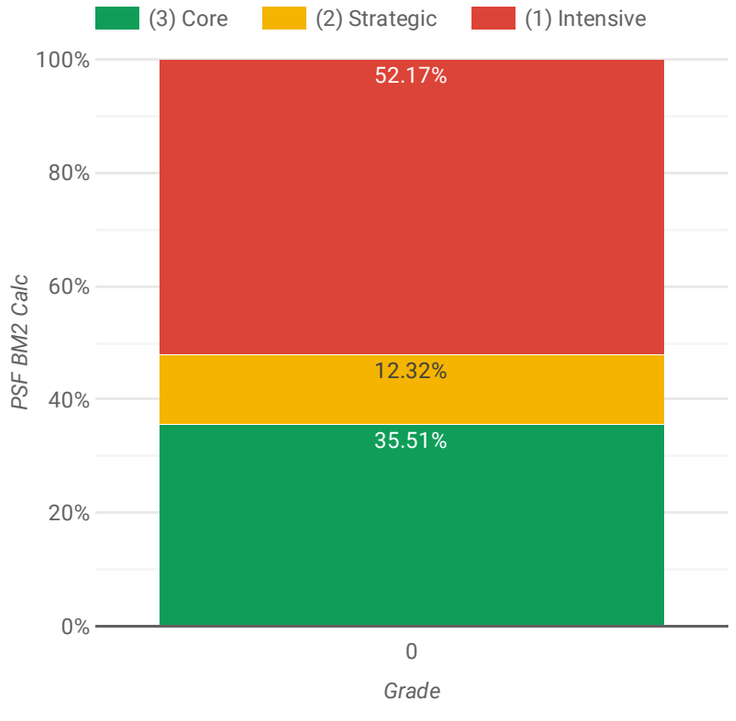
Kindergarten
Phoneme Segmentation Fluency

School Name

PSF Middle of the Year



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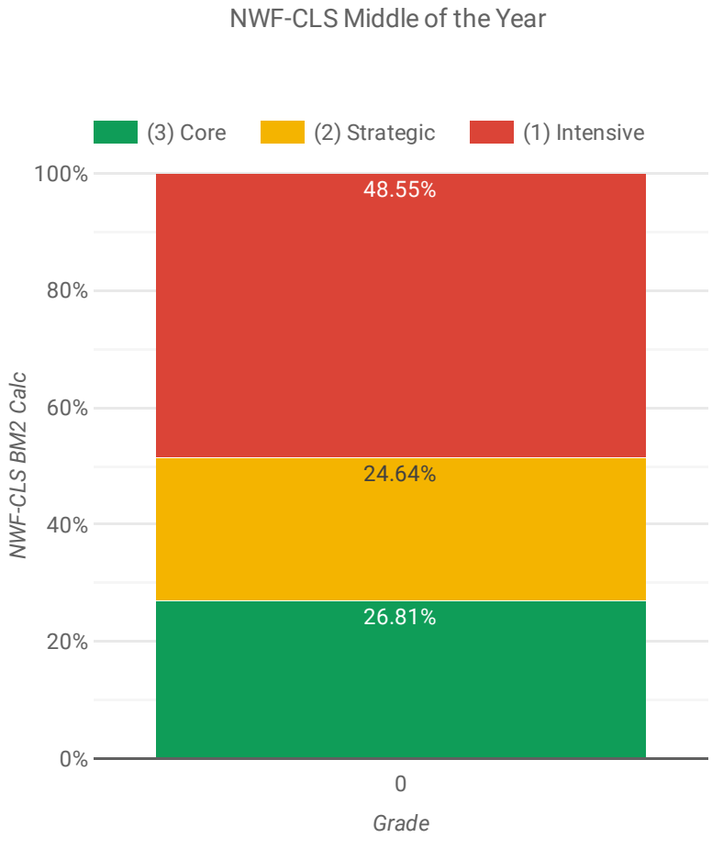
Kindergarten
Nonsense Word Fluency - Correct Letter Sounds

School Name



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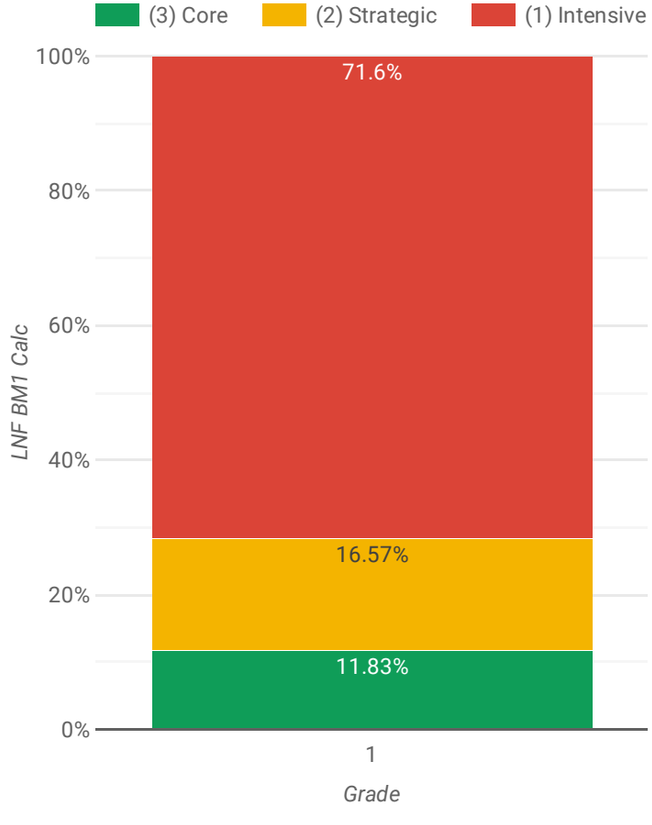
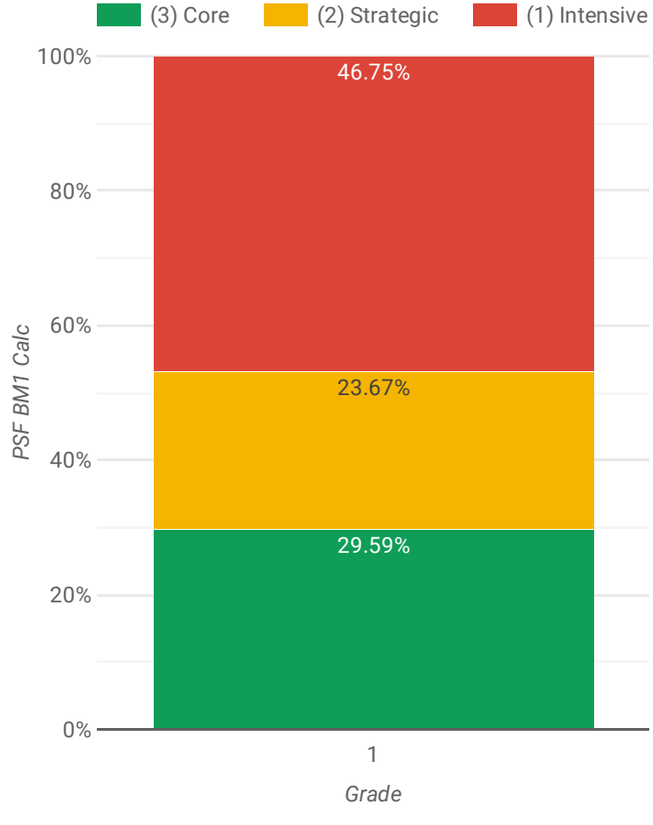
School Name

Grade 1
Letter Naming Fluency
Phoneme Segmentation Fluency

LNF Beginning of the Year



PSF Beginning of the Year



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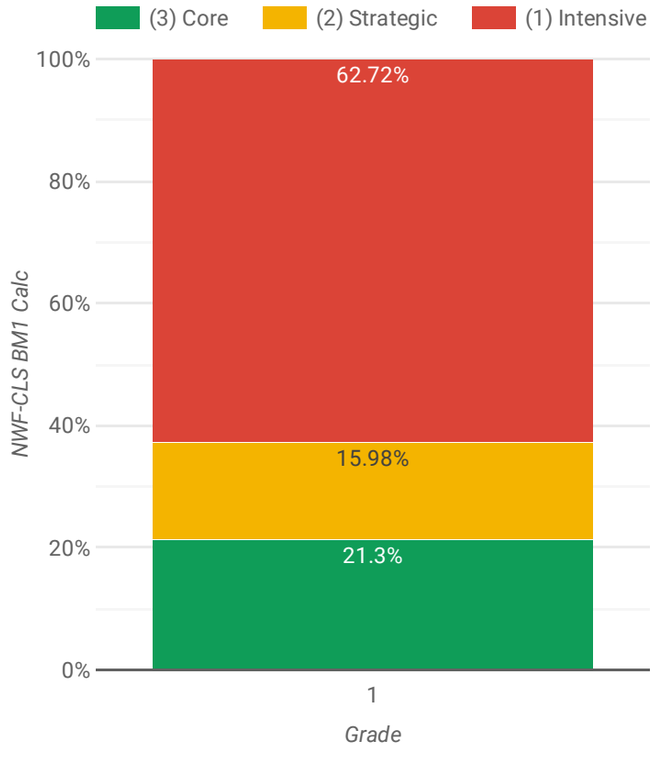
Grade 1
Nonsense Word Fluency - Correct Letter Sounds

School Name

NWF-CLS Beginning of the Year



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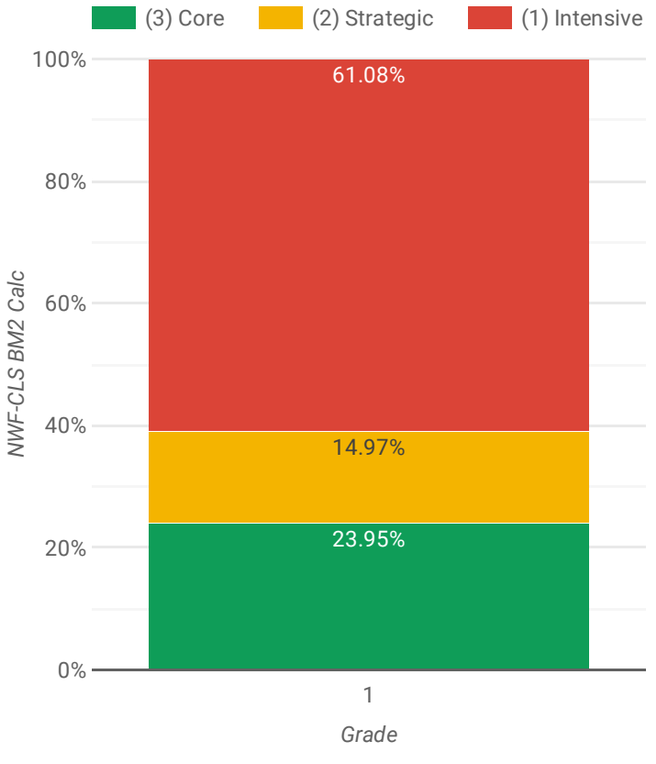

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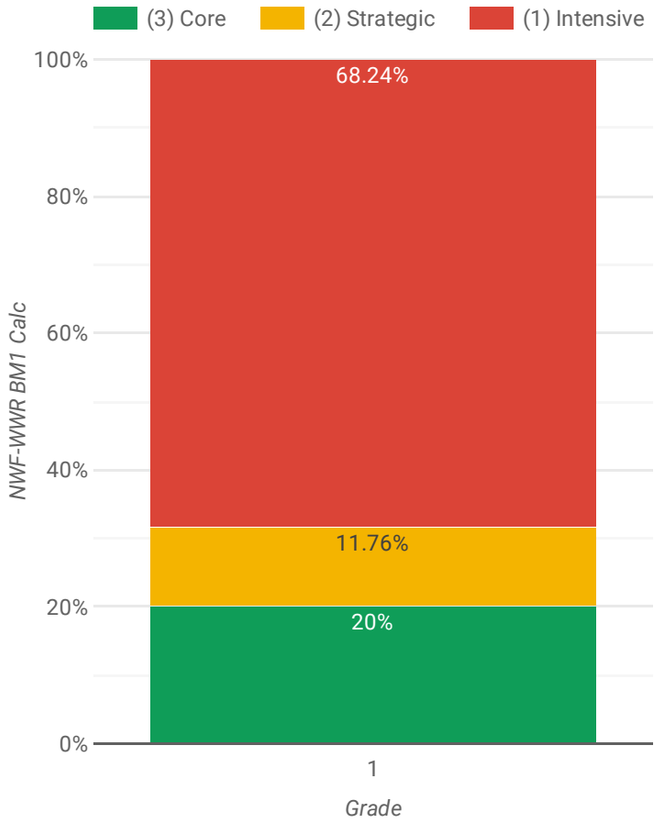
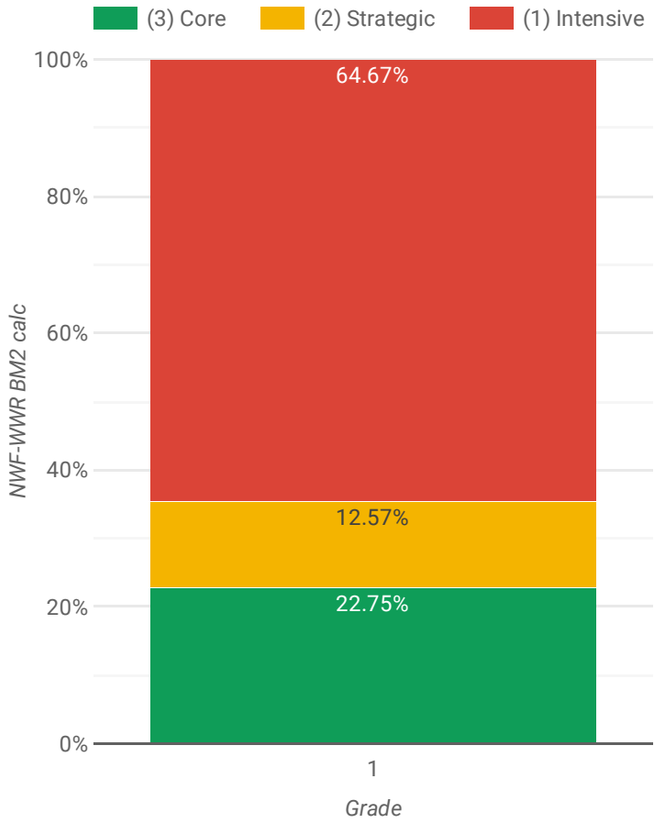
Grade 1
Nonsense Word Fluency - Whole Words Read

School Name

NWF-WWR Beginning of the Year



NWF-WWR Middle of the Year



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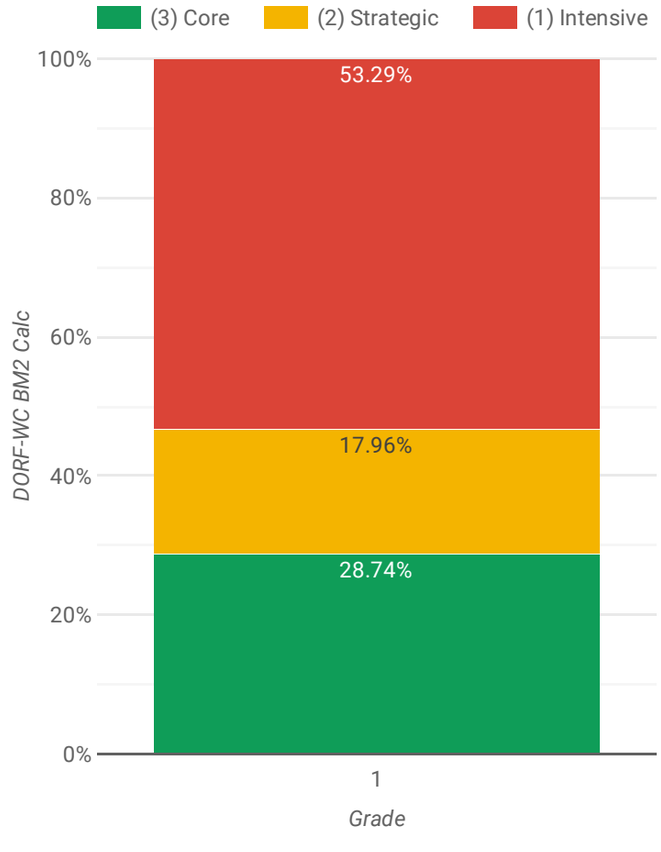
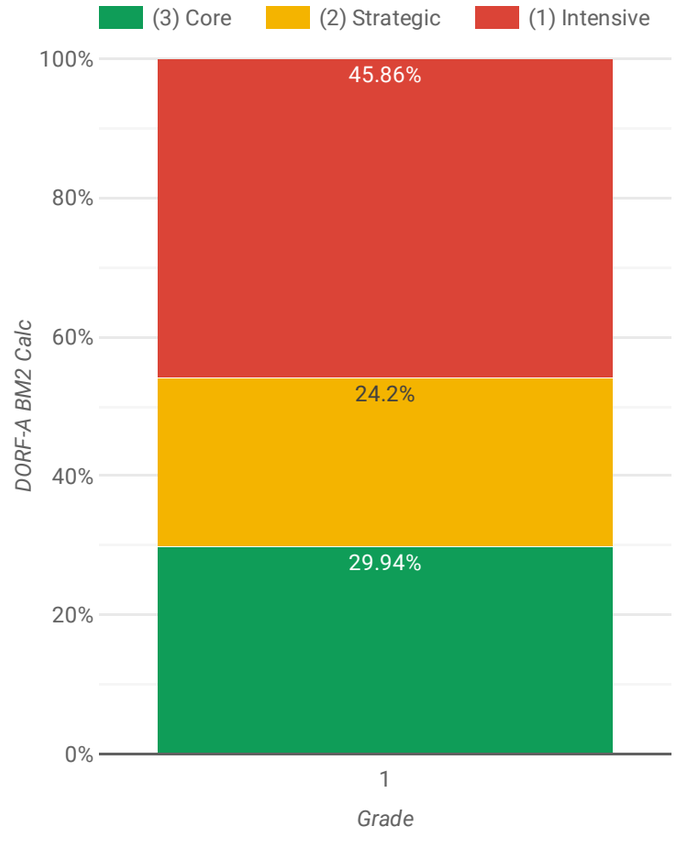
Grade 1
DIBELS Oral Reading Fluency - Words Correct
DIBELS Oral Reading Fluency - Accuracy

School Name

DORF-WC Middle of the Year



DORF-A Middle of the Year



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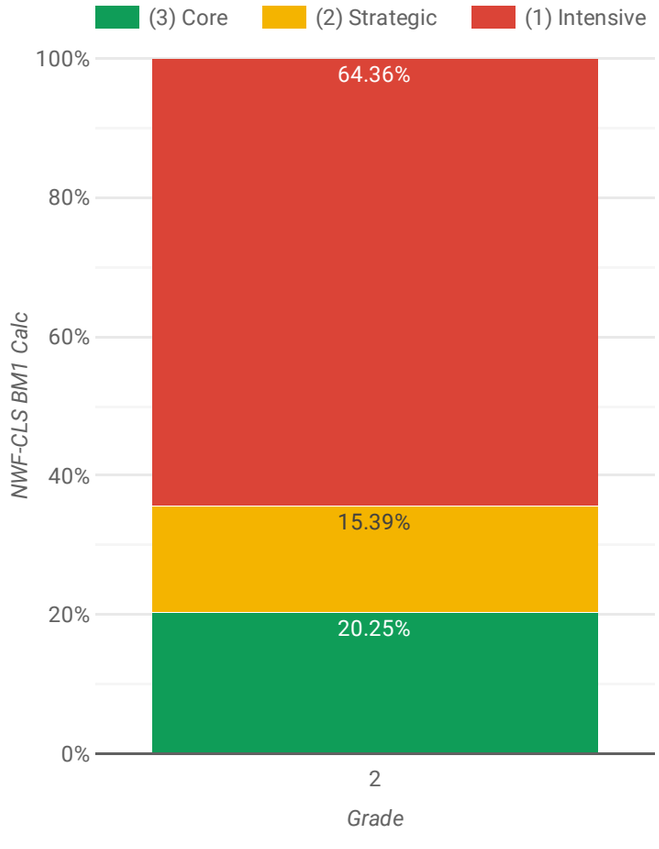
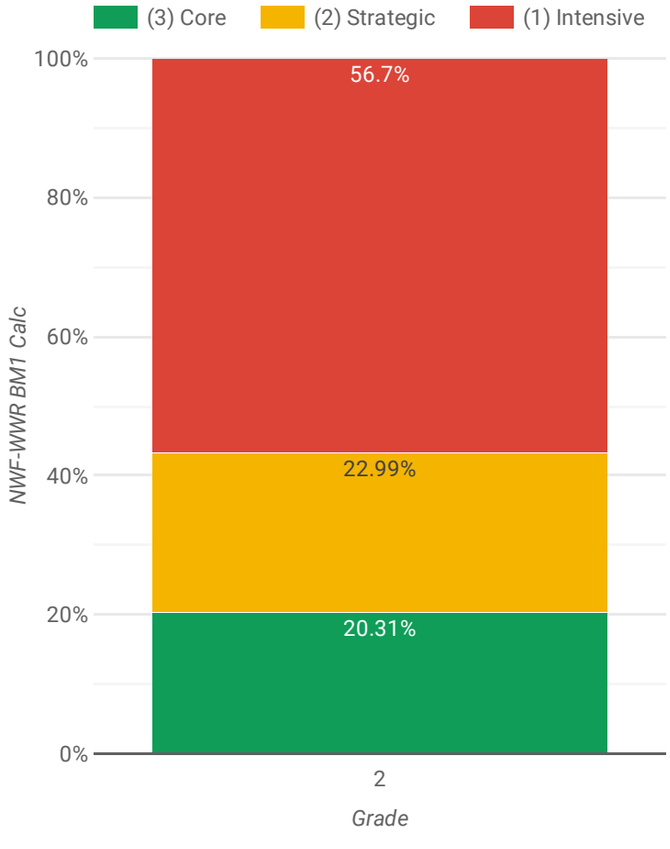
Grade 2
Nonsense Word Fluency - Correct Letter Sounds
Nonsense Word Fluency - Whole Words Read

School Name

NWF-CLS Middle of the Year



NWF-WWR Middle of the Year



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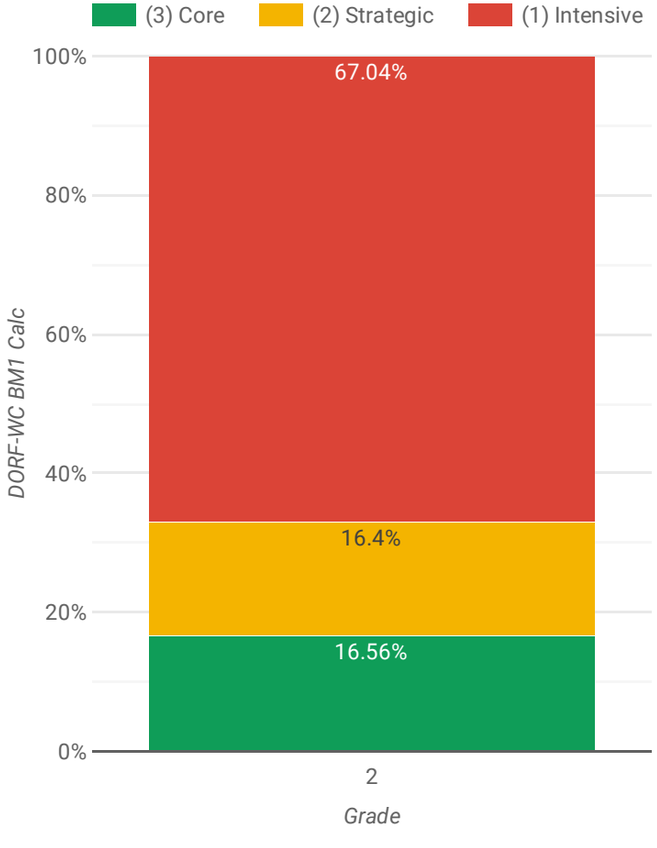
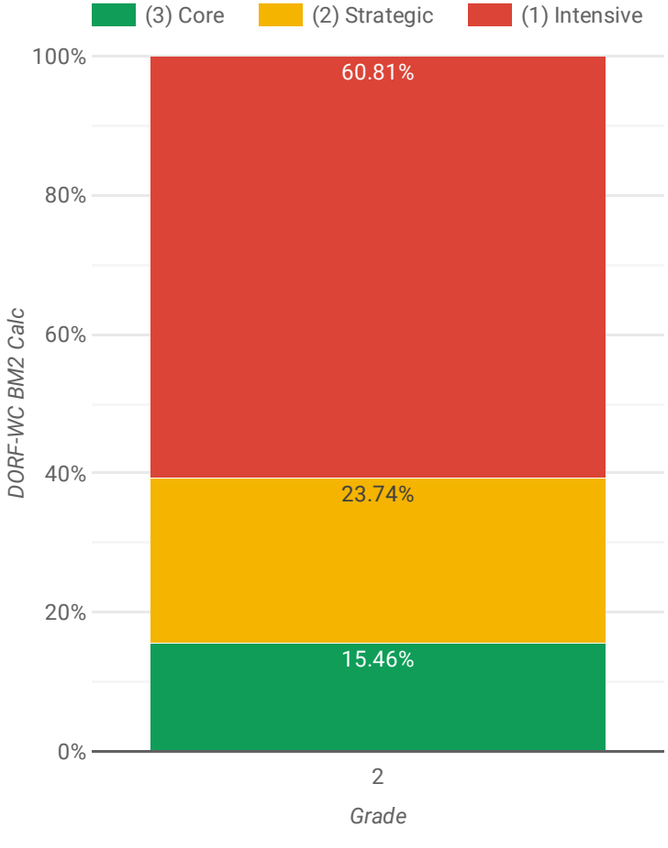
Grade 2
DIBELS Oral Reading Fluency - Words Correct

School Name

DORF-WC Beginning of the Year



DORF-WC Middle of the Year



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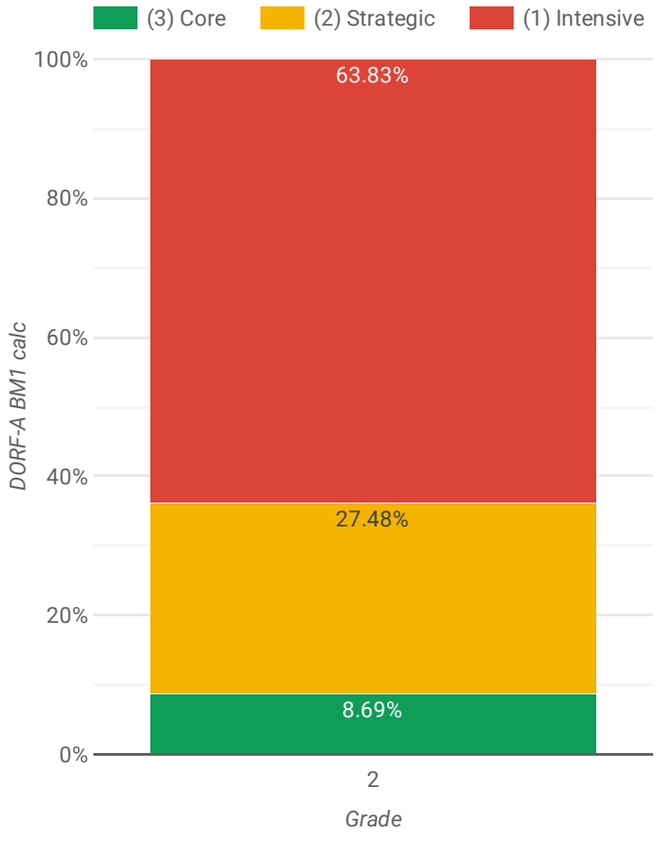
Grade 2
DIBELS Oral Reading Fluency - Accuracy

School Name

DORF-A Beginning of the Year



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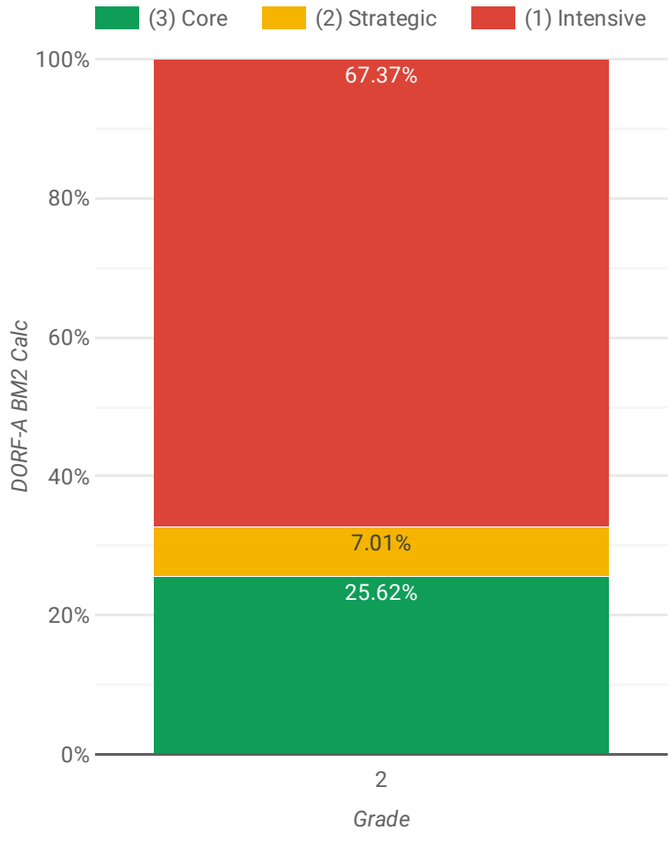

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Grade 3
DIBELS Oral Reading Fluency - Words Correct

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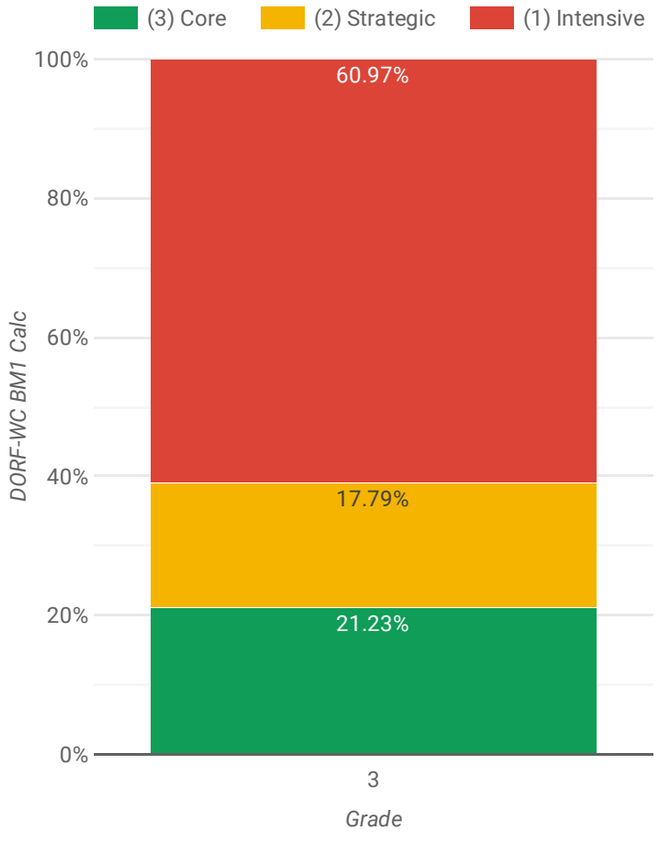
DORF-WC Beginning of the Year



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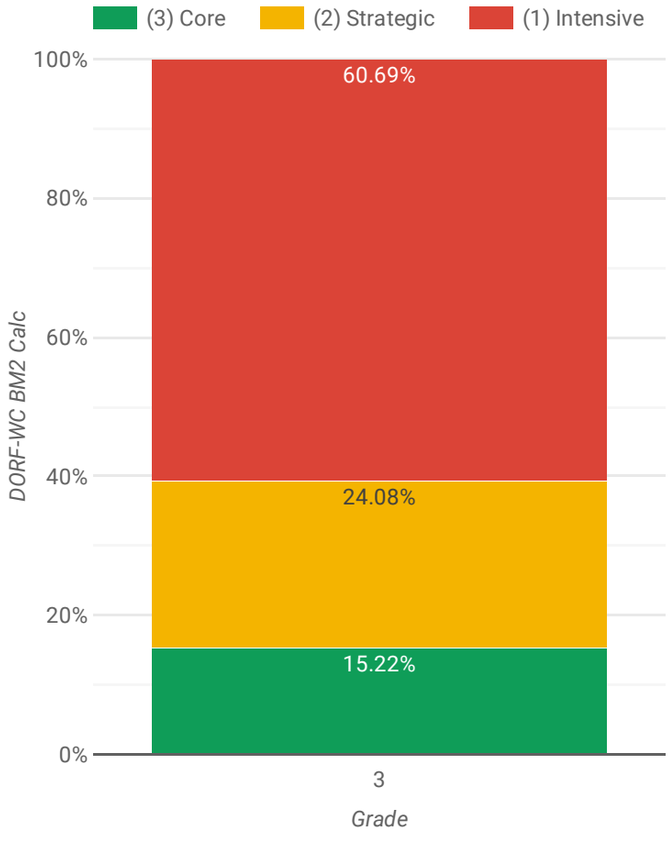

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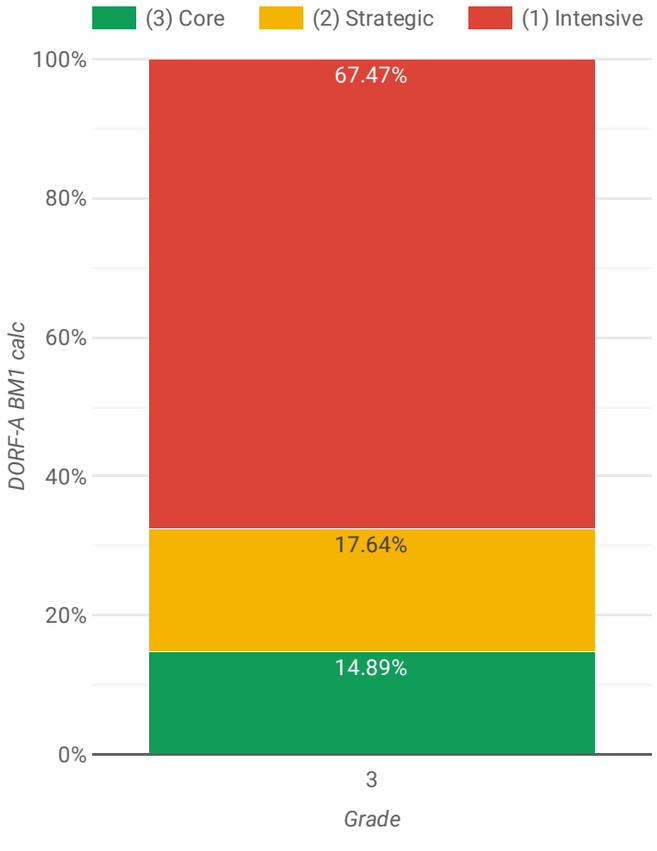
Grade 3
DIBELS Oral Reading Fluency - Accuracy

School Name

DORF-A Beginning of the Year



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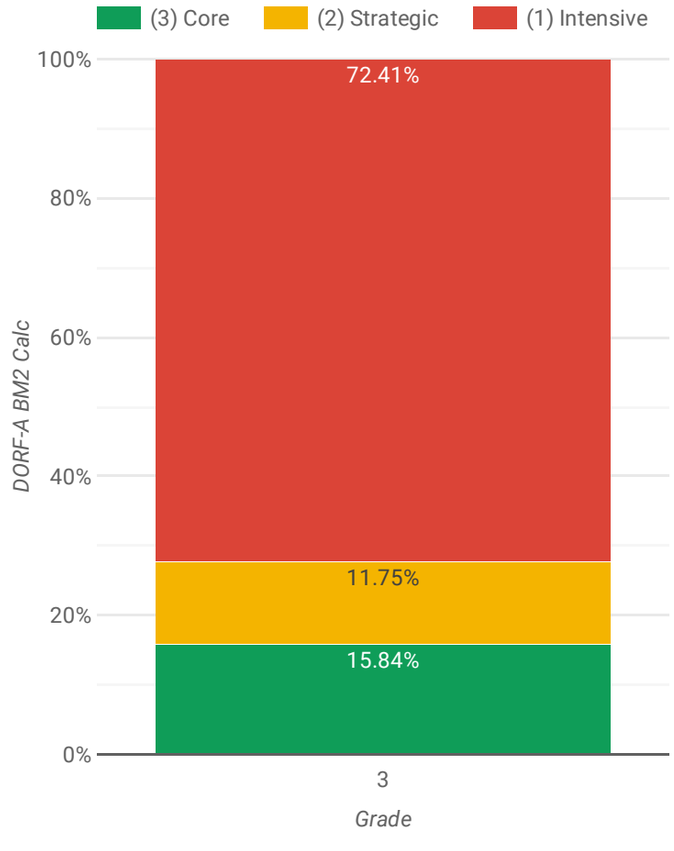

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Grade 4
DIBELS Oral Reading Fluency - Words Correct

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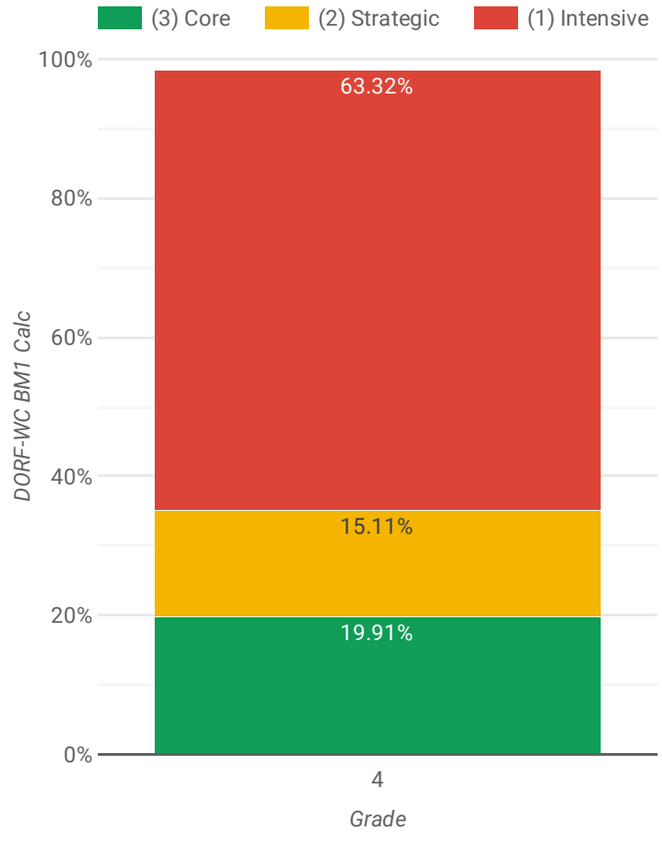
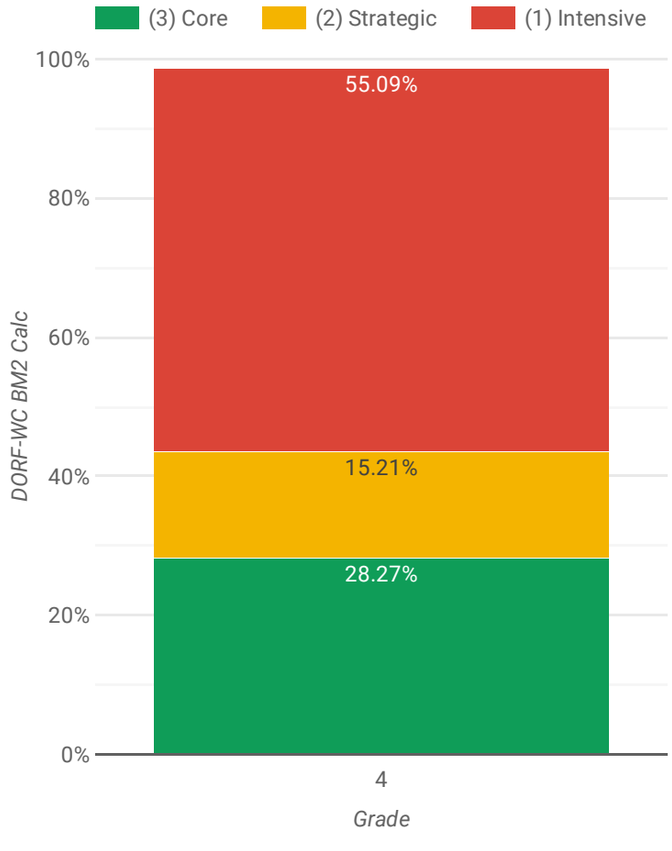
DORF-WC Beginning of the Year



DORF-WC Middle of the Year



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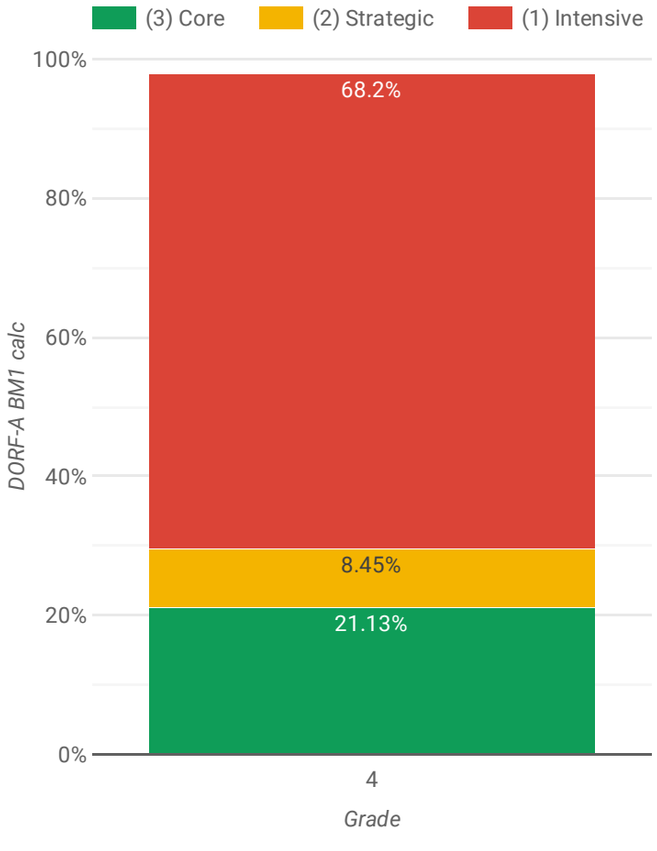
Grade 4
DIBELS Oral Reading Fluency- Accuracy

School Name

DORF-A Beginning of the Year



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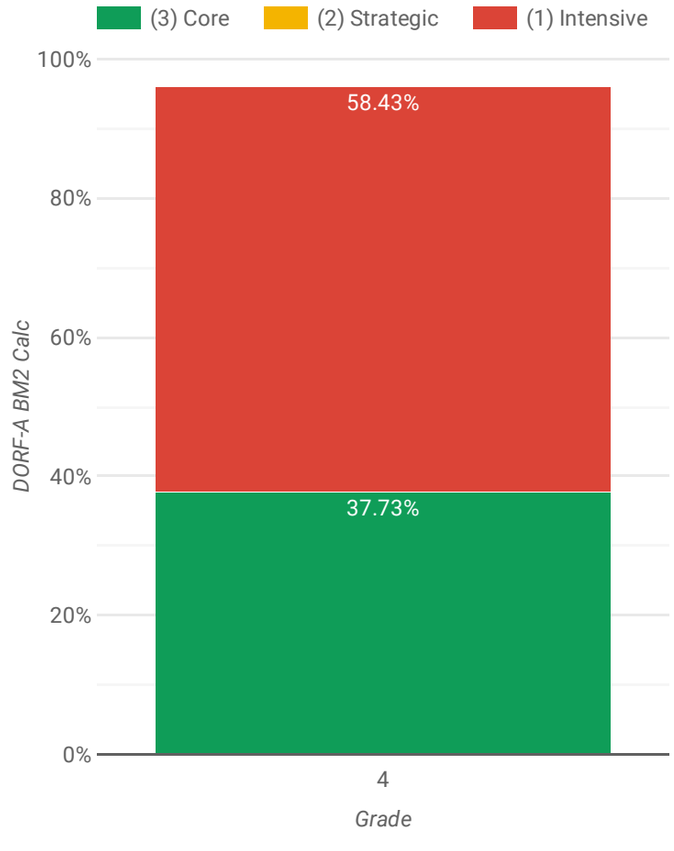

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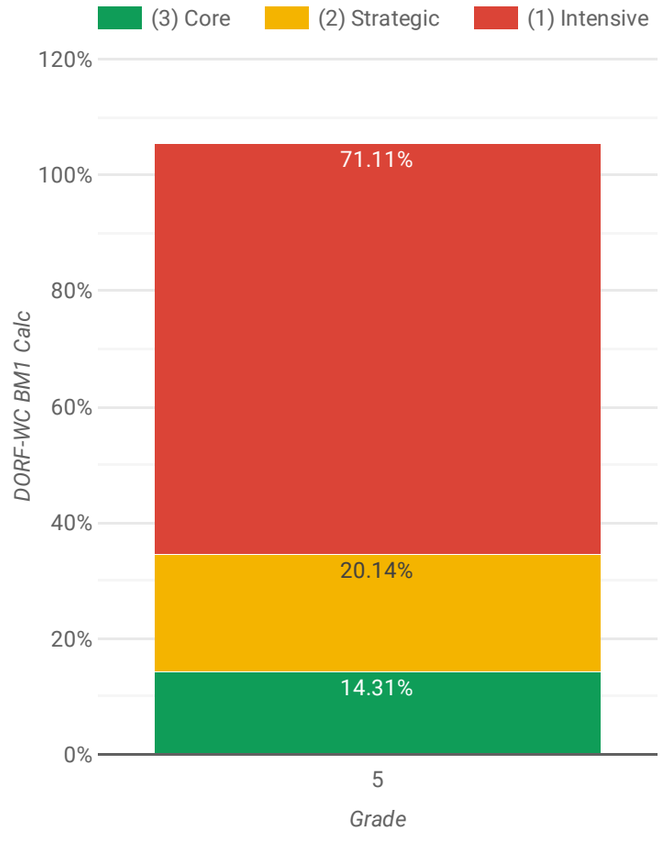
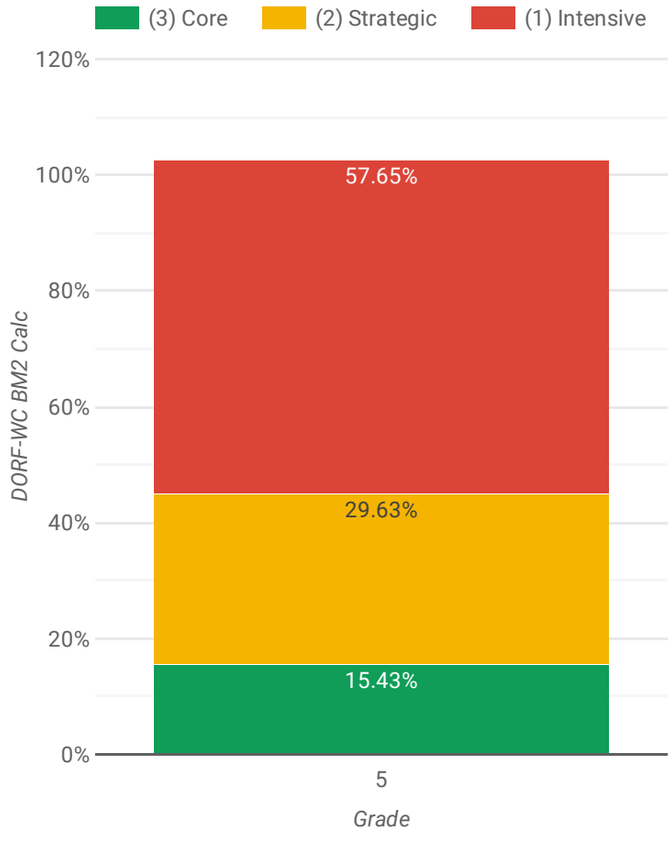
Grade 5
DIBELS Oral Reading Fluency - Words Correct

School Name

DORF-WC Beginning of the Year



DORF-WC Middle of the Year



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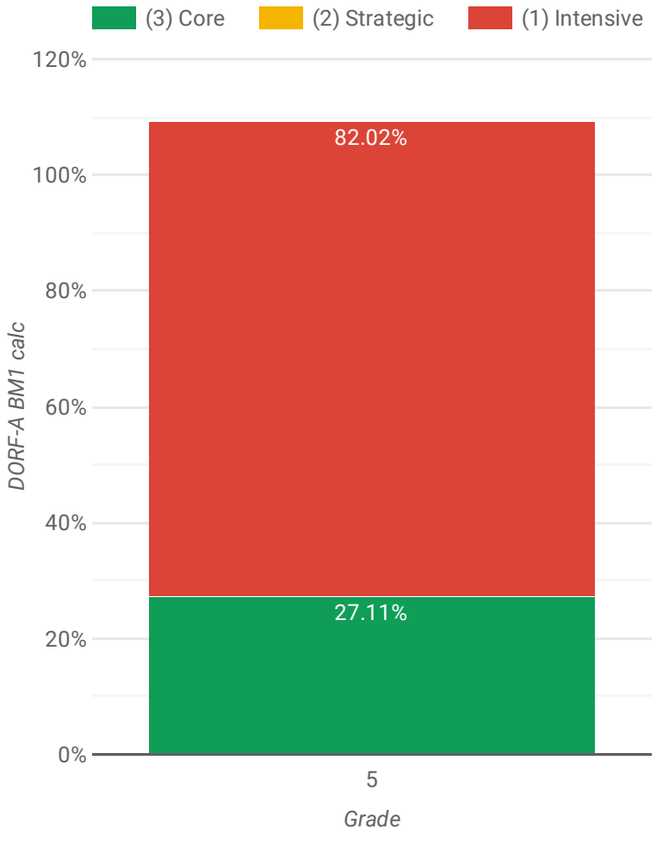
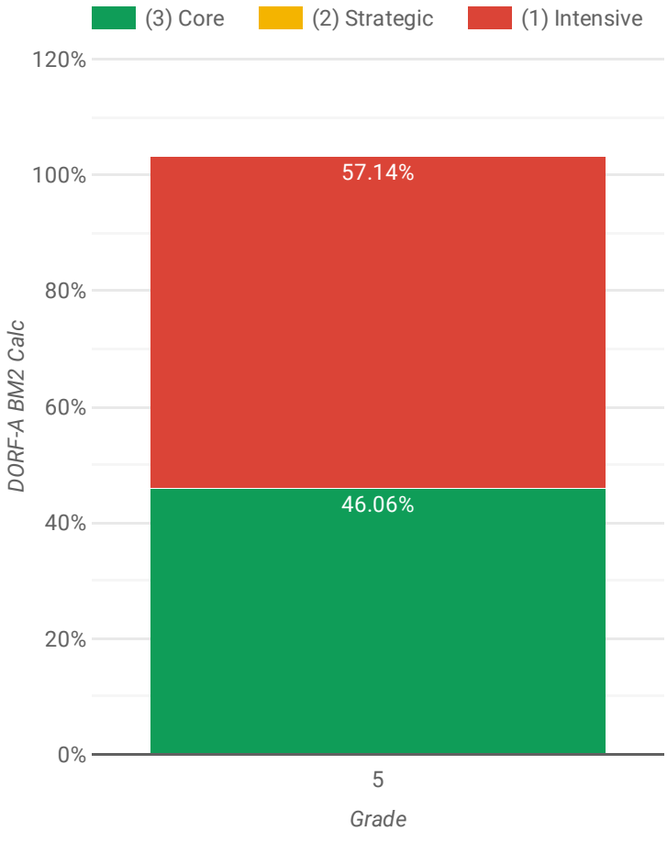
Grade 5
DIBELS Oral Reading Fluency - Accuracy

School Name

DORF-A Beginning of the Year

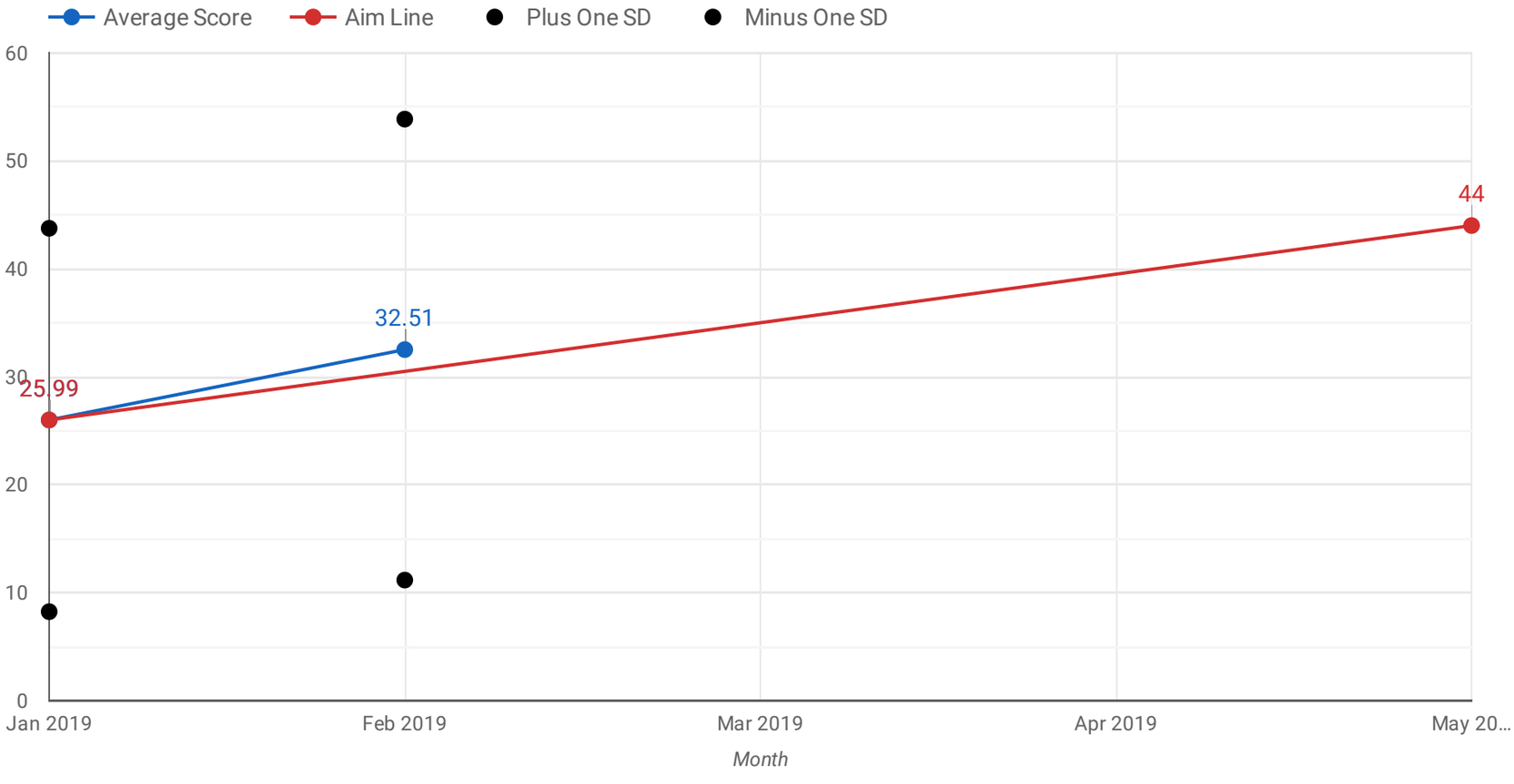


DORF-A Middle of the Year



Kindergarten NWF-CLS February

Nonsense Word Fluency - Correct Letter Sounds

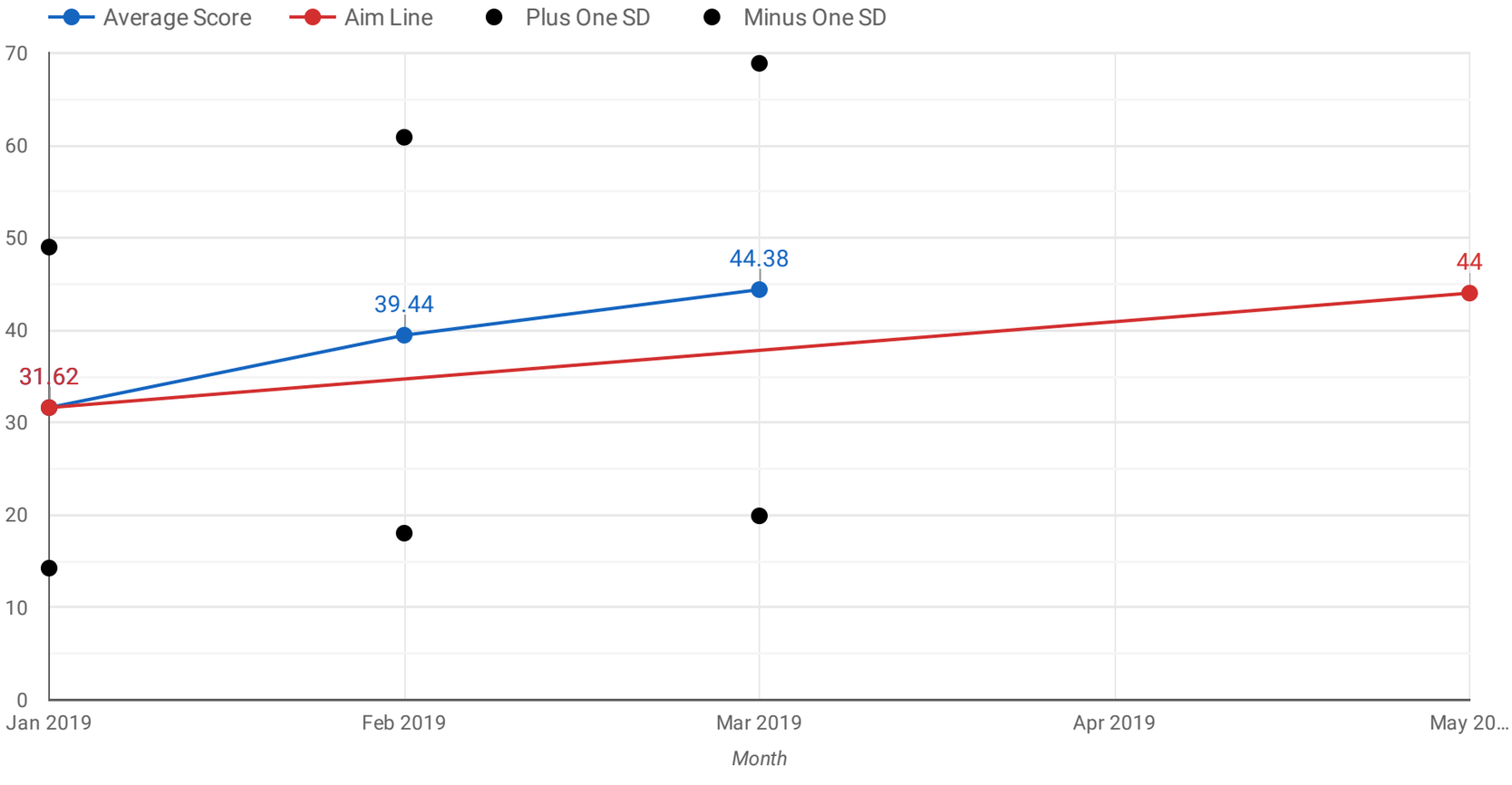


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	129
Feb 2019	131

Kindergarten NWF-CLS March

Nonsense Word Fluency - Correct Letter Sounds

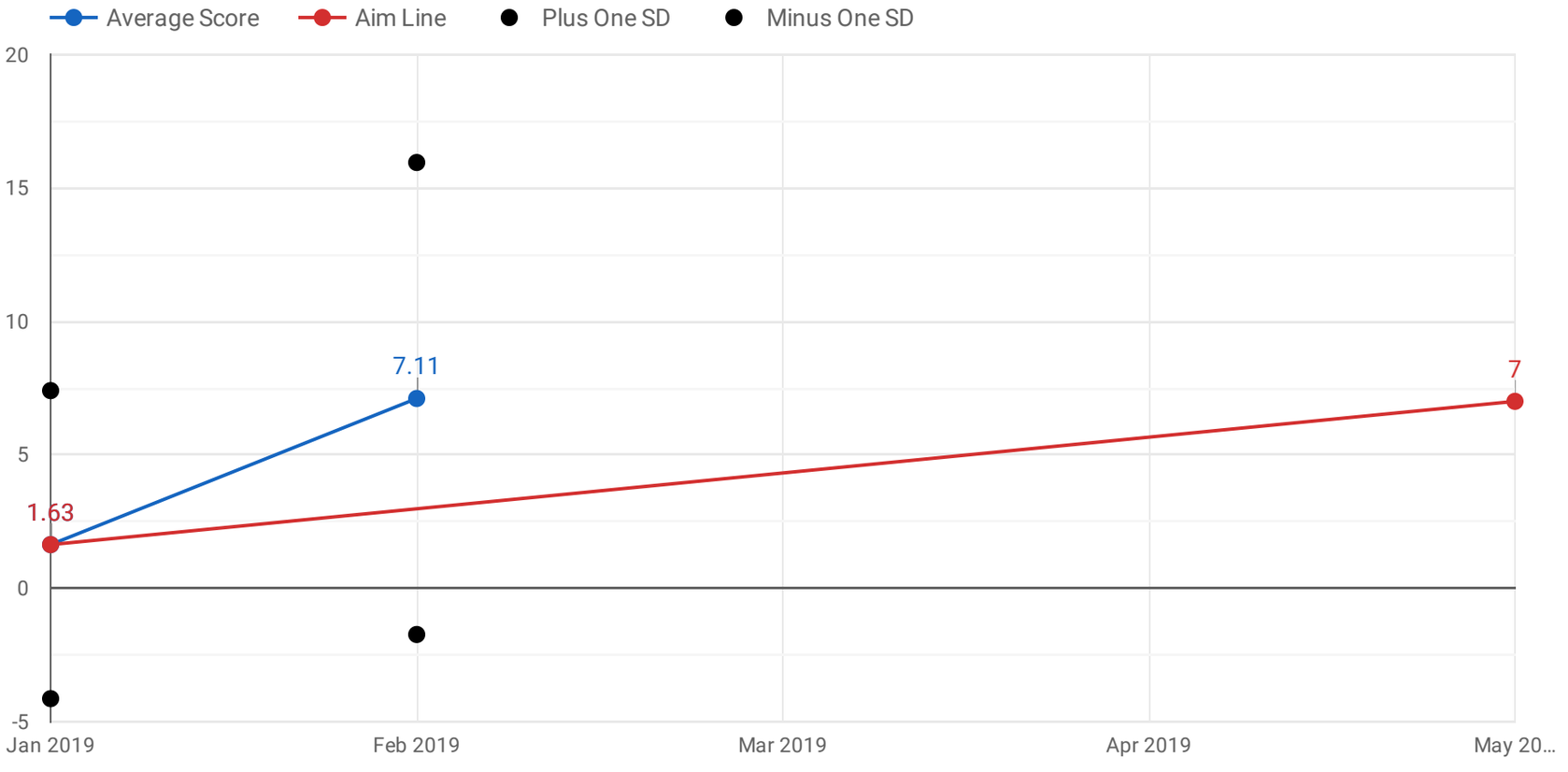


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	91
Feb 2019	90
Mar 2019	92

Kindergarten NWF-WWR February

Nonsense Word Fluency - Whole Words Read

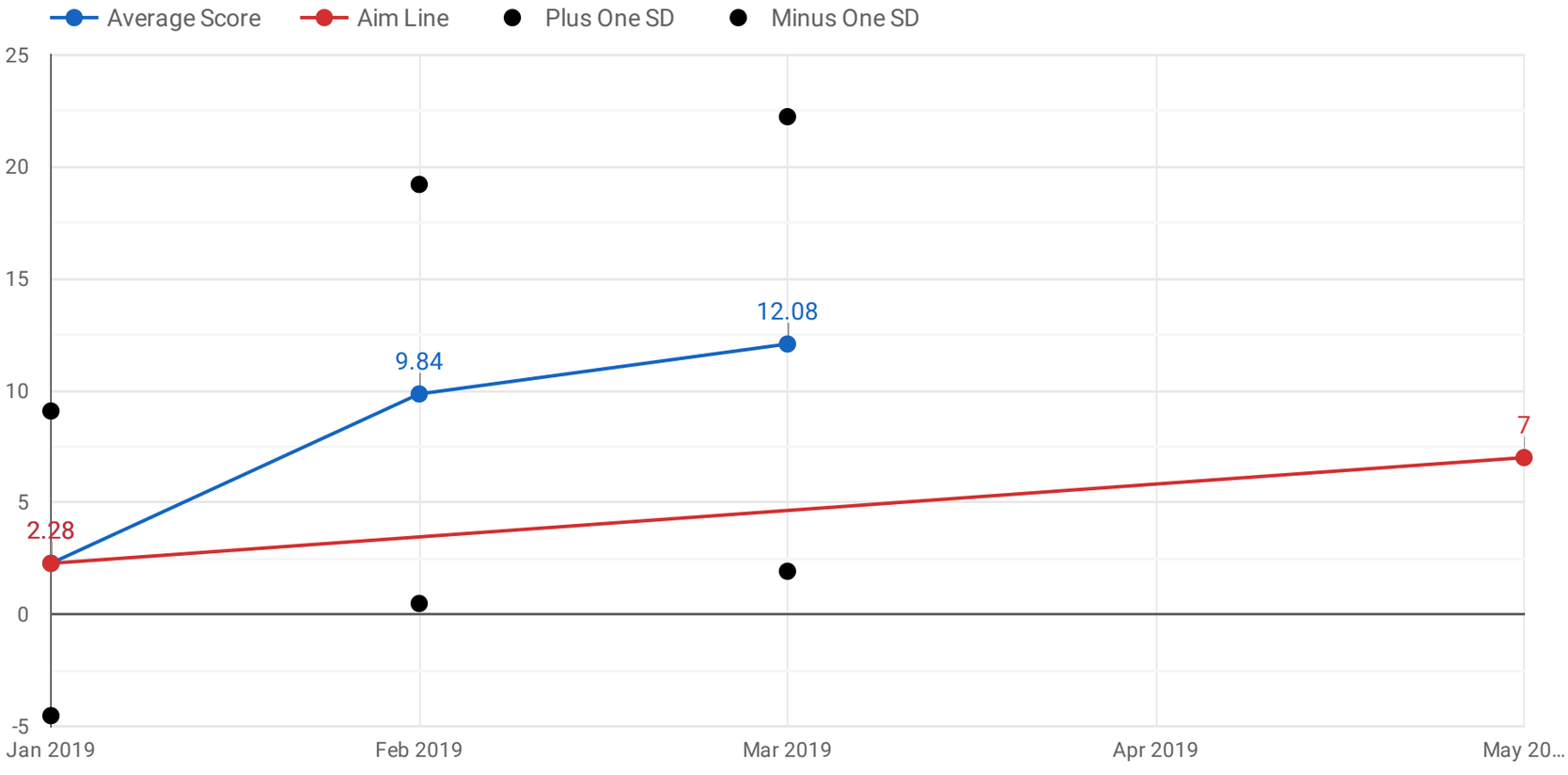


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	129
Feb 2019	131

Kindergarten NWF-WWR February March

Nonsense Word Fluency - Whole Words Read

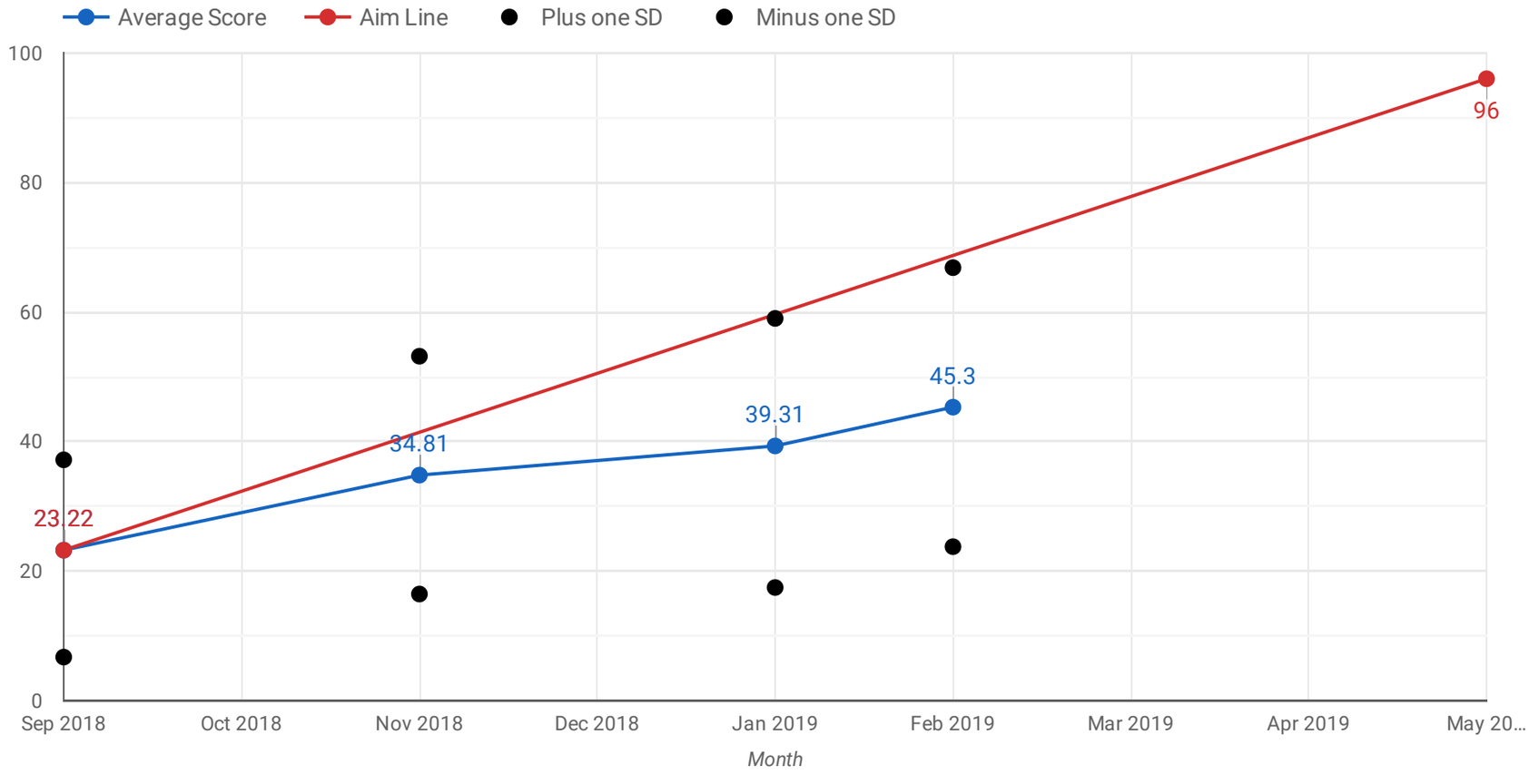


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	91
Feb 2019	90
Mar 2019	92

Grade One NWF-CLS February

Nonsense Word Fluency - Correct Letter Sounds

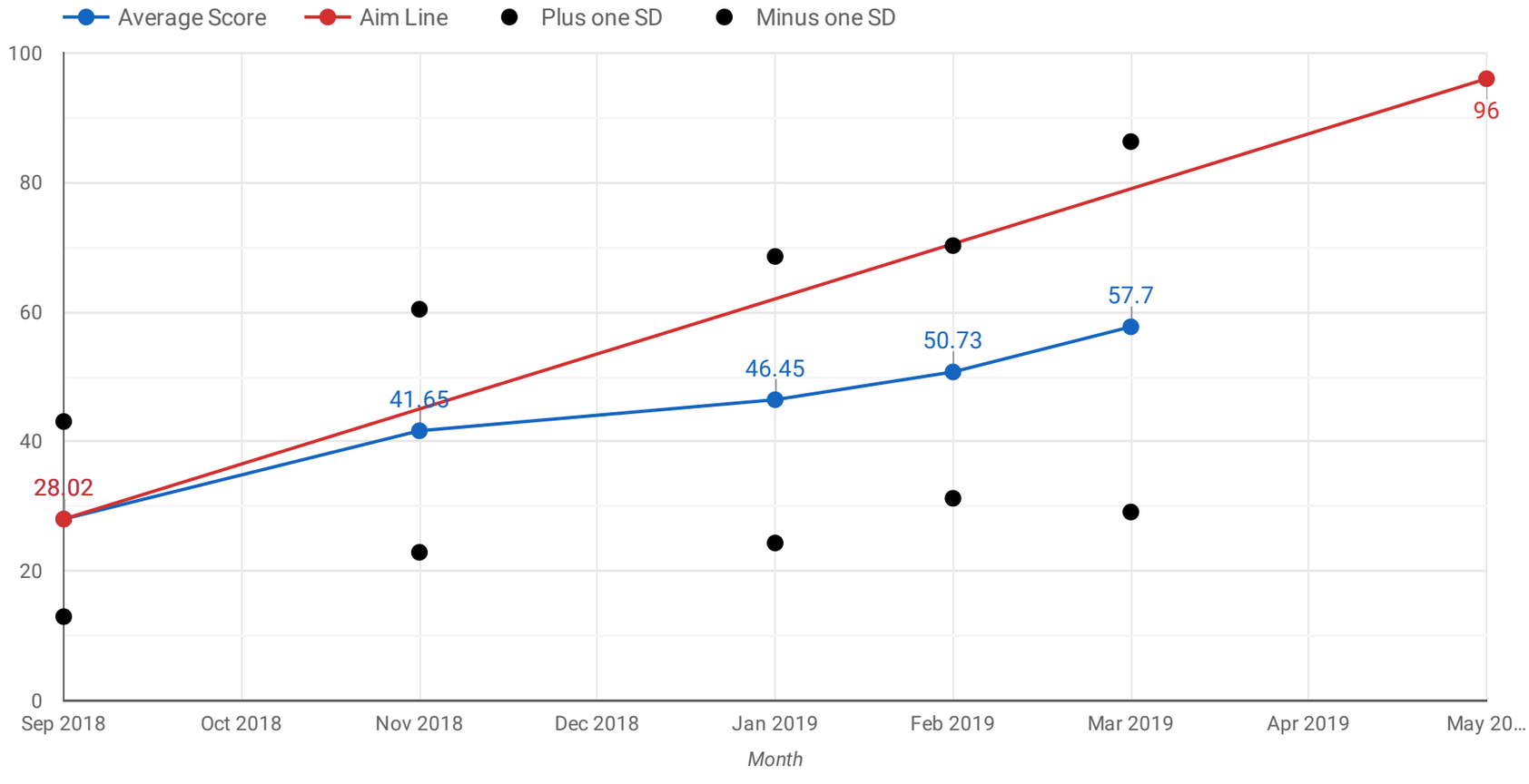


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Sep 2018	107
Nov 2018	104
Jan 2019	107
Feb 2019	107

Grade One NWF-CLS March

Nonsense Word Fluency - Correct Letter Sounds

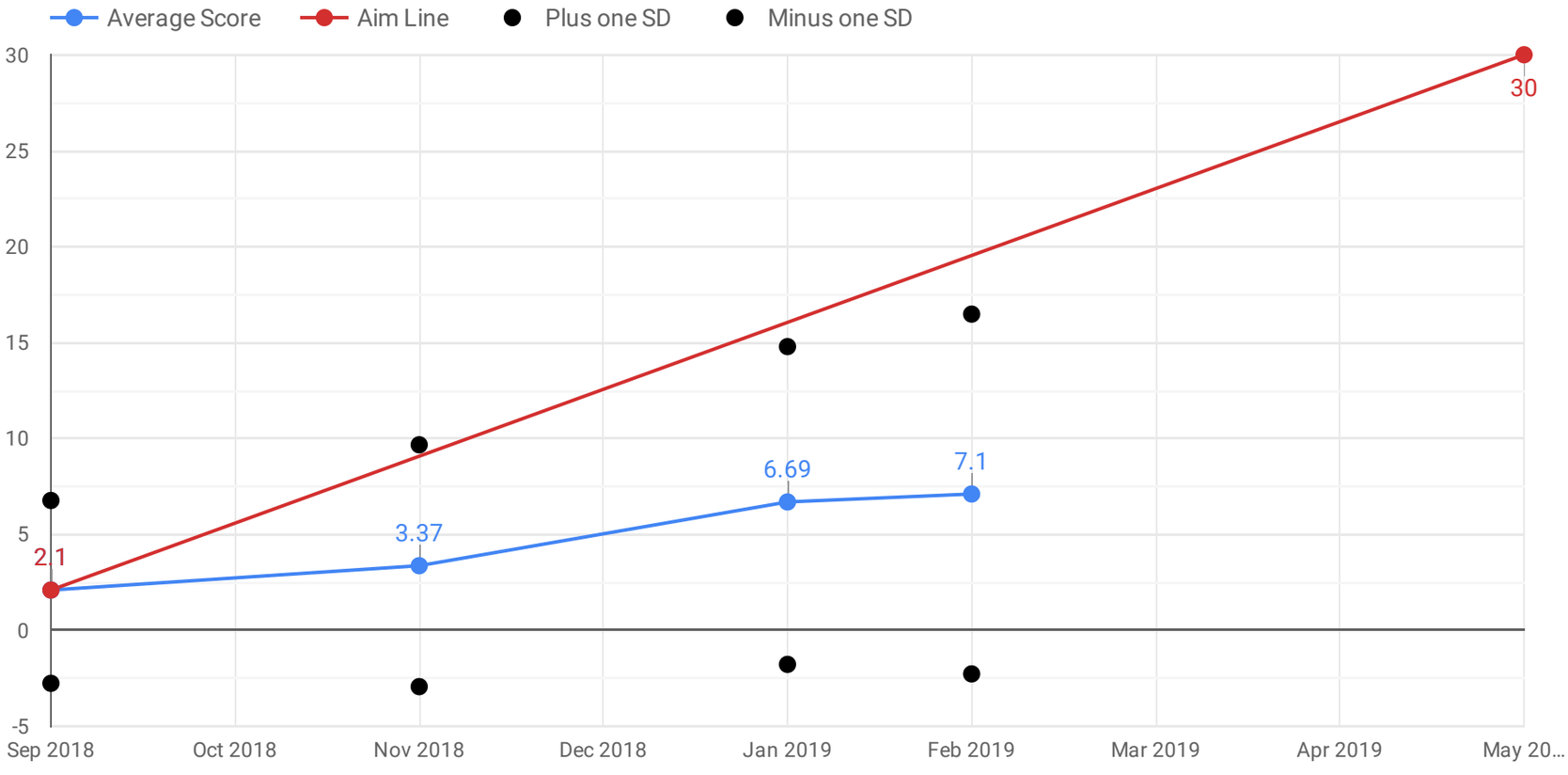


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Sep 2018	87
Nov 2018	84
Jan 2019	87
Feb 2019	79
Mar 2019	87

Grade One NWF-WWR February

Nonsense Word Fluency - Whole Words Read



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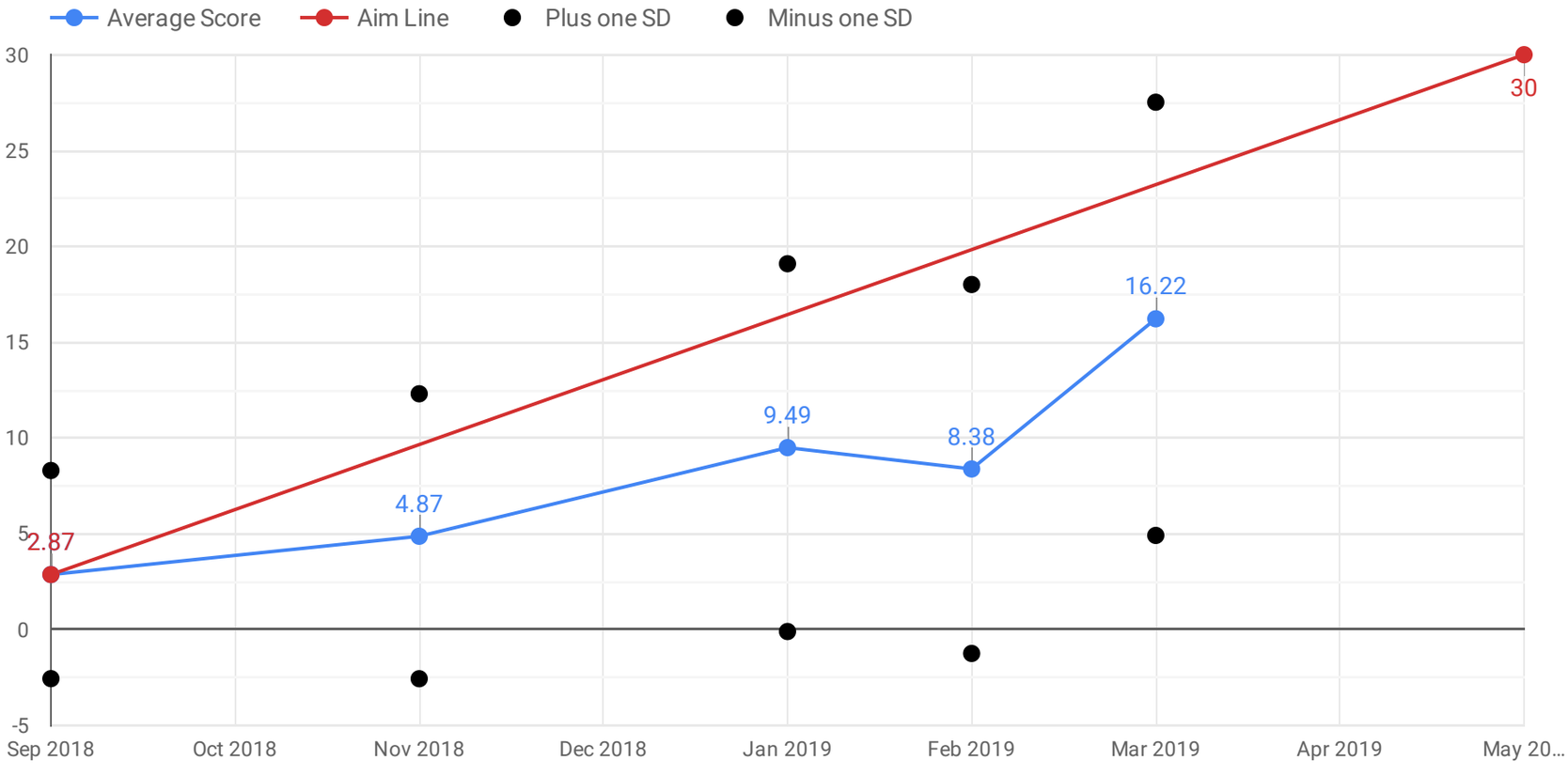
Month ▲	Number of Students Progress Monitored
Sep 2018	107
Nov 2018	104
Jan 2019	107

Grade One NWF-WWR March

Nonsense Word Fluency - Whole Words Read

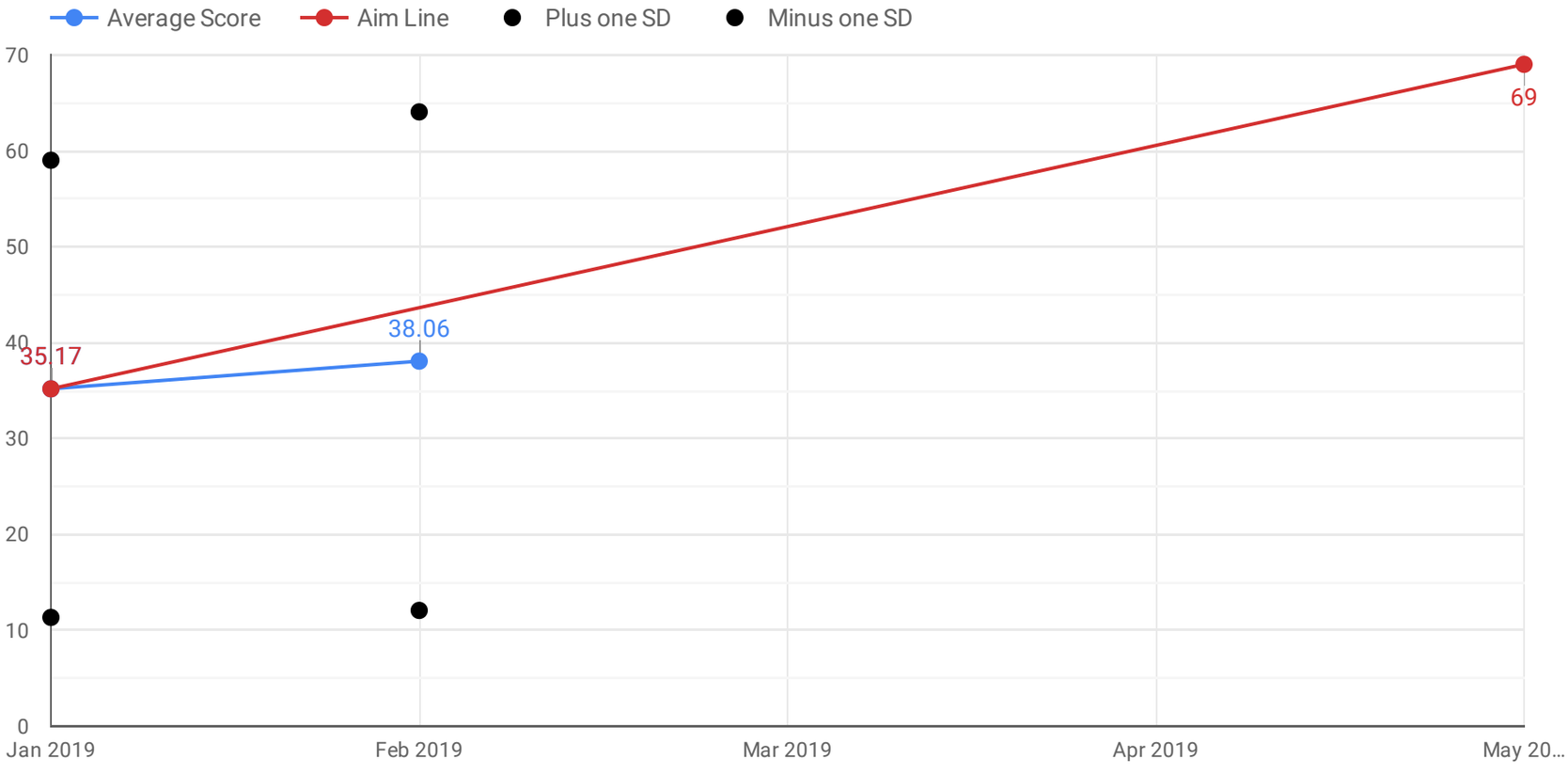


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Sep 2018	87
Nov 2018	84
Jan 2019	87
Feb 2019	79

Grade One DORF-WC February

Oral Reading Fluency - Words Read Correctly



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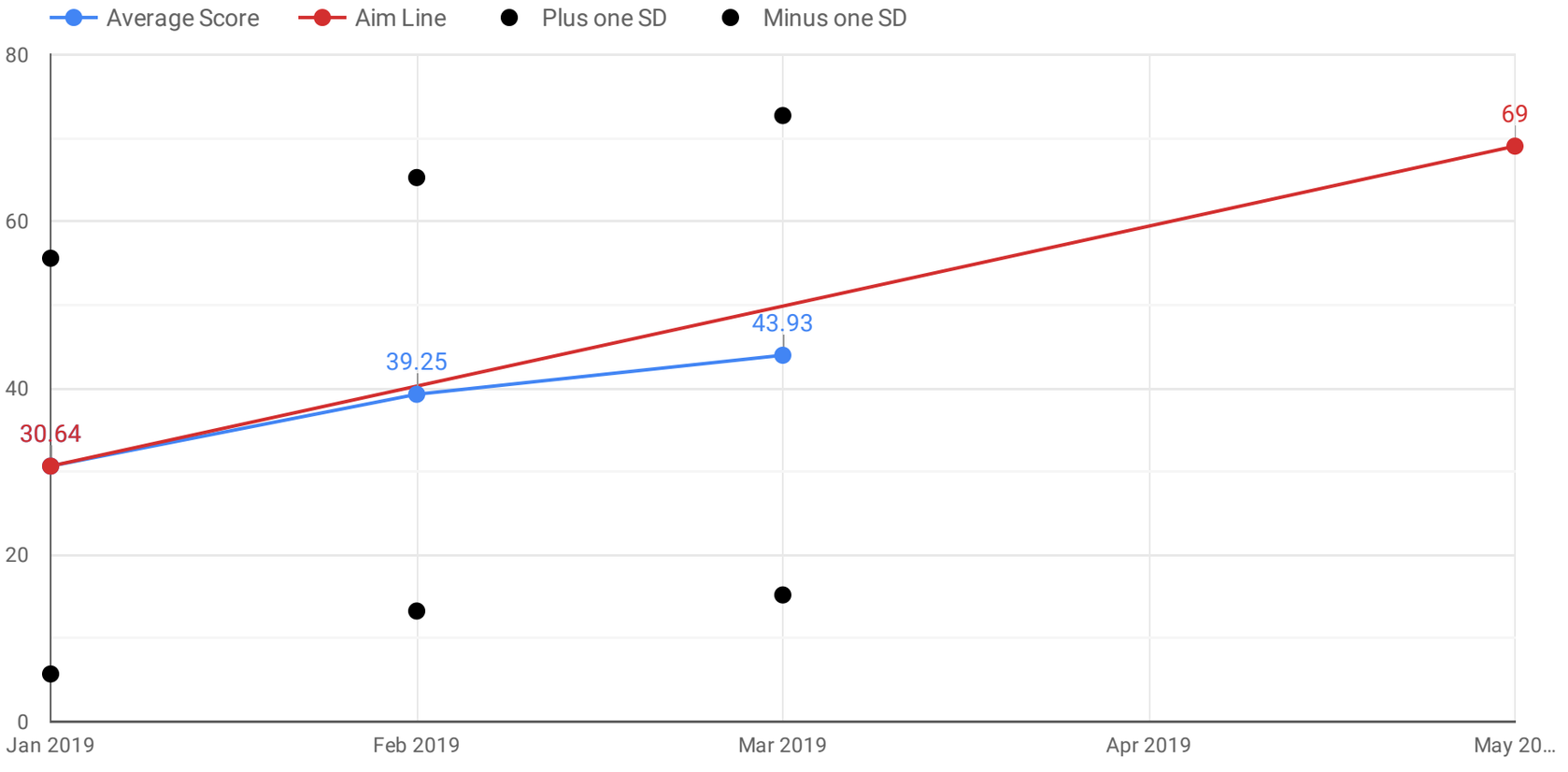
Month ▲	Number of Students Progress Monitored
Jan 2019	107
Feb 2019	107

Grade One DORF-WC March

Oral Reading Fluency - Words Read Correctly

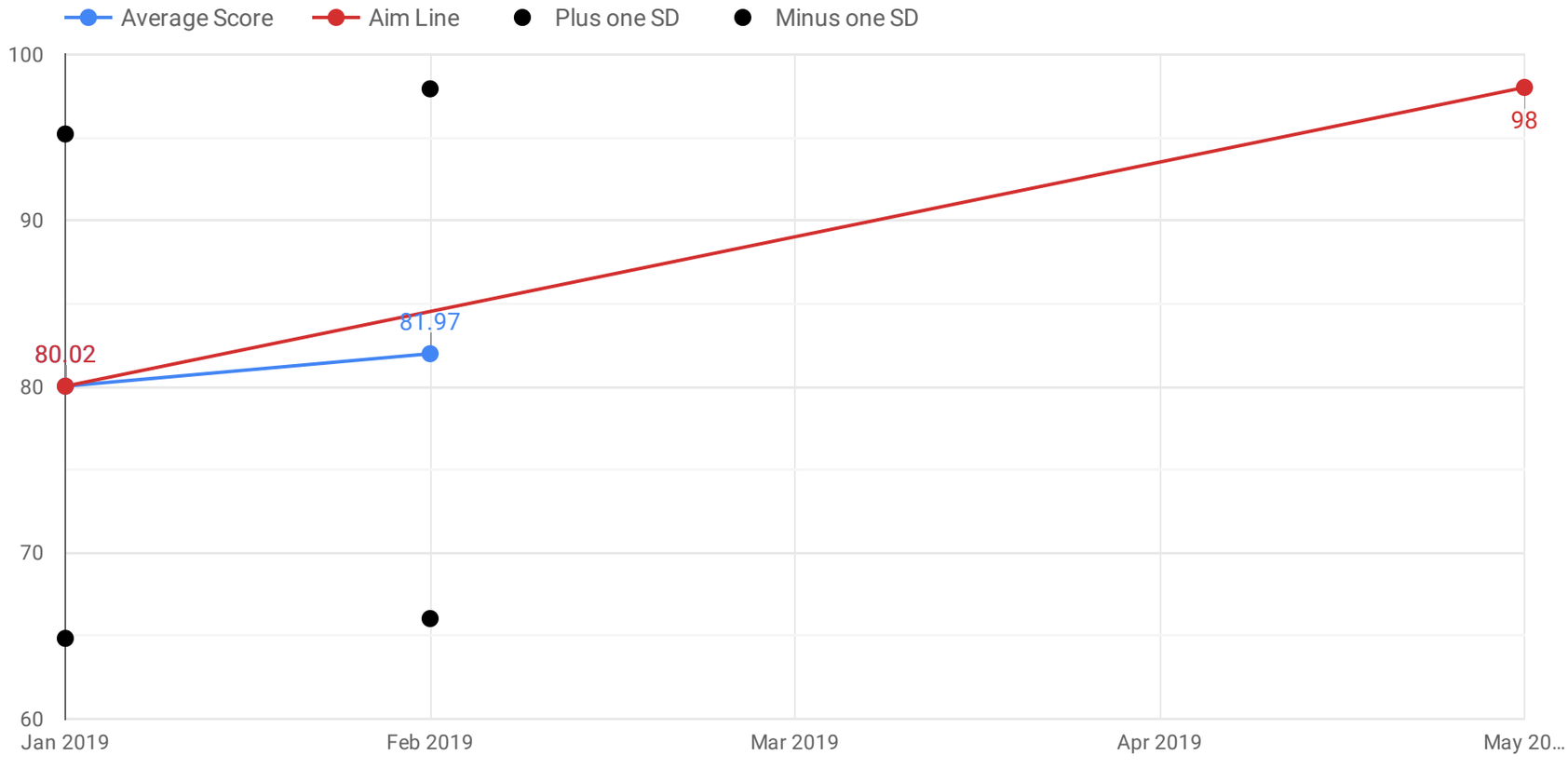


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	110
Feb 2019	89

Grade One DORF-A February

Oral Reading Fluency - Accuracy

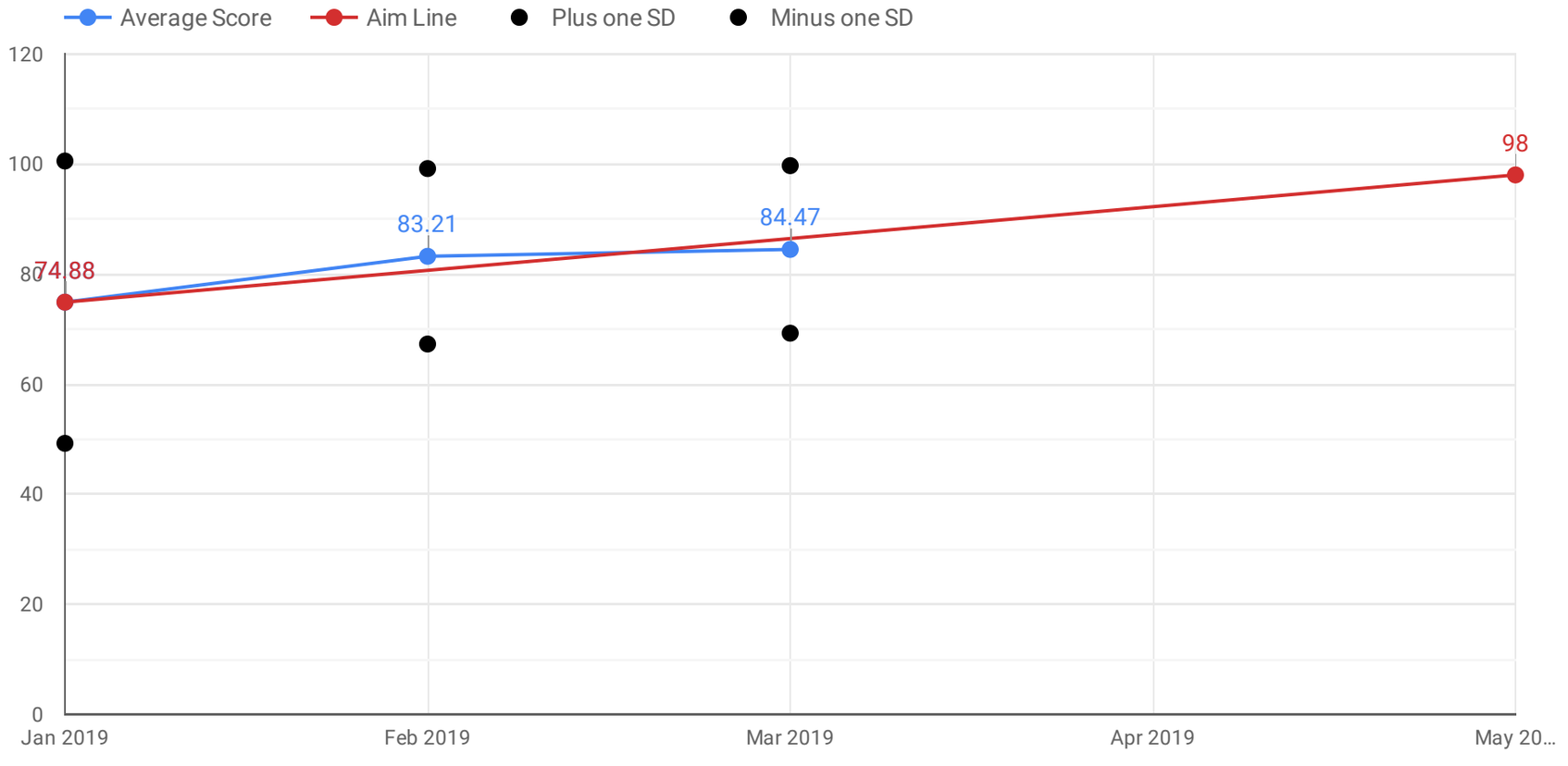


A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

Month ▲	Number of Students Progress Monitored
Jan 2019	107
Feb 2019	107

Grade One DORF-A March

Oral Reading Fluency - Accuracy



A Standard Deviation is used as a measure of the range of variability in students' scores around the mean. Approximately 68% of students' scores will fall between plus or minus one Standard Deviation.

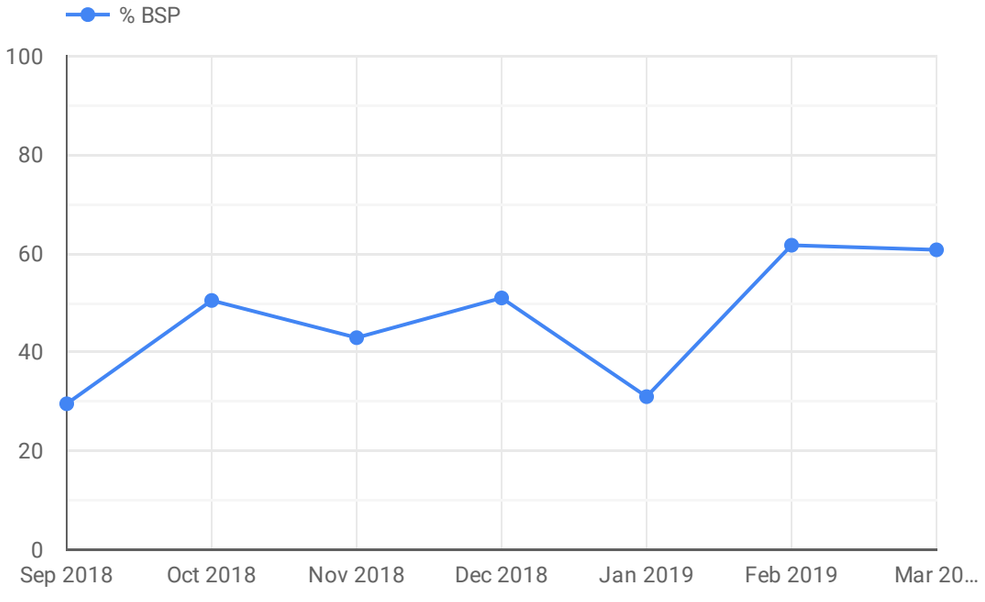
Month ▲	Number of Students Progress Monitored
Jan 2019	110
Feb 2019	89

EASTCONN Observation Data

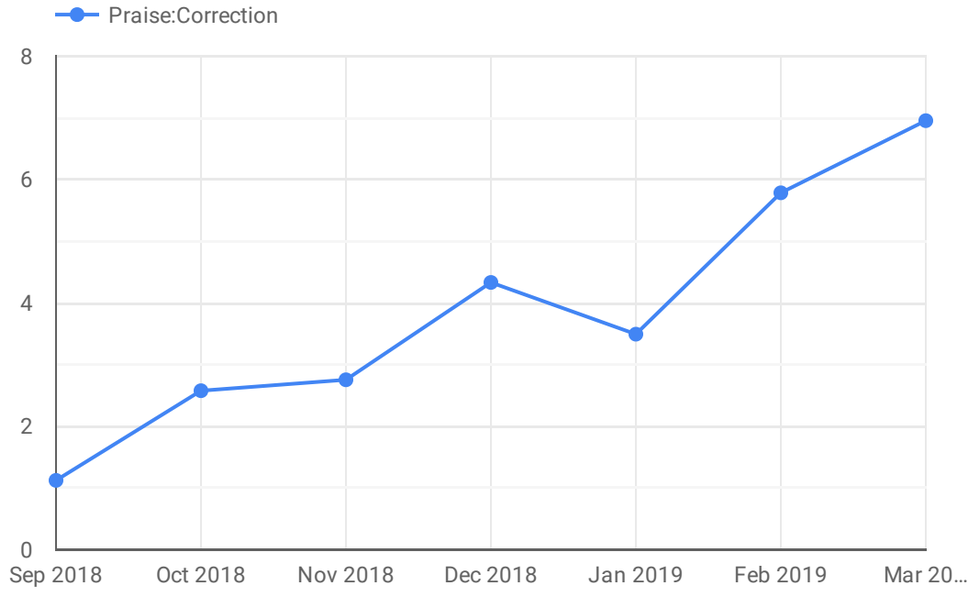
Praise and Opportunities to Respond

School

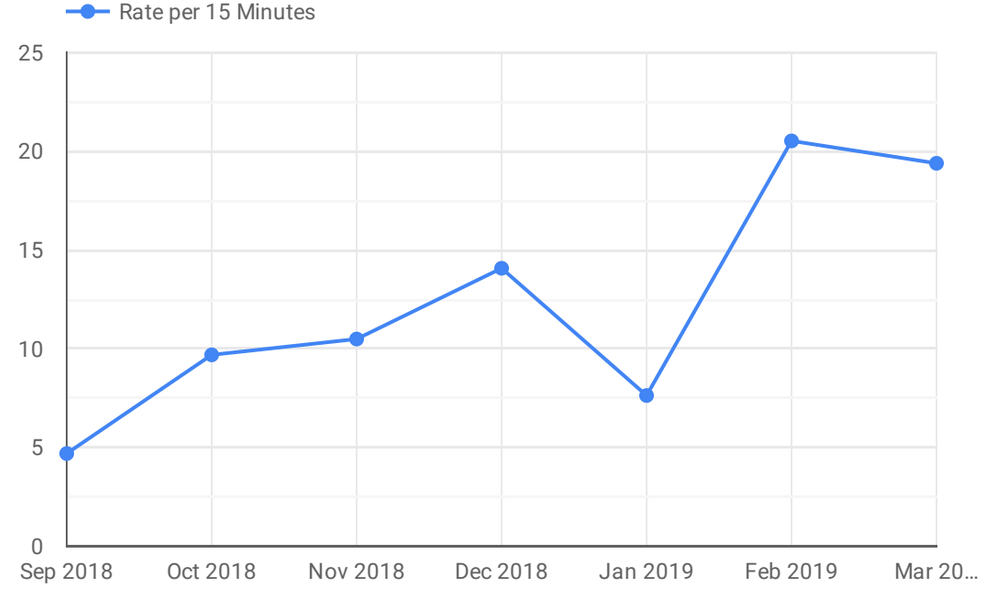
Percent of Praise Statements that are Behavior Specific



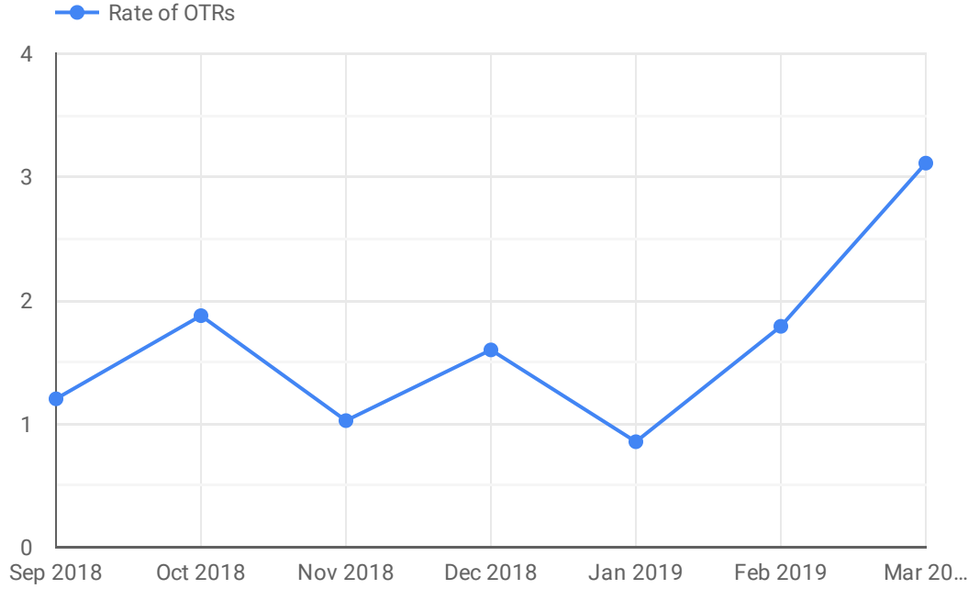
Praise to Correction Ratio



Rate of Praise per 15 Minutes



Rate of Opportunities to Respond per Minute

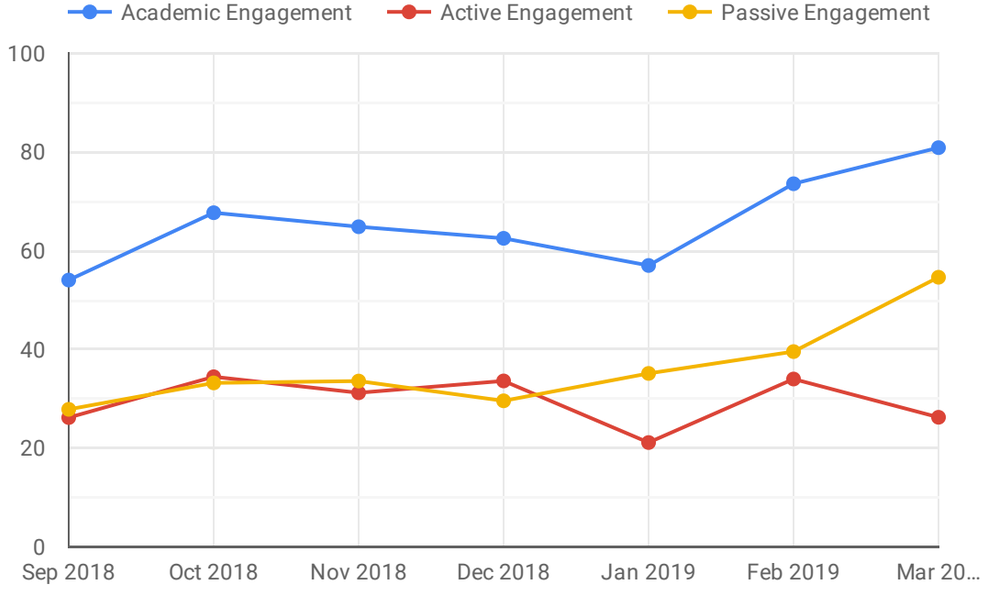


EASTCONN Observation Data

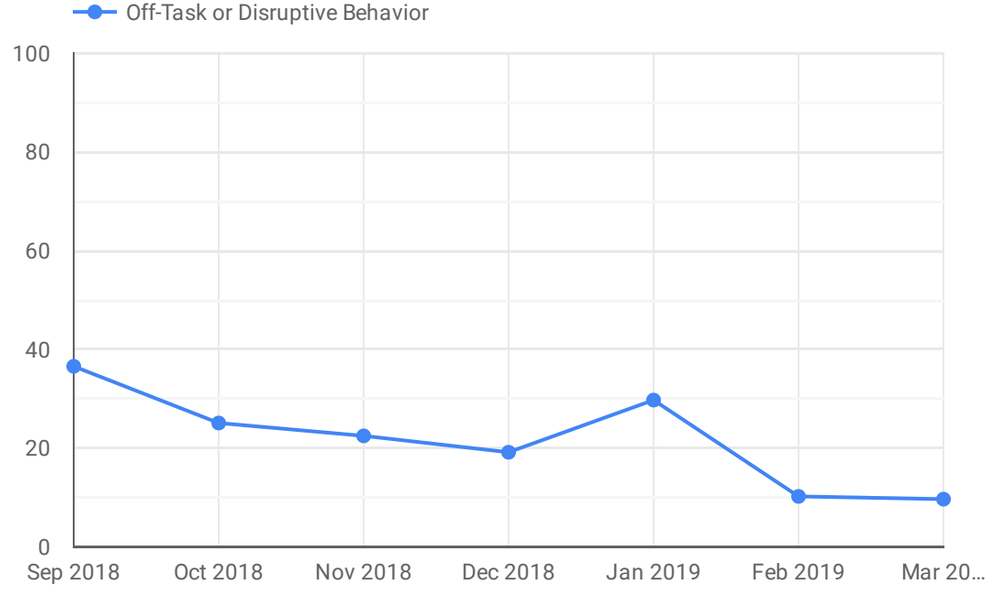
Academic Engagement and Off-Task/Disruptive Behavior

School

Academic Engagement



Off-Task or Disruptive Behavior



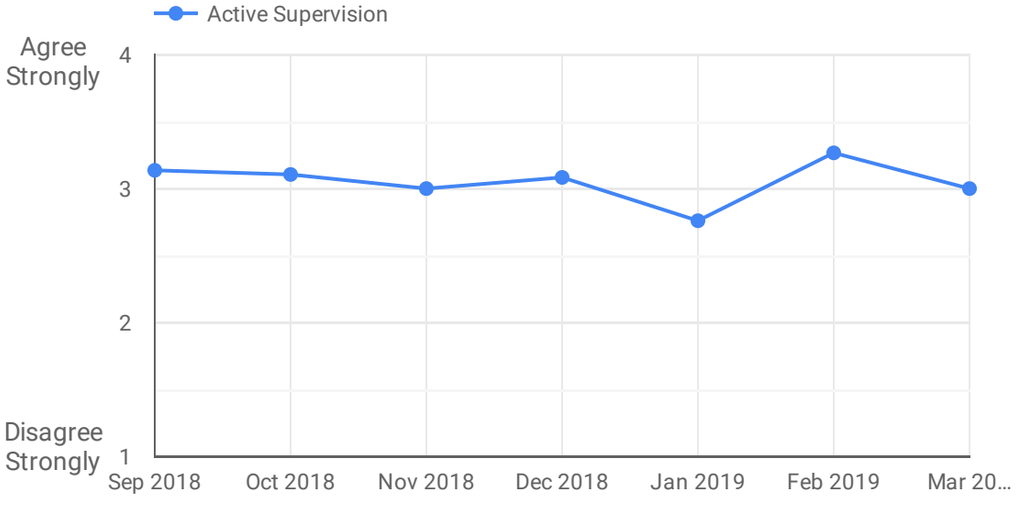
Data represent the percent of observation intervals students were engaged or off-task/disruptive. Observation intervals are 15 seconds in duration. Observations are approximately 15 minutes long.

EASTCONN Observation Data

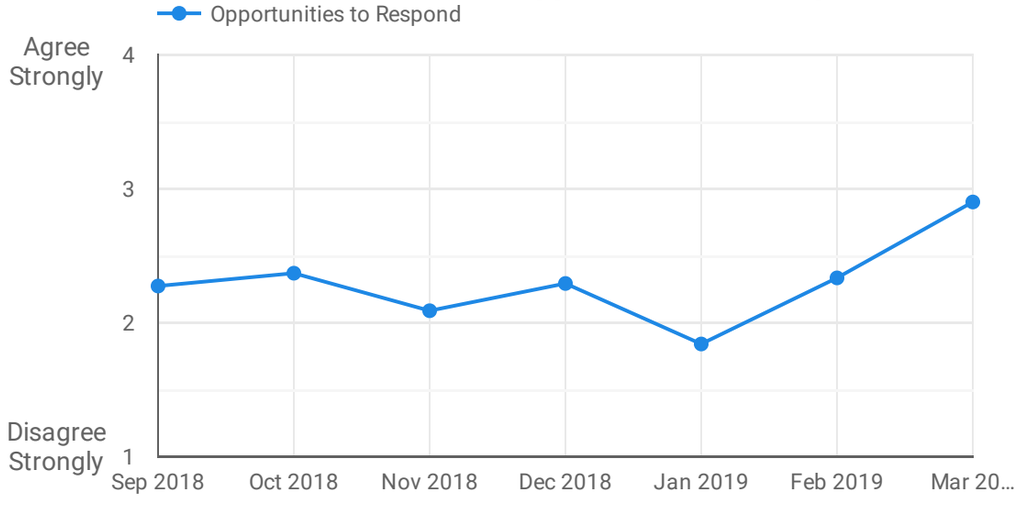
CMOT

School

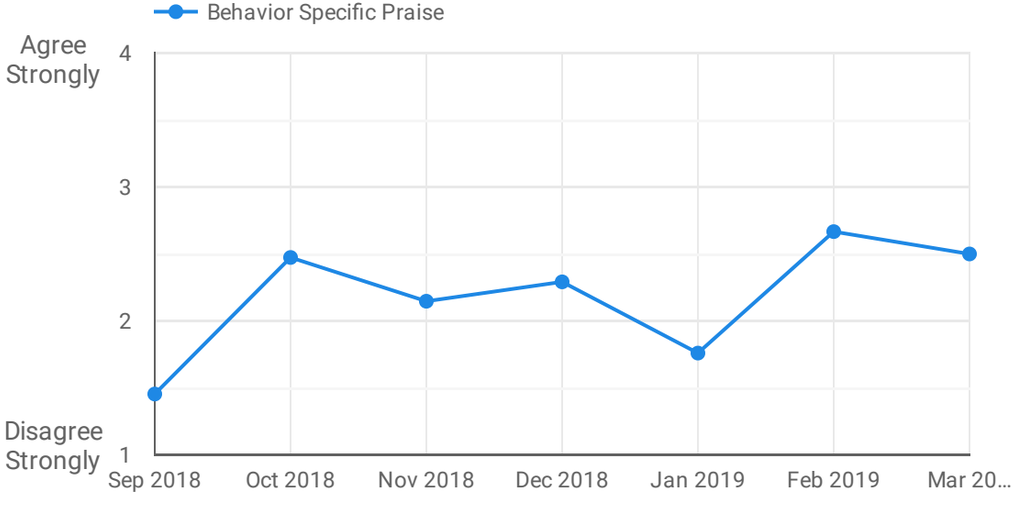
The educator effectively engaged in Active Supervision



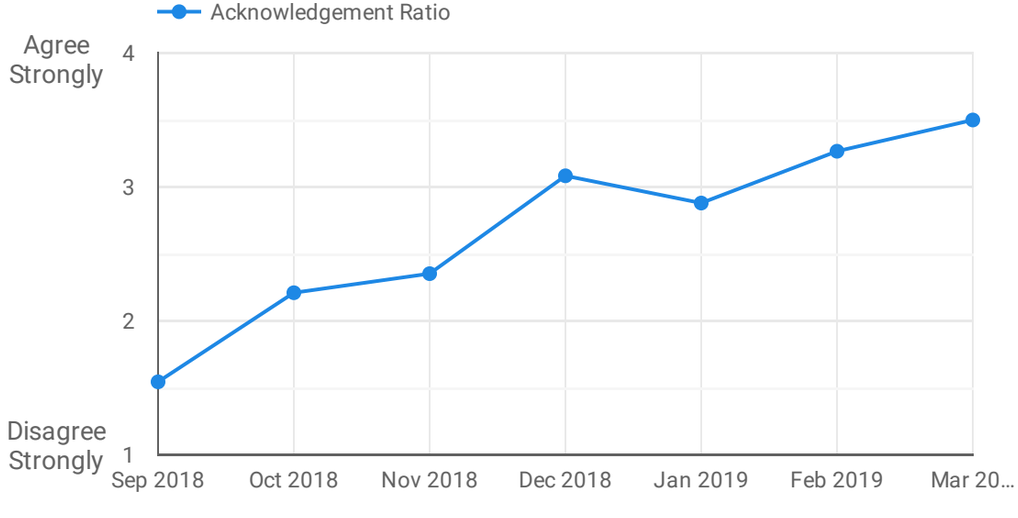
The educator effectively provided most/all students with Opportunities to Respond



The educator effectively provided Specific Praise to acknowledge appropriate behavior



The educator provided more frequent Acknowledgement for appropriate than inappropriate behavior

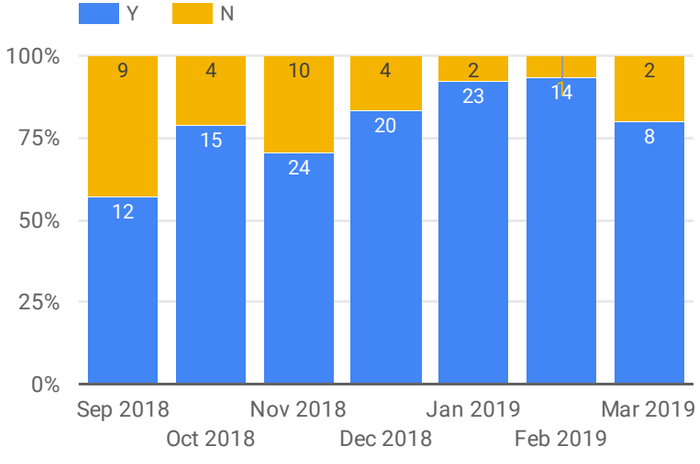


EASTCONN Observation Data

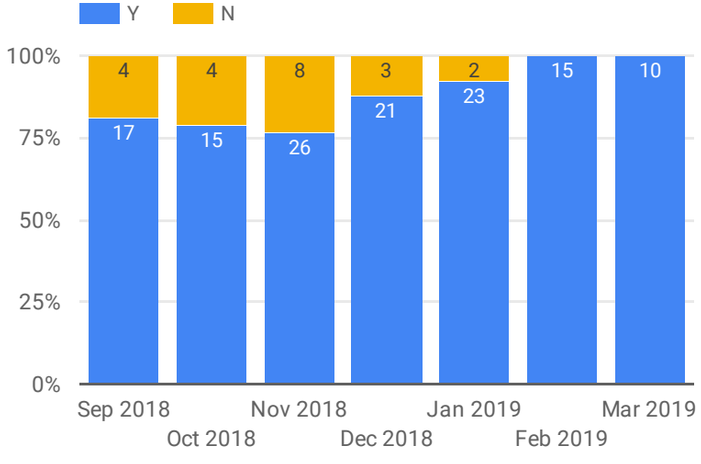
CMOT Checklist

School

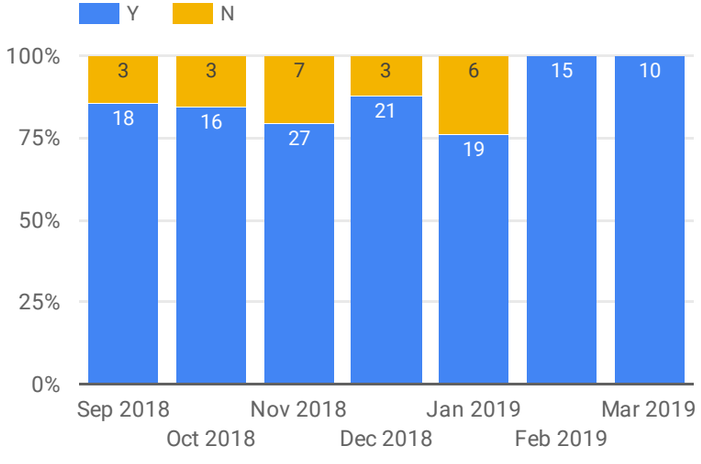
Posted schedule for the day and/or class activity



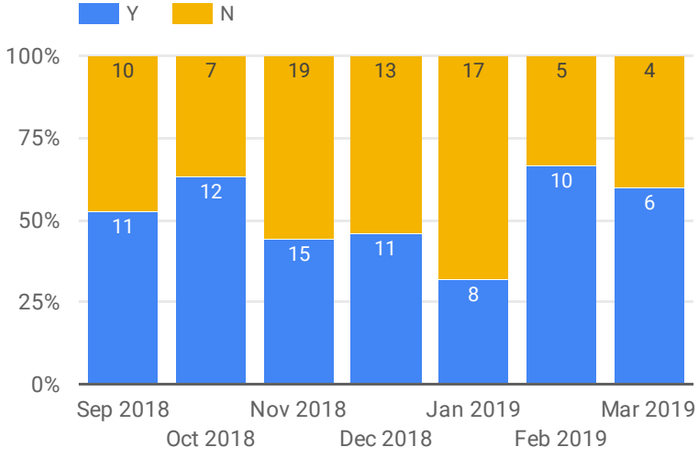
Posted 3 - 5 positively stated behavioral expectations



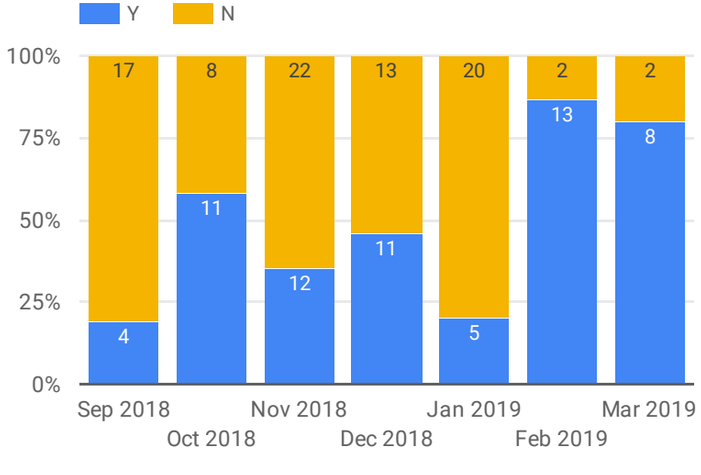
Physical Arrangement of the room was appropriate for the activity



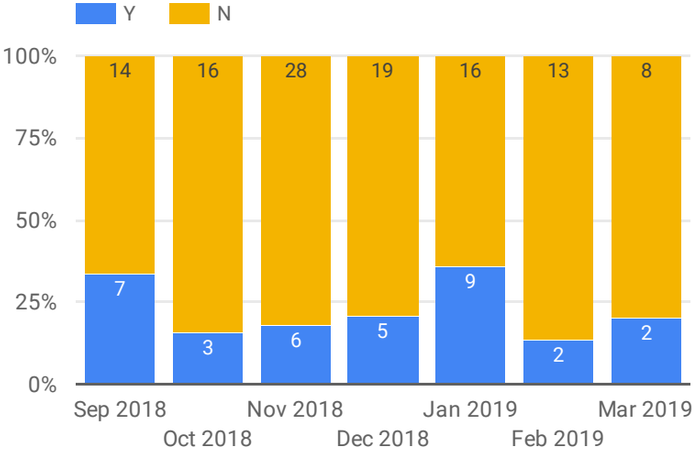
The educator developed routines for the day and/or class activity



The educator taught & prompted 3 - 5 positively stated behavioral expectations



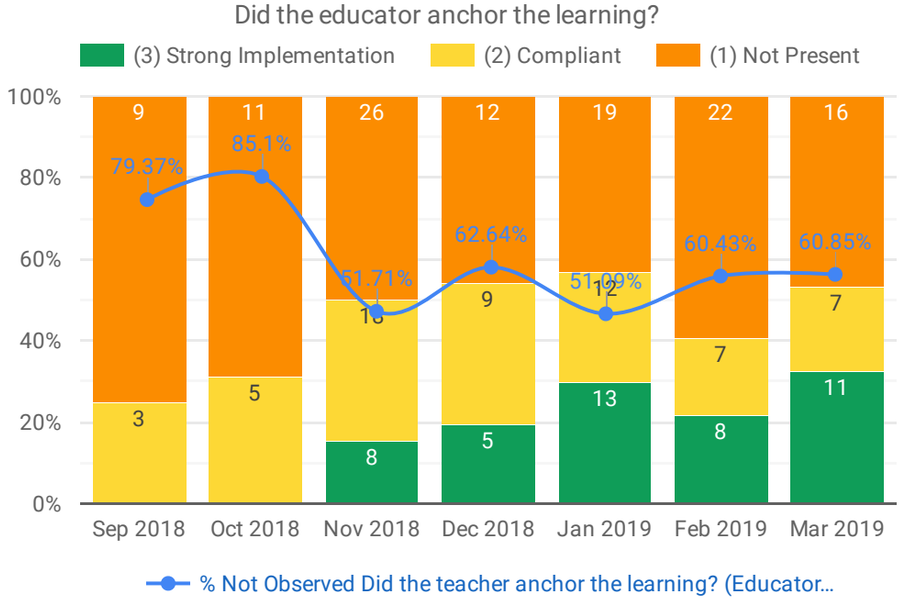
The educator selected and implemented additional Consequence Strategies

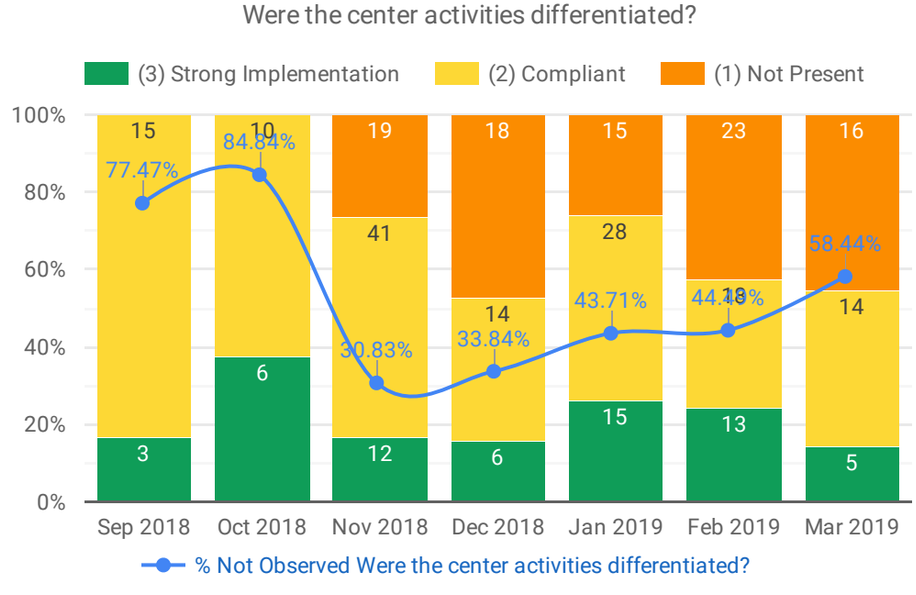


Elementary Schools Walkthrough Data
General Instruction

Grade

School



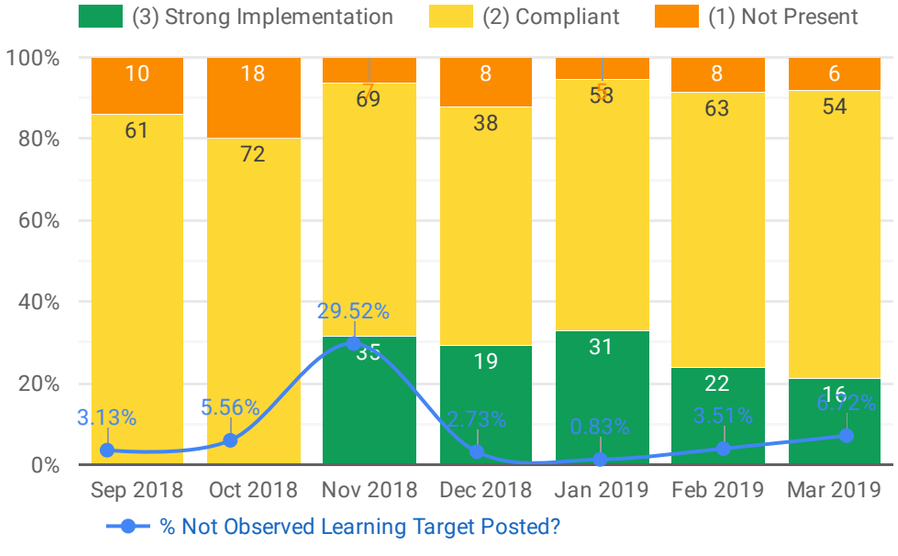


Elementary Schools Walkthrough Data
General Instruction

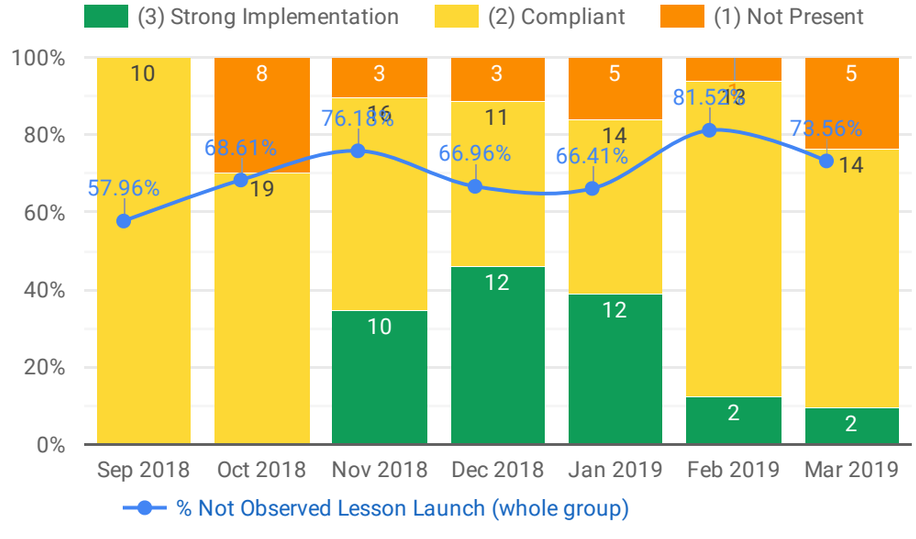
Grade

School

Learning target posted?



Lesson launch (whole group)

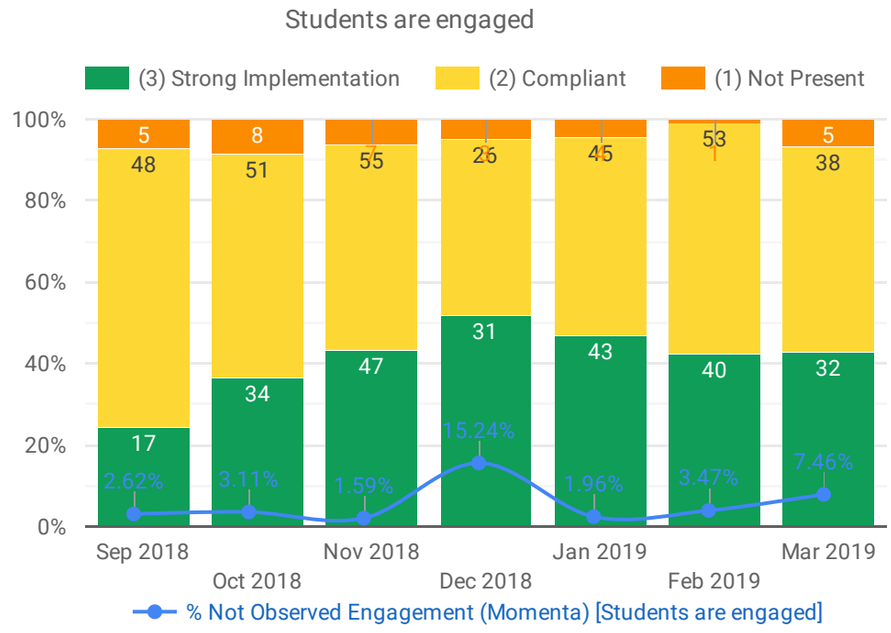


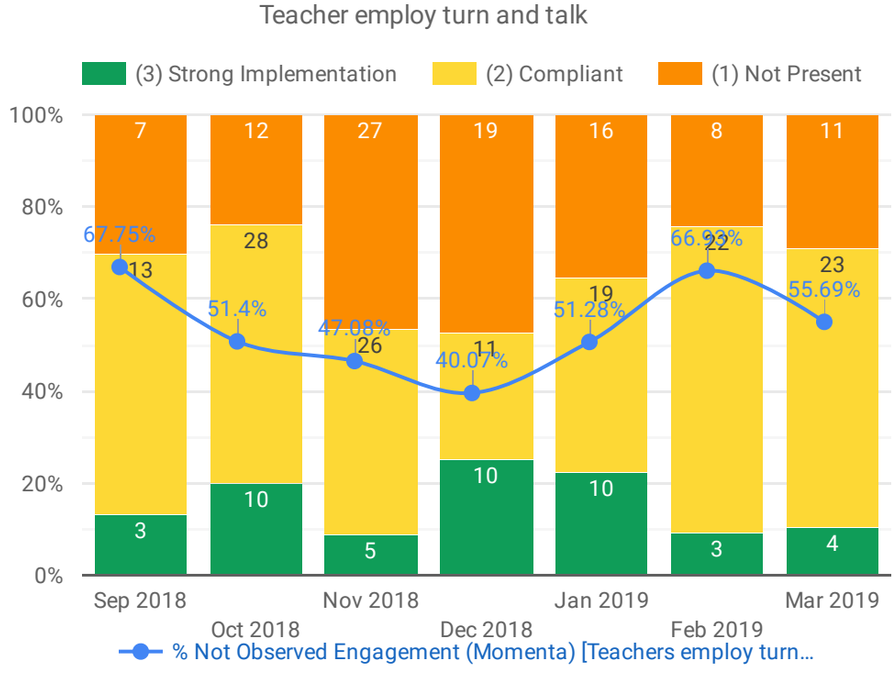
Elementary Schools Walkthrough Data

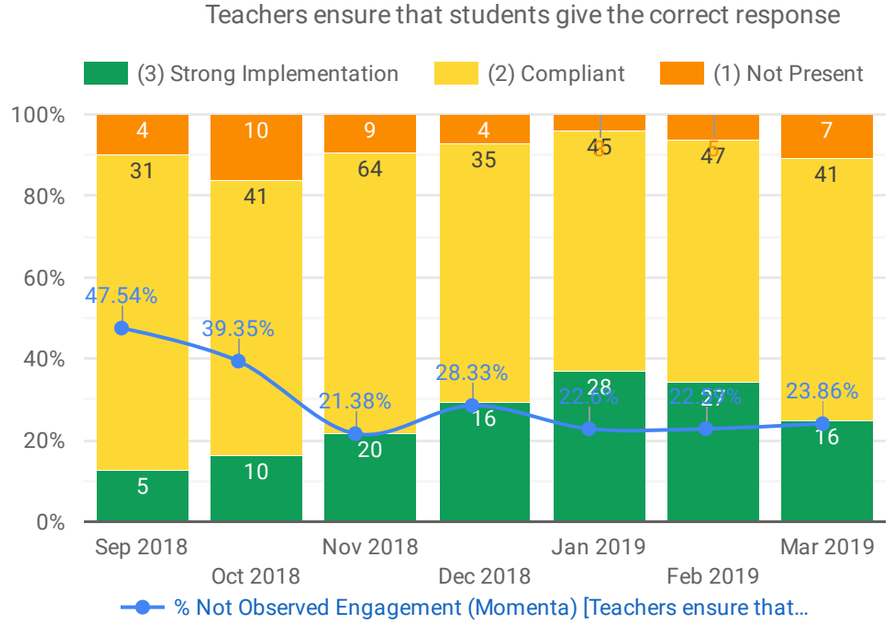
Student Engagement: Momenta

Grade

School







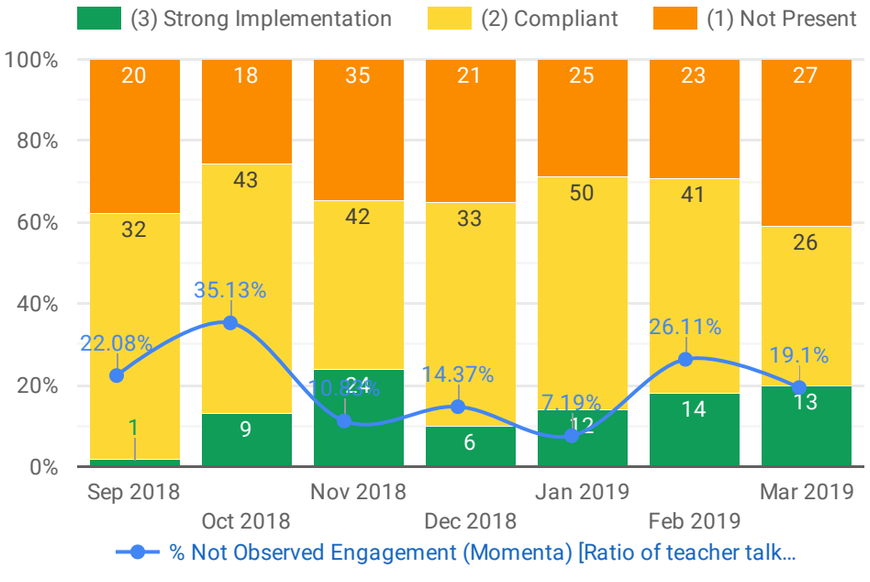
Elementary Schools Walkthrough Data

Student Engagement: Momenta

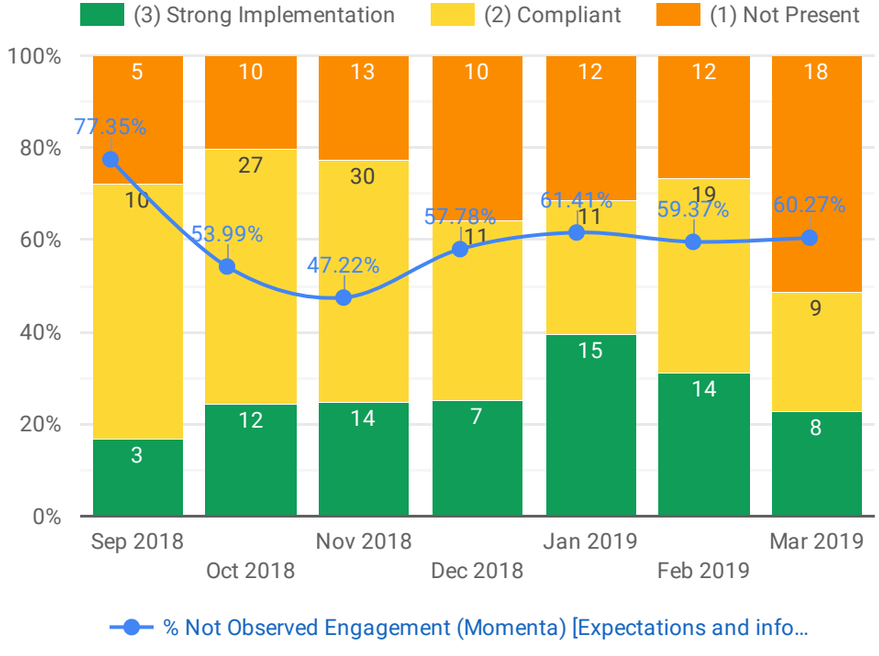
Grade

School

Ratio of teacher talk and student talk is low



Expectations and information for small groups are reviewed



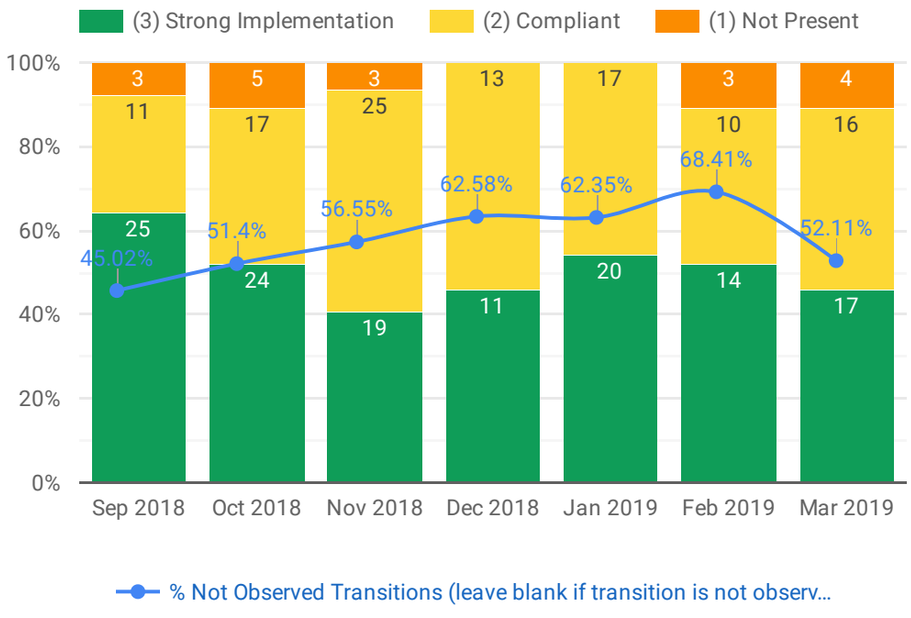
Elementary Schools Walkthrough Data

Transitions

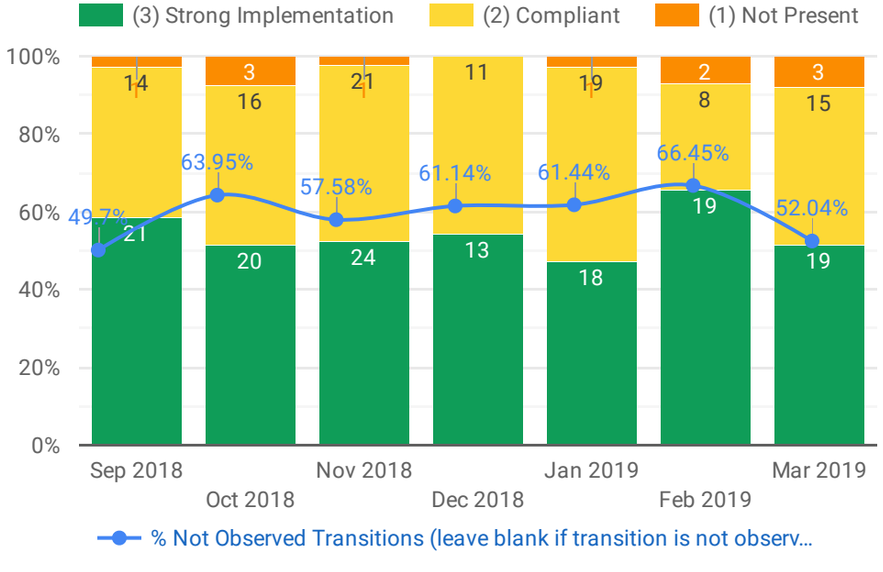
Grade

School

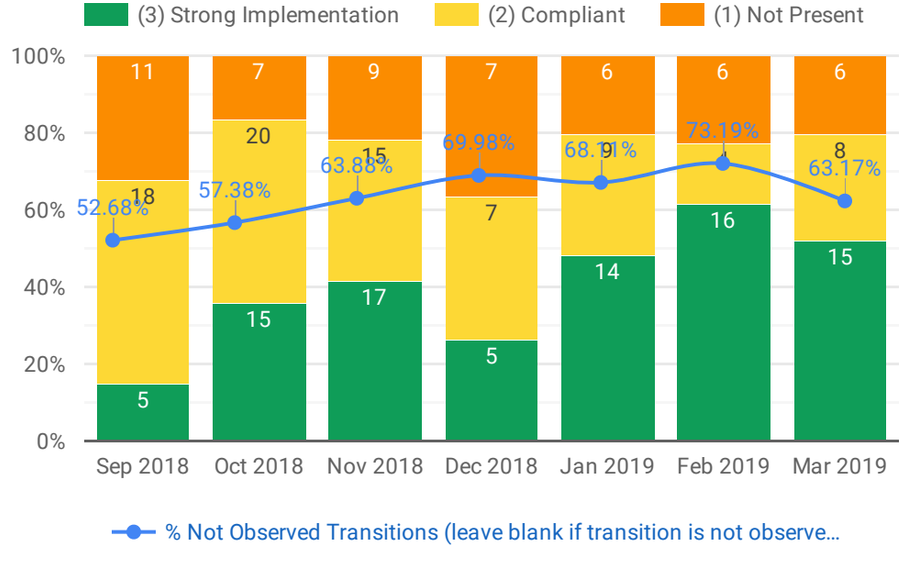
Work-boards and rotation charts are present



Students know what group they are in



Transitions are quick

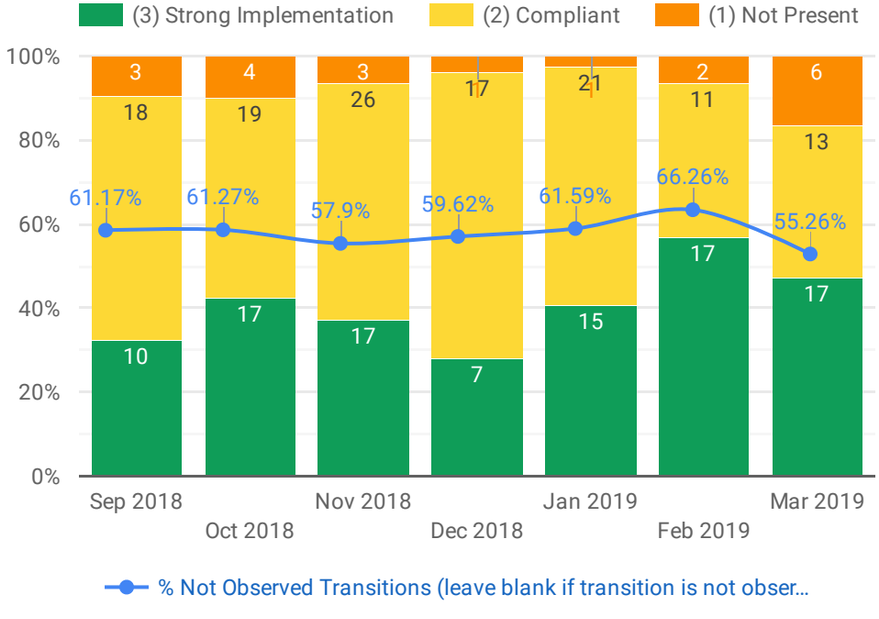


Elementary Schools Walkthrough Data
Transitions

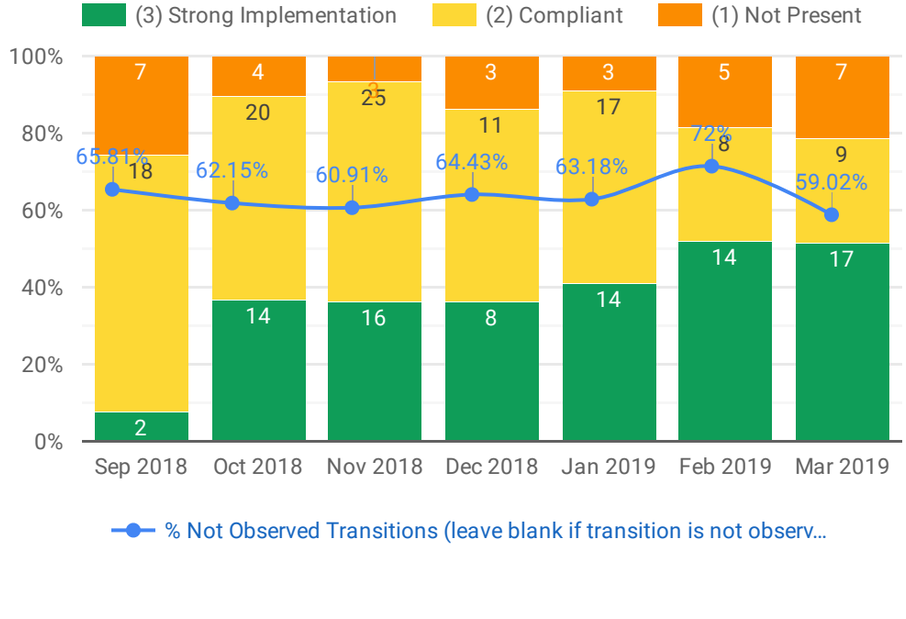
Grade

School

Student workstations are well- provisioned



Students get to work immediately

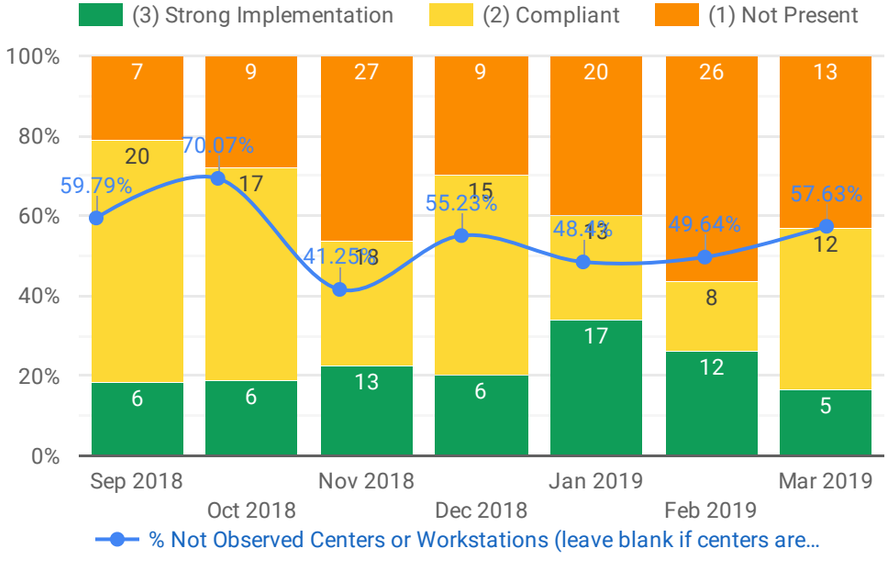


Elementary Schools Walkthrough Data
Centers or Workstations

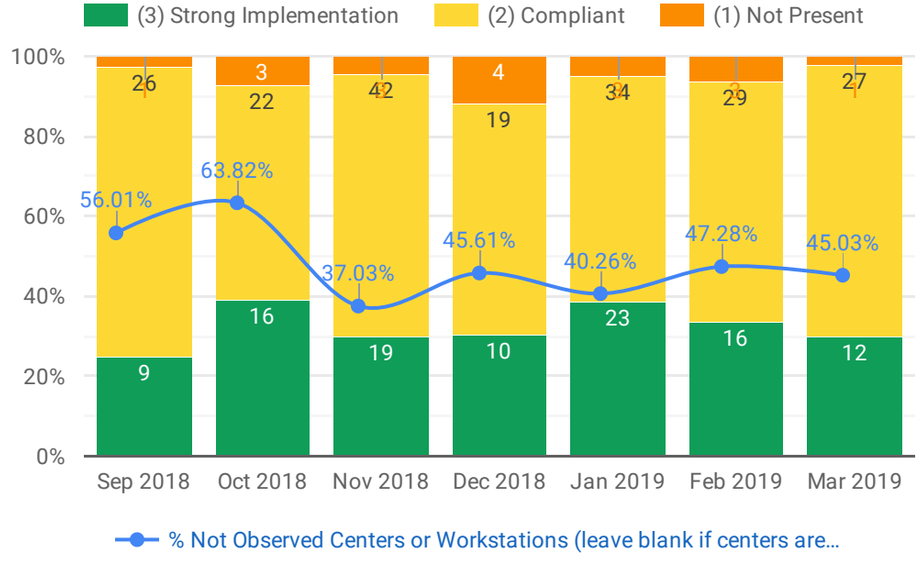
Grade

School

There are written instructions for all activities



Workstation activities are connected to skills and concepts being taught

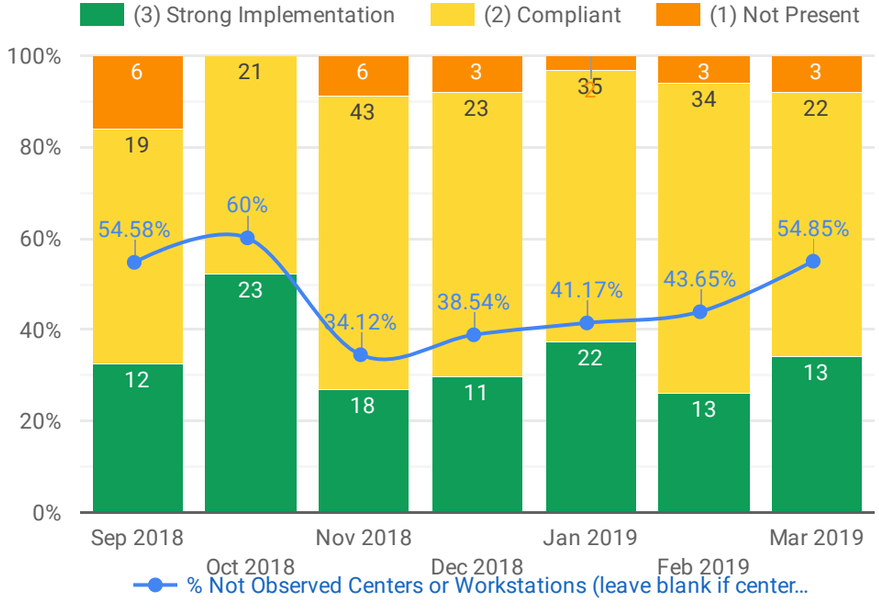


Elementary Schools Walkthrough Data
Centers or Workstations

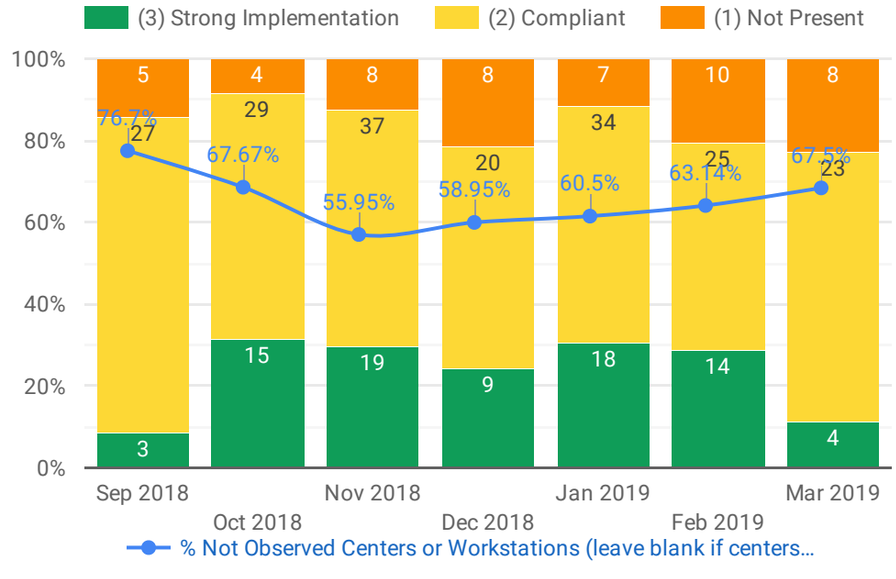
Grade

School

All workstation activities included reading and writing



There is a menu of activities, if needed

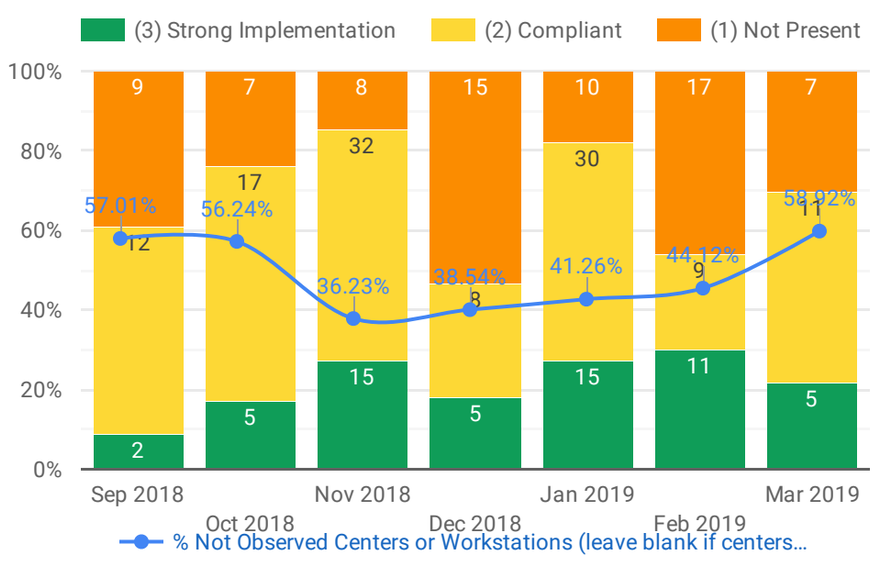


Elementary Schools Walkthrough Data
Centers or Workstations

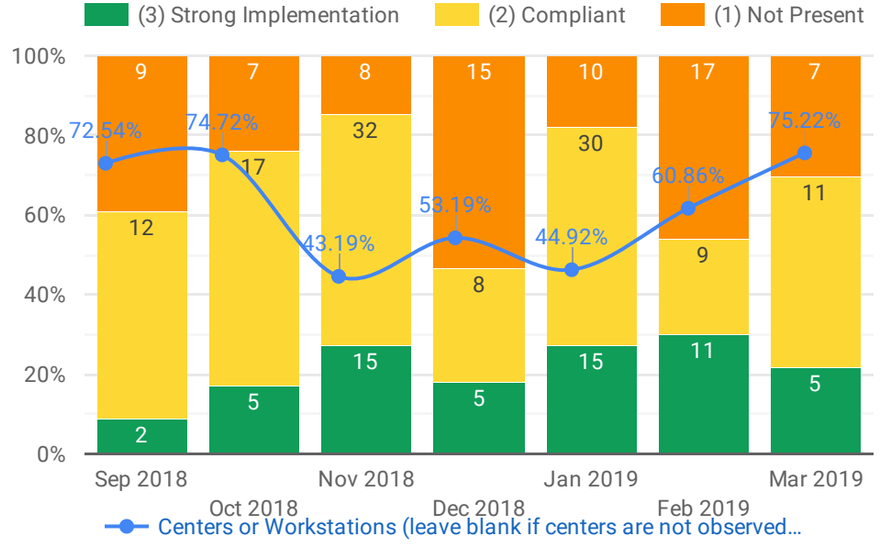
Grade

School

Students collaborate during workstation activities



Workstation activities are differentiated

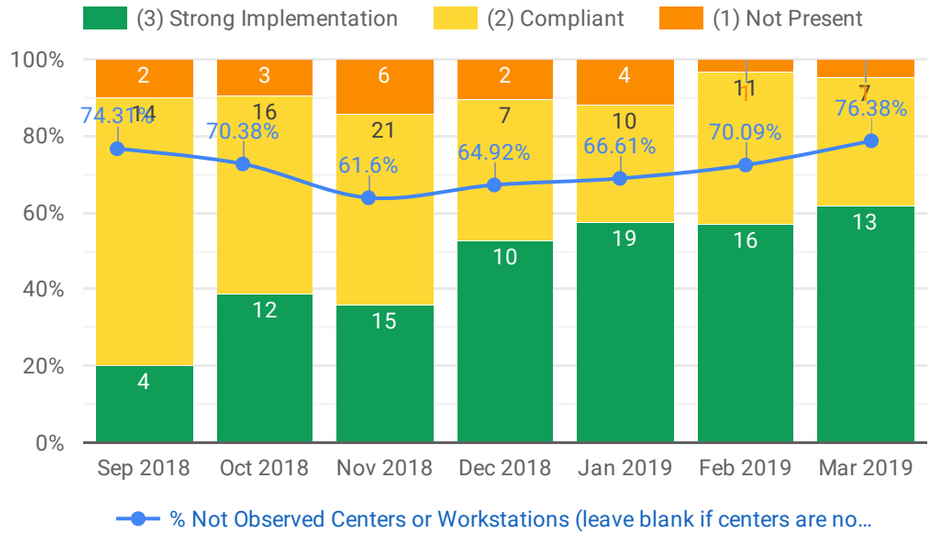


Elementary Schools Walkthrough Data
Centers or Workstations

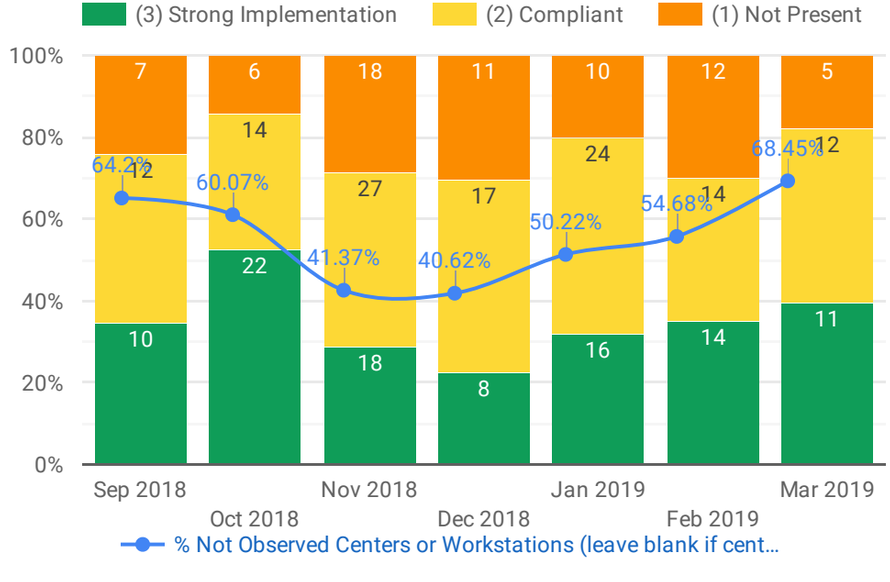
Grade

School

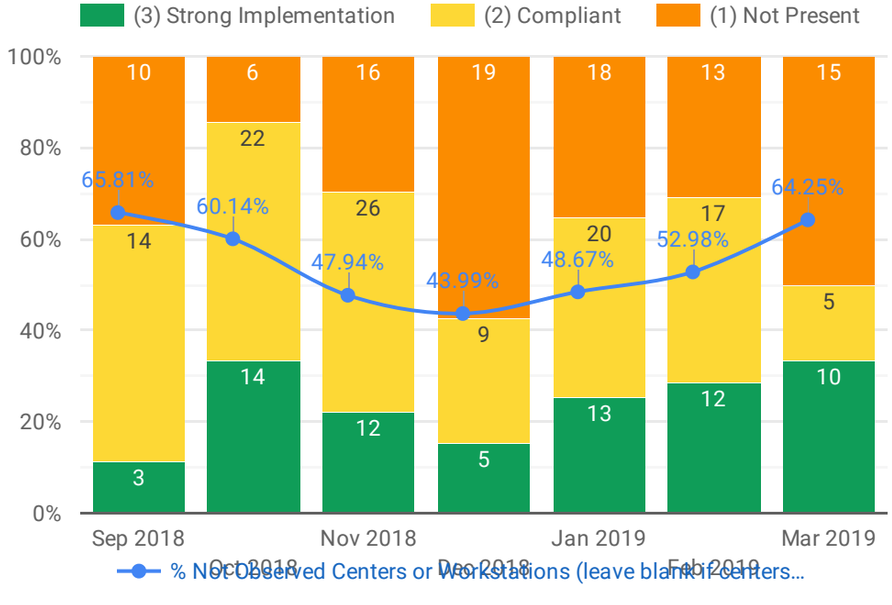
Students know when to move to the next center



Evidence of behavioral expectations posted



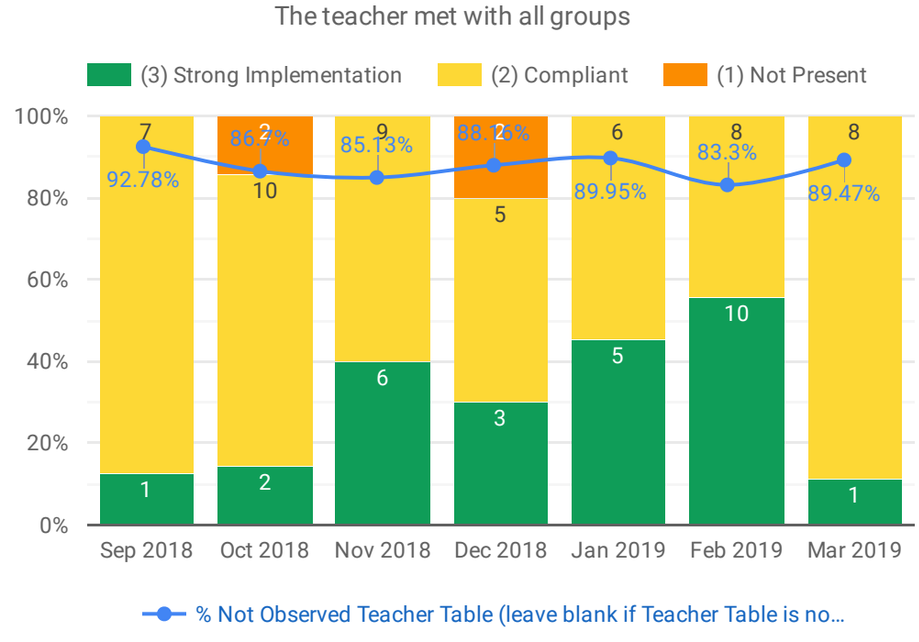
Evidence of behavioral expectations taught

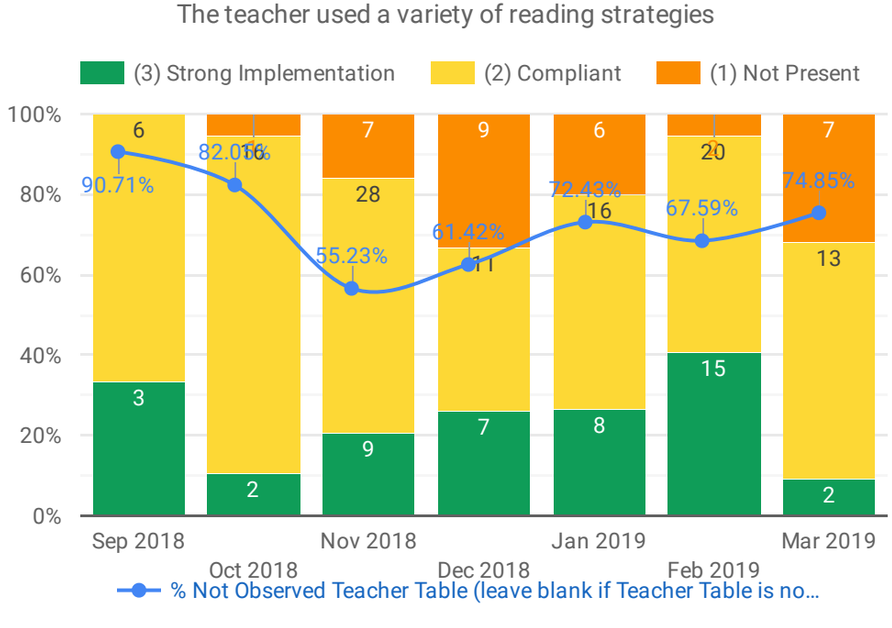


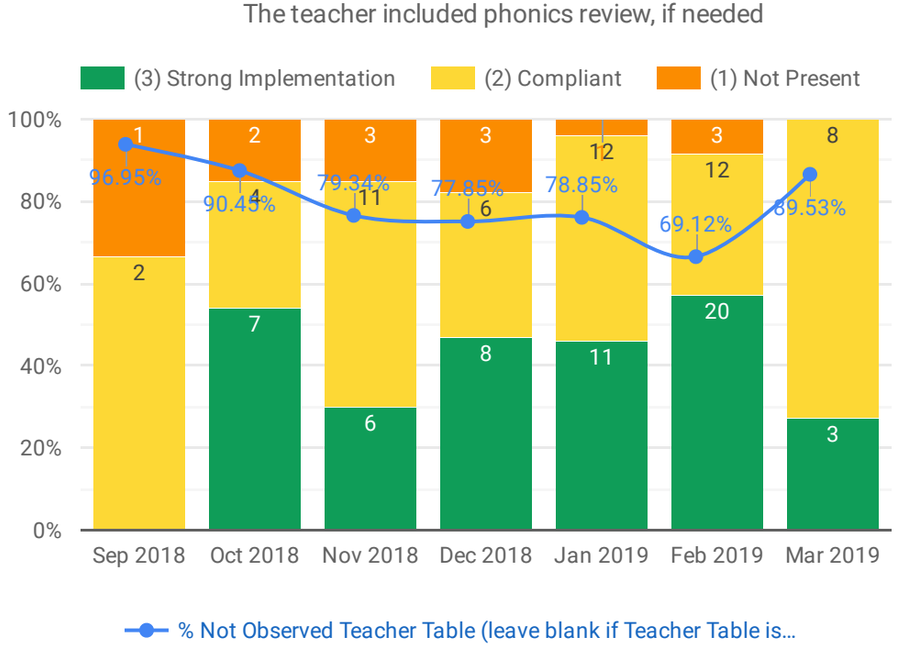
Elementary Schools Walkthrough Data
Teacher Table

Grade

School





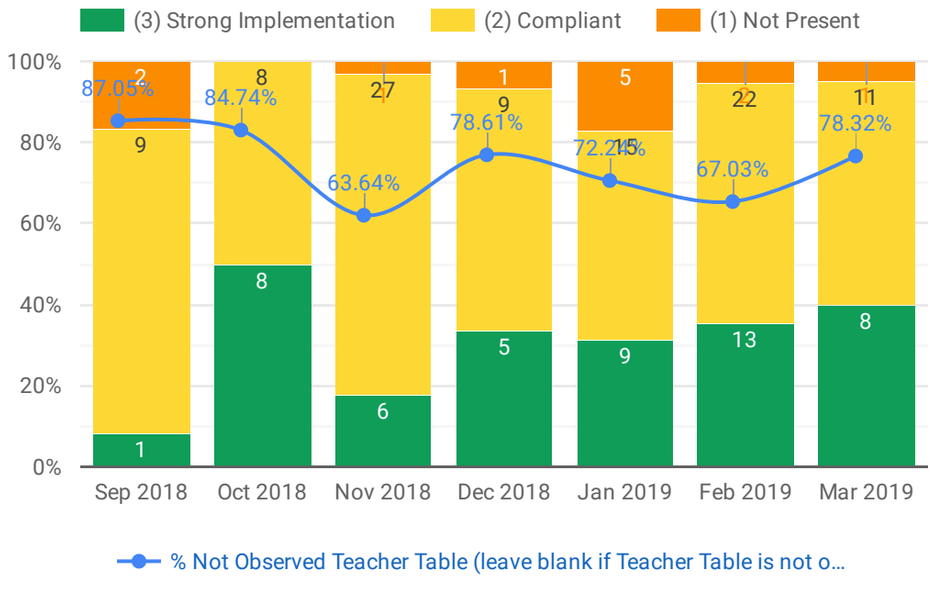


Elementary Schools Walkthrough Data
Teacher Table

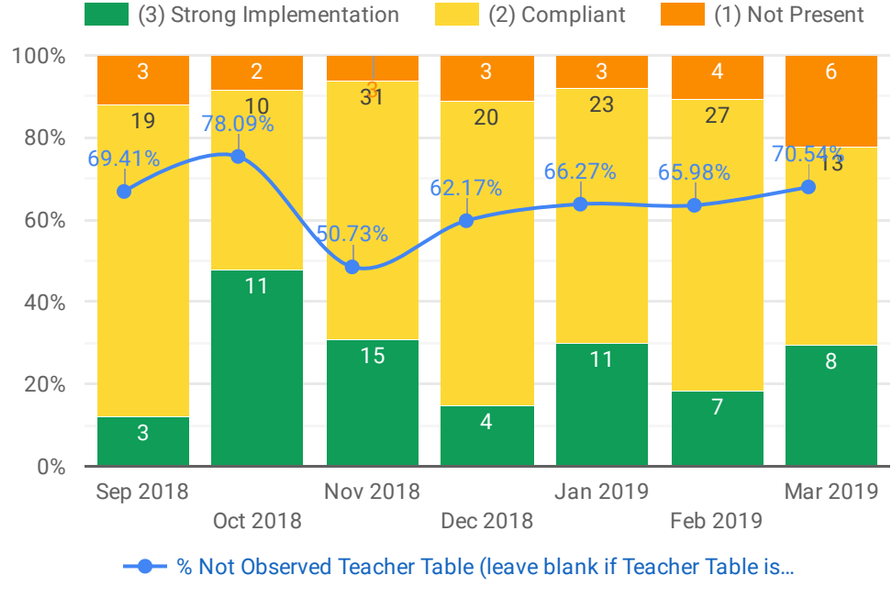
Grade

School

The teacher reviewed and taught new vocabulary



Instruction was connected to workstations and provided opportunity for accountability of student work

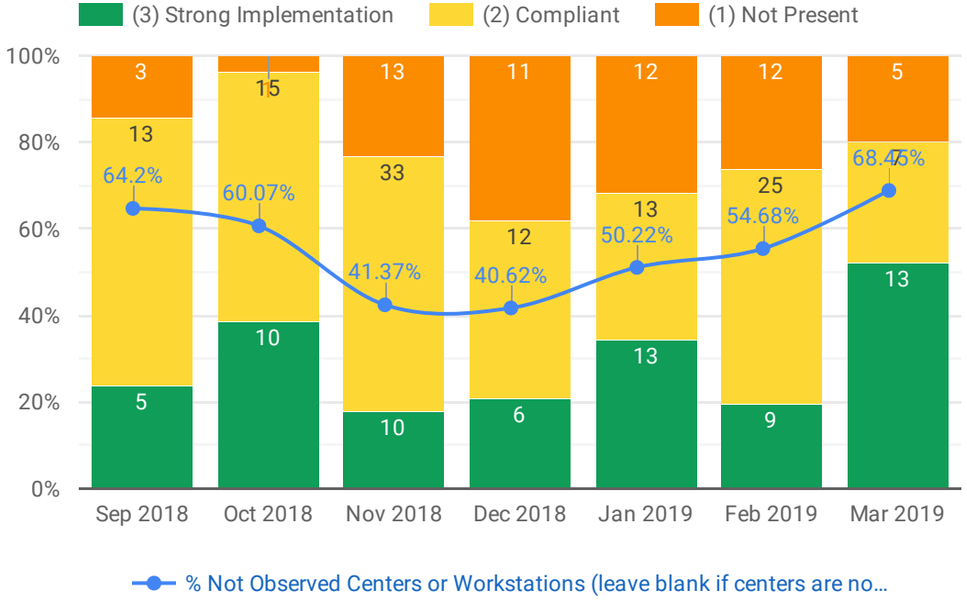


Elementary Schools Walkthrough Data
Teacher Table

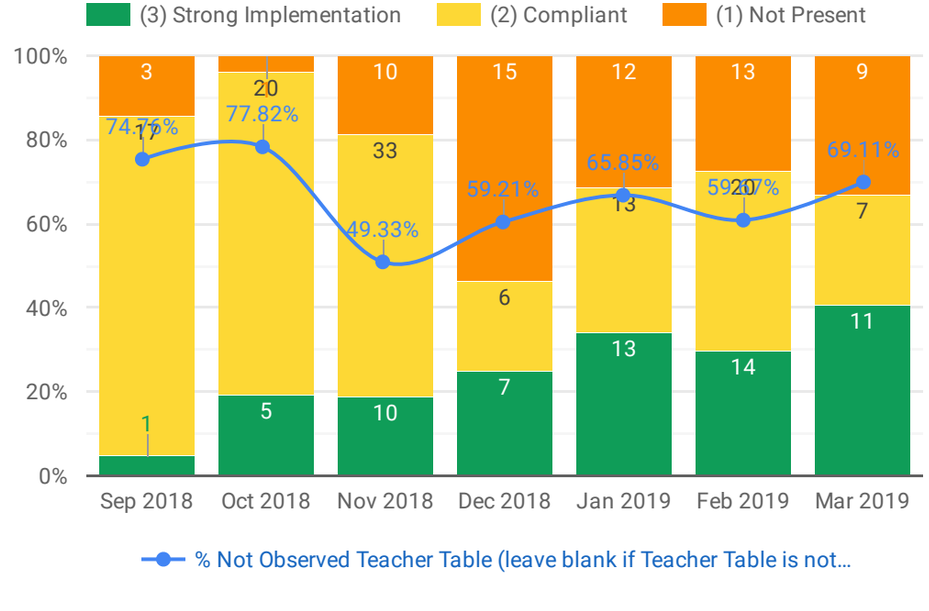
Grade

School

Evidence of behavioral expectations posted



Evidence of behavioral expectations taught

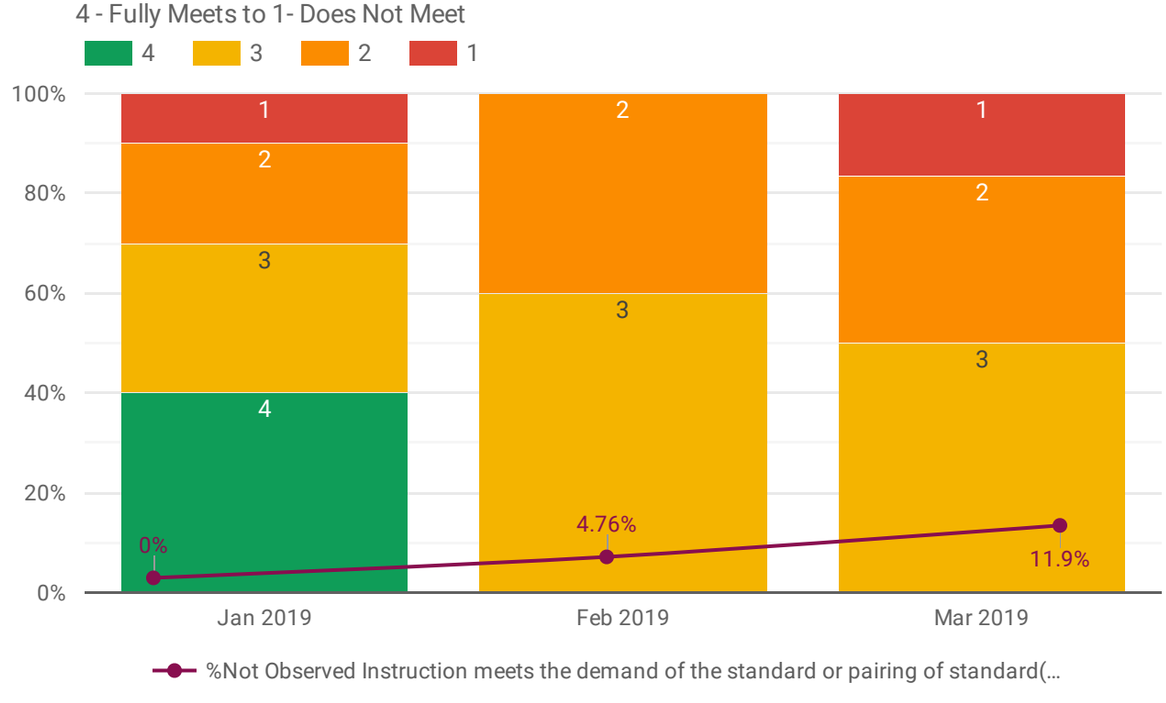


IPG Walkthrough Tool
ELA Standards

School Name

Grade

Instruction meets the demand of the standard or pairing of standard(s).

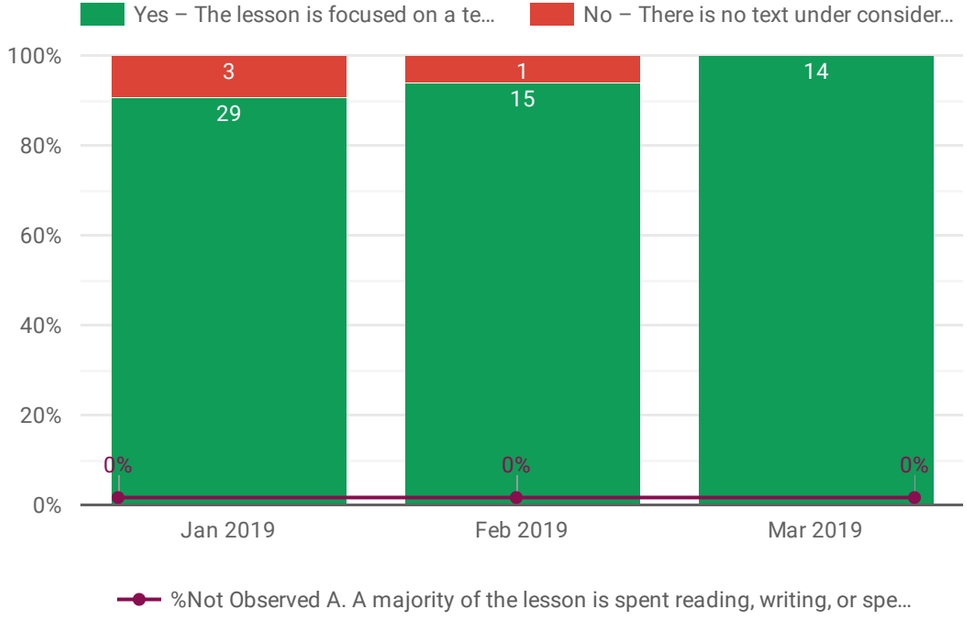


IPG Walkthrough Tool
ELA Core Action 1 (A & B)

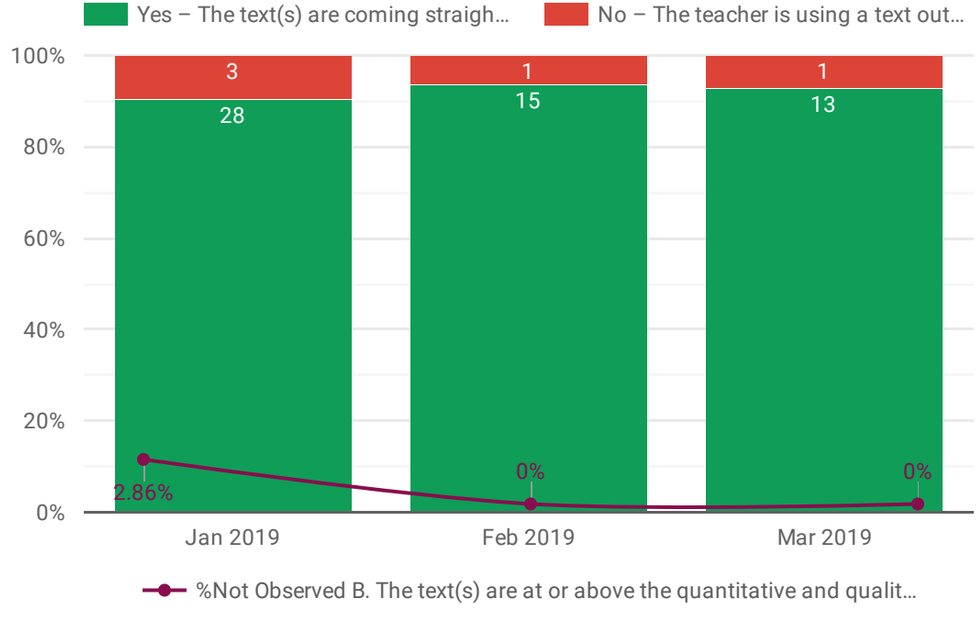
School Name

Grade

A majority of the lesson is spent reading, writing, or speaking about text(s).



The text(s) are at or above the quantitative and qualitative complexity level expected for the grade and time in the school year and exhibit exceptional craft or build knowledge.



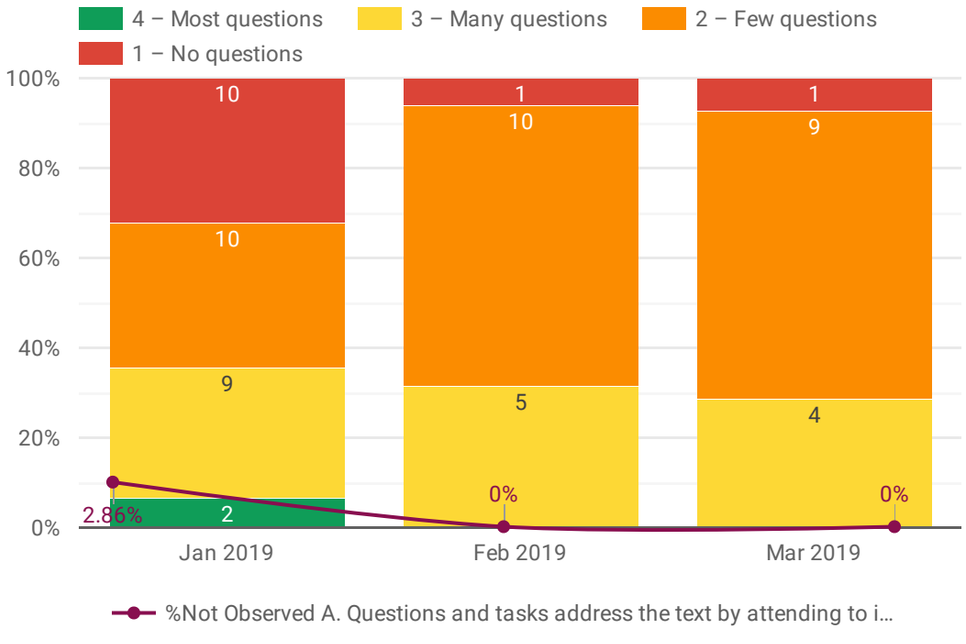
ELA IPG Walkthrough Tool

IPG Walkthrough Tool
ELA Core Action 2 (A & B)

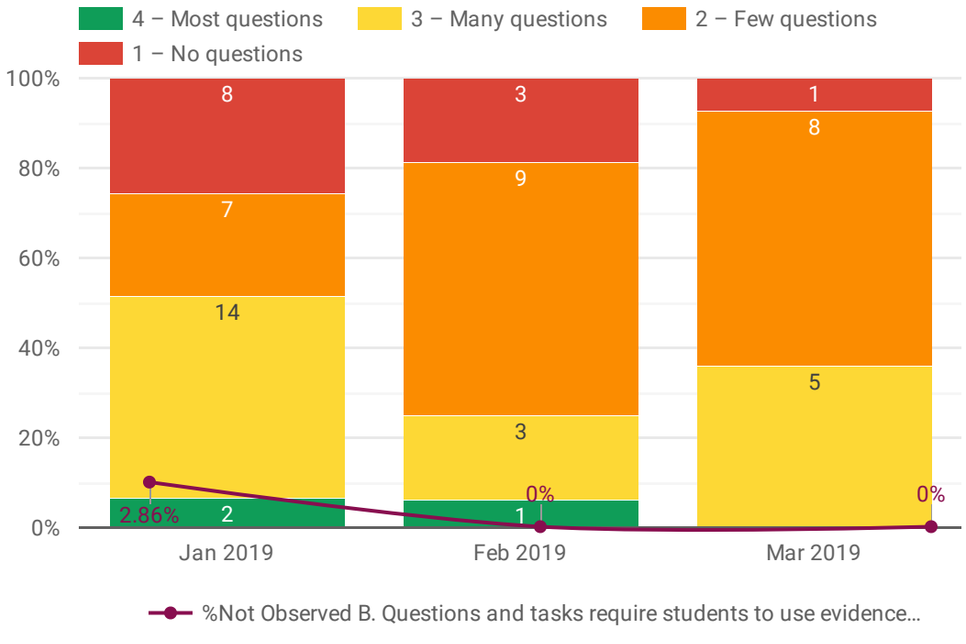
School Name

Grade

Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or, language, structure(s) or knowledge demands.



Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses

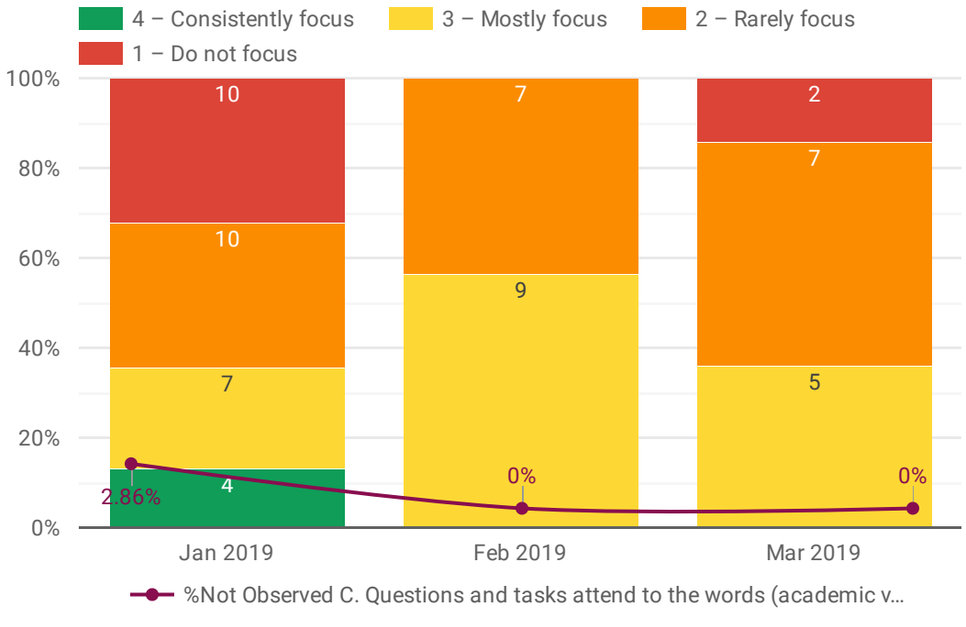


IPG Walkthrough Tool
ELA Core Action 2 (C & D)

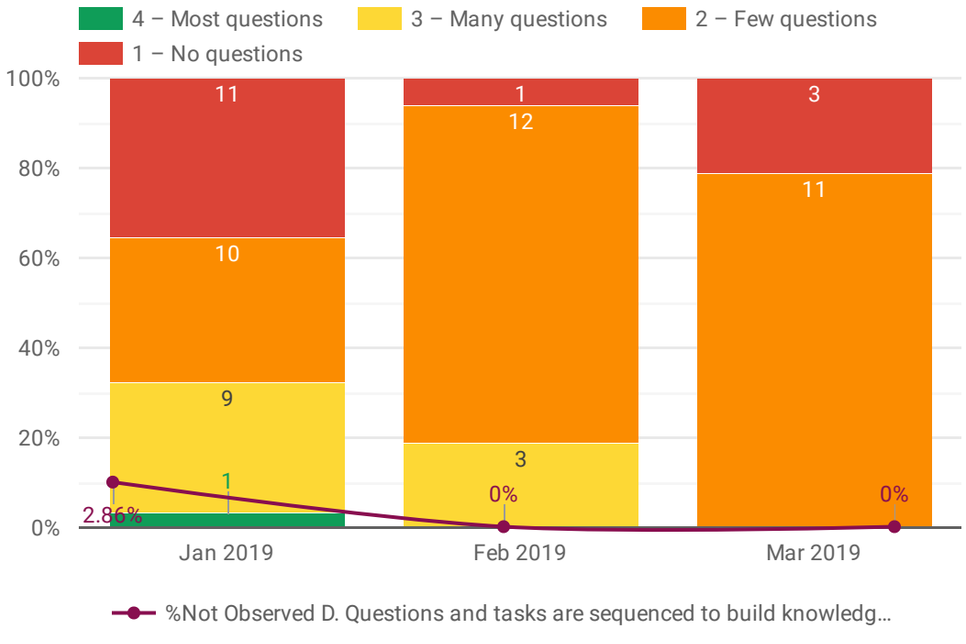
School Name

Grade

Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text.



Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.



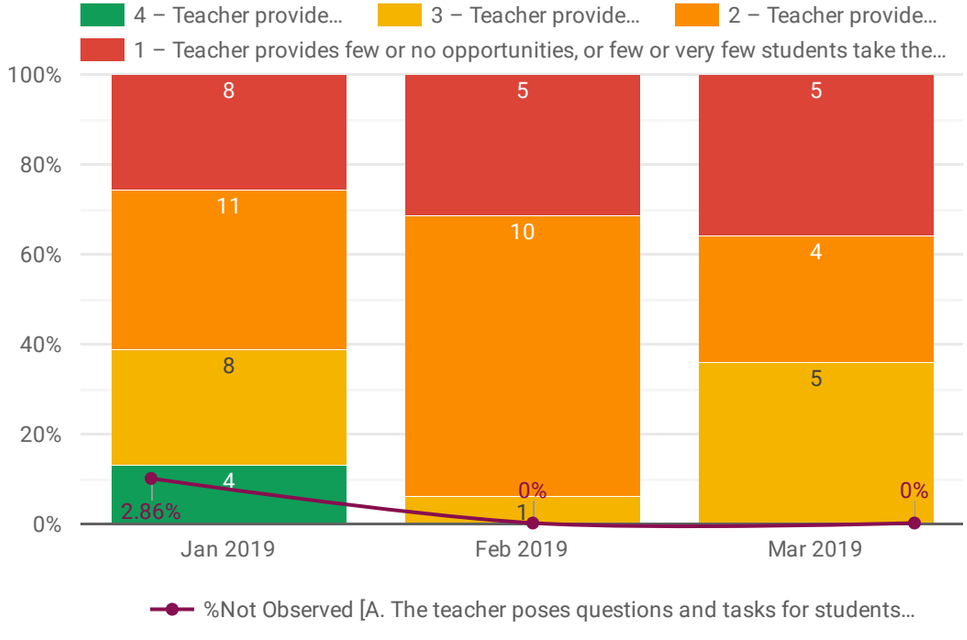
ELA IPG Walkthrough Tool

IPG Walkthrough Tool
ELA Core Action 3 (A & B)

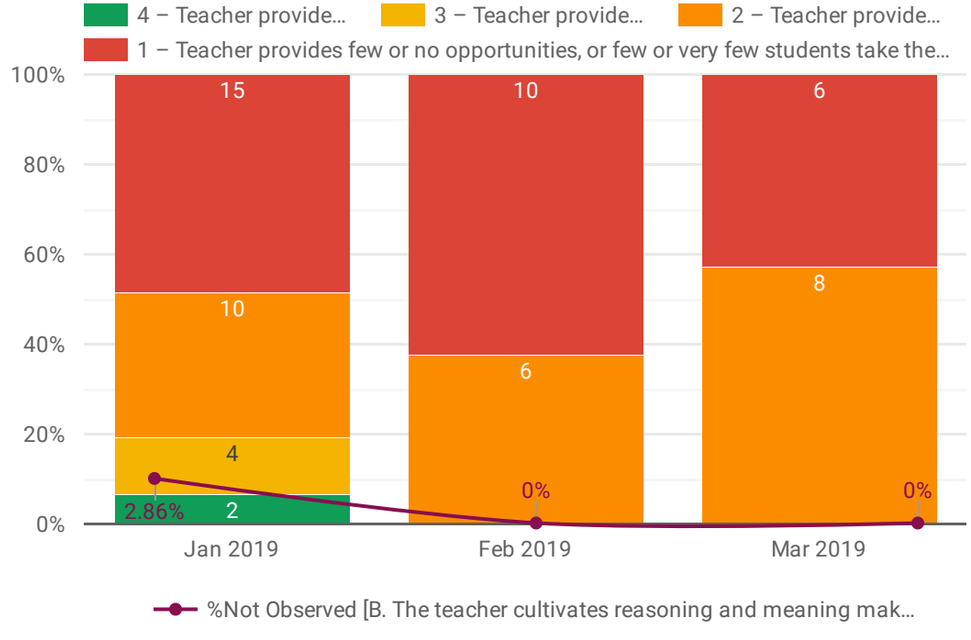
School Name

Grade

The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.



The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.

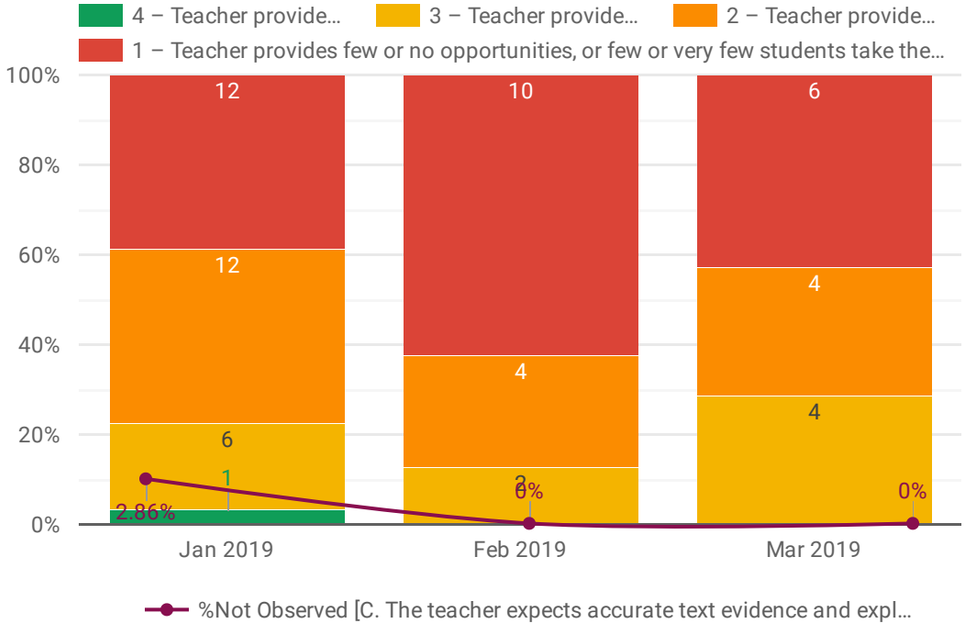


IPG Walkthrough Tool
ELA Core Action 3 (C, D & E)

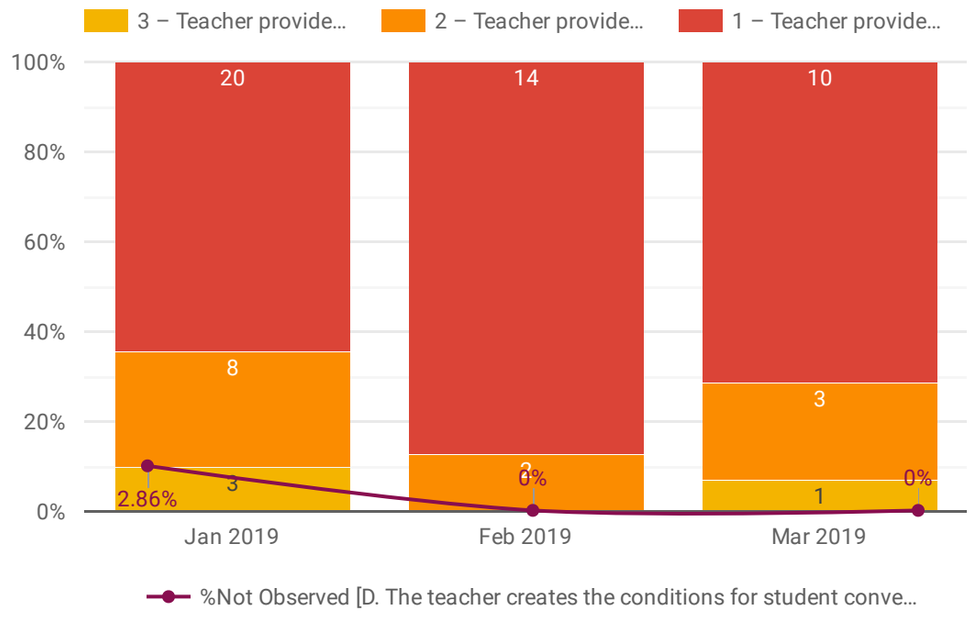
School Name

Grade

The teacher expects accurate text evidence and explanation from students and probes students' answers accordingly. Students provide accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses.

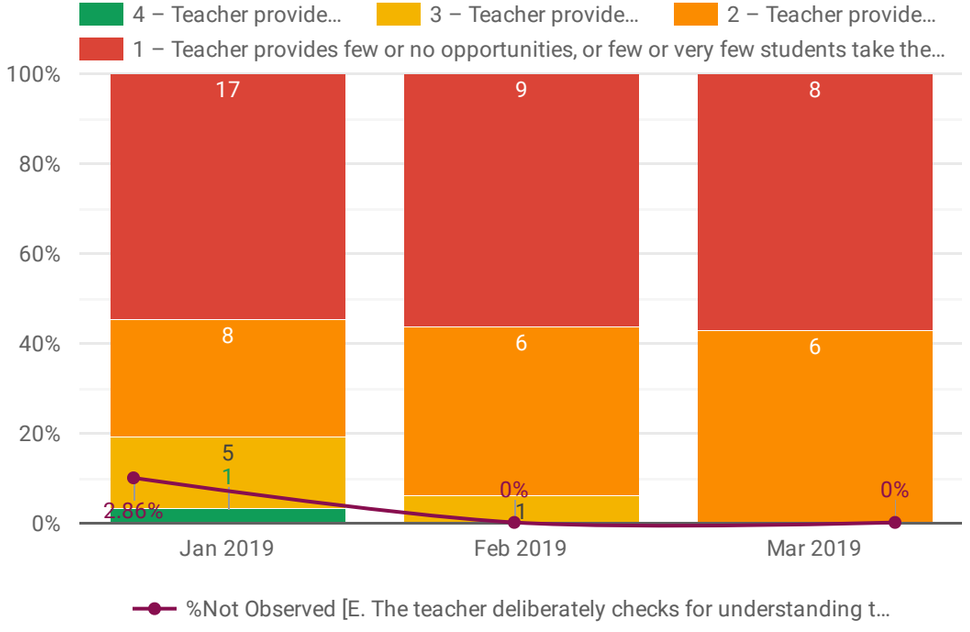


*The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.



The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.

*These items include the response option of (4), it has yet to be observed and therefore not identified in the legend.



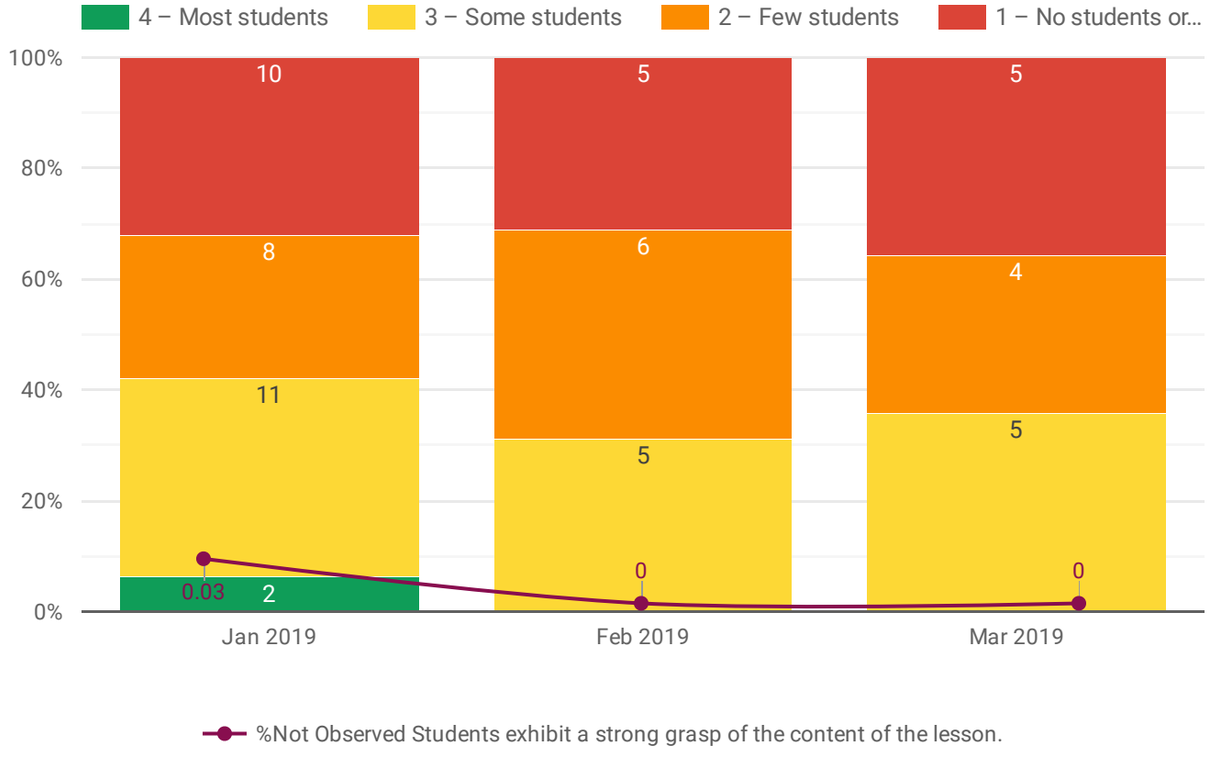
ELA IPG Walkthrough Tool

IPG Walkthrough Tool
ELA Student Mastery

School Name

Grade

Students exhibit a strong grasp of the content of the lesson.



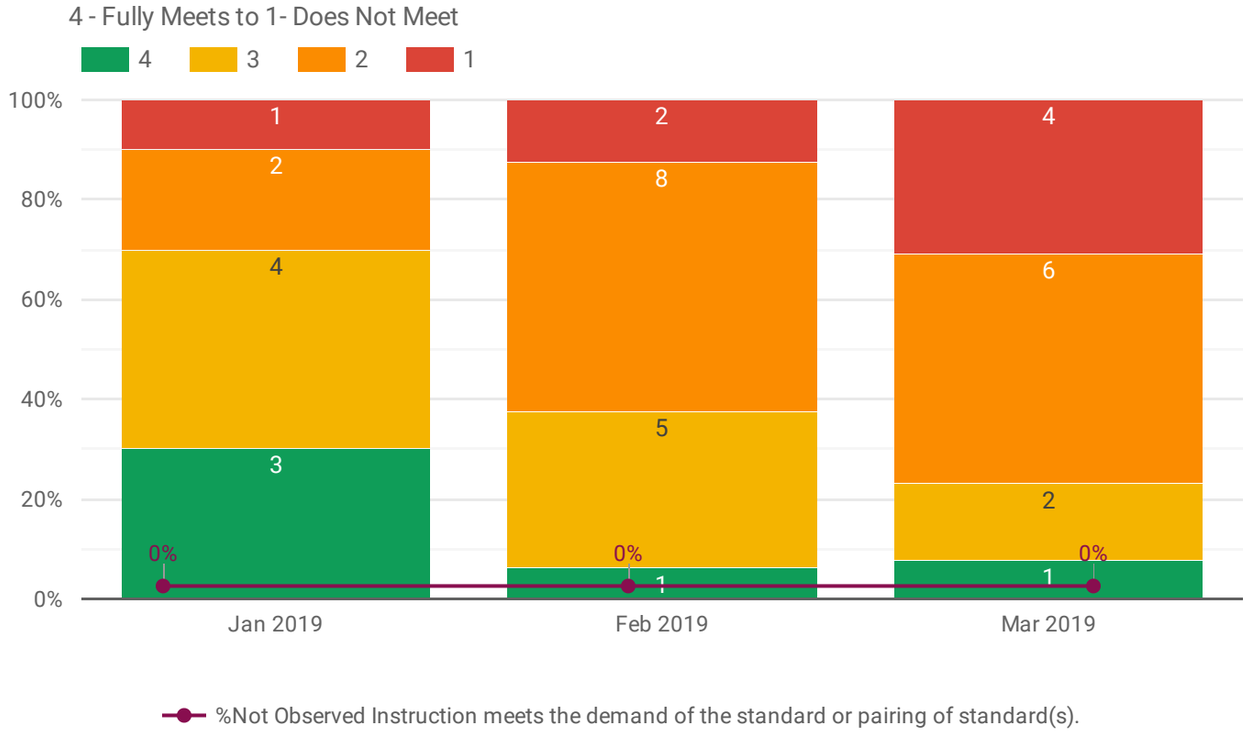
IPG Walkthrough Tool
Math Standards

School Name

Subject

Grade

Instruction meets the demand of the standard or pairing of standard(s).

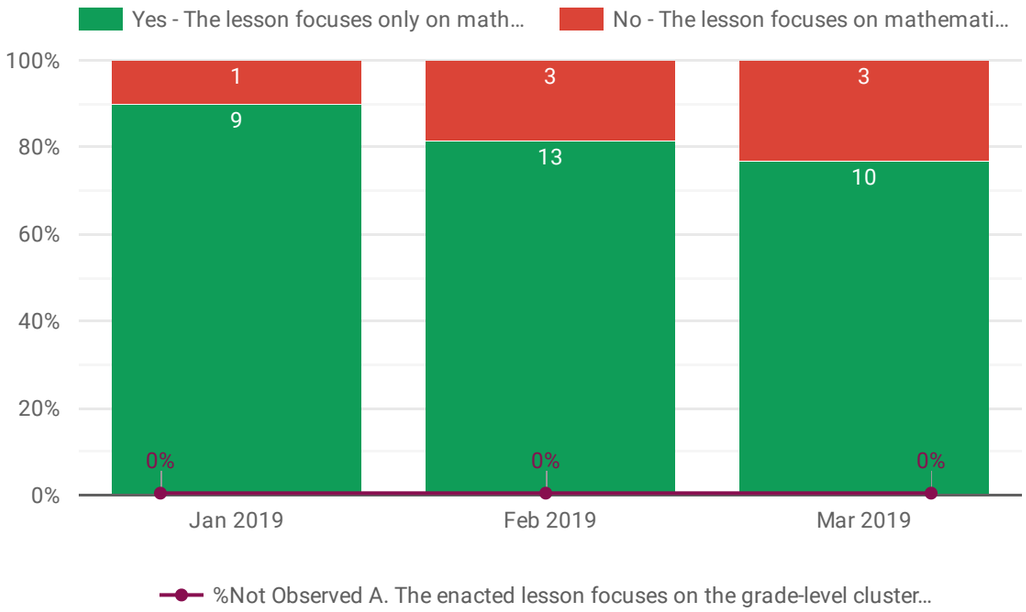


Math IPG Walkthrough Tool

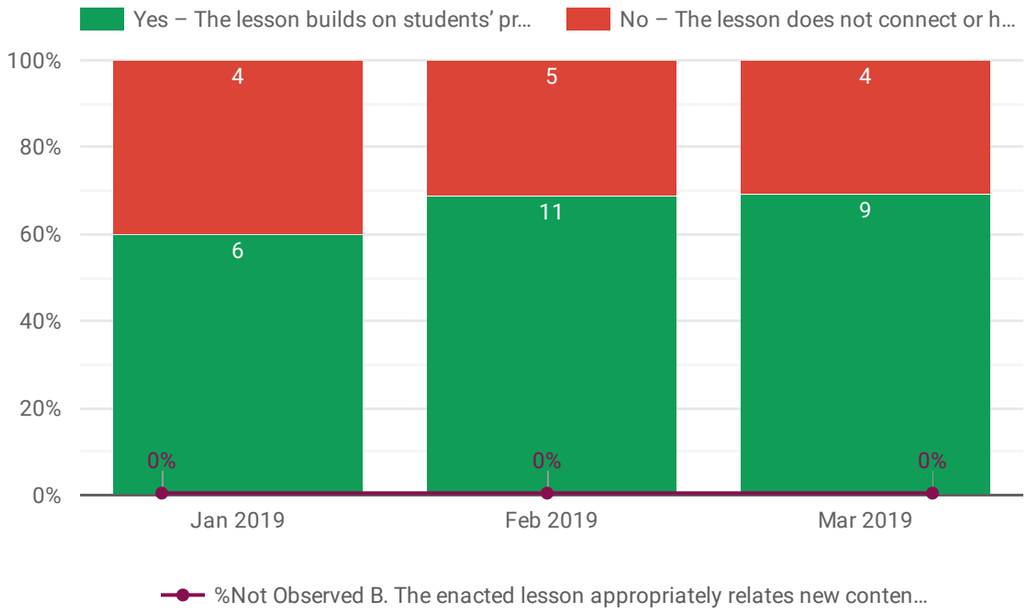
IPG Walkthrough Tool
Math Core Action 1

School Name | Grade | Subject

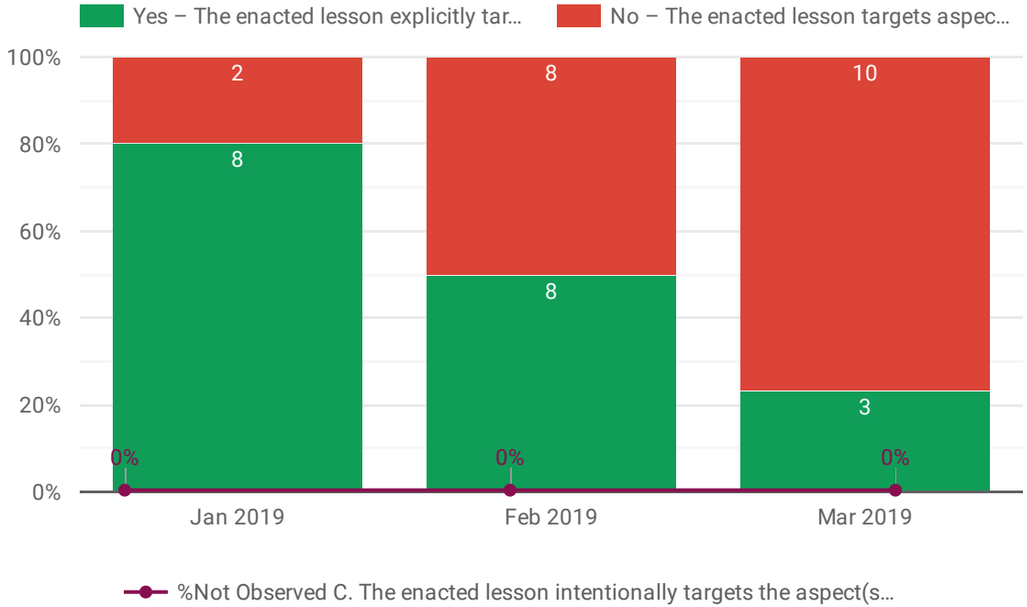
The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.



The enacted lesson appropriately relates new content to math content within or across grades.



The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.



Math IPG Walkthrough Tool

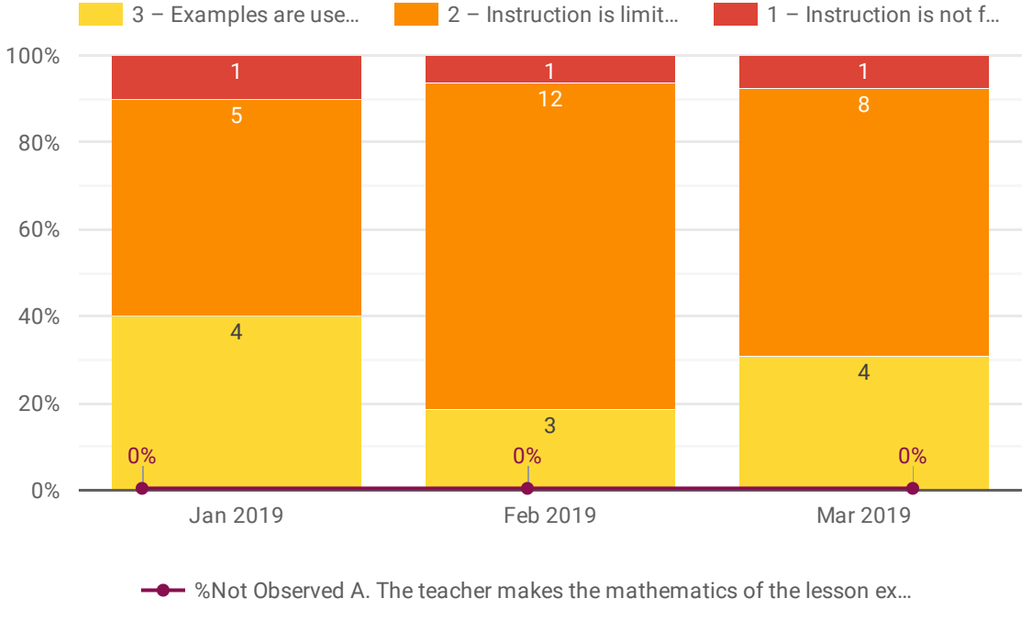
IPG Walkthrough Tool
Math Core Action 2

School Name

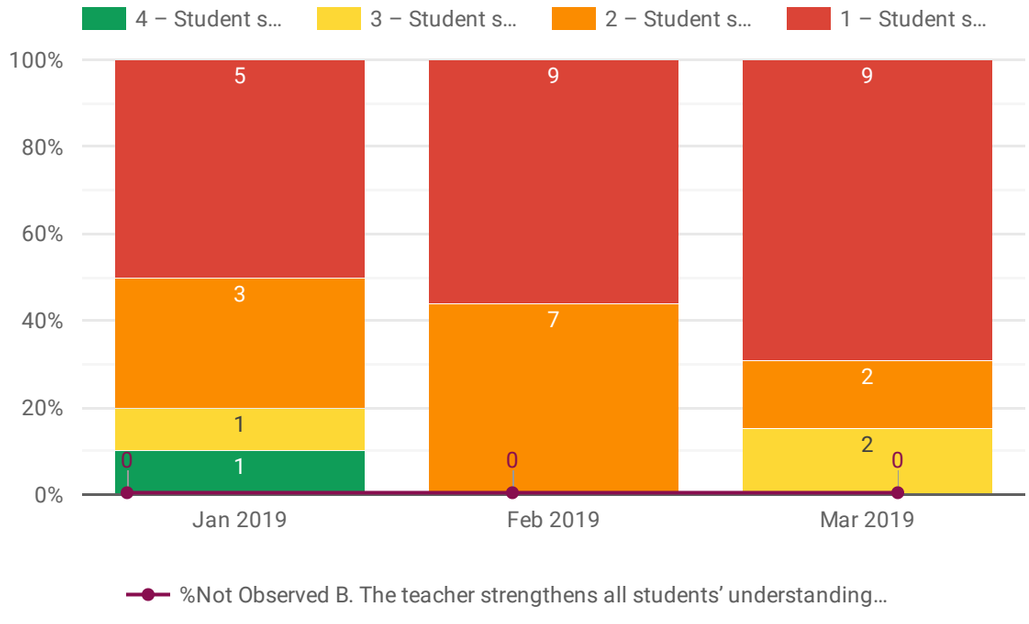
Subject

Grade

*The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples.



The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods.



*These items include the response option of (4), it has yet to be observed and therefore not identified in the legend.

Math IPG Walkthrough Tool

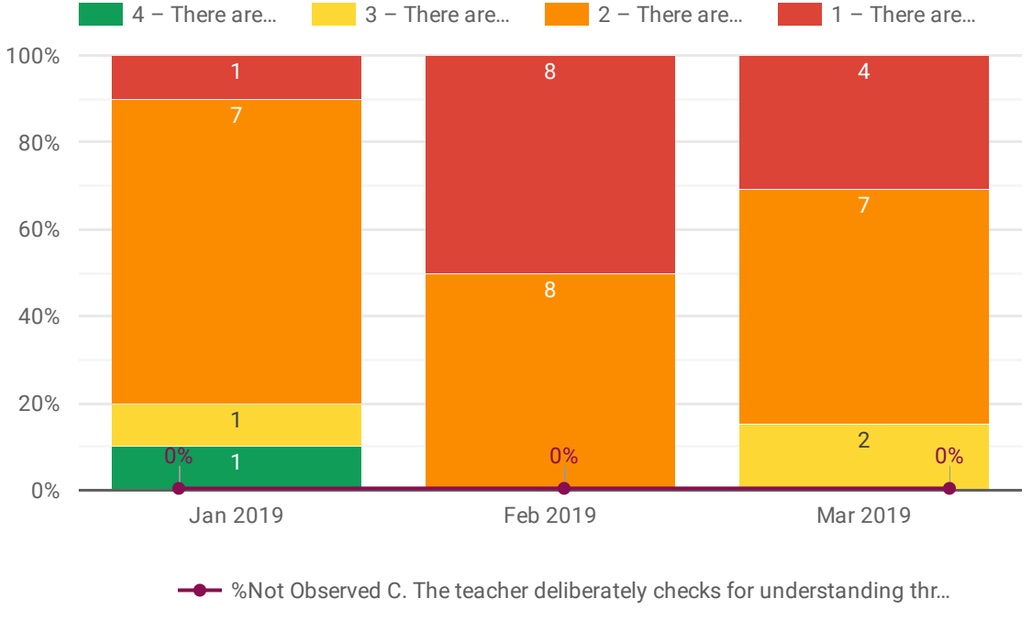
IPG Walkthrough Tool
Math Core Action 2

School Name

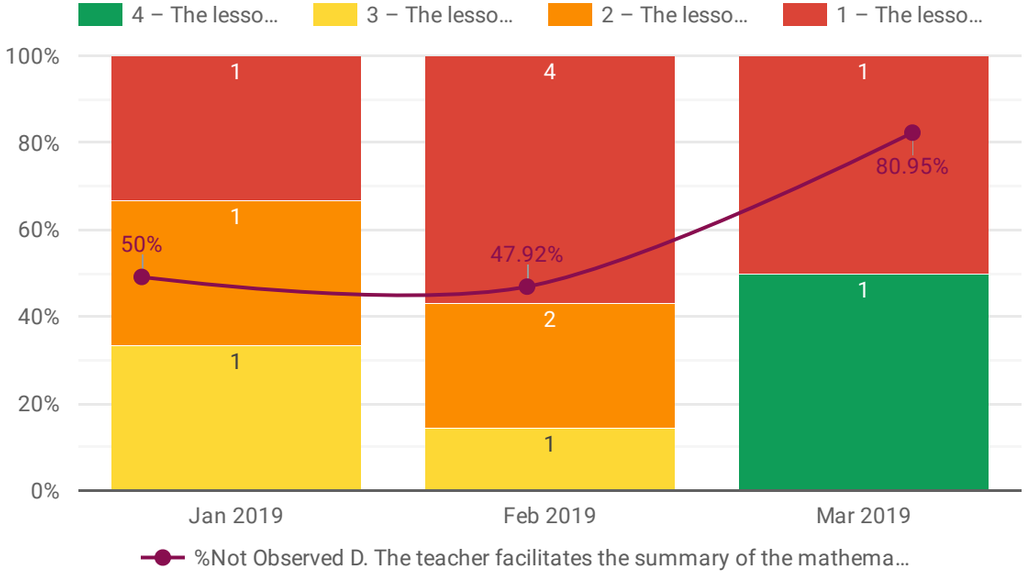
Subject

Grade

The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth and adapts the lesson according to student understanding.



The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.



Math IPG Walkthrough Tool

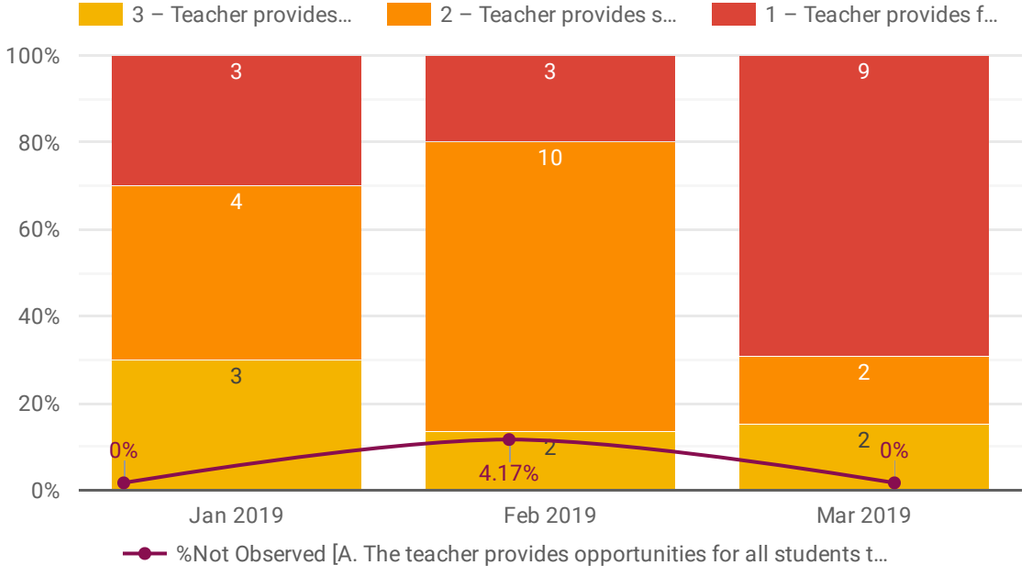
IPG Walkthrough Tool
Math Core Action 3

School Name

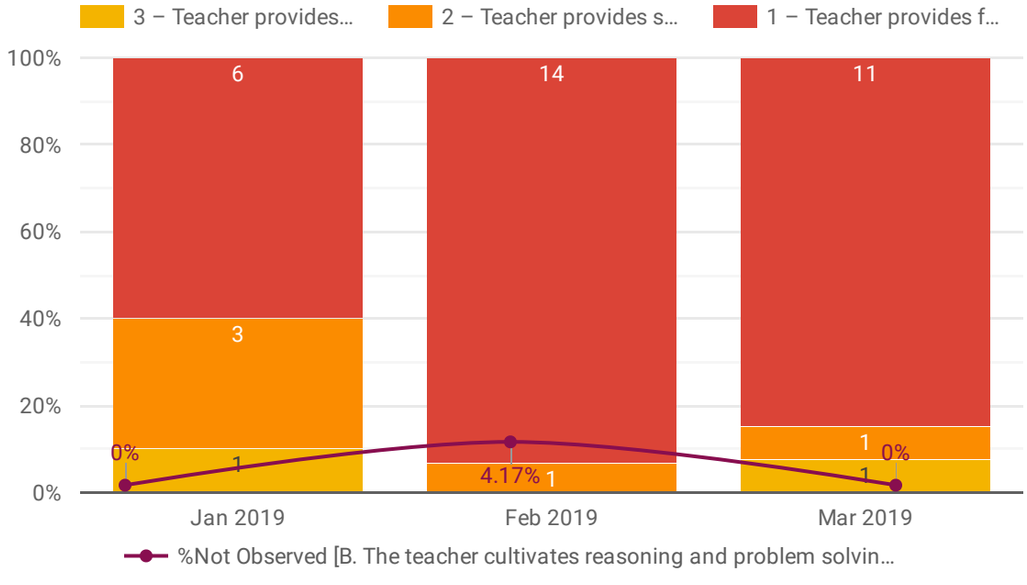
Subject

Grade

*The teacher provides opportunities for all students to work with and practice grade-level problems and exercises. Students work with and practice grade-level problems and exercises.



*The teacher cultivates reasoning and problem solving by allowing students to productively struggle. Students persevere in solving problems in the face of difficulty



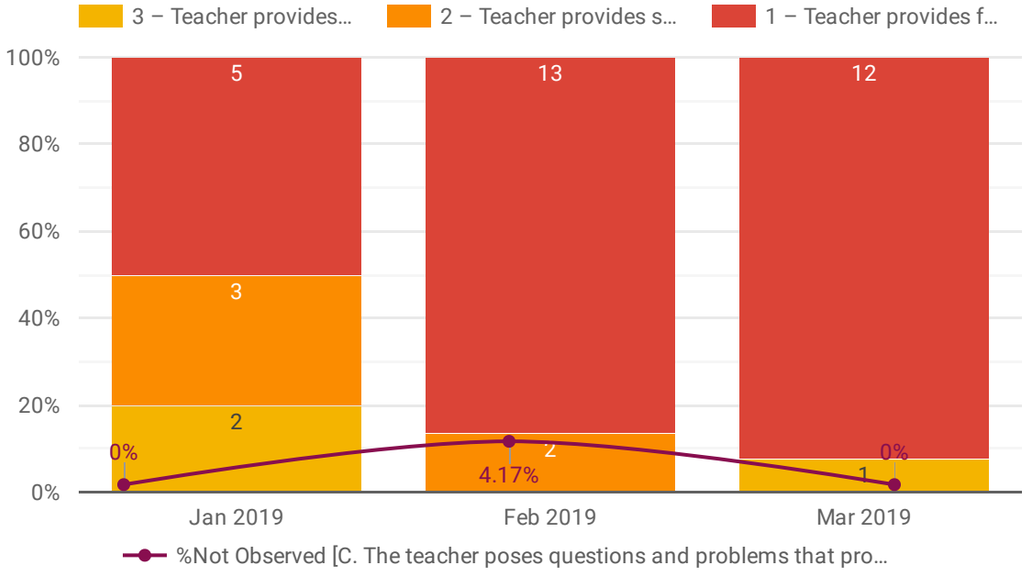
*These items include the response option of (4), it has yet to be observed and therefore not identified in the legend.

Math IPG Walkthrough Tool

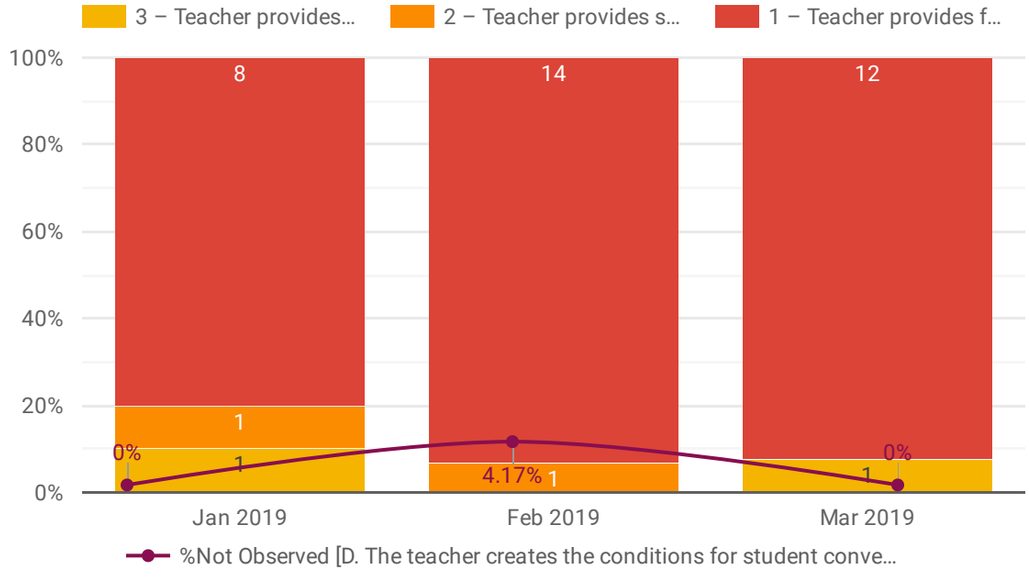
IPG Walkthrough Tool
Math Core Action 3

School Name | Grade | Subject

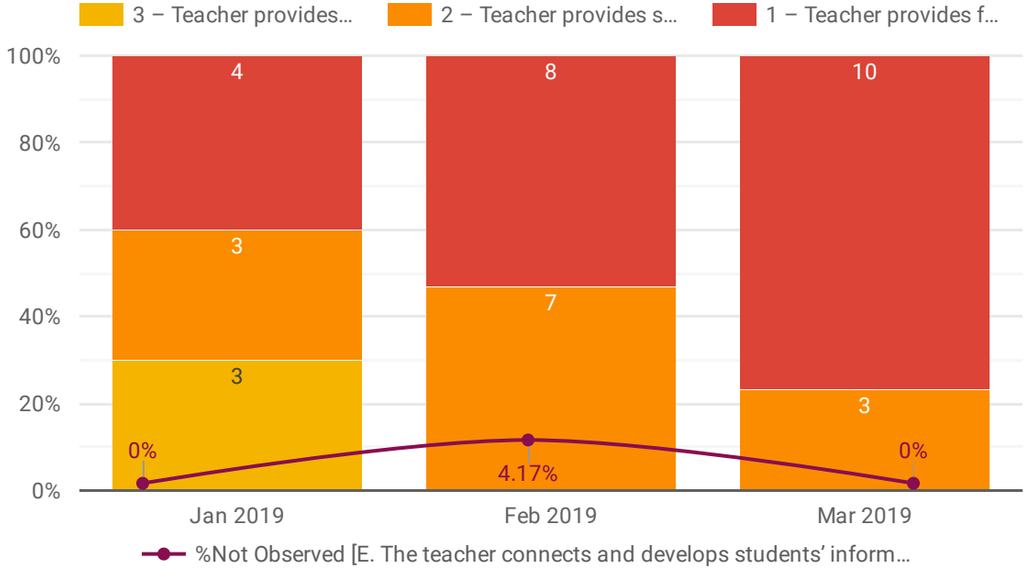
*The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson. Students share their thinking about the content of the lesson beyond just stating answers.



*The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.



*The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language and ideas. Students use increasingly precise mathematical language and ideas



*These items include the response option of (4), it has yet to be observed and therefore not identified in the legend.

Math IPG Walkthrough Tool

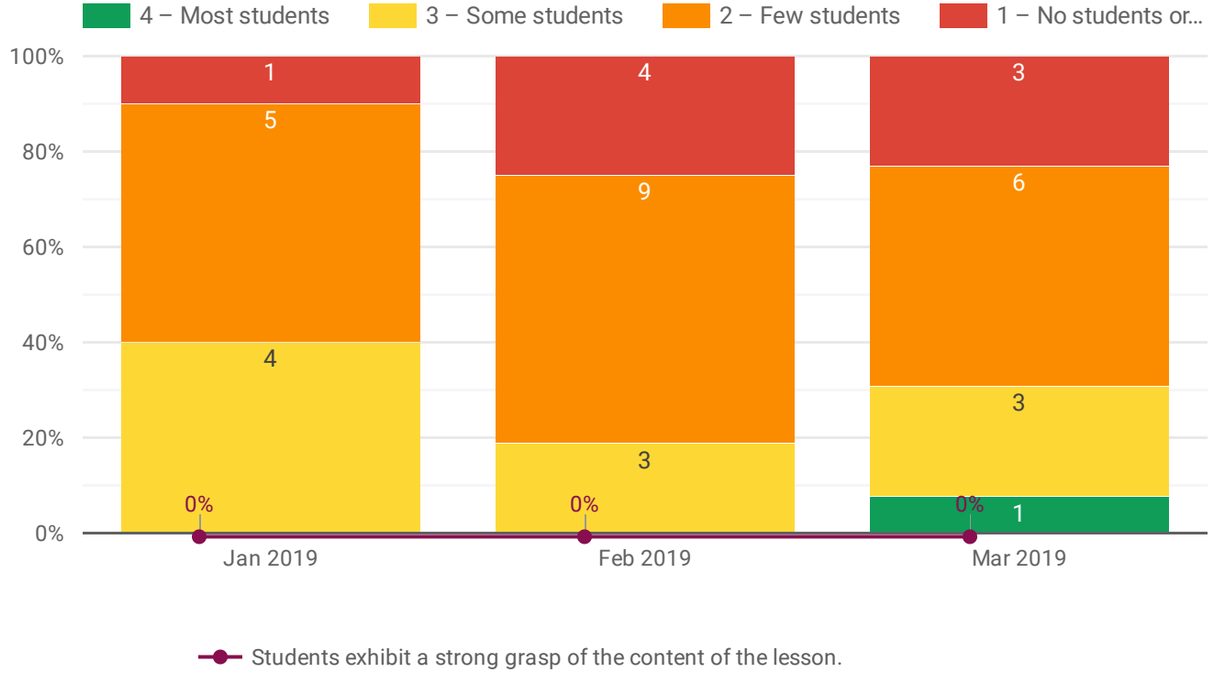
IPG Walkthrough Tool
Math Student Mastery

School Name

Subject

Grade

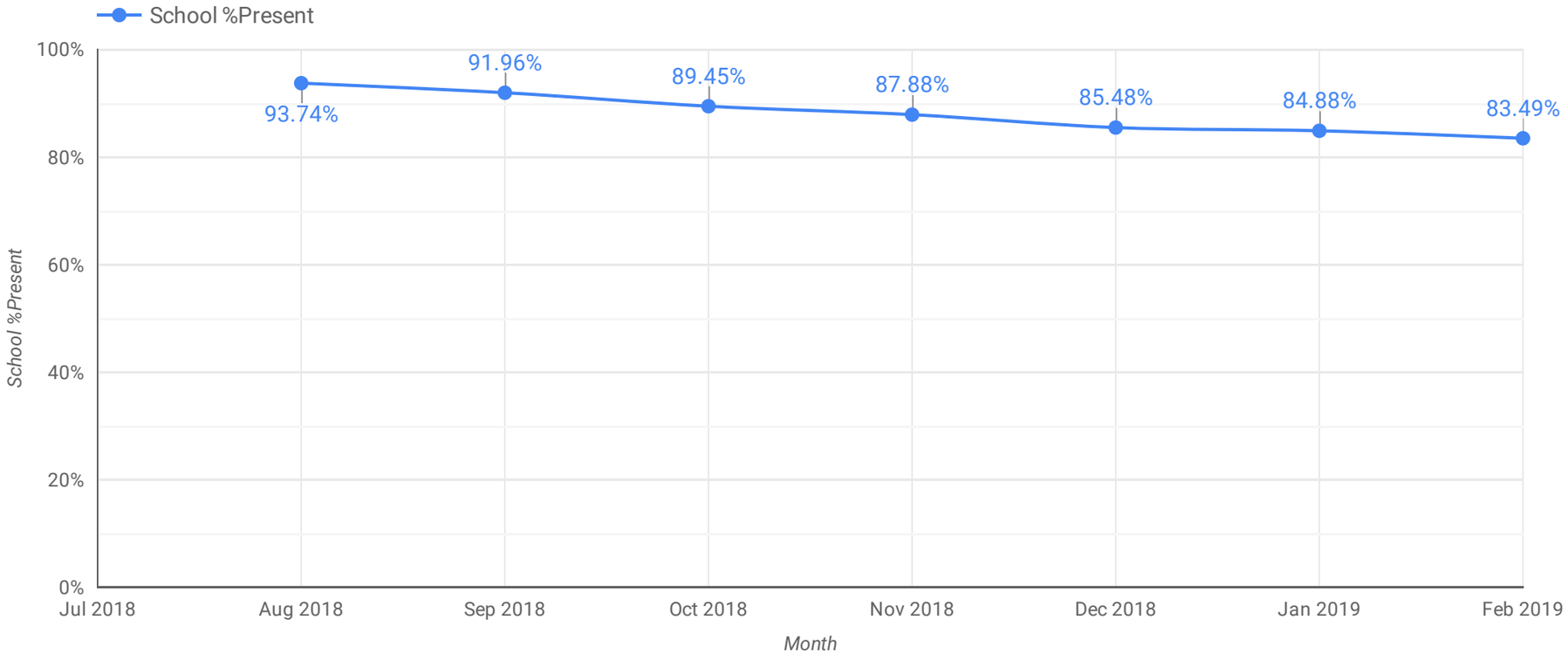
Students exhibit a strong grasp of the content of the lesson.



Math IPG Walkthrough Tool

Average Percent of Student Attendance per Day Each Month School Level Data

School Name



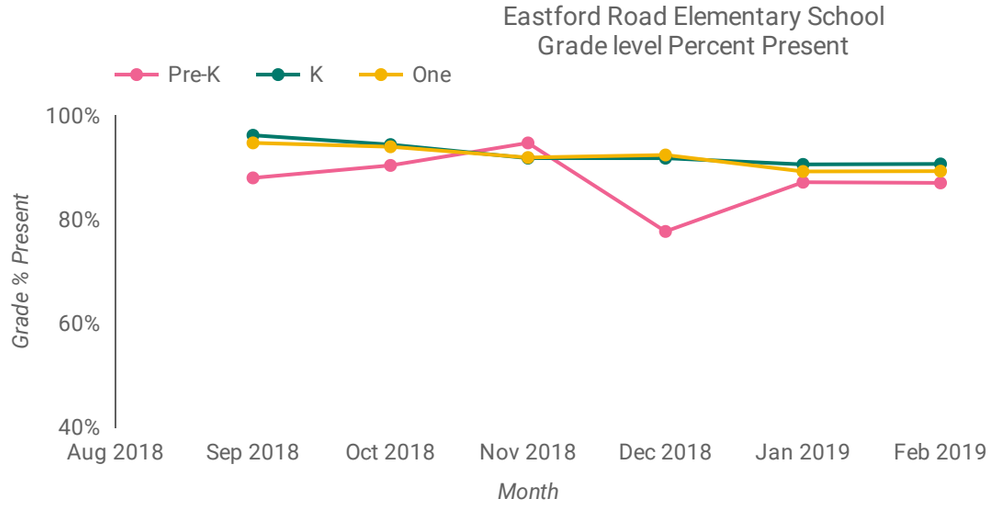
School Name	August	September	October	November	December	January	February
West Street Elementary School	327	327	327	327	327	327	327
Southbridge Middle School	490	490	490	490	490	490	490
Southbridge High School	500	500	500	500	500	500	500
Southbridge Academy	35	35	35	35	35	35	35
Eastford Road Elementary School	387	387	387	387	387	387	387
Charlton Street Elementary School	293	293	293	293	293	293	293
Grand total	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**

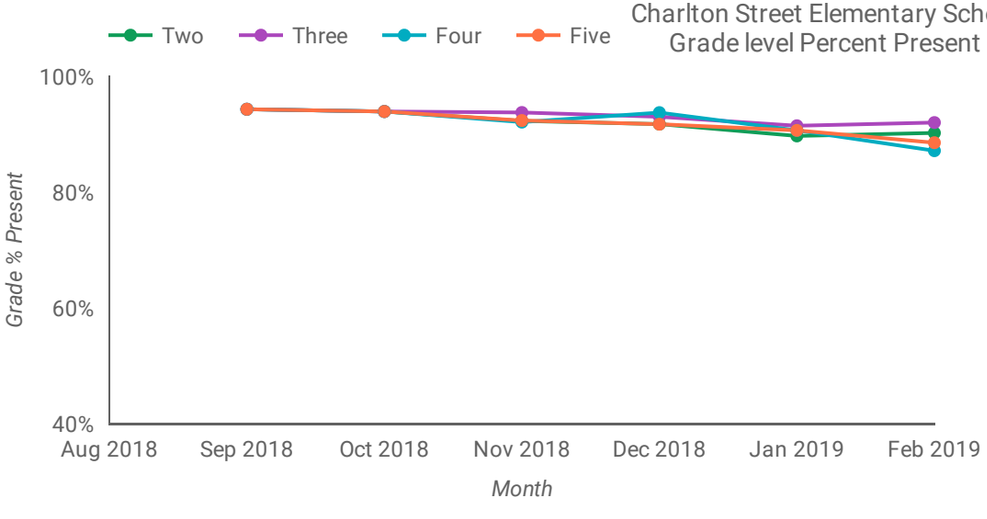
1 - 6 / 6

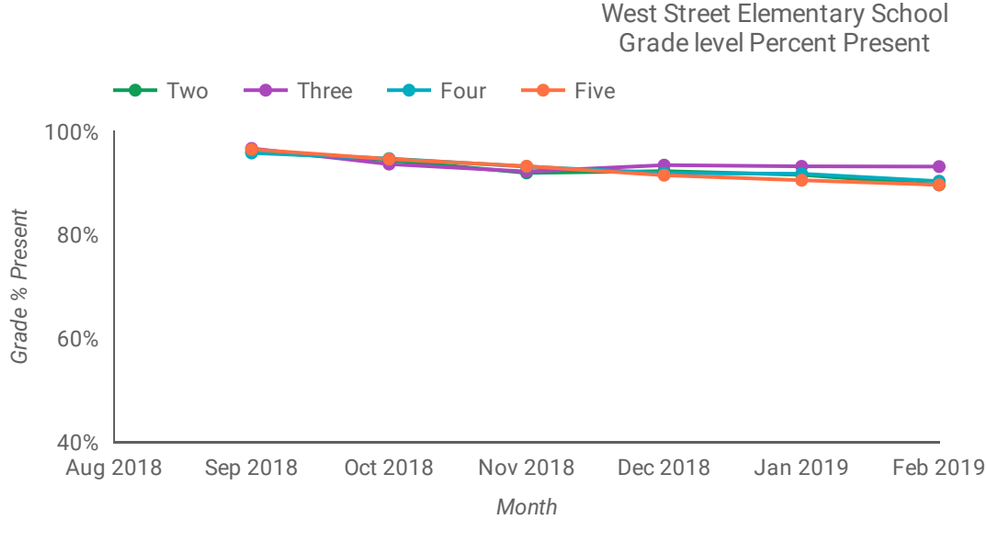
Average Percent of Student Attendance per Day Each Month Primary Grade Level Data

Grade

School Name







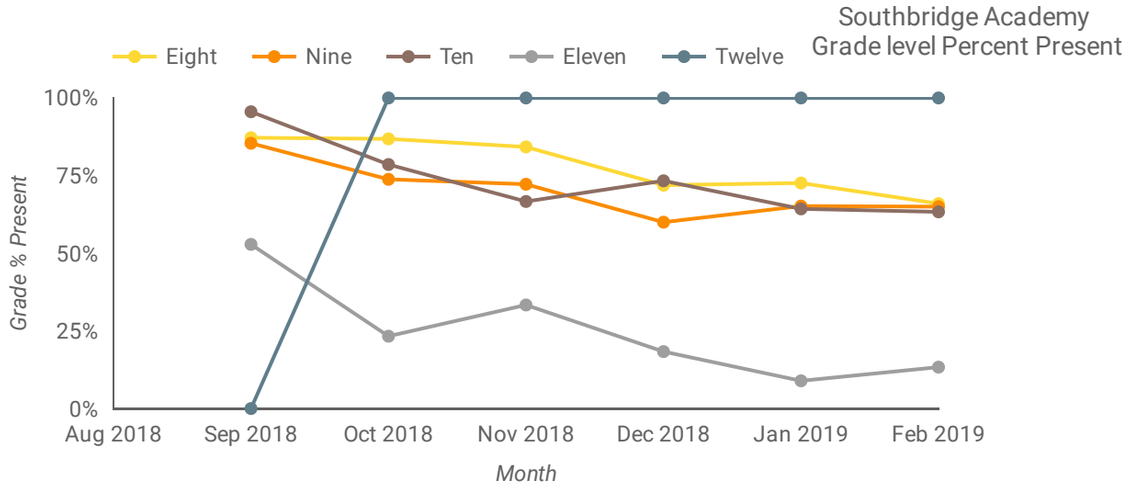
School Name	Grade	August	September	October	November	December	January	February
Eastford Road Elementary School	Pre-K	72	72	72	72	72	72	72
Eastford Road Elementary School	K	147	147	147	147	147	147	147
Eastford Road Elementary School	One	168	168	168	168	168	168	168
	Grand total	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**

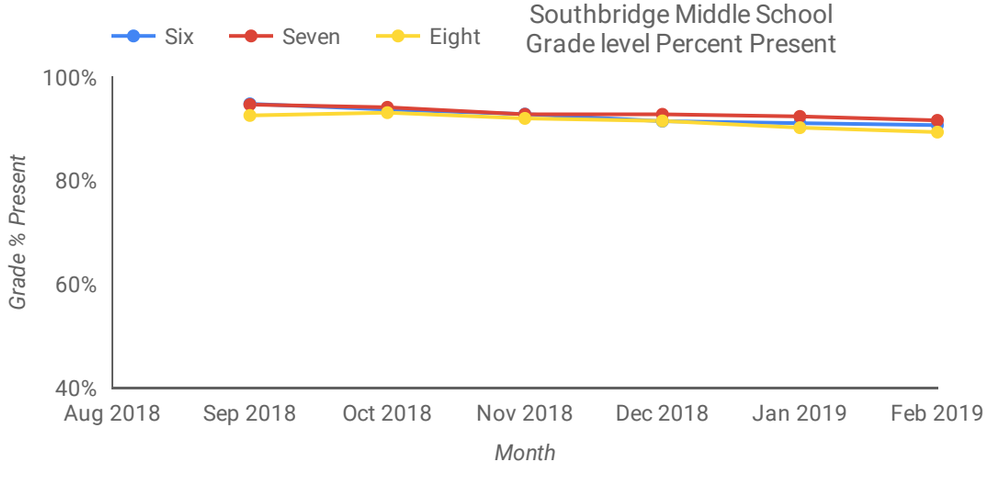
1 - 14 / 14

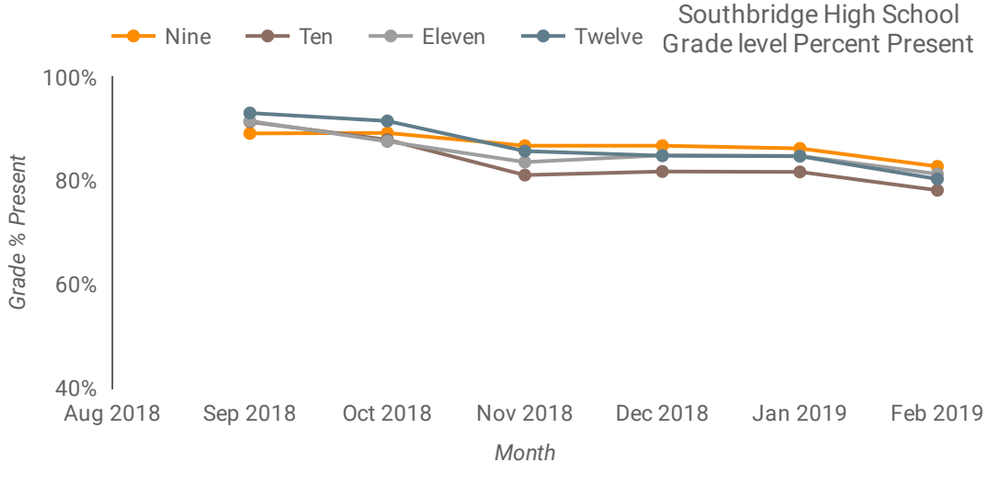
Average Percent of Student Attendance per Day Each Month Secondary Grade Level Data

Grade

School Name







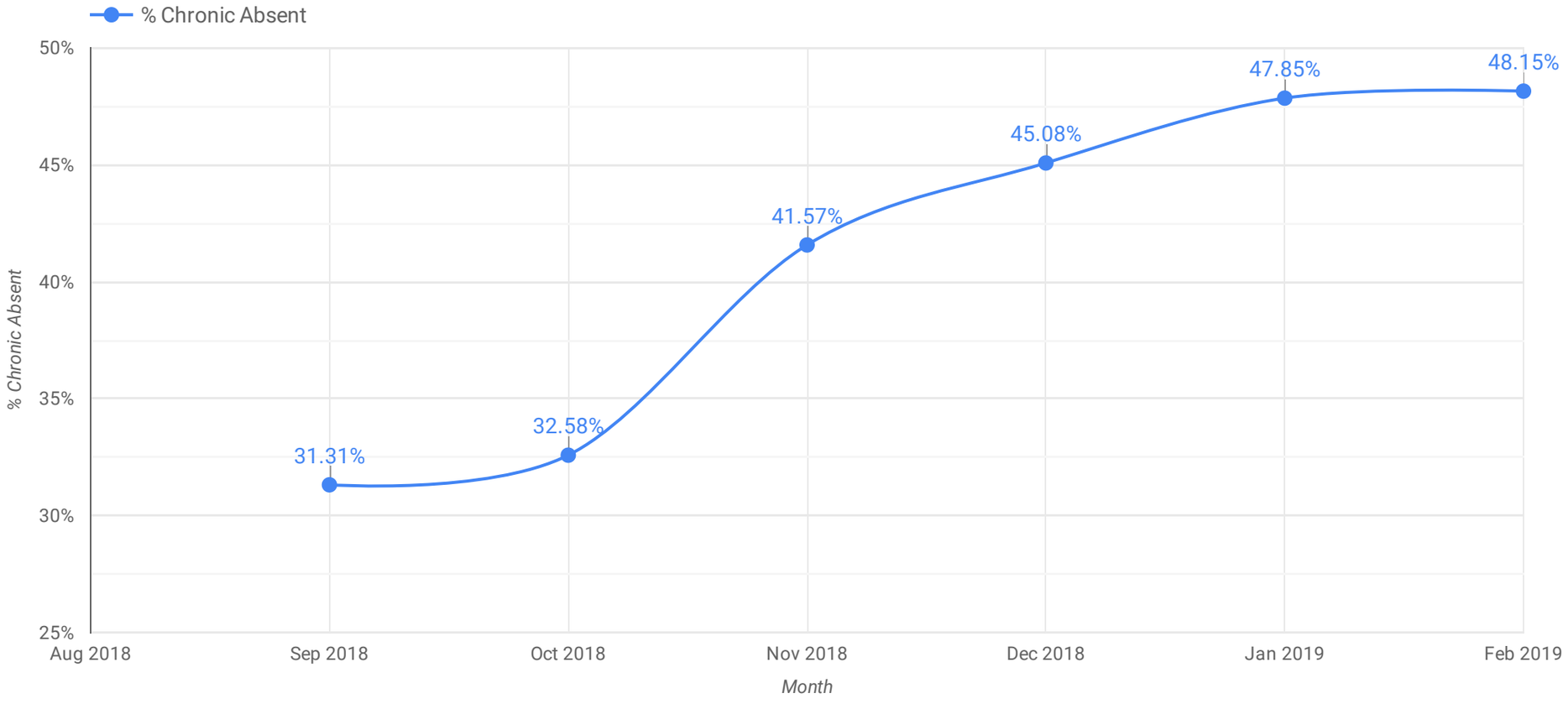
School Name	Grade	August	September	October	November	December	January	February
Southbridge Middle School	Six	160	160	160	160	160	160	160
Southbridge Middle School	Seven	161	161	161	161	161	161	161
Southbridge Middle School	Eight	169	169	169	169	169	169	169
	Grand total	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**

1 - 13 / 13

Percent of Students Chronically Absent Each Month

Grade

School Name



School Name	Grade	August	September	October	November	December	January	February
Eastford Road Elementary School	Pre-K	72	72	72	72	72	72	72
Eastford Road Elementary School	K	147	147	147	147	147	147	147
Eastford Road Elementary School	One	168	168	168	168	168	168	168
	Grand total	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**

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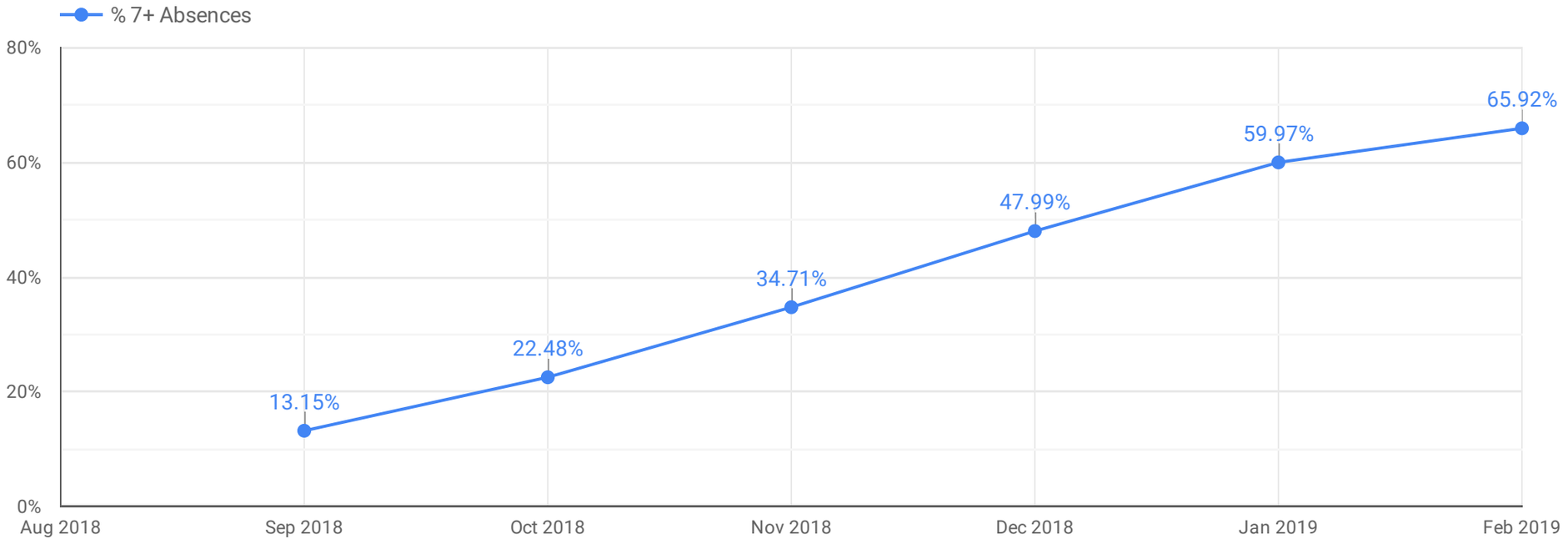
Grade

School Name

Percent of Students with 7 or More Absences by Month



School Name	Grade	September	October	November	December	January	February
Eastford Road Elementary School	Pre-K	2	11	18	31	42	46
Eastford Road Elementary School	K	0	4	16	29	56	75
Eastford Road Elementary School	One	4	14	27	45	77	89
	Grand total	**59**	**210**	**414**	**609**	**903**	**1,096**

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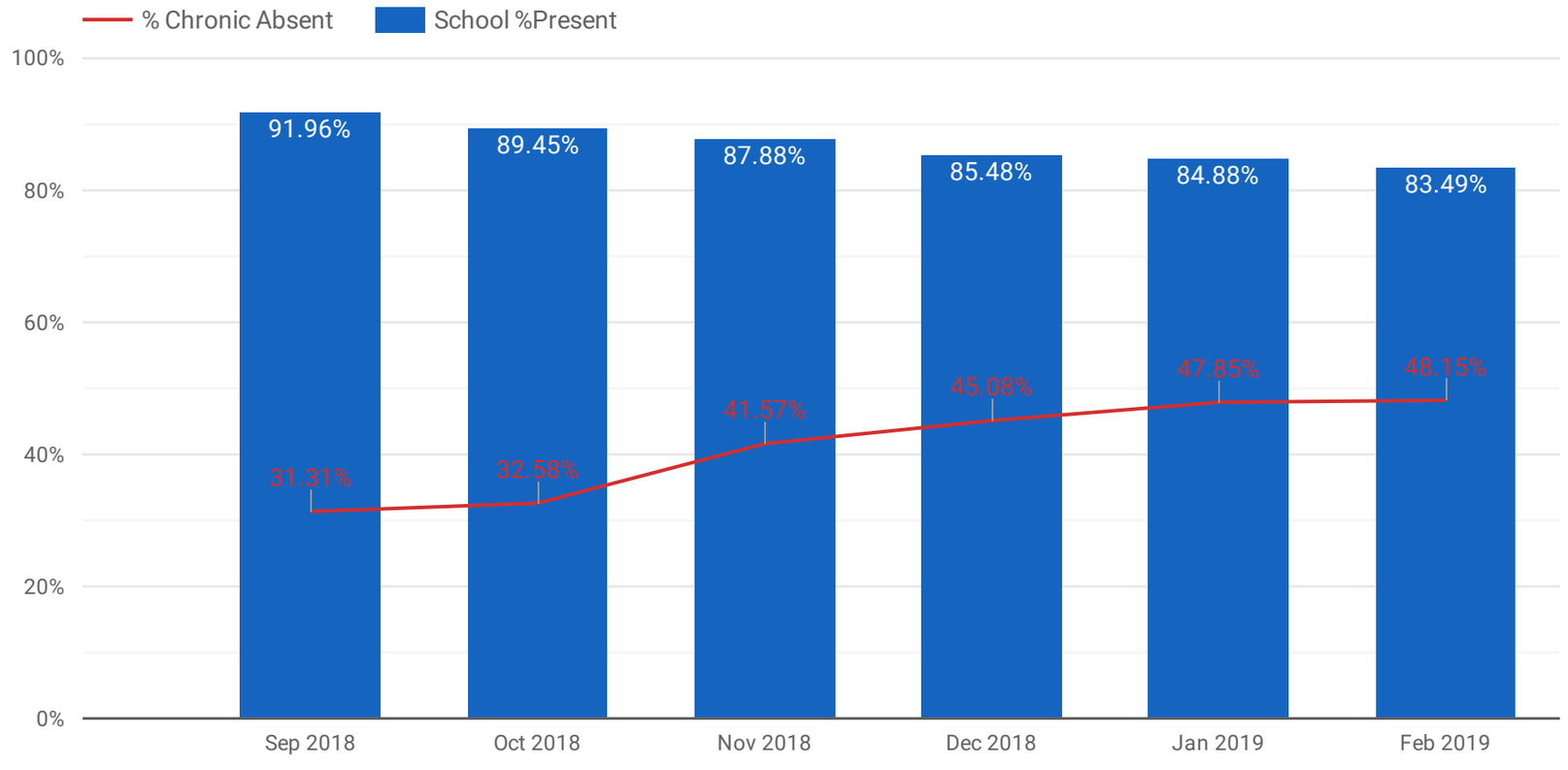
Percent of Student Attendance and Chronic Absenteeism School Level Data

School Name



School Name	August	September	October	November	December	January	February
Eastford Road Elementary School	387	387	387	387	387	387	387
Charlton Street Elementary School	293	293	293	293	293	293	293
West Street Elementary School	327	327	327	327	327	327	327
Grand total	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**	**2,032**

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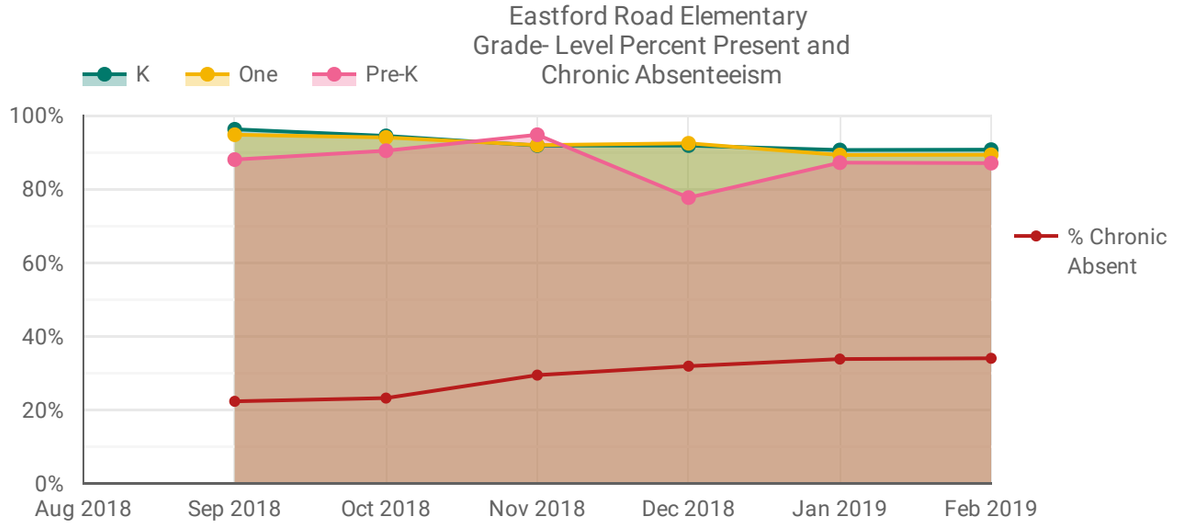
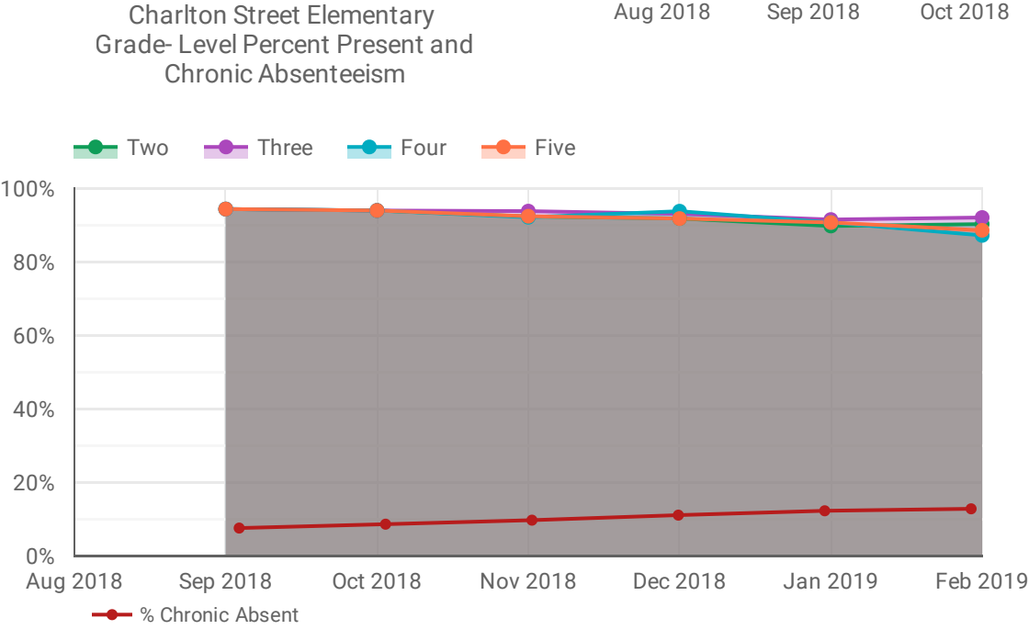
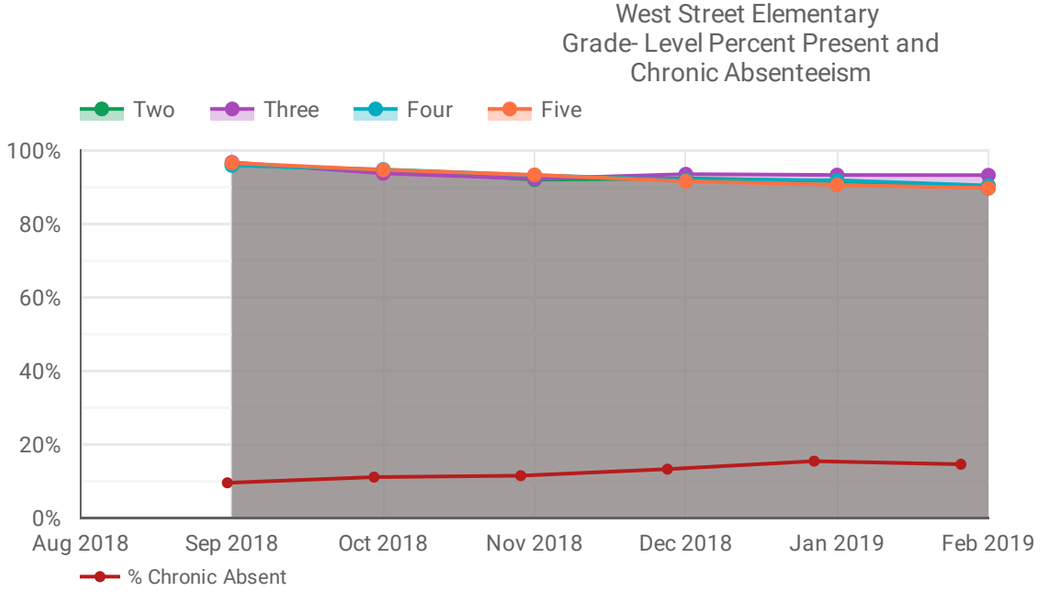
Average Percent of Student Attendance and Chronic Absenteeism Primary Grade Level Data

Grade

School Name



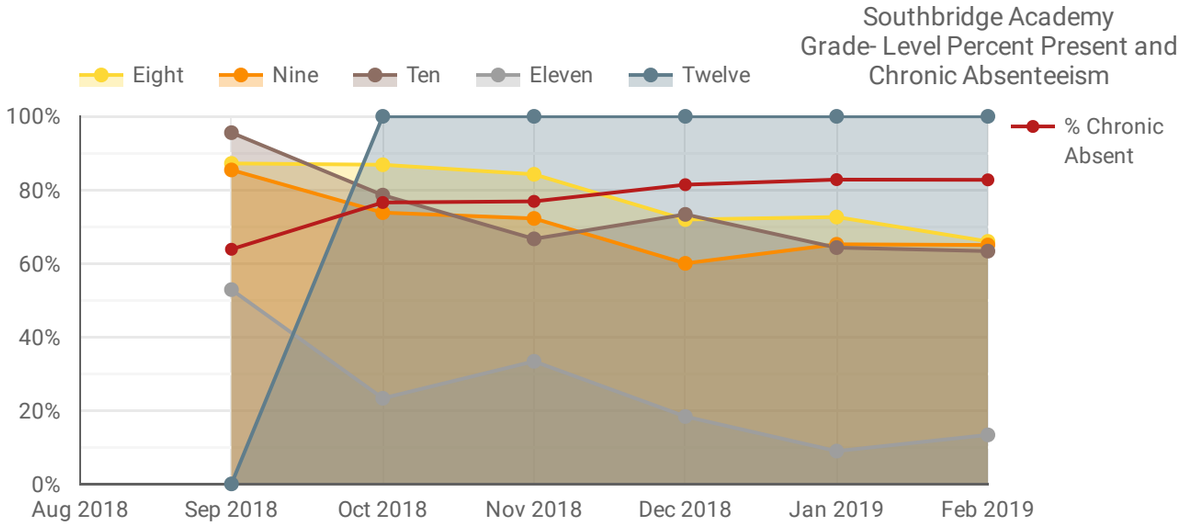


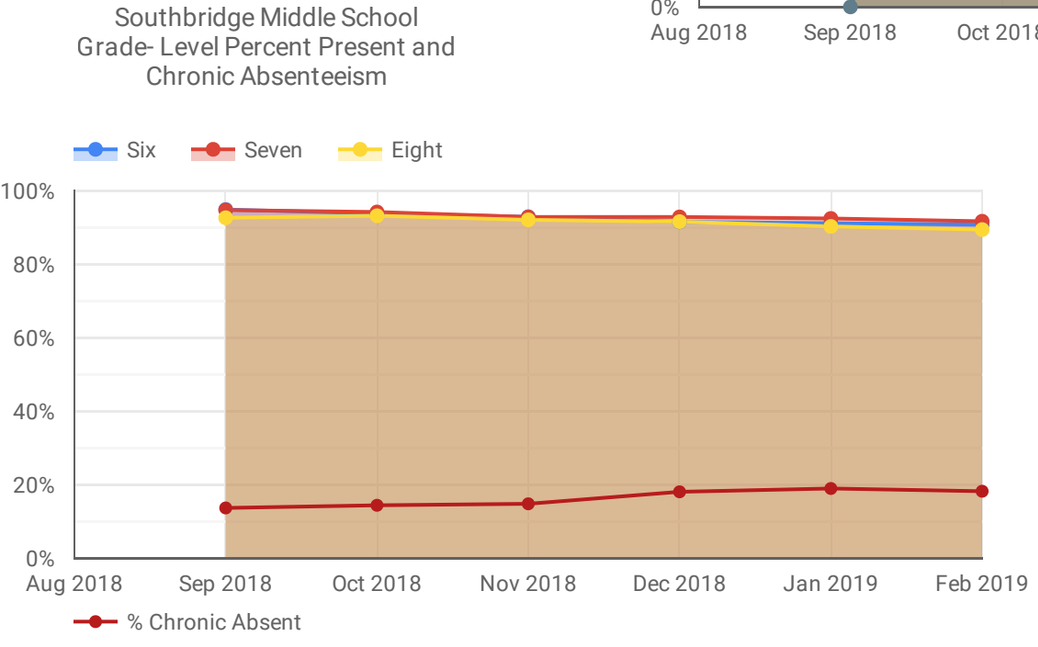


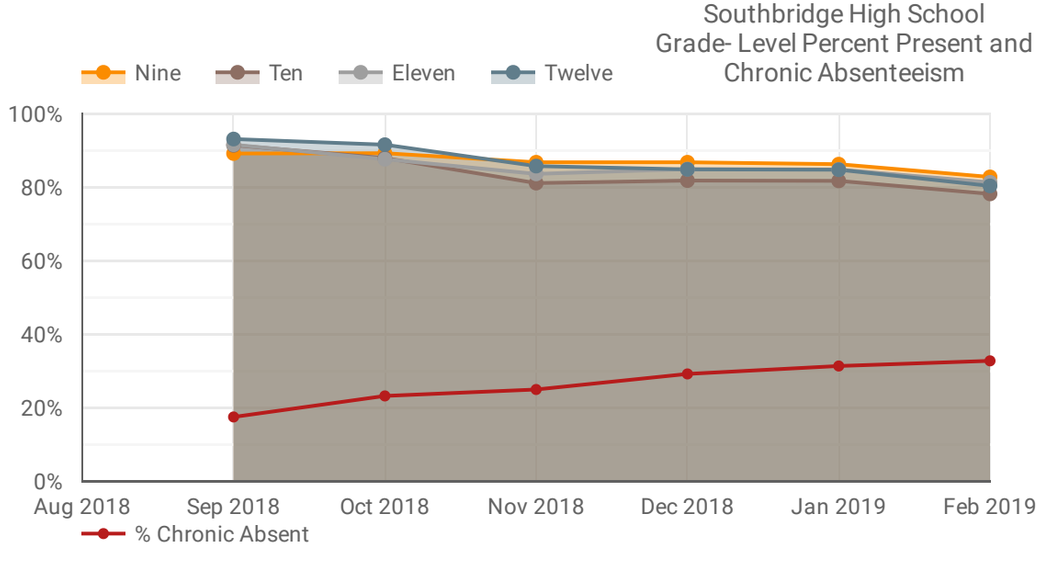
School Name	Grade	August	Septem…	October	November	December	January	February
Eastford Road Elementary School	Pre-K	72	72	72	72	72	72	72
Eastford Road Elementary School	K	147	147	147	147	147	147	147
Eastford Road Elementary School	One	168	168	168	168	168	168	168
	Grand total	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**	**1,007**

Average Percent of Student Attendance and Chronic Absenteeism Secondary Grade Level Data

Month | Grade | School Name





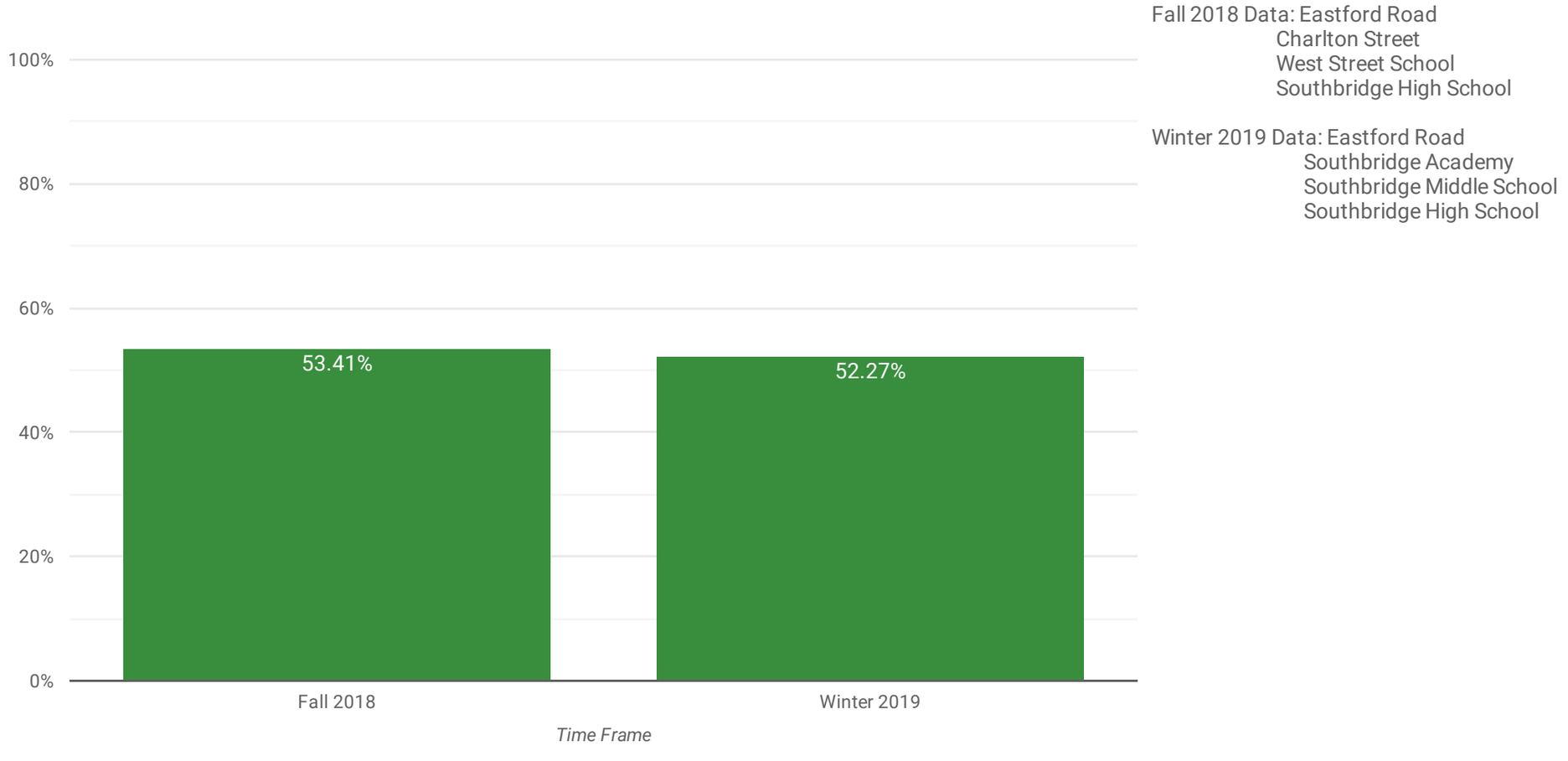


School Name	Grade	August	Septem...	October	November	December	January	February
Southbridge Middle School	Six	160	160	160	160	160	160	160
Southbridge Middle School	Seven	161	161	161	161	161	161	161
Southbridge Middle School	Eight	169	169	169	169	169	169	169
	Grand total	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**	**1,025**

Team Implementation Checklist

Total Score

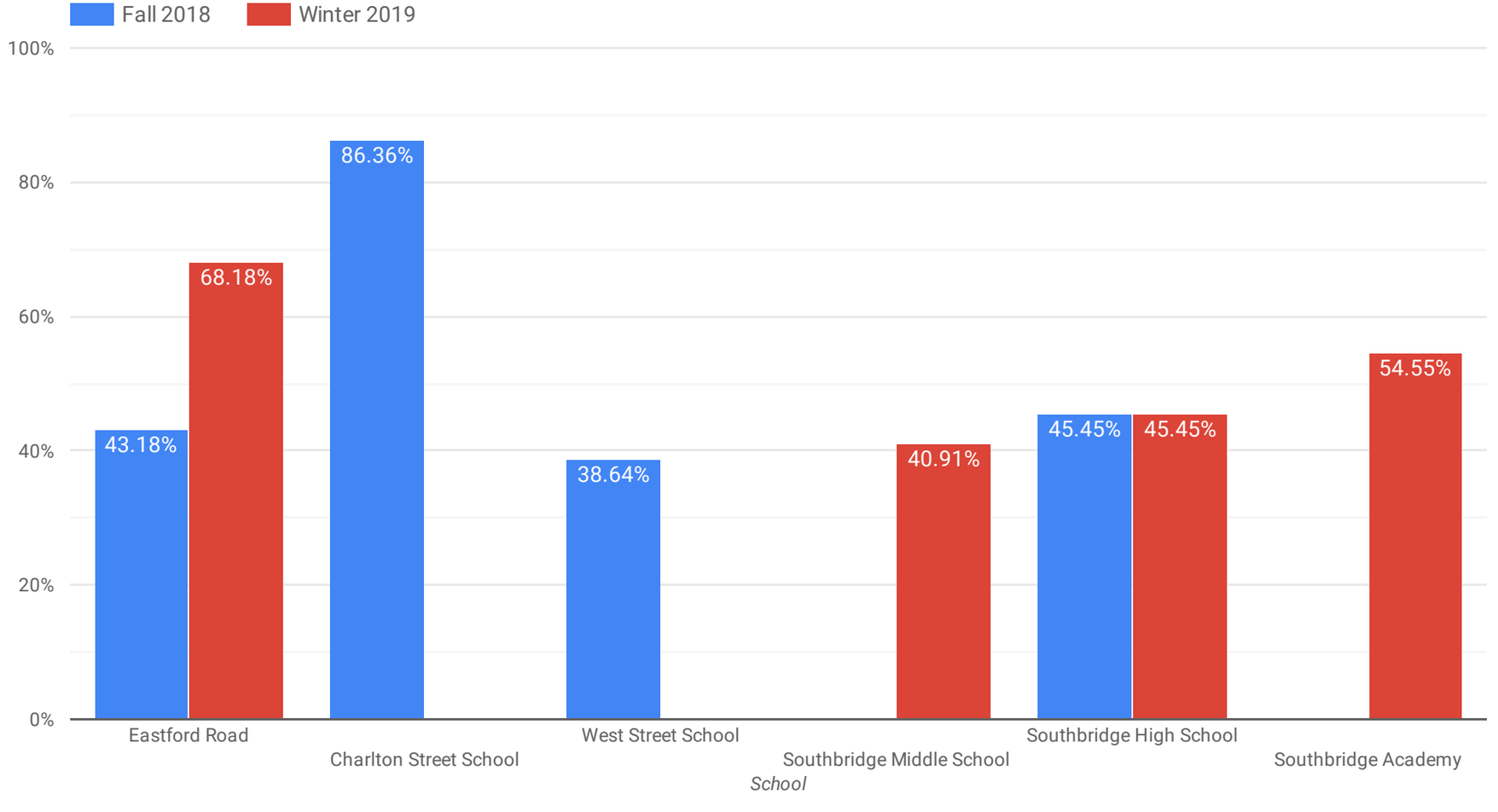
School



Team Implementation Checklist

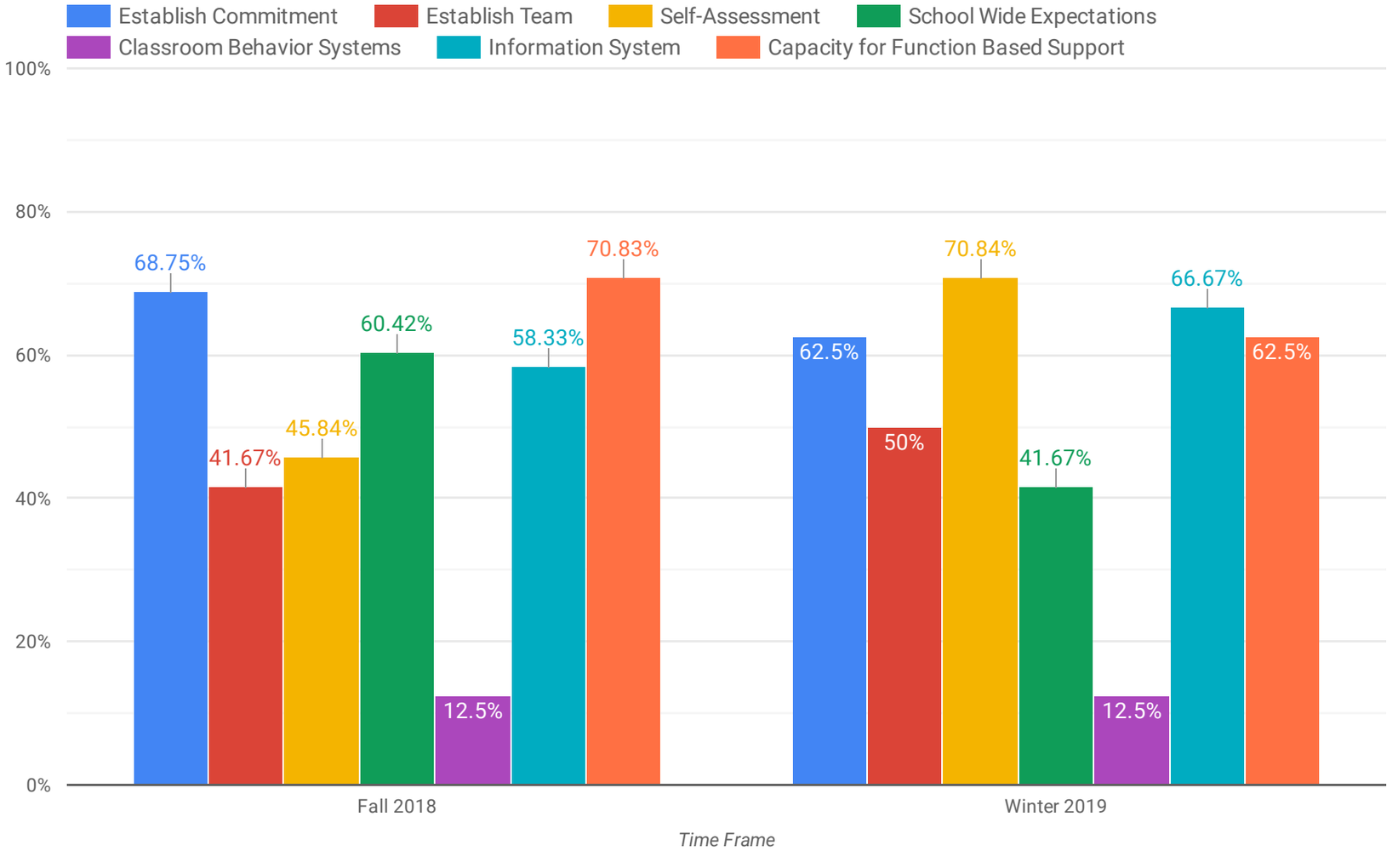
Total Score

School

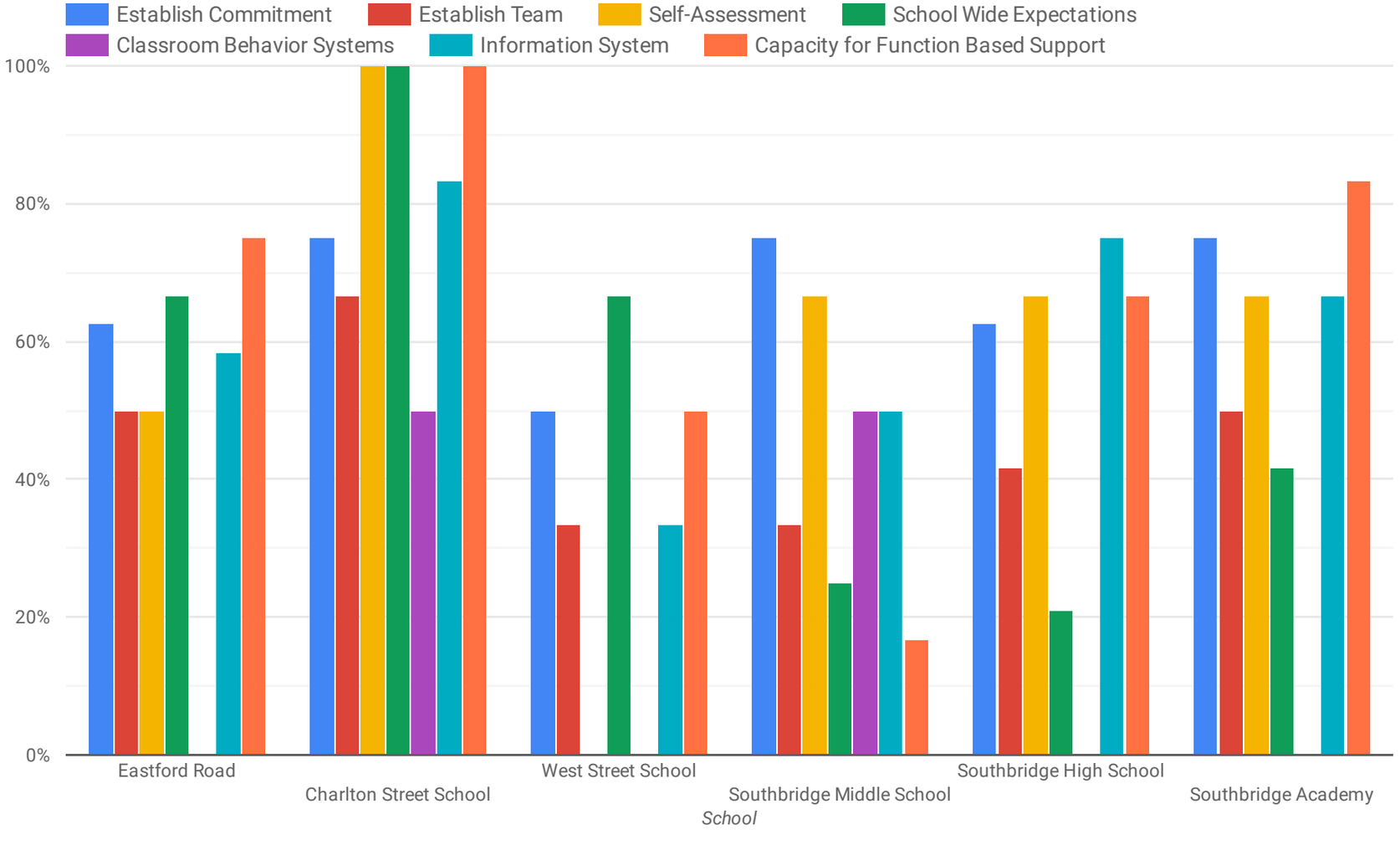


Team Implementation Checklist
Subscale Scores

School



Team Implementation Checklist
Subscale Scores

Time Frame

School