Data Changes Everything

Charting the Cs
Conference 2025:

To Literacy and Beyond

Cooperation
Communication
Collaboration

April 30, 2025

Kelli Roddy, Data & Systems Architect

Kate Schroeder, M.S., BCBA, LBA

Data Changes Everything

Our **Student Data System** is an easy to use and effective data collecting tool that will help you improve your students educational outcomes and better support their learning.

What does our Add-on do?

- ## Collect your student data

Case Manager	First Name	Last Name	Expectation 1	Expectation 2	Expectation 3	Skill 1	Skill 2	Target Behavior 1	Target Behavior 2
Sheri Purple	Cheryl	Adkins	In assigned place	Being responsible	Learning and completing tasks	Self awareness		Verbal/physical disruption	
Fred Smith	Fredrick	Benson	In assigned place	Being responsible	Learning and completing tasks	Self awareness		Verbal/physical disruption	Noncompliance
Laurie Wagner	Dustin	Caldwell	In assigned place	Being responsible		Self awareness	Self management	Verbal/physical disruption	Elopement/out of place

- ## Help **Visualize** that data

Why collect Student Data?

- To **confidently** analysis the progress of your students over the school year

- To **isolate** time periods, days of weeks, time of year or other factors that are causing your students to struggle

- To establish **interventions** to help your students achieve success by determining:
  - **Who** requires interventions
  - **What** interventions should be implemented
  - **When** they should be implemented
  - ***Were they effective***

What Happens without Good Data?

- We risk continuing an **ineffective** intervention when no changes have occurred

- Or worse, discontinuing an **effective** intervention when improvement was not perceived

What Type of Data does our Add-On Collect?

- **Classroom Expectations**
  - Positive behaviors expected to be demonstrated in the classroom.
    - Based on the Positive Behavior Interventions and Supports (PBIS) framework.

- **Social Emotional Skills**
  - Positive approaches to better understand and manage emotions and how to related to others.
    - Based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.

- **Target Behaviors**
  - Specific behaviors chosen to decrease through intervention.

What can be Personalize with our Add-On?

- Although the Type of Data is fixed, you can personalized the following for your students:

  - Categories within each data type
  - The use of time periods and the description of those time periods
  - Dividing the students by teacher or case manager
  - Using reinforcers for Social Emotional Skills

Getting Started

- Decide what type of data to **measure** for each student
  - 0-3 Classroom Expectations: In Assigned Place, Being Responsible, etc.
  - 0-3 Social Emotional Skills: Relationships, Self Awareness, etc.
  - 0-3 Target Behaviors: Noncompliance, Physical aggression, etc.
- Determine how to **define** each type
  - Make sure your definitions are clear, concise and objective

- Understand the type of **responses** our Add-On allows
  - Only some responses can be **easily** analyzed
    - We use: Yes, No, No Opportunity
    - Not: Frequency, Duration, Scale

The Definition of what you Measure is Key

First Try

Verbal Aggression: yells, swears or insults

Better

Verbal Aggression: Verbal behaviors directed at others that exceeds the content appropriate for school setting. This includes name calling, threats to cause harm to others, swearing at others and/or making degrading comments about another person's disability, sexual orientation, race, religion or culture. This does not include swearing that is not directed at others.

Formulating Your Definitions

- Classroom Expectations
  - Answers Available: 'Yes', 'No'
  - Write your definition so the **desired response** is 'Yes'
    - Use: "Completing all expected class work and/or worked the entire class periods"
    - Not: "Did not complete expected class work or did not work the entire class periods"
- Social Emotional Skills
  - Answers Available: 'Yes', 'No', 'No Opportunity'
  - Write your definition so the **desired response** is 'Yes'
    - Use: "Ignoring off task/disruptive peers"
    - Not: "Engaging in off task/disruptive peers"

Formulating Your Definitions cont.

- Target Behaviors
  - Answers Available: 'Yes', 'No'
  - Write your definition so the **desired response** is 'No'

    - Use: "Leaving the environment, assigned location, or presence of others without requesting or having expressed permission"
    - Not: "Asked for permission to leave the environment, assigned location, or presence of others"

Think about the Process of Collecting Your Data

- Who will be collecting the data?
  - Will they understand how to **respond** based on your definition?

- Collecting **reliable** data means:
  - Having clear, measurable definitions
    - Get staff input in creating those definitions
      - Show them the results of their work
      - Inform them how the data is used

- **Train** staff
  - Do not assume staff know how to respond - or know how to use the system
  - Stress that responses should be objective - it is not the place for sharing opinion
 - Practice taking data!

A Success Story

Quora High School Student

- This student attended 916 schools for 4 years, with struggles each year
- The goal for classroom expectations are 80+% in each category
- Teachers and staff reported student was in need of behavioral intervention - which our data reflect

Percent of Classroom Expectations Points Earned in ALL Classes
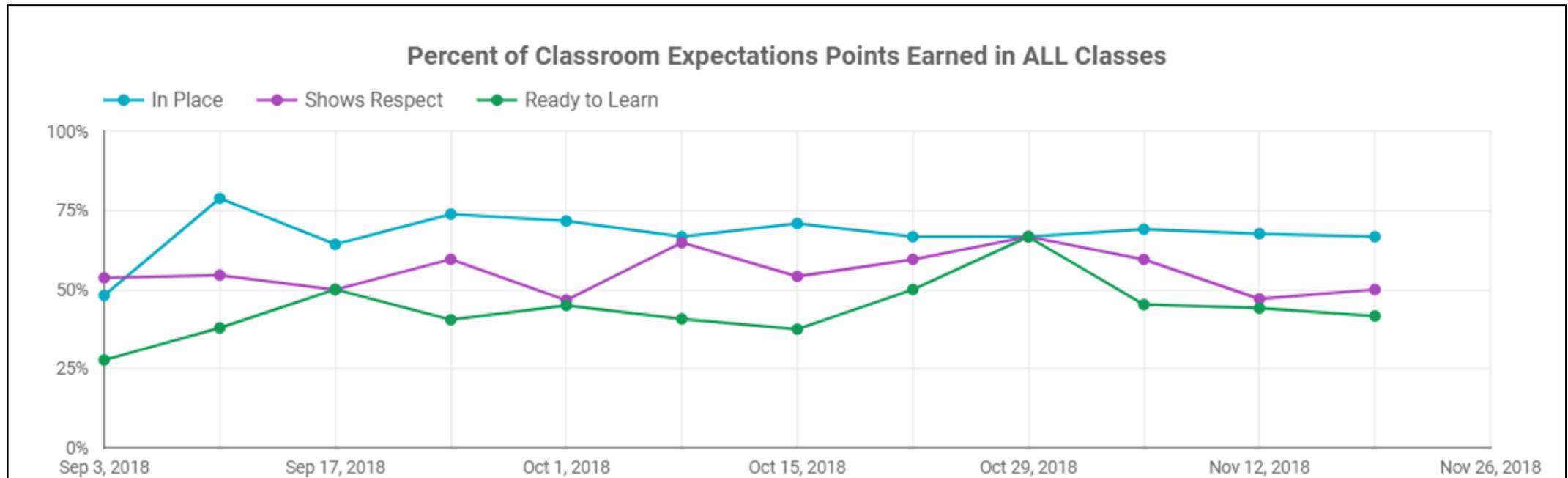
Quora High School Student cont.

- Digging deeper, we saw the student was really struggling in the afternoon, which prompted an intervention targeting just **those afternoon classes**.
- Although the case manager was on board, there were doubts. **Before having our data system**, so many things were tried but they did not produce the desired results.

Percent of Classroom Expectations Points Earned per Class
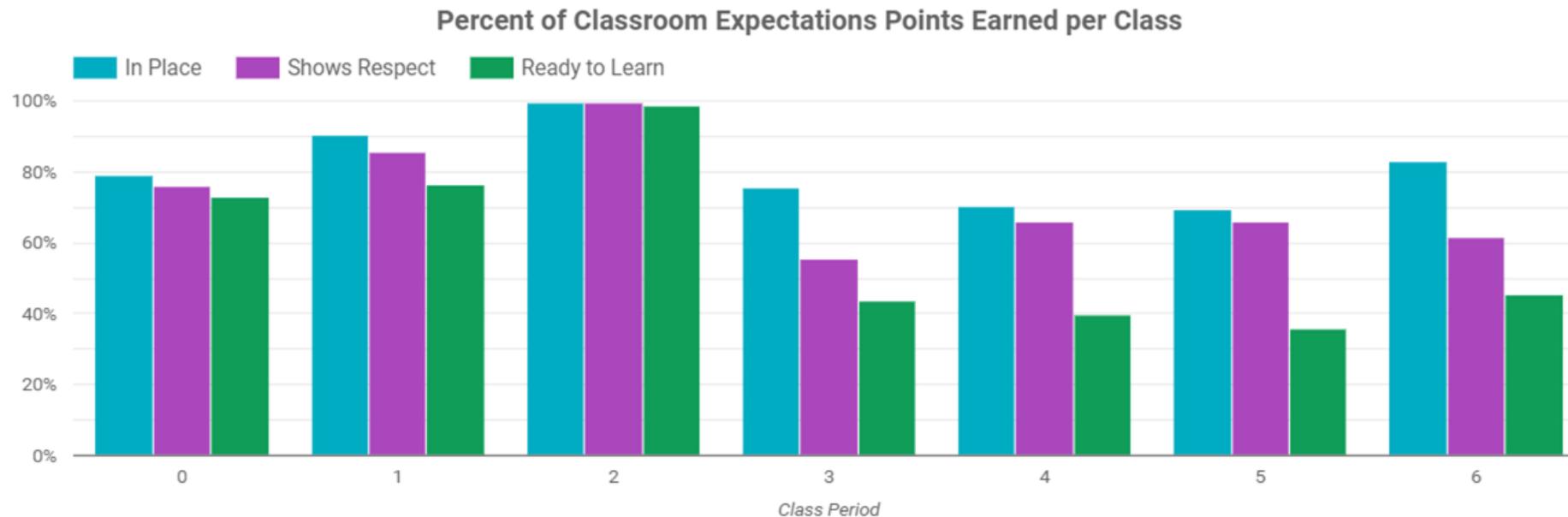
Quora High School Student cont. 2

- After the intervention was in place, how did the rest of the school year go?
  - There was a steady increase in classroom expectation with the student ending the year with all expectations 80+%
  - The student transitioned back to their home district where the student continued to do well - getting a job and being nominated for student of the month

Setting Up The
Student Data System
Google Sheets™ Add-on

Using our Add-On

- Follow the steps outlined on the How to Use page of our Add-On's website
- Enter at least one student and one row of data.

  - Sam Sample

- Create your visualization with Looker Studio. The steps to follow are on our How to Use page

  - Make sure you delete the sample data from your spreadsheet after your report has been created

- Need help with categories and definitions?

  - Check out our example categories and questions

Supporting your Efforts

- [Example Categories and Definitions](#)
- [How to Use Page](#)
- Additional Resources
  - Looker Studio Training
  - [Staff Data Entry Directions](#)
    - If you will be sharing a roster you can protect and hide spreadsheet tabs to protect your data

- You can also set up a daily calendar invite or send an email with the spreadsheet link to help staff remember to enter data
- [Student Behavior Data - Paper Template](#)
  - Inevitably, there will be a time when the internet is down so a paper document could be needed
  - **Set this up in advance and ensure it is accurate and matches your spreadsheet**

Changes needed for a new School Year

- You will need to change the School Year in your System Info sheet
  - Responses will continue to accumulate and trends can be viewed across years

	A	B	C	D
	School Year	**Class Periods**	**Expectations**	**Skills**
	24-25	1	In assigned place	Relationships skills
		2	Learning and completing tasks	Responsible decision making

OR

- You can create a "New" spreadsheet, going through all of the steps on the How to Use Page
  - Specify the new school year during setup
  - Then copy and paste over your roster, delete past students, add new students

Visualizing your Data with Looker Studio

Google's Looker Studio is a **no-cost** tool that turns your data into informative, easy to read, easy to share, and fully customizable dashboards and reports.

Looker Studio

Looker Studio - a Business Intelligence Tool

- Business intelligence (BI) is a technology-driven process to analyze the data used by organizations to make informed decisions.
  - Collects, manages and visualizes data to yield insights that inform strategies and help drive better decision making.

- Using BI Dashboards
  - Show how current performance compares with past performance and how data is trending over time.

What Makes up a Looker Studio Report?

Data

Your data will be

Google Sheets

The Report
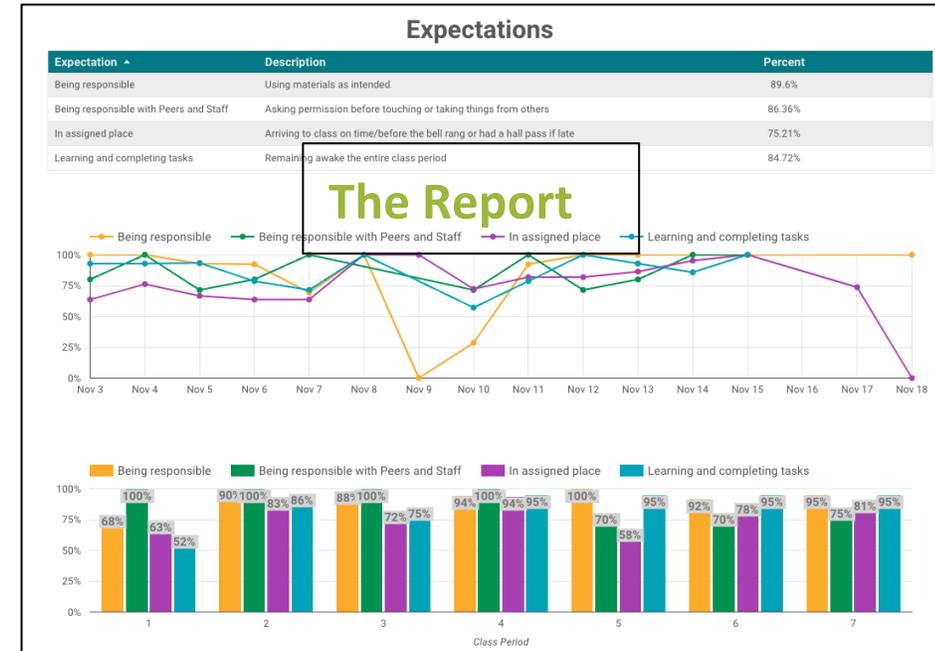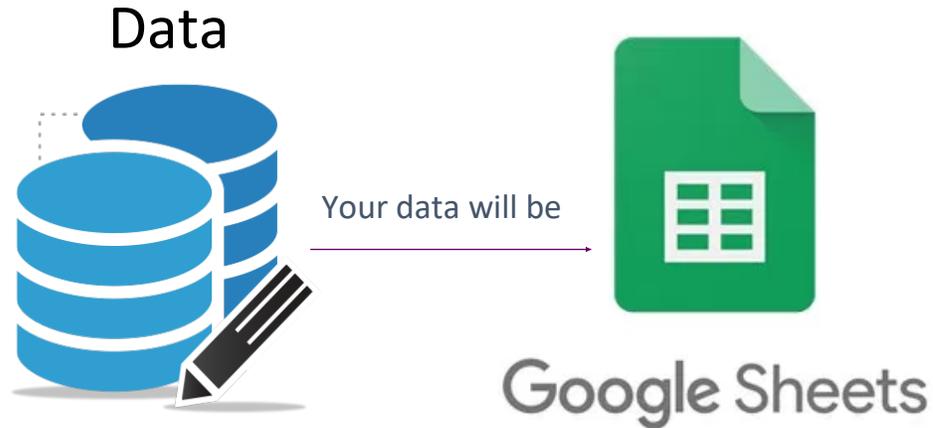
Data Source (Pipe)

What is in those Pipes (Data Sources)?

- **Dimensions**
  - Attributes of your data such as Student Name, Date, Category, School Name

- **Metrics**
  - Quantitative measurements such as Percent of Expectations, Percent of Target Behavior, Count of Reinforcers, Number of Incidents

- **Calculated fields - creating both new dimensions and new metrics**

```
CASE WHEN AUT Program Type Number = 0 THEN AVG( Answer Number )/3 ELSE AVG( Answer Number ) END

(COUNT_DISTINCT(IF ( Total BILSR >=1, PersonId , NULL)))/COUNT_DISTINCT( PersonId )

CASE WHEN Gender = 'M' THEN 'Male'WHEN Gender = 'F' THEN 'Female'ELSE '' END
```

What will the Reports show?

- **Aggregation**
  - Used to summarize the data - Average, Count, Count Distinct, Max, Min, Sum
- **Graphs and charts**
  - Create line, bar, and pie charts, geo maps, area and bubble graphs, tables, pivot tables, and more

Questions?

Please provide your feedback

Contact Us!

Thank you!

Kelli Roddy: kroddy@916schools.org

Kate Schroeder: kaschroe@916schools.org