Summary Statistics for SY 2013-14 WatchPoint Pilot						
Site		**WatchPoint Area**			**Unduplicated**	**"Max"**
		Att	Disc	Grades	Enrollment	
Erickson	N	6	26	127	756	87
	%	0.8%	3.4%	16.8%		14.7%
Tully	N			79	492	48
	%			16.1%		11.1%
Elem Avg	N	**8**	**26**	**206**	**1248**	
	%	**0.6%**	**2.1%**	**16.5%**		
Naylor K-8	N	37	26	158	762	119
	%	4.9%	3.4%	20.7%		19.5%
Doolen	N	106	133	204	1010	182
	%	10.5%	13.2%	20.2%		23.1%
Valencia	N	139	136	538	1184	512
	%	11.7%	11.5%	45.4%		52.7%
MS Avg	N	**245**	**269**	**742**	**2194**	
	%	**11.2%**	**12.3%**	**33.8%**		
Pueblo	N	103	35	839	1728	687
	%	6.0%	2.0%	48.6%		70.8%
Rincon	N	83	52	526	1324	420
	%	6.3%	3.9%	39.7%		38.5%
HS Avg	N	**186**	**87**	**1365**	**3052**	
	%	**6.1%**	**2.9%**	**44.7%**		
"Max" is the maximum number of students on any day with a Watchpoint, and may be different dates for different schools. It is also compared to that days enrollment, not the unduplicated enrollment.						

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Active WatchPoint & Intervention Data 08.01.13 - 11.01.13 by Site by Category

	Category	IB Inter-ventions	GT Inter-ventions	Students w/ Inter-ventions	Total Active Watch Points	% w/ Int	11.01 Enr	% with WP
Erickson	Attendance					100.0%		
	Discipline				11	63.6%		
	Elem Grades			10	76	13.2%	602	12.6%
Tully	Elem Grades				50	0.0%	426	11.7%
Doolen	Attendance				19	36.8%	779	2.4%
	Discipline		35	35	46	76.1%	779	5.9%
	MS/HS Grades		37	37	67	55.2%	779	8.6%
Naylor K-8	Attendance					0.0%	588	1.2%
	Discipline					44.4%	588	1.5%
	MS/HS Grades		12	12	37	32.4%	588	6.3%
	Elem Grades				37	13.5%	588	6.3%
Valencia	Discipline	10	24	24	30	80.0%	974	3.1%
	MS/HS Grades		163	163	209	78.0%	974	21.5%
Pueblo	Discipline				10	50.0%	1466	0.7%
	MS/HS Grades	273	226	370	577	64.1%	1466	39.4%
Rincon	Discipline				15	46.7%	1090	1.4%
	MS/HS Grades	188	112	226	301	75.1%	1090	27.6%
	Total Att				**28**	**32.1%**		
	Total Disc	**22**	**52**	**58**	**91**	**63.7%**		
	Total Grades	**465**	**563**	**823**	**1354**	**60.8%**		
	Total	**488**	**623**	**890**	**1473**	**60.4%**		

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Active WatchPoint & Intervention Data 08.01.13 - 11.01.13 by Race/Ethnicity by Category

	White			African American			Hispanic/ Latino			Native American			Asian/ Pacific Islander			Multi Racial		
	W	I	%	W	I	%	W	I	%	W	I	%	W	I	%	W	I	%
Att			0%			40%	17		35%			0%			0%			0%
Beh	16	11	69%	16	12	75%	73	51	70%			25%			25%			25%
MHrd	102	58	57%	50	34	68%	938	632	67%	63	55	38%	22	17	38%	16	12	38%
EGrd	26		12%	25		16%	92		7%			0%			0%	10		0%
Total	147	72	49%	96	52	54%	1120	695	62%	79	61	77%	30	19	63%	31	15	48%

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1. In the SIIS Pilot, are WatchPoints working?   10   **80.0%**   20.0%

2. Why or why not?

Every student that has been flagged is showing on the system.
The program provides the names of students that need interventions.
I am able to access the information and the appropriate students are being flagged.
We did not have an LSC until recently.
For those students in Watchpoint, can one enter in Mohave notes?, Intervention block, or Grant Tracker? All three systems are going on @ the same in my school. Some enter in notes, others in Intervention, & still others in Grant Tracker. Where do you want the WatchPoint students documented?? Do administrators enter in WatchPoint?
We made the committment to upload all discipline referrals and interventions and it has been informative to track the number of incidents. I would like to pull a list of total numbers of incidents.
I am able to document interventions for all students.
Yes
Yes, because it draws attention to those specifically needing it, No, because there are so many students that are part of the SIIS that it takes to much time for the teachers to enter and update data as needed.
It gives us the ability to track behavior and interventions in a meaningful way.

3. In the SIIS Pilot, are Interventions working?   10   **90.0%**   10.0%

4. Why or why not?

Pilot gives information about who is targeted, but does not insure that interventions assigned or implemented are working and/or measured. Interventions are documented in the intervention block along with everyone else's interventions.
They are working but there needs to be a uniform template for all the intervenors to use so that we are uniform and can track data more closely to see what really works.
I have noticed that several students have "resolved" since the first time they were flagged.
Teachers are documenting interventions in Mojave.
See #2 above. Our list is extensive (over 90 students), we are dividing the names through the support staff who see all students & don't want to duplicate services. Do suspensions count as an Intervention?, Is in-house detention an intervention?, are classroom observations interventions?,
It has been informative to track this data.
They work with documentation.
Yes
Yes for some of the students but when resource personnel are needed (counselors, tutors, etc.) these simply aren't availble due to time and money.
For the most part the interventions are working. In most instances they provide an alternative to more aggressive discipline and remedy the situation. This is not always the case.

5. In the SIIS Pilot, what challenges have you faced with WatchPoints?

My LSC told me our SIIS list has too many students to follow through with. Thresholds may be OK at

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some schools, however, Pueblo's list is too big to follow through with every student.
Too many students are flagged and the follow-up is a big challenge.
Duplicate documentation in both Mojave and Grant Tracker.
Too many students targeted. No one to monitor and assign interventions.
Getting the support team members to document in Mohave Intervention block. We are from different departments & they were told to only enter in certain blocks. Sometimes the administrators do not enter anything, we don't know if they are @ school or have been suspended,etc. Again, where do Pilot schools enter the WatchPoint contact with so many support team members on board?.
Keeping track of all incidents.
Identification, documentation has been addressed. Finding ongoing interventions has been difficult.
Slow process
Unknown.
Time and man power

6. In the SIIS Pilot, what challenges have you faced with Interventions?

Again, too many students to follow. With or without SIIS, we would be identifying students who need interventions and assigning those interventions. The SIIS program just gives us a good head start in identifying those students which saves a lot of time for us.
There are too many students flagged to follow up on a timely manner.
Making contact with all the students on the list.
None
I have notified and met with all 10 support staff members. We meet every other Friday to go over the interventions. Everyone is documenting in 3 different places though. As the LSC, where do I document the WatchPoint interventions vs. the support team?
Helping teachers to understand brevity in recording
Time and support personnel have been the most needed element. We have a great need for so many students.
Fast paced daily occurrences
When a third of the class needs intervention of some sort, it's very difficult to teach to the others.
time and man power to follow up

	n-size	Yes	No
7. LSCs are responsible for notifying the appropriate Intervenors. Has the notification process worked out?	10	**50.0%**	50.0%

8. If not, explain the challenges with notifications.

Time consuming. It is our responsibility to schedule ongoing, regular meetings which we have set for progress every quarter. We held our first quarter progress meeting and will soon hold our 2nd quarter meeting.
I just started so I am still figuring out who to notify.
Did not have an LSC.
Are administrators part of this notification? Are they 'intervenors? I would like clarification on this.

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LSC was just hired
We have a new LSC who is just begining the process.
We work as a team and share responsibilities. School site staff carry the load as LSC's are part time on sites.
When you have a parttime LSC, I'd say no. Also, the teachers nare pressured to do so much, they simply can't follow through with everything.

	n-size	Yes	No
9. LSCs are responsible for coordinating Interventions. Has the coordination process worked out?	10	**50.0%**	50.0%

10. If not, explain the challenges with coordination.

every meeting we hold, team members will share the progress made by their caseload. This includes: EE, ELD, Native American, Mesican American, magnet, and Ki: (9th grade) students.
We have met to initiate the process and will continue to schedule meetngs at the progress.
I just started so I am still figuring out how to coordinate everything.
Did not have an LSC.
See # 5 above...We meet every other Friday for 90 minutes to discuss students, intervention plans, services, documentation, etc. The 10 members of the student support team are adults, they are professionals, and I will not micro- manage them if they have not documented. At what point are they responsible for their documentation vs having the LSC 'responsible for not only coordinating interventions, but you also want me to check the other adults?.
LSC was just hired
We are identifying new and current students.
School site staff steer the boat.
See above.

11. How often are you utilizing the on-line Request for Intervention?

know what this is.
I am unaware of online Request for Interventions.
I don't know what this is.
Never.
Can you please inform me or give me more information on the 'on-line request'
I have submitted under 5
Every day.
when needed
I don't have aq class this year, so I haven't used it.
Our LSC is the point person for this and would have this information

	n-size	Yes	No
12. Are central office departments responding to requests for services?	10	**50.0%**	50.0%
13. Are WatchPoint students getting	10	**90.0%**	10.0%

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interventions?

14. Are the Interventions happening in a timely fashion?	10	**70.0%**	30.0%
15. Are the Interventions getting electronically documented?	10	**90.0%**	10.0%

16. If not, explain the challenges with documenting interventions.

We are trying to get all this done, but time, amount of students, and limited personnel are an challenge. Our LSC has to log in Grant Tracker and Intervention block which is doubling the work.
Documentation is recorded in the Mojave in the intervention block but all teachers have acces to this when they do an intervention. I then have to record the interventions I administer in Mojave and Grant Tracker so I'm not sure how accurate data will become since they are being logged seperately.
The ones that I am seeing are being documented. I am still working out a system to make sure the other Intervenors are documenting in Mojave.
None
See #10 above. Some are not documenting electronically, some don't know where to put the information (i.e. Notes, Grant Tracker, or Interventions). All support staff have different rules to follow per their department (i.e. Pan-Asian, African American, Mexican American, Drop-Out Prevention, etc.) The nurse, psychologist, speech, & special ed., all have their own documentation procedures. I need more clarification.
Not all interventions have been tracked
Unclear
No, time and available resource people are issues.

17. What other WatchPoint or Intervention challenges have you faced?

See above - #16.
See above
No one monitoring the Interventions.
Time Consuming, duplicating services, not knowing where in Mohave to place the information...frustrating! Also, if we are in the classroom with the students, can we document this contact as an Intervention. Many of the support team spends time in the classrooms, but how do we log it?
Behavioral issues that aren't supported by resource services sufficiently-ADHD without meds students are numerous.

18. How did you work through these challenges?

In process.
Collaboration with intervention team that works with students. This team includes the LSC, Magnet Coordinator, ExEd, ELD, MAS, NAS
We finally hired an LSC.
See # 16 above...We then meet again weekly, go over our lists & interventions. Again, this takes time & we make sure we are not duplicating services.
One student at a time. Some were sent with work to other classes if they needed a quieter or less distracting area to work.

19. Please provide additional comments or information.

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We like the program, but it needs to be streamlined in some ways. One thing we need is a template to record interventions and measure progress (to be used by multiple people).

Can you give us a drop box in which we can show how much time we spend documenting in Grant Tracker? This takes a long time & there is nowhere to enter in Grant Tracker the amount of time this project is taking.

Classroom size needs tob be 15-20 for todays technology wired, short attention spann students to work.

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