

Data Protocol Form Illinois ASPIRE

Purpose

Attached is the Data Protocol Form for the Illinois Alliance for School-based Problem-solving and Intervention Resources in Education (ASPIRE) Project. This form details data collection items for the Illinois ASPIRE evaluation protocol. Some items in this form refer to other data entry tools available from <http://www.luc.edu/cseit/aspire.shtml>. Therefore, where indicated, not all items are expected to be completed directly on this form. Such items and other 'not applicable' items will have a grey background.

Administration Instructions

This form is intended to collect demographic and general information at the building level. The form has two main parts:

- Part I is to be completed by the internal coordinator (coach) at the building level.
- Part II is to be completed by regional project director or coordinator.

You can complete the form and send it as an attachment to your Illinois ASPIRE regional director or coordinator. If you have any questions about the form, contact your director or coordinator. Contact information is available on Page iii.

Please complete this form three times per year. When multiple dates are available (for example when data are to be collected three times a year at benchmarks), enter the dates for which you are completing the form. If some of the requested information is not available at the time of completing this form, fill in all of the available information and submit the form by its due date. Provide any missing information on the next submission date for this form.

If your regional evaluator is submitting CBM data directly to Loyola, it is not necessary for you to complete the CBM portion in Part I of this tool.

Deadlines and forms are available at the IL-ASPIRE Program Coordinators Page, which is linked from the CSEIT ASPIRE webpage at <http://www.luc.edu/cseit/aspire.shtml>.

Definition of Terms

1	Average daily enrollment	This information can be accessed from annual school report card.
2	Curriculum based measures	Tools used to assess benchmarks for the whole school. Benchmarks are collected at least for grades K-3.
3	Grade levels for benchmarks	At least K-3.
4	Initial training date	Date when team from school is provided with initial training.
5	Number of instructional school days	Number of days during the school year that students were expected to be in school.
6	Percent at/below benchmark	Percent of students at or below the threshold score at which students would be considered at-risk.
7	Skills areas used for benchmarks	For example: <ul style="list-style-type: none">➤ Initial Sound Fluency: Kindergarten➤ Letter Naming Fluency: Kindergarten, first grade➤ Phoneme Segmentation Fluency: Kindergarten, first grades➤ Nonsense Word Fluency: Kindergarten, first and second grades➤ Oral Reading Fluency: First, second, third, fourth, fifth and sixth grades➤ Fluidez en Nombrar Letras: Kindergarten, first grade➤ Fluidez en la Segmentación de Fonemas: Kindergarten, first grade➤ Fluidez en las Palabras sin Sentido: Kindergarten, first and second grades➤ Fluidez en la Lectura Oral: First, second and third grades➤ Math (to be collected in the future)
8	Training	Illinois ASPIRE-provided professional development workshops conferences, etc.
10	Report Frequency	Time of year when this data are relevant or have access to it.

Illinois ASPIRE Contact Information

Questions about services and resources available from Illinois ASPIRE may be directed to the regional Illinois ASPIRE Centers listed below.

- Illinois ASPIRE – Chicago: Chicago Public Schools, District 299
Contact: Tonia Swoope at tmswoope@cps.k12.il.us or 773-553-2209
- Illinois ASPIRE – North: Northern Suburban Special Education District
Contact: Mark Shinn at markshinn@mac.com or 847-275-7200 (or Peggy Miller at pmiller@nssed.org or 847-831-5100)
(Contact information for the I-ASPIRE North regional coordinators is available at the following link: <http://www.illinoisaspire.org/north/contact.php>)
- Illinois ASPIRE – Central: Peoria Regional Office of Education #48
Contact: Jennifer Jewell at jri@jewellzone.com or 309-673-1040
- Illinois ASPIRE – South: Southern Illinois University
Contact: Melissa Bergstrom at mbergst@siue.edu or 618-650-3182 or Michael McCollum at mmccollum@siue.edu or 618-650-5182
(Contact information for the I-ASPIRE South regional coordinators is available at the following link: <http://www.illinoisaspire.org/south/contact.php>)

Evaluation Contact Information

Questions about the evaluation procedures or forms may be directed to the Loyola University Chicago *Center for School Evaluation, Intervention and Training (CSEIT)* at CSEIT@LUC.EDU. You may also contact Sara Golomb, Statewide Illinois ASPIRE Evaluation Coordinator at sgolomb@luc.edu or 312-915-7082. Our mailing information is: *Center for School Evaluation, Intervention and Training (CSEIT), School of Education, Loyola University Chicago, 820 N. Michigan Avenue, Chicago, IL 60611*

Evaluation questions may also be directed to the regional project evaluators, as follows:

- Illinois ASPIRE – Chicago
Regional Evaluator: David Bell at bell@sxu.edu
- Illinois ASPIRE – North
Regional Evaluator: Ben Ditkowsky at ben@measuredeffects.com
- Illinois ASPIRE – Central
Regional Evaluators: Mark Swerdlik at meswerdlik@ilstu.edu and Gary Cates at glcates@ilstu.edu
- Illinois ASPIRE – South
Regional Evaluator: Ken Hill at kenanddebbiehill@sbcglobal.net

PART I-- TO BE FILLED OUT BY THE BUILDING INTERNAL COACH

BUILDING DATA	Enter information below	Date Collected
IS THE BUILDING AN ASPIRE DATA COLLECTION SCHOOL?	Circle one: YES NO	
IL ASPIRE REGION	Circle one: CHICAGO NORTH CENTRAL SOUTH	September
DISTRICT NAME		September
NUMBER		
SCHOOL NAME		September
ADDRESS		
PHONE		
CONTACT INFORMATION:		
PRINCIPAL NAME		September
ADDRESS		
PHONE		
FAX		
EMAIL		
INTERNAL COACH NAME		September
ADDRESS		
PHONE		
FAX		
EMAIL		
EXTERNAL COACH NAME		September
ADDRESS		
PHONE		
FAX		
EMAIL		

PART I-- TO BE FILLED OUT BY THE BUILDING INTERNAL COACH

BUILDING DATA:	Enter information below	Date Collected
INITIAL TRAINING DATE <i>(BUILDING LEVEL: DATE WHEN TEAM FROM SCHOOL IS PROVIDED WITH INITIAL TRAINING)</i>	Date:	September
NUMBER OF INSTRUCTIONAL SCHOOL DAYS:	Number:	September
AVERAGE DAILY ENROLLMENT	Average:	September
NUMBER OF STUDENTS	Number:	September

IMPLEMENTATION DATA	Date completed	Date Collected
SELF ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION CHECKLIST [SAPSI]: Exact deadlines and forms are available at the IL-ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at http://www.luc.edu/cseit/aspire.shtml	Date	During fall, by December 1
FIDELITY OF IMPLEMENTATION TOOL	Exact deadlines and FORMS are available at the IL-ASPIRE Program Coordinators Page which is linked from the CSEIT ASPIRE webpage at http://www.luc.edu/cseit/aspire.shtml	January

PART I-- TO BE FILLED OUT BY THE BUILDING INTERNAL COACH IF REGIONAL EVALUATORS ARE NOT SUBMITTING CBM DATA DIRECTLY TO LOYOLA

CURRICULUM BASED MEASURES	Enter information below		Date Collected
TIER 1 SCREENING DATA (SCHOOL LEVEL) SCREENING DATES/WINDOW:	Benchmark 1: Start Date:	End Date:	At benchmarks. Two times per year
	Benchmark 2: Start Date:	End Date:	

	Number or % at Benchmark	Number or % Below Benchmark	Mean Score	Building Cut Score (write in space provided) or DIBELS Benchmark Scores	% Students Screened	Total # Students Screened
How to find the data on (Under Aggregate Reports) (Use this if you do DIBELS)	This is the “% L” under each test on the website	To get this, add “% H” and “% M” under each test on the website	X	This data will stay the same. (Separated into	To get this, divide the “# Assessed” by the	This is the “# Assessed” on the website

	Benchmark 3: Start Date:	End Date:	
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on the Palms)				Beginning, Middle and End of year)	"# Students" on the website	
How to find the data on (Under View/Create reports) (Use this if you do DIBELS with paper/pencil)	Click on "Distribution Report". Once you download the report, it will be the number of students who are "Low Risk" for each test.	Click on "Distribution Report". Once you download the report, you will need to add the number of students who are "At Risk" and "Some Risk" for each test.	Click on "Summary Report". Once there, you will see "Mean Score" for each test.	This data will stay the same. (Separated into Beginning, Middle and End of year)	Click on "Participation Summary". Then, divide the "Number of Students Tested" by the total number of students in the grade level.	Click on "Participation Summary". Once there, you will see "Number of Students Tested" for each test
LNF-K				8+ 27+ 40+		
ORF-1 ST				X 20+ 40+		
ORF-2 ND				44+ 68+ 90+		
ORF-3 RD				77+ 92+ 110+		

	Number or % at Benchmark	Number or % Below Benchmark	Mean Score	Building Cut Score (write in space provided) <u>or</u> AIMSweb Benchmark Scores	% Students Screened	Total # Students Screened
<p>How to find the data on Error! Hyperlink reference not valid.</p> <p>Select the "Reports" tab at the top. Select the "Customer" tab on the side. Select your outcome measure and grade level. Select the Achievement %'s report.</p>	This is the % in the "Proficient" category.	To get this, add the percentages under "Questionable" and "Below Basic".	X	This data will stay the same. (Separated into Beginning, Middle and End of year)	To get this, divide the total number of students screened by the total number of students in the grade.	Add the total number of students in all three categories.
LSF-K				7+ 16+ 36+		
R-CBM-1 ST				20+ 40+ 60+		
R-CBM-2 ND				25+ 65+ 90+		
R-CBM-3 RD				80+ 100+ 115+		

IDEL – Indicadores Dinámicos del Éxito en la Lectura (Use only if data are collected). These data are not necessarily recommended to be collected for students in first grade. However, if these data are being collected, please feel free to submit them only IF REGIONAL EVALUATORS ARE NOT SUBMITTING CBM DATA DIRECTLY TO LOYOLA

	Number or Percent at Benchmark	Number or Percent Below Benchmark	Mean Score	Cut Score	Percent of Students Screened	Total # of Students Screened
What it means	Number or percent of students who are at or above the building cut score for each test	Number or percent of students who are below the building cut score for each test	Average Score for each test	DIBELS Benchmark Scores for each test	Percent of students in grade level who took each test	Number of students in grade level who took each test
How to find it	Count how many students scored above the Building Cut Score for each measure. (Be sure to look at the Cut score for the current time of year: beginning, middle, or end)	Count how many students scored below the Building Cut Score for each measure. (Be sure to look at the Cut score for the current time of year: beginning, middle, or end.)	Add all student scores together & divide that number by the number of students who took the test. (Must do one test at a time.)	Students must score these numbers to be at benchmark. (Separated into beginning, middle and end of the year.) (If your building has its own cut scores, use them instead.)	Divide the number of students who took the test by the number of students in the entire the grade. Then multiply that number by 100.	Find the total number of students who took each test & write the number below.
LNF-K				8+ 27+ 40+		
FNL-K				6+ 25+ 40+		
ORF-1 ST				X 20+ 40+		
FLO-1 st				X 20+ 40+		
ORF-2 ND				44+ 68+ 90+		
FLO-2 nd				35+ 50+ 65+		
ORF-3 RD				77+ 92+ 110+		
FLO-3 rd				60+ 70+ 85+		

PART I -- TO BE FILLED OUT BY THE BUILDING INTERNAL COACH

Curriculum Based Measures	Enter information below	Date Collected
DIBELS® (assumed) or AIMSWEB®	<input type="checkbox"/> DIBELS® (assumed) <input type="checkbox"/> AIMSWEB® <input type="checkbox"/> Other (specify) _____	
Cut Scores	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> Criterion Referenced	
SCHOOL LEVEL DATA		
END-OF-YEAR AVERAGE DAILY SCHOOL ATTENDANCE:		October 2006 entered for baseline July
END-OF-YEAR SCHOOL GRADUATION RATE:		
END-OF-YEAR SCHOOL DROP-OUT RATE:		
END-OF-YEAR SCHOOL RETENTION RATE:		
OFFICE DISCIPLINARY DATA	Enter information below <i>(Please check "not available" if the data are not available)</i>	Date Collected
NON-SWIS SCHOOLS NUMBER OF MINOR OFFICE DISCIPLINE REFERRALS <i>("MINOR"-- BEHAVIORS INITIALLY HANDLED BY CLASSROOM PERSONNEL WHICH IS REPEATED AND CONSEQUENTLY HANDLED BY OFFICE PERSONNEL)</i>	Number : _____ Not Available: <input type="checkbox"/>	June
NUMBER OF MAJOR OFFICE DISCIPLINE REFERRALS <i>("MAJOR"-- BEHAVIORS IMMEDIATELY HANDLED BY OFFICE PERSONNEL DUE TO SEVERITY LEVEL.)</i>	Number : _____ Not Available: <input type="checkbox"/>	June
NUMBER OF IN-SCHOOL SUSPENSIONS	Number : _____ Not Available: <input type="checkbox"/>	June
NUMBER OF OUT-OF-SCHOOL SUSPENSIONS	Number : _____ Not Available: <input type="checkbox"/>	June
NUMBER OF OUT-OF-SCHOOL SUSPENSION DAYS (TO .5 DAYS)	Number : _____ Not Available: <input type="checkbox"/>	June
NUMBER OF STUDENTS WITH 1 OR MORE OUT-OF-SCHOOL SUSPENSIONS	Number : _____ Not Available: <input type="checkbox"/>	June

**PART II-- TO BE FILLED OUT BY THE REGIONAL PROJECT
 DIRECTOR/COORDINATOR**

TECHNICAL ASSISTANCE DATA	Enter information below		Date Collected
TECHNICAL ASSISTANCE LOGS: TOTAL NUMBER OF TECHNICAL ASSISTANCE CONTACTS FROM SIGN IN SHEET: TYPES OF TECHNICAL ASSISTANCE AND/OR CONSULTATIONS PROVIDED TO SCHOOLS:	Send forms to Loyola University Chicago Total Number: Total Number:		Ongoing Send to Loyola any TA logs currently in use. Forms available from the CSEIT website
LARGE & SMALL SCALE TRAINING DATA	Enter information below		Date Collected
	Date 1:	Location1:	September
	Date 2:	Location 2:	
	Date 3:	Location 3:	
	Date 4:	Location 4:	
	Date 5:	Location 5:	
IMMEDIATE AND FOLLOW-UP EVALUATION DATA FROM TRAININGS	Enter information below		Date Collected
EVALUATION MUST BE CONNECTED TO TRAINING OBJECTIVES, WHICH, IN TURN, MUST BE LINKED TO IL PROFESSIONAL TEACHING STANDARDS (AVAILABLE AT HTTP://WWW.ISBE.NET/PROFPREP/PCSTANDARDRULES.HTM)	NA		ONGOING On or immediately after each training date, then post-training follow-up (e.g., 6 months) Forward to Loyola any forms.