

BOQ

Benchmarks of Quality Trend Report

Includes:

- Chart of average rating for each critical element over time (Not in Place=0; Partially in Place=1; In Place=2).
- Chart of overall % of benchmarks not in place, partially in place, and in place over time.
- Table including the # of benchmarks not in place, partially in place, and in place by critical element for each BOQ 2.0 rating.

Uses:
Determine trends with program-wide implementation, identify areas of strength, and areas in need of focus.

Critical Element	Spring 2020	Fall 2020	Spring 2021
ELF	1.1	1.7	1.4
SEI	1.5	1.5	1.5
FE	1.0	1.3	1.5
PWE	1.7	1.8	1.4
PDSIP	0.3	1.3	1.8
PICE	0.6	1.1	1.3
NDC	0.9	1.4	2.0

TPOT/TPITOS

TPOT/TPITOS Trend Report

Includes:

- Chart and table of % for yes for each indicator over time.
- Chart of overall % of items not in place, partially in place, and in place over time.

Uses:
Determine program-wide trends with classroom use of Pyramid Model practices, identify areas of strength and areas in need of focus.

TPOT/TPITOS Red Flag Trend Report

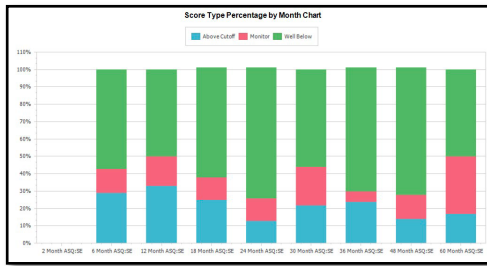
Includes:

- Chart of % of red flags over time.
- Table of # of red flags for each red flag over time.

Uses:
Identify professional development needs and monitor progress.

ASQ:SE2

ASQ:SE Score Type Percentage Report



Includes:

- Table and chart including the # and % of ASQ:SE2 screening results (above cutoff, monitor, well below) by the age of the questionnaire given.

Uses:

- Determine program-wide trends across age levels and determine classrooms that may need more support.

*This report is used for a specific ASQ:SE window. Enter start and end dates that will include only one administration of the ASQ:SE2.

ASQ:SE Score Type Percentage Report

ASQSE Key	Screen Date	Child Key	Child	Version	Interval	Demographic Info Sheet	Physician Information Letter	Total Score	Score Type	Monitoring Zone	Cutoff Score	Program Key	Program	State Key	Added By	Last Edited	Last Edited Date
285	07/25/20	83	(B2) Willy Wonka	ASQ SE-2	30 Month	Yes	Yes	60	Well Below	65-85	85	19	The Meadow	3	Wilcon sedwards	07/25/20 2:02:52 PM	08/29/2023 08:44 AM
284	07/20/20	83	(B2) Willy Wonka	ASQ SE-2	18 Month	Yes	Yes	55	Monitor	50-65	65	19	The Meadow	3	Wilcon sedwards	07/20/20 2:09:50 AM	
283	05/03/20	83	(B2) Willy Wonka	ASQ SE-2	30 Month	Yes	Yes	88	Above Cutoff	65-85	85	19	The Meadow	3	Wilcon sedwards	05/25/20 2:12:45 PM	
280	05/02/20	85	(B4) Stanley Hudson	ASQ SE-2	24 Month	Yes	Yes	70	Above Cutoff	50-65	65	19	The Meadow	3	Wilcon sedwards	05/05/20 2:12:06 PM	
276	04/08/20	84	(B3) Holly Colightly	ASQ SE-2	18 Month	Yes	Yes	40	Well Below	50-65	65	19	The Meadow	3	Wilcon sedwards	04/27/20 2:11:13 AM	
282	04/04/20	84	(B3) Holly Colightly	ASQ SE-2	18 Month	Yes	Yes	50	Monitor	50-65	65	19	The Meadow	3	Wilcon sedwards	04/16/20 2:01:37 PM	
285	03/17/20	83	(B2) Willy Wonka	ASQ SE-2	6 Month	Yes	Yes	32	Monitor	30-45	45	19	The Meadow	3	Wilcon sedwards	03/24/20 2:11:11 AM	
233	12/01/20	112	(MM) Meg Mary	ASQ SE-2	48 Month	No	No	65	Well Below	70-85	85	19	The Meadow	3	Wilcon ponds	12/04/20 0:03:32 PM	05/07/2021 11:29 AM

Includes:

A list of screening results with the following information: date, child's name, questionnaire given, score, and score type.

Uses:

Identify children whose screening results are above cut off or in the monitoring zone to adjust instruction or environment.

BIR (1x a month)

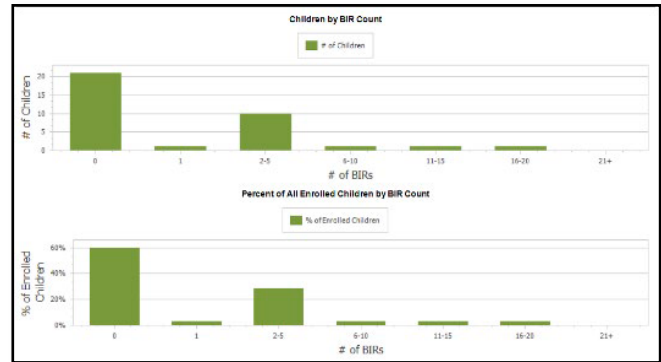
BIR Program Summary Report

Includes:

- Tables and charts for
 - # of BIRS
 - # of children with a BIR.
 - Average # of BIRS
 - % of children w/ a BIR
 - average # of BIRs per child w/ a BIR
 - Table a% of Total BIRS
- Table and chart for # and % of children grouped by the # of BIRs they have received (0, 1, 2-5, 6-10, 11-15, 16-20, 21+)

Uses:

- Review month to month and overall trends with challenging behavior.
- Analyze BIR collection trends and adjust processes and develop training as needed.



BIR Program Summary Report

Includes:

- Chart of BIRS by month for each BIR category:
 - Behavior Type
 - Activity
 - Others Involved
 - Possible Motivation
 - Strategy Response
 - Admin Follow-up
- Charts and tables for # and % of BIRs for each BIR category

Uses:

- Identify high rates or increases for specific BIR categories to focus on.



<p>BIR (to be used for further analysis monthly as needed)</p>	<h3 style="text-align: center;">BIR Children/Classroom Total Incidents Report*</h3> <p>Includes:</p> <ul style="list-style-type: none"> • Table and chart for BIRs by day • Table and chart for monthly BIRs by classroom ID • Table and chart for monthly BIRs by child ID <p>Uses:</p> <ul style="list-style-type: none"> • Identify classrooms and children with high amounts of BIRs to ensure appropriate support • Review BIR distribution by classrooms and children <p>*select "ALL" from the Report Focus dropdown menu.</p>	<h3 style="text-align: center;">BIR Summary Report*</h3> <p>Includes:</p> <ul style="list-style-type: none"> • Table and chart for total BIRs by all BIR categories • Table and chart for monthly BIRs by classroom ID • Table and chart for monthly BIRs by child id <p>Uses:</p> <ul style="list-style-type: none"> • Drill down to patterns and identify specific factors related to identified problem behavior. <p>* select "All" from the Report Focus dropdown menu</p>																																				
<p>BIR (2 or more times a year)</p>	<h3 style="text-align: center;">BIR Equity Profile Report</h3> <p>Includes:</p> <ul style="list-style-type: none"> • Table including summary statistics comparing the profile item frequency across the selected profile groups. • Table of statements for each group explaining the meaning of the summary statistics in the table. • Charts for: <ul style="list-style-type: none"> ○ Total # of children enrolled by group ○ Total # of children with a BIR by group ○ Total # of BIRs by group ○ Risk ratio by group <p>Uses:</p> <ul style="list-style-type: none"> • Compare specific BIR data between groups to identify disparities and determine needed adjustments or professional development. 	<table border="1"> <thead> <tr> <th colspan="2">(DLL) Dual Language Learner</th> </tr> </thead> <tbody> <tr> <td>Child Comp</td> <td>Of the 15 children who received at least one BIR, 33.3% are Dual Language Learner; this group comprises 20.0% of the total child enrollment.</td> </tr> <tr> <td>BIR Ratio</td> <td>The average number of BIRs per child for Dual Language Learner children is 1.52 times the BIR rate for all other children.</td> </tr> <tr> <td>BIR Rate</td> <td>Children identified as Dual Language Learner receive an average of 4.00 BIRs per child.</td> </tr> <tr> <td>Risk Ratio</td> <td>Dual Language Learner children are 2.00 times more likely to have at least one BIR than all other children.</td> </tr> <tr> <td>Difference in Child Comp</td> <td>Dual Language Learner children's representation among children who receive BIRs is 13.33 percentage points higher than expected given Dual Language Learner children's percentage of the child enrollment.</td> </tr> <tr> <td>Difference in BIR Comp</td> <td>The percentage of BIRs attributed to Dual Language Learner children is 7.59 percentage points higher than expected given Dual Language Learner children's percentage of the child enrollment.</td> </tr> <tr> <td>BIR Comp</td> <td>Of the 67 BIRs generated, 27.6% were attributed to Dual Language Learner children.</td> </tr> <tr> <td>Risk</td> <td>Of the 6 Dual Language Learner children, 83.3% have at least one BIR.</td> </tr> <tr> <th colspan="2">(Non-DLL) Non Dual Language Learner</th> </tr> <tr> <td>Child Comp</td> <td>Of the 15 children who received at least one BIR, 66.7% are Non Dual Language Learner; this group comprises 80.0% of the total child enrollment.</td> </tr> <tr> <td>BIR Ratio</td> <td>The average number of BIRs per child for Non Dual Language Learner children is 0.66 times the BIR rate for all other children.</td> </tr> <tr> <td>BIR Rate</td> <td>Children identified as Non Dual Language Learner receive an average of 2.63 BIRs per child.</td> </tr> <tr> <td>Risk Ratio</td> <td>Non Dual Language Learner children are 0.50 times more likely to have at least one BIR than all other children.</td> </tr> <tr> <td>Difference in Child Comp</td> <td>Non Dual Language Learner children's representation among children who receive BIRs is 13.33 percentage points lower than expected given Non Dual Language Learner children's percentage of the child enrollment.</td> </tr> <tr> <td>Difference in BIR Comp</td> <td>The percentage of BIRs attributed to Non Dual Language Learner children is 7.59 percentage points lower than expected given Non Dual Language Learner children's percentage of the child enrollment.</td> </tr> <tr> <td>BIR Comp</td> <td>Of the 67 BIRs generated, 72.4% were attributed to Non Dual Language Learner children.</td> </tr> <tr> <td>Risk</td> <td>Of the 24 Non Dual Language Learner children, 41.7% have at least one BIR.</td> </tr> </tbody> </table>	(DLL) Dual Language Learner		Child Comp	Of the 15 children who received at least one BIR, 33.3% are Dual Language Learner; this group comprises 20.0% of the total child enrollment.	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