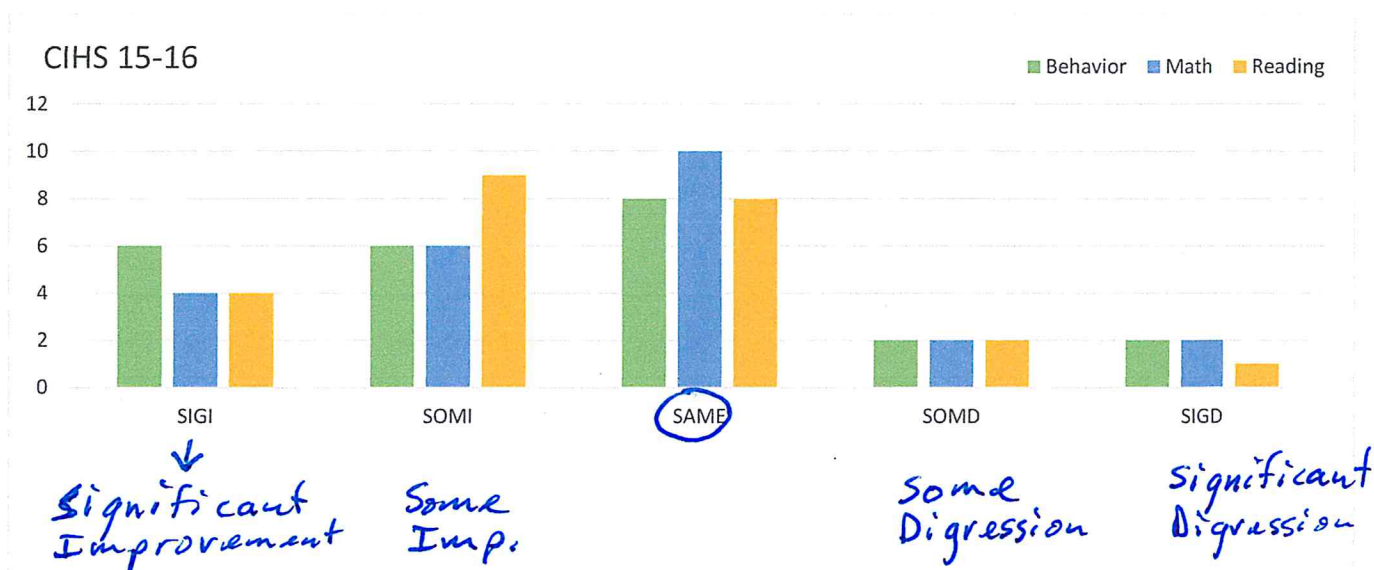


Crosby-Irnton Secondary 15-16 Collaborative Service Worker Report

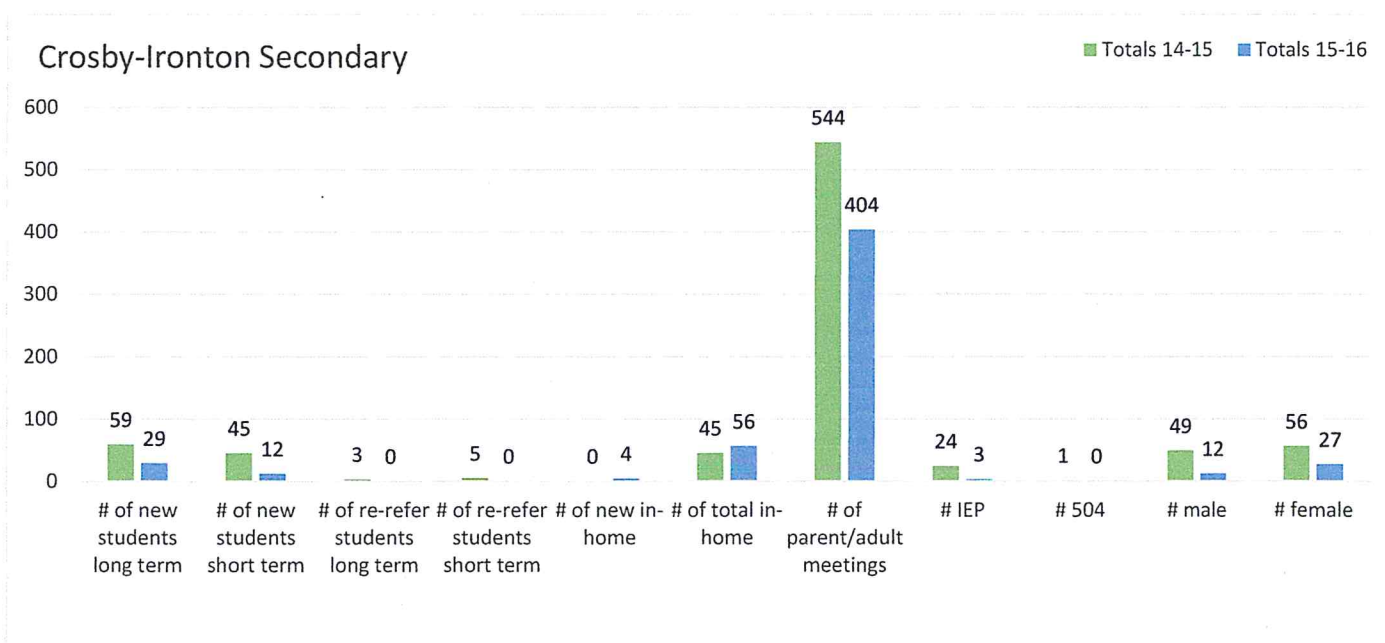
The number of students receiving ADSIS services, who had some to significant improvement as measured by the SDQ behavior rating scale was 50%. A total of 83% were able to maintain or improve their behavior. When the indirect benefit of the intensive services is measured on academics, 83% of Crosby-Irnton Secondary students maintained or accelerated their growth in Math and 88% maintained or accelerated their growth in reading.

Through the use of Check and Connect and coordinating effective services with the student and family, the quality and effectiveness of services in enhanced. It is imperative that the family is involved in the intervention with the school. Data shows that when the family is more stable, they become more involved in their student's education, allowing the student to become more stable and engaged.

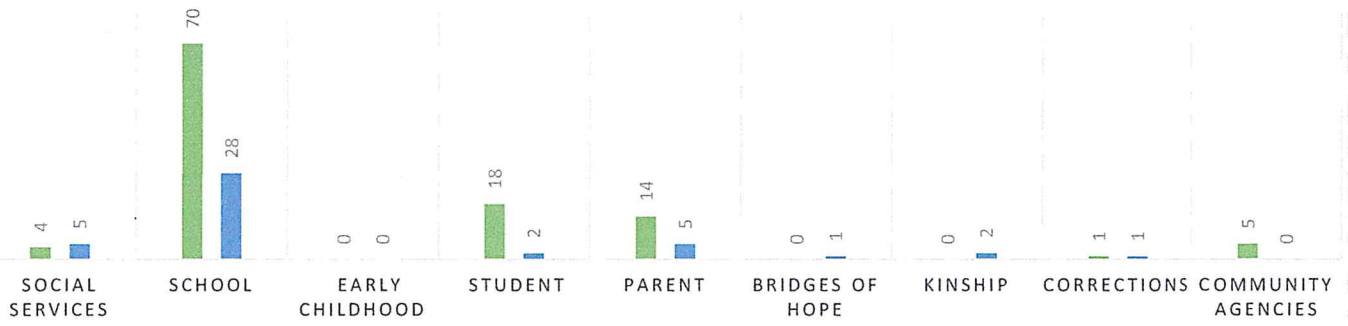


Information from overall monthly data:

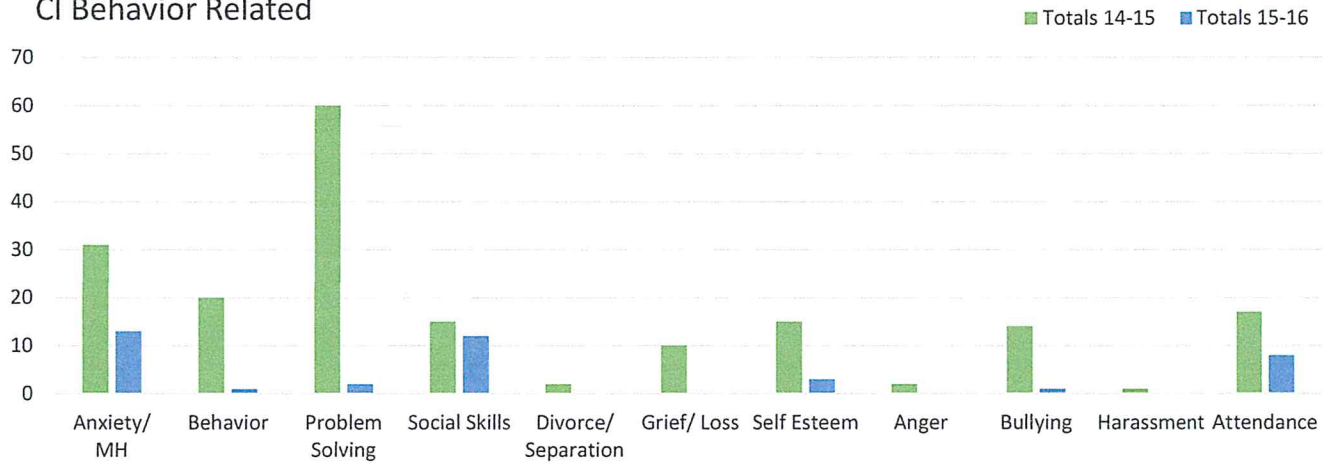
The following table of information is not included in the ADSIS report to the MDE. But rather, it is data from the Collaborative Service Team that is used to show more global information: where referrals come from, what the initial referral is for, and who the collaborative partners are.



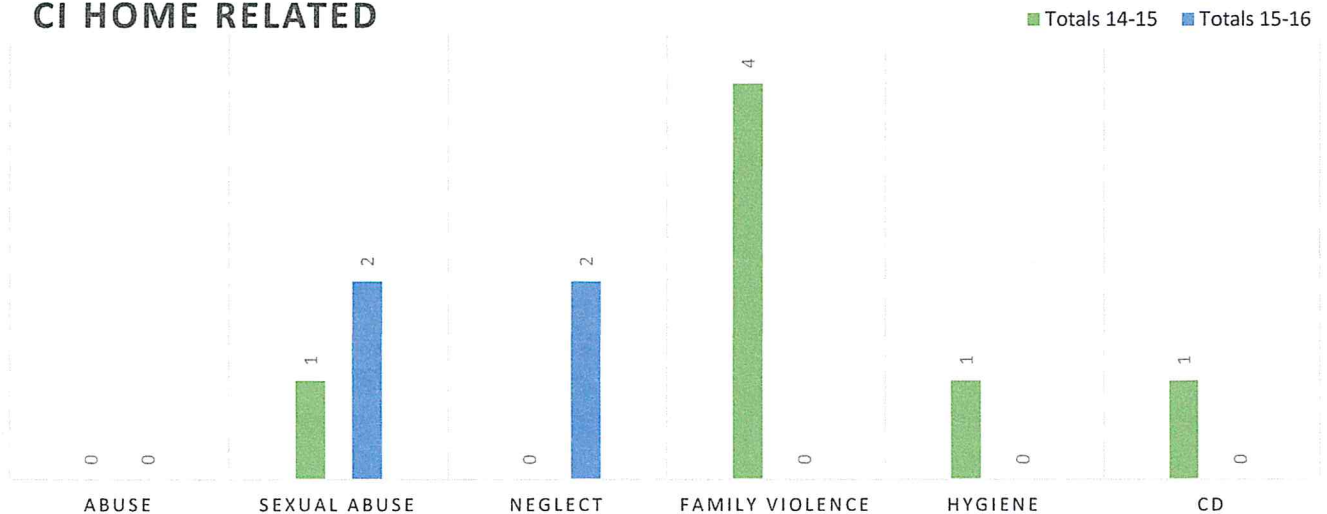
CI REFERRAL SOURCES



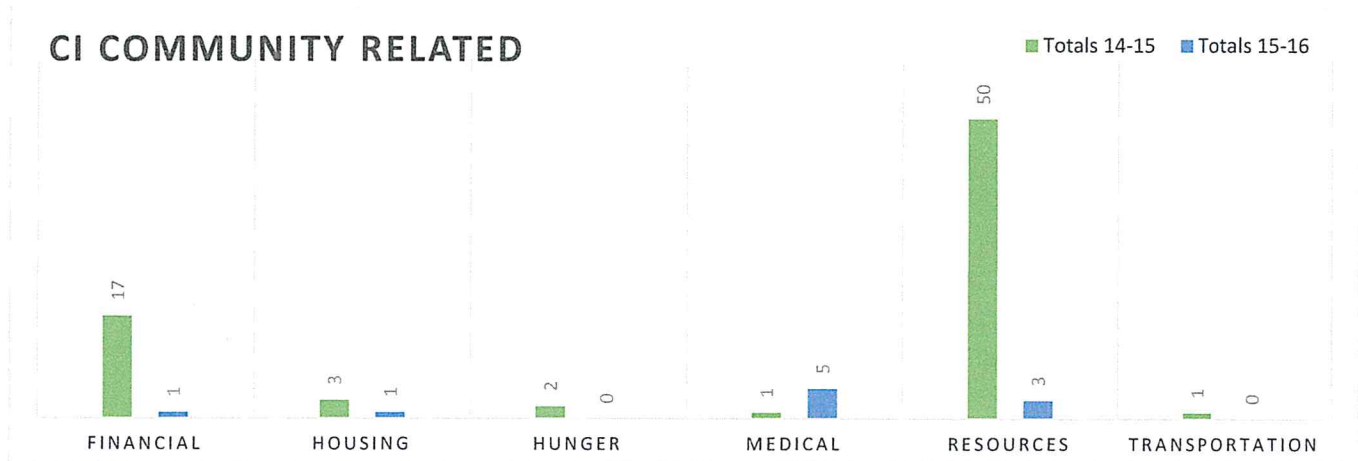
CI Behavior Related



CI HOME RELATED



CI COMMUNITY RELATED



Crosby-Ironton Secondary Survey Results:

As a part of progress monitoring, students, parents, and school staff are surveyed with the goal for continuous improvement of the program. We are reviewing workloads and best use of time has been the result from the most recent survey.

CIHS survey 15-16

