

2015-16 School Dog Data

Learn how School Dogs have affected student's grades and behaviors!



Service Dogs Alabama
School Program-Data Review for 2015-2016 School Year
July 20, 2016

Academic effects of Follow the Lead with the use of a trained school dog:

- The Student Growth Percentiles for students instructed by trained School Program handlers implementing the program reflected a significant impact.
- Student Growth Percentiles compare student growth to his or her academic peers nationwide.
- The average Student Growth Percentile (SGP) for students instructed within the program was 71 for Language Arts. This means that on average, the students reflected **more growth** than 71% of their peers nationwide in Language Arts assessments. **This is significant, especially when compared to other classrooms that averaged 47% for their SGP.**
- 100% of the students reflected growth in all areas and subdomains in their state and county Literacy and Math testing.
- **County Mathematics assessments are administered pre and post instruction. The difference between these pre and posttests reflect student growth. The classrooms with Follow the Lead (FTL) and a trained School Dog had 12% more growth than the classrooms without Follow the Lead and a trained School Dog. This means that the students with FTL performed 12% higher than students of the same grade level who were not instructed with FTL.**
- **Star Literacy Tests results showed that students' scores who were instructed with FTL were 28% higher than students who were not instructed with FTL. Positive growth was reflected in all areas of assessment for the students with FTL, while other classrooms' data did not reflect growth in all areas.**

Discipline effects of Follow the Lead with the use of a trained school dog:

- **100% of teachers reported that there were fewer discipline issues with students.**
- 85.7% of teachers reported that there were significantly less discipline issues with students.
- **During the 2015-2016 school year, there were **no discipline referrals** to the office for any of the students due to issues in the classroom.**

Student participation and inclusion effects of Follow the Lead with the use of a trained school dog:

- **100% of teachers reported that student inclusion and participation increased.**
- 93% of teachers reported that student inclusion and participation increased significantly.
- Academic grades and assignments completed support this data.

Classroom environment effects of Follow the Lead with the use of a trained school dog:

- **100% of the teachers reported a calmer classroom environment.**
- **100% of the teachers reported an environment more conducive for learning.**
- **100% of the teachers reported low stress levels with students and themselves.**

Data Collection Review

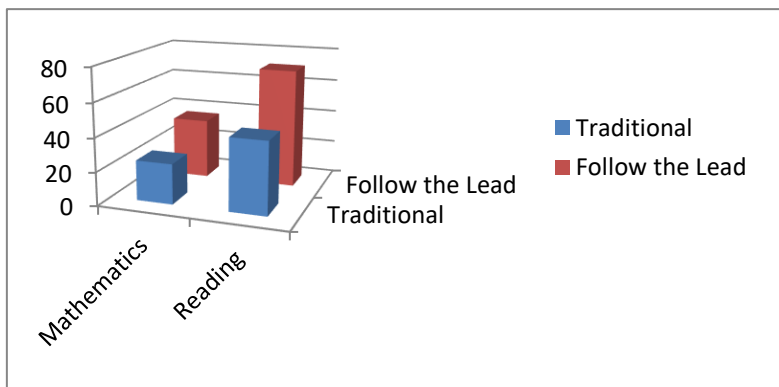
Data and records, pertaining to academics and discipline, were collected and analyzed for the 2015-2016 school year. Surveys, county assessments, discipline records, and STAR data were among the results reviewed.

Teachers who participated in the Follow the Lead (FTL) program with a School Dog during the 2015-2016 school year were surveyed anonymously. They were asked to rank their classrooms on academics, participation, inclusion, stress levels, discipline, implementation of FTL, and overall environment. The data was collected and analyzed electronically using a digital survey application.

County assessment data was pulled by Elmore County Board of Education's curriculum staff and provided for analysis. These assessments included county pre and posttest results from classrooms utilizing FTL and classrooms with traditional classroom management techniques. County pre and posttests are administered on a quarterly basis and uniform throughout the county based on grade and subject level.

STAR data, results from assessment tools by Renaissance Star 360, were also provided and analyzed. The administration of these tests are regulated by the Board of Education and administered to all students who are instructed on grade level. The assessment results are scaled and scored according to each student's growth. The student growth is then ranked and compared to the national average of students in the same grade and subject level. Classroom average Student Growth Percentiles were also analyzed.

School Discipline records were reviewed. *There were no discipline infractions that warranted teacher "write-ups" or office referrals.*



There were no office referrals for students instructed with Follow the Lead methods during the 2015-2016 school year!