“A school’s culture has more influence on life and learning in the schoolhouse than the president of the country, the state department of education, the superintendent, the school board, or even the principal, teachers, and parents can ever have.”

- Roland S. Barth, former teacher, principal, and member of the faculty of Harvard University

edfiniti.com
A Product Driven by Passion

Three years ago two special education professionals decided to find a way to simplify and improve their practice of monitoring student behavior. What started as a basic spreadsheet and a couple simple graphs marked the inception of Edfiniti’s Mobile Assessment Platform (MAP).

They looked to craft a solution that would eliminate bias, reduce inappropriate placements and determinations, and level the playing field for all students.

Backed by their collective knowledge, experience, and a rudimentary plan for a product the two partnered with Myriad Mobile to complete the design and development of MAP.

Armed with a first-of-its-kind, patent-pending mobile application for assessing behavior the two made arrangements to begin testing their product Carl Ben Eielson Middle School of Fargo Public Schools (FPS) and Liberty Middle School of West Fargo Public Schools (WFPS). The following is the culmination of their journey.
The Problem

1. **Time consuming manual process** - Current monitoring is predominantly done by paper and pencil. This process is slow and tedious. The cost is teacher time, burnout and inconsistent collection practices.

2. **Diminished academic performance** - Student academic performance is diminished as a result of unchecked, undiagnosed, behavioral issues, as well as misinterpreted and/or unsubstantiated behavioral referrals.

*In as little as 5 seconds, teachers can securely log student behaviors. Based on those behaviors, Edfiniti MAP can provide real-time, proven interventions to minimize disruption in the learning environment. This saves teacher time, keeping them focused on instruction.*
What We Do

Edfiniti’s Mobile Assessment Platform (MAP) is a fully integrated mobile app/web platform that provides K-12 schools with a complete system to assess and track student behavior and improve academic success for all students.
Edfiniti MAP allows for collaborative data-driven conversations and decisions about student behavior with educator teams, administrators and even parents.

Edfiniti MAP has been proven to reduce behavior issues in the classroom which creates a greater learning environment.

https://www.youtube.com/watch?v=CNY0fOUPCqI
Edfiniti MAP Structure

*Edfiniti MAP* uses the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) structure along with a proprietary Risk Factorization model that has been developed and refined with over 18 years of primary research monitoring student behavior in the K-12 school environment.

The **Risk Factorization** model assesses factors that have been determined to identify increased behavior risks in students. Risk factors considered include:

- Academic Proficiencies
- Discipline Referrals
- Suspensions
- Attendance
Edfiniti Platform Tiers

**Tier 1** - All Students not included in Behavior Assessment Tiers 2-4; Behavior Monitoring options similar to Tier 2, Phase 1.

**Tier 2** - Behavior Monitoring

- **Tier 2, Phase 1** - Monitoring with behavioral categories and intensity indication
- **Tier 2, Phase 2** - In addition to Phase 1; includes Behavior Statements

**Tier 3** - In addition to Tier 2, Phase 2; includes Interventions

**Tier 4 (Special Education)** - In addition to Tier 3; includes IEP Accommodations & Goals
Tier 3; Monitoring & Interventions

**Student Name, Tier 3 Monitoring**

**Behavior Category**
- Interpersonal Skills
- Academic Skills
- Personal Conduct

**Behavior Statement**
- Use of vulgarity (swearing)

**Behavior Intensity**
- MILD: Raised tone, disruptive, mumbled or lower volume vulgarity/profanity.

**Interventions**
- Julianne Mueller
  - Asperiores quas blanditiis nostrum numquam cupiditate provident.
  - Give student additional 10 minutes for tests
  - Extra test time
  - Have student to sit in front row
  - Allow student a 5 minute break halfway through class
Tier 4; Monitoring & IEP Goals & Accommodations

Student Name, Tier 4 - Monitoring

Behavior Category

Behavior Statement

Behavior Intensity

Student Name, Tier 4 - IEP

IEP Goals

IEP Accommodations
Edfiniti Web Portal

Roslyn Reynolds Tier 3, Week 1, Active

**LOG BEHAVIOR**

Add Class

Reading 200

Class List

Enter a note:

Add Note

Notes

**Frequency Breakdown**

- Interpersonal Skills: 17
- Academic Skills: 11
- Personal Conduct: 25

Total Behaviors Logged: 43

Office Discipline Referral (ODR): 9

**Intensity Breakdown**

- Minimal: 12
- Mild: 10
- Moderate: 8
- Major: 13

Total Behaviors Logged: 43

**Interventions in Place**

- Active: 06/08
  - Allow student to leave class 6 minutes early
  - Julianne Mueller

- Active: 01/30
  - Student intervention meeting scheduled for March 1st
  - Julianne Mueller

- Active: 01/30
  - Allow student to have snack halfway through class
  - Julianne Mueller
Web Portal Teacher Charts

Behaviors Logged by All Teachers - Intensity

- Minimal: 15
- Mild: 20
- Moderate: 10
- Major: 25

Behaviors Logged by All Teachers - Category

- Interpersonal: 15
- Academic: 30
- Personal Conduct: 40
All Teachers by Behavior Category
All Teachers by Behavior Intensity
All Behaviors Logged by Individual Teacher
SaaS Platform Vision

14,135 Districts and 213,547 District Personnel

90,937 K-12 Public Schools

3.5 Million Classroom Teachers and 50 Million Students
2016 PILOT OVERVIEW
Identifying Student Need

Starting with a collective population of 246 students, the Edfiniti MAP allowed staff in the pilot groups to identify 65 students, or 26%, considered to be ‘at-risk’ behaviorally using a research-based process of risk-factorization. Following their identification, students were monitored: first identifying behaviors based on category in Tier 2.1. Based on real-time data, staff were able to determine which needed further monitoring; then adding behavior statements to the category in Tier 2.2. Eventually enabling them to identify students in need of intervention, 15 total, and design supports specific to those students based on objective data.

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>246</td>
<td>100.0%</td>
</tr>
<tr>
<td>Tier 2.1</td>
<td>65</td>
<td>26.4%</td>
</tr>
<tr>
<td>Tier 2.2</td>
<td>29</td>
<td>11.8%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>15</td>
<td>6.1%</td>
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</tbody>
</table>
What does real-time data look like?

Over the course of 7 weeks teachers were able to log well over 3000 behaviors. Between the two pilot groups, consisting of 13 teachers, they averaged logging almost 100 behaviors a day and over 24 behaviors per period (7 week total/35 days/4 periods).

As students progressed from Tier 2.1 to 2.2, the population of those being monitored dropped as well; 65 to 29 respectively. The transition was made during the end of week 4. This is significant because the number of students for weeks 5-7 then, was substantially less and required an extra step in monitoring, the specific behavior statement. Yet the average remained in line. Staff reported a vested interest during this transition, “It felt like what we were doing was going to serve a purpose. I wanted to see the results.”

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>Hourly</th>
<th>Total Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-4</td>
<td>100.7</td>
<td>25.2</td>
<td>2013</td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>96.3</td>
<td>24.1</td>
<td>1445</td>
</tr>
<tr>
<td>Total</td>
<td>98.8</td>
<td>24.7</td>
<td>3458</td>
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Support before Special Education Services

When we think of problematic or challenging behavior, most think of the effect an individual's behavior has on them, the teacher, or how it affects the class as a whole. The point of not only recognizing, but also recording less intense behaviors can be critical for developing supports.

This is why systematic processes such as the Multi-Tiered System of Support (MTSS) were created; we need to be able to identify need and implement supports before students end up receiving special education services. MAP addresses these needs by providing comprehensive real-time data both before and after differentiation or interventions occur so education professionals can determine if what they are doing is effective.

<table>
<thead>
<tr>
<th>Frequency of Intensity</th>
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<tbody>
<tr>
<td>Minimal</td>
</tr>
<tr>
<td>Mild</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Major</td>
</tr>
</tbody>
</table>

1026, 886, 725, 821
Support before Special Education Services

Our results found approximately 65% of students exhibited multiple ‘minimal’ behaviors. By using this data, educators will be able to differentiate between and identify possible learning disabilities, have a real-time view of student engagement, and modify their approach accordingly.

“I never thought of him (student in the pilot group) as being a ‘behavioral’ student. But he was regularly off-task; sitting with his head down or just not working… Because of MAP we were able to see what tasks were leading to avoidance and begin to discuss why.”
Special Education: Impact & Implications

MAP also provided the pilot group the opportunity to determine which category best described the behavior: Academic Skills, Interpersonal Skills, and Personal Conduct. These were selected by design, to align with criteria or eligibility statements set forth in the Individuals with Disabilities Education Act (IDEA).

Below is a percentage distribution of the behaviors logged during the pilot study. “It was nice to be able to connect certain behaviors to academic tasks; I have felt many of the behaviors I have seen start with academic engagement... This allowed me to see specifically what those times were and adjust my instruction accordingly.”

In special education, this clarity can be critical to developing supports or accommodations as well. A user reported, “The student population I work with, in my opinion, are looked at as ‘conduct’ students and I felt like being able to provide a rich data set can really facilitate a much different discussion during IEP meetings.”
Special Education: Impact & Implications

Having data to drive decisions is a well-known best practice, especially when working with more complex needs like Emotional-Behavioral Disabilities or Autism Spectrum Disorder. Anytime behavior impedes or impacts learning a Functional Behavior Assessment is suggested to establish a foundation which the system of support, and ultimately goals in the student’s Individual Education Plan, will be built upon.

The pilot provided some invaluable insight, and a data set which represented a more thorough and comprehensive view of the student’s behavioral need. This chart shows both daily and hourly averages. “The beauty of MAP is the real-time updated web portal… I use point sheets and collect data but it gets to be quite time consuming and overwhelming at times. I love the idea of MAP’s simplicity and the data analysis it provides… I literally just have to enter behavior as it occurs.”
Founders/Partners

**Matthew Myrold** is a University of North Dakota Ph.D. candidate Fall 2017 in Education Foundations and Research, 2015 Fargo Public Schools Teacher of the Year and 2016 North Dakota Teacher of the Year Finalist. As a special education teacher he has spent the past 14 years working with at-risk learners. In the course of his teaching career, he formulated the proprietary system that informed the Edfiniti Platform.

**Fred Weiss** is a Licensed Special Educator, working with students receiving service for Autism Spectrum Disorders as well as Emotional Behavioral Disabilities. He has worked with at-risk behavioral students for 4 years. Mr. Weiss worked with Mr. Myrold to develop the Edfiniti system and is a co-founder.

**Mark Hempel** has 23 years in educational technology and mobile development. He has founded three successful startups, including the Internet's first radio station, NetRadio. He developed product strategies for industry-leading educational software titles like The Oregon Trail and McGraw-Hill's electronic health textbooks. Mark is a partner at Myriad Mobile.

**Jeremy Johnson** has 14 years in technology sales, senior-level management and education industry expertise. Jeremy spent 10 years in higher education working closely with secondary school counselors and middle school teachers. Jeremy is a partner at Myriad Mobile.

**Myriad Mobile** is one of the nation's premier mobile software companies. Having extensive experience and a passion for the education industry, Myriad Mobile provides expertise and consultation for Edfiniti in the areas of mobile and web development, design and strategy.
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