Elementary and Secondary Tier 1 Behavior Data Interpretation Tool

This tool is designed as a scaffold to support a School Leadership Team's review and interpretation of Tier 1 Behavior outcomes.

Use of this Tool

Before completing this tool make sure you have login access to MiMTSS Data System and PBISapps. One or more individuals from the School Leadership Team should complete this tool **before** the team meets so they are prepared to guide the team's discussion as they view the data. Once fluency is built with interpreting data and identifying specific areas of need, this tool may be phased out.

Validity Check

Are there concerns with the validity of any of the Tier 1 Behavior student outcome data? For example:

- Do the discipline referral data accurately reflect what is occurring in the building (e.g., referral rates are too low)?
- Are discipline referrals being reported consistently by staff throughout the building?
- Is data entry into SWIS up to date?
- Are there any issues noted in the SWIS Data Integrity Report that have not been addressed?
- Have the necessary demographic data been entered into SWIS and into the MiMTSS Data System?

INSERT TEXT

School-wide Behavior Outcomes

MiMTSS Data System, School Dashboard, Behavior Outcomes Tab

Multi-year Annual Referrals per 100 students/day (Fall only)

Our school's annual rate of discipline referrals per 100 students per day **is trending up/is trending down/has no clear trend** over the past few years. We are above/below the national median according to our most recent year of data.

Major Referrals Per Day/Month

This year our discipline referral rates are ABOVE the national median for the months of **TEXT.**

Across the months, our rates of discipline referrals **are trending up/are trending down/have no clear trend**.

Noteworthy patterns of discipline referrals each month this year compared to each month last year and/or across grade levels include: **INSERT TEXT**

Top 3 Problem Behaviors, Locations, and Motivating Factors[1]

Top 3 problem behaviors:

1. **TEXT**
2. **TEXT**
3. **TEXT**

Top 3 locations:

1. **TEXT**
2. **TEXT**
3. **TEXT**

Top 3 motivating factors:

1. **TEXT**
2. **TEXT**
3. **TEXT**

Major Referrals by Race/Ethnicity[2]

Risk ratios are AT/ABOVE 1.25 for the following racial and ethnic groups:

Group: **TEXT**

- Risk ratio: **#**
- Number of students enrolled: **#**

Group: **TEXT**

- Risk ratio: **#**
- Number of students enrolled: **#**

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[1] If "unknown" or "other" is among the top 3 in any of these areas, prompt the team to add an action item to the plan to re-train staff on completing the referrals, emphasizing the area(s) identified above.

[2] If there are a small number of students (e.g., <10 students) in a group, look at the data with caution since a couple of students in a very small group, receiving a couple of referrals, will have a dramatic impact on the risk ratio. However, their elevated risk ratio should not be discounted. Identify the specific students who represent the group and consider how these students experience school. Identify ways in which their school experience could be improved. Ask your DIT to study the equity data for this group across schools within the district to examine potential patterns of inequity across the district.

Group: **TEXT**

- Risk ratio: **#**
- Number of students enrolled: **#**

These groups ARE at greater risk for office discipline referrals compared to other groups.

Referral Patterns

PBISapps, SWIS Suite, Major Referral Patterns Report

New users: See "SWIS Directions for Continuous Improvement Worksheets" on the [School Leadership Team Coaches](#) webpage for directions on how to generate the "Major Referral Patterns" report in the SWIS Suite.

Returning users: Access the SWIS Suite and pull up your saved report template labeled "Major Referral Patterns" and set the new date range.

Top Location Patterns

From Report Filter, click on Location, drag the top location to the dataset. Click **Generate**, look for most common problem behaviors in this location. Change Graph Type to look for additional patterns and record your observations.

Summary table: (How many)

- **#** Referrals
- **#** Students
- **#** Staff

Graph Types:

- Problem Behavior (What): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Top Problem Behavior Patterns

Remove the top Location from the dataset (but keep the other filters). From Report Filter, click on problem behavior, drag the top problem behavior to the dataset. Click **Generate**, look for most common location of this problem behavior. Change Graph Type to look for additional patterns and record your observations.

Summary table: (How many)

- **#** Referrals
- **#** Students
- **#** Staff

Graph Types:

- Location (Where): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Disproportionate Referral Patterns

Remove the top problem behavior from the dataset (but keep the other filters). From Report Filter, click on Demographics, click on Race/Ethnicity, drag the appropriate filter to the dataset. Click **Generate**, look for most common problem behaviors for this group of students. Change Graph Type to look for additional patterns and record your observations.

Disproportionate Referrals: **GROUP**

Summary table: (How many)

- **#** Referrals
- **#** Students
- **#** Staff

Graph Types:

- Problem Behavior (What): **TEXT**
- Location (Where): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Disproportionate Referrals: **GROUP**

Summary table: (How many)

- **#** Referrals
- **#** Students
- **#** Staff

Graph Types:

- Problem Behavior (What): **TEXT**
- Location (Where): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Michigan's MTSS Technical Assistance Center

Disproportionate Referrals: **GROUP**

Summary table: (How many)

- **#** Referrals
- **#** Students
- **#** Staff

Graph Types:

- Problem Behavior (What): **TEXT**
- Location (Where): **TEXT**
- Day of the Week (When): **TEXT**
- Time of Day (When): **TEXT**
- Grade (Who): **TEXT**
- Perceived Motivation (Why): **TEXT**

Other Patterns

Run drill down reports to answer any additional questions you or the team may have regarding referral patterns. For example, if your team notices a specific day of the week where problems are more likely to occur across multiple grades, you may want to add that day of the week as another filter to more fully understand what's happening on that day.

Noteworthy patterns include: **INSERT TEXT**

School Climate

If your school completes the School Climate Survey (SCS), login to PBISapps and access the School Climate Survey Data Personnel, Family and Student Reports.

Personnel Survey

school personnel completed the SCS. The team **will/will not** need to consider how to increase the number of respondents the next time the survey is completed.

Our current total score for school personnel on the School Climate Survey **is trending up/is trending down/has no clear trend** over the past few years. We are **above/below** the target of 3.0 according to our most recent year of data.

Current total scores compared to the most current mean total score **are/are not** equitable across all grade levels, genders and race/ethnicity. Noteworthy patterns include: **INSERT TEXT**

Noteworthy patterns within subscales include: **INSERT TEXT**

Family Survey

individuals completed the SCS. The team **will/will not** need to consider how to increase the number of respondents the next time the survey is completed.

Our current total score for families on the School Climate Survey **is trending up/is trending down/has no clear trend** over the past few years. We are **above/below** the target of 3.0 according to our most recent year of data.

Current total scores compared to the most current mean total score **are/are not** equitable across all grade levels, genders and race/ethnicity. Noteworthy patterns include: **INSERT TEXT**

Noteworthy patterns within subscales include: **INSERT TEXT**

Student Survey

students completed the SCS. The team **will/will not** need to consider how to increase the number of respondents the next time the survey is completed.

Our current total score for students on the School Climate Survey **is trending up/is trending down/has no clear trend** over the past few years. We are **above/below** the target of 3.0 according to our most recent year of data.

Current total scores compared to the most current mean total score **are/are not** equitable across all grade levels, genders and race/ethnicity. Noteworthy patterns include: **INSERT TEXT**

Additional Data Sources

If your team has additional data sources related to the Tier 1 Behavior System that they will want to consider, summarize the data and describe noteworthy patterns.

INSERT TEXT

Data Summary

School-wide, our Tier 1 Behavior System **Needs Support/Is Strong.**

Referral patterns that indicate need for additional support include: **INSERT TEXT**

School Climate Survey results indicate: **INSERT TEXT**

Review of additional data sources indicates: **INSERT TEXT**

Gap Analysis

Develop possible precise gap statements to review with your team. Precise gap statements describe the gap between current and desired performance in a measurable way. Consider where it makes the most sense for the School Leadership Team to focus its efforts.

Table 1.0 Tier 1 Behavior Precise Gap Statements

Who/When	What/Where	As Measured By
Example 1: Since the beginning of this school year, our students . . .	*have received office discipline referrals at a higher rate than the national median for every month except October compared to our goal of all months below the national median*	*as measured by SWIS data*

Who/When	What/Where	As Measured By
Example 2: During the spring of 2018, our students...	*received more ODRs in the cafeteria than in any other location in the school, most often on Thursdays and Fridays,*	*as measured by SWIS data*
Example 3: Since our last data review in the winter, our hispanic/latino students...	*have a risk ratio of 2.31 compared to our goal of 1.25 or lower and their most referred problem behavior is disrespect and most common location is classroom,*	*as measured by SWIS data*
1. (Overall Trend in Discipline Referrals):		**as measured by SWIS.**
2. (Specific Need):		**as measured by SWIS.**

Next Steps

Prepare to facilitate your team's discussion by practicing navigation of each data system and deciding which data displays the team should study during each part of its discussion. Think through how to keep your team focused on the data (not this tool) while *you* use this tool to support your coaching of the team. Recall this tool is a temporary scaffold that should be phased out once fluency is built with interpreting data and identifying specific areas of need.

URLs Used in Document

MiMTSS Data System
(https://mimtssdata.org/MIData/Account/Login)

PBISapps
(https://www.pbisapps.org)

School Leadership Team Coaches
(https://mimtsstac.org/teams-roles/specialized-functions/school-leadership-team-coaches)