

## **Elementary and Secondary Tier 2/Tier 3 Behavior Data Interpretation Tool**

This tool is designed as a scaffold to support a School Leadership Team's review and interpretation of Tier 2/Tier 3 Behavior outcomes.

### **Use of this Tool**

Before completing this tool make sure you have login access to the SWIS Suite within [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 2/Tier 3 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**

### **Discipline Referrals (Majors)**

#### **PBISapps, SWIS Suite, Students with 2-5 Discipline Referrals Report**

New users: See "SWIS Directions for Continuous Improvement Worksheets" on the [School Leadership Team Coaches](#) webpage for directions on how to generate the "Students with 2-5 Discipline Referrals" report in the SWIS Suite.

Returning users: Access the SWIS Suite and pull up your saved report template labeled "Students with 2-5 Discipline Referrals" and set the new date range.

### 2-5 School-wide

Look at the Summary table and record the total number of students listed. Use that number to calculate a percentage based on your school's enrollment.

At this point in the year, #% students have received 2-5 Discipline Referrals for major discipline referrals. We are **on track/not on track** to meet the goal of 15% or fewer students with 2-5 discipline referrals by the end of the year.

### 2-5 By Grade

Change graph type to Grade.

Grade(s) #, # have more students with 2-5 major Discipline Referrals than other grades, indicating these grades may need more support

### 6 or More School-wide

Remove Range from the Dataset and replace with Greater Than (under Referral, Student Referral Count) and set to 5 Referrals. Look at the Summary table and record the total number of students listed. Use that number to calculate a percentage based on your school's enrollment.

At this point in the year, #% students have received 6 or more Discipline Referrals for major problem behaviors. We are **on track/not on track** to meet the goal of 5% or fewer students with 6 or more Discipline Referrals by the end of the year.

### 6 or More By Grade

Change graph type to Grade.

Grade(s) #, # have more students with 6 or more major Discipline Referrals than other grades, indicating these grades may need more support

## PBISapps, SWIS Suite, Triangle Data Report

In the SWIS Suite, Click on View Reports. Select Triangle Data Report, Referral Type: Major. (If your elementary and secondary share a single K-12 SWIS account, interpret this report through a K-12 lens.)

Noteworthy patterns across years include: **INSERT TEXT**

## Additional Data Sources

If your team has additional data sources related to the Tier 2/Tier 3 Behavior Outcomes (e.g., suspensions, use of seclusion and/or restraint) they will want to consider, summarize the data and describe noteworthy patterns.

**INSERT TEXT**

## Data Summary

School-wide, our Tier 2/Tier 3 Behavior System **Needs Support/Is Strong**.

The following grade-levels need more support at Tier 2 and/or Tier 3: **INSERT TEXT**

We are seeing the following patterns from year to year: **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 2/Tier 3 Behavior Precise Gap Statements

Who/When	What/Where	As Measured By
<i>Example: As of January, 2019, 18% of our students school-wide . . .</i>	<i>have 2-5 office discipline referrals for major problem behaviors as compared to our goal of 15% or fewer by the end of the year,</i>	<i>as measured by SWIS data</i>
1.		
2.		

## 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

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

(<https://www.pbisapps.org>)

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

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Michigan’s MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.