District Tier 1 Behavior Data Interpretation Tool

This tool is designed as a scaffold to support a District Implementation Team's review and interpretation of Tier 1 Behavior fidelity and outcomes across schools.

Use of this Tool

Before completing this tool make sure you have login access to MiMTSS Data System. One or more individuals from the District Implementation 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 fidelity or student outcome data? For example:

- Are there concerns with the validity of the most recent administrations of the SWPBIS Tiered Fidelity Inventory at any of the schools?
- Were any concerns reported by schools regarding the collection of student outcome data?

Insert Text

Tier 1 Fidelity Across Schools

MiMTSS Data System, District Dashboard, Behavior Fidelity Tab

The following schools need more support to reach the Tier 1 Behavior Fidelity target of 70%: **School Name(s)**

District-wide, Item-Level SWPBIS TFI Report

(Go to MiMTSS Data System, Reporting, Single Measure Reports, SWPBIS Detail, Set Data Range, Preview, Download to Excel)

The following Tier 1 items were scored a 0 or 1 by at least half of all implementing schools: **List Items**

When these items are cross-walked with the coaching concepts (cheat sheet), the following priorities are noted: **List Prioritized items and related concepts**

Student Outcomes Across Schools

MiMTSS Data System, District Dashboard, Behavior Outcomes tab, Discipline Referrals button

Average Referrals per Day per Month

Noteworthy patterns of discipline referrals across schools and across years include: **Insert Text**

Schools in need of more support to bring average referrals per day per month below the national median include**: List School Names**

Major Referrals by Race/Ethnicity[1]

Noteworthy patterns of risk ratios across schools and across years include: **Insert Text**

Schools in need of more support to address disproportionate referral patterns include**: List School Names**

Top 3 Problem Behaviors, Locations, and Motivating Factors[2]

Noteworthy patterns across schools for top problem behaviors, top locations and top motivating factors include: **Insert Text**

Additional Data Sources Across Schools

Additional data that may be reviewed by the team include:

Data Source: **Text**

Noteworthy patterns or observations: **Text**

(Example data sources: observations of each school's PBIS kick-off, review of lesson plans for teaching school-wide expectations, classroom, suspension data, seclusion and restraint data, student perception surveys of climate and/or safety, stakeholder perception and input surveys)

Data Summary

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

Schools in need of more support to strengthen fidelity of implementation for Tier 1 of SWPBIS include: **List School Names and Specific Needs**

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[1] 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. Work with school teams to consider how the specific students represented in these groups experience school and take action to strengthen their school experience.

[2] If "unknown" or "other" is among the top 3 in any of these areas, add an action item to your plan to consult with the SLTs for these schools to ensure a plan is in place to re-train staff on completing the referrals and/or consider district-wide support for these re-trainings.

Schools in need of more support to strengthen student outcomes for Tier 1 of SWPBIS include: **List School Names and Specific Needs**

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 District Implementation Team to focus its efforts.

Table 1.0 Tier 1 Behavior Precise Gap Statements

Who/When	What/Where	As Measured By
Example 1: (Tier 1 Scale Fidelity Problem): As of Fall 2019, two of our three schools that have begun implementing Tier 1 of SWPBIS	*Have not reached the criterion of 70% for fidelity at Tier 1, with lowest scores falling within the Implementation subscale*	*as measured by the Tier 1 scores on the SWPBIS Tiered Fidelity Inventory from October, 2019.*
Example 2: (Item-level Fidelity Problem): As of Fall 2019, all three of our implementing schools	*Have not adequately defined staff-managed versus office-managed behaviors and still have discipline policies and student handbooks that contain only reactive and punitive consequences*	*as measured by a score of 0 or 1 for all three schools on item 1.5 and a score of 0 for all three schools on item 1.6 on the SWPBIS Tiered Fidelity Inventory from October, 2019.*
Example 3: (Student outcomes problem across schools): As of Fall 2019, two of our three implementing elementary schools	*Have African American students overrepresented in discipline data in comparison to all other racial and ethnic groups in their schools*	*As measured by risk ratios of 2.2-3.5 for African American students compared to the threshold of 1.25.*
1.		**as measured by . . .**
2.		**as measured by . . .**

Next Steps

Prepare to facilitate your team's discussion by practicing navigation of the 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)