

District Tier 2/Tier 3 Behavior Data Interpretation Tool

This tool is designed as a scaffold to support a District Implementation Team's review and interpretation of Tier 2 and Tier 3 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 2/Tier 3 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 2/Tier 3 Fidelity Across Schools

School Reports on Intervention Access and Effectiveness

Based on reports from schools that completed data reviews focused on Tier 2/Tier 3, the following schools need more support with collecting data on intervention access (i.e., percent of students receiving intervention in comparison to the percent of students in need of intervention):

School Name(s)

The following schools need more support with collecting data on intervention effectiveness (i.e., percent of students responding positively to each type of intervention): **School Name(s)**

For schools listed as needing more support, common barriers to data collection on intervention access and effectiveness include: **Insert Text**

Plans to address these barriers include: **Insert Text**

MiMTSS Data System, District Dashboard, Behavior Fidelity Tab

The following schools need more support to reach the Tier 2 and Tier 3 Behavior Fidelity target of 80%: [School Name\(s\)](#)

District-wide, Item-Level R-TFI Report

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

The following Tier 2/Tier 3 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 Name\(s\)](#)

Major Referrals by Race/Ethnicity¹

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 Name\(s\)](#)

Top 3 Problem Behaviors, Locations, and Motivating Factors²

Noteworthy patterns across schools for top problem behaviors, top locations and top motivating factors include: [Insert Text](#)

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.

Additional Data Sources Across Schools

Additional data that may be reviewed by the team include:

Data Source: **Text**

Noteworthy patterns or observations: **Text**

(Example: 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 2/Tier 3 Behavior System **Needs Support/Is Strong**

Schools in need of more support to strengthen fidelity of implementation for Tier 2 and/or Tier 3 include: **List School Name(s) and Specific Needs**

Schools in need of more support to strengthen student outcomes include: **List School Name(s) 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 2/Tier 3 Behavior Precise Gap Statements

Who/When	What/Where	As Measured By
<i>Example 1 (Access and Effectiveness) As of Winter 2020, four of our five implementing elementary schools and both secondary schools</i>	<i>Need more support with collecting and analyzing intervention access and effectiveness data</i>	<i>As measured by a review of the schools' winter data review worksheets</i>
<i>Example 2 (Tier 2 / 3 Behavior Item-level Fidelity Problem): As of Winter 2019, all three of our implementing schools</i>	<i>Are not tracking the proportion of students experiencing success of Tier 2 interventions, or using intervention outcome data and decision rules for modification, nor are they engaging in a Tier 2 annual evaluation</i>	<i>As measured by a score of 0 or 1 for all three schools on item 2.11 and 2.12 on the SWPBIS Tiered Fidelity Inventory from January, 2019.</i>
<i>Example 1: As of Fall 2019, two of our three implementing elementary schools</i>	<i>Have African American students overrepresented in discipline data in comparison</i>	<i>As measured by risk ratios of 2.2-3.5 for African American</i>

Who/When	What/Where	As Measured By
	<i>to all other racial and ethnic groups in their schools</i>	<i>students compared to the threshold of 1.25.</i>
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)

(<https://mimtssdata.org/MIData/Account/Login>)

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.