

Got Data? Take the challenge!

See if your data system can answer these questions...

These questions and data sources are critical to MTSS for behavior, but they're just a starting point. The problem-solving process and your school or district's data will generate follow-up questions that may require additional data collection and/or analysis.

TIER 1

	Questions	Initial Data Sources	Other Helpful Data Sources
Systems-level evaluation – 3x/year	Is our core curriculum for behavior sufficient for the majority of our students?	<ul style="list-style-type: none"> The Core Report ODR/100 students ISS/100 students OSS/100 students Attendance data 	<ul style="list-style-type: none"> Percent of students participating in reward events Percent of students who received at least one reward for demonstrating the school-wide expectations, by grade level and/or teacher Climate surveys Student surveys
	Is our core curriculum for behavior sufficient for all groups of students?	<ul style="list-style-type: none"> Risk ratios for ODRs Risk ratios for ISS, OSS Attendance data by subgroup 	<ul style="list-style-type: none"> Comparison report for ODRs Comparison report for suspensions
	Are we implementing Tier 1 with fidelity ?	<ul style="list-style-type: none"> Benchmarks of Quality (BoQ) PBS Implementation Checklist (PIC) 	<ul style="list-style-type: none"> PBS Walkthroughs Staff, student, and/or family surveys Implementation artifacts (copies of lesson plans, videos, etc.) Observations (documented/repeatable)
Tier 1 implementation planning - Monthly	Is problem behavior decreasing or increasing?	<ul style="list-style-type: none"> Monthly referral rate (per day per month) Attendance data 	<ul style="list-style-type: none"> Minor incidents
	Why are students engaging in inappropriate behavior?	<ul style="list-style-type: none"> Referrals by motivation 	<ul style="list-style-type: none"> Minor incidents Student focus groups
	What locations require instruction for behavior?	<ul style="list-style-type: none"> Referrals by location 	<ul style="list-style-type: none"> Minor incidents
	When is problem behavior most likely to occur?	<ul style="list-style-type: none"> Referrals by time 	<ul style="list-style-type: none"> Referrals by context Minor incidents
	What behaviors/skills need to be taught?	<ul style="list-style-type: none"> Referrals by problem behavior 	<ul style="list-style-type: none"> Minor incidents
	Do our strategies benefit all groups of students?	<ul style="list-style-type: none"> Referrals by grade level Risk ratios for ODRs, ISS, OSS 	<ul style="list-style-type: none"> Minor incidents Referrals by staff Comparison reports for ODRs, ISS, OSS Student surveys, focus groups
	Are we responding effectively to problem behavior?	<ul style="list-style-type: none"> Referrals by motivation Referrals by Admin Decision 	<ul style="list-style-type: none"> Minor incidents Student focus groups Staff survey

School-Level Report

This Year's Core Report?

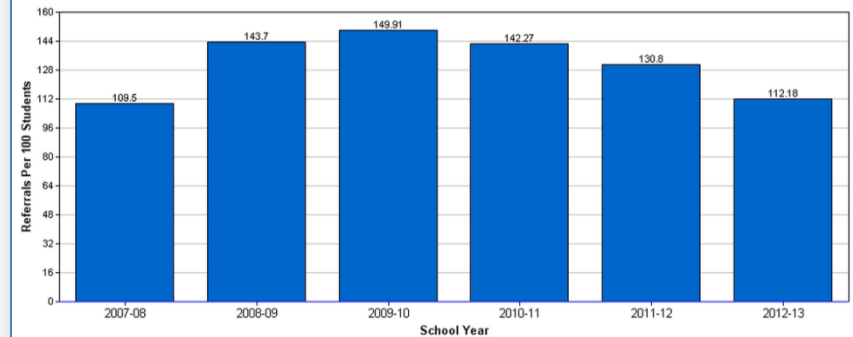
School Year 2012-13, Majors only

	Your School	Nt'l Goals
% of Students with 6+ ODR:	1	<5 %
% of Students with 2-5 ODR:	6	<15 %
% of Students with 0-1 ODR:	93	80% +

The Core Report

Compare a school's distribution of office referrals to national guidelines to determine whether the core curriculum for behavior is sufficient for most students.

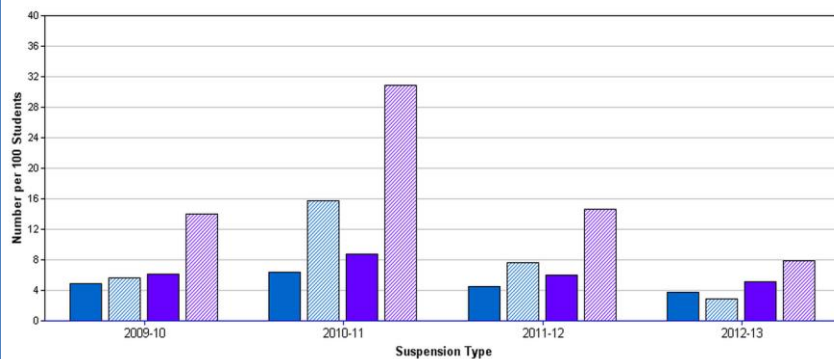
Referral Per Year by 100



ODRs/100 Students

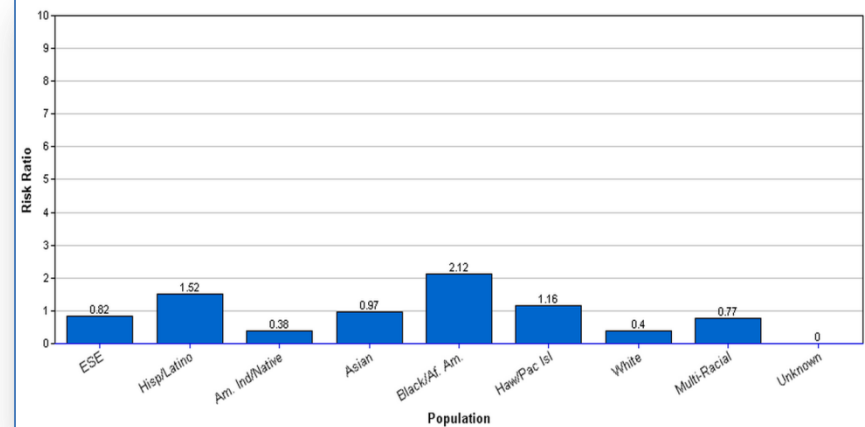
Office discipline referrals easily translate into "minutes lost," provide an accurate count of the number of students involved, and represent students' most significant behaviors. Examining the totals "per 100 students" allows for year-to-year comparisons regardless of changes in the student population.

EventISS DaysISS EventOSS DaysOSS



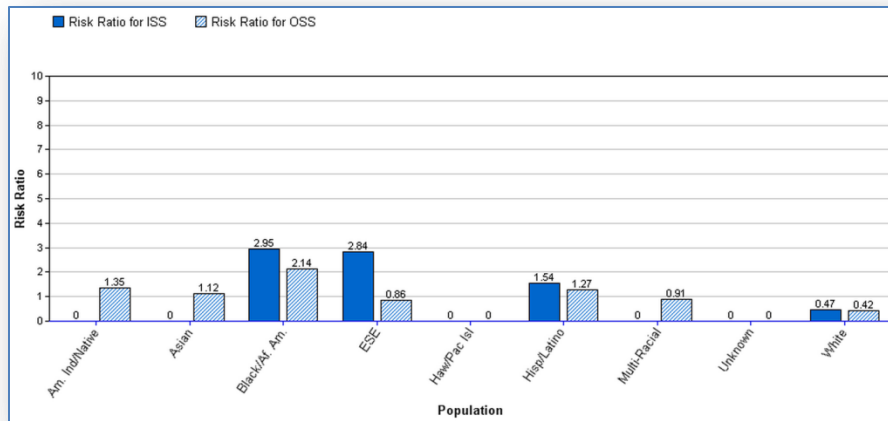
ISS & OSS per 100 Students

Yearly summaries of a consequence "per 100 students" allows schools to compare rates of problem behavior from year to year without worrying about changes in their school's population.



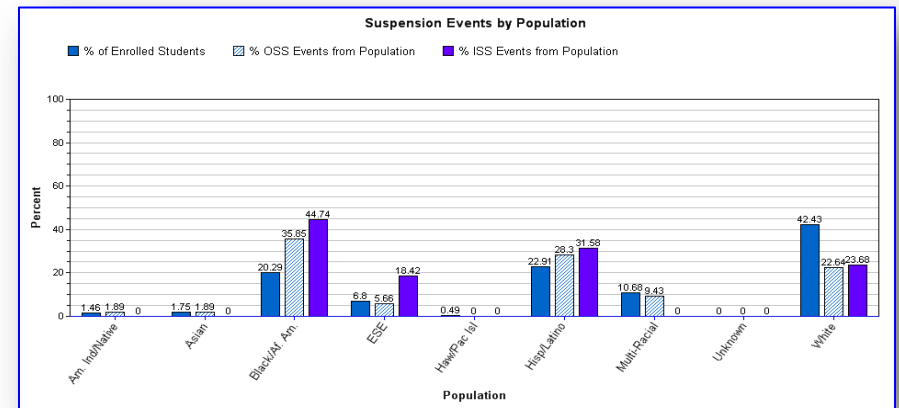
Risk Ratio for ODRs

The risk ratio eliminates the impact of "frequent flyer" students and provides a picture of overrepresentation for one group of students compared to all others. A ratio of 1.0 indicates equal representation.



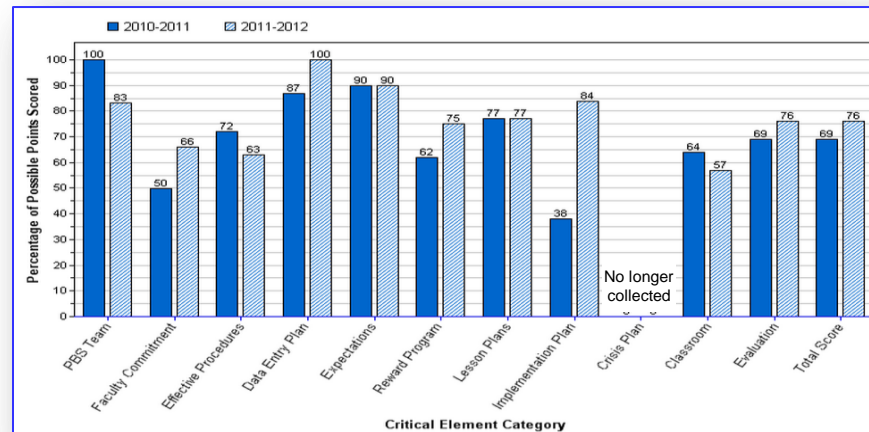
Risk Ratios for ISS and OSS

The risk ratio eliminates the impact of “frequent flyer” students and provides a picture of overrepresentation for one group of students compared to all others. A ratio higher than 1.0 suggests that students from that group may receive a disproportionate share of the consequence.



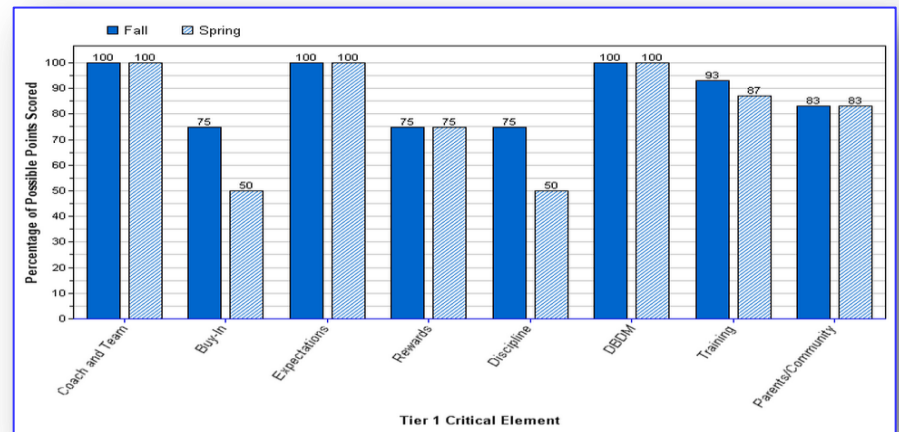
Comparison Reports

These reports help schools evaluate overrepresentation. They compare the percent of suspensions given to students of a certain group to their group’s percent of the student population. The two percentages should be about the same. Students who receive multiple suspensions have a big impact on these reports.



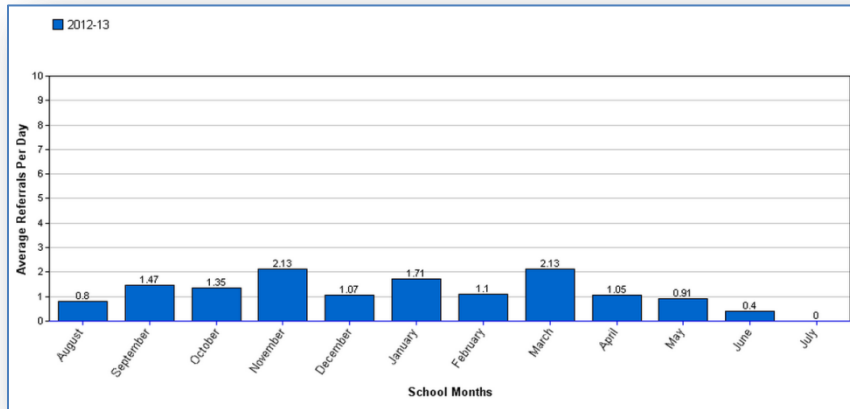
Benchmarks of Quality (BoQ) by Critical Element

The BoQ is a fidelity measure for schools’ core curriculum for behavior. Completed annually, the results should drive a school’s implementation plan for the next school year.



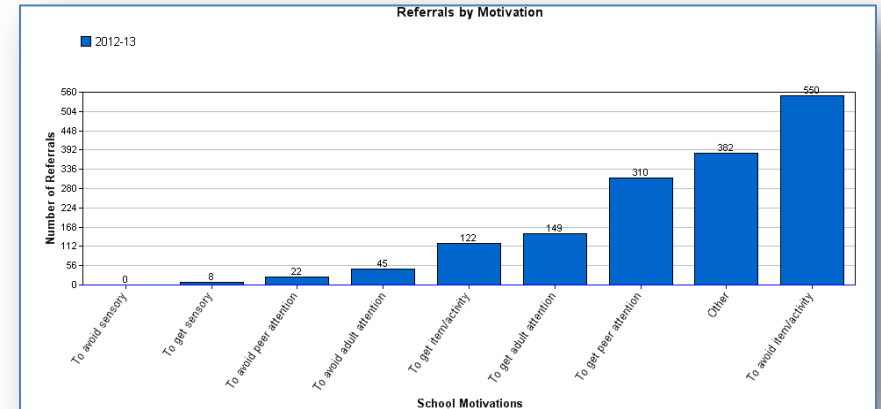
PBS Implementation Checklist (PIC) by Critical Element

The PIC is a progress monitoring measure for schools’ implementation fidelity. It’s completed twice each year, and the results should help teams adjust their school’s implementation plan for the current school year.



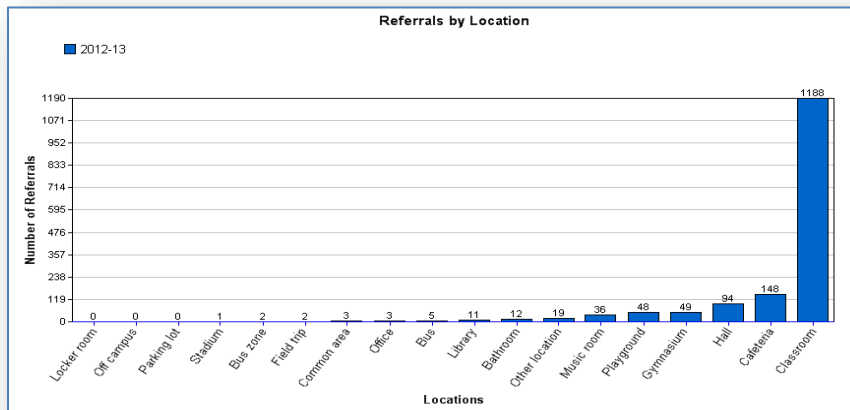
Avg. Referrals per Day per Month

Looking at the number of referrals per day per month allows schools to compare their rate of problem behavior from one month to the next, even if some months have fewer school days than others.



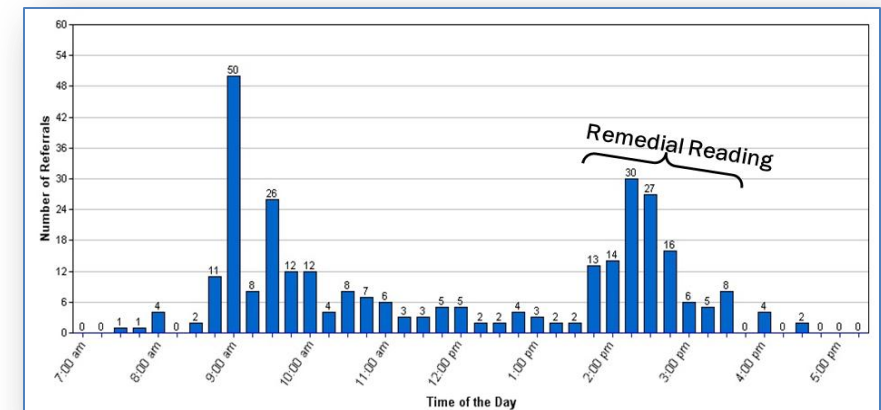
Referrals by Motivation

Considering the main reason for students' most significant behaviors will help schools identify effective interventions, consequences, and incentives to encourage positive behavior.



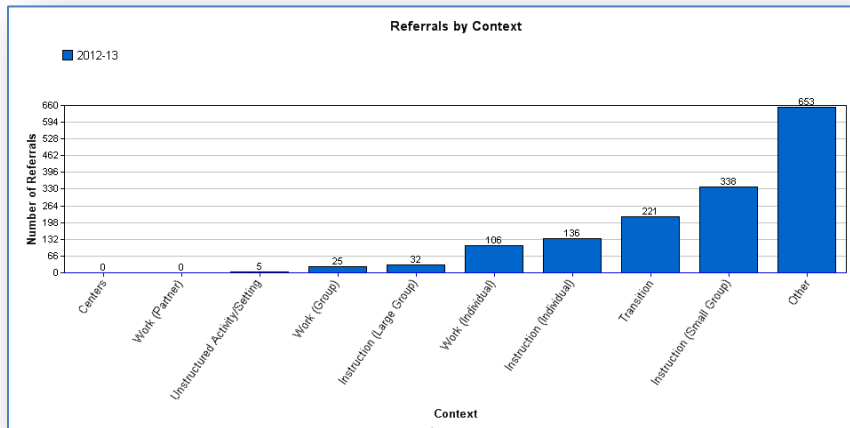
Referrals by Location

Seeing which location generates the most referrals helps schools understand where to focus their energy and resources.



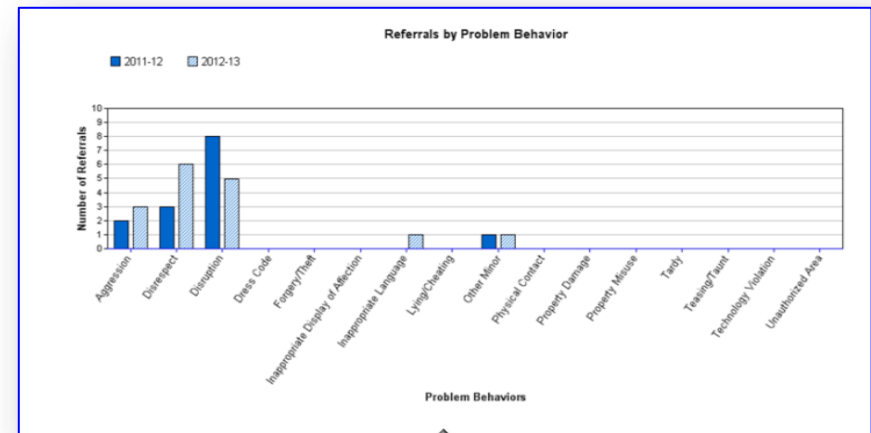
Referrals by Time

This reports lets schools see how problem behavior relates to their master schedule, pinpoint when interventions need to be delivered, and isolate times when observations are most likely to pay off.



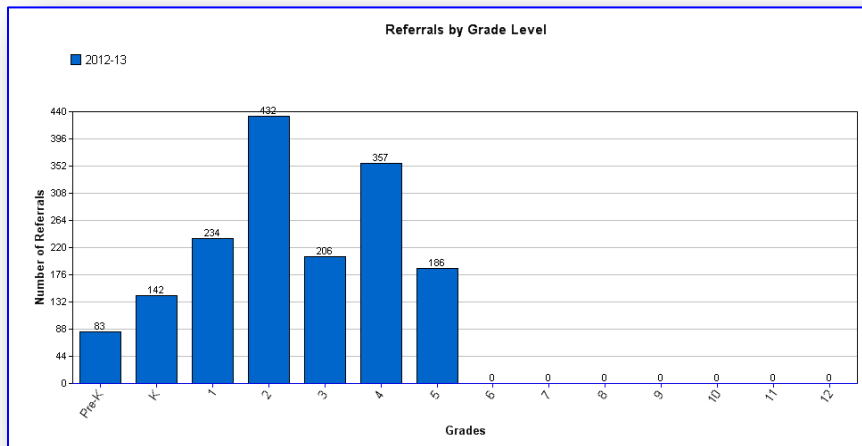
Referrals by Context

Looking at the types of activities taking place when inappropriate behaviors occur helps schools understand how instructional strategies impact student behavior, and identify school-wide needs for professional development.



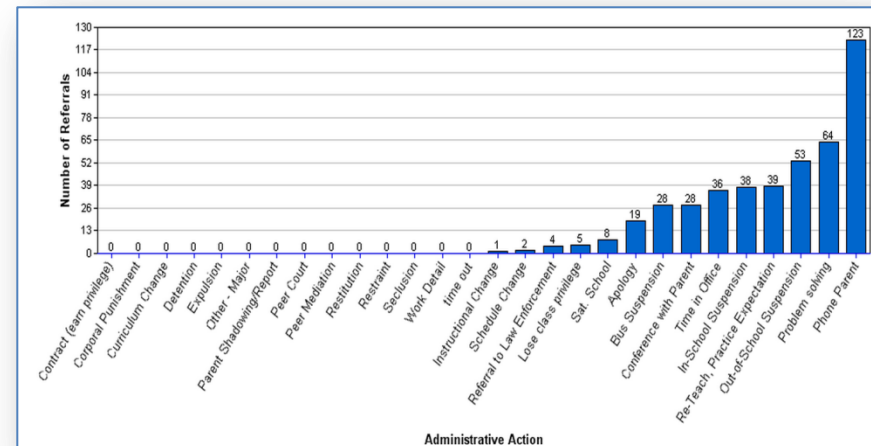
Referrals by Problem Behavior

Once the most significant behaviors that occur across campus are identified, schools will see which skills need to be taught and encouraged in their students, and ensure that their lessons on school-wide expectations address these needs.



Referrals by Grade Level

Examining referrals by grade level helps schools to determine whether their core curriculum for behavior is effective across their school.



Referrals by Administrative Decision

This graph allows school to see which consequences are used most frequently. Compare this information with the Referrals by Motivation report to understand if your consequences are accidentally rewarding problem behavior.