

**Course: Student Identification Process**  
**Lesson: Existing School Data**

## Transcript

This lesson describes the need for systematic and early identification for students needing Tier 2 supports. Establishing data decision rules based on academic and behavioral data currently collected in your school is one method teams can develop.

Two other methods, the use of nominations and universal screening, are described in accompanying lessons.

There is one handout that will be referenced during this lesson. If you have not downloaded it from the lesson website, please pause the video while you access the document.

By the end of this lesson, you will be able to:

- Determine proficient, at-risk, and high-risk criteria for academic and behavioral data currently collected in your school.
- Determine specific criteria that trigger a referral to the Tier 2 Team.

A clearly defined, methodical identification process is a necessary component to your Tier 2 system. This process will allow for early identification of students who are at-risk academically and behaviorally, thereby decreasing the likelihood of academic failure and poor outcomes and minimizing the impact of risk. By providing preventative support early, the need for more intensive support is reduced.

Here are key acronyms and descriptions that will be used in this lesson.

Data decision rules are set criteria that when triggered automatically initiate discussion about a student who may be at risk. These rules are based on data that a school is already collecting such as office discipline referrals (also referred to as ODRs, classroom minor referrals, absences, and grades.

Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself and are often based on social deficits and avoidance.

Externalizing behaviors are observable and overt and are often directed toward people and/or objects in the social environment.

Multiple methods can be used to identify students for Tier 2 supports. No single method is likely to identify all students who may need Tier 2 intervention, so it is recommended that schools select and use multiple methods. The identification methods selected should be efficient in terms of cost and time requirements from school personnel.

The Student Support Model illustrates three methods teams can use for early identification of students needing Tier 2 supports. This lesson will provide information for utilizing existing school data to develop data decision rules. Ideally the data triggers that teams establish will identify students who require more targeted assistance before their patterns of behavior become a chronic or intensive problem.

Remember that students should not be identified for additional support if they have not received Tier 1 with fidelity.

Decision rules based on existing data are particularly effective for early identification of students with externalizing behaviors – those behaviors that typically warrant a major or minor referral such as those listed here. Externalizing behaviors are behavior problems that are observable and overt and often directed toward people and/or objects in the social environment.

Existing school data can be used to develop decision rules for criteria that when “triggered” automatically initiates discussion about a student who may be at risk. After reviewing student data, the behavior support team can then determine if intervention is warranted.

To establish decision rules using existing school data, teams must first consider and document student data that is already routinely collected. Examples include office discipline and/or classroom minor behavioral records, attendance and tardy rates, classroom assignment and/or homework completion rates, grades, and formative assessment results. Possible current data sources are listed in the “Measures” column of the *Existing School Data Inventory Sample and Template* handout.

Consider these questions about data in your school:

- What behavioral and academic data does your school currently collect?
- Where is the data stored?
- Who has access to the data?

Pause the video, and when you are ready, continue watching.

Once data sources are identified, your team will establish criteria for “proficient”, “at-risk”, and “high-risk”. One strategy for establishing reasonable decision rules is to examine student data from the previous school year. We will now describe that process for office discipline referral data.

First, review the list of students who received documented office discipline referrals during the previous school year and consider which of those students your school would categorize as “at-risk”, (rather than “high risk”).

Next, identify the range of the number of office discipline referrals by documenting the lowest and highest numbers of ODRs received by students perceived to be “at-risk”. Discuss this range with your team to determine the number of referrals that best represents early signs of risk within your context. The number identified by the team becomes the office discipline referral data “trigger” for identifying students at-risk in your setting. Anything below that trigger is considered “proficient”. Then use your data to establish the trigger for “high-risk”. This same process can be repeated for other types of commonly collected data.

As an example, this school had a range of 3-6 office discipline referrals for students perceived to be at-risk. After discussion, the Tier 2 team decided that the at-risk data decision rule would be 3 ODRs. By intervening early, they hope to prevent students from accumulating 4 or more referrals. Once a student receives a third ODR, the Tier 2 team will automatically schedule a review of that student's referrals and other relevant data during the next behavior support team meeting.

Proficient for this school was established as no more than 2 ODRs. High-risk was set at 6. Even though 6 was in the “at-risk” range for last year’s students, the team determined to take the upper end of that range as high-risk to allow for earlier intervention.

How will your team know if a student has “triggered” a decision rule for office discipline referrals and/or classroom minors? Your crossover member with the Tier 1 team can provide this information based on monthly data review by the Tier 1 team. If the crossover member will not have this responsibility, it is important to have someone assigned to get this information.

Now you will review a school’s ODR data for students who are perceived to be at-risk. Your team will determine what you would establish for proficient, at-risk, and high-risk.

Data decisions rules are specific to your context. Here is an example of a team working to establish data decision rules for office discipline referrals. The range of ODRs is 6-10, considerably higher than the previous school.

Discuss with your team what ODR data decision rules you would establish for proficient, at-risk and high-risk for this school. Why were those rules selected?

Pause the video, and when you are ready, continue watching.

This is an example of how an Existing School Data Inventory might be completed. Many Tier 2 teams start off only establishing data decision rules for behavioral data, such as office discipline referrals, classroom minors, in-school suspensions, and/or out-of-school suspensions. As your team develops expertise and a menu of interventions, you can expand your inventory to include other measures. Or perhaps there are other teams in your school that could use this form to assist with establishing their indicators of risk for attendance and academic performance.

Notice that with the exception of out-of-school-suspensions, there are no zeroes for proficient. Sometimes teams think that proficient needs to be zero office discipline referrals or zero classroom minors. For most schools, that is an unrealistic expectation. First of all, everyone has a bad day once in a while. Secondly, would you have the resources to serve all the students in your building who have received just one major or minor referral?

Review your list of all the academic and behavioral data collected in your school.

- Which measures will you use for early identification of students needing Tier 2 behavior supports?

Identify students perceived to be “at-risk” and determine the range for each measure you selected.

- Based on the range, what will be the trigger for “at-risk”?
- What will be considered “proficient”?
- What will be the trigger for “high-risk”?

Use the blank template on page 2 of the *Existing School Data Inventory Sample and Template* handout to document your draft existing data inventory.

- Are there other teams in your building who might consider using this format for the support they provide?

Pause the video, and when you are ready, continue watching.

Once you have a draft of your existing data inventory, how will you share and receive input from staff?

Do you have a system in place to receive information about students who need to be included on the Tier 2 team agenda if the Tier 1 team’s monthly data review determines that a student has met a decision rule? Will the crossover team member provide this information to the Tier 2 team or will someone else have this responsibility?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned about the need to have multiple methods for student identification that include internalizing and externalizing behaviors. You also learned how to use existing school data to establish data decision rules.

Next steps include completing your Existing School Data Inventory, establishing criteria for “proficient”, “at-risk”, and “high-risk”, and soliciting staff feedback on your draft inventory.

Update your Tier 2 action plan. Develop action steps and a timeline for completion of your Existing School Data Inventory. Include any professional development you will provide to your staff.

When you have completed your Existing School Data Inventory, please submit it to your consultant.

Additional information about the Student Identification Process can be found in Chapter 3 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at [www.pbissmissouri.org](http://www.pbissmissouri.org).

When you are ready, continue with the next lesson, *Universal Screening* where you will learn considerations for developing a comprehensive universal screening system.

Here is the reference for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 2 Team Workbook* available on the Missouri SW-PBS website.

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