Understand the Data

Data Dashboard Behavior Events
The MMSD Data Dashboard records a wealth of data on behavior events. This data comes directly from the information input by staff in either Infinite Campus or Oasys.

Data Notes
Behavior data differs from data like MAP and ACT scores because it depends entirely on the teachers and staff who enter the data into Infinite Campus. Differences in behavior data between schools and groups of students may not reflect real behavior differences; instead, they may reflect a different approach to recording behavior data. Districtwide, the number of behavior referrals has increased significantly over the last five years, but this likely reflects increased fidelity of behavior tracking rather than an increase in negative behaviors. In addition, you may see some behavior events with an event type of “not recorded” if staff did not enter the event correctly. Be sure to consider your school’s behavior data practices when analyzing behavior data, including PBIS.

Questions and Contacts
For technical questions about behavior events, please contact your PBS External Coach. For questions about how to use behavior event data as part of SIP or teacher team planning, contact your School Improvement Partner or Data Strategist.
Access the Data

There are multiple behavior reports available on the Data Dashboard on the Basic tab. To access the Data Dashboard, go to mmsd.org and click “Staff Only.” Log in using your b number and password and then click on the “Data Dashboard” icon under “Logon Pages for Staff.”

Or, you can click on this link: dashboard.mmsd.org

Once you have logged on to the Data Dashboard, click the “Discipline” link under the Basic tab (1).

Next, click the appropriate Discipline Dashboard under the “Discipline Dashboards” header on the left side of the screen (2). The default Dashboard is “Behavior Events,” which is the focus of the first part of this section. The second part focuses on “School Comparison – Behavior.” Other Dashboards include “Suspensions” and “School Comparison – Suspensions.”
Filters
At the top of each Dashboard is a series of filters (3). These filters allow you to select a school year, school, grade, team, program, and a variety of demographic characteristics. The filters also allow you to examine behavior events during only a certain date range. For the date range filter to work properly, be sure to select “Date Range” in the “School Year” filter dropdown.

Graphs
Behavior Events
The Behavior Events dashboard features twelve graphs. These graphs are designed to help you answer who, what, where, and when questions around behavior. These graphs cannot answer why you are getting the results you see; answering why comes in Step 3. All of these graphs are modified by the filters above. For most graphs, major events appear in orange and minor events in blue.

Behavior Events Total (4) – this graph shows the total major and minor behavior events for the time period you selected.

Behavior Events by Grade (5) – this graph shows total major and minor behavior events disaggregated by grade.

Behavior Events Avg per Day per Month (6) – this graph shows the average number of behavior events per day for each month for the time period you selected.
Behavior Events by Time of Day (7) – this graph shows behavior events by the time of day they were entered.

Behavior Events by Day of Week (8) – this graph shows behavior events by the day of the week they were entered.

Behavior Events by Location (9) – this graph shows behavior events by the location where they occurred.

Behavior Events by Student (Top 10) (10) – this graph shows the number of major and minor behavior events for the ten students with the highest number of events.

Behavior Events by Student (11) – this graph shows the number of major and minor behavior events for all students.

Behavior Events by Event Code (12) – this graph shows the number of behavior events sorted by type of behavior.
Behavior Events by Ethnicity (13) – this graph shows behavior events disaggregated by ethnicity.

Behavior Events by Semester RTI Model (14) – this graph shows the percent of students in each semester falling into Tier 1, Tier 2, and Tier 3 for behavior based on the RTI model. Students with 0-1 referrals are in Tier 1 (green), students with 2-5 are in Tier 2 (yellow), and students with 6 or more are in Tier 3 (red).

Behavior Events by Year (15) – this graph shows the number of behavior events recorded by year for the past five school years.

School Comparison – Behavior
The School Comparison – Behavior dashboard features three graphs. As with the prior graphs, these graphs cannot answer why you are getting the results you see; answering why comes in Step 3. All of these graphs are modified by the filters above.

Behavior Events by School (16) – this graph shows the number of major and minor behavior events for each school, sorted alphabetically.
Behavior Events vs Enrollment Ratio (17) – this graph shows the ratio of behavior events to enrolled students for each school relative to the district average ratio of behavior events to enrolled students. A school with a ratio of 1 has exactly as many behavior events as would be expected considering the size of the school; a school with a ratio of more than 1 has more behavior events per student than average and a school with a ratio of less than 1 has fewer behavior events per student than average. For example, a school with a ratio of 2.5 has 2.5 times or 150% more behavior referrals per student than the average school and a school with a ratio of 0.38 has 0.38 times or 62% fewer behavior referrals per student than the average school.

Behavior Events vs Enrollment Ratio at Level (18) – this graph is similar to the graph above but presents each ratio relative to other schools of the same level (elementary, middle, high). For example, a high school with a ratio of 2.5 has 2.5 times or 150% more behavior events per student than the average high school.

Drilling Down
For most of the graphs above, you can click on the column to show the list of events or students that constitute the number shown on the graph. For example, clicking on the red bar on the Behavior Events by Semester RTI Model graph shows a list of students with six or more referrals who should be considered for a Tier 3 intervention.
**Behavior Demographic Breakdown**

In addition to the graphs described above, there is another tool available on the Discipline dashboard.

Below the filters and above the first graph, click on “Behavior Demographic Breakdown” (19).

The Behavior Demographic breakdown shows the total number of behavior events for the group of students represented by the filters you selected above, disaggregated by five demographic characteristics: ethnicity, low-income, ELL, gender, and special education. Each table shows the percent of referrals assigned to students belonging to that group (20); for example, the table below shows that of 14,995 behavior referrals, 11,006, or 73.4%, were assigned to male students. For students receiving multiple referrals, all referrals appear; for example, one student receiving 60 referrals would add 60 to the total, not just one.
Analyze the Data

The Data Analysis Protocol (located in the SBLT Toolkit and Teacher Team Toolkit) provides an excellent structure to analyze any data, including behavior events. Questions on the Data Analysis Protocol will help guide your discussion.

Consider the supplemental questions below as needed as you review your data. These questions, which are specific to the type of data discussed in this Data Use Guide, are designed to be paired with the questions in the Data Analysis Protocol to help you dig deeper into your data.

**Supplemental Questions**

**Review the Data**
- What do we know about how behavior event data has been reported over time that may impact our analysis?
- How might the new Behavior Education Plan change how we interpret this data?

**Analyze the Data**
- Who is receiving behavior referrals? How do behavior referrals differ by student subgroup, by grade level, or for SIP focus groups?
- What types of behaviors are students being referred for?
- When do referrals occur? Is there a day of the week or time of day with higher incidence?
- Where do most referrals occur?
- How many referrals do we average each day? How is that changing over time? What impact does this have on instructional minutes?
- What impact do behavior practices that are not documented (i.e., classroom managed strategies like TAB or Buddy Room) have on lost instructional time?

**Discuss Root Causes**
- What are our beliefs about student behavior and how might that be impacting our results?
- Considering where and when most behavior referrals occur, what implications might that hold for our practices?
- How might the behavior event data we are analyzing impact our academic goals as identified by our school’s SIP?
- Considering where and when most events that lead to behavior referrals occur, what implications might that hold for our universal, tier 2 and tier 3 practices?
- How is the implementation of PBS in our schools affecting our results?

**Consider Actions**
- Considering where and when most referrals occur, what high leverage action steps (defined by a root cause analysis) could you put in place to affect universal practices? For classroom practices?
- If we observe patterns in our referral data (i.e., by location, time of day, etc.), what high-leverage action steps that address universal system might meet student needs proactively?
- How might our schools identify students needing more support and provide tier 2 and 3 interventions to reduce referrals?
- What high-leverage action steps might we consider to bolster student success either proactively (prior to referral) or upon re-entry (to reduce repeated referrals)?