Reference Guide for Color Coding Data Decisions

Color Code	Risk Level	How to Make the Decision
Green	Minimal/Low Risk	Green should be used when: • Low numbers indicate less risk (e.g., attendance • High numbers indicate better adjustment (e.g., some socioemotional screeners)
Yellow	Some Risk/Caution	Yellow should be mid-range numbers where the student is not at minimal risk but not yet indicating higher risk
Pink/Red	At-Risk/Elevated Risk	Red/Pink should be used when: • High numbers indicate more risk (e.g., office referrals) • Low numbers indicate more risk (e.g., some socioemotional screeners)

Possible Data to Make Decisions

Data Type	Questions to Consider	Possible Thresholds
Attendance	• What would constitute truancy, by policy? • What do our current attendance data tell us about a typical amount of missed school for a student? • How will we account for excused absences (educational trips, chronic illness)?	• Green: 0-2 absences (less than 5% of school days missed since last benchmark) • Yellow: 3-4 absences (10% of school days missed since last benchmark) • Red/Pink: 5+ absences (more than 10% of school days missed since last benchmark) • Threshold can be adjusted for chronic illness or educational trips
Tardiness	• What does our policy say about tardiness (excused vs. unexcused)? • What do our current data tell us about typical tardiness for students? • How can we account for excused tardiness	• Green: 0-3 late instances (less than 5% since last benchmark) • Yellow: 4-5 late instances (10% since last benchmark) • Red/Pink: 6+ absences (more than 10% of since last benchmark) • Threshold can be adjusted for excused tardiness such as medical appointments, unforeseen circumstances (e.g., parent transportation problem)

Office Referrals	• What is our current practice/ policy for office referrals? • Are all office referrals necessary? (If not, policy/ practice needs to be adjusted.) • How do these practices inform indication of risk?	• Green: 0-1 referrals • Yellow: 2-3 referrals • Red/Pink: 4+ referrals • Threshold can be adjusted for spurious referrals and referrals that did not warrant disciplinary action
Health Suite/ Nurse's Office Visits	• What does our school nurse tell us about typical reasons for health suite visits? • How much instructional time is missed? • How often is a visit associated with social, emotional, or behavioral adjustment?	• Green: 0-1 visits • Yellow: 2-3 visits • Red/Pink: 4+ visits • Threshold can be adjusted for chronic illness, medication administration, or other reason as advised by school nurse
Counseling Suite Visits	• What is our current policy for self or other referral to the school counselor? • How does this policy or typical practice inform how visits may indicate risk?	• Green: 0-1 visits • Yellow: 2-3 visits • Red/Pink: 4+ visits
Screener Score	• How is the student doing socially, academically, and emotionally? • Is the student low, medium, or high risk in each domain and total? • Is this consistent with what we are seeing in the classroom?	***This is an example and will vary depending on the screener used.*** Social Behavior Total: • Green = 13 – 21 • Yellow = 10 – 12 • Red/Pink = 0 – 9 Academic Behavior Total: • Green = 10 – 18 • Yellow = 7 – 9 • Red/Pink = 0 – 6 Emotional Behavior Total: • Green = 11 – 21 • Yellow = 8 – 10 • Red/Pink = 0 – 7 Total: • Green = 35 – 60 • Yellow = 25 – 34 • Red/Pink = 0 – 24