Data-Driven Equity Decisions that are Out of this World Katie Conley, PhD Alan Cook, EdD PBISApps O University of Oregon University of Oregon Start **Mission 8** Let's Choose the best **Mission** 3 Blast Off prevention strategy For Equity Identify target **Mission** 6 behavior Why do the leaders think the incidents are occurring? **Mission 9** Choose best teaching 6 **Mission** 1 stratedy Do we have a group hat is more likely **Mission** 4 to receive referrals? Y/N Identify target location Mission 5 Finis **Mission 2** Do we see incidents across Mission 7 Which group Choose a the day? reasonable goal is most Are there any **Mission 10** spikes? vulnerable? Choose best response strategies

SWIS Drill-Down Worksheet: Data-Driven Equity Decisions that are Out of this World

0	s identified by analyzing Core Reports (r SWIS Dashboard (less common/less pref					
Red flag item:	Who? What? When? Where? Vulnerable Demographic Group:		Date Range:			
Mission 1 & 2						
	Who? <mark>What</mark> ? When? Where?	Why?				
Drill-Down Filter(s):	Behavior:					
Mission 3						
Drill-Down	Who? What? When? Where? Why?					
Filter(s):	Location:					
Mission 4						
Drill-Down Filter(s): Mission 5	Who? What? When? Where? Why? Time of Day:					
	Who? What? When? Where? <mark>Why</mark> ?					
Drill-Down Filter:	Perceived Motivation:					
Mission 6						
	Number of students involved:	Is the problem best a with individual stude	ddressed through systems or			
Referral Summary:	Number of referrals included: With individual students: Systems Students					
Precise	 A. Black students are being defiant in the classroom, especially at morning bell because they want peer attention B. One specific vulnerable decision point (VDP): Black students are more likely to receive a referral for defiance in the classroom, especially at the morning bell and staff perceive the students to be obtaining peer attention. 					
Problem Statement: Choose 1	C. Staff are over-referring students of color for defiance in the classroom across the day (especially at the 8am morning bell) and they think the behavior is related to obtaining peer attention.					

Data Collection									
		What data will we look at?	responsible for gathering the data?	often will data be gathered?	Where will data be shared?	Who will see the data?			
			Who is	When/How					
concequence	<u> </u>		1	<u> </u>					
Corrective Consequence									
Extinction		when the 8am bell rings							
	C.	Give homework pass for students that are in their seats							
Recognition Choose 1		respectful language and behavior after transitions							
Mission 10	В.	student surveys of respectful climate. *End-of-term staff party Give praise tickets for using							
	А.	Monthly grade-level social event based on referral rates and	PBIS team						
Solution Components		What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates			
Choose 1	C.	Revamp lessons on respect to incorporate culturally responsive practices							
Mission 9 Teaching	В.	Reteach lessons on respecting teachers							
-	А.	Teach lesson on punctuality	All teaching staff						
Solution Components		What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates			
	C.	Provide 10 minutes of social time after each transition							
Prevention Choose 1		increase structure, value, and student engagement with peers.	liaison						
Mission 8		Review transition routines, especially morning bell(s) to	teams with supports from PBIS						
Components	А.	What are the action steps? Remove morning bell	Responsible?	By When?	be measured?	Notes/Updates			
Solution			Who is		How will fidelity				
choose 1	С.	Staff will discontinue writing	referrals for c						
Goal: Choose 1		B. Students will decrease defiant behavior by 65% by the end of the school year.							
Mission 7		decrease to one or fewer per							
	A.	Staff will provide two clear, n respectful language prior to r							

FINAL SWIS Drill-Down Worksheet: Data-Driven Equity Decisions that are Out of this World

Red flag	Who? What? When? Where? This year, students who identified as Black have had 2.1				Date Rang	Date Range:			
item:	times the risk of	receivi	ng referrals.			9/1/22 - 3	9/1/22 - 3/13/23		
Drill-Down Filter:	Who? What? When? Where? Why? Defiance								
Drill-Down Filter:	Who? What? When? Where? Why? Classroom								
Drill-Down Filter:	Who? What? When? Where? Why? Across the day with a spike at 8am								
Drill-Down Filter:	Who? What? When? Where? Why? Perceived Motivation: Obtain Peer Attention								
Referral Summary:	Number of students involved:18Is the problem best addressed through systems or with individual students:Number of referring staff:15Is the problem best addressed through systems or with individual students:Number of referring staff:15Is the problem best addressed through systems or With individual students:								
Precise Problem Statement:	One specific vulnerable decision point (VDP): Black students are more likely to receive a referral for defiance in the classroom, especially at the morning bell and staff perceive the students to be obtaining peer attention.								
Goal:	Staff will provide two clear, neutrally-delivered reminders for transitions and use of respectful language prior to referring a student for defiance. Referral rates for this VDP will decrease to one or fewer per month by the end of the school year.								
			Solution Dev	elopment					
Solution Components	What are the action	steps?	Who is Responsible?	By When?		v will fidelity measured?	Notes/Updates		
Prevention	Review transition rou especially morning bu increase structure, va and student engagen with peers.	ell(s) to alue,	Grade level teams with supports from PBIS liaison						
Teaching	Revamp lessons on respect to incorporate culturally- responsive practices		All teaching stat	iff					
Recognition	Monthly grade-level social event based on referral rates and student surveys of respectful climate. *End-of-term staff party		PBIS team						
Extinction									
Corrective Consequence									
	What data will we look at?	e Who is responsible for gathering the data?		When/How often will data be gathered?		Where will data be shared?	Who will see the data?		
Data Collection	SWIS data (saved drill-down filters)	All staff		Throughout the da as incidents occu		BIS Team Il-Staff			

