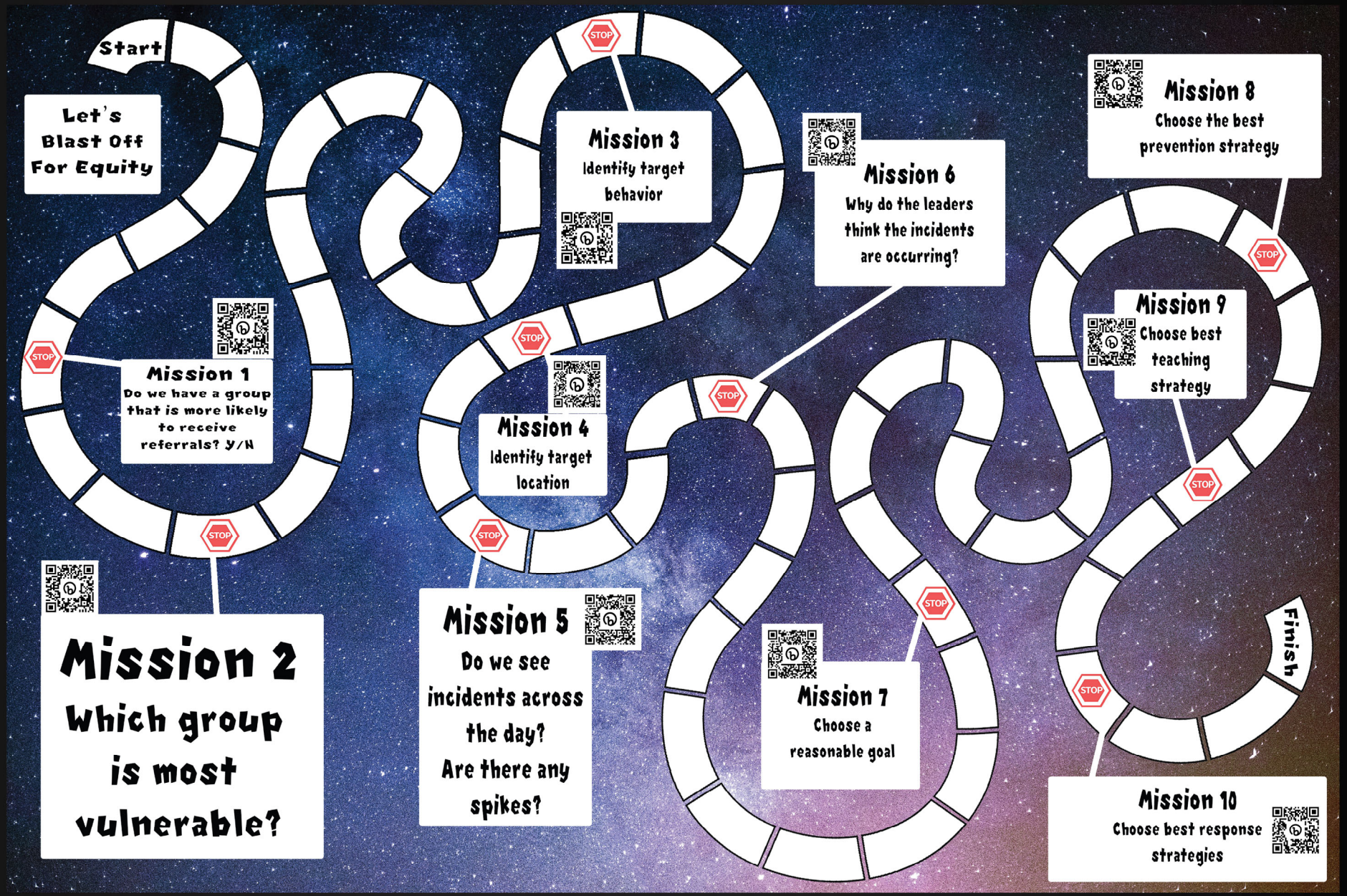
# Data-Driven Equity Decisions that are Out of this World

Alan Cook, EdD
University of Oregon

PBISApps

Katie Conley, PhD
University of Oregon



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

Red flag item is identified by analyzing Core Reports *(most common),* Additional Reports, Student Dashboard, or SWIS Dashboard *(less common/less preferred).* **Reminder**: Add filters one at a time.

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|---|---|---|
| **Red flag item:** Mission 1 & 2 | ☐ Who? ☐ What? ☐ When? ☐ Where?<br>Vulnerable Demographic Group: | Date Range: |
| **Drill-Down Filter(s):** Mission 3 | ☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?<br>Behavior: | |
| **Drill-Down Filter(s):** Mission 4 | ☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?<br>Location: | |
| **Drill-Down Filter(s):** Mission 5 | ☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?<br>Time of Day: | |
| **Drill-Down Filter:** Mission 6 | ☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?<br>Perceived Motivation: | |
| **Referral Summary:** | Number of students involved: _____<br>Number of referrals included: _____ | Is the problem best addressed through systems or with individual students:<br>☐ Systems ☐ Students |
| **Precise Problem Statement:** *Choose 1* | A. Black students are being defiant in the classroom, especially at morning bell because they want peer attention<br>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.<br>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. | |

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| Mission 7<br>**Goal:**<br>*Choose 1* | A. 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.<br><br>B. Students will decrease defiant behavior by 65% by the end of the school year.<br><br>C. Staff will discontinue writing referrals for defiance. |

**Solution Development**

| Solution Components | What are the action steps? | Who is Responsible? | By When? | How will fidelity be measured? | Notes/Updates |
|---|---|---|---|---|---|
| Mission 8<br>**Prevention**<br>*Choose 1* | *A. Remove morning bell*<br><br>*B. Review transition routines, especially morning bell(s) to increase structure, value, and student engagement with peers.*<br><br>*C. Provide 10 minutes of social time after each transition* | *Grade level teams with supports from PBIS liaison* | | | |
| **Solution Components** | **What are the action steps?** | **Who is Responsible?** | **By When?** | **How will fidelity be measured?** | **Notes/Updates** |
| Mission 9<br>**Teaching**<br>*Choose 1* | *A. Teach lesson on punctuality*<br><br>*B. Reteach lessons on respecting teachers*<br><br>*C. Revamp lessons on respect to incorporate culturally responsive practices* | *All teaching staff* | | | |
| **Solution Components** | **What are the action steps?** | **Who is Responsible?** | **By When?** | **How will fidelity be measured?** | **Notes/Updates** |
| Mission 10<br>**Recognition**<br>*Choose 1* | *A. Monthly grade-level social event based on referral rates and student surveys of respectful climate. *End-of-term staff party*<br><br>*B. Give praise tickets for using respectful language and behavior after transitions*<br><br>*C. Give homework pass for students that are in their seats when the 8am bell rings* | *PBIS team* | | | |
| **Extinction** | | | | | |
| **Corrective Consequence** | | | | | |
| | | | | | |
| | **What data will we look at?** | **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** | | | | | |

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

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|---|---|---|
| **Red flag item:** | ☒ Who? ☐ What? ☐ When? ☐ Where?<br>This year, students who identified as Black have had 2.1 times the risk of receiving referrals. | Date Range:<br>*9/1/22 – 3/13/23* |
| **Drill-Down Filter:** | ☐ Who? ☒ What? ☐ When? ☐ Where? ☐ Why?<br>*Defiance* | |
| **Drill-Down Filter:** | ☐ Who? ☐ What? ☐ When? ☒ Where? ☐ Why?<br>*Classroom* | |
| **Drill-Down Filter:** | ☐ Who? ☐ What? ☒ When? ☐ Where? ☐ Why?<br>*Across the day with a spike at 8am* | |
| **Drill-Down Filter:** | ☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why?<br>*Perceived Motivation: Obtain Peer Attention* | |
| **Referral Summary:** | Number of students involved: __18__<br>Number of referrals included: __29__<br>Number of referring staff: __15__ | Is the problem best addressed through systems or with individual students:<br>☒ Systems ☐ 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 Development**

| Solution Components | What are the action steps? | Who is Responsible? | By When? | How will fidelity be measured? | Notes/Updates |
|---|---|---|---|---|---|
| **Prevention** | *Review transition routines, especially morning bell(s) to increase structure, value, and student engagement with peers.* | *Grade level teams with supports from PBIS liaison* | | | |
| **Teaching** | *Revamp lessons on respect to incorporate culturally-responsive practices* | *All teaching staff* | | | |
| **Recognition** | *Monthly grade-level social event based on referral rates and student surveys of respectful climate.*<br>**End-of-term staff party* | *PBIS team* | | | |
| **Extinction** | | | | | |
| **Corrective Consequence** | | | | | |

| | What data will we look at? | 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 day, as incidents occur* | *PBIS Team*<br>*All-Staff* | |