**Project ReACT**

**Data Analysis Worksheet & Action Planning Tool: School Teams**

**Instructions:** This form can be used in conjunction with the disproportionality data guidebook (*Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams*, at <http://www.pbis.org/school/equity-pbis>) for school teams to assess, address, and monitor discipline disproportionality (as well as other forms of disproportionality, such as in achievement).

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

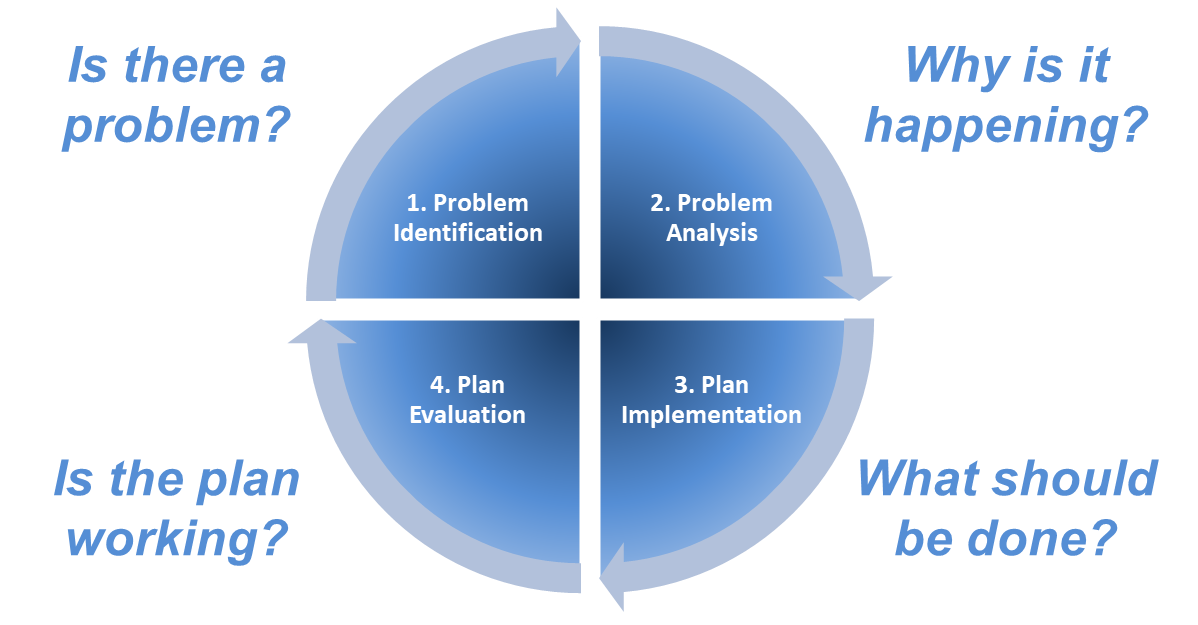
**Steps in the equity problem-solving process:**

1. Problem Identification: Is there a problem?

2. Problem Analysis: Why is it happening?

3. Plan Implementation: What should be done?

4. Plan Evaluation: Is the plan working?

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**STEP 1. PROBLEM IDENTIFICATION: Is there a problem?**

**1. Select and Calculate Key Discipline Outcomes**

Recommended discipline metrics:

* *ODR risk index (i.e., % of students w/ODR; absolute)*
* ODR risk ratio (relative)
* ODR rates per subgroup (absolute)

Outcome 1: Office Discipline Referral (ODR) Risk Index

Outcome 2: Office Discipline Referral (ODR) Risk Ratio

Outcome 3: Office Discipline Referral (ODR) Rates per Subgroup

Reference Group for relative metrics (usually All Other students): All Other Students

Note: if your school is over 90% the same race/ethnicity, use state averages

Calculating ODR risk indices and ratios (note: automatically calculated in SWIS Ethnicity Report):

1. Log in to [www.swis.org](http://www.swis.org)
2. Click on “View Reports” and “Ethnicity Report.” The first two charts include the risk index and risk ratio (default comparison: All Others).
3. Scroll down to the second (Referral Risk Ratio) chart.
4. Click the “Data Table” tab to get the numbers for the ODR risk index and risk ratio columns.
5. Add the numbers in the columns below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ODR risk index | / | ODR risk index for comparison group (e.g., All Other) | = | ODR risk ratio |
| American Indian/Alaska Native |  | / |  | = |  |
| Asian |  | / |  | = |  |
| Black/African American |  | / |  | = |  |
| Latino/a |  | / |  | = |  |
| Pacific Islander |  | / |  | = |  |
| White |  | / |  | = |  |
| Multiracial |  | / |  | = |  |

**In 2018-19, which group had the highest ODR risk ratio?**

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ODR Risk Ratio: \_\_\_\_\_\_\_\_\_\_

**Interpretation**

In 2018-19, students who were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were \_\_\_\_\_\_\_\_\_\_\_\_ times more likely than  *(group) (risk ratio)*

other students to receive at least one ODR.

**How does this line up with what you predicted?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Calculating ODR rates per subgroup:

1. Log in to [www.swis.org](http://www.swis.org)
2. Click on “Drill Down.”
3. Click on “Generate” to start.
4. On the right side, click on “Graph Type” and select “Ethnicity - Rates” from the menu.
5. Just below the Graph Type, click the “Show Values on the Graph” checkbox.
6. Add the numbers in the ODRs per Student column.
7. OPTIONAL: Complete the calculations to get ODRs/100 students/school day.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ODRs per student | x | 100 | = | ODRs/100 students | / | School Days | = | ODRs/100 students/day |
| American Indian/Alaska Native |  | x | 100 | = |  | / |  | = |  |
| Asian |  | x | 100 | = |  | / |  | = |  |
| Black/African American |  | x | 100 | = |  | / |  | = |  |
| Latino/a |  | x | 100 | = |  | / |  | = |  |
| Pacific Islander |  | x | 100 | = |  | / |  | = |  |
| White |  | x | 100 | = |  | / |  | = |  |
| Multiracial |  | x | 100 | = |  | / |  | = |  |

**2. Compare to and Set Goals**

Set goals for each of the metrics. Common options include:

* National median (e.g., 25th %ile of 2011-12 SWIS Black/White Risk Ratio = 1.38)
* Federal criteria (e.g., EEOC 4/5ths rule is a Risk Ratio no more than 1.25)
* National median ODR rates (2017-18 elementary ODRs/100 students/school day = .20)

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | 2018-19 Status | Ultimate Goal | 2019-20 Goal |
| ODR Risk Ratio for Group |  |  |  |
| ODR Rates for Group |  |  |  |

**STEP 2. PROBLEM ANALYSIS: Why is it happening?**

**1. Identify Vulnerable Decision Points for Disproportionate Discipline**

Is there more or less disproportionality depending on the situation?

**National ODR Data:** Common VDP situations for Black-White ODRs include:

|  |  |
| --- | --- |
| Behavior: |  |
| Location: |  |
| Time of Day: |  |
| Day of Week: |  |
| Grade Level: |  |

**Your School Data:** What are common VDP situations for ODRs?

Use your school’s drill down data to find the most common situations for ODRs, first for the group of concern (left), then for all other students (right).

|  |  |  |  |
| --- | --- | --- | --- |
| For Group |  | All Others |  |
| Behavior: |  | Behavior: |  |
| Location: |  | Location: |  |
| Time of Day: |  | Time of Day: |  |
| Day of Week: |  | Day of Week: |  |
| Grade Level: |  | Grade Level: |  |

**Provide the Vulnerable Decision Points:**

ODRs are most commonly issued to \_\_\_\_\_\_\_\_\_\_\_\_\_ students for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(group of concern) (behavior)*

in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*(location) (time of day) (grade level)*

ODRs are most commonly issued to *ALL OTHER* students for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(behavior)*

in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*(location) (time of day) (grade level)*

Where do you see differences?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Assess School-wide PBIS Systems**

Do teachers, administrators, staff, and students have a clear understanding of behavior expectations? Are students who engage in the expected behaviors regularly positively acknowledged?

**Fidelity of Implementation (if applicable)**

Use a research-validated measure to assess the quality of implementation. Common measures:

|  |  |
| --- | --- |
| Measure | Criterion for Adequate Implementation |
| Schoolwide Benchmarks of Quality (BoQ) | 70% |
| SWPBIS Tiered Fidelity Inventory (TFI) | 70% |

List the most recent fidelity assessment here.

Measure: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

From this assessment, provide the overall level of quality of implementation of the following components of effective behavior systems:

* Expectations for student behavior and routines in classrooms are:
* Clearly defined (TFI 1.3, 1.8)
* Positively stated (TFI 1.3, 1.8)
* Taught and practiced (TFI 1.4)
* Consistent with student, family, and community culture (TFI 1.11)
* Students engaging in expected behaviors are:
* Regularly acknowledged (TFI 1.9)
* Acknowledged in ways meaningful to them (TFI 1.11)

Could any gaps in fidelity of implementation of these critical features be related to patterns of disproportionality?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Add these critical features to the action plan.

**3. Assess School Climate Survey Data**

Is disproportionality related to perceived safety, support, or positivity?

Student School Climate Survey Results

What are two positive areas?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is an area for growth?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent School Climate Survey Results

What are two positive areas?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is an area for growth?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 3. PLAN IMPLEMENTATION: What should be done?**

**1. Solution Development**

Copy your precise problem statement for your Group of Concern here for reference:

ODRs are most commonly issued to \_\_\_\_\_\_\_\_\_\_\_\_\_ students in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(group of concern) (grade level)*

for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

*(behavior) (location) (time of day)*

Identify strategies to implement based on your precise problem statement:

|  |  |
| --- | --- |
| **Solution Components** | **Possible action steps** |
| **Prevention** |  |
| **Teaching** |  |
| **Recognition** |  |
| **Extinction** |  |
| **Corrective Consequence** |  |
| **Data Collection** |  |

**2. Create a Detailed Action Plan**

Take the strategies that have been identified and design a plan for implementation that includes specifics on WHAT, WHO, WHEN, and WHETHER IT WAS DONE.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who is Responsible** | **Target Start Date** | **Target Completion Date** | **How will we know if it’s working?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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**STEP 4. PLAN EVALUATION: Is the plan working?**

**1. Identify the Time Periods for Evaluation**

We recommend that teams assess plan implementation monthly and disproportionality outcomes quarterly.

**Time Periods for Implementation Evaluation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time Periods for Outcomes Evaluation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Assess Implementation Progress** (from Step 3: PLAN IMPLEMENTATION)

Review implementation tasks completed since the last evaluation period and quality of implementation. Troubleshoot any barriers faced.

**Number of Tasks Scheduled:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Number of Tasks Completed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Percent of Tasks Completed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Calculate Outcome Metrics and Compare to Goals** (from Step 1: PROBLEM IDENTIFICATION)

Calculate and share all outcome metrics since the last evaluation period.

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | Goal | Previous Period | Current Period |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**4. Share Results with Relevant Stakeholders**

Share results with important groups, such as the whole school staff, families, community groups, and

district administrators.