

# USING SWIS EQUITY REPORTS TO INVESTIGATE DISCIPLINE DISPROPORTIONALITY

Dr. Alan Cook  
University of Oregon  
PBIS Apps Training Team Lead

**NORTHEAST  
PBIS NETWORK  
LEADERSHIP FORUM  
MAY 17-18, 2023**



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**NEPBIS LEADERSHIP FORUM**

NEPBIS  
Northeast Positive Behavioral Interventions and Supports

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## NEPBIS Forum

May 18th and 19th 2023

< Mystic Marriott Hotel & Spa, Mystic, CT >

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## Purpose:

To assist schools in using:

- SWIS Equity reports to identify potential areas of disproportionality
- SWIS Drill Down tool to help define problems with precision

## Essential Learner Outcomes (ELOs)

- Describe the importance of considering disproportionality in behavioral data
- Navigate the use of the five graphs in the SWIS Equity report
- Use the SWIS Data Drill Down tool to enhance decision making

CONNECTION OF THE PRESENTATION TOPIC TO TFI 3.0 ITEM(S):  
**CLASSROOM IMPLEMENTATION OF PBIS**

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**1.17 Decision making with Behavior Data:**

Tier 1 leadership team has access to behavior data (e.g., discipline referrals, removal from assigned instructional environment, suspensions, expulsions) that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.3-1.10).

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- Schools want good outcomes for all their students.
- By and large, the profession is not purposely leaving anyone behind.
- But unfortunately, the outcomes are not always equitable for everyone, which means....
- That some students and student groups have outcomes that are different or disproportionate when compared to others.

# Disproportionality

When a group is over- or underrepresented in a category differently than what we might expect.

## Racial and Ethnic Overrepresentation

- Identification for Special Education
- Receiving office discipline referrals
- Receiving a school suspension or expulsion

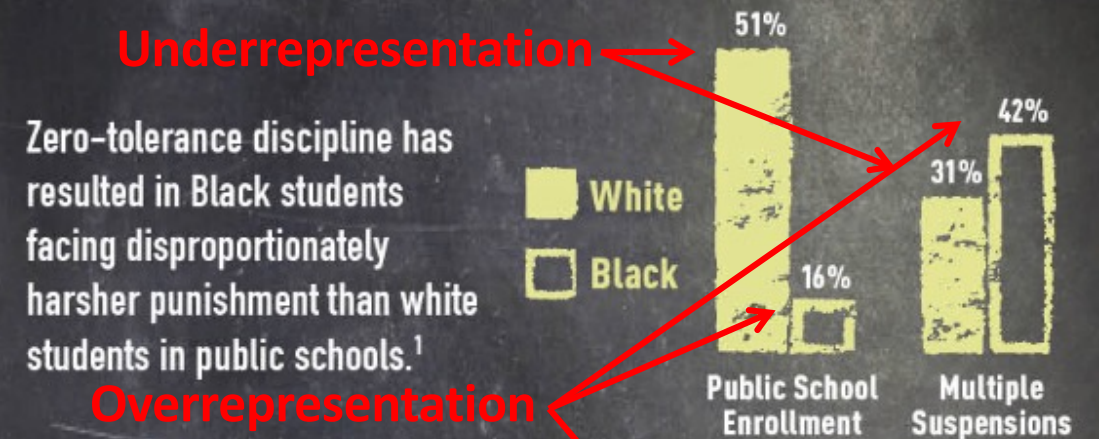
## Racial and Ethnic Underrepresentation

- Identification for Talented and Gifted classes
- Identification for Advanced Placement classes
- Opportunities for resource access


ACLU Infographic, (2017)

## SCHOOL-TO-PRISON PIPELINE

School disciplinary policies disproportionately affect Black students.



Black students represent **31%** of school-related arrests.<sup>2</sup>



Disproportionate outcomes related to school discipline for children in grades PreK-12 are well documented.

- U.S. Department of Education, 2016
- Losen & Gillespie, 2012
- Fabelo et al., 2011
- Shaw & Braden, 1990
- Children's Defense Fund, 1975



# Causes of Disproportionality?



## Poverty

- Affects students of color disproportionately
- When controlling for poverty, studies show poverty alone does not fully explain disproportionate outcomes for students of color...**race is also a factor.**

## Unequal educational opportunity

- Students of color are often limited by poor facilities and inadequate resources
- **Underrepresented in curriculum** and see **fewer highly qualified teachers**

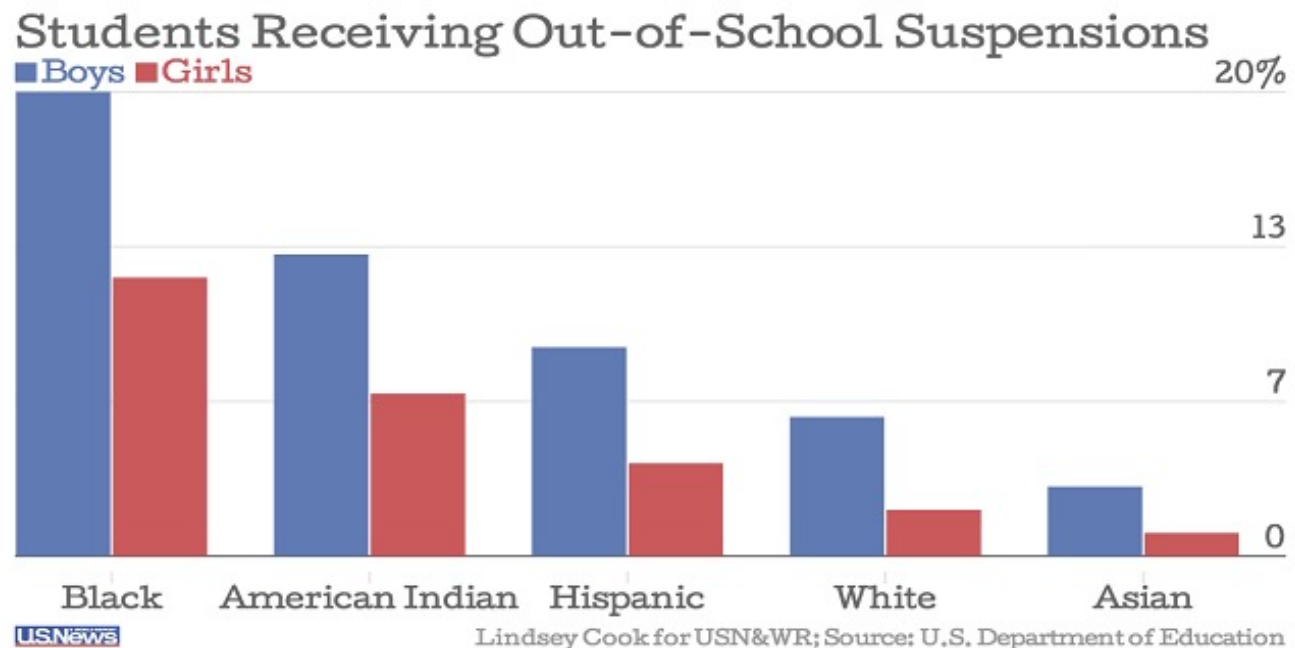
## Behavior

- Though disciplined at a higher rate, **no evidence that this disparity is due to higher rate of misbehavior by students of color**
- Black students punished more severely for less serious and more subjective behaviors

The Equity Project at Indiana University webpage, (2017)



# Data on Disproportionality in School Discipline



## Civil Rights Data Collection (CRDC) for 2015-16

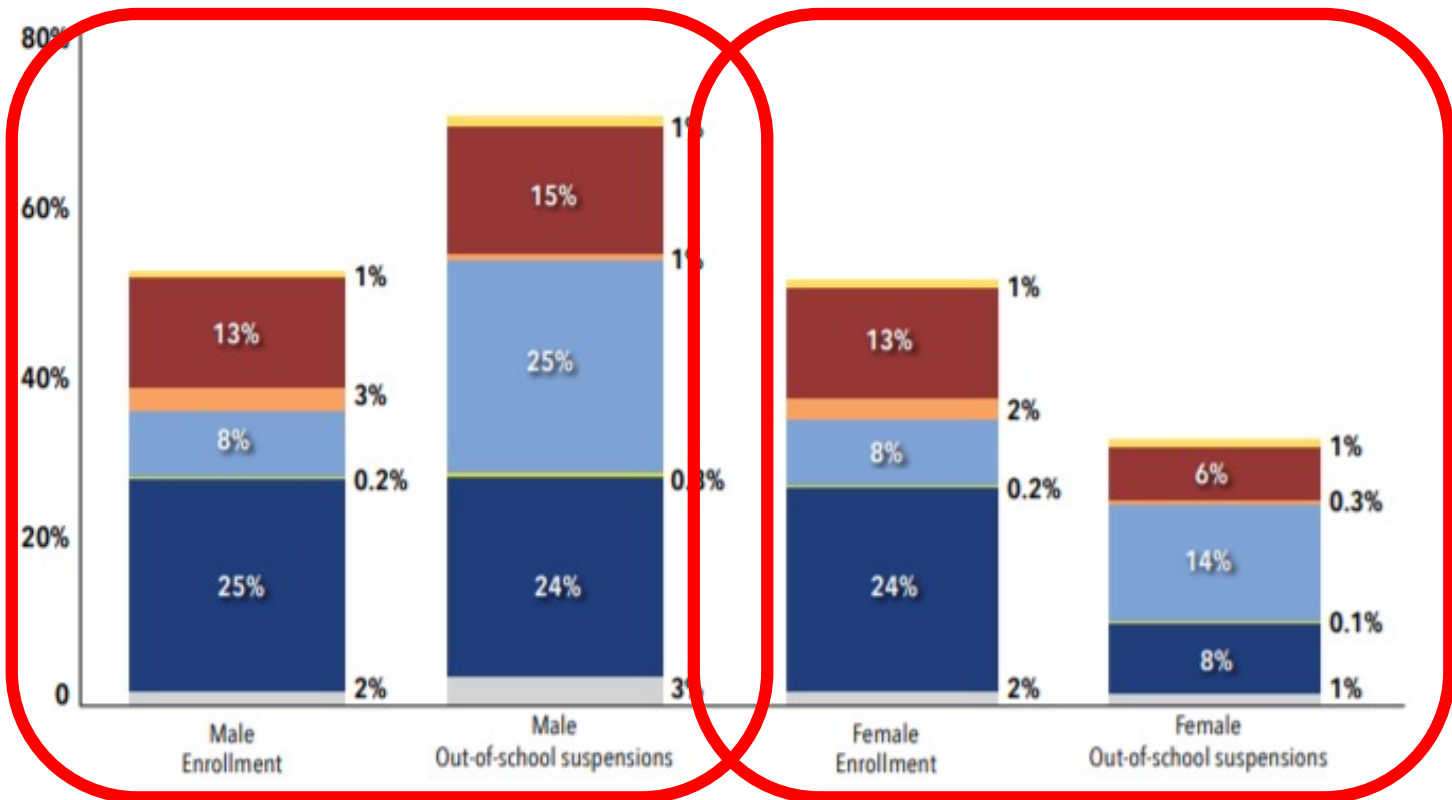
### K-12

- 2.7 million K-12 students (5-6%) were suspended one or more times
- Black students represent 15% of students enrolled, but...
  - 22% of students disciplined for harassment or bullying
  - 39% of students suspended out of school
  - 31% of students referred to law enforcement or subjected to school-related arrests
  - 33% of students expelled

# 2015-16 Out-of-School Suspensions

Out-of-School Suspensions by Race and Gender

**FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex**

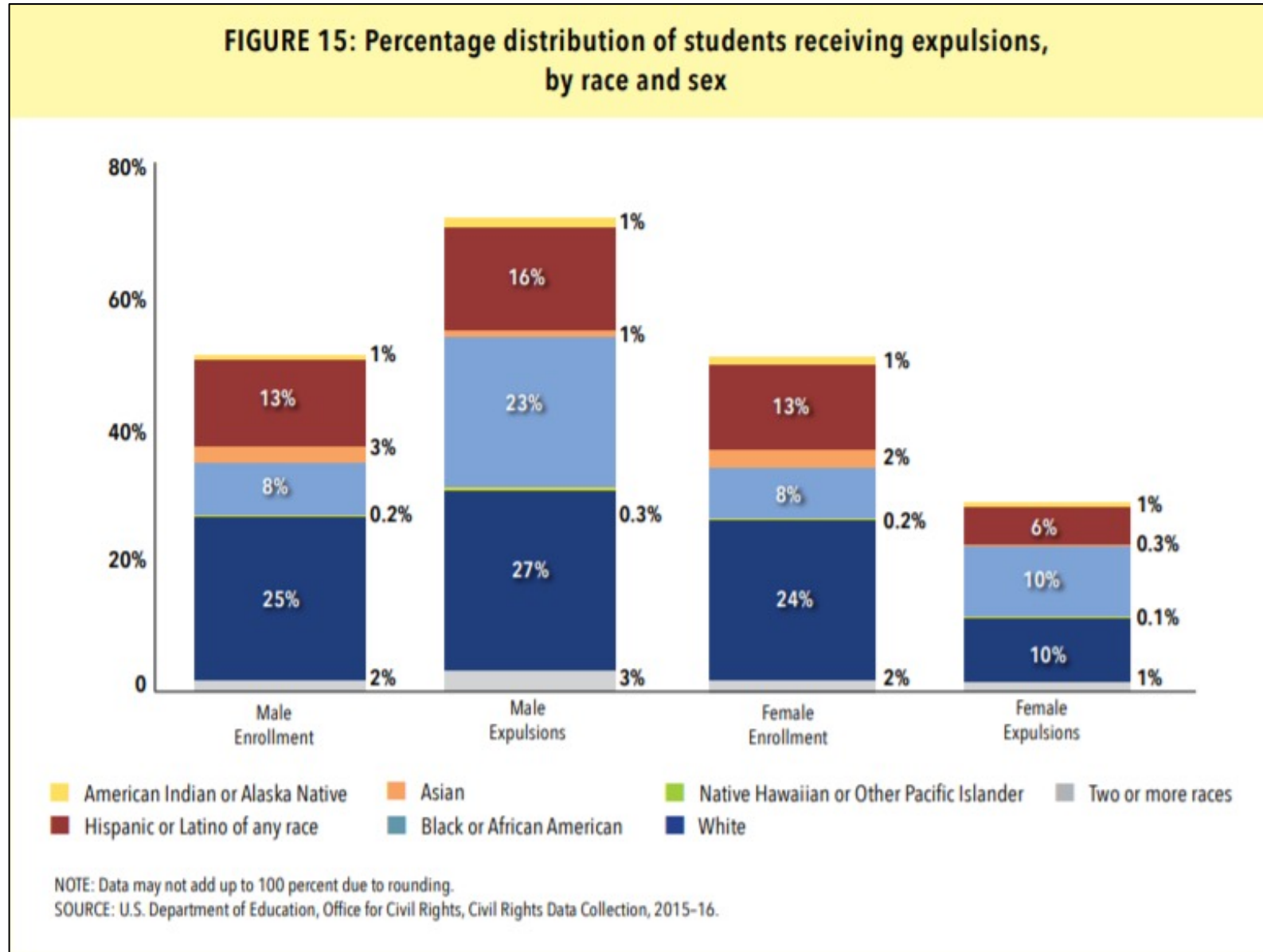


■ American Indian or Alaska Native   
 ■ Asian   
 ■ Native Hawaiian or Other Pacific Islander   
 ■ Two or more races  
■ Hispanic or Latino of any race   
 ■ Black or African American   
 ■ White

NOTE: Data may not add up to 100 percent due to rounding.  
 SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.

# 2015-16 Expulsions by Race and Gender

Expulsions  
by Race and Gender



# Research Basis

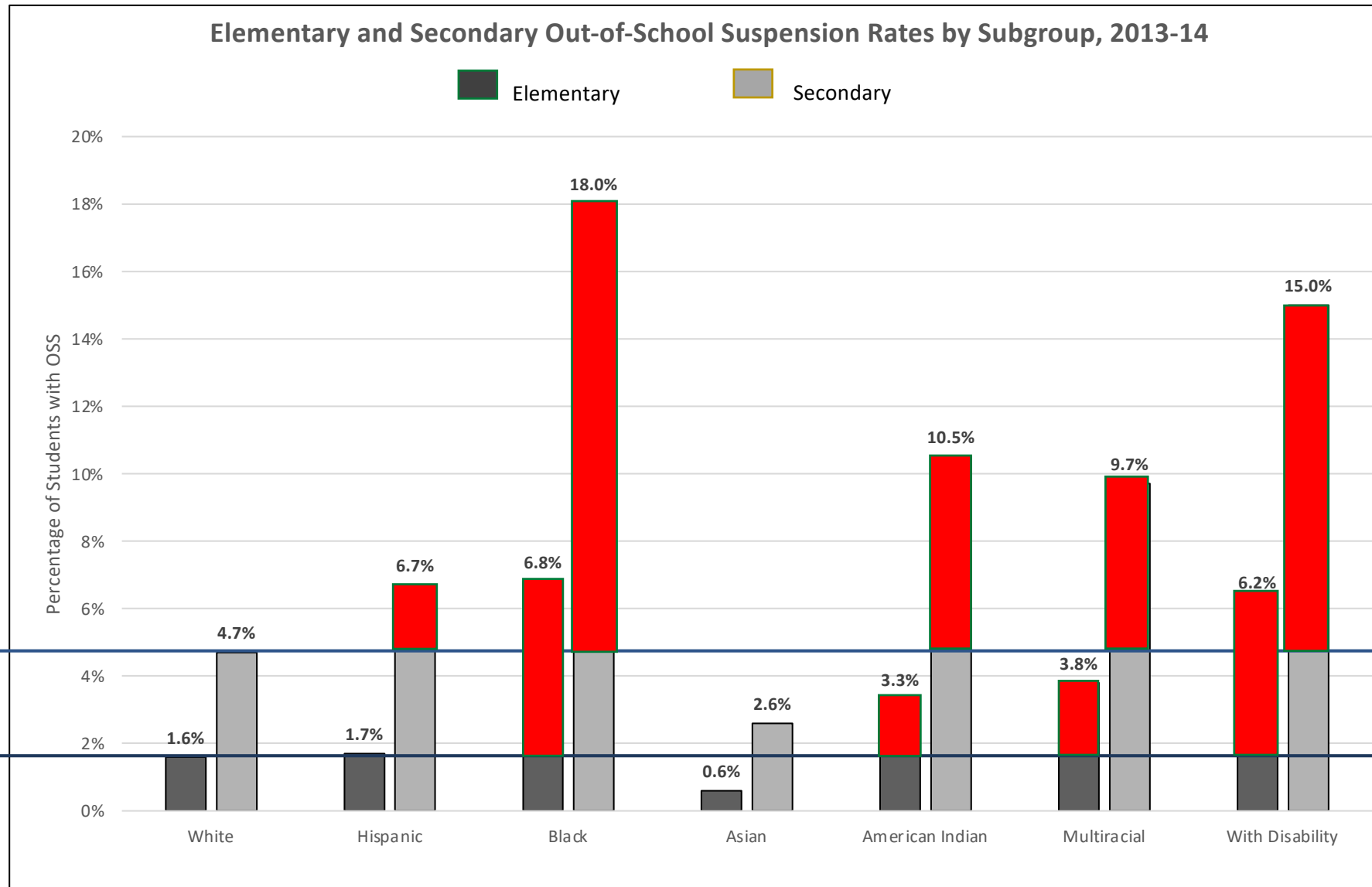
## Exclusionary Consequences

- Disproportionately affect students of color
- Lead to negative outcomes
  - Lower academic achievement
  - Lower graduation rates
  - Increased likelihood of contact with the juvenile justice system

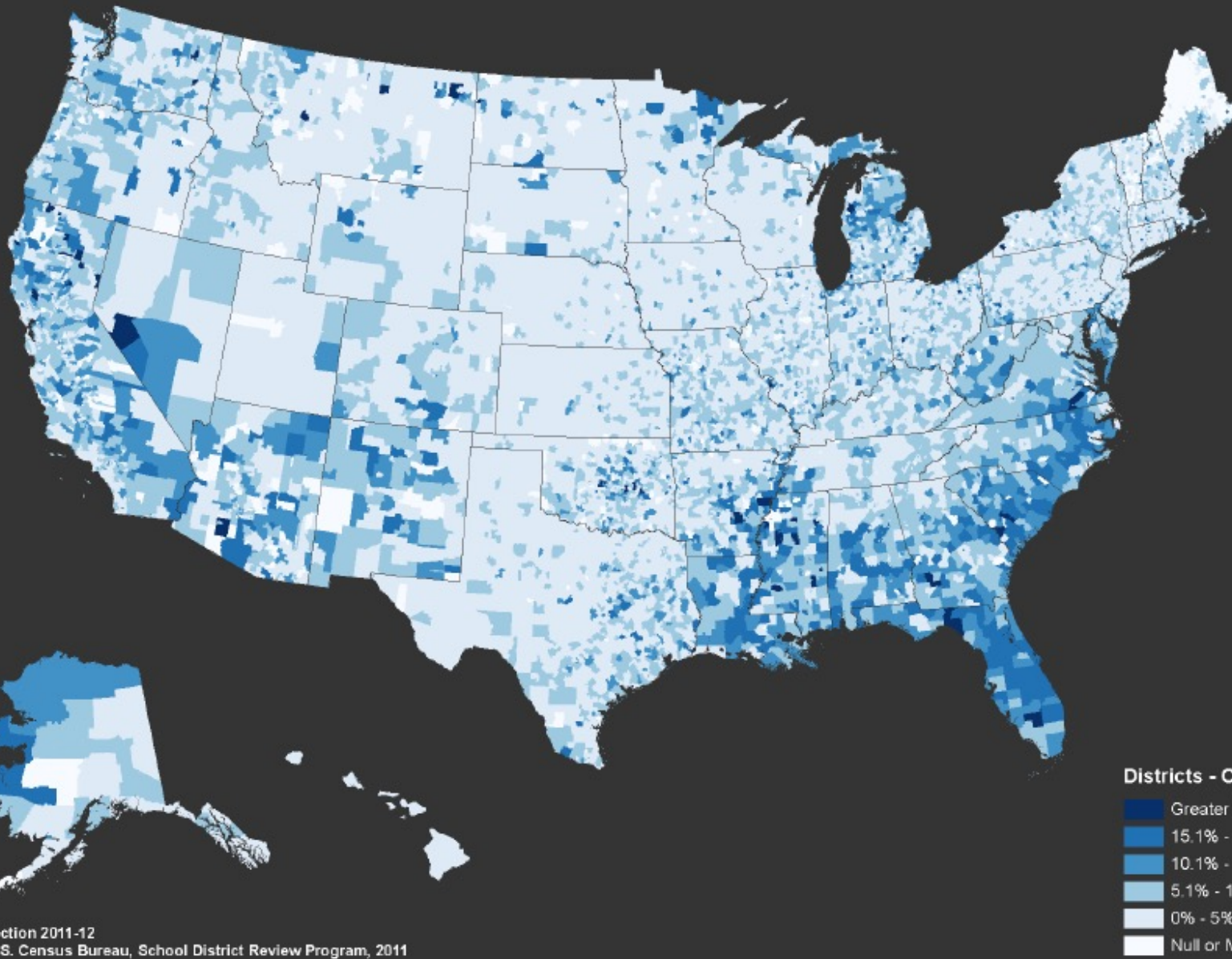
Breaking Schools' Rules, (2011)



# Disproportionality in School Discipline



# Percentage of All Students who Have Received One or More Out of School Suspensions by District (2011-12)



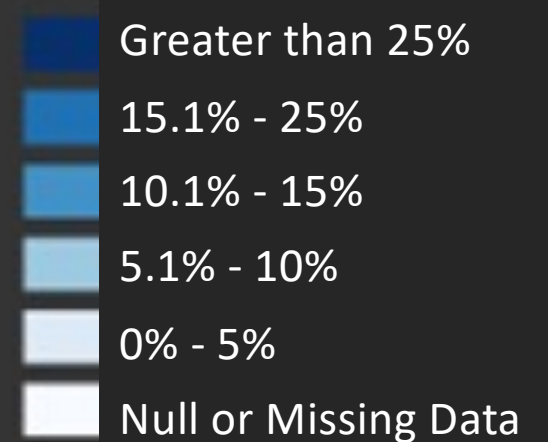
Civil Rights Data Collection 2011-12  
District Geography: U.S. Census Bureau, School District Review Program, 2011

NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31.

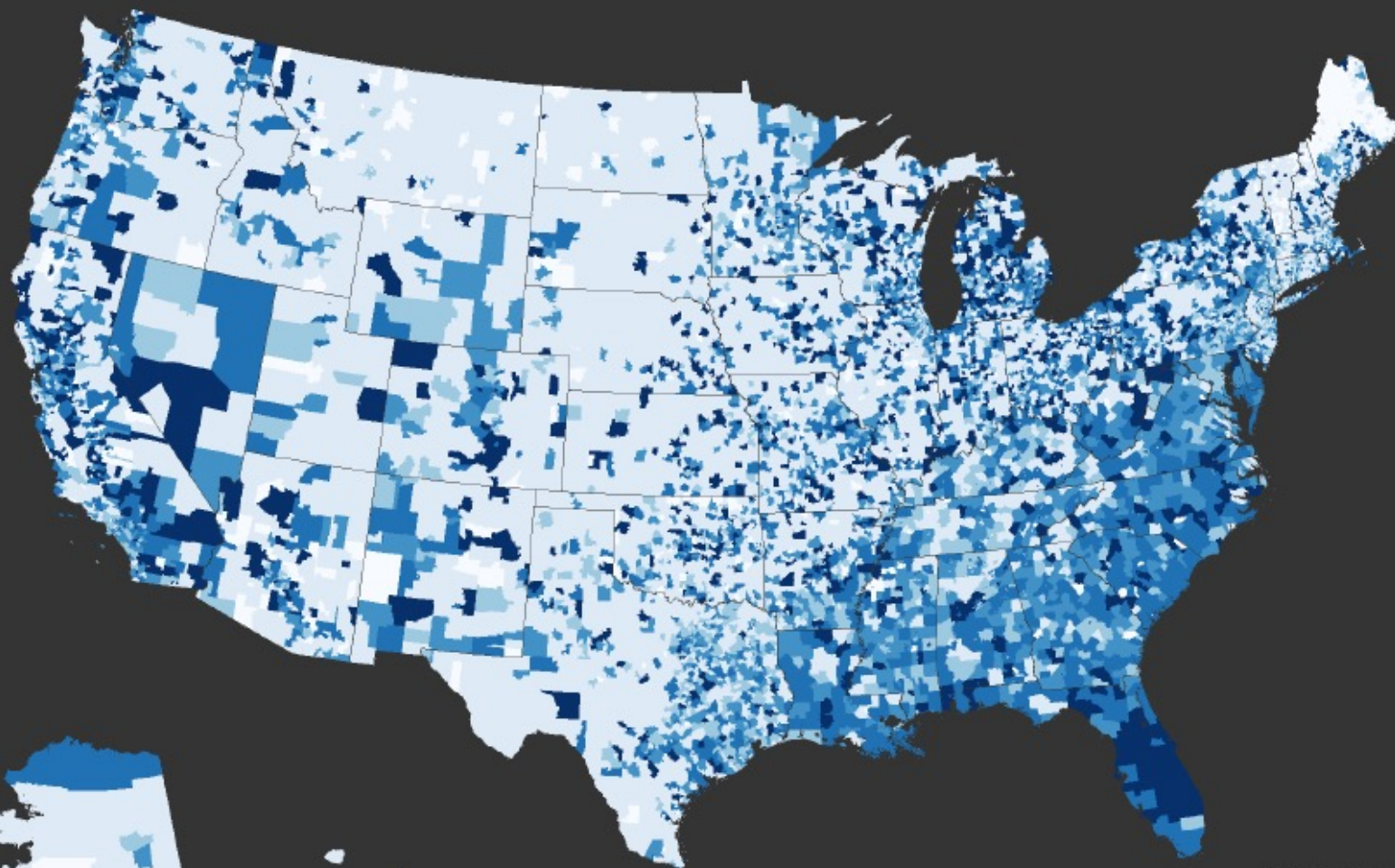
## Out-of-School Suspensions

All Students

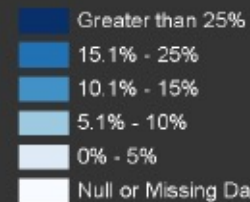
### Districts - OSS



## Percentage of Black Students who Have Received One or More Out of School Suspensions by District (2011-12)



Districts - OSS



Civil Rights Data Collection 2011-12  
District Geography: U.S. Census Bureau, School District Review Program, 2011

*NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31. Because race/ethnicity details on OSS are not available for students receiving services under 504, the OSS percentages reported for students with disabilities are restricted to data for students receiving services under IDEA.*

## Out-of-School Suspensions

Black Students

### Districts - OSS







# A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

1. Collect, Use, and Report Disaggregated Discipline Data
2. Effective Instruction
3. School-wide PBIS
4. Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points



# Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

## The Data Guide Identified:

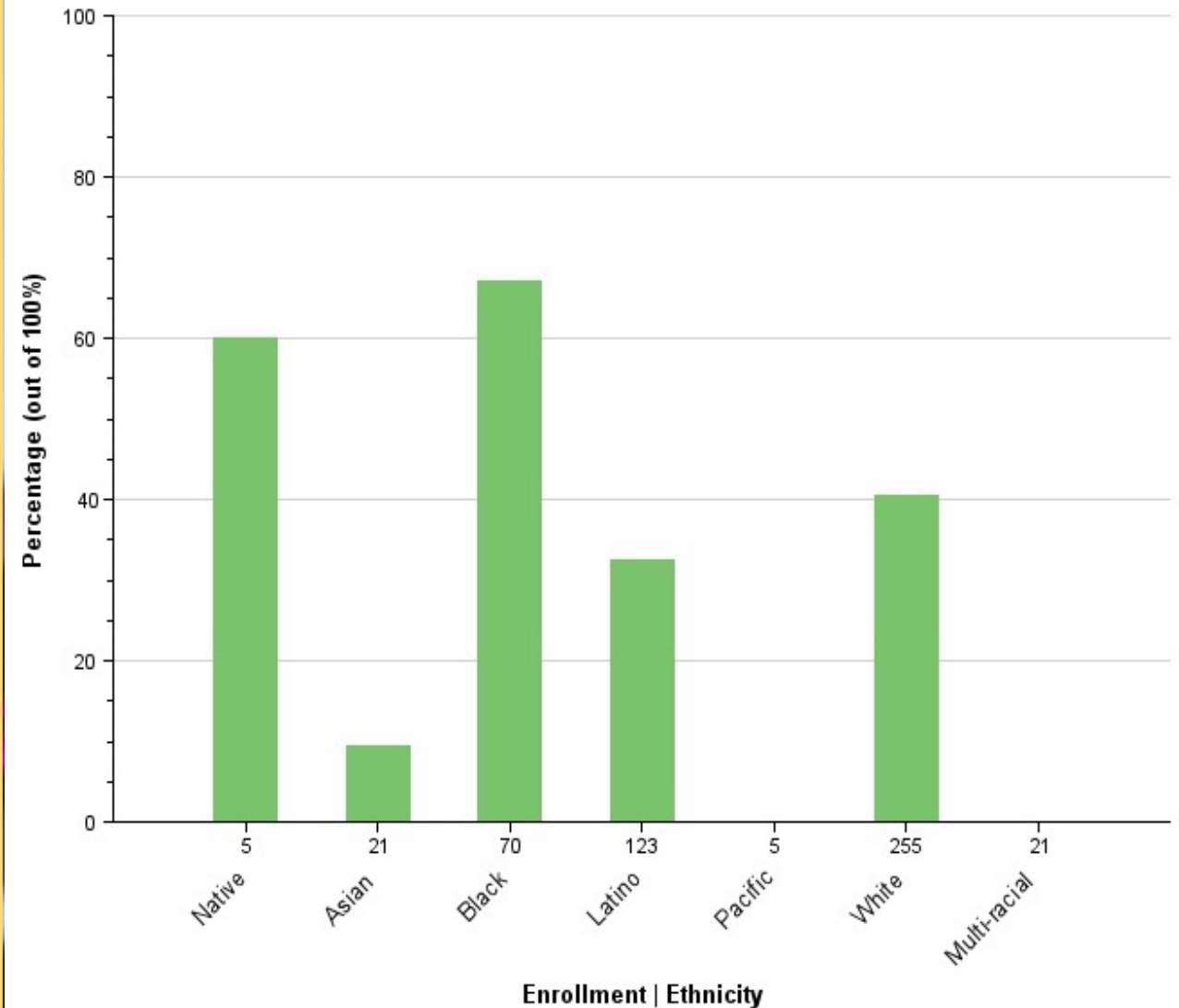
1. Data Needed for Investigating Disproportionality
2. Four-step Problem Solving Model
3. Metrics to Use to Monitor Disproportionality
4. Bias in Decision Making – Explicit vs Implicit
5. Vulnerable Decision Points

# Problem Identification for Disproportionality

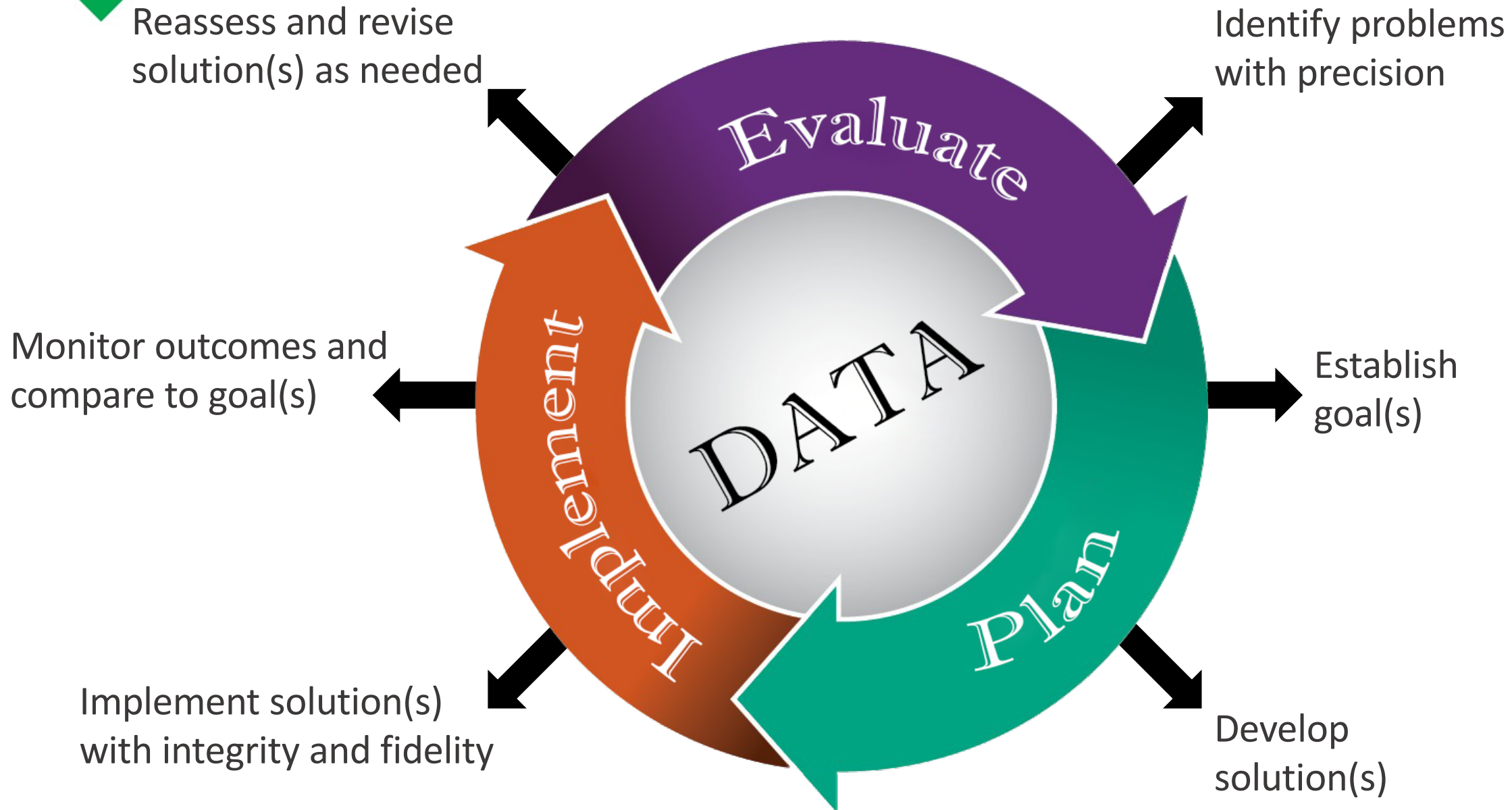


## Referral Risk Index

All, 2016-17



# Continuous Quality Improvement



# How do we measure disproportionality?



- What is necessary?
- What is recommended?
- How and where can we get this information?

# Behavior Incident Records



Records of behavioral incidents (office discipline referrals, ODRs) are commonly used as an indicator of school environments.

(Irvin, Tobin, Sprague, Sugai, and Vincent, 2004)

Office discipline referrals help identify:

- Who was involved, What happened, When, Where, How often, and Why
- Consequence

Consequences or outcomes of those behavioral incidences range from:

- Record of the incident
- Teacher or Administrator conference with student and/or parents
- Compensatory activity (e.g., apology, community service, loss of privilege)
- Exclusionary discipline (e.g., ISS, OSS, expulsion)

Problem identification involving disproportionality requires comparing rates of discipline across racial/ethnic subgroups.

It is important to use multiple metrics when viewing disproportionality. (IDEA Data Center, 2014)

Disproportionality may be hidden if only one metric or way of counting data is used.

# Additional report to the Data Guide



The Data Guide currently recommends using at least:

- Relative Measure: **Risk Index**
- Relative Measure: **Risk Ratio**
- Composition Report: **Students with Referrals**
- Composition Report: **Total Referrals**

An upcoming revision of the Data Guide will add:

- Absolute Measure: **Rate ODRs per Student**



# SWIS Equity Reports



# SWIS as a Resource for Disproportionality



PBISApps Products Resources Training Help About

# SWIS

Collect office discipline referral data and make active, data-driven decisions to create the kind of school where every student is successful.

Get SWIS

**Risk Index**

Graph Data Table Interpretations Info

- Of the 6 students identified as American Indian/Ala referral.
- Of the 7 students identified as Asian, 14% have at
- Of the 65 students identified as Black/African Amer
- Of the 100 students identified as Hispanic/Latinx,
- Of the 4 students identified as Pacific Islander/N referral.
- Of the 300 students identified as White, 32%
- Of the 22 students identified as Multirac

Click image to enlarge

FEATURE

## Focus on Equity

Let the Equity Report describe how students experience school-wide discipline based on their race, ethnicity, gender, language, or IEP status.

- Immediately find the answers to the question, "Do we refer and suspend all student groups equally in our school?"
- Interpretive sentences included with each graph eliminate guesswork and guide you through decision making.
- Break down referral rates or suspension rates

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## Product Demos

You don't have to 'schedule a demo' with us. No high-pressure sales. Check out our free demo for the SWIS Suite, including SWIS, CICO-SWIS, and I-SWIS, and PBIS Assessment or a video tour of PBIS Evaluation.

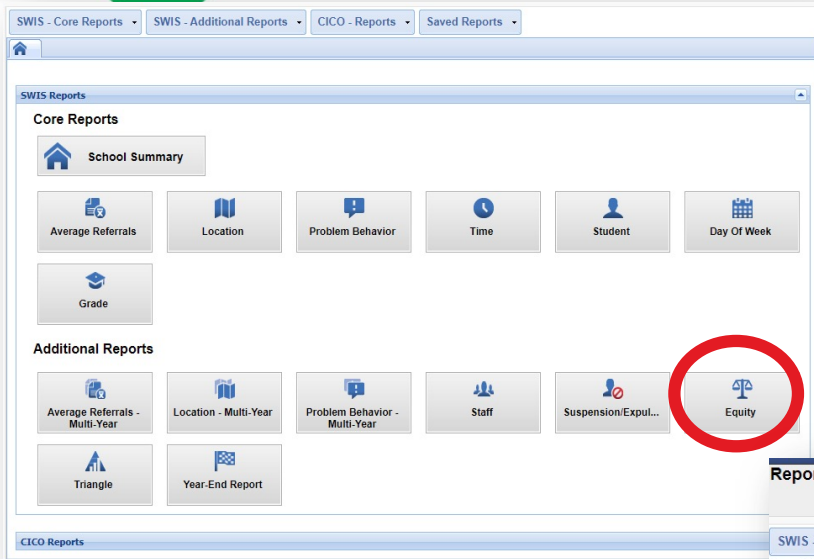
SWIS Suite PBIS Assessment PBIS Evaluation

## The Quick Tour

- PBISApps.org
- Demo Account
- SWIS Dashboard
- View Reports
- Equity
- Settings
  - Enrollment
  - Comparator Group
- Drill Down Tool
- Resources
- Support



# SWIS Reports



SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

SWIS Reports

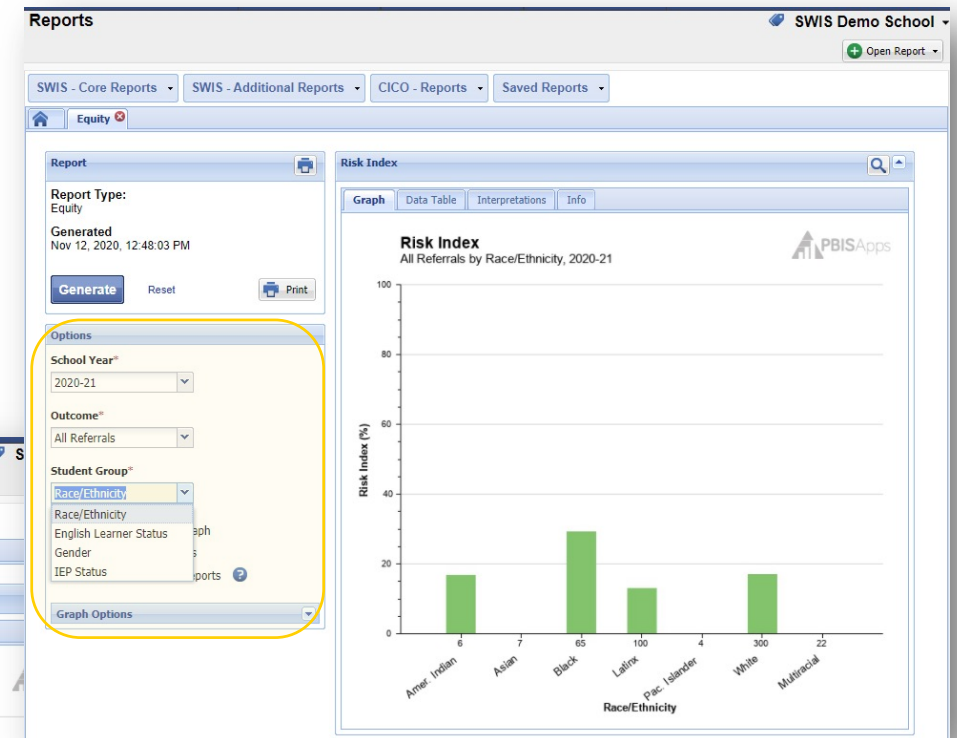
Core Reports

- School Summary
- Average Referrals
- Location
- Problem Behavior
- Time
- Student
- Day Of Week
- Grade

Additional Reports

- Average Referrals - Multi-Year
- Location - Multi-Year
- Problem Behavior - Multi-Year
- Staff
- Suspension/Expul...
- Equity
- Triangle
- Year-End Report

CICO Reports



Reports | SWIS Demo School | + Open Report

SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

Equity

Report

Report Type: Equity

Generated: Nov 12, 2020, 12:48:03 PM

Generate | Reset | Print

Options

School Year\*: 2020-21

Outcome\*: All Referrals

Student Group\*: Race/Ethnicity

Race/Ethnicity

English Learner Status

Gender

IEP Status

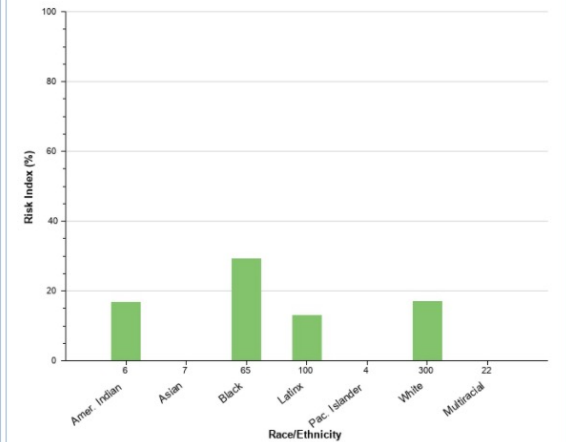
Graph Options

Risk Index

Graph | Data Table | Interpretations | Info

Risk Index

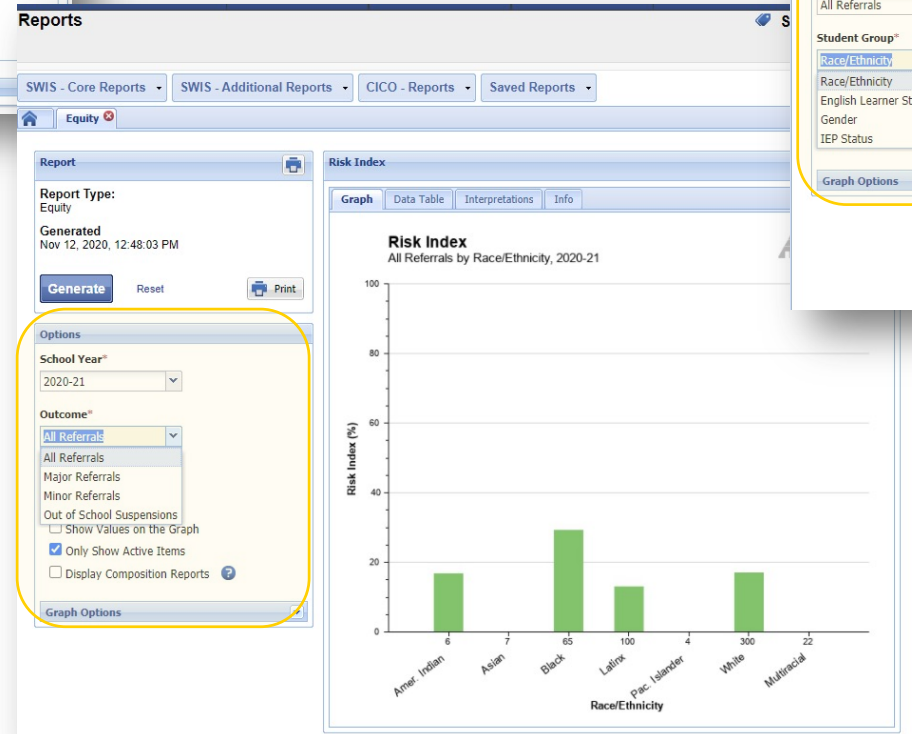
All Referrals by Race/Ethnicity, 2020-21



Race/Ethnicity	Risk Index (%)
Amer. Indian	6
Asian	7
Black	65
Latinx	100
Pac. Islander	4
White	300
Multiracial	22

## Highlights of Modifications:

- Change report title from “Ethnicity” to “Equity”
  - Added to Outcomes
- Added to Student Sub-groups



Reports | SWIS Demo School | + Open Report

SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

Equity

Report

Report Type: Equity

Generated: Nov 12, 2020, 12:48:03 PM

Generate | Reset | Print

Options

School Year\*: 2020-21

Outcome\*: All Referrals

Student Group\*: Race/Ethnicity

Race/Ethnicity

English Learner Status

Gender

IEP Status

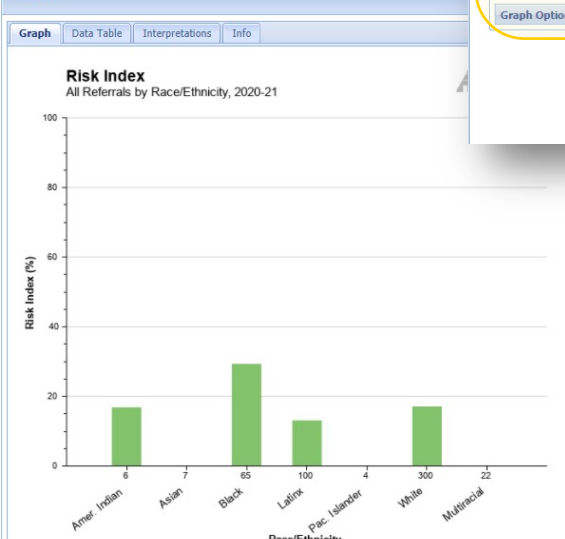
Graph Options

Risk Index

Graph | Data Table | Interpretations | Info

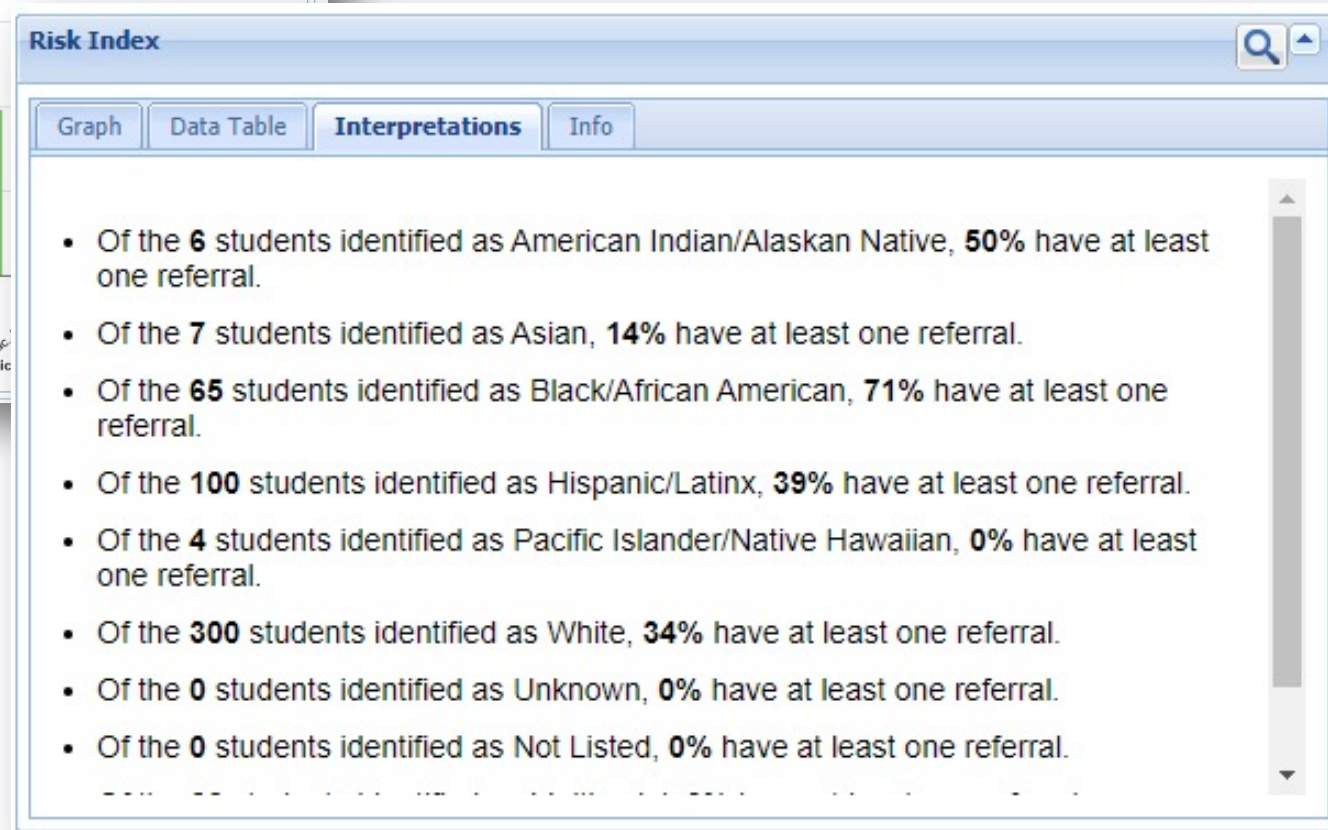
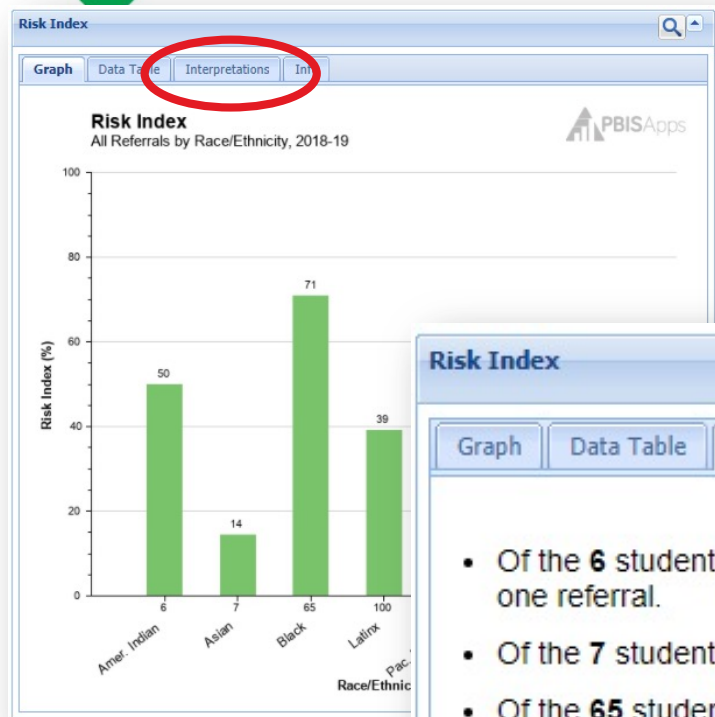
Risk Index

All Referrals by Race/Ethnicity, 2020-21



Race/Ethnicity	Risk Index (%)
Amer. Indian	6
Asian	7
Black	65
Latinx	100
Pac. Islander	4
White	300
Multiracial	22

# Interpretation Sentences Added



**Risk Index**

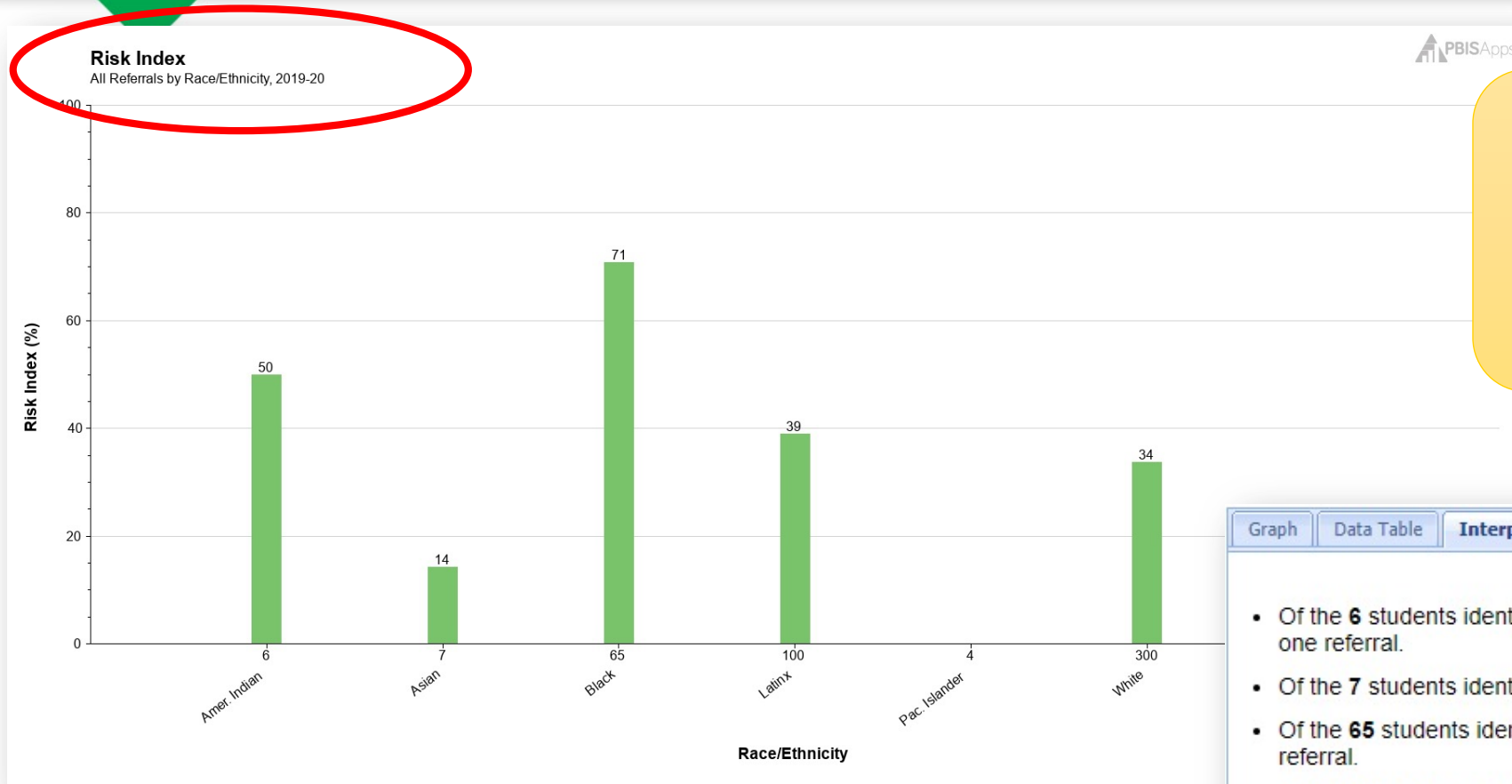
Graph Data Table **Interpretations** Info

- Of the **6** students identified as American Indian/Alaskan Native, **50%** have at least one referral.
- Of the **7** students identified as Asian, **14%** have at least one referral.
- Of the **65** students identified as Black/African American, **71%** have at least one referral.
- Of the **100** students identified as Hispanic/Latinx, **39%** have at least one referral.
- Of the **4** students identified as Pacific Islander/Native Hawaiian, **0%** have at least one referral.
- Of the **300** students identified as White, **34%** have at least one referral.
- Of the **0** students identified as Unknown, **0%** have at least one referral.
- Of the **0** students identified as Not Listed, **0%** have at least one referral.

Sentences added that:

- Interpret the graph content
- Are dynamic to group and outcome
- Make it easier for user to understand the data

# Graph #1 Risk Index



**Big Idea:**  
Calculates the percentage of students in each subgroup who have received a specified outcome

Graph | Data Table | **Interpretations** | Info

- Of the **6** students identified as American Indian/Alaskan Native, **50%** have at least one referral.
- Of the **7** students identified as Asian, **14%** have at least one referral.
- Of the **65** students identified as Black/African American, **71%** have at least one referral.
- Of the **100** students identified as Hispanic/Latinx, **39%** have at least one referral.
- Of the **4** students identified as Pacific Islander/Native Hawaiian, **0%** have at least one referral.
- Of the **300** students identified as White, **34%** have at least one referral.
- Of the **22** students identified as Multiracial, **0%** have at least one referral.

# Graph #2 Risk Ratio



**Big Ideas:**

Calculates the risk index of one group divided by the risk index of a comparison group

**1.0 is equal risk**  
**>1.0 is over-representation**  
**<1.0 is under-representation**

**All Other Students** defaults as the comparison group

Graph | Data Table | **Interpretations** | Info

- Students identified as American Indian/Alaskan Native have **1.33** times the risk of receiving at least one referral as all other students.
- Students identified as Asian have **0.37** times the risk of receiving at least one referral as all other students.
- Students identified as Black/African American have **2.16** times the risk of receiving at least one referral as all other students.
- Students identified as Hispanic/Latinx have **1.04** times the risk of receiving at least one referral as all other students.
- Students identified as Pacific Islander/Native Hawaiian have **0** times the risk of receiving at least one referral as all other students.
- Students identified as White have **0.78** times the risk of receiving at least one referral as all other students.
- Students identified as Multiracial have **0** times the risk of receiving at least one referral as all other students.

# Is 2.16 times the risk...bad?

Well, 1.0 would be an even chance or equitable outcomes.

- What is bad?
- 1.01, 1.5, 2.0, 3.0, 4.0..... ?
- What is the threshold for bad?
- What is “**significant disproportionality?**”  

---

# ED, OSEP, and Disproportionality



Currently, there is no national threshold for significant disproportionality.



45 states used some form of risk ratio as their **methodology** to report disproportionality.

But **criteria** for threshold of “significant disproportionality” ranged widely:

- Seven states chose a risk ratio that exceeds **3.0**
- Sixteen states chose a risk ratio that exceeds **4.0**
- Seven states chose a risk ratio that exceeds **5.0**

Almost half the nation (23 states) found significant disproportionality only if it was four times or more likely for a group to be at risk than another group.

# Possible Risk Ratio Goals for Schools

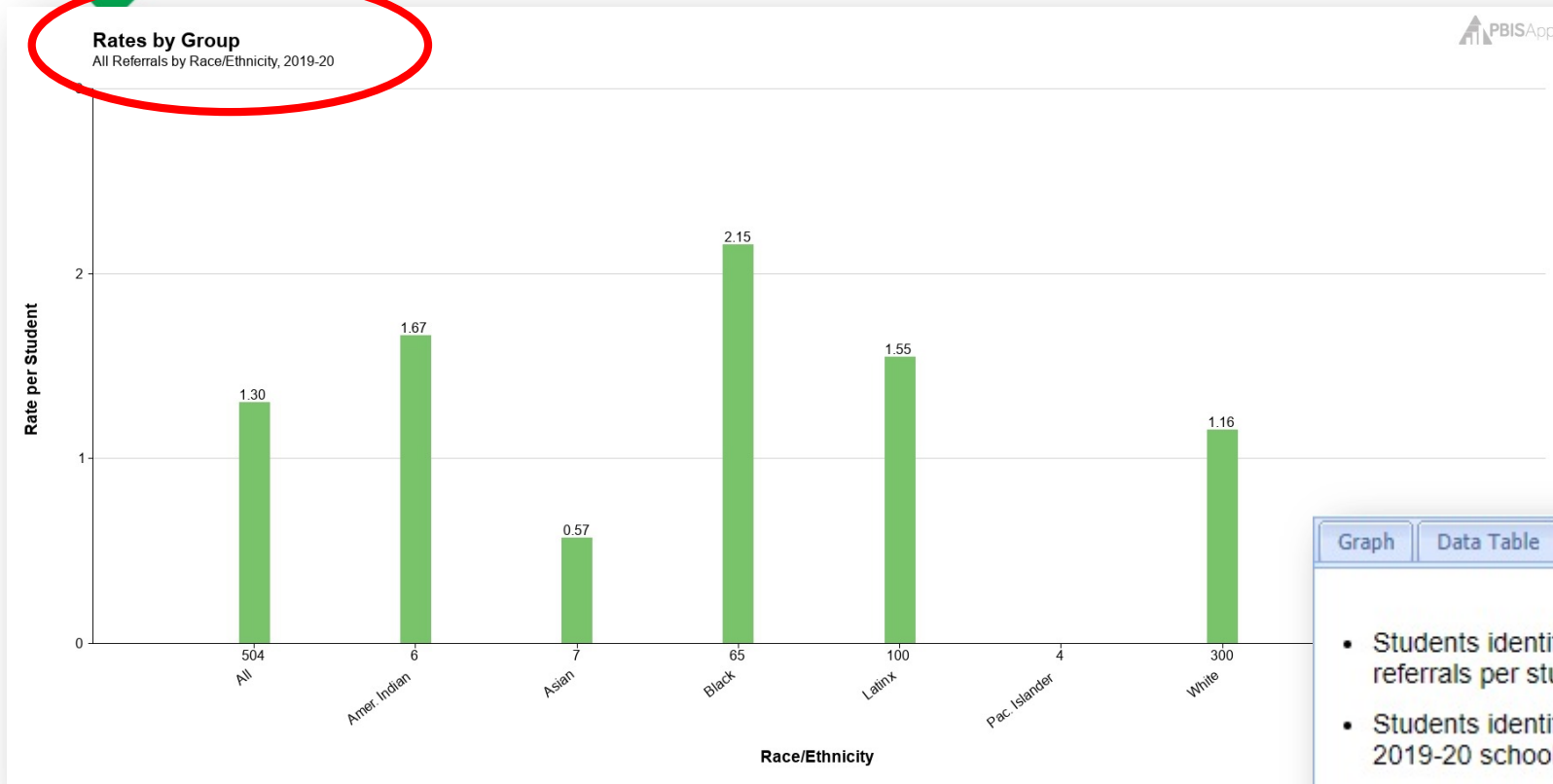


- ❖ Improvement over previous years at same school
- ❖ Local, state, or national norms
  - 2011-12 SWIS Median Risk Ratio
    - African American to White = 1.84
    - 25<sup>th</sup> percentile = 1.38
- ❖ Logical criterion
  - Equal Employment Opportunity Commission (EEOC)
    - Risk ratio range between .80 and 1.25
- ❖ State threshold for “significant disproportionality”

## Content Checkpoint:

What is your local or state threshold for “significant disproportionality”?

# Graph #3 Rates by Group

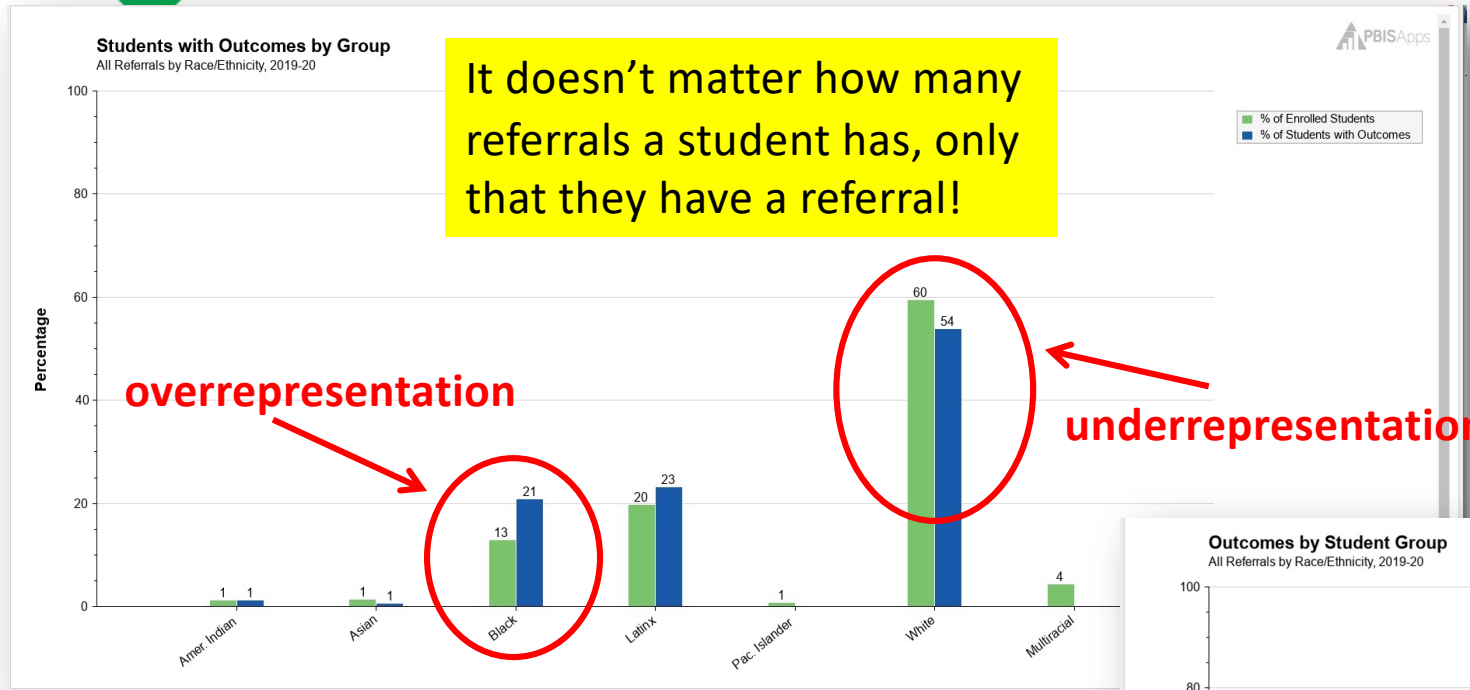


**Big Ideas:**  
Calculates the **average rate** at which each student (within that subgroup) is likely to receive a certain outcome

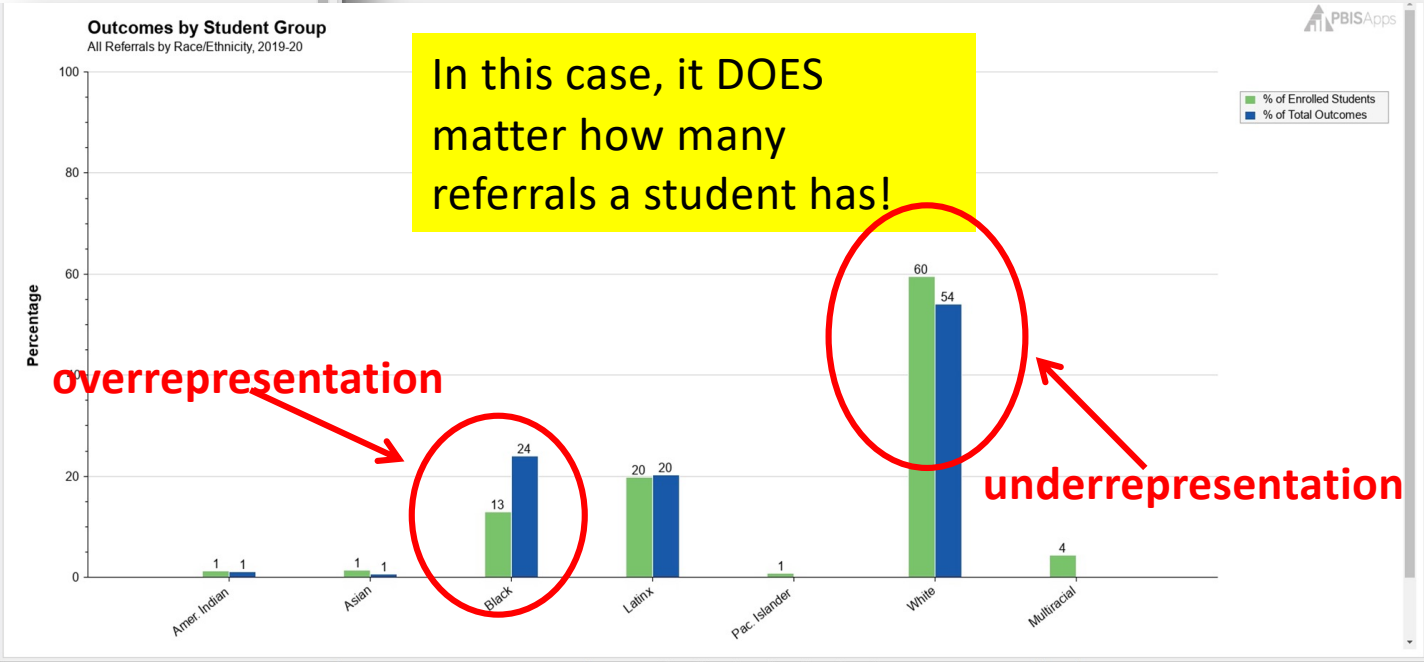
Graph | Data Table | **Interpretations** | Info

- Students identified as American Indian/Alaskan Native receive an average of **1.67** referrals per student in the 2019-20 school year.
- Students identified as Asian receive an average of **0.57** referrals per student in the 2019-20 school year.
- Students identified as Black/African American receive an average of **2.15** referrals per student in the 2019-20 school year.
- Students identified as Hispanic/Latinx receive an average of **1.55** referrals per student in the 2019-20 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2019-20 school year.
- Students identified as White receive an average of **1.16** referrals per student in the 2019-20 school year.
- Students identified as Multiracial receive an average of **0** referrals per student in

# Graph #4 and Graph #5: Composition Reports



**Big Ideas:**  
Tell us about the context of what is going on  
Look for **proportional representation**



# Evaluation Time Frame:

Identify time periods for regularly evaluating and analyzing disproportionality.

**Caution:** Disproportionality metrics may not be sensitive to rapid change.

- Consider monthly assessment of plan implementation & quarterly assessment of disproportionality metrics.
- Avoid relying on risk indices as they will increase throughout the year.
- Use multiple measures to ensure that you are tracking the real picture.

# SWIS Data Drill Down Tool



Dashboard Add Referral View Reports Drill Down Tools

## Drill Down

**Report Filters**

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

**Include in Dataset**

School Year - 2016-17

Generate Save Report Template Clear


# Now that we've seen our data....


## The Data Drill Down Tool!!!

**Drill Down**

Report Filters

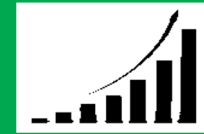
- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

Load Report:  

Include in Dataset	Exclude from Dataset
School Year - 2016-17 	

**Generate** **Save Report Template** Clear

# SWIS Drill Down Tool



## Drill Down

**Report Filters**

- Action Taken
- Custom Fields
- Date / Time
- Demographics
  - 504s
  - English Learner
  - Gender
  - Grade
  - IEPs
  - Race / Ethnicity**
    - American Indian/Alaska Nati
    - Asian
    - Black/African American**
    - Hispanic/Latinx
    - Native Hawaiian/Other Pacifi
    - White
    - Multiracial
    - Student Disability
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

**Include in Dataset**

- School Year - 2018-19
- Race / Ethnicity - Black/African American

**Exclude from Dataset**

**Generate** **Save Report Template** Clear

**Drill Down Report - Generated 8/25/20, 2:09 PM**

**Referrals by Location**  
Drill Down

**Graph Type\***  
Location

**Options:**  
 Show Values on the Graph

**Summary**

Referrals	656
Students	190
Staff	70

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
6/24/19, 9:00 ...	<a href="#">Pierce, Allie</a>	7	Dowd, Kathleen	Class	Skip	Avoid task	Peers	Parent
6/17/19, 9:30 ...	<a href="#">Felton, Laura</a>	6	Urasaki, Jasmine	Hall	Harass	Ob p attn	Peers	In-sch susp
6/16/19, 12:45...	<a href="#">Wilson, Kimmer</a>	5	James, Frannie	Class	M-Defiance	Ob p attn	Peers	Loss priv
6/14/19, 10:00...	<a href="#">Anderson, Neal</a>	8	James, Frannie	Class	M-Defiance	Avoid task	Staff	Loss priv
6/10/19, 2:45 ...	<a href="#">Fullerton, Samuel</a>	6	Paine, Susan	Common	Inapp Lan	Ob p attn	Peers	Parent

Use the information from the SWIS Equity Report to drill down and analyze data to build a precise problem statement

Use the **Graph Type** to change the lens of analysis (who, what, when, where, why)

Use the **Summary** to analyze problem size



# SWIS Drill Down Tool and Equity



**Drill Down**

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics**
  - English Learner
    - Is English Learner
    - Is Not English Learner
  - Gender
    - Male
    - Female
    - Non-Binary/Transgender/
  - Grade
  - IEPs
    - Does Not Have IEP
    - Has IEP
  - Race / Ethnicity
    - American Indian/Alaska N
    - Asian
    - Black/African American
    - Hispanic/Latinx
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

Load Report: [Dropdown]

Include in Dataset: School Year - 2018-19

Exclude from Dataset

Generate Save Report Template Clear

Drill Down Report - Generated 8/25/20, 2:09 PM

Export Print

**Referrals by Location**  
Drill Down

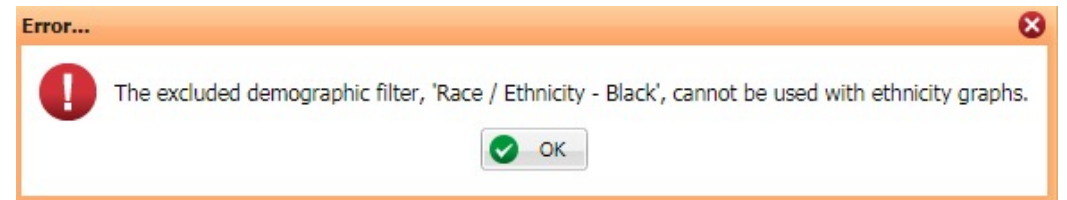
Graph Type\*  
Location  
Action Taken  
Day of Week  
Equity: Rates  
Equity: Referrals By Ethnicity  
Equity: Risk Indices  
Equity: Risk Ratio  
Equity: Students With Referral  
Gender  
Grade  
Location  
Others Involved  
Perceived Motivation  
Problem Behavior  
Referral Type  
Staff

Date / Time	Student	Grade	Staff	Location	Behavior	Moti	Staff
6/24/19, 9:00 ...	<a href="#">Pierce, Allie</a>	7	Dowd, Kathleen	Class	Skip	Avoid task	Peers Parent
6/17/19, 9:30 ...	<a href="#">Felton, Laura</a>	6	Urasaki, Jasmine	Hall	Harass	Ob p attn	Peers In-sch susp
6/16/19, 12:45...	<a href="#">Wilson, Kimmer</a>	5	James, Frannie	Class	M-Defiance	Ob p attn	Peers Loss priv
6/14/19, 10:00...	<a href="#">Anderson, Neal</a>	8	James, Frannie	Class	M-Defiance	Avoid task	Staff Loss priv
6/10/19, 2:45 ...	<a href="#">Fullerton, Samuel</a>	6	Paine, Susan	Common	Inapp Lan	Ob p attn	Peers Parent

There are two specific Drill Down scenarios when we consider equity:

1. Specific Student Groups in the Demographics section of the Report Filters
2. Equity Graphs in the Graph Type section

These two features cannot be used simultaneously.



# Scenario #1 – Drill Down Analysis

**Drill Down**

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior

Include in Dataset

- School Year - 2018-19
- Grade - 8
- Location - Classroom
- Problem Behavior - Defiance/Insubordination/N...
- Primary or Additional

Exclude from Dataset

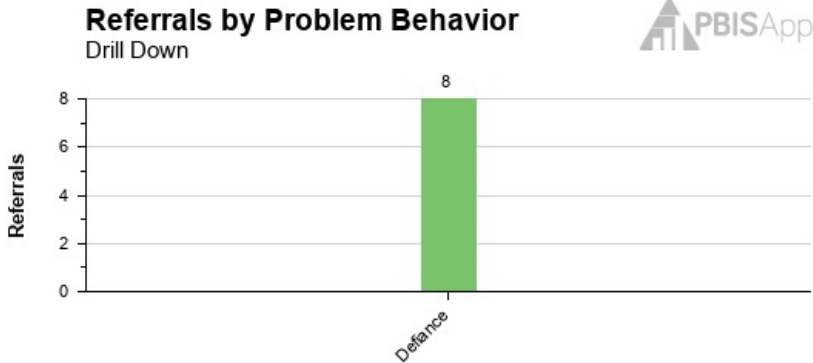
- Race / Ethnicity - Black/African American

Generate Save Report Template Clear

Drill Down Report - Generated 8/25/20, 3:13 PM

Export Print

**Referrals by Problem Behavior**  
Drill Down



Graph Type\*  
Problem Behavior

Options:  
 Show Values on the Graph  
 Show Additional

Summary

Referrals	8
Students	4
Staff	3

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
1/26/19, 12:45...	<a href="#">Weller, Winston</a>	8	Lomas, Donna	Class	Defiance	Ob a attn	Teacher	Parent
1/15/19, 8:00 ...	<a href="#">Weller, Winston</a>	8	Martin, Seth	Class	Defiance	Avoid task	None	Detent
12/18/18, 9:15...	<a href="#">Weller, Winston</a>	8	Martin, Seth	Class	Defiance	Avoid task	None	Loss priv
12/15/18, 9:00...	<a href="#">Anderson, Neal</a>	8	Martin, Seth	Class	Defiance	Avoid task	Other	Detent
12/7/18, 9:15 ...	<a href="#">Spillman, Issac</a>	8	Martin, Seth	Class	Defiance	Avoid task	None	Loss priv

When we select a certain subgroup from the Demographics section:

- Clarify the who and drill down for the what, when, where, and why
- Continue to monitor the size of the problem in the “Summary” as you drill down to a precise problem statement for the subgroup
- Test your analysis: Move the subgroup to the “Exclude from Dataset” to see if this is a whole school problem or a problem specific to this subgroup.

# Scenario #2 – Situational Disproportionality



## Drill Down

Report Filters

- Action Taken
- Custom Fields
- Date / Time
- Demographics
- Location
- Notes
- Others Involved
- Perceived Motivation
- Problem Behavior
- Referral
- Seclusion / Restraint
- Students & Staff

Students

Staff

Load Report: [ ]

Include in Dataset

School Year - 2018-19

Staff

Martin, Seth

Exclude from Dataset

Generate Save Report Template Clear

Drill Down Report - Generated 8/25/20, 3:34 PM

Export Print

### Referral Risk Ratio (Ethnicity)

Drill Down  
Comparison Group: All Other Students

Ethnicity	Risk Ratio
Amer. Indian	6
Asian	7
Black	2.20
Latinx	1.84
Pac. Islander	4
White	0.57
Unknown	300
Not Listed	0
Multiracial	22

Graph Type\*  
Equity: Risk Ratio

Options:  
 Show Values on the Graph

#### Summary

Referrals	56
Students	32
Staff	1

Date / Time	Student	Grade	Staff	Location	Behavior	Motivation	Others In...	Action Ta...
5/25/19, 9:45 ...	<a href="#">Welton, Tim</a>	6	Martin, Seth	Class	Defiance	Ob a attn	Teacher	Detent
5/22/19, 9:45 ...	<a href="#">Keith, Gregg</a>	6	Martin, Seth	Class	Inapp Lan	Ob a attn	Teacher	Detent
5/21/19, 9:45 ...	<a href="#">Fullerton, Samuel</a>	6	Martin, Seth	Class	Defiance	Ob a attn	Teacher	Conf
4/25/19, 9:45 ...	<a href="#">Kyle, Larson</a>	6	Martin, Seth	Class	Inapp Lan	Avoid task	Peers	Detent
4/16/19, 12:15...	<a href="#">Bolden, Carly</a>	3	Martin, Seth	Class	Inapp Lan	Ob a attn	Peers	Out-sch s...
5/21/19, 1:15 ...	<a href="#">Holly, Vail</a>	8	Deere, Beth	Common	Defiance	Ob a attn	Staff	Office

Is a specific situation or outcome affected by disproportionality?

Consider for example:

- Exclusionary discipline
- Subjective behaviors (Defiance, Disruption, Disrespect)
- Certain time periods (morning vs. afternoon)
- Specific staff members (**limited access**)

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## SURVEY

BoQ ECBQ ISSET SCS SSS SET SAS TIC TFI Reset

## SERIES

Data Integrity **Equity Report** Paperless Referral Reset

Equity Report - Graph 1: Risk Index

Equity Report - Graph 2: Risk Ratio

Equity Report - Graph 3: Rates by Group

Equity Report - Graph 4: Students with Outcomes by Group

Equity Report - Graph 5: Outcomes by Group

Equity Report: Drill Down Tool

Equity Report: Multiracial Identity in SWIS

Equity Report: Settings Overview



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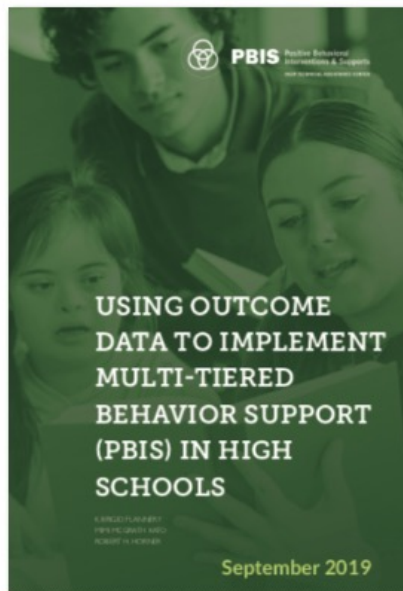
**PBIS Assessment**

**PBIS Evaluation**

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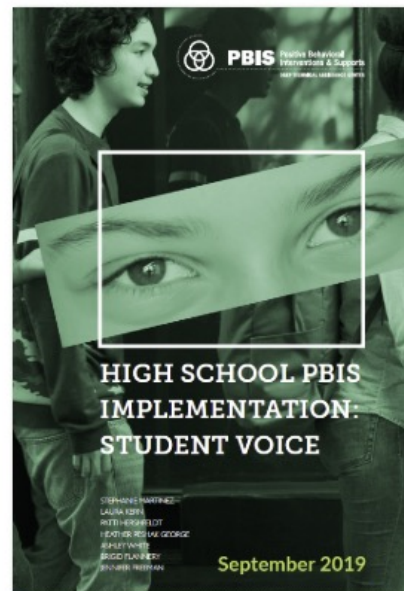
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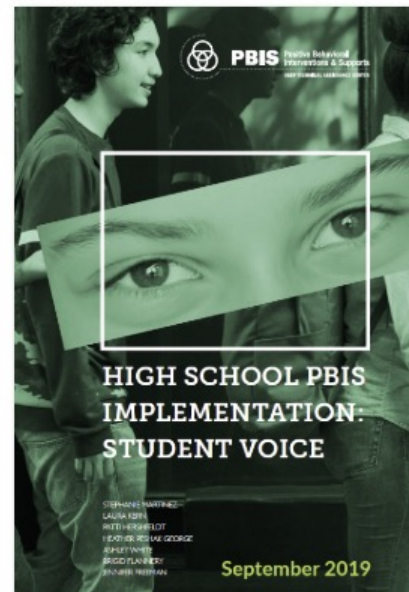
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- Early Childhood PBIS
- Equity**
- Family
- High School PBIS
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- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
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## FEATURED RESOURCES



**USING OUTCOME DATA TO IMPLEMENT MULTI-TIERED BEHAVIOR SUPPORT (PBIS) IN HIGH SCHOOLS**

September 2019



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September 2019



**Addressing School Climate: 5 Ways Schools can Support All Students**



**10 Lessons Learned from SEA and LEA SCTG Sites**



# Equity

Educational systems cannot not be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. However, PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups.

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Check out these samples, case studies and lesson plans and use them as a springboard to improve your own implementation

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### **A 5-Point Intervention Approach for Enhancing Equity in School Discipline**

The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

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### **PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches**

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

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### **Examples of Engaging Instruction to Increase Equity in Education**

This technical brief is based on the 5-point multicomponent approach to reduce disproportionality. This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices.

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### **Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams**

The guides are based on a 5-point multicomponent intervention described. This guide addresses equity policies.

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### **Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams**

The guides are based on a 5-point multicomponent intervention described. This guide addresses use of data.

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# A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

1. Collect, Use, and Report Disaggregated Discipline Data
2. Effective Instruction
3. School-wide PBIS
4. Policies with Accountability for Disciplinary Equity
5. Teach Neutralizing Routines for Vulnerable Decision Points



# Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

## The Data Guide Identified:

1. Data Needed for Investigating Disproportionality
2. Four-step Problem Solving Model
3. Metrics to Use to Monitor Disproportionality
4. Bias in Decision Making – Explicit vs Implicit
5. Vulnerable Decision Points

# Questions???

Use your available resources to effectively and efficiently gather the data to inform your action plans for school improvement.

Contact:

[support@pbisapps.org](mailto:support@pbisapps.org)

[training@pbisapps.org](mailto:training@pbisapps.org)







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PBISApps is run by Educational and Community Supports (ECS), a research unit at the University of Oregon since 1977. Led by Kent McIntosh, PhD. ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the PBIS OSEP Technical Assistance Center.

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**THANK YOU!**



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