

**Enhancing Equity in School Discipline:
Problem Solving Worksheet & Action Planning Tool**

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 the achievement gap).

School: _____ **Date:** _____

Group of Interest (use a new sheet for each group of interest): _____

Reference Group (usually White students): _____

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?

STEP 1. PROBLEM IDENTIFICATION: Is there a problem?

1. Select Metrics to Use

Identify multiple metrics to assess disproportionality. Common options include:

- ODR risk ratio
- ODR composition report
- ODR rate difference (ODRs/100 students for group of interest minus ODRs/100 students for reference group)
- Attendance rate difference
- Special education placement rate difference
- Suspension risk ratio
- Suspension composition report
- Suspension rate difference (Susps/100 students for group of interest minus Susps/100 students for reference group)
- Academic Achievement gap (see Problem Analysis)

Metric 1: _____

Metric 2: _____

Metric 3: _____

2. Calculate Metrics

Use the formulas in the data guide to calculate each metric for the selected time period.

Time Period (often either the last full year or year to date): _____

Metric 1 (_____): _____

Metric 2 (_____): _____

Metric 3 (_____): _____

3. Compare to Goals

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

- District average (or 25th %ile)
- State average (or 25th %ile)
- National average (e.g., 25th %ile of 2011-12 SWIS Black/White Risk Ratio = 1.38)
- Previous year for same school
- Logical criterion (e.g., EEOC 4/5ths rule is equivalent to a Risk Ratio between .80 and 1.25)

Metric 1 (_____): _____

Metric 2 (_____): _____

Metric 3 (_____): _____

STEP 2. PROBLEM ANALYSIS: Why is it happening?

1. Assess PBIS Fidelity

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

Measure	Criterion for Adequate Implementation
Team Implementation Checklist (TIC)	80%
PBIS Self Assessment Survey (SAS)	80%
School-wide Evaluation Tool (SET)	80%
Schoolwide Benchmarks of Quality (BoQ)	70%
Tiered Fidelity Inventory (TFI)	80%

List the most recent PBIS fidelity assessment here.

Measure: _____ Date: _____ Score: _____

From this assessment, list the critical features (items) not in place related to equity:

Add these critical features to the action plan.

2. Identify Vulnerable Decision Points

Assess whether there are patterns of peaks and valleys in disproportionality depending on the situation.

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

Behavior: Defiance, Disrespect, Minor vs. Major

Location: Classroom, Hallways

Time of Day: Afternoons

Your School/District Data: What are common VDP situations? (circle ODRs or suspension data)

Use your school's data to find the most common situations for ODRs or suspensions, first for White (or all) students (left), then for the demographic group of interest (right).

White or All (drill down or dashboard)

For Group (e.g., SWIS drill down and filter)

Behavior: _____

Behavior: _____

Location: _____

Location: _____

Time of Day: _____

Time of Day: _____

Day of Week: _____

Day of Week: _____

Grade level: _____

Grade level: _____

Where do you see differences?

3. Assess Achievement Gap

If not one of the metrics selected in Problem Identification, calculate the achievement gap:

A. Percent of Students Meeting/Exceeding Expectations for **Reference Group**: _____

B. Percent of Students Meeting/Exceeding Expectations for **Group of Interest**: _____

C. Achievement Gap (subtract B from A): _____

STEP 3. PLAN IMPLEMENTATION: What should be done?

1. Identify Strategies to Implement

Use the information from PROBLEM ANALYSIS to generate possible strategies to address the specific problems. Common issues and strategies:

Issues	Possible Strategies
All issues	Share data at least quarterly with staff and stakeholders
PBIS Fidelity below criterion	Implement additional PBIS features based on identified needs
High rates of exclusionary discipline in general (or school with few students from dominant group)	Implement additional PBIS features based on identified needs
	Assess and enhance cultural responsiveness of PBIS systems with input from students, families, and community members
Peaks and valleys in disproportionality by situation	Clarify definitions and procedures for specific situations
	Teach a neutralizing routine to reduce effects of implicit bias
	Assess and enhance cultural responsiveness of PBIS systems
Overall high levels of disproportionality without clear patterns	Enact strong anti-discrimination policies that include accountability for actions and regular monitoring of outcomes to enhance equity
	Build equity into evaluations
	Assess and enhance cultural responsiveness of PBIS systems with input from students, families, and community members
Lack of student or family engagement	Assess and enhance cultural responsiveness of PBIS systems with input from students, families, and community members
Disproportionality in suspensions	Use instructional alternatives to suspension
High achievement gap	Systematic, effective academic instruction
High attendance gap	Increase relevance of the curriculum by using culturally-responsive pedagogy

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?

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 or monthly.

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 Goal (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..