

PBIS QUESTION

Is there gender based disproportionality within SCSD #1 discipline data?

Consistently analyzing data for decision making is an effective approach for improving both educational systems and student outcomes. Rigorous collection and analysis of data serves to illustrate concerns and/or strengths as well as help identify areas for improvement or celebrations. In addition, it allows us to determine appropriate next steps and implement an action plan.

How do I analyze data to determine if gender based disproportionality exists within our disciplinary system?

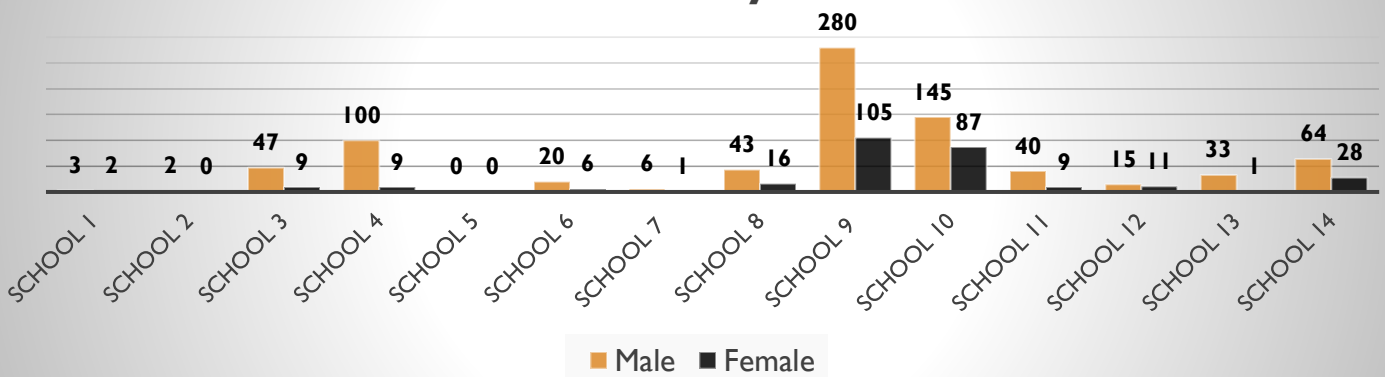
Systematic monitoring/drilling down of discipline data is both essential and **required**. The Drill Down approach utilized by SCSD #1 commences with the big picture and identifies potential “red flags” that might indicate a concern needing to be addressed.

Below I have initiated the drill down process at the district level by asking:

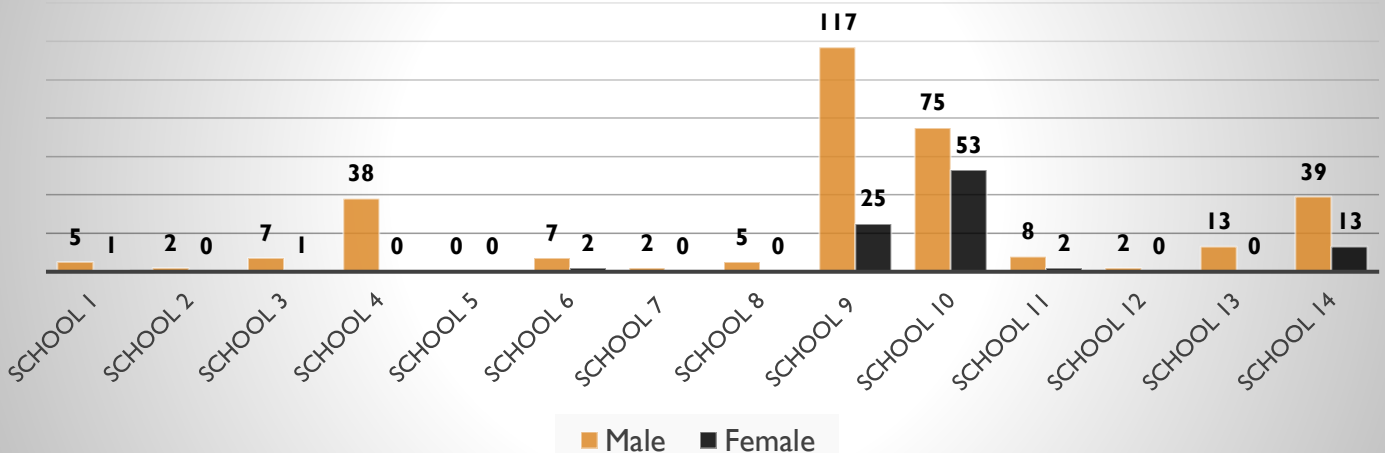
1. Do we have gender based disproportionality in Office Disciplinary Referrals?
2. Do we have gender based disproportionality in Out-of-School and/or In-School Suspensions?



Number of ODRS by GenderChart



Suspensions



Schools are not listed by name however, if you would like assistance pulling your individual school's data please don't hesitate to ask. If you feel you may have a **gender based disproportionality issue in relation to ODRs or suspensions complete a drill down utilizing your individual school data.**

To complete a drill down

- Search for specific student related red flag item.
- Analyze what, where, when, who, why.
- Generate a referral summary.
- Generate a precise problem statement.
- Generate a goal/solution.



As you complete a drill down for disproportionality keep in mind “implicit bias” which is defined below. If you develop an action plan to address disproportionality, the saying, “If you’re aware...you’re halfway there” comes to mind.

What is implicit bias? How can it effect discipline?

- Implicit bias is unconscious and automatic
- It is generally not an indication of our beliefs and values
- We all have some form of implicit bias
- It is based on stereotypes
- It is more likely to influence snap decisions and decisions that are ambiguous

Which facilitates decreased disproportionality (gender, race, ethnicity...)?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- Options exist for multiple instructional methods
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance, counseling, support, coaching
- Transitions are efficient and orderly