# SWIS Drill Down: Ethnicity Practice Packet

This practice packet provides data from SWIS specific to the ethnicity reports and drill down reports.

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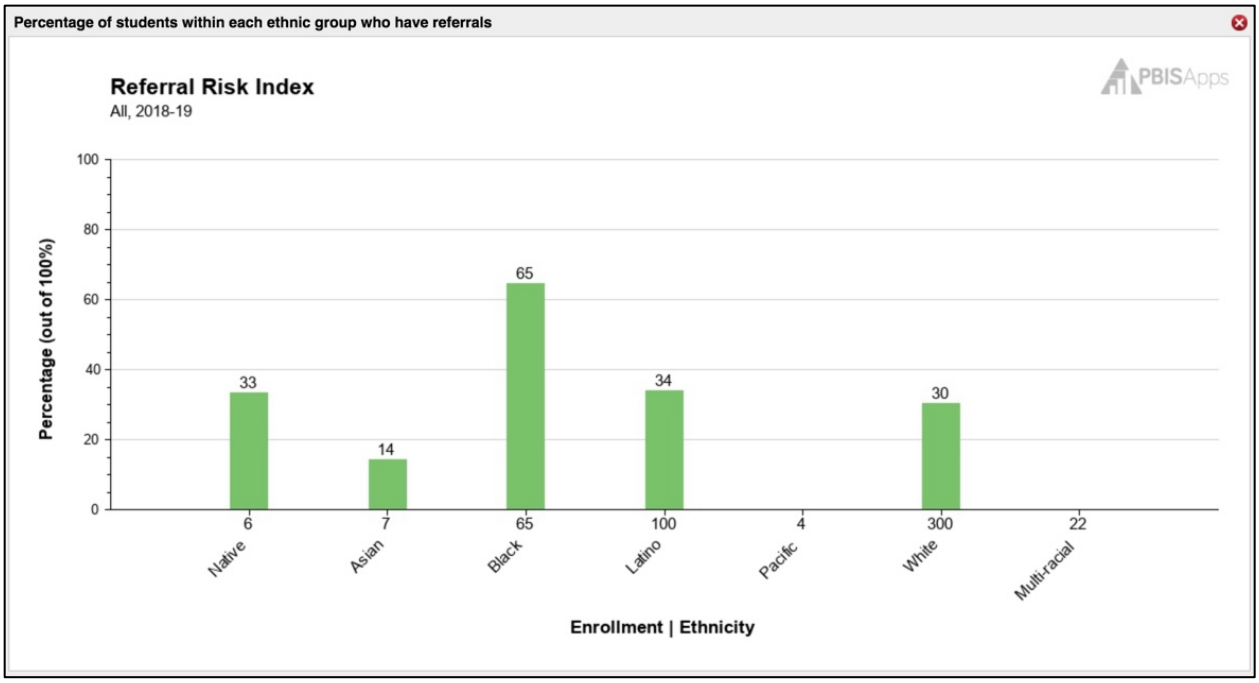
Teams start off by examining the four ethnicity reports within SWIS to determine if there is a potential problem related to discipline referrals and ethnicity.

## Referral Risk Index

The Referral Risk Index report displays the proportion of referred students within each racial/ethnic group.

Teams analyzing this report look to answer the question: What is the risk for students within each group to receive a referral?





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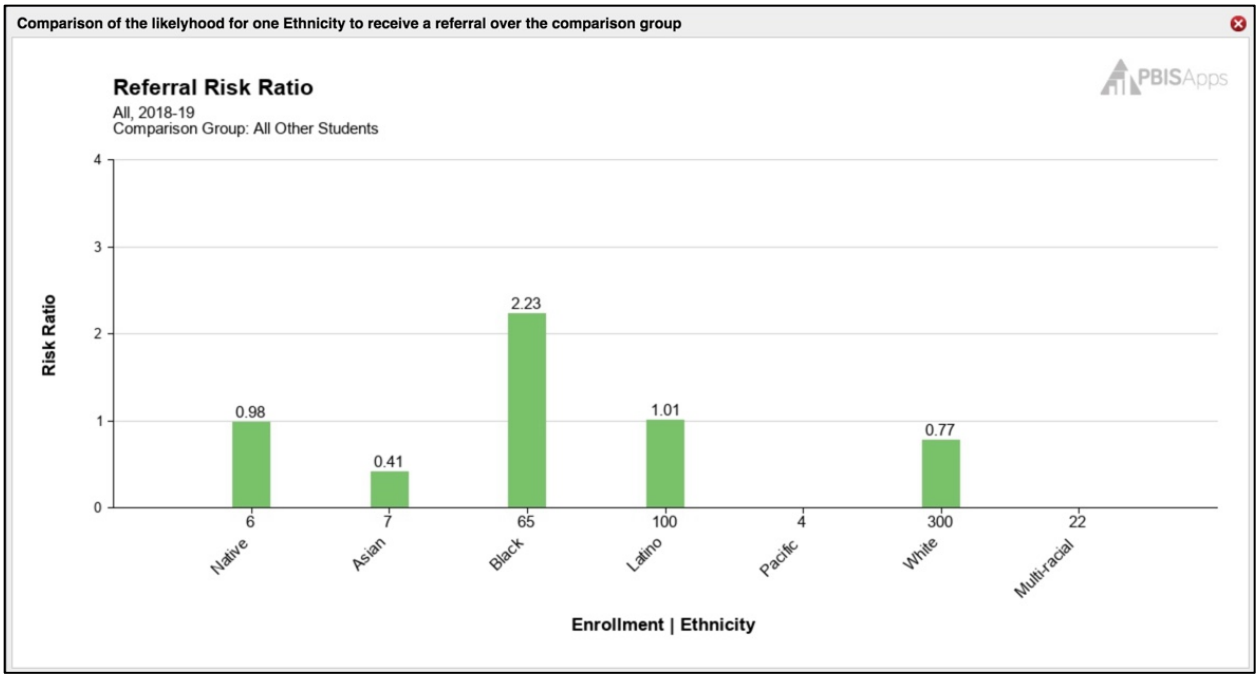
## Referral Risk Ratio

The Referral Risk Ratio is the likelihood for each ethnic group to receive a referral. The report is calculated by dividing the risk index of the specific group with the risk index of a comparison group.

Teams analyzing this report look to answer the question: For a given group of students, how much more or less likely are they to receive a referral than students from another group? A risk ratio greater than 1.0 indicates higher risk. A risk ratio less than 1.0 indicates lower risk. A risk ratio equal to 1.0 indicates an equal risk.

*Note: The comparison group 'All Other' includes all students minus students from the specific group identified.*




## Students with Referrals by Ethnicity

The Students with Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the green bars – to the percent of all students with a referral by racial/ethnic group – the blue bars. This report displays how the proportion of students within a racial/ethnic group compares to the proportion of referred students within the same group.

Teams analyzing this report look to answer the question: Is the proportion of referred students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?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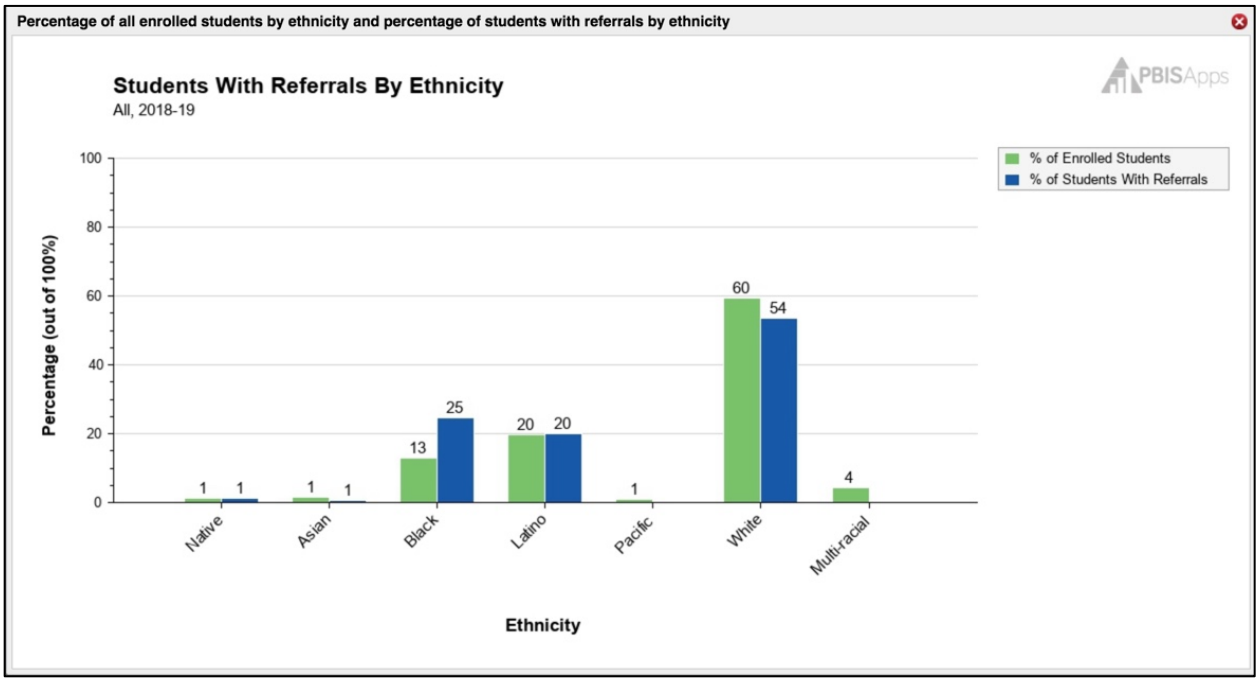


## Referrals by Ethnicity

The Referrals by Ethnicity report compares the percent of all enrolled students by ethnicity – the green bars – to the percent of total referrals by ethnicity – the blue bars. This report displays how the proportion of all students by racial/ethnic group compares to the proportion of all ODRs given to the same racial/ethnic group.

Teams analyzing this report look to answer the question: Is the proportion of referrals given to students from a racial/ethnic group equal to the group's proportion of the school's total enrollment?


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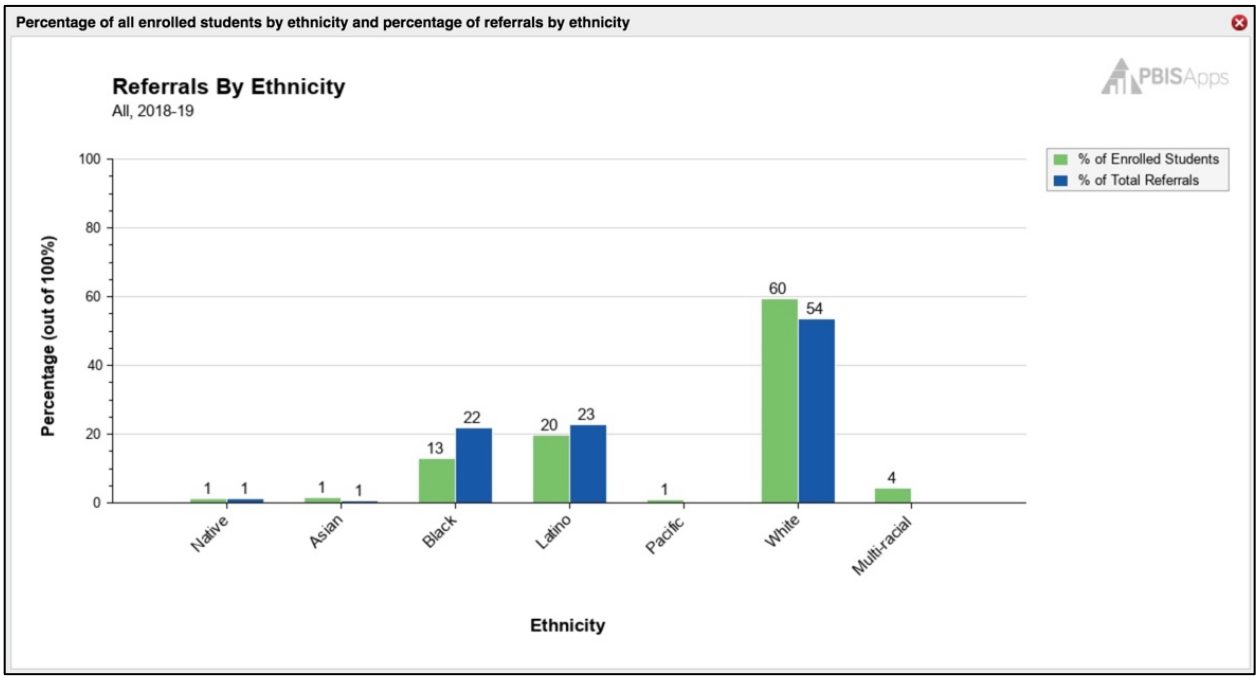


## Drill Down Using Ethnicity Filter

In this example, the School Leadership Team recognized there was a problem to be addressed related to disproportionate referrals for black students. In fact, black students are 2.23 times more likely to receive a discipline referral when compared to all other students. The SLT determined that using the drill down feature in SWIS would help them to define a precise problem statement that would be used for action planning.

Please use the graphs from drill down in SWIS to develop a precise problem statement. Use the table at the end of this packet to help organize your information into a precise problem statement.

### Referrals by Problem Behavior

The first filter applied to the data set was from demographics. Specifically, the SLT filtered the data set to only include students with an identified race/ethnicity of black. They then selected the graph type of Problem Behavior.


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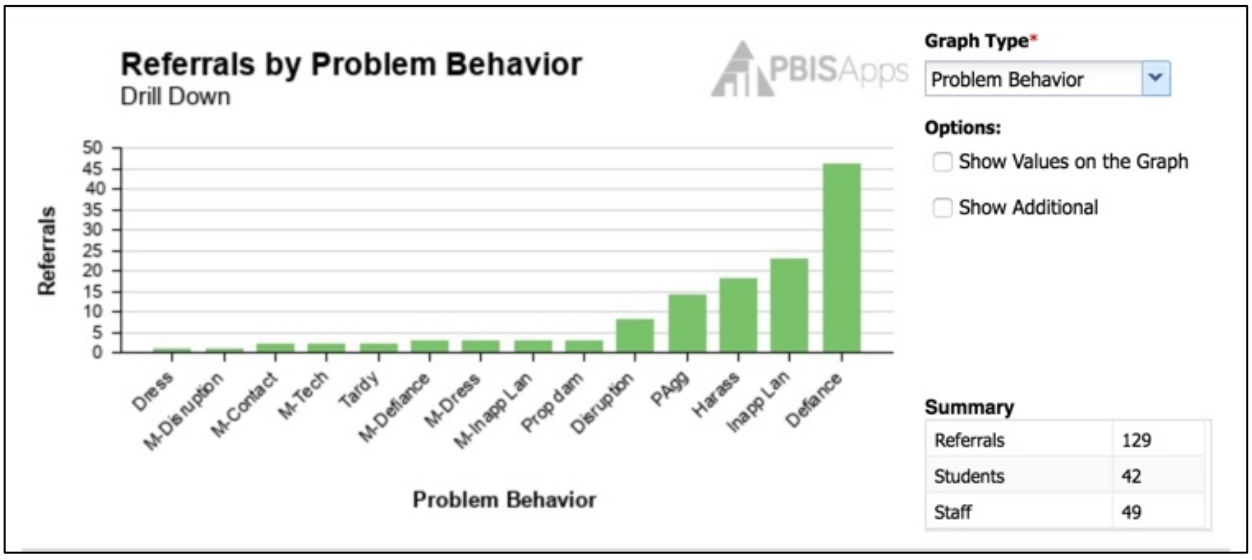
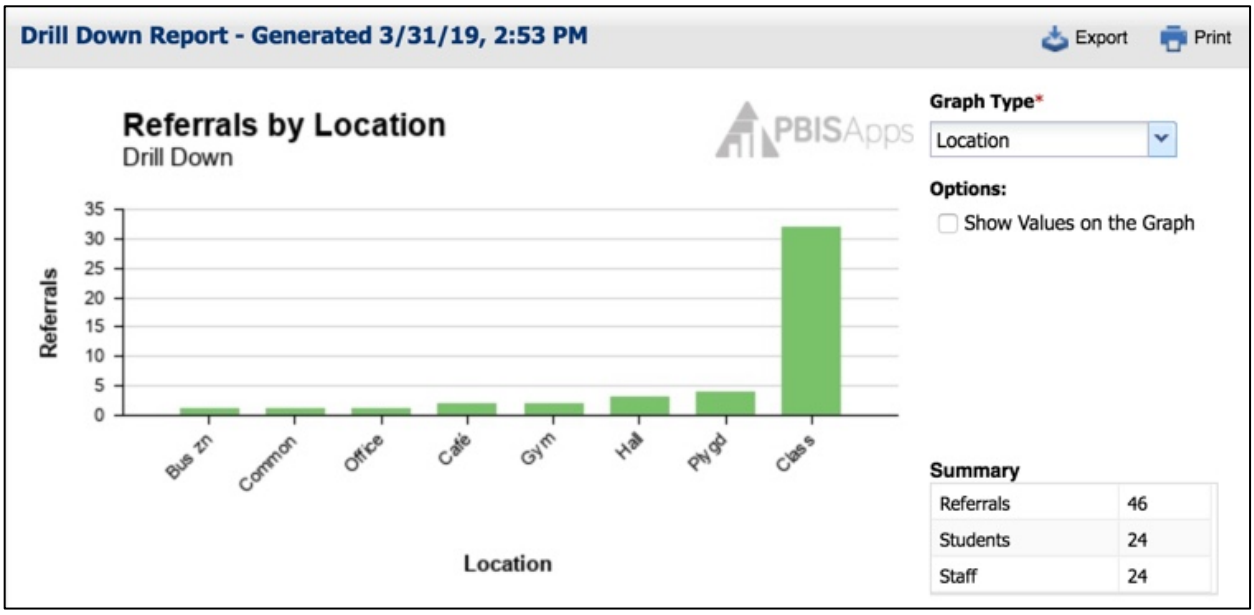



Next, the SLT applied the filter for problem behavior of defiance, insubordination, non-compliance specifically for this identified group of students. They then set the graph type to location.




The SLT kept the original filters on and added the filter of classroom to the data set and then selected the graph type of grade level.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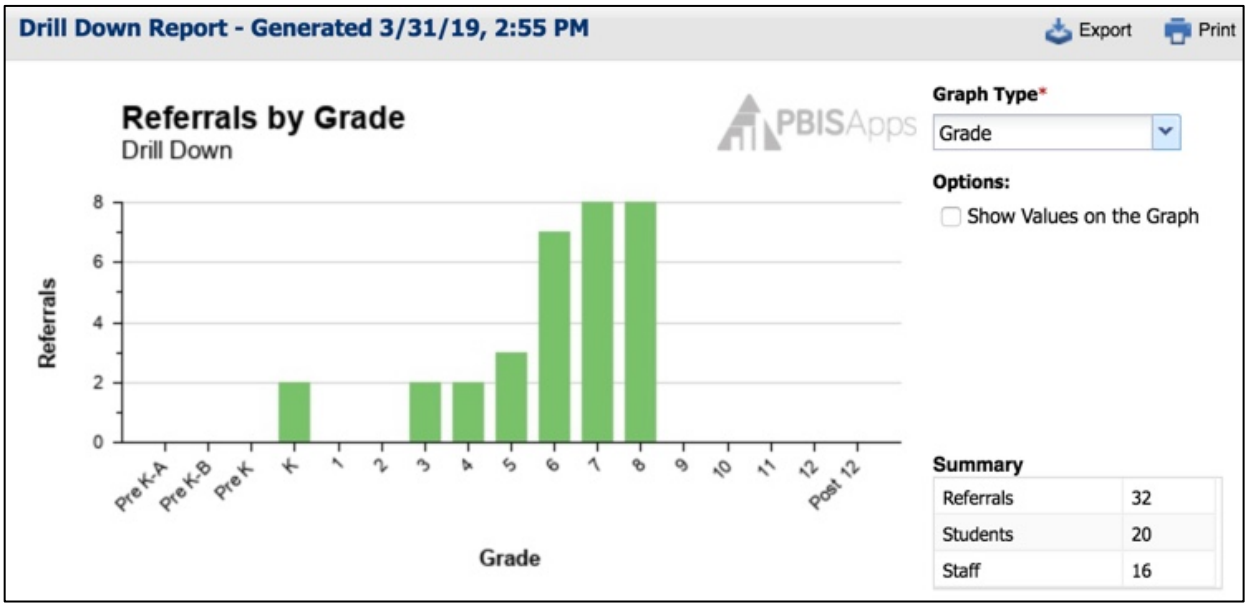
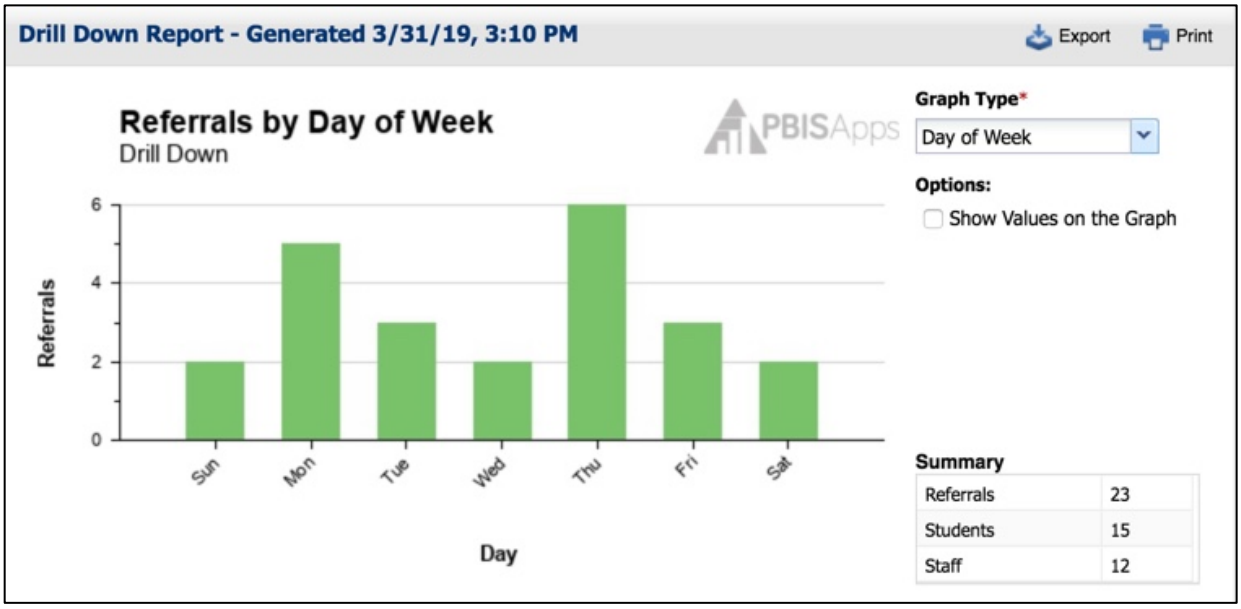



The team then added the filters of grades 6, 7, and 8 to the data set and selected the graph types of day of the week. While the behavior is at its highest on Thursday followed by Monday, the team noticed that they are seeing the behaviors every day so they did not filter for day of the week. They did however select time of day as the next graph type.





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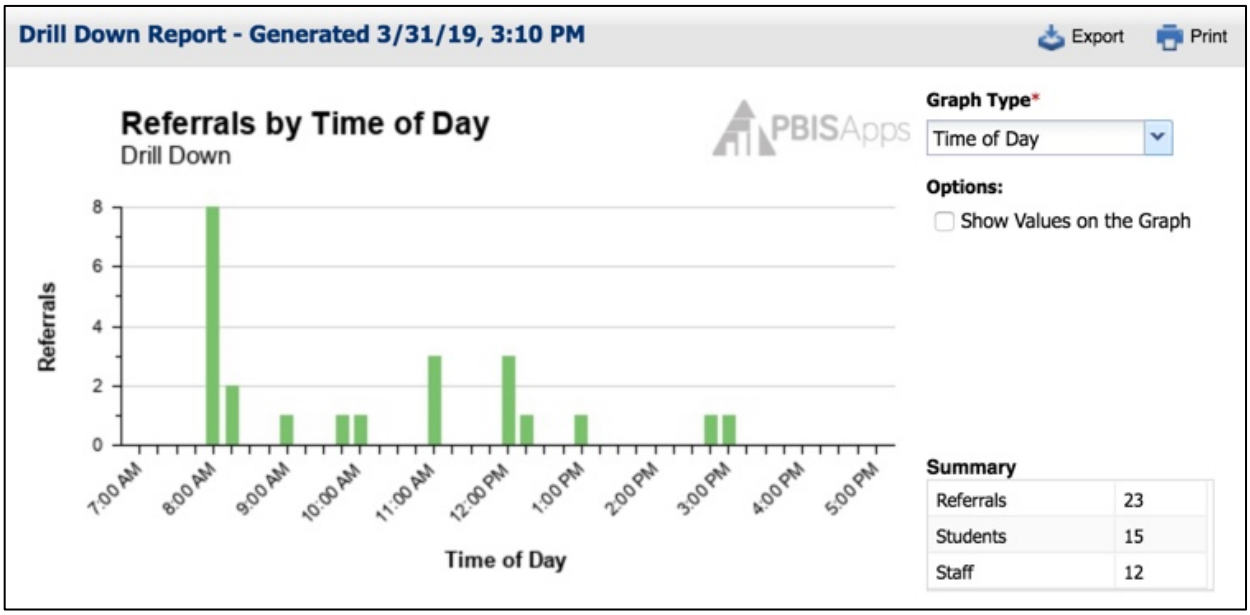
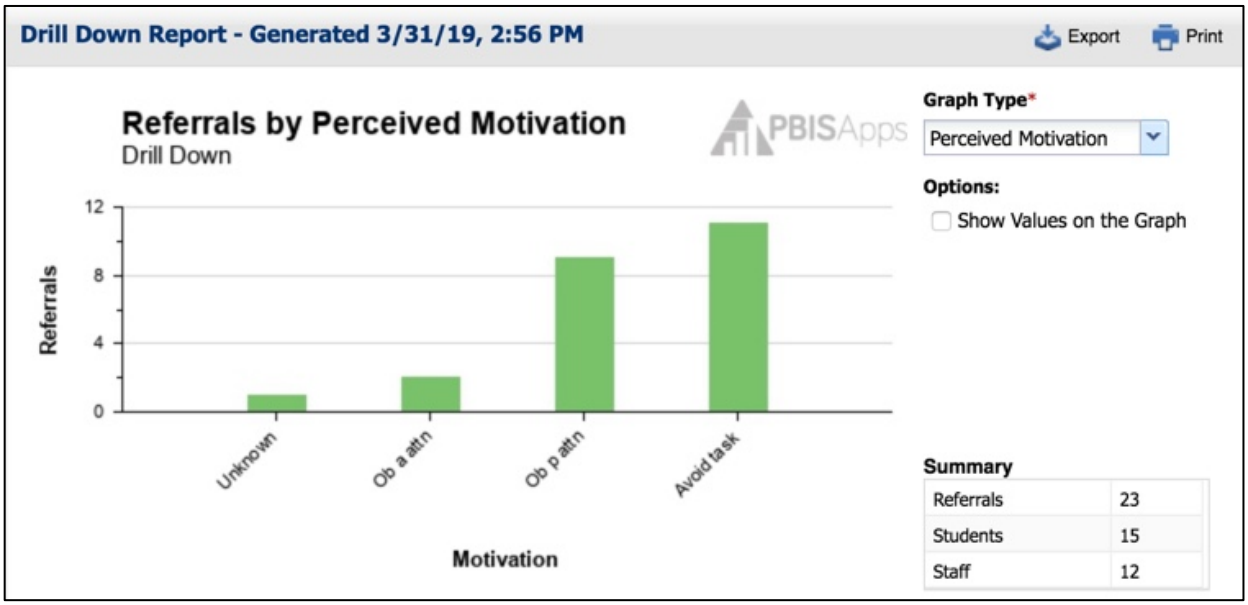



There was definitely a spike in the behavior at 8:00 a.m. but they are also seeing the behavior throughout the day so they decided not to filter by time of day. The team then selected the graph type for perceived motivation.




The SLT then removed the subgroup from the dataset and determined that the problem was not a problem to address school-wide.


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Table 1. Organize your precise problem statement using the following table.

| Drill Down Questions | Drill Down Data |
|---|---|
| What is the problem behavior? | |
| Where is the problem behavior happening? | |
| Who is engaged in the behavior? | |
| When and how often is the problem behavior likely to occur? | |
| Why is the problem sustaining? | |

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