

4th Quarter Discipline Review



Student Support Services /
Student Equity
June 18 and 22, 2015

USP Purpose

- ▶ USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis.
- ▶ The data shall include the number of students receiving any exclusionary discipline consequence disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity.
- ▶ The Restorative and Positive Practices Site Coordinators and school administrators are to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not continuing.
- ▶ If the data collected and review suggests that a school site is imposing discipline in a racially or ethnically disproportionate manner... district shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Agenda

- ▶ Data Set (*The reported data is based on Unitary Status Plan coding for African American and Latino students and was provided by our technology services department*)
- ▶ District Wide Analysis
- ▶ Analysis and Recommendations:
 - K-5
 - K-8
 - 6-8
 - 9-12

Data Set

See provided hardcopies

1. Fourth Quarter 2014–15 Discipline Statistics
2. Analysis and Recommendations



Schools with Greatest Concern

After a review of the elementary, K–8, middle, and high school heat maps and table of schools, schools with the greatest concerns are listed below. The schools are listed in order of most noted discipline incidents for aggression and other violations of school policy:

- ▶ **Elementary: Cragin, Erickson, Mission View, Myers–Ganoung, Ochoa, Tolson, Vesey, Whitmore, Wright Tully, Robison, Davidson, Hughes** (aggression & other violations of school policy)
- ▶ **K–8: Booth–Fickett, Hollinger, Lawrence, Pueblo Gardens, Rose** (aggression & other violations of school policy)
- ▶ **Middle School: Dodge, Doolen, Gridley, Secrist, Magee, Utterback** (aggression & other violations of school policy)
- ▶ **High School: Palo Verde, Rincon, Sahuaro, Cholla**

* **Bolded schools were of concern during quarters 3 and 4.**

General Recommendations

Issue: Under the USP, LSCs/RPPSCs are charged with facilitating PBIS at school sites to reinforce positive student behavior as a preventative measure, and implementing Restorative Practices at school sites to eliminate ongoing and escalating behavior – particularly aggression.

Recommendation: Increase LSCs/RPPSCs' focus on addressing behavior through the MTSS model and behavior support plans. Also, require LSCs to provide additional training to site staff addressing PBIS and Restorative Practices to reinforce the importance of student–teacher relationships. “Students’ relationships with teachers are fundamental to their success in school, and as such, these relationships should be explicitly targeted in school–based prevention and intervention efforts. Student–teacher relationships develop over the course of the school year through a complex intersection of student and teacher beliefs.” Hamre, B. K., & Pianta, R. C. (2006). Student–Teacher Relationships.

General Recommendations

Issue: As a result of continued negative disproportionality for certain student groups (i.e., African American students, Native American students), the following is recommended.

Recommendation: Implement training for site administrators and teachers in the areas of Supportive and Inclusive Learning Environments and Culturally Responsive Teacher Practices. The training should utilize the Danielson Framework for Teaching: Domain 1, Planning and Preparation (Demonstrating Knowledge of Students); and Domain 2, Classroom Environment (Respect and Rapport with Students), and embed the overarching theme of Cultural Competence. This training could also be extended to other site staff such as campus monitors. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

General Recommendations

Issue: Various schools continue to suspend students without providing and/or documenting the required interventions per the GSRR.

Recommendation: Educational Leadership should inquire to all identified schools in the “Missing Interventions” attachment. Where the inquiry reveals a school did not provide the required interventions and/or did not document the required interventions, the school should be placed on corrective action.



General Recommendations

- ▶ **Recommendation:** We encourage principals and their teams to complete the GSRR training that is now available online, if not completed already.
- ▶ **Recommendation:** Academic Directors meet with principals and review the discipline data and complete a corrective action plan, if necessary. Completed corrective action plans will be sent to Office of Student Services by the respective Academic Director.

General Recommendations

Recommendation: Academic Directors will identify K–12 schools with strong PBIS and Restorative Practices school cultures as models for replication of these best practices. The schools identified in need of a corrective action plan will visit these model sites and identify at least one strategy to implement in their corrective action plan.



Recommendations (Grades K–5)

African American Students

- ▶ **School(s):** Erickson, Grijalva, Henry, Mission View, Oyama, Robison, Soleng Tom, Tully, Vesey, Warren and Whitmore.
- ▶ **Issue:** These schools appear to have disproportionate discipline for African American students per the attached heat map.
- ▶ **Recommendation:** Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and discipline actions for African American students. Elementary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades K–5)

Latino Students

- ▶ School(s): Cragin, Erickson and Vesey.
- ▶ Issue: These schools appear to have disproportionate discipline for Latino students.
- ▶ Recommendation: Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for Latino students. Elementary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades K–5)

Multi–Ethnicity Students – Bloom, Erickson, Grijalva, Holladay, Hughes, Meyers, Sewell, Soleng Tom, Vesey, White, Whitmore and Wright .

Asian American Students – Erickson

Native American Students – Borton, Erickson, Grijalva, Holladay, Mission View, Vesey and Wright.

Anglo Students– Cragin, Erickson, Mission View, Myers–Ganoung, Ochoa, Robison Tully and Vesey.

- ▶ **Issue:** These schools appear to have disproportionate discipline for student groups other than African American and Latino populations.
- ▶ **Recommendation:** Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for students. Elementary leadership will review the responses and determine if a school needs corrective action.

Recommendations (Grades K–8)

Schools with Zero Incidents

- ▶ **School(s):** No schools identified for the 4th quarter
- ▶ **Issue:** N/A
- ▶ **Recommendation:** N/A



Recommendations (Grades K–8)

African American Students

- ▶ School(s): Booth Fickett, Dietz, Hollinger, Rose and Safford
- ▶ Issue: These schools shows a disproportionate number of African American students being disciplined.
- ▶ Recommendation: Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for students. Elementary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades K–8)

Latino Students

- ▶ Schools: Hollinger, Lawrence, Pueblo Gardens, Rose
- ▶ Issue: These schools shows a disproportionate number of Latino students being disciplined.
- ▶ Recommendation: Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for students. Elementary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades K–8)

Multi–Ethnicity Students – Hollinger, Lawrence, Pueblo Gardens, Roberts Naylor and Safford

Asian American Students – No concerns

Native American Students – Dietz, Hollinger, Lawrence, Pueblo Gardens and Safford

Anglo Students – McCorkle

- ▶ **Issue:** These schools appear to have disproportionate discipline for student groups other than African American and Latino populations.
- ▶ **Recommendation:** Elementary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for students. Elementary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades 6–8)

African American Students – Secrist

Latino Students – No concerns

Multi-Racial – No concerns

Asian American Students – Valencia

Native American Students – Secrist

Anglo Students – No concerns

- ▶ **Issue:** The schools above appear to have disproportionate discipline for African American, Asian and Native American students.
- ▶ **Recommendation:** Secondary Leadership will inquire into the above schools requiring them to describe their fourth quarter incidents and disciplinary actions for students. Secondary leadership will review the responses, then determine which (if any) schools need corrective action.

Recommendations (Grades 9–12)

African American Students

- ▶ School(s): Cholla, **Palo Verde**, Rincon, Sabino & Sahuaro
- ▶ *Schools in **Bold** show disparity for all 4 quarters.

Latino Students

- ▶ School(s): **Palo Verde**
- ▶ *Schools in **Bold** show disparity for all 4 quarters.



Recommendations (Grades 9–12)

Multi-Racial – Catalina, Palo Verde and Rincon

Asian American Student – Cholla and Palo Verde

Native American Students – Palo Verde, Rincon and Santa Rita.

Anglo Students – Palo Verde and Pueblo.

Schools in **Bold** show disparity for all 4 quarters.



Recommendations (Grades 9–12)

- ▶ **Issue:** These schools appear to have disproportionate discipline for one or more student groups per the heat map analysis.
- ▶ **Recommendation:** Secondary Leadership will inquire into the list of schools and require each school leader to describe their fourth quarter incidents and disciplinary actions for African American, Latino and all other student groups. Secondary Leadership will review the responses, then determine which (if any) schools need corrective action.

QUESTIONS??

