

APPENDIX VI – 44

Central Office Discipline Data Review 2015-16

This form will be filled out by the Assistant Superintendents, Ana Gallegos and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 week prior to the quarterly meeting. (Due Dates: 11/09/15; 12/18/15; 3/21/16; 5/25/16)

Date: June 21, 2016Quarter under Review: 4th

Table 1. School Level for This Report – Check One Row Only	
Elementary	X
K-8	
Middle	
High	

A. FORM SUBMISSION CHECK

- Missing Reports:** Identify Any Sites That Have Failed to Submit the *Site-Based Monthly Discipline Report* from Principals and the month(s) that they have missed. If none have missed, write “None” in Table 2 below.

Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
Wright, Hughes, Marshall	Only May

B. SCHOOL CLIMATE (Use the KPI View)

- Choose the schools with the highest rates of TOTAL violations.**
 - Select: *USP discipline KPI*
 - Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
 - Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

Middle Schools

- Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 3 in the column called ‘School’, write the selected schools.

- What TOTAL violations are most common?**

- Click on *Violations by School* for each of the select schools.
- Select from the drop down menus: Quarter= 1, 2, 3, or 4; School Level = the specific school only; Action Type = ALL.
- Click on the arrow to the left of the violations with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.

Aggression

- Record the four most frequent violations in Table 3 for each school and the N size.

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Table 3. KPI: Total Violations for Hot Spot Schools

SCHOOL	MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i>							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Mission View	Aggression	1	Sexual Harrassement	1				
Lynn/Urquides	Aggression	17	Minor Aggressive Act	12	Fighting	4	Other Aggression	3
Holladay	Aggression	3	Assault	1	Endangerment	1	Other Aggression	1
Whitmore	Aggression	28	Minor Aggressive Act	15	Fighting	11	Recklessness	6
Tolson	Other Violations	4	Defiance or disrespect	3	Other violations	1		

Notes:

Mission View: 1 Afr A, 1 Afr Amer

Lynn: 13 Hispanic; 2 Anglo, 1 Nat Amer, 1 Multi-Racial

Holladay: 2 Anglo, 4 Afr Amer, 6 Hispanic

Whitmore: 8 Anglo, 4 Afr Amer, 15 Hispanic, 1 Multi-Racial

Tolson: 2 Anglo, 2 Hispanic

Holladay had a significant drop in occurrences from last quarter's report; Whitmore had more Hispanic incidents.

4. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *USP discipline KPI*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 4 in the column called 'School', write the selected schools.

5. What SUSPENSIONS are most common?

- a. Click on *Violations by School* for each of the select schools.
- b. Select from the drop down menus: Quarter = 1, 2, 3, or 4; School Level = the specific school only; Action Type = SUSPENSION.
- c. Click on the arrow to the left of the violation with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.

» Aggression

- d. Record the four most frequent violations in Table 4 for each school and the N size.

6. Do These Sites Have an ISI Classroom?

- a. Click on the distinct student number with the most frequent violations in the column for *All Students* to produce a blue box around the cell.

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- b. Right click within that cell to bring up a menu; click on *Show Detail* to review the Students, the Violation, the Action Category and the Action Type.
- 7. **Review PBIS files** from SharePoint, etc.
 - a. Compare/contrast interventions from each school to the data collected on Table 4.
 - b. Note any trends.

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Table 4. KPI: Most Common Suspensions for Hot Spot Schools

SCHOOL	MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i>								ISI AVAILABLE? <i>Check Yes or No</i>	
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Holladay	Assault	1	Endangerment	1	Other Aggressions	1				X
Davidson	Assault	1	Disorderly	1						X
Grijalva	Assault	6	Fighting	2	Other Aggressions	1				X
Robison	Assault	4	Other Aggression	1						X
Johnson	Assault	7	Minor Aggressive	1						X

Notes:

Davidson: 1 African American, 1 Hispanic

Grijalva: 5 hispanic, 1 anglo, 1 African American, 1 multi-racial

Robison: Self Contained ED suspended; 4 Anglo, 1 Hispanic

Holladay: 1 African American, 2 multi-racial

Johnson: 5 Hispanic, 3 Native American

C. RACIAL/ETHNIC DISPARITY REVIEW (Use the Risk Ratio View)

8. Choose the schools with the highest rates of TOTAL violations.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 5 in the column called 'School', write the selected schools.

9. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- a. Click on the school name to produce a blue box around the cell.
- b. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- c. Record any disparities and note trends in the comment section of Table 5.

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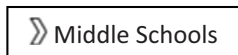
Table 5. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Erickson	White/Anglo	1	.94%	
	African American	3	3%	See comments under suspension for two students. For other, corresponding interventions documented.
	Hispanic	1	.48%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	
Gale	White/Anglo	5	2.56%	
	African American	0	0	.
	Hispanic	0	0	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	3	11.54%	3 students (2 of the 3 were girls): privileges suspended documented with corresponding interventions.
Myers-Ganung	White/Anglo	1	1.96%	
	African American	3	3.13%	1 student (5 th) had no previous incidents but brought dangerous item. 1 student receives outside services and had interventions. 1 (5 th) student (ELL) had minor aggressive act
	Hispanic	3	1.17%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	3	20%	All 3 students reassigned to different class. 1 tested for Ex Ed.
Wright	White/Anglo	3	3.0%	
	African American	1	.96%	
	Hispanic	4	1.88%	Kinder student-began 504. 2 nd gr student has support from BIT, Director met with mom, many interventions, outside resources. 1 student was documented in AzSafe—but the

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				consequence was parent notification; interventions given as it was a first offense. Student has progressive discipline and interventions before OSS.
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	2	11.11%	1 student has multiple incidents- interventions, outside resources, progressive discipline. Other student, 1 st grader, had inappropriate sexual touching— interventions and other required procedures followed.
Carillo	White/Anglo	1	3.57%	
	African American	1	7.14%	1 student represents a high percentage
	Hispanic	5	2.09%	Percentage is lower than white
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	

10. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSIONS; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 6 in the column called 'School', write the selected schools.

11. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- f. Click on the school name to produce a blue box around the cell.
- g. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- h. Record any disparities and note trends in the comment section of Table 6.

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Table 6. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Erickson	White/Anglo	1	.94	All comments for all schools are below
	African American	2	2%	
	Hispanic	1	.48%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	
Kellond	White/Anglo	1	.46%	
	African American	1	1.82%	
	Hispanic	1	.45%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	
Grijalva	White/Anglo	1	3.23%	
	African American	1	4%	
	Hispanic	5	.90%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	1	8.33%	
Howell	White/Anglo	1	1.32%	
	African American	0	0	
	Hispanic	4	2.19%	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	
There wasn't a 5 th	White/Anglo	0	0	
	African American	0	0	
	Hispanic	0	0	
	Native American	0	0	
	Asian American	0	0	
	Multi-Racial	0	0	

12. From all the data presented above, please list up to 5 'hot spot' schools for the Central Discipline Committee to review:

- a. Erickson – Two African American students had repeated offenses resulting in out of school suspensions; however, pro-active interventions are documented (meeting with counselor, providing leadership role for child, support from AASD) and progressive discipline was used.
- b. Kellond- An error may have occurred. There was one African American student who brought and used marijuana on school grounds, but it shows up twice in AzSafe—same date, same violation. (??) Kellond is not typically a hot spot.
- c. Grijalva- Hispanic students: one student started at Grijalva from out of state in May. Several interventions noted and then out of sch suspension. Progressive discipline was not

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documented before OSS BUT the incident was severe and warranted for OSS. Two students have repeat offenses and out of school suspensions—but interventions noted.

d. Howell – Has several students with multiple incidents/ out of school suspensions. The interventions correlate to the behaviors. One student (Creech) was suspended from the bus twice and also OSS—but the interventions included pro-active strategies such as assigning a “bus buddy.”

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Date: June 23, 2016 Quarter under Review: 4th quarter

Table 1. School Level for This Report – Check One Row Only	
Elementary	
K-8	X
Middle	
High	

A. FORM SUBMISSION CHECK

- 1. Missing Reports:** Identify Any Sites That Have Failed to Submit the *Site-Based Monthly Discipline Report* from Principals and the month(s) that they have missed. If none have missed, write “None” in Table 2 below.

Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
Roberts- Naylor	All May Discipline Reports

B. SCHOOL CLIMATE (Use the KPI View)

- 2. Choose the schools with the highest rates of TOTAL violations.**
 - Select: *USP discipline KPI*
 - Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
 - Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 3 in the column called ‘School’, write the selected schools.

- 3. What TOTAL violations are most common?**

- Click on *Violations by School* for each of the select schools.
- Select from the drop down menus: Quarter= 1, 2, 3, or 4; School Level = the specific school only; Action Type = ALL.
- Click on the arrow to the left of the violations with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.

» Aggression

- Record the four most frequent violations in Table 3 for each school and the N size.

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Table 3. KPI: Total Violations for Hot Spot Schools

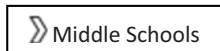
SCHOOL	MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i>							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Hollinger	Minor Aggressive Act	10	Disorderly Conduct	7	Other Aggression	6	Fighting	6
Robins	Minor Aggressive Act	12	Other Aggression	1				
Booth - Fickett	Fighting	17	Disorderly Conduct	12	Other Aggression	10	Assault	5
Safford	Fighting	12	Disorderly Conduct	9	Other Aggression	7	Assault	5
Dietz	Disorderly Conduct	8	Fighting	7	Assault	7	Verbal Provocation	2

Notes:

Aggression is still the top issue schools have on these campuses

4. Choose the schools with the highest rates of SUSPENSIONS.

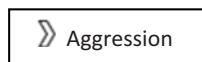
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- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



- d. Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 4 in the column called 'School', write the selected schools.

5. What SUSPENSIONS are most common?

- a. Click on *Violations by School* for each of the select schools.
- b. Select from the drop down menus: Quarter = 1, 2, 3, or 4; School Level = the specific school only; Action Type = SUSPENSION.
- c. Click on the arrow to the left of the violation with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.



- d. Record the four most frequent violations in Table 4 for each school and the N size.

6. Do These Sites Have an ISI Classroom?

- a. Click on the distinct student number with the most frequent violations in the column for *All Students* to produce a blue box around the cell.
- b. Right click within that cell to bring up a menu; click on *Show Detail* to review the Students, the Violation, the Action Category and the Action Type.

7. Review PBIS files from SharePoint, etc.

- a. Compare/contrast interventions from each school to the data collected on Table 4.
- b. Note any trends.

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Table 4. KPI: Most Common Suspensions for Hot Spot Schools

SCHOOL	MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i>								ISI AVAILABLE? <i>Check Yes or No</i>	
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Booth-Fickett	Disorderly Conduct	11	Fighting	7	Assault	2	Other Aggression	2	X	
Hollinger	Disorderly Conduct	5	Assault	1	Fighting	5	Endangerment	1		X
Lawrence	Assault	4	Disorderly Conduct	1	Aggravated Assault	1				X
Roberts-Naylor	Disorderly Conduct	5	Assault	2	Other Aggression	2	Fighting	1		X
Safford	Assault	4	Aggravated Assault	2					X	

Notes:

Suspensions are down at all schools with the exception of Booth Fickett where their suspensions increased in May. The Principal resigned in April and the climate was unstable during the transition period.

PBIS notes describe more skill building and celebrations of student success. Student Success Specialists from MASS and African American Studies as well as representatives from Drop Out Prevention assisted with supervision and student interventions and restorative conferences.

C. RACIAL/ETHNIC DISPARITY REVIEW (Use the Risk Ratio View)

8. Choose the schools with the highest rates of TOTAL violations.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 5 in the column called 'School', write the selected schools.

9. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- a. Click on the school name to produce a blue box around the cell.
- b. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident* (N size), the *Distinct Student Enrollment*, and the *Discipline Percent of the Population* (rate) of that selected school.
- c. Record any disparities and note trends in the comment section of Table 5.

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Table 5. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Booth-Fickett	White/Anglo	11	3.94%	
	African American	18	8.7%	Interventions were provided for skill building Ethnic studies providing daily support
	Hispanic	31	5.05%	Ethnic studies providing daily support
	Native American			
	Asian American	1	3.23%	
	Multi-Racial	3	5.66%	
Dietz	White/Anglo	6	3.92%	
	African American	8	6.56%	LSC and Ethnic Studies providing skill building support
	Hispanic	18	7.17%	LSC and Ethnic Studies providing support
	Native American			
	Asian American	1	6.67%	
	Multi-Racial	2	6.9%	
Morgan Maxwell	White/Anglo	1	2.56%	
	African American	2	4.88%	
	Hispanic	5	1.33%	Interventions were provided for skill building
	Native American			
	Asian American			
	Multi-Racial			
Roberts Naylor	White/Anglo	2	2.67%	
	African American	10	5.18%	Interventions were provided for skill building
	Hispanic	12	3.16%	
	Native American			
	Asian American			
	Multi-Racial			
Robins	White/Anglo	4	3.85%	
	African American	1	4.76%	
	Hispanic	12	2.99%	Interventions were provided for skill building
	Native American			
	Asian American			
	Multi-Racial	1	8.33%	

10. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *School Risk Ratio*

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- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSIONS; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
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- h. Record any disparities and note trends in the comment section of Table 6.

Table 6. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Booth Fickett	White/Anglo	4	1.43%	
	African American	7	3.38%	
	Hispanic	17	2.77%	Progressive discipline for several of these suspensions
	Native American			
	Asian American	1	3.23%	
	Multi-Racial			
Dietz	White/Anglo	1	.65%	
	African American	3	2.46%	
	Hispanic	6	2.39%	Progressive discipline for majority of these suspensions
	Native American			
	Asian American			
	Multi-Racial			
Roberts Naylor	White/Anglo	1	1.33%	
	African American	6	3.11%	Progressive discipline for majority of these suspensions
	Hispanic	5	1.32%	
	Native American			
	Asian American			
	Multi-Racial			
	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			
	White/Anglo			

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	African American			
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			

12. From all the data presented above, please list up to 5 'hot spot' schools for the Central Discipline Committee to review: (USP Discipline KPI- schools listed have multiple red indicators)

- a. Dietz
- b. Hollinger
- c. Robins
- d. Safford

Central Office Discipline Data Review 2015-16

This form will be filled out by the Assistant Superintendents, Ana Gallegos and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 week prior to the quarterly meeting. (Due Dates: 11/09/15; 12/18/15; 3/21/16; 5/25/16)

Date: 6-24-16 Quarter under Review: 4

Table 1. School Level for This Report – Check One Row Only	
Elementary	
K-8	
Middle	x
High	

A. FORM SUBMISSION CHECK

- 1. Missing Reports:** Identify Any Sites That Have Failed to Submit the *Site-Based Monthly Discipline Report* from Principals and the month(s) that they have missed. If none have missed, write “None” in Table 2 below.

Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
None Missing	March
Doolen	April
Doolen, Secrist, Valencia	May (Sites report that LSC’s state May Reports were not mandatory)

B. SCHOOL CLIMATE (Use the KPI View)

- 2. Choose the schools with the highest rates of TOTAL violations.**
 - Select: *USP discipline KPI*
 - Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
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Middle Schools

- Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 3 in the column called ‘School’, write the selected schools.

- 3. What TOTAL violations are most common?**

- Click on *Violations by School* for each of the select schools.
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Aggression

- Record the four most frequent violations in Table 3 for each school and the N size.

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Table 3. KPI: Total Violations for Hot Spot Schools

SCHOOL	MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i>							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Secrist (1.7)	DOC	31	Defiance	23	Fighting	18	Assault	13
Utterback (2.5)	DOC	84	Defiance	83	Language	64	Minor Aggression	34
Valencia (1.6)	DOC	56	Fighting	31	Other Aggression	17	Threat	14

Notes: Secrist has dropped from 1.8 to 1.7. Utterback has risen from 2.0 to 2.5. Valencia has come onto the list at 1.6. Gridley and Pistor have come off the list.

DOC has become the number one violation across all three schools of concern, followed by defiance and fighting.

4. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *USP discipline KPI*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
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» Aggression

- d. Record the four most frequent violations in Table 4 for each school and the N size.

6. Do These Sites Have an ISI Classroom?

- a. Click on the distinct student number with the most frequent violations in the column for *All Students* to produce a blue box around the cell.
- b. Right click within that cell to bring up a menu; click on *Show Detail* to review the Students, the Violation, the Action Category and the Action Type.

7. Review PBIS files from SharePoint, etc.

- a. Compare/contrast interventions from each school to the data collected on Table 4.
- b. Note any trends.

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Table 4. KPI: Most Common Suspensions for Hot Spot Schools

SCHOOL	MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i>								ISI AVAILABLE? <i>Check Yes or No</i>	
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Utterback (2.2)	DOC	22	Assault	11	Marijuana	10			x	
Secrist (2.9)	DOC	22	Assault	13	Fighting	12				x
Valencia (1.5)	DOC	19	Fighting	13	Marijuana	8			x	

Notes:

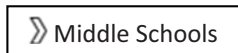
Secrist increased from 2.6 to 2.9, Utterback reduced from 4.6 to 3.2 to 2.6 while Vail came off the list and Valencia came on the list with 1.5.

DOC was the #1 cause for suspension at all schools followed by assault/fighting and then Marijuana.

C. RACIAL/ETHNIC DISPARITY REVIEW (Use the Risk Ratio View)

8. Choose the schools with the highest rates of TOTAL violations.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 5 in the column called 'School', write the selected schools.

9. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- a. Click on the school name to produce a blue box around the cell.
- b. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- c. Record any disparities and note trends in the comment section of Table 5.

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Table 5. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Doolen African American 2.0	White/Anglo			
	African American	14	13.21	14 of 106
	Hispanic			
	Native American			
	Asian American			
Gridley African American 2.4 Native American 1.8	White/Anglo			
	African American	20	26.67	20 of 75
	Hispanic			
	Native American	1	20	1 of 5
	Asian American			
Mansfeld African American 2.1 Hispanic 2.5 Native American 3.3 Multi 2.3	White/Anglo			
	African American	3	4.76	3 of 63
	Hispanic	33	5.62	33 of 587
	Native American	2	7.41	2 of 27
	Asian American			
Pistor African American 4.6 Hispanic 2.8 Native American 4.5 Multi 1.7	White/Anglo			
	African American	5	16.67	5 of 30
	Hispanic	76	10.01	76 of 759
	Native American	11	16.42	11 of 67
	Asian American			
Utterback African American 2.2 Hispanic 1.5 Native American 1.5 Asian 3.5	White/Anglo			
	African American	14	31.82	14 of 44
	Hispanic	97	21.95	97 of 442
	Native American	5	21.74	5 of 23
	Asian American	1	50	1 of 2
	Multi-Racial			

10. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSIONS; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 6 in the column called 'School', write the selected schools.

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11. Do the raw numbers reflect an “N” size that supports a meaningful analysis?

- f. Click on the school name to produce a blue box around the cell.
- g. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- h. Record any disparities and note trends in the comment section of Table 6.

Table 6. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Doolen African American 2.2	White/Anglo			
	African American	11	10.38	11 of 106
	Hispanic			
	Native American			
	Asian American			
Gridley African American 4.0 Native American 8.6	White/Anglo			
	African American	7	9.33	7 of 75
	Hispanic			
	Native American	1	20	1 of 5
	Asian American			
Pistor African American 1.8 Native American 1.6	White/Anglo			
	African American	1	3.33	1 of 30
	Hispanic			
	Native American	2	2.99	2 of 67
	Asian American			
Secrist African American 1.8 Multi 1.7	White/Anglo			
	African American	14	15.05	14 of 93
	Hispanic			
	Native American			
	Asian American			
Utterback Native American 1.8 Multi 1.8	White/Anglo			
	African American			
	Hispanic			
	Native American	3	13.04	3 of 23
	Asian American			
Vail Native American 1.7	White/Anglo			
	African American			
	Hispanic			
	Native American	1	9.09	1 of 11
	Asian American			
Valencia African American 1.5 Hispanic 2.5 Native American 3.9 Multi 6.9	White/Anglo			
	African American	1	3.23	1 of 31
	Hispanic	40	5.12	40 of 782
	Native American	5	8.2	5 of 61
	Asian American			

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	Multi-Racial	2	14.29	2 of 14
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12. From all the data presented above, please list up to 5 'hot spot' schools for the Central Discipline Committee to review:

- a. Utterback: Consistent high rates of discipline, suspension rates among African American students have reduced. Many resources have been placed at the school to support.
- b. Secrist: still of general concern but the numbers are decreasing over time. No ISI for 4th quarter
- c. Valencia: Spike in suspensions for 4th quarter.

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This form will be filled out by the Assistant Superintendents, Ana Gallegos and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 week prior to the quarterly meeting. (Due Dates: 11/09/15; 12/18/15; 3/21/16; 5/25/16)

Date: 6-24-16 Quarter under Review: 4

Table 1. School Level for This Report – Check One Row Only	
Elementary	
K-8	
Middle	
High	X

A. FORM SUBMISSION CHECK

- 1. Missing Reports:** Identify Any Sites That Have Failed to Submit the *Site-Based Monthly Discipline Report* from Principals and the month(s) that they have missed. If none have missed, write “None” in Table 2 below.

Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
TAPP	March
Sahuaro	April
Catalina, Mary Meredith, Pueblo, Rincon, Sahuaro, Santa Rita, TAPP, Tucson	May (Sites report that LSC’s state May Reports were not mandatory)

B. SCHOOL CLIMATE (Use the KPI View)

- 2. Choose the schools with the highest rates of TOTAL violations.**
 - Select: *USP discipline KPI*
 - Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
 - Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools
 - Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 3 in the column called ‘School’, write the selected schools.
- 3. What TOTAL violations are most common?**
 - Click on *Violations by School* for each of the select schools.
 - Select from the drop down menus: Quarter= 1, 2, 3, or 4; School Level = the specific school only; Action Type = ALL.
 - Click on the arrow to the left of the violations with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.

» Aggression

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- d. Record the four most frequent violations in Table 3 for each school and the N size.

Table 3. KPI: Total Violations for Hot Spot Schools								
SCHOOL	MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i>							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Palo Verde (1.7)	DOC	10	Fighting	9	Assault	3	Endangerment	1
Sabino (1.9)	DOC	6	Recklessness	5	Fighting	2	Endangerment	1
Santa Rita (2.3)	Drug Violation (Use: Marijuana)	5	Drug Violation (Use: Prescription)	4	Drug Violation (Possession: Marijuana)	2	Drug Violation (Sale: Marijuana)	1
Tucson (1.7)	Cheating	48	Lying	3	Forgery	2		
Notes: Palo Verde has held at 1.7, Sabino has risen from 1.3 to 1.9, Santa Rita dropped from 2.6 to 2.3 and Tucson rose from .8 to 1.7.								
DOC has become predominant violation at Palo Verde and Sabino.								

4. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *USP discipline KPI*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools with incident rates of 1.5 or more times the District Average in the first column (up to 5) that are most concerning. In Table 4 in the column called 'School', write the selected schools.

5. What SUSPENSIONS are most common?

- a. Click on *Violations by School* for each of the select schools.
- b. Select from the drop down menus: Quarter = 1, 2, 3, or 4; School Level = the specific school only; Action Type = SUSPENSION.
- c. Click on the arrow to the left of the violation with the largest numbers of students to disaggregate the *Violation Type* into specific violations. E.g.

» Aggression

- d. Record the four most frequent violations in Table 4 for each school and the N size.

6. Do These Sites Have an ISI Classroom?

- a. Click on the distinct student number with the most frequent violations in the column for *All Students* to produce a blue box around the cell.
- b. Right click within that cell to bring up a menu; click on *Show Detail* to review the Students, the Violation, the Action Category and the Action Type.

7. Review PBIS files from SharePoint, etc.

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- a. Compare/contrast interventions from each school to the data collected on Table 4.
- b. Note any trends.

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Table 4. KPI: Most Common Suspensions for Hot Spot Schools

SCHOOL	MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i>								ISI AVAILABLE? <i>Check Yes or No</i>	
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Palo Verde (2.0)	Drug Violation (Use: Marijuana)	11	Alcohol (Use)	6	Drug Violation (Possession: Marijuana)	4	Drug Violation (Use: Paraphernalia)	4	X	
Santa Rita (3.8)	Drug Violation (Use: Marijuana)	5	Drug Violation (Use: Prescription)	4	Drug Violation (Possession: Marijuana)	2	Drug Violation (Sale: Marijuana)	1	X	
Tucson (2.1)	Cheating	47	Forgery	1	Lying	1	Plagiarism	1	X	

Notes:

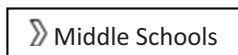
Palo Verde's rate increased from 1.7 to 2.0, Santa Rita's rate increased from 3.4 to 3.6 and Tucson's rate increased from 1.0 to 2.1.

Drug violations accounted for the greatest number of suspensions followed by cheating.

C. RACIAL/ETHNIC DISPARITY REVIEW (Use the Risk Ratio View)

8. Choose the schools with the highest rates of TOTAL violations.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 5 in the column called 'School', write the selected schools.

9. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- a. Click on the school name to produce a blue box around the cell.
- b. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- c. Record any disparities and note trends in the comment section of Table 5.

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Table 5. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Catalina African American 5.4 Hispanic 2.5 Native American 6.2 Asian American 1.6 Multi-racial 4.0	White/Anglo			
	African American	9	6.43	9 of 140
	Hispanic	10	2.97	10 of 337
	Native American	2	7.41	2 of 27
	Asian American	1	1.89	1 of 53
	Multi-Racial	1	4.76	1 of 21
Cholla African American 11.0 Hispanic 3.6 Native American 5.4 Multi-racial 4.9	White/Anglo			
	African American	8	8.00	8 of 100
	Hispanic	35	2.66	35 of 1318
	Native American	4	3.92	4 of 102
	Asian American			
	Multi-Racial	1	3.57	1 of 28
Pueblo Multi-racial 1.6	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	1	6.67	1 of 15
Rincon African American 2.8 Hispanic 2.1 Multi-racial 1.7	White/Anglo			
	African American	7	3.72	7 of 188
	Hispanic	15	2.74	15 of 547
	Native American			
	Asian American			
	Multi-Racial	1	2.27	1 of 44
Sabino Hispanic 1.8	White/Anglo			
	African American			
	Hispanic	15	5.38	15 of 279
	Native American			
	Asian American			
	Multi-Racial			
Sahuaro African American 2.7 Multi-racial 2.8	White/Anglo			
	African American	8	5.03	5 of 159
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	3	5.17	3 of 58
Santa Rita Hispanic 3.1 Multi-racial 5.3	White/Anglo			
	African American			
	Hispanic	14	6.97	14 of 201
	Native American			
	Asian American			
	Multi-Racial	2	11.76	2 of 17
Tucson African American 4.4 Hispanic 3.5 Native American 3.6 Multi-racial 2.3	White/Anglo			
	African American	8	4.57	8 of 175
	Hispanic	80	3.59	80 of 2230
	Native American	4	3.70	4 of 108
	Asian American			
	Multi-Racial	2	2.41	2 of 83

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10. Choose the schools with the highest rates of SUSPENSIONS.

- a. Select: *School Risk Ratio*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSIONS; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.

» Middle Schools

- d. Choose schools that reflect a disparity of 1.5 or more between Anglo student *total disciplinary incidents* and rates for African American, Hispanic, Native American, or Multiracial groups.
- e. In Table 6 in the column called 'School', write the selected schools.

11. Do the raw numbers reflect an "N" size that supports a meaningful analysis?

- f. Click on the school name to produce a blue box around the cell.
- g. The table on the right hand side of the page, called *School/Level Detail* shows the *Distinct Student Incident (N size)*, the *Distinct Student Enrollment*, and the *Discipline Percent of the Population (rate)* of that selected school.
- h. Record any disparities and note trends in the comment section of Table 6.

Table 6. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Catalina African American 2.4 Hispanic 2.2 Native American 3.1 Asian American 1.6 Multi-racial 4.0	White/Anglo			
	African American	4	2.86	4 of 140
	Hispanic	9	2.67	9 of 337
	Native American	1	3.70	1 of 27
	Asian American	1	1.89	1 of 53
	Multi-Racial	1	4.76	1 of 21
Palo Verde Native American 1.7	White/Anglo			
	African American			
	Hispanic			
	Native American	1	5.56	1 of 18
	Asian American			
Pueblo Multi-racial 1.6	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Multi-Racial	1	6.67	1 of 15
Rincon Multi-racial 2.6	White/Anglo			
	African American			
	Hispanic			
	Native American			

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	Asian American			
	Multi-Racial	1	2.27	1 of 44
Sabino African American 1.7	White/Anglo			
	African American	1	1.89	1 of 53
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			
Sahuaro African American 2.6 Multi-racial 2.9	White/Anglo			
	African American	5	3.14	5 of 159
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	2	3.45	2 of 58
Santa Rita Hispanic 3.9 Multi-racial 7.1	White/Anglo			
	African American			
	Hispanic	13	6.47	13 of 201
	Native American			
	Asian American			
	Multi-Racial	2	11.76	2 of 17

12. From all the data presented above, please list up to 5 'hot spot' schools for the Central Discipline Committee to review:

- a. **Catalina:** Consistently high rates of discipline among all subgroups, other than white, with the greatest areas of concern are within the Multi-racial and Native American subgroups; however, overall discipline improved between 3rd and 4th Qtr.
- b. **Sahuaro:** Discipline among African American and Multi-racial increased from 3rd to 4th Qtr. Sahuaro improved (decreased) discipline within the Hispanic subgroup.
- c. **Santa Rita:** There was a spike in discipline in the Hispanic population and Multi-racial population between 3rd and 4th Qtr.; however, there was marked decrease in suspension of African American students.