

APPENDIX VI – 28

THE IN-SCHOOL INTERVENTION EVALUATION FOR 19 TARGET ISI SCHOOLS IN TUSD - 2016

A. Overview

An In-School Intervention (ISI) program was implemented in 19 of our district schools for the first time in 2015-16. Students were assigned to ISI on a temporary basis from 2-5 days by site administrators as an alternative to short term suspensions. The ISI class was taught by a certified teacher who used Positive Behavioral Intervention Strategies (PBIS) and Restorative Practices to prepare students behaviorally to return to class as well as to help them academically with school work. The ISI teacher also utilized a Social and Emotional Learning curriculum with students.

One full time position was assigned to each of the 19 schools for an ISI classroom. Table 1a shows that about half (N=9) of the programs had an ISI teacher in place at the beginning of the academic year in August 2015 and the rest of the schools hired an ISI teacher sometime in the fall semester (N=9) with the exception of Secrist Middle School. The Secrist position was advertised all year and went essentially unfilled. One person was eventually hired, but quit after two weeks. Table 1a also shows the total number of students who attended the ISI program by school.

Table 1a. Start Date of the ISI Program and Number of Students who Attended Program 2015-16			
Type	School	Start Date of Program	Total Number of Students who attended the ISI program
HS	Catalina	August	46
HS	Cholla Magnet	October	40
HS	Palo Verde	October	90
HS	Pueblo Magnet	August	68
HS	Rincon	August	76
HS	Sahuaro	November	54
HS	Santa Rita	November	28
HS	Tucson Magnet	September	90
K8	Booth-Fickett	November	76
K8	Safford	October	114
MS	Doolen	August	78
MS	Gridley	August	84
MS	Magee	August	59
MS	Mansfeld	October	52
MS	Pistor	November	108
MS	Secrist	NA	41
MS	Utterback	August	156
MS	Vail	August	58
MS	Valencia	August	205

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Additionally, Table 1b shows the distribution of participation by school. Utterback, Valencia, Safford, and Gridley each represented 10% of the total participation in ISI across the District. Overall, middle schools used the ISI program most frequently, followed by K-8's. High schools generally used the ISI program less frequently. Some exceptions to this trend include Pistor Middle School which used the program infrequently and Palo Verde High School which used the program more often.

Type	School	Percent of the total school population that attended the ISI program
HS	Catalina	4.79%
HS	Cholla Magnet	1.98%
HS	Palo Verde	6.45%
HS	Pueblo Magnet	3.72%
HS	Rincon	5.80%
HS	Sahuaro	2.87%
HS	Santa Rita	4.62%
HS	Tucson Magnet	2.68%
K8	Booth-Fickett	5.82%
K8	Safford	13.29%
MS	Doolen	9.18%
MS	Gridley	10.65%
MS	Magee	8.37%
MS	Mansfeld	5.88%
MS	Pistor	1.80%
MS	Secrist	6.36%
MS	Utterback	24.68%
MS	Vail	8.32%
MS	Valencia	18.16%

This report will analyze the previous two years of discipline data from 2013-2014 to 2015-2016 to serve as baseline data and compare it to discipline data from 2015-16 to investigate possible impacts of the program. The primary units of analyses used in this report were the number of incidents that resulted in at least one day out-of-school suspension (OSS) and the average number of days suspended. Additional analysis was performed on the number of students contributing to the number of suspensions (repeat offenders) to understand more clearly the discipline data over time.

Descriptive statistics have been included for the number of incidents by school population, ethnicity, student grade-level, free and reduced lunch status, and attendance. Finally, AzMERIT performance was compared between students who received at least one out-of-school suspension and students who were not suspended. The AzMERIT was first administered in 2014-2015 in Arizona. Two years (2014-15 and 2015-16) of AzMERIT will therefore be included in this report.

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B. Methodology

The mean number of days suspended was calculated by dividing the total number of days suspended for students with at least one day out-of-school suspension by the total number of suspensions resulting in at least one day out-of-school.

$$\text{Mean} = (\text{Total \# of days} / \text{number of suspensions})^1$$

For level of violation, the mean was calculated with the restriction that students were suspended for a particular level of violation and for the ethnic breakouts the mean was based on membership in a particular Unitary Status Plan (USP) designated ethnic group. Additionally, the standard deviation was calculated based on the same restrictions as the mean using the formula: where sqrt is the square root, Totsq is the total of the squared differences from the mean, and total is the total score or days suspended.

$$\text{SD} = (\text{sqrt} (\text{Totsq} - (\text{total})^2 / \text{n}) / \text{n})$$

1 All calculations were based on students receiving at least one day out of school on suspension.

C. Number of Out-Of-School Suspensions

Tables 2 - 4 provide detailed breakdowns of the number of out-of-school suspensions by school, grade level, and USP ethnicity. The tables include the number of suspensions resulting in at least one day of out-of-school suspension and may contain multiple suspensions by the same student (repeat offender). Table 2 indicates that a spike in out-of-school suspensions was evidenced in 2014-15 across grade bands when compared to the year prior. In 2015-16, the number of out-of-school suspensions dropped to its lowest number for middle and high schools over the three-year period. For the K-8 schools, however, a slight increase occurred.

School Type	Number of Suspensions by Year			
	2013-2014	2014-2015	2015-2016	3 Year Difference
K – 8 N=2	92	170	98	+6
Middle School N=8	820	824	583	-237
High School N=9	705	751	533	-172
Total	1617	1745	1214	-403

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A closer look at the trends in Table 3 reveals that nearly all the high schools (N=8) reduced their number of out-of-school suspensions (excepting Tucson and Cholla) and that most the middle schools (N=9) reduced their number with the exception of Gridley and Vail over the 3-year period. Of the total District participation of ISI, Gridley made up 11% of the total usage and Vail made up 8% of the total usage District wide.

Also, Doolen and Utterback were two schools with consistently high number of out-of-school suspensions in 2013-14 and 2014-15. In 2015-16, however, both schools demonstrated a significant decrease in out-of-school suspension which accounted for about a third (37%) of the total decrease. It is important to note that of the total District participation of ISI, Utterback utilized the program most frequently, making up 25% of the total usage and Doolen also used the program regularly and making up 9% of the total usage District wide. For the 19 schools, over a 3-year period, a net reduction of -403 out-of-school suspensions occurred.

Of the 4 schools that showed small increases in out-of-school suspensions (an increase of only 29 total suspensions), Booth-Fickett accounted for just more than a third (38%) of the difference. In other words, Tucson, Vail, Gridley, and especially Booth-Fickett suggests that specific students were getting into trouble without sufficient resolution and may benefit from a stronger use of the ISI program. However, the numbers for each of these schools were also low enough to suggest that they may have been isolated incidents rather than school-wide culture and climate change.

Table 3. Number of Out-Of-School Suspensions by Year and School					
School		Number of Suspensions by Year			
		2013-2014	2014-2015	2015-2016	3 Year Difference
HS	Catalina	72	82	44	-28
HS	Cholla Magnet	83	114	83	0
HS	Palo Verde	114	101	81	-33
HS	Pueblo Magnet	82	98	59	-23
HS	Rincon	75	76	40	-35
HS	Sahuaro	61	78	52	-9
HS	Santa Rita	106	96	55	-51
HS	Tucson Magnet	112	106	119	+7
K8	Booth-Fickett	40	99	51	+11
K8	Safford	52	71	47	-5
MS	Doolen	134	149	60	-74
MS	Gridley	34	36	36	+2
MS	Magee	80	68	28	-52
MS	Mansfeld	61	55	47	-14
MS	Pistor	80	108	60	-20
MS	Secrist	113	150	112	-1

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MS	Utterback	143	123	88	-55
MS	Vail	52	59	61	+9
MS	Valencia	123	76	91	-32
	All Schools	1617	1745	1214	-403

Table 4 shows a breakdown by Unitary Status Plan (USP) ethnicity across schools. This data shows that in 2015-16, Asian-PI and Multi-Racial suspension rates aligned approximately to their District USP ethnic representation. Hispanic and White students were the most under-represented USP ethnic group in the suspension rates and African American and Native American students are the most over-represented group in the suspension rates when compared to the overall District USP ethnic distribution. Additionally, the total number of suspensions decreased from 1,617 in 2013-14 to 1,214 in 2015-16, a 25% reduction. Interestingly, the USP ethnic suspension distribution rates have remained relatively consistent over time even though the total number of suspensions increased in 2014-15 and then decreased in 2015-16. Hispanic students saw the greatest decrease in suspension rates (-2%), followed by African and American (-1%) and White (-1%) students over the past 3 years. Asian-PI students remained constant and Native American (+2%) and Multi-Racial (+2%) students showed a slight increase in their suspension rates.

Ethnic Group	2013-2014	2014-2015	2015-2016	<i>District % USP Ethnicity</i>
White	18%	19%	17%	22%
African American	16%	17%	15%	9%
Hispanic	59%	55%	57%	59%
Native American	4%	4%	6%	4%
Asian American	1%	1%	1%	2%
Multi-Racial	2%	4%	4%	4%
All Groups (N Size)	1617	1745	1214	

Although African American students make up 9% of the total district population, they have been over-represented in suspensions across the district over the last three years by about 7%. This data suggests that African American students may not be receiving the types of supports that make sense to them to prevent them from getting in trouble initially and to keep them out of trouble after the first offence has been documented. This data also suggests that this issue may not be school specific because African American students are enrolled in most schools across the district.

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Table 5. Percent of Students who were Suspended only Once in a School Year Compared to the Percent of Students who were Suspended More than Once in a School Year over 3 Years – 2013-14- 2015-16			
	2013-2014	2014-2015	2015-2016
	N=1617	N=1745	N=1214
% Suspended only Once	58.65%	56.77%	44.41%
% Suspended More than Once	41.35%	43.23%	55.59%

Table 5 shows that the total percent of students who were suspended only once in a given school year decreased over the last 3 years. This data could be interpreted that the District efforts to keep students in school has been working because from 2014-15 to 2015-16, 12% fewer students were initially suspended for a discipline infraction. In contrast, those students who did get suspended multiple times increased over time. Additionally, the total number of suspensions dropped by 30% (N=531) from last year to this year. In other words, in 2015-16, fewer students have been suspended overall and of those who were suspended, 56% were students who were suspended multiple times. This data suggests that the ISI program, in addition to other school and district efforts to reduce discipline, appears to be successful with the decrease in the percent of first time offenders. Moreover, the students who repeatedly are suspended may benefit from additional services beyond what the school resources can provide.

D. Average Suspension Days and their Variances by Ethnicity

Table 6 and its associated graphs in Figures 1 and 2 shows the average number of days suspended by school and the variance in the number of days suspended by school across three years. The largest means and standard deviations are highlighted in red. Overall, the high schools revealed the longest mean suspensions days and also the greatest variances. This data indicates that the number of days of suspensions in high schools has a wide range. In 2013-14, Pueblo had the longest average days of suspension at 15 days, followed by Vail (av. 14 days) and Rincon (av. 13 days). In 2014-15, Sahuaro had the longest average days of suspension at 23 days followed by Pueblo (av. 16 days) and Tucson (av. 13 days). In 2015-16, suspension days at high schools dropped significantly which resulted in middle schools showing the longest amount of days. Vail had the longest average days of suspension at 14 days followed by Utterback (av. 14 days) and Doolen (av. 12 days). Over three years, days of suspensions for the 19 schools decreased overall just more than 2 days, but more importantly, the standard deviation also decreased from 17.60 to 10.20. The drop in the variability suggests that number of days that students were suspended became more consistent. In summary, this data shows that high schools and K-8's reduced the mean suspension days the most over the three years and middle schools increased the mean suspension days the most.

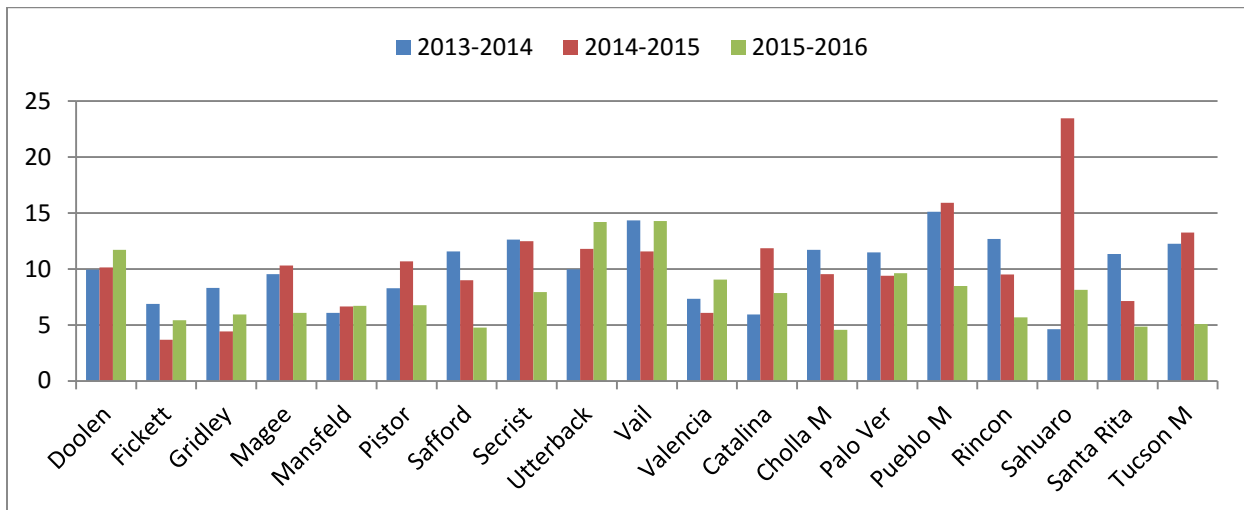
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Table 6. All Students with One or More Suspensions and Their Average Number of Days Suspended Out-Of-School by Year and School

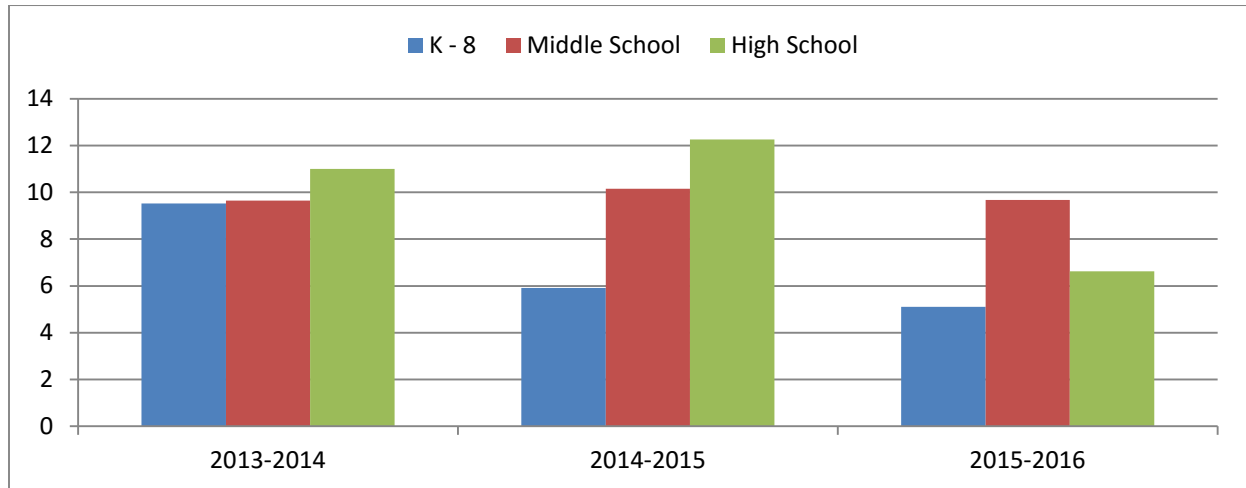
Blue Highlighting represents a decrease of Suspension Days from 2013-14 to 2015-16 and Pink Highlighting represents an increase of Suspension Days from 2013-14 to 2015-16.

School		2013-2014		2014-2015		2015-2016	
		Means	Std.Dev.	Means	Std.Dev.	Means	Std.Dev.
HS	Catalina	5.94	3.89	11.85	18.75	7.86	7.87
HS	Cholla Magnet	11.71	24.61	9.53	16.58	4.57	3.68
HS	Palo Verde	11.49	19.13	9.39	9.5	9.64	10.19
HS	Pueblo Magnet	15.13	23.38	15.92	19.93	8.49	11.68
HS	Rincon	12.68	24.59	9.51	14.84	5.68	7.59
HS	Sahuaro	4.62	2.96	23.47	50.34	8.15	11.32
HS	Santa Rita	11.35	21.21	7.13	5.7	4.84	3.83
HS	Tucson Magnet	12.27	17.09	13.25	14.6	5.08	5.42
K8	Fickett	6.88	7.16	3.69	3.12	5.43	7.81
K8	Safford	11.56	39.58	9	12.2	4.77	3.86
MS	Doolen	9.93	13.59	10.14	12.38	11.72	19.62
MS	Gridley	8.32	10.75	4.42	4.29	5.94	3.93
MS	Magee	9.54	15.58	10.31	12.21	6.07	5.02
MS	Mansfeld	6.07	6.24	6.65	6.72	6.72	4.11
MS	Pistor	8.27	10.91	10.69	15.33	6.78	7.14
MS	Secrist	12.62	15.64	12.49	19.88	7.95	10.95
MS	Utterback	9.97	13.45	11.8	14.19	14.19	12.67
MS	Vail	14.35	17.46	11.58	14.79	14.30	13.02
MS	Valencia	7.34	12.11	6.08	7.73	9.05	12.1
	All Schools	10.23	17.60	10.64	17.67	7.97	10.20

Figure 1. Average Number of Days Suspended Out-Of-School by Year and School



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Figure 2. Average Number of Days Suspended Out-Of-School by Year and Grade Level

In summary, this data shows that K-8 and high school have reduced the average number of days of student suspension over 3 years by 4 days. Middle schools, conversely, have maintained the average number of days of suspension over the past 3 years. The type and severity of the violation was not included in this analysis and may factor into the number of days of suspension at each grade band.

E. Violation Level Types

Tables 7 through 9 show the average number of days suspended by ethnic group over three years by violation level. This data is important to view by level because each one represents a different type/degree of violation and a different type of intervention. The general guidelines are:

- Level 3 – In school suspension and/or abeyance, short term 1 – 10 days or out of school suspension and/or abeyance, short term 1 – 10 days
- Level 4 – out of school suspension and/or abeyance, long term 11 – 30 days
- Level 5 - out of school suspension and/or abeyance, long term 11 – 180 days

Table 6 and Figure 3 indicate that a lower number of suspensions from a Level 3 incidence has occurred over time: in 2012-13, the total number was 1349 and in 2015-16, the total number dropped to 712, a 47% decrease in suspensions across all ethnicities from a Level 3 violation. Among White, Hispanic, Asian American, and Multi-Racial subgroups, the mean number of days that these students were suspended also decreased slightly over time. However, occurring the same time, African American and Native American subgroups showed a small increase in the mean number of days suspended for a Level 3

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violation. Additionally, the average number of days suspended did not vary much over time – only about a day - from one ethnicity to the other.

Table 7. Average Number of Days Suspended Out-Of-School for Level 3 Violations by USP Ethnic Group						
USP Ethnic Group	Mean Number of Days Suspended for a Level 3 Violation					
	<i>(N) may include the same student more than once</i>					
	2013-2014		2014-2015		2015-2016	
	Means	N	Means	N	Means	N
White	3.21	228	3.52	395	3.13	123
African American	3.25	273	3.16	368	4.06	118
Hispanic	3.70	737	3.28	981	3.48	395
Native American	2.92	73	2.43	44	4.17	35
Asian American	3.50	8	3.33	12	2.67	3
Multi-Racial	3.40	30	3.53	68	3.24	38
All Groups	3.48	1349	3.30	1868	3.53	712

Figure 3. Graph of the Average Number of Days Suspended Out-Of-School for Level 3 Violations by USP Ethnic Group

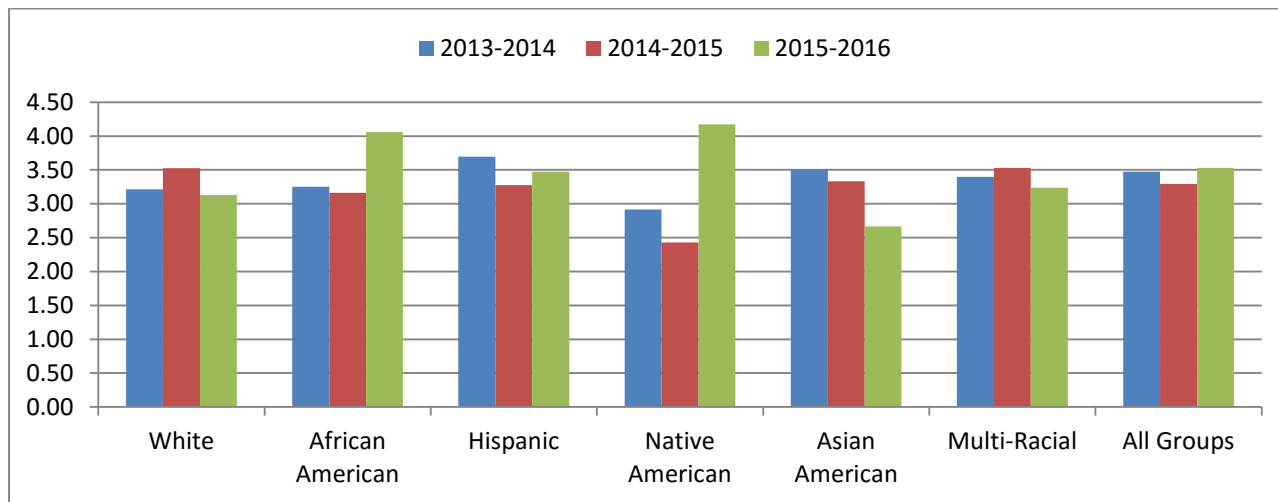


Table 8 and Figure 4 below present the same analysis for students receiving a level 4 violation. A comparison of Level 3 data in Table 7 and level 4 data in Table 8 reveals that Level 3 mean days suspended (about 3) remained pretty consistent over time whereas a decrease is evident in the average number of

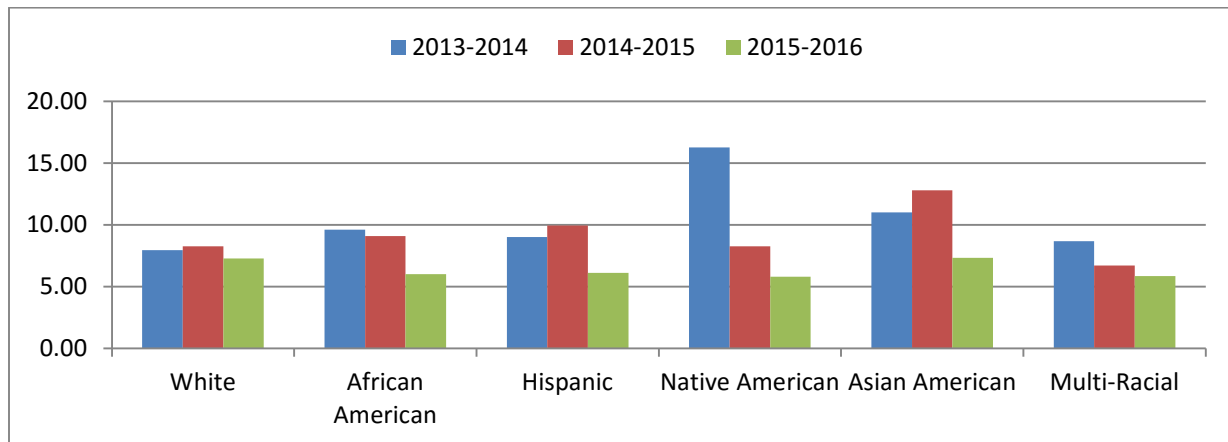
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days suspended for a Level 4 violation. Level 4 violation dropped from about an average of 9 days of suspension in 2013-14 to about an average of 6 days of suspension in 2015-16 for all subgroups. In 2013-14, African American and Hispanic students were suspended on average about 1 day longer than the other ethnicities. In 2014-15, Asian American students were suspended about 4 days longer than the other ethnicities. This data should be read with caution because of the small number of students (N=10). By 2015-16, the variability in suspension days by ethnicity evened out so that all ethnicities were suspended on average for about the amount of time within a day or so. Additionally, African American shows the greatest decrease in suspension at this level. The average number of days of suspension by ethnicity should be monitored to ensure equity among the different subpopulation of students.

Table 8. Average Number of Days Suspended Out-Of-School for <u>Level 4</u> Violations by USP Ethnic Group						
USP Ethnic Group	Mean Number of Days Suspended for a Level 4 Violation					
	<i>(N) may include the same student more than once.</i>					
	2013-2014		2014-2015		2015-2016	
	Means	N	Means	N	Means	N
White	7.95	170	8.27	141	7.27	165
African American	9.60	149	9.09	152	6.01	127
Hispanic	9.00	481	9.94	480	6.10	471
Native American	16.28*	39	8.27	56	5.80	49
Asian American	11.00	1	12.80	10	7.33	6
Multi-Racial	8.68	22	6.71	28	5.85	39
All Groups	9.22	862	9.34	867	6.29	857

*One Native American Student was suspended for 285 days impacting the average

Figure 4. Graph of the Average Number of Days Suspended Out-Of-School for Level 4 Violations by USP Ethnic Group



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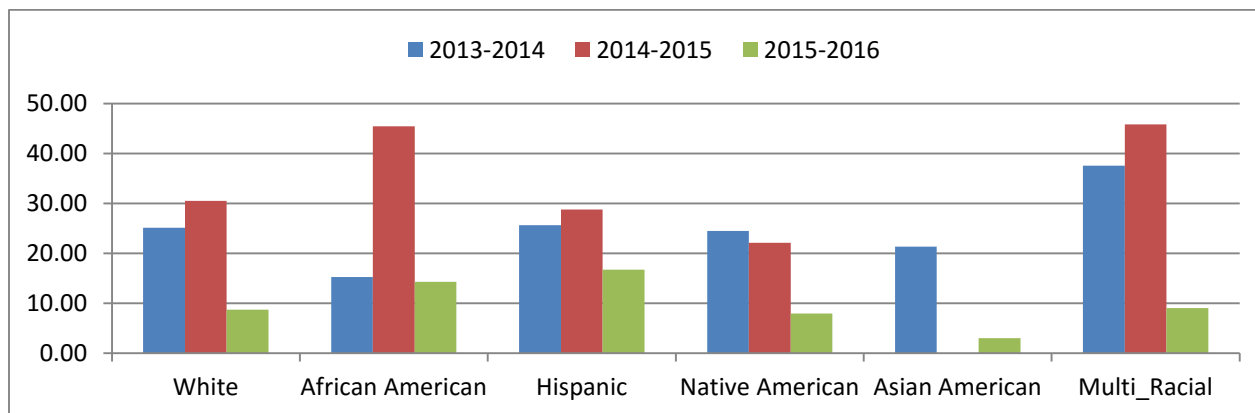
Table 9 and Figure 5 below present the same analysis as that found in Tables 7 and 8. Unsurprisingly, Level 5 violations resulted in a larger number of suspension days across ethnic groups and years. Yet, in 2015-16, the number of suspension days dropped significantly for a Level 5 violation. Similar to Level 4 suspensions, the Level 5 suspension data shows a fairly consistent number of suspensions over three years. Also, the mean number of days for a Level 5 violation increased from about an average of 31 days of suspension in 2012-13 to about an average of 35 days of suspension in 2014-15 for all subgroups. Then, in 2015-16, a significant decrease occurred so that the mean number of days of a Level 5 suspension fell to an average of 14 days across all ethnic groups.

In 2015-16, Hispanic students were suspended for the longest period of time (about 17 days). Noteworthy in the Level 5 data is that White, African American, and Native American subgroups increased the numbers of Level 5 incidences over time while Hispanic, Asian American, and Multi-Racial subgroups dropped in their numbers. In other words, even though fewer Hispanic students incurred fewer Level 5 incidences over 3 years, they were suspended longer than other subgroups in 2015-16. Also, African American students were suspended almost twice as long as the overall average of all ethnic groups in 2014-15. In 2015-16, African American students came within par with the overall average of all ethnic groups for Level 5 suspensions.

Table 9. Average Number of Days Suspended Out-Of-School for Level 5 Violations by USP Ethnic Group

USP Ethnic Group	Mean Number of Days Suspended for Level 5 Violations					
	<i>(N) may include the same student more than once</i>					
	2013-2014		2014-2015		2015-2016	
	Means	N	Means	N	Means	N
White	25.13	24	30.54	26	8.68	31
African American	15.27	22	59.48	21	14.29	35
Hispanic	25.63	99	28.75	64	16.72	85
Native American	24.50	6	22.13	8	7.93	15
Asian American	21.33	3		0	3.00	1
Multi-Racial	37.57	7	45.83	6	9.00	2
All Groups	24.53	161	34.68	125	13.79	169

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Figure 5. Graph of the Average Number of Days Suspended Out-Of-School for Level 5 Violations by Ethnic Group

In summary, the average number of days that students were suspended for Level 3 violations remained pretty consistent over time (about 3.5 days). However, the important finding for the Level 3 violations was the huge drop in the number of suspensions from year to year. In 2013-14, a total of 1,349 Level 3 violations were committed that resulted in suspension and in 2014-15, that number increased to 1,868. In 2015-16, the total number of violations that resulted in suspension dropped precipitously to 712, a 62% decrease from the year prior. Reasons for this change may include a more consistent understanding by school administrators what constitutes a Level 3 violation from District profession development on the Guide to Student Rights and Responsibilities (GSRRs) as well as the implementation of the ISI program.

For Level 4 and Level 5 violations, the decrease in days suspended was significant over three years. For level 4, the decrease was more pronounced from about 9 days to 6 days and was stable across ethnicities, beginning in 2013-14. The average number of days that students were suspended for Level 5 violations decreased from about 35 days in 2013-14 to about 14 days in 2015-16. Variability by ethnicity was also evident in Level 5 in 2015-16: the average number of days that Hispanic students were suspended was also about 3 days longer than the average of the other ethnicities.

F. Discipline Data by Unique Student

Table 10 and Figure 6 show the results of the unique number of students receiving at least one day out-of-school suspension compared to the size of the school. Table 10 lists the schools in order of the highest suspensions per enrollment to the lowest. Without an enrollment adjustment, a common expectation might be that larger schools would produce more out-of-school suspensions. However, this data shows that assumption to be incorrect. The larger schools (Tucson High, Rincon, Pueblo, and Sahuaro) had the lowest number of suspended students. For TUSD, middle schools appear to be the school type that produced the greatest amount of out of school suspensions. Secrist Middle School showed the largest number of students with out-of-school suspensions per capita at 22%, followed by Utterback at 17%. In

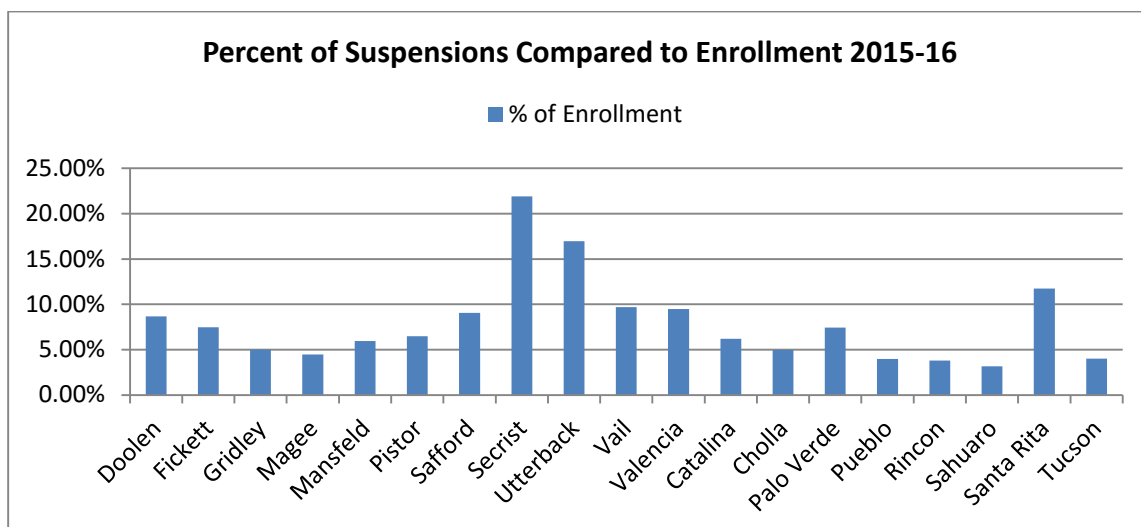
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other words, about 1 in 5 students have been suspended at each of these schools. Interestingly, Secrist did not have a functioning ISI program for the majority of the year and Utterback had an ISI program with the greatest participation among the 19 schools in the District. Based on the results of this data, further information is needed about best practices in the various ISI programs in the District in addition to the culture and climate of traditional middle schools to understand what common factors lead to suspension.

Table 10. Number of Unique Students with at least One Out-Of-School Suspension Day by School Total Enrollment (2015-2016)

School	Number of OSS ¹	Enrollment	% of Enrollment
MS Secrist	112	511	21.92%
MS Utterback	88	519	16.96%
HS Santa Rita	55	468	11.75%
MS Vail	61	629	9.70%
MS Valencia	91	960	9.48%
K8 Safford	47	518	9.07%
MS Doolen	60	693	8.66%
K8 Fickett	51	684	7.46%
HS Palo Verde	81	1089	7.44%
MS Pistor	60	927	6.47%
HS Catalina	44	708	6.21%
MS Mansfeld	47	790	5.95%
MS Gridley	36	721	4.99%
HS Cholla	83	1678	4.95%
MS Magee	28	628	4.46%
HS Tucson	119	2968	4.01%
HS Pueblo	59	1483	3.98%
HS Rincon	40	1051	3.81%
HS Sahuaro	52	1639	3.17%

1 -- Number of unique students with at least 1 day out-of-school suspension



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Tables 11 -13 show an analysis of repeat offenders by ethnic group over 3 years in the 19 schools. The Percent Repeat Students column represents the percentage of total incidents that were committed by the same students. For example, in Table 11, 297 different white students (unique) were involved in an incident resulting in at least one-day suspension out-of-school. Those 297 students were responsible for 435 total incidents or about one and a half incidents per student. This table also shows each Asian American student, for example, was responsible on average for just more than 1 incident indicating a majority of one-time occurrences. Results for Asian American students should be read with caution however, because their numbers are small which can skew results. Conversely, Hispanic, African American, and Multi-Racial students on average were each responsible for almost 2 incidents.

Table 11. Percent of Repeat Offenders by USP Ethnic Group for 2013-14 Only			
USP Ethnic Group	Unique Students	Total Incidents Resulting in at Least One Day Out-Of-School Suspension	Average Number of Incidents by Student
White	297	435	1.46
African American	257	443	1.72
Hispanic	949	1398	1.47
Native American	64	112	1.75
Asian American	10	12	1.20
Multi-Racial	40	73	1.83
All Groups	1617	2473	1.53
² Results for Asian American Students may be exaggerated due to small N			

Table 12 shows that in 2014-15, the average number of incidents by students increased when compared to 2013-14 except for Native American and Multi-Racial students. This increase was due to the increase in the total incidents overall.

Table 12. Percent of Repeat Offenders by USP Ethnic Group for 2014-15 Only			
USP Ethnic Group	Unique Students	Total Incidents Resulting in at Least One Day Out-Of-School Suspension	Average Number of Incidents by Student
White	328	581	1.77
African American	298	540	1.81
Hispanic	965	1545	1.60
Native American	72	113	1.57
Asian American	16	22	1.38
Multi-Racial	66	118	1.79
All Groups	1745	2919	1.67
² Results for Asian American Students may be exaggerated due to small N			

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Table 13 shows that in 2015-16, the average number of incidents by students decreased overall when compared to 2013-14 except for White students. This decrease was due to the reductions in the total incidents overall.

Table 13. Percent of Repeat Offenders by USP Ethnic Group for 2015-16 Only			
USP Ethnic Group	Unique Students	Total Incidents Resulting in at Least One Day Out-Of-School Suspension	Average Number of Incidents by Student
White	211	317	1.50
African American	183	278	1.52
Hispanic	693	948	1.37
Native American	67	101	1.51
Asian American	8	9	1.13
Multi-Racial	52	79	1.52
All Groups	1214	1732	1.43
² Results for Asian American Students may be exaggerated due to small N			

In summary, the average number of incidents in 2015-16 followed the same pattern as suspensions in that 2013-14. A spike occurred the subsequent year in 2014-15 and was then significantly reduced in 2015-16. Additionally, the mean number of incidents is most consistent across ethnicities in 2015-16 suggesting that repeat offenders are not specific to one ethnic group.

G. Standardized Test Scores and Suspensions

Standardized test score results were also included in this analysis to understand the connection between academic performance and discipline. The results of a comparison of AzMERIT ELA and AzMERIT Math for students with at least one day of suspension compared to students not suspended can be seen in Table 14 - 19 below. Not surprising, this data reveals that students who have been suspended perform less well academically with a gap of about 20% in grades 6-8 and a gap of about 10% in grades 9 – 12 in the ELA means. In math means, students who have been suspended performed less well academically with a gap of about 14% in grades 6-8 and a gap of about 10% in grades 9-12.

Because this data is a snapshot, it cannot confirm if poor academic performance preceded the lowered academic proficiency or what the impact of being suspended from school might have been. What this data does demonstrate is that students who have been suspended continue to struggle academically. In ELA, only about 6% of students demonstrated proficiency in grades 3 – 8 and about 10% demonstrated ELA proficiency in grades 9 - 12. In math, in grades 3 – 8, about 4% of students who were suspended demonstrated proficiency and in Algebra, Geometry, and Algebra 2, about 3% of students demonstrated math proficiency.

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Table 14. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT English Language Arts (ELA) , Grades 3 – 8 School Year 2015-2016

Grades 3 - 8	Percent Proficient on AzMERIT ELA 2016
Students with 1 or more Suspensions (N=532)	N=3333
	6.20%
Students with no suspensions (N=7089)	N=1896
	26.75%

Table 15. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT Math, Grades 3 - 8 for School Year 2015-2016

Grades 3 - 8	Percent Proficient on AzMERIT Math 2016
Students with 1 or more Suspensions (N=541)	21
	3.88%
Students with no suspensions (N=6544)	1279
	19.54%

Table 16. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT English Language Arts (ELA) , Grades 9 – 12 for School Year 2015-2016

Grades 9 - 12	Percent Proficient on AzMERIT ELA 2016
Students with 1 or more Suspensions (N=243)	24
	9.88%
Students with no suspensions (N=7529)	1469
	19.51%

Table 17. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT Algebra 1, Grades 8 – 12 for School Year 2015-2016

Grades 8 - 12	Percent Proficient on AzMERIT Algebra I 2016
Students with 1 or more Suspensions (N=108)	7
	6.48%
Students with no suspensions (N=2516)	308
	12.24%

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Table 18. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT Geometry, Grades 8 - 12 for School Year 2015-2016	
Grades 9 [^] - 12	Percent Proficient on AzMERIT Geometry 2016
Students with 1 or more Suspensions (N=83)	1
	1.20%
Students with no suspensions (N=2571)	390
	15.17%

[^]Booth-Fickett administered the Geometry test to one class of 8th grade students

Table 19. Mean Comparison between Students receiving at least one Out-Of-School Suspension (OSS) and Students with no Suspension on AzMERIT Algebra 2, Grades 9 – 12 for School Year 2015-2016	
Grades 9 - 12	Percent Proficient on AzMERIT Algebra II 2016
Students with 1 or more Suspensions (N=51)	1
	1.96%
Students with no suspensions (N=2224)	248
	11.15%

In summary, this data suggests that students who have been suspended do not perform as well academically as students who have never been suspended according to the results of the AzMERIT test in 2015-16.

H. Summary

TUSD suspension data was reviewed over the last two years (2013-14 and 2014-15) to provide comparison data for the 19 ISI schools in 2015-16. This data was analyzed by grade bands and by individual schools. Additionally, student data was assessed by violation level, USP ethnicity, average number of days suspended, and repeat offenses. Finally, AzMERIT results were examined.

The results of this data suggest that TUSD should continue with and develop more fully the implementation of the ISI program to ensure consistent and equitable discipline practices and reporting across schools. Trends over the last three years that emerged from this analysis were:

- The ISI program was implemented for the first time in 2015-16 and with any new program, the rollout included establishing protocols and procedures and low participation numbers. In 2015-

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16, the participation rates across the high schools revealed only about a mean per school of 62 students for the entire year. In middle school and K-8's, this participation number increased somewhat (a mean per school of 93 and 95 students, respectively). Year 2 should see a greater use of the program because the foundation has now already been established. In each of the 19 schools, the ISI program should be utilized next year with greater fidelity and student participation, especially in the high schools.

- ISI teacher vacancies should be prioritized to be filled to support the District's initiative to reduce suspension rates. For example, in 2015-16, Secrist Middle School struggled with higher than average suspension rates and was also not able to fill the ISI teacher position.
- Middle Schools and High Schools steadily decreased out-of-school suspensions over the last 3 years. Of those schools, Middle Schools saw the greatest decreases with Doolen, Utterback, and Magee exhibiting the largest reductions.
- Middle Schools also produced the greatest number of out of school suspensions. Secrist, Valencia and Utterback in 2015-16 suspended the most students from these 19 schools. Additionally, Secrist Middle School showed the largest number of students with out-of-school suspensions per capita at 22%, followed by Utterback at 17%. In other words, about 1 in 5 students have been suspended at each of these schools. Interestingly, Secrist did not have a functioning ISI program for the majority of the year and Utterback had an ISI program with the greatest participation among the 19 schools in the District. Further information is needed about the culture and climate of traditional middle schools to understand what common factors lead to suspension and the role of the ISI program.
- Days of suspensions for the 19 schools decreased overall just more than 2 days over the last 3 years. High schools and K-8's reduced the mean suspension days the most over the three years. However, during that time, middle schools including Doolen, Utterback, Mansfeld, and Valencia increased their mean suspension days.
- A reduction and more consistency across schools in the range of time suspended suggests that suspension violations-to-days-suspended ratios has become more systemically applied in the District.
- The total percent of students participating in ISI who were suspended only once in a given school year over the last 3 years decreased implying that the District efforts to keep students in school has been working. From 2014-15 to 2015-16, 12% fewer students were initially suspended for a discipline infraction suggesting that the ISI program, in addition to other school and district efforts to reduce discipline, appears to be successful with the decrease in the percent of first time offenders.
- Repeat offenders across schools accounted for 56% of out of school suspensions in 2015-16 implying that students who get into trouble at school once are more prone to get into trouble again than the other students. Students who repeatedly are suspended may benefit from additional services beyond what the school resources can provide.
- African American students make up 9% of the total district population using the USP ethnicity definition, but they also represent about 15% of the total suspensions in the 19 schools. This data

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suggests that African American students may not be receiving appropriate supports to reduce discipline and suspension incidents. This data also suggest that this issue may not be school specific because African American students are enrolled in all 19 schools.

- The average number of days that students were suspended for Level 3 violations remained pretty consistent over time (about 3.5 days). However, the important finding for the Level 3 violations was the huge drop in the number of suspensions from year to year. In 2013-14, a total of 1,349 Level 3 violations were committed that resulted in suspension and in 2014-15, that number increased to 1,868. In 2015-16, the total number of violations that resulted in suspension dropped precipitously to 712, a 62% decrease from the year prior. Reasons for this change may include a more consistent understanding by school administrators what constitutes a Level 3 violation from District profession development on the Guide to Student Rights and Responsibilities (GSRRs) as well as the implementation of the ISI program.
- For Level 4 and Level 5 violations, the number of students suspended remained relatively stable over time. However, the important finding with these students was the decrease in days suspended was significant over three years. For level 4, the decrease was more pronounced from about 9 days to 6 days and was stable across ethnicities, beginning in 2013-14. The average number of days that students were suspended for Level 5 violations decreased from about 35 days in 2013-14 to about 14 days in 2015-16. Variability by ethnicity was also evident in Level 5 in 2015-16: the average number of days that Hispanic students were suspended was also about 3 days longer than the average of the other ethnicities.
- A comparison of AzMERIT ELA and AzMERIT Math for students with at least one day of suspension compared to students not suspended revealed that students who have been suspended perform less well academically with a gap of about 20% in grades 6-8 and a gap of about 10% in grades 9 – 12 in the ELA means. In math means, students who have been suspended performed less well academically with a gap of about 14% in grades 6-8 and a gap of about 10% in grades 9-12.

It is well known that students who remain in school have a higher likelihood of not dropping out and thus, being able to graduate. Moreover, findings from this evaluation suggest that students who have been suspended do not perform as well academically as students who have not been suspended. The District's initiative to reduce discipline rates of the first time students who got suspended in the Level 3 short term suspensions in 2015-16 was due in part to the ISI program. Additionally, the amount of time that students were suspended for each violation level became more consistent across the 19 schools for Levels 3 – 5.

This data also points toward a need for targeted intervention system that flags and monitors students at-risk because 56% of students were repeat offenders. Without sufficient resolution, students may be more likely to continue to show disruptive behaviors. Additionally, this data revealed that African American students may not be receiving the types of supports that make sense to them to prevent them from getting in trouble in the first place and to keep them out of trouble after the first offence has been documented.

It is recommended that school leaders continue to ensure consistent positive discipline practices for all students and to provide the necessary ongoing support to students at-risk for behavioral or academic

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failure. All students and in particular, African American students, may benefit from positive, affirming, school-based adult relationships. Consistent data entry of all violations is paramount as well as a consistent understanding across schools of which violation levels should result in suspensions and the subsequent duration of the suspension.

The conclusion of this evaluation is that the ISI program showed success in its first year of implementation and is recommended to be continued. Staffing of trained and supportive personnel is key to building on this initial success. Finally, future evaluations should take into consideration the percent of students in ISI who receive specialized services such as students with Individualized Education Plans (IEPs) or 504 plans, English Language Learner services, or other services. These students may need additional resources from within the school and in conjunction with outside agencies to prevent repeated suspensions. Future evaluation efforts should include more qualitative work to examine students who attended ISI just once and students who attended ISI more than once in a school year to learn from a student's perspective how the experience impacted them.