APPENDIX VI – 43

Quarterly Central Office Discipline Data Review 2016-17

This form will be filled out by the Assistant Superintendents, Mark Alvarez and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 day prior to the quarterly meeting. (Due Dates: Qtr 1- 11/15/16; Qtr 2- 1/17/17; Qtr 3- 4/18/17; and Qtr 4- 6/20/17)

Date: 10/26/16   Quarter under Review: Qtr 1

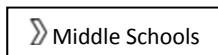| Table 1. School Level for This Report – *Check One Row Only*	
Elementary	X
K-8	
Middle	
High	

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.

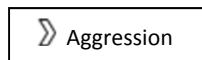| Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
None	

B. SCHOOL CLIMATE (Use the KPI View)

2. **Choose the schools with the highest rates of TOTAL violations.**
    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 = 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 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?**
    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 = ALL.
    c. 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

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

Quarterly Central Office Discipline Data Review 2016-17

Table 3. KPI: Total Violations for Hot Spot Schools								
SCHOOL	MOST COMMON TOTAL VIOLATIONS – *Disaggregate Violation Types to see specific violation*							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Whitmore	Minor Aggressive Act	25	Fighting	5	Other Aggression	5	Recklessness	3
Bloom	Disruption	9	Defiance or Disrespect	5	Language, Inappropriate	1	Possession of Contraband	1
Miller	Minor Aggressive Act	18	Fighting	7	Other Aggression	4	Recklessness	4
Ochoa	Defiance or Disrespect	5	Disruption	3				
Sewell	Minor Aggressive Act	11	Assault	4	Minor Aggressive Act Related to Disability	2		

Notes:

Whitmore: African-American, Hispanics, Native American or Asian/Pacific Islander subgroups are not over represented. The Multi-Racial subgroups are slightly over represented, however 9 incidents only involved 4 students

Bloom: Most incidents were verbal disagreements between two or more individuals. The incidents are down partially to Teacher/Student relationships. PBIS Rules/responsibilities are posted throughout the school

Miller: Multi-racial students are highlighted- there are 15 multi-racial students with 6 incidents- student/incident ratio percentage is 40%, however there are low number of students and incidents

Ochoa: one kindergarten Hispanic student has received 20 referrals and is currently under evaluation, there are 3 White students and one incident scores a high percentage and turns dashboard button red

Sewell: Three students have multiple incidents reported and are receiving support. Playground is where most issues occur and monitors are being trained.

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.

Quarterly Central Office Discipline Data Review 2016-17

      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.

Quarterly Central Office Discipline Data Review 2016-17

Table 4. KPI: Most Common Suspensions for Hot Spot Schools										
SCHOOL	MOST COMMON SUSPENSIONS – *Disaggregate Violation Types to see specific violation*									ISI AVAILABLE? *Check Yes or No*
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Sewell	Aggrevated Assault	3								
Bloom	Assault	1								
Miller	Other Aggression	1								
Whitmore	Other Aggression	1								
Ochoa	No suspensions									

Notes:
Sewell: Students are receiving restorative support and adjustments to IEP goals where necessary
Bloom: Student is new to TUSD, conference was held with the mother to discuss the transition to his new environment. A restorative conference with the student was held including regular check-ins.
Miller: No suspensions
Whitmore: The majority of the suspensions were in the catergory of aggression (71%). The majority of He suspensions were in School Suspensions (86%). The suspensions were all from 1st, 3rd, and 5th grades, which happen to be the grades that had the most overall discipline incidents.
Ochoa: No suspensions

C. SCHOOL-BASED DATA (Use the Monthly Discipline Report and individual follow up with principals)

Instructions to fill out Table 5: The data reported in Table 5 is school-based and is not available on the Data Dashboard. Use the following data sources to complete this table: Principal Monthly Discipline Reports and individual communication with Principals to document their action plans or Performance Improvement Conversations (PIC) with teachers who over-refer students and/or repeatedly refer students each month.

Table 5. Monthly Data Report: Teacher Referrals *List the top 10% of Schools with Teachers who referred a high number of Students this Quarter*					
School Name	*Referral Source* e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.	*# of Referrals*	*Most Common Type of Incidence*	*Trouble Area and Times*	*Action that the Principal has taken with Teacher*
Sewell	Playground monitors Teachers	3 8	Aggression Aggression/Assault	Recess Playground	Provide extra training Principal will have the

Quarterly Central Office Discipline Data Review 2016-17

	Note: This includes only October's referrals.				counselor provide lessons in the class to support the teacher, supporting teacher with PBIS model implementation/recognition A specialist will be hired to support on the playground and additional training will be given to anyone who monitors
		9	Aggression/Assault	playground	
Bloom	Busdrivers	2	Moving on the bus	After school	Posted school rules on the buses-visits buses 3 times per week to support driver
			Aggression		Meet with monitors regularly to model restorative conferences
	Playground monitors	5		Recess	
	Teachers	11	Disruption	random	Occurs in classrooms with long term subs.- admin supports with daily visits
Miller	Bus Drivers/Monitors	7	Disruption/not staying	Afterschool	Admin conference with teachers
	Playground monitors	7	Rough Play	lunch	Support teachers with counselor lessons
Whitmore	Bus Drivers	**2**	**Aggression: 56%**	**Before School : 32%**	PBIS reinforcement for bus expectations
	Playground Monitors	**8**	Harassment, Threat and Intimidation: 9%	**am classes: 26%**	Brainstorming with teachers for preventive strategies for behaviors
	Teachers	**3rd and 5th grade had the most**	**Disruption/Defiance: 25%** Theft: 3%	Am recess: 5% Lunch: 21%	Using PBIS/ Wildcat cards to reinforce positive expectations.
	Other: Students		Trespassing: 1.5%	Pm classes: 12%	
	Other: Parents		Weapons/Dangerous Items: 3%	Afterschool: 5%	
Ochoa	Playground monitors	1	Aggression		Will continue to discuss the importance of moving around when monitoring
	Teachers	18	Aggression		Will support the teachers and T.A with strategy usage in the classroom
	Other: Please Explain	8	Aggression		

Please describe any patterns within schools or across schools when reviewing the teacher referrals this month? Describe the plan of support or other action:

Unstructured time (playground, recess, bus) is where student misbehavior is occurring. Schools are emphasizing PBIS and reviewing expectations. Some schools are utilizing counselors to teach pro-active lessons within the classroom for conflict resolution, positive peer relationships and respect.

D. 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 6 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 6.

Table 6. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Craigin	White/Anglo	1	1.10%	
	African American			
	Hispanic	3	1.80%	
	Native American			
	Asian American			
	Multi-Racial	1	5.56%	
Gale	White/Anglo	3	1.84%	
	African American	3	11.11%	

Quarterly Central Office Discipline Data Review 2016-17

	Hispanic	2	1.40%	
	Native American			
	Asian American			
	Multi-Racial			
Miller	White/Anglo	2	7.41%	
	African American	2	9.52%	
	Hispanic	26	5.58%	
	Native American	5	9.80%	
	Asian American			
	Multi-Racial	6	40.00%	
Myers-Gunoung	White/Anglo	1	1.43%	
	African American	5	5.21%	
	Hispanic	4	1.78%	
	Native American			
	Asian American			
	Multi-Racial	2	10.53%	
Robison	White/Anglo	2	4.35%	
	African American	2	6.06%	
	Hispanic	5	1.97%	
	Native American			
	Asian American	1	14.29%	
	Multi-Racial	1	14.29%	

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 7 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 7.

Table 7. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Craigin	White/Anglo	1	1.10%	
	African American			
	Hispanic			
	Native American			

	Asian American			
	Multi-Racial	1	5.56%	
Davidson	White/Anglo	2	3.28%	
	African American	1	2.04%	
	Hispanic	1	.68%	
	Native American	1	5.26%	
	Asian American			
	Multi-Racial			
Robison	White/Anglo	2	4.35%	
	African American	1	3.03%	
	Hispanic	3	1.18%	
	Native American			
	Asian American	1	14.29%	
	Multi-Racial	1	14.29%	
Tully	White/Anglo	1	3.13%	
	African American			
	Hispanic	1	.43%	
	Native American			
	Asian American	1	11.11%	
	Multi-Racial			
	White/Anglo			
	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:**

Sewell, Miller, Bloom, Whitmore are all on Corrective Action Plans. (Note: Sewell, Bloom and Whitmore were erroneously entering data in the wrong section of Synergy.) This will be corrected moving forward. Both Cathy Comstock and the Elementary Director have already met these schools and the principals.

Miller is part of the PBIS additional support. They are also working with BIT with challenging students.

Quarterly Central Office Discipline Data Review 2016-17

This form will be filled out by the Assistant Superintendents, Mark Alvarez and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 day prior to the quarterly meeting. (Due Dates: Qtr 1- 11/15/16; Qtr 2- 1/17/17; Qtr 3- 4/18/17; and Qtr 4- 6/20/17)

Date: 10/26/16   Quarter under Review: Qtr 1

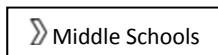| Table 1. School Level for This Report – *Check One Row Only*	
Elementary	
K-8	X
Middle	
High	

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.

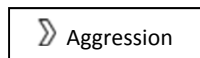| Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
None	

B. SCHOOL CLIMATE (Use the KPI View)

2. **Choose the schools with the highest rates of TOTAL violations.**
   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 = 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 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?**
   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 = ALL.
   c. 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

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

Quarterly Central Office Discipline Data Review 2016-17

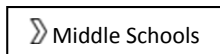| Table 3. KPI: Total Violations for Hot Spot Schools							
SCHOOL	MOST COMMON TOTAL VIOLATIONS – *Disaggregate Violation Types to see specific violation*						
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Booth-Fickett	Fighting	22	Assault	5	Disorderly Conduct	3	Other Aggression	1
Lawrence	Assault	2	Fighting	2	Disorderly Conduct	1		
Roberts Naylor	Fighting	6	Assault	1	Reckless Endangerment	1	Verbal Provocation	1

Notes:
Booth-Fickett: Focusing on Culture and Climate this year.   It's been a challenge and there is a new administrative team. There are many substitutes and the team is trying to adjust for this. The inconsistency is impacting student behaviors. Booth-Fickett is assisting the substitutes with support people, i.e. CSP, Reading Interventionist, Magnet Coordinator.

Lawrence: They are focusing on PBIS and working with the Pasqua Yaqui tribe for after school programs. Their Dean, MTSS coordinator and counselor are supporting their work. Their Community Liason is supporting their community development support.

Roberts Naylor: Continues to focus on celebrating the diversity of the school. They too are impacted by many substitutes. The ISI program is new to Roberts Naylor this year and there is also an MTSS coordinator.

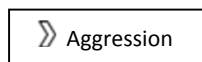4. **Choose the schools with the highest rates of SUSPENSIONS.**
    a. Select: *USP discipline KPI*
    b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
    c. Disaggregate the school level by clicking on the arrow to the 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.
   a. Compare/contrast interventions from each school to the data collected on Table 4.
   b. Note any trends.

Quarterly Central Office Discipline Data Review 2016-17

SCHOOL	MOST COMMON SUSPENSIONS – *Disaggregate Violation Types to see specific violation*								ISI AVAILABLE? *Check Yes or No*	
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Booth-Fickett	Fighting	23	Assault	9	Drug Violation	4	Disorderly Conduct	3	X	
Lawrence	Assault	2	Fighting	2	Disorderly Conduct	1				X
Roberts-Naylor	Fighting	6	Disruption	1	Assault	1	Bullying	1	X	

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

Notes:

Booth-Fickett: One student has been suspended 5 times (he is receiving outside support and is in the MTSS process.) There is no MTSS person. One female student has 3 suspensions and is in DAEP. Most students do not have multiple violations, but instead are single incidents.

Roberts Naylor: It should be noted that Roberts Naylor overall suspensions are currently "yellow." 4 suspended students were female; 6 males. 4 African American students, 4 Hispanic students, 2 white students.

Lawrence: All offenders are male and 3 out of 5 are Native American. All suspensions are one time offenses for individual students, none are repeated violations.

C. SCHOOL-BASED DATA (Use the Monthly Discipline Report and individual follow up with principals)

Instructions to fill out Table 5: The data reported in Table 5 is school-based and is not available on the Data Dashboard. Use the following data sources to complete this table: Principal Monthly Discipline Reports and individual communication with Principals to document their action plans or Performance Improvement Conversations (PIC) with teachers who over-refer students and/or repeatedly refer students each month.

School Name	Referral Source e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.	# of Referrals	Most Common Type of Incidence	Trouble Area and Times	Action that the Principal has taken with Teacher

Table 5. Monthly Data Report: Teacher Referrals
List the top 10% of Schools with Teachers who referred a high number of Students this Quarter

Quarterly Central Office Discipline Data Review 2016-17

Booth-Fickett	Teachers	51	Disrespect and Disruption	Classroom	Restorative conferences with student and admin; parent conversation
Lawrence	Teachers	26	Disruption	Classroom	Working with Tribe to create and implement lesson and create community support
Roberts-Naylor	Teachers	26	Defiance	Classroom	Parent Conferences; re-teaching procedures and expectations. PD on tiers of intervention/ referral process

Please describe any patterns within schools or across schools when reviewing the teacher referrals this month? Describe the plan of support or other action:

Both Roberts-Naylor and Booth Fickett are impacted by teacher vacancies filled by both daily and long term subs. Booth Fickett is focused on supporting the adult population and emphasizing the role of positive relationships with students. They had a PD on CRC. This is the first year they are implementing PBIS school-wide. There is also a focus on creating a true school community K-8 instead of having two separate campuses. Discipline data was reviewed with the staff, including the referral process and teacher responsibilities so that all are consistent.
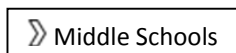
Lawrence is intensely implementing their PBIS and are working with the tribe and CRC to create and implement relevant lessons.

Roberts Naylor also reviewed the referral protocol and continue to focus on building relationships with students. The new assistant principal has been supporting PBIS and its implementation.

D. 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 6 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 6.

SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Table 6. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
Booth Fickett	White/Anglo	17	6.64	
	African American	25	14.79	School is aware and concerned about discrepancy. They are working with the CRC department to assist teachers and address culture.
	Hispanic	40	7.43	
	Native American	2	9.09	
	Asian American	0	0	
	Multi-Racial	2	4.08	
Lawrence	White/Anglo	1	9.09	
	African American	2	25.00	
	Hispanic	5	3.38	
	Native American	18	10.71	
	Asian American	0		
	Multi-Racial	0		
Roberts-Naylor	White/Anglo	8	9.76	
	African American	14	8.38	
	Hispanic	21	6.75	
	Native American			
	Asian American	1	3.23	
	Multi-Racial	2	20.00	
	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			
	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	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 7 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 7.

SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
	**Table 7. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools**			
Booth Fickett	White/Anglo	6	2.34	
	African American	13	7.69	
	Hispanic	16	2.97	
	Native American	1	4.55	
	Asian American	0	0	
	Multi-Racial	1	2.04	
Lawrence	White/Anglo	0	0	
	African American	1	12.5	
	Hispanic	1	.68	
	Native American	3	1.79	
	Asian American	0	0	
	Multi-Racial	0	0	
Roberts-Naylor	White/Anglo	2	2.44	
	African American	4	2.40	
	Hispanic	4	1.29	
	Native American	0		
	Asian American	0		
	Multi-Racial	0		
	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			
	White/Anglo			
	African American			
	Hispanic			
	Native American			

Quarterly Central Office Discipline Data Review 2016-17

	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:**

a. Booth Fickett

b. Lawrence

c.

d.

e.

Quarterly Central Office Discipline Data Review 2016-17

This form will be filled out by the Assistant Superintendents, Mark Alvarez and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 day prior to the quarterly meeting. (Due Dates: Qtr 1- 11/15/16; Qtr 2- 1/17/17; Qtr 3- 4/18/17; and Qtr 4- 6/20/17)

Date: ___11-15-16_____   Quarter under Review: __1_____

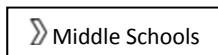| Table 1. School Level for This Report – *Check One Row Only*	
Elementary	
K-8	
Middle	x
High	

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	None

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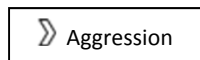
2. **Choose the schools with the highest rates of TOTAL violations.**
   a. Select: *USP discipline KPI*
   b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
   c. Disaggregate the school level by clicking on the arrow to the left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

   > 》 Middle Schools

   d. Choose schools 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?**
   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 = ALL.
   c. 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

   d. Record the four most frequent violations in Table 3 for each school and the N size.
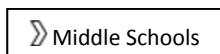
Quarterly Central Office Discipline Data Review 2016-17

Table 3. KPI: Total Violations for Hot Spot Schools								
SCHOOL	MOST COMMON TOTAL VIOLATIONS – *Disaggregate Violation Types to see specific violation*							
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Dodge (1.8)	Defiance	18	Minor Aggressive Act	10	Other Agg	5	Disruption	5
Doolen (1.6)	DOC	17	Defiance	11	Fighting	10	Assault	9
Valencia (1.5)	Fighting	17	DOC	10	Assault	7	Language	7
Notes: Dodge has been logging restorative incidents as discipline and has now fixed this practice for quarter 2. Doolen and Valencia have had a high number of fights and DOC, as well as a moderately high number of assaults.								

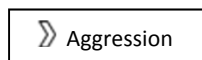4. **Choose the schools with the highest rates of SUSPENSIONS.**
   a. Select: *USP discipline KPI*
   b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
   c. Disaggregate the school level by clicking on the arrow to the left 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.
   a. Compare/contrast interventions from each school to the data collected on Table 4.
   b. Note any trends.

Quarterly Central Office Discipline Data Review 2016-17

Table 4. KPI: Most Common Suspensions for Hot Spot Schools										
SCHOOL	MOST COMMON SUSPENSIONS – *Disaggregate Violation Types to see specific violation*									ISI AVAILABLE? *Check Yes or No*
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Doolen (1.7)	Fighting	9	Assault	9					y	
Secrist (1.7)	Fighting	4	Assault	3					Y*	
Utterback (1.9)	Fighting	8	Marijuana	3	Assault	2			y	
Valencia (1.9)	Fighting	17	Assault	7	Marijuana	2	Alcohol	2	y	

Notes:
The #1 violation for suspension for middle school students is fighting, followed by Assaults, then drug offenses.

C. SCHOOL-BASED DATA (Use the Monthly Discipline Report and individual follow up with principals)

Instructions to fill out Table 5: The data reported in Table 5 is <u>school-based</u> and is not available on the Data Dashboard. Use the following data sources to complete this table: Principal Monthly Discipline Reports and individual communication with Principals to document their action plans or Performance Improvement Conversations (PIC) with teachers who over-refer students and/or repeatedly refer students each month.

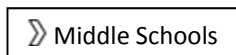| Table 5. Monthly Data Report: Teacher Referrals *List the top 10% of Schools with Teachers who referred a high number of Students this Quarter*					
School Name	*Referral Source e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.*	*# of Referrals*	*Most Common Type of Incidence*	*Trouble Area and Times*	*Action that the Principal has taken with Teacher*
Mansfeld	**Teachers**	**28**			**Restorative Practices Training**
Pistor	**Teachers**	**122**			**individual support from administrators, CSP, MTSS**

Quarterly Central Office Discipline Data Review 2016-17

					coordinator, retraining on entering interventions as discipline.
Secrist	Teachers	24			Teachers follow the behavior intervention flowchart, log incidences and interventions tried in the classroom in "notes" on Synergy. Individual coaching of teachers when necessary by admin or MTSSF. PD provided when necessary including CKH for two teachers.
Valencia	teachers	113			Teachers seem to be referring for minor acts of aggression and disruption. MTSS Coordinator has gone to classes and met with students in those classes to redirect behavior

Please describe any patterns within schools or across schools when reviewing the teacher referrals this month?
Describe the plan of support or other action:
Sites needed to be retrained when entering restorative actions instead of discipline. Many teachers also attended Capturing Kids Hearts training as an addition to use of PBIS.

D. 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 6 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 6.

Quarterly Central Office Discipline Data Review 2016-17

Table 6. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools					
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS	
Doolen 3.3 AfAm 1.9 H 2.4 NaAm	White/Anglo				
	African American	16	15.24		
	Hispanic	24	8.73		
	Native American	2	11.11		
	Asian American				
	Multi-Racial				
Magee 2.5 AfAm 9.7 NaAm 4.1 Multi	White/Anglo	7	2.3		
	African American	4	5.8	Due to an overall small number of discipline, not statistically high.	
	Hispanic				
	Native American	2	22.2		
	Asian American				
	Multi-Racial	2	9.5		
Mansfeld 4.4 AfAm 3.9 H 9.8 NaAm	White/Anglo				
	African American	3	4.62		
	Hispanic	25	4.11		
	Native American	4	10.26		
	Asian American				
	Multi-Racial				
Pistor 1.8 AfAm 2 Asian 3.1 Multi	White/Anglo				
	African American	3	10.34	Small overall group	
	Hispanic				
	Native American				
	Asian American	1	11.11	Small overall group	
	Multi-Racial	3	17.65	Small overall group	
Utterback 3.8 AfAm 1.7 H 2.3 Multi	White/Anglo				
	African American	6	15.38		
	Hispanic	28	6.88		
	Native American				
	Asian American				
	Multi-Racial	1	9.09		
Valencia 2.8 AfAm	White/Anglo				
	African American	7	29.17		
	Hispanic				
	Native American				
	Asian American				
	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 7 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 7.

SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Table 7. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
Doolen 1.7 AfAm 2.4 NaAm	White/Anglo			
	African American	4	3.8	
	Hispanic			
	Native American	1	5.56	
	Asian American			
	Multi-Racial			
Gridley 3.5 AfAm 1.8 Multi	White/Anglo			
	African American	6	7.3	
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	1	3.7	
Magee 2.9 AfAm	White/Anglo			
	African American	4	5.8	
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial			
Pistor 3.7 AfAm 1.8 NaAm 5.9 Asian 6.2 Multi	White/Anglo			
	African American	2	6.9	
	Hispanic			
	Native American	2	3.45	
	Asian American	1	11.11	
	Multi-Racial	2	11.76	
Secrist 1.8 AfAm 1.5 Multi	White/Anglo			
	African American	5	5.56	
	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	1	4.55	
Vail 3.3 AfAm	White/Anglo			
	African American	1	1.41	
	Hispanic			
	Native American			
	Asian American			

Quarterly Central Office Discipline Data Review 2016-17

	Multi-Racial			
Valencia	White/Anglo			
2.7 AfAm	African American	3	12.5	
1.7 Multi	Hispanic			
	Native American			
	Asian American			
	Multi-Racial	1	7.69	

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

a. Utterback   (Discipline has improved since last year but was on the hot spot list for 4 quarters)

b. Valencia

c. Doolen

d.

e.

Quarterly Central Office Discipline Data Review 2016-17

This form will be filled out by the Assistant Superintendents, Mark Alvarez and Abel Morado and their Directors. This completed form will be submitted to the Central Office Discipline Data Review Team 1 day prior to the quarterly meeting. (Due Dates: Qtr 1- 11/15/16; Qtr 2- 1/17/17; Qtr 3- 4/18/17; and Qtr 4- 6/20/17)

Date: <u>11.15.16</u>   Quarter under Review: <u>1st</u>

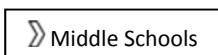| Table 1. School Level for This Report – *Check One Row Only*	
Elementary	
K-8	
Middle	
High	✔

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.

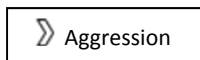| Table 2. Missing Reports by Month	
School Name	Missing Report(s) by Month
Mary Meredith	October

B. SCHOOL CLIMATE (Use the KPI View)

2. **Choose the schools with the highest rates of TOTAL violations.**
   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 = 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 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?**
   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 = ALL.
   c. 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

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

Quarterly Central Office Discipline Data Review 2016-17

Table 3. KPI: Total Violations for Hot Spot Schools							
SCHOOL	MOST COMMON TOTAL VIOLATIONS – *Disaggregate Violation Types to see specific violation*						
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N
Catalina (2.7)	Fighting	32	Disorderly Conduct	15	Assault	2	Endangerment	2
Santa Rita (1.9)	Disorderly Conduct	4	Other Aggression	4	Assault	3	Fighting	2
Notes:							

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

Table 4. KPI: Most Common Suspensions for Hot Spot Schools									
SCHOOL	MOST COMMON SUSPENSIONS – *Disaggregate Violation Types to see specific violation*								ISI AVAILABLE? *Check Yes or No*
	Violation #1	N	Violation #2	N	Violation #3	N	Violation #4	N	Yes	No
Catalina (3.2)	Fighting	32	Disorderly Conduct	9	Assault	2	Endangerment	2	✔	
Santa Rita (1.9)	Drug (Marijuana - Possession)	4	Drug (Paraphernalia)	3	Drug (Marijuana - Use)	3			✔	
Cholla (1.5)	Fighting	29	Assault	3	Disorderly Conduct	2	Endangerment	2	✔	

Notes:
Catalina: Documents in Catalina's PBIS folder indicate they are working on academic and behavioral standards and expectations. They have produced a week-to-week check-in, a behavioral flowchart and behavior or attendance contracts. The focus of the documents is on improving student behavior which suggests they are aware of and addressing student behavior.
Santa Rita: Santa Rita's PBIS documents are focused on improving the climate/culture of the school through community-oriented projects, evident in the Eagle Service Learning Ppt and the PBIS Matrix.
Cholla: Cholla has developed regular PD for staff focused on addressing student attendance, minor behaviors and the student referral process. Additionally, Cholla has created a PBIS Student Club.

C. SCHOOL-BASED DATA (Use the Monthly Discipline Report and individual follow up with principals)

Instructions to fill out Table 5: The data reported in Table 5 is school-based and is not available on the Data Dashboard. Use the following data sources to complete this table: Principal Monthly Discipline Reports and individual communication with Principals to document their action plans or Performance Improvement Conversations (PIC) with teachers who over-refer students and/or repeatedly refer students each month.

Table 5. Monthly Data Report: Teacher Referrals *List the top 10% of Schools with Teachers who referred a high number of Students this Quarter*					
School Name	*Referral Source* e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.	*# of Referrals*	*Most Common Type of Incidence*	*Trouble Area and Times*	*Action that the Principal has taken with Teacher*
Catalina	Monitors: Teachers:	2 1	Aggression Alcohol/Drugs	Passing Periods	Working 1:1 with teacher(s) and providing

Quarterly Central Office Discipline Data Review 2016-17

	Administration:	4			action steps that must be completed as part of the referral process. Working on climate/culture as an entire faculty via regular meetings. Communicating regularly with director and developing proactive strategies.
Cholla	Bus Drivers Monitors Teachers	10 21 19	Minor aggression Disorderly conduct Defiance	Before/After School Passing Periods Lunch	Conducting restorative conferences b/w referrer and AP. Conducting behavioral conferences Meeting w/ parents and students. Communicating with director on hot topics
Santa Rita	Teachers	198	Defiance/Disruption	Classroom(s)	Conducting 1:1 meetings with teacher(s). Working with directors on referral and restorative processes. Meeting with parents and parents.
Sahuaro	Bus Drivers Monitors Teachers Admin	6 2 8 9	Aggression	Classroom Hallway Off Campus	There is no one teacher or teachers responsible for a disproportionate number of referrals. Working with campus monitors to increase visibility. Communicate with directors as necessary when dealing with aggression.
Tucson	Teachers	18	Defiance/Disrespect	Classroom	Conducting student conferences, classroom visits and providing cognitive coaching to teachers. Communicating with directors as necessary.

Quarterly Central Office Discipline Data Review 2016-17

Please describe any patterns within schools or across schools when reviewing the teacher referrals this month? Describe the plan of support or other action:
Santa Rita represents the greatest number of teacher-generated referrals across all schools (combined). Mr. Palacios is working with teachers to address how to reduce referrals through the use of restorative conferences/actions and working 1:1 with teachers who are over-referring students.

MTSS and Corrective Action Plans are being put in place, where necessary, to address disproportionality.

D. 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 6 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 6.

SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Table 6. Risk Ratio: Total Violations by Ethnicity for Hot Spot Schools				
Catalina	White/Anglo	14	7.14%	14 of 193
African American: **1.6**	African American	17	11.72%	17 of 145
Hispanic: .9	Hispanic	24	6.20%	24 of 387
Native American: 0	Native American	0	0	0 of 22
Asian American: .6	Asian American	2	4.00%	2 of 50
Multi-Racial: .9	Multi-Racial	1	6.67%	1 of 15
Sahuaro	White/Anglo	10	1.22%	10 of 818
African American: **3.6**	African American	9	4.35%	9 of 207
Hispanic: 1.3	Hispanic	12	1.63%	12 of 734
Native American: 0	Native American	0	0	0 of 16
Asian American: 0	Asian American	0	0	0 of 51
Multi-Racial: 0	Multi-Racial	0	0	0 of 68
Tucson	White/Anglo	7	1.72%	7 of 411
African American: **2.2**	African American	8	3.77%	8 of 212
Hispanic: .9	Hispanic	37	1.60%	37 of 2319

Quarterly Central Office Discipline Data Review 2016-17

Native American: .9	Native American	2	1.49%	2 of 134
Asian American: 0	Asian American	0	0	0 of 49
Multi-Racial: .6	Multi-Racial	1	1.25%	1 of 80
Mary Meredith	White/Anglo	2	11.76%	2 of 17
African American: **4.0**	African American	7	46.67%	7 of 15
Hispanic: **2.3**	Hispanic	4	26.67%	4 of 15
Native American: **4.3**	Native American	1	50.00%	1 of 2
Asian American: 0	Asian American	0	0	0 of 1
Multi-Racial: **4.3**	Multi-Racial	1	50.00%	1 of 2
	White/Anglo			
	African American			
	Hispanic			
	Native American			
	Asian American			
	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 7 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 7.

Table 7. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools				
SCHOOL	RACE/ETHNIC GROUP	N SIZE	Percent	COMMENTS
Catalina	White/Anglo	9	4.66%	9 of 193
African American: **2.1**	African American	14	9.66%	14 of 145
Hispanic: 1.0	Hispanic	18	4.65%	18 of 387
Native American: 0	Native American	0	0	0 of 22
Asian American: .9	Asian American	2	4.00%	2 of 50
Multi-Racial: 1.4	Multi-Racial	1	6.67%	1 of 15
Cholla	White/Anglo	6	3.85%	6 of 156
African American: **1.5**	African American	6	5.77%	6 of 104
Hispanic: .6	Hispanic	34	2.17%	34 of 1567
Native American: .7	Native American	3	2.56%	3 of 117

Quarterly Central Office Discipline Data Review 2016-17

Asian American: 0	Asian American	0	0	0 of 11
Multi-Racial: 0	Multi-Racial	0	0	0 of 28
Rincon	White/Anglo	1	.43%	1 of 231
African American: **3.8**	African American	3	1.65%	3 of 182
Hispanic: **1.8**	Hispanic	5	.76%	5 of 659
Native American: 0	Native American	0	0	0 of 11
Asian American: 0	Asian American	0	0	0 of 52
Multi-Racial: 0	Multi-Racial	0	0	0 of 41
Sahuaro	White/Anglo	8	1.48%	8 of 818
African American: **4.0**	African American	8	3.86%	8 of 207
Hispanic: **1.7**	Hispanic	12	1.63%	12 of 734
Native American: 0	Native American	0	0	0 of 16
Asian American: 0	Asian American	0	0	0 of 51
Multi-Racial: 0	Multi-Racial	0	0	0 of 68
Tucson	White/Anglo	3	.73%	3 of 411
African American: **2.6**	African American	4	1.89%	4 of 212
Hispanic: 1.1	Hispanic	19	.82%	19 of 2319
Native American: 1.0	Native American	1	.75%	1 of 134
Asian American: 0	Asian American	0	0	0 of 49
Multi-Racial: 0	Multi-Racial	0	0	0 of 80

12. **From all the data presented above, please list up to 5 'hot spot' schools for the Central Discipline Committee to review:**
a. **Catalina:** Catalina's discipline rates for African American students in both KPI and SRR are consistently higher than other subgroups. Discipline rates are higher than other sites. Additionally, Catalina has had more acts of aggression than other sites throughout the 1st Qtr.
   • C. Comstock and M. Munger have met with Mr. Holley and a Corrective Action Plan is being developed to address disciplinary rates.
b. **Sahuaro:** Discipline rates among African American and Hispanic students are higher than all other subgroups in the KPI and SRR. Acts of Aggression are less than other high school sites but represents the greatest number of referrals in 1st Qtr.
c. **Tucson:** Tucson Magnet H.S. discipline rates are the highest within the African American subgroup in both the KPI and SRR index. The largest number of referrals were in Aggression and Alcohol, Tobacco and Drug violation categories.
d. **Rincon:** When viewing data in the SRR index, Rincon's discipline/incident rates are highest among African American and Hispanic students. The highest number of offenses were in Aggression.
e. **Santa Rita:** Santa Rita is not represented in either the KPI or SRR tables; however, when looking at the highest number of suspensions, Santa Rita is represented. The violation type that represents the largest number of suspensions is Drug use, possession and paraphernalia.