

APPENDIX VI – 44

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: 1/13/17Quarter under Review: Second

| 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 |
| Davidson | December |
| Johnson | December |
| | |
| | |

B. SCHOOL CLIMATE (Use the KPI View)

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

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

Aggression

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

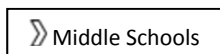
Quarterly Central Office Discipline Data Review 2016-17

Table 3. KPI: Total Violations for Hot Spot Schools

| SCHOOL | MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | |
|--------------------------|--|----|--------------|---|-----------------------|---|--------------|---|
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N |
| Bloom (5.8) | Aggression | 33 | Other | 8 | Harassment | 5 | Theft | 2 |
| Erickson (2.3) | Aggression | 21 | Harassment | 3 | Weapons, Dangerous | 2 | | |
| Grijalva (1.5) | Aggression | 20 | | | | | | |
| Miller (1.9) | Aggression | 17 | Other | 6 | | | | |
| Ochoa (2.1) | Aggression | 8 | | | | | | |
| Warren (2.6) | Aggression | 9 | Other | 7 | Weapons, Dangerous | 2 | | |
| Whitmore (2.0) | Aggression | 11 | Other | 3 | | | | |
| Notes: | | | | | | | | |

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

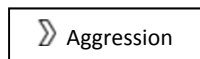
- a. Select: *USP discipline KPI*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



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

5. What SUSPENSIONS are most common?

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



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

6. Do These Sites Have an ISI Classroom?

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

7. Review PBIS files from SharePoint, etc.

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

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| Table 4. KPI: Most Common Suspensions for Hot Spot Schools | | | | | | | | | | |
|--|---|---|-----------------|---|--------------|---|--------------|---|--|----|
| SCHOOL | MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | | ISI AVAILABLE? <i>Check Yes or No</i> | |
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N | Yes | No |
| Bloom (6.5) | Aggression | 7 | | | | | | | | ✓ |
| Davidson (4.3) | Aggression | 4 | Sexual Offenses | 2 | | | | | | ✓ |
| Erickson (4.1) | Aggression | 8 | | | | | | | | ✓ |
| Gale (3.2) | Aggression | 4 | | | | | | | | ✓ |
| Robison (5.8) | Aggression | 6 | | | | | | | | ✓ |
| Notes: | | | | | | | | | | |

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 | | | | | |
|--|--|----------------|-------------------------------|------------------------|--|
| <i>List the top 10% of Schools with Teachers who referred a high number of Students this Quarter</i> | | | | | |
| School Name | Referral Source <i>e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.</i> | # of Referrals | Most Common Type of Incidence | Trouble Area and Times | Action that the Principal has taken with Teacher |
| | | | | | |
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| Please describe any patterns within schools or across schools when reviewing the teacher referrals this month? Describe the plan of support or other action: | | | | | |

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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

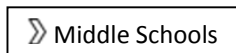
| SCHOOL | RACE/ETHNIC GROUP | N SIZE | Percent | COMMENTS |
|--|-------------------------|-----------|---------------|----------|
| Bloom 3.5 Af. Am. 3.1 N.A. 2.8 Multi | White/Anglo | 9 | 8.11% | |
| | African American | 17 | 28.33% | |
| | Hispanic | 13 | 9.49% | |
| | Native American | 1 | 25.00% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 3 | 23.08% | |
| Grijalva 2.1 Af. Am. 2.2 Multi | White/Anglo | 3 | 9.68% | |
| | African American | 4 | 20.00% | |
| | Hispanic | 11 | 2.03% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 3 | 21.43% | |
| Lineweaver 8.2 Af. Am. | White/Anglo | 3 | 1.42% | |
| | African American | 5 | 11.63% | |
| | Hispanic | 1 | 0.37% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |
| Marshall 5.3 Af. Am. | White/Anglo | 2 | 1.46% | |
| | African American | 2 | 7.69% | |
| | Hispanic | 1 | 0.85% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |
| Miller 2.6 Af. Am. 4.5 Asian | White/Anglo | 1 | 3.70% | |
| | African American | 2 | 9.52% | |
| | Hispanic | 18 | 3.85% | |

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| | | | | |
|------------------------------------|---|-------------|----------------|-------|
| | Native American | 1 | 2.00% | |
| | Asian American | 1 | 16.67% | |
| | Multi-Racial | 1 | 6.67% | |
| Myers/ Ganoung 2.1 Multi | White/Anglo | 2 | 2.99% | |
| | African American | 4 | 3.74% | |
| | Hispanic | 5 | 2.22% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 6.25% | |
| | Steele 2.0 Af. Am. 3.1 Hisp. | White/Anglo | 1 | 0.95% |
| African American | | 1 | 1.89% | |
| Hispanic | | 4 | 2.96% | |
| Native American | | 0 | 0 | |
| Asian American | | 0 | 0 | |
| Multi-Racial | | 0 | 0 | |
| Warren 13.0 Asian | White/Anglo | 1 | 7.69% | |
| | African American | 0 | 0 | |
| | Hispanic | 12 | 5.08% | |
| | Native American | 3 | 10.00% | |
| | Asian American | 1 | 100.00% | |
| | Multi-Racial | 0 | 0 | |

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

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



- 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.
- 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?

- Click on the school name to produce a blue box around the cell.
- 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.
- 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 |
| Bloom 7.4 Af. Am. 3.2 Hisp. | White/Anglo | 1 | 0.90% | |
| | African American | 4 | 6.67% | |
| | Hispanic | 4 | 2.92% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |

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| | | | | |
|---|------------------|---|--------|--|
| | Multi-Racial | 0 | 0 | |
| Gale 3.2 Multi | White/Anglo | 2 | 1.22 | |
| | African American | 0 | 0 | |
| | Hispanic | 2 | 1.39 | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 3.85% | |
| Grijalva 3.1 Af. Am. 2.2 Multi | White/Anglo | 1 | 3.23% | |
| | African American | 2 | 10.00% | |
| | Hispanic | 1 | 0.18% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 7.14% | |
| Henry 2.5 Hisp. | White/Anglo | 1 | 0.64% | |
| | African American | 0 | 0 | |
| | Hispanic | 2 | 1.60% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |
| Lineweaver 9.9 Af. Am. | White/Anglo | 1 | 0.47% | |
| | African American | 2 | 4.65% | |
| | Hispanic | 1 | 0.37% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |
| Robison 2.7 Af. Am. | White/Anglo | 2 | 4.55% | |
| | African American | 4 | 12.12% | |
| | Hispanic | 2 | 0.81% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |

| Elementary Schools | | | | | | | | | | |
|-------------------------------|-----------------|----------|-----------|----------|-------|-----------|----------|--------|------------|--------|
| School | Principal | Director | 2015 | | | 2016 | | | Difference | |
| | | | Incidents | Students | % | Incidents | Students | % | Loss | Gain |
| Bloom | L. Brunekant | Scheppe | 1 | 336 | 0.30% | 43 | 339 | 12.68% | | 12.38% |
| Davidson | J. Weaver | Leman | 5 | 311 | 1.61% | 10 | 283 | 3.53% | | 1.92% |
| Erickson | C. Stallworth | Leman | 14 | 491 | 2.85% | 24 | 483 | 4.97% | | 2.12% |
| Gale | J. Figueroa | Scheppe | 5 | 398 | 1.26% | 12 | 377 | 3.18% | | 1.92% |
| Grijalva | T. Grivois-Shah | Scheppe | 12 | 676 | 1.78% | 21 | 639 | 3.29% | | 1.51% |
| Kellond | B. Meneguín | Leman | 11 | 556 | 1.98% | 13 | 562 | 2.31% | | 0.33% |
| Lynn /Urquides | M. Salcido | Marin | 23 | 535 | 4.30% | 16 | 495 | 3.23% | 1.07% | |
| Miller | M. Carranza | Leman | 6 | 650 | 0.92% | 24 | 586 | 4.10% | | 3.18% |
| Myers/Ganoung | O. Gomez | Leman | 11 | 444 | 2.48% | 12 | 434 | 2.76% | | 0.28% |
| Warren | M. Ruiz | Leman | 4 | 285 | 1.40% | 17 | 298 | 5.70% | | 4.30% |
| Wheeler | D. Saldamando | Leman | 7 | 377 | 1.86% | 11 | 420 | 2.62% | | 0.76% |
| Whitmore | L. South | Scheppe | 21 | 331 | 6.34% | 15 | 336 | 4.46% | 1.88% | |
| Wright | D. Campos | Marin | 14 | 479 | 2.92% | 14 | 496 | 2.82% | 0.89% | |
| All Elementary Schools | | | 307 | 17,752 | 1.73% | 356 | 709 | 2.03% | | 0.30% |

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

- a. **Bloom** – Bloom had the highest percentage increase in disciplinary incidents (12.38%) when compared to last year. They continue to have disparity in most sub-groups. Bloom should continue to work on their Corrective Action Plan
- b. **Erickson** – Erickson has an increase in disparity for African American students.
- c. **Miller** – Miller has the third highest increase in Elementary Disciplinary incidents (3.18%) when compared to last year. They are also showing discipline disparity, but the numbers of these sub-groups are low (2,1, & 1)
- d. **Sewell** – Sewell did not have any disciplinary incidents during the Second Quarter. They should not have to continue on a Corrective Action Plan.
- e. **Warren** – Warren had the second highest increase (4.30%) in Elementary Disciplinary incidents when compared to last year. They are showing disparity in three subgroups, but their numbers are low (1,3, and 1)
- f. **Whitmore** – Whitmore reduced their disciplinary incidents this quarter from 42 in the First Quarter to 14 in the Second Quarter. They are still showing disparity in African American discipline but the numbers are low (3).

Quarterly Central Office Discipline Data Review 2016-17

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Date: 1/13/17

Quarter under Review: Second

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

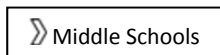
A. FORM SUBMISSION CHECK

- 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 |
| Roskruge | December |
| | |
| | |
| | |

B. SCHOOL CLIMATE (Use the KPI View)

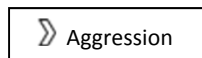
- 2. Choose the schools with the highest rates of TOTAL violations.**
 - a. Select: *USP discipline KPI*
 - b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
 - c. Disaggregate the school level by clicking on the arrow to the left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



- 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.



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

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Table 3. KPI: Total Violations for Hot Spot Schools

| SCHOOL | MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | |
|----------------------------|--|----|--------------|----|--------------------|---|------------------|---|
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N |
| Dietz (2.9) | Aggression | 27 | Other | 17 | Attendance | 5 | Harassment | 4 |
| Robins (2.6) | Aggression | 18 | Other | 17 | Attendance | 7 | Theft | 3 |
| Hollinger (2.3) | Aggression | 23 | Other | 10 | Weapons, Dangerous | 4 | Alcohol, Tobacco | 3 |
| Lawrence (2.3) | Aggression | 14 | Other | 5 | Weapons, Dangerous | 4 | Sexual Offenses | 3 |
| Booth-Fickett (2.1) | Aggression | 44 | Harassment | 9 | Weapons, Dangerous | 7 | Alcohol, Tobacco | 4 |

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.

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| Table 4. KPI: Most Common Suspensions for Hot Spot Schools | | | | | | | | | | |
|---|---|----|------------------|---|-----------------|---|--------------|---|---------------------------------------|----|
| SCHOOL | <i>MOST COMMON SUSPENSIONS – Disaggregate Violation Types to see specific violation</i> | | | | | | | | <i>ISI AVAILABLE? Check Yes or No</i> | |
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N | Yes | No |
| Pueblo Gardens (3.6) | Alcohol, Tobacco | 5 | Aggression | 4 | Other | 2 | | | | ✓ |
| Safford (3.2) | Aggression | 13 | Harassment | 2 | Theft | 2 | Trespassing | 2 | ✓ | |
| Lawrence (3.0) | Aggression | 5 | | | | | | | | ✓ |
| Booth-Fickett (2.8) | Aggression | 12 | Alcohol, Tobacco | 4 | Theft | 2 | | | ✓ | |
| Hollinger (2.5) | Aggression | 4 | Alcohol, Tobacco | 3 | Sexual Offenses | 2 | | | | ✓ |
| Notes: | | | | | | | | | | |

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 | | | | | |
|--|---|-----------------------|--------------------------------------|-------------------------------|---|
| <i>List the top 10% of Schools with Teachers who referred a high number of Students this Quarter</i> | | | | | |
| <i>School Name</i> | <i>Referral Source</i> <small>e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.</small> | <i># of Referrals</i> | <i>Most Common Type of Incidence</i> | <i>Trouble Area and Times</i> | <i>Action that the Principal has taken with Teacher</i> |
| | | | | | |
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Please describe any patterns within schools or across schools when reviewing the teacher referrals this month? Describe the plan of support or other action:

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 |
| Booth Fickett 3.5 Af. Am. 1.9 Hisp. | White/Anglo | 8 | 3.19% | |
| | African American | 18 | 11.25% | |
| | Hispanic | 32 | 6.15% | |
| | Native American | 1 | 4.17% | |
| | Asian American | 1 | 3.85% | |
| | Multi-Racial | 1 | 2.22% | |
| Dietz 2.3 Af. Am. 1.5 Hisp 4.8 Multi | White/Anglo | 8 | 4.85% | |
| | African American | 18 | 11.18% | |
| | Hispanic | 17 | 7.33% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 6 | 23.08% | |
| Hollinger 1.7 Af. Am. 1.9 N. A. | White/Anglo | 2 | 10.53% | |
| | African American | 3 | 17.65% | |
| | Hispanic | 26 | 5.43% | |
| | Native American | 3 | 20.00% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |

Quarterly Central Office Discipline Data Review 2016-17

| | | | | |
|--|------------------------|----------|---------------|--|
| Pueblo Gardens 2.0 N. A. 2.2 Asian 2.7 Multi | White/Anglo | 1 | 5.00% | |
| | African American | 1 | 4.00% | |
| | Hispanic | 16 | 4.79% | |
| | Native American | 1 | 10.00% | |
| | Asian American | 1 | 11.11% | |
| | Multi-Racial | 2 | 13.33% | |
| Robins 1.7 N.A. 3.4 Multi | White/Anglo | 6 | 5.83% | |
| | African American | 0 | 0 | |
| | Hispanic | 30 | 7.41% | |
| | Native American | 1 | 10.00% | |
| | Asian American | 1 | 8.33% | |
| | Multi-Racial | 3 | 20.00% | |
| Roskrige 2.7 Multi | White/Anglo | 1 | 1.92% | |
| | African American | 0 | 0 | |
| | Hispanic | 4 | 0.76% | |
| | Native American | 1 | 1.82% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 5.26% | |

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

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

» Middle Schools

- 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.
- 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?

- Click on the school name to produce a blue box around the cell.
- 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.
- 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 |
| Booth Fickett 5.5 Af. Am. 2.4 Hisp. | White/Anglo | 2 | 0.80% | |
| | African American | 7 | 4.38% | |
| | Hispanic | 10 | 1.92% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 0 | 0 | |
| Dietz 4.2 Multi | White/Anglo | 3 | 1.82% | |
| | African American | 1 | 0.62% | |

Quarterly Central Office Discipline Data Review 2016-17

| | | | | |
|------------------------------------|------------------|---|--------|--|
| | Hispanic | 4 | 1.72% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 7.69% | |
| Pueblo Gardens 2.0 N. A. | White/Anglo | 1 | 5.00% | |
| | African American | 0 | 0 | |
| | Hispanic | 5 | 1.50% | |
| | Native American | 1 | 10.00% | |
| | Asian American | 1 | 11.11% | |
| | Multi-Racial | 2 | 13.33% | |
| | | | | |
| | White/Anglo | | | |
| | African American | | | |
| | Hispanic | | | |
| | Native American | | | |
| | Asian American | | | |
| | Multi-Racial | | | |

| K-8 Schools | | | | | | | | | | |
|------------------------|--------------|----------|-----------|----------|-------|-----------|----------|-------|------------|-------|
| | | | 2015 | | | 2016 | | | Difference | |
| School | Principal | Director | Incidents | Students | % | Incidents | Students | % | Loss | Gain |
| Booth-Fickett | N. Flores | Scheppe | 60 | 1230 | 4.88% | 61 | 1026 | 5.95% | | 1.07% |
| Dietz | T. McKee | Marin | 17 | 532 | 3.20% | 49 | 616 | 7.95% | | 4.75% |
| Hollinger | B. Lambert | Marin | 39 | 499 | 7.82% | 34 | 543 | 6.26% | 1.56% | |
| Lawrence | A. Kobritz | Marin | 24 | 354 | 6.78% | 22 | 343 | 6.41% | 0.37% | |
| McCorkle | S. Thiffault | Scheppe | 4 | 892 | 0.45% | 10 | 941 | 1.06% | | 0.61% |
| Naylor | C. Zepeda | Scheppe | 23 | 689 | 3.34% | 22 | 596 | 3.69% | | 0.35% |
| Pueblo Gardens | S. Aleshire | Leman | 25 | 382 | 6.54% | 22 | 413 | 5.33% | 1.21% | |
| Robins | C. Thomas | Leman | 6 | 576 | 1.04% | 41 | 560 | 7.32% | | 6.28% |
| Safford | S. Gabaldon | Scheppe | 50 | 798 | 6.27% | 36 | 747 | 4.82% | 1.45% | |
| All K-8 Schools | | | 288 | 9020 | 3.19% | 322 | 8871 | 3.63% | | 0.44% |

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** – The school has continued to have disparity in the discipline of African American students. I recommend that they continue to work on their Corrective Action Plan.
- b. **Lawrence** – Lawrence continues to show disparity in the discipline of Native American students. I recommend that they continue to work on their Corrective Action Plan.
- c. **Dietz** – Dietz has had a significant increase in discipline this quarter when compared to 2015. They are showing disparity in discipline with their African American and Hispanic students. I recommend that they create a Corrective Action Plan for the Second Quarter.
- d. **Robins** – Robins' disciplinary incidents have increased by 6.28% this year. They are showing disparity in the discipline of Hispanic students. I recommend that they create a Corrective Action Plan for the Second Quarter.

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: **1/13/17**

Quarter under Review: **Second**

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

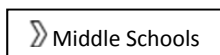
A. FORM SUBMISSION CHECK

- 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 |
| None | None |
| | |
| | |
| | |

B. SCHOOL CLIMATE (Use the KPI View)

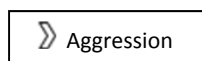
- 2. Choose the schools with the highest rates of TOTAL violations.**
 - a. Select: *USP discipline KPI*
 - b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = ALL; Violation Type = ALL.
 - c. Disaggregate the school level by clicking on the arrow to the left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



- 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.



- 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

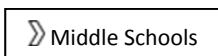
Table 3. KPI: Total Violations for Hot Spot Schools

| SCHOOL | MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | |
|---------------------------|--|----|-----------------------|----|-----------------------|----|-----------------------|---|
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N |
| Valencia (2.3) | Aggression | 99 | Alcohol, Tobacco | 21 | Sexual Offenses | 10 | Vandalism | 7 |
| Utterback (1.8) | Aggression | 31 | Weapons, Dangerous | 11 | Harassment, Threat | 9 | Other | 7 |
| Pistor (1.6) | Aggression | 79 | Sexual Offenses | 7 | Vandalism | 4 | Weapons, Dangerous | 3 |
| | | | | | | | | |
| | | | | | | | | |

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.

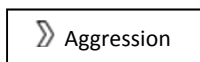
- a. Select: *USP discipline KPI*
- b. Select from drop down menus at the top of the page: Quarter = 1, 2, 3, or 4; Action Type = SUSPENSION; Violation Type = ALL.
- c. Disaggregate the school level by clicking on the arrow to the left of the name. E.g.



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

5. What SUSPENSIONS are most common?

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



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

6. Do These Sites Have an ISI Classroom?

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

7. Review PBIS files from SharePoint, etc.

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

Quarterly Central Office Discipline Data Review 2016-17

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

| SCHOOL | MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | | ISI AVAILABLE? <i>Check Yes or No</i> | |
|---------------------------|---|----|-----------------------|----|-----------------------|---|--------------------|---|--|----|
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N | Yes | No |
| Valencia (2.2) | Aggression | 44 | Alcohol, Tobacco | 21 | Sexual Offenses | 4 | Vandalism | 4 | ✓ | |
| Secrist (1.9) | Aggression | 23 | Weapons, Dangerous | 4 | Alcohol, Tobacco | 3 | | | ✓ | |
| Gridley (1.5) | Aggression | 24 | Alcohol, Tobacco | 7 | Weapons, Dangerous | 4 | School Threat | 3 | ✓ | |
| Magee (1.5) | Aggression | 24 | Alcohol, Tobacco | 7 | Other | 3 | Sexual Offenses | 2 | ✓ | |
| Utterback (1.5) | Aggression | 16 | Attendance | 5 | Alcohol, Tobacco | 3 | Vandalism | 3 | ✓ | |
| Notes: | | | | | | | | | | |

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 <i>e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.</i> | # of Referrals | Most Common Type of Incidence | Trouble Area and Times | Action that the Principal has taken with Teacher |
|------------------|--|----------------|-------------------------------|------------------------|--|
| Doolen | teachers | 11 | Defiance/Disruption | Classroom | Teacher trainings in Capturing kids hearts and Fred Jones |
| Pistor | Teacher | 110 | Dress code/ defiance | Classroom | Retraining on PBIS. Teacher trainings in Capturing kids hearts and Fred Jones |
| Utterback | Particular teacher | 2 | Disruption | Classroom | RP and classroom management training |

Quarterly Central Office Discipline Data Review 2016-17

| | | | | | |
|----------|----------|----|--------------------------|-----------|--|
| | | | | | plus added support in the classroom. Teacher trainings in Capturing kids hearts and Fred Jones |
| Valencia | Teachers | 93 | DOC and minor aggression | Classroom | Teacher trainings in Capturing kids hearts and Fred Jones. Additional support from instructional coach and dean. |
| | | | | | |

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 |
| Dodge 2.9 Af. Am. 1.6 Hispanic 3.7 Multi | White/Anglo | 3 | 3.19% | |
| | African American | 3 | 9.38% | |
| | Hispanic | 13 | 5.24% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 11.76% | |
| Gridley 3.1 Af. Am. 1.5 Hisp. 1.5 Asian | White/Anglo | 15 | 4.42% | |
| | African American | 12 | 13.64% | |
| | Hispanic | 20 | 6.54% | |
| | Native American | 0 | 0 | |

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| | | | | |
|---|------------------|----|--------|--|
| | Asian American | 2 | 6.67% | |
| | Multi-Racial | 1 | 3.33% | |
| Magee 2.5 Af. Am. 5.7 N. A. | White/Anglo | 17 | 5.80% | |
| | African American | 10 | 14.29% | |
| | Hispanic | 16 | 6.06% | |
| | Native American | 3 | 33.33% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 5.00% | |
| Pistor 2.6 Af. Am. 1.6 Hisp. 3.2 N. A. 3.9 Multi | White/Anglo | 3 | 5.77% | |
| | African American | 4 | 14.81% | |
| | Hispanic | 71 | 8.95% | |
| | Native American | 10 | 18.18% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 4 | 22.22% | |
| Utterback 2.8 Af. Am. 1.8 N.A. | White/Anglo | 2 | 8.70% | |
| | African American | 9 | 24.32% | |
| | Hispanic | 35 | 9.07% | |
| | Native American | 4 | 15.38% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 10.00% | |
| Vail 2.5 Af. Am. 2.5 N. A. 1.5 Multi | White/Anglo | 9 | 4.00% | |
| | African American | 7 | 10.14% | |
| | Hispanic | 17 | 4.44% | |
| | Native American | 1 | 10.00% | |
| | Asian American | 0 | 0 | |
| | Multi -Racial | 2 | 6.06% | |
| Valencia 1.9 Af. Am. 1.6 N. A. 1.5 Multi | White/Anglo | 10 | 11.36% | |
| | African American | 5 | 21.74% | |
| | Hispanic | 99 | 12.87% | |
| | Native American | 14 | 18.42% | |
| | Asian American | 0 | 0 | |
| | Multi -Racial | 2 | 16.67% | |

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.

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Table 7. Risk Ratio: Suspensions by Ethnicity for Hot Spot Schools

| SCHOOL | RACE/ETHNIC GROUP | N SIZE | Percent | COMMENTS |
|---|-------------------|--------|---------|----------|
| Doolen 2.5 AfAm 2.1 NaAm | White/Anglo | 6 | 2.74% | |
| | African American | 7 | 6.80% | |
| | Hispanic | 7 | 2.55% | |
| | Native American | 1 | 5.88% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 3.33% | |
| Gridley 3.2 AfAm 1.6 Hisp. | White/Anglo | 11 | 3.24% | |
| | African American | 9 | 10.23% | |
| | Hispanic | 16 | 5.23% | |
| | Native American | 0 | 0 | |
| | Asian American | 1 | 3.33% | |
| | Multi-Racial | 1 | 3.33% | |
| Magee 3.0 AfAm 8.9 N. A. | White/Anglo | 11 | 3.75% | |
| | African American | 8 | 11.43% | |
| | Hispanic | 9 | 3.41% | |
| | Native American | 3 | 33.33% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 5.00% | |
| Pistor 3.9 AfAm 1.8 Hisp. 4.7 NaAm 5.8 Multi | White/Anglo | 1 | 1.92% | |
| | African American | 2 | 7.41% | |
| | Hispanic | 28 | 3.53% | |
| | Native American | 5 | 9.09% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 11.11% | |
| Utterback 2.5 AfAm 2.3 Multi | White/Anglo | 1 | 4.35% | |
| | African American | 4 | 10.81% | |
| | Hispanic | 16 | 4.15% | |
| | Native American | 1 | 3.85% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 10.00% | |
| Vail 4.9 AfAm 2.1 Hisp. 5.6 N.A. 3.4 Multi | White/Anglo | 4 | 1.78% | |
| | African American | 6 | 8.70% | |
| | Hispanic | 14 | 3.66% | |
| | Native American | 1 | 10.00% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 6.06% | |
| Valencia 1.6 AfAm 1.7 N. A. 2.1 Multi | White/Anglo | 7 | 7.95% | |
| | African American | 3 | 13.04% | |
| | Hispanic | 45 | 5.85% | |
| | Native American | 10 | 13.16% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 16.67% | |

| Middle Schools | | | | | | | | | | |
|-----------------------|-----------|----------|-------------|----------|---|-------------|----------|---|-------------------|------|
| | | | 2015 | | | 2016 | | | Difference | |
| School | Principal | Director | Incidents | Students | % | Incidents | Students | % | Loss | Gain |

Quarterly Central Office Discipline Data Review 2016-17

| | | | | | | | | | | |
|---------------------------|-------------|--------|-----|------|--------|-----|------|--------|--------|-------|
| Dodge | D. Schuller | Konrad | 15 | 417 | 3.60% | 21 | 410 | 5.12% | | 1.52% |
| Doolen | R. Morales | Konrad | 41 | 719 | 5.70% | 55 | 679 | 8.10% | | 2.40% |
| Gridley | K. Taravati | Konrad | 77 | 732 | 10.52% | 50 | 798 | 6.27% | 4.25% | |
| Magee | J. Lindsay | Konrad | 47 | 641 | 7.33% | 47 | 669 | 7.03% | 0.30% | |
| Mansfeld | R. Sanchez | Konrad | 18 | 807 | 2.23% | 33 | 838 | 3.94% | | 1.71% |
| Pistor | A. Wichers | Konrad | 76 | 942 | 8.07% | 92 | 953 | 9.65% | | 1.58% |
| Secrist | D. Garcia | Konrad | 102 | 550 | 18.55% | 39 | 481 | 8.11% | 10.44% | |
| Utterback | R. Dunbar | Konrad | 84 | 548 | 15.33% | 51 | 482 | 10.58% | 4.75% | |
| Vail | L. Filler | Konrad | 22 | 646 | 3.41% | 36 | 736 | 4.89% | | 1.48% |
| Valencia | M. Beck | Konrad | 85 | 980 | 8.67% | 130 | 971 | 13.39% | | 4.72% |
| All Middle Schools | | | 566 | 6947 | 8.15% | 552 | 6983 | 7.90% | 0.25% | |

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

- a. **Valencia** – Valencia continues to show disparity in discipline and has had a 4.72% increase in the number of incidents compared to data from 2015. I recommend that Valencia continue with their Corrective Action Plan
- b. **Doolen** – While Doolen has improved their discipline disparity as shown in the KPI table, they have increased the number of incidents from last year by 2.40 %. I recommend that they continue with their Corrective Action Plan.
- c. **Utterback** – Utterback has significantly reduced the number of discipline incidents by 10.44% from 2015. However, the school continues to show disparity in their discipline. I recommend a continuation of their Corrective Action Plan
- d. **Pistor** – Pistor is showing disparity in three sub-groups this Quarter. I recommend that they write a Corrective Action Plan to address these concerns and the high number of disciplinary incidents.

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: 1/16/17Quarter under Review: Second

| 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 |
| Cholla | December |
| TAP | December |
| | |
| | |

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

| Table 3. KPI: Total Violations for Hot Spot Schools | | | | | | | | |
|---|--|----|---------------------|----|-----------------------|---|-----------------------------|---|
| SCHOOL | MOST COMMON TOTAL VIOLATIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | |
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N |
| Santa Rita (2.3) | Aggression | 14 | Alcohol, Tobacco | 7 | Vandalism | 3 | Weapons, Dangerous Items | 2 |
| Catalina (1.8) | Aggression | 20 | Alcohol, Tobacco | 9 | Other | 5 | | |
| Palo Verde (1.6) | Aggression | 22 | Alcohol, Tobacco | 14 | Harassment, Threat | 6 | Theft | 4 |
| | | | | | | | | |
| | | | | | | | | |
| 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.

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| Table 4. KPI: Most Common Suspensions for Hot Spot Schools | | | | | | | | | | |
|---|---|----|------------------|----|--------------------|---|--------------------|---|--|----|
| SCHOOL | MOST COMMON SUSPENSIONS – <i>Disaggregate Violation Types to see specific violation</i> | | | | | | | | ISI AVAILABLE? <i>Check Yes or No</i> | |
| | Violation #1 | N | Violation #2 | N | Violation #3 | N | Violation #4 | N | Yes | No |
| Catalina (3.3) | Aggression | 16 | Alcohol, Tobacco | 9 | Other | 2 | Weapons, Dangerous | 1 | ✓ | |
| Santa Rita (3.1) | Aggression | 8 | Alcohol, Tobacco | 6 | Weapons, Dangerous | 2 | Vandalism | 1 | ✓ | |
| Cholla (2.3) | Alcohol, Tobacco | 25 | Aggression | 19 | Other | 3 | Weapons, Dangerous | 2 | ✓ | |
| Palo Verde (2.2) | Alcohol, Tobacco | 14 | Aggression | 12 | School Threat | 3 | Weapons, Dangerous | 2 | ✓ | |
| Pueblo (1.9) | Alcohol, Tobacco | 17 | Aggression | 16 | Attendance | 3 | Harassment | 2 | ✓ | |
| Notes: | | | | | | | | | | |

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 | | | | | |
|--|--|----------------|-------------------------------|------------------------|--|
| <i>List the top 10% of Schools with Teachers who referred a high number of Students this Quarter</i> | | | | | |
| School Name | Referral Source <i>e.g. Bus Drivers, Monitors, Playground/Grounds Monitor, Teachers, etc.</i> | # of Referrals | Most Common Type of Incidence | Trouble Area and Times | Action that the Principal has taken with Teacher |
| | | | | | |
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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 |
| Catalina African American: 1.7 Hispanic: 0.5 Native American: 2.3 Asian American: 0 Multi-Racial: 3.2 | White/Anglo | 9 | 4.84% | |
| | African American | 11 | 8.15% | |
| | Hispanic | 9 | 2.49% | |
| | Native American | 2 | 11.11% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 15.38% | |
| Palo Verde African American: 0.9 Hispanic: 0.9 Native American: 1.2 Asian American: 1.1 Multi-Racial: 1.9 | White/Anglo | 11 | 3.85% | |
| | African American | 9 | 3.57% | |
| | Hispanic | 21 | 3.48% | |
| | Native American | 1 | 4.76% | |
| | Asian American | 2 | 4.35% | |
| | Multi-Racial | 4 | 7.41% | |
| Rincon African American: 2.0 Hispanic: 2.1 Native American: 0 Asian American: 1.5 Multi-Racial: 0 | White/Anglo | 3 | 1.36% | |
| | African American | 5 | 2.67% | |
| | Hispanic | 18 | 2.81% | |
| | Native American | 0 | 0 | |
| | Asian American | 1 | 2.0% | |
| | Multi-Racial | 0 | 0 | |

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| | | | | |
|---|-------------------------|-----------|--------------|--|
| Sahuaro African American: 4.7 Hispanic: 1.4 Native American: 0 Asian American: 0 Multi-Racial: 1.2 | White/Anglo | 10 | 1.28% | |
| | African American | 12 | 5.97% | |
| | Hispanic | 13 | 1.84% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 1.49% | |
| Tucson African American: 2.0 Hispanic: 0.6 Native American: 1.6 Asian American: 0 Multi-Racial: 1.4 | White/Anglo | 10 | 2.54% | |
| | African American | 10 | 5.03% | |
| | Hispanic | 37 | 1.63% | |
| | Native American | 5 | 3.97% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 3 | 3.66% | |

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

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

» Middle Schools

- 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.
- 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?

- Click on the school name to produce a blue box around the cell.
- 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.
- 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 African American: 2.5 Hispanic: 0.4 Native American: 3.4 Asian American: .0 Multi-Racial: 4.8 | White/Anglo | 6 | 3.23% | |
| | African American | 11 | 8.15% | |
| | Hispanic | 5 | 1.38% | |
| | Native American | 2 | 11.11% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 2 | 15.38% | |
| Palo Verde African American: 2.3 Hispanic: 1.5 Native American: 0 Asian American: 0 Multi-Racial: 5.3 | White/Anglo | 4 | 1.40% | |
| | African American | 8 | 3.17% | |
| | Hispanic | 13 | 2.15% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 4 | 7.41% | |
| Rincon | White/Anglo | 1 | 0.45% | |

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| | | | | |
|---|-------------------------|----------|--------------|--|
| African American: 3.5 Hispanic: 4.1 Native American: 0 Asian American: 5.0 Multi-Racial: 4.2 | African American | 3 | 1.60% | |
| | Hispanic | 12 | 1.88% | |
| | Native American | 0 | 0 | |
| | Asian American | 1 | 2.00% | |
| | Multi-Racial | 0 | 0 | |
| Sabino African American: 2.1 Hispanic: 2.1 Native American: 0 Asian American: 5.0 Multi-Racial: 4.2 | White/Anglo | 4 | 0.77% | |
| | African American | 1 | 1.61% | |
| | Hispanic | 5 | 1.63% | |
| | Native American | 0 | 0 | |
| | Asian American | 1 | 3.85% | |
| Sahuaro African American: 7.8 Hispanic: 3.3 Native American: 0 Asian American: 0 Multi-Racial: 0 | White/Anglo | 3 | 0.38% | |
| | African American | 6 | 2.99% | |
| | Hispanic | 9 | 1.27% | |
| | Native American | 0 | 0 | |
| | Asian American | 0 | 0 | |
| Tucson African American: 4.6 Hispanic: 0.8 Native American: 2.1 Asian American: 0 Multi-Racial: 1.6 | White/Anglo | 3 | 0.76% | |
| | African American | 7 | 3.52% | |
| | Hispanic | 14 | 0.62% | |
| | Native American | 2 | 1.59% | |
| | Asian American | 0 | 0 | |
| | Multi-Racial | 1 | 1.22% | |

| Second Quarter Discipline Incidents - High Schools | | | | | | | | | | |
|--|--------------|----------|-----------|----------|-------|-----------|----------|-------|--------------|--------------|
| | | | 2015 | | | 2016 | | | Difference | |
| School | Principal | Director | Incidents | Students | % | Incidents | Students | % | Loss | Gain |
| Catalina | A. Holley | McCollum | 22 | 814 | 2.70% | 33 | 758 | 4.35% | | 1.65% |
| Cholla | R. Armenta | Munger | 34 | 1877 | 1.81% | 64 | 1905 | 3.36% | | 1.55% |
| Palo Verde | E. Brock | McCollum | 60 | 1234 | 4.86% | 48 | 1263 | 3.80% | 1.06% | |
| Pueblo | A. Romero | Munger | 40 | 1633 | 2.45% | 51 | 1741 | 2.93% | | 0.48% |
| Rincon | A. Welch | McCollum | 23 | 1172 | 1.96% | 27 | 1148 | 2.35% | | 0.39% |
| Sabino | R. Doty | McCollum | 40 | 967 | 4.14% | 31 | 950 | 3.26% | 0.88% | |
| Sahuaro | R. Estrella | Munger | 15 | 1756 | 0.85% | 36 | 1822 | 1.98% | | 1.13% |
| Santa Rita | J. Palacios | McCollum | 20 | 535 | 3.74% | 26 | 465 | 5.59% | | 1.85% |
| Tucson | S. Rodriguez | Munger | 33 | 3191 | 1.03% | 65 | 3124 | 2.08% | | 1.05% |
| All High Schools | | | 287 | 14183 | 2.02% | 381 | 14225 | 2.68% | | 0.66% |

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 disparity continues to be high for African American students, Native Americans, and Multi-Racial students. Their Second Quarter incidents have increased by 1.65% when compared to the 15-16 School Year. It is recommended that they continue to be on a Corrective Action Plan for the Second Quarter.
- b. **Cholla:** Cholla's Second Quarter discipline rate increased by 1.55% when compared to the 15-16 School Year. They did not submit a December Discipline Report.
- c. **Santa Rita:** Santa Rita continues to show disparity for Anglo and African American students. Their incident rate increased by 1.85% when compared to the 15-16 School Year. It is recommended that they continue to be on a Corrective Action Plan for the Second Quarter.