



Tucson Unified School District

Process for Quarterly Discipline Analysis

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (*i.e.*, detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Initiative: Entering Discipline Data into Mojave

Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Document / enter all disciplinary actions including detentions and in-house suspensions (especially at elementary level)	1. Site principal and /or assistant principal	1. Accurate documentation of all disciplinary action	On-going for each infraction / disciplinary action
	2. When entering disciplinary actions make sure to select the teacher who made the referral, or select the teacher of the student who was referred to from the playground, lunchtime or passing period infractions	2. Site principal and / or assistant principal 3.	2. Disciplinary actions are reflected by teacher	On-going for each infraction / disciplinary action

Initiative: Gather Data				
Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Student Equity gathers discipline data by site	1. Student Equity Team Leader	1. Discipline reports from Mojave	The week following end of quarter
	2. Organizes data by site	2. Student Equity Team Leader 3.	2. To become familiar with school plans, provide feedback to sites to revise school plans, and to prepare for systematic support to struggling schools	The week following end of quarter
Initiative: Analyze Data				
Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Site discipline data is provided to members of the Discipline Committee for review	1. Student Equity Team Leader	1. Committee members review data	Second week following end of quarter
	1. Discipline Committee members individually review and analyze data	2. Discipline Committee Members	2. Committee members analyze the data, highlights concerns, and pose question for discussion / clarification at committee meeting	Second week following end of quarter
	2. Committee comes together to clarify concerns and compile the formal analysis of discipline data by site	3. Discipline Committee Members	3. Formal analysis of discipline data to be shared with Deputy and	Second week following end of quarter

			Assistant Superintendents	
Initiative: Meeting with Deputy and Assistant Superintendents				
Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Review formal discipline data analysis	1. Student Equity Team Leader	Identify and highlight areas of success and concerns / trends (i.e. school, grade level/department, teacher)	Third week following end of quarter
	2. Evaluate progress made from previous analysis	2. Student Equity Team Leader and Dep. and Asst. Sups	Talking points for meeting with site principals	Third week following end of quarter
	3. Develop strategies to prepare to meet with site principals (celebratory or corrective action)	3. Student Equity Team Leader and Dep. and Asst. Sups	Talking points for meeting with site principals. Choosing which communication template to use to inform sites	Third week following end of quarter
	4. Communication template with site information sent to site principals including meeting date (sites in need of corrective actions take scheduling priority)	4. Assistant Superintendents	Preliminary communication to sites	Third week following end of quarter
Initiative: Assistant Superintendent's meeting with Site Principal				
Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Review discipline information communication	1. Assistant Superintendents	Clarify any concerns of site principal pertaining to the data	Fourth week after end of quarter

	2. Review progress made from previous corrective action plans and/or previous quarterly discipline data	2. Assistant Superintendent	Evidence that shows progress and identifying trends to be addressed.	Fourth week after end of quarter
	3. Review next steps as outlined in the USP: a. Corrective actions plans developed for each area of concern (i.e. school level, grade or department level, individual teacher level) b. Gather success evidence to share with other sites/teachers 4.	3. Assistant Superintendent	Directions on which corrective action plan to be developed To develop a district bank of proven strategies that support success in addressing discipline	Fourth week after end of quarter
Initiative: Site Principal and Site Leadership Team (must include RSSCP, aka LSCs)				
Process/Task		Person(s) Responsible	Outcome or Product	Date of Completion
	1. Review data analysis for the site with Leadership Team	1. Principal	Site leadership team is aware of quarterly discipline data and analysis	Fifth wee after end of quarter
	2. Develop Corrective Action plans a. School level b. Grade level or departments c. Individual Teacher	2. Leadership Team with... a. Staff b. Grade level or department teams c. Individual Teacher	Site Corrective Action Plan Grade level or department correction action plan Individual teacher action plan	Sixth week after end of quarter

	3. Correction Action Plans turned into Assistant Superintendents	3. Site Principals	Corrective Action Plans to assist with progress monitoring	Sixth week after end of quarter
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