

# Administrative Management and Compliance Professional Development

## USP Discipline Data Monitoring

June 1, 2015

# Discipline Data

## Recording and Reporting

- All **AZ Safe** data starts with an incident.
- An incident is a discrete moment in time and place that can involve one or more student.
- Each involved student can have one or more violation pertaining to the incident.
- Each violation can result in one or more action taken by the school.

# Discipline Data

## Recording and Reporting

- To accurately determine whether discipline is being imposed in a racially/ethnically disproportionate manner, counts of incident characteristics must first be converted to *population proportions*.
- By doing this, meaningful comparisons can be made between groups of students regardless of the differences in group size or changes in group size over time.

# Discipline Reporting

## Comparing Differences and Measuring Change

### Key Terms

- Distinct Student Incidents
- Discipline Percentage of Population
- Index of Disproportionality

# Discipline Reporting

## Discipline Percentage of Population

- The **Discipline Percentage of Population** formula is comprised of two parts: a numerator and a denominator.
  - The numerator is the number of students of a specified group who are involved in one or more disciplinary incident within a specified timeframe (**Distinct Student Incidents**).
  - The denominator is simply the number of students in the specified group who are enrolled during the comparative timeframe.
- Each student is never counted more than once in either the numerator or denominator of the ratio.

# Discipline Reporting

## Discipline Percentage of Population

- It is important to note that the Discipline Percentage of Population formula can be applied to any incident characteristic, not just to Student Incident occurrences as described on the previous slide.
- The key to accurately applying the formula is to make sure that a student is never counted more than once in either the numerator or denominator at the level the formula is applied.
- Constructing the proportion from “distinct counts” ensures comparability of the statistic across groups and through time.

# Discipline Reporting

## Discipline Percentage of Population – Example 1

- There are 100 students enrolled in the school during the first quarter.
- Four students (A, B, C, D) were involved in one incident each during the first quarter.
- Each student is charged with two violations (see chart).

Violation	A	B	C	D
Disorderly Conduct	X	X	X	X
Defiance or Disrespect	X			
Language, Inappropriate		X		
Threat or Intimidation			X	
Assault				X

- What percentage of the population were involved in one or more incident?
- What percentage of the population were involved in one or more incident involving Disorderly Conduct?
- What percentage of the population were involved in one or more incident involving Defiance or Disrespect, Inappropriate Language, Threat or Intimidation, or Assault?

# Discipline Reporting

## Discipline Percentage of Population – Example 1

- There are 100 students enrolled in the school during the first quarter.
- Four students (A, B, C, D) were involved in one incident each during the first quarter.
- Each student is charged with two violations (see chart).

Violation	A	B	C	D	
Disorderly Conduct	X	X	X	X	4 / 100 = 4%
Defiance or Disrespect	X				1 / 100 = 1%
Inappropriate Language		X			1 / 100 = 1%
Threat or Intimidation			X		1 / 100 = 1%
Assault				X	1 / 100 = 1%

Notice how the violation type percentages don't sum to the student percentage

- What percentage of the population were involved in one or more incident?
- What percentage of the population were involved in one or more incident involving Disorderly Conduct?
- What percentage of the population were involved in one or more incident involving Defiance or Disrespect, Inappropriate Language, Threat or Intimidation, or Assault?



# Discipline Reporting

## Discipline Percentage of Population – Example 2

- There are 100 students enrolled in the school for the entire school year.
- Three students (A, B, C) were involved in one incident each, in separate quarters.
- One student (D) was involved in four separate incidents, one in each quarter.

Quarter	A	B	C	D
Quarter 1	X			X
Quarter 2		X		X
Quarter 3			X	X
Quarter 4				X

- What percentage of the population were involved in one or more incident during the entire school year?
- What percentage of the population were involved in one or more incident during the first, second, and third quarter?
- What percentage of the population were involved in one or more incident during the fourth quarter?

# Discipline Reporting

## Discipline Percentage of Population – Example 2

- There are 100 students enrolled in the school for the entire school year.
- Three students (A, B, C) were involved in one incident each, in separate quarters.
- One student (D) was involved in four separate incidents, one in each quarter.

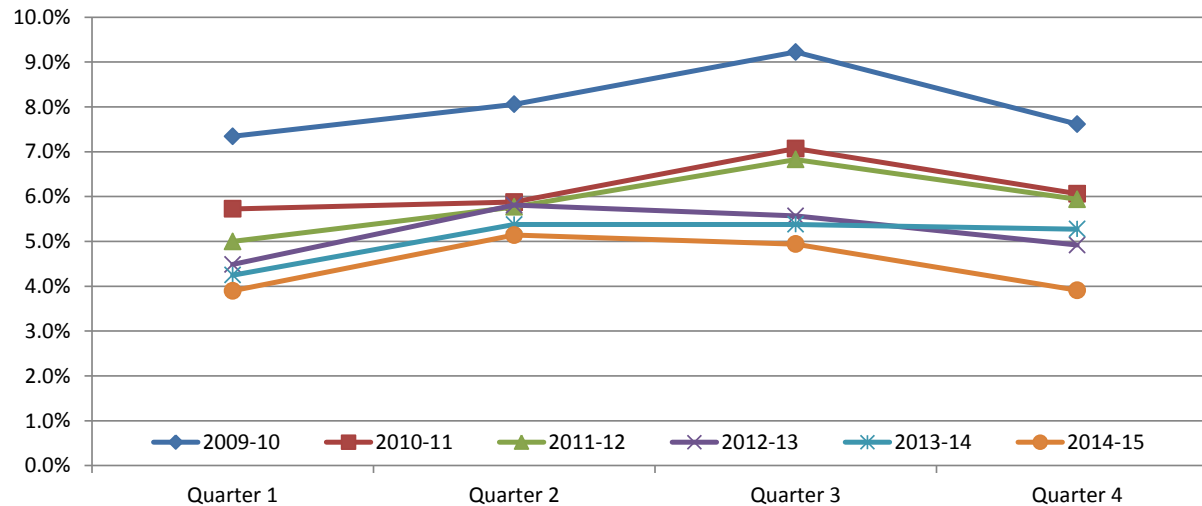
Quarter	A	B	C	D	
Quarter 1	X			X	$4 / 100 = 4\%$
Quarter 2		X		X	$2 / 100 = 2\%$
Quarter 3			X	X	$2 / 100 = 2\%$
Quarter 4				X	$1 / 100 = 1\%$

*Notice how the quarter percentages don't sum to the year percentage*

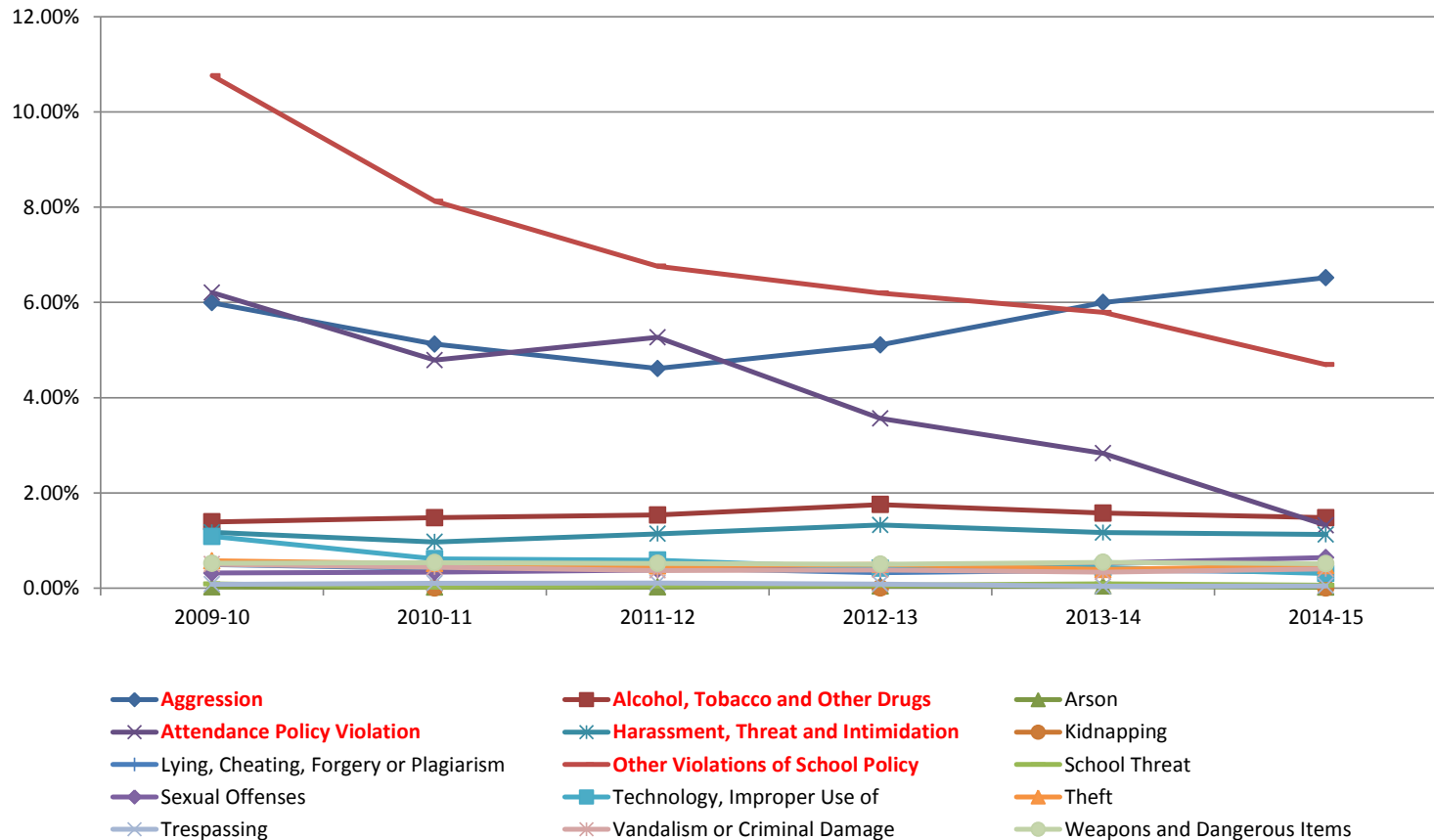
- What percentage of the population were involved in one or more incident during the entire school year?
- What percentage of the population were involved in one or more incident during the first, second, and third quarter?
- What percentage of the population were involved in one or more incident during the fourth quarter?

## Percentage of TUSD Students with One or More Disciplinary Incident, by School Year and Quarter

Quarter	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Quarter 1	7.3%	5.7%	5.0%	4.5%	4.2%	3.9%
Quarter 2	8.1%	5.9%	5.8%	5.8%	5.4%	5.1%
Quarter 3	9.2%	7.1%	6.8%	5.6%	5.4%	4.9%
Quarter 4	7.6%	6.1%	5.9%	4.9%	5.3%	3.9%
<b>Grand Total</b>	<b>18.0%</b>	<b>14.6%</b>	<b>14.0%</b>	<b>12.6%</b>	<b>12.3%</b>	<b>11.2%</b>



## Percentage of TUSD Students with One or More Disciplinary Incident, by School Year and Violation Type

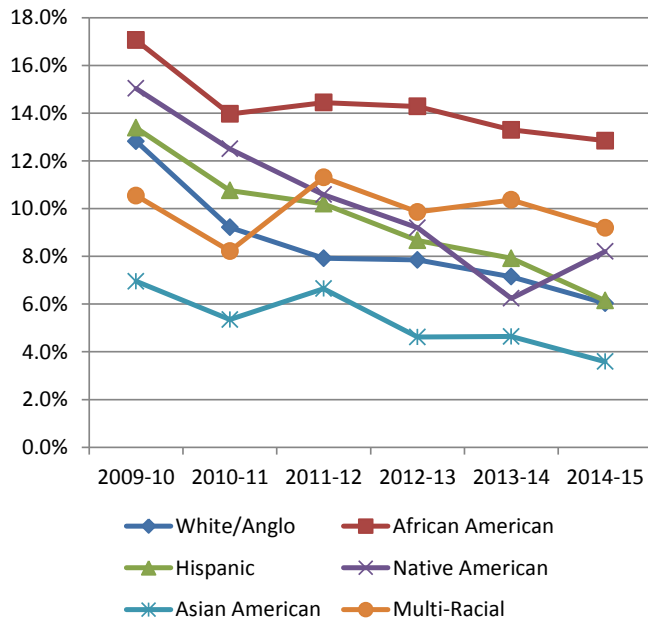


## Percentage of TUSD Students with One or More Disciplinary Incident, by School Year, Gender and USP Ethnicity

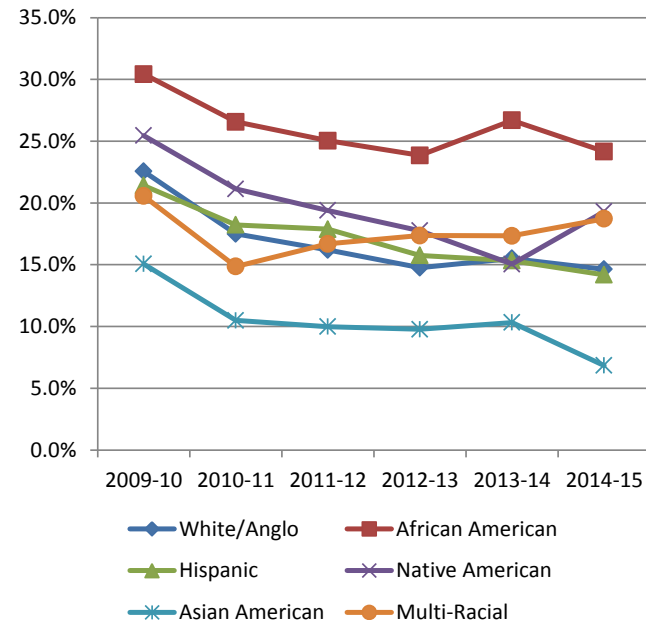
Gender – USP Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Female</b>	<b>13.4%</b>	<b>10.5%</b>	<b>9.9%</b>	<b>8.9%</b>	<b>8.1%</b>	<b>6.8%</b>
White/Anglo	12.8%	9.2%	7.9%	7.8%	7.1%	6.0%
<b>African American</b>	<b>17.1%</b>	<b>14.0%</b>	<b>14.4%</b>	<b>14.3%</b>	<b>13.3%</b>	<b>12.8%</b>
Hispanic	13.4%	10.8%	10.2%	8.7%	7.9%	6.1%
Native American	15.0%	12.5%	10.6%	9.2%	6.2%	8.2%
Asian American	7.0%	5.3%	6.6%	4.6%	4.6%	3.6%
Multi-Racial	10.5%	8.2%	11.3%	9.9%	10.4%	9.2%
<b>Male</b>	<b>22.4%</b>	<b>18.5%</b>	<b>17.9%</b>	<b>16.2%</b>	<b>16.3%</b>	<b>15.4%</b>
White/Anglo	22.6%	17.5%	16.2%	14.8%	15.5%	14.6%
<b>African American</b>	<b>30.4%</b>	<b>26.6%</b>	<b>25.0%</b>	<b>23.9%</b>	<b>26.7%</b>	<b>24.2%</b>
Hispanic	21.4%	18.2%	17.9%	15.8%	15.3%	14.2%
Native American	25.5%	21.1%	19.4%	17.8%	15.1%	19.3%
Asian American	15.1%	10.5%	10.0%	9.8%	10.3%	6.8%
Multi-Racial	20.6%	14.9%	16.7%	17.4%	17.3%	18.7%
<b>Grand Total</b>	<b>18.0%</b>	<b>14.6%</b>	<b>14.0%</b>	<b>12.6%</b>	<b>12.3%</b>	<b>11.2%</b>

## Percentage of TUSD Students with One or More Disciplinary Incident by School Year, and USP Ethnicity – Split by Gender

Female Total by USP Ethnicity



Male Total by USP Ethnicity



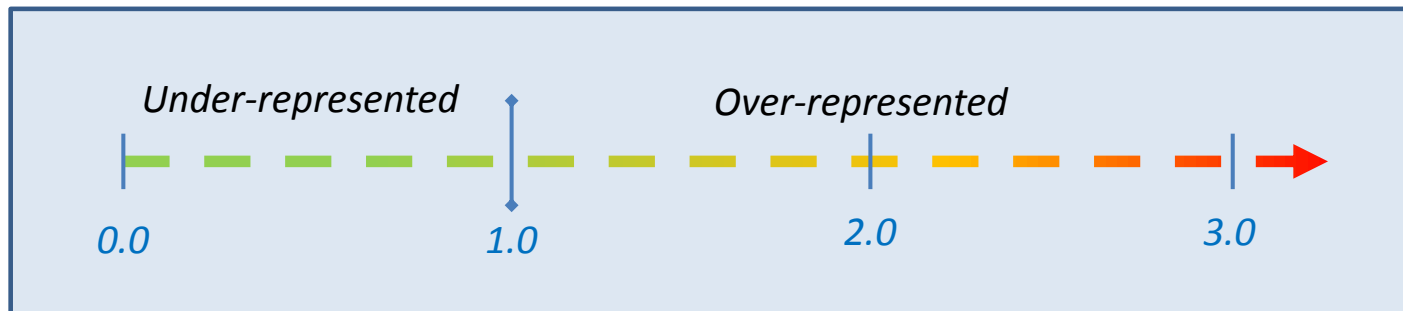
# Index of Disproportionality

(example for African American Males)

Number of African Am. Males Involved in One or More Disciplinary Incident  
Number of African Am. Males

Divided by

Number of Total Males Involved in One or More Disciplinary Incident  
Number of Total Males



# Third Quarter Discipline Index of Disproportionality (Heat Map) by School by USP Ethnicity and Gender - 2014-15 School Year

(Middle School example from USP Review process)

Middle Schools	White/Anglo			African American			Hispanic			Native American			Asian American			Multi-Racial			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Dodge	5.1%	17.6%	9.7%	7.7%	13.3%	10.7%	8.8%	18.4%	13.0%										7.3%	15.9%	11.1%
Doolen	8.0%	9.8%	8.9%	22.9%	20.9%	21.9%	12.6%	24.6%	18.7%	12.5%	13.3%	13.0%	8.7%	2.8%	5.1%		14.3%	7.4%	12.5%	17.3%	15.0%
Gridley	8.2%	14.8%	11.7%	8.8%	44.4%	24.6%	10.3%	22.4%	17.3%				10.0%		4.2%	25.0%	23.1%	24.2%	9.9%	19.4%	15.0%
Magee	2.1%	5.3%	3.7%		18.8%	8.6%	2.9%	18.8%	11.2%	12.5%	33.3%	18.2%		25.0%	7.7%	16.7%		5.9%	2.6%	11.8%	7.2%
Mansfeld	2.4%	2.4%	2.4%	11.5%	5.7%	8.2%	3.0%	7.0%	5.0%	6.3%	28.6%	16.7%					12.5%	10.0%	3.6%	7.2%	5.4%
Pistor	2.9%	7.7%	4.9%	37.5%	18.2%	29.6%	5.7%	7.5%	6.6%		17.9%	9.8%		33.3%	33.3%	9.1%	16.7%	11.8%	6.4%	8.7%	7.5%
Secrist	12.6%	22.8%	18.1%	22.7%	39.2%	31.6%	9.6%	27.5%	18.0%		33.3%	25.0%		33.3%	18.2%	16.7%	30.0%	25.0%	12.7%	27.9%	20.5%
Utterback		5.6%	2.7%	7.3%	23.3%	14.1%	3.3%	10.9%	7.1%		15.4%	7.4%							3.4%	11.9%	7.5%
Vail	1.0%	6.4%	3.8%	3.3%	12.5%	8.1%		2.3%	1.3%		9.1%	6.3%							0.7%	4.7%	2.8%
Valencia	17.8%	24.6%	21.6%		17.6%	9.4%	11.7%	20.1%	16.0%	13.3%	15.2%	14.3%	33.3%	100.0%	50.0%	14.3%	25.0%	21.1%	12.2%	20.4%	16.4%
Total	6.4%	12.4%	9.5%	13.3%	22.9%	18.0%	7.0%	14.5%	10.8%	6.5%	17.1%	12.2%	6.1%	7.3%	6.8%	10.4%	14.5%	12.6%	7.5%	14.6%	11.1%

Middle Schools	White/Anglo			African American			Hispanic			Native American			Asian American			Multi-Racial			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Dodge	0.7	1.2	0.9	1.0	0.9	1.0	1.2	1.3	1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.1	1.0
Doolen	1.1	0.7	0.8	3.0	1.4	2.0	1.7	1.7	1.7	1.7	0.9	1.2	1.2	0.2	0.5	0.0	1.0	0.7	1.7	1.2	1.3
Gridley	1.1	1.0	1.1	1.2	3.0	2.2	1.4	1.5	1.6	0.0	0.0	0.0	1.3	0.0	0.4	3.3	1.6	2.2	1.3	1.3	1.3
Magee	0.3	0.4	0.3	0.0	1.3	0.8	0.4	1.3	1.0	1.7	2.3	1.6	0.0	1.7	0.7	2.2	0.0	0.5	0.3	0.8	0.6
Mansfeld	0.3	0.2	0.2	1.5	0.4	0.7	0.4	0.5	0.5	0.8	2.0	1.5	0.0	0.0	0.0	0.0	0.9	0.9	0.5	0.5	0.5
Pistor	0.4	0.5	0.4	5.0	1.2	2.7	0.8	0.5	0.6	0.0	1.2	0.9	0.0	2.3	3.0	1.2	1.1	1.1	0.8	0.6	0.7
Secrist	1.7	1.6	1.6	3.0	2.7	2.8	1.3	1.9	1.6	0.0	2.3	2.2	0.0	2.3	1.6	2.2	2.1	2.2	1.7	1.9	1.8
Utterback	0.0	0.4	0.2	1.0	1.6	1.3	0.4	0.7	0.6	0.0	1.1	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.8	0.7
Vail	0.1	0.4	0.3	0.4	0.9	0.7	0.0	0.2	0.1	0.0	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.3
Valencia	2.4	1.7	1.9	0.0	1.2	0.8	1.6	1.4	1.4	1.8	1.0	1.3	4.4	6.8	4.5	1.9	1.7	1.9	1.6	1.4	1.5
Total	0.9	0.8	0.9	1.8	1.6	1.6	0.9	1.0	1.0	0.9	1.2	1.1	0.8	0.5	0.6	1.4	1.0	1.1	1.0	1.0	1.0



## Third Quarter Discipline Index of Disproportionality (Heat Map) by School by USP Ethnicity and Gender - 2014-15 School Year

(Middle School example from USP Review process)

Middle Schools	White/Anglo			African American			Hispanic			Native	American	Multi-Racial			Total			
	F	M	T	F	M	T	F	M	T			T	F	M	T	F	M	T
Dodge	5.1%	17.6%	9.7%	7.7%	13.3%	10.7%	8.8%	18.4%	13.0%							7.3%	15.9%	11.1%
Doolen	8.0%	9.8%	8.9%	22.9%	20.9%	21.9%	12.6%	24.6%	18.7%	12.5%	1					12.5%	17.3%	15.0%
Gridley	8.2%	14.8%	11.7%	8.8%	44.4%	24.6%	10.3%	22.4%	17.3%							9.9%	19.4%	15.0%
Magee	2.1%	5.3%	3.7%		18.8%	8.6%	2.9%	18.8%	11.2%	12.5%	3					2.6%	11.8%	7.2%
Mansfeld	2.4%	2.4%	2.4%	11.5%	5.7%	9.2%	3.0%	7.0%	5.0%	6.3%	2					3.6%	7.2%	5.4%
Pistor	2.9%	7.7%	4.9%	37.5%	18.2%	29.6%	5.7%	7.5%	6.6%		1					6.4%	8.7%	7.5%
Secrist	12.6%	22.8%	18.1%	22.7%	39.2%	31.6%	9.6%	27.5%	18.0%		3					12.7%	27.9%	20.5%
Utterback		5.6%	2.7%	7.3%	23.3%	14.1%	3.3%	10.9%	7.1%		1					3.4%	11.9%	7.5%
Vail	1.0%	6.4%	3.8%	3.3%	12.5%	8.1%		2.3%	1.3%		9					0.7%	4.7%	2.8%
Valencia	17.8%	24.6%	21.6%		17.6%	9.4%	11.7%	20.1%	16.0%	13.3%	1					50.0%	14.3%	25.0%
Total	6.4%	12.4%	9.5%	13.3%	22.9%	18.0%	7.0%	14.5%	10.8%	6.5%	1					6.8%	10.4%	14.5%

29.6%

Divided by

11.1%

Example

29.6%  
Divided by  
11.1%  
Equals  
2.7

Middle Schools	White/Anglo			African American			Hispanic			Native	American			Multi-Racial			Total		
	F	M	T	F	M	T	F	M	T		T	F	M	T	F	M	T		
Dodge	0.7	1.2	0.9	1.0	0.9	1.0	1.2	1.3	1.2	0.0	0.0	0.0	0.0	0.0	1.0	1.1	1.0		
Doolen	1.1	0.7	0.8	3.0	1.4	2.0	1.7	1.7	1.7	1.7	0.5	0.0	1.0	0.7	1.7	1.2	1.3		
Gridley	1.1	1.0	1.1	1.2	3.0	2.2	1.4	1.5	1.6	0.0	0.4	3.3	1.6	2.2	1.3	1.3	1.3		
Magee	0.3	0.4	0.3	0.0	1.3	0.8	0.4	1.3	1.0	1.7	2.3	1.6	0.0	1.7	0.7	2.2	0.8		
Mansfeld	0.3	0.2	0.2	1.5	0.4	0.7	0.4	0.5	0.5	0.8	2.0	1.5	0.0	0.0	0.0	0.9	0.5		
Pistor	0.4	0.5	0.4	5.0	1.2	2.7	0.8	0.5	0.6	0.0	1.2	0.9	0.0	2.3	1.2	1.1	1.1		
Secrist	1.7	1.6	1.6	3.0	2.7	2.8	1.3	1.9	1.6	0.0	2.3	2.2	0.0	2.3	2.2	2.1	2.2		
Utterback	0.0	0.4	0.2	1.0	1.6	1.3	0.4	0.7	0.6	0.0	1.1	0.7	0.0	0.0	0.0	0.5	0.8		
Vail	0.1	0.4	0.3	0.4	0.9	0.7	0.0	0.2	0.1	0.0	0.6	0.6	0.0	0.0	0.0	0.1	0.3		
Valencia	2.4	1.7	1.9	0.0	1.2	0.8	1.6	1.4	1.4	1.8	1.0	1.3	4.4	6.8	4.5	1.6	1.4		
Total	0.9	0.8	0.9	1.8	1.6	1.6	0.9	1.0	1.0	0.9	1.2	1.1	0.8	0.5	0.6	1.4	1.0		

# Discipline Reporting

## Comparing Differences and Measuring Change

### Key Terms

- Distinct Student Incidents
- Discipline Percentage of Population
- Index of Disproportionality
- USP Key Performance Indicator (KPI)
  - Is like the Index of Disproportionality
  - Is a comparison to the Discipline Percentage of Population for White students rather than to the Total

# USP Key Performance Indicator (KPI)

(example for African American Males)

Number of African Am. Males Involved in One or More Disciplinary Incident  
Number of African Am. Males

Divided by

Number of **White Males** Involved in One or More Disciplinary Incident  
Number of **White Males**



# New USP Discipline Summary Dashboard

## USP KPI with School/Level Detail

USP Discipline KPI | Discipline by Gender Over Time

School Year Quarter Violation Type 

Action Typ

USP KPI by School/Level



	All													
			White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial	
	USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
All	1.1		1.0		1.8		1.0		1.3		0.5		1.3	
Elementary School	0.9		1.0		1.7		0.8		1.0		0.2		1.4	
K-8 School	1.3		1.0		1.6		1.3		2.3		0.3		1.6	
Middle School	1.1		1.0		1.7		1.0		1.2		0.5		1.5	
High School	1.1		1.0		2.1		1.0		1.2		0.7		1.4	
Alternative School	0.5		1.0		0.7		0.3		0.3		1.0			

School/Level Detail

Student Demographics...	Distinct Stu...	Discipline P...
All		
White/Anglo	1176	10.51%
African American	877	18.73%
Hispanic	3247	10.25%
Native American	267	13.83%
Asian American	57	5.19%
Multi-Racial	242	14.12%
Female		
White/Anglo	325	6.03%
African American	289	12.84%
Hispanic	954	6.15%
Native American	78	8.20%
Asian American	20	3.59%
Multi-Racial	76	9.19%
Male		
White/Anglo	851	14.65%
African American	588	24.17%
Hispanic	2293	14.19%
Native American	189	19.31%
Asian American	37	6.84%
Multi-Racial	166	18.71%

# New USP Discipline Summary Dashboard

## USP KPI with School/Level Detail

School Year 2014-15Quarter Quarter 3Violation Type All

Action T

USP KPI by School/Level



	All													
			White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial	
	USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
All	1.1	●	1.0	●	2.0	▲	0.9	●	1.3	●	0.5	●	1.3	●
Elementary School	0.9	●	1.0	●	1.9	▲	0.7	●	1.1	●	0.2	●	1.3	●
K-8 School	1.3	●	1.0	●	2.0	▲	1.2	●	2.3	▲	0.6	●	1.6	▲
Middle School	1.2	●	1.0	●	1.9	▲	1.1	●	1.2	●	0.7	●	1.5	●
Carson		●		●		●		●		●		●		●
Dodge	1.1	●	1.0	●	1.1	●	1.3	●		●		●		●
Doolen	1.5	▲	0.9	●	2.3	▲	1.9	▲	1.3	●	0.5	●	0.7	●
Gridley	1.5	▲	1.2	●	2.5	◆	1.8	▲		●	0.4	●	2.8	◆
Hohokam		●		●		●		●		●		●		●
Magee	0.7	●	0.4	●	0.9	●	1.1	●	1.8	▲	0.8	●	0.6	●
Mansfeld	0.6	●	0.2	●	0.7	●	0.5	●	1.7	▲		●	1.8	▲
Maxwell		●		●		●		●		●		●		●
Pistor	0.8	●	0.5	●	3.0	◆	0.7	●	1.0	●	3.4	◆	1.2	●

School/Level Detail

Student Demographics...	Distinct Stu...	Discipline P...
All		
White/Anglo	3	4.92%
African American	8	29.63%
Hispanic	52	6.59%
Native American	5	9.62%
Asian American	1	33.33%
Multi-Racial	2	11.76%
Female		
White/Anglo	1	2.86%
African American	6	37.50%
Hispanic	23	5.72%
Native American		
Asian American		
Multi-Racial	1	9.09%
Male		
White/Anglo	2	7.69%
African American	2	18.18%
Hispanic	29	7.43%
Native American	5	17.86%
Asian American	1	33.33%
Multi-Racial	1	16.67%

# New USP Discipline Summary Dashboard

## USP KPI with School/Level Detail

School Year 2014-15

Quarter Quarter 3

Violation Type All

Action Type All

USP KPI by School/Level



	All													
			White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial	
	USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
All	1.1	●	1.0	●	2.0	▲	0.9	●	1.3	●	0.5	●	1.3	●
Elementary School	0.9	●	1.0	●	1.9	▲	0.7	●	1.1	●	0.2	●	1.3	●
K-8 School	1.3	●	1.0	●	2.0	▲	1.2	●	2.3	▲	0.6	●	1.6	▲
Middle School	1.2	●	1.0	●	1.9	▲	1.1	●	1.2	●	0.7	●	1.5	●
Carson		●		●		●		●		●		●		●
Dodge	1.1	●	1.0	●	1.1	●	1.3	●		●		●		●
Doolen	1.5	▲	0.9	●	2.3	▲	1.9	▲	1.3	●	0.5	●	0.7	●
Gridley	1.5	▲	1.2	●	2.5	◆	1.8	▲		●	0.4	●	2.8	◆
Hohokam		●		●		●		●		●		●		●
Magee	0.7	●	0.4	●	0.9	●	1.1	●	1.8	▲	0.8	●	0.6	●
Mansfield	0.6	●	0.2	●	0.7	●	0.5	●	1.7	▲		●	1.8	▲
Maxwell		●		●		●		●		●		●		●
Pistor	0.8	●	0.5	●	3.0	◆	0.7	●	1.0	●	3.4	◆	1.2	●
Sacrist	2.1	▲	1.9	▲	3.2	◆	1.8	▲	2.5	▲	1.8	▲	2.5	▲

School/Level Detail

Student Demographics...	Distinct Stu...	Discipline P...
All		
White/Anglo	3	4.92%
African American	8	29.63%
Hispanic		
Native American		
Asian American		
Multi-Racial		
Female		
White/Anglo		
African American		
Hispanic		
Native American		
Asian American		
Multi-Racial		
Male		
White/Anglo		
African American		
Hispanic		
Native American		
Asian American	1	33.33%
Multi-Racial	1	16.67%

Decomposition Tree

Show Details

Additional Actions

Select Measures...

Sort

Filter

Pivot

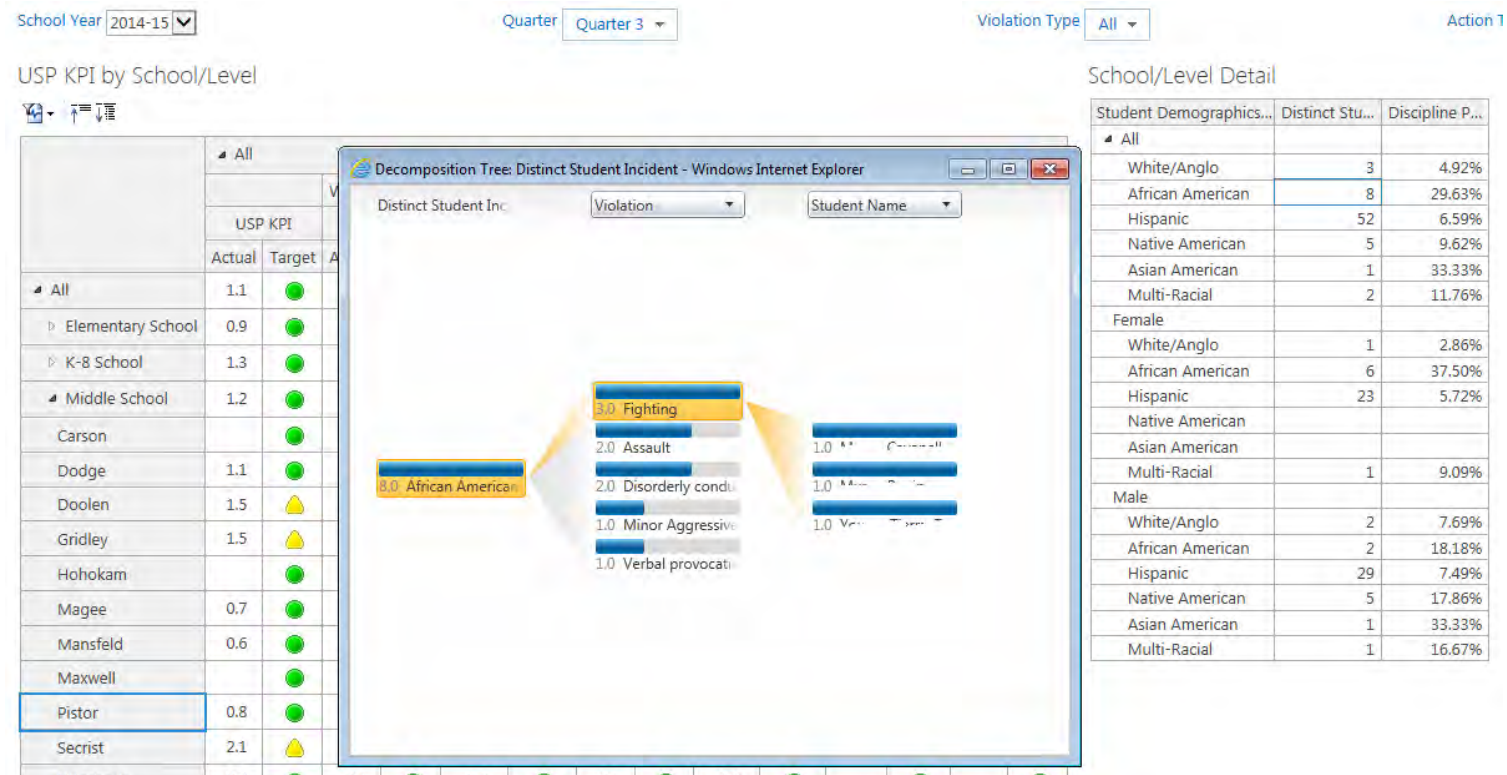
Report Type

Format Report

Show Information Bar

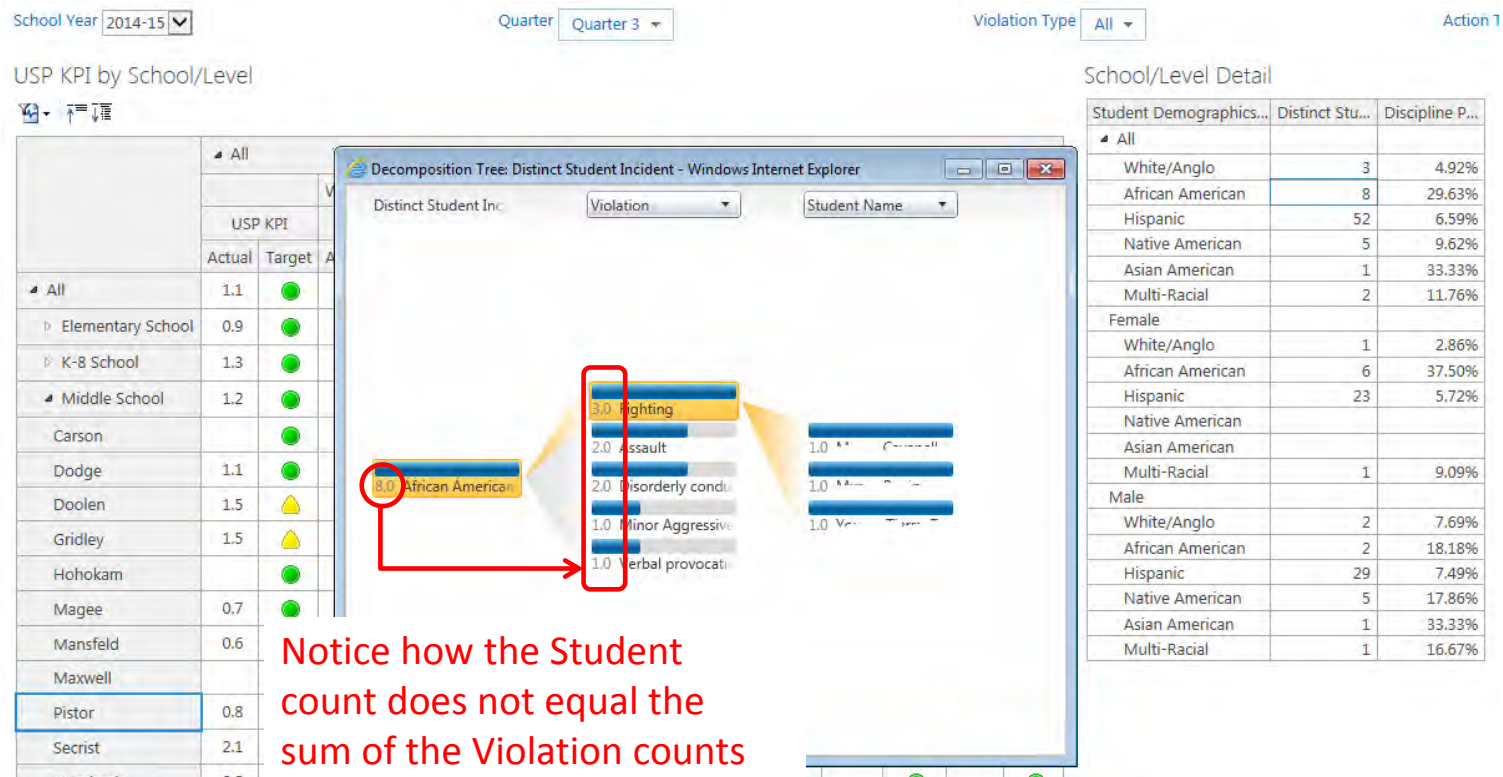
# New USP Discipline Summary Dashboard

## USP KPI with School/Level Detail



# New USP Discipline Summary Dashboard

## USP KPI with School/Level Detail





# And, now to the dashboard

<http://tusddashboard/StudentData/USP/Dashboards/USP%20Discipline%20Summary/USP%20Discipline%20KPI.aspx>

# National Comparison

## 2011-12 Civil Rights Data Collection – Out-of-School Discipline Statistics

### TUSD Compared to the Eleven Urban Districts of Similar Size and Demographics Ranked by USP Discipline KPI for African American Students

State	District Name	Number of Schools	Number of Students	AfAm USP KPI	Percentage of Students with One or More Out-of-School Suspension by Race/Ethnicity							Racial/Ethnic Diversity of Student Population					
					Total	White	AfAm	Hisp	NaAm	AsAm	Mult	White	AfAm	Hisp	NaAm	AsAm	Mult
TX	EL PASO ISD	93	69563	1.9	4.8%	4.3%	8.0%	5.0%	0.6%	1.8%	8.6%	10%	5%	76%	6%	2%	1%
CA	KERN UNION HIGH	26	37752	2.1	22.1%	19.9%	41.9%	22.1%	37.7%	11.7%	6.9%	25%	7%	61%	1%	4%	3%
CA	CORONA-NORCO UNIFIED	50	53927	2.2	3.3%	2.6%	5.6%	3.6%	5.5%	2.0%	4.6%	31%	6%	51%	0%	11%	1%
CA	RIVERSIDE UNIFIED	50	43277	2.2	7.1%	5.9%	13.2%	6.9%	13.3%	4.5%	7.2%	27%	8%	57%	1%	5%	1%
AZ	TUCSON UNIFIED DISTRICT	103	52148	2.3	5.1%	4.5%	10.3%	4.7%	8.0%	2.6%	7.7%	24%	6%	61%	4%	3%	3%
TX	CORPUS CHRISTI ISD	57	38719	2.3	8.6%	6.8%	15.5%	8.7%	1.8%	3.2%	11.1%	14%	4%	79%	0%	2%	1%
CA	GARDEN GROVE UNIFIED	67	48423	2.4	3.8%	4.7%	11.1%	4.7%	7.7%	1.9%	1.8%	11%	1%	54%	0%	13%	21%
CA	FRESNO UNIFIED	97	73260	2.5	10.9%	9.8%	24.8%	9.8%	24.3%	4.5%	21.2%	12%	10%	64%	1%	12%	1%
NM	ALBUQUERQUE PUBLIC SCHLS	144	88518	2.6	11.6%	7.9%	20.8%	12.6%	12.2%	5.4%	13.7%	22%	2%	66%	4%	2%	3%
TX	NORTH EAST ISD	73	67371	3.0	1.8%	1.3%	3.9%	1.8%	2.5%	1.3%	2.1%	31%	7%	55%	0%	4%	3%
TX	AUSTIN ISD	122	86569	5.6	5.1%	2.2%	12.4%	5.3%	9.6%	2.1%	5.8%	24%	9%	61%	0%	3%	2%
IL	ELGIN AREA SCHOOL DIST U46	57	40375	6.1	6.9%	3.6%	21.9%	7.4%	8.7%	2.7%	12.4%	32%	7%	50%	1%	9%	2%