

APPENDIX VI – 33

A Summary of the Disciplinary Alternative Education Program or DAEP over 2 Years (2015-16 and 2016-17)

DAEP EVALUATION SUMMARY 2016-17

In 2013, as part of the Unitary Status Plan (USP), Tucson Unified School District agreed to monitor disciplinary data to ensure that school sites were not imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy. Under this aegis, two new programs were introduced in 2015-16, the Disciplinary Alternative Education Program or DAEP and the In School Intervention Program or ISI program.

DAEP provides students in grades 6-12 who have committed a level 4 or level 5 violation with an alternative to suspension so that they can continue their education. With the introduction of DAEP, a student who commits a level 4 or 5 violation, becomes suspended, and subsequently goes through the long term hearing process will be given the conventional consequence of long term suspension at home or attending DAEP. To be eligible for DAEP, the long-term suspensions must be 20 days or longer but no more than 45 days. When a student enrolls in DAEP, the reassignment occurs upon first day of attendance and is not dependent on finishing. The student's time in DAEP will be recoded as a "reassignment to another school" in TUSD's student information system. If a student refuses to enroll in DAEP, s/he is coded as a long-term suspension. The student may re-enroll in their school after the allotted suspension period.

DAEP's second year of implementation revealed a more cohesive and higher utilized program when compared to its first year. Referrals, enrollment, academics, and attendance all increased in 2016-17. To participate in DAEP, a student must be referred. The referral data indicated that DAEP produced a 32% higher rate of school referrals in 2016-17 when compared to the previous year.

- **2015-16 Referrals:** A total of 250 students were referred to DAEP from grades 6 -12. Of those students, 157 enrolled into the program and 93 declined their enrollment. Middle School showed a slightly greater number of students who declined (N=52) when compared to high school (N=41).
- **2016-17 Referrals:** A total of 365 students were referred to DAEP from grades 6 -12, a 46% increase in referrals from last year. Of those students, 266 enrolled into the program and 99 declined their enrollment. Not only did referrals increase in 2016-17, enrollment into DAEP also increased by 69%. Middle School showed a slightly greater number of students who declined (N=52) when compared to high school (N=47).

Students in grades 6 – 8 who chose to enroll in DAEP received services at Magee Middle School, Southwest Education Center, and Doolen Middle School. Additionally, Project More Alternative High School provided services to high school students. In 2016-17, Doolen's program could only be staffed during the last quarter of the school year. Enrollment doubled at both Project More and Magee when compared to last year. Additionally, the average attendance rate in the program improved from about 78.15% in 2015-16 to 82.43% in 2016-17, which translated into average program attendance ranging between 16 to 35 days. Table 2 shows the distribution of students who enrolled in DAEP by site.

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DAEP Site	2015-16		2016-17	
	N Size	Percent	N Size	Percent
Doolen	28	18%	13	5%
Magee	35	22%	68	26%
SW Alt MS	35	22%	44	16%
Project More	59	38%	141	53%
Total	157	100%	266	100%

The ethnic breakdown of students enrolled in DAEP revealed that over the past two years, African American students are over-represented (14% in 2015-16 and 17% in 2016-17) when compared to the District overall average (9%). African American student referrals also increased over 2 years resulting in a higher disproportionality in both the declines as well as in enrollment. Conversely, Hispanic student referrals decreased over 2 years resulting in a lower proportionality in both the declines as well as in enrollment.

USP Ethnicity	2015-16			2016-17		
	N Size	% (does not include Missing)	% District (40 th Day Count)	N Size	% (does not include Missing)	% District (40 th Day Count)
White	24	15%	21%	44	17%	20%
African American	21	14%	9%	44	17%	9%
Hispanic	92	59%	61%	147	55%	61%
Native American	10	7%	4%	17	6%	4%
Asian-PI	1	0%	2%	1	0%	2%
Multi-Racial	7	5%	3%	12	5%	3%
Total	156	100%	100%	265	100%	100%
Missing	1			1		

Students in Exceptional Education and with 504 plans were also over-represented in program participation over the last two years. Without enrollment into DAEP, these students would not have received the school-based services that they and their families rely upon. Across the District, ExEd students made up about 15% of the District's total population.

- 2015-16 ExEd and 504 enrollment:** Students requiring specialized services such as the ExEd/504 students made up 36% of the total DAEP enrollment and ELL students added another 3% for a total of 39%. Of these students, Hispanic and African American students made up 80% in 2015-16.

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- 2016-17 ExEd and 504 enrollment:** The number of enrolled students requiring specialized services such as ExEd/504 was 21% and ELL students added another 2% for a total of 23%. Of these students, Hispanic and African American students made up 67% in 2016-17.

Please refer to Table 4 to view the number and percent of these students by ethnicity. In terms of program participation over the last two years, students requiring specialized services such as ExEd/504 decreased from 39% to 23%. The ethnic distribution of the students who received specialized services was representative of the overall student DAEP enrollment with the exception of Native American students who were over-represented in 2016-17.

USP Ethnicity	2015-16			2016-17		
	N Size	ExEd and 504 Plans	ELL	N Size	ExEd and 504 Plans	ELL
White	9	15%		8	18%	
African American	10	16%		7	16%	2%
Hispanic	39	57%	7%	34	23%	2%
Native American	2	3%		8	47%	
Asian-Pacific Islander	0	0		0	0	
Multi-Racial	1	2%		4	33%	
Total	61			61		

The student profile at DAEP revealed a population in need of academic support and wrap-around behavioral services. Student needs were both varied and complex: some were deep-rooted from exposure to trauma or instability, some contended with mental or behavior health issues that have been neglected or underserved, some suffered from chemical dependency, some had language and/or cultural barriers, and some did not fit comfortably into the structure of mainstream schooling.

Additionally, the most common violations differed from middle schools to high schools over the last two years. In middle schools, aggression (assault, disorderly conduct) was the most common violation. This data suggests that middle schools may need additional training in restoratives and a wider set of complementary strategies to encourage positive student behavior. Conversely, in high schools, drugs and marijuana were more evident suggesting that student engagement in high interest activities are needed to provide alternatives to using drugs. Also, increased collaboration with outside behavioral service agencies and TUSD high schools may be desirable to decrease drug dependency. Table 5 presents the distribution of referring schools and displays that individual schools generally referred low numbers of students into DAEP vis-à-vis its enrollment. Even with the growth of the DAEP program in 2016-17, the referrals by school and by ethnicity were dispersed across the 24 schools in relatively low numbers (generally less than 5 by ethnicity by school, excepting Hispanics). Pockets of schools that referred higher numbers of Hispanics may be a reflection of proportionally of their school representation.

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Table 5. Number of students Referred to DAEP by Home School (ISI) = In School Intervention Program					
Type	Referring School	2015-16 Students		2016-17 Students	
		Count	Percent	Count	Percent
Middle School 2015-16 = (N=83) 2016-17 = (N=103)	Doolen (ISI)	13	8%	21	8%
	Gridley (ISI)	1	1%	9	4%
	Magee (ISI)	5	3%	7	3%
	Mansfeld (ISI)	3	2%	5	2%
	Pistor (ISI)	7	4%	8	3%
	Secrist (ISI)	4	3%	15	6%
	Vail (ISI)	11	7%	9	3%
	Valencia (ISI)	13	8%	14	5%
	Utterback (ISI)	29	18%	15	6%
K-8 School 2015-16 = (N=10) 2016-17 = (N=22)	Dietz	4	3%	0	0%
	Fickett (ISI)	2	1%	8	3%
	Hollinger	1	1%	1	0%
	Maxwell	1	1%	0	0%
	Robert-Naylor	0	0%	1	0%
	Safford (ISI)	3	2%	12	4%
High School 2015-16 = (N=54) 2016-17 = (N=141)	Catalina (ISI)	9	6%	12	4%
	Cholla (ISI)	8	5%	13	5%
	Palo Verde (ISI)	15	10%	22	8%
	Project More	0	0%	1	0%
	Pueblo (ISI)	8	5%	28	11%
	Rincon (ISI)	5	3%	12	4%
	Sabino	6	4%	4	2%
	Sahuaro (ISI)	4	3%	10	4%
	Santa Rita	0	0%	7	3%
	THMS (ISI)	3	2%	31	12%
	University	0	0%	1	0%
Missing (UK)		2	1%	0	0%
Total		157		266	

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In terms of completing the program, DAEP revealed a high rate for participants over the last two years:

- **2015-16 Completion Rates:** Of the 157 students who were assigned to DAEP, 89% successfully completed DAEP and 10% did not. Two students (or 1%) will continue their DAEP enrollment into the 2016-17 school year before returning to their home school. Additionally, 13 students or 8% were enrolled more than once to the program in 2015-16. Only 1 student from the 13 who were enrolled twice did not complete the program.
- **2016-17 Completion Rates:** Of the 266 students who were assigned to DAEP, 87% successfully completed DAEP and 13% did not. One student will continue their DAEP enrollment into the 2017-18 school year before returning to their home school. Additionally, 23 students or 9% were enrolled more than once to the program in 2016-17. Of those students, 9 did not complete the program largely because they broke the behavior contract that marshals the program, or to a lesser degree withdrew or became incarcerated.

In summary, despite the challenges of unfilled certified teacher vacancies and the turnover of the Behavior Intervention Monitors, DAEP provided essential services to high-risk students who otherwise would languish at home or might even drop out of school altogether. Students were largely satisfied with their experience and felt that they received needed support in a respectful environment. The smaller learning environments with more individualized attention appeared to have improved their learning capabilities. The results of this 2-year evaluation revealed that DAEP continued to be successful, even with a 69% increase in enrollment, through supporting long-term suspended students both academically and behaviorally until they were able to return to their home school.

Recommendations that were provided in the 2015-16 report are still relevant to the 2016-17 report. Small inroads were created in areas such as synchronizing data and alignment to TUSD's infrastructure, but were not complete enough to be removed from this list. The remaining recommendations call for increased resources, planning, training for DAEP and a more structured system of support for DAEP students.

- Increase staffing of certified teachers and BIMs
- Greater alignment to TUSD's infrastructure for alternative programs
- Funded summer Professional Development
- DAEP data flags placed in Synergy for tracking
- Use measurable outcomes for DAEP that are appropriate to program exposure
- Follow up support for students who complete DAEP