

APPENDIX VI – 10

## 2017-18 Site-Based Discipline Monthly Report

School: \_\_\_\_\_

Date: 12/22/2017

Month: December \_\_\_\_\_

Members Present (by name): \_\_\_\_\_

Please use the following **data sources** to complete this report:

1. TUSD Data Dashboard: <http://tusddashboard/>.
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school: [http://gateway/dept/CIPDA/lsc/\\_layouts/15/start.aspx#/](http://gateway/dept/CIPDA/lsc/_layouts/15/start.aspx#/)

Sharepoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.

**This report is due to be uploaded in the MTSS SharePoint by the 10<sup>th</sup> of every month.** The data in this report is from the previous month. *E.g. Submit the September analysis by October 10<sup>th</sup>.*

Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is:

*October2016 Miller DisciplineMonthlyReport*

Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:

• [Open the webpage for the Data Dashboard -- http://tusddashboard/](http://tusddashboard/)

- Click on the Student Data box.
- Click on the USP box.

### Instructions to fill out Table 1:

- Double click on the **School Risk Ratio** View at the top of the page.
- Click on the small arrow left of the school level for a drop down menu of schools.
- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity					
Type an X next to the YES for the view used:	School Risk Ratio		Yes	No	
	USP Discipline KPI		Yes	No	
Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollment	Discipline % of population
White	1	green	5	73	6.85%
African American	0.8	green	4	76	5.26%
Hispanic	0.6	green	6	156	3.85%
Native American	2.1	yellow	2	14	14.29%
Asian/PI	0.9	green	1	17	5.88%
Multi-Racial	0.6	green	1	24	4.17%

**Analysis:** What are the positive highlights or troublesome hot spots?

We are improving with major behaviors. With the Native American student, we held a parent conference with teacher, principal, MTSS to discuss ways to support student. The conference was positive.

**Instructions to fill out Table 2:**

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

Table 2: Suspension Summary of Students by Name and Ethnicity Types of Violations that resulted in Suspensions with Names and Ethnicity						
Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation
	Male	Hispanic			Aggression	Assault (No Further Detail)
	Male	White/Anglo			Aggression	Assault (No Further Detail)
	Male	African American			Aggression	Assault (No Further Detail)
	Male	Native American			Aggression	Assault (No Further Detail)
	Female	African American			Other Violations of School Policy	Verbal or disrespect towards authority (Ongoing and Escalating)
	Male	Multi-Racial			Aggression	Assault (No Further Detail)
	Male	Asian American			Aggression	Assault (No Further Detail)

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to AZ Safe and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

We are seeing issues in the classrooms. We will continue to support those teachers with classroom management and we are reconfiguring the behavior flowchart in Jan. Continuing PBIS Academy for the remainder of the year.

**Instructions to fill out Table 3:**

- Click on 'Discipline by Week' at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck 'All' and then click on the arrow to the left of the School level for a drop down menu of schools. Check your school and click 'OK.'
- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

Table 3: Total Number of Discipline by Week						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)	1	2	1	1	1	1
Week 18		1	1	1		
Week 19						
Week 20	1	1				
Week 21					1	1

**Analysis:** According to the data in Table 3, is your PBIS approach working? Please explain:

Yes, it is working in the common areas cafeteria, hallways, and restrooms. We need to work on classroom management and playground PBIS expectations.

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

<b>Table 4. Monthly Data Report: Teacher Referrals</b>				
<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>
Bus Drivers/ Monitors	9	Defiance	Afternoon bus drop-off	restorative conferences, circles, parent contact, two students were suspended off the bus for a week.
Playground/ Grounds Monitors	1	physically touching	lunch recess	loss of recess, parent contact, problem-solving
Teachers	38	physically touching, disrespect, disruption	after lunch recess	problem-solving process, parent contact, loss of recess, reassignment
Other: Please Explain				

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

Classroom management strategies need to be reviewed and reinforced. PD this month on Tier 2 PBIS classroom management. PD on behavior flowchart, minor vs. major and ODR training. Staff were reminded of the Tier 1 behavior expectations and flowchart- discussions began to reformat the behavior flowchart. Majority of these referrals are minor classroom behaviors with the newest teachers at our site. PBIS Academy was held with the newest teachers to review expectations.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an **X** in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

<b>Table 5. School Culture and Climate</b>				
<i>This month, our</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. school culture and climate overall was positive		X		
Comment:	working in the common areas but need to focus in classroom areas.			
b. students fight or show aggression against one another in specific locations at our school		X		
Comment:	classrooms			
c. discipline reporting did not include students with repeated offenses			X	
Comment:	Multiple repeat offenders for major and minor behaviors. Parent contact has been made.			

d. PD on discipline, PBIS, restorative circles, or MTSS was provided	x			
Comment: PBIS academy is conducted bimonthly for new teachers, ongoing PD in November on PBIS, relationships, vulnerability, trauma kids, grief counseling, PBIS tier 1 behaviors, flowchart and				
e. staff showed sufficient cultural competency to meet the needs of our diverse students		x		
Comment: Need more CRC and bias training for diverse students.				

**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a. On Nov. 6, student's attended bus expectation training.  
Faculty training in December on what is an ODR referral and how to document  
Faculty training in December on flowchart and how to fill out weekly tracking log.  
Faculty discussion on restructuring the flowchart to meet district guidelines.

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

*Continuing Action Steps: (carried over from previous months)*

- a. Increasing PD on PBIS and trauma students
- b. BOQ results were 86% in Tier 1 PBIS
- c. PBIS Academy
- d. Winter booster PBIS training- after winter break- 10 days of expectations

*New Action Steps: (new to this month)*

- a Restorative conference training
- b Classroom management strategies- differentiated PD