

## APPENDIX VI – 7

## THE IN-SCHOOL INTERVENTION EVALUATION FOR 22 TARGET ISI SCHOOLS IN TUSD – 2017-18

**A. Overview**

An In-School Intervention (ISI) program was implemented in 19 of our district schools for the first time in 2015-16. In 2016-17, 3 additional schools were added, for a total of 22 schools. Students were assigned to ISI on a temporary basis from 2-5 days by site administrators as an alternative to short term suspensions. The ISI class was taught by a certified teacher who used Positive Behavioral Intervention Strategies (PBIS) and Restorative Practices to prepare students behaviorally to return to class as well as to help them academically with school work. The ISI teacher also utilized a Social and Emotional Learning curriculum with students. Table 1 shows the total number of students who attended the ISI program by school in 2015-16 through 2017-18.

- 2015-16: Utterback, Valencia, Safford, Pistor, and Gridley assigned students to the ISI program most frequently with more than 10% of their respective school populations receiving services. Overall, middle schools used the ISI program heaviest, followed by K-8's. High schools used the ISI program less frequently with the exception of Palo Verde High School.
- 2016-17: Every middle school except Vail assigned more than 10% of their student population to the ISI program. Additionally, Booth-Fickett, Safford, Santa Rita, and Catalina also assigned more than 10% of their school populations to the ISI program. Similar to 2015-16, middle schools used the program most heavily, followed by selected schools at the K8 and high school levels.
- 2017-18: Santa Rita, Magee, Pistor, and Valencia assigned students to the ISI program most frequently with more than 10% of their respective school populations receiving services. Similar to the last two years, middle schools used the ISI program heaviest, followed by K-8's. High schools used the ISI program less frequently with the exception of Santa Rita High School.

Across the district, the ISI program has seen uneven usage over the last three years of implementation. Of the original 19 schools, participation in ISI increased from 1,523 students in 2015-16 to 2,096 students in 2016-17, an increase of 38%. In 2017-18, participation at the original 19 schools decreased to 1,397, the lowest participation in the last three years. Also, the average percent of the school population who participated in ISI increased from 8% overall in 2015-16 to 11% in 2016-17. In 2017-18, the average percent of the school population that participated in the program dropped back to the same level in 2016-17 at 8%.

Three additional K-8 schools initiated In-School Intervention programs in 2016-17. They were: Dietz K-8, Hollinger K-8, and Roberts-Naylor K-8. Combined, these schools provided an additional 132 students who participated in the program and brought the total number of participants by school in 2016-17 to 2,228. Of these students, 26 participated in ISI programs in two schools and were counted twice, once in each school for the 'by school' totals. The unique student count, therefore, for ISI participation in TUSD in 2016-17 is 2,002. With the three new K-8 schools included, 2016-17 will serve as the baseline year for the

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22 schools. In 2017-18, the total participants for the 22 schools were 1,490, a decrease of 512 students from the year prior.

Participation in the program fluctuates year by year. For example, in 2016-17, the majority of schools increased their usage of the program when compared to the year prior. However, a handful of schools decreased their usage in terms of the proportion of the school population participating in the program including Safford, Vail, Utterback, Pueblo, Rincon, and THMS. In 2017-18, all the K-8's and middle schools decreased their participation when compared to the year prior, except for Vail. In high schools, only Pueblo, Rincon, and Tucson showed an increase in the proportion of students who participated in the program. Please see Table 1 for participation by school in the ISI program.

Table 1. Number of Students who Attended ISI Program and Percent of Participation by School 2015-16 through 2017-18							
<i>Data Taken from the TUSD Data Dashboard Report: Schools by Violation with Action Type: 'ISI/Reassignment to a different class' and 'In School Suspension-ST with services'***</i>							
Type	Schools	Total Number of Students who attended the ISI program			Percent of the total school population that attended the ISI program		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
HS	Catalina	46	96	85	4.79%	10.71%	9.15%
HS	Cholla Magnet	40	134	75	1.98%	6.47%	3.55%
HS	Palo Verde	90	93	76	6.45%	6.62%	5.95%
HS	Pueblo Magnet	68	59	75	3.72%	3.05%	3.98%
HS	Rincon	76	55	56	5.80%	4.35%	4.70%
HS	Sahuaro	54	90	52	2.87%	4.57%	2.78%
HS	Santa Rita	28	70	65	4.62%	12.80%	12.48%
HS	Tucson Magnet	90	79	120	2.68%	2.41%	3.67%
K8	Booth-Fickett	76	168	84	5.82%	15.22%	8.48%
K8	Dietz	NA	50	43	NA	6.97%	6.70%
K8	Hollinger	NA	28	14	NA	4.71%	2.37%
K8	Roberts-Naylor	NA	54	36	NA	7.42%	4.95%
K8	Safford	114	105	61	13.29%	13.06%	8.62%
MS	Doolen	78	137	59	9.18%	16.96%	7.07%
MS	Gridley	84	119	84	10.65%	14.05%	9.73%
MS	Magee	59	87	74	8.37%	11.76%	10.45%
MS	Mansfeld	52	107	15	5.88%	11.82%	1.41%
MS	Pistor	108	209	118	10.80%	20.84%	12.85%
MS	Secrist	41	89	49	6.36%	15.81%	9.66%
MS	Utterback	156	102	38	24.68%	17.62%	7.50%
MS	Vail	58	62	65	8.32%	7.73%	8.54%
MS	Valencia	205	235	146	18.16%	22.49%	13.75%
*** A limited number of students received ISI services at 2 schools and were counted twice – once at each school							

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The ISI program is intended to reduce out of school suspensions by providing an in-school alternative for Level 3 violations. Additionally, a level 4 or 5 violation might be used in conjunction with ISI for an out of school suspension or an abeyance contract. For example, a student might receive a suspension and subsequently would participate in ISI for a day or so for re-entry and restorative practices. Another example might be that a student would participate in ISI initially and then be placed on a suspension abeyance contract to avoid an out of school suspension. Students could participate in the ISI program more than once in a school year. The ISI program can also be utilized for a violation level 2 if the student has ongoing and/or escalating behavior that has been documented to allow the higher level of discipline. Please see Table 2 for the total number of incidents (i.e. students can be counted more than once for separate incidents) that were assigned to ISI by the violation level during 2016-17. This table illustrates that the majority of incidents assigned to ISI falls into the GSRR Violation levels of 3 and 4 at 83%.

Table 2. Percent of ISI Incident Participation by GSRR Violation Level 2017-18**							
Students may be counted more than once for each distinct ISI participation							
**When multiple violations are assigned to an incident, the maximum violation level was used							
Type	School	Violation Level 1	Violation Level 2	Violation Level 3	Violation Level 4	Violation Level 5	Total Incidents
HS	Catalina	0%	3%	3%	72%	22%	69
HS	Cholla Magnet	0%	1%	22%	60%	17%	82
HS	Palo Verde	0%	0%	12%	71%	17%	66
HS	Pueblo Magnet	0%	0%	14%	62%	23%	133
HS	Rincon	0%	3%	18%	69%	10%	78
HS	Sahuaro	0%	0%	34%	52%	14%	98
HS	Santa Rita	2%	1%	19%	59%	20%	107
HS	Tucson Magnet	0%	5%	5%	73%	16%	128
K8	Booth-Fickett	0%	7%	35%	44%	14%	108
K8	Dietz	0%	4%	37%	48%	11%	46
K8	Hollinger	0%	25%	0%	75%	0%	4
K8	Roberts-Naylor	0%	4%	49%	45%	2%	47
K8	Safford	0%	0%	50%	35%	15%	46
MS	Doolen	0%	0%	12%	70%	18%	145
MS	Gridley	0%	2%	11%	80%	7%	117
MS	Magee	0%	4%	40%	51%	5%	75
MS	Mansfeld	0%	0%	13%	85%	2%	48
MS	Pistor	0%	4%	11%	68%	16%	152
MS	Secrist	0%	0%	2%	87%	12%	128
MS	Utterback	0%	1%	42%	49%	7%	67
MS	Vail	0%	0%	25%	39%	37%	145
MS	Valencia	0%	0%	16%	77%	6%	185
Average % Incident by Violation Type:		0%	2%	19%	64%	15%	2074

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SY2016-17 will serve as the baseline year data for the three newly added schools. All 22 schools will be compared to prior years' suspension data in aggregate when investigating possible impacts of the program in trends over time. The primary units of analyses used in this report were the number of incidents that resulted in at least one day out-of-school suspension (OSS) and the average number of days suspended. Additional analysis was performed on the number of students contributing to the number of suspensions (repeat offenders) to understand more clearly the discipline data over time.

## B. Methodology

The mean number of days suspended was calculated by dividing the total number of days suspended for students with at least one day out-of-school suspension by the total number of suspensions resulting in at least one day out-of-school.

$$\text{Mean} = (\text{Total \# of days} / \text{number of suspensions})^1$$

For level of violation, the mean was calculated with the restriction that students were suspended for a particular level of violation and for the ethnic breakouts the mean was based on membership in a particular Unitary Status Plan (USP) designated ethnic group. Additionally, the standard deviation was calculated based on the same restrictions as the mean using the formula: where sqrt is the square root, Totsq is the total of the squared differences from the mean, and total is the total score or days suspended.

$$SD = (\text{sqrt} (\text{Totsq} - (\text{total})^2 / n) / n$$

<sup>1</sup> All calculations were based on students receiving at least one day out of school on suspension.

The definition of “out of school suspension” for this report since 2016-17 includes all students if they were suspended regardless of their GSRR violation level. Conversely, prior to 2016-17, only students who were suspended with a GSRR violation of 3 or higher were included. The reason for this change is that some students were suspended with a GSRR of 2 which is allowable if the incident was a documented escalation. For example, students in 2016-17 (N=21) and 2017-18 (N=37) were suspended with a GSRR level of 2. Additionally, the number of schools included in the ISI cohort increased from 19 schools to 22 schools so that evaluations prior to 2016-17 are not comparable to this one.

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**C. Number of Out-Of-School Suspensions**

Tables 3 - 5 provide detailed breakdowns of the number of out-of-school suspensions by school, grade level, and USP ethnicity. The tables include the number of suspensions resulting in at least one day of out-of-school suspension and may contain multiple suspensions by the same student (repeat offender). Table 3 indicates that a spike in out-of-school suspensions was evidenced in 2016-17 across grade bands when compared to the year prior and the year afterwards. Even with this spike, the 4-year trend shows an overall decrease of 1,157 suspensions with middle schools showing the greatest reduction.

Table 3. Summary of Total Out-Of-School Suspensions by Year and School Type for the 22 ISI Schools over 4 Years – Students may be counted more than once					
School Type	Number of Suspensions by Year				
	2014-15 <i>Baseline Yr</i>	2015-2016	2016-2017	2017-18	<i>4 Year Difference</i>
K-8 Schools N=5	466	247	345	250	-216
Middle Schools N=8	1,667	961	1,274	1,036	-631
High Schools N=9	1,058	655	875	748	-310
<b>Total</b>	<b>3,191</b>	<b>1,863</b>	<b>2,494</b>	<b>2,034</b>	<b>-1,157</b>

A closer look at the trends in Table 4 reveals that all the high schools (N=8) reduced their number of out-of-school suspensions and that of the nine middle schools, six reduced their number with the exception of Gridley, Vail, and Valencia over the 4-year period. All 5 K-8's also showed a reduction.

Additionally, Secrist and Utterback were two schools with consistently high number of out-of-school suspensions in 2013-14 that showed a steady decrease each year. Similar to Secrist and Utterback, Doolen also decreased suspensions over time but showed greater fluctuations. Over 4 years, these three schools demonstrated a significant reduction in out-of-school suspension which accounted for more than half (54%) of the total decrease. Of the total District participation of ISI, (please refer to Table 1), schools with the greatest proportional usage of the ISI program in 2017-18 in order of highest use were: Valencia (14%), Pistor (13%), Santa Rita (12%), and Magee (10%).

Gridley, Vail, and Valencia were the only schools that showed increases in out-of-school suspensions (an increase of 150 total suspensions) over the last 4 years. In other words, this data suggests that specific

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students were getting into trouble without sufficient resolution at these schools and may benefit from a stronger use of the ISI program.

Table 4. Number of Out-Of-School Suspensions by Year and School						
School		Number of Suspensions by Year				
		2014-2015 <i>Baseline Yr</i>	2015-2016	2016-2017	2017-18	<i>4 Year Difference</i>
HS	Catalina	108	58	112	69	-39
HS	Cholla Magnet	160	99	144	82	-78
HS	Palo Verde	130	110	104	64	-66
HS	Pueblo Magnet	136	73	125	127	-9
HS	Rincon	114	48	71	78	-36
HS	Sahuaro	108	66	112	98	-10
HS	Santa Rita	151	67	80	102	-49
HS	Tucson Magnet	151	134	127	128	-23
K8	Booth-Fickett	152	83	145	107	-45
K8	Dietz	52	34	42	46	-6
K8	Hollinger	92	37	31	4	-88
K8	Roberts-Naylor	76	27	41	47	-29
K8	Safford	94	66	86	46	-48
MS	Doolen	366	88	156	145	-221
MS	Gridley	60	51	175	117	57
MS	Magee	128	49	111	71	-57
MS	Mansfeld	78	54	83	48	-30
MS	Pistor	214	94	186	151	-63
MS	Secrist	356	215	142	128	-228
MS	Utterback	232	152	100	50	-182
MS	Vail	91	96	97	141	50
MS	Valencia	142	162	224	185	43
	<b>All Schools</b>	<b>3,191</b>	<b>1,863</b>	<b>2,494</b>	<b>2,034</b>	<b>-1157</b>

Table 5 shows a breakdown by Unitary Status Plan (USP) ethnicity across schools. This data shows that in 2017-18, all ethnicities aligned approximately (within 2%) to their District USP representation of suspension rates except for African American who were over-represented and Hispanic students who were under-represented. The USP ethnic suspension distribution rates have remained relatively consistent over time even though the total number of suspensions have shown increases or decreases over time.

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Table 5. Percent of Out-Of-School Suspensions by Year broken out by USP Ethnic Group for the 22 ISI Schools

Ethnic Group	2014-2015 <i>Baseline Yr</i>	2015-2016	2016-2017	2017-18	2017-18 <i>District % USP Ethnicity</i>
White	20%	18%	18%	19%	20%
African American	19%	17%	18%	17%	9%
Hispanic	52%	54%	54%	55%	62%
Native American	4%	6%	6%	4%	4%
Asian-PI	1%	1%	<1%	1%	2%
Multi-Racial	4%	4%	4%	4%	3%
<b>All Groups (N Size)</b>	<b>3,191</b>	<b>1,863</b>	<b>2,494</b>	<b>2,034</b>	

Although African American students make up 9% of the total district population, they have been consistently over-represented in suspensions across the district over the last four years by about 8%. This data suggests that African American students may not be receiving the types of supports that make sense to them to prevent them from getting in trouble initially and to keep them out of trouble after the first offence has been documented. This data also suggests that this issue may not be school specific because African American students are enrolled in most schools across the district.

### D. Average Suspension Days and their Variances

Table 6 and its associated graphs in Figures 1 and 2 shows the average number of days suspended by school and the variance in the number of days suspended by school across four years. The largest standard deviations are highlighted in red. The mean is the average of all suspensions and the standard deviation is the spread of scores around the mean. For example, if Catalina in 2017-18 has a mean of 5.99 and a standard deviation of 6.63, it states that the spread of suspension days range from about 1 to 12 days with 6 being the mean number of suspension days. The higher the standard deviation, the greater the variability in suspension days for that school. High schools typically show the longest mean suspension days and the highest standard deviations because of the potential skewing from long-term suspensions or expulsions from a small number of students.

This data indicates that the number of days of suspensions in high schools has a wide range. In 2014-15, Sahuaro had the longest average days of suspension at 13 days, followed by Pueblo (av. 12 days) and Tucson (av. 10 days). In 2015-16, Utterback and Vail had the longest mean days of suspension at 10 and



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9 days respectively followed by Pueblo, Palo Verde, and Doolen (av. 8 days). In 2016-17, suspension days at high schools and K – 8 schools continued to drop overall whereas middle schools were more mixed. In 2017-18, Pueblo had the longest average suspension days at 10 days, followed by Sahuaro (av. 9 days) and Mansfeld, Pistor, and Cholla (av. 8 days). Over four years, average days of suspensions for the 22 schools remained at about 6 days, but more importantly, the standard deviation decreased from 12.48 to 9.49. The standard deviation has fluctuated from year to year but the overall trend shows a gradual decrease over time. The drop in the variability suggests that number of days that students were suspended has become more consistent for the majority of ISI schools.

**Table 6. All Students with One or More Suspensions and Their Mean Number of Days Suspended Out-Of-School by Year and School**

*Blue Highlighting represents a decrease of Suspension Days and Pink Highlighting represents an increase of Suspension Days from 2014-15 to 2017-18.*

School		2014-15 <i>Baseline Yr</i>		2015-16		2016-17		2017-18	
		Means	Standard Deviation	Means	Standard Deviation	Means	Standard Deviation	Means	Standard Deviation
HS	Catalina	9.18	15.61	7.1	7.01	5.41	5.54	5.99	6.63
HS	Cholla	7.1	12.71	4.01	2.73	6.51	8.26	7.54	20.75
HS	Palo Verde	7.41	7.68	7.96	7.07	8.31	12.54	6.86	6.36
HS	Pueblo	11.64	15.26	7.68	9.96	7.72	7.28	10.41	13.64
HS	Rincon	6.86	12.17	5.85	9.06	5.48	6.03	4.77	6.51
HS	Sahuaro	12.92	28.81	6.81	9.91	4.76	4.4	8.63	18.15
HS	Santa Rita	4.63	3.44	4.18	2.78	7.44	8.43	6.67	6.85
HS	Tucson	9.8	10.39	5.73	14.92	7.91	19.23	4.77	3.19
K8	B-Fickett	2.47	1.82	3.2	4.37	2.8	1.66	4.59	3.50
K8	Dietz	4.3	6.05	2.66	2.1	3.09	1.2	5.00	8.17
K8	Hollinger	5.21	7.44	2.81	2.62	3.87	2.38	2.25	1.26
K8	R-Naylor	2.47	1.83	3.2	4.37	3.44	4.37	3.43	1.84
K8	Safford	7.09	10.21	3.38	2.37	4.04	2.59	5.30	5.05
MS	Doolen	4.34	5.49	7.67	15.87	4.89	3.86	6.17	5.14
MS	Gridley	3.24	2.35	3.82	2.54	4.43	3.31	5.68	4.53
MS	Magee	5.47	8.05	3.94	2.74	3.55	1.7	5.28	3.43
MS	Mansfeld	4.67	4.38	6.13	3.14	5.33	4.97	7.92	11.00
MS	Pistor	5.38	6.76	4.3	3.63	3.8	3.27	7.65	16.23
MS	Secrist	5.71	9.04	4.3	4.46	5.12	5.43	5.78	5.37
MS	Utterback	6.24	8.79	9.66	8.88	6.03	7.22	5.52	2.53
MS	Vail	7.71	10.58	9.18	7.02	5.63	2.56	6.32	7.61
MS	Valencia	3.71	5.02	4.58	4.93	3.8	2.56	4.31	3.60
	<b>All Schools</b>	<b>6.5</b>	<b>12.48</b>	<b>5.85</b>	<b>8.06</b>	<b>5.16</b>	<b>6.93</b>	<b>6.20</b>	<b>9.49</b>

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Figure 1. Average Number of Days Suspended Out-of-School by Year and School

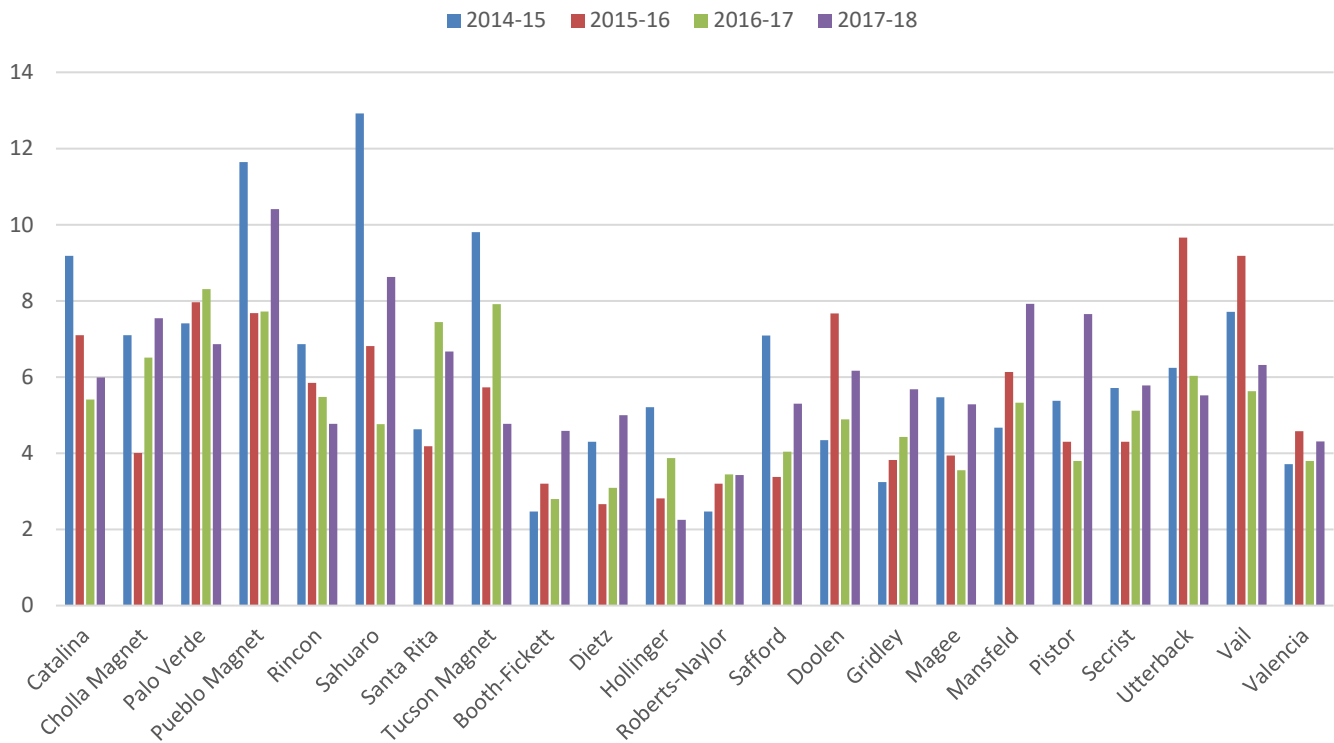
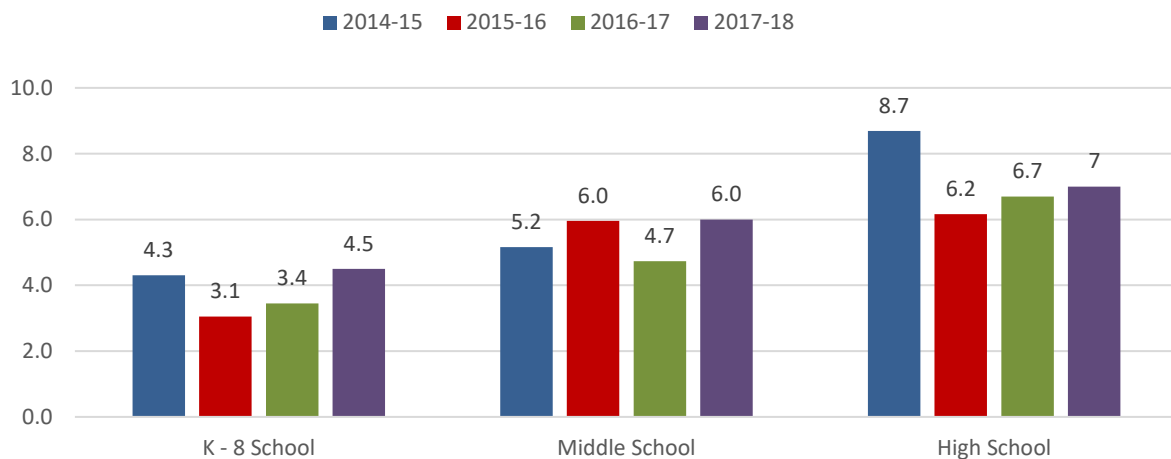


Figure 2. Average Number of Days Suspended Out-Of-School by Year and School Type



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Figure 2 displays that all the school types have shown variation in the average number of days suspended over time. In 2017-18, the number of averaged days suspended increased from the year prior in every school type and showed the highest average number of days for both K-8 and middle schools. The type and severity of the violation was not included in this analysis and may factor into the number of days of suspension at each school type. In summary, over the last four years, mean suspension rates have been fairly uniform across the 22 ISI schools with the average number of suspended days being about 4 for K-8 schools, 6 for middle school and 7 for high schools. Additionally, the data from Table 6 revealed more stable standard deviation scores over time that translates into greater consistency in the mean days of suspension.

### E. Violation Level Types

Tables 7 through 9 show the average number of days suspended by ethnic group over three years by violation level. This data is important to view by level because each one represents a different type/degree of violation and a different type of intervention. The general guidelines are:

- Level 3 – In school suspension and/or abeyance, short term 1 – 10 days or out of school suspension and/or abeyance, short term 1 – 10 days
- Level 4 – out of school suspension and/or abeyance, long term 11 – 30 days
- Level 5 - out of school suspension and/or abeyance, long term 11 – 180 days

Table 7 indicates that a lower number of suspensions from a Level 3 incidence has occurred over time: in 2014-15, the total number was 2,062 and in 2017-18, the total number dropped to 378, an 82% decrease in suspensions across all ethnicities from a Level 3 violation. Among White, Hispanic, Asian-PI, and Multi-Racial subgroups, the mean number of days (av. about 3 days) that these students were suspended remained consistent over time. However, at the same time, the only subgroup to show a slight decrease in the mean number of days suspended for a Level 3 violation was Asian-PI students. Please read the results from the Native American and Asian-PI students with care because the small number of students may skew the results. Additionally, the average number of days suspended did not vary much— only about a day - from one ethnicity to the other.

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Table 7. Average Number of Days Suspended Out-Of-School for Level 3 Violations by USP Ethnic Group for the 22 ISI Schools

USP Ethnic Group	Mean Number of Days Suspended for a Level 3 Violation							
	<i>(N) may include the same student more than once</i>							
	2014-15 <i>Baseline Yr</i>		2015-16		2016-2017		2017-18	
	Means	N	Means	N	Means	N	Means	N
White	3.32	440	2.93	137	3.53	143	3.89	76
African American	3.04	412	3.77	135	3.30	166	3.91	68
Hispanic	3.13	1065	3.32	452	3.04	461	3.39	191
Native American	2.35	51	4.03	37	2.98	51	5.94	17
Asian-PI	3.29	14	2.00	4	3.50	6	3.00	2
Multi-Racial	3.43	80	3.07	40	3.32	31	3.54	24
<b>All Groups</b>	3.15	2062	3.34	805	3.18	858	3.71	378

Table 8 below presents the same analysis for students receiving a level 4 violation. Table 8 indicates that a higher number of suspensions from a Level 4 incident has occurred over time: in 2014-15, the total number was 931 and in 2017-18, the total number increased to 1,306, a 40% increase in suspensions across all ethnicities from a Level 4 violation. A comparison of Level 3 data in Table 7 and level 4 data in Table 8 reveals that Level 3 mean days suspended (about 3) remained pretty consistent over four years whereas a decrease is evident in the average number of days suspended for a Level 4 violation. Level 4 violation dropped from about an average of 10 days of suspension in 2014-15 to about an average of 6 days of suspension in 2017-18 for all subgroups. In 2014-15, African American, Asian-PI, and Multi-Racial students were suspended on average about 3 days longer than the other ethnicities. By 2016-17 and continuing into 2017-18, greater consistency was evident among ethnicities so that all ethnicities were suspended on average for about the same amount of time within a day or so. Additionally, African American shows the greatest decrease in suspension at the GSRR Level 4 violation of about 7 days over three years. The average number of days of suspension by ethnicity should be monitored to ensure equity among the different subpopulations of students.

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Table 8. Average Number of Days Suspended Out-Of-School for Level 4 Violations by USP Ethnic Group for the 22 ISI Schools

USP Ethnic Group	Mean Number of Days Suspended for a Level 4 Violation							
	<i>(N) may include the same student more than once.</i>							
	2014-15 <i>Baseline Yr</i>		2015-2016		2016-2017		2017-18	
	Means	N	Means	N	Means	N	Means	N
White	8.76	149	7.27	172	5.77	252	5.09	237
African American	13.08	165	6.00	134	5.74	245	6.11	205
Hispanic	9.79	514	6.02	483	5.48	785	5.51	742
Native American	8.23	56	5.48	54	4.92	84	6.82	55
Asian-PI	12.80	10	7.29	7	5.50	6	5.17	12
Multi-Racial	12.14	37	5.78	40	5.12	51	6.27	55
<b>All Groups</b>	10.24	931	6.23	890	5.53	1423	5.61	1306

Table 9 below presents the same analysis as that found in Tables 7 and 8. Table 9 indicates that a higher number of suspensions from a Level 5 incidence has occurred over time: in 2014-15, the total number was 131 and in 2017-18, the total number increased to 311, a 58% increase in suspensions across all ethnicities from a Level 5 violation. Level 5 violations resulted in a fewer number of suspension days across ethnic groups and years in large part because of DAEP (District Alternative Education Program) and other efforts to keep students in school. In 2014-15, the mean number of days suspended was 27 which dropped significantly to 12 days in 2017-18 for a Level 5 violation.

By 2017-18, all ethnicities had decreased suspension days over 4 years by an average of 15 days. Caution is needed when reading some of this data because of the small sample sizes of Native American, Asian-PI, and Multi-Racial students. Noteworthy is the variability in mean suspensions days each year. For example in 2017-18, African American students were suspended on average for about 10 days whereas White and Multi-Racial students were suspended for about 17 or 18 days. Interestingly, when compared to 2016-17, the trends with these three ethnicities were reversed. Finally, Hispanic students, who make up the largest group, has shown consistency in the last two years in Level 5 average suspension days. This data shows that even though all ethnicities showed a decrease in days suspended over time, the variability within and across ethnicities has fluctuated from year to year.

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Table 9. Average Number of Days Suspended Out-Of-School for Level 5 Violations by USP Ethnic Group for the 22 ISI Schools

USP Ethnic Group	Mean Number of Days Suspended for Level 5 Violations							
	<i>(N) may include the same student more than once</i>							
	2014-2015 <i>Baseline Yr</i>		2015-16		2016-2017		2017-18	
	Means	N	Means	N	Means	N	Means	N
White	29.78	27	8.47	32	6.91	45	16.66	62
African American	30.50	18	13.62	37	17.95	39	9.53	70
Hispanic	26.77	74	17.00	86	10.16	115	11.56	159
Native American	22.13	8	8.85	13	15.09	11	6.40	10
Asian-PI	0	0	3.00	1	0	0	5.00	1
Multi-Racial	21.25	4	9.00	2	6.38	8	18.11	9
<b>All Groups</b>	27.45	131	13.88	171	10.99	218	12.12	311

In summary, the important finding in the violation trend data was the variability in the number of suspensions by level over 4 years. In 2014-15, a total of 2,062 Level 3 violations were committed that resulted in suspension and in 2017-18, the total number of violations that resulted in suspension dropped to 378, or an 82% decrease. Reasons for this change may include the implementation of the ISI program as well as a more consistent understanding by school administrators what constitutes a Level 3 violation versus a Level 4 or 5. Additionally, an increase was evidenced in the total numbers of violation for Levels 4 and 5 at 40% and 58% respectively over four years. Reasons for this change may include improved monitoring and follow up by district personnel of discipline documentation.

The average number of days that students were suspended for Level 3 violations remained fairly consistent over time (about 3.25 days). For Level 4 and Level 5 violations, the decrease in days suspended was significant over four years. For level 4, the decrease was more pronounced from about 10 days to 6 days and was stable across ethnicities, especially in 2017-18. The average number of days that students were suspended for Level 5 violations decreased from about 27 days in 2014-15 to about 12 days in 2017-18. Variability by ethnicity was also evident in Level 5 in 2017-18: the average number of days that Multi-Racial students were suspended was also about 8 days longer than African American students and about 6 days longer than for Hispanic students.

## F. Discipline Data by Unique Student

Table 10 shows the results of the unique number of students receiving at least one day out-of-school suspension compared to the size of the school over the last 4 years. Figure 3 below shows the percent suspensions by school enrollment for 2017-18 only. Without an enrollment adjustment, a common expectation might be that larger schools would produce more out-of-school suspensions. However, this

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data shows that assumption to be incorrect. In 2017-18, the larger high schools had low number of suspended students (excepting Santa Rita) and shows rates similar to the K-8 schools. For TUSD, middle schools appear to be the school type that produced the greatest amount of out of school suspensions. Secrist showed the largest number of students with out-of-school suspensions per capita at 16%, followed by Valencia at 12%, and Vail and Doolen at 11%. In other words, about 1 in 8 students have been suspended at each of these schools. Based on the results of this data, further information is needed about best practices in the various ISI programs in the District in addition to the culture and climate of traditional middle schools to understand what common factors lead to suspension.

**Table 10. Number of Unique Students with at least One Out-Of-School Suspension Day by School Total Enrollment (2014-15 to 2017-18)**

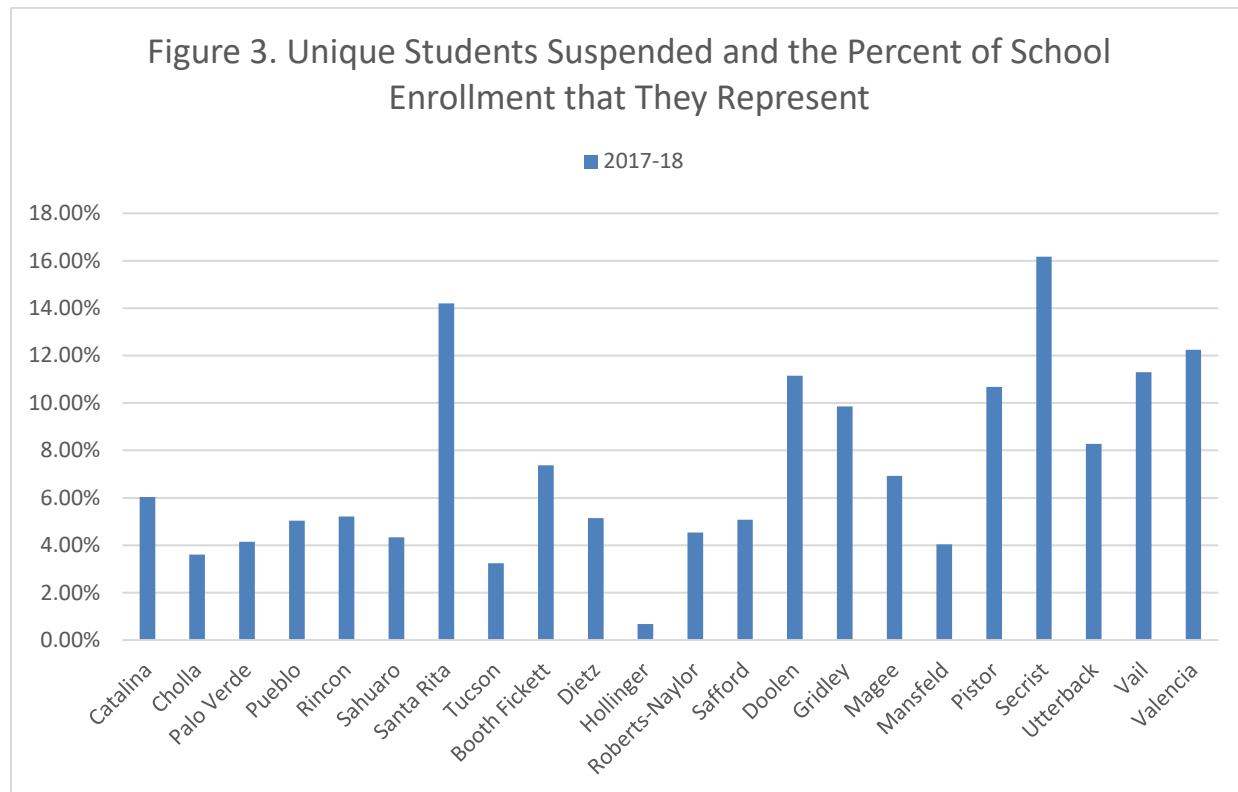
*Blue Highlighting represents a decrease of Student Suspensions and Pink Highlighting represents an increase of Student Suspensions from 2014-15 to 2017-18.*

*Data Taken from the TUSD Data Dashboard Report: Schools by Violation with Action Type: Out of School Suspension (LT and ST with and without services) and Expulsions (with and without services) \*\**

		2014-15 <i>Baseline Yr</i>		2015-16		2016-17		2017-18	
School		Number of OSS <sup>1</sup>	% Enroll	Number of OSS <sup>1</sup>	% Enroll	Number of OSS <sup>1</sup>	% Enroll	Number of OSS <sup>1</sup>	% Enroll
HS	Catalina	84	7.75%	51	5.31%	89	9.93%	56	6.03%
HS	Cholla	119	6.16%	86	4.26%	128	6.18%	76	3.60%
HS	Palo Verde	102	8.37%	87	6.24%	85	6.05%	53	4.15%
HS	Pueblo	99	5.66%	62	3.39%	94	4.86%	95	5.04%
HS	Rincon	77	6.10%	42	3.21%	52	4.11%	62	5.21%
HS	Sahuaro	82	4.40%	55	2.92%	95	4.82%	81	4.33%
HS	Santa Rita	99	12.69%	58	9.57%	66	12.07%	74	14.20%
HS	Tucson	110	3.12%	122	3.63%	108	3.29%	106	3.24%
K8	Booth Fickett	101	7.36%	51	3.91%	89	8.06%	73	7.37%
K8	Dietz	35	6.53%	24	3.63%	30	4.18%	33	5.14%
K8	Hollinger	43	7.04%	15	2.80%	25	4.21%	4	0.68%
K8	Roberts-Naylor	47	5.68%	19	2.20%	28	3.85%	33	4.53%
K8	Safford	71	7.85%	47	5.48%	63	7.84%	36	5.08%
MS	Doolen	154	15.88%	62	7.29%	101	12.50%	93	11.15%
MS	Gridley	40	4.94%	35	4.44%	106	12.51%	85	9.85%
MS	Magee	71	10.46%	30	4.26%	74	10.00%	49	6.92%
MS	Mansfeld	56	6.48%	48	5.42%	65	7.18%	43	4.04%
MS	Pistor	109	10.74%	59	5.90%	113	11.27%	98	10.68%
MS	Secrist	157	21.45%	118	18.29%	96	17.05%	82	16.17%
MS	Utterback	130	18.23%	96	15.19%	75	12.95%	42	8.28%
MS	Vail	63	8.91%	64	9.18%	73	9.10%	86	11.30%
MS	Valencia	83	7.05%	91	8.06%	139	13.30%	130	12.24%
<b>Total Students</b>		<b>1932</b>		<b>1322</b>		<b>1794</b>		<b>1490</b>	

*\*\*These unique counts may vary slightly from other tables in this report due to how the data was defined. In this case, the GSRR Violation Level >2 and the GSRR Action Level is >2*

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Tables 11 -14 show an analysis of repeat offenders by ethnic group over 4 years in the 22 schools. The Repeat Offender Average Percent column represents the percentage of students with more than one out-of-school suspension. For example, in Table 12, 372 white students (unique) were involved in incidents resulting in at least a one-day suspension out-of-school. Additionally, of those students, 135 or 36% had two or more out-of-school suspensions during that year. Results for Asian-PI students should be read with caution because their numbers are small which can skew results.

Table 11 reveals that in 2014-15, African American students made up the highest proportion of repeat offenders when compared to other ethnic groups. Of all the African American students with one or more suspension, about 44% had more than one suspension. African American repeat offenders were 8% more than the next highest ethnicity, which was made up of White students, at 36%. For Hispanic and Native American students, about a third were suspended more than once. Multi-Racial and Asian-PI students showed the lowest percent of repeat offenders.



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Table 11. Percent of Repeat Offenders by USP Ethnic Group for 2014-15 <i>Baseline Yr</i>			
USP Ethnic Group	Total Unique Students with at least 1 Suspension	Unique Students who had 2 or More Suspensions (Repeat Offenders)	Repeat Offender Average Percent
White	372	135	36.29%
African American	346	152	43.93%
Hispanic	1,087	353	32.47%
Native American	80	27	33.75%
Asian-PI	17	3	17.65%
Multi-Racial	73	21	28.77%
<b>All Groups</b>	<b>1,975</b>	<b>691</b>	<b>34.99%</b>
<sup>2</sup> Results for Asian-PI Students may be exaggerated due to small N			

Table 12 shows that in 2015-16, the average number of students with one or more suspensions decreased when compared to 2014-15 by 638 students or a 32% reduction. Additionally, the number of repeat offenders also decreased by 326 students or a 47% reduction. The average percent of repeat offenders therefore decreased by about 8% overall. Similar to 2014-15, the data from 2015-16 indicates that African American students made up the highest proportion of repeat offenders when compared to other ethnic groups at 37% with the next highest ethnicity made up of White students at 29%. For Native American and Multi-Racial students, about 28% were suspended more than once. Hispanic students showed the lowest percent of repeat offenders. Asian-PI student percentage should be read with caution because of the low numbers that can skew results.

Table 12. Percent of Repeat Offenders by USP Ethnic Group for 2015-16			
USP Ethnic Group	Total Unique Students with at least 1 Suspension	Unique Students who had 2 or More Suspensions (Repeat Offenders)	Repeat Offender Average Percent
White	233	67	28.76%
African American	215	80	37.21%
Hispanic	751	180	23.97%
Native American	72	20	27.78%
Asian-PI	10	3	30.00%
Multi-Racial	56	15	27.79%
<b>All Groups</b>	<b>1,337</b>	<b>365</b>	<b>27.30%</b>
<sup>2</sup> Results for Asian-PI Students may be exaggerated due to small N			

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Table 13 shows that in 2016-17, an increase in suspensions occurred from the year prior, but the three-year average still showed an overall decreasing trend in suspensions. The average number of students with one or more suspensions decreased over three years by 169 students or a 9% reduction. Additionally, the number of repeat offenders also decreased by 184 students or a 27% reduction. The average percent of repeat offenders over three years therefore decreased by about 7% overall. Similar to the last two years, African American students made up the highest proportion of repeat offenders when compared to other ethnic groups at 37% with the next highest ethnicity made up of Multi-Racial students at 32%. For White and Native American students, about 28% and 30% respectively were suspended more than once. Hispanic students continued to show the lowest percent of repeat offenders. Asian-PI student percentage should be read with caution because of the low numbers that can skew results.

Table 13. Percent of Repeat Offenders by USP Ethnic Group for 2016-17			
USP Ethnic Group	Total Unique Students with at least 1 Suspension	Unique Students who had 2 or More Suspensions (Repeat Offenders)	Repeat Offender Average Percent
White	325	91	28.00%
African American	296	109	36.82%
Hispanic	1,018	256	25.15%
Native American	99	30	30.30%
Asian-PI	8	2	25.00%
Multi-Racial	60	19	31.67%
<b>All Groups</b>	<b>1,806</b>	<b>507</b>	<b>28.07%</b>
<sup>2</sup> Results for Asian-PI Students may be exaggerated due to small N			

Table 14 shows that in 2017-18, a decrease in suspensions occurred from the year prior, and that the four-year average continued to show an overall decreasing trend in suspensions. The average number of students with one or more suspensions decreased over four years by 477 students or a 24% reduction. Additionally, the number of repeat offenders also decreased by 322 students or a 47% reduction. The average percent of repeat offenders over four years therefore decreased by about 10% overall. For the last three years, African American students made up the highest proportion of repeat offenders when compared to other ethnic groups. However, in 2017-18 Multi-Racial students made up the ethnicity with the highest percent of repeat offenders at 36% with the next highest ethnicities made up African American and Native Americans at 28%. For White and Hispanic students, about 27% and 22% respectively were suspended more than once. Hispanic students continued to show the lowest percent of repeat offenders across all four years. Asian-PI student percentage should be read with caution because of the low numbers that can skew results.

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Table 14. Percent of Repeat Offenders by USP Ethnic Group for 2017-18			
USP Ethnic Group	Total Unique Students with at least 1 Suspension	Unique Students who had 2 or More Suspensions (Repeat Offenders)	Repeat Offender Average Percent
White	279	75	26.88%
African American	236	67	28.39%
Hispanic	852	189	22.18%
Native American	58	16	27.59%
Asian-PI	14	1	7.14%
Multi-Racial	59	21	35.59%
<b>All Groups</b>	<b>1,498</b>	<b>369</b>	<b>24.63%</b>
<sup>2</sup> Results for Asian-PI Students may be exaggerated due to small N			

In summary, this data revealed that over the last 4 years, students with one or more suspensions have shown a decreasing trend, both with students with only one out-of-school suspension as well as students with more than one out-of-school suspension. From 2014-15 to 2016-17, African American students showed the highest percent ratio of repeat offenders when compared to the other ethnic groups. However, in 2017-18, Multi-Racial students eclipsed this trend for African Americans for the first time. The data from 2017-18 also revealed that the percent repeat offenders for White, African American and Native American students are within about 1% difference from one another. Hispanic students continue to have the lowest percent of repeat offenses of all ethnicities.

## G. Summary

TUSD suspension data was reviewed over the last four years (2014-15 to 2017-18) to provide comparison data for the 22 ISI schools. This data was analyzed by grade bands and by individual schools. Additionally, student data was assessed by violation level, USP ethnicity, average number of days suspended, and repeat offenses. The results of this data suggest that TUSD should continue with and develop more fully the implementation of the ISI program to ensure consistent and equitable discipline practices and reporting across schools. Trends over the last four years that emerged from this analysis were:

- The ISI program was implemented for the first time in 2015-16 and with any new program, the rollout included establishing protocols and procedures and low participation numbers. The second year of implementation showed participation improvement. The third year of implementation revealed a lower participation rate than the year prior among most schools. The only schools that show increase of 15 or more students in ISI program implementation over the last three years were: Catalina, Cholla, Santa Rita, Tucson, and Magee.

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- In 2015-16, the participation rates across the high schools revealed only about a mean per school of 62 students for the entire year. In middle schools and K-8's, participation increased somewhat (a mean per school of 93 and 95 students, respectively).
- In 2016-17, the participation rates increased in both high school and middle school. The high schools revealed a mean per school of 85 students, a 37% increase. Middle schools revealed a mean per school of 127 students, a 37% increase. The K-8's showed a drop from last year to a mean per school of 81 students a 15% decrease, which may be due in part to the first year of implementation in three of the five schools.
- In 2017-18, participation rates decreased across all school levels from the year prior. However, over a three year span, participation rates increased in high schools but decreased in middle schools. The K-8's added 3 schools in 2016-17 which serves as the baseline for participation rates. In 2017-18, the high schools revealed a mean per school of 76 students, a 23% increase over three years. The middle schools revealed a mean per school of 72 students, a decrease of 23% over three years. A drop is also evident in the K-8 schools from last year to a mean per school of 48 students, or a 41% decrease.
- A drop in out-of-school suspensions was evidenced in 2017-18 across grade bands when compared to the year prior. The year-by-year suspension data fluctuated with an increase one year followed by a decrease in the next. Even with this uneven trend, the 4-year trend shows an overall decrease of 1,157 suspensions or a reduction of 36% in out-of-school suspensions with middle schools showing the greatest reduction.
- Middle Schools also produced the greatest number of out of school suspensions. Secrist, Doolen, and Utterback were schools with consistently high number of out-of-school suspensions in 2013-14 and then showed a steady decrease over time. Over 4 years, these three schools demonstrated a significant reduction in out-of-school suspension which accounted for more than half (54%) of the total decrease.
- African American students make up 9% of the total district population using the USP ethnicity definition, but they also represent about 17% of the total suspensions in the 22 schools. This data suggests that African American students may not be receiving appropriate supports to reduce discipline and suspension incidents. This data also suggest that this issue may not be school specific because African American students are enrolled in all 22 schools.
- Days of suspensions for the 22 schools have been fairly uniform across the 22 ISI schools with the average number of suspended days being about 4 for K-8 schools, 6 for middle school and 7 for high schools.
- Greater consistency in the mean days of suspension across schools suggests that district monitoring on discipline data has been effective and that suspensions have become more uniform as represented by the more stable standard deviation scores.
- The violation level trend data revealed variability in the number of suspensions by level over 4 years. In 2014-15, a total of 2,062 Level 3 violations were committed that resulted in suspension and in 2017-18, the total number of violations that resulted in suspension dropped to 378, a 82% decrease. Reasons for this change may include the implementation of the ISI program as well as

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a more consistent understanding by school administrators what constitutes a Level 3 violation versus a Level 4 or 5. Additionally, an increase was evidenced in the total numbers of violation for Levels 4 and 5 at 40% and 58% respectively over four years. Reasons for this change may include improved monitoring and follow up by district personnel of discipline documentation.

- The average number of days that students were suspended for Level 3 violations remained pretty consistent over time (about 3.25 days). For Level 4 and Level 5 violations, the decrease in days suspended was significant over four years. For level 4, the decrease was more pronounced from about 10 days to 6 days and was stable across ethnicities, especially in 2017-18. The average number of days that students were suspended for Level 5 violations decreased from about 27 days in 2014-15 to about 12 days in 2017-18. Variability by ethnicity was also evident in Level 5 in 2017-18: the average number of days that Multi-Racial students were suspended was also about 8 days longer than African American students and about 6 days longer than for Hispanic students.
- Students with one or more suspensions have shown a decreasing trend, both with students with only one out-of-school suspension as well as students with more than one out-of-school suspension. From 2014-15 to 2016-17, African American students showed the highest percent ratio of repeat offenders when compared to the other ethnic groups. However, in 2017-18, Multi-Racial students eclipsed this trend for African Americans for the first time. The data from 2017-18 also revealed that the percent repeat offenders for White, African American and Native American students are within about 1% difference from one another. Hispanic students continue to have the lowest percent of repeat offenses of all ethnicities.

This four-year trend analysis has displayed a decrease over time in out-of-school suspensions in these 22 ISI schools. Interestingly, in 2015-16, out-of-school suspension rates dropped dramatically. In 2016-17, an upward spike was evidenced which then declined again in 2017-18. This drop in 2015-16 and spike in 2016-17 may have been influenced by a district wide efforts to address the frequency of fighting. In 2015-16, more latitude was provided to students to remain in school for a first time offense such as fighting with an emphasis on PBIS and restorative strategies for those involved. In 2016-17, district leadership revised the effort to address the frequency of fighting by calling for out-of-school suspensions for students involved in fighting regardless if it was a first time offense or not. In 2017-18, approaches to improve restorative skills at the school site were implemented. Selected school staff including ISI teachers, deans, Restorative Practices Program Facilitators (or RPPFs), and monitors participated in advanced training for de-escalation strategies. Additionally, central leadership provided oversight for consistency with suspension incidents and appropriate use of exclusionary practices. This oversight, coupled with training for site staff, may help to account for the decline in out-of-school suspensions.

This data also points toward a need for targeted intervention system that flags and monitors students at-risk because about a quarter of students were repeat offenders. Without sufficient resolution, students may be more likely to continue to show disruptive behaviors. Additionally, this data revealed that Multi-Racial and African American students may not be receiving the types of supports that make sense to them to prevent them from getting in trouble in the first place and to keep them out of trouble after the first offence has been documented.

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It is well known that students who remain in school have a higher likelihood of not dropping out and thus, being able to graduate. It is recommended that school leaders continue to ensure consistent positive discipline practices for all students and to provide the necessary ongoing support to students at-risk for behavioral or academic failure. All students, and in particular, African American and Multi-Racial students, may benefit from positive, affirming, school-based adult relationships. Consistent data entry with centralized monitoring of all violations is paramount as well as an uniform understanding across schools of which violation levels should result in suspensions and the subsequent duration of the suspension.

The conclusion of this evaluation is that the ISI program showed pockets of success in its third year of implementation and is recommended to be continued. However, greater central monitoring from a designated centralized coordinator is recommended to ensure consistent and targeted use of the program across schools. Staffing of trained and supportive personnel is key to building on this initial success at the schools, along with a central coordinating position at the district level to monitor and support this process. Finally, future evaluation efforts could include more qualitative work to examine students who attended ISI just once and students who attended ISI more than once in a school year to learn from a student's perspective how the experience impacted them.