

APPENDIX VI – 16

THE IN-SCHOOL INTERVENTION EVALUATION FOR 22 TARGET ISI SCHOOLS IN TUSD – 2018-19

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. In 2018-19, an ISI handbook was developed to guide schools in consistent practices for each level. According to the manual,

- Infractions at **Levels 1-2** (and even Level 3 if interventions have not been used) will be a consequence using non-exclusionary practices (restorative conferences, calls home, lunch or after school detention, etc.) or PIC.
- Infractions at **Level 3** will receive a consequence using ISI after interventions have taken place and the behavior continues.
- Infractions at **Level 4** may have consequences using a combination of ISI and abeyance contracts. More serious Level 4 infractions and **Level 5** infractions will be handled utilizing a long-term suspension hearing where DAEP may be utilized.
- When a student is returning to a site from their term in DAEP, on the final day of DAEP, they will return to the site and be assigned to the ISI room so that site staff have access to meet with them to work on their re-integration plan.

Table 1 shows the total number of students who attended the ISI program by school in 2015-16 through 2018-19. A summary of usage by year is provided below:

- 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

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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.

- 2018-19: Doolen, Mansfeld, and Pistor assigned students to the ISI program most frequently with more than 10% of their respective school populations receiving services. Similar to the last three years, middle schools used the ISI program heaviest, followed by K-8's. High schools used the ISI program less frequently.

Across the district, the ISI program has seen uneven usage over the last five 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 and then again in 2018-19 to 865, the lowest participation in the last four 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 8%. In 2018-19, it dropped even more to 5%. It appears that 2016-17 was a peak year for the ISI program and since then, it has been gradually serving fewer students each year.

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 by year for the 22 schools is:

- 2016-17: N = 2,002, the baseline year for the 22 schools.
- 2017-18: N = 1,490, a decrease of 512 students from the year prior.
- 2018-19: N = 969, a decrease of 1,033 students from the baseline year.

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 baseline year, except for Vail. In high schools, only Pueblo, Rincon, and Tucson showed an increase in the proportion of students who participated in the program. In 2018-19, all schools showed a decrease in participation except for Secrist. Please see Table 1 for participation by school in the ISI program.

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Table 1. Number of Students who Attended ISI Program and Percent of Participation by School
2015-16 through 2018-19

*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'****

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	2018-19	2015-16	2016-17	2017-18	2018-19
HS	Catalina	46	96	85	39	4.79%	10.71%	9.15%	4.27%
HS	Cholla	40	134	75	19	1.98%	6.47%	3.55%	0.94%
HS	Palo Verde	90	93	76	15	6.45%	6.62%	5.95%	1.31%
HS	Pueblo	68	59	75	37	3.72%	3.05%	3.98%	1.94%
HS	Rincon	76	55	56	46	5.80%	4.35%	4.70%	3.66%
HS	Sahuaro	54	90	52	16	2.87%	4.57%	2.78%	0.87%
HS	Santa Rita	28	70	65	7	4.62%	12.80%	12.48%	1.50%
HS	Tucson	90	79	120	42	2.68%	2.41%	3.67%	1.26%
K8	B-Fickett	76	168	84	67	5.82%	15.22%	8.48%	7.76%
K8	Dietz	NA	50	43	35	NA	6.97%	6.70%	6.46%
K8	Hollinger	NA	28	14	16	NA	4.71%	2.37%	2.52%
K8	R-Naylor	NA	54	36	53	NA	7.42%	4.95%	7.28%
K8	Safford	114	105	61	44	13.29%	13.06%	8.62%	6.29%
MS	Doolen	78	137	59	81	9.18%	16.96%	7.07%	10.19%
MS	Gridley	84	119	84	38	10.65%	14.05%	9.73%	4.23%
MS	Magee	59	87	74	44	8.37%	11.76%	10.45%	6.18%
MS	Mansfeld	52	107	15	20	5.88%	11.82%	1.41%	1.83%
MS	Pistor	108	209	118	89	10.80%	20.84%	12.85%	10.09%
MS	Secrist	41	89	49	84	6.36%	15.81%	9.66%	17.43%
MS	Utterback	156	102	38	28	24.68%	17.62%	7.50%	6.48%
MS	Vail	58	62	65	69	8.32%	7.73%	8.54%	8.16%
MS	Valencia	205	235	146	80	18.16%	22.49%	13.75%	7.91%

*** A limited number of students received ISI services at 2 schools and were counted twice – once at each school

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 such as with DAEP (District Alternative Education Program) completion, 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.

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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.

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

1 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. 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 2 - 4 provide detailed breakdowns of the number of out-of-school suspensions by school, grade level, and USP ethnicity for all the schools with an ISI program. 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 2 indicates that suspension numbers ebb and flow over time. In 2016-17, a spike in out-of-school suspensions was evidenced across grade bands when compared to the year prior and the year afterwards. In 2018-19, the number of suspensions spiked again to the highest level since 2014-15. Nonetheless, the 5-year trend shows an overall decrease of 251 suspensions with middle schools showing the greatest reduction.

Table 2. Summary of Total Out-Of-School Suspensions by Year and School Type for the 22 ISI Schools over 5 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	2018-19	5 Year <i>Difference</i>
K-8 Schools N=5	466	247	345	250	414	-52
Middle Schools N=9	1,667	961	1,274	1,036	1,474	-193
High Schools N=8	1,058	655	875	748	1,052	-6
Total	3,191	1,863	2,494	2,034	2,940	-251

A closer look at the trends in Table 3 reveals that all the high schools (N=8) reduced their number of out-of-school suspensions except Pueblo and Tucson. Of the nine middle schools, five reduced their number with the exception of Gridley, Magee, Mansfeld, and Valencia over the 5-year period. All 5 K-8's also showed a reduction except for Booth-Fickett.

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 and Santa Rita also decreased suspensions over time but showed greater fluctuations. Over 5 years, these four schools demonstrated a significant reduction in out-of-school suspension and accounted for most of the decrease.

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In 2018-19, Pueblo, Sahuaro, Tucson, Booth Fickett, Gridley, Magee, Mansfeld, and Valencia all showed increases in out-of-school suspensions over the last 4 years in large part because of the spike in suspensions. The increase in suspensions may be a result of changes to the Student Code of Conduct which was revised in June, 2018. The revisions included mandatory suspension for fighting and for drugs and alcohol use. This data suggests that specific students were getting into trouble at these schools and may benefit from a stronger use of the ISI program.

Table 3. Number of Out-Of-School Suspensions by Year and School

School		Number of Suspensions by Year					
		2014-15 <i>Baseline Yr</i>	2015-16	2016-17	2017-18	2018-19	5 Year <i>Difference</i>
HS	Catalina	108	58	112	69	90	-18
HS	Cholla Magnet	160	99	144	82	106	-54
HS	Palo Verde	130	110	104	64	89	-41
HS	Pueblo Magnet	136	73	125	127	240	104
HS	Rincon	114	48	71	78	107	-7
HS	Sahuaro	108	66	112	98	145	37
HS	Santa Rita	151	67	80	102	30	-121
HS	Tucson Magnet	151	134	127	128	245	94
K8	Booth-Fickett	152	83	145	107	197	45
K8	Dietz	52	34	42	46	43	-9
K8	Hollinger	92	37	31	4	34	-58
K8	Roberts-Naylor	76	27	41	47	57	-19
K8	Safford	94	66	86	46	83	-11
MS	Doolen	366	88	156	145	302	-64
MS	Gridley	60	51	175	117	173	113
MS	Magee	128	49	111	71	168	40
MS	Mansfeld	78	54	83	48	142	64
MS	Pistor	214	94	186	151	164	-50
MS	Secrist	356	215	142	128	152	-204
MS	Utterback	232	152	100	50	85	-147
MS	Vail	91	96	97	141	73	-18
MS	Valencia	142	162	224	185	215	73
	All Schools	3,191	1,863	2,494	2,034	2,940	-251

Table 4 shows a breakdown by Unitary Status Plan (USP) ethnicity across schools. This data shows that in 2018-19, all ethnicities aligned approximately (within 2%) to their District USP representation of suspension rates except for African American who were over-represented as well as Hispanic and White students who were under-represented. The USP

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ethnic suspension distribution rates have remained relatively consistent over time with a gradual increase in Hispanic suspensions over 5 years and a drop in White suspensions in 2018-19.

Table 4. Percent of Out-Of-School Suspensions by Year broken out by USP Ethnic Group for the 22 ISI Schools						
Ethnic Group	2014-15 <i>Baseline Yr</i>	2015-16	2016-17	2017-18	2018-19	2018-19 District % USP Ethnicity
White	20%	18%	18%	19%	16%	20%
African American	19%	17%	18%	17%	17%	9%
Hispanic	52%	54%	54%	55%	56%	62%
Native American	4%	6%	6%	4%	5%	4%
Asian-PI	1%	1%	<1%	1%	1%	2%
Multi-Racial	4%	4%	4%	4%	5%	3%
All Groups (N Size)	3,191	1,863	2,494	2,034	2,940	

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 five years by about 8%. This data 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 5 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 five 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 2018-19 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 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,

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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. This drop in the variability suggests that number of days that students were suspended has become more consistent for the majority of ISI schools. In 2018-19, the average days of suspensions dropped even more to about 3 days for all school types with an even narrower band in the standard deviation. This data suggests that students are being suspended for shorter amounts of time and that the length of time for suspension is fairly consistent across schools.

Table 5. 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 2018-19. * = Standard Deviation. SD highlighted in red indicate a very wide spread in the number of days suspended*

School		2014-15 <i>Baseline Yr</i>		2015-16		2016-17		2017-18		2018-19	
		Means	SD*	Means	SD*	Means	SD*	Means	SD*	Means	SD*
HS	Catalina	9.18	15.61	7.10	7.01	5.41	5.54	5.99	6.63	2.12	2.06
HS	Cholla	7.10	12.71	4.01	2.73	6.51	8.26	7.54	20.75	2.87	3.44
HS	Palo Verde	7.41	7.68	7.96	7.07	8.31	12.54	6.86	6.36	5.03	9.6
HS	Pueblo	11.64	15.26	7.68	9.96	7.72	7.28	10.41	13.64	3.86	6.31
HS	Rincon	6.86	12.17	5.85	9.06	5.48	6.03	4.77	6.51	4.37	6.98
HS	Sahuaro	12.92	28.81	6.81	9.91	4.76	4.4	8.63	18.15	4.30	6.77
HS	Santa Rita	4.63	3.44	4.18	2.78	7.44	8.43	6.67	6.85	1.97	1.87
HS	Tucson	9.80	10.39	5.73	14.92	7.91	19.23	4.77	3.19	2.38	3.02
K8	B-Fickett	2.47	1.82	3.20	4.37	2.80	1.66	4.59	3.50	3.35	3.13
K8	Dietz	4.30	6.05	2.66	2.1	3.09	1.2	5.00	8.17	1.95	1.31
K8	Hollinger	5.21	7.44	2.81	2.62	3.87	2.38	2.25	1.26	3.62	4.81
K8	R-Naylor	2.47	1.83	3.20	4.37	3.44	4.37	3.43	1.84	3.02	2.92
K8	Safford	7.09	10.21	3.38	2.37	4.04	2.59	5.30	5.05	3.96	4.56
MS	Doolen	4.34	5.49	7.67	15.87	4.89	3.86	6.17	5.14	3.30	3.02
MS	Gridley	3.24	2.35	3.82	2.54	4.43	3.31	5.68	4.53	3.42	3.69
MS	Magee	5.47	8.05	3.94	2.74	3.55	1.7	5.28	3.43	3.79	5.58
MS	Mansfeld	4.67	4.38	6.13	3.14	5.33	4.97	7.92	11.00	3.26	4.01
MS	Pistor	5.38	6.76	4.30	3.63	3.80	3.27	7.65	16.23	2.96	5.14
MS	Secrist	5.71	9.04	4.30	4.46	5.12	5.43	5.78	5.37	4.39	6.87
MS	Utterback	6.24	8.79	9.66	8.88	6.03	7.22	5.52	2.53	2.99	2.58
MS	Vail	7.71	10.58	9.18	7.02	5.63	2.56	6.32	7.61	4.48	6.04
MS	Valencia	3.71	5.02	4.58	4.93	3.80	2.56	4.31	3.60	2.90	3.08
	All Schools	6.5	12.48	5.85	8.06	5.16	6.93	6.20	9.49	3.41	4.84

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

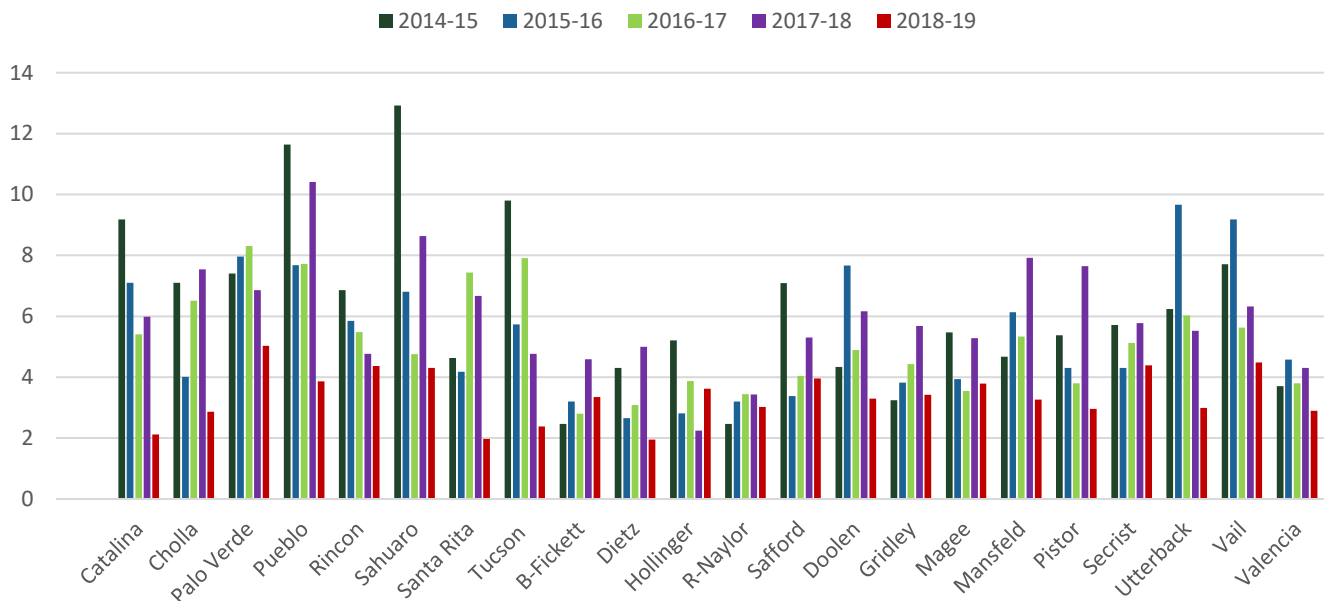


Figure 2. Average Number of Days Suspended Out-Of-School by Year and School Type

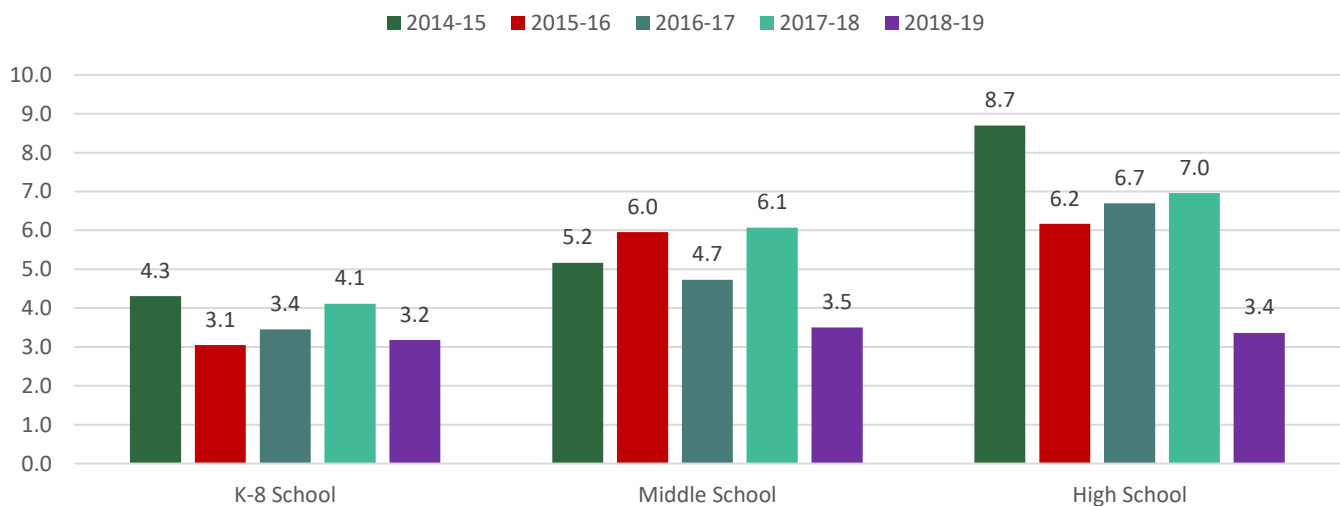


Figure 2 displays that all the school types have shown variation in the average number of days suspended over time. In 2018-19, the number of averaged days suspended decreased from the year prior in every school type and showed the

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lowest average number of days for both middle and high 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. However, in 2018-19, that trend changed and all schools, regardless of school type showed that the mean suspension rates for the 22 schools is about 3 days. Additionally, the data from Table 5 revealed more stable standard deviation scores, especially in 2018-19 that translates into greater consistency in the mean days of suspension.

In 2018-19, changes to the Student Code of Conduct (SCOC) has had the net effort of producing larger numbers of suspensions, especially at level 4, but students were also suspended for a shorter time period. This decrease in out of school suspended days may be the result of mediation for fighting and substance abuse workshops for drugs and alcohol in lieu of longer suspensions. Also, abeyance contracts may also have had an influence in the reduction of overall suspension days. According to the approved 2018-19 criteria:

18-19 SCOC, “Action Levels” p. 7

Level 4: Fighting

- First Offense-Three day suspension with two days waived if student participates in mediation.
- Second Offense-Eleven day suspension with eight days held in abeyance if student participates in mediation.

Level 4: Possession or Use of Drugs or Alcohol

- First Offense-Three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and to be searched for drugs or alcohol.
- Second Offense-Eleven day suspension with eight days held in abeyance if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview and to be searched for drugs or alcohol.

2018-19 SCOC, Abeyance Contracts (Regulation JK-R4), p. 4

- An abeyance contract is a behavioral contract that may be offered to a student facing a suspension. The abeyance will shorten or eliminate the suspension days. Abeyance contracts must be offered by Principals/Assistant Principals when a student has violated the following infractions: Fighting; Possession or Use of Drugs or Alcohol.

Additionally, the SCOC states that, “Fighting and Drug/Alcohol Use or Possession are considered level 4 violations but are treated different than other Level 4 violations, including an automatic waiver of long term consequence for the first offense (a second fight may result in a long-term suspension if approved by the Student Relations Department and Assistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.” (p. 8).

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E. Violation Level Types

Tables 6 through 8 show the average number of days suspended by ethnic group over five 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 or reduced to a 1 day suspension in cases where students participate in mediation because of a first offense fighting or substance abuse workshops because of a first offense drugs or alcohol use.
- Level 5 - out of school suspension and/or abeyance, long term 11 – 180 days

Table 6 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 2018-19, the total number dropped to 317, an 85% 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 White, Asian-PI and Multi-Racial 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.

Table 6. Average Number of Days Suspended Out-Of-School for <u>Level 3</u> 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 Baseline Yr		2015-16		2016-2017		2017-18		2018-19	
	Means	N	Means	N	Means	N	Means	N	Means	N
White	3.32	440	2.93	137	3.53	143	3.89	76	2.77	44
African American	3.04	412	3.77	135	3.30	166	3.91	68	3.18	73
Hispanic	3.13	1065	3.32	452	3.04	461	3.39	191	3.42	160
Native American	2.35	51	4.03	37	2.98	51	5.94	17	2.53	17
Asian-PI	3.29	14	2.00	4	3.50	6	3.00	2	3.00	3
Multi-Racial	3.43	80	3.07	40	3.32	31	3.54	24	2.75	20
All Groups	3.15	2062	3.34	805	3.18	858	3.71	378	3.18	317

Table 7 below presents the same analysis for students receiving a level 4 violation. Table 7 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 2018-19, the total number increased to 2,181, more than twice the number of suspensions across all ethnicities from a Level 4 violation. A comparison of Level 3 data in Table 6 and level 4 data in Table 7 reveals that Level 3 mean days

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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 for the next 3 years and then in 2018-19, an even larger drop to about an average of 3 days for all subgroups. This decrease may, in large part, be the result of reducing a Level 4 first time offence of fighting and drug/alcohol use to a 1 day suspension in conjunction with mediation or substance abuse workshops. 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 2018-19, 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 10 days over four years. The average number of days of suspension by ethnicity should be monitored to ensure equity among the different subpopulations of students.

Table 7. 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		2018-19	
	Means	N	Means	N	Means	N	Means	N	Means	N
White	8.76	149	7.27	172	5.77	252	5.09	237	3.09	338
African American	13.08	165	6.00	134	5.74	245	6.11	205	3.00	358
Hispanic	9.79	514	6.02	483	5.48	785	5.51	742	2.88	1254
Native American	8.23	56	5.48	54	4.92	84	6.82	55	3.28	109
Asian-PI	12.80	10	7.29	7	5.50	6	5.17	12	5.40	20
Multi-Racial	12.14	37	5.78	40	5.12	51	6.27	55	3.09	102
All Groups	10.24	931	6.23	890	5.53	1423	5.61	1306	2.98	2181

Table 8 below presents the same analysis as that found in Tables 6 and 7. Table 8 indicates that the number of suspensions increased somewhat from a Level 5 incidence over time: in 2014-15, the total number was 131 and in 2018-19, the total number increased to 320, more than double the number of 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 7 days in 2018-19 for a Level 5 violation.

By 2018-19, all ethnicities had decreased suspension days over 5 years by an average of 21 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.

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Finally, in 2018-19, the mean number of suspended days for all ethnicities is very similar, except for Asian-PI which may be due to the very small N-size. This data shows that even though all ethnicities showed a gradual decrease in days suspended over time, the variability within and across ethnicities has fluctuated from year to year.

Table 8. 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 Baseline Yr		2015-16		2016-2017		2017-18		2018-19	
	Means	N	Means	N	Means	N	Means	N	Means	N
White	29.78	27	8.47	32	6.91	45	16.66	62	7.66	68
African American	30.50	18	13.62	37	17.95	39	9.53	70	7.80	40
Hispanic	26.77	74	17.00	86	10.16	115	11.56	159	6.37	178
Native American	22.13	8	8.85	13	15.09	11	6.40	10	8.05	19
Asian-PI	0	0	3.00	1	0	0	5.00	1	1.67	3
Multi-Racial	21.25	4	9.00	2	6.38	8	18.11	9	6.58	12
All Groups	27.45	131	13.88	171	10.99	218	12.12	311	6.89	320

In summary, the important finding in the violation trend data was the variability in the number of suspensions by level over 5 years. In 2014-15, a total of 2,062 Level 3 violations were committed that resulted in suspension and in 2018-19, the total number of violations that resulted in suspension dropped to 317. Reasons for this change may include revisions to the Student Code of Conduct, implementation of the ISI program, and a more consistent understanding by school administrators what constitutes a Level 3 violation versus a Level 4 or 5. Additionally, more than a two-fold increase was evidenced in the total numbers of violation for Levels 4 and 5 over five years. Reasons for this change may include improved monitoring and follow up by district personnel of discipline documentation as well as changes to the Student Code of Conduct.

The average number of days that students were suspended for Level 3 violations remained fairly consistent over time (about 3 days). For Level 4 and Level 5 violations, the decrease in days suspended was significant over five years. For level 4, the decrease was more pronounced from about 10 days to 3 days and was stable across ethnicities, especially in 2018-19. The average number of days that students were suspended for Level 5 violations decreased from about 27 days in 2014-15 to about 7 days in 2018-19. Variability by ethnicity was scarcely evident in any Level in 2018-19.

F. Discipline Data by Unique Student

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Table 9 shows the results of the unique number of students receiving at least one day of out-of-school suspension compared to the size of the school over the last 5 years. Figure 3 below shows the percent suspensions by school enrollment for 2018-19 only. Without an enrollment adjustment, a common expectation might be that larger schools would produce more out-of-school suspensions. However, this data proves that assumption to be incorrect. In 2018-19, the larger high schools had low number of suspended students and produce rates that look more similar to the K-8 schools than the middle schools. For TUSD, middle schools appear to be the school type that produced the greatest amount of out of school suspensions. Doolen and Secrist showed the largest number of students with out-of-school suspensions per capita at 21%, followed by Utterback at 14% and Booth Fickett, Magee, and Valencia at 13%. In other words, about 1 in 5 students have been suspended at Doolen and Secrist and about 1 in 8 for each of the other middle schools listed above. 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 9. Number of Unique Students with at least One Out-Of-School Suspension Day by School Total Enrollment (2014-15 to 2018-19)

Blue Highlighting represents a decrease of Student Suspensions and Pink Highlighting represents an increase of Student Suspensions from 2014-15 to 2018-19.

*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) ***

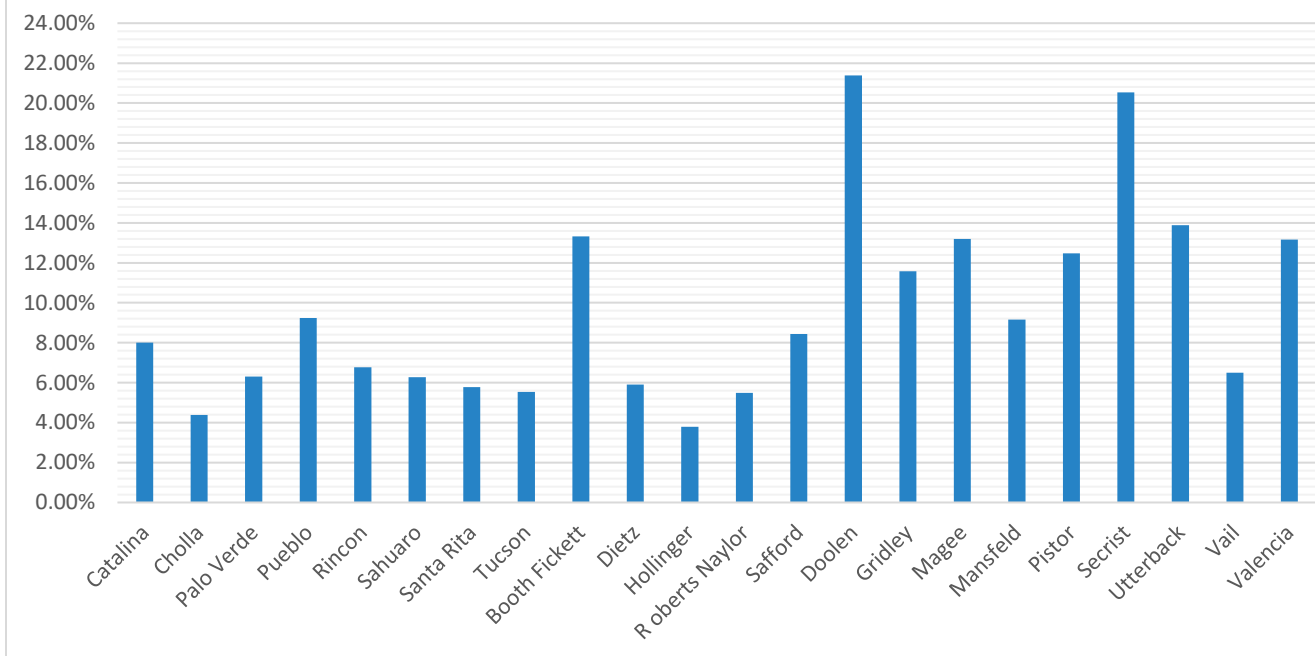
		2014-15 Baseline Yr		2015-16		2016-17		2017-18		2018-19	
School		No. of OSS ¹	% Enroll	No. of OSS ¹	% Enroll	No. of OSS ¹	% Enroll	No. of OSS ¹	% Enroll	No. of OSS ¹	% Enroll
HS	Catalina	84	7.75%	51	5.31%	89	9.93%	56	6.03%	73	8.00%
HS	Cholla	119	6.16%	86	4.26%	128	6.18%	76	3.60%	89	4.39%
HS	Palo Verde	102	8.37%	87	6.24%	85	6.05%	53	4.15%	72	6.31%
HS	Pueblo	99	5.66%	62	3.39%	94	4.86%	95	5.04%	176	9.23%
HS	Rincon	77	6.10%	42	3.21%	52	4.11%	62	5.21%	85	6.77%
HS	Sahuaro	82	4.40%	55	2.92%	95	4.82%	81	4.33%	116	6.28%
HS	Santa Rita	99	12.69%	58	9.57%	66	12.07%	74	14.20%	27	5.78%
HS	Tucson	110	3.12%	122	3.63%	108	3.29%	106	3.24%	184	5.54%
K8	B-Fickett	101	7.36%	51	3.91%	89	8.06%	73	7.37%	115	13.33%
K8	Dietz	35	6.53%	24	3.63%	30	4.18%	33	5.14%	32	5.90%
K8	Hollinger	43	7.04%	15	2.80%	25	4.21%	4	0.68%	24	3.79%
K8	R-Naylor	47	5.68%	19	2.20%	28	3.85%	33	4.53%	40	5.49%
K8	Safford	71	7.85%	47	5.48%	63	7.84%	36	5.08%	59	8.43%
MS	Doolen	154	15.88%	62	7.29%	101	12.50%	93	11.15%	170	21.38%
MS	Gridley	40	4.94%	35	4.44%	106	12.51%	85	9.85%	104	11.57%
MS	Magee	71	10.46%	30	4.26%	74	10.00%	49	6.92%	94	13.20%
MS	Mansfeld	56	6.48%	48	5.42%	65	7.18%	43	4.04%	100	9.15%
MS	Pistor	109	10.74%	59	5.90%	113	11.27%	98	10.68%	110	12.47%
MS	Secrist	157	21.45%	118	18.29%	96	17.05%	82	16.17%	99	20.54%

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MS	Utterback	130	18.23%	96	15.19%	75	12.95%	42	8.28%	60	13.89%
MS	Vail	63	8.91%	64	9.18%	73	9.10%	86	11.30%	55	6.50%
MS	Valencia	83	7.05%	91	8.06%	139	13.30%	130	12.24%	133	13.16%
	Total Students	1,932		1,322		1,794		1,490		2,017	

***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*

Figure 3. 2018-19 Unique Students Suspended and the Percent of School Enrollment that They Represent



Tables 10 -13 reveal an analysis of repeat offenders by ethnic group over 5 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 10, 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 10 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 10. 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%
All Groups	1,975	691	34.99%
² Results for Asian-PI Students may be exaggerated due to small N			

Table 11 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 11. 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%
All Groups	1,337	365	27.30%
² Results for Asian-PI Students may be exaggerated due to small N			

Table 12 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

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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 12. 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%
All Groups	1,806	507	28.07%
² Results for Asian-PI Students may be exaggerated due to small N			

Table 13 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 13. 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%
All Groups	1,498	369	24.63%
² Results for Asian-PI Students may be exaggerated due to small N			

Table 14 shows that in 2018-19, an increase in suspensions occurred reversing an overall downward trend in suspensions over the last three years. The average number of students with one or more suspensions increased over five years by 32 students, bringing the overall rate in 2018-19 back to the 2014-15 level. Additionally, the number of repeat offenders is also comparable to the 2014-15 rate with a difference of only 53 students. The average percent of repeat offenders over five years therefore has shown a gradual decrease which spiked in 2018-19. Multi-Racial, African American, and Native American students made up the ethnicities with the highest percent of repeat offenders at about 37%. For White and Hispanic students, about 32% and 30% 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.

Table 14. Percent of Repeat Offenders by USP Ethnic Group for 2018-19			
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	342	109	31.87%
African American	310	114	36.77%
Hispanic	1152	343	29.77%
Native American	101	37	36.63%
Asian-PI	21	5	23.81%
Multi-Racial	81	30	37.04%
All Groups	2,007	638	31.79%
² Results for Asian-PI Students may be exaggerated due to small N			

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In summary, this data revealed that over the prior 4 years, students with one or more suspensions had 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. This trend was reversed in 2018-19 when students with one or more suspensions increased to the 2014-15 rates overall. Additionally, from the baseline year of 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. In 2018-19, African American, Native American, and Multi-Racial students all showed a higher percent ratio of repeat offenders at 37%. White (32%) and Hispanic (30%) students also displayed increased ratios. Repeat offenders have increased across ethnicities over the last four years, except for African American students who have stayed relatively consistent during that same time.

G. Summary

TUSD suspension data was reviewed over the last four years using 2014-15 as the baseline year (2014-15 to 2018-19) 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 longitudinal analysis of suspension data has been shaped by district policies and to a lesser degree, the impact of the ISI program. For example, in 2018-19, changes to the Student Code of Conduct (SCOC) had the net effort of producing larger numbers of suspensions, especially at level 4. However, students were also suspended for a shorter time period. This decrease in suspended days for level 4 fighting and drugs/alcohol violations was produced mainly by voluntary participation in a program, in lieu of a longer suspension, which reduced the suspension to only one-day. These programs included participation in mediation for a first time fighting offense and substance abuse workshops for a first time drug/alcohol offense. Also, increased use of abeyance contracts may also have had an influence in the reduction of overall suspension days.

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 significant participation improvement. The third year of implementation revealed a lower participation rate than the year prior among most schools by about 500 students and by the fourth year, the program had less than 1,000 students participate across the district. No school showed increase of 15 or more students in ISI program implementation over the last four years except Secrist.
 - 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

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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 (K-8, MS, and HS) 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.
- In 2018-19, participation rates decreased across all school levels (K-8, MS, and HS) from the year prior with high schools showing the largest decrease from last year. When compared to 2017-18 participation rates, 2018-19 rates dropped dramatically to an average of 28 students per school across the school year or a 64% decrease. K-8 and Middle schools also showed an overall decrease from last year, but not nearly as striking as the high school level. The middle schools dropped to a mean per school of 59 students and the K-8's to a mean of about 43 students who participated per year.
- 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 suggest that this issue may not be school specific because African American students are enrolled in all 22 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 trend data revealed variability in the number of suspensions by level over 5 years. In 2014-15 which serves as the baseline year, a total of 2,062 Level 3 violations were committed that resulted in suspension whereas in 2018-19, the total number of violations that resulted in suspension dropped dramatically to 317. Reasons for this change may include revisions to the Student Code of Conduct, implementation of the ISI program, and a more consistent understanding by school administrators what constitutes a Level 3 violation versus a Level 4 or 5. Additionally, more than a two-fold increase was evidenced in the total numbers of violation for Levels 4 and 5 over five years. Reasons for this change may include improved monitoring and follow up by district personnel of discipline documentation as well as changes to the Student Code of Conduct.
- The average number of days that students were suspended for Level 3 violations remained fairly consistent over time (about 3 days). For Level 4 and Level 5 violations, the decrease in days suspended was significant over five years. For level 4, the decrease was more pronounced from about 10 days to 3 days and was stable across ethnicities, especially in 2018-19. The average number of days that students were suspended for Level 5 violations decreased from about 27 days in 2014-15 to about 7 days in 2018-19. Variability by ethnicity was scarcely evident in any Level in 2018-19.
- Over the last four years, mean suspension rates have been reasonably 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. However, in 2018-19, that trend changed and all schools, regardless of school type showed that the mean suspension rates for the 22 schools is about 3 days.
- 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, until 2018-19. From

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the baseline year of 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. In 2018-19, repeat offenders accounted for almost a third (32%) of all suspensions. African American, Native American, and Multi-Racial students all showed a higher percent ratio of repeat offenders of about 37%, followed by White (32%) and Hispanic (30%) students. In summary, repeat offenders have increased across ethnicities over the last four years, except for African American students who have stayed relatively consistent during that same time.

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 and continuing into 2018-19, 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, beginning in 2017-18 and continuing into 2018-19, central leadership provided oversight by hiring a district coordinator to provide consistency with suspension incidents and appropriate use of exclusionary practices. This oversight, coupled with training for site staff, may have accounted for much of the consistency in out-of-school suspensions practices. In 2018-19, changes to the Student Code of Conduct (SCOC) resulted in producing larger numbers of suspensions overall, especially with Level 4 fighting and alcohol/drug offenses requiring a mandatory suspension. However, students were suspended for a shorter time-period because first time offenses with fighting or drug/alcohol was reduced to a one-day suspension in conjunction with mediation or substance abuse workshops. The average number of suspended days for K-8, middle, and high school decreased to an all-time low of about 3 days in 2018-19.

This data also points toward a need for targeted intervention system that flags and monitors students at-risk because almost a third 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, Native American, and African American students may not be receiving sufficient amounts of the types of supports that make sense to them to prevent them from getting in trouble and to keep them out of trouble after the first offense has been documented.

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 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 will benefit from positive, affirming, school-based adult relationships. Consistent data entry with centralized monitoring of all violations is paramount as well as a uniform understanding across schools of which violation levels should results in suspensions and the subsequent duration of the suspension.

THE IN-SCHOOL INTERVENTION EVALUATION FOR 22 TARGET ISI SCHOOLS IN TUSD – 2018-19

The conclusion of this evaluation is that the ISI program has shown pockets of success during the four years of implementation. The program is well established in the schools but the data suggests that it is not being used to its full potential. Additionally, changes to the Student Code of Conduct has altered the amount of time that a student is suspended, the amount of time in ISI, and/or who participates in ISI over the last four years. One improvement has been greater central monitoring from a designated centralized coordinator over the last two years. For example, the 2018-19 ISI manual and regular trainings has helped to ensure consistent and targeted use of the program across schools. It is recommended that central staff re-examine the purpose and implementation structure of the ISI program to confirm that it aligns with the current Student Code of Conduct and other district initiatives. TUSD should develop more fully the implementation of the ISI program to increase student participation. The ISI program should be used to its full potential to keep students in school by providing equitable discipline and restorative practices across schools.