2022-2023 APS Annual Discipline Report

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Objectives

- The data presented in this report contains the following information:
  - Disciplinary outcomes by elementary level and each secondary school:
    - Out-of-school suspensions
    - In-school suspensions
  - The following Social Identifiers were used to disaggregate the data:
    - Ethnicity/Race
    - Gender
    - IEP status,
- District-wide steps to support behavior
- Questions/comments

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Arlington High School

FY22 AHS OOS Data

1. There were **12** students who were suspended
2. Gender – There were **5** males and **7** females
3. IEPs – **16.67%** of the suspensions were special education students. (**2** out of **12** students)
4. Racial breakdown:

   5 students identified as White **(41.67%)**; Overall White population **(73.8%)**

   2 students identified as Black/ African-American **(16.67%)**; Overall Black/African American population **(3.8%)**

   1 student identified as Asian **(8.33%)**; Overall Asian population **(10.9%)**

   1 student identified as multi-race, non-Hispanic **(8.33%);** Overall multi-race, non-Hispanic population **(5.5%)**

   3 Hispanic/Latino students were suspended **(25%)**; Overall Hispanic/Latino population **(6%)**
5. Biggest reasons for suspension – Drugs, fight/assault, theft, chronic behavior, charged with a felony

FY22 AHS IS Data

1. There were **26** students who received in-school suspensions
2. Gender – There were **15** males and **11** females
3. IEPs– **57.69%** of the in-school suspensions were special education students. (**15** out of **26** students)
4. Racial breakdown:

   15 students identified as White **(57.69%)**; Overall White population **(73.8%)**

   4 students identified as Black/African American **(15.38%)**; Overall Black/African American population **(3.8%)**

   1 student identified as Asian **(3.85%)**; Overall Asian population **(10.9%)**

   0 students identified as multi-race, non-Hispanic **(0%);** Overall multi-race, non-Hispanic population (**5.5%**)

   6 Students identified as Hispanic/Latino **(23.08%)**; Overall Hispanic/Latino population **(6%)**

Ottoson Middle School

FY22 OMS OOS Data

1. There were **21** students who were suspended
2. Gender – **16** were male and **5** were female
3. IEPs – **61.90%** of the suspensions were special education students. (**13** out of **21** students)
4. Racial breakdown:

   15 students identified as White (**71.42%**); Overall White population (**72%**)

   3 students identified as African-American (**14.28%**); Overall African American population was **(4%)**

   0 students identified as Asian **(0%)** Our Asian population was **(10%)**

   3 students identified as multi-race, non-Hispanic **(14.28%)**. Our multi-race, non-Hispanic population was **(6%)**

   0 Hispanic/Latino students were suspended **(0%)**. Last year our Hispanic/Latino population was **(8%)**
5. Biggest reasons for suspension – vandalism, physical altercations

FY22 OMS IS Data

1. There were **23** students who received in-school suspensions
2. Gender – There were **17** males and **6** females
3. IEPs – **60.87%** of the in-school suspensions were special education students. (**14** out of **23** students)
4. Racial breakdown:

    15 students identified as White **(65.22%)**; Overall White population **(73.8%)**

    3 students identified as Black/African American **(13.04%)**; Overall African American population. **(3.8%)**

    0 students identified as Asian **(0%)**; Overall Asian population **(10.9%)**

    2 students identified as multi-race, non-Hispanic **(8.69%);** Overall multi-race, non-Hispanic population **(5.5%)**

    3 Students identified as Hispanic/Latino **(13.04%)**; Overall Hispanic/Latino population **(6%)**

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Gibbs School

FY22 Gibbs OOS Data

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1. There were **5** students who were suspended
2. Gender – **5** were male and **0** were female
3. IEPs – **80%** of the suspensions were special education students. (**4** out of **5** students)
4. Racial breakdown:

    4 students identified as White **(80%)**; Overall White population (**71.9%**)

    0 students identified as Black/African American **(0%)**; Overall Black/African American population was **(3.5%)**

    0 students identified as Asian (0%) Our Asian population was **(11.9%)**

    0 students identified as multi-race, non-Hispanic **(0%)**. Our multi-race, non- Hispanic population was (**6.4%**)

    1 Hispanic/Latino students were suspended **(20%)**. Last year our Hispanic/Latino population was **(5.8%)**
5. Biggest reasons for suspension –bullying, threatening behavior or language

Elementary

FY22 Elementary IS Data

1. There was **1** student who received an in-school suspension (Additional demographic information will not be shared in order to protect the identity of this one student.)

Analysis of the FY22 Data

- At the secondary level, the data shows that students from the following groups are more likely to receive an out-of-school or in-school suspension:
  - Students who have an IEP
  - Students who identify as Black/African American or Hispanic/Latino
- A majority of our suspensions are in-school suspensions

Steps to Support Behavior

- Continue to train staff on alternative approaches to discipline
- Review and implement strategic recommendations from our most recent equity audit to promote engagement and belonging
- Continue to support the work of school counselors, social workers and and district-wide social and emotional coaches to create tools and strategies to teach all students how to fully engage in learning
- Continue to offer anti-racist, unconscious bias training to all staff through district-wide professional development sessions and IDEAS courses
- Continue to administer, collect and analyze data from our mental health screener and culture and climate survey to understand how to best support students in their respective learning environments
- Continue to implement explicit social and emotional curriculum at each level

Questions/Comments

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