

DMPS Board Monitoring Report
September 20, 2016
Board Policy 4.1.1: Males of Color (Part 1)

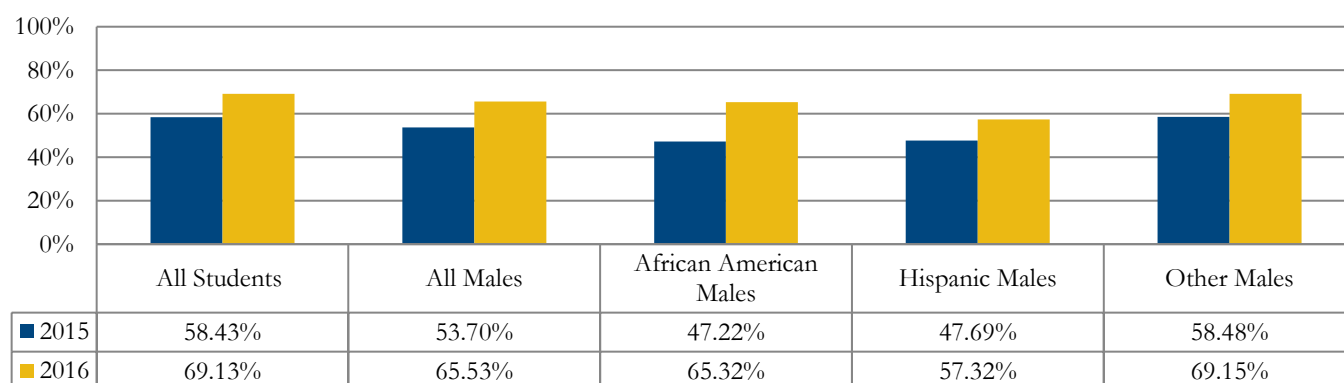
Policy	Evaluation
"Students demonstrate proficiency and understanding of a rigorous core curriculum"	Compliant Partially Compliant Non-compliant

Interpretation
<p>Students shall be defined as all school-aged children PK-12th grade (PK shall include three and four year old programs, however Adult and Community Education programs will not be included). Proficiency and understanding shall be defined by all students receiving a rigorous education and demonstrating competence at grade-level standards via multiple indicators. If not all students are demonstrating competence at grade-level standards, an established algorithm will be used to set growth targets for the following year based on effect size. Students will also be expected to demonstrate growth and should meet or exceed expected typical year's growth via multiple indicators. College readiness will be evidenced by proficiency in core disciplines (English, math, and science) and successful performance on district, state and national assessments. DMPS defines a "rigorous core curriculum" as alignment of instructional programs and materials for core disciplines (English, math, and science) with the Iowa Common Core standards.</p> <p><i>*It is important to note that evidence exists that suggests that the alignment between the Iowa Assessments and Iowa Core State Standards may be low (i.e. below 50% alignment for grades 4, 5 & 7 via item-standard alignment). The DE created an Iowa Assessment Task Force that recently recommended the Smarter Balanced Assessments as the statewide assessment of student progress on a set of core academic indicators in mathematics and reading.</i></p> <p><i>**DMPS has begun partial implementation of a Standards Referenced Grading System (SRG). SRG is designed to measure student mastery of grade level standards at various levels of cognitive abilities. SRG will not be fully implemented for over two years and will take even longer to fully validate. SRG may be reported as a supplementary measure, but would not be appropriate as a key performance indicator at this time (this status will change over time as correlations can be made to existing assessments such as the college readiness benchmarks).</i></p> <p>Des Moines Public Schools (2015). <i>DMPS Secondary Grading Practices: Teacher Handbook 2014-2015</i>. Des Moines Public Schools (2015). <i>Standards-Referenced Grading Update: Spring 2015</i>. Iowa Department of Education (2014). <i>Iowa Assessment Task Force Report</i>. Retrieved from https://www.educateiowa.gov/resources/boards-commissions-committees-councils-and-task-forces/assessment-task-force Iowa Department of Education (2013). <i>Iowa Assessments Math and Reading Alignment Study Report</i>. Retrieved from https://www.educateiowa.gov/sites/files/ed/documents/Iowa%20Report%20Math%20and%20Reading%20October%202013.pdf University of Iowa, Iowa Testing Programs (2013). <i>Response to Claims Raised by DRC's Mathematics and Reading Alignment Study</i>. https://www.educateiowa.gov/sites/files/ed/documents/2014-12-31AssessmentTaskForceReport.pdf</p> <p>In compliance with the board's monitoring calendar, this monitoring report only addresses the above interpretation as it relates to Elementary Literacy.</p>

Key Performance Indicators (KPIs)

- Percent of male African American and male Hispanic students at or above end of year benchmark on FAST assessment Grades K, 1
- Percent of male African American and male Hispanic students at or above end of year benchmark on SRI assessment Grades 3, 6, 9
- Percent of male African American and male Hispanic students at or above end of year benchmark on SMI assessment Grades 3, 6, 9
- Percent of male African American and male Hispanic students in English I earning C or higher
- Percent of male African American and male Hispanic students in Algebra I earning C or higher
- Percent of male African American and male Hispanic students enrolled in 1 or more AP classes
- Graduation Rate– Four and Five Year Cohort- male African American and male Hispanic students
- Drop Out Rate-4 Year Cohort- male African American and Hispanic students
- Behavior Events-Percentage of students having 0-1 office referrals (level 2+)- male African American and male Hispanic students
- Behavior Events-Percent of the Level 2+ office referrals K-12- male African American and male Hispanic students
- Exclusionary Practices-Percent of out of school suspensions days K-12- male African American and male Hispanic students
- Exclusionary Practices – Percent of expulsions
- Attendance-Attendance rate- male African American and male Hispanic students

Table 1: 2015-2016 Spring Kindergarten FAST Assessment: Percent Meeting Benchmark Trend



FAST stands for Formative Assessment System for Teachers. The FAST earlyReading Assessment was administered to every K-1 student three times throughout the year to identify students who are at risk for not meeting the expected benchmark by the end of 3rd grade.

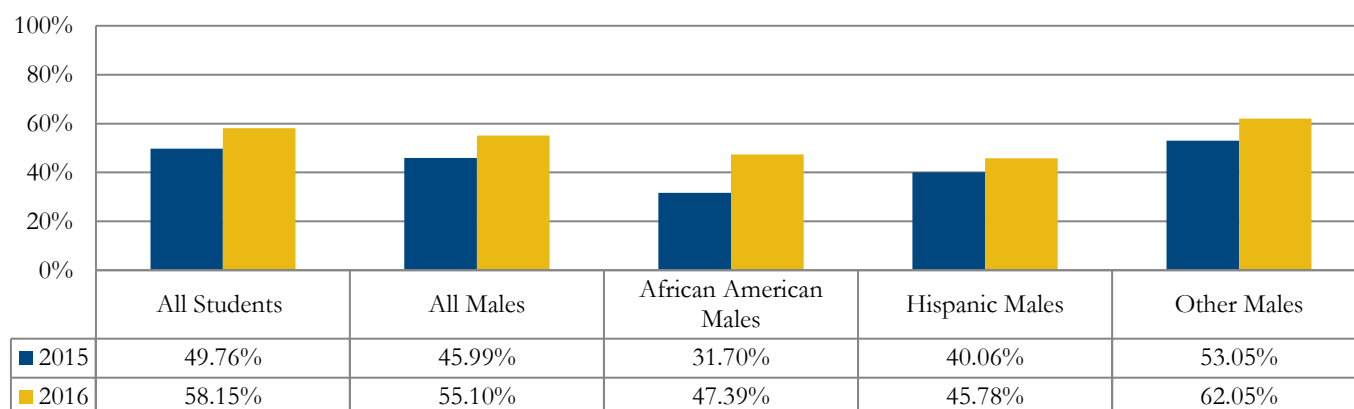
This is the second year DMPS has administered this assessment. The percent of kindergarten students meeting benchmark on the FAST Assessment increased for all reported subgroups. The largest increase was the African American males subgroup increasing by 18.10 from 47.22 percent in the spring of 2015 to 65.32 percent in the spring of 2016.

Projections for 2016-2017:

African American Males: Percent of African American Males Meeting FAST Benchmark will increase by 1.28% in order to close the 3.83% gap in three years that exists between the percent of Other Males Meeting the FAST Benchmark.

Hispanic Males: Percent of Hispanic Males Meeting FAST Benchmark will increase by 3.94% in order to close the 11.83% gap in three years that exists between the percent of Other Males Meeting the FAST Benchmark.

Table 2: 2015-2016 Spring First Grade FAST Assessment: Percent Meeting Benchmark Trend



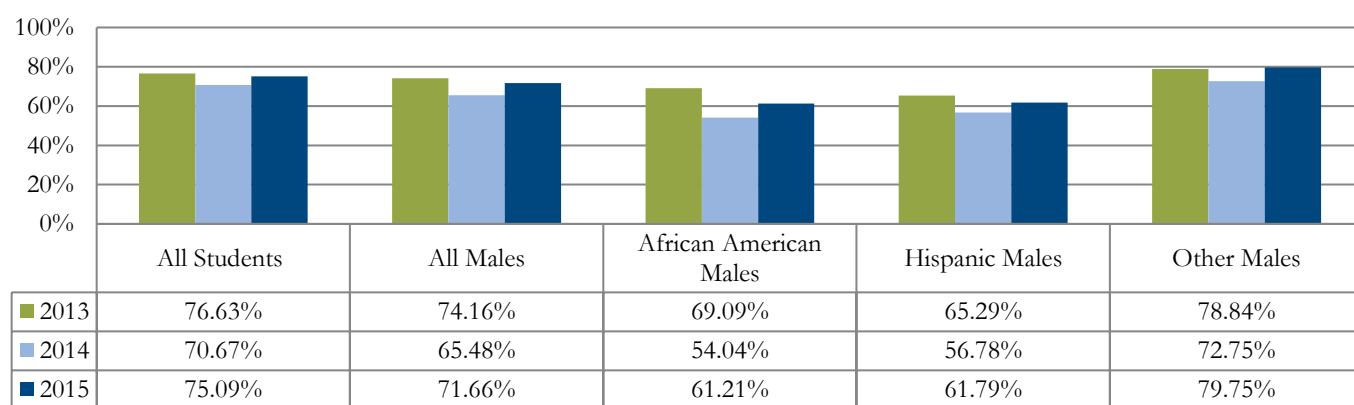
The percent of first grade students meeting benchmark on the FAST Assessment increased for all reported subgroups. The largest increase was the African American males subgroup increasing by 15.69 from 31.70 percent in the spring of 2015 to 47.39 percent in the spring of 2016.

Projections for 2016-2017:

African American Males: Percent of African American Males Meeting FAST Benchmark will increase by 4.89% in order to close the 14.66% gap in three years that exists between the percent of Other Males Meeting the FAST Benchmark.

Hispanic Males: Percent of Hispanic Males Meeting FAST Benchmark will increase by 5.42% in order to close the 16.27% gap in three years that exists between the percent of Other Males Meeting the FAST Benchmark.

Table 3: 2013-2015 Spring Scholastic Reading Inventory: Percent of Third Grade Students Scoring at Basic and Above Achievement Level Trend

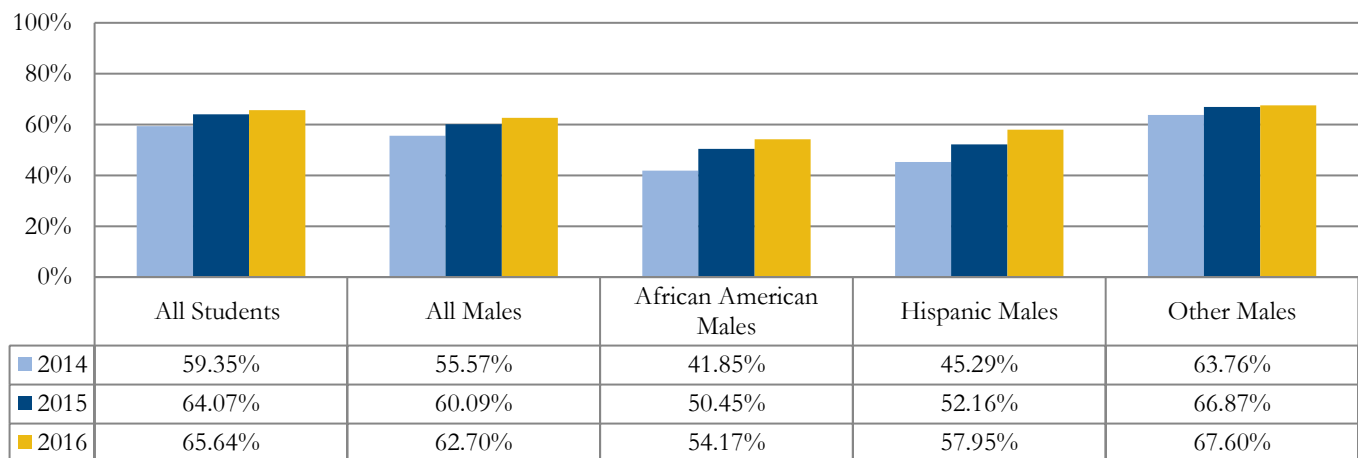


The percent of third grade students scoring at the basic and above achievement levels on the Scholastic Reading Inventory increased for all reported subgroups from the spring of 2014 to the spring of 2015. The largest increase was the African American males subgroup increasing by 7.17 from 54.04 percent in the spring of 2014 to 61.21 percent in the spring of 2015.

*Third grade students did not take the SRI in 2016 but instead took the FAST assessment for the first time.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments.

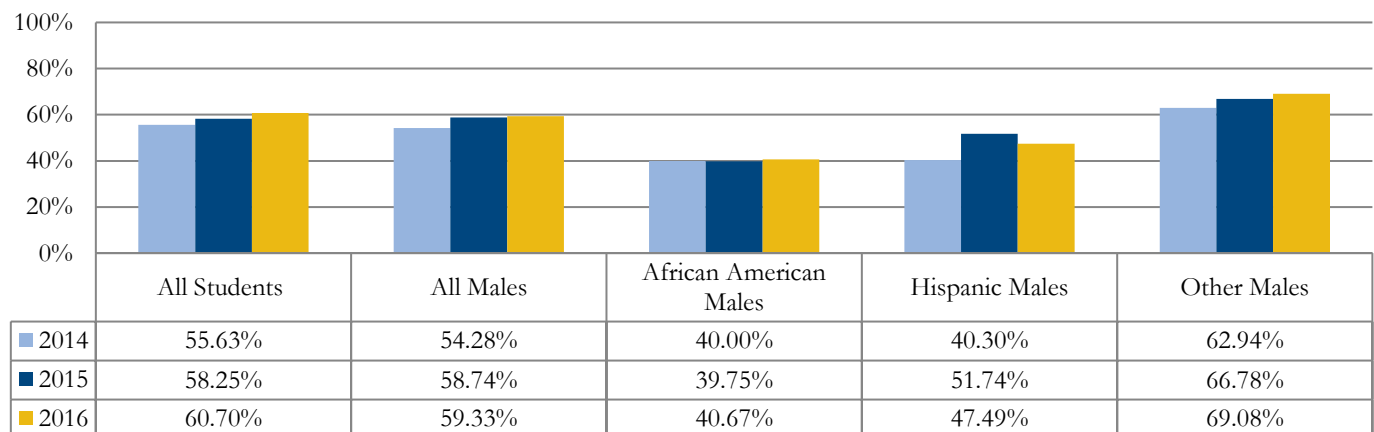
Table 4: 2014-2016 Spring Scholastic Reading Inventory: Percent of Sixth Grade Students Scoring at Basic and Above Achievement Level Trend



The percent of sixth grade students scoring at the basic and above achievement levels on the Scholastic Reading Inventory increased for all reported subgroups from the spring of 2014 to the spring of 2016. The largest increase was the Hispanic males subgroup increasing by 12.66 from 45.29 percent in the spring of 2014 to 57.95 percent in the spring of 2016.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments.

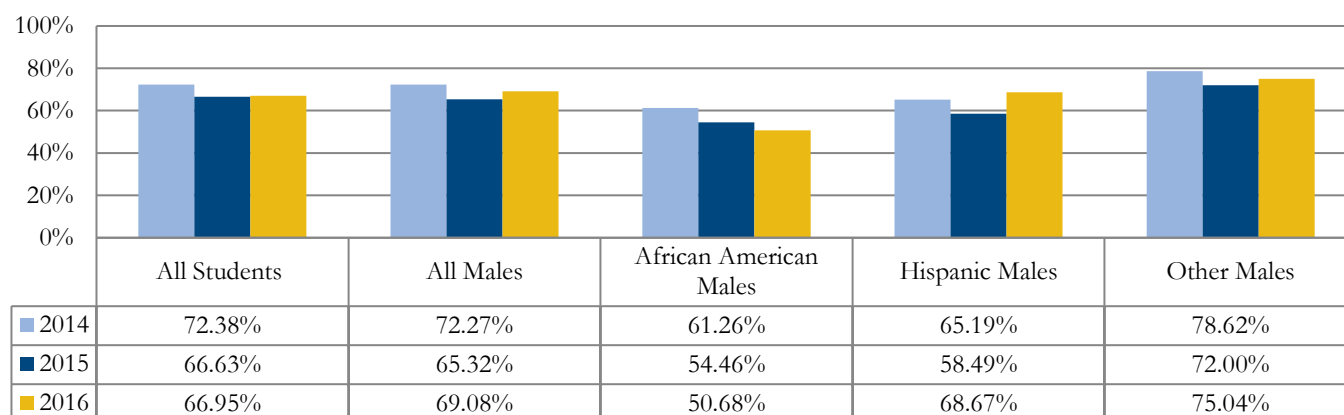
Table 5: 2014-2016 Spring Scholastic Reading Inventory: Percent of Ninth Grade Students Scoring at Basic and Above Achievement Level Trend



The percent of ninth grade students scoring at the basic and above achievement levels on the Scholastic Reading Inventory increased for all reported subgroups from the spring of 2014 to the spring of 2016. The largest increase was the Hispanic males subgroup increasing by 7.19 from 40.30 percent in the spring of 2014 to 47.49 percent in the spring of 2016.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments

Table 6: 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Third Grade Students Scoring at Basic and Above Achievement Level Trend

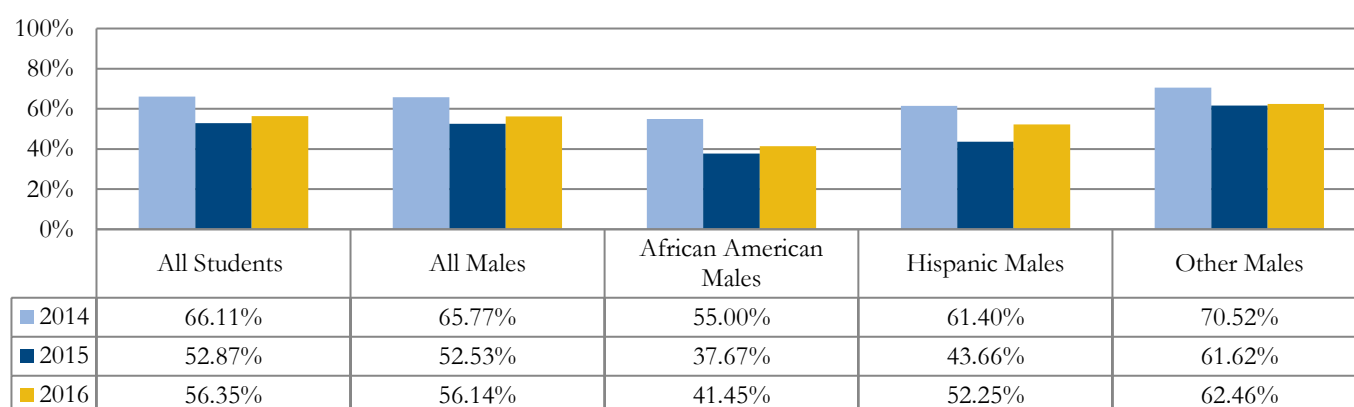


The percent of third grade students scoring at the basic and above achievement levels on the Scholastic Mathematics Inventory increased for all reported subgroups except the African American males from the spring of 2015 to the spring of 2016. The largest increase was the Hispanic males subgroup increasing by 10.18 from 58.49 percent in the spring of 2015 to 68.67 percent in the spring of 2016.

*The SMI test was changed between the 2014 and 2015 spring administration from Enterprise Edition v 2.2.4 to College & Career Edition v 2.3.2. The difference in scores was expected, owing to the enhanced rigor of the content, changes in the structure of the test to align to College & Career expectations and the improved accuracy of the newer test.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments.

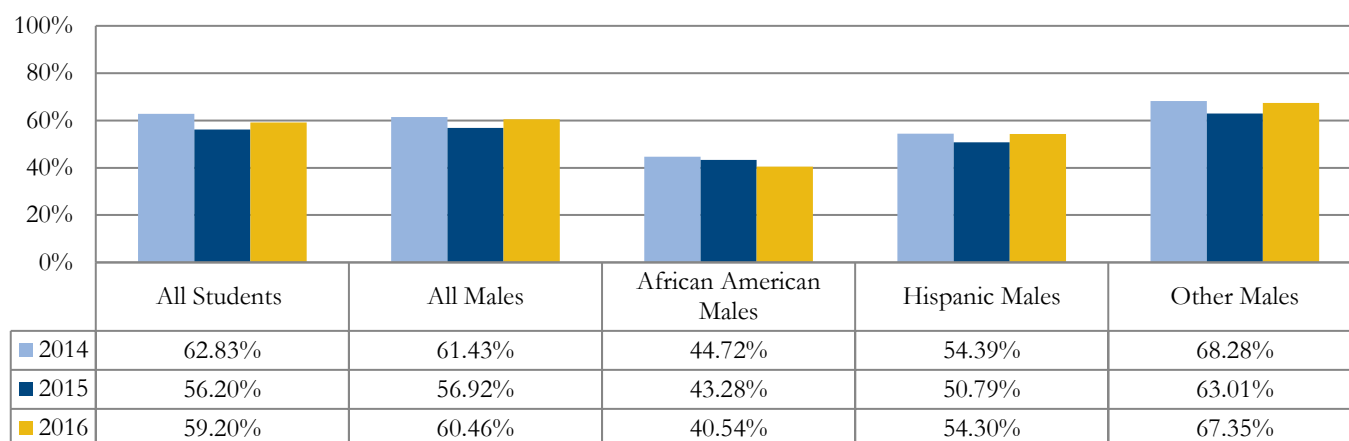
Table 7: 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Sixth Grade Students Scoring at Basic and Above Achievement Level Trend



The percent of sixth grade students scoring at the basic and above achievement levels on the Scholastic Mathematics Inventory increased for all reported subgroups from the spring of 2015 to the spring of 2016. The largest increase was the Hispanic males subgroup increasing by 8.59 from 43.66 percent in the spring of 2015 to 52.25 percent in the spring of 2016.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments.

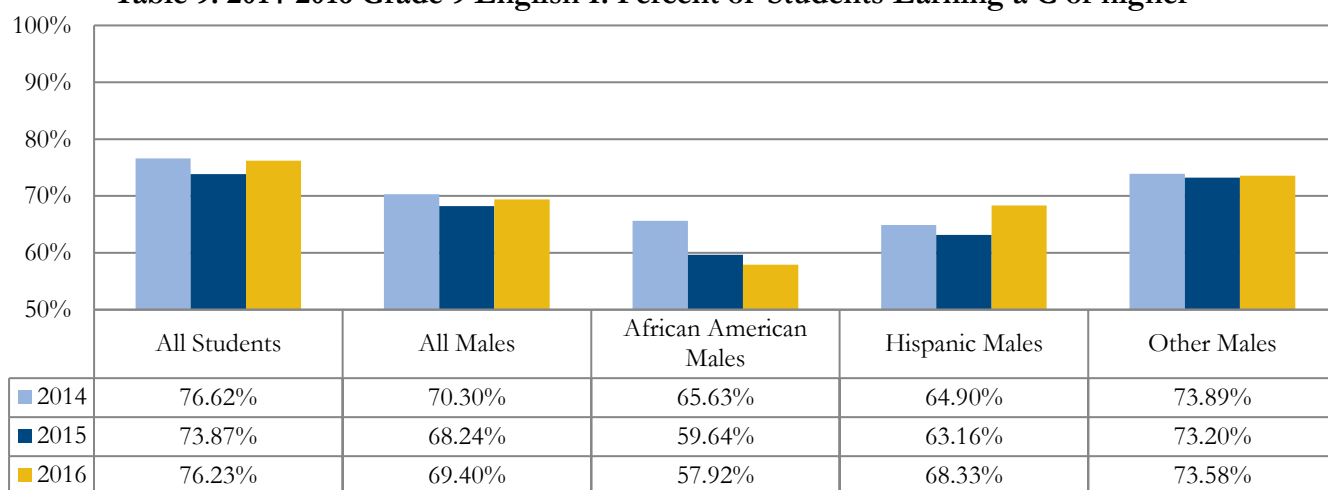
Table 8: 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Ninth Grade Students Scoring at Basic and Above Achievement Level Trend



The percent of ninth grade students scoring at the basic and above achievement levels on the Scholastic Mathematics Inventory increased for all reported subgroups except the African American males from the spring of 2015 to the spring of 2016. The largest increase was the other males subgroup increasing by 4.34 from 63.01 percent in the spring of 2015 to 67.35 percent in the spring of 2016.

Projections for 2016-2017: Students will no longer be assessed on this test but will be taking the MAP assessments.

Table 9: 2014-2016 Grade 9 English I: Percent of Students Earning a C or higher

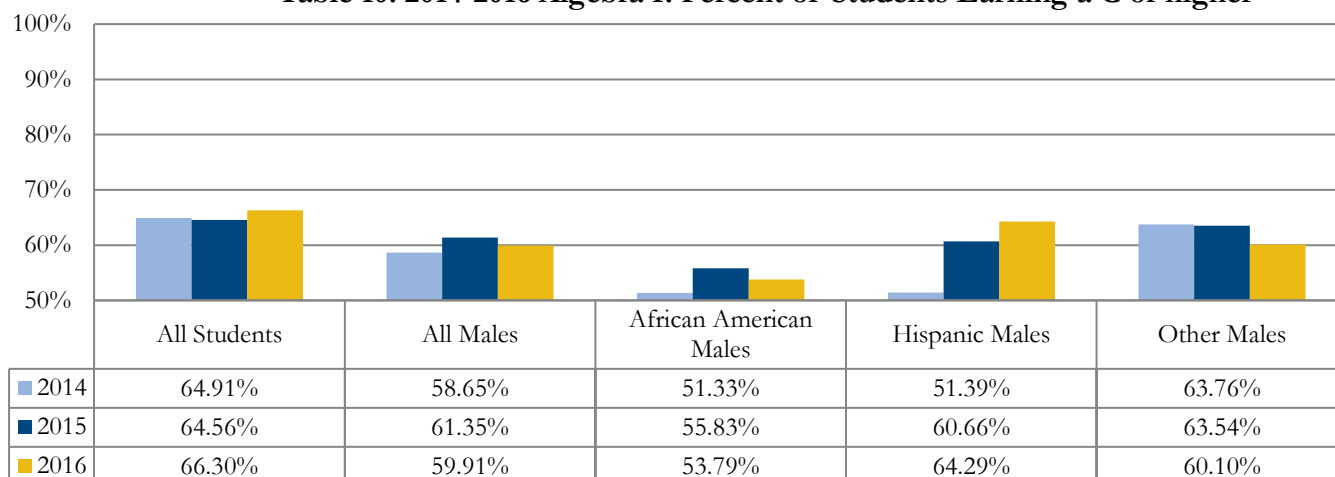


The percent of African American ninth grade males subgroup, taking English I who earned a C or higher is 15.66 percent lower than the other males subgroup for the 2015-16 school year. The percent of Hispanic ninth grade males subgroup, taking English I who earned a C or higher is 5.25 percent lower than the Other Males subgroup for the 2015-16 school year. The percent of African American ninth grade males subgroup has steadily decreased by 7.71 percent from 65.63 percent in the 2013-14 school year to 57.92 percent during the 2015-16 school year.

Projections for 2016-2017:

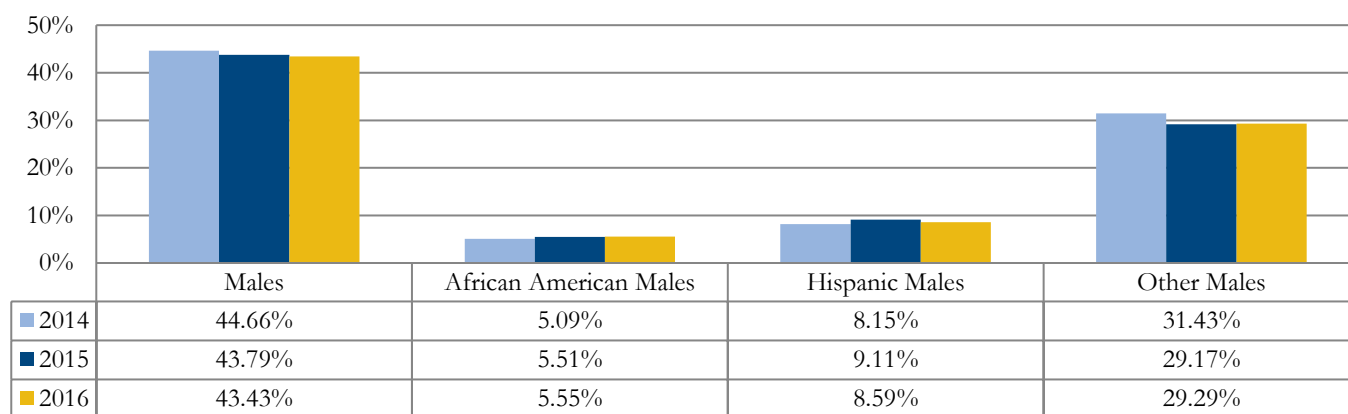
African American Males: Percent of African American Males earning a C or higher in English 1 will increase by 5.22% in order to close the 15.66% gap in three years that exists between the percent of Other Males earning a C or higher in English 1.

Hispanic Males: Percent of Hispanic Males earning a C or higher will increase by 1.75% in order to close the 5.25% gap in three years that exists between the percent of Other Males earning a C or higher in English 1.

Table 10: 2014-2016 Algebra I: Percent of Students Earning a C or higher

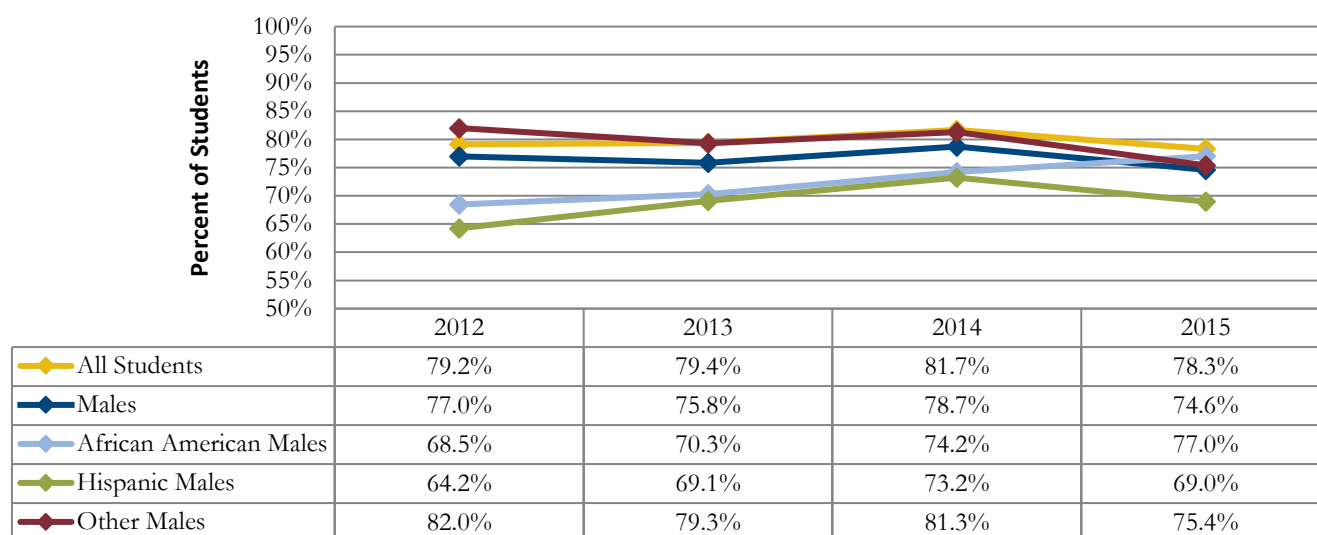
The percent of the African American ninth grade males subgroup, taking Algebra I who earned a C or higher is 6.31 percent lower than the Other Males subgroup for the 2015-16 school year. The percent of the Hispanic ninth grade males subgroup, taking Algebra I who earned a C or higher is 4.19 percent higher than the Other Males subgroup for the 2015-16 school year. The percent of Hispanic ninth grade males subgroup has steadily increased by 12.9 percent from 51.39 percent in the 2013-14 school year to 64.29 percent during the 2015-16 school year.

Projections for 2016-2017: African American Males: Percent of African American Males earning a C or higher in Algebra 1 will increase by 2.1% in order to close the 6.31% gap in three years that exists between the percent of Other Males earning a C or higher in Algebra 1. **Hispanic Males:** Percent of Hispanic Males earning a C or higher in Algebra 1 will increase by 5.23% in order to close the 15.71% gap in three years that exists between the percent of Other Males earning a C or higher in Algebra 1.

Table 11: AP Course Enrollment: Percent of Students by Subgroup Trend

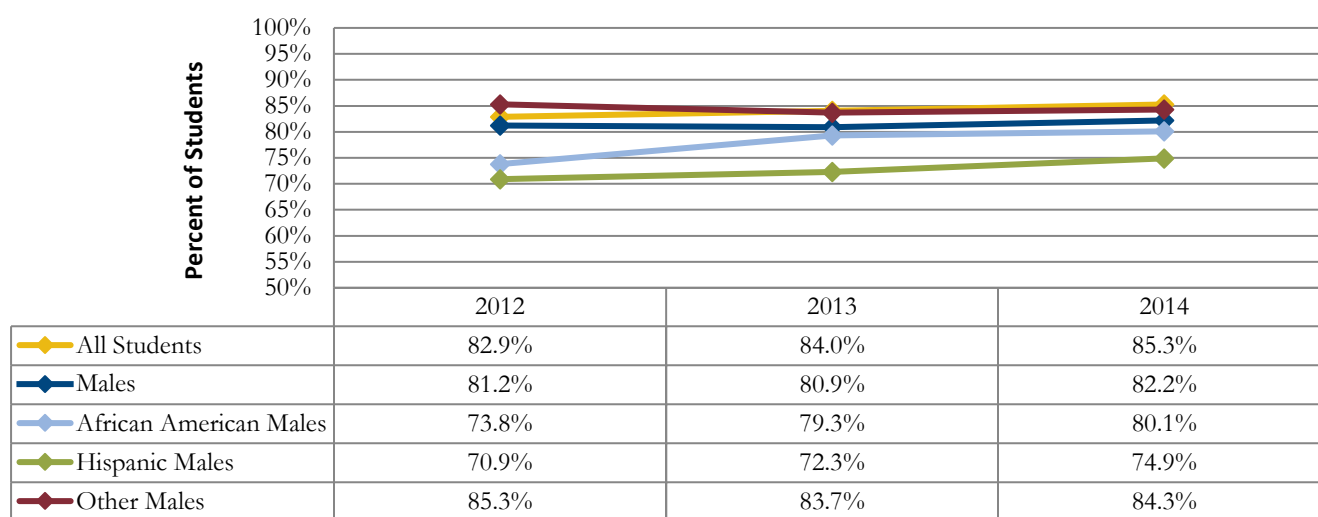
Among the 2,434 students taking 1 or more AP courses, African American males make up 5.55 percent of the students enrolled in an AP course in the 2015-16 school year. Hispanic males make up 8.59 percent of the students enrolled in an AP course in the 2015-16 school year. Other Males make up 29.29 percent of the students enrolled in an AP course in the 2015-16 school year.

Projections for 2016-2017: African American Males: Percent of African American Males enrolling in at least 1 AP course will increase by 7.91% in order to close the 23.74% gap in three years that exists between the percent of Other Males enrolling in at least 1 AP course. **Hispanic Males:** Percent of Hispanic Males enrolling in at least 1 AP course will increase by 6.9% in order to close the 20.7% gap in three years that exists between the percent of Other Males enrolling in at least 1 AP course.

Table 12: Graduation Rates: 4- Year Cohort Graduation Trend

Four year cohort graduation rates have decreased by 3.36 percent from 81.68 percent in the spring of 2014 to 78.32 percent in the spring of 2015.

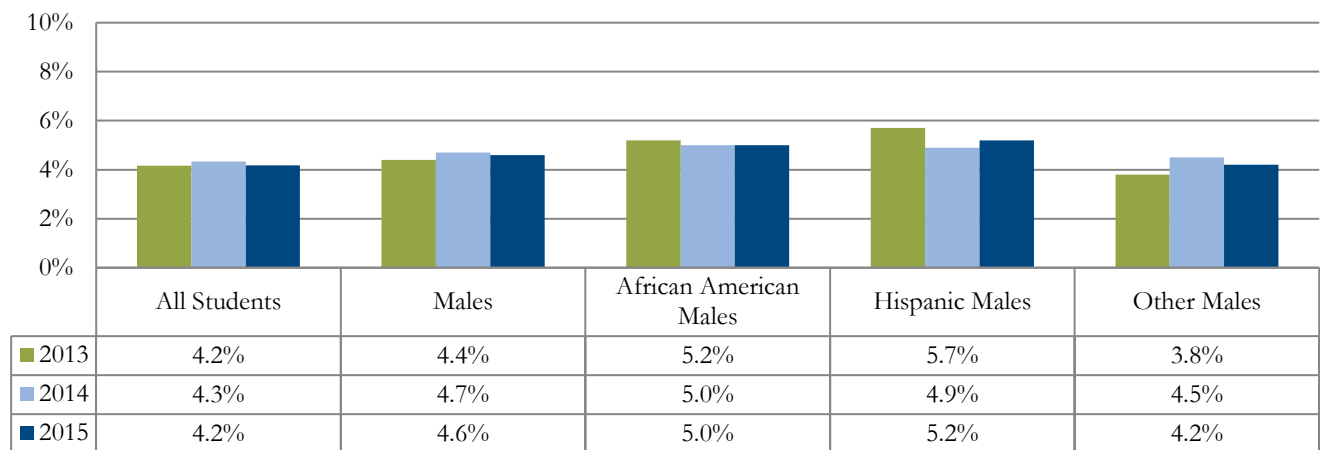
Projection for 2016-2017: African American Males: Percent of African American Males graduating in 4 years will increase by 1% in order meet the rate of 80% in three years. **Hispanic Males:** Percent of Hispanic Males graduating in 4 years will increase by 2.1% in order to close the 6.4% gap that exists between the percent of Other Males graduating in 4 years.

Table 13: Graduation Rates: 5- Year Cohort Graduation

Five year cohort graduation rates have increased by 1.23 percent from 84.04 percent in the spring of 2013 to 85.27 percent in the spring of 2014. **Note:** The 2014 data for the 5 year graduation rate is the same cohort of students one year later.

Projection for 2016-2017: African American Males: Percent of African American Males graduating in 5 years will increase by 1.4% in order to close the 4.2% gap that exists between the percent of Other Males graduating in 4 years.

Hispanic Males: Percent of Hispanic Males graduating in 4 years will increase by 3.13% in order to close the 9.4% gap that exists between the percent of Other Males graduating in 4 years.

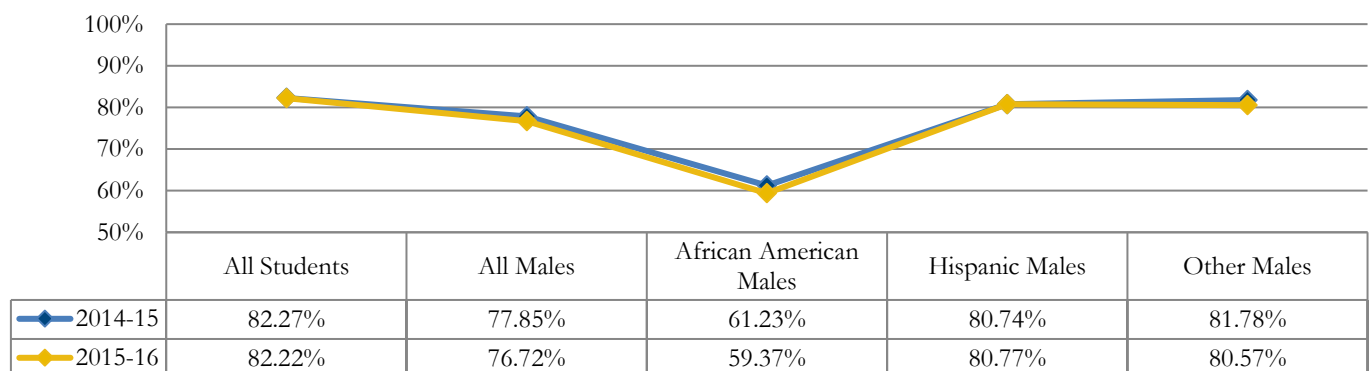
Table 14: Drop Out Rate: Percent of Students

4.2% of all 7th – 12th grade students dropped out during the 2014-15 school year. This is down 0.1 percent from the 2013-2014 school year.

Projection for 2016-2017:

African American Males: The Drop Out Rate for African American Males will decrease by .27% in order to close the .8% gap in three years that exists between the Drop Out Rate of Other Males.

Hispanic Males: The Drop Out Rate for Hispanic Males will decrease by .33% in order to close the 1% gap in three years that exists between the Drop Out Rate of Other Males.

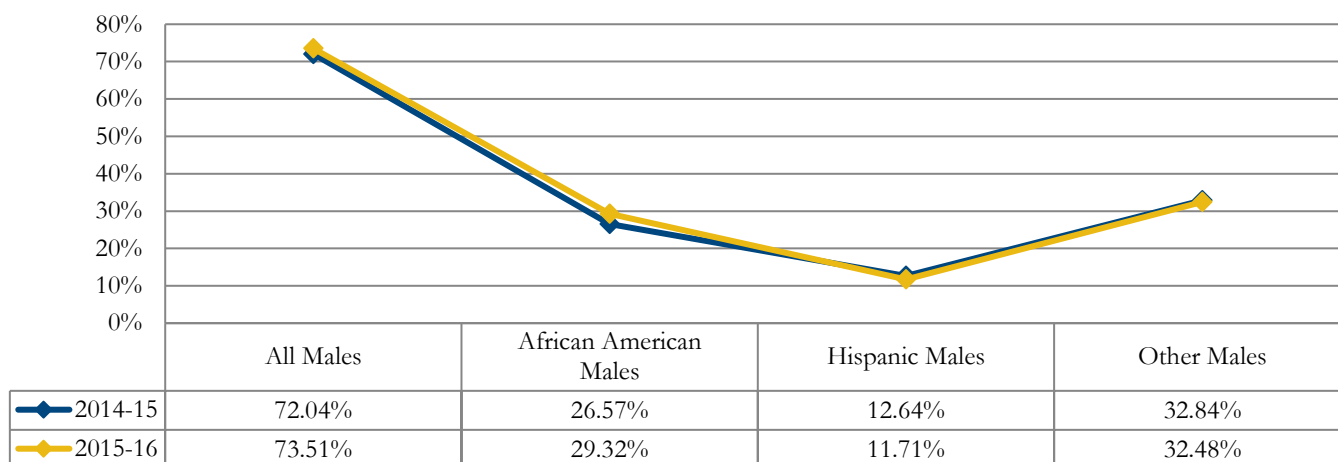
Table 15: Percentage of students having 0-1 office referrals (level 2+)

The percentage of males having 0-1 Level 2 or higher office referrals has decreased by 1.13 from 77.85 in 2014-15 to 76.72 in 2015-16. The percentage of African American males having 0-1 Level 2 or higher office referrals has decreased by 1.86 from 61.23 in 2014-15 to 59.37 in 2015-16. The percentage of Hispanic males having 0-1 Level 2 or higher office referrals has increased by 0.03 from 80.74 in 2014-15 to 80.77 in 2015-16. The percentage of Other Males having 0-1 Level 2 or higher office referrals has decreased by 1.21 from 81.78 in 2014-15 to 80.57 in 2015-16.

Projection for 2016-2017:

African American Males: Percent of African American Males receiving 0-1 office referrals will increase by 7.06% in order to close the 21.2% gap in three years that exists between the percent of Other Males receiving 0-1 office referrals.

Hispanic Males: Percent of Hispanic Males receiving 0-1 office referrals will meet or exceed the percent of Other Males receiving 0-1 office referrals.

Table 16: Level 2 + Office Referrals K-12: Percent by Subgroup Trend

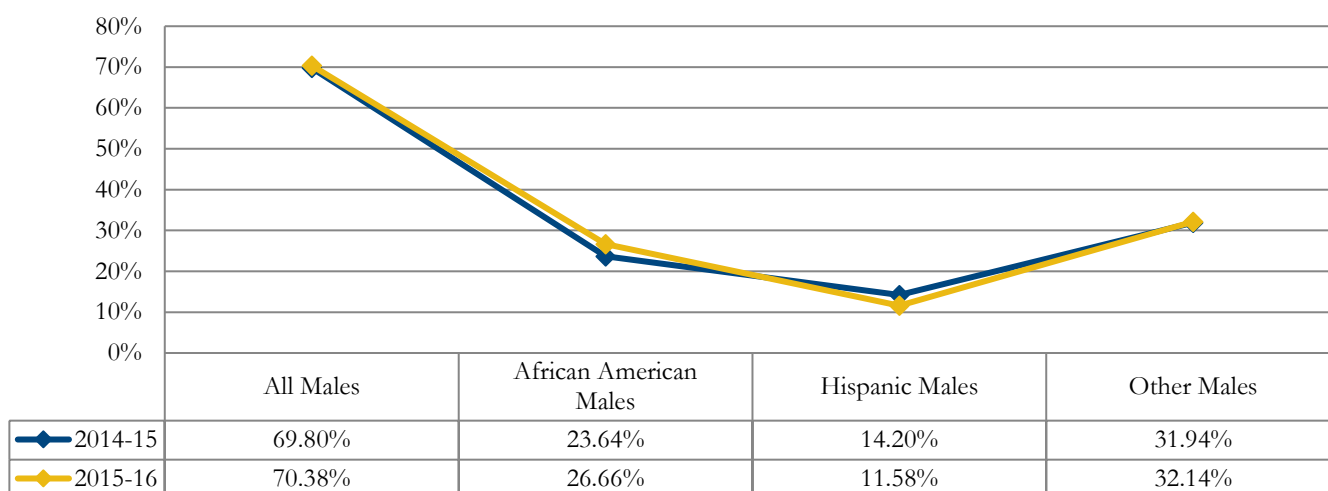
Among all level 2 and higher office referrals, the African American Males subgroup's percent of office referrals has increased by 2.75 percent from 26.57 percent in the 2014-15 school year to 29.32 percent in the 2015-16 school year. The Hispanic Males subgroup's percent of office referrals has decreased by 0.93 percent from 12.64 percent in the 2014-15 school year to 11.71 percent in the 2015-16 school year. The other males subgroup's percent of office referrals has decreased by 0.36 percent from 32.84 percent in the 2014-15 school year to 32.48 percent in the 2015-16 school year.

Note: 2013-2014 data is not provided due to updates in our behavior code and data collection logic. Years prior to 2014-2015 cannot be compared to recent years.

Projection for 2016-2017:

African American Males: Percent of African American Males receiving a Level 2+ office referral will decrease by 6.64% in order to close the 19.92% disproportionate gap in three years that exists between the 29.32% of African American Males receiving a Level 2+ office referral and the overall African American Male enrollment of 9.4%.

Hispanic Males: Percent of Hispanic Males receiving a Level 2+ office referral will decline and will not exceed the Hispanic Male enrollment of 13%.

Table 17: Out Of School Suspension Days: Percent by Subgroup Trend

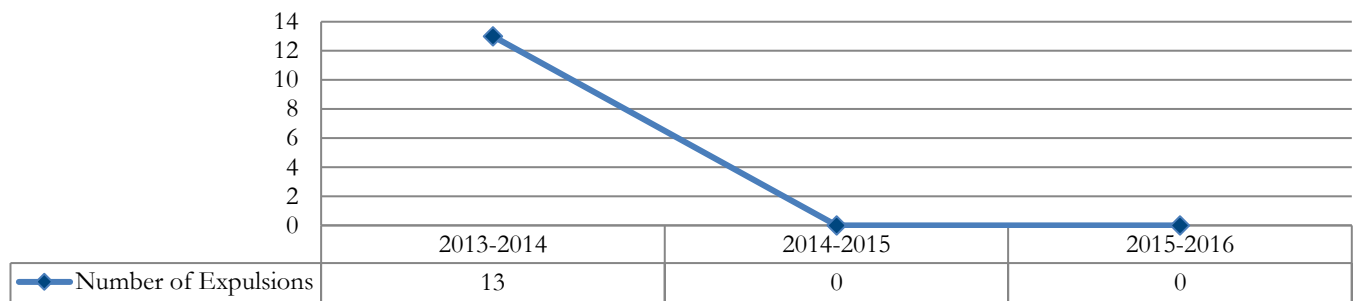
Among all out of school suspension days the African American males subgroup's percent of out of school suspension days has increased by 3.02 percent from 23.64 percent in the 2014-15 school year to 26.66 percent in the 2015-16 school year. The Hispanic Males subgroup's percent of out of school suspension days has decreased by 2.62 percent from 14.20 percent in the 2014-15 school year to 11.58 percent in the 2015-16 school year. The Other Males subgroup's percent of out of school suspension days has increased by 0.20 percent from 31.94 percent in the 2014-15 school year to 32.14 percent in the 2015-16 school year.

Note: 2013-2014 data is not provided due to updates in our behavior code and data collection logic. Years prior to 2014-2015 cannot be compared to recent years.

Projection for 2016-2017:

African American Males: Percent of days of suspension of African American Males will decrease by 5.75% in order to close the 17.26% disproportionate gap that exists between the 26.66% days of suspension of African American Males and the African American Male enrollment of 9.4%.

Hispanic Males: Percent of days of suspension of Hispanic Males will decline and will not exceed the Hispanic Male enrollment of 13%.

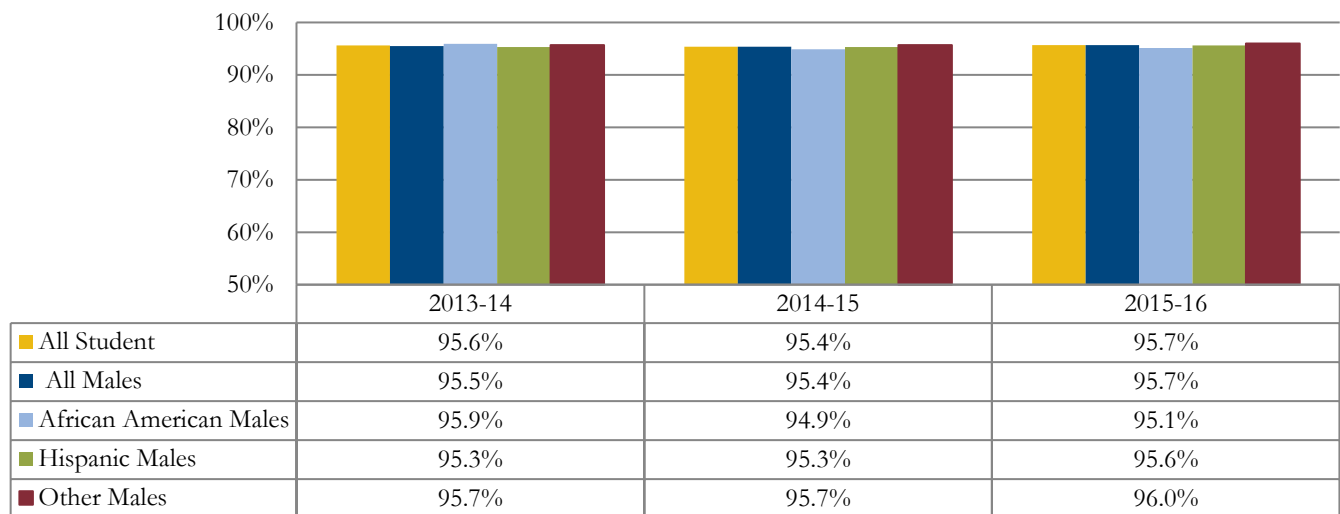
Table 18: Expulsions

The number of expulsions has decreased from 13 in the 2013-2014 school year to zero in the 2015-2016 school year. 92.31 percent of expulsions were males in the 2013-14 school year.

*Subgroup data can't be reported due to small numbers.

Note: 2014-2015 was the first year for our deferred expulsion process, which kept students in school with additional supports and accountability for certain expellable offenses.

Projection for 2016-2017: Continued employment of the district's deferred expulsion process will result in 0 expulsions for African American and Hispanic Males.

Table 19: Attendance Rate

The Attendance Rate for African American males has increased by 0.2 percent from 94.9% in the 2014-2015 school year to 95.1% in the 2015-2016 school year. The Attendance Rate for Hispanic males has increased by 0.3 percent from 95.3% in the 2014-2015 school year to 95.6% in the 2015-2016 school year.

Projection for 2016-2017:

African American Males: Percent rate of attendance of African American Males will increase by .3% in order to close the .9% gap in three years that exists between the 96% rate of attendance of Other Males.

Hispanic Males: Percent rate of attendance of Hispanic Males will increase by .2% in order to close the .4% gap in three years that exists between the 96% rate of attendance of Other Males.

Response to Data:

Overall

Lagging indicators inform future action. Systematic changes heavily focused on Tier 1.

- Collaboratively invest into cultural proficiency professional development for all school employees.
- Create student-centered learning environments through investment in Schools For Rigor.
- Improve instructional practices through continued training and professional development in the Marzano Instructional Framework

Graduation Rates

Investment in bolstering support for academic planning. Developed district academic planning team.

- Hired 12 additional counselors at the secondary level. Dropped ratio from 1:750 to 1:420.
- Infuse technology to develop and monitor academic plans for 8th – 12th graders
- Professional development for counselors and administrators on district-wide course offerings and technology upgrades

Behavior Events

Capitalize on federal Culture and Climate Transformation grant.

- Developed consistent K-12 behavior reporting system
- Developed accurate, timely, and diagnostic data system
- Created and trained Tier 1 team at every school
- Starting tier 2 cohorts at certain schools
- Continue Behavior Summit to support staff professional development

Exclusionary Practices

Focus on alternatives to suspension and lost instructional time

- Develop ability to track lost instructional time
- Restorative justice professional development
- Continuum of response emphasis
- Student Assistance Program focus on substance abuse
- Continue deferred expulsion process

Attendance

Focus on prevention

- K-3 RFI attendance and tardy
- Juvenile Court Liaisons emphasize truancy court prevention
- Counselors focus on chronic absenteeism
- Success staff focus on first 30 day attendance

Appendix

Table 1: 2015-2016 Spring Kindergarten FAST Assessment: Number Meeting Benchmark Trend

	2015	2016
All Students	1507	1715
All Males	712	827
African American Males	119	145
Hispanic Males	155	180
Other Males	438	502

Table 2: 2015-2016 Spring First Grade FAST Assessment: Number Meeting Benchmark Trend

	2015	2016
All Students	1334	1505
All Males	614	740
African American Males	71	127
Hispanic Males	143	152
Other Males	400	461

Table 3: 2013-2015 Spring Scholastic Reading Inventory: Number of Third Grade Students Scoring at Basic and Above Achievement Levels Trend

	2013	2014	2015
All Students	1662	1658	1893
All Males	775	789	938
African American Males	114	107	131
Hispanic Males	158	180	228
Other Males	503	502	579

Table 4: 2014-2016 Spring Scholastic Reading Inventory: Number of Sixth Grade Students Scoring at Basic and Above Achievement Levels Trend

	2014	2015	2016
All Students	1276	1364	1475
Males	619	688	679
African American Males	77	113	104
Hispanic Males	125	145	164
Other Males	417	430	411

Table 5: 2014-2016 Spring Scholastic Reading Inventory: Number of Ninth Grade Students Scoring at Basic and Above Achievement Levels Trend

	2014	2015	2016
All Students	1032	1108	1089
Males	501	571	547
African American Males	60	64	61
Hispanic Males	81	119	104
Other Males	360	388	382

Table 6: 2014-2016 Spring Scholastic Mathematics Inventory: Number of Third Grade Students Scoring at Basic and Above Achievement Levels Trend

	2014	2015	2016
All Students	1682	1681	1714
Males	860	855	907
African American Males	117	116	112
Hispanic Males	206	217	263
Other Males	537	522	532

Table 7: 2014-2016 Spring Scholastic Mathematics Inventory: Number of Sixth Grade Students Scoring at Basic and Above Achievement Levels Trend

	2014	2015	2016
All Students	1414	1124	1292
Males	730	603	622
African American Males	99	84	80
Hispanic Males	167	124	151
Other Males	464	395	391

Table 8: 2014-2016 Spring Scholastic Mathematics Inventory: Number of Ninth Grade Students Scoring at Basic and Above Achievement Levels Trend

	2014	2015	2016
All Students	967	907	920
Males	473	465	474
African American Males	55	58	45
Hispanic Males	93	97	101
Other Males	325	310	328

Table 9: 2014-2016 Grade 9 English I: Number of Student Earning a C or higher

	2014	2015	2016
All Students	1347	1320	1408
Males	639	651	685
African American Males	105	99	106
Hispanic Males	135	156	164
Other Males	399	396	415

Table 10: 2014-2016 Grade 9 Algebra I: Number of Student Earning a C or higher

	2014	2015	2016
All Students	836	838	893
Males	366	408	411
African American Males	58	67	71
Hispanic Males	74	111	108
Other Males	234	230	232

Table 11: AP Course Enrollment: Number of Students Taking 1 or More Courses Trend

	2014	2015	2016
All Students	2221	2304	2434
Males	992	1009	1057
African American Males	113	127	135
Hispanic Males	181	210	209
Other Males	698	672	713

Table 12: Number of Graduates: 4- Year Cohort Graduation Trend

	2012	2013	2014	2015
All Students	1522	1526	1601	1517
Males	723	728	781	704
African American Males	102	116	115	124
Hispanic Males	97	123	134	147
Other Males	524	489	532	433

Table 13: Number of Graduates: 5- Year Cohort Graduation Trend

	2012	2013	2014
All Students	1594	1616	1673
Males	762	779	816
African American Males	110	131	125
Hispanic Males	107	128	137
Other Males	545	520	554

Table 14: Drop Out Rate: Number of Students

	2013	2014	2015
All Students	551	579	562
Males	299	320	319
African American Males	62	60	62
Hispanic Males	80	73	85
Other Males	157	187	172

Table 15: Percentage of Students Having 0-1 Office Referrals (level 2+)

	2014-15	2015-16
Free/ Reduced Lunch	82.57%	82.40%
ELL	85.66%	85.62%
Special Education	69.29%	66.36%
African American	68.77%	67.83%
Asian	93.92%	94.57%
Hispanic	85.59%	85.68%
Multi-racial	78.21%	77.04%
Native American	84.35%	80.75%
Pacific Islander	92.86%	94.34%
White	86.04%	85.07%

Table 15: Number of Students Having 0-1 Office Referrals (level 2+)

	2014-15	2015-16
All Students	25,830	25,880
Free/ Reduced Lunch	17,941	19,031
ELL	5,171	5,788
Special Education	3,371	3,226
African American	3,861	3,923
Asian	2,209	2,338
Hispanic	6,580	6,819
Multi-racial	1,548	1,551
Native American	118	128
Pacific Islander	38	50
White	11,476	11,071
All Males	12,396	12,359
African American Males	1,702	1,708
Hispanic Males	3,187	3,297
Other Males	7,507	7,354

Table 16: Number of Level 2+ Office Referrals K-12

	2014-15	2015-16
All Students	33,431	49,578
Free/ Reduced Lunch	29,649	44,944
ELL	5,491	7,651
Special Education	13,154	20,267
African American	12,541	20,441
Asian	774	757
Hispanic	5,819	7,675
Multi-racial	3,051	4,204
Native American	129	318
Pacific Islander	43	398
White	11,074	16,126
All Males	24,084	36,443
African American Males	8,881	14,534
Hispanic Males	4,225	5,804
Other Males	10,978	16,105

Table 17: Referrals: Number of Days of Out of School Suspensions K-12

	2014-15	2015-16
All Students	3830.58	3480.38
Free/ Reduced Lunch	3388.41	3145.26
ELL	582.96	481.62
Special Education	1345.39	1337.65
African American	1383.49	1377.98
Asian	96.75	93.25
Hispanic	736.67	542.19
Multi-racial	353.93	309.67
Native American	11.10	33.15
Pacific Islander	*	*
White	1246.64	1120.64
All Males	2673.63	2449.63
African American Males	905.5	927.99
Hispanic Males	544.01	403.16
Other Males	1,223.50	1,118.48

Table 19: Attendance Rate			
	2013-14	2014-15	2015-16
Free/ Reduced Lunch	94.9%	94.9%	95.3%
ELL	95.7%	95.9%	96.4%
Special Education	94.2%	94.2%	94.3%
African American	94.9%	94.9%	95.1%
Asian	97.2%	97.0%	97.5%
Hispanic	95.2%	95.3%	95.6%
Multi-racial	95.0%	94.9%	95.4%
Native American	94.0%	94.6%	94.6%
Pacific Islander	93.8%	94.3%	92.8%