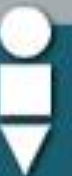# Student Conduct and Discipline
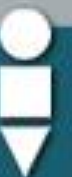
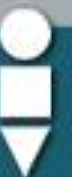## Board of Education Briefing
September 16, 2013

Outcomes

- Develop common understanding of MMSD behavior data & practices
- Develop common understanding of national research and best practices
- Establish guiding principles for the Student Conduct & Discipline Ad Hoc Committee
- Establish scope of Ad Hoc Committee work
- Determine Ad Hoc Committee membership

Agenda

5:30 p.m.   Current Data/Current Practice

                Initial Input from Stakeholders

6:15 p.m.   Best Practice & Research

7:30 p.m.   Guiding Principles & Scope of the Work

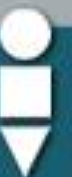8:30 p.m.   Ad Hoc Committee Membership

Behavior Report: 2012-13

Data Notes

- Behavior data in this report includes:
  - Behavior referrals*
  - Out-of-school suspensions
  - In-school suspensions
  - Expulsions, as entered in Infinite Campus and expulsion tracking spreadsheets

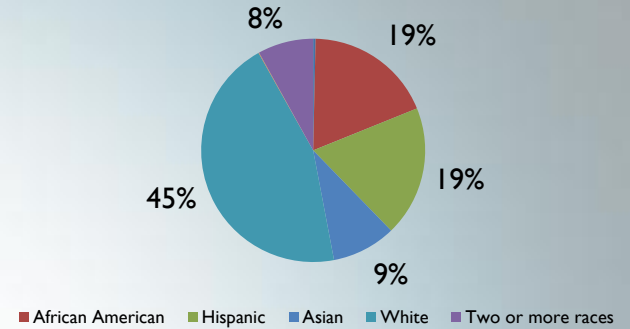* Historical data on referrals not used because of inconsistent tracking

MADISON METROPOLITAN SCHOOL DISTRICT

Behavior Referrals

Total Behavior Referrals 2012-13
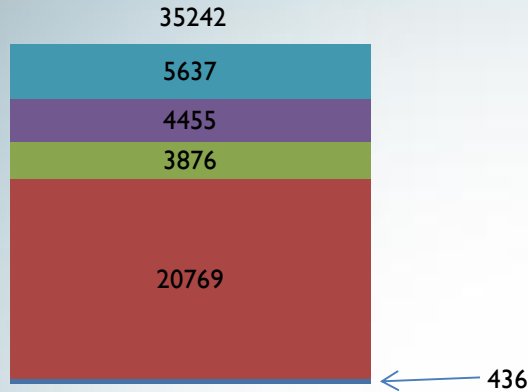
35242

White	5637
Two or more races	4455
Hispanic	3876
African American	20769
Asian	436
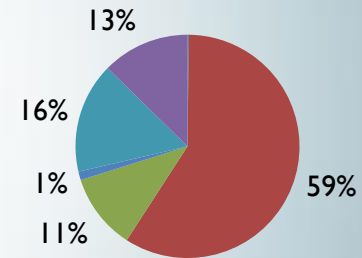
■ Asian ■ African American ■ Hispanic ■ Two or more races ■ White

Behavior referrals have disparities similar to out-of-school and in-school suspensions.

MMSD Demographics Spring 2013

8% — Two or more races
19% — African American
19% — Hispanic
9% — Asian
45% — White

■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races

Behavior Referrals 2012-13

13% — Two or more races
16% — White
1% — Asian
11% — Hispanic
59% — African American

■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races

Behavior Referrals by Grade 2012-13

Referrals common in early grades where suspensions are uncommon

Grade	Referrals
KG	2934
1	3182
2	3919
3	3129
4	2634
5	3031
6	3098
7	3953
8	3823
9	2448
10	1501
11	1029
12	404

MADISON METROPOLITAN SCHOOL DISTRICT
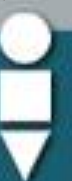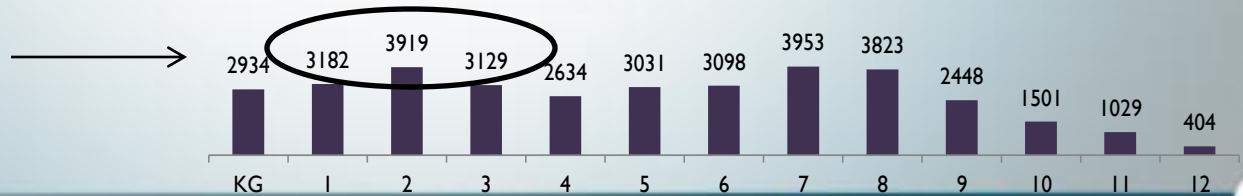
Out-of-School Suspensions

Total Out-of-School Suspensions
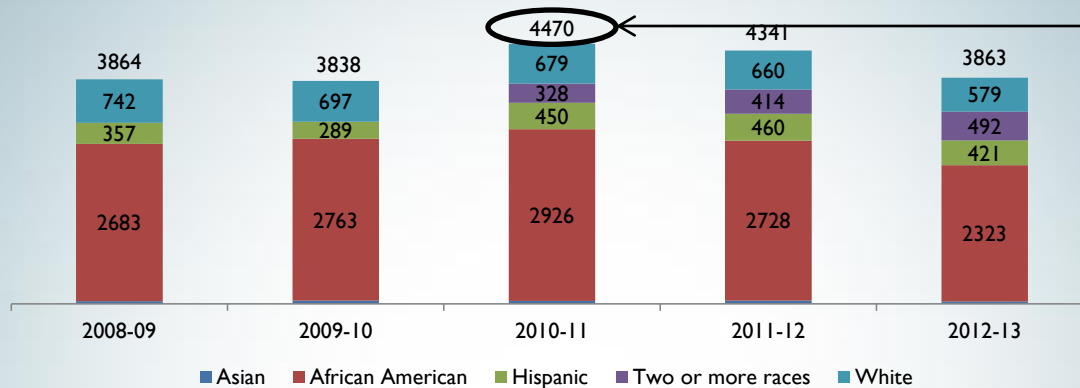
Decreasing from 2010-11 peak

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	3864	3838	4470	4341	3863
White	742	697	679	660	579
Two or more races			328	414	492
Hispanic	357	289	450	460	421
African American	2683	2763	2926	2728	2323

■ Asian ■ African American ■ Hispanic ■ Two or more races ■ White

Days of Instruction Lost - Out-of-School Suspensions
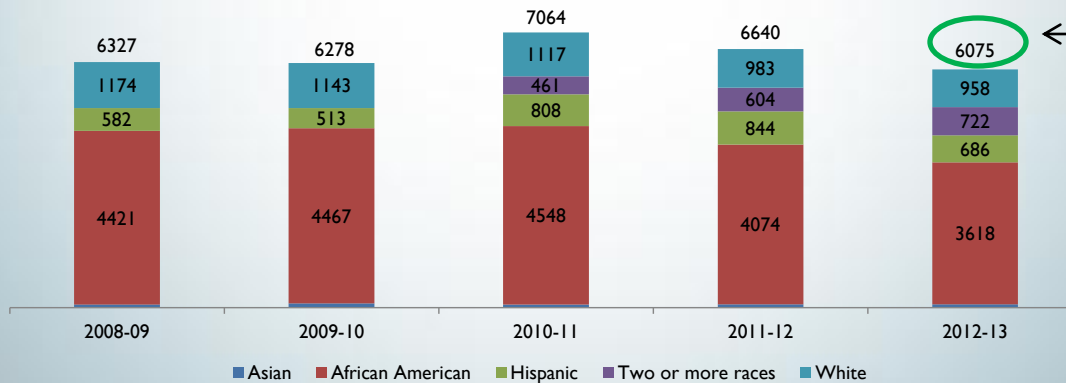
Almost 600 extra days of instruction due to fewer suspensions
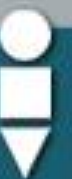
	2008-09	2009-10	2010-11	2011-12	2012-13
Total	6327	6278	7064	6640	6075
White	1174	1143	1117	983	958
Two or more races			461	604	722
Hispanic	582	513	808	844	686
African American	4421	4467	4548	4074	3618

■ Asian ■ African American ■ Hispanic ■ Two or more races ■ White

MADISON METROPOLITAN SCHOOL DISTRICT

Out-of-School Suspensions

MMSD Demographics Spring 2013

8% 19% 19% 9% 45%

■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races

Out-of-School Suspensions 2012-13

13% 15% 1% 11% 60%

■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races
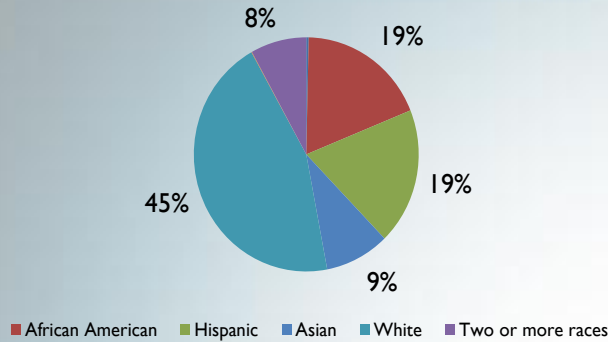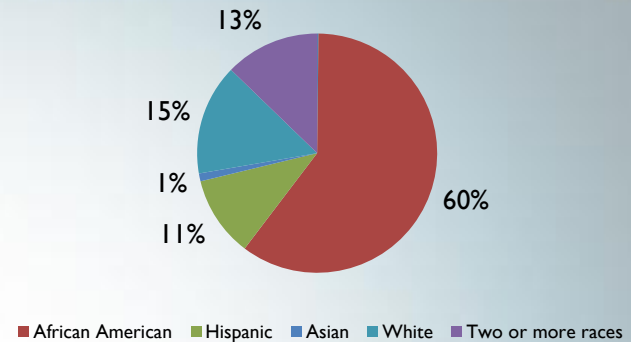
Large disparities exist between MMSD demographics and shares of suspensions

	Percent of MMSD	Percent of Suspensions
Not low-income	52%	15%
Low-income	48%	85%

	Percent of MMSD	Percent of Suspensions
Not ELL	76%	91%
ELL	24%	9%

	Percent of MMSD	Percent of Suspensions
Not Special Education	84%	51%
Special Education	16%	49%

	Percent of MMSD	Percent of Suspensions
Male	52%	72%
Female	48%	28%

MADISON METROPOLITAN SCHOOL DISTRICT

Out-of-School Suspensions

Out of School Suspensions by Grade 2012-13

Grade	KG	1	2	3	4	5	6	7	8	9	10	11	12
Count	126	165	185	204	216	194	400	477	487	531	385	352	137
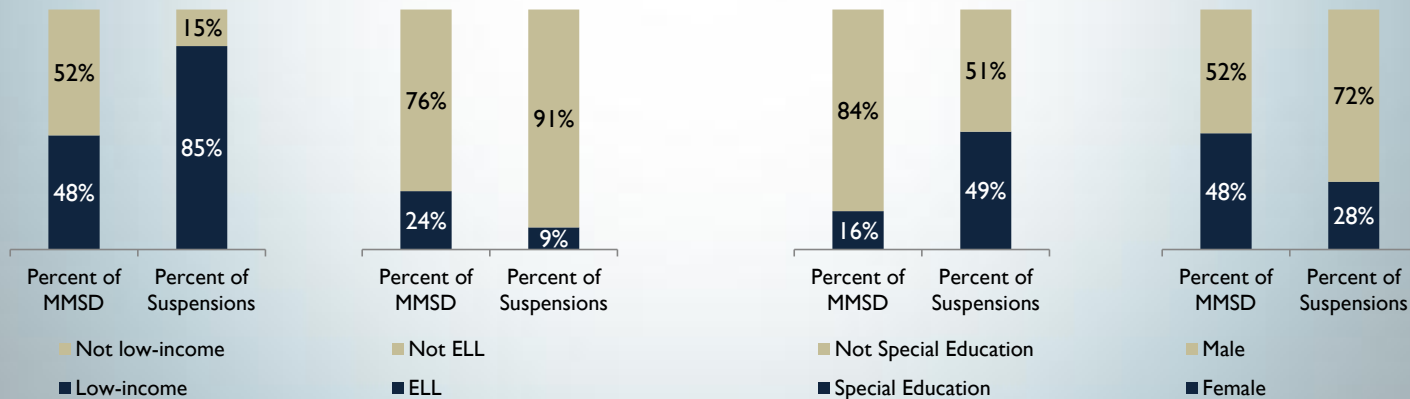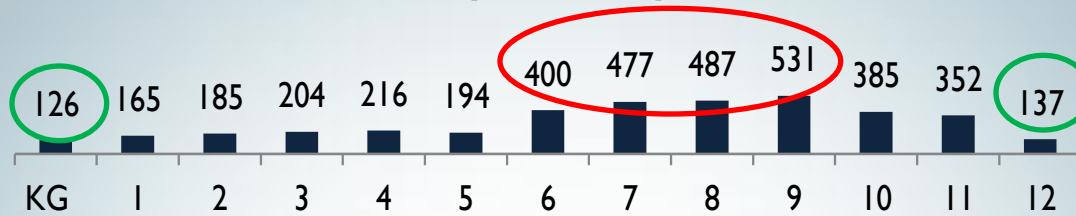
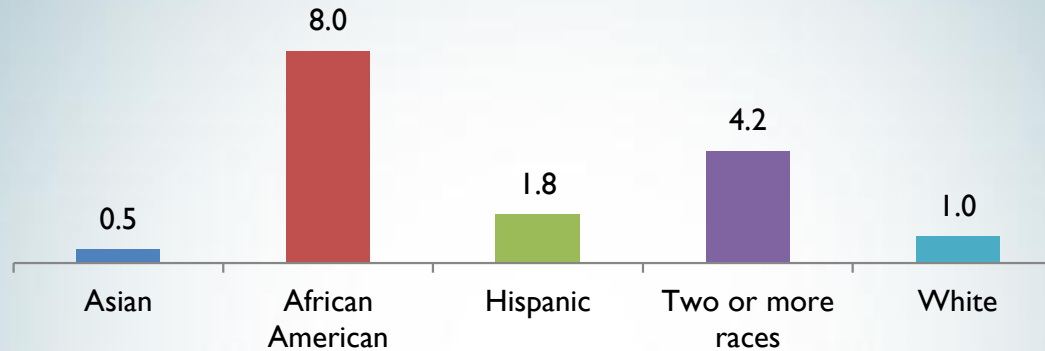Suspensions most common in grades 6-9, least common in 12th grade and kindergarten.

1 in 5 African-American students suspended, 1 in 33 white students suspended
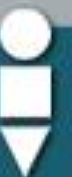
Percent Suspended During 2012-13

All students	Asian	African American	Hispanic	Two or more races	White	Low-income	Not low-income	ELL	Not ELL	Special Education	Not Special Education	Female	Male
7%	1%	20%	5%	11%	3%	12%	2%	3%	8%	19%	4%	4%	9%

MADISON METROPOLITAN SCHOOL DISTRICT
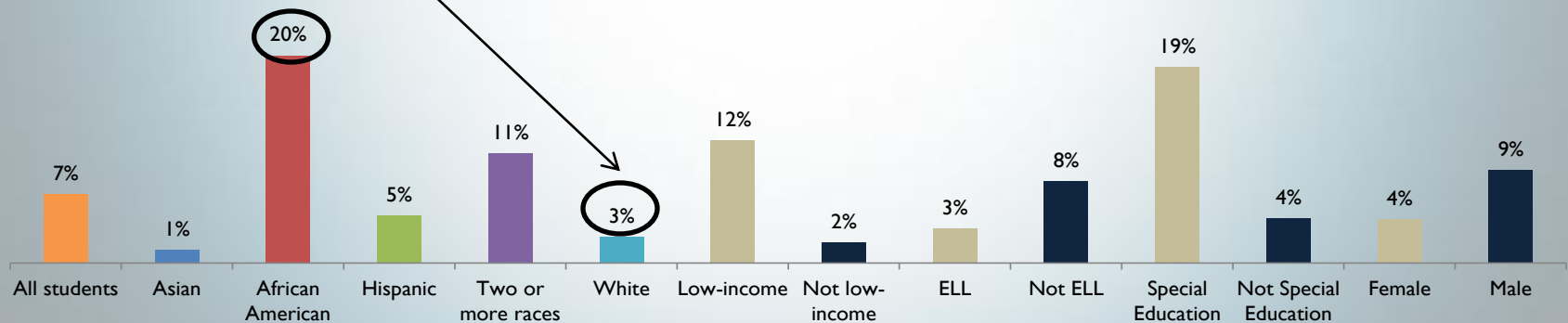
Out-of-School Suspensions
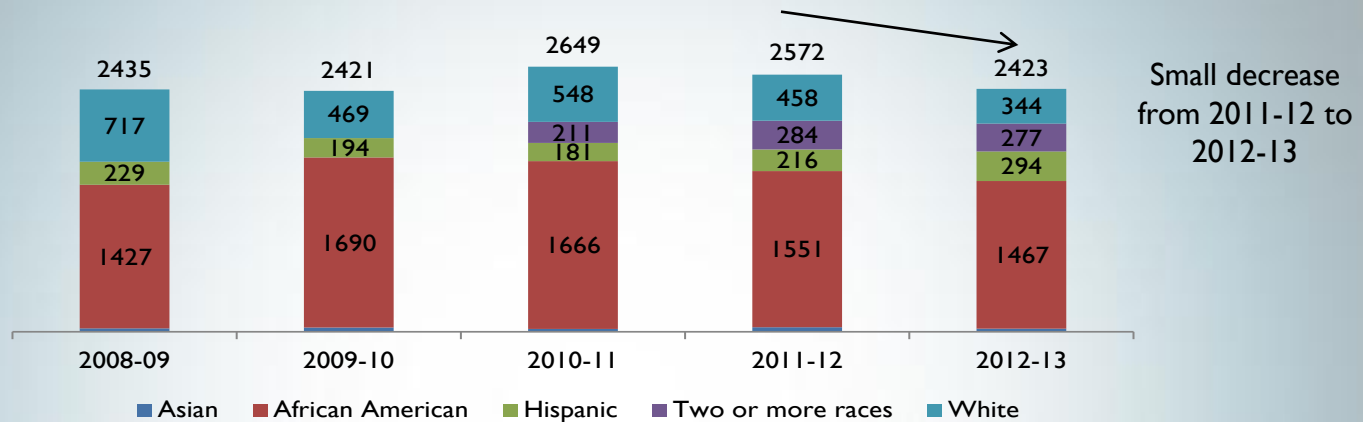
Out-of-School Suspension Risk Ratios

In MMSD, African-American students were eight times more likely to be suspended than white students. Multiracial students were more than four times as likely to be suspended and Hispanic students were nearly twice as likely, while Asian students were only half as likely.
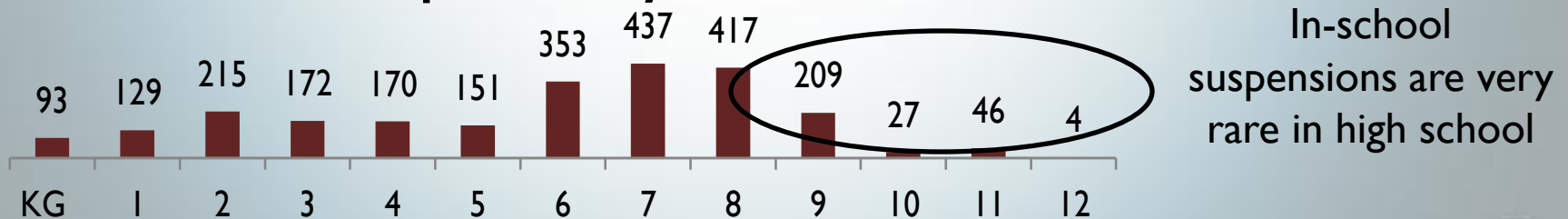
In-School Suspensions

Total In-School Suspensions

	2008-09	2009-10	2010-11	2011-12	2012-13
Total	2435	2421	2649	2572	2423
White	717	469	548	458	344
Two or more races			211	284	277
Hispanic	229	194	181	216	294
African American	1427	1690	1666	1551	1467

Legend: ■ Asian ■ African American ■ Hispanic ■ Two or more races ■ White

Small decrease from 2011-12 to 2012-13

In-school suspensions have similar demographic disparities as out-of-school suspensions.

In-School Suspensions by Grade 2012-13

KG	1	2	3	4	5	6	7	8	9	10	11	12
93	129	215	172	170	151	353	437	417	209	27	46	4

In-school suspensions are very rare in high school

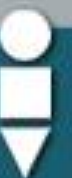MADISON METROPOLITAN SCHOOL DISTRICT

Behavior by School – Elementary

	End of year students	Behavior referrals	Referrals per student	Out-of-school suspensions	% suspended - out of school	In-school suspensions
Mendota Elementary	348	1975	5.68	98	13%	116
Falk Elementary	387	2026	5.24	85	11%	56
Allis Elementary	430	404	0.94	93	11%	29
Leopold Elementary	634	2319	3.66	91	8%	65
Orchard Ridge Elementary	357	560	1.57	52	8%	48
Chavez Elementary	682	300	0.44	15	1%	21
Shorewood Elementary	440	83	0.19	8	1%	7
Van Hise Elementary	384	165	0.43	5	1%	8
Lapham Elementary	305	180	0.59	4	1%	5
Franklin Elementary	430	25	0.06	0	0%	0

Large disparities in referrals and suspensions

Table shows the five elementary schools with the largest percent of students suspended during the year and the five with the smallest percent of students suspended

MADISON METROPOLITAN SCHOOL DISTRICT

Behavior by School – Middle and High

	End of year students	Behavior referrals	Referrals per student	Out-of-school suspensions	% suspended - out of school	In-school suspensions
Black Hawk Middle	383	1093	2.85	233	22%	222
Cherokee Middle	521	815	1.56	230	17%	83
Sennett Middle	608	1048	1.72	247	17%	248
Wright Middle	245	851	3.47	69	17%	30
Sherman Middle	419	323	0.77	116	13%	116
Toki Middle	505	1455	2.88	142	11%	286
Badger Rock Middle	94	175	1.86	12	11%	0
Jefferson Middle	534	2583	4.84	137	10%	51
Whitehorse Middle	449	762	1.70	65	8%	82
O'Keeffe Middle	459	554	1.21	52	7%	21
Spring Harbor Middle	268	782	2.92	22	4%	41
Hamilton Middle	735	339	0.46	29	2%	27
East High	1524	2109	1.38	584	14%	249
La Follette High	1400	1631	1.17	391	10%	20
Memorial High	1797	823	0.46	244	7%	4
West High	2021	781	0.39	155	4%	11

Huge disparities in percent of students suspended

In-school suspensions uncommon in HS

Table shows all middle and high schools sorted by the percent of students suspended during the year

MADISON METROPOLITAN SCHOOL DISTRICT

Expulsions

Expulsion Recommendations

Year	Total Expulsion Recommendations	White	African American	Hispanic	Two or more races	Special education	ELL
2009-10	118	17	90	9	N/A	73	11
2010-11	197	36	115	27	14	108	24
2011-12	189	32	105	30	17	84	27
2012-13	146	25	89	10	21	84	7

Majority of recommendations given to African American students

Expulsion Recommendation Outcomes

Year	Total Expulsion Recommendations	Accepted Phoenix	Manifestation of Disability	Dismissed by Administrator	Expulsion Hearing Held	Expelled
2009-10	118	N/A	64	9	45	**34 (28.8%)**
2010-11	197	81	61	32	43	**42 (21.3%)**
2011-12	189	75	60	43	15	**12 (6.3%)**
2012-13	146	47	56	28	28	**24 (16.4%)**

Relatively few recommended students actually expelled

Most common reasons to recommend for expulsion:
Use of force against or affecting staff member (237 of 650), drug and alcohol-related (four offense types totaling 134), repeated refusal to obey rules (99), and possession of a weapon with intent to use (49)

MADISON METROPOLITAN SCHOOL DISTRICT

Supporting Student Behavior in MMSD: Current Work

School-wide Positive Behavior Support (PBS)

- Multi-tiered system of supports for all students
- Evidence-based practices
- Clear expectations for data use
- Strong focus on fidelity of implementation
  - Benchmarks of Quality (BoQ)
  - Self-Assessment Survey (SAS)

Multi-tiered Systems of Support
A Focus on Learning • A Collaborative Culture • A Focus on Results

Academic and Learning Systems

Tier III: Comprehensive/Intensive Interventions
Students who need Individualized Interventions/accelerations

Tier II: Strategic Interventions
Students who need more support/challenges in addition to the core curriculum

Tier I: Core Curriculum and Instruction

Positive Behavior Support and Social-Emotional Systems

Tier III:
Intensive Interventions
Students who need Individual Intervention

Tier II: Targeted Group Interventions
Students who need more support in addition to school-wide positive behavior program

Tier I:
Universal Practices (PBS) and Social-Emotional Learning

ASSESSMENT&DATA

1-5%

5-15%

Define
Analyze
Implement
Evaluate

80-90%

Culturally Responsive Practices Universally Designed Instruction

SCHOOL DISTRICT
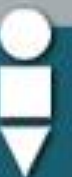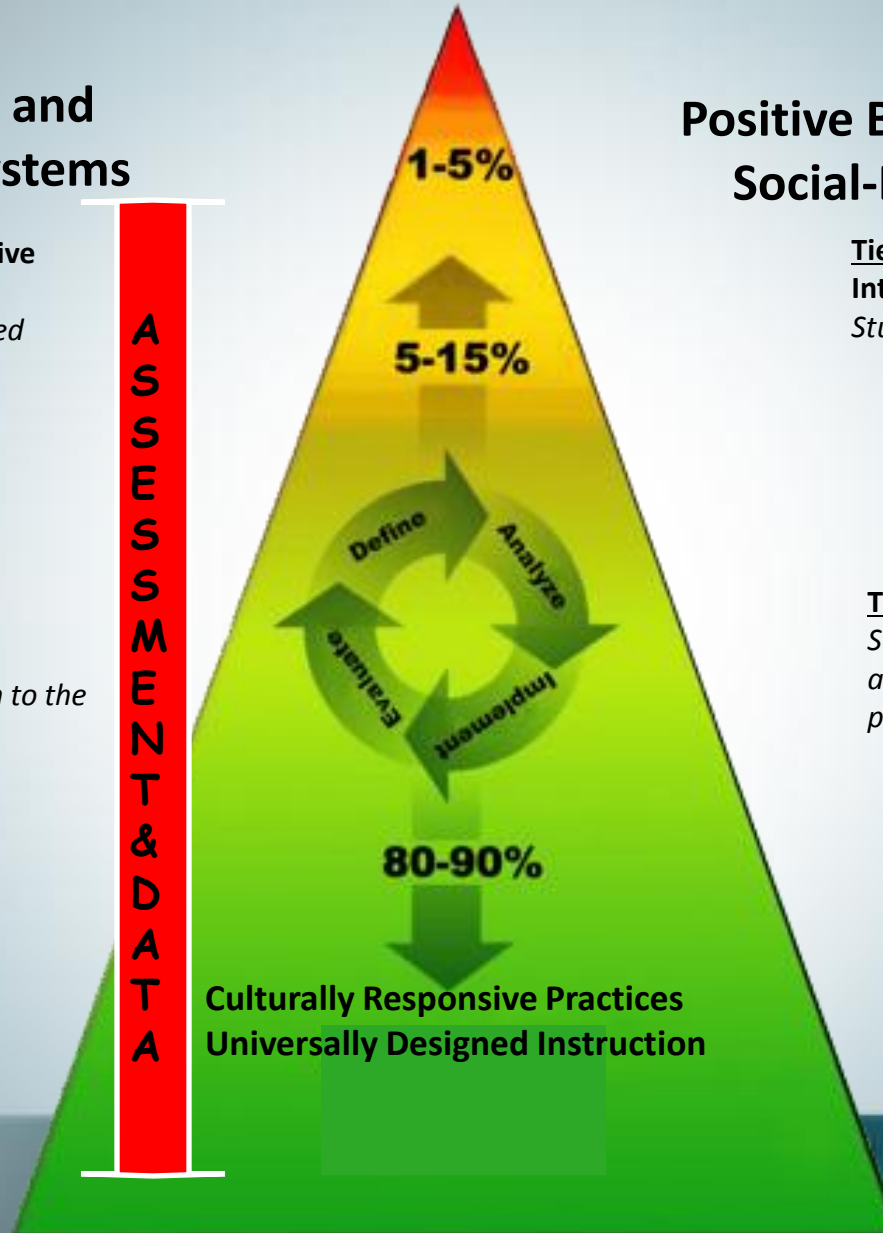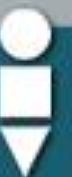
PBS Self-Assessment Survey
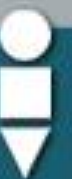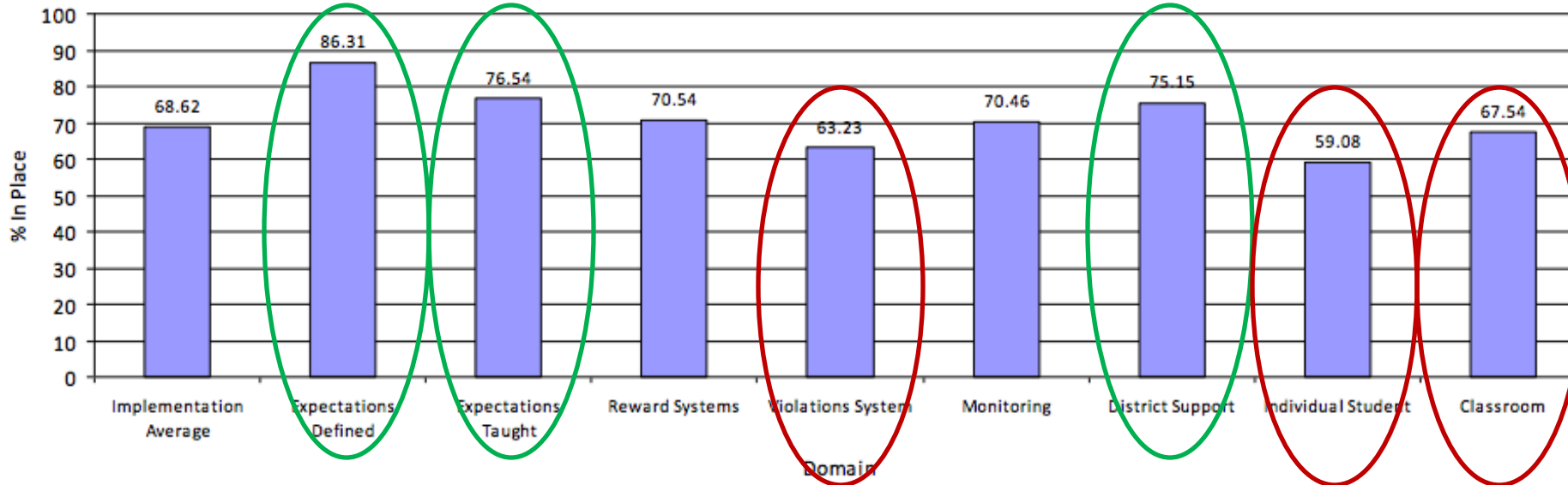
Schools of Distinction
Spring 2013

Leopold --- Sherman --- Schenk

- Demonstrated fidelity on PBS Assessments for two consecutive years
- Active PBS Team
- Use of disaggregated data to drive work
- Active Coaching and Administrative Leadership
- Family Engagement

MADISON METROPOLITAN SCHOOL DISTRICT

Behavior by School
PBS Schools of Distinction

	End of year students	Behavior referrals	Referrals per student	Out of school suspensions	% suspended - out of school	In school suspensions
Leopold Elementary	634	2319	3.66	91	8%	65
Schenk Elementary	440	1728	3.93	35	5%	27
Sherman Middle	419	323	0.77	116	13%	116

Although Leopold and Schenk have high referral counts, this may be due to higher fidelity of behavior tracking at these schools rather than a higher frequency of negative behavior

MADISON METROPOLITAN SCHOOL DISTRICT
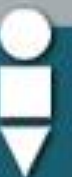
PBS: Areas of Strength
Expectations Defined & Taught

District Practices

- PBS Universal Practices
  - Ongoing in all schools: Teaching & Re-teaching

- Social Emotional Learning
  - K-8 Full implementation in 2013-14
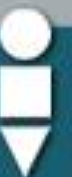 - High School exploration & integration in 2013-14

MADISON METROPOLITAN SCHOOL DISTRICT

PBS: Areas of Strength
District Support

District Practices

- Coaching Structures: Internal & External

- Resources & Materials: Second Step Curriculum

- New Commitments that demonstrate district support
  - SEL identified in Priority 1 of Strategic Framework
  - Climate & culture included in School Improvement Planning

MADISON METROPOLITAN SCHOOL DISTRICT

PBS: Areas of Growth Classroom Management

Promising Practices

- Responsive Classrooms & Developmental Designs
  - Focus on community building, classroom routines, teacher language, student:staff relationships
  - 700+ Staff Trained in 4 Summer Institutes
  - 95% of participants consistently give RC/DD a rating of 4 or 5 out of 5

"This course was taught by modeling how we should be teaching our students every day." -MMSD Middle School Teacher

MADISON METROPOLITAN SCHOOL DISTRICT

PBS: Areas of Growth
Violations System

Promising Practices

- Restorative Justice
  - La Follette, Sennett, Blackhawk
  - East, O'Keeffe, Sherman, Whitehorse, Toki, Jefferson
- Attendance Court
- Youth Court
- Partnerships with community
  - YWCA, Madison Municipal Court, Dane County Time Bank

MADISON METROPOLITAN SCHOOL DISTRICT

PBS: Areas of Growth Individual Student

Promising Practices

- RENEW in all high schools in 2013-14

- Tier 3 Intervention identification in 2013-14

- Mental Health Plan implementation planning in 2013-14

Initial Stakeholder Input Focus Group Highlights

- Parents

- Staff

- Students *(Student Senate, HS & MS)*

- Principals

- Community Members

MADISON METROPOLITAN SCHOOL DISTRICT

Supporting Student Behavior at the State & National Level

- What is happening at the state level?
  - DPI Discipline Task Force
  - Recommendations to State Supt. by October 1

- What is happening at the national level?
  - Research
  - Data trends

MADISON METROPOLITAN SCHOOL DISTRICT

Background for Improving Madison's Code of Conduct

September 16, 2013

David Osher, PhD, Vice President, Air Institute Fellow, Co-Director Human and Social Development Program,

American Institutes for Research
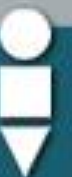
Takeaways

- School and classroom climate can affect conditions for learning and, through that, attendance and learning

- Discipline practices can either enhance or harm conditions of learning

- We know enough about what to do and what to avoid in discipline policies and practices to improve conditions for learning

- This can be done in a manner that will enhance college, career, and community readiness

Takeaways

- Build asset and protective factors

- Reduce or eliminate risk factors

- Recognize the importance of:

  – Youth- and family-driven approaches

  – Being culturally and linguistically competent

  – Addressing and eliminating disparities

- Creating conditions where students are on track to thrive – not just on track

- Building staff, school, and system proficiency and capacity including the capacity to care, support, and engage

MADISON METROPOLITAN SCHOOL DISTRICT

WHAT THE LATEST RESEARCH SAYS ABOUT SCHOOL DISCIPLINE

MADISON METROPOLITAN SCHOOL DISTRICT

Approaches to Discipline

- Internal or External
  - The particular utility of Social Emotional Learning
- Relationship based or exclusionary
  - The particular utility of The Responsive Classroom and Developmental Designs
- Punitive or restorative and educational
  - The particular importance of restorative practices
- Reactive or Proactive
  - The particular importance of PBIS
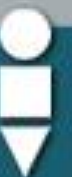
What Research Says About Punitive Discipline

- Has detrimental effects on teacher-student relations
- Models undesirable problem solving
- Reduces motivation to maintain self-control
- Generates student anger and alienation
- Can result in more problems (e.g., truancy, dropout, vandalism, aggression)
- Does not teach: Weakens academic achievement
- Has limited long term effect on behavior
- Is applied disparately and contributes to disparities

What Research Says About Punitive Discipline

Significantly increases likelihood of students:

- Repeating a grade,

- Dropping out,

- and/or becoming involved in the juvenile justice

The more students are out of the classroom, the less likely they will be to receive instruction, participate in class, complete work, and graduate and the common core will exacerbate this
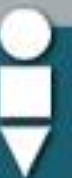
What Research Says About School Discipline

- Schools, even those with similar characteristics, suspend and expel students at very different rates

- Racial, Gender, and Disability Disparities
  - Race, not just class
  - African American and Native American, more than Latino, and particularly more than white.
  - Male, more than female
 - EBD more than other disabilities

What Research Says About School Discipline

- Dynamics of Disparities
  - Culmination of set of small decisions
- Increase with level of restrictiveness
- More prevalent in discretionary discipline and when there is no concrete referent
  - E.g., disruption as opposed to possession of a weapon or drug
- Transactional process between and among students and staff
- Role of "Implicit Bias" and "Stereotype Priming"
- Can be addressed through leadership, policies, and support for students and teachers

The Racial Discipline Disparity: Disproportionality in National Suspension Rates
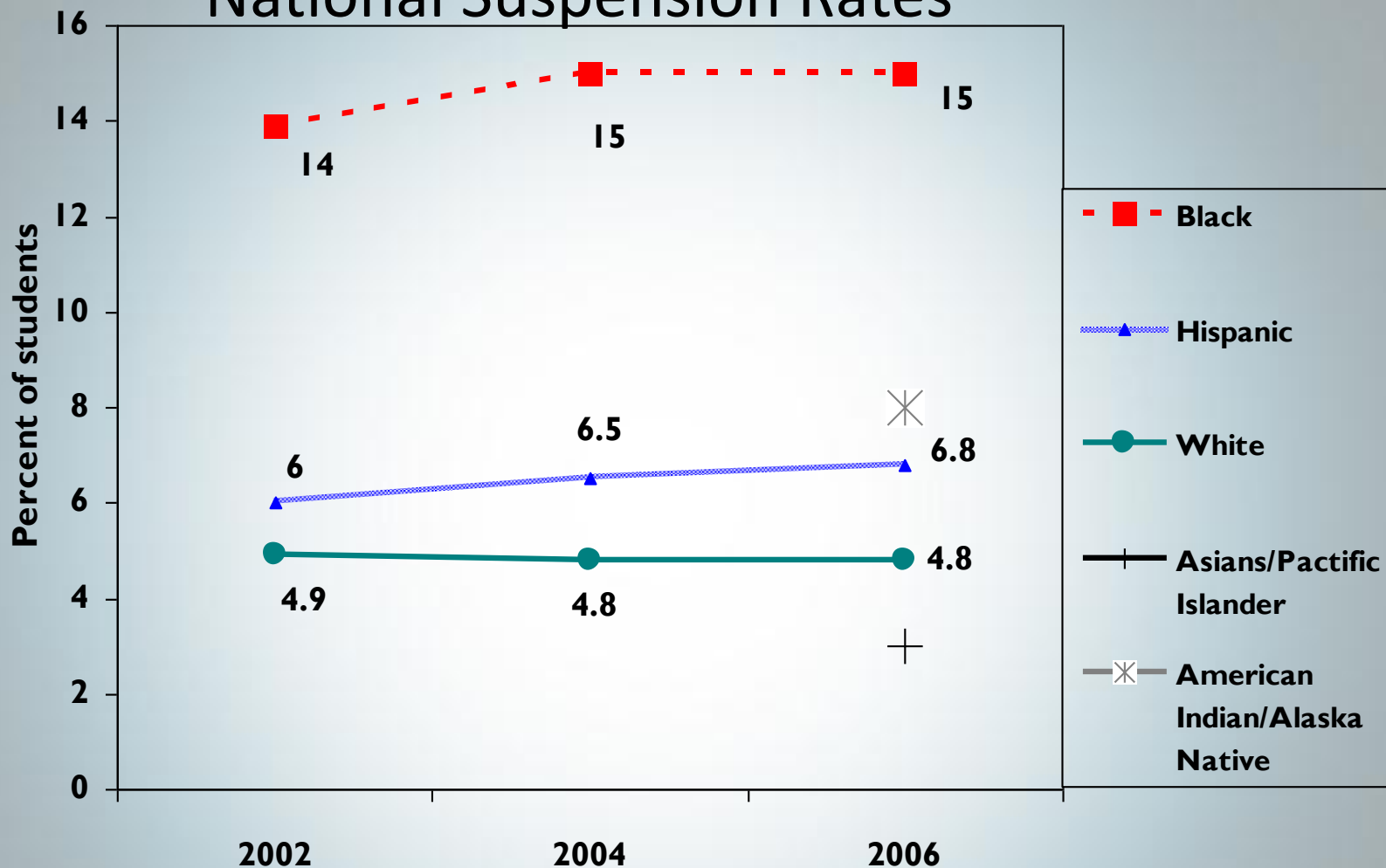

Anne Gregory

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2002, 2004, and 2006.

MADISON METROPOLITAN SCHOOL DISTRICT

What Districts Like Madison Can Do: Suggested Principles

- Collect climate and discipline data and use for planning and monitoring
  - E.g., Cleveland
  - See: National Center on Safe Supportive Learning Environments
- Disaggregate Data to focus on disparities and target intervention
- Have high behavioral and academic expectations
- Provide equivalently high levels of support for students and teachers to meet these expectations
- Employ a three-tiered approach that *aligns* academic and social and emotional support
- Address the impact of implicit bias
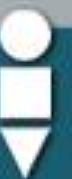
What Districts Like Madison Can Do

Universal (All Students)

- Social and Emotional Learning (SEL)
  - E.g., IL and KA SEL Standards
  - Effects on Social Competence, Behavior, & Achievement
- Positive Behavioral Supports and Interventions (PBIS)
  - E.g., Maryland and L.A.
  - E.g., Garfield High School
- Community Building Activities such as Class Meetings in Responsive Classroom (e.g., Louisville, KY and Harrisburg PA)
- Professional Development for Adults (e.g., Oakland)

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What Districts Like Madison Could Do

Policies that promote appropriate behaviors:

- SEL Standards (e.g., Oakland and Austin)

- Preventing the unnecessary use of expulsions (e.g., LA and Baltimore)

- Promoting positive approaches to discipline

    – PBIS (e.g., LA)

    – Restorative Practice (e.g., Oakland)

    – Planning Centers (Cleveland)

    – Student Support Teams (Cleveland)

    – Building Classroom Communities (Louisville & Oakland)

   – Incentivizing Use of Survey Data to Monitor and Improve School Climate (Cleveland)
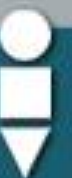
What Districts Like Madison Can Do

Early Intervention

- Effective use of Warning Signs
- Functional Behavioral Assessment
- Planning Centers
- Restorative Circles
- Student Support Teams

Intensive Intervention

- Effective mental health services
- Special Education
- Wraparound Supports
- Restorative Justice

MADISON METROPOLITAN SCHOOL DISTRICT
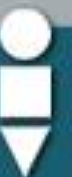
What Does Not Work

- Reaction rather than Prevention

- Lectures

- Punishment
  - E.g., Research on:
    - Vandalism
    - Scared Straight
    - Boot Camps
  - Use of Police and EROs for discipline

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Code of Conduct Examples

Baltimore

- Revised code of conduct to require steps before suspension
  - Parent conferences
  - mediation
  - referral to a student-support team
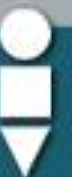 - development of behavioral-intervention plans
  - restorative justice

LA

- Eliminated Suspension for Defiance

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It Can Be Done: Changes in Cleveland's Attendance & Behavior: 2008–09 to 2010–11

- Attendance rate district wide ↑ 1.5 percentage points
- Suspendable behavioral incidents per school ↓ from 233 to 132
  – Disobedient/disruptive behavior (↓ 132 to 74)
  – Fighting/violence (↓ 55 to 36)
  – Harassment/intimidation (↓ 13 to 6)
  – Serious bodily injury (↓ 13 to 6)
- Out-of-school suspensions ↓ 59%

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WHAT WORKS IN SCHOOL DISCIPLINE

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Think and Work at Three Levels

Provide Individualized Intensive Supports
Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family-driven and focused services and supports that address needs while building assets.

**Intervene Early & Provide Focused Youth Development Activities**
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a Schoolwide Foundation
Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.

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DISTRICT
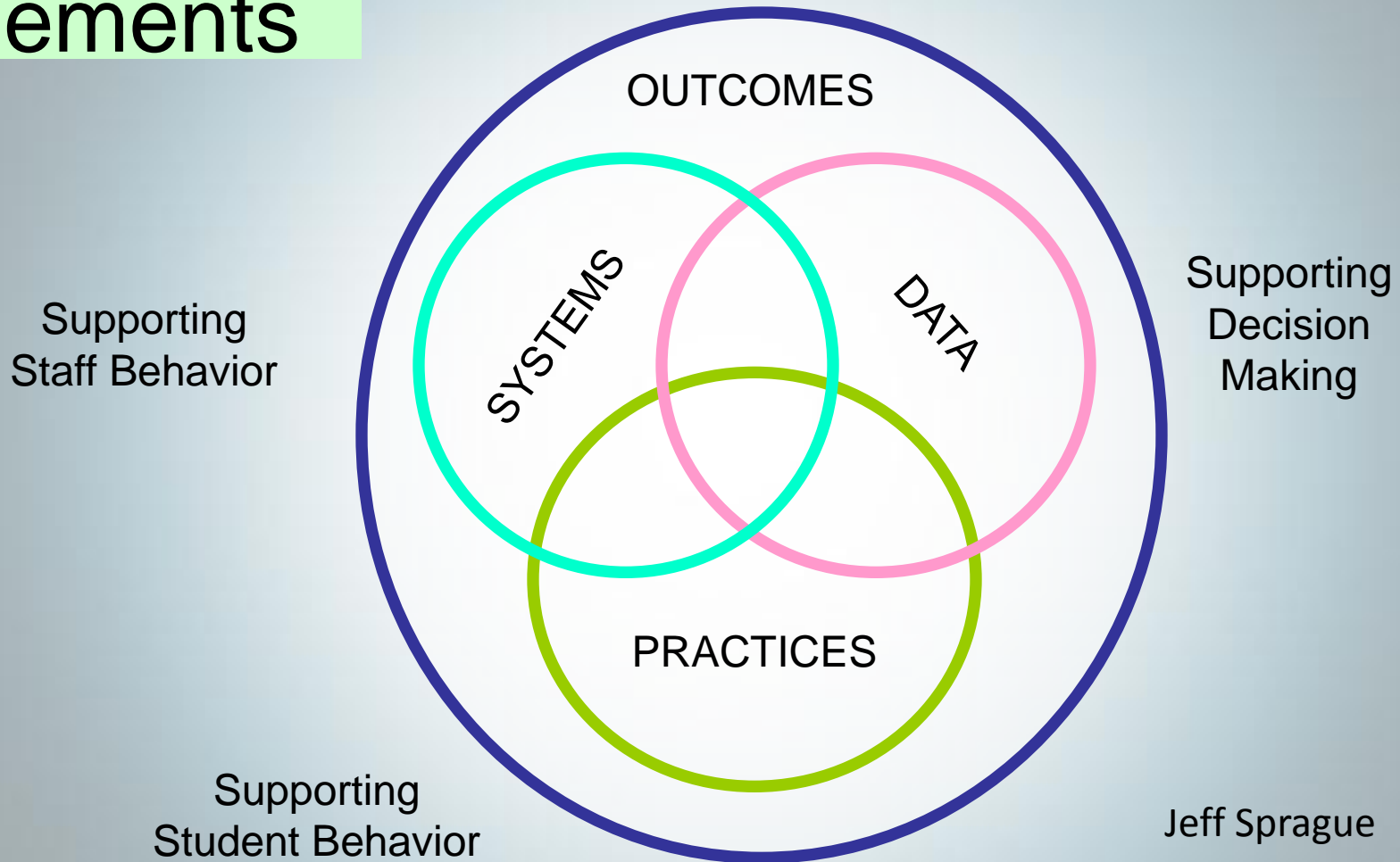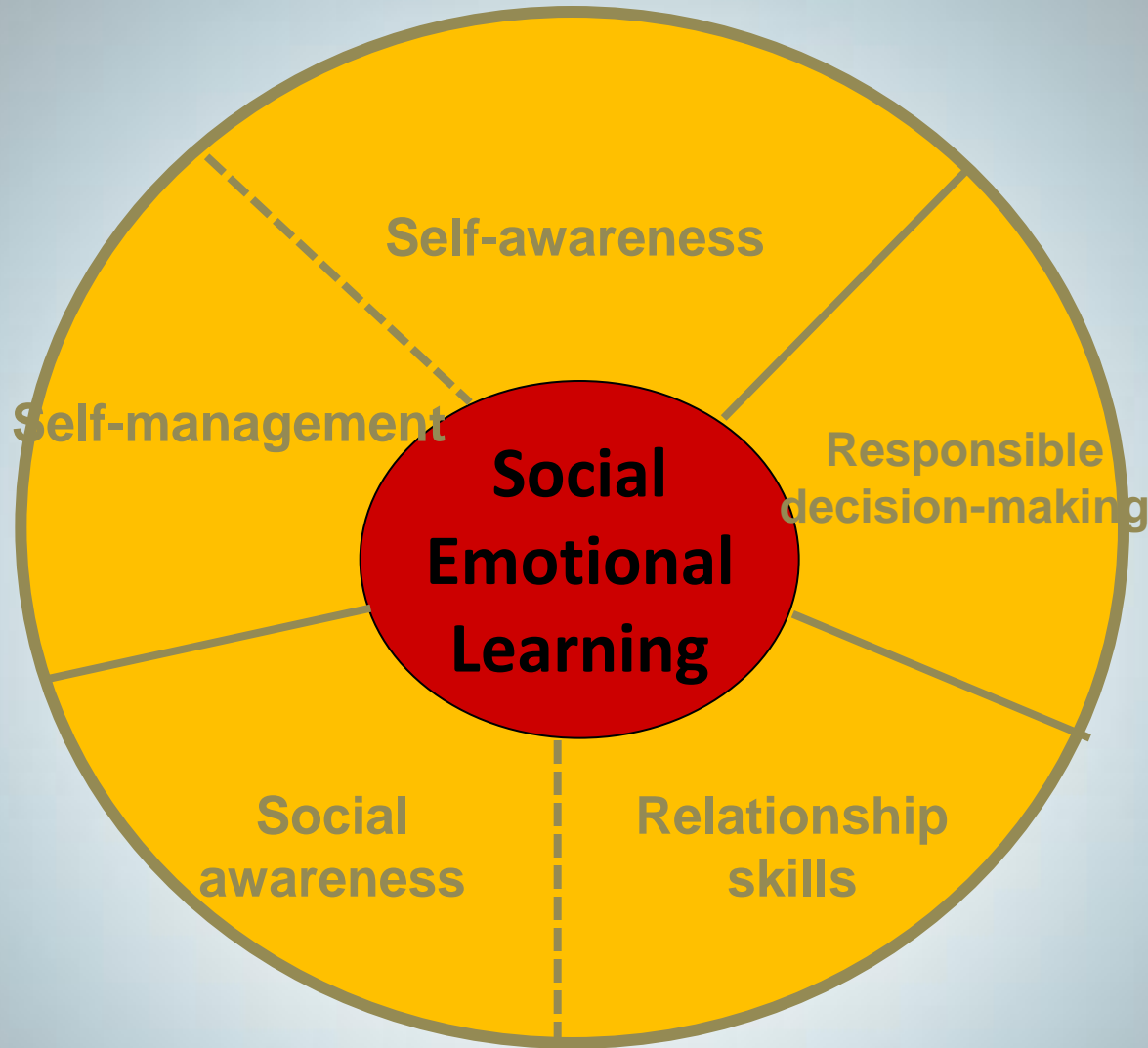
Social Emotional Learning

Restorative Practices

- Focus on Relationships First, and Rules Second,
  - Staff and pupils act towards each other in a helpful and nonjudgmental way;
- Adults and students work to understand the impact of their actions on others
  - Collaborative problem solving
  - Enhanced sense of personal responsibility
- There are fair processes that allow everyone to learn from any harm that may have been done
  - All stakeholders have a voice
- Responses to difficult behavior have positive outcomes for everyone
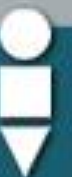 - Strategic plans for restoration/reparation

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Addressing Implicit Bias

Education

- Awareness
- Self-awareness
- Mindfulness
- Cultural Competency

Approach

- Reduce
  - Stress
  - Ambiguity
- Checklists
- Procedural/organizational changes
  - E.g.., accountability
- Support

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Guiding Principles

- We are grounded in a strong focus on student engagement

- Whenever possible, we avoid exclusionary practices

- We believe in teaching and intervention over consequences and punishment

- We support progressive discipline, not zero-tolerance

- We believe that strong school-family partnerships are important

- We will use disaggregated data to identify disparities, monitor progress, and drive decisions

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Ad Hoc Committee on Student Discipline

- Scope of the work

    - Review and revise BOE Policy 4502: Student Code

       of Conduct

    - Part 1: Classroom Code of Conduct

    - Part 2: Student Conduct & Discipline Plan

- Ad Hoc Committee membership

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