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
Behavior referrals have disparities similar to out-of-school and in-school suspensions.
# Out-of-School Suspensions

## Total Out-of-School Suspensions

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Two or more races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>3864</td>
<td>742</td>
<td>357</td>
<td>2683</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>3838</td>
<td>697</td>
<td>289</td>
<td>2763</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>4470</td>
<td>679</td>
<td>328</td>
<td>2926</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>4341</td>
<td>660</td>
<td>414</td>
<td>2728</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>3863</td>
<td>579</td>
<td>414</td>
<td>2323</td>
<td></td>
</tr>
</tbody>
</table>

Decreasing from 2010-11 peak

## Days of Instruction Lost - Out-of-School Suspensions

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Two or more races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>6327</td>
<td>1174</td>
<td>582</td>
<td>4421</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>6278</td>
<td>1143</td>
<td>513</td>
<td>4467</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>7064</td>
<td>1117</td>
<td>461</td>
<td>4548</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>6640</td>
<td>983</td>
<td>604</td>
<td>4074</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>6075</td>
<td>958</td>
<td>722</td>
<td>3618</td>
<td></td>
</tr>
</tbody>
</table>

Almost 600 extra days of instruction due to fewer suspensions
Out-of-School Suspensions

MMSD Demographics Spring 2013

Out-of-School Suspensions 2012-13

Large disparities exist between MMSD demographics and shares of suspensions
Out of School Suspensions by Grade 2012-13

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

In-school suspensions are very rare in high school.
# Behavior by School – Elementary

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

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.
## Behavior by School – Middle and High

<table>
<thead>
<tr>
<th>School</th>
<th>End of year students</th>
<th>Behavior referrals</th>
<th>Referrals per student</th>
<th>Out-of-school suspensions</th>
<th>% suspended - out of school</th>
<th>In-school suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk Middle</td>
<td>383</td>
<td>1093</td>
<td>2.85</td>
<td>233</td>
<td>22%</td>
<td>222</td>
</tr>
<tr>
<td>Cherokee Middle</td>
<td>521</td>
<td>815</td>
<td>1.56</td>
<td>230</td>
<td>17%</td>
<td>83</td>
</tr>
<tr>
<td>Sennett Middle</td>
<td>608</td>
<td>1048</td>
<td>1.72</td>
<td>247</td>
<td>17%</td>
<td>248</td>
</tr>
<tr>
<td>Wright Middle</td>
<td>245</td>
<td>851</td>
<td>3.47</td>
<td>69</td>
<td>17%</td>
<td>30</td>
</tr>
<tr>
<td>Sherman Middle</td>
<td>419</td>
<td>323</td>
<td>0.77</td>
<td>116</td>
<td>13%</td>
<td>116</td>
</tr>
<tr>
<td>Toki Middle</td>
<td>505</td>
<td>1455</td>
<td>2.88</td>
<td>142</td>
<td>11%</td>
<td>286</td>
</tr>
<tr>
<td>Badger Rock Middle</td>
<td>94</td>
<td>175</td>
<td>1.86</td>
<td>12</td>
<td>11%</td>
<td>0</td>
</tr>
<tr>
<td>Jefferson Middle</td>
<td>534</td>
<td>2583</td>
<td>4.84</td>
<td>137</td>
<td>10%</td>
<td>51</td>
</tr>
<tr>
<td>Whitehorse Middle</td>
<td>449</td>
<td>762</td>
<td>1.70</td>
<td>65</td>
<td>8%</td>
<td>82</td>
</tr>
<tr>
<td>O’Keeffe Middle</td>
<td>459</td>
<td>554</td>
<td>1.21</td>
<td>52</td>
<td>7%</td>
<td>21</td>
</tr>
<tr>
<td>Spring Harbor Middle</td>
<td>268</td>
<td>782</td>
<td>2.92</td>
<td>22</td>
<td>4%</td>
<td>41</td>
</tr>
<tr>
<td>Hamilton Middle</td>
<td>735</td>
<td>339</td>
<td>0.46</td>
<td>29</td>
<td>2%</td>
<td>27</td>
</tr>
<tr>
<td>East High</td>
<td>1524</td>
<td>2109</td>
<td>1.38</td>
<td>584</td>
<td>14%</td>
<td>249</td>
</tr>
<tr>
<td>La Follette High</td>
<td>1400</td>
<td>1631</td>
<td>1.71</td>
<td>391</td>
<td>10%</td>
<td>20</td>
</tr>
<tr>
<td>Memorial High</td>
<td>1797</td>
<td>823</td>
<td>0.46</td>
<td>244</td>
<td>7%</td>
<td>4</td>
</tr>
<tr>
<td>West High</td>
<td>2021</td>
<td>781</td>
<td>0.39</td>
<td>155</td>
<td>4%</td>
<td>11</td>
</tr>
</tbody>
</table>

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

Huge disparities in percent of students suspended.

In-school suspensions uncommon in HS.
# Expulsions

## Expulsion Recommendations

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

- Majority of recommendations given to African American students

## Expulsion Recommendation Outcomes

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

- 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),
- possession of a weapon with intent to use (49)
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 I: Core Curriculum and Instruction

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

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

Positive Behavior Support and Social-Emotional Systems

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

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

Tier III: Intensive Interventions
Students who need Individual Intervention
PBS Self-Assessment Survey

SAS Report
8/1/2012 to 6/12/2013

SAS Average

- Implementation Average: 68.62
- Expectations Defined: 86.31
- Expectations Taught: 76.54
- Reward Systems: 70.54
- Violations System: 63.23
- Monitoring: 70.46
- District Support: 75.15
- Individual Student: 59.08
- Classroom: 67.54

Domain:

Madison Metropolitan School District
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
## Behavior by School

### PBS Schools of Distinction

<table>
<thead>
<tr>
<th>School</th>
<th>End of year students</th>
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<tr>
<td>Leopold Elementary</td>
<td>634</td>
<td>2319</td>
<td>3.66</td>
<td>91</td>
<td>8%</td>
<td>65</td>
</tr>
<tr>
<td>Schenk Elementary</td>
<td>440</td>
<td>1728</td>
<td>3.93</td>
<td>35</td>
<td>5%</td>
<td>27</td>
</tr>
<tr>
<td>Sherman Middle</td>
<td>419</td>
<td>323</td>
<td>0.77</td>
<td>116</td>
<td>13%</td>
<td>116</td>
</tr>
</tbody>
</table>

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.
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
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
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
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
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
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
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
WHAT THE LATEST RESEARCH SAYS ABOUT SCHOOL DISCIPLINE
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
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)
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
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
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
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%
WHAT WORKS IN SCHOOL DISCIPLINE
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.
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
Addressing Implicit Bias

**Education**
- Awareness
- Self-awareness
- Mindfulness
- Cultural Competency

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