BEHAVIOR
EDUCATION PLAN

MADISON METROPOLITAN
SCHOOL DISTRICT

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Outcomes for Today

- Understand progress towards schools' culture and climate implementation areas
- Focus on what is working in our schools and how we can replicate those efforts in other schools
- Discuss proposed timeline for a comprehensive revision/rewrite of the Behavior Education Plan
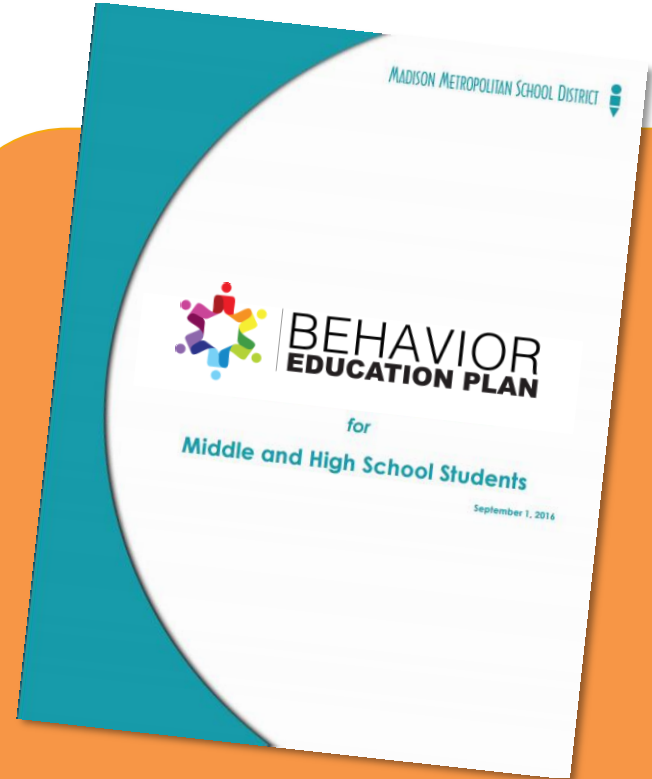
Highlights from First Semester

Stabilizing, developing and sustaining classroom and school-wide universal practices

Meaningfully engaging student voice

We know our schools better and our schools know themselves better

By design, culture and climate strategies are more effectively addressed in the SIP

Schools are building upon their theory of action and deepening implementation

Cell phones; embrace innovation, increase engagement & decrease behavior incidents

Attend to and improve data analysis processes and procedures
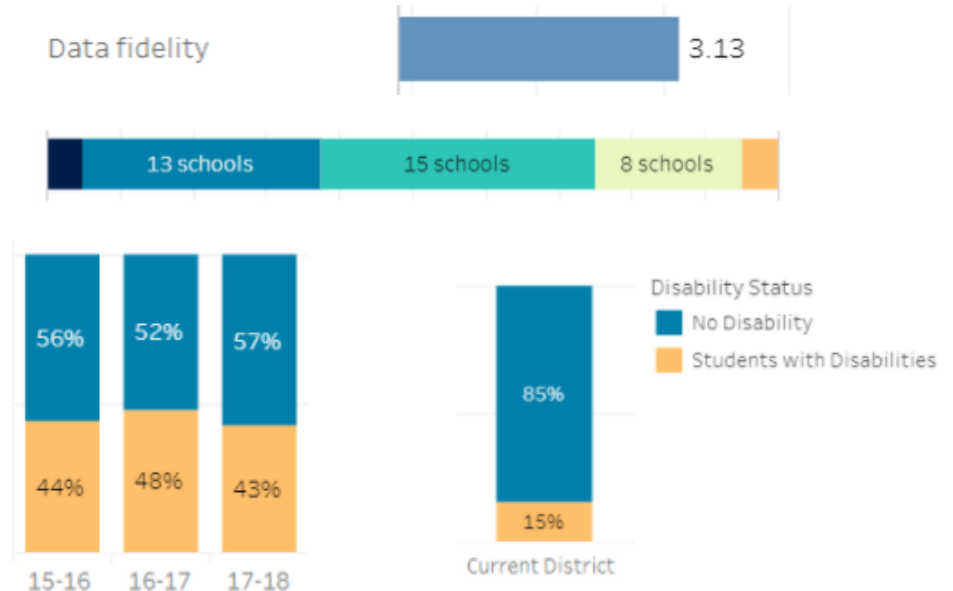
Key Finding: Behavior Incident Events

Overall, lower level behavior incidents (levels 1 and 2) have increased… **refusal to cooperate, leaving class without permission, and disrupting class account for 52% of all incidents**…[requiring] a concerted focus on classroom engagement and relationship strategies.

What we know:

1. Data practices have improved, with schools choosing to prioritize this work
2. Some teachers may need more support (coaching, resources, etc.)
3. Students with disabilities are experiencing fewer incident events than in years past

Next Steps: Behavior Incident Events

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Review and adjust professional development to ensure staff are trained, as appropriate for their role
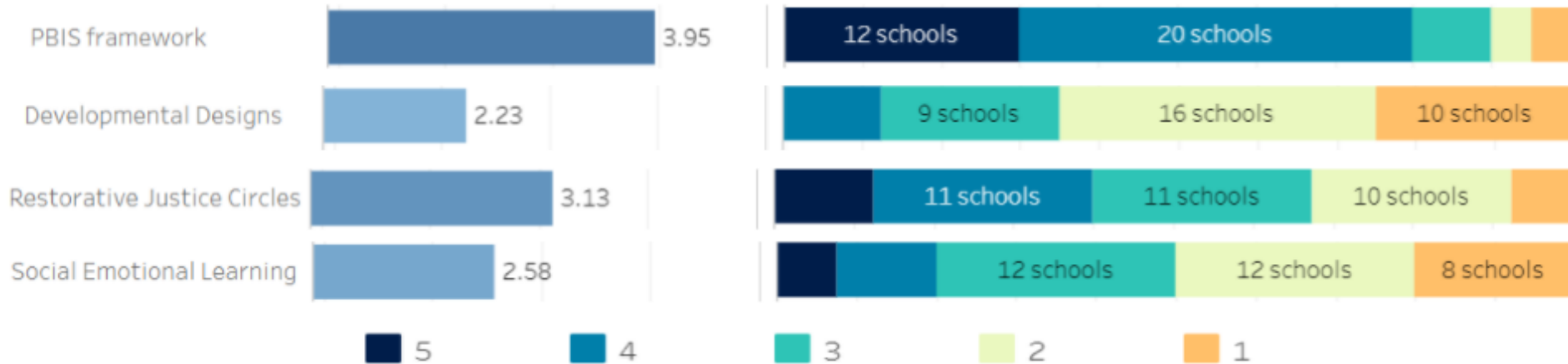
Our schools are the best resources for this work. We need to create conditions (PLCs, collaborative culture and climate visits) for school leaders in areas mentioned above to share their best thinking.

Key Finding: Risk Ratios

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The **out-of-school suspension risk ratio for <u>African American middle school students</u> has decreased significantly from 15:1 to 6:1**... [overall] **out-of-school suspension risk ratios for African American students (9:1) and students with disabilities (5:1), are the lowest in three years (and trending down for the first time since 2000).**

Decreased call, incident, and suspension risk ratios for African American students	**Monitor positive trend**	Risk ratios for African American students have improved in all areas (calls, incidents, in-school suspension, and out-of-school suspensions) as compared to Semester 1 of 2016-2017: **Calls:** Decreased by .25 (5.25 to 5) **Incidents:** Decreased by .46 (5.1 to 4.7) **In-school suspension:** Decreased by 2.21 (9.49 to 7.28) **Out-of-school suspension:** Decreased by 3.43 (12.59 to 9.16)
Decreased call, incident, and suspension risk ratios for students with disabilities	**Monitor positive trend**	Risk ratios for students with disabilities have improved in all areas (calls, incidents, in-school suspension, and out-of-school suspensions) as compared to Semester 1 of 2016-2017 **Calls:** Decreased by .26 (2.55 to 2.29) **Incidents:** Decreased .26 (2.73 to 2.47) **In-school suspension:** Decreased by .81 (4.7 to 3.89) **Out-of-school suspension:** Decreased by .76 (6 to 5.24)

Schools continue to improve data literacy and analysis of risk ratio, focusing on deeper analysis of this data in School-based Leadership Teams
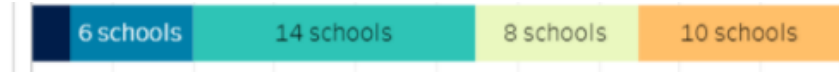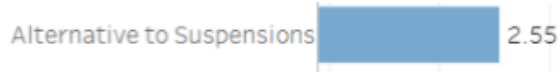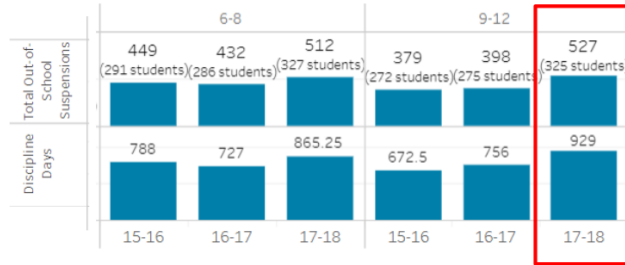
Next Steps: Risk Ratios

Deepen partnerships with schools to improve data literacy: analyze attendance, suspension, lesson planning, learning partnerships, and teacher team data.

We must continue to partner with schools to understand student needs, inform supports, and develop systems.

While **overall suspension rates have increased, a majority of schools have maintained or decreased rates.** The increase is largely attributed to five schools (4 high, 1 middle) that account for 50% of all (in- and out-of- school) suspensions.

		6-8		9-12		
Total Out-of-School Suspensions	449 (291 students)	432 (286 students)	512 (327 students)	379 (272 students)	398 (275 students)	527 (325 students)
Discipline Days	788	727	865.25	672.5	756	929
	15-16	16-17	17-18	15-16	16-17	17-18

Alternative to Suspensions   2.55

| 6 schools | 14 schools | 8 schools | 10 schools |

Increase of 129

out-of-school suspensions at the high school level
compared to 2016-17

40 schools

at or below suspension numbers compared to 2016-17

**50% of OSS...**

accounted for by 5 (of the largest) schools in MMSD

# Next Steps: Out-of-school Suspensions

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Hold data analysis workshops for high school teams to explore resources and problem-solve common issues and **coordinate intensive supports** where they are necessary.

Reflect upon and revise the **alternatives to suspension** guidance.
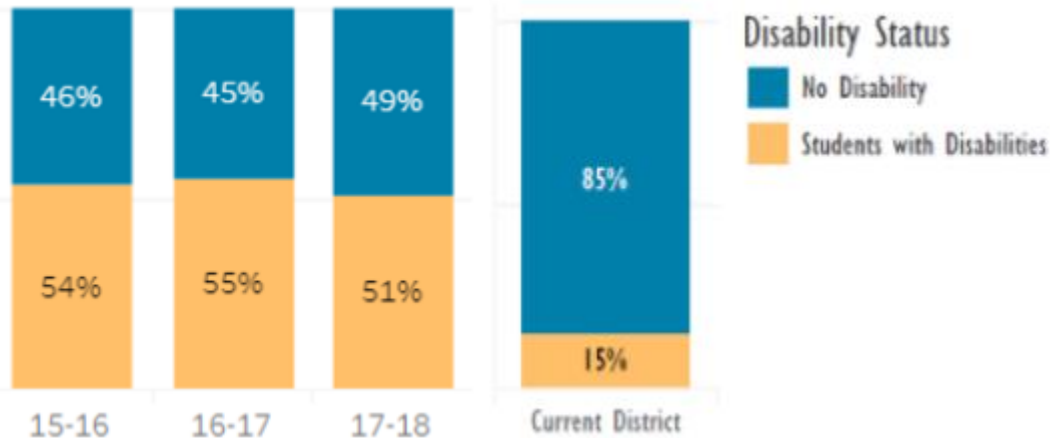
District race and ethnicity breakdown -

OSS race and ethnicity breakdown -

Targeted Strategies
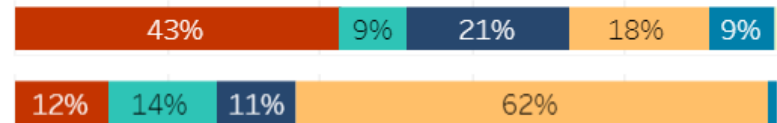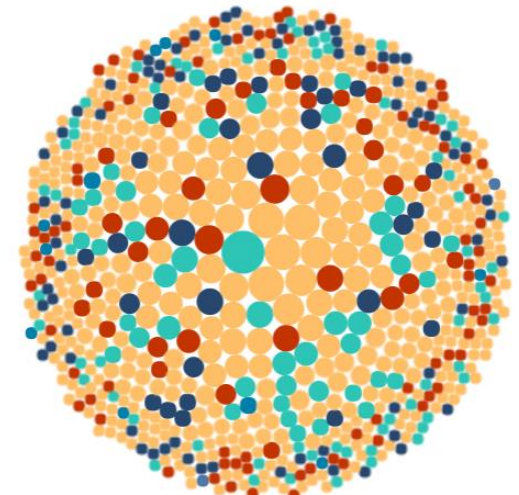
For our high schools, Central Office will….

- Work collaboratively at Central Office to **establish clear and consistent transition plan from 8th grade to 9th grade**
- **Begin operationalizing the Opportunity Youth recommendations** to address the need for specialized supports and student-centered learning environments, both internal and external
- Support high schools to learn from one another in the following areas:
  - **Investigation checklists for specific incidents** (social media threats, fights, harassment)
  - Broader knowledge of the **Violence Risk Assessments including training and resources**
  - Refresher **on developing, collaborating, and monitoring safety plans for individual students**

Second Semester Central Office Commitments

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We are committed to working with schools to change mindsets, build strong relationships, and create a culture of belonging for all students.

We will….

- **Monitor suspension data weekly** and intervene immediately with schools
- Provide **intensive and coordinated support** to stabilize highest need schools
- Collaborate with principals to ensure **a plan is in place for all required staff to become trained in Developmental Designs**
- Create **guidance for documentation of interventions and progress monitoring** in Educlimber
- Provide **intentional time and space** for **school-based student services teams (psychologist, social worker, nurse, counselor, PBIS coach)** to coordinate social and emotional interventions and mental health supports, including **an expansion of Behavioral Health in Schools** from four to eight schools for 2018-19
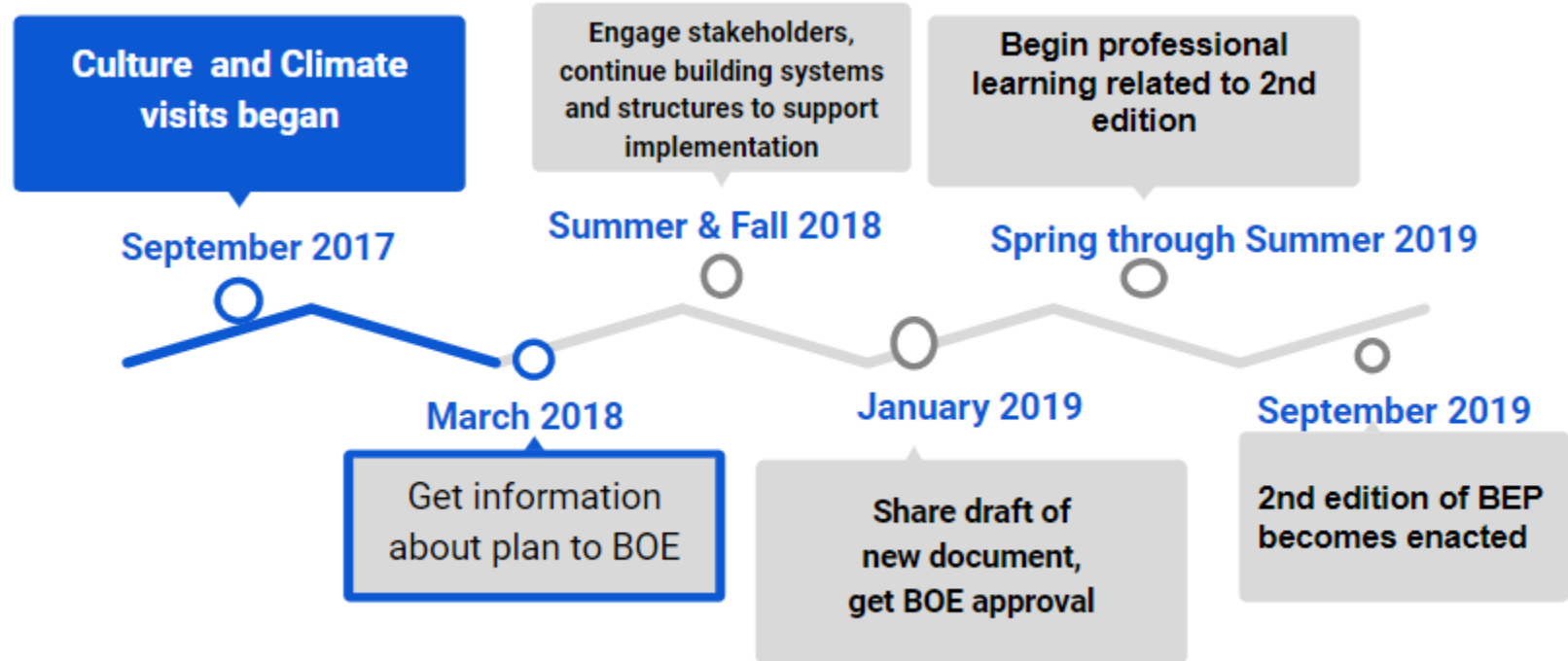
Policy Revision

Timeline for Policy Rewrite

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Culture and Climate visits began

September 2017

Engage stakeholders, continue building systems and structures to support implementation

Summer & Fall 2018

Begin professional learning related to 2nd edition

Spring through Summer 2019

March 2018

Get information about plan to BOE

January 2019

Share draft of new document, get BOE approval

September 2019

2nd edition of BEP becomes enacted

Short-Term Policy/Procedure Adjustments

What procedural adjustments are critical **this year**

- Circumventing safety procedures
- Use of serious threat in the context of social media
- Taunting, baiting, and encouraging a fight in the context of failure to disperse from a fight/conflict
- Drug possession

What policy adjustments are critical **next year**

- Repeated fighting
- Drug paraphernalia
- Use of social media to incite or encourage misbehavior
- Failure to disperse in a fight/conflict

Closing and Questions

THANK YOU!

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Appendix A:
Implementation Metric Summary

MADISON METROPOLITAN
School District

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Summary of Key Implementation Areas

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	Central Office Actions	School Implementation Area	Expected Outcomes
Implementation Area 1 Develop the knowledge, skills, and dispositions necessary to implement the Behavior Education Plan	1. On track 2. N/A	1. On track 2. On track	1. No data yet 2. On track 3. On track 4. Off track 5. Monitor positive trend
Implementation Area 2 Develop school-wide systems and practices for proactively teaching and responding to behavior	1. On track 2. On track	1. On track 2. On track 3. On track	1. No data yet 2. Off track 3. No data yet 4. No data yet
Implementation Area 3 Developing systems and structures for classroom engagement	1. On track 2. On track 3. On track 4. Off track	1. On track 2. On track 3. Slightly off track 4. Slightly off track 5. Slightly off track	1. No data yet 2. Monitor positive trend
Implementation Area 4 Integrating social emotional learning in core instruction	1. Slightly off track 2. N/A	1. Slightly off track 2. Slightly off track 3. N/A 4. N/A	1. Off track 2. No data yet

Summary of Key Implementation Areas

MADISON METROPOLITAN
SCHOOL DISTRICT

	Central Office Actions	School Implementation Area	Expected Outcomes
Implementation Area 5 Practices and procedures to respond, restore, and re-engage	1. Slightly off track 2. On track	1. On track 2. On track 3. Slightly off track 4. On track 5. Slightly off track 6. N/A	1. Off track 2. Off track 3. No data yet
Implementation Area 6 Practices and procedures for group and individual intervention	1. On track 2. On track	1. On track 2. Slightly off track 3. N/A	1. Off track 2. Off track 3. No data yet
Implementation Area 7 Leveraging staff through job description alignment and clearly defined roles and responsibilities	1. On track 2. On track	1. On track	1. Off track
Implementation Area 8 Develop school-wide data systems and practices to promote equitable application of policy	1. On track 2. On track 3. On track	1. Slightly off track 2. Slightly off track	1. Monitor positive trend 2. Monitor positive trend 3. No data yet
Implementation Area 9 Develop systems for meaningful communication with families	1. On track 2. Off track	1. On track	1. No data yet

Appendix B:
Outcome Metric Summary

Outcome Metrics - Incidents and Suspension

MADISON METROPOLITAN SCHOOL DISTRICT

Behavior Incidents

Out-of-School Suspension

Decreased overall incidents

Off track	Overall behavior incidents increased by 14%

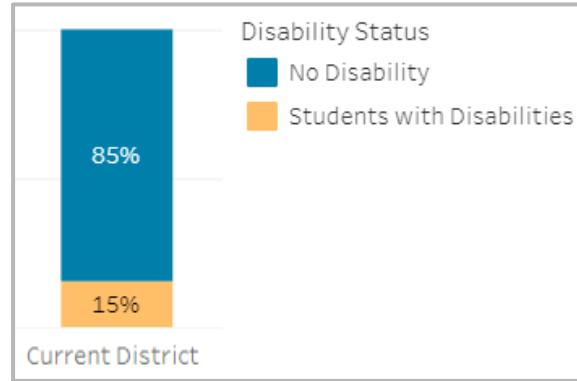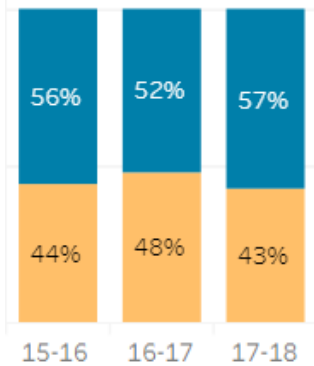Decreased incidents of out of school suspension

Off track	Overall suspension events increased by 26% overall
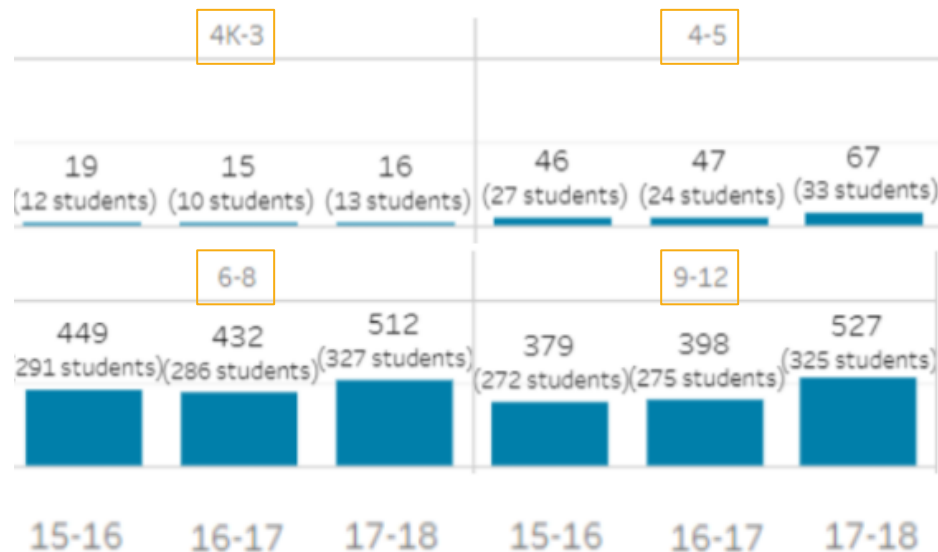
Outcome Metrics - Disability

Behavior Incidents

Out-of-School Suspension

Behavior Incidents bar chart:
	15-16	16-17	17-18
No Disability	56%	52%	57%
Students with Disabilities	44%	48%	43%

Disability Status:
- No Disability
- Students with Disabilities

Current District:
- No Disability: 85%
- Students with Disabilities: 15%

Out-of-School Suspension bar chart:
	15-16	16-17	17-18
No Disability	46%	45%	49%
Students with Disabilities	54%	55%	51%
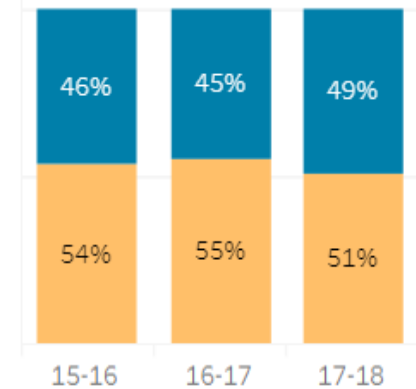
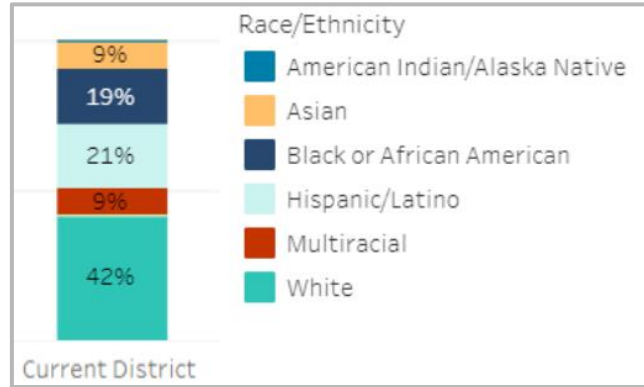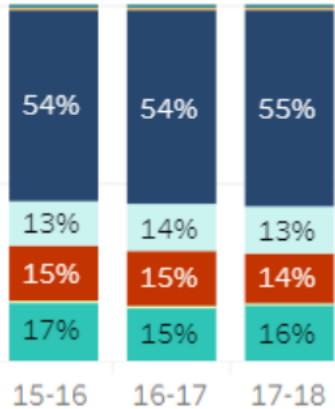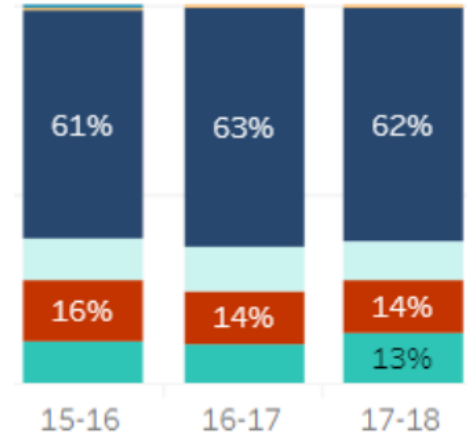|		
Decreased disproportionality in incidents for students with disabilities	**On track**	Incidents decreased by 5% from 48% to 43%
Decreased disproportionality in OSS for students with disabilities	**On Track**	OSS events decreased by 4% from 55% to 51%

Key Outcome Metrics - Race/Ethnicity

Behavior Incidents

	15-16	16-17	17-18
	54%	54%	55%
	13%	14%	13%
	15%	15%	14%
	17%	15%	16%

Out-of-School Suspension

	15-16	16-17	17-18
	61%	63%	62%
	16%	14%	14%
			13%

Race/Ethnicity

- American Indian/Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Multiracial
- White

Current District

9%	
19%	
21%	
9%	
42%	

Decreased disproportionality in incidents for African American students

Decreased disproportionality in OSS for African American students

Off track

Monitor positive trend

Incidents increased by 1% from 54% to 55%

OSS events decreased by 1% from 63% to 62%

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