



Behavior Report 2014-15

Key Findings

1. Out-of-school suspensions and days of lost instruction decreased significantly during 2014-15, leading to more than 1900 fewer days of instruction lost; in-school suspensions remained roughly consistent.
2. Behavior events overall increased from 2013-14 to 2014-15, with increased documentation of level 1 events driving the increase.
3. Behavior events at levels 2-5 decreased during 2014-15.
4. Although out-of-school suspensions decreased, disproportionalities in suspension rates remained roughly consistent or worsened.
5. Expulsion recommendations decreased by nearly half in 2014-15, but the number of students actually expelled nearly tripled, from eight to 22, due to the end of the Phoenix program.

Background

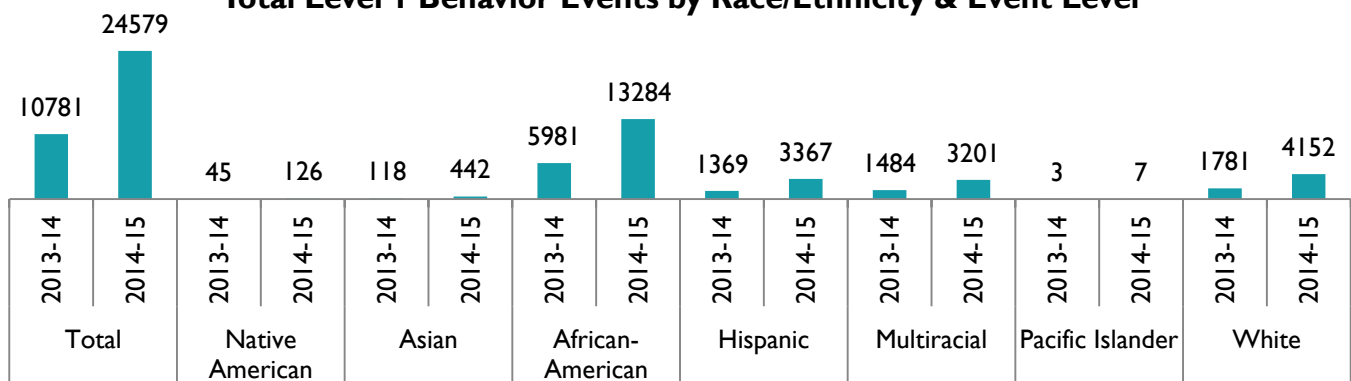
This report focuses on student behavior during the 2014-15 school year, with historical data provided when relevant. We present data on behavior events, out-of-school suspensions, in-school suspensions, and expulsions.

The 2014-15 school year was the first year of the new Behavior Education Plan (BEP). This report is not designed as an evaluation of the BEP; instead, it represents a regular check-in on behavior data that is conducted each year. Evaluative work related to the BEP would require a different design and approach and will follow in subsequent years.

Behavior Events

During 2014-15, the total number of behavior events recorded in MMSD increased significantly, from 34,978 to 40,478. However, this increase was driven by increased documentation of Level 1 events, which are the least serious. Level 1 events include repeated, disruptive behaviors by a student that can be handled through classroom intervention and/or discipline, and does not require removal. In the past, classroom staff have not documented these behaviors as consistently. Examples of Level 1 behaviors include defiance of authority and use of a non-approved electronic device; Level 1 behaviors also may include offense types that appear more serious but, based on context (like the age of a student or status as a first offense) are most appropriately considered Level 1. Level 2-5 events may represent more serious offenses (like bullying or fighting) or repeated incidence of lower-level events.

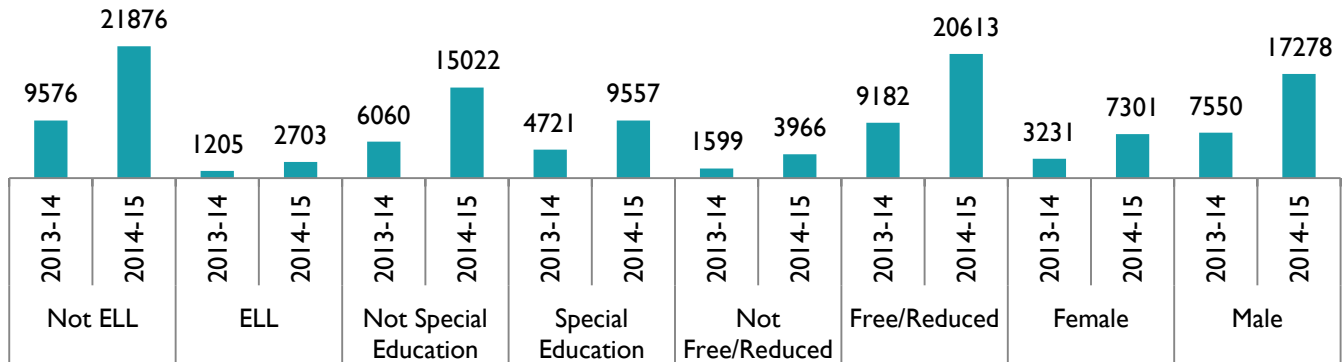
Total Level 1 Behavior Events by Race/Ethnicity & Event Level



African-American students have the highest number of level 1 events (13,284), followed by White (4,152), Hispanic (3,367), and Multiracial students (3,201).



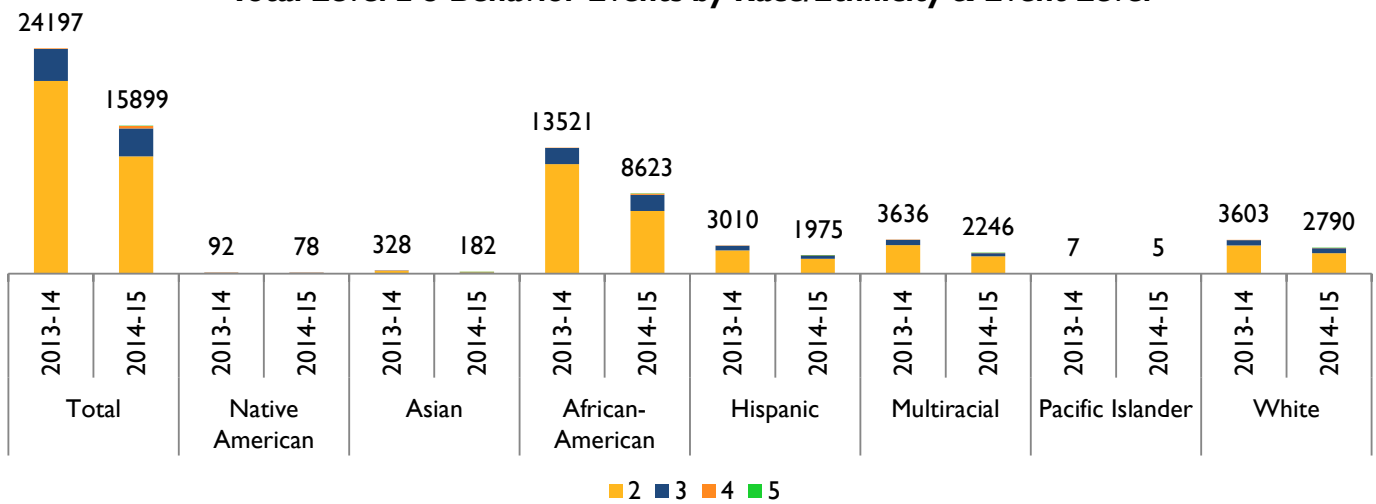
Total Level I Behavior Events by Other Demographics & Event Level



Low-income students have five times as many level I behavior events as non-low-income students, and male students have more than double the level I behavior events of female students. However, ELL students and special education students have far fewer level I behavior events than their counterparts.

Levels 2-5 behavior events represent more serious behavior infractions which require intervention and/or administrative discipline, or repeated incidence of lower-level events.

Total Level 2-5 Behavior Events by Race/Ethnicity & Event Level

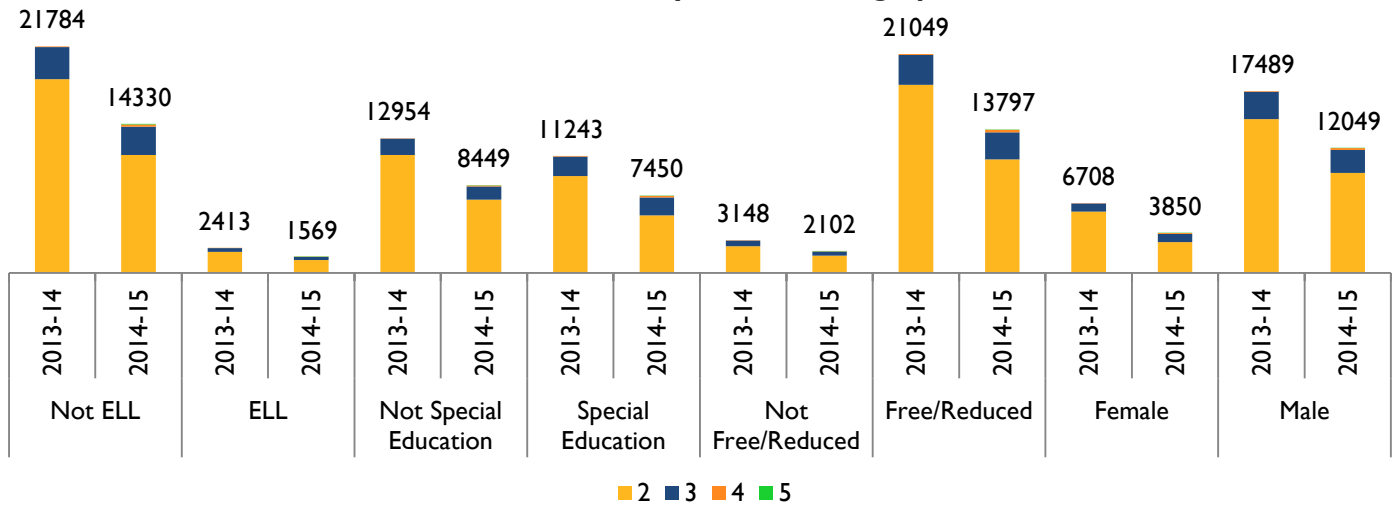


In 2014-15, recorded behavior events at levels 2-5 actually decreased by about a third. All racial/ethnic student groups saw a decrease in levels 2-5 behavior events between 2013-14 and 2014-15. African-American students had the most level 2-5 behavior events (8,623). This graph also illustrates that level 4 and 5 behavior events are very rare, with fewer than 300 total events across the district during the school year.

All student groups saw a decrease in level 2-5 behavior events between 2013-14 and 2014-15. Low-income students (13,542) and male students (11,843) had the most level 2-3 behavior events.



Total Level 2-5 Behavior Events by Other Demographics & Event Level

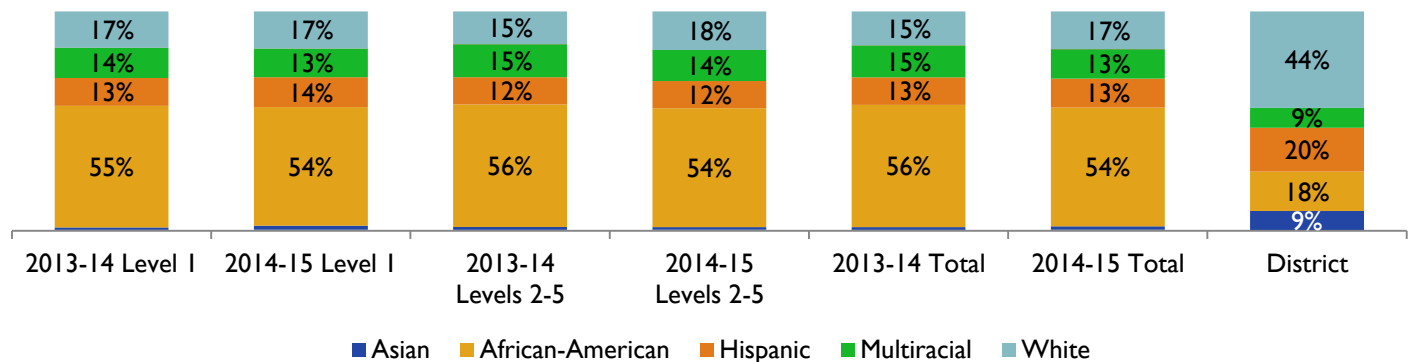


All student groups saw a decrease in level 2-5 behavior events between 2013-14 and 2014-15. Low-income students (13,797) and male students (12,049) had the most level 2-5 behavior events.

Disproportionalities observed between student groups at Level I generally are similar at levels 2-5.

In addition to examining overall behavior events, we also looked at the disproportionality of events by race/ethnicity.

Demographics of Behavior Events vs. District Overall - Race/Ethnicity

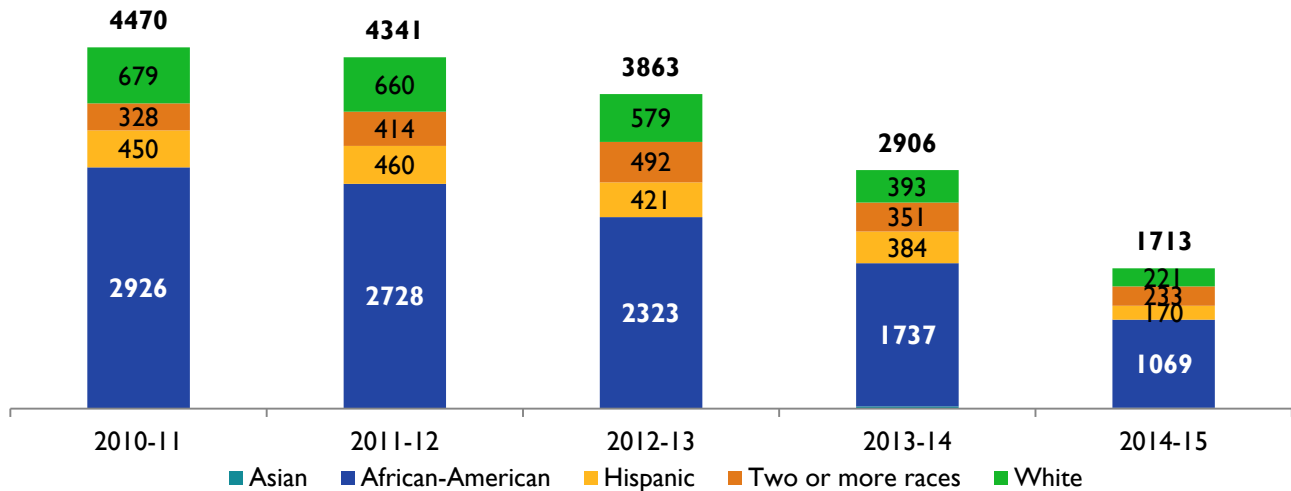


Behavior event disproportionality improved slightly from 2013-14 to 2014-15, with a decrease in the share of total behavior events assigned to African-American students (56% to 54%) and multiracial students (15% to 13%) and an increase for white students (15% to 17%). However, African-American students still receive a much higher share of behavior events (54%) relative to their share of the student population (18%). Meanwhile, Asian students, who make up 9% of the student population, receive less than 2% of behavior events.



Out-of-School Suspensions

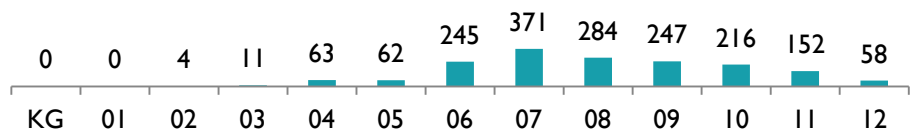
Total Out-of-School Suspensions



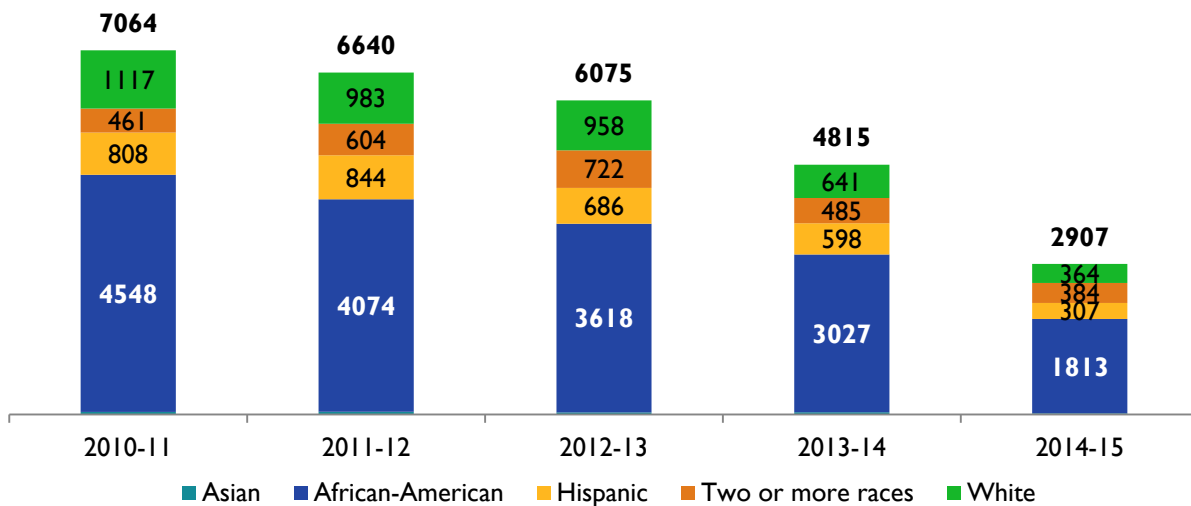
Across the past five years, out-of-school suspensions have decreased dramatically. From 2013-14 to 2014-15 alone, out-of-school suspensions declined more than 40%. Under the BEP, it is more difficult to suspend students, as some events for which students could be suspended in prior years no longer can result in a suspension, and suspensions in grades K-3 are intended to be nonexistent.

Similar to prior years, out-of-school suspensions peak in middle school and then decline through grade 12. There were no suspensions in grades K-1 and only 15 total in grades 2-3, as a result of BEP policy.

Out-of-School Suspensions by Grade 2014-15



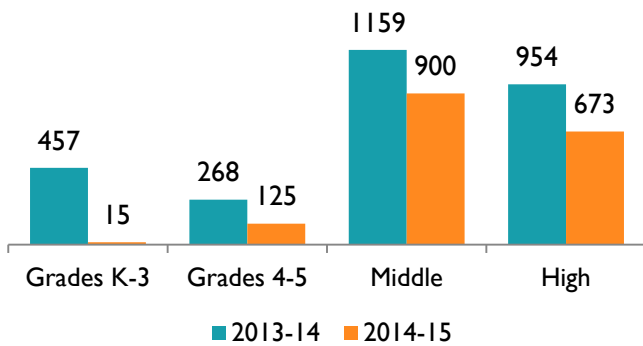
Days of Instruction Lost - Out-of-School Suspensions



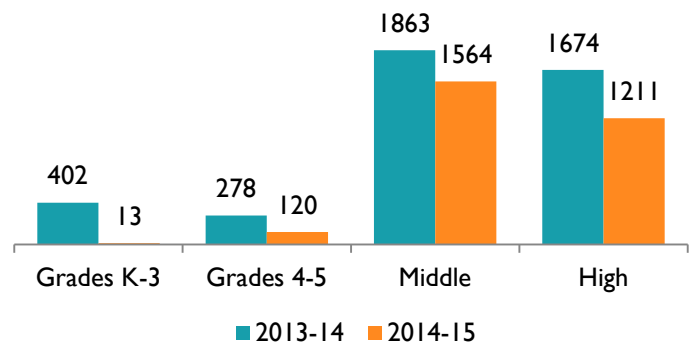
As a result, days of instruction lost to out-of-school suspensions also have declined. More than 1900 fewer days of instruction were lost in 2014-15 relative to 2013-14, equivalent to more than 10 full school years of instruction.



Total Out-of-School Suspensions

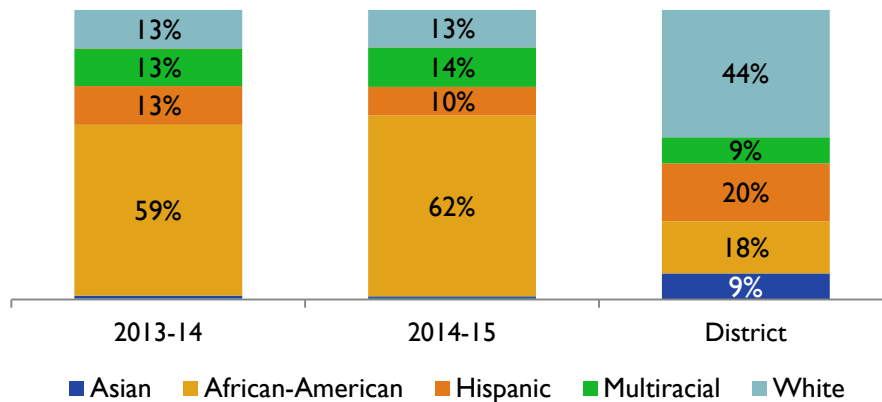


Total Days of Lost Instruction for Out-of-School Suspensions



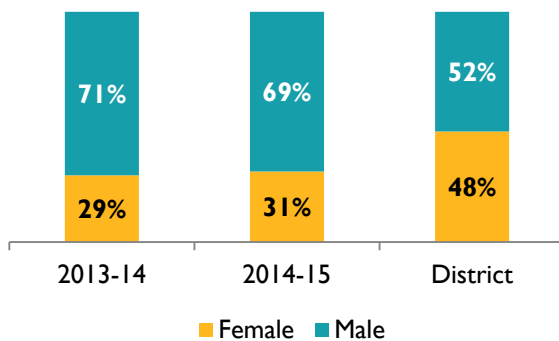
Total suspensions and days of lost instruction decreased at all levels, but the decrease was particularly pronounced in grades K-3. Note that in some cases, days of lost instruction is less than total suspensions because suspensions can be less than a day long.

Demographics of Out-of-School Suspensions vs. District Overall - Race/Ethnicity

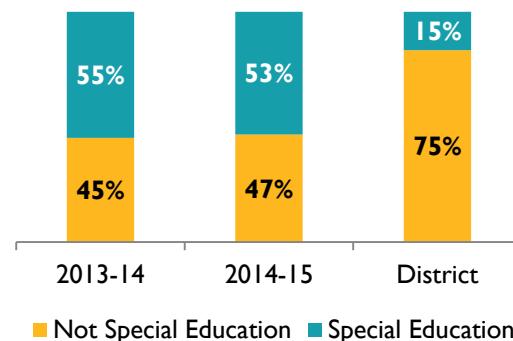


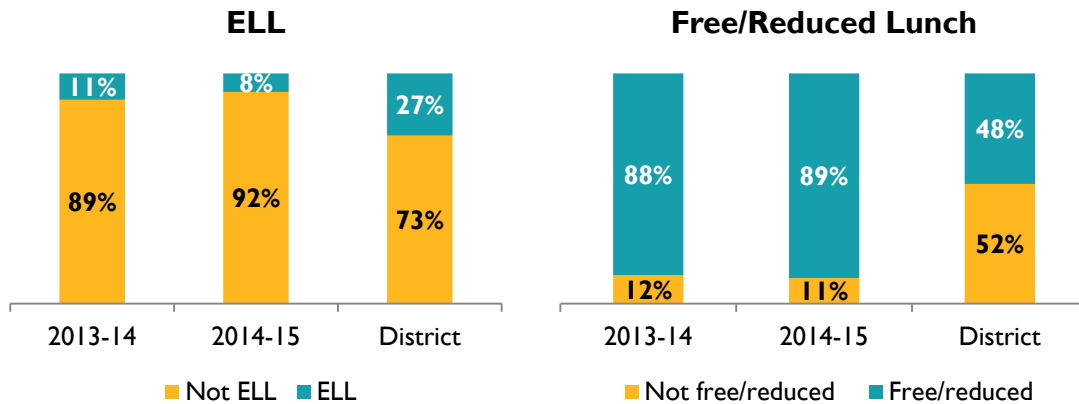
Even though overall suspensions decreased, some racial/ethnic disproportionalities in suspensions actually increased. In 2013-14, 59% of out-of-school suspensions were given to African-American students, which increased to 62% in 2014-15.

Gender



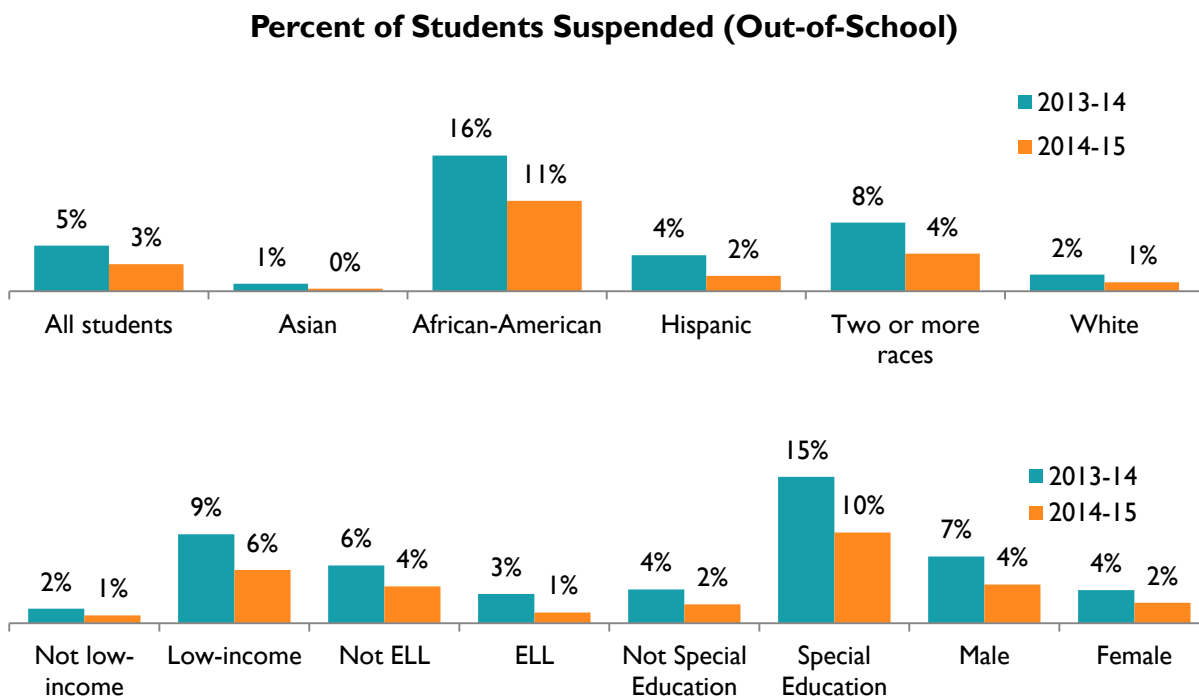
Special Education





Among student groups, male students and low-income students received a disproportionate amount of out-of-school suspensions compared to their share of overall student demographics.

Another way to consider suspension disproportionality is through suspension rates and risk ratios. The table below shows the percent of students identifying with each student group that had at least one out-of-school suspension during the school year.



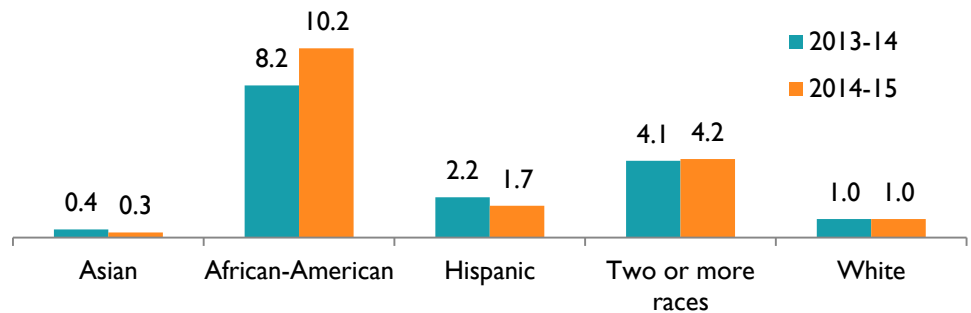
Across every student group presented, the percent of students receiving an out-of-school suspension was lower in 2014-15 than in 2013-14. However, there still are noticeable differences between groups. For example, 11% of African-American students were suspended compared to 1% of white students, and 10% of special education students were suspended compared to 2% of non-special education students.

The table to the right illustrates out-of-school suspension risk ratios, or the relative risk that a student would receive an out-of-school suspension during the year based on their racial/ethnic identification. The rates presented are relative to white students; a number higher than 1.0 means a student identifying as that race/ethnicity is more likely to be suspended than a white student, while a number lower than 1.0 means they are less likely to be suspended.



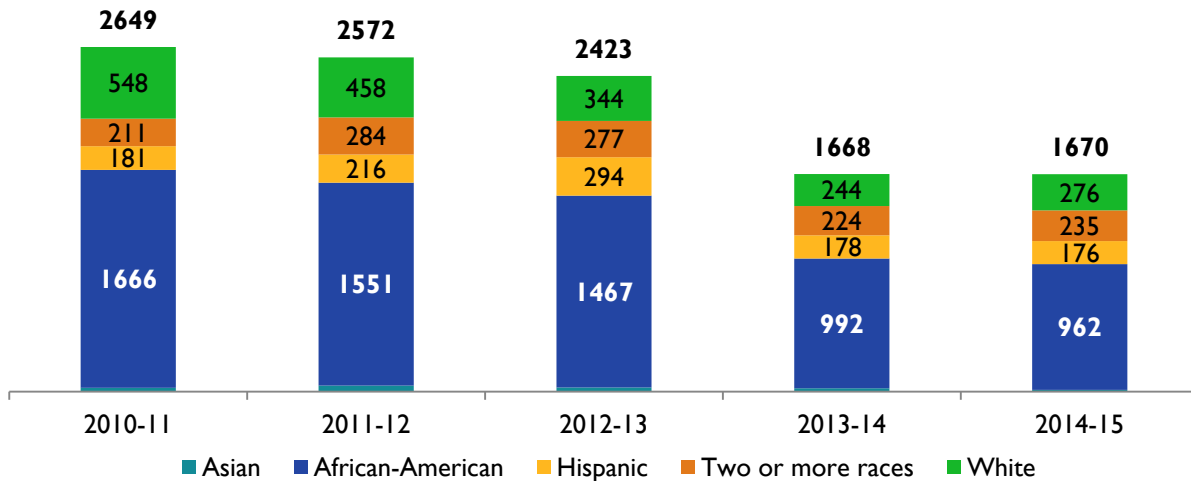
From this table, we can see that although the overall African-American suspension rate decreased, the risk ratio for African-American students actually worsened, with African-American students now more than 10 times as likely to have been suspended during the year relative to white students. Hispanic students' risk ratio improved, while risk ratios for Asian and multiracial students remained similar.

Out-of-School Suspension Risk Ratios



In-School Suspensions

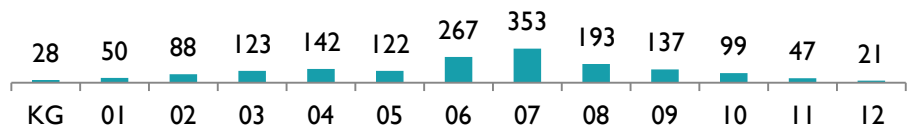
Total In-School Suspensions



Unlike out-of-school suspensions, which decreased significantly, in-school suspensions remained roughly consistent from 2013-14 to 2014-15. In-school suspensions show similar racial/ethnic disproportionality as out-of-school suspensions, with African-American students receiving 58% of in-school suspensions (compared to 62% of out-of-school suspensions).

As with out-of-school suspensions, in-school suspensions increase through elementary school, peak in Grade 7, and decline through Grade 12.

In-School Suspensions by Grade 2014-15



Disproportionality for in-school suspensions is similar to out-of-school suspensions; as such, we choose not to present full breakouts in this report.



Expulsions

Expulsion Recommendations

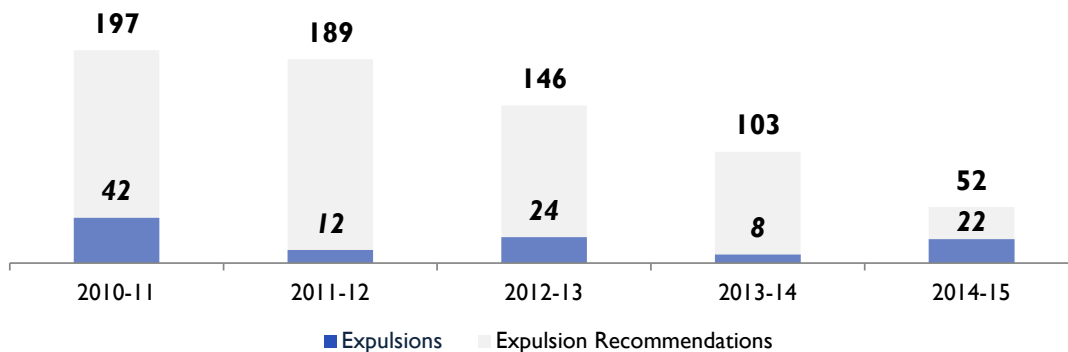
Year	Expulsion Recommendations	White	African American	Hispanic	Two or more races	Special education	ELL
2010-11	197	36	115	27	14	108	24
2011-12	189	32	105	30	17	84	27
2012-13	146	25	89	10	21	84	7
2013-14	103	17	62	15	8	53	7
2014-15	52	15	23	SPR	SPR	22	SPR

SPR indicates low numbers suppressed to protect student privacy.

Expulsion recommendations continued their downward trend, decreasing almost 50% from 2013-14 to 2014-15. African-American students accounted for 44% of expulsion recommendations, although this is a large improvement over 2013-14 (60%) and the first time African-American students have not accounted for a majority of expulsion recommendations in the past five years.

Expulsion Recommendation Outcomes

Expulsion Recommendations and Actual Expulsions



Year	Expulsion Recommendations	Accepted Phoenix	Manifestation of Disability	Dismissed by Administrator	Expulsion Hearing Held	Expelled
2010-11	197	81	61	32	43	42
2011-12	189	75	60	43	15	12
2012-13	146	47	56	28	28	24
2013-14	103	22	34	39	12	8
2014-15	52	6	16	8	31	22

Despite the decrease in expulsion recommendations, the actual number of students expelled nearly tripled from 2013-14 to 2014-15. During 2013-14, only 8% of expulsion recommendations resulted in an expulsion, which increased to 42% in 2014-15. This likely is a result of the end of the Phoenix program after Semester I, which offered students an alternative to expulsion. White students recommended for expulsion ultimately were expelled at higher rates (47%) than students of color (41%).

Expulsion Offense Types

Because the BEP includes different codes for behavior events than prior years, we cannot directly compare specific events that led to expulsion recommendations. However, in prior years, use of force against staff has been the most common reason for expulsion recommendations. In 2014-15, possessing & distributing a drug was the most common, accounting for 19 recommendations. Possession of a gun or firearm accounted for another 11 recommendations, physical force against staff 11, possession of a weapon with threat eight, and all other offenses three.