

Behavior Education Plan Quarter 3 Review

May 2015



Implementation Outcomes Status Update

At the February 23, 2015 Board of Education meeting, Behavior Education outcomes and discrete action steps were shared as a part of the quarterly review. Those outcomes and actions steps are listed below along with a corresponding status update.

Implementation Step	Status
<p style="text-align: center;">Communication</p> <p>Engage MMSD stakeholders in the policy update process through the systemic collection of qualitative and quantitative data</p>	<p style="text-align: center;">On track</p> <ul style="list-style-type: none"> • Analyzed documentation parameters in preparation for policy revision • Convened Behavior Education focus groups including parents, students, staff and principals • Engaged the MMSD/MTI Joint Committee on Safety and Discipline in conversations focused on potential policy revisions • Provided SBLTs with school data in order to engage them in root cause analysis and Behavior Education reflection for implementation • Began assessing school documentation practices for alignment with progressive approach, use of suspension, and impact on disproportionality
<p style="text-align: center;">Infrastructure: High Schools</p> <p>Compose multi-year implementation plan to guide high schools in developing and implementing multi-tiered systems to support student behavior and mental health</p>	<p style="text-align: center;">Caution*</p> <ul style="list-style-type: none"> • Articulated a plan for developing universal (school-wide and classroom) systems with a focus on 9th grade classroom practices, behavior response systems, and classroom practices • Improved cross-systems coordination with the County and contracted agencies for students that are system involved • Provided introductory workshops in Developmental Designs to select 9th grade teachers and high school instructional leaders, Department of Curriculum and Instruction, Educational Resource Officers, and Security Assistants • Examined current programming and services for 9th grade students with complex needs at each high school



Infrastructure: Tier 2/3

Provide support and professional learning to Student Services Teams to:

1) develop a school-level infrastructure to implement tier 2 and 3 interventions

2) access additional support for students with intensive behavioral and mental health needs.

On track

- Completed tier 2 training through the PBIS Network (Targeted schools: Nuestro Mundo, Olson, Stephens, Thoreau, and Hamilton)
- Completed the PBS Self-Assessment Survey
- Used technology to provide Student Services teams with school-based professional development on third Mondays focused on strengthening collaborative practices related to engaging in effective meetings, individual problem solving and the development of school-wide support systems
- Begin planning for summer Behavior Education Plan Institute.
- Developed a Central Office infrastructure to better support schools in developing tier 2 and 3 systems, delineating roles and responsibilities of Student Services personnel to effectively support universal practices, implement tiered interventions, and provide a continuum of services for students
- Developed district level continuum of services to provide short term stabilization, long term case management, and clinical consultation for students with intensive needs
- Facilitated partnerships with community organizations to support students with high needs in our high schools



Infrastructure: Behavior Response

Support schools in implementing effective behavior response systems

On track

- Targeted 2015-2016 allocation of Behavior Education Assistants to schools with high average behavior incidents per day
- Began developing a summer training module that integrates Crisis Management Intervention and Responsive Classrooms / Developmental Designs that provides teachers with the knowledge and skills to access behavior support in recognition of a student's adaptive state
- Identified and highlighted schools experiencing success in implementation
- Developed content specific to behavior response systems for the Behavior Education Plan summer institute
- Developed and provided training in best-practices for behavior response systems
- Clearly articulated response strategies in the proposed updates to the Behavior Education Plan and more clearly delineated level 1 and level 2 behaviors based on the need to activate the behavior response system
- Redesigned the Oasys behavior entry screen and a behavior support call log for use in fall of 2015

Professional Development

Support implementation of classroom systems and practices to proactively support and respond to behavior, including integrating social emotional learning within instruction

Note: The area of professional development was an area of caution in February. Since then, we have made significant corrections and are now on track as we begin the 2015-2016 school year.

On track

- Provided access to one day, introductory Responsive Classrooms and Developmental Design workshops
- Supported selected schools in developing a deeper understanding in how to cultivate shared beliefs and values relative to the Behavior Education Plan
- Targeted classroom practices and strategies to coach / support teachers as the primary topic of monthly PBS Internal Coaches professional development meetings
- Offered Behavior and Mental Health Institute for school-based student services staff and Teacher Institute for school based teachers
- Completed saturation plan for providing Responsive Classroom and Developmental Designs training to all teachers district-wide, including training MMSSD teachers as trainers
- Developed tools and professional learning to support teachers to integrate social emotional learning within instruction
- Planned summer professional development



including the Behavior Education Institute, Student Services Institute, Responsive Classrooms / Developmental Designs, and Restorative Practices

- Supported schools in understanding effective interventions and developing the infrastructure to support interventions
- Developed resources to support schools through critical incidents and cross-functionally trained members of the Central Office instructional team to provide assistance to schools.
- Defined and delineated defiance of authority within the Behavior Education Plan to address disproportionality, explicitly stating the specific conduct in preparation for professional development in classroom practices
- Articulated a restorative practices implementation plan leveraging the YWCA and internal expertise to shift the culture to one of restoration

* While the high school teams made significant progress identifying the need for a continuum of services and support for 9th and 10th grade students, a targeted effort next year is necessary to fully articulate and realize the continuum



Data

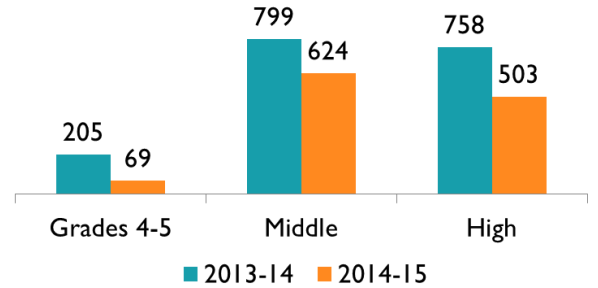
Data-based decision making continues to be essential in informing implementation of the Behavior Education Plan. Data is used to assess the functioning of systems and practices and to support school teams in identifying patterns of behavior that inform instruction and intervention. This report outlines quantitative suspension and behavior event data from the first three quarters (September 1, 2014 to March 27, 2015).

Quantitative Behavior Data

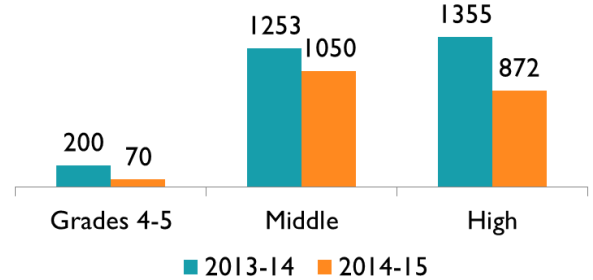
As expected, given the change in the policy, the use of out of school suspensions has dropped dramatically including an almost 90% decrease at the elementary school level. This decrease is not driven entirely by the policy change preventing K-3 suspensions, as suspensions for grades 4-5 also are down quite a bit. In comparing the first three quarters last year to this year, there were 936 fewer out of school suspensions.

Another useful way to consider suspension data is the days of instruction lost due to out of school suspensions because fewer suspensions means more time in class and learning. From 2013-14 to 2014-15, the reduction in Quarter 1-3 suspensions led to 1141 additional days of instruction.

Total Out-of-School Suspensions Q1-Q3



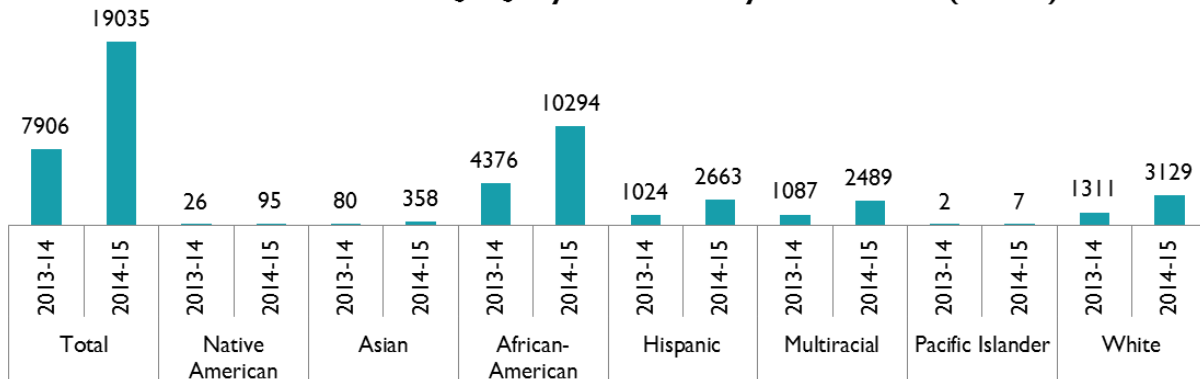
Total Days of Lost Instruction for Out-of-School Suspensions Q1-Q3



Total Behavior Events

In comparing behavior event data from last year to this year, there is a noticeable overall increase this year primarily driven by increased level 1 documentation given the new documentation parameters. **Documentation parameters have shifted, whereas in the past minor behaviors were only documented when a student was removed from the classroom and instead level 1 behavior is now documented when a student requires additional support, a pattern of behavior persists, and/or behaviors increase in frequency, duration, or severity. Parameters for levels 2-5 have not changed.** As such an emphasis on addressing behaviors early through teaching and intervention at level 1 has resulted in an increase in level 1 behaviors and a decrease in level 2 and higher behavior events. The table below shows overall level 1 events and illustrates the increase in documentation; similar increases can be observed across levels.

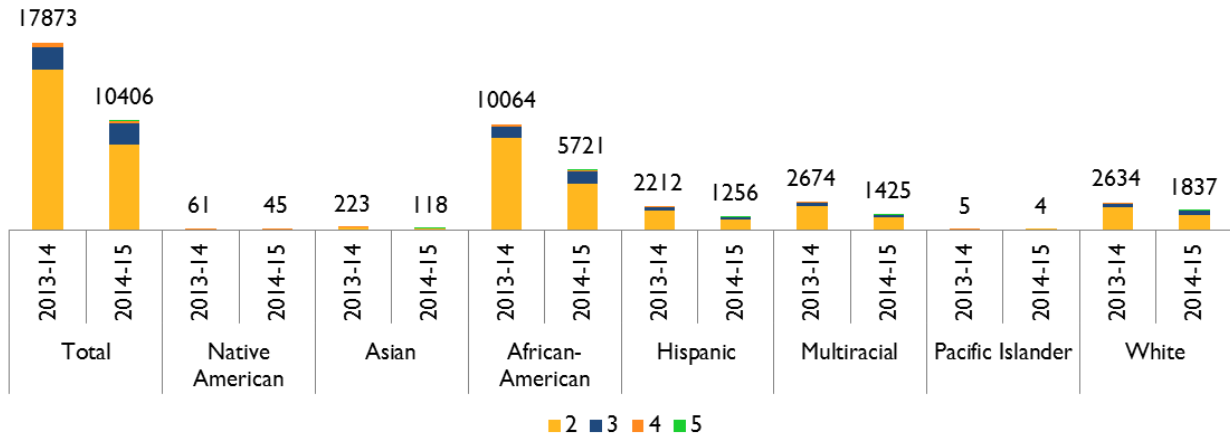
Total Behavior Events Q1-Q3 by Race/Ethnicity & Event Level (Level 1)





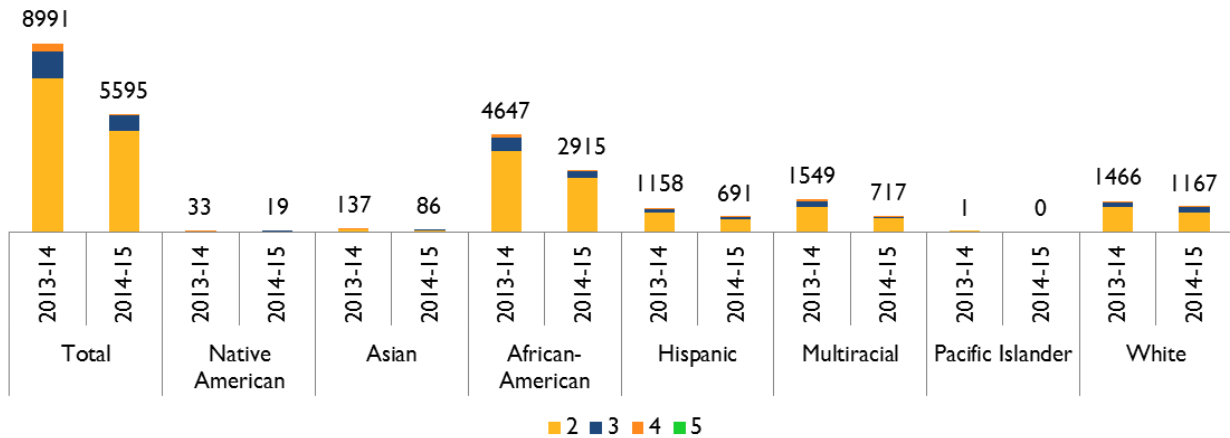
Given the change from the former Code of Conduct to the Behavior Education Plan, data comparison is more challenging. In order to compare in the most meaningful way, last year's 100 level corresponds with this year's level 1, last year's 200 level corresponds with this year's level 2 and so on. The uptick in level 1 behavior is not necessarily because of a significant increase in behavior but primarily because of the new practice of documenting behaviors that occur in the classroom that may not require assistance from the school-wide behavior response system. Therefore, the next several graphs focus on year-to-year comparisons of behavior events at levels 2-5, which are directly comparable.

Total Behavior Events Q1-Q3 by Race/Ethnicity & Event Level (Levels 2-5)



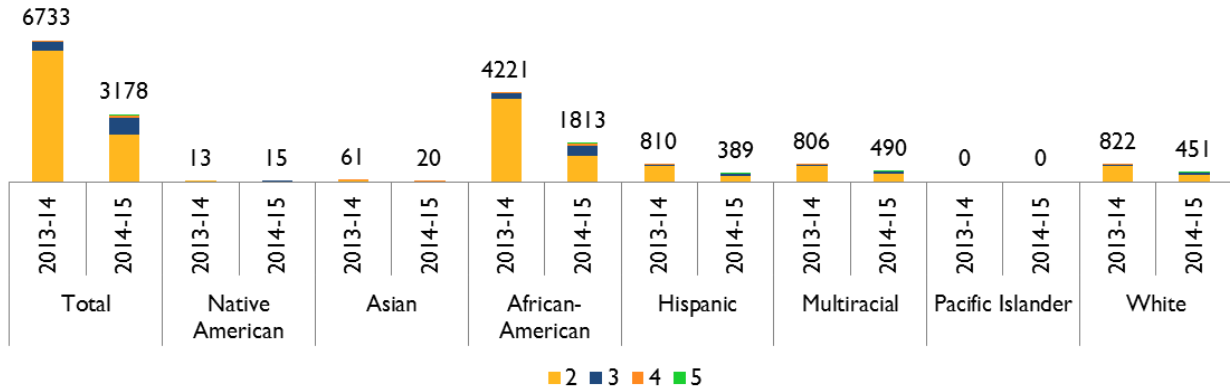
Congruent with the District as a whole, all three levels have seen a decrease in behavior events at levels 2-5. At the elementary level, events level 2 and higher are down 38%; at the middle school level, the decrease is 53%; at the high school level, the decrease is 24%.

K-5 Behavior Events Q1-Q3 by Race/Ethnicity & Event Level (Levels 2-5)



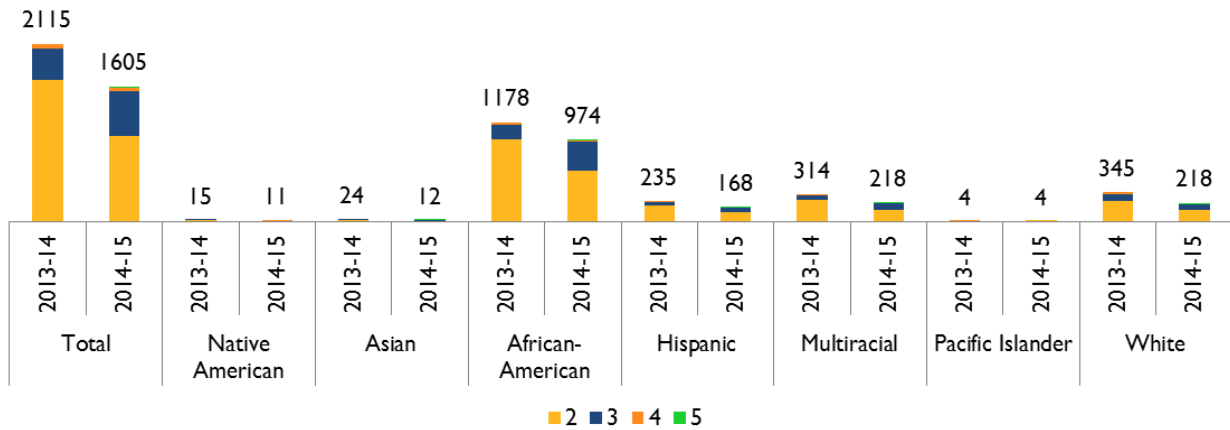


6-8 Behavior Events Q1-Q3 by Race/Ethnicity & Event Level (Levels 2-5)



The decrease at the middle school level is particularly pronounced, likely due to multiple factors. Middle schools have been implementing the Positive Behavior Support framework for the most time (6-7 years) and have the highest average universal fidelity by level. Additionally, middle schools explicitly teach social emotional learning and all are, to some extent, using Developmental Designs classroom practices to build community, support behavior, and provide engaging instruction. Some middle schools used alternate documentation systems to Oasys to track level 1 behavior during first semester. Consistency in documenting within the Oasys system continues to be a focus in providing support to schools.

9-12 Behavior Events Q1-Q3 by Race/Ethnicity & Event Level (Levels 2-5)



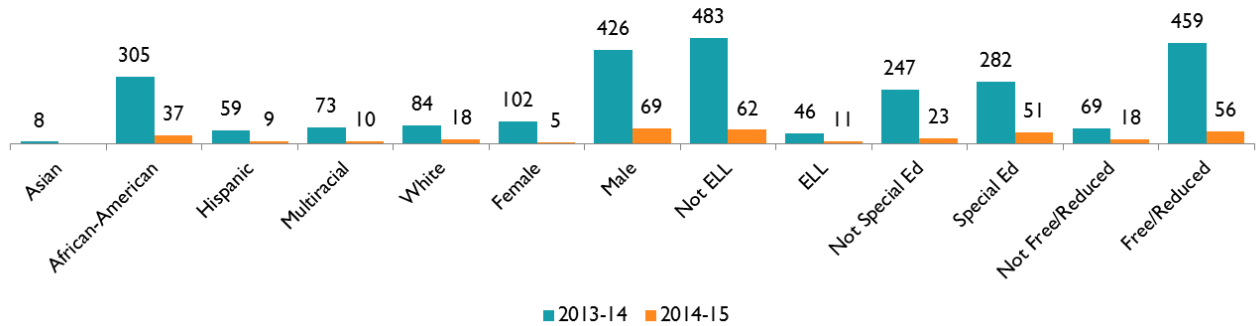


Days of Instruction Lost to Out of School Suspensions

As mentioned earlier, one implication of fewer out of school suspensions means more time in class and learning for students. In this section, we show the reductions in lost instruction from year to year by level and demographic group.

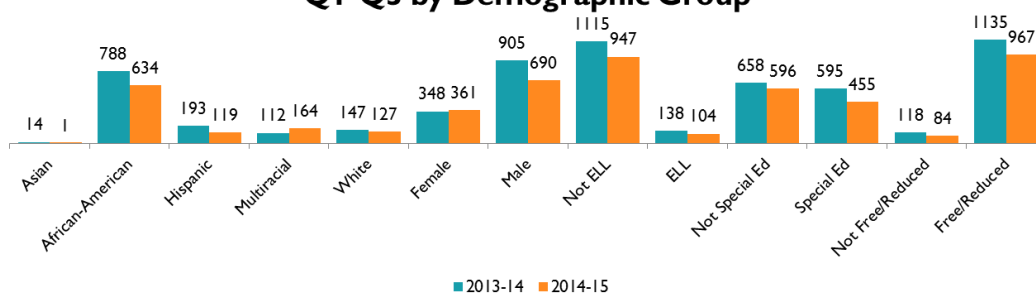
At the elementary level, instruction lost due to out of school suspensions is down across demographic groups. In particular, African-American students have lost 268 fewer days of instruction (the length of a school year) and students receiving free/reduced lunch have lost 403 fewer days of instruction relative to 2013-14.

K-5 OSS Days of Lost Instruction Q1-Q3 by Demographic Group

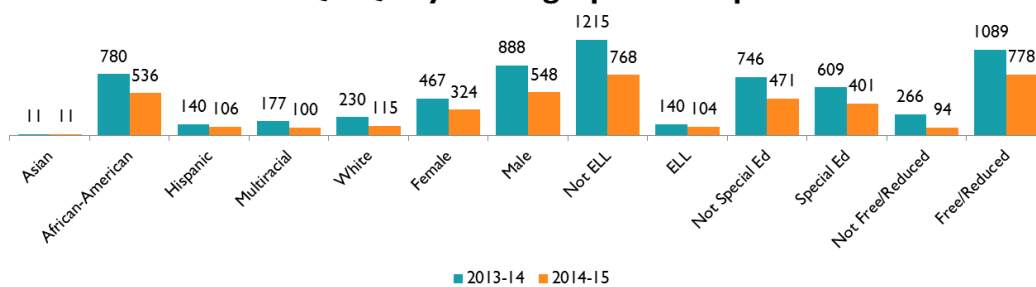


At the middle and high school levels, we also see significantly fewer days of lost instruction across almost every demographic group.

6-8 OSS Days of Lost Instruction Q1-Q3 by Demographic Group



9-12 OSS Days of Lost Instruction Q1-Q3 by Demographic Group

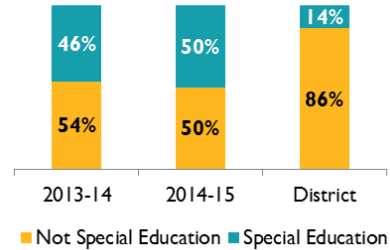




Students with Disabilities and Other Student Groups

Students with disabilities are one of the student groups that experience disproportionate outcomes; for example, in Quarters 1-3 of 2013-14, Special Education students received 46% of out-of-school suspensions despite representing about 14% of the district. Although behavior events for special education students have increased slightly overall, events of level 2 or higher have decreased by 42%. The graphs to the right demonstrate the decrease in the percentage of suspensions and behavior events involving students with disabilities this year, while the graphs below show out-of-school suspension disproportionality for other student groups and the comparison of recorded behavior events for other student groups overall and by level.

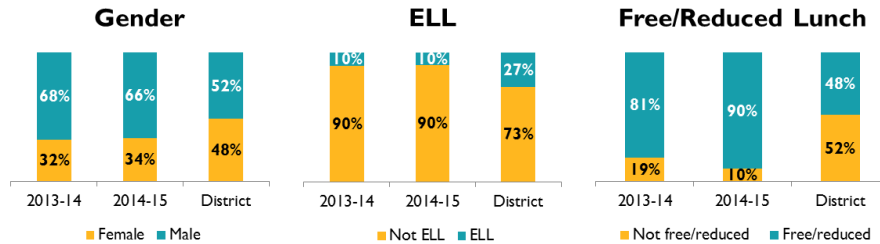
Out of School Suspensions Special Education



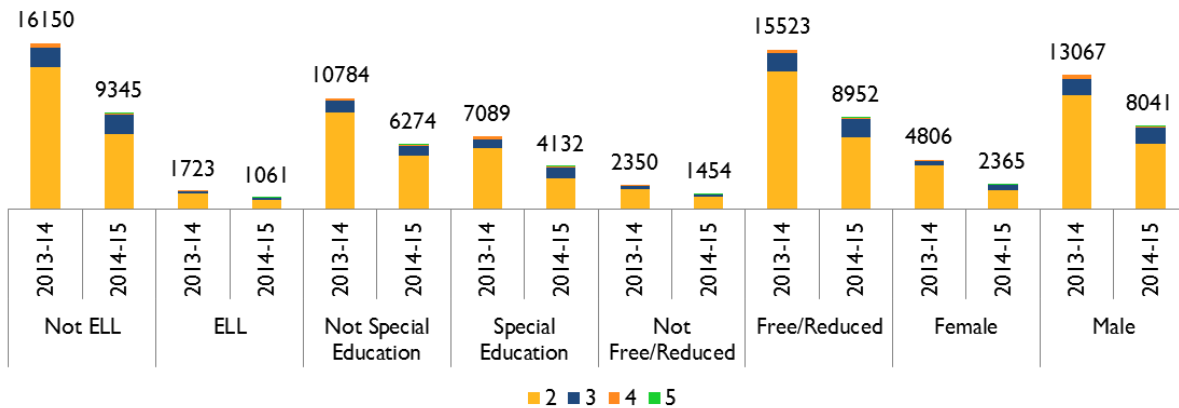
Behavior Events Levels 2-5



Out of School Suspensions

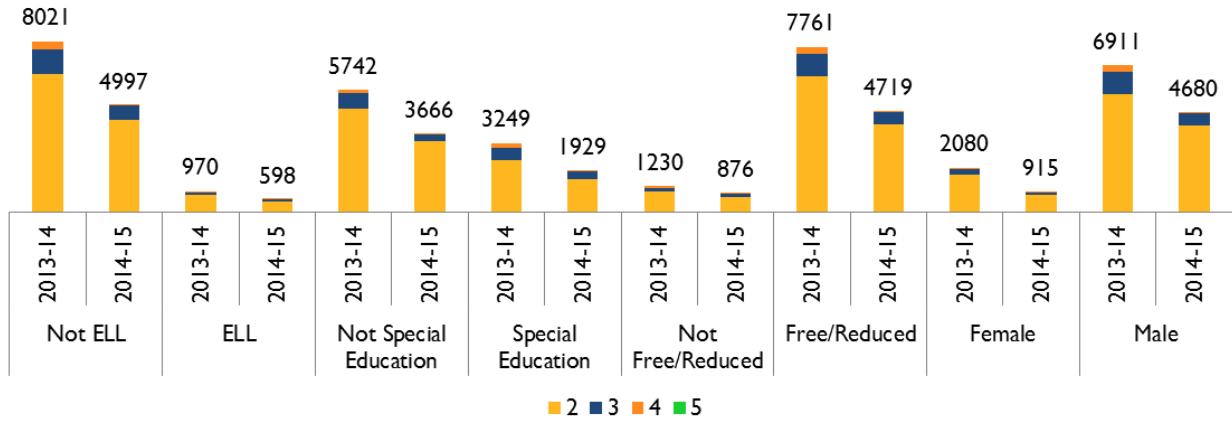


Total Behavior Events Q1-Q3 by Other Demographics & Event Level (Levels 2-5)

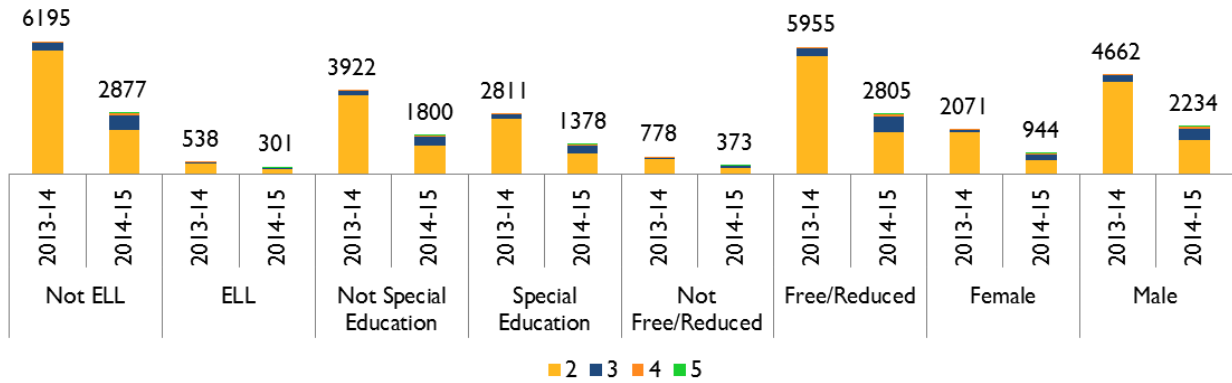




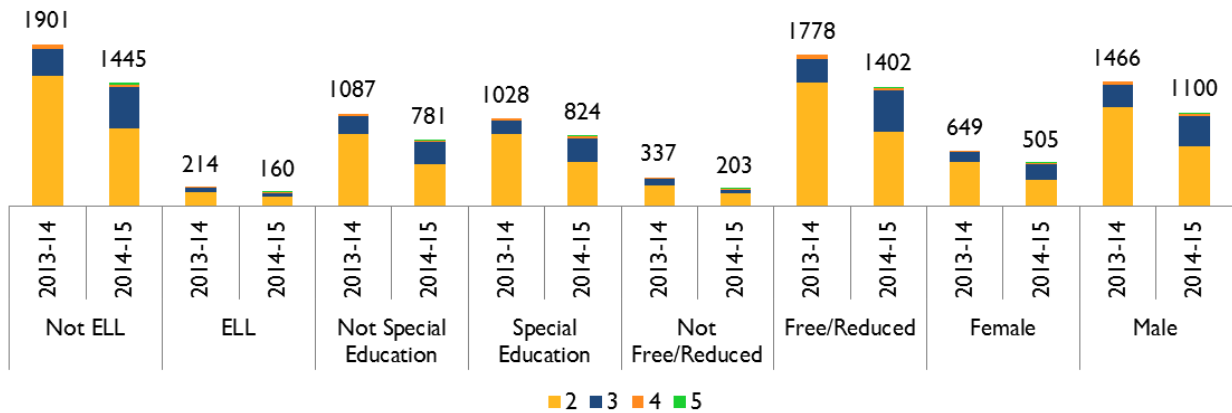
K-5 Behavior Events Q1-Q3 by Other Demographics & Event Level (Levels 2-5)



6-8 Behavior Events Q1-Q3 by Other Demographics & Event Level (Levels 2-5)



9-12 Behavior Events Q1-Q3 by Other Demographics & Event Level (Levels 2-5)

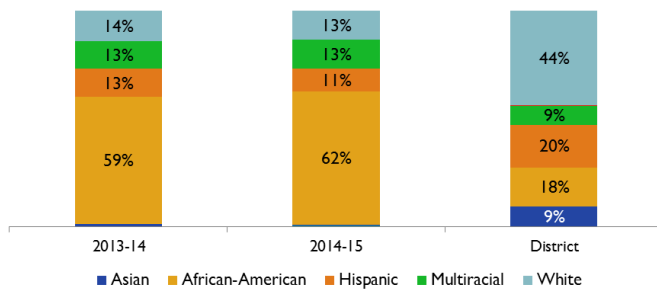




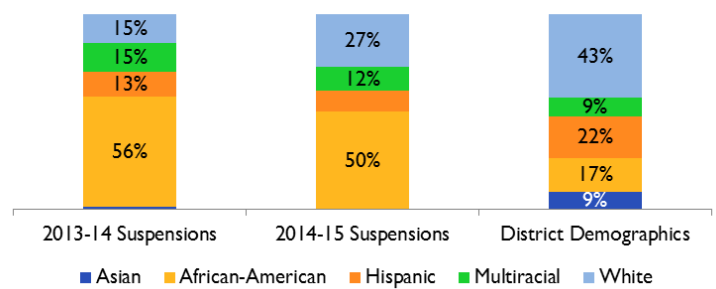
Racial Disproportionality

There has been a decrease in the disproportionate use of out of school suspensions among African American and Hispanic students at the elementary level making our elementary schools a leading indicator in Behavior Education implementation. However, as a district and at the middle and high school levels, disproportionality in the use of out of school suspensions for African American students has increased slightly. Eighteen percent of our students are African American, yet they receive 62% of out of school suspensions district-wide. The following graphs show the out of school suspensions by race / ethnicity for the district and by elementary, middle, and high school levels.

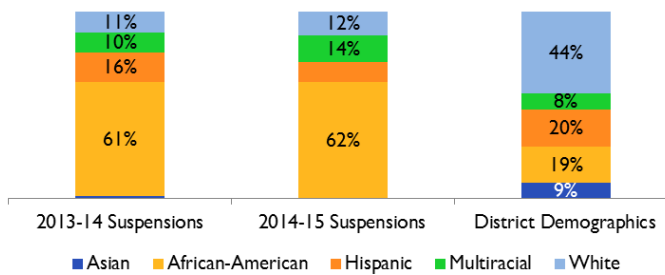
Demographics of Out-of-School Suspensions vs. District Overall - Race/Ethnicity



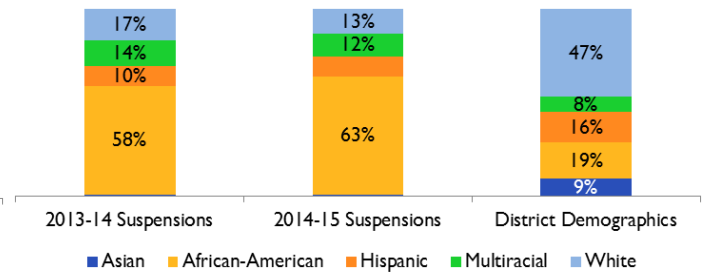
K-5 Out-of-School Suspensions Q1-Q3 by Race/Ethnicity



6-8 Out-of-School Suspensions Q1-Q3 by Race/Ethnicity

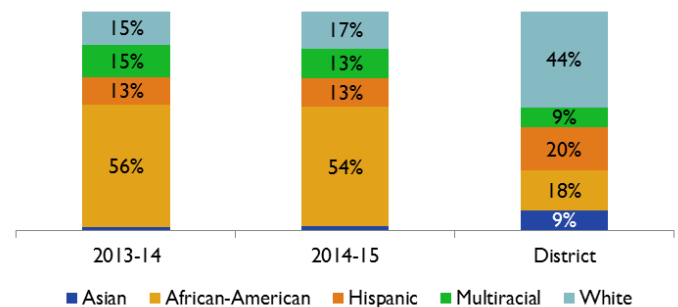


9-12 Out-of-School Suspensions Q1-Q3 by Race/Ethnicity



We observe similar disproportionality in behavior events as we do in suspensions, although the proportion of behavior events assigned to African-American students is slightly lower than the proportion of suspensions assigned to African-American students.

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





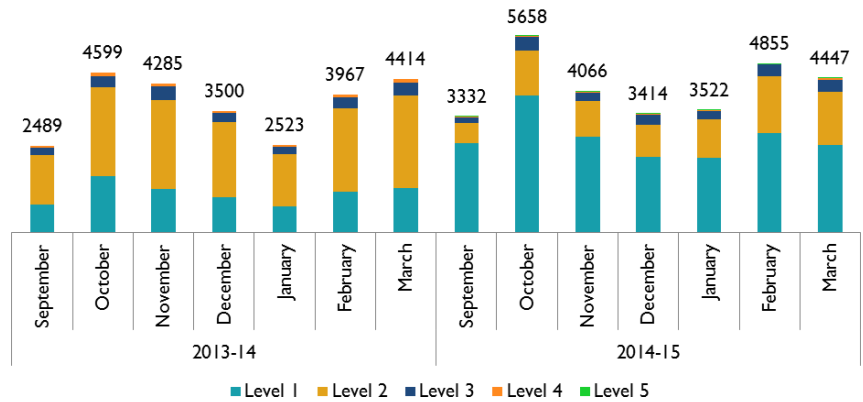
Types of Behavior

The most prevalent behavior this year is defiance of authority, which is recorded at both level 1 and level 2. This year, 53% of behavior events are defiance of authority. This was also the most prevalent behavior under the former Code of Conduct, disruption (100 level) and insubordination (200 level), which comprised 49% of behavior events in Quarters 1-3 last year.

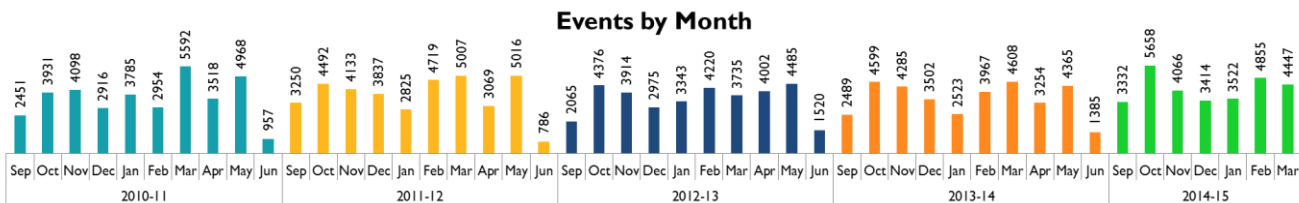
Further analysis of defiance of authority illustrates significant disproportionality as 54% of incidents of this type were documented for African American students. African American students are currently three times more likely to be removed from the classroom for defiance of authority compared to all peers and eight times more likely as compared to white peers.

Behavior Events by Month

Behavior data is disaggregated in many ways to inform practices, including by month. This school year, we saw a spike in behaviors in October and a decline through January, peaking again in February while declining slightly in March. The October peak and subsequent decline is similar to prior years, although the February peak and March decline has not been observed consistently in prior years. Should trends continue as in years past, we anticipate an increase in behavior incidents in May. Root cause analysis leads us to believe that the challenging months are consistent with the need for and/or the anticipation of breaks.



All of the spikes in behavior are driven by level 1 referrals, though. In every month, level 2-5 behaviors are lower in 2014-15 than in 2013-14. October 2014 is the highest month of recorded events, but this is due to a 141% increase in level 1 documentation; year-to-year behavior events at level 2 and higher were actually down 42% in October.





Behavior Education Plan Allocation

Ongoing implementation of the Behavior Education Plan with fidelity and integrity continues to require differentiated supports for our schools. To determine the appropriate level of resources for all schools we must ensure sound budget practices while focusing on the root cause of the challenge by carefully reviewing and analyzing multiple data points including the following:

Knowledge of Schools

All schools have regular, ongoing support from the Chief of Schools, External PBS Coaches, and the School Improvement Partners to assist them in their work around student behavior. Moreover, the Behavior Education Implementation Team meets weekly to identify school-specific trends and school-specific levels of intensity to coordinate supports. The knowledge gleaned from school visits, ongoing reviews of school data, and ongoing communication with school principals and staff is a critical factor in determining the level of support needed to implement the Behavior Education Plan.

The specific need to support schools in developing and employing a behavior response system that ensures teachers receive support in a reasonable amount of time while ensuring students return to class ready to reengage is a critical consideration.

Benchmark of Quality (BOQ) Score - Composite

The BOQ is an assessment used to determine to what degree PBS is being implemented as expected. The national PBS model requires that schools achieve a score of 70% to be identified as implementing with fidelity. For the purpose of allocation, we used the following cut scores:

Fidelity \geq 70%

Nearing Fidelity \geq 55%

Far Below Fidelity $<$ 55%

Self-Assessment Survey (SAS) Score - Composite

The SAS is an assessment used to determine to what degree PBS is being implemented as expected. The national PBS model requires that schools achieve a score of 80% to be identified as implementing with fidelity. For the purpose of allocation, we used the following cut scores:

Fidelity \geq 80%

Nearing Fidelity \geq 60%

Far Below Fidelity $<$ 60%

Self-Assessment Survey (SAS) Score - Classroom Practice Subscale

The SAS is an assessment used to determine to what degree PBS is being implemented as expected. The national PBS model requires that schools achieve a score of 80% to be identified as 'implementing with fidelity. A particular focus on classroom practices subscale was analyzed given that a majority of behavior events occur in the classroom and a majority of behavior events are defiance of authority. This particular data point was critical in determining the number of summer professional development slots for a school. For the purpose of allocation, we used the following cut scores:

On Track \geq 80%

Caution \geq 50%

Off Track $<$ 50%



Behavior Incidents

Behavior incidents are monitored in each school and an average per day is calculated for each school. At the elementary and middle school level, the general goal is to keep the behavior incident average under four per day. This will vary somewhat depending on the size of the school. For the purpose of allocation, we used the following cut scores:

On Track < 3.0

Caution > 3.0 and < 6.0

Off Track > 6.0

Behavior Incident vs. Enrollment Ratio

The behavior incident vs. enrollment ratio indicates the level at which students receiving behavior incidents from individual schools. Rather than using raw behavior incident numbers, the ratio allows us to control for size and fairly compare small schools with large schools. The desired ratio for an individual schools is 1.0. For the purpose of allocation, we used the following cut scores:

On Track \leq 1.0

Caution > 1.0 and < 2.0

Off Track > 2.0

Suspension vs. Enrollment Ratio

The suspension vs. enrollment ratio indicates the level at which students are being suspended from individual schools. Rather than using raw suspension numbers, the ratio allows us to control for size and fairly compare small schools with large schools. The desired ratio for an individual school is 1.0.

On Track \leq 1.0

Caution > 1.0 and < 2.0

Off Track > 2.0

Suspension Risk Ratio for African American Students

The suspension risk ratio for African American students indicates the level at which African American students are suspended in comparison with their White peers. This metric is used by national and state PBIS technical assistance centers to support schools in accurately measuring racial disproportionality. For the purpose of allocation, we used the following cut scores:

On Track 0-1.99

Caution 2-4.99

Off Track 5+

Title 1 Funds

Many of the schools provided with BEA allocation in 2014-2015 supplemented their BEA with Title 1 funds. Given the decrease in Title 1 funds this upcoming fiscal year it was critical to maintain the BEA allocation given from Central Office to these particular schools

2014-2015 Allocation

Allocation deployed to schools should occur in phases as described above. Given the brief time we have been implementing the Behavior Education Plan we recognize that many of our schools have made positive strides as a result of this increased allocation. As such, we consciously worked to ensure schools who received allocation maintained or increased this year.



Policy Revision Recommendations

- Clarity on when a behavior is considered response level 1 vs. response level 2
- Clearer delineation and description of response strategies, interventions, assessments, interventions, and behavior resolution / disciplinary response
- Provision allowing for up to one day of out-of-school suspension for students in grades 4K-3 exhibiting a behavior that poses an ongoing risk to the health or safety of the student or others, with approval from the Coordinator for Student Conduct and Expulsions
- Modification of "defiance of authority" by making two separate violations, 1) not following rules and directions and 2) engaging in conduct that is disruptive to the learning environment
- Added new behaviors including trespassing, leaving the classroom without permission, leaving the school building without permission, hall wandering, and distribution of cold medicine
- Differentiated between buying and selling drugs with higher response levels assigned to selling versus buying
- Provided clarity to property damage and stealing including credit cards and cell phones within the description
- Elevated the response levels for the following behaviors at elementary: possession of alcohol, possession of drugs, possessing and distributing alcohol, bullying, volatile acts, property damage, stealing, inappropriate physical aggression, physical attack, fighting, non-consensual physical contact, possessing/making/transmitting an image of someone in a nude state
- Elevated the response levels for the following behaviors at secondary: distribution of imitation controlled substance, disruptive and uncooperative behaviors, possessing/making/transmitting an image of someone in a nude state
- Amended the dress code to include the prohibition of words, pictures or caricatures based on negative stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation or disability to include any attire that depicts Native American team names, logos, or mascots
- Added a closing sentence to the Prohibition of Gang Activity section stating: "Gang-related behavior should be subject to intervention(s) and disciplinary response according to the underlying inappropriate or disruptive behavior."

Implementation Outcomes and Next Steps

The implementation of the Behavior Education Plan is ongoing as we work to ensure our schools are not only able to implement the policy but they are able to achieve the goals outlined in the plan. As such, the following are features of Behavior Education implementation for the 2015-2016 school year and the corresponding, high leverage, action steps.

**Implementation Outcome #1, Communication and Adherence to Policy:**

Clearly communicate the rights and responsibilities of all stakeholders and the expectations / nuances of a progressive approach to discipline.

- Support schools in cultivating shared beliefs and values among staff relative to the Behavior Education Plan
- Build a shared understanding of progressive discipline including when a behavior progresses response levels
- Engage in ongoing and frequent progressive discipline fidelity checks
- Clearly communicate expectations around the documentation of “disruptive and / uncooperative” behaviors
- Calibrate delineation (i.e. “coding”), response protocols, and use of out-of-school suspension including number of days for specific behaviors across schools
- Supplement Teacher Team Toolkit to support social / emotional learning and data-driven decision making
- Develop video series of students educating students about the contents of the Behavior Education Plan
- Support schools to engage in meaningful, two-way communication, with students and their families

Implementation Outcome #2, Infrastructure:

Provide support and professional learning to Student Services Teams to 1) develop a school-level infrastructure to implement tier 2 and 3 interventions, and 2) access additional support for students with intensive behavioral and mental health needs.

- Employ a Central Office infrastructure necessary for schools to be better supported in developing tier 2 and 3 systems, delineating roles and responsibilities of Student Services personnel to effectively support universal practices, implement tiered interventions, and provide a continuum of services for students to ensure adequate implementation planning with support matched to need
- Implement redesigned monthly professional development to Student Services staff within topic and discipline-specific strands
- Provide job-embedded professional development for SSIT teams
- Employ a district level, continuum of services, to support a school's professional growth in working with students with intensive needs
- Further recalibrate the role of students services to ensure they are, first and foremost, available to provide individual and group interventions
- Begin development of a continuum of support for students with intensive needs including targeted support to design programming / services for 9th grade students
- Implement and monitor school-based mental health professional pilots at Sennett, Schenk, and Glendale
- Provide professional development and support the use of Oasys to document and monitor student interventions



- Identify Juvenile Justice points of contact within each secondary school and implement co-training for school, County, and community agency staff to support cross-systems coordination for students that are systems involved
- Provide professional development to support schools in implementing response protocol, screening, brief intervention, and referral procedures for students using alcohol and other drugs

Implementation Outcome #3, Infrastructure:

Support schools in developing and implementing effective behavior response systems.

- Support schools development of behavior response systems that prioritize regulation and engagement of students, reciprocal communication, and repairing harm / relationships
- Support schools in utilizing the Behavior Support Call Log within Oasys to document behavior calls and engage in problem solving related to universal systems and target support to teachers
- Define best practices for sensory regulation and support schools in putting practices in place
- Define conflict mediation protocol and begin training targeted staff groups
- Support high schools in maximizing the role of security assistants within the behavior response process
- Pilot and monitor innovative practices at targeted high schools including restorative centers to proactively and responsively address conflicts and behavior, and students as facilitators of restorative conversations following behavioral incidents
- Support implementation of restorative suspension readmit practices at targeted schools
- Provide wrap-around programming for a small group of ninth grade students with intensive needs through the United Way Renewing Futures grant

Implementation Outcome #4, Professional Development:

Support implementation of classroom systems and practices to proactively support and respond to behavior, including integrating social emotional learning within instruction

- Support schools in implementing professional development prior to the start of school to all staff to continue to build understanding of the restorative approach, ensure understanding of and increase skills related to behavior response, and support teacher teams in developing classroom engagement plans
- Provide ongoing professional development in the use of Oasys, with the expectation that all behavior incidents and behavior support calls are documented within this system
- Train 4 elementary teachers as trainers in Responsive Classroom (RC) and 2 secondary teachers as trainers in Developmental Designs (DD), with an additional 4 secondary teachers initiating the Train-the Trainer Cycle
- Increase capacity within Central Office Department of Curriculum and Instruction to support schools in integrating Responsive Classrooms / Developmental Designs practices and social emotional learning within instruction
- Collaborate with Central Office Department of Curriculum and Instruction to support schools prepare for the social emotional learning standards on the report card



- Provide ongoing professional development and support schools in using the circle process within the classroom to build community and address classroom behaviors
- Support high schools in implementing 9th grade classroom practices including Developmental Designs, classroom circles, and the integration of community building and Academic Career Planning
- Provide summer professional development to student services teams with the purpose of developing a MTSS for behavior
- Provide ongoing professional development to increase skills among teachers and behavior responders to support students in repairing harm / relationships through use of restorative conversations