



Behavior Report 2012-13

Key Findings

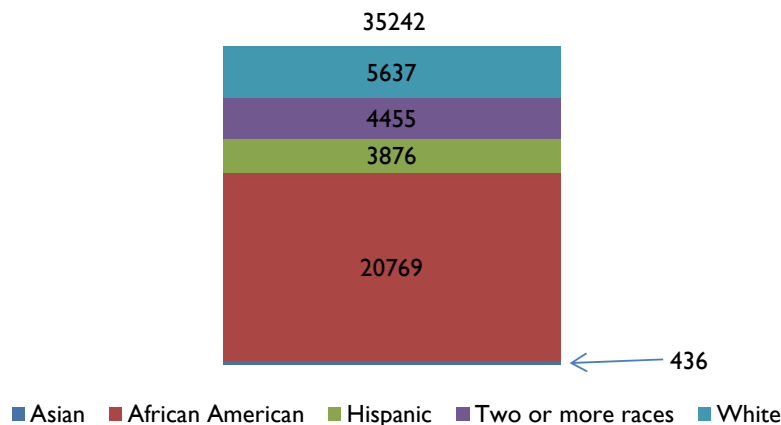
1. Both out-of-school and in-school suspensions were less common in 2012-13 than in 2011-12. In particular, the reduction in out-of-school suspensions led to nearly 600 fewer days of instruction lost to suspensions.
2. Large disproportionalities exist between suspensions and demographics in MMSD. For example, African-American students make up 19% of MMSD's population but received 60% of out-of-school suspensions. Low-income students make up 48% of MMSD but received 85% of suspensions.
3. There are large disparities in discipline practices between schools. For example, among elementary schools, out-of-school suspensions ranged between 0 and 98, and behavior referrals ranged between 25 and 2,319.

This report focuses on behavior during the 2012-13 school year, with historical data provided when relevant. We present data on behavior referrals, out-of-school suspensions, in-school suspensions, and expulsions.

Behavior Referrals

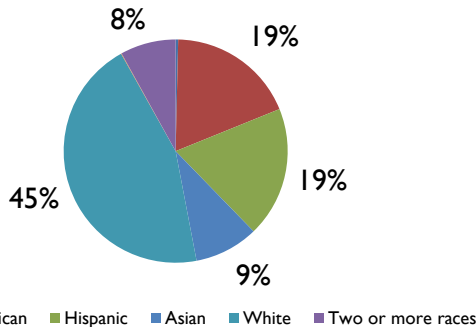
Because tracking of behavior referrals has changed over the past few years, this report does not present historical data, as any changes over time likely reflect changes in tracking fidelity as opposed to actual changes in student behavior.

Total Behavior Referrals 2012-13

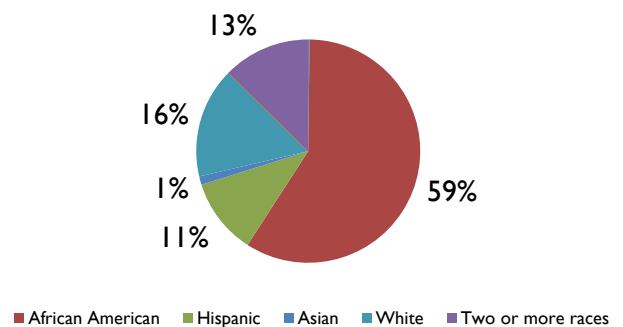


During 2012-13, significant disproportionalities existed between MMSD's overall student population and behavior referrals received. For example, African-American students made up 19% of MMSD's population but received 59% of behavior referrals. White students made up 45% of MMSD's population but received only 16% of behavior referrals.

MMSD Demographics Spring 2013



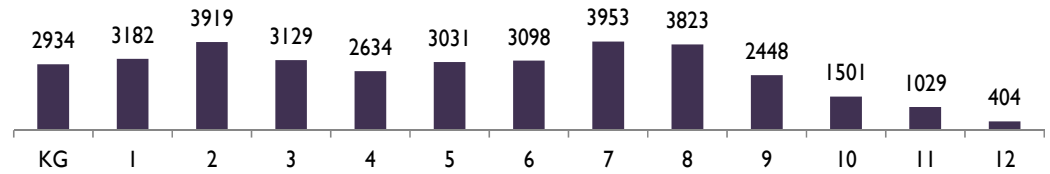
Behavior Referrals 2012-13





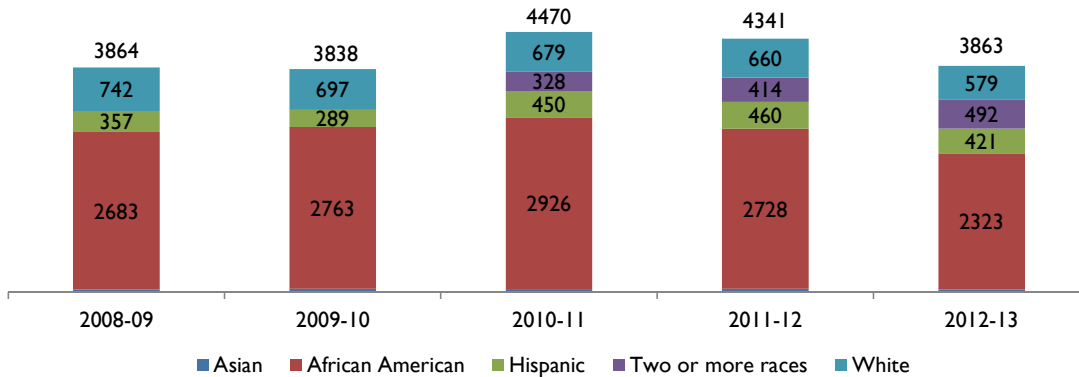
The distribution of behavior referrals by grade differs from out-of-school and in-school suspensions. Both suspensions and behavior referrals are most common in middle school; however, behavior referrals were common in early grades where suspensions are relatively rare. Second, seventh, and eighth grade had the most behavior referrals.

Behavior Referrals by Grade 2012-13

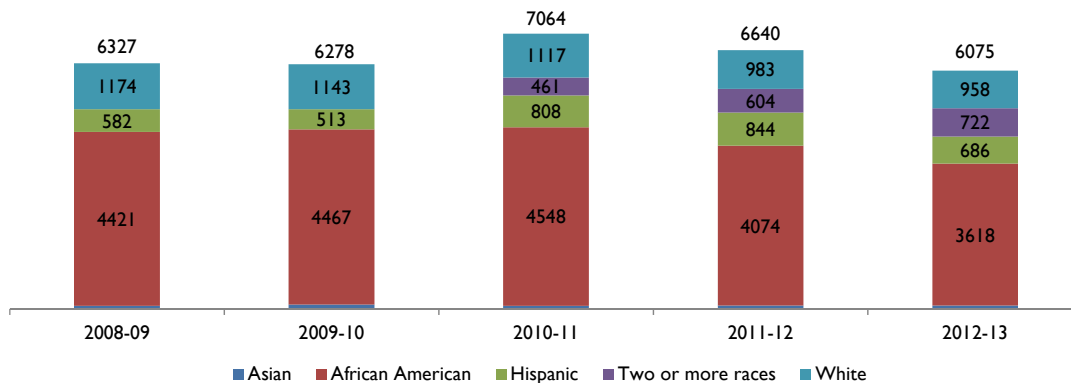


Out-of-School Suspensions

Total Out-of-School Suspensions



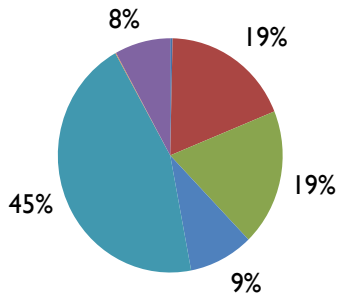
Days of Instruction Lost - Out-of-School Suspensions



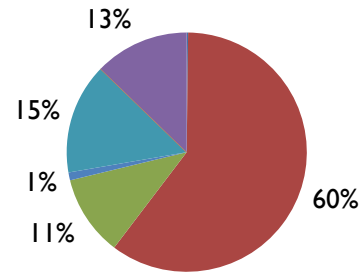
From 2011-12 to 2012-13, the total number of out-of-school suspensions decreased by 478. As a result, the days of instruction lost as a result of out-of-school suspensions also decreased by 565 from 2011-12 to 2012-13. The 2012-13 figure of 6,075 days lost is almost 1,000 days fewer than the five-year peak of 7,064 in 2010-11.



MMSD Demographics Spring 2013



Out-of-School Suspensions 2012-13



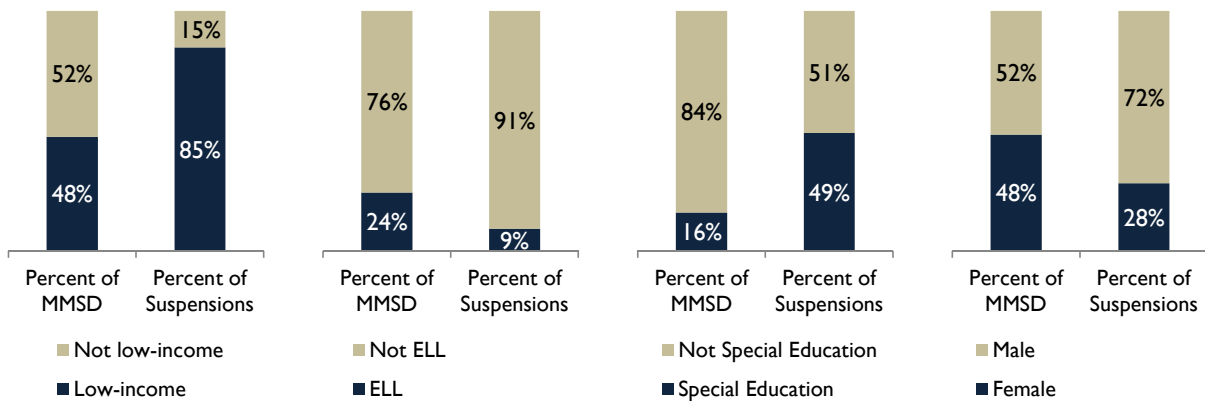
■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races

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During 2012-13, significant disproportionalities existed between MMSD’s overall student population and out-of-school suspensions received. For example, African-American students made up 19% of MMSD’s population but received 60% of suspensions. White students made up 45% of MMSD’s population but received only 15% of suspensions.

Out-of-School Suspensions by Other Demographic Characteristics 2012-13

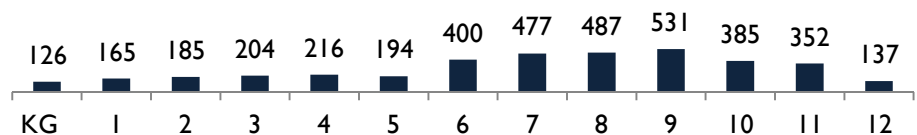
	Low-income	Not low-income	ELL	Not ELL	Special Education	Not Special Education	Female	Male
Suspensions	2062	361	259	2164	914	1509	1089	2774



There also were large disproportionalities between MMSD’s population and suspensions received for other demographic groups. Low-income students (85% of suspensions vs. 48% of students), male students (72% of suspensions vs. 52% of students), and special education students (49% of suspensions vs. 16% of students) all were suspended at higher rates than their share of the district’s population. English Language Learners are suspended infrequently compared to their share of the district’s population (9% of suspensions vs. 24% of students).

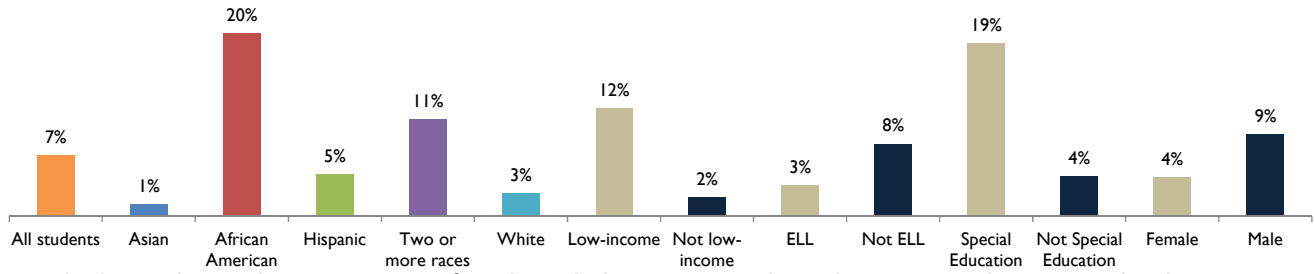
Out-of-school suspensions were most common in middle school and grade 9. The grades with the fewest suspensions were kindergarten and grade 12.

Out-of-School Suspensions by Grade 2012-13





Percent Of Students Suspended During 2012-13

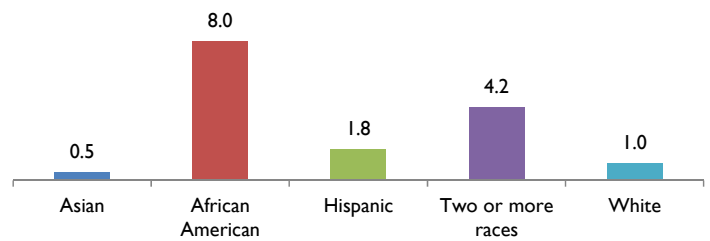


The graph above shows the percentage of students belonging to each student group who received at least one out-of-school suspension during the 2012-13 school year. It reflects students enrolled in MMSD at the end of the school year.

Seven percent of end-of-year students had received at least one out-of-school suspension during the year, including 20% percent of African-American students, 19% of special education students, 12% of low-income students, and 11% of multiracial students. Nine percent of male students had been suspended versus only 4% of female students.

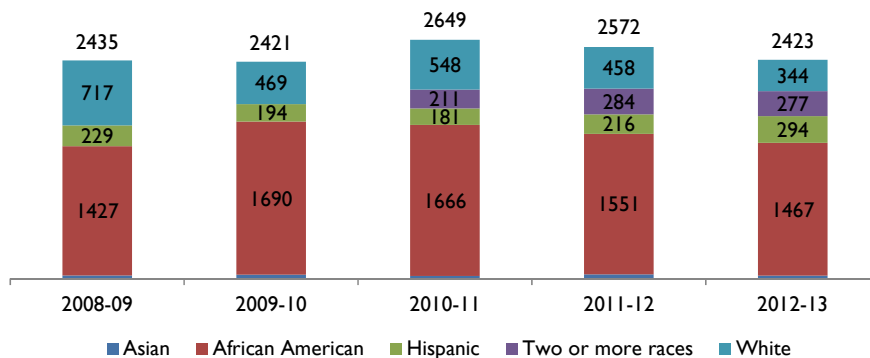
The graph to the right shows risk ratios for out-of-school suspensions by race relative to white students. In MMSD, African-American students were eight times more likely to be suspended than white students. Multiracial students were more than four times as likely to be suspended and Hispanic students were nearly twice as likely, while Asian students were only half as likely.

Out-of-School Suspension Risk Ratios



In-School Suspensions

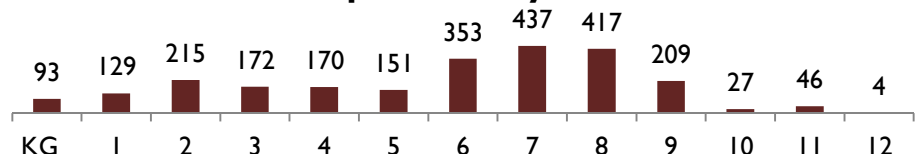
Total In-School Suspensions



In-school suspensions decreased from 2011-12 to 2012-13 as well, which suggests that the decrease in out-of-school suspensions was not simply due to suspensions being administered as in school instead of out of school. Similar disproportionalities exist between racial and other demographic groups for in-school and out-of-school suspensions.

Similar to out-of-school suspensions, in-school suspensions were most common in middle school, although in school suspensions were extremely rare in high school.

In-School Suspensions by Grade 2012-13





Behavior Data by School

	End of year students	Behavior referrals	Referrals per student	Out-of-school suspensions	% suspended - out of school	In-school suspensions
Allis Elementary	430	404	0.94	93	11%	29
Chavez Elementary	682	300	0.44	15	1%	21
Crestwood Elementary	411	237	0.58	25	4%	19
Elvehjem Elementary	489	440	0.90	42	2%	11
Emerson Elementary	398	161	0.40	32	5%	5
Falk Elementary	387	2026	5.24	85	11%	56
Franklin Elementary	430	25	0.06	0	0%	0
Glendale Elementary	473	234	0.49	32	5%	34
Gompers Elementary	277	637	2.30	48	7%	29
Hawthorne Elementary	400	1262	3.16	8	2%	164
Huegel Elementary	474	534	1.13	50	6%	27
Kennedy Elementary	569	458	0.80	18	2%	25
Lake View Elementary	260	433	1.67	40	6%	15
Lapham Elementary	305	180	0.59	4	1%	5
Leopold Elementary*	634	2319	3.66	91	8%	65
Lincoln Elementary	402	101	0.25	24	3%	10
Lindbergh Elementary	239	380	1.59	30	5%	11
Lowell Elementary	349	498	1.43	8	2%	5
Marquette Elementary	248	88	0.35	8	2%	7
Mendota Elementary	348	1975	5.68	98	13%	116
Midvale Elementary	438	649	1.48	21	3%	46
Muir Elementary	478	558	1.17	13	2%	6
Nuestro Mundo Elementary	288	81	0.28	18	2%	9
Olson Elementary	518	432	0.83	51	4%	60
Orchard Ridge Elementary	357	560	1.57	52	8%	48
Randall Elementary	387	79	0.20	9	2%	2
Sandburg Elementary	397	326	0.82	32	4%	28
Schenk Elementary*	440	1728	3.93	35	5%	27
Shorewood Elementary	440	83	0.19	8	1%	7
Stephens Elementary	562	606	1.08	30	2%	18
Thoreau Elementary	421	635	1.51	66	4%	17
Van Hise Elementary	384	165	0.43	5	1%	8
Badger Rock Middle	94	175	1.86	12	11%	0
Black Hawk Middle	383	1093	2.85	233	22%	222
Cherokee Middle	521	815	1.56	230	17%	83
Hamilton Middle	735	339	0.46	29	2%	27
Jefferson Middle	534	2583	4.84	137	10%	51
O'Keeffe Middle	459	554	1.21	52	7%	21
Sennett Middle	608	1048	1.72	247	17%	248
Sherman Middle*	419	323	0.77	116	13%	116
Spring Harbor Middle	268	782	2.92	22	4%	41
Toki Middle	505	1455	2.88	142	11%	286
Whitehorse Middle	449	762	1.70	65	8%	82
Wright Middle	245	851	3.47	69	17%	30
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

Schools with an asterisk are designated PBS Schools of Distinction. The “% suspended – out of school” and “Referrals per student” columns are color coded, with more suspensions or referrals darker red and fewer darker green.

There are large disparities in discipline practices between schools. For example, at the elementary school level, out-of-school suspensions ranged between 0 and 98, and behavior referrals ranged between 25 and 2,319. At the middle school level, the percent of students with at least one out-of-school suspension ranged between 4% and 22%. At all schools, referrals per student ranged from 0.06 to 5.68.



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

In each of the past four school years, African-American students received a majority of expulsion recommendations. Special education students receive expulsion recommendations at high rates and English Language Learners receive expulsion recommendations at low rates relative to their share of MMSD's student population.

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%)

The table above shows the outcomes of students who received expulsion recommendations. For example, in 2012-13, there were 146 expulsion recommendations. From these recommendations, 47 accepted enrollment in the Phoenix Program as an alternative to expulsion. In 56 cases, it was determined that the behavior leading to the student's expulsion recommendation was the manifestation of a disability, so they were not expelled. Twenty-eight recommendations were dismissed by an administrator. Twenty-eight students actually reached an expulsion hearing, and of these students, 21 were actually expelled. Therefore, only 24 of 146 (16.4%) recommendations for expulsion actually resulted in an expulsion. The number of students in each column may add up to more than the number in the Total Expulsion Recommendations column because students may accept Phoenix but ultimately be expelled or have their recommendation dismissed.

Among the 112 students expelled between 2009-10 and 2012-13, 69 were African American (62%). Twenty-one were white (19%) and 13 were Hispanic (12%). The percent of students actually expelled after being recommended for expulsion differed between races, with expulsion recommendations for white students most likely to result in an expulsion (19%), followed by African-American and Hispanic students (17% each), and multiracial students (9%).

Expulsion Offense Types

In each of the past four school years, the use of force against or affecting a staff member was by far the most common reason for students to receive an expulsion recommendation (237 of 650 total recommendations from 2009-10 through 2012-13). Repeated refusal to obey school rules was the second most common reason in three of the past four years (99 of 650 total recommendations). Other common reasons include drug/alcohol related offenses (four different offense types totaling 134 recommendations) and possession of a weapon with intent to use (49 recommendations).

The rate of students actually expelled after receiving an expulsion recommendation differed by the type of offense. For example, the expulsion rate after recommendation was only 6% for students referred for repeated refusal to obey school rules. For students referred for possession of a weapon with intent to use, the expulsion rate was 29%, and for students referred for possession of illegal drugs/alcohol with intent to deliver, the expulsion rate was 40%. About 10% of students referred for using force against or affecting a staff member were ultimately expelled.