



Behavior Report 2015-16

Key Findings

1. Recorded behavior events increased significantly from 2014-15 to 2015-16, likely due to improvements in data entry practices.
2. Out-of-school suspensions and days of lost instruction increased by around 10% from 2014-15 to 2015-16 but remain lower than in prior years.
3. Disproportionality in suspensions and behavior events remains large across student groups and have improved only slightly, with African-American students, low-income students, and students with disabilities disproportionately likely to receive behavior events and suspensions..
4. Expulsion recommendations continue to decrease.

Background

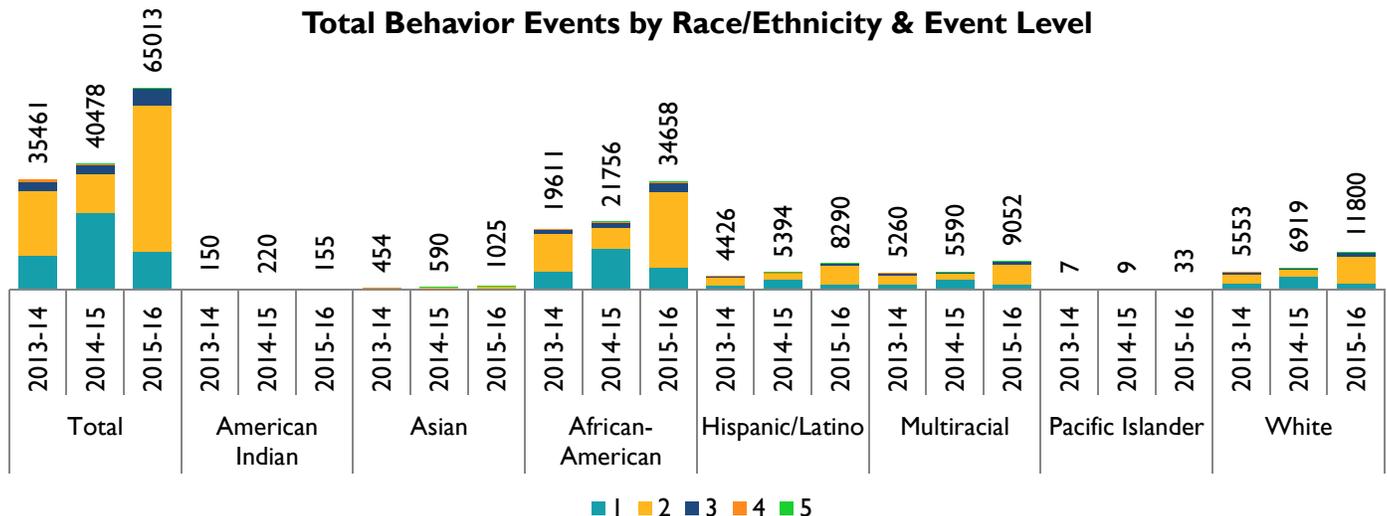
This report focuses on student behavior during the 2015-16 school year, with historical data provided when relevant. We present data on behavior events, out-of-school suspensions, in-school suspensions, and expulsions.

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. An evaluation of the BEP will occur during the 2016-17 school year. However, we do include data from 2013-14 in most graphs to provide a point of reference.

Please note that some numbers presented in this report may differ slightly from prior versions or mid-year updates. All reports are produced using the most current available information and cases of incorrectly recorded data may have been resolved, leading to minor changes in historical numbers.

Behavior Events

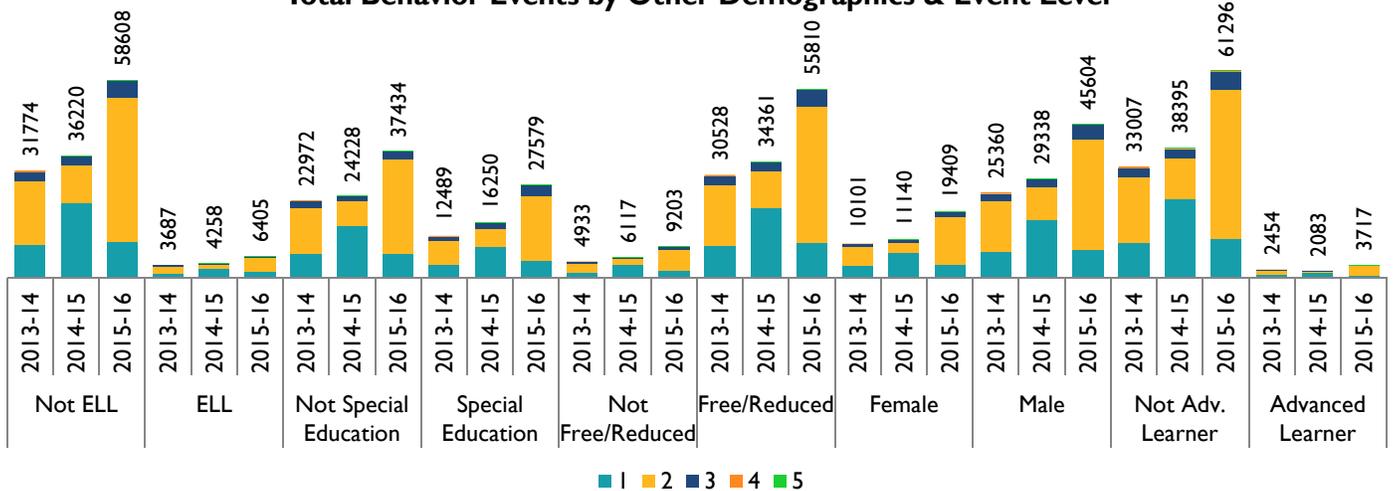
Total Behavior Events by Race/Ethnicity & Event Level



Overall, recorded behavior events increased significantly from 2014-15 to 2015-16. We believe this is due largely to improvements in data entry practices as schools pursue consistent and comprehensive documentation. Among racial/ethnic groups, African-American students have the highest number of behavior events at 34,658. This number is more than three times higher than that of any other racial/ethnic group. Recorded events increased across racial/ethnic groups.



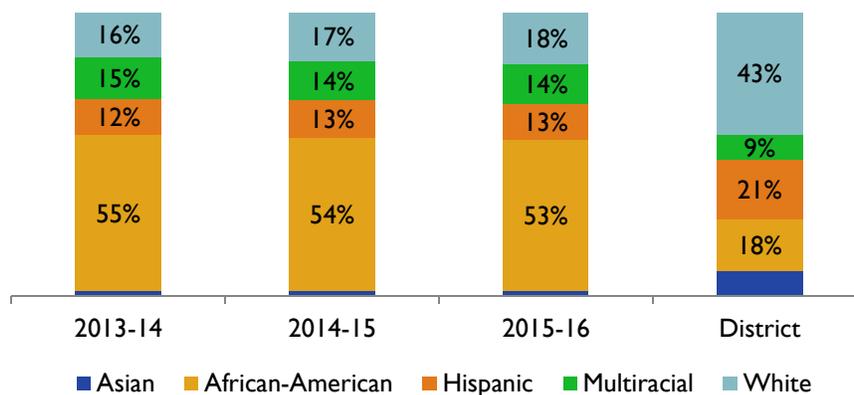
Total Behavior Events by Other Demographics & Event Level



We observe increases in recorded behavior events across other demographic groups as well. These increases are relatively consistent across groups, indicating that the district’s overall increase in recorded behavior events is not driven disproportionately by any specific demographic group.

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



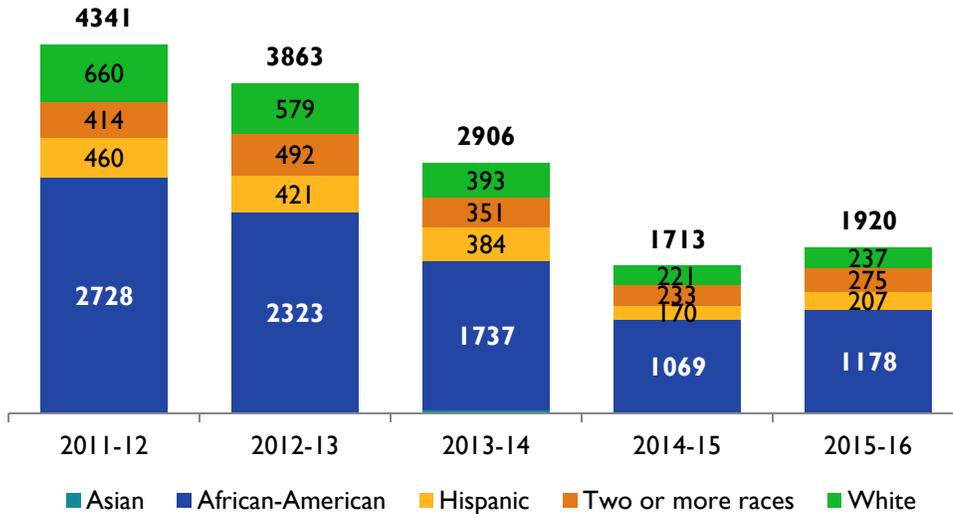
Behavior event disproportionality continues to improve slightly, although significant disparities still remain. African-American students make up 18% of the district and receive 53% of behavior referrals; conversely, white students make up 43% of the district but receive only 18% of behavior referrals. African-American students receive 47% of behavior events in elementary school, 62% in middle school, and 57% in high school.



Out-of-School Suspensions

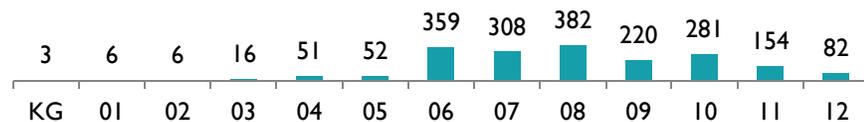
Total Out-of-School Suspensions

Out-of-school suspensions have decreased over the past five years, but increased from 2014-15 to 2015-16.



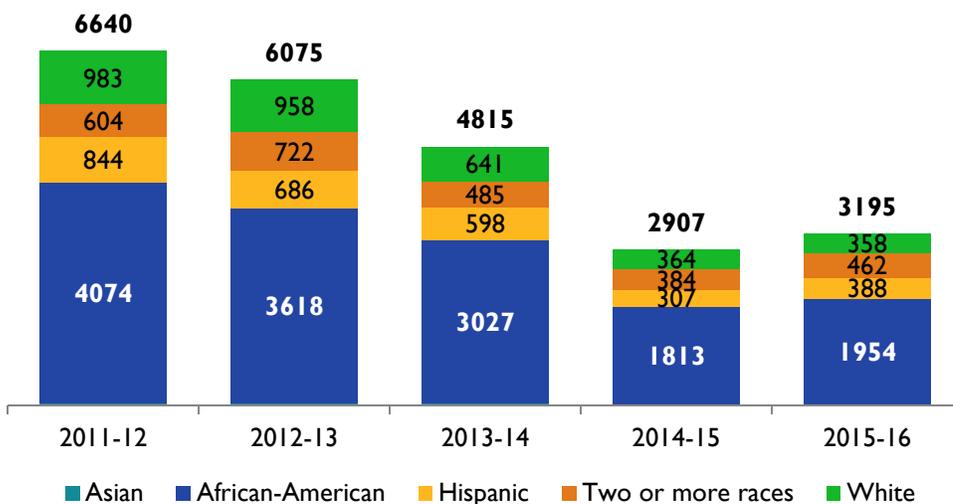
Out-of-school suspensions are very low in early grades, peak in middle school, and decline through Grade 12. This trend is consistent with prior years.

Out-of-School Suspensions by Grade 2015-16



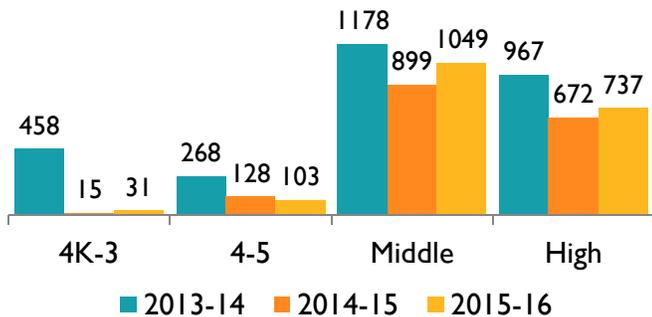
Days of Instruction Lost - Out-of-School Suspensions

Days of instruction lost to out-of-school suspension increased from 2014-15 to 2015-16 but remain much lower than in prior years.

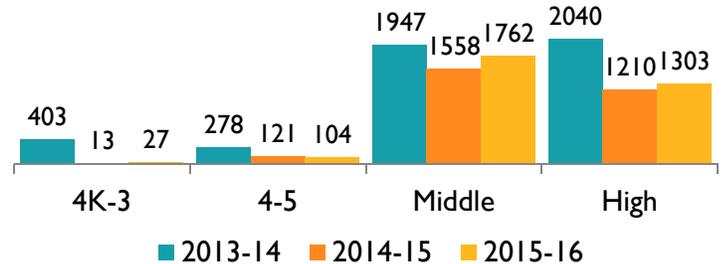




Total Out-of-School Suspensions

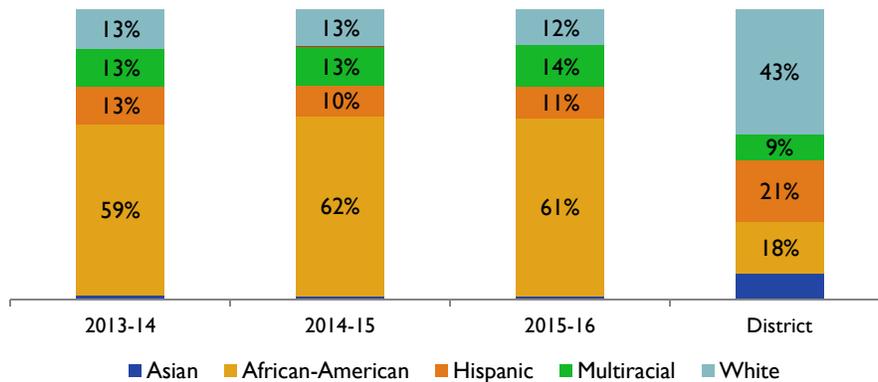


Total Days of Lost Instruction for Out-of-School Suspensions



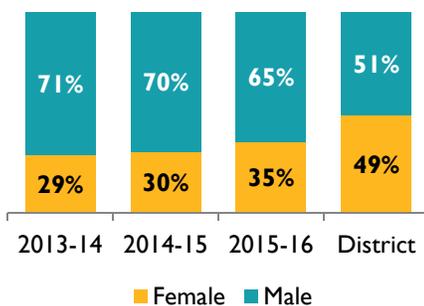
Total suspensions and days of lost instruction decreased slightly at the elementary level but increased in both middle and high school from 2014-15 to 2015-16, although both numbers are still noticeably lower than in 2012-13.

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

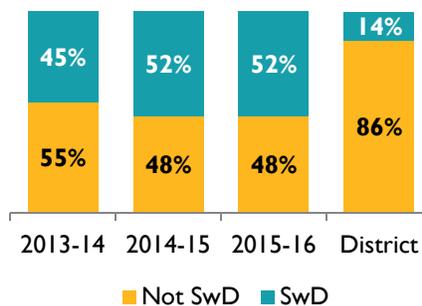


Racial/ethnic disparities in out-of-school suspensions remain very similar across the past three years. African-American students receive 57% of out-of-school suspensions in elementary school, 61% in middle school, and 63% in high school.

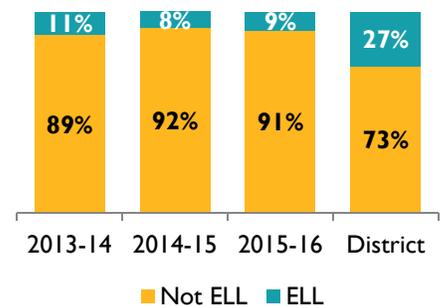
Gender



Disability Status



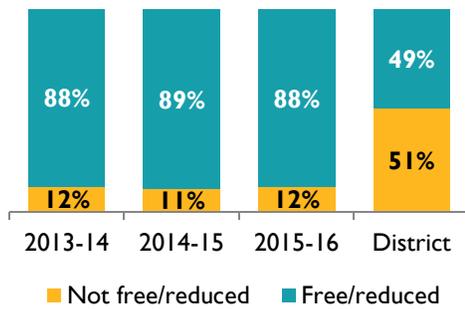
ELL



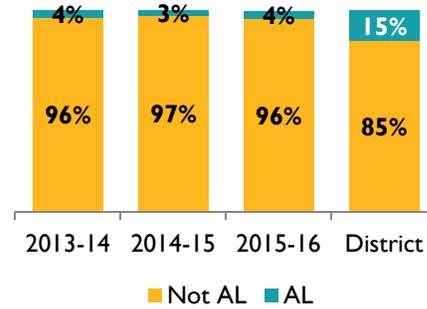
Male students and students with disabilities receive a disproportionate share of out-of-school suspensions. English Language Learners are suspended at lower rates than their peers. Suspension disproportionality by gender improved from 2014-15 to 2015-16, with male students moving from 70% of suspensions to 65% of suspensions.



Free/Reduced Lunch



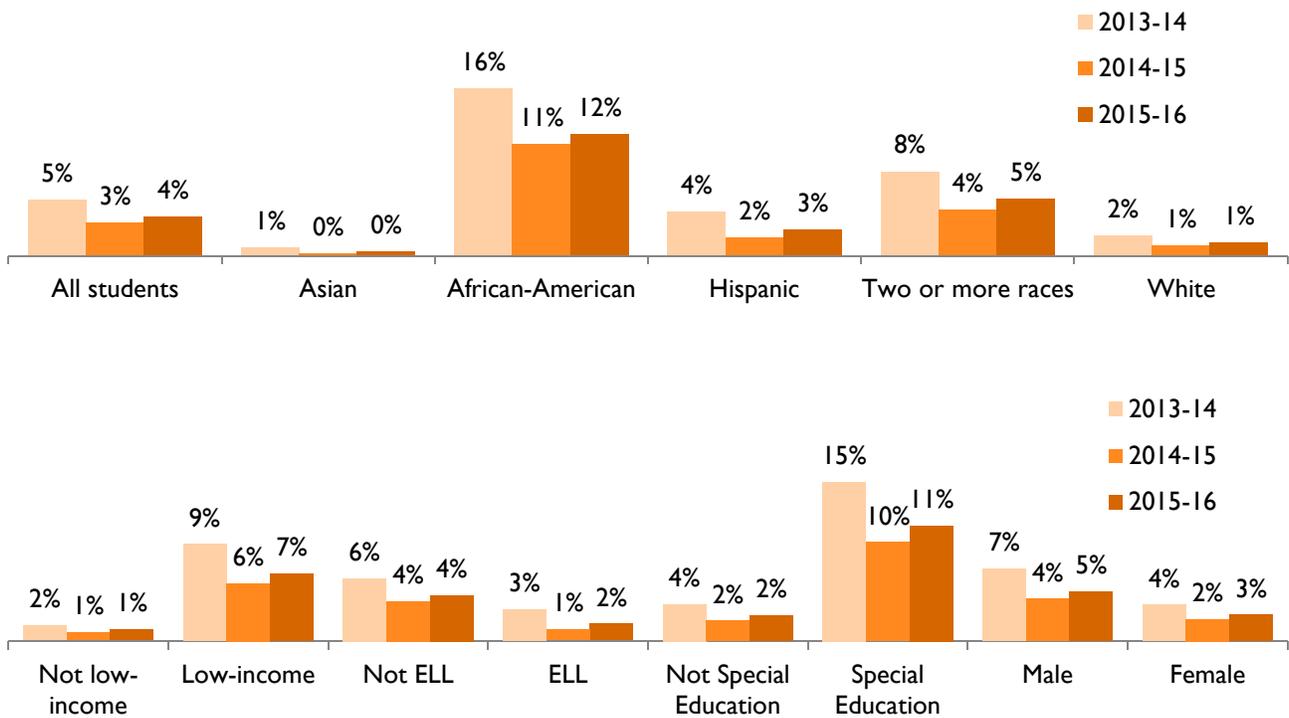
Advanced Learner



Low-income students are much more likely and Advanced Learners much less likely to be suspended than their peers.

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.

Percent of Students Suspended (Out-of-School)

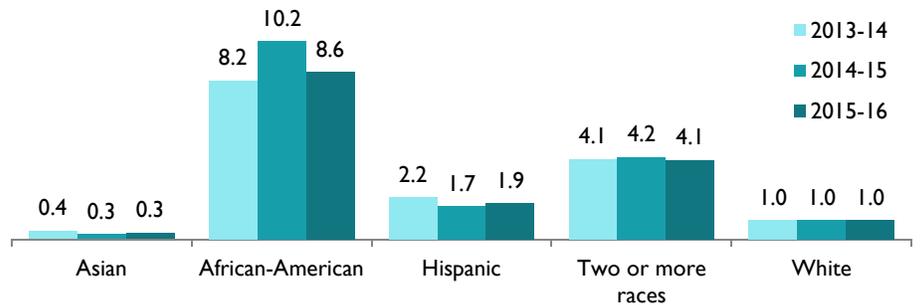


Across student groups, suspension rates increased slightly from 2014-15 to 2015-16. These rates remain lower than in 2013-14, though, particularly for African-American students, multiracial students, and students receiving special education services. There are noticeable disproportionalities between groups.



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.

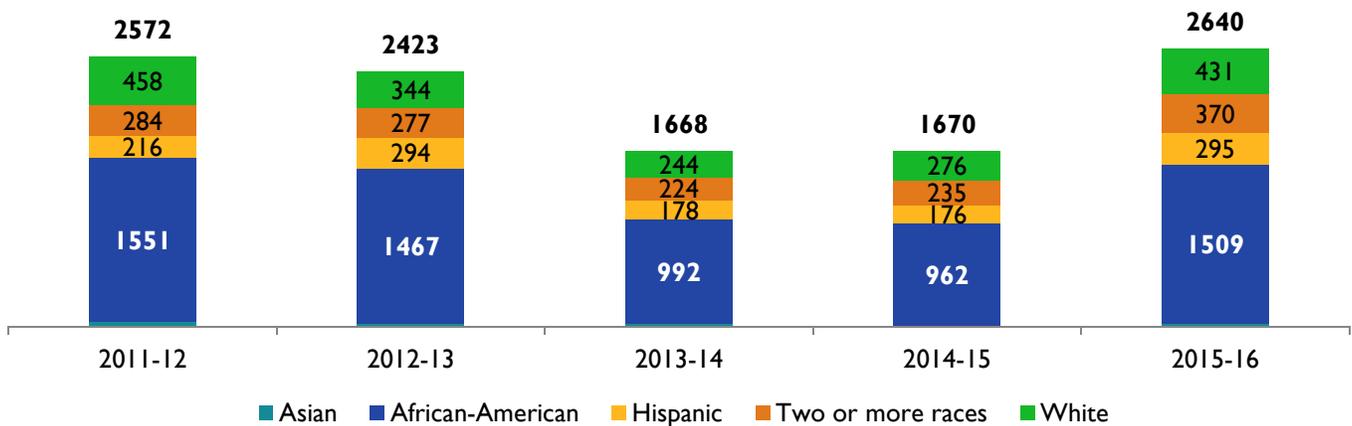
Out-of-School Suspension Risk Ratios



From this table, we can see that African-American students' risk ratio remains very high but has improved from 2014-15 to 2015-16.

In-School Suspensions

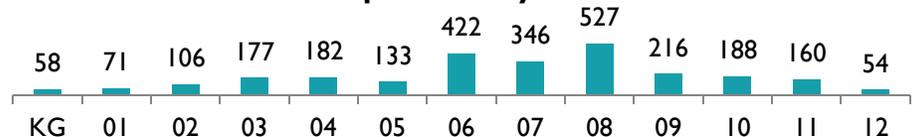
Total In-School Suspensions



In-school suspensions increased significantly from 2014-15 to 2015-16, to their highest level in five years. However, this increase is driven by five schools whose in-school suspensions increased by a total of 847, about 91% of the total increase. In addition, Student Services staff focused on communicating expectations for when removal school be documented as in-school suspension for 2015-16. Out of 50 schools, 26 increased and 24 stayed consistent with or decreased their use of in-school suspensions.

As with out-of-school suspensions, in-school suspensions are low in elementary school, peak in middle school, and decline through Grade 12. Most of the year-to-year increase in in-school suspensions is driven by middle and high school; for example, in-school suspensions in Grade 8 increased from 195 to 527, and in-school suspensions in grade 11 increased from 49 to 160.

In-School Suspensions by Grade 2015-16



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



Expulsions

Expulsion Recommendations

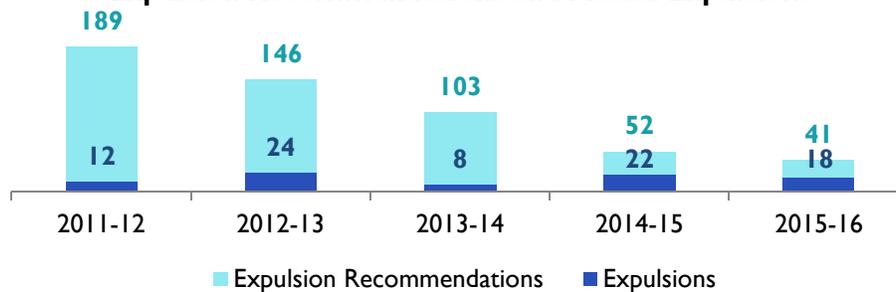
Year	Total	White	African American	Hispanic	Two or more races	Special education	ELL
2011-12	189	32	105	30	17	84	27
2012-13	146	25	89	10	21	84	7
2013-14	103	17	62	15	8	53	7
2014-15	52	15	23	8	SPR	22	SPR
2015-16	41	7	20	7	SPR	25	SPR

SPR indicates low numbers suppressed to protect student privacy.

Expulsion recommendations continue to decline. African-American students receive the most recommendations by race/ethnicity, but their share of recommendations has declined to below 50% over the past two years.

Expulsion Recommendation Outcomes

Expulsion Recommendations and Actual Expulsions



Year	Expulsion Recommendations	Accepted Phoenix	Manifestation of Disability	Dismissed	Expulsions
2011-12	189	75	60	43	12
2012-13	146	47	56	28	24
2013-14	103	22	34	39	8
2014-15	52	6	16	8	22
2015-16	41	N/A	19	4	18

Expulsion recommendations continued their significant decline during 2015-16. Overall, slightly less than half of students recommended for Expulsion actually have been expelled over the past two years. The Phoenix program ended after the first semester of the 2014-15 school year.

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 across time. However, in 2015-16, 22 expulsion recommendations related to possession and/or use of a weapon, 11 to possession and/or use of a drug, and eight to physical force against staff or another student.

Post-expulsion outcomes

The table below shows the last enrollment status for students recommended for expulsion and actually expelled over the past five years. We aggregate those years to protect student privacy.

Status	Graduated from MMSD	Still in MMSD	Left MMSD	Dropped Out (subset of Left MMSD)
Recommended for Expulsion	115	243	173	30
Expelled	16	37	31	SPR

SPR indicates low numbers suppressed to protect student privacy.

Of students recommended for expulsion over the past five years, more than 100 have returned to MMSD to graduate; of students actually expelled, 16 returned to MMSD to graduate.