



# BEHAVIOR EDUCATION PLAN

MADISON METROPOLITAN SCHOOL DISTRICT 

## Semester 1 Review 2017-2018

### Submitted by:

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# Introduction

## Purpose

The report provides an update on quarterly data and progress related to the strategies outlined in the new [three-year implementation plan](#) of the Behavior Education Plan. This report will focus on semester 1 data.

## Content

The content of the report will detail key findings from semester 1, combining both quarter 1 and quarter 2 data comparisons dating back to 2015-2016, noticings from 2017-2018 school implementation visits for all schools, and next steps as a result of the data and visits. As a reminder to the reader, content is different from years past for two reasons. First, our new, three-year implementation plan identifies new metrics to measure successful implementation and the new data sets provide a deeper understanding of disproportionality and provide an explanation of how the data will be addressed.

## Goal

The three overarching measurable goals of the Behavior Education Plan are: 1) to promote and increase positive student behavior and social emotional growth, 2) to reduce use of out-of-school suspension and 3) to decrease disproportionate use of out-of-school suspension practices for African American students and students with disabilities.

Beyond that, the goal of this report is to highlight areas of strength, illustrate areas of growth, understand our current work, and next steps moving forward.

## Highlights and Updates from First Quarter Action Steps

In the first quarter report, the action steps included exploring innovation, addressing pressing needs and data analysis. The most notable was an intensive, Central Office collaboration with Leopold Elementary and Orchard Ridge Elementary to address urgent needs. The structure of support was coordinated by the Chief of School Operations and was monitored with a tracking tool weekly. Conference calls between the principal, Chief of School Operations, School Improvement Partner, and members from the office of Student Services and Special Education ensured open communication. The results are positive: number of calls for behavior and behavioral incidents decreased and students with intensive needs have more clear support plans.

Another first quarter action item was creating time for school teams to participate in multiple data reviews and analysis. This action was in response to the culture and climate visits feedback in which school teams expressed the need for time outside of the school day to analyze their culture and climate data. This opportunity has yielded strong attendance and positive feedback.

Other specified action items were supporting Intervention systems, constructing walkthrough tools for routines and expectations and coordinating cell phone pilot projects. The aforementioned specific areas of focus did not have an overall district-wide impact; rather, certain schools benefited. The walkthrough tool has supported data gathering in elementary schools trying to identify gaps in the connection between academics and social emotional learning. The cell phone pilot project has two schools participating at this point. Toki Middle School is exploring a cell phone policy with student voice and Sherman Middle School is using Yondr bags as a way to limit student cell phone use in class.

## Current State of Behavior Education Implementation in Schools

Intervention systems continue to be an area with gaps district-wide. Challenges most often include time, space, and competing commitments for student services staff time.

# Key Findings

## Key Findings - Implementation Metrics

- Culture and climate visits facilitate an opportunity for schools to identify priorities (see page thirteen); the most prevalent area of focus being the critical importance of data analysis through the lens of race, equity, and bias. **Twenty-eight schools have identified equity-focused data analysis as a priority**, illustrating a readiness to engage in root cause data analysis.
- **Schools focus on social emotional learning interventions is inconsistent**, ultimately resulting in competition for time and space in professional development. Schools have expressed appreciation for the support they have received to determine priorities and key actions steps.

## Key Findings - Outcome Metrics

- While **overall suspension rates have increased, a majority of schools are at or below the number of suspension events** as compared to this time last year. The increase in suspension is largely attributed to five schools (4 high, 1 middle) that account for 50% of all (in- and out-of- school) suspensions.
- The **out-of-school suspension risk ratio for African American middle school students has decreased significantly from 15:1 to 6:1** as compared to first semester last year; district-wide, **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 the first time since 2000-2001 the risk ratios have trended down compared years prior.
- Overall, lower level behavior incidents (levels 1 and 2) have increased as compared to 15-16 and 16-17; **refusal to cooperate, leaving class without permission, and disrupting class account for 52% of all incidents**. This requires a concerted focus on classroom engagement and relationship strategies.
- **Freshman and sophomores account for 75% of all incidents** entered at the high school level; the need to strengthen eighth to ninth grade transitions and to understand the root cause of the decrease in behavior incidents junior and seniors years is critical.
- **Ten percent of district-wide teaching staff enter 41% of all behavior incident events**, thus highlighting a need to engage in leadership coaching to ensure targeted supports to those environments.

# Central Office Commitments for Semester 2

**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

## **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**

# Specific Next Steps

## Next Steps - Implementation Findings

- **Deepen partnerships with schools to improve data literacy** so that leadership teams are generating appropriate datasets for teacher teams and Student Service staff to review and analyze.
- **Enhance focus on cross-school collaboration**, deepening the use of best practices district-wide.
- **Explore and plan for improved, meaningful integration** of Developmental Designs, restorative practices, social emotional learning, and Positive Behavior Intervention and Supports; **review and adjust professional development and saturation plans** to ensure staff are trained, as appropriate for their role.
- **Engage in intentional, outcome-driven collaboration with the Family Youth and Community Engagement (FAYCE) department** to address the current implementation 'off track' status and strengthen our implementation of our family engagement strategy.
- **Strengthen systems related to alternatives to suspension**, in particular address the need for school-wide, systemic interventions designed to teach expected behavior and address unmet needs/lagging skills; **review process and make adjustments for 2018-2019 to address the overall level of complexity of the current alternatives to suspension system.**
- Deepen our ability to effectively manage change, through an understanding of school mindset and readiness for change, collaborating with the American Institute for Research to **finalize plans for the use of the Concerns-Based Adoption Model (CBAM) as a way to support leaders to assess and facilitate the mindset shift and readiness factors** still critically necessary to ensure equitable implementation and application of the Behavior Education Plan.
- **Maintain intensive support at Leopold and reduce intensity of support at Orchard Ridge Elementary Schools.** At both schools, there is an encouraging positive trajectory in the reduction of calls, incidents, and overall suspensions. We will **coordinate similar supports at La Follette High School.**

## Next Steps - Outcome Findings

- Engage in an analysis of attendance, suspension, lesson planning, learning partnerships, and teachers team data to **identify key factors influencing a decrease in middle school risk ratios and in-school suspension rates and an increase in out-of-school suspension rates** to understand root cause and inform best practice district-wide.
- **Provide high school-specific data analysis workshops** exploring resources and problem-solving common issues, including classroom engagement and hallway behavior to develop concrete, **tangible solutions to technical challenges while concurrently addressing the adaptive change** necessary to implement an MTSS that recognizes and addresses a student's unmet needs or lagging skills.
- Develop tools and/or resources to **support administrators in assessing implementation of Developmental Designs practices** in classrooms; collaborate with schools to develop a systemic plan to ensure all staff are trained and implementing with fidelity K-12.
- **Support school administrators to develop a plan to review data and develop a system of support for staff with high numbers of low-level (1 and 2) of incident entries;** the plan may include, but is not be limited to: coaching, in-class supports, collaborative problem solving with student services, training in Developmental Designs and/or focus on restorative practices.
- **Continue to partner with Toki and Sherman middle schools** to learn more about potential implications for our cell phone policy.

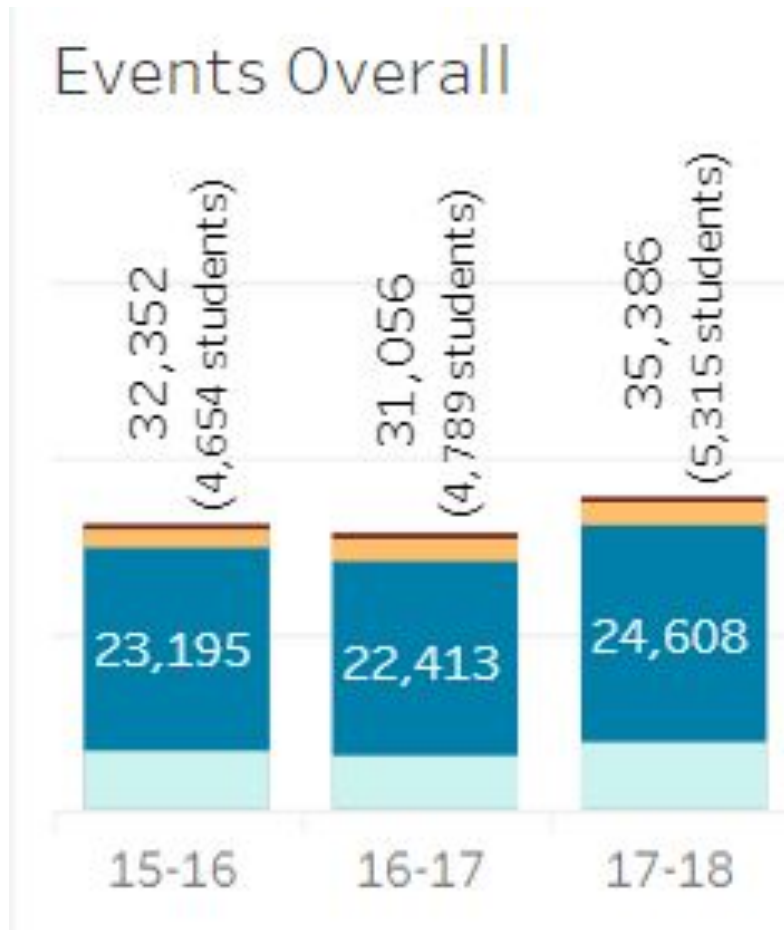
# Data Review: Incident Events

## Data Review

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, in addition to supporting school teams in identifying patterns of behavior that inform instruction and intervention. This report outlines and compares first semester quantitative suspension and behavior event data from 2015-16, 2016-17, and 2017-18.

### Behavior Events Overall

Overall behavior incidents have increased compared to the past years at this point in the year. Level 2 incidents increased by 2,195. Those increases at lower levels account for much of the overall increase in incident data.

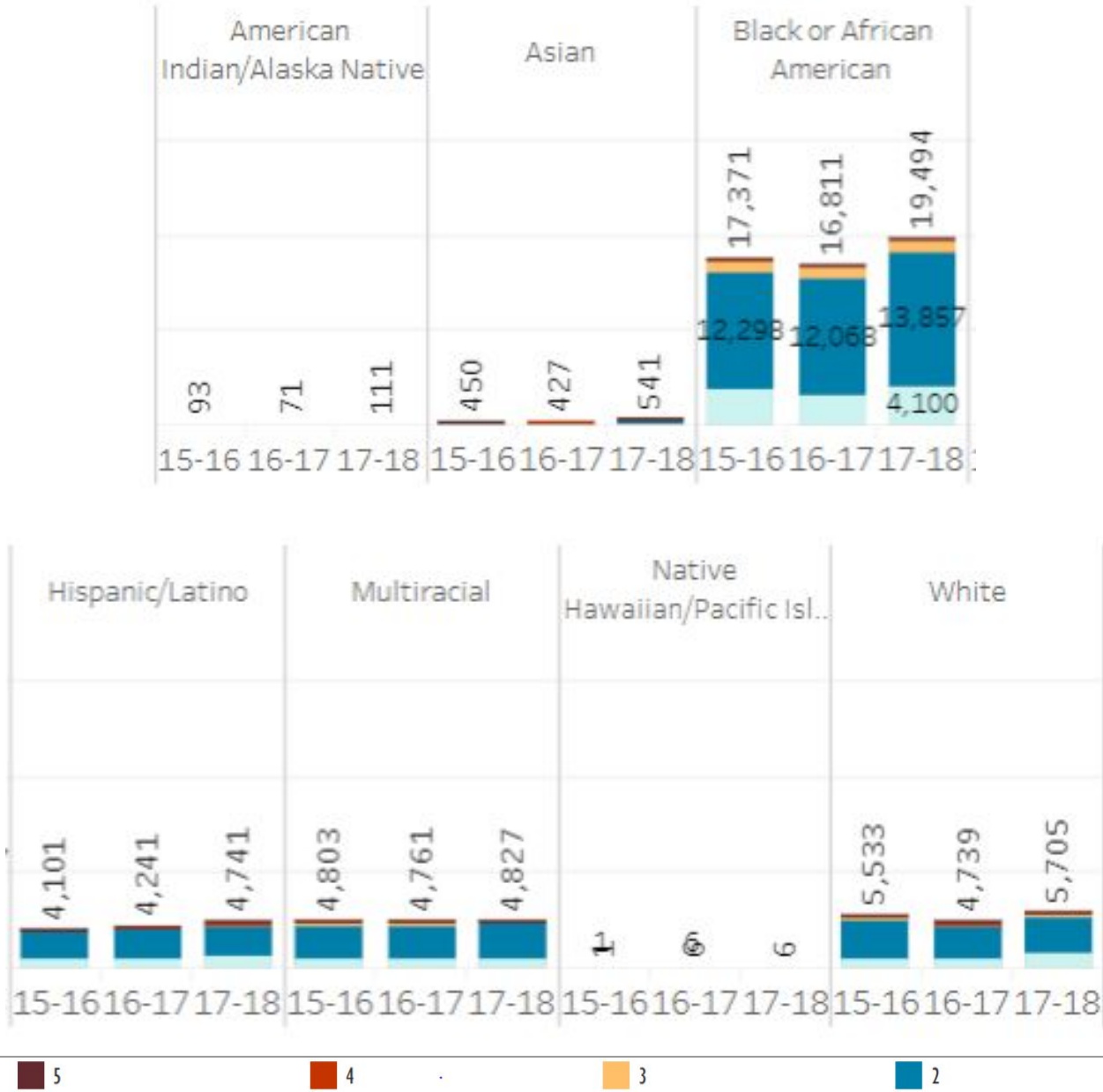


# Data Review: Incident Events

## Behavior Events by Race / Ethnicity

The following dataset shows incident events broken out into race/ethnicity, ELL status, disability status, gender, and Income status. Each race/ethnicity group has increased incident events when comparing first semester of 2017-2018 to first semester of 2016-2017. Incidents for African American students account for about half of the overall increase in incidents from last year to this year.

Events by Race/Ethnicity

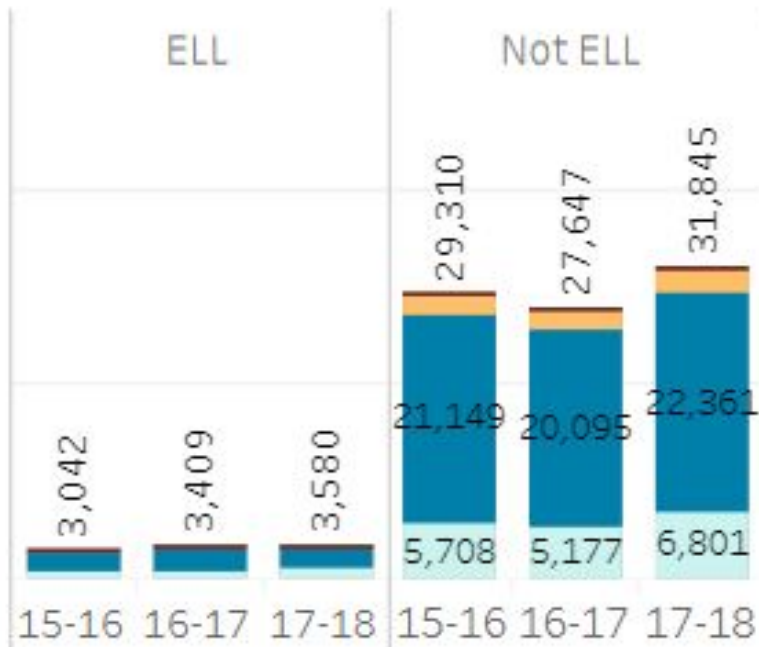




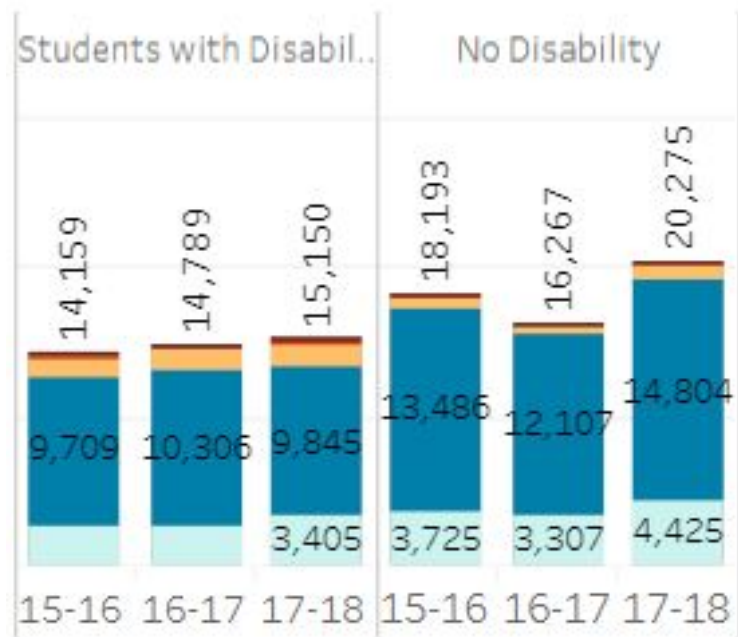
# Data Review: Incident Events

## Behavior Events by Other Demographic Areas

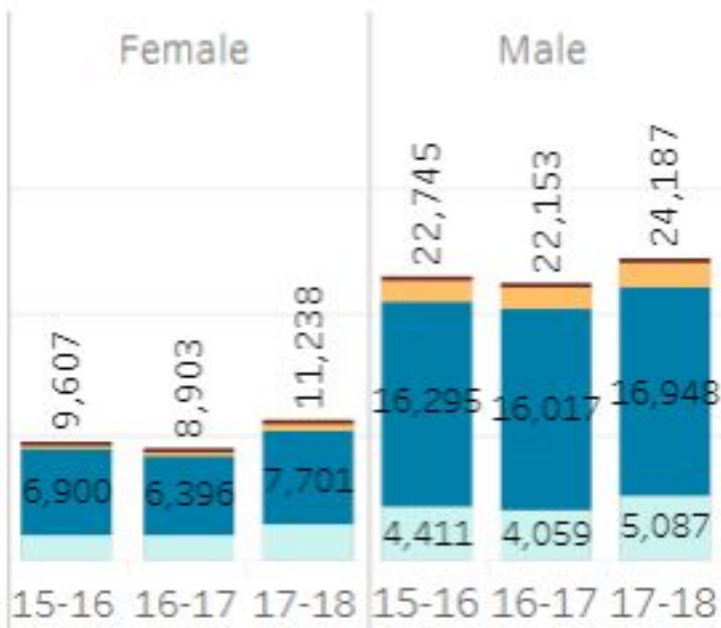
### Events by ELL



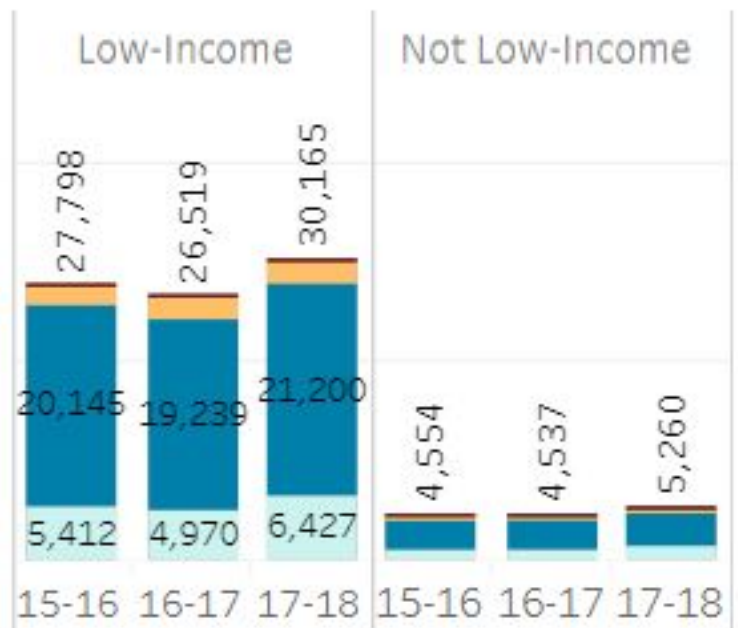
### Events by Disability



### Events by Gender



### Events by Income





# Data Review: Incident Events

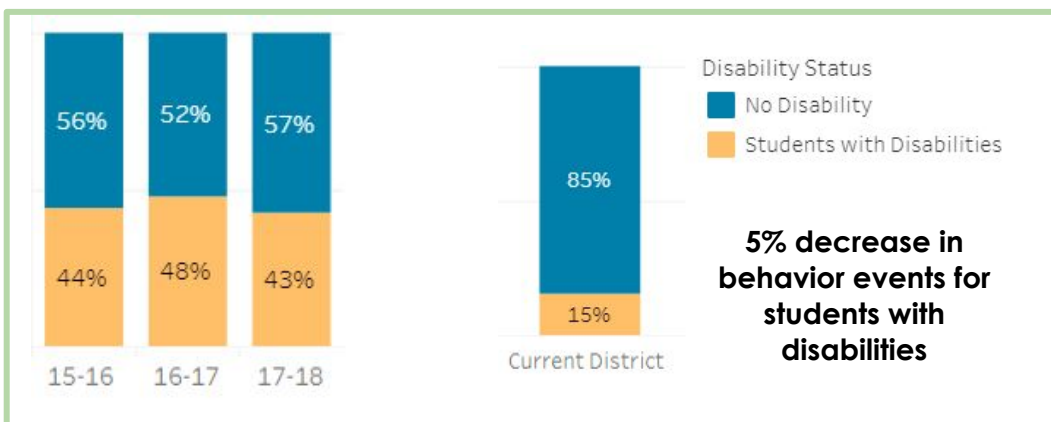
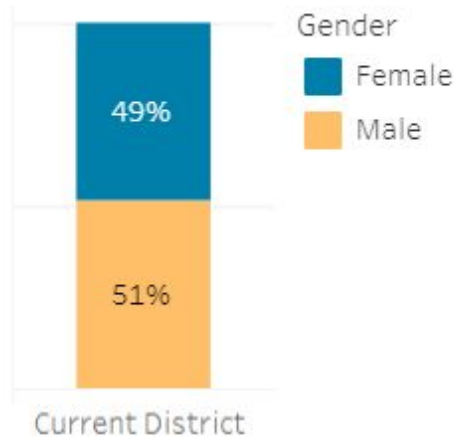
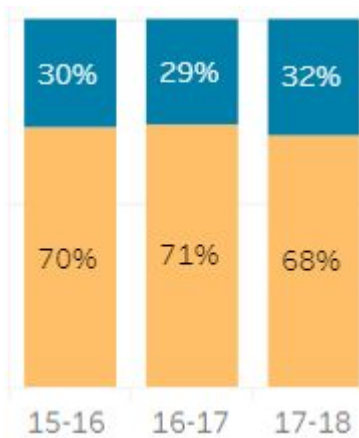
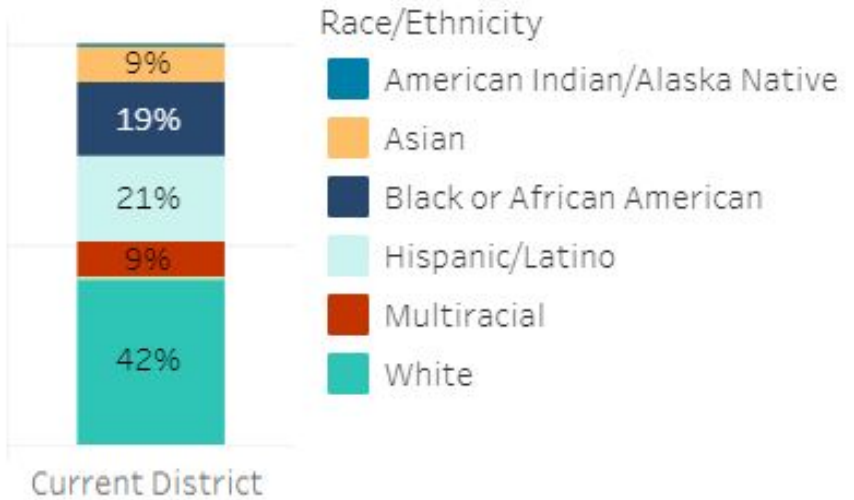
## Disproportionality in Behavior Events by Race / Ethnicity

The trend in disproportionality in incident events has remained steady when looking at race/ethnicity. There is a 1% increase overall in disproportionality for African American students. Yet at the same time, there is a 5% decrease in incidents events for students with disabilities.

### Behavior Events

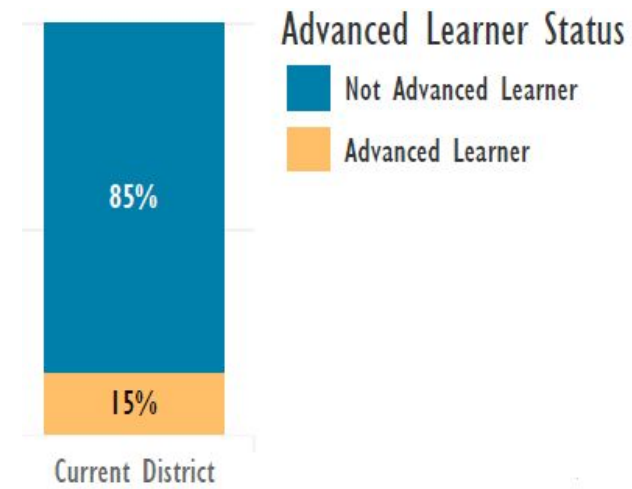
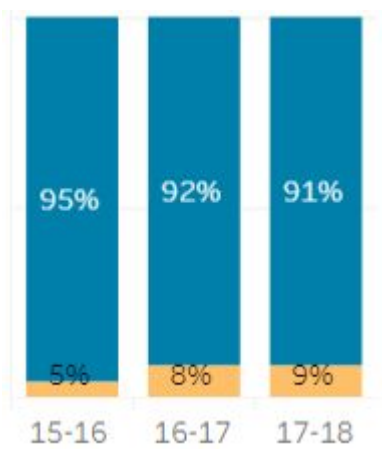
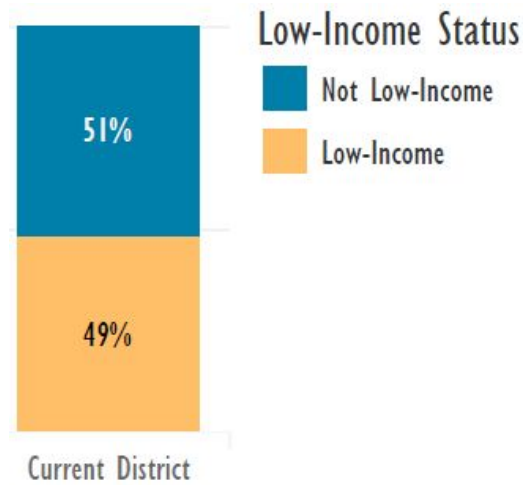
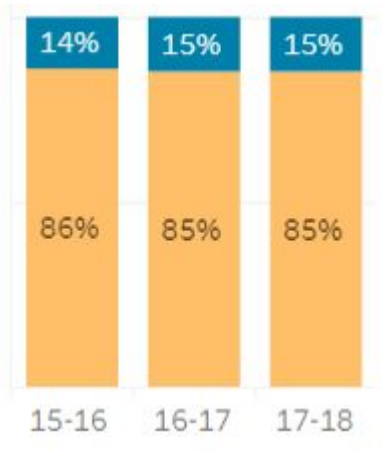
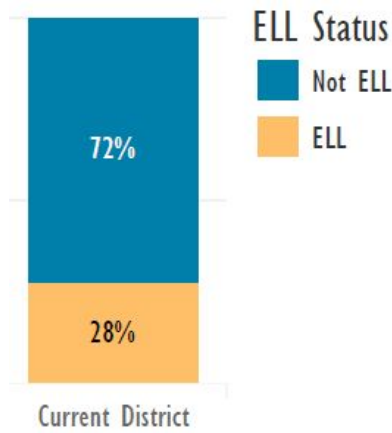
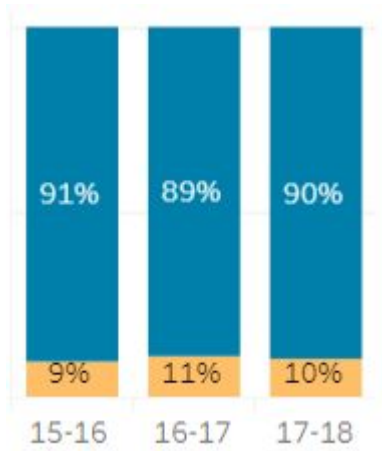


### Demographics



# Data Review: Incident Events

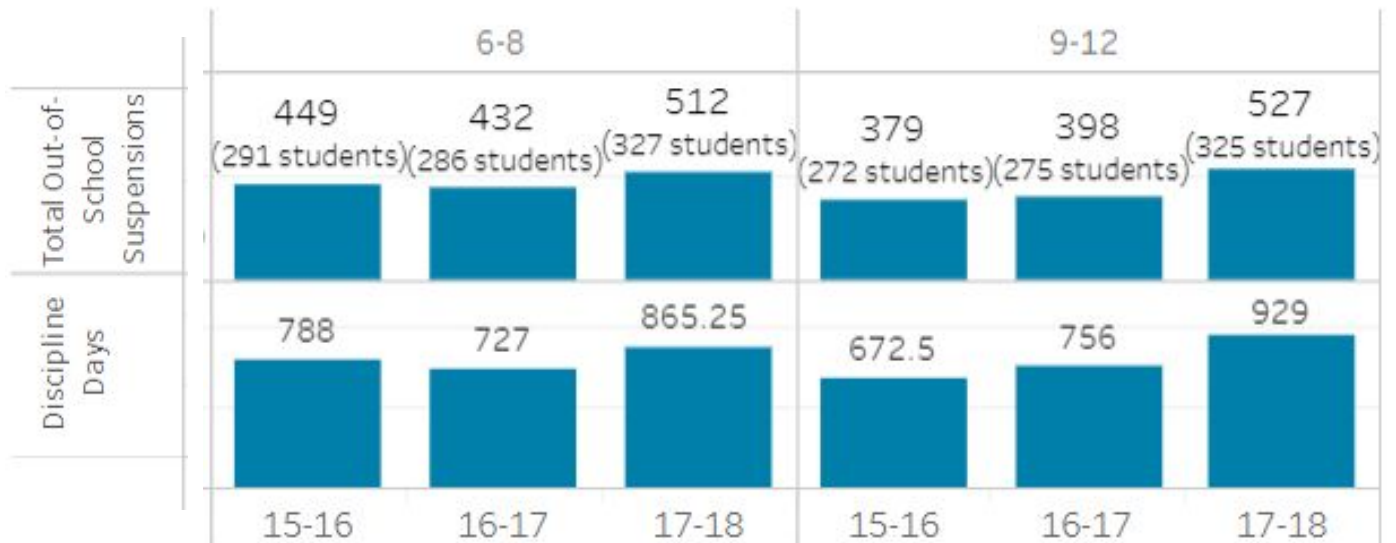
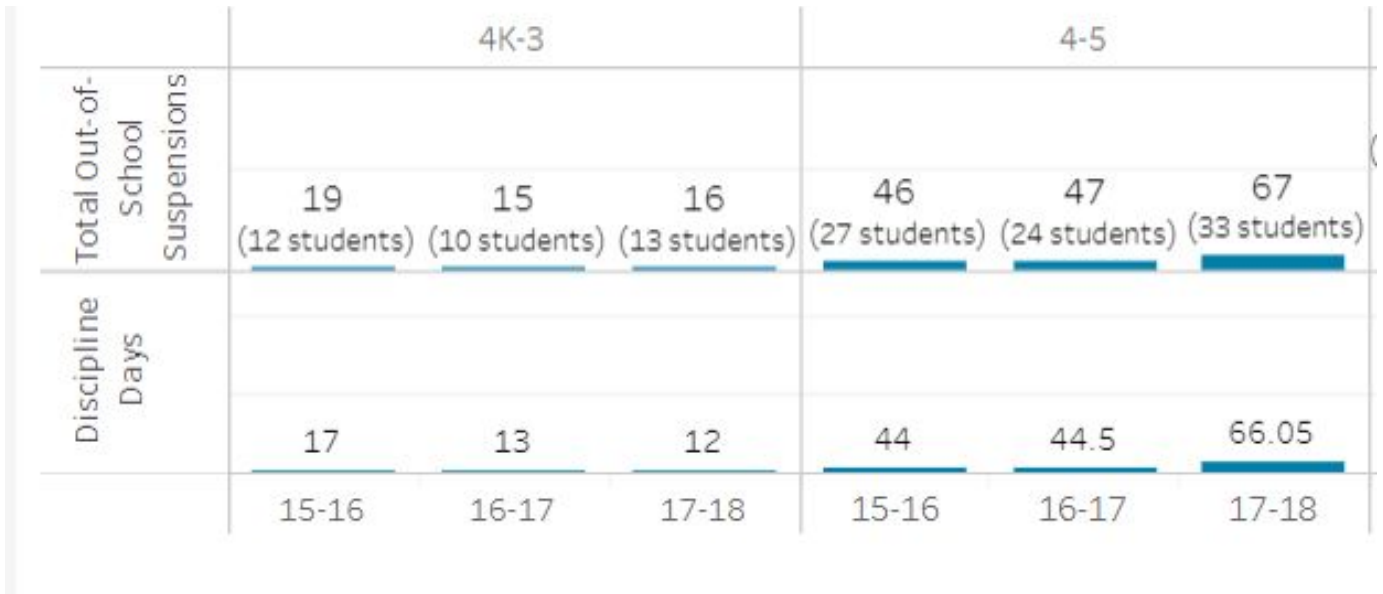
## Disproportionality in Behavior Events by Other Demographic Areas



# Data Review: Out-of-School Suspension

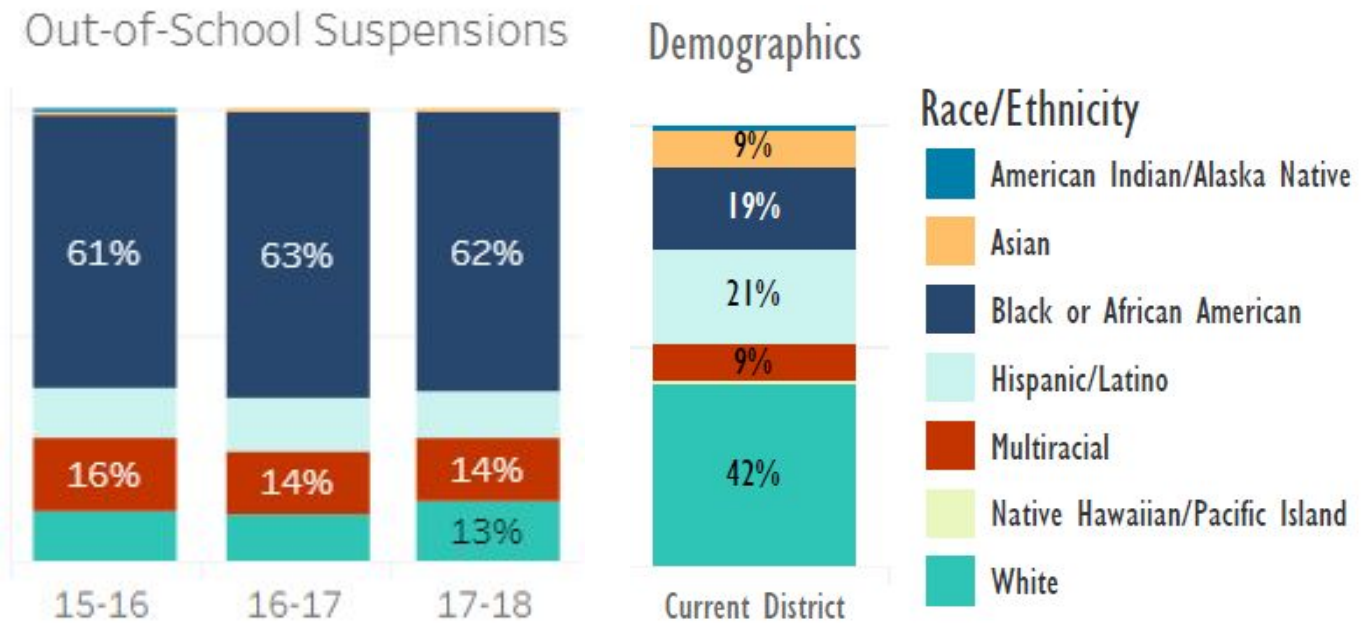
## Out-of-School Suspension Events

Overall out-of-school suspension has increased district-wide. The largest increase is in our high schools with 129 more suspensions this year than last at the semester. Pages eleven and twelve detail out-of-school disproportionality. Encouragingly, there is a 1% decrease overall for African American students. For students with disabilities, there is a 4% decrease in out-of-school suspension and there is a 3% increase for female students in out-of-school suspension when looking at the overall three year comparisons.

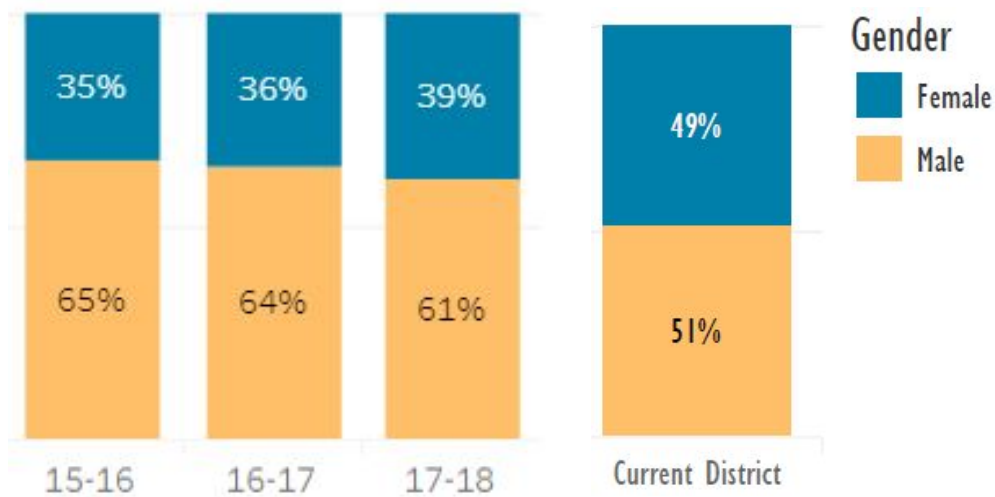


# Data Review: Out-of-school Suspension

## Disproportionality in Out-of-School Suspension Events by Race / Ethnicity

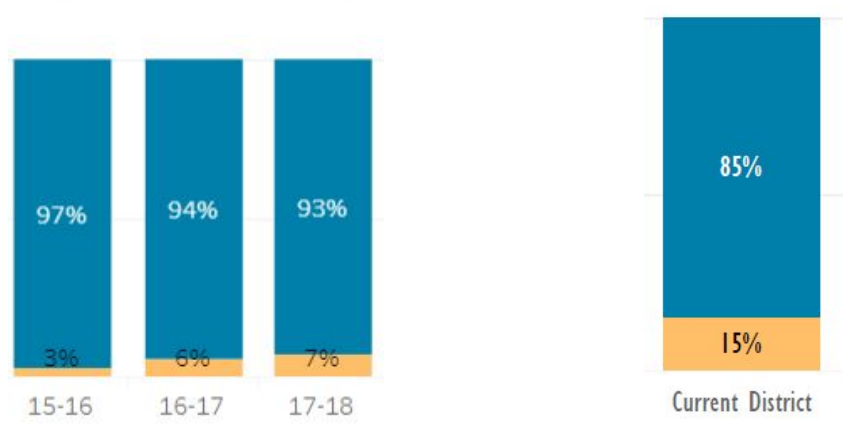
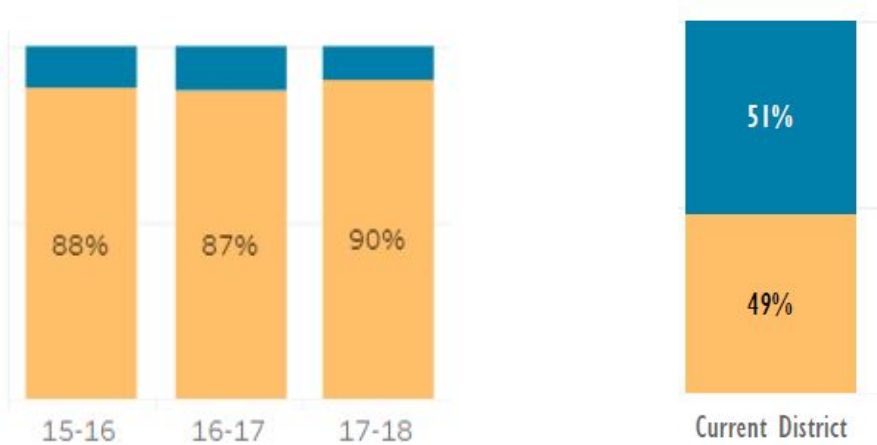
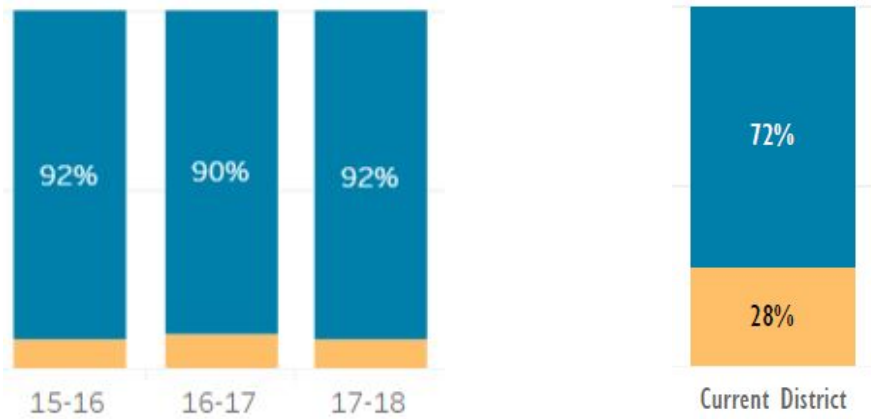
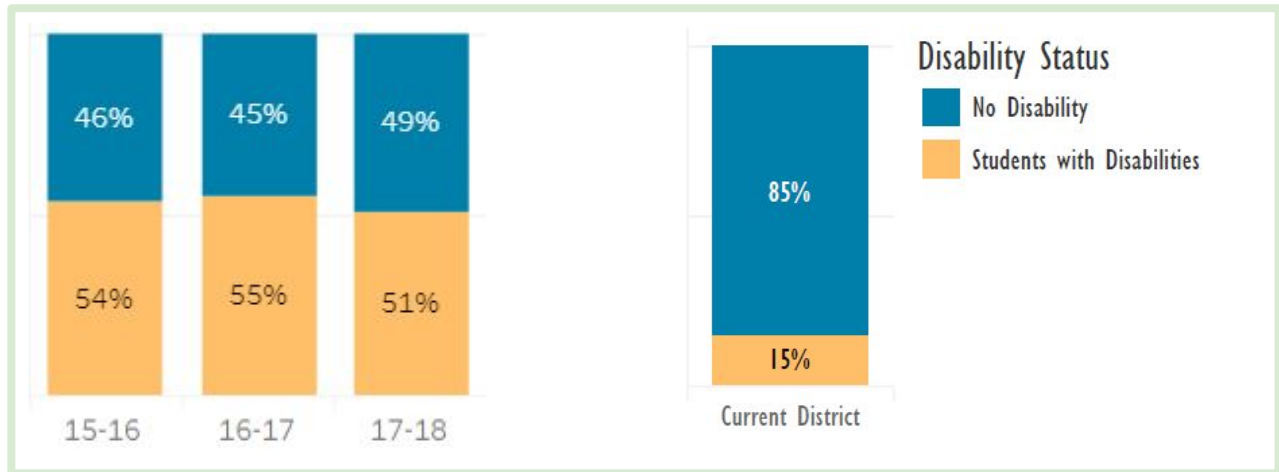


## Disproportionality in Out-of-School Suspension by Other Demographic Areas



# Data Review: Out-of-school Suspension

## Disproportionality in Out-of-School Suspension by Other Demographic Areas



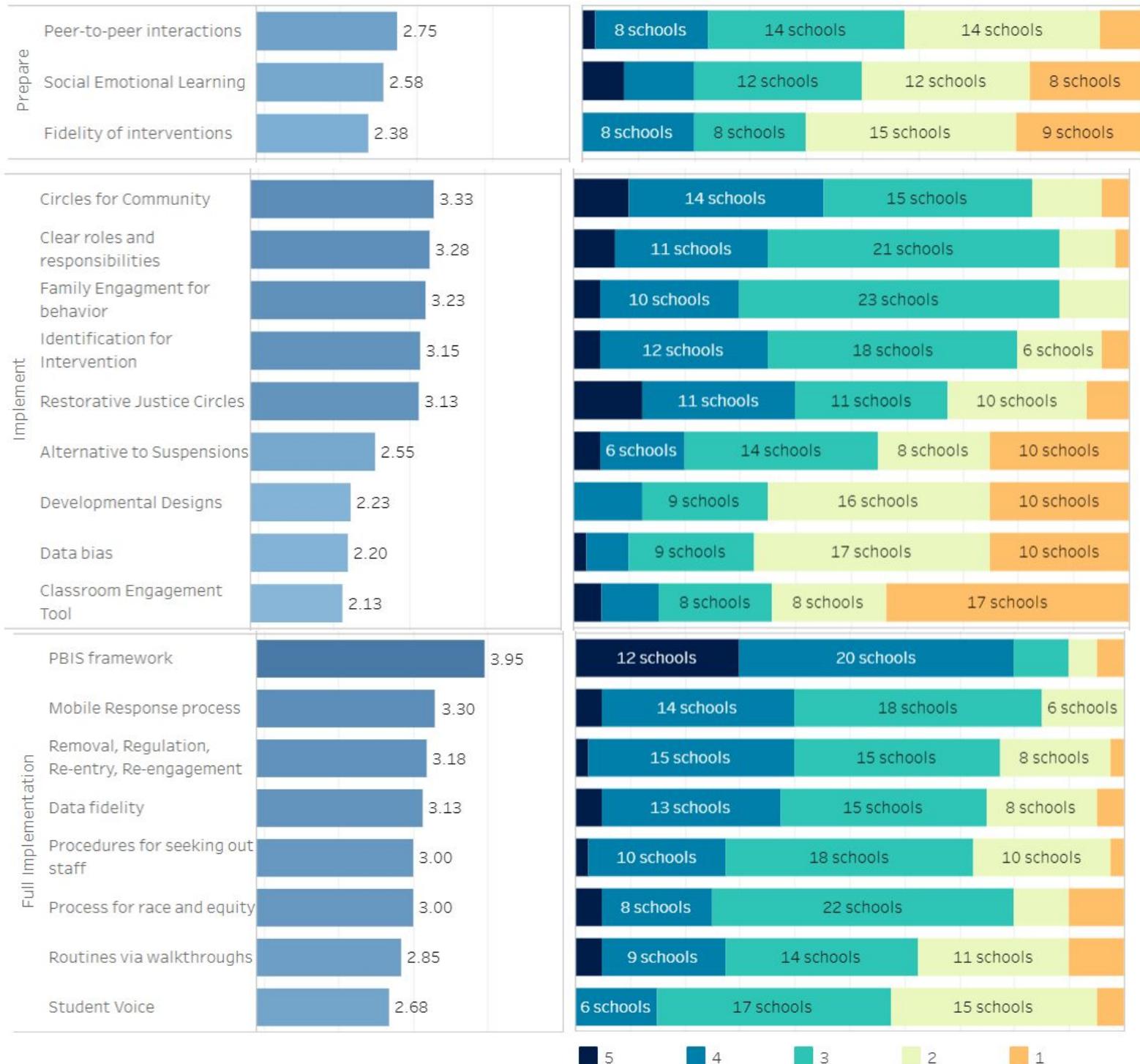


# Data Review: Culture and Climate report

## Results from the Culture and Climate First Semester Self-Assessment

This report details the aggregate score of each indicator school teams self-assess during a Culture and Climate visit. 3.0 is considered minimally proficient or in place. The stages of prepare, implement and full implementation connect to the implementation steps from the three-year evaluation of the Behavior Education Plan.

This resource shows school-by-school results for the Culture & Climate Visit Survey. The bars at left show average responses by indicator and the bars at right show the number of schools with each response (1-5) on each indicator.



# Summary of Progress: Implementation Areas

	Central Office Actions	School Implementation Area	Expected Outcomes
<b>Implementation Area 1</b> 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
<b>Implementation Area 2</b> 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
<b>Implementation Area 3</b> 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
<b>Implementation Area 4</b> 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
<b>Implementation Area 5</b> 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
<b>Implementation Area 6</b> 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
<b>Implementation Area 7</b> Leveraging staff through job description alignment and clearly defined roles and responsibilities	1. On track 2. On track	1. On track	1. Off track
<b>Implementation Area 8</b> 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
<b>Implementation Area 9</b> Develop systems for meaningful communication with families	1. On track 2. Off track	1. On track	1. No data yet



# Status Update: Implementation Areas

## Implementation Focus Area #1

Develop the knowledge, skills, and dispositions necessary to implement the Behavior Education Plan

### Central Office Actions

Implementation Step	On Track Status	Status Update
Research and select a conceptual framework, such as the Concerns Based Adoption Model (CBAM), to assess implementation of the Behavior Education Plan, specifically individual concerns, needs, and readiness.	On track	Consultation with David Osher will continue to determine use of CBAM in schools.
Pilot the use of the selected assessment	N/A	N/A; pilot will begin once the assessment has been selected.

### School Implementation Area

Area of Focus	Implementation Phase	On Track Status	Implementation Data
Foundational knowledge and understanding	Full	On track	With all schools participating in the Culture and Climate visits, the average self-assessment score is 3.0/5.0. This means there is baseline implementation and is expected at this point in the year.
Shared values and restorative mindsets	Full	On track	

### Expected Outcomes

Outcome	On Track Status	Status Update
Increased percentage of staff report consequences are fair for all students on the climate survey		Data not available until spring
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%
Decreased disproportionality in incidents for African American students	Off track	Incidents increased by 1% from 54% to 55%
Decreased disproportionality in OSS for African American students	Monitor positive trend	OSS events decreased by 1% from 63% to 62%

# Status Update: Implementation Areas

## Implementation Focus Area #2

Develop school-wide systems and practices for proactively teaching and responding to behavior

### Central Office Actions

Implementation Step	On Track Status	Status Update
Provide schools with lessons to support the launch of the school year and the teaching of expectations; monthly booster lessons provided to schools for use	On track	Schools are accessing support when needed through school support requests to address expectations, routines and booster lessons.
Assess implementation of school-wide, universal practices; develop a plan to immediately implement the highest priority areas not yet in place	On track	With all schools having participated in a Culture and Climate visit, there are plans and named priorities in each school.

### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Develop shared expectations with students	Full	On track	All schools participated in Culture and Climate and reported an aggregate self-assessment rating of 3.95/5.0 for PBS expectations in place. This is the highest rating of any indicator. School teams also report using walkthroughs, boosters and revisiting routines as important steps in implementing these strategies for an entire year.
Proactive teaching of behavior expectations	Full	On track	
Reinforcements and providing feedback	Full	On track	

### Expected Outcomes

Outcome	On Track Status	Status Update
Increased fidelity on the school-wide setting subscale of the Self-assessment Survey (SAS)		Data not available until spring
Decreased behavior incidents, in school-wide settings, that lead to out-of-school suspension	Off track	Increased by 28% from 439 incidents of OSS in school-wide settings (hall, playground, cafeteria, bathroom) to 610 incidents
Increased percentage of students reporting they understand how they should and should not behave		Data not available until spring
Increased percentage of staff who report students understand behavior expectations		Data not available until spring

# Status Update: Implementation Areas

## Implementation Focus Area #3

### Developing systems and structures for classroom engagement

#### Central Office Actions

Implementation Step	On Track Status	Status Update
Provide schools roster of all staff trained in Developmental Design (DD)s; collaboratively develop plan to ensure all staff are trained, based on the saturation plan, by 2021 prioritizing the following roles for 17-18: principals, instructional coaches, and PBIS coaches (>.2 FTE)	On track	Principals have received notification of Developmental Designs summer training opportunities.  We will be working with administrators to determine staff to attend trainings in June, July and August.
Train 2 in-district Developmental Designs trainers for elementary	On track	Two MMSD school-based PBIS coaches have begun the trainer of trainer process to teach Developmental Designs for elementary.
Train 6-8 additional school-based Developmental Designs peer coaches; engage peer coaches in a professional learning community to further develop skills	On track	Six new school-based staff are receiving training as DD Peer Coaches.
Introduce the instructional practices walkthrough tool as a means to begin assessing quality of integrated Developmental Designs practices	Off track	Five Elementary Schools have explored creating a walkthrough tool to supplement the Instructional Practices Tool and this is not yet systematized district-wide.

#### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Authentic relationships and community	Full	On track	The overall self-assessment indicators for classroom engagement range from 2.23 (Developmental Designs) to 2.85 (expectations and routines). Running Circles of Power and Respect and holding Morning Meeting to build relationships and community is 3.33/5.0.
Expectations and routines	Full	On track	
Redirecting teacher language	Full	Slightly off track	
Engaging instructional strategies	Implement	Slightly off track	
Reflection / providing feedback	Implement	Slightly off track	

# Status Update: Implementation Areas

**Implementation Focus Area #3, cont.**  
**Developing systems and structures for classroom engagement**

**Expected Outcomes**

Increased fidelity, on classroom setting subscale, of the self-assessment survey (SAS)		
Decreased behavior incidents, in classroom settings, that lead to out-of-school suspension		First semester, 1.4% (322/22407), of behavior incidents occurring in the classroom resulted in out-of-school suspension; first semester last year, 1.9% (270/14210), of incidents occurring in the classroom resulted in out-of-school suspensions representing a .5% decrease.

# Status Update: Implementation Areas

## Implementation Focus Area #4 Integrating social emotional learning in core instruction

### Central Office Actions

Implementation Step	On Track Status	Status Update
Use instructional practice walkthrough tool to assess explicit instruction of social emotional instruction (Second Step or ACP/SEL curriculum) <b>and</b> integration of social emotional learning targets in academic instruction	<b>Slightly off track</b>	Five Elementary Schools are using their own variation of a walkthrough tool to determine implementation of Social Emotional Learning. This remains slightly off track, as many schools have yet to prioritize this work.
Train instructional coaches in the development of integrated social emotional learning targets	<b>N/A</b>	We plan to engage coaches in this training after spring break.

### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Core instruction	Full	<b>Slightly off track</b>	Social Emotional Learning is in the prepare stage and the 2.58 self-assessment for all schools combined shows schools are in different places in their approach and understanding of the work.
Use of appropriate learning targets	Implement	<b>Slightly off track</b>	
Instructional planning	Prepare	<b>Not yet begun; currently in prepare stage</b>	
Instructional coaching	Prepare	<b>Not yet begun; currently in prepare stage</b>	

### Expected Outcomes

Outcome	On Track Status	Status Update
Decreased number of behavior incidents that lead to out-of-school suspension	<b>Off track</b>	First semester last year 2.9% of all behavior incidents resulted in OSS; first semester this year 3.2% of behavior incidents resulted in OSS representing a .3% increase.
Increased percentage of students reporting that students in this school understand how they should and should not behave	<b>Data not available until spring</b>	

# Status Update: Implementation Areas

**Implementation Focus Area #5**  
**Practices and procedures to respond, restore, and re-engage**

**Central Office Actions**

Implementation Step	On Track Status	Status Update
<p>Support schools to train a core group of staff to convene restorative processes (Circles, restorative conversation, mediation) responsively in order to resolve conflict or repair harm</p>	<p><b>Slightly off track</b></p>	<p>This professional development is opt-in for schools. The cohort (West, Sennett, Sherman, Whitehorse, Allis, Leopold, and Schenk) has received further foundational restorative practices training. We have learned there are still foundational steps and conditions that need to be taken for deep and meaningful implementation.</p>
<p>Support all secondary schools to develop a capacity-building model that will result in the sustainable use of systematic peer-to-peer accountability-based interventions beginning in 2019-2020. This includes ongoing student training to maintain a network of racially diverse students trained and supported to facilitate Circle, mediation, restorative conversation, engage in peer conferencing, and serve as peer jurors</p>	<p><b>On track</b></p>	<p>Schools that have trained students to facilitate these processes include Memorial, West, La Follette, Toki, Sennett, Cherokee, Black Hawk, Wright, O’Keeffe, and Jefferson. East and Toki are plans to complete student training. We continue to work with the YWCA to support the work in middle schools.</p>

# Status Update: Implementation Areas

## Implementation Focus Area #5 (cont.)

### Practices and procedures to respond, restore, and re-engage

#### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Behavior response process	Full	On track	The average self-assessment for having a mobile response system in place is 3.3 on a 5.0 scale, which is above minimal proficiency implementation.
Non-classroom procedures / practices	Implement	On track	Most schools have identified roles on mobile response and schedules for support to create consistency.
Proactive procedures / practices	Implement	Slightly off track	Circles for restorative justice and community during homeroom are both above 3.0/5.0. Schools report that these proactive practices are not always consistently implemented.
Restorative circle process	Implement	On track	The district-wide self-assessment is 3.13/5.0 and is happening in some 37 schools across the district.
Alternatives to suspension	Implement	Slightly off track	36% of secondary schools currently have a district-approved plan for alternatives to suspension. The intervention most utilized is restorative circles and individual goal-setting.
Peer to peer accountability	Prepare	N/A - Currently in the prepare stage	

#### Expected Outcomes

Outcome	On Track Status	Status Update
Decreased number of behavior incidents that lead to out-of-school suspension	Off track	First semester last year 2.9% of all behavior incidents resulted in OSS; first semester this year 3.2% of behavior incidents resulted in OSS representing a .3% increase.
Decreased rate of of recidivism, in the use of out-of-school suspension	Off track	66% of students who have experienced suspension this semester have only been suspended one time; first semester last year 70% of students who experienced suspension have only been suspended one time.
Increased percentage of students who report students resolve conflict in productive ways	Data not available until spring	



# Status Update: Implementation Areas

## Implementation Focus Area #6

Practices and procedures for group and individual intervention

### Central Office Actions

Implementation Step	On Track Status	Status Update
Develop a platform for the documentation of behavior interventions and comprehensive progress monitoring	On track	A stopgap solution has been developed and shared with schools to ensure documentation of intervention in Oasys regardless of our transition to EduCLIMBER.
Provide professional development to student services teams in the use of the platform and expectations for documentation and progress monitoring	On track	Professional development has begun targeting District leaders with a role in the professional development and implementation of EduCLIMBER.

### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Identifying students for intervention	Implement	On track	Schools report a 3.15/5.0 self-assessment score on identifying students for intervention. The scores are higher at the elementary level.
Assessment and Intervention	Implement	Slightly off track	Overall, schools report a 2.38/5.0 self-assessment rating on fidelity of their interventions.
Monitoring of implementation fidelity	Prepare	N/A - Currently in the prepare stage	

### Expected Outcomes

Outcome	On Track Status	Status Update
Decreased rate of of recidivism, in the use of out-of-school suspension	Off track	66% of students who have experienced suspension this semester have only been suspended one time; first semester last year 70% of students who experienced suspension have only been suspended one time.
Decreased number of behavior incidents that lead to out-of-school suspension	Off track	First semester last year 2.9% of all behavior incidents resulted in OSS; first semester this year 3.2% of behavior incidents resulted in OSS representing a .3% increase.
Increased percentage of staff reporting that their school has an effective system in place for staff to discuss/problem-solve challenging situations related to student behavior	Data not available until spring	

# Status Update: Implementation Areas

## Implementation Focus Area #7

Leveraging staff through job description alignment and clearly defined roles and responsibilities

### Central Office Actions

Implementation Step	On Track Status	Status Update
Study distribution of Behavior Education Plan allocation (PBIS and BEA); make recommendations for distribution of allocation	On track	The Board approved work to begin in designing an equity-based resource model; the cross-functional team has been assembled.
Convene a student services advisory to inform any additional role guidance necessary for the 2018-2019 school year	On track	We have active social work, psychologist, counselor, nurse, and PBIS coach advisories; second semester we will begin to meet as a cross-disciplinary advisory, as well.

### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Roles and responsibilities	Implement	On track	Schools overall self-assessment of this indicator is 3.28/5.0.

### Expected Outcomes

Outcome	On Track Status	Status Update
Decreased rate of of recidivism, in the use of out-of-school suspension	Off track	66% of students who have experienced suspension this semester have only been suspended one time; first semester last year 70% of students who experienced suspension have only been suspended one time.

# Status Update: Implementation Areas

## Implementation Focus Area #8

Develop school-wide data systems and practices to promote equitable application of policy

### Central Office Actions

Implementation Step	On Track Status	Status Update
Support schools to ensure their data is accurately documented so it may be used to authentically reflect on vulnerable or subjective decision-making points	On track	Members of the Behavior Education Leadership Team engage in weekly data analysis to understand trends and themes. There have also been district-wide opportunities for data analysis.
Support schools in their use of a data-decision making protocol, to create an intentional pause, when determining type of discipline and/or number of days of suspension	On track	Schools continue to request individual data support. In PBIS coaches meetings, Student Services meetings and Culture and Climate visits, data is shared and analyzed.
Collaborate with the Instructional Technology Department to establish appropriate use and expectations for use of cell phones in class including a plan to affirm positive behavior and address vulnerable decision making points when redirecting a student's behavior (e.g. which student are asked to put their cell phone away, how a staff person approaches a student, determination of discipline for the use of cell phones)	On track	Three pilots are currently in progress: <ul style="list-style-type: none"> <li>• Adult defined cell phone zones (TBD)</li> <li>• Student defined cell phone zones (Toki)</li> <li>• Student defined cell phone zones &amp; the use of <a href="#">Yondr Bags</a> (Sherman)</li> </ul>

### School Implementation Area

Area of Focus	Phase of Implementation	On Track Status	Implementation Data
Documentation and use of data	Full	Slightly off track	The implementation indicator is 3.13/5.0.
Data-driven equity analysis of decision points	Implement	Slightly off track	The district-wide average of this indicator is 2.20/5.0.

# Status Update: Implementation Areas

## Implementation Focus Area #8 (cont.)

Develop school-wide data systems and practices to promote equitable application of policy

### Expected Outcomes

Outcome	On Track Status	Status Update
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: <b>Calls:</b> Decreased by .25 (5.25 to 5) <b>Incidents:</b> Decreased by .46 (5.1 to 4.7) <b>In-school suspension:</b> Decreased by 2.21 (9.49 to 7.28) <b>Out-of-school suspension:</b> 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 <b>Calls:</b> Decreased by .26 (2.55 to 2.29) <b>Incidents:</b> Decreased .26 (2.73 to 2.47) <b>In-school suspension:</b> Decreased by .81 (4.7 to 3.89) <b>Out-of-school suspension:</b> Decreased by .76 (6 to 5.24)
Increased percentage of staff reporting their school values equity	Data not available until spring	



