Behavior Education Plan Mid-Year Review February 2017

Implementation Outcomes Status Update

At the May 2016 Board of Education meeting, Behavior Education outcomes and discrete action steps were shared as a part of the year-end review. Those outcomes and actions steps are listed below along with a corresponding status update:

Implementation Area	Status
Communication and Adherence to Policy Monitor and support policy adherence to implement a progressive and restorative approach to behavior.	**On track** ● Finalized the Behavior Education Plan STAT system ● Collaborated with Communications department to develop a comprehensive plan for positive communication and consistent messaging regarding the Behavior Education Plan ● Provided intensive professional development and on-site coaching for restorative approach to seven cohort schools ● Trained five student services "trainer of trainers" to expand the efficacy of the restorative approach ● Provided principal professional development in the use of the restorative approach ● Formalized on-site coaching for restorative school cohort and standardized professional learning ● District level team completed trainer of trainer series in restorative practices; schedule for November 28-30 ● Relaunched the "Know the No" campaign including an engaging "surrender for safety" video ● Engaged community stakeholders in dialogue about the use of in-school suspension in MMSD

Communication and Adherence to Policy - Quarter 3 Priorities

● Calibrate and monitor decision making related to progressing response levels and the use of in-school and out-of-school suspension, including number of days of suspension
● Engage schools in Behavior Education Plan consultations
● Begin development of procedures and programming for in-school suspension, especially those changes with implication for policy
● Develop restorative practices Trainer of Trainers model
● Utilize a variety of communication mechanisms to highlight promising practices
● Compile feedback and develop Behavior Education Plan policy revision recommendations

| **Infrastructure to Support Tiers 2 / 3**

Provide support and professional learning to Student Services Teams to 1) develop a school-level | **On track**

● Developed a system for providing wrap-around supports, from central office to schools, for those with intensive needs at multiple tiers of behavior systems
● Hired a clinician for Leopold's Behavioral Health in Schools; |

infrastructure to implement tier 2 and 3 interventions, and 2) access additional support for students with intensive behavioral and mental health needs.

- 5 schools now implementing the program
- Developed rubrics for student services Educator Effectiveness evaluation
- Cross-functional team engaged in professional learning aimed to better coordinate and integrate comprehensive learning supports for all students
- Provided professional development and supported the use of Oasys
- Developed a comprehensive data system to track mental and behavioral health data in compliance with HIPAA and FERPA

Infrastructure to Support Tiers 2 / 3 - Quarter 3 Priorities

- Engage cross-functional team in the development of a project plan for integration of student academic and behavior supports
- Develop communication and professional development plan for Educator Effectiveness for student services staff
- Support schools through the allocation process working collaboratively to further re-calibrate the role of students services in all schools
- Begin conversations with Dane County TimeBank to discuss how to use Youth Court in the most meaningful and efficacious manner possible
- Develop student services core competencies and a corresponding professional development plan to ensure all staff have the skills and resources necessary to best serve our students

Assessment and Intervention at Tiers 2/3

Support schools in implementing appropriate assessment and intervention.

On track

- Provided high-quality professional learning and coaching for the use of Violence Risk Assessments for student services staff
- Initial implementation of Bounceback intervention at Allis, Orchard Ridge, and Falk
- Provided ongoing consultation to schools already trained in Screening, Brief Intervention, Referral to Treatment (SBIRT) and those currently being trained in SBIRT
- Implemented monthly professional development to Student Services staff within topic and discipline-specific strands

Assessment and Intervention at Tiers 2 /3 - Quarter 3 Priorities

- Develop core competencies and a corresponding plan for professional learning to ensure understanding among Student Services personnel regarding best practices for using social emotional brief assessments, Motivational Interviewing, Collaborative Problem-Solving, etc.
- Develop a comprehensive professional development plan to accompany the core competencies for student services staff
- Implement CBITS and the depression screener with fidelity; enhance community partnerships necessary to model elementary and high school universal screening groups, similar to Cognitive Behavior Intervention for Trauma in Schools (CBITS)

- Plan for expansion of SBIRT
- Engage in mid-year reflection on professional development for student services

Integration of Social Emotional Learning

Integrate social emotional learning into the work across departments at Central Office to support schools in effective delivery of social emotional instruction.

On track

- Engaged the intensive support team in Developmental Designs training
- Began integration of universal strategies poised to support schools in developing practices
- Collaborated across departments at Central Office to develop cohesive vision for universal (school-wide and classroom) systems and practices that integrates academics and behavior
- Engaged and supported middle school learning labs
- Arranged bullying focus groups and a plan to address the policy compliance needs in addition to preventative supports and interventions

Integration of Social Emotional Learning - Quarter 3 Priorities

- Engage and support the second round of intensive literacy labs
- Continue working to integrate ACP / SEL specifically at 6th, 11th, and 12th grades
- Explore expansion of Welcoming Schools
- Develop a project plan for comprehensive, integrated learning supports for students in need of intervention
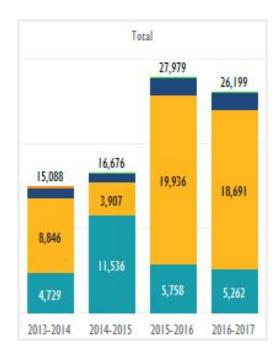
Key Findings

- Behavior events have decreased by 6% as compared to 2015-2016 with a proportional decrease for our African American and male students; 18% decrease for students with disabilities
- Aggregate use of out-of-school suspension has remained nearly identical as compared to 2015-2016; 18% decrease for students with disabilities
- Disproportionality, in behavior events and the use of out-of-school suspension, for African American students persists
- Disproportionality, in behavior events and the use of out-of school-suspension, has improved for students with disabilities
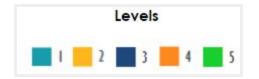
Data Review

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 and to support school teams in identifying patterns of behavior that inform instruction and intervention. This report outlines and compares quantitative suspension and behavior event data (prior to winter break) from 2016-2017 (Behavior Education Plan - year 3), 2015-2016 (Behavior Education Plan - year 2), 2014-2015 (Behavior Education Plan - year 1) and 2013-2014 (Code of Conduct - final year).
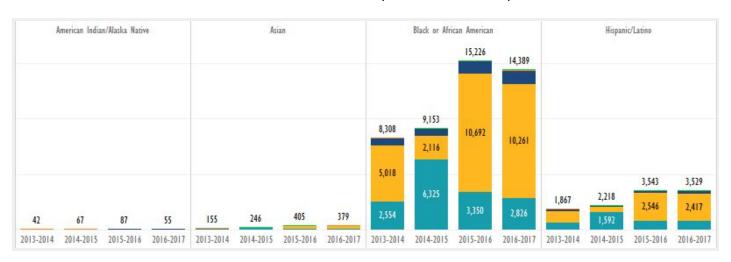
Behavior Events

Total Behavior Events for All Students

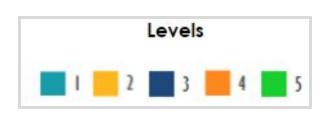## Total Behavior Events by Race / Ethnicity

In May 2015 after one year of Behavior Education Plan implementation, changes were made to the documentation parameters (behavior is a level 1 if the teacher handles in class; level 2 if the teacher calls for support), which makes it difficult to make a direct year-to-year comparisons. In comparing behavior event data, there was a noticeable increase from 2014-2015 to 2015-2016, which was to be expected due, in large part to, the increased understanding of policy and clearer documentation parameters.
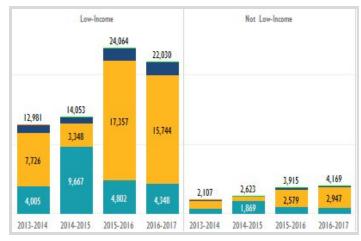
Documentation parameters have not, however, changed from last year to this year and thus the 2015-2016 and 2016-2017 mid-year data are more easily compared. Overall, there is a 6% decrease in the number of behavior events with a proportional decrease for our African American students. All other race / ethnicity demographic areas (with the exception of Native Hawaiian / Pacific Island) also saw a decrease in behavior events.
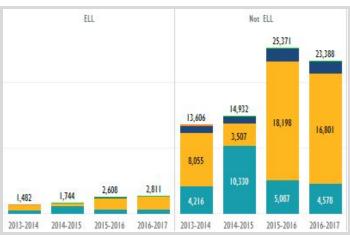
Total Behavior Events by Other Demographic Areas

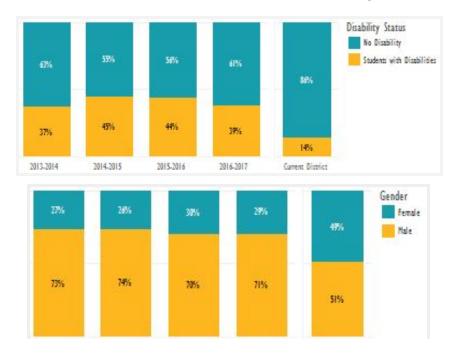**Disproportionality in Behavior Events**

The Behavior Education Plan was written with the expressed goal of decreasing the use of exclusionary discipline under the former Code of Conduct in favor of an equitable, restorative discipline policy. Further, the Plan limits discretion in decision making, related to discipline, as a first step in beginning to impact disproportionality. While we have a policy poised to impact disproportionality, ongoing work is critical in shifting beliefs, values, practices, and policy implementation.

Professional development, through the National Equity Project, as well as Behavior Education Plan principal professional development, and school-based consultation are key strategies for impacting disproportionality. Additionally, our work with Umoja, an organization whose model prioritizes, "ongoing discussions regarding racial equity and implicit bias" is also critical in decreasing disproportionality. With a current focus on enhancing the efficacy of our in-school-suspension programs, Umoja is a critical partner in decreasing exclusionary practices and increasing high-quality programming and interventions. This work, in addition to the racial equity conversations embedded within Behavior Education Plan professional development and job-embedded coaching, are critical in ensuring an equitable approach to discipline.

Disproportionality in Behavior Events by Race / Ethnicity

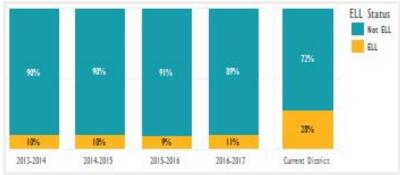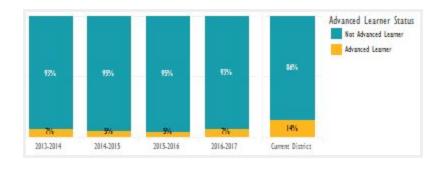
Disproportionality in Behavior Events by Other Demographic Areas

Low-Income Status
- Not Low-Income
- Low-Income

2013-2014	2014-2015	2015-2016	2016-2017	Current District
14%	16%	14%	16%	53%
86%	84%	86%	84%	47%

ELL Status
- Not ELL
- ELL

2013-2014	2014-2015	2015-2016	2016-2017	Current District
90%	90%	91%	89%	72%
10%	10%	9%	11%	28%

Advanced Learner Status
- Not Advanced Learner
- Advanced Learner

2013-2014	2014-2015	2015-2016	2016-2017	Current District
93%	95%	95%	93%	86%
7%	5%	5%	7%	14%

Disability Status
- No Disability
- Students with Disabilities

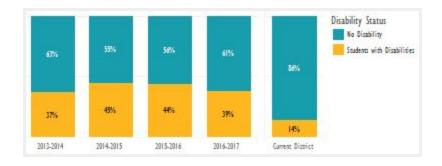| 2013-2014	2014-2015	2015-2016	2016-2017	Current District
63%	55%	56%	61%	86%
37%	45%	44%	39%	14%

While we have made strides in decreasing the use of exclusionary practices for all kids, disproportionality, particularly for our African American students, students with disabilities, and male students persist. Similar to trends

in year's past, African American students are still disproportionately represented in behavior events. Making up 18% of our student population, African American students account for 55% of behavior events. Promising is the 5% decrease in disproportionality for students with disabilities.

Out-of-School Suspension Events

Out-of-school suspension rates overall have decreased from 2013-2014, under the Code of Conduct, to 2016-2017 by 41%, in the third year of Behavior Education Plan implementation.
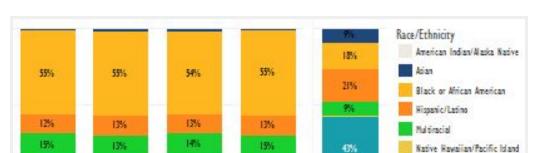
Total Out of School Suspensions

Comparison data from 2015-2016 to 2016-2017 showed a very slight decrease in the use of out-of-school suspensions 4K-12 by 3 events (-.4%). Data, by grade level, is also nearly identical when comparing last year to this year. While it's promising to see we are maintaining lower levels of out-of-school suspension, a deeper dive is necessary to understand the relative status quo and to subsequently support schools in further reducing behaviors that result in an out-of-school suspension.

Disproportionality in Out-of-School Suspension Events

Decreasing the overall use of exclusionary discipline is one goal of the Behavior Education Plan. The second is impacting disproportionality, particularly for African American students, male students, and students with disabilities. While progress toward reducing disproportionality, in out-of-school suspensions for African American students, is not yet demonstrated, there has been a decrease in the disproportionate use of out of school suspensions when comparing 2015-2016 to 2016-2017 our students with disabilities (5%).

Disproportionality of Out-of-School Suspension by Race / Ethnicity

Disproportionality of Out-of-School Suspensions by Other Demographic Areas