



## MEMORANDUM

**TO:** Evanston/Skokie District 65 Board of Education

**CC:** Dr. Paul Goren, John Price

**FROM:** Peter Godard  
Chief Officer, Research, Accountability, & Data

**DATE:** 1/21/2016

**RE:** Annual Discipline Report

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Objective:      X   Information    \_\_\_ Discussion    \_\_\_ Follow-up    \_\_\_ Decision

### Background

This annual discipline report includes both out of school suspension data and office discipline referral (ODR) data for major infractions in school year 2015-16. Prior years' data are included for comparison purposes.

Quarterly suspension data has already been shared with the Board for the first two quarters of the school year. The prior years' ODR data was shared on the Strategic Plan Scorecard published in January 2016. There is, however, a change to how the ODR percentages are calculated. All students, except those in the birth to five programs, are now included in this analysis. The data set used for the Strategic Plan Scorecard analysis included only the subset of students who were enrolled for 30 or more days.

Table 1 shows the number of students enrolled by school as of October 1 for context.

### Findings

#### *Out of School Suspensions*

Table 2 includes summary data for the number of suspension incidents, students suspended, and days suspended for the district and schools. Table 3 shows the number of days suspended by race and ethnicity. Table 4 indicates the number of days suspended for students with and without IEPs. Table 5 shows the number of suspension incidents and days suspended by incident type.

The data show:

- a continued decrease in the amount of lost instruction due to the number of suspension days since 2014 (682 to 232.5 days),
- a decrease in the number of suspension incidents (221 to 110) and the number of students suspended (171 to 81) in 2016 compared to 2014,
- a decrease in the proportion of suspension incidents involving Black students when compared to the prior year (from 76% to 65%),
- a slight decrease in the number of suspension incidents served by students with IEPs when compared to last year,
- a 56% reduction in suspension incidences at Rice school in 2016,
- changes in the average number of days per incident for some types of incidents and the total days per incident (3.09 in SY2014 to 2.11 in SY2016), and

- the types of incidents remain somewhat consistent across years with the exception of the two categories related to disrespect (a combined decrease from 130 incidents in 2014 to 45 incidents in 2016).

### *Alternative to Suspensions*

The district's alternatives to suspension program was developed during the 2008-09 school year in an effort to reduce the number of days that students spend outside of the classroom in out of school suspensions. The program was also designed with the aim of building connections between a student's school and home and providing support for students who need to work on social-emotional skills like problem solving and conflict resolution. The district's ATS program offers counseling sessions for students and family members that are offered in place of or in conjunction with an out of school suspension.

During the 2015-16 school year, there were 114 incidents that resulted in the student participating in the district's family counseling program. This program is led by District 65 social workers and psychologists who have experience addressing student behaviors.

### *Office Discipline Referrals (ODRs)*

The Positive Behavioral Interventions and Supports (PBIS) system focuses on the creation and maintenance of a school climate that is most conducive to student achievement. As part of the PBIS framework, school-based teams create, implement and evaluate student support systems that address academic and behavioral issues at school-wide, targeted (group) and intensive (individual) levels.

Behavioral expectations are clearly stated and posted throughout the building so as to encourage a common language and clarity of communication in the school community. Behavioral expectations are formally taught via lessons which are selected by the school teams based upon review of school discipline data. Tangible acknowledgments are used to focus staff and student attention upon positive student behaviors. Positive student behaviors, individual, class/team and school-wide, are celebrated on a regular basis. Inappropriate student behavior is addressed via discussion/review (i.e., reteach) of school behavioral expectations. The Office Discipline Referral (ODR) is used to formalize this process when negative behaviors are persistent and/or of major significance. This data is then collected and utilized by school teams for problem-solving around school behavior/climate issues that require additional supports.

Table 6 shows the percent of students with one or more ODR for a major infraction by demographics.

The data show:

- a decrease in the percent of all students with major ODRs from SY 2012 through SY 2015,
- a decrease in the percent of students eligible for free/reduced lunch with major ODRs from SY 2012 through SY 2015,
- a decrease in the percent of Black students with major ODRs from SY 2013 to SY 2016, and
- an increase in the percentage of students who have IEPs with major ODRs in 2016 when compared to the prior two years.

## **Next Steps**

### *Discipline & Equity*

While the district has made great strides in reducing the amount of lost instructional time due to out of school suspensions additional work is still needed. The district Equity Leadership Team along with the school climate team will work with principals to increase the consistency of disciplinary practices within and across buildings. Work will also focus on ensuring that all disciplinary incidents, especially those involving students with IEPs, include explicit reteaching of skills.

### *Data Quality*

Discipline data is currently collected and maintained in three systems: 1) SWIS (used to track ODRs), 2) the District's student management system (SISK12), and 3) electronic records maintained by the family counseling program. The suspension data entered into SISK12 is the district's official data that is report to the Illinois State Board of Education (ISBE). School staff send copies of the suspension letters to the curriculum department staff who then manually enters the data into SISK12.

In preparing this report, RAD audited data from the three sources and discovered large inconsistencies between the three data sources for 2015 and 2016 in the number of out of school suspensions and alternative to suspensions. For example, when looking across the data sets for both SY2015 and SY2016, there were 604 suspension incidents recorded in one or more systems. However, only 217 incidents were recorded in SISK12 and reported. RAD's working hypothesis is that suspension data in all previous years was underreported, but that trends in the data that have been reported historically are accurate.

To improve data quality for 2017 and beyond, the use of procedural checklists was implemented this year to improve the data collection process. Starting with data from 2016-17, data audits will be completed prior to each quarterly report and corrections made if needed. A long term plan for improving the collection and maintenance of discipline data is being discussed.

Table 1 Fall Enrollments by School

	2015-16*	2014-15	2013-14
Chute	574	539	519
Haven	794	778	752
Nichols	680	611	565
Dawes	361	368	375
Dewey	518	467	493
Kingsley	378	380	397
Lincoln	526	572	521
Lincolnwood	382	391	401
Oakton	417	414	395
Orrington	385	376	374
Walker	351	341	346
Washington	527	522	524
Willard	525	515	524
MLK	580	571	573
Rhodes	373	373	357
Rice	44	36	36

\* Preliminary Fall Enrollments

Table 2 Number of Suspension Incidents, Students Suspended, and Days Suspended by School

	2016			2015			2014		
	#Incidents	#Students	#Days	#Incidents	#Students	#Days	#Incidents	#Students	#Days
District	110	81	232.5	107	77	237	221	171	682
Chute	7	7	20	19	16	68	23	20	78
Haven	36	25	83	19	16	61	54	37	311
Nichols	26	19	54	19	15	47	53	41	106
Dawes	7	5	13	6	5	8	6	5	11
Dewey							4	4	4
Kingsley	1	1	1	1	1	1	8	6	12
Lincoln							6	3	10
Lincolnwood							4	4	5
Oakton	1	1	1	3	3	6	15	14	52
Orrington				2	2	2	1	1	2
Walker	7	5	13	3	2	6	11	10	23
Washington				2	2	2	1	1	1
Willard	2	2	3				2	1	3
MLK	6	5	14				2	2	11
Rhodes	3	3	9	1	1	1	7	6	25
Rice	14	8	21.5	32	14	35	24	16	28

	#Incidents	#Students	#Days
2014	221	171	682
2015	107	77	237
2016	110	81	232.5

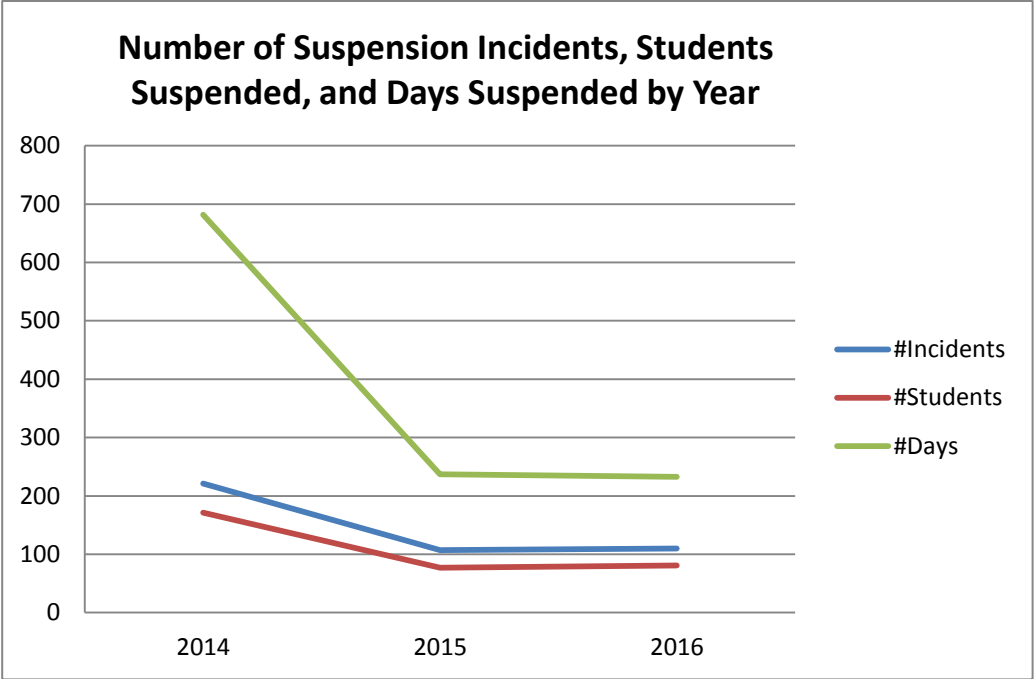


Table 3 Number of Suspension Incidents by Race and Ethnicity

	2016	2015	2014
Black	71	81	152
White	14	11	17
Hispanic	17	14	34
Asian			3
Native American	3		
Multi-race	5	1	15
Total	110	107	221

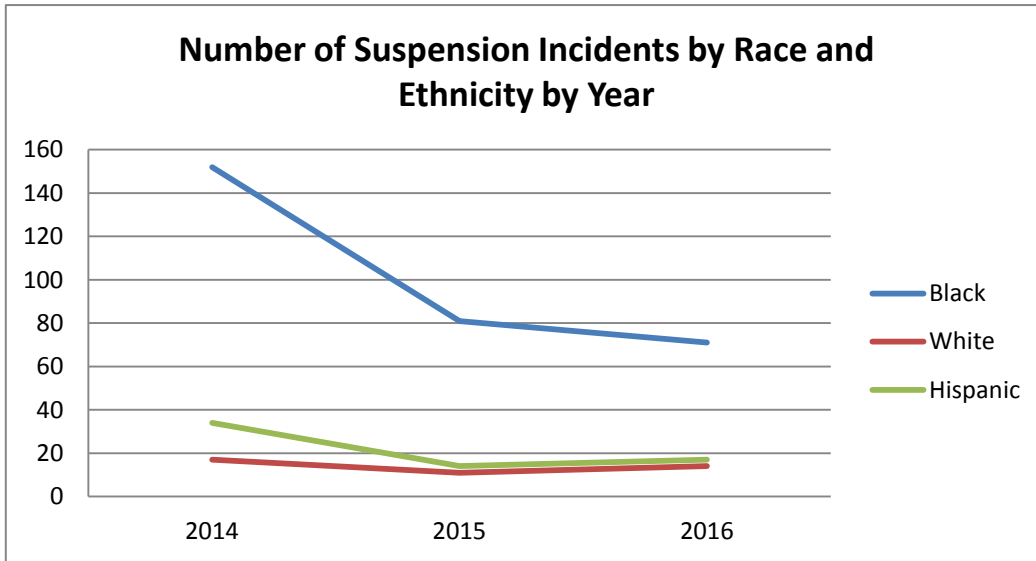


Table 4 Number of Suspension Incidents by IEP Status

	2016	2015	2014
IEP - All	59	61	95
IEP - Without Rice	45	27	71
Non-IEP	51	46	126

Table 5 Number of Suspension Incidents and Days Suspended by Incident Type

	2016		2015		2014	
	#Incidents	#Days	#Incidents	#Days	#Incidents	#Days
Alcohol or Drug Related	10	24	4	20	2	15
Disrespect of School Authority	7	20	2	5	32	70
Disrespectful, Aggressive, or Threatening Behavior	38	74.5	59	98	98	242
Disrupting or Distracting Behavior	10	21	6	11	25	41
Gang Activity					1	5
Physical Violence	27	59	23	55.5	30	172
Sexually Related Violations	1	3			8	43
Theft/Vandalism	4	7	5	5.5	12	30
Unsafe Behavior or Item	8	17	2	12	7	13
Weapons Behavior	5	7	6	30	6	51
Total	110	232.5	107	237	221	682

Table 6 Percent of Students with 1 or More Office Discipline Referral for Major Infractions

	2016	2015	2014	2013	2012
<b><i>All Students</i></b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>10%</b>	<b>11%</b>
Students who qualify for free/reduced lunch	12%	12%	13%	15%	17%
African American/Black	16%	17%	19%	23%	22%
Asian	3%	4%	3%	5%	5%
Hispanic/Latino	7%	6%	7%	7%	8%
Multi-Racial	3%	2%	2%	2%	2%
White	4%	3%	4%	5%	6%
Students with disabilities	14%	11%	13%	14%	13%



INCIDENT CATEGORY	STUDENT BEHAVIOR VIOLATION
ALCOHOL OR DRUG RELATED	ALCOHOL OR DRUGS, POSSESSION OR USE OF DRUGS OR ALCOHOL: SELLING OR DISPENSING DRUGS OR ALCOHOL IN SCHOOL, ON SCHOOL PROPERTY OR BUSES
PHYSICAL VIOLENCE	BATTERY OF A SCHOOL EMPLOYEE OR RELATED PERSONNEL (TEACHER, AIDES, BUS DRIVER, ETC.) BATTERY FIGHTING
DISRUPTING OR DISTRACTING BEHAVIOR	DISTRACTING BEHAVIOR, INCLUDING LOUD ROWDY BEHAVIOR GROSS MISCONDUCT THROWING OBJECTS INSIDE OR OUTSIDE OF THE BUS DISRUPTIVE BEHAVIOR LEAVING CLASSROOM WITHOUT PERMISSION LEAVING SCHOOL GROUNDS WITHOUT PERMISSION
WEAPONS RELATED	FACSIMILE OF A WEAPON, POSSESSION OF WEAPON: POSSESSION WEAPON: USE OF
THEFT/VANDALISM	ROBBERY AND BURGLARY THEFT AND/OR POSSESSION OF STOLEN PROPERTY VANDALISM, DEFAACEMENT AND/OR DESTRUCTION OF SCHOOL PROPERTY
DISRESPECT OF SCHOOL AUTHORITY	CHEATING OR LYING DEFIANCE OF SCHOOL AUTHORITY DISRESPECT
DISRESPECTFUL, AGGRESSIVE, OR THREATENING BEHAVIOR	AGGRESSIVE BEHAVIOR ASSAULT THREATS OF VIOLENCE PROFANITY, VERBAL ABUSE, USING INAPPROPRIATE OR PROFANE LANGUAGE VERBAL ABUSE BULLYING (A PATTERN OF BEHAVIOR) INCLUDING PHYSICAL AND VERBAL INTIMIDATION, INSTIGATION DEFAMATION OF CHARACTER
UNSAFE BEHAVIOR OR ITEM	FIREWORKS, POSSESSION, USE, OR DELIVERY LIGHTER OR MATCHES, USE OF SAFETY, ENDANGERING SAFETY OF STUDENT OR STAFF, BOMB THREAT
SEXUALLY RELATED VIOLATIONS	INDECENT EXPOSURE PORNOGRAPHY, POSSESSION AND/OR VIEWING SEXUAL HARASSMENT SEXUAL VIOLATION
GANG ACTIVITY	GANG ACTIVITY, GANG RELATED INTIMIDATION
TRUANCY	TRUANCY