



MEMORANDUM

TO: Evanston/Skokie District 65 Board of Education

CC: Peter Godard

FROM: Steve Mkrtschjan

Data Specialist,

Research, Accountability, and Data

DATE: November 20, 2017

RE: Annual Discipline Report

Objective: 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 2016-17. Prior years' data are included for comparison purposes.

Quarterly suspension data has already been shared with the Board for the first three quarters of the school year. All students, except those in the birth to five programs, are included in this analysis.

Table 1 shows the number of students enrolled by school as of October 2 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:

- an increase in the amount of lost instruction due to the number of suspension days since last year (232.5 to 267 days),
- an increase in the number of suspension incidents (110 to 147) and the number of students suspended (81 to 127) in 2017 compared to 2016,
- a decrease in the proportion of suspension incidents involving Black students when compared to the prior year (from 65% to 55%),
- no change in the number of suspension incidents involving students with IEP's when compared to last year,
- no suspension incidents at Rice school in 2017
- changes in the average number of days per incident for some types of incidents and the total days per incident (2.11 in SY2016 to 1.81 in SY2017), and
- the types of incidents remain somewhat consistent across years with the exception of the two categories related to disrespect (a combined increase from 45 incidents in 2016 to 69 incidents in 2017).

Alternatives 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 2016-17 school year, there were 70 incidents, compared to 114 the previous year, 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 of more ODR for a major infraction by demographics.

The data show:

- an increase in the percent of all students with major ODRs from last year (7% in 2016 to 12% in 2017),
- an increase in the percent of students eligible for free/reduced lunch with major ODRs from last year (12% in 2016 to 18% in 2017),
- an increase in the percent of Black students with major ODRs from last year (16% in 2016 to 23% in 2017),
- an increase in the percent of students who have IEPs with major ODRs from last year (14% in 2016 to 21% in 2017),

Table 1 Fall Enrollments by School

	2016-17	2015-16	2014-15	2013-14
Chute	601	574	539	519
Haven	833	794	778	752
Nichols	718	680	611	565
Dawes	375	361	368	375
Dewey	538	518	467	493
Kingsley	378	378	380	397
Lincoln	526	526	572	521
Lincolnwood	405	382	391	401
Oakton	404	417	414	395
Orrington	395	385	376	374
Walker	368	351	341	346
Washington	545	527	522	524
Willard	536	525	515	524
MLK	576	580	571	573
Rhodes	361	373	373	357
Rice	34	44	36	36

* Preliminary Fall Enrollments

Table 2 Number of Suspension Incidents, Students Suspended, and Days Suspended |

	2017			2016			2015			2014		
	#Incidents	#Students	#Days	#Incidents	#Students	#Days	#Incidents	#Students	#Days	#Incidents	#Students	#Days
District	147	127	267	110	81	232.5	107	77	237	221	171	682
Chute	15	14	37.5	7	7	20	19	16	68	23	20	78
Haven	39	37	79	36	25	83	19	16	61	54	37	311
Nichols	36	31	57	26	19	54	19	15	47	53	41	106
Dawes	6	5	6	7	5	13	6	5	8	6	5	11
Dewey	1	1	2.5							4	4	4
Kingsley	6	5	5.5	1	1	1	1	1	1	8	6	12
Lincoln	2	1	3.5							6	3	10
Lincolnwood										4	4	5
Oakton	3	3	2.5	1	1	1	3	3	6	15	14	52
Orrington	15	9	29.5				2	2	2	1	1	2
Walker	11	8	17	7	5	13	3	2	6	11	10	23
Washington							2	2	2	1	1	1
Willard				2	2	3				2	1	3
MLK	10	10	21	6	5	14				2	2	11
Rhodes	3	3	6	3	3	9	1	1	1	7	6	25
Rice				14	8	21.5	32	14	35	24	16	28

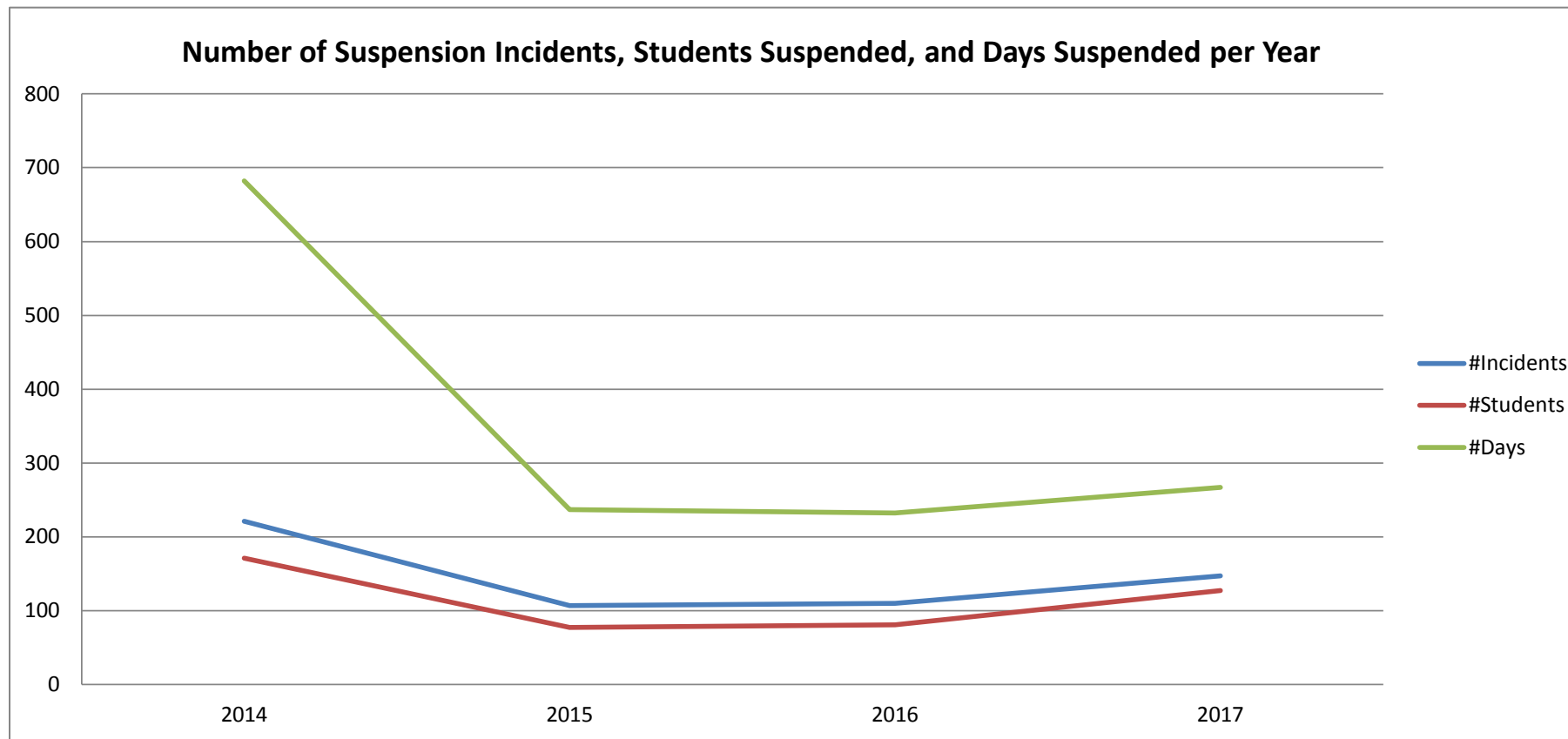


Table 3 Number of Suspension Incidents by Race and Ethnicity

	2017	2016	2015	2014
Black	81	71	81	152
White	20	14	11	17
Hispanic/Latino	27	17	14	34
Asian				3
Native American	3	3		
Multi-racial	16	5	1	15
Total	147	110	107	221

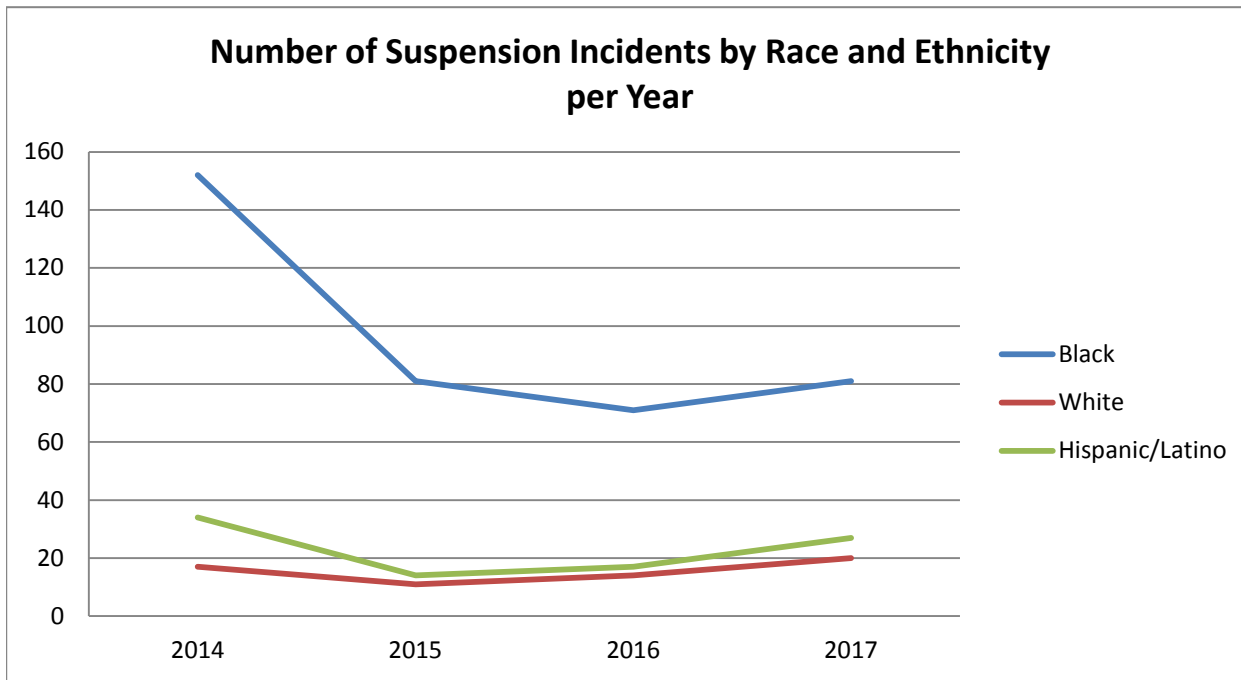


Table 4 Number of Suspension Incidents by IEP Status

	2017	2016	2015	2014
IEP - All	59	59	61	95
IEP - Without Rice	59	45	27	71
Non-IEP	88	51	46	126

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

	2017		2016		2015		2014	
	#Incidents	#Days	#Incidents	#Days	#Incidents	#Days	#Incidents	#Days
Alcohol or Drug Related	6	11	10	24	4	20	2	15
Disrespect of School Authority	17	33.5	7	20	2	5	32	70
Disrespectful, Aggressive, or Threatening Behavior	52	82	38	74.5	59	98	98	242
Disrupting or Distracting Behavior	8	13.5	10	21	6	11	25	41
Gang Activity							1	5
Physical Violence	42	80.5	27	59	23	55.5	30	172
Sexually Related Violations	3	7	1	3			8	43
Theft/Vandalism	8	12.5	4	7	5	5.5	12	30
Unsafe Behavior or Item	5	13	8	17	2	12	7	13
Weapons Behavior	6	13	5	7	6	30	6	51
Total	147	266	110	232.5	107	237	221	682

Table 6 Percent of students with 1 or more Office Discipline Referral for Major Infractions						
	2017	2016	2015	2014	2013	2012
All Students	12%	7%	7%	8%	10%	11%
Students who qualify for free/reduced lunch	18%	12%	12%	13%	15%	17%
African American/Black	23%	16%	17%	19%	23%	22%
Asian	5%	3%	4%	3%	5%	5%
Hispanic/Latino	10%	7%	6%	7%	7%	8%
Multi-Racial	10%	3%	2%	2%	2%	2%
White	6%	4%	3%	4%	5%	6%
Students with disabilities	21%	14%	11%	13%	14%	13%