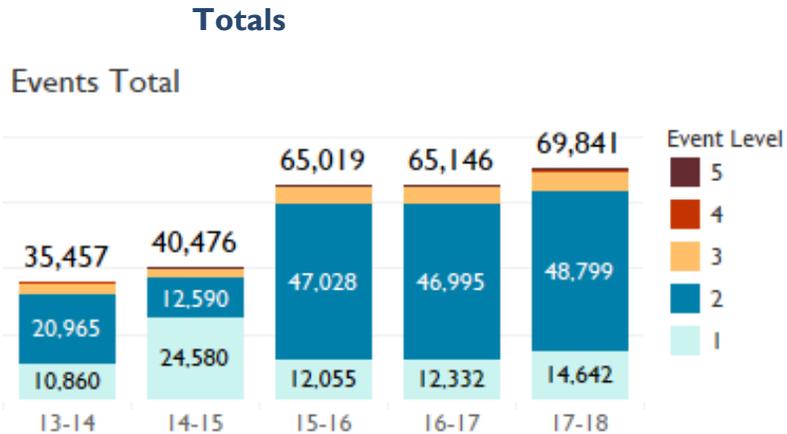


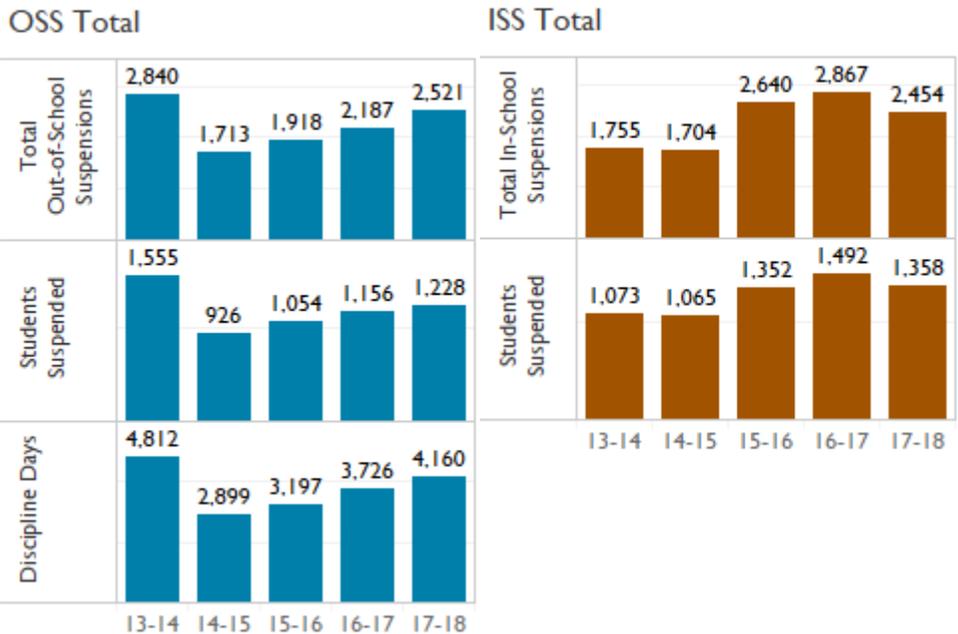
## Behavior Data Update 2017-18

This update includes a summary of behavior events and suspensions in MMSD. First, we focus on totals over the last five years. Next, we present grade distributions from 2017-18. Finally, we present a snapshot of disproportionality during 2017-18.

Recorded behavior events increased slightly from 2016-17 to 2017-18. Since 2015-16, recorded events have been much higher than prior years, largely due to changes in recording practices around Level 2 events.



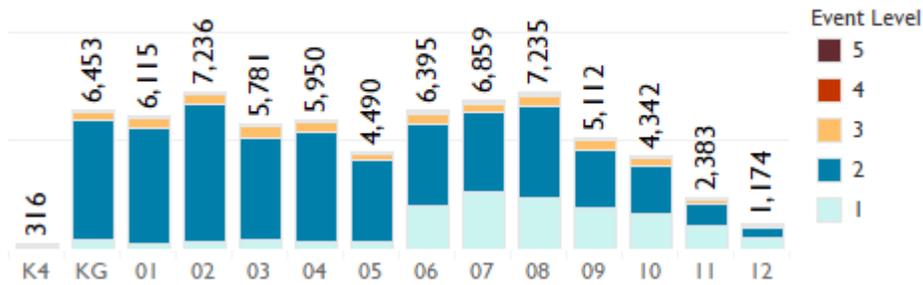
For suspensions, we provide a five-year history of total suspensions, the count of students suspended, and the number of days of instruction lost (“Discipline Days,” for out-of-school suspensions only). We see that out-of-school suspensions have climbed each of the three years after their low point in 2014-15, although they remain lower than in 2013-14. In-school suspensions are higher over the past three years than in prior years, although they decreased from 2016-17 to 2017-18.



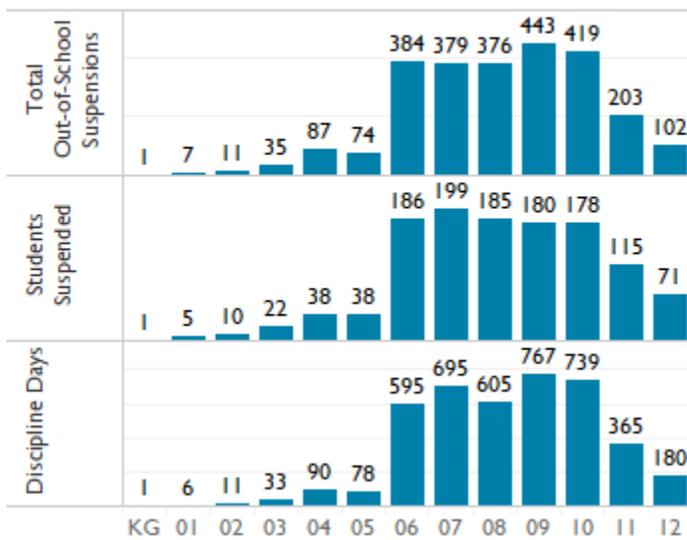
## By Grade

The graphics below show the grade distribution of events and suspensions in 2017-18.

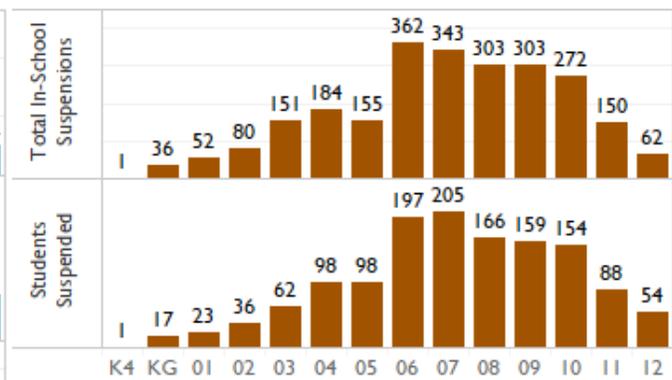
### Events by Grade 17-18



### OSS by Grade 17-18



### ISS by Grade 17-18

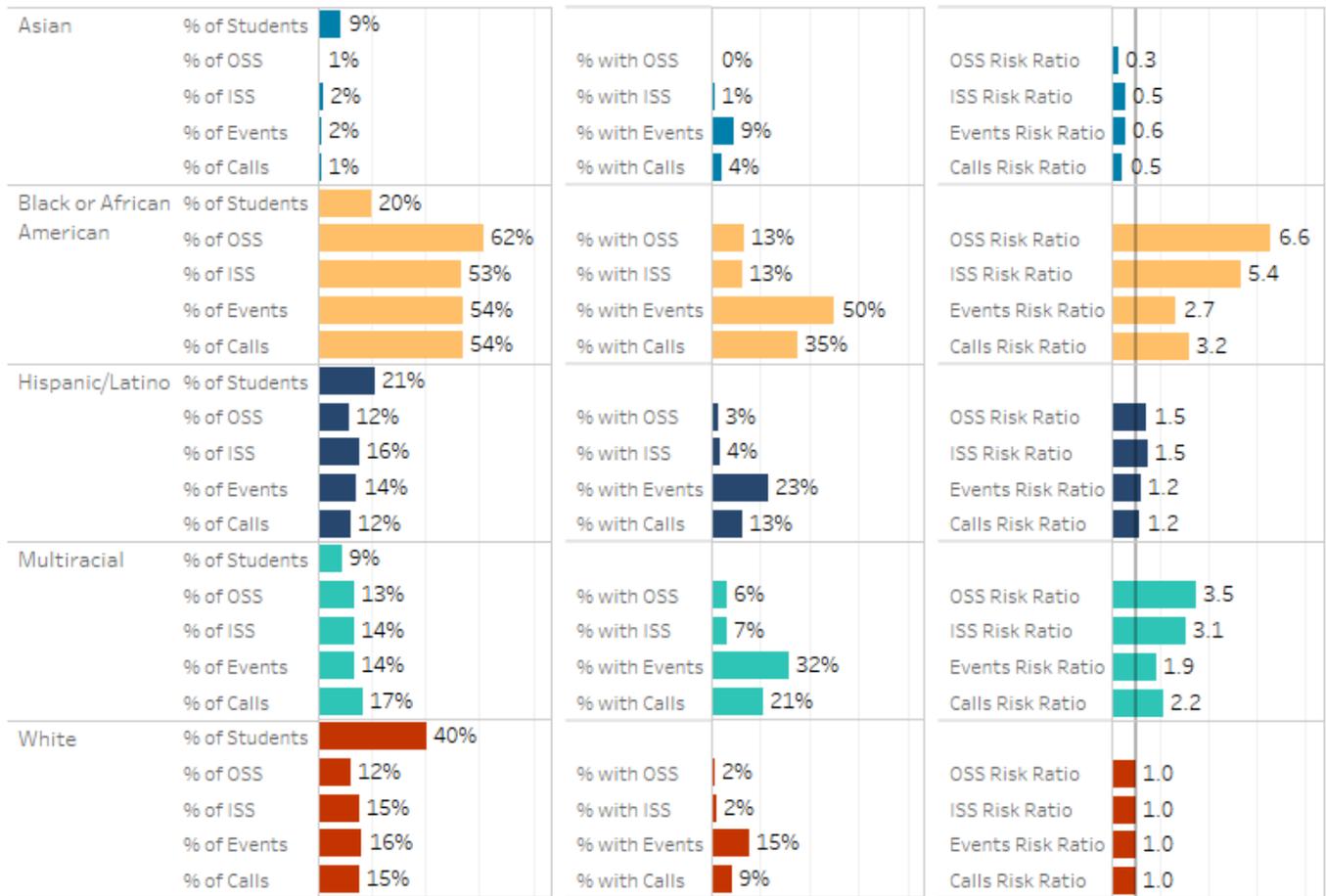


Recorded behavior events were highest in grades 2 and 8. Out-of-school suspensions peaked in grades 9-10 and in-school suspensions peaked in grades 6-7.

## Disproportionality Snapshot 2017-18

The graphic below presents disproportionality by racial/ethnic group across four types of recorded behavior interactions: out-of-school suspensions, in-school suspensions, behavior events, and behavior support calls. The graphic is organized by race/ethnicity. The first column shows first the percent of students identifying with the racial/ethnic group indicated, and then the percent of each of these types of behavior interactions associated with students identifying with that racial/ethnic group. The second column shows the percent of students identifying with that racial/ethnic group who had at least one of the indicated behavior interaction type. The third column shows their risk ratio relative to white students, which represents the relative likelihood of having at least one of the indicated type of behavior interaction recorded during the year.

For example, Asian students made up 9% of the district, received 1% of out-of-school suspensions, fewer than 0.5% of Asian students received an out-of-school suspension (rounded to zero). Asian students were 0.3 times as likely to receive an out-of-school suspension during the year relative to white students.



*Note: We monitor risk ratios and disproportionality for American Indian and Pacific Islander students internally. They do not appear in the graphic above to protect student privacy due to small student counts.*

African-American Students are 6.6 times more likely to receive an out-of-school suspension than their white peers and 5.4 times more likely to receive an in-school suspension. Although these risk ratios remain high, they improved from 2016-17, when they were 8.3 for out-of-school suspensions and 6.3 for in-school suspensions. Risk ratios for multiracial students also improved from year to year (from 3.8 to 3.5 in out-of-school suspensions and from 3.8 to 3.1 in in-school suspensions from 2016-17 to 2017-18).

The graphic below presents a three-year history of disproportionality across demographic groups.

