



Urbana Middle School

Behavior and Interventions Report
Scott Woods, Principal

URBANA

Restorative Practices

- ▶ All students have engaged in RP in some way.
- ▶ 136 students participated in formal, documented conflict circles.
- ▶ RP is a culture shift in how we work with and interact with students and students with peers and staff.
- ▶ Change in Restorative Practices Facilitator
- ▶ Implementing RP a focus of PD for 16–17 with an emphasis on RP in Advisory and developing more efficient systems.



UMS Referrals - 2015-16

- ▶ 3923 ODRs generated by 443 students
- ▶ 994 total students, 66% with 0-1 ODR

	Percent of Total ODRs n=3923*	Percent ODRs by Student n=443**
Special Education	36.8	24.8
6 th Grade	30.0	27.3
7 th Grade	43.3	39.9
8 th Grade	26.6	32.7

*This column shows the total number of ODRs by grade level and by students with IEPs. For example, 30.0% of all ODRs were assigned to sixth graders.

**This column shows the total demographic breakdown of the 443 individual students with at least one ODR. For example, 27.3 % of students who received at least one ODR were sixth graders.



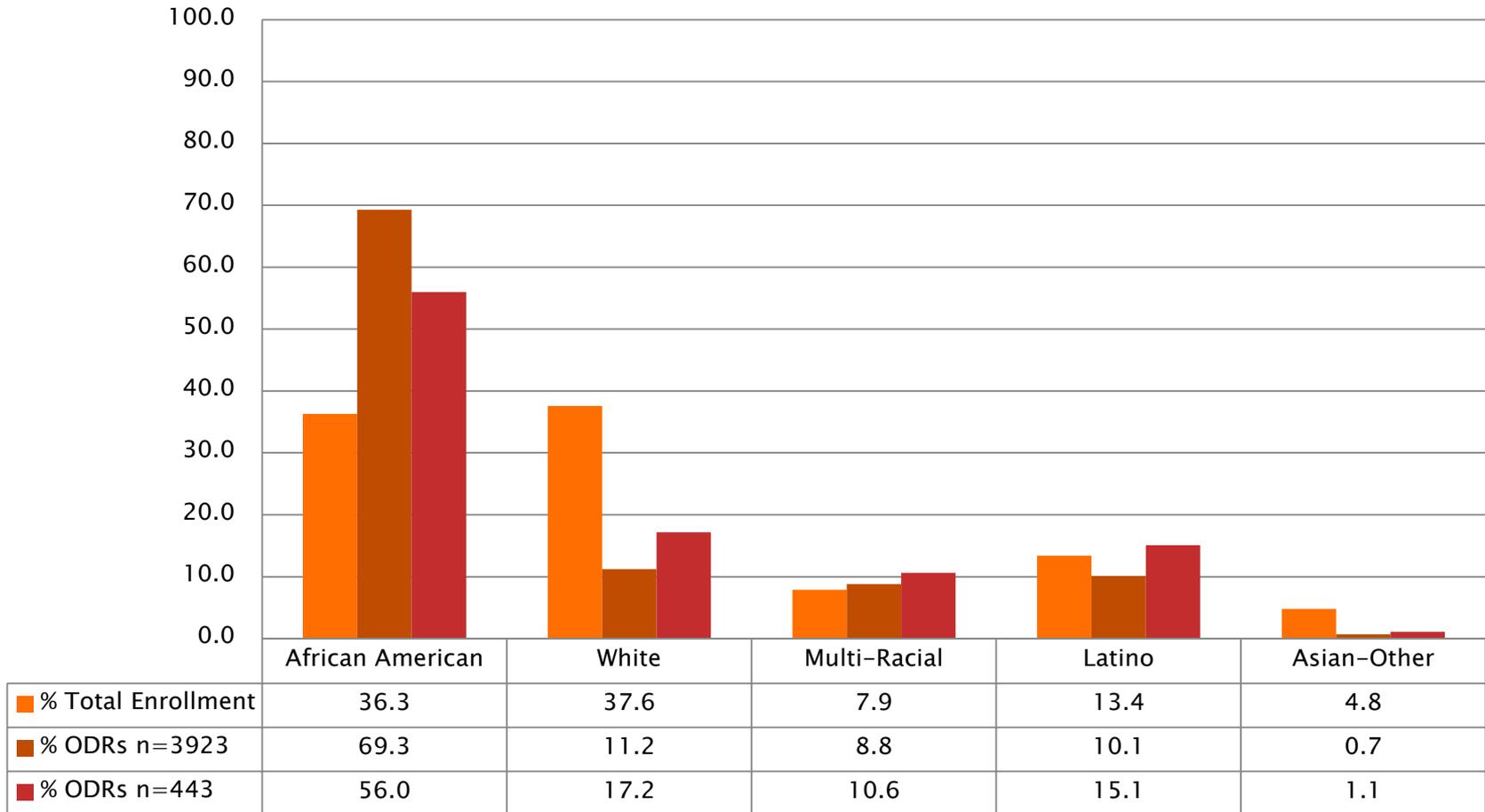
Top Referral Offenses

	% of Total	Reasons
1	48.7	Defiance (21.4) / Disruption (22.7) / Disrespect (4.5)
2	16.4	Tardy
3	11.2	Physical Aggression

This chart shows the top reasons for ODRs as a percentage of the total referrals.

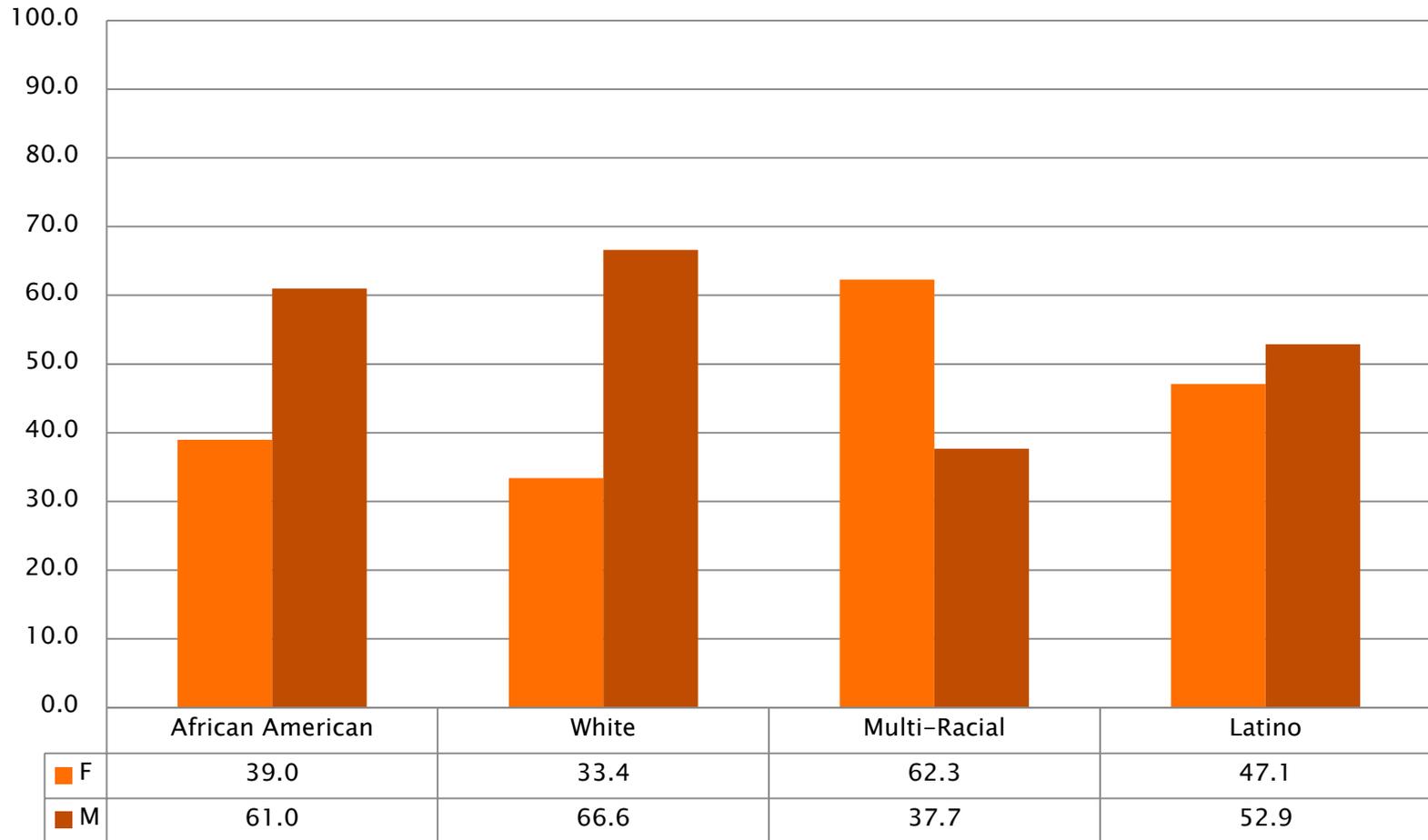


% of ODRs by Race



This graph shows the total enrollment by race and the percentage of ODRs by race. Additionally, the graph shows the percentage of students by race who have one ODR. For example, African American students are 36.3% of UMS's enrollment and 69.3% of all ODRs were for African American Students. Of all students with at least one ODR, 56.0% were African American.

% ODRs by Gender by Race



This graph shows the split between male and female by race of all ODRs (n=3923).

Chronic Behavior...

# of Students (% of total)	% of All ODRs	Total ODRs
663 (66.7)		≤ 1
125 (12.6)	75.1	≥ 10
61 (6.2)	52.0	≥ 20
28 (2.8)	31.0	≥ 30
10 (1.0)	15.0	≥ 40

This demonstrates that a relatively small percentage of students account for a high volume of disciplinary actions. For example, 28 students or 2.8% of all students were involved in 31% of all disciplinary infractions.

Conclusions...

- ▶ Universal systems continue to work for more than 70% of students.
- ▶ Disproportionality persists in our rates of ODRs and exclusionary consequences which highlights our need to pursue work around equity.
- ▶ The average length of individual exclusionary discipline practices has decreased by 25%.
- ▶ Actively targeting a relatively small percentage of chronic behavior students may net the greatest results.
- ▶ Alternatives to exclusionary consequences are needed in order to reduce time out of class and in-class disruptions.