Understanding School Behavior Data

To promote safe, respectful and productive learning environments that contribute to student success, Chicago Public Schools reports school-level data on behavior incidents, suspensions and expulsions. This information is available to everyone via the CPS.edu website.

Discipline data help schools develop effective practices to support students’ social and emotional needs. Best practice around school climate development demonstrates that the use of behavior data is critical to driving effective action planning and decision-making. School discipline practices are guided by the CPS Student Code of Conduct. Below, you’ll find guidance to help interpret behavior data.

### Reported Misconducts

- **The number of misconducts** shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct. This can be one indicator of how well schools document misconducts in the CPS data system and use behavior data for improvement. Misconducts classified as Groups 1-2 reflect minor disruptions such as leaving class without permission, Groups 3-4 misconducts include moderate behavior incidents such as fighting, and Groups 5-6 misconducts include serious or illegal behaviors such as engaging in gang activity.

###Suspensions

- **The total number of suspensions** shows the number of reported misconducts that result in a suspension. This may be one indicator of the overall climate of a school and the productivity of the learning environment. When over-used, suspensions can negatively impact student attendance, behavior, achievement and their connection to school. Note: larger schools may have higher numbers of suspensions than smaller schools. OSS indicates an out of school suspension and ISS indicates an in school suspension.

- **The number of suspensions per 100 students** shows the number of reported misconducts that result in a suspension for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. This can be one indicator of a school’s approach to discipline and how often suspensions are used.

- **Percent of misconducts resulting in suspensions** shows how often reported misconducts result in a suspension. This may be one indicator of whether the school offers effective social and emotional supports and alternatives to suspension. This may also reflect how thoroughly a school tracks and monitors behavior incidents and responses.

- **Average length of suspensions** shows the average number of days that students are suspended for each reported misconduct that results in a suspension. In general, the Student Code of Conduct directs schools to use suspensions as a last resort. Longer suspensions (5 days or more) are only for very serious behaviors incidents and shorter suspensions may be used for less disruptive behaviors.

### Expulsions

- **The total number of expelled students** shows the unique number of students who received an expulsion for a reported misconduct. Expulsions are issued after a hearing officer determines that a student engaged in behavior(s) that are the most seriously disruptive or illegal in nature and no other alternatives are appropriate. Students referred for expulsion may also be given the opportunity to participate in intervention and/or remediation programs in lieu of expulsion. These students are not counted in the overall number of expelled students.

- **The number of expulsions per 100 students** shows the number of unique expulsions for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are expelled.