



## **Monthly Discipline Disproportionality Report March 1, 2022- March 31, 2022**

The following is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2021-2022 school year. The monthly reporting associated with disproportionality for the 2021-2022 school year will focus on the following proactive approaches:

- Promote and provide resources to schools on alternatives to suspension including the Alternatives to Suspension Toolbox.
- Work with schools to make certain counseling and support services are utilized.
- Analyze and evaluate individual school data related to suspensions to determine best course of action to address disproportionality.
- Continue and expand book studies.
- Form district committees to identify, develop, and implement strategies to reduce suspensions.

### **Promote and Provide Resources to Schools on Alternatives to Suspension**

All discipline champions receive a monthly Why Race Matters update from the District Discipline Manager focusing on specific best practices to support positive student behavior. The March monthly update focused on preventative strategies to support positive behavior including using I statements, repeating requests, using start requests, using descriptive requests, and other best practices.

In collaboration with WI RtI Center and Dr. Markeda Newell, two self-paced modules within the Culturally Responsive Problem Solving for teams has been created and made available to all schools. The first two modules are on team readiness and reframing deficit mindsets. Two additional modules on identifying vulnerable decision points and interrupting bias are being created.

Children's Wisconsin has created cyberbullying modules and resources for grades 6-12 that are available to all MPS schools to utilize with their students. Student Discipline Committees are engaging in a cohort with Children's Wisconsin providing feedback and next steps.

### **Ensure Counseling and Support Services are Utilized by Schools**

The District Discipline Disproportionality (3D) Leadership Team met on March 3, 2022, to begin to look closer at root cause analysis at identified schools after conducting focus groups and gathering additional data metrics from the school. Some of the initial trends in the focus groups have included students looking for additional clubs and activities to participate in at school, increasing academic engagement in class, school lunch, and providing opportunities for increased student voice within school decision making.

Through March 31, 2022, there have been over 781 meetings of school-based Discipline Work Groups. Looking at March minutes submitted topics of discussion included data access and understanding, professional development needs, communication methods, specific strategies and systems for school climate.



The MPS Culture & Climate Toolkit outlines specific strategies for schools and individual staff members to utilize to support positive behaviors and school climate. The use of specific redirection strategies for classroom managed behaviors are documented within PLP Classroom Behavior notes. The total documented strategies for all year to date through March 31, 2022, can be found below.

Acknowledge verbally or tangibly	24289
Brain breaks	654
Behavior contract	469
Buddy classroom	2257
Community service	138
Collect property	1341
Go Guardian	456
Independent work	302
Mindfulness	618
Move their seat	2311
One-on-one conversation	29233
Proximity control	4799
Praise 5:1	178
Parent contact	21006
Planned ignoring	4209
Redirection	15367
Recovery area (within room)	1660
Restorative conversation	2362
Secret signal	143
Support staff consultation	9435
Self-monitoring	212
Reflection sheet	682



## Analyze and Evaluate Individual School Data Related to Suspensions to Determine Best Course of Action to Address Disproportionality

Below are all behavior events that led to an out of school suspension or a student services suspension across the district from March 1, 2022, through March 31, 2022, as documented in Infinite Campus. In March of 2019 there were 3,422 suspensions, compared to 3,193 in March 2022.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				8		1		9
Assault	8	1		40			1	50
Battery	6	3	5	57	1		1	73
Bullying	5	1	1	26		1		34
Burglary								
Chronic Disruption or Violation of School Rules	73	5	5	552	3	13	5	656
Disorderly Conduct	135	6	8	530	1	18	11	709
Endangerment of Physical Safety/Mental Well-being	20	2	3	166		3	5	199
False Fire Alarms	1			2				3
Fighting	81	8	8	669		10	9	785
Gambling	1			15		1		17
Gang Activity	1			1				2
Inappropriate Personal Property	5	1		20		2		28
Inappropriate use of electronic communication devices	5		1	62		2		70
Intent to Distribute Drugs/Alcohol/Meds				2				2
Leaving the Classroom Without Permission		1		8				9
Loitering				2				2
Other Substances/Materials	3		3	31		1	2	40
Personal Threat	6		1	75		3		85
Possession of Drug Paraphernalia	2			16		1		19
Possession of stolen property	1					1		2
Possession/Ownership/Use of Alcohol				2				2
Possession/Ownership/Use of Drugs	14		1	38			1	54
Possession/Ownership/Use of Gun				1				1
Possession/Ownership/Use of Weapon Other than Gun	4	1	2	26		3		36
Possession/Use of Fireworks				1				1
Reckless Vehicle Use				1				1
Robbery								



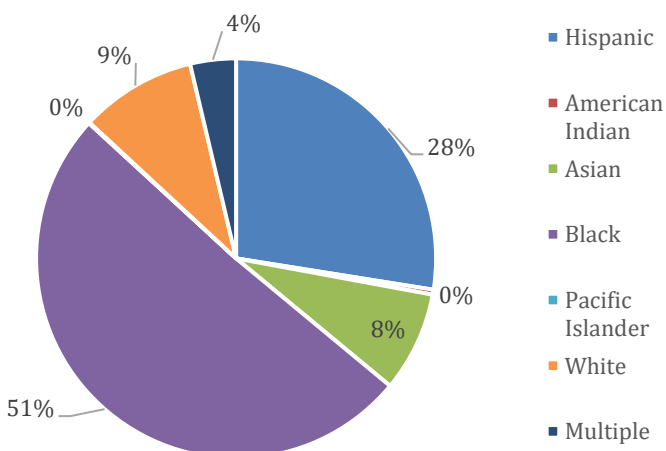
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Sexual Assault	3			13		1		17
Sexual Harassment	2	1		13				16
Skipping Class	1			5				6
Substantial Environmental Disruption	24	2	5	78		6		115
Theft	1			9		1	1	12
Trespassing				2				2
Use of Tobacco, Including Chewing	18	1	3	45		4	1	72
Vandalism	6			16		1		23
Verbal Abuse/Profanity/Harassment	8			30		3		41
<b>Grand Total</b>	<b>434</b>	<b>33</b>	<b>46</b>	<b>2562</b>	<b>5</b>	<b>76</b>	<b>37</b>	<b>3193</b>

The following alternatives to suspension were utilized by schools when handling discipline events.

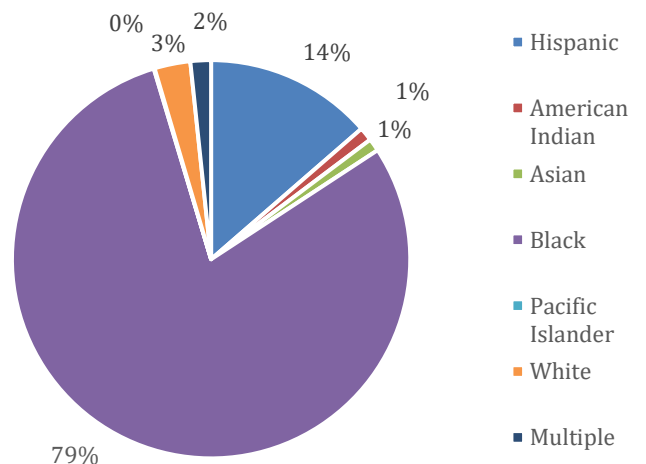
Alternatives to Suspension Utilized	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Conference	25	2	2	101		10	3	143
Counsel	265	14	16	1170	2	53	36	1556
Detention	9	1	4	64	1	3	1	83
Mediation	6			63			2	71
Referral BIT	5		1	10				16
Repairing Harm Circle	1	1		14		3	1	20
Restorative Conference	10			18	1		2	31

The following charts show district demographics and year to date disproportionality of suspensions through March 31, 2022.

**Student Demographics**



**Year to Date Suspension Events**





The following table displays suspension by grade level and race for March 2022.

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total for Grade
K4/K5	52			118		8	6	184
1	39	1	4	205		7	6	262
2	22	4	3	270		9	5	313
3	43	4		397		19	11	474
4	72	7	7	429		17	16	548
5	82	2	7	484	1	14	16	606
6	150	9	12	826	5	32	16	1050
7	161	11	17	1043	5	28	21	1286
8	220	21	5	992		37	26	1301
9	216	18	18	1117		19	12	1400
10	81	12	14	505	2	13	3	630
11	28	1	12	350		7	2	400
12	24	4	1	145		18	2	194



## **Book Studies**

On March 25, 2022, the third Leadership Experiences and Administrative Development Series (LEADS) with Courageous Conversations About Race (CCAR) occurred with all SSTs, Community Schools Coordinators, and central services coaches totaling over 87 individuals. This session focused on reflecting on the role of race in our K-12 experiences as a student and how that affects us in our role today as educational leaders.

Our District Equity Leadership Team (DELT) met with CCAR on March 8, 2022, focusing on the phases of DELT development, review of existing equity focused policies and practices, adaptive challenges vs. technical solutions, and identifying strategic partnerships in the work utilizing the Transformational Resistance model as equity leadership development.

All ten CCAR Practitioners presented their racial autobiography and equity statement to mentors at Courageous Conversations about Race to formally complete their practitioner's cohort. The team is now beginning the facilitators cohort starting with a book study with Beyond Courageous Conversations about Race, followed by self-paced modules and support from a CCAR mentor.

Book cohort with participants reading "These kids are out of control- why we must reimagine classroom management for equity" by Richard Milner has been organized and will begin in April.

Staff members who had read Pushout by Monique Morris attended a webinar "Countering Pushout: Skills to Support Black Girls" with Monique Morris, providing best practice on supporting Black girls in schools.

## **Form District Committee to Identify, Develop, and Implement Strategies to Reduce Suspensions**

The City-Wide Discipline Committee completed their work updating the language within the code of conduct for implementation in the 2022-2023 school year.

Across all traditional middle and high schools there have been over 199 meetings of the school-based Student Discipline Committee.

The next quarterly Community Conversation will occur on May 4, 2022, at 6:00 p.m.

### **Next Steps:**

Additional Courageous Conversations About Race LEADS and DELT series for school and district leaders.

Collaborate with schools with highest number of suspensions towards root cause analysis and next steps to support students and school climate.

Holding after school sessions of Courageous Conversations about Race collaboration for staff members to engage online across the district utilizing the protocols to hold conversations about why race matters in education and our community.

Fall Student Leadership Summit to occur virtually on April 21, 2022.