



Monthly Discipline Disproportionality Report April 1, 2022- April 30, 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 April monthly update focused on reframing deficit mindset and Culturally Responsive Problem Solving.

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

Ensure Counseling and Support Services are Utilized by Schools

The District Discipline Disproportionality (3D) Leadership Team met on April 7, 2022, to look at root cause analysis at the identified schools after conducting focus groups and gathering additional data metrics from the school. Some of the trends included creating a welcoming and caring physical environment in schools, acknowledging academic and behavior choices of students, increasing student voice in school, consistency of cell phone policy, increased hands-on learning, awareness of accessing support staff, opportunities for school spirit, additional activities and clubs, school wide and classroom community building, and opportunities for students to express themselves outside the traditional classroom setting. Formal recommendations for each school have been shared with school leaders as well as overall trends and recommendations shared across district departments.

Through April 30, 2022, there have been over 825 meetings of school-based Discipline Work Groups using data to address school climate and culture.



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 April 30, 2022, can be found below.

Acknowledge verbally or tangibly	27811
Brain breaks	727
Behavior contract	539
Buddy classroom	2718
Community service	154
Collect property	1505
Go Guardian	494
Independent work	351
Mindfulness	696
Move their seat	2572
One-on-one conversation	32972
Proximity control	5349
Praise 5:1	199
Parent contact	24096
Planned ignoring	4924
Redirection	17564
Recovery area (within room)	1883
Restorative conversation	2706
Secret signal	177
Support staff consultation	10955
Self-monitoring	240
Reflection sheet	812



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 April 1, 2022, through April 30, 2022, as documented in Infinite Campus. In April 2019, there were 2,695 suspensions compared to 3,064 suspensions in April 2022.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson	2			2				4
Assault	1	1		21		2	1	26
Battery	7	2	1	56		1		67
Bullying	4			31		2	1	38
Burglary								
Chronic Disruption or Violation of School Rules	77	7	9	505		11	5	614
Chronic Lack of Supplies	1							1
Disorderly Conduct	106	7	6	550	1	12	10	692
Endangerment of Physical Safety/Mental Well-being	20	1	4	169		1	2	197
False Fire Alarms				8				8
Fighting	82	3	10	660	1	14	11	781
Gang Activity				3				
Gambling	1			21				22
Inappropriate Personal Property	3		1	29				33
Inappropriate use of electronic communication devices	7			34		1	1	43
Intent to Distribute Drugs/Alcohol/Meds	1			1				2
Leaving the Classroom Without Permission	3			10		2		15
Loitering				2		1		3
Other Substances/Materials	10			54		1	1	66
Personal Threat	7		1	46		4	2	60
Possession of Drug Paraphernalia	4			10		1		15
Possession/Ownership/Use of Alcohol	1							1
Possession/Ownership/Use of Drugs	7			42		1		50
Possession/Ownership/Use of Gun				3				3
Possession/Ownership/Use of Weapon Other than Gun			1	26				27
Possession/Use of Fireworks	1			1				2
Reckless Vehicle Use				2				2
Robbery				2				2



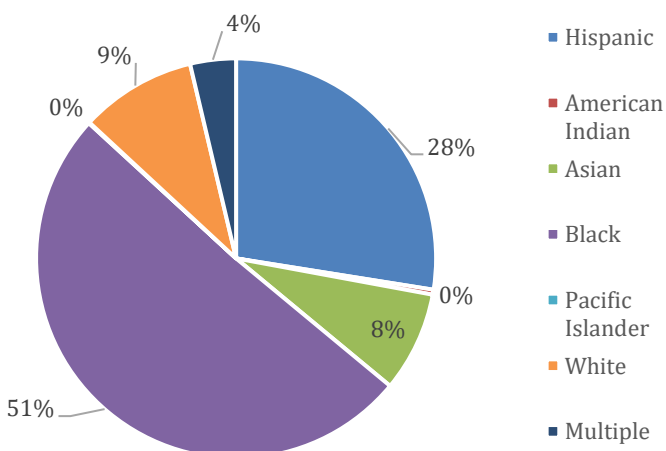
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Sexual Assault	1		2	9		2		14
Sexual Harassment	6			17			1	24
Skipping Class	1			5				6
Substantial Environmental Disruption	11	1	7	92			2	113
Theft	3			17				20
Trespassing				2				2
Use of Tobacco, Including Chewing	7			41			1	49
Vandalism	2		1	19		3		25
Verbal Abuse/Profanity/Harassment	9		1	21		2	1	34
Grand Total	385	22	44	2511	2	61	39	3064

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

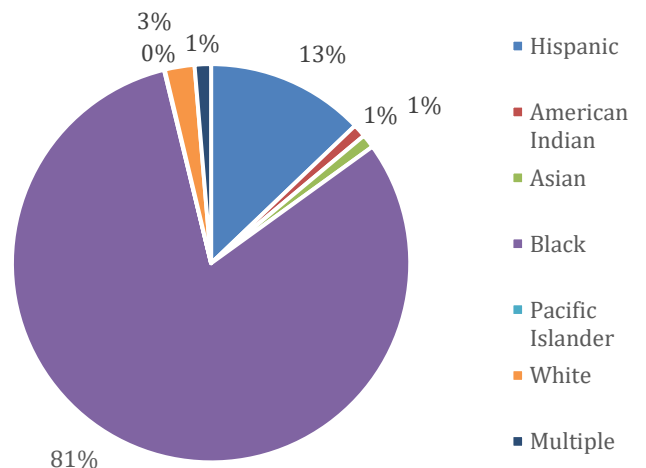
Alternatives to Suspension Utilized	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Conference	41	2		68		4	3	118
Counsel	198	20	24	1139	1	39	24	1145
Detention	21		2	81	1		1	106
Mediation	12	1	2	65	1	3	1	85
Referral BIT	5			7				12
Repairing Harm Circle	2			5				7
Restorative Conference	2			21		6		29

The following charts show district demographics and year to date disproportionality of suspensions through April 30, 2022.

Student Demographics



Year to Date Suspension Events





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

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total for Grade
K4/K5	4			9				13
1	5		1	29			2	37
2	6	1		46		1	1	55
3	10			75		4	2	91
4	14	1		118		1	1	135
5	22	1	1	153		5	5	187
6	41	3	8	309	1	11	3	376
7	79	3	12	439		14	8	555
8	61	5	4	348		3	7	428
9	74	3	7	580	1	7	5	677
10	42	4	8	213		8	2	277
11	21		2	141		5		169
12	6	1	1	51		2	3	64



Book Studies

On April 22, 2022, the fourth 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 90 individuals. Session focused on “creating culturally relevant schools and classroom” and had participants reflecting on leaders that have inspired them throughout their life and how the racial identities of these individuals have guided them as leaders today, using the ladder of inference in our work in interrupting racial bias, and how to learn more about racially diverse leaders in the world.

Our District Equity Leadership Team (DELT) met with CCAR on April 12, 2022, focusing on our personal educational leadership experience, practicing our skills utilizing protocols and framework within CCAR, embedding the CCAR Four Agreements within our leadership development, areas we are challenged to speak our truth and talk about race in leadership, as well as continue to look at district policies and practices through a lens of why race matters.

In April, 2022, additional sessions of CCAR Explorations for Central Services staff members was held with 220 staff members attending the all-day seminar. Since March 2021, over 2,800 staff members have attended.

CCAR collaboration sessions were held after school for staff members to meet virtually and practice the use of the protocols and framework to discuss the role of race in education and the world around us. Topics discussed included the Supreme Court nomination hearings and increasing counter-narrative storytelling in schools.

Book cohort with 34 participants reading “These kids are out of control- why we must reimagine classroom management for equity” by Richard Milner met twice in April.

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

Across all traditional middle and high schools there have been over 212 meetings of the school-based Student Discipline Committee.

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

The Spring Student Leadership Summit was held on April 21, 2022. There were over 150 students from all middle and high school Student Discipline Committees in attendance. Students self-selected a variety of student interest topics based on feedback from previous summits as well as monthly meetings. Breakout sessions included sessions on mental health, college readiness, financial planning, suicide awareness, cyber bullying, school community building, BLMA, gender inclusion, as well as other topics. Facilitators from each breakout captured student feedback and recommendations. Some of these included students’ feedback on barriers to access mental health support, importance of trusting relationships with adults, studying and academic preparation skills, recommendations for adults showing respect towards students, microaggressions they have observed, recommendations on the importance of learning more about personal finance, student perceptions on attending college, potential student leadership opportunities, among other ideas.



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Next Steps:

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.

CCAR Facilitators complete cohort and become certified facilitators and began to lead Explorations seminars throughout MPS.

End of year survey and recommendations collected from Discipline Champions across the district.

District Discipline Disproportionality Leadership Team end of year data assessment and action planning for 2022-2023 school year.

Update of Culture & Climate Toolkit and to include additional best practice for supporting positive student behavior based upon data and student focus group input.