



**Discipline Disproportionality Data and Action Steps
May 1- May 31, 2021**

Below is an update of activities and benchmarks aligned to the action steps associated with Resolution #05-14-5003 with the Office for Civil Rights.

Action Step 2- Early Identification of Students At-Risk for Behavioral Difficulties and Early Intervention

Ongoing implementation of the behavioral multi-tiered system of support continues districtwide to identify students at risk for behavioral difficulties. All schools are documenting behaviors and supports within PLP Classroom Behavior in Infinite Campus. School teams utilize this data to inform teacher practice, identify school-wide trends in behaviors, and to identify students at risk for early intervention. Documentation of data indicates that staff members are working with students with behavioral difficulties without having to resort immediately to disciplinary practices.

As of May 31, 2021, there were 1,764 documented Tier 2 behavior interventions and 227 Tier 3 behavior interventions across the district.

May Benchmark & Timeline:

By May 31, 2021, documented Tier 2 interventions will increase by 10%, supporting students identified for early intervention.

Outcome:

Benchmark met. This is an 13.4% increase from 1,555 Tier 2 interventions and a 25.4% increase from 181 Tier 3 interventions as of May 31, 2021.

Year to Date: All benchmarks met

Action Step 3- Outreach to Students

Throughout the year there were over 400 student discipline committee meetings across all traditional middle and high schools. Looking at topics we see over 110 meetings covered student recommendations regarding discipline, over 20 meetings looking at a specific topic within discipline policy, over 80 meetings looking at a lesson on race and social justice issues and over 200 meetings on a variety of other student selected topics. Some of these other topics included student experiences with COVID-19, election and voting rights, defining equity and antiracism, college requirements, and student leadership/student voice.

May Benchmark & Timeline:

Host the MPS Virtual Student Leadership Spring 2021 Summit for students from all Student Discipline Committees. Students will participate in two rounds of self-selected breakout sessions on a variety of topics including mental health, summer opportunities, financial planning, student leadership, interviewing skills, among others.



Outcome:

Benchmark met.

Report Summary:

On May 12, 2021 the district held its Virtual Spring Student Leadership Summit with 93 students engaged in a variety of high interest breakout sessions. In total there were 12 breakout sessions offered for students to select including sessions on resumes, summer opportunities in Milwaukee, mental health, stress, self-advocacy, and financial planning amongst other topics. At the conclusion of the summit students were asked to complete a short survey of their experience and next steps. Reviewing those survey results we found the following.

The top topics students would like to see at upcoming summits and within their school teams were:

- Jobs and internships
- Planning for college
- Mental health
- Race in Milwaukee
- Student leadership
- Financial planning

Looking at specific breakout sessions 95% of students indicated their session engaged their interest, 93% indicated the session providing opportunity for student voice, and 88% indicated their session provided clear next steps. At the conclusion of the summit students were asked what their one big takeaway and next step was with 32% of students indicated the experienced personal growth on the topic, 19% indicated they want to talk further with their peers on a specific topic, 14% indicated the want to do further research on the topic, and 13% indicated they want to continue the conversations with their school teams.

Year to Date: All benchmarks met

Action Step 4- Outreach to District Staff

All schools have a Discipline Work Group that meets monthly to analyze disproportionality data, identify specific strategies, and identify specific professional development and support for staff members and students. The district discipline manager continues to send a weekly email to discipline champions containing best practices, supports, and articles for reflection.

May Benchmark & Timeline:

By May 31, 2021, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month. All school teams will submit year-end recommendations to the district regarding discipline.

Outcome:

Benchmark met.



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Report Summary:

Throughout the 2020-2021 school year school teams held over 1,100 total Discipline Work Group meetings discussing discipline data and addressing specific next steps regarding discipline disproportionality.

All staff members had the opportunity to complete a short survey with reflections on discipline this past school year and recommendations moving forward on discipline and professional development needed. Results of survey will be reviewed by District Discipline Disproportionality Leadership Team in June.

Year to Date: All benchmarks met



Action Step 7- Staff Professional Development

The following is a sampling of professional development opportunities that were offered to staff members during March through the district’s Learning Management System (LMS).

Title	Audience	Enrollment
Courageous Conversations about Race Exploration	Hamilton	96
Courageous Conversations about Race Exploration	Obama SCTE	36
Courageous Conversations about Race Exploration	Washington	40
Courageous Conversations about Race Exploration	King Middle School	27
Courageous Conversations about Race Exploration	Roosevelt	30
Courageous Conversations about Race Exploration	Morse	31
Courageous Conversations about Race Exploration	Andrew S. Douglas	20
Courageous Conversations about Race Exploration	Lincoln Center of the Arts	33
Courageous Conversations about Race Exploration	Wedgewood	41

In the month of May, 354 staff members have attended the all-day Courageous Conversations about Race Exploration.

All participants complete a short survey and create a personal action step. Of all participants 89% agree or strongly agree the facilitator was effective, 89.9% agree or strongly agree the virtual platform worked for them, 84.8% agree or strongly agree that they are leaving the session with a better understanding of race and bias, and 88.4% indicated they could explain the Courageous Conversations about Race protocols to someone else.

May Benchmark & Timeline:

Provide sessions for middle and high school teachers to attend the Courageous Conversations about Race Exploration. All staff members who attend will be provided best practices and opportunities for additional support. Complete sessions for all regular education and special education teachers at traditional middle and high schools.

Outcome:

Benchmark met. All middle and high schools have attended the one-day Courageous Conversations about Race Exploration, with a total of 1,367 staff having attended.

Benchmark & Timeline:

Provide sessions for middle and high school teachers to attend the Courageous Conversations about Race Exploration. All staff members who attend will be provided best practices and opportunities for additional support. Complete sessions for all regular education and special education teachers at traditional middle and high schools.

Year to Date: All benchmarks met



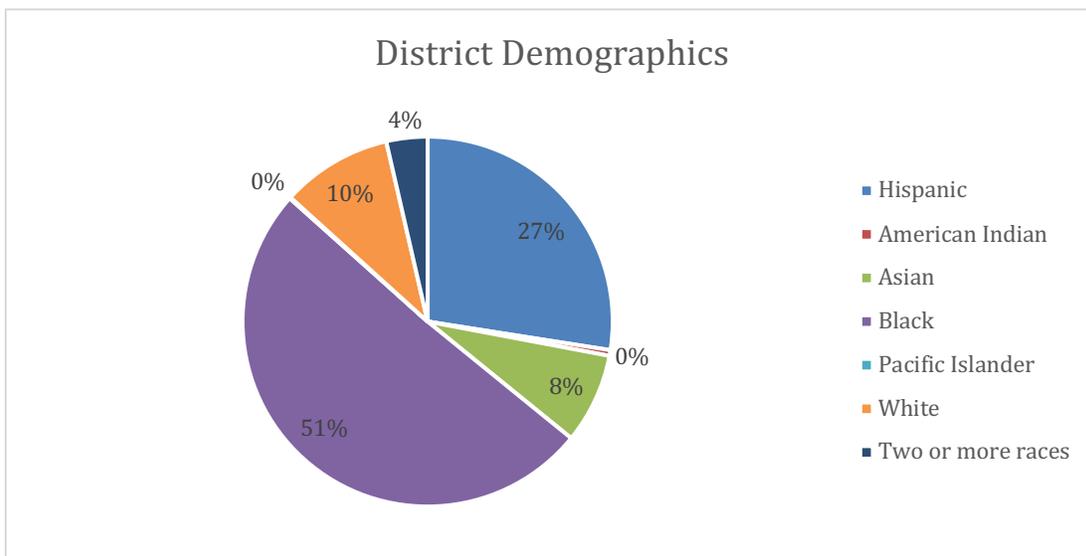
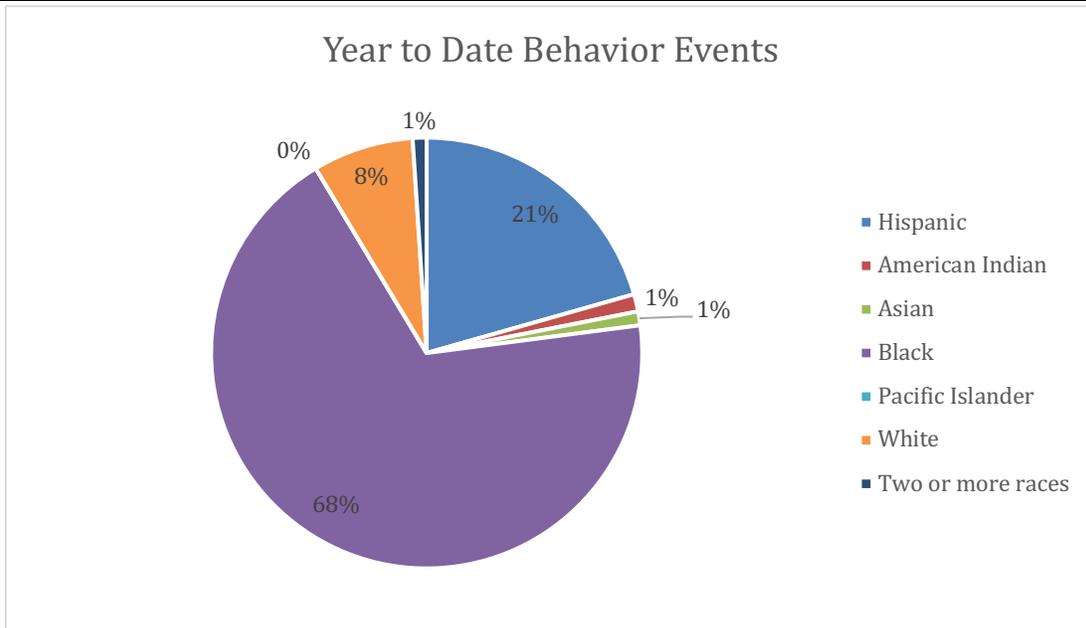
Action Step 9- Data Evaluation

Below are all behavior events and administrator resolutions documented across the district from May 1, 2021, through May 31, 2021. There were 260 referrals in which 350 events were found. As of May 31, 2021, there have been 806 behavior events year-to-date, as compared to 45,074 behavior events for the 2019-2020 school year.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Two or more races	May Total	April Total	Year to date	Administrator Resolution Used
Assault				6				6	2	8	1,18
Battery	3							3		3	6, 8, 9, 11, 17
Bullying (various reasons)	1			3		1	1	6	2	9	1,2,3, 18
Chronic Disruption	16	2	2	51		2	3	76	29	169	1,2,3,9,10,12,15,17,18
Disorderly Conduct	10			34		6	1	51	25	95	1,3,4,6,9,10,13,19,15,17,18
Endangerment	1		1	6		1		9	7	17	1,9,17,18
Fighting	23	1	1	105		6	2	138	30	168	1,2,3,9,17,18,19,20
Inappropriate Dress				2				2		5	3,9
Inappropriate Personal Property	1			8		1		10	2	19	1,3,9
Inappropriate use of electronics	1			4		1		6	8	139	2,3,9,10,11,17,18
Intent to distribute drugs/alcohol/meds									2	2	
Leaving classroom without permission	1			9		1		11	5	16	2,3,9,18
Other substances/materials									1	1	
Personal Threat				17		1		18	6	31	1,2,3,9,18
Possession/Use of Drugs	1			1				2	2	4	2,8,9,10,11,17
Possession/Use of a Gun										4	
Possession/Use of Weapon Other than Gun				3				3	2	7	11,17,18
Sexual Assault										1	
Sexual Harassment	1			2		2	1	6	4	12	1,3,9
Skipping Class	2			4		2		6		6	3,9
Substantial Environmental Disruption	1			10				11	6	26	1,3,9,18
Theft				1		2		3		3	9
Use of Tobacco, Including Chewing	2			4				6	2	14	1,2,3,9
Vandalism	1			2				3	1	5	9,18
Verbal Abuse/Profanity	4			9				13	7	42	1,2,3,9,10,18
Grand Total	69	3	4	281	0	24	8	389	143	806	



Resolution	Key Code	Resolution	Key Code
Alternative Virtual Instruction	1	Preliminary Expulsion Hearing	11
Conference	2	Referral- BIT	12
Counsel	3	Referral School Social Worker/ School Psychologist	13
CS Conference Scheduled	4	Remain Present School	14
Handled at Local Level	5	Suspension	15
IEP Review	6	Suspension Pending	16
Investigative Review	7	Virtual Discipline Process	17
Alternative School Reassignment	8	In process	18
Parent Contact	9	Restorative Conference	19
Police Involvement	10	Repairing Harm Circle	20





Action Step 10- Implementation Plan

On May 4, 2021, the District Discipline Disproportionality Leadership Team met and discussed school data as students have returned to school buildings.

The Wisconsin (WI) Disproportionality Network continues to offer an Educational Equity Leadership Series with a variety of local and national speakers on various topics on race and equity. Each session includes a presentation followed by an online discussion by participants. In May, the sessions offered included “*Children Learn More From What You Are Than What You Teach*” by Monique Liston, “*Belonging in a Polarized World*” by John Powell, “*Education for All in the Age of Racial Reckoning*” by Anton Treuer, and “*Race, Restorative Justice and Education*” by Fania Davis.

A variety of other opportunities were shared through discipline champions including new resources from PBS Wisconsin Education on supporting students talking about race, standard operating procedures and best practice for documenting behaviors and discipline, and podcasts discussing organization culture change towards antiracism.

A cross-departmental team attended a two-day online workshop with Facing History & Ourselves as an introduction to their work and activities designed to create space for reflection on our goals and needs in expanding critical work of race and history with students. The goal of the workshop was to explore together how understanding ourselves, understanding our students, understanding history, and understanding learning can help us all achieve our goals for our students, schools, and society.

All participants attending Courageous Conversations about Race Exploration receive a follow-up email from the district discipline manager with additional resources, best practices, and access to a networking site for all attendees to continue their exploration. Student Services held a year-end meeting with Courageous Conversations about Race Executive Director of Education to reflect on the year and discuss next steps towards a racial equity transformation throughout MPS. Additionally, a team of ten MPS staff members have begun their work with Courageous Conversations about Race becoming licensed practitioners of the framework. This team of practitioners has met with the vendor and has completed a book study of the Courageous Conversations about Race field guide. A series of eight self-paced modules will be completed throughout June and July.



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May Benchmark & Timeline:

Creation of best practices for classroom universal supports across various approaches including PBIS, restorative practices, mindfulness, and others.

Integration of disproportionality best practices within the 2021-2022 School Improvement Plans (SIP).

Outcome:

Benchmark met.

The MPS universal supports guidance and best practices was updated to include aspects of PBIS, restorative practices, culturally responsive practices, trauma sensitive practices, mindfulness, and antiracism. This has been shared with all discipline champions and is integrated within guidance to schools and staff members for the 2021-2022 school year.

Goal 7 of the 2021-2022 School Improvement Plan looks to address disproportionality of discipline throughout the district. Specific tasks have been added for all schools to engage in through the continuous improvement process and monitored by the Discipline Work Group throughout the 2021-2022 school year. School teams select a research based best practice to address disproportionality and create action steps and tasks throughout the year and monitor implementation as a team.

Year to Date: All benchmarks met