



Monthly Discipline Disproportionality Report January 1, 2022- January 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. This work is aligned to Resolution #05-14-5003 with the Office for Civil Rights. The monthly reporting associated with disproportionality for the 2021-22 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. January's monthly update focused on the classroom strategies including verbal acknowledgement, one-on-one conversation, parent contact, among other strategies staff members can utilize when handling classroom-managed behaviors.

With virtual learning occurring for two weeks, all Discipline Champions were provided resources for staff members to build a classroom community and positive climate virtually as well as strategies specifically geared toward virtual learning. Discipline Champions also received best practices and information on returning students to in-person learning including community building, setting expectations, and practicing in-person procedures in all settings.

Ensure Counseling and Support Services are Utilized by Schools

The District Discipline Disproportionality (3D) Leadership Team met on January 6, 2022, to review December discipline data by race, behavior, and school. This month the team focused on discussing next steps for the schools with the highest number of suspensions. In February small groups will begin visiting the schools to hold focus groups with students, focus groups with staff members, make observations and engage school leadership and teams in data dives and root cause analysis.

On January 20, 2022, a mid-year data assessment was held with members of the District Discipline Disproportionality Leadership Team to look at district-wide behavior and discipline data through half the school year. Data analyzed by race, gender, location, time, school, and other metrics. A team with members from a variety of departments reviewed the data and identified several next steps that include, supporting administrators use of "counseling" as part of the discipline process, analysis of behavior intervention data at the school level, supporting staff members new to classroom management, surveying staff and students at schools with increasing suspensions, and continuing to discuss why race matters in education.



Through January 31, 2022, there have been over 575 meetings of school-based Discipline Work Groups. Looking at all minutes submitted some of the most common themes occurring include proper documentation of behaviors and interventions, themes of disproportionality, and specific next steps to address concerns. Looking at specific strategies and next steps the most common theme was providing professional development to staff, addressing the school’s PBIS framework, support groups for identified students, setting and reteaching expectations, and acknowledging student behavior through a positive lens.

The MPS Culture & Climate Toolkit has been shared with Discipline Champions, school leaders, and in Thursday Updates. The toolkit outlines specific strategies for schools and individual staff members to utilize to support positive behaviors within the PBIS framework, Restorative Practices, Trauma-Sensitive Schools, and other approaches to 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 January 31, 2022, can be found below.

Acknowledge verbally or tangibly	16,217
Brain breaks	486
Behavior contract	351
Buddy classroom	1,434
Community service	89
Collect property	880
Go Guardian	320
Independent work	214
Mindfulness	441
Move their seat	1,668
One-on-one conversation	20,958
Proximity control	3,518
Praise 5:1	124
Parent contact	14,737
Planned ignoring	2,904
Redirection	10,775
Recovery area (within room)	1,169
Restorative conversation	1,682
Secret signal	80
Support staff consultation	6,162
Self-monitoring	153
Reflection sheet	469



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 January 1, 2022, through January 31, 2022, as documented in Infinite Campus. There were 1,182 suspensions in January 2022, compared to 2,543 suspensions in January 2020.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson								
Assault	1			12				13
Battery	6			31			2	39
Bullying				4				4
Burglary								
Chronic Disruption or Violation of School Rules	34	4	2	198		6	3	247
Disorderly Conduct	47	4	5	143		9	4	212
Endangerment of Physical Safety/Mental Well-being	6	1	1	81		1	4	94
False Fire Alarms								
Fighting	34	1	1	269		1	6	312
Gambling				2				2
Inappropriate Personal Property				7				7
Inappropriate use of electronic communication devices	4	1	1	24		1	1	32
Intent to Distribute Drugs/Alcohol/Meds								
Leaving the Classroom Without Permission				2				2
Loitering				6				6
Other Substances/Materials	5			14				19
Personal Threat	5			23		1		29
Possession of Drug Paraphernalia	2			4				6
Possession of stolen property				1				1
Possession/Ownership/Use of Alcohol	1							1
Possession/Ownership/Use of Drugs	3	1		12		1		17
Possession/Ownership/Use of Gun	1			10				11
Possession/Ownership/Use of Weapon Other than Gun	1			10				11
Possession/Use of Fireworks	2							
Reckless Vehicle Use				2				2
Robbery								



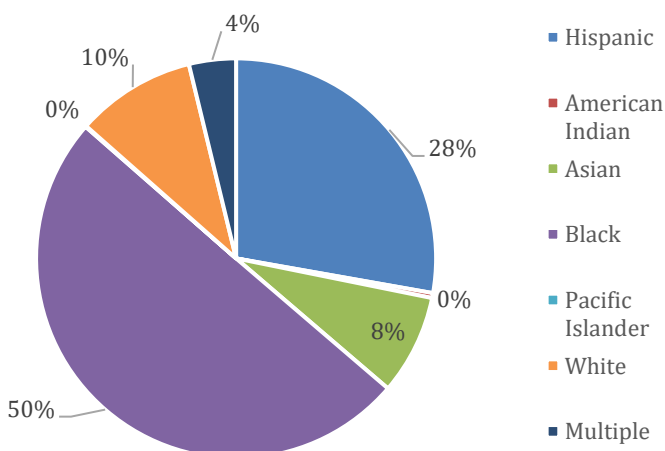
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Sexual Assault				1				1
Sexual Harassment	1			3				4
Skipping Class	1			9				10
Substantial Environmental Disruption	16	1	1	29		3		50
Theft	1			5				6
Trespassing				5				5
Use of Tobacco, Including Chewing	2		1	14		1		18
Vandalism	2			9				11
Verbal Abuse/Profanity/Harassment	1			18				19
Grand Total	175	13	12	938		24	20	1182

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

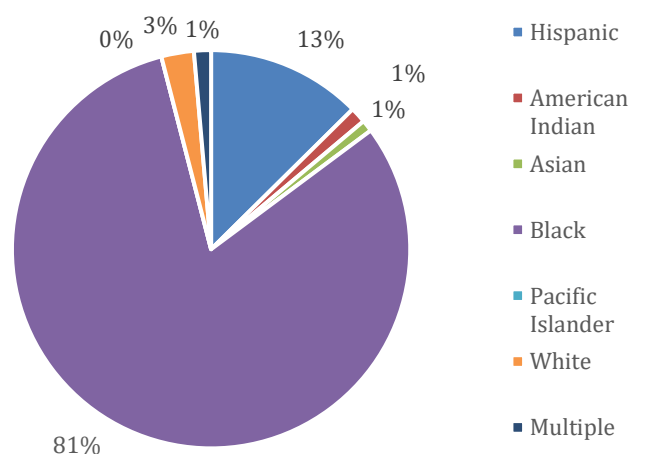
Alternatives to Suspension Utilized	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Conference	11	1	1	20		5	1	39
Counsel	57	6	8	381		12	11	475
Detention	4		2	21		1		28
Mediation	4			22		2		28
Referral BIT				1				1
Repairing Harm Circle	1			10			1	12
Restorative Conference	2			4				6

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

Student Demographics



Year to Date Suspension Events





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

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total for Grade
K5								
1				5				5
2		2		9				11
3	7			14		1		22
4	3			37			3	43
5	8			42		1	1	52
6	17			88		5	2	112
7	19	2	1	116		3	3	144
8	24	1	1	128		3	4	161
9	66	2	4	265		4	5	346
10	19	6	5	99		5	2	136
11	9		1	95		2		107
12	3			40				43



Continue and Expand Book Studies

Courageous Conversations about Race Explorations sessions were held for teachers at identified elementary schools. In January a total of 450 staff members attended, with a total of 1,280 throughout the 2021-2022 school year and a total of 2,635 staff having attended since March 1, 2021, when our first seminar occurred.

On January 14, 2021, the first Leadership Experiences and Administrative Development Series (LEADS) with Courageous Conversations about Race occurred with all SSTs, Community Schools Coordinators, and central services coaches totally over 150 individuals. This is a six-part series working to develop individuals deeper understanding of the Courageous Conversations about Race framework and work towards integrating into our practices throughout the district. The first session focused on our passion, practice and persistence with racial equity in education.

Individuals reading *Pushout* by Monique Morris completed their book study discussing ramifications of her work within MPS. Additional book studies are being planned for the remainder of the school year.

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

Our final code of conduct focus group held with community organizations including MICAH, Black Educators Caucus, Anti-Racist White Educators, LIT, and MAPSE. We will begin our work groups in February with a variety of staff members, administrators, students, and community members looking at feedback from focus groups and making recommendations on updates to the code of conduct.

Across all traditional middle and high schools there have been over 150 meetings of the school-based Student Discipline Committee. Analyzing all Student Discipline Committee meetings from September 2021 through January 2022 students have engaged in conversations on a variety of topics within equity, school climate, school community, and social justice issues. The most common themes from student discussions involved school climate and culture and the overall learning environment. Climate and culture discussions were on topics such as racism and colorism; dress code enforcement; perceived treatment of some students; anti-LGBTQ+ rhetoric; and school spirit. Discussions on learning environment included locked bathrooms; access to drinking water; school lunches; substitute teachers; and overall staffing.

Looking at student recommendations across all Student Discipline Committee meetings the most dominant themes included student behavior and communications. Ideas for addressing student behavior included instituting a system of incentives for positive behavior, re-teaching expectations, restorative practices and conflict management tactics, and a variety of strategies for getting at the root cause of student behavior through conversation, counseling (peer and professional), and interventions for mental health. Suggestions for improving communication of district/school policies included involving students in communications efforts, reviewing handbooks with students and staff regularly, and various strategies for communicating about the existence of safe spaces.

The next quarterly Community Conversation will occur on February 9, 2022, at 6PM.



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Next Steps:

Hold citywide code of conduct work group analyzing focus group recommendations and making appropriate updates to district code of conduct.

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

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

Pushout documentary viewing with school nurses followed by discussion around implications for their work.