



**Monthly Disproportionality Report- Resolution with Office for Civil Rights (OCR)
December 1- December 31, 2020**

Below you will find an update of activities and benchmarks aligned to the action steps aligned to Resolution #05-14-5003 with the Office of Civil Rights. Due to the winter break, all data and other information are updated as of December 22, 2020. Action steps 1, 6, and 8 are considered met until the district receives feedback from the Office of 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 December 31, 2020, there were 683 documented Tier 2 behavior interventions and 84 Tier 3 behavior interventions across the district.

December Benchmark & Timeline:

By December 31, 2020, documented Tier 2 interventions will increase by 10% supporting students identified for early intervention.

Outcome:

Benchmark met. This is a 52% increase from 405 Tier 2 interventions and a 27% increase from 59 Tier 3 interventions on November 30, 2020.

January Benchmark & Timeline:

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

Action Step 3- Outreach to Students

During December, middle and high schools held virtual Student Discipline Committee meetings with minutes and discussions submitted online.

The first Student Leadership Summit was held virtually on December 11, 2020. Students participated in breakout sessions on topics including virtual bullying awareness, job readiness/career exploration, teenage stress, embracing student voice, suspension effectiveness, college readiness, student recommendations about transitioning to hybrid learning, student recommendations for antiracist education, and other topics.



December Benchmarks & Timeline:

By December 31, 2020, 200 students will participate in the Student Leadership Summit, with 100% of students engaged in breakout sessions and providing feedback on next steps to the district.

Outcome:

Benchmark met. There were 158 students who participated in the Student Leadership Summit.

Report Summary:

As part of the post-summit survey, 50% of participants rated their breakout session “very good” and 35% rated their breakout session “good.” The top take-aways from the students were opportunities to talk to peers at other schools, continued personal growth, and learning about implementing specific strategies with school leadership. Surveying participants on conversations held at their Student Discipline Committee 48% indicated they have discussed relationship building in virtual learning, 34% have discussed disciplinary practices at school, 34% have discussed the role of race in our lives and school, among other topics.

January Benchmark & Timeline:

By January 31, 2021, 100% of traditional middle and high schools will submit evidence validating two virtual Student Discipline Committee meetings occurred in which specific student recommendations and student-interest topics were discussed.

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.

December Benchmark & Timeline:

By December 31, 2020, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month.

Outcome:

Benchmark met. As of December 31, 2020, 131 out of 131 schools district-wide submitted evidence validating their Discipline Work Group met during the month.

Report Summary:

Some of the topics discussed included creating a space for staff to engage in conversations about race, professional development needs, engaging student and family voice, ensuring data documentation accuracy, relationships between students and staff members, instructional strategies being used, and specific strategies to redirect behaviors in the virtual classroom.



January Benchmark & Timeline:

By January 31, 2021, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month.

Action Step 5- Outreach to Community Members

On Wednesday December 9, 2020, from 6:00-7:00 p.m., the district held its first of four community conversations discussing district climate and student voice. There were 22 MPS facilitators and 247 participants including administrators, school staff, families, and community members in attendance. Three hot topics from the November session of bullying, mental health supports, and school counseling were covered with an opportunity for participants to ask additional follow up questions. Participants also learned about a variety of community building strategies being utilized across the district to create a virtual classroom community for all students. A discussion was held in the chat around some of the best practices being conducted at schools to build a community with students. The session was recorded, and all facilitators are following up on any questions not addressed. The next community conversation is scheduled for Wednesday, January 13, 2021.

Through a grant in collaboration with the Wisconsin Humanities Council, Project Community CARE (Collaboration Around Racial Equity), the district will be launching a variety of activities throughout the 2020-2021 school year. In collaboration with Black and Latino Male Achievement, the 53206 Initiative, and the Department of Strategic Partnerships and Customer Service a community viewing of short clips of *Milwaukee 53206*, followed by a solutions-based panel discussion is scheduled for Wednesday January 20, 2021. Emphasis will be placed on highlighting some of the opportunities occurring throughout the 53206 zip code.

December Benchmark & Timeline:

By December 31, 2020, we will hold our December community conversations.

Outcome:

Benchmark met.

January Benchmark & Timeline:

By January 31, 2021, we will hold our January community conversations and documentary viewing of *Milwaukee 53206*.



Action Step 7- Staff Professional Development

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

Title	Audience	Enrollment
Antiracist Lens Universal Supports	School Psychologists	14
Understanding the Role of Race	Parkview staff	41
Disproportionality: Talk About Race	District Staff	21
Equity in Action: Deep Dive into Building Cultural Competence	Hi-Mount	25
Coalition of Anti-Racist & Restorative Educators (C.A.R.E.): 3 e-PD Series	Community Schools	60
Disproportionality: Vulnerable Decision Points	District Staff	12
Community Building Community of Practice	District Staff	25
Role of Bias in Discipline	District Staff	71

December Benchmark & Timeline:

By December 31, 2020, the five-part professional development series *Antiracist Universal Supports* will culminate with all participants completing the check for understanding and actionable next steps.

Outcome:

Benchmark met.

January Benchmark & Timeline:

Begin second cohort of staff members engaged with the Antiracist Lens Universal Supports professional development series.

Increase enrollment in all self-guided professional development opportunities.



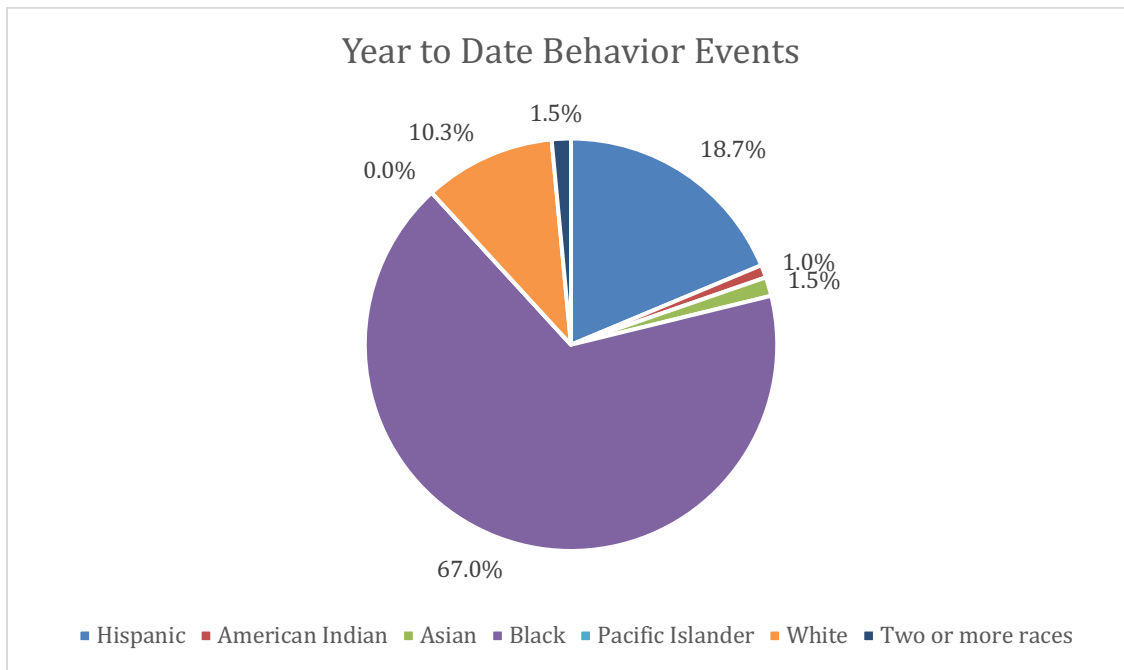
Action Step 9- Data Evaluation

Below are all behavior events and administrator resolutions documented across the district from December 1, 2020, through December 31, 2020. There were 25 referrals in which 28 events were found. As of December 31, 2020, there have been 203 behavior events year-to-date and 24,752 year-to-date during the 2019-2020 school year.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	December Total	November Total	Year to date	Administrator Resolution Used
Bullying Due to Sex										1	
Bullying Reason Unknown										1	
Bullying Other Reason											
Chronic Disruption				8		1		9	19	56	9,18
Disorderly Conduct				1				1	5	14	3
Endangerment of Physical Safety/Mental Well-being									2	2	
Inappropriate Dress										1	
Inappropriate Personal Property									1	3	
Inappropriate use of electronic communication devices	6			6				12	11	83	1,2,9,17,18
Other Substances/Materials										1	
Personal Threat										4	
Possession/Ownership/Use of Drugs									1	1	
Possession/Ownership/ Use of a Gun										4	
Possession/Ownership/Use of Weapon Other than Gun									1	2	
Sexual Assault										1	
Sexual Harassment										1	
Substantial Environmental Disruption				1				1		8	18
Use of Tobacco, Including Chewing										3	
Vandalism				1				1		1	18
Verbal Abuse/Profanity/Harassment	3			1				3	2	16	1,9,13,18
Grand Total	9			18		1		28	42	203	



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



Action Step 10- Implementation Plan

The December 1, 2020, District Discipline Disproportionality Leadership Team met and discussed school data and Discipline Work Group meeting minutes. Specifically, the team discussed supporting school teams understanding data analysis, student and staff member supports needed, the role of bias and race, virtual learning engagement, and the upcoming Community Conversations.

Cohorts of staff members reading Glenn Singleton’s *Courageous Conversations About Race* held two additional meetings covering a chapter of the book and completing related activities at each session. There are currently 32 administrators and 16 central services staff members participating in the cohorts. December’s sessions focused on the four agreements for having conversations on race and practicing using the Courageous Conversation Compass while engaged in conversations on race.



Two cohorts of school-based staff members reading Ibram X. Kendi’s book *How to be an Antiracist* held an additional two meetings and discussed specific activities educators can engage in towards becoming antiracist. A discussion was held around topics laid out by Ibram X. Kendi including the role of empathy, the role of policies causing disparities between racial groups, and how society manufactures fear of Black bodies.

Staff members at Starms School participated in two additional meetings based on Bettina Love’s book *We Want To Do More Than Survive*. This concluded the book study with eight members of their staff, who all completed a post survey of their growth in understanding the role of race in education and growing towards becoming an abolitionist teacher as laid out by Dr. Love in her book.

Carver has started a book cohort with Courageous Conversations about Race led by Principal Hinds. They are taking the discussion and activities from the administrator cohort and engaging school staff in reading the book and going through the same activities.

A cohort of 15 staff members are meeting weekly to listen to and discuss the six episodes of the podcast *By Every Measure*, featuring Reggie Jackson and Tarik Moody, and created in collaboration with Radio Milwaukee.

A dialogue continues between the Courageous Conversations group and Glenn Singleton to look into a variety of professional development cohorts to continue and expand the work of Courageous Conversations proposals. These proposals include creation of a MPS Courageous Conversations Cabinet, an advanced cohort of staff engaged in a 6-part LEADS professional development, virtual Beyond Diversity seminars, and development of district-based Courageous Conversations certified facilitators.

Additionally, there will be a planned district-wide professional development on the role of bias relative to discipline. This professional development will be conducted by each school’s discipline champion. Discipline champions will attend a “train the trainer” session with the district discipline manager to learn about conducting this professional development with all staff members.

December Benchmark & Timeline:

By December 23, 2020, school psychologists will engage in two additional sessions of *Antiracist Universal Supports*, completing cohort 1 of the five-part series. 100% of participants will complete the check for understanding, with specific steps highlighted for action.

Outcome:

Benchmark met.

By December 23, 2020, the cohort will complete all six episodes of *By Every Measure* podcast and discuss actionable next steps for expansion of this work through the district.

Outcome:

Benchmark met.



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January Benchmark & Timeline:

Complete 6-part series with Parkview staff members on the role of race in my life and creating an antiracist classroom community.

Begin 6-part series with Milwaukee French Immersion staff members on *Brave Space for Race* meeting twice per month, with two sessions held in January.