

MDHR Update January 2020

Goal 1: Subjective Reasons for Suspension

After the end of the first semester, 18.1% of suspensions this year have been for subjective reasons (Disruptive, Disorderly, Insubordination). This is up 3% from the overall from last year of 15.1%. Of the DDI referrals resulting in suspension this year, 82% of them were from the elementary level. We have made more progress at both the middle and high school levels, ranging from 8 - 9% suspensions for DDI.

Goal 2: Percentage of Overall Population with One or More Suspensions

The percentage of students with one or more suspensions is 3.9% at the end of the first semester. This is on-track to be a reduction from last year, with the percentage ending the year at 9.8%. However, we do have some of the same students who have been suspended more than once. Our greatest reduction has been at the Middle School, with 20 fewer suspensions from semester 1 this year compared to semester 1 last year.

Goal 3: Black Student Suspensions

We are at 54% black student enrollment, and 85.9% black student suspensions at the end of the first semester, which is a significant gap of 31.9%. This is up from the end of the prior year (ending the year with a gap of 28%). We have had zero suspensions of American Indian, Asian, or White students at the middle and high school levels so far this year, and black student suspensions dropped by 15 students at the middle school, when comparing semester 1 of last year with semester 1 of this year. However, we maintained or increased suspensions for black students at the elementary and high school levels.

Goal 4: Special Education Student Suspensions

We are at 14% Special Education enrollment, and 37.5% of our out of school suspensions are for students with an IEP after the first semester. This is a 23.5% gap, which is up significantly since our ending point at the end of last school year (with an 11.6% gap). Suspensions of students with an IEP at the middle school has dropped across the board for all instructional settings (I, II, III), with a total reduction of 8.7% of suspensions for students with an IEP at the middle school when comparing semester 1 of last year with semester 1 of this year. Unfortunately, we have not seen similar trends at the elementary or high school levels.

Summary

Overall, we are seeing some positive trends at the middle school level, in terms of race, special education, and reduction of suspensions for subjective reasons. In addition to district-wide measures, we have implemented some significant changes at the middle school this year that we believe is beginning to have an impact (new block schedule, revised Problem Solving Team structure, weekly admin meetings to examine the data, increased utilization of student voice). We are also seeing a continued overall reduction of the percentage of students with one or more suspensions across the district. However, our trend data indicates we are continuing to either maintain or increase the racial gap at the elementary and high school levels.