



St. Francis Area Schools ISD#15
Suspension and Expulsion Reduction Plan
Progress Update
February 2020

The Goal of St. Francis Area Schools is to decrease disproportionality in discipline for students of color and students with disabilities, and to have suspensions and expulsions be considered as a last resort for all students in the district.

District level Discipline Data Review

The efforts at all levels of the school district to increase awareness of suspensions and alternatives to suspensions has continued. District administration continues to focus on early intervention, participation of parents in the discipline process, and alternatives to suspension for all students.

While there is still much work to be done regarding suspensions of students, current data suggests that the district is trending in the right direction. The significant decreases in suspensions across almost all measurement categories for the district is positive. The initial trend data from last year indicated positive results. The trend data now shows that the last two years have seen significant reductions in suspensions of students across almost all categories.

Number of Disciplinary Actions - District Counts by Race/Ethnicity

For this section of the report, please refer to Addendum #1. The district is using the suspension data for the 2016-17 school year as the baseline, since that is the year prior to the implementation of suspension reduction strategies. As the attached data chart indicates, the suspension rates for students continues to dramatically decrease. This is exactly what we were hoping to achieve. Some of the notable data points are as follows:

- The total number of disciplinary actions for the 2018-19 school year was 134. This is a decrease of 74% from the base year of 2016-17.
- The most dramatic decline in disciplinary actions for the 2018-19 school year for an individual racial/ethnic group was that of Black students. The decrease is now at 94%, compared to the 16-17 school year. Suspension incidents have decreased from 139 to just 9.
- The total number of disciplinary actions for the 2018-19 school year for the American Indian population was 5. This is a decrease of 79% from the base year of 2016-17, when we experienced 24 suspension incidents.
- The total number of disciplinary actions for the 2018-19 school year for Multi-racial students was 7. This is a decrease of 85% from the base year of 2016-17.

- The total number of disciplinary actions for the 2018-19 school year was 8 for the Hispanic population. This is a decrease of 62% from the base year of 2016-17.

In addition to the district administration reviewing the results, the district continues to have a teacher-led team which is taking a deeper dive into the numbers. The district has implemented a Network Improvement Community (NIC). The NIC is composed of teachers who have dedicated their professional development activities for the last two years to the topic of culturally and linguistically responsive teaching and positive behavior systems. This group will use the current DIRS data within their work and further analyze the results.

Number of Disciplinary Actions - District Counts by Grade

For this section of the report, please refer to Addendum #2. The district is using the suspension data for the 2016-17 school year as the baseline, since that is the year prior to the implementation of suspension reduction strategies. As the attached data chart indicates, the suspension rates for students continues to dramatically decrease. This data reflects the frequency of suspensions, but categorized by the age of the students. Some of the notable data points are as follows:

- Middle school and high school continue to have significantly more suspensions than students in the elementary grades. This data is consistent with state data as well.
- In grades K-5, the total number of suspensions in our baseline year was 39 incidents. In the following year (2017-18) the incidents dropped by 61.5%. For the 2018-19 school year the incidents declined by almost 77% compared to the base year, for a total of 9 suspension incidents.
- In grades 6-8, the total number of suspensions in our baseline year was 228 incidents. In the following year (2017-18) the incidents dropped by 60.1%. For the 2018-19 school year the incidents declined by 77.2% compared to the base year, for a total of 52 suspension incidents.
- In grades 9-12, the total number of suspensions in our baseline year was 245 incidents. In the following year (2017-18) the incidents dropped by 38.4%. For the 2018-19 school year the incidents declined by 70.2% compared to the base year, for a total of 73 suspension incidents.
- For all grades, the total number of suspensions in our baseline year was 512 incidents. In the following year (2017-18) the incidents dropped by 49.8%. For the 2018-19 school year the incidents declined by 73.8% compared to the base year, for a total of 134 suspension incidents.

Number of Incidents - District Counts by Incident Type (reason)

For this section of the report, please refer to Addendum #3. The district is using the suspension data for the 2016-17 school year as the baseline, since that is the year prior to the implementation of suspension reduction strategies. As the attached data chart indicates, the total suspension rates for students continues to decrease. Certain categories of discipline incidents are increasing in total counts, while others are decreasing. Some of the notable data points are as follows:

- As noted previously, the total number of suspension related incidents continues to decline, from 547 incidents in 2016-17 to 283 incidents in 2018-19.
- Over the course of the last five years, the three DIRS Categories of discipline 'offenses' which are the most frequent (or have the highest percentage of the total) are:
 - Disruptive/Disorderly - averaging 35% of all incidents.

- Fighting - averaging 12% of all incidents.
- Threat/Intimidation - Averaging 11% of all incidents.
- The trends for some individual categories are varied. Four behavioral categories are trending down, meaning they are becoming less frequent in the outcome being suspension. Those four categories are:
 - Disruptive/Disorderly - From 225 down to 64
 - Harassment - From 49 down to 11
 - Threat/Intimidation - From 69 down to 10
 - Verbal Abuse - From 24 down to 5
- Four behavioral categories are trending up, meaning they are becoming more frequent in the outcome being suspension. Those four categories are:
 - Fighting - From 38 up to 55
 - Illegal Drugs - From 10 up to 28
 - Tobacco/Vaping - From 14 up to 33
 - Assault - From 19 up to 36

Continuation of Strategies for Improvement

1. The district continues to be actively involved in the MDHR subcommittee and task force teams. Specifically, district staff continue with the work of the DIRS Task Force.
2. The district has made significant improvements in being able to use our Alpine Student Data System to more easily identify and analyze student suspension data by race, ethnicity and disability. This newly modified system now has the capability to capture student data and identify trends that were not possible or were extremely cumbersome with the previous systems.

Addendum #1

Number of Disciplinary Actions - District Counts by Race/Ethnicity

For purposes of this report, a disciplinary action is defined as an out of school suspension for one day or more, expulsion or exclusion.

Note: A student will be counted multiple times if multiple disciplinary actions occurred.

ST. FRANCIS AREA SCHOOLS

Year	American Indian		Asian/ Pacific Islander		Black		Hispanic		White		Multi Race		Total		
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change	
14-15	18		*		49		30		157		29		288		Estimate of total count (to account for minimal cell size in any category)
15-16	15		5		101		18		228		27		394		
16-17	24		*		139		21		276		48		513		Estimate of total count (to account for minimal cell size in any category)
17-18	*	Decline in incidents, compared to 16-17 Base data	*	0% No change in incidents, compared to 16-17 Base data	82	-41% Decline in incidents, compared to 16-17 Base data	12	-43% Decline in incidents, compared to 16-17 Base data	129	-53% Decline in incidents, compared to 16-17 Base data	27	-44% Decline in incidents, compared to 16-17 Base data	260	-49% Decline in incidents, compared to 16-17 Base data	Estimate of total count (to account for minimal cell size in any category)
18-19	5	-83% Decline in incidents, compared to 16-17 Base data	6	50% Increase in incidents, compared to 16-17 Base data	9	-94% Decline in incidents, compared to 16-17 Base data	8	-62% Decline in incidents, compared to 16-17 Base data	99	-64% Decline in incidents, compared to 16-17 Base data	7	-85% Decline in incidents, compared to 16-17 Base data	134	-74% Decline in incidents, compared to 16-17 Base data	

* To protect student privacy, any cell with a count of less than 5, including 0, is filtered and replaced with an *. If any cell is filtered, then the TOTAL is also filtered.

Number of Disciplinary Actions - District Counts by Grade

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St. Francis Area Schools

Year	Grade K-5		Grade 6-8		Grade 9-12		Total		
	Number of incidents	% Change	Number of incidents	% Change	Number of incidents	% Change	Number of incidents	% Change	
14-15	9		116		159		284		
15-16	12		180		202		394		
16-17	39		228		245		512		Baseline data for comparison and measuring change
17-18	15	-61.5%	91	-60.1%	151	-38.4%	257	-49.8%	Percentage of change from 16-17 to 17-18
18-19	9	-76.9%	52	-77.2%	73	-70.2%	134	-73.8%	Percentage of change from 17-18 to 18-19

