



Minnesota Department of Human Rights
Student Discipline Disproportionality Report
February 1, 2020

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Plan Intended Outcome: Our intended outcomes for The Plan are to reduce the overall number and the disproportionality of Out-of-School suspensions for all students in grades K-12.

THE PLAN: Baseline Data and Intended Outcomes

Baseline data for the Wayzata Public Schools Education Plan (The Plan) are from the 2017-18 end-of-year DIRS data. The baseline data does not include exclusions or expulsions as there were none in the 2017-18 school year. The data represent Out-of-School Suspensions (OSS) of one day or more as reported in the DIRS system.

The total number of OSS in 2017-18, was 188 across grades K-12. With a total student population of 11,574 as of October 1, 2017, this is a risk ratio of 1.6 OSS per 100 students. East Middle School (4.4) and Wayzata High School (3.2) had the highest risk ratios.

When looking at the data by Racial/Ethnic Group, our data from 2017-18 show that Black students had a risk ratio of 8.8 OSS per 100 students. This was 8.0 times the rate of White students, who were suspended at a rate of 1.6 OSS per 100 students and 29.3 times the rate of Asian students, who were suspended at a rate of 0.3 OSS per 100 students. Multiracial students had a risk ratio of 2.9. This was 2.6 times the rate of White students and 9.7 times the rate of Asian students. Hispanic students had a risk ratio of 2.3 OSS per 100 students. This was 2.1 times the rate of White students and 7.7 times the rate of Asian students.

Risk ratios for Special Education students in 2017-18 showed that they were suspended at a rate of 6.8 OSS per 100 students. This was 5.7 times the rate of Non-Special Education students.

The most frequent reason for OSS in 2017-18 was Disruptive/Disorderly Conduct/Insubordination at 50 incidents. The second most frequent reason was Fighting at 44 incidents.

Intended Outcome

Our intended outcomes for The Plan are to reduce the overall number and the disproportionality of Out-of-School suspensions for all students in grades K-12.

PLAN IMPLEMENTATION: Steps Taken to Implement the Education Plan

Between September 1, 2019 (date of the last report) and February 1, 2020, the following steps were taken by the district.

The district hired an Equity Coordinator, who started September 2019. Ongoing throughout the 2019-20 school year, the coordinator is conducting cultural competency training for the district leadership council and all teaching staff at each school in the district. The training includes five sessions spread throughout the year.

- Session 1: Video/Processing
- Session 2: Cultural Competence/Behaviors Vocabulary
- Session 3: Cultural Behaviors Continuum
- Session 4: Cultural Behaviors Link to Classroom
- Session 5: Asset vs. Deficit Framing

The Equity Coordinator and the Executive Director of Teaching and Learning will work together to assess the success of the training sessions and build a plan for future work using the newly established Wayzata Public Schools Reimagine Minnesota Action Plan.

The District Discipline Committee collected self-report data from each site on the extent to which their Site Team is implementing the eight Site Team responsibilities as outlined in The Plan. Each action is listed below with a summary of the self-report data.

Action	Status
A. Establish, define, teach and model school-wide behavioral expectations that are representative of the local community and cultures.	All elementary and middle schools teach expected behavior. The high school uses Top 20 strategies in the classroom.
B. Retain/refine the existing methods and/or develop and implement a consistent system to be used by staff to provide positive reinforcement and acknowledgement for students who demonstrate positive behaviors.	All schools provide acknowledgement at the classroom, grade/team, and/or school-wide level.
C. Retain/refine the existing methods and/or develop and implement a specialized support system for students who do not demonstrate behaviors consistent with school-wide expectations.	All buildings implement personalized behavior interventions for students in need. All elementary buildings have staff that teachers can go to for consultation on student behavior needs. Two middle school use specific processing forms for students who have not demonstrated expected behavior.
D. Retain/refine the existing methods and/or develop and implement a system to support decisions based on data related to student progress, effective behavioral practices and screening for students requiring behavioral supports.	All buildings described a process to review individual student data and develop individual interventions as needed. Some also explained that they meet monthly or quarterly to review school-wide behavior data and identify patterns.
E. Use a continuum of evidence-based practices that are integrated and aligned to support behavioral success for all students.	All buildings reported that they use a range of interventions to support student behavior needs. Some shared that they use district intervention resources as part of their process, such as identifying Umbrella Behaviors and intervention matching forms. The high school has developed a Canvas page which lists a range of interventions available at the high school that all teacher can access.

F. Use a team-based approach to support effective implementation, progress monitoring and evaluation of outcomes. Evaluation of outcomes will occur for individual students as appropriate and for the school as a whole quarterly.	Most buildings reported that they use data to track progress of individual students receiving intervention. Some also shared that they review school-wide behavior data weekly, monthly and/or quarterly.
G. Ensure school personnel receive appropriate training, as determined by site and district professional development teams, on one or more of the following: implicit bias, cultural competency, de-escalation techniques, conflict resolution, and age-appropriate responses to behavior to ensure implementation of the District's corrective action strategies.	Staff in all buildings are participating in the district cultural competency training sessions this year. A number of buildings reported that they have also provided training to their staff in bias, de-escalation and age-appropriate responses to behavior.
H. Coordinate efforts within the school to evaluate policies and practices, which may lead to disparate outcomes in suspensions, and make changes as appropriate.	Most elementary buildings are planning to make changes to policies and practices when reviewing school-wide behavior data in the future. Secondary buildings and one elementary building provided examples of where they have made changes to practices after reviewing school-wide behavior data.

The District Discipline Committee met on November 13, 2019. At the meeting, the committee reviewed the 2018-19 End-of-Year DIRS data and the summary of the Site Team responsibilities self-report. After reviewing the DIRS data, the determined they would like to continue to clarify definitions and categorization of behaviors reported to DIRS to create more consistency across buildings. In addition, the committee separated into small groups to discuss how they are implementing the Site Team responsibilities at their site. They were then asked to individually reflect on what they believe is going well at their building and on one thing they learned that that they would like to add or change to the actions of their Site Team.

Summary Data: Mid-Year Data Comparison 2018-19 and 2019-20

During the first half of the 2018-29 and 2019-20 school years, there were no exclusions or expulsions in the Wayzata district for grades K-12. Thus all the information reported in this section refers to suspensions only.

Number of Out-of-School Suspensions of 1 Day or More (OSS) by Site

2018-19 Mid-Year DIRS Data

	OSS count ≥ 1 Day	Total Enrolment	Mid-Year Risk Ratio	Full Year RR Estimate
Meadow Ridge Elementary (803)	1	887	0.1	0.2
Oakwood Elementary (807)	1	564	0.2	0.4
Plymouth Creek Elementary (810)	1	714	0.1	0.3
Sunset Hill Elementary (808)	1	667	0.1	0.3
Wayzata Central Middle School (053) & ALC (953)	7	1,321	0.5	1.1
Wayzata East Middle School (052) & ALC (952)	11	742	1.5	3.0
Wayzata West Middle School (051)	4	758	0.5	1.1
Wayzata High School (050) & ALC (049)	46	3,551	1.3	2.6
Total	72	11,873	0.6	1.2

2019-20 Mid-Year DIRS Data

	OSS count >= 1 Day	Total Enrolment	Mid-Year Risk Ratio	Full Year RR Estimate
Birchview Elementary (804)	2	439	0.5	0.9
Oakwood Elementary (807)	1	497	0.2	0.4
Plymouth Creek Elementary (810)	1	675	0.1	0.3
Sunset Hill Elementary (808)	2	676	0.3	0.6
Wayzata Central Middle School (053) & ALC (953)	3	1,320	0.2	0.5
Wayzata East Middle School (052) & ALC (952)	8	684	1.2	2.3
Wayzata West Middle School (051)	12	746	1.6	3.2
Wayzata High School (050) & ALC (049)	61	3,650	1.7	3.3
Total	90	12,077	0.7	1.5

Reviewing data from the first half of 2019-20 to the first half of 2018-19, the total number of OSS increased from 72 to 90. The mid-year risk ratio increased from 0.6 in 2018-19 to 0.7 in 2019-20, a 17% increase.

There were zero OSS in the first half of 2019-20 at five out of nine elementary schools. The mid-year risk ratio decreased from 2018-19 to 2019-20 for Central Middle School (0.5 to 0.2) and East Middle School (1.5 to 1.2). The mid-year risk ratio increased for West Middle School (0.5 to 1.6) and High School (1.3 to 1.7).

Out-of-School Suspensions (OSS) of 1 Day or More - By Reason and Demographic Group

2018-19 Mid-Year DIRS Data

	Asian	Black	Hispanic	Multi Race	White	Not Special Ed.	Special Ed.	Total
Alcohol	0	0	0	0	1	1	0	1
Arson	0	0	0	0	0	0	0	0
Assault	0	0	0	0	2	0	2	2
Attendance	0	1	0	0	0	1	0	1
Bullying (all forms except cyber bullying)	0	0	0	0	0	0	0	0
Computer	0	0	0	0	0	0	0	0
Controlled Substance (prescription)	0	0	0	0	2	2	0	2
Cyber Bullying	0	0	0	0	1	0	1	1
Disruptive/Disorderly Conduct/Insubordination	0	0	1	0	1	0	2	2
Extortion	0	0	0	0	0	0	0	0
Fighting	0	6	1	3	11	15	6	21
Harassment	0	0	0	0	3	3	0	3
Illegal Drugs	0	0	0	0	4	4	0	4
Other	0	0	0	0	1	1	0	1
Terroristic Threats	0	1	0	0	3	2	2	4
Theft	0	0	0	0	0	0	0	0
Threat/Intimidation	1	6	1	1	4	4	9	13
Tobacco	1	2	0	0	11	12	2	14
Vandalism/Property Related	0	0	0	0	0	0	0	0
Verbal Abuse	0	0	0	0	0	0	0	0
Weapon	0	0	2	0	1	1	2	3
Total	2	16	5	4	45	46	26	72
Total WPS K-12 Enrollment as of Oct 1 2018	2,458	839	499	650	7,411	10,947	926	11,873
Mid-Year Risk Ratio	0.1	1.9	1.0	0.6	0.6	0.4	2.8	0.6
Full Year Risk Ratio Estimate	0.2	3.8	2.0	1.2	1.2	0.8	5.6	1.2

Out-of-School Suspensions (OSS) of 1 Day or More - By Reason and Demographic Group

2019-20 Mid-Year DIRS Data

	Asian	Black	Hispanic	Multi Race	White	Not Special Ed.	Special Ed.	Total
Alcohol	0	1	0	0	5	6	0	6
Arson	0	0	0	0	0	0	0	0
Assault	0	4	1	0	2	4	3	7
Attendance	0	0	0	0	0	0	0	0
Bullying (all forms except cyber bullying)	0	0	0	0	1	1	0	1
Computer	0	0	0	0	1	1	0	1
Controlled Substance (prescription)	0	0	0	0	0	0	0	0
Cyber Bullying	0	0	0	0	1	1	0	1
Disruptive/Disorderly Conduct/Insubordination	0	1	0	1	4	4	2	6
Extortion	0	0	0	0	0	0	0	0
Fighting	0	17	0	3	9	24	5	29
Harassment	1	0	0	0	5	6	0	6
Illegal Drugs	0	4	0	2	12	14	4	18
Other	0	0	0	0	1	1	0	1
Terroristic Threats	0	0	0	0	0	0	0	0
Theft	0	0	0	0	1	0	1	1
Threat/Intimidation	0	3	0	1	4	5	3	8
Tobacco	0	1	0	0	1	1	1	1
Vandalism/Property Related	0	0	0	0	1	1	0	1
Verbal Abuse	0	0	0	0	1	1	0	1
Weapon	0	0	0	1	0	1	0	1
Total	1	31	1	8	49	71	19	90
Total WPS K-12 Enrollment Jan 2020	2,570	857	503	687	7,443	11,084	993	12,077
Mid-Year Risk Ratio	0.0	3.6	0.2	1.2	0.7	0.6	1.9	0.7
Full Year Risk Ratio Estimate	0.1	7.2	0.4	2.3	1.3	1.3	3.8	1.5

The most frequent reason for OSS in the first half of the year in 2018-19 was Fighting (21). In the first half of 2019-20 the number of OSS for Fighting *increased* by 8 to 29. Other sizable changes from the first half of 2018-19 to 2019-20 were a decrease in the number of OSS for Threats from 13 to 8, and an *increase* in the number of OSS for Disruptive/Disorderly Conduct/Insubordination from 2 to 6. In addition there were notable changes in the number of OSS for Tobacco and Illegal Drugs. The number for Tobacco decreased from 14 to 1, and the number for Illegal Drugs *increased* from 4 to 18.

Disaggregation of the data by Race/Ethnicity Group show that the risk ratio (number of OSS per 100 students) decreased for Hispanic students (1.0 to 0.2), Special Education students (2.8 to 1.9), and White students (0.7 to 0.6). The risk ratio *increased* for Black students (1.9 to 3.6) and Multi-Race students (0.6 to 1.2).

The disproportionality of OSS between Special Education students and Non-Special Education students decreased from 7.0 times more likely to receive OSS in the first half of 2018-19 to 3.2 times more likely to receive OSS in the first half of 2019-20.

The disproportionality of OSS between Hispanic students and White students decreased from 1.7 times more likely to receive OSS during the first half of 2018-19 to being less likely to receive OSS in the first half of 2019-20.

The disproportionality of OSS between Black students and White students *increased* from 3.2 times more likely to receive OSS during the first half of 2018-19 to 5.1 times more likely to receive OSS in the first half of 2019-20.

The disproportionality of OSS between Multi-Race students and White students *increased* from receiving OSS at the same rate as White students during the first half of 2018-19 to being 1.7 times more likely to receive OSS in the first half of 2019-20.

After reviewing the mid-year OSS data for the 2019-20, the following areas of concern were identified.

- The number of OSS for Fighting and Illegal Drug increased.
- The significant increase in OSS disproportionality between Black and White students.
- The increase in overall OSS at West Middle School and the High School.

Changes Implemented

The 2019-20 Mid-Year DIRS data analysis will be shared with the building principals, superintendent and the Teaching and Learning Committee of the School Board. The Executive Director of Teaching and Learning and the Director of Research and Evaluation will work directly with West Middle School and High School administration to determine the reason for the increase in OSS, create a plan to address the increase, and schedule periodic check-ins with each administrative team.