



Minnesota Department of Human Rights
 Student Discipline Disproportionality Report
 February 1, 2021

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INTENDED OUTCOMES/GOALS

The goal of the Wayzata Public Schools Education Plan is to reduce the overall number and the disproportionality of Out-of-School suspensions for students in grades K-12. Given feedback from the Minnesota Education Equity Partnership (MNEEP) received in January 2021, we have also included the goal to specifically focus on reducing the disproportionality between White students and Black/African American students overall and by gender.

BASELINE DATA

Wayzata Public Schools Education Plan (The Plan) was agreed upon in July 2018 by the district and the Minnesota Department of Human Rights (MDHR). As part of The Plan, the district established baseline data using the 2017-2018 end-of-year suspension information entered into the Discipline Incident Reporting System (DIRS). The data represent Out-of-School Suspensions of one day or more. When baselines were initially established, data were disaggregated by Race/Ethnicity and Special Education Status (Table 1). In January 2021, additional baselines were calculated in which the data were disaggregated by gender for Black/African American students and White students (Table 2).

Table 1: Out-of-School Suspensions (OSS) of 1 Day or More - By Race Ethnicity
 2017-18 Full-Year DIRS Data

| Reason for Suspension | Asian | Black/African American | Hispanic/Latinx | Multi Race | White | Total |
|---|--------------|------------------------|-----------------|------------|--------------|---------------|
| Alcohol | 1 | 1 | - | 2 | 3 | 7 |
| Arson | - | 1 | - | - | - | 1 |
| Assault | - | 4 | - | - | 3 | 7 |
| Bullying (all forms except cyber bullying) | - | - | - | 1 | - | 1 |
| Computer | - | - | - | - | 2 | 2 |
| Controlled Substance (prescription) | - | - | - | - | 1 | 1 |
| Disruptive/Disorderly Conduct/Insubordination | 2 | 18 | 3 | 5 | 22 | 50 |
| Fighting | 2 | 22 | 2 | 1 | 17 | 44 |
| Harassment | - | 3 | - | - | 2 | 5 |
| Illegal Drugs | 1 | 6 | 3 | 2 | 8 | 20 |
| Other | 1 | 5 | 1 | 1 | 2 | 10 |
| Terroristic Threats | - | - | - | 1 | 1 | 2 |
| Theft | - | - | - | - | 3 | 3 |
| Threat/Intimidation | - | 5 | 1 | 4 | 6 | 16 |
| Tobacco | - | 1 | 1 | - | 7 | 9 |
| Verbal Abuse | - | 3 | - | - | 2 | 5 |
| Weapon | - | 2 | - | - | 3 | 5 |
| Total | 7 | 71 | 11 | 17 | 82 | 188 |
| Total WPS K-12 Enrollment as of Oct 1 2017 | 2,292 | 808 | 487 | 592 | 7,388 | 11,574 |
| Risk Ratio (Count per 100 students) | 0.3 | 8.8 | 2.3 | 2.9 | 1.1 | 1.6 |
| Likelihood Comparison to White Students | 0.3 | 8.0 | 2.1 | 2.6 | -- | -- |

Table 2: Out-of-School Suspensions (OSS) of 1 Day or More – Black/African American and White Students by Gender
2017-18 Full-Year DIRS Data

| Reason for Suspension | Black/African American Females | White Females | Black/African American Males | White Males |
|---|--------------------------------|---------------|------------------------------|--------------|
| Alcohol | 1 | 2 | 0 | 1 |
| Arson | - | - | 1 | - |
| Assault | 1 | - | 3 | 3 |
| Computer | - | - | - | 2 |
| Controlled Substance (prescription) | - | - | - | 1 |
| Disruptive/Disorderly Conduct/Insubordination | 9 | - | 9 | 22 |
| Fighting | 9 | - | 13 | 17 |
| Harassment | 1 | - | 2 | 2 |
| Illegal Drugs | 4 | 3 | 2 | 5 |
| Other | 1 | - | 4 | 2 |
| Terroristic Threats | - | - | - | 1 |
| Theft | - | 2 | - | 1 |
| Threat/Intimidation | 3 | 1 | 2 | 5 |
| Tobacco | 0 | 2 | 1 | 5 |
| Verbal Abuse | 2 | 0 | 1 | 2 |
| Weapon | 1 | 1 | 1 | 2 |
| Total | 32 | 11 | 39 | 71 |
| Total WPS K-12 Enrollment as of Oct 1 2017 | 369 | 3,605 | 439 | 3,783 |
| Risk Ratio (Count per 100 students) | 8.7 | 0.3 | 8.9 | 1.9 |
| Likelihood Comparison to White Students | 29.0 | -- | 4.7 | -- |

Table 3: Out-of-School Suspensions (OSS) of 1 Day or More - By Special Education Status
2017-18 Full-Year DIRS Data

| Reason for Suspension | Not Special Ed. | Special Ed. | Total |
|---|-----------------|-------------|---------------|
| Alcohol | 6 | 1 | 7 |
| Arson | 1 | - | 1 |
| Assault | 3 | 4 | 7 |
| Bullying (all forms except cyber bullying) | - | 1 | 1 |
| Computer | 2 | - | 2 |
| Controlled Substance (prescription) | 1 | - | 1 |
| Disruptive/Disorderly Conduct/Insubordination | 26 | 24 | 50 |
| Fighting | 31 | 13 | 44 |
| Harassment | 3 | 2 | 5 |
| Illegal Drugs | 16 | 4 | 20 |
| Other | 9 | 1 | 10 |
| Terroristic Threats | 1 | 1 | 2 |
| Theft | 3 | - | 3 |
| Threat/Intimidation | 12 | 4 | 16 |
| Tobacco | 7 | 2 | 9 |
| Verbal Abuse | 5 | - | 5 |
| Weapon | 2 | 3 | 5 |
| Total | 128 | 60 | 188 |
| Total WPS K-12 Enrollment as of Oct 1 2017 | 10,686 | 888 | 11,574 |
| Risk Ratio (Count per 100 students) | 1.2 | 6.8 | 1.6 |
| Likelihood Comparison to Non-Special Ed Students | -- | 5.7 | |

The total number of OSS of 1 day or more in 2017-18, as reported in DIRS, 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.

When looking at the data by Racial/Ethnic Group, our data from 2017-18 show that Black/African American 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. The risk ratio for our Multi-Race students was 2.6 times higher than the rate for White students, and the rate for Hispanic students was 2.1 times higher than White students.

When looking at the data by Gender for Black/African American Students and White students there was a significant difference in the likelihood comparison. Black/African American females were 29.0 times more likely to be suspended than White females. Black/African American males were 4.7 times more likely to be suspended than White males.

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.

PLAN IMPLEMENTATION

Summer 2018

The first meeting of the District Discipline Committee was held on August 10, 2018. The committee is comprised of all the principals and associate principals in the district. It also includes the Executive Director of Teaching and Learning and the Director of Research and Evaluation. During this meeting, the Minnesota Department of Human Rights and Wayzata Public Schools Agreement and Educational Plan were presented to the committee.

Fall 2018

The next District Discipline Committee meeting was held on November 14, 2018. At this meeting, the district committee reviewed and reflected on the 2017-18 DIRS OSS baseline data for K-12 students by Race/Ethnicity and Special Education status presented in Table 1 above. The committee also reviewed the same information separated by grade level group (Elementary, Middle School, and High School). Note: The data disaggregated by gender in Table 2, had not been compiled at this time. So it was not included in the review at this meeting.

After discussing the baseline data, the committee members reviewed The Plan in detail. In groups by grade level they identified and discussed which parts of The Plan they already had in place in their building, which parts of The Plan were not in place they would like to start doing, and which parts of The Plan they had concerns or questions about.

During the last part of the meeting, the committee reviewed the Wayzata Public Schools Discipline Policy. In this review, committee members noted how they are currently implementing the policy in their building, how they felt we could implement the policy to improve the outcomes we are getting, and where they felt we need to change our practices across the district.

Also, throughout the fall of 2018, the Director of Research and Evaluation met with grade level group sub-committees. The elementary sub-committee met on October 30th and December 3rd, the middle school sub-committee met on October 23rd, and the high school sub-committee met on December 21st. These sub-committees engaged in detailed work clarifying discipline definitions in district policy, describing practices across buildings, reviewing how principals are using data systems to track office discipline referrals within their building, and cleaning up duplicate and confusing discipline data codes in our data system.

Winter 2019

Presentations were made to the Teaching and Learning School Board Committee on January, 15, 2019 and to the Superintendent and the Strategy Leadership Team on February 5, 2019. Both presentations included the 2017-2018 end-of-year baseline data, a summary of the work was completed by the district committee and sub-committee in the fall of

2018, a review of the 2018-2019 mid-year DIRS data disaggregated by Race/Ethnicity and Special Education Status, and a description of the work planned for the remainder of the school year.

Spring 2019

The District Discipline Committee met on March 13, 2019. The meeting included a presentation of the 2018-2019 mid-year DIRS data disaggregated by Race/Ethnicity and Special Education status for all students K-12 and also for each grade level group. The committee also revisited the list of evidence-based social-emotional learning program components listed in The Plan that the Site-Level Student Discipline Implementation Teams (Site Teams) are responsible to implement. The committee then separated into groups by grade level, elementary, middle and high school. In these groups, the principals shared the current structure of their Site Teams, including membership, meeting frequency and function.

From the sharing in the grade level groups, the following was learned. The Site Teams are made up of the principal, the school social worker, classroom teacher representatives, special education representatives and student support staff. The teams meet either bi-weekly or monthly. Some activities of the teams include, reviewing discipline data, conducting root cause analyses, adjusting school plans based on the data, creating behavioral interventions and progress monitoring tools, providing professional development on behavior support strategies as well as equity, race and culture, and implementing student recognitions.

The district committee created a template for principals to use to report on Site Team implementation of each of the social-emotional learning strategies listed in The Plan. Principals planned to meet with their Site Team to review The Plan at the beginning of the 2019-20 school year and complete the implementation template to be shared at the District Discipline Committee meeting in November 2019.

During the spring of 2019, in addition to the district committee work, the Director of Research and Evaluation continued working with the grade level group sub-committees on discipline recording and reporting processes. The elementary sub-committee investigated options for a district-wide elementary discipline data recording system. The decision was made that the elementary schools would use the district Student Information System, Skyward, to record discipline incidents. This is the same system used by the middle and high schools.

Summer 2019

Using information gathered from each of the sub-committees, the Director of Research and Evaluation worked with the district technology department to align the discipline codes in the Skyward system to the codes used in the DIRS system. Also, duplicate and unused codes were removed. A district-wide list of definitions for all Skyward discipline reason codes was created and disseminated to all buildings.

The Director of Research and Evaluation and the two Elementary Special Education Supervisors provided training on August 19, 2019 for all the elementary principals on discipline decision-making practices for special education students and procedures for recording discipline data for all students in Skyward.

On August 26, 2019, the Director of Research and Evaluation presented the 2018-2019 Discipline Report at the School Board Work Session. The presentation included, 1) a review of the 2017-18 DIRS OSS baseline data for K-12 students by Race/Ethnicity and Special Education status, 2) a report on the work done by the district committee, sub-committees and other work done to clarify definitions, discipline practices and data recording, and 3) 2018-2019 end-of-year DIRS data for K-12 students by Race/Ethnicity and Special Education status with comparisons to the baselines.

Fall 2019

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

school in the district. The training included a kick-off session at the all district staff meeting in during teacher workshop week in August and a four-part series of trainings embedded in building staff meetings throughout the year.

- Kick-off: Perceptions and misperceptions
- Session 1: Defining Culture/Iceberg Model/Cultural Behaviors
- Session 2: Cultural Behaviors Continuums/Our Personal Cultures
- Session 3: Culture in Our Classroom – Bridging to (creating space for) students’ cultures
- Session 4: Asset vs. Deficit Framing (specific to students and families)

In October 2019, the Director of Research and Evaluation collected self-report data from each site on the extent to which their Site Team had been implementing the eight Site Team responsibilities as outlined in The Plan. Each action is listed below with a summary of the self-report data.

| Plan 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. |

| | |
|--|---|
| <p>H. Coordinate efforts within the school to evaluate policies and practices, which may lead to disparate outcomes in suspensions, and make changes as appropriate.</p> | <p>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.</p> |
|--|---|

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 committee determined that 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.

Winter 2020

On February 5, 2020 the Director of Research and Evaluation met with all Secondary Principals to review office discipline data entered into Skyward during Semester 1 of the 2019-2020 school year. The data were disaggregated by Race/Ethnicity and Special Education status. The group discussed patterns in the data and additional information that could be recorded to provide further information to inform prevention efforts.

On March 3, 2020 the Director of Research and Evaluation presented to the Superintendent and the district Strategy Leadership Team. The presentation included 2019-2020 mid-year DIRS data disaggregated by Race/Ethnicity and Special Education Status compared to 2018-2019 mid-year DIRS data.

Spring 2020

The District Discipline Committee meeting was scheduled for March 11, 2020. Due to the need to shift leadership focus to planning for mandated Distance Learning related to the COVID-19 pandemic, the March committee meeting did not take place.

During the spring, the District Equity Coordinator conducted online Cultural competency training for 25 instructional paraprofessionals as an interactive book study of the book, “The Person You Mean to Be: How Good People Fight Bias,” by Dolly Chugh.

Summer 2020

The district hired a Principal on Special Assignment to lead work on improving the district’s Multi-Tiered Systems of Support (MTSS) and to start building a district-wide framework for Social-Emotional Learning instruction and support.

In June 2020, the District Equity Coordinator brought a team of 25 district and school staff to attend a three-day, online, National Urban Alliance (NUA) Summer Institute to kick-off thinking around building a Wayzata Public Schools Equity Framework.

Also during the summer, the District Equity Coordinator created opt-in emails of Race and Racism Resources. There was a weekly email to staff with four components, self-care approach, reflection, action and book with reading guide. There was also a family/community email with four components, discussion idea, three books with reading guides (one for elementary, middle school and high school), something to watch, and something more (event, resource, etc.)

In August 2020, the four-part professional development series on cultural competence detailed above, was embedded into the WPS New Teacher Academy, which is required for all teachers. This four-part series will be included in the WPS New Teacher Academy for future years as well.

Fall 2020

In September 2020, district elevated the District Equity Coordinator position to Director of Equity and Inclusion.

The Director of Equity and Inclusion created self-paced, equity embedded, fall professional development for all teachers. Topics in the training included, building meaningful relationships, family outreach and relationship building, difficult conversations, and trauma-informed practices.

During the 2020-2021 school year, teachers have the option to participate in the Academy of Wayzata Educators (AWE) Courses and Study Groups. AWE Courses and Study Groups are taught and facilitated by teachers. There are 20 offerings that explicitly focus on equity and race, with 229 teachers participating. These offerings include four book studies, “The Person Your Mean to Be: How Good People Fight Bias,” by Dolly Chugh, “Waking Up White,” by Debbie Irving, “Stamped from the Beginning,” by Ibram Kendi, and “So You Want to Talk about Race,” by Ijeoma Oluo. There are also 29 offerings with explicit and embedded equity, with 324 teachers participating.

Also, during the 2020-2021 school year, the Director of Equity and Inclusion is facilitating a book study with the school board with the book, “The Person Your Mean to Be: How Good People Fight Bias,” by Dolly Chugh.

The Principal on Special Assignment coordinated training for the district MTSS leadership team and principal representatives to participate in 18 hours of training over 8 weeks on MTSS conducted by Kim Gibbons, from the University of Minnesota. During the training, the participants set priorities for moving forward with evaluating our current MTSS implementation and improving our district-wide framework.

Winter 2021

The District Discipline Committee met on January 13, 2021. At the meeting, the Director of Research and Evaluation presented a review of the district goal, the 2018-2019 end-of-year DIRS data compared to baseline data, and also a look at 2018-2019 In-School Suspension (ISS) data. The 2018-2019 school year was the first year ISS data were reported in DIRS for all students. Previously ISS data was only reported in DIRS for special education students. For the majority of the meeting, the Director of Equity and Inclusion lead the committee in professional development on equitable discipline practices.

On January 15, 2021, the Social-Emotional Learning Leadership Team met to start their work building a district-wide social-emotional learning framework that is interconnected in with culturally responsive teaching and the district’s equity work. This team is coordinated by the Principal on Special Assignment and co-facilitated with the Director for Equity and Inclusion.

On January 22, 2021, the Director of Research and Evaluation, the Executive Director of Teaching and Learning, the Director of Equity and Inclusion, the Director of Curriculum and Instruction and the Superintendent met with Dr. Lanise Block from the MNEEP School Climate Advisory Council. During the meeting, they discussed feedback on the September 1, 2020 School Discipline and Disproportionality Report submitted to the MDHR and the work the district is currently doing around equity, social-emotional learning, and student support.

Summary Data/Outcomes

Due to the COVID pandemic, all Minnesota schools were mandated to close on March 18, 2020. Students participated in school through distance learning for the remainder of the 2019-2020 school year.

During the second half of the 2019-2020 school year, there were a total of 22 OSS of one day or more as reported in DIRS. All of the incidents occurred between February 3rd and March 5th. There were 9 suspensions of Asian students, 5 suspensions of Black/African American students, 3 suspensions of Hispanic/Latinx students, 1 suspension of a Multi-Race student, and 4 suspensions of White students.

For the 2020-2021 school year, Wayzata Public Schools started the year in a Hybrid Learning Model. Students in grades K-8 attended in-person two days per week and learned at home three days per week. At the high school level, most classes were taught in a distance learning mode, with students learning from home five days per week. Some classes that required in-person learning were taught on-site, for example Biology Lab, Woodworking, etc.

During the first half of the 2020-2021 school year, there were a total of 6 OSS of one day or more as reported in DIRS. All of the incidents occurred between November 2nd and December 10th. There was 1 suspension of a Black/African American student, 1 suspension of a Hispanic/Latinx student and 4 suspensions of White students.

Due to the unusual learning models during the second half of 2019-2020 and the first half of 2020-2021, the most complete data for comparison are from the first half of the 2019-2020 school year. Therefore the 2019-2020 mid-year data will be used to compare discipline disproportionality with baseline data.

In addition, because the most recent data in this outcomes analysis are from one half of a school year and the baseline data from 2017-2018 is from a full school year, the Risk Ratios are not comparable. However, it is possible to review the Likelihood Comparisons from the 2019-2020 mid-year DIRS data with the 2017-2018 full-year DIRS data.

**Table 4: Out-of-School Suspensions (OSS) of 1 Day or More - By Reason and Demographic Group
2019-20 Mid-Year DIRS Data**

| | Asian | Black/African American | Hispanic/Latinx | Multi Race | White | Total |
|--|----------------|------------------------|-----------------|------------|------------|------------|
| Alcohol | - | 1 | - | - | 5 | 6 |
| Assault | - | 4 | 1 | - | 2 | 7 |
| Bullying (all forms except cyber bullying) | - | - | - | - | 1 | 1 |
| Computer | - | - | - | - | 1 | 1 |
| Cyber Bullying | - | - | - | - | 1 | 1 |
| Disruptive/Disorderly Conduct/Insubordination | - | 1 | - | 1 | 4 | 6 |
| Fighting | - | 17 | - | 3 | 9 | 29 |
| Harassment | 1 | - | - | - | 5 | 6 |
| Illegal Drugs | - | 4 | - | 2 | 12 | 18 |
| Other | - | - | - | - | 1 | 1 |
| Theft | - | - | - | - | 1 | 1 |
| Threat/Intimidation | - | 3 | - | 1 | 4 | 8 |
| Tobacco | - | 1 | - | - | 1 | 1 |
| Vandalism/Property Related | - | - | - | - | 1 | 1 |
| Verbal Abuse | - | - | - | - | 1 | 1 |
| Weapon | - | - | - | 1 | - | 1 |
| Total | 1 | 31 | 1 | 8 | 49 | 90 |
| Total WPS K-12 Enrollment Jan 2020 | 2,570 | 857 | 503 | 687 | 7,443 | 12,077 |
| Mid-Year Risk Ratio | <0.1 | 3.6 | 0.2 | 1.2 | 0.7 | 0.7 |
| Likelihood Comparison to White Students | <0.1 | 5.1 | 0.3 | 2.0 | -- | -- |

Table 5: Out-of-School Suspensions (OSS) of 1 Day or More – Likelihood Comparison between Students of Color* and White Students

| | 2017-18 Full Year | 2019-20 First Half | Difference |
|--|--------------------------|---------------------------|-------------------|
| Black/African American Students | 8.0x | 5.1x | - 2.9 |
| Hispanic/Latinx Students | 2.1x | 0.3x | - 1.8 |
| Multi-Race Students | 2.6x | 2.0x | - 0.6 |

* Asian students were not included in the table because they were less likely than White students to be suspended in both the 2017-2018 baseline data and the 2019-2020 mid-year data.

In the 2017-2018 baseline DIRS data, the likelihood of OSS of one day or more was 8.0 times higher for Black/African American students compared to White students. In the first half of the 2019-2020 school year, Black/African American students were 5.1 times more likely to be suspended, which is a reduction of – 2.9. The Likelihood Comparison for Hispanic/Latinx students and Multi-Race students compared to White students also went down. The Likelihood Comparison for Multi-Race students went down – 0.6, from 2.6 times more likely to 2.0 times more likely. The Likelihood Comparison for Hispanic/Latinx students also went down. In the 2017-2018 full-year data, they were 2.1 times more likely to be suspended compared to White students. In the 2019-2020 mid-year data, they were less likely to be suspended than White students.

Table 6: Out-of-School Suspensions (OSS) of 1 Day or More – Black/African American and White Students by Gender 2019-20 Mid-Year DIRS Data

| Reason for Suspension | Black/African American Females | White Females | Black/African American Males | White Males |
|---|---------------------------------------|----------------------|-------------------------------------|--------------------|
| Alcohol | - | 2 | - | - |
| Assault | - | - | 3 | 2 |
| Bullying (all forms except cyber bullying) | - | - | 1 | 3 |
| Computer | - | - | - | 2 |
| Cyber Bullying | - | - | 1 | 1 |
| Disruptive/Disorderly Conduct/Insubordination | 1 | - | - | 1 |
| Fighting | 9 | - | 10 | 7 |
| Harassment | - | 2 | 2 | 2 |
| Illegal Drugs | 1 | 3 | - | 4 |
| Other | - | - | 1 | 1 |
| Theft | - | - | 2 | 4 |
| Threat/Intimidation | 2 | 1 | 2 | 4 |
| Tobacco | 3 | 8 | - | 4 |
| Vandalism/Property Related | - | - | 1 | 5 |
| Weapon | - | - | - | 1 |
| Total | 18 | 16 | 23 | 41 |
| Total WPS K-12 Enrollment as of Oct 1 2017 | 392 | 3,670 | 457 | 3,763 |
| Risk Ratio (Count per 100 students) | 4.6 | 0.4 | 5.0 | 1.1 |
| Likelihood Comparison to White Students | 10.5 | -- | 4.6 | -- |

Table 7: Out-of-School Suspensions (OSS) of 1 Day or More – Likelihood Comparison between Black/African American Students and White Students by Gender

| | 2017-18 Full Year | 2019-20 First Half | Difference |
|---|--------------------------|---------------------------|-------------------|
| Black/African American - Males | 4.7x | 4.6x | - 0.1 |
| Black/African American - Females | 29.0x | 10.5x | - 18.5 |

In the 2017-2018 baseline DIRS data, the likelihood of OSS of one day or more was 29.0 times higher for Black/African American females compared to White females. The likelihood of suspension comparison significantly decreased in the 2019-2020 mid-year data, where Black/African American females were 10.5 times more likely to be suspended than White females, which was a decrease of – 18.5. The Likelihood Comparison for Black/African American males also

decreased, from 4.7 times more likely in 2017-2018 full-year data to 4.6 times more likely in the 2019-2020 mid-year data, which was a decrease of – 0.1.

**Table 8: Out-of-School Suspensions (OSS) of 1 Day or More - By Special Education Status
2019-20 Mid-Year DIRS Data**

| | Special Ed. | Not Special Ed. | Total |
|---|--------------------|------------------------|--------------|
| Alcohol | - | 6 | 6 |
| Assault | 3 | 4 | 7 |
| Bullying (all forms except cyber bullying) | - | 1 | 1 |
| Computer | - | 1 | 1 |
| Cyber Bullying | - | 1 | 1 |
| Disruptive/Disorderly Conduct/Insubordination | 2 | 4 | 6 |
| Fighting | 5 | 24 | 29 |
| Harassment | - | 6 | 6 |
| Illegal Drugs | 4 | 14 | 18 |
| Other | - | 1 | 1 |
| Theft | 1 | - | 1 |
| Threat/Intimidation | 3 | 5 | 8 |
| Tobacco | 1 | 1 | 1 |
| Vandalism/Property Related | - | 1 | 1 |
| Verbal Abuse | - | 1 | 1 |
| Weapon | - | 1 | 1 |
| Total | 19 | 71 | 90 |
| Total WPS K-12 Enrollment Jan 2020 | 993 | 11,084 | 12,077 |
| Mid-Year Risk Ratio | 1.9 | 0.6 | 0.7 |
| Likelihood Comparison to Non-Special Ed Students | 3.2 | -- | -- |

Table 9: Out-of-School Suspensions (OSS) of 1 Day or More – Likelihood Comparison between Special Education Students and Non-Special Education Students

| | 2017-18 Full Year | 2019-20 First Half | Difference |
|-----------------------------------|--------------------------|---------------------------|-------------------|
| Special Education Students | 5.7x | 3.2x | - 2.5 |

The Likelihood Comparison for Special Education students compared to Non-Special Education students decreased, from 5.7 times more likely in 2017-2018 full-year data to 3.2 times more likely in the 2019-2020 mid-year data, which was a decrease of – 2.5.

Changes Implemented / Future Plans

Plans

- Present to SLT and T&L Committee??
- Meet with District Discipline Committee – March 10, 2021.
- Continue Equity PD