

Semester 1 PSS Report

Student Support Team

Program Overview

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The primary goal of the PSST approach is to provide consultation, support, and services to any student identified in need in an effort to keep that child academically, socially, emotionally, and behaviorally successful in the school setting.

Supports We Offer?

Academic, social-emotional, behavioral counseling. Mediations, personal/group social counseling, Parent/Teacher/Student conferences.

Multiple programs, including:
Reintegration plans, social work group/personal services, conferences, Personal and group counseling. Outside agency referrals

Who we are

5 Pupil Support Teams made up of:
15 Counselors
5 Social Workers
5 Dean of Students
3 School Psychologists
1 Behavior Interventionist

Students we serve

3,490 Students

Last year's feedback and PSS Goals

Recommendation from 2017-18

- 1.) Look at data utilizing racial equity lens
- 2.) Ensure that interventions and supports are equitable, appropriate and restorative in nature
- 3.) Look into recidivism rates of students who have multiple behavioral infractions
- 4.) How has the 5th PSS team support our efforts to provide a deeper level of support for our students?

Goals for 2018-19 School Year

- 1.) Have a reduction in level 2 and 3 infractions from the 2017-18 school year based upon increased restorative practices..
- 2.) Have a reduction in all infractions in general; with a focus on student of color.
- 3.) Look into recidivism rates of students who have multiple behavioral infractions and determine supports needed to positively impact student behavior

Fall 2018 Dean's Areas of Focus

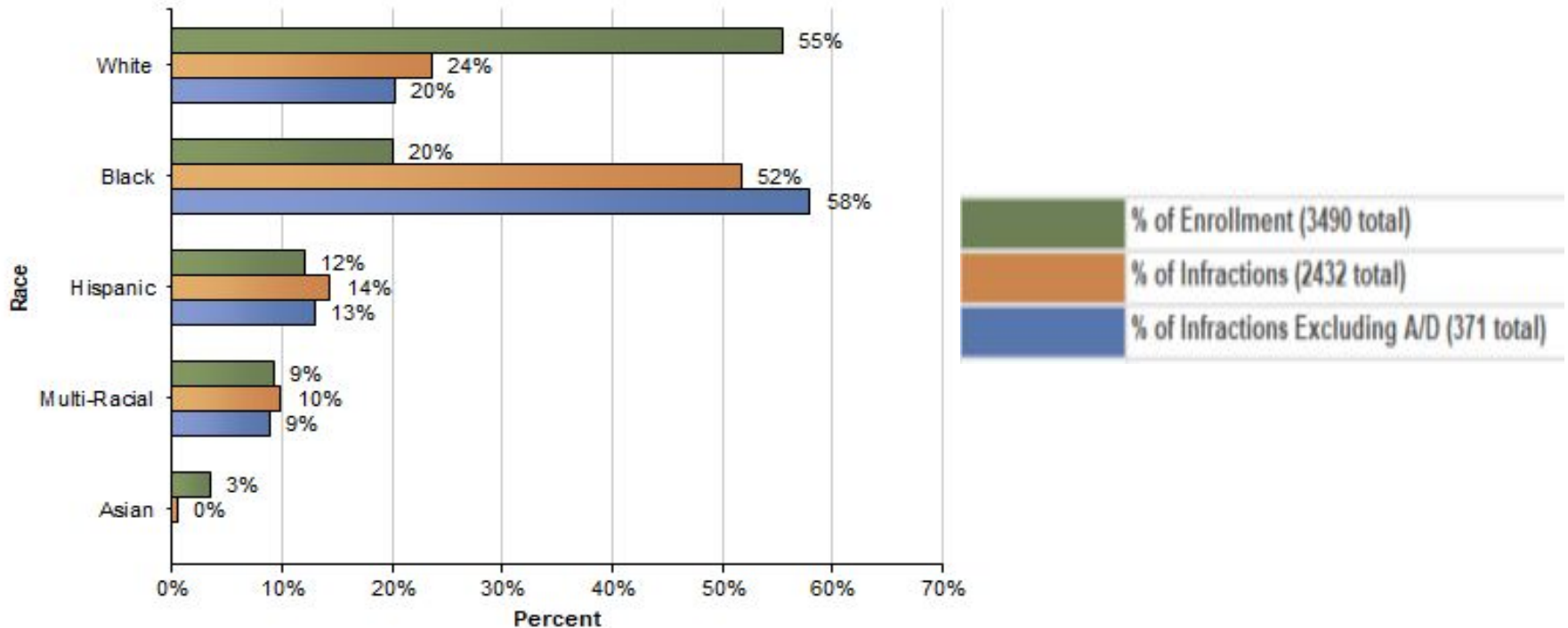
- 1.) Utilize UMOJA restorative approach in our everyday conversations with students, families and staff to focus on a mindset shift from punitive vs. restorative process.
- 2.) Group mediations with Families, Communities supports and School Officials
- 3.) Increased presence in the building before, during, and after school in common student areas
- 4.) Keeping race and equity on the table when discussing early warning systems (EWS) numbers, PSS students and students involved in specific behavioral incidents
- 5.) Ensuring that when large public incidents take place that affect the whole school, collaborative work with PSS teams, teachers, school and district administration to support all students
- 6.) Increased level of tardy warnings and communication prior to detentions occur
- 7.) Increased proactive communication regarding tardiness. (Attendance calls, N-grade calls and meetings with students/parents)
- 8.) Investigating best practice with vaping phenom and providing educational awareness with substance abuse coordinator.

Data Presentation

Types of Infractions that Occurred

- A look at infractions by enrollment, race and gender

Enrollment vs Infractions by Race, Fall 2018



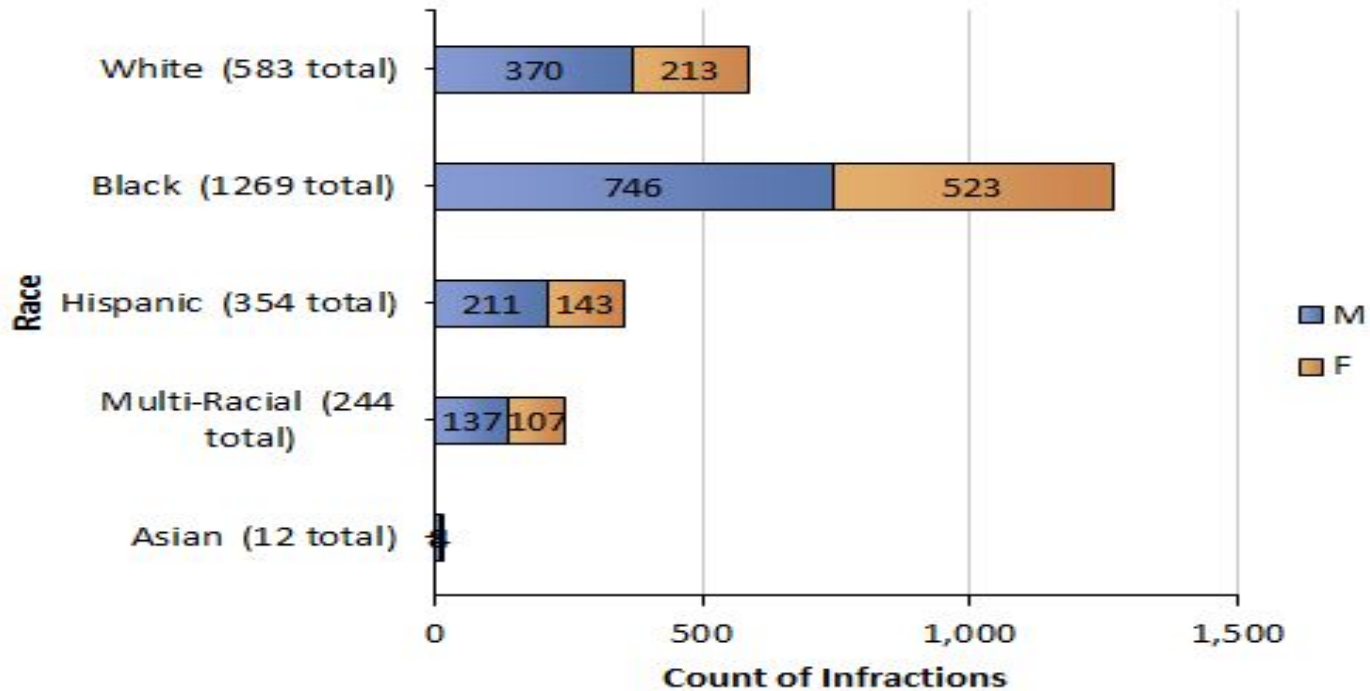
- For White and Black students, the bars are flipped. White students and Black students accrue infractions at rates that are disproportionate to the overall population

Infractions by Type and Race, Fall 2018 (2,461 Total)

# of infractions	Attendance / Detention	Intervention	Level 1	Level 2	Level 3	All Infractions	Percent of Total
White	506	0	23	22	32	583	24%
Black	1,054	2	67	81	65	1,269	52%
Hispanic	305	0	15	19	15	354	14%
Multi-Racial	209	0	8	16	11	244	10%
Asian	12	0	0	0	0	12	0%
Total	2,086	2	113	138	123	2,462	100%
Pct. Of Total	85%	0%	5%	6%	5%	100%	

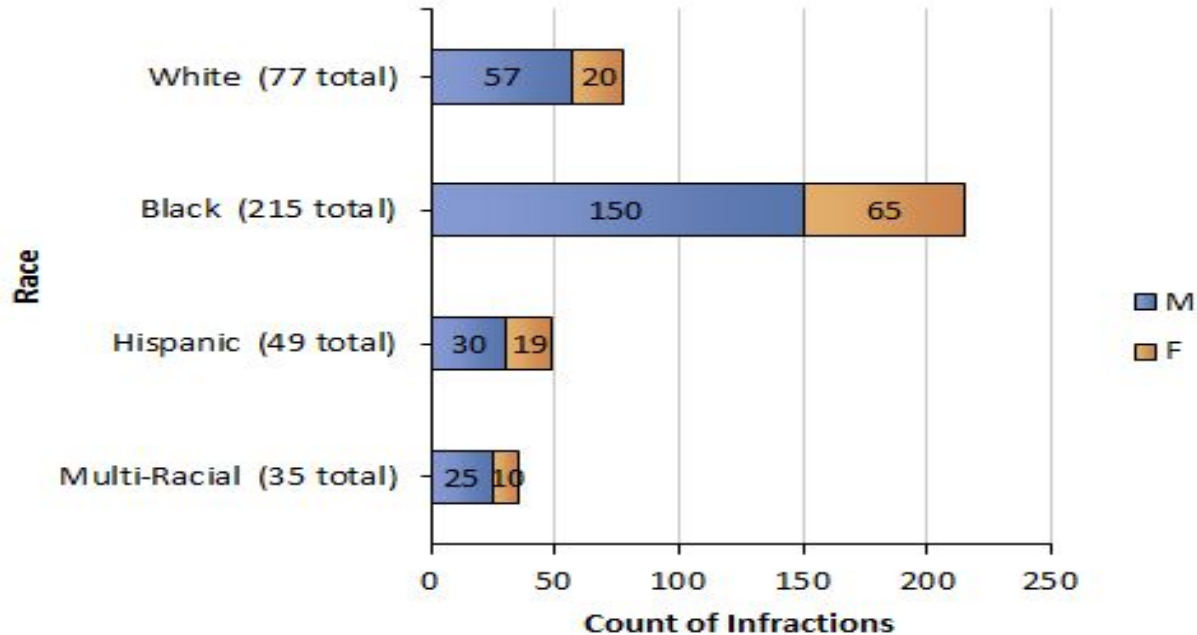
- On average, there was about 19 behavioral infractions per week
- 15% of all infractions were related to behavioral infractions. Black students make up the majority of the infractions.

Infractions by Gender (Including Attendance & Behavior), Fall 2018



- Males make up the majority of the infractions (Attendance and Behavioral) seen within our school.

Infractions by Gender - Excluding Attendance/Detentions, Fall 2018



All Male students accounted for 64% of all behavioral infractions.

What Students were Involved

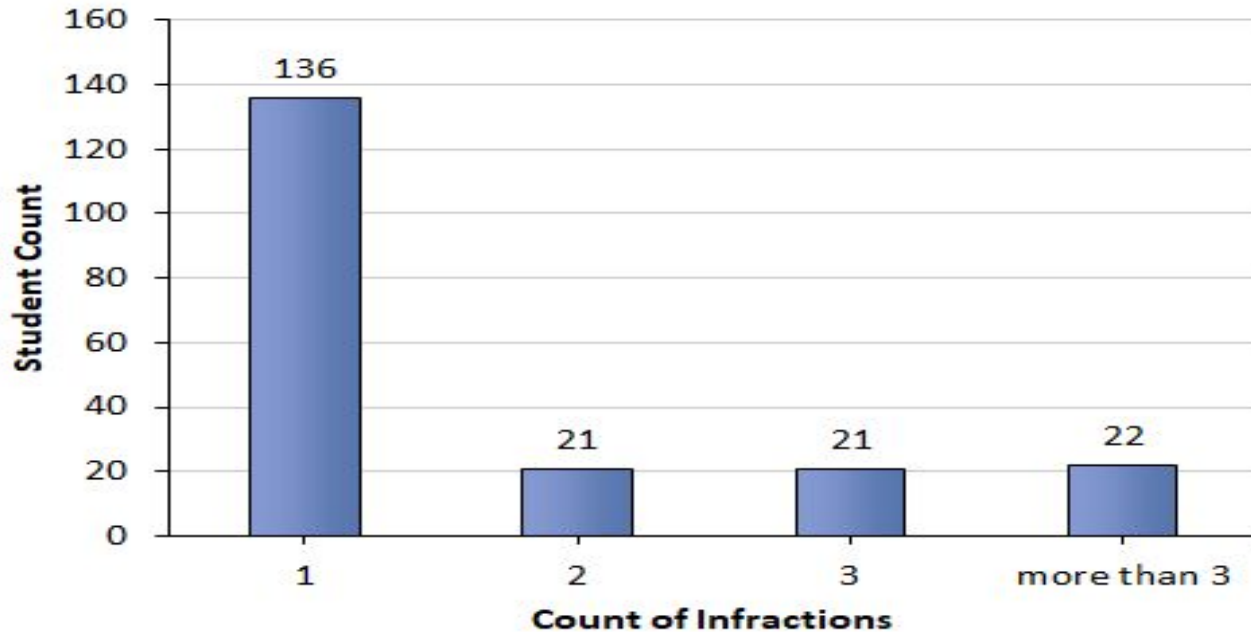
- A look at infractions by frequency, grade level and Special Ed status

Students by Highest Level of Infraction - Fall 2018

# of infractions	Attendance / Detention	Level 1	Level 2	Level 3	All Infractions	Percent of Total
White	204	16	14	14	248	31%
Black	269	21	26	42	358	45%
Hispanic	88	8	8	8	112	14%
Multi-Racial	58	7	4	7	76	9%
Asian	7	0	0	0	7	1%
Total	626	52	52	71	801	100%
Pct. Of Total	78%	6%	6%	9%	100%	

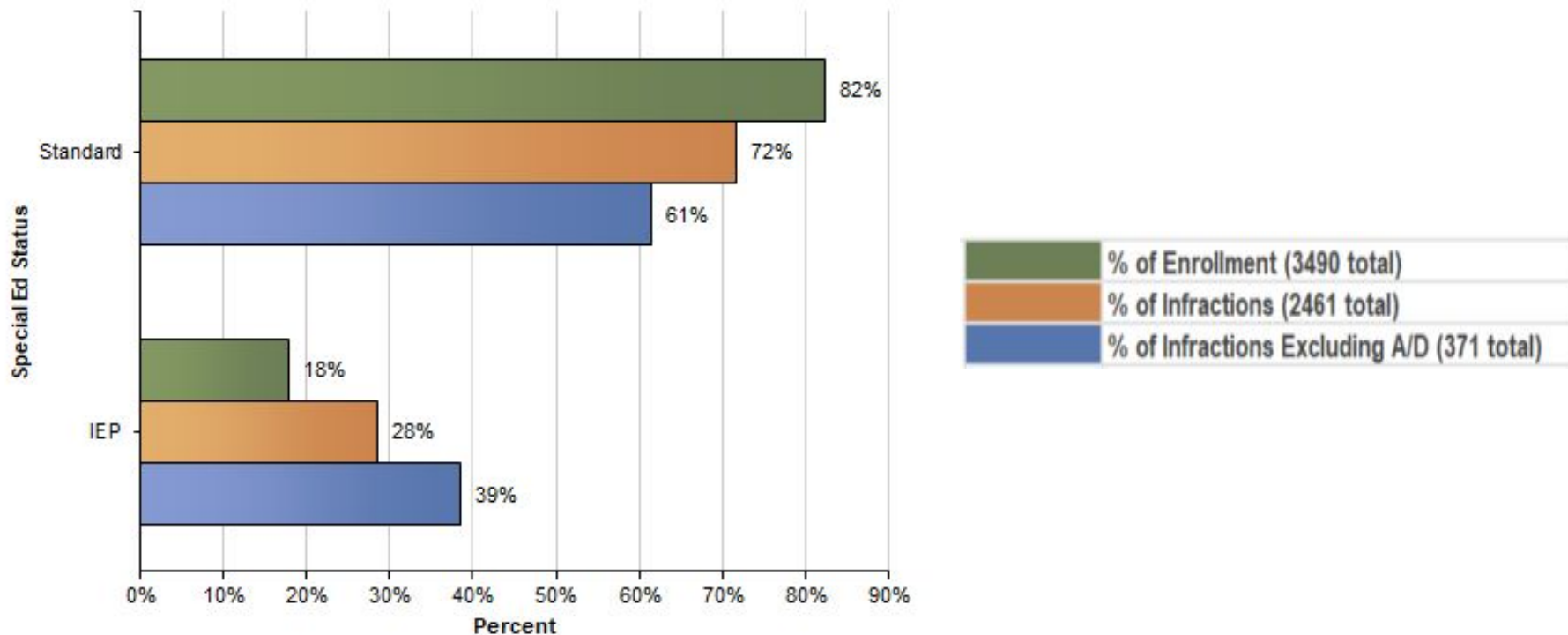
- 801 students accrued at least one infraction (~23% of student body)
- When we remove Attendance/Detentions and focus on behavioral infractions, 175 students accrued at least behavioral infraction(~5% of student body)

Students with Infractions by Frequency, Fall 2018



- The majority of student with behavioral infractions have three or fewer

Special Education Students, Fall 2018



- Students with IEP's were more likely to accrue infractions

OPRF response

- A look into OPRF response to infractions that have occurred

Infractions vs. OPRF Response, Fall 2018

# of Infractions	1. Verbal Warning	2. Restricted Lunch	3. Detention	4. After-school Detention	5. Saturday Detention	6. ISS	7. OSS	Other / Response Pending	Total
Attendance / Detention	1	486	1,091	9	45	1	0	457	2,090
Level 1	12	11	3	0	2	2	0	82	112
Level 2	3	11	4	2	12	67	3	35	137
Level 3	0	0	1	0	1	52	28	12	94
OTHER	0	0	0	0	0	27	1	2	30
Total	16	508	1,099	11	60	149	32	590	2,463

- Responses based on severity. In some cases, multiple responses result from a single infraction, the highest level of response is recorded here.
- 24% of infractions were not linked to the standard set of discipline consequences

Alternative (Other/Response Pending) OPRF Response, Fall 2018

# of infractions	<no entry>	Bundled	Dean / Staff Conference	Parental Contact	Other On-Campus Resolution	Total
Attendance / Detention	386	8	57	7	0	458
Intervention	0	0	2	0	0	2
Level 1	26	6	40	12	1	85
Level 2	10	1	10	15	1	37
Level 3	5	2	1	3	1	12
OTHER	1	1	0	0	0	2
Total	428	18	110	37	3	596

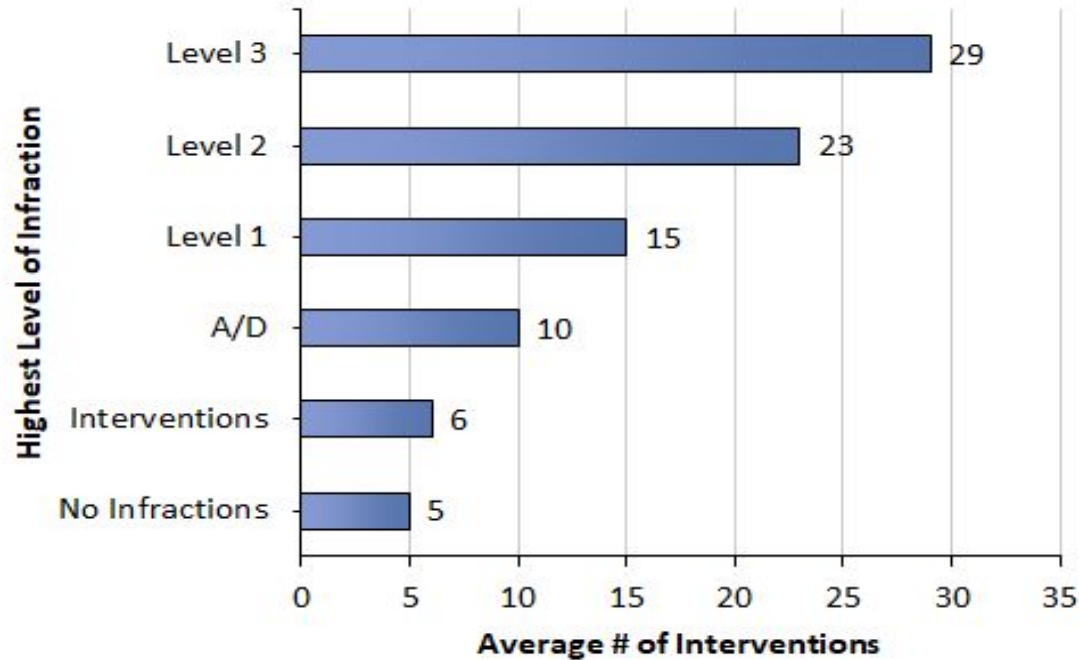
NOTE: In some instances, some infractions had multiple responses. Therefore, the total number of responses may be slightly higher than the total number of infractions.

Of the 428 infractions did not have a recorded response in the data; in general, these “alternative responses” are recorded within as PSST data as referenced on slide 19

Alternative responses (no entry category) that are utilized within the PSS teams

Type	Examples of Restorative-Justice related supports	
Prevention	Academic Counseling	College/Career Group Counseling
	College/Career Counseling	Social Work Classroom
Prevention / Intervention	Counselor Office Visit	Dean classroom visit
	Parent Email	Student Email
Intervention	Academic Group Counseling	PSS Discussion/Plan
	Home Visit	Re-Entry meeting
	IEP/504	Dean Check In
	Mediation	Dean's Office Visit
	Outside Agency Referral	Social Work Group
	Parent Office Visit	Social Work Services
	Parent Phone Conference	Teacher Contact
	Personal Social Counseling	Teacher/Student Conference
Personal Social Group		

PSS Interactions Based on Infraction Level, Fall 2018



- The more severe the infraction is, on average the more times a student will interact with members of their PSS team.

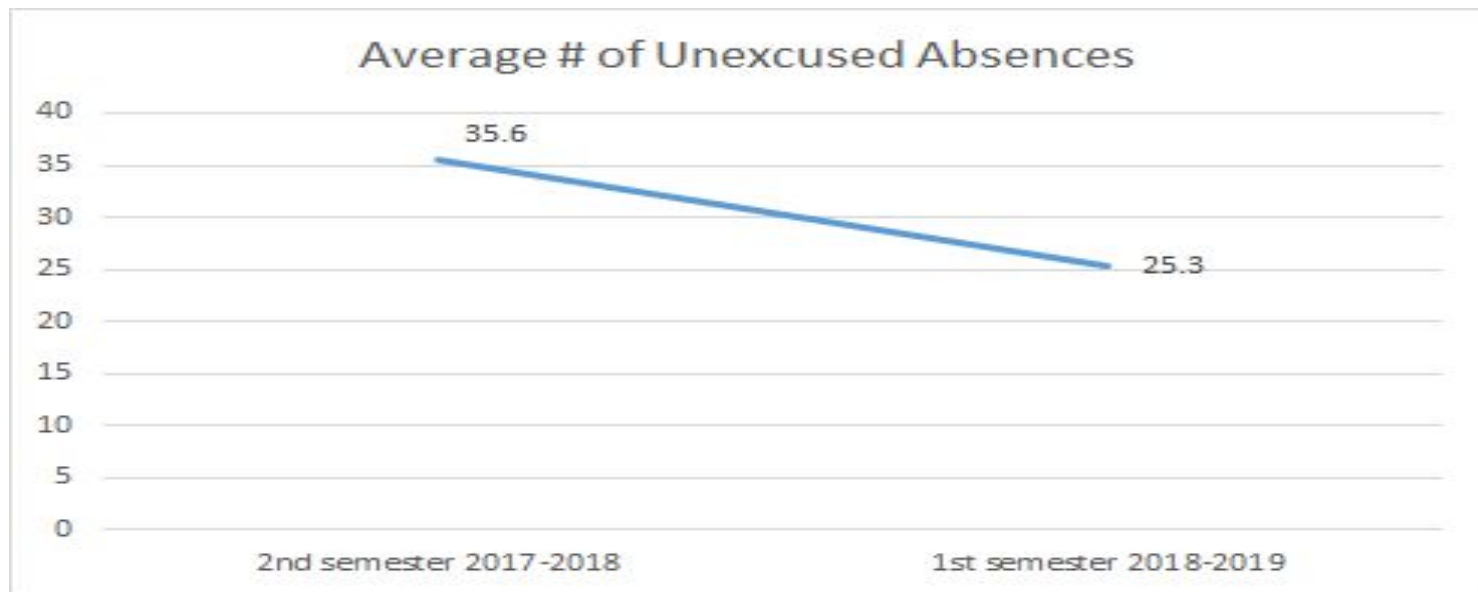
Students who were supported...

In Spring 2018, there were 206 students who had at least one Type 2 or 3 infraction.

For these students, we looked at Fall 2018 outcomes for infractions, unexcused absences, PSS team interventions and Grade Point Average (GPA).

We can see that there is an increase overall school attendance (reduction in unexcused absences), increase in average GPA, decrease in infractions (Type 2 & 3), and decrease in guidance interactions.

Comparison Data - Student Unexcused Absences



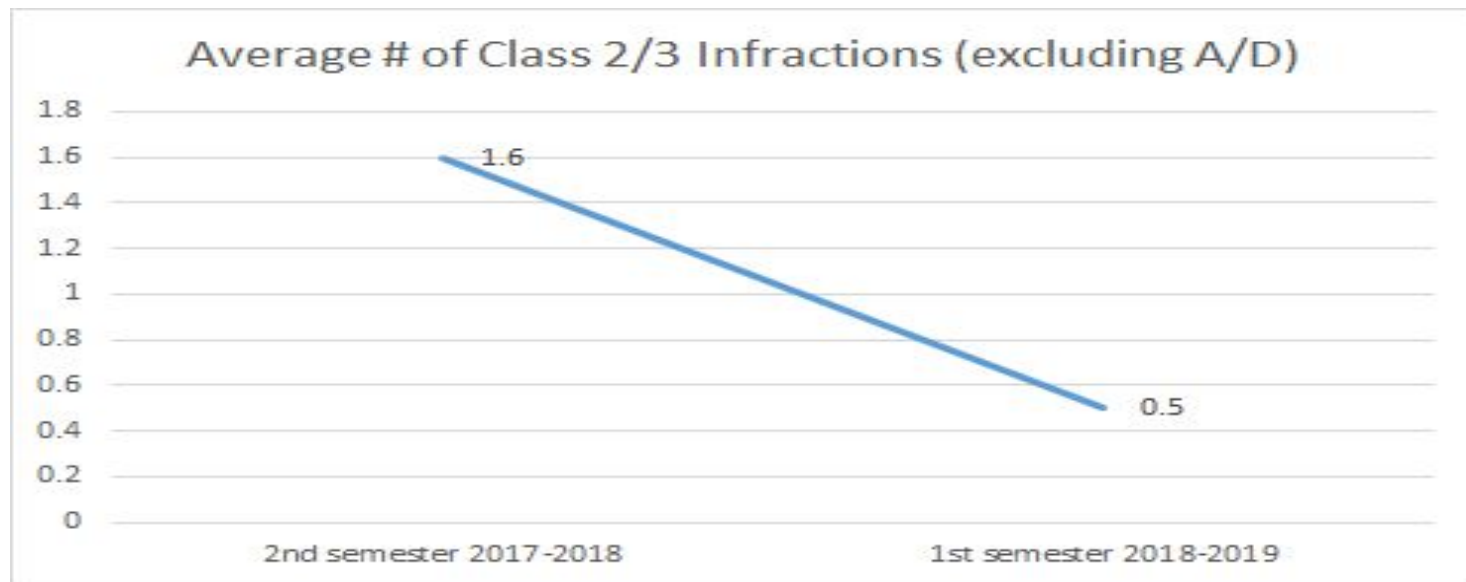
	Average # of Unexcused Absences
2nd semester 2017-2018	35.6
1st semester 2018-2019	25.3

Comparison Data - Student Interventions



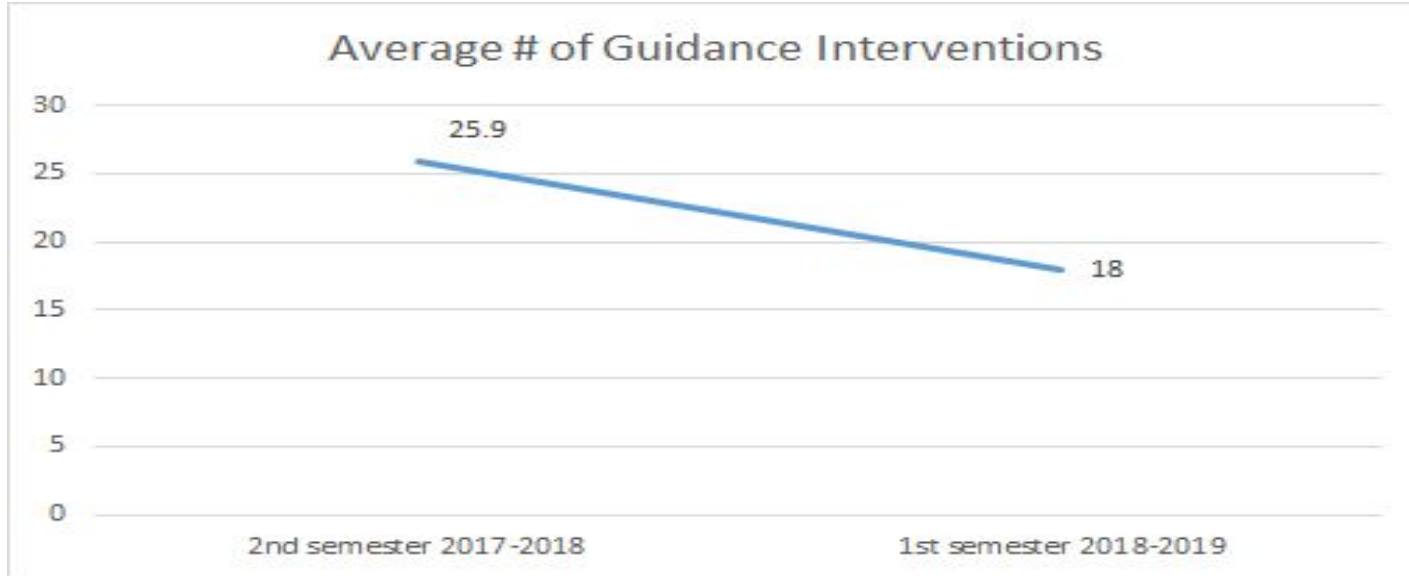
	Average Semester GPA
2nd semester 2017-2018	1.979
1st semester 2018-2019	2.038

Comparison Data - Student Infractions



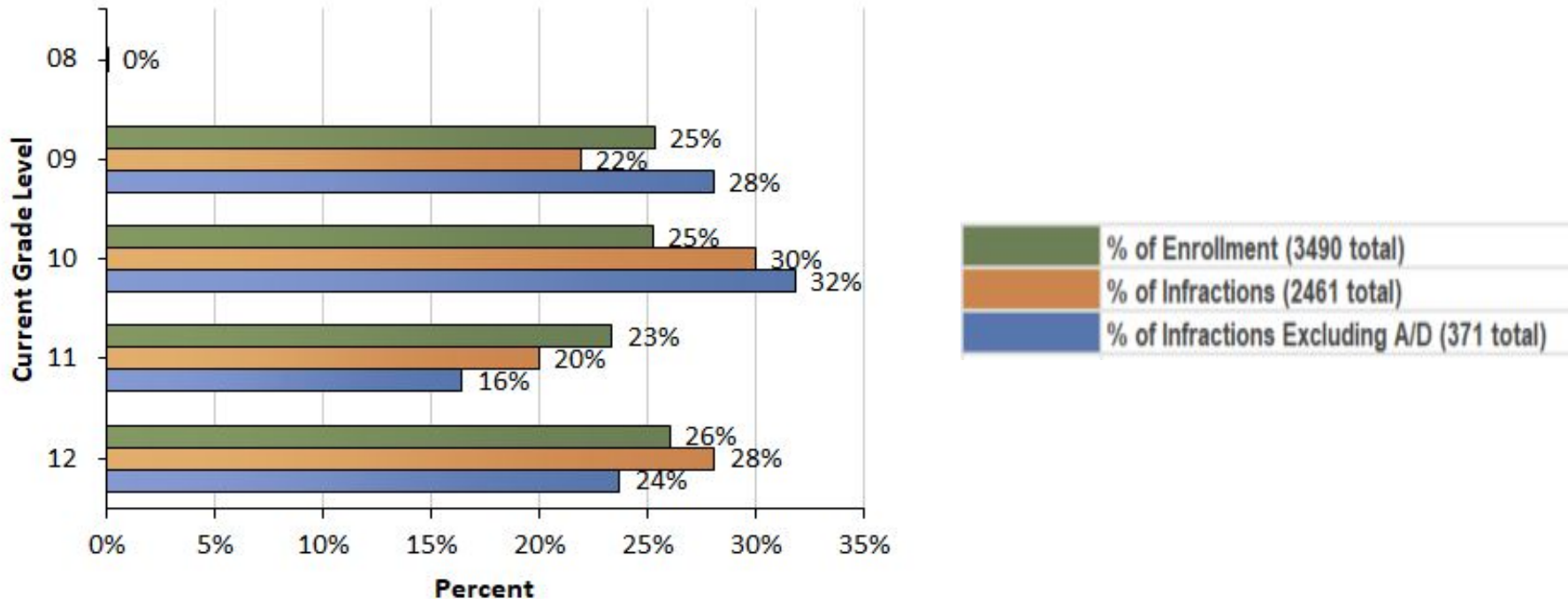
	Average # of Class 2/3 Infractions (excluding A/D)
2nd semester 2017-2018	1.6
1st semester 2018-2019	0.5

Comparison Data - Student Interventions



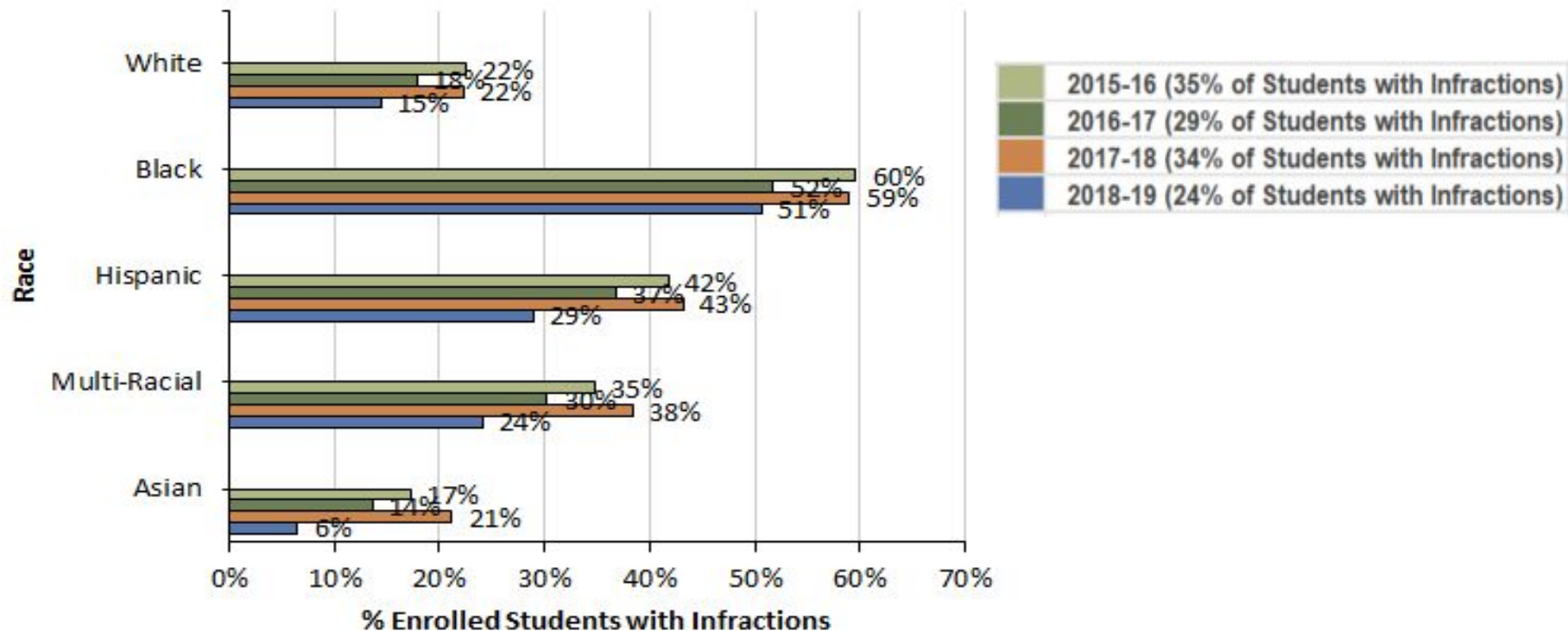
	Average # of Guidance Interventions
2nd semester 2017-2018	25.9
1st semester 2018-2019	18

Students with Infractions by Grade Level

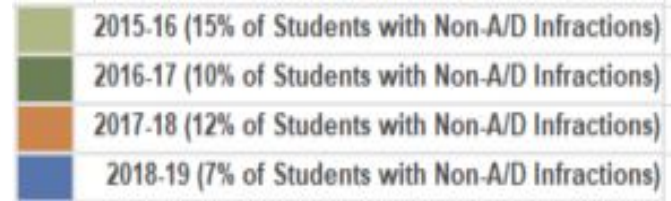
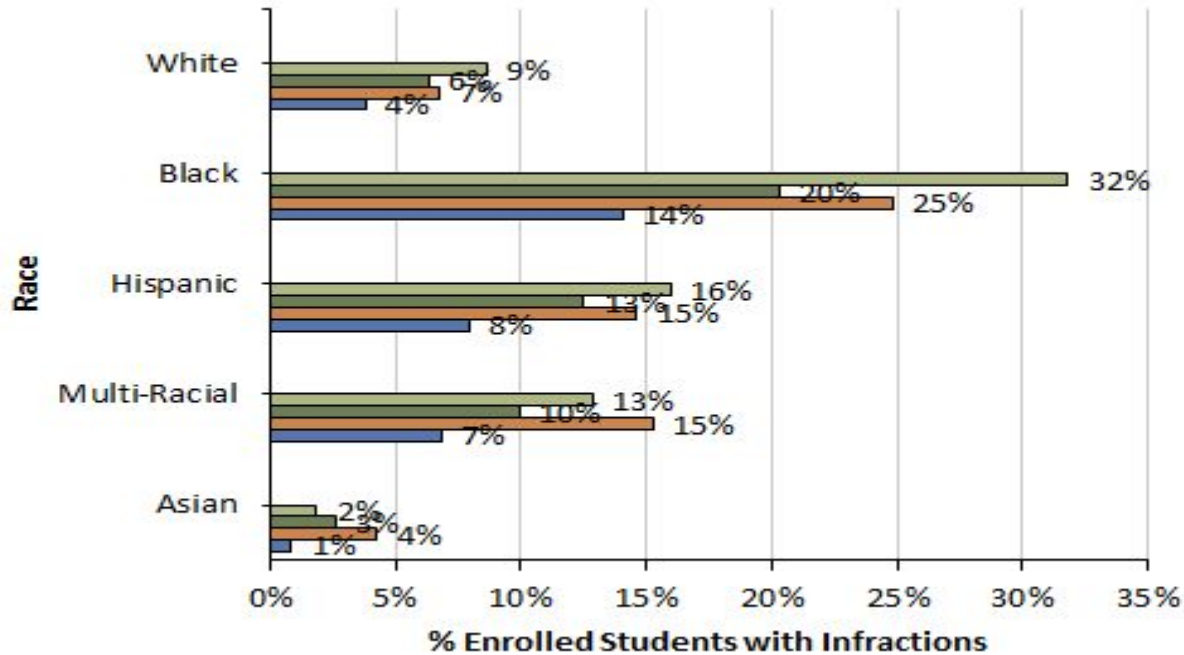


- 10th graders accrued a disproportionately high number of infractions, whereas juniors were disproportionately low. Freshman has a higher behavioral infractions, and seniors had a higher attendance and detention figures.

Students with Infractions by School Year (past 4 years)



Students with Non Attendance/Detention Infractions by School Year (past 4 years)



Footnote: 2018-19 data is Fall 2018 only

Recommendations

Recommendations for next semester.

“The past doesn't equal the future...”

When **attitude** is changed
When **thought** is changed
When **behavior** is changed
When **action** is changed

thought is changed
behavior is changed
action is changed
result is changed

Recommendations for Semester 2 of the 2018 – 19 School Year

- Increase morning presence in the welcome center before school
- Deeper dive into the potential reason(s) for a the disproportionate number of level two and three behavioral infractions.
- Look to bring back the male version of FREE - MUREE (Men United Reaching Education Excellence)
- Communication around the severity of risks of vaping within the school with inclusion of parental education as well. Work with Prevention and Wellness Coordinator for a plan on tackling issue regarding vaping.
- Morning/afternoon Dean rotation with the intent to learning more about our students culture and climate and the root causes of student tardiness
- Celebration for students who have shown improvement
-