

Oak Park and River Forest High School  
201 N. Scoville  
Oak Park, IL 60302

TO: Board of Education

FROM: Nathaniel L. Rouse

DATE: March 21, 2019

RE: Fall 2019 Pupil Support Services Report (formerly Student Discipline Report)

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**Background:**

The summary below is our analysis of major data points that the Deans will focus on during the 2018-19 school year.

**Findings:**

- As an area of focus this school year, the Deans are utilizing Umoja's Restorative Justice Practices in everyday conversations with students, families and staff with a focus on shifting mindsets from punitive to restorative approaches to student discipline (See Slide 5).
- As a means to be more proactively visible and accessible to students and staff in the building, the Deans began increasing their presences in and around student common areas this fall. However, the team felt that they could make further connections and earlier interventions with students by creating a rotating schedule where they are now in the student common areas before, during, and after school as well. This affords the opportunity to explore trends for tardies during 1st period vs others in addition to providing support during the lunch periods and after school.
- We have been able to track a targeted group of students who have been routinely issued consequences for a variety of reasons to determine if the supports given are successful at reducing recidivism (see slides 21-25)

**Recommendations:**

The Deans will collaboratively review discipline data during the late arrival Wednesdays to more consistently and effectively look at trends to determine the effectiveness of our interventions, review our practices, and identify students who need additional support. As our data continues to show a disproportionality in student behavior infractions for students of color, race will be at the focal point of our work to understand the data to achieve different outcomes for our students of color.

Our second semester focus is on the following:

- 1.) Increase our overall visibility and presence proactively in the building
- 2.) In an effort to increase support for Black male students, revisit the dormant support group MUREE (Men United Reaching Educational Excellence).

- 3.) Increase educational awareness surrounding the vaping phenomenon through collaboration with the Prevention and Wellness Coordinator.
- 4.) Look at how we are supporting students who receive an infraction within the PSS team and determine which restorative supports are successful and which supports need to be created or altered

Strategic Plan: Goal 2 Racial Equity

Goal 3 SEL

District:7190: Student Discipline

# Semester 1 PSS Report



Student Support Team

# **Program Overview**

# Program Overview

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 students 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

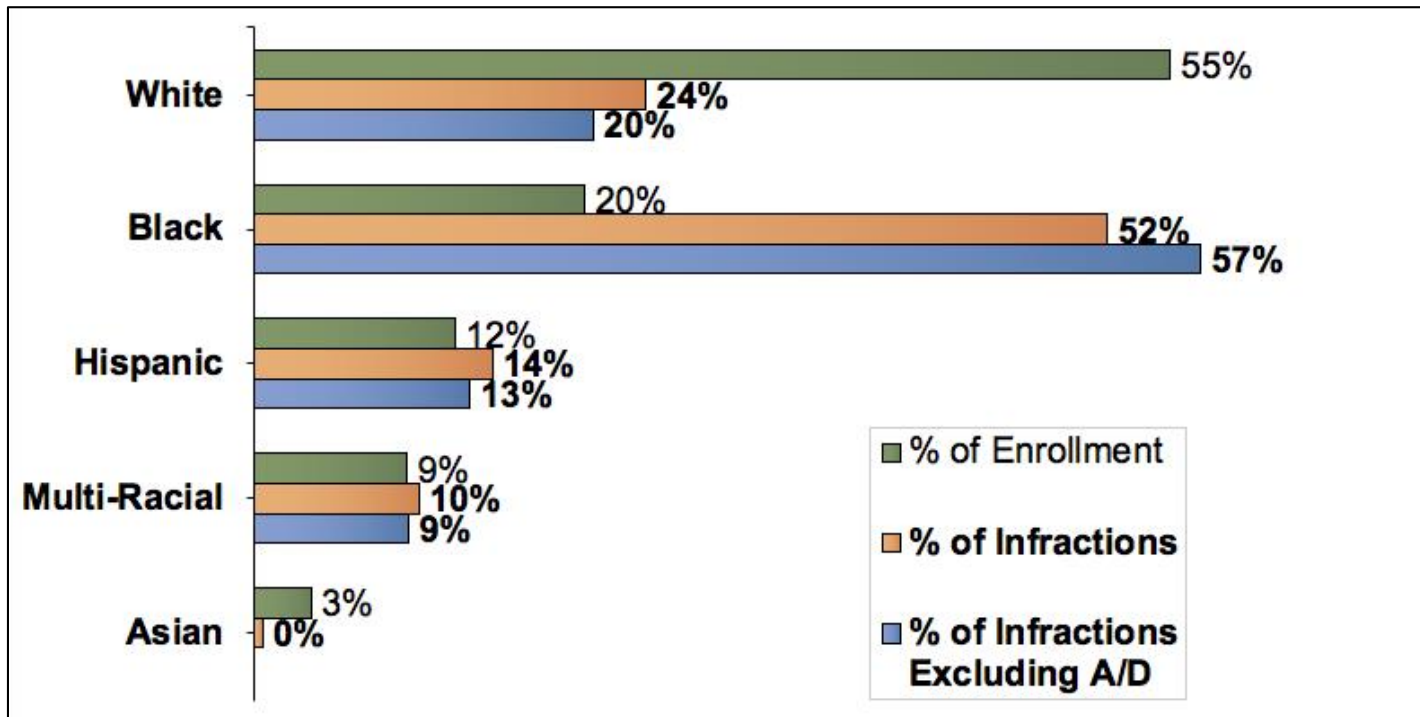
1. Utilize UMOJA restorative approach in our everyday conversations with students, families and staff to focus on a mindset shift from punitive vs. restorative process.
2. Group mediations with Families, Communities supports and School Officials
3. Increased presence in the building before, during, and 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



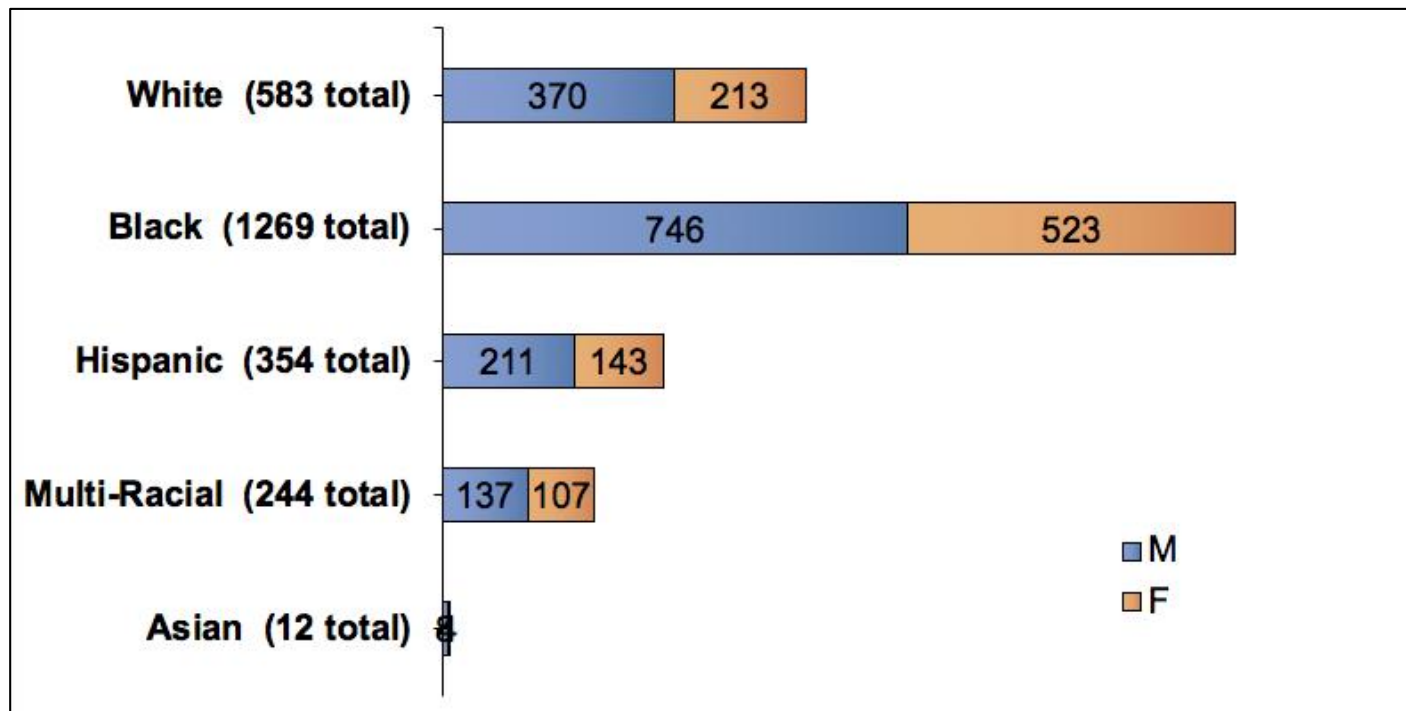
- For White and Black students, the bars are flipped. White students and Black students accrue infractions at rates that are disproportionate to the overall population

## Infractions by Type and Race, Fall 2018 (2,462 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%
<b>Total</b>	<b>2,086</b>	<b>2</b>	<b>113</b>	<b>138</b>	<b>123</b>	<b>2,462</b>	<b>100%</b>
Pct. Of Total	85%	0%	5%	6%	5%	100%	

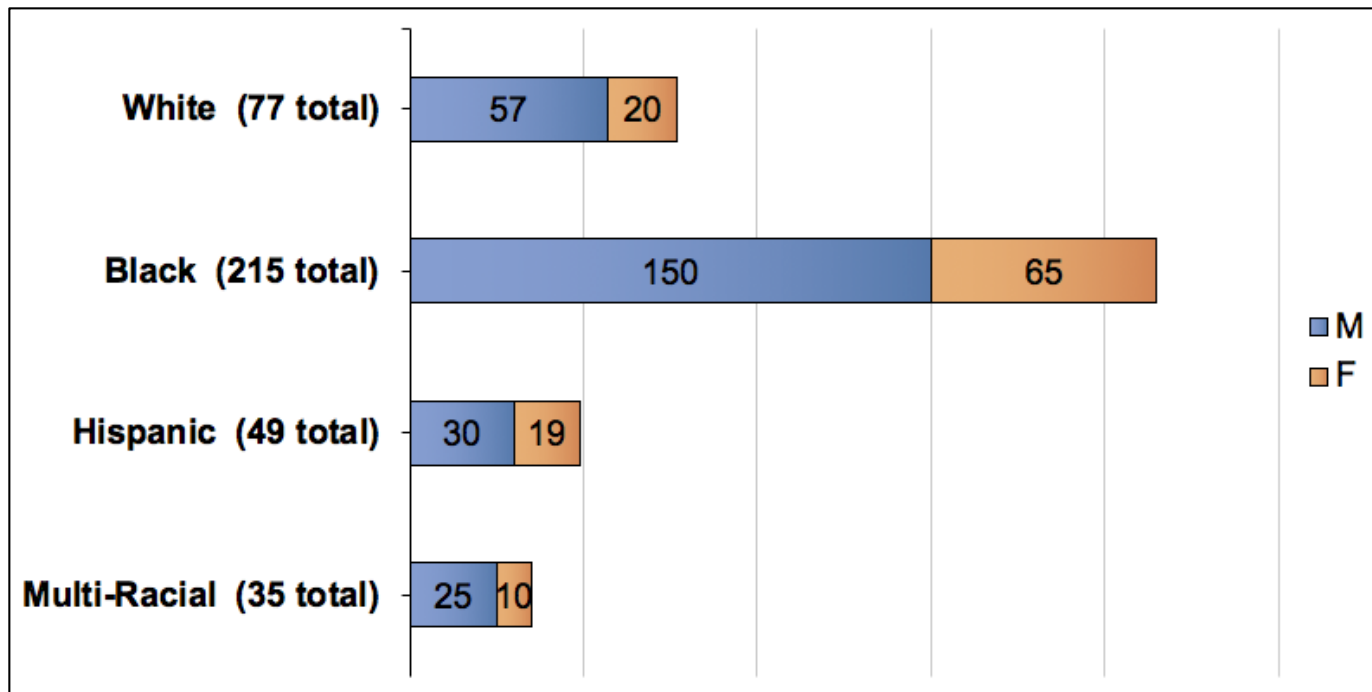
- On average, there was about 19 behavioral infractions per week
- 15% of all infractions were related to behavioral infractions. Black students make up the majority of the infractions.

## 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

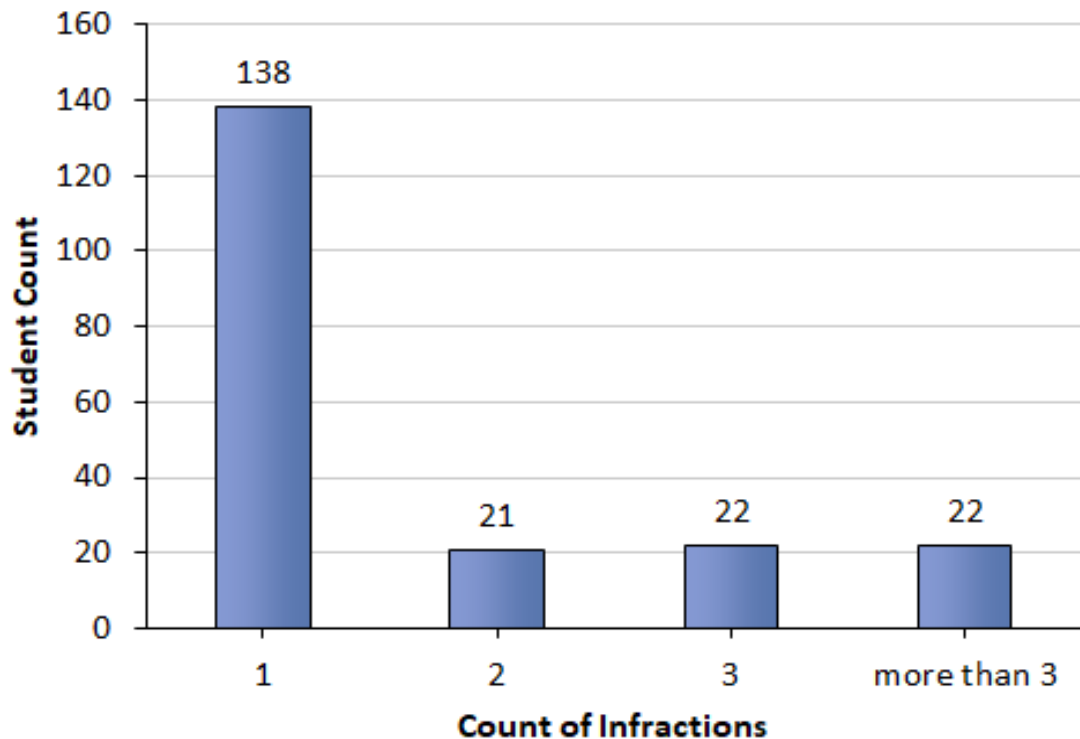
- A look at infractions by frequency, grade level and Special Ed status

## Students by Highest Level of Infraction - Fall 2018

# of infractions	Attendance / Detention	Intervention	Level 1	Level 2	Level 3	All Infraction	Percent of Total
White	506	0	23	22	32	583	24%
Black	1,054	2	67	81	65	1,269	52%
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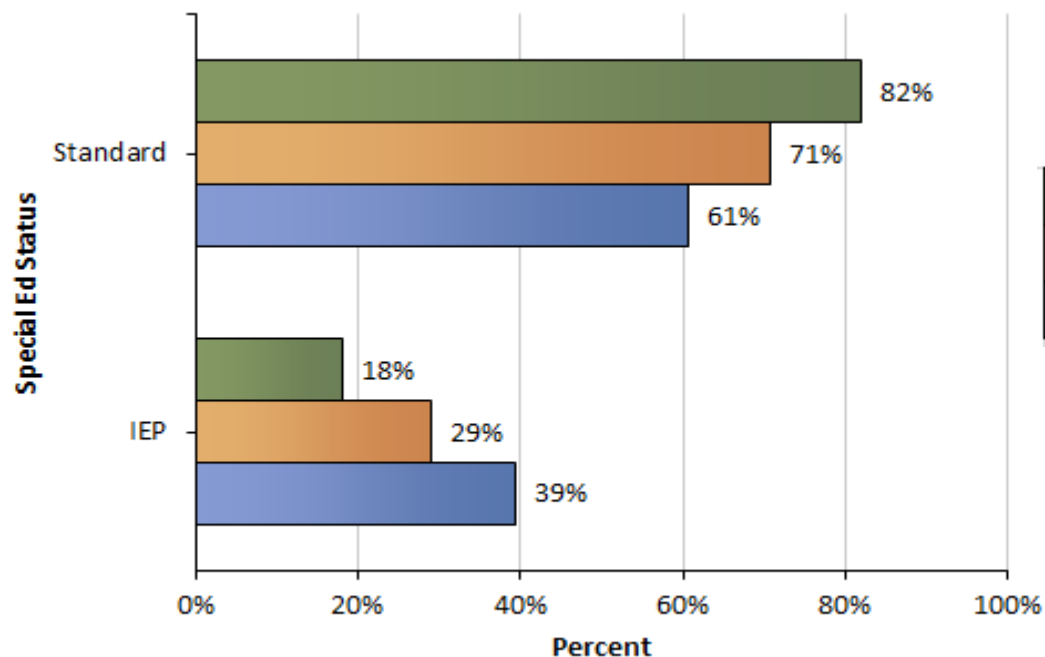
- 801 students accrued at least one infraction (~23% of student body)
- When we remove Attendance/Detentions and focus on behavioral infractions, 175 students accrued at least behavioral infraction(~5% of student body)

## Students with Infractions by Frequency, Fall 2018



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

# Special Education Students, Fall 2018



	% of Enrollment (3494 total)
	% of Infractions (2462 total)
	% of Infractions Excluding A/D (376 total)

- 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	517	1,144	9	46	1	0	368	2,086
Intervention	0	0	0	0	0	0	0	2	2
Level 1	12	12	4	0	2	2	0	82	114
Level 2	3	11	4	2	12	67	3	36	138
Level 3	0	0	1		1	79	31	14	126
Total	16	540	1,153	11	61	149	34	502	2,466

- 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	296	9	58	8	0	371
Intervention	0	0	2	0	0	2
Level 1	25	6	40	13	1	85
Level 2	10	1	10	16	1	38
Level 3	5	4	1	3	1	14
Total	336	20	111	40	3	510

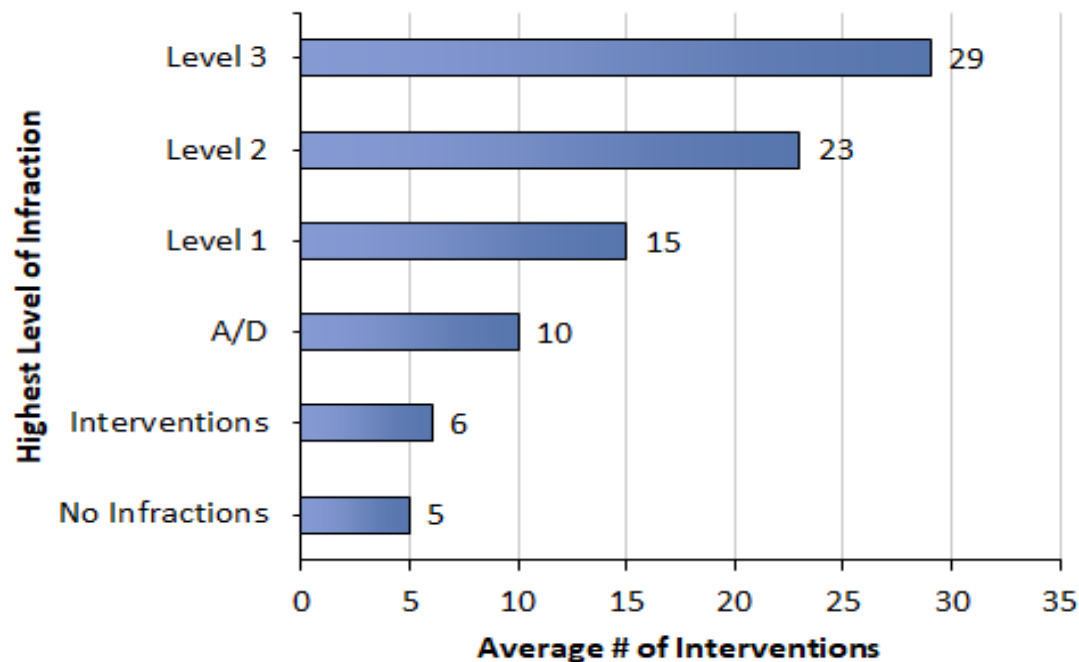
NOTE: In some instances, some infractions had multiple responses. Therefore, the total number of responses may be slightly higher than the total number of infractions.

Of the 428 infractions that 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.

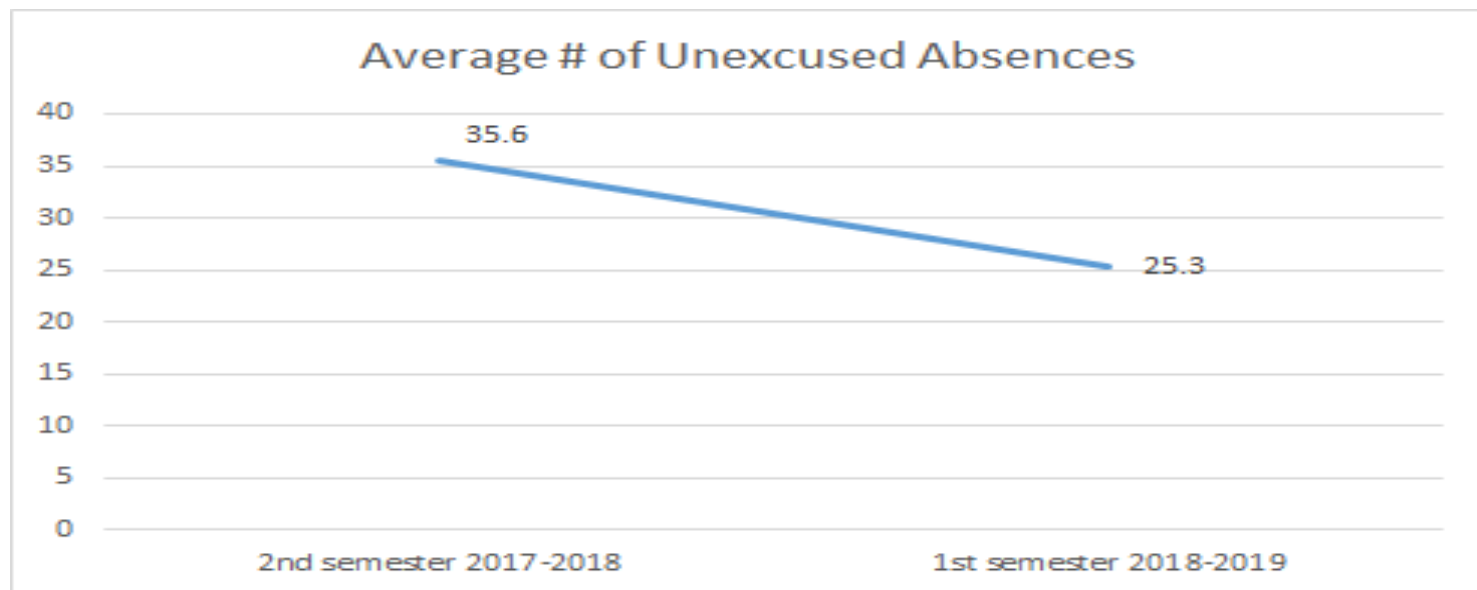
# Students who were supported...

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).

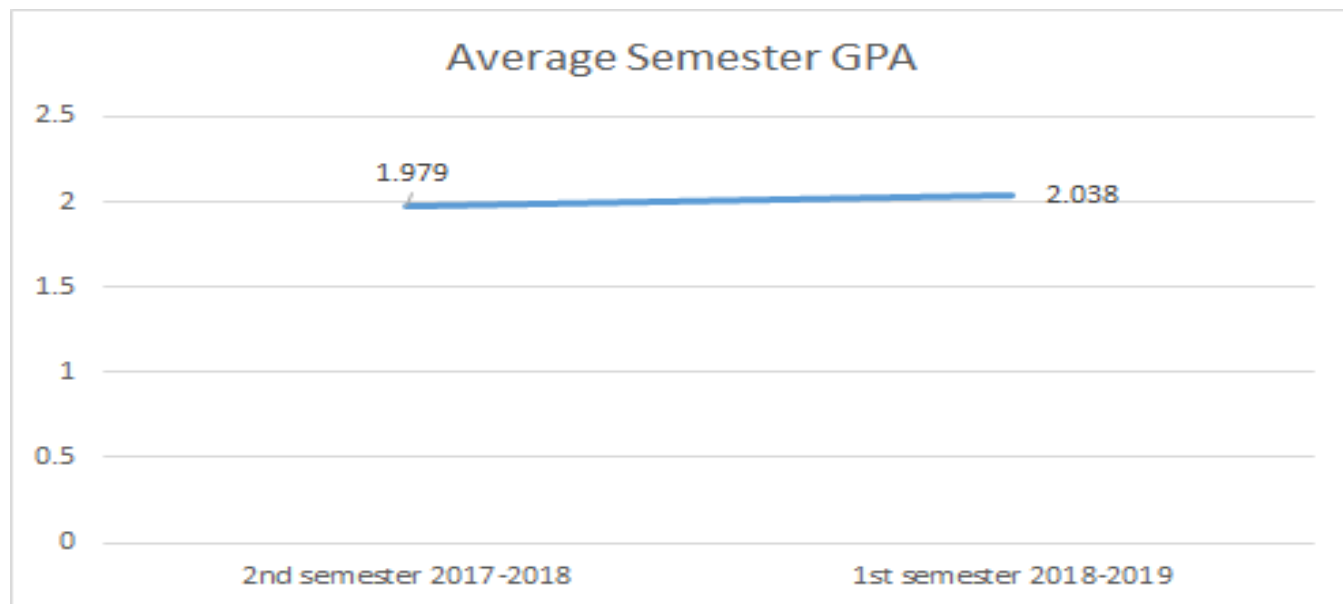
We can see that there is an increase overall school attendance (reduction in unexcused absences), increase in average GPA, decrease in infractions (Type 2 & 3), and decrease in guidance interactions.

## Comparison Data - Student Unexcused Absences



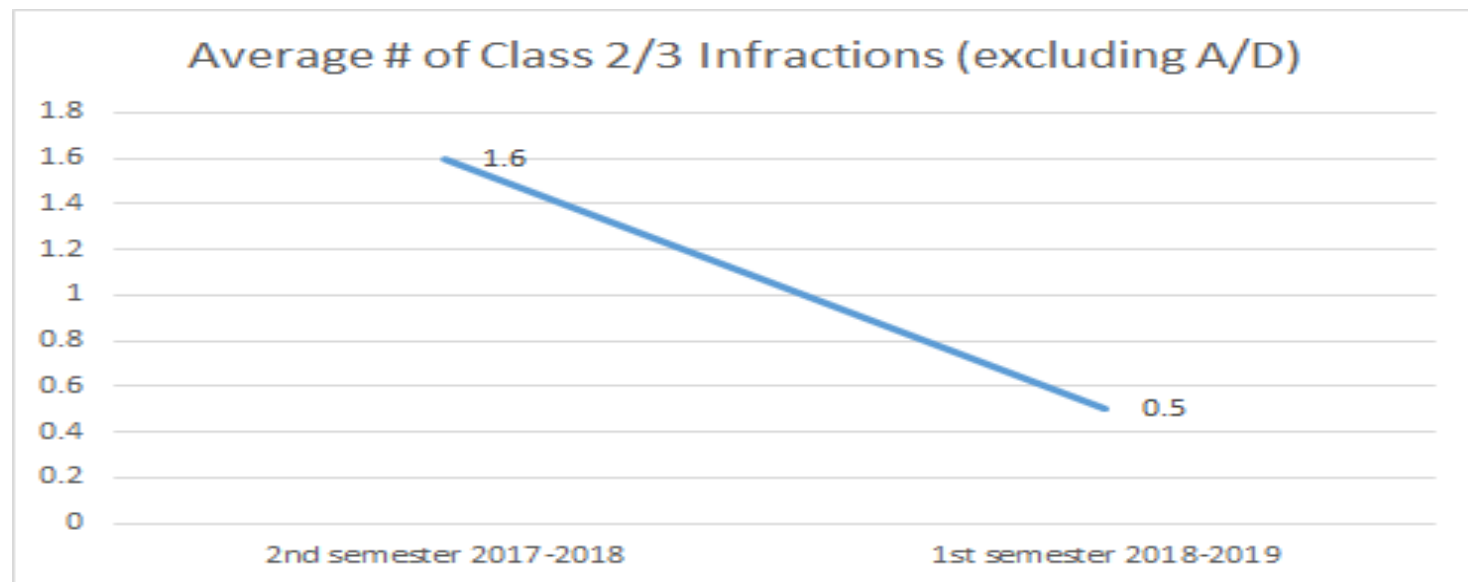
	Average # of Unexcused Absences
2nd semester 2017-2018	35.6
1st semester 2018-2019	25.3

## Comparison Data - Student Interventions



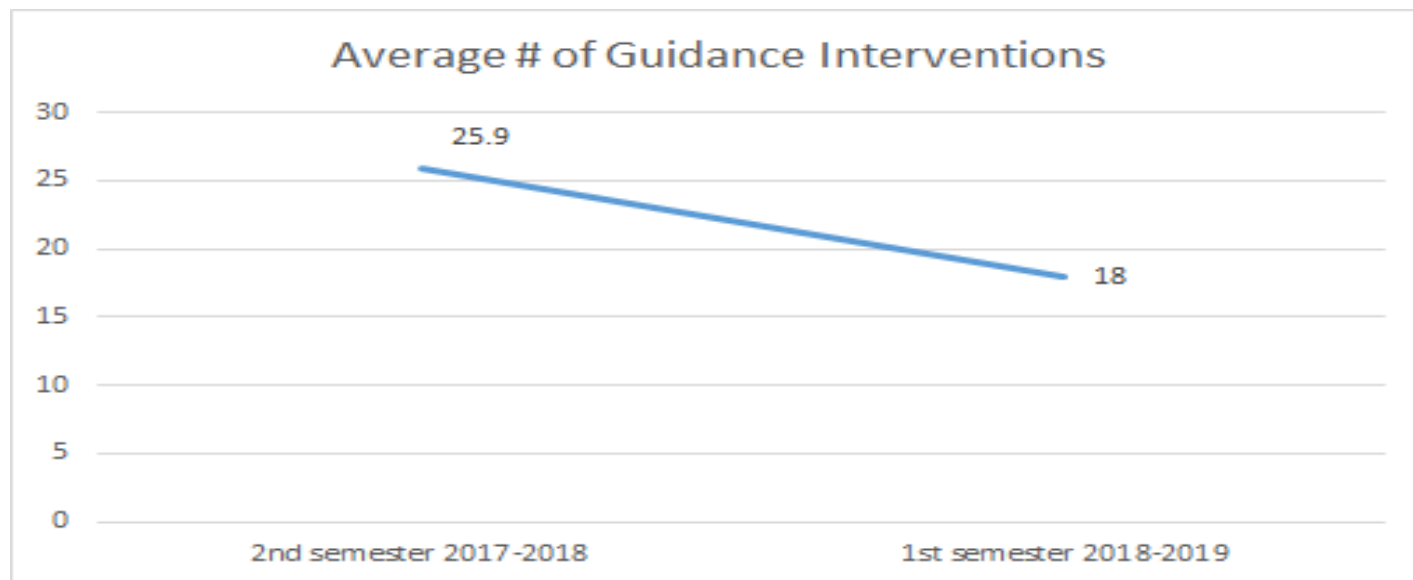
	Average Semester GPA
2nd semester 2017-2018	1.979
1st semester 2018-2019	2.038

## Comparison Data - Student Infractions



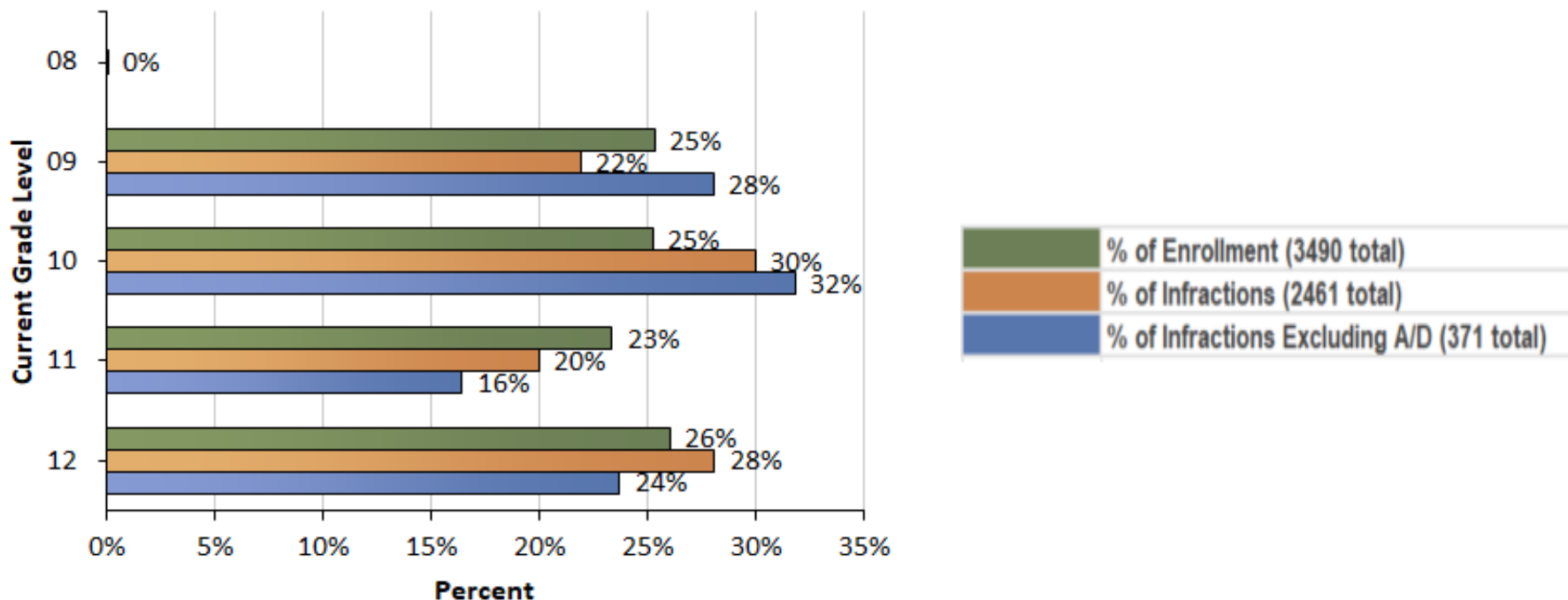
	Average # of Class 2/3 Infractions (excluding A/D)
2nd semester 2017-2018	1.6
1st semester 2018-2019	0.5

## Comparison Data - Student Interventions



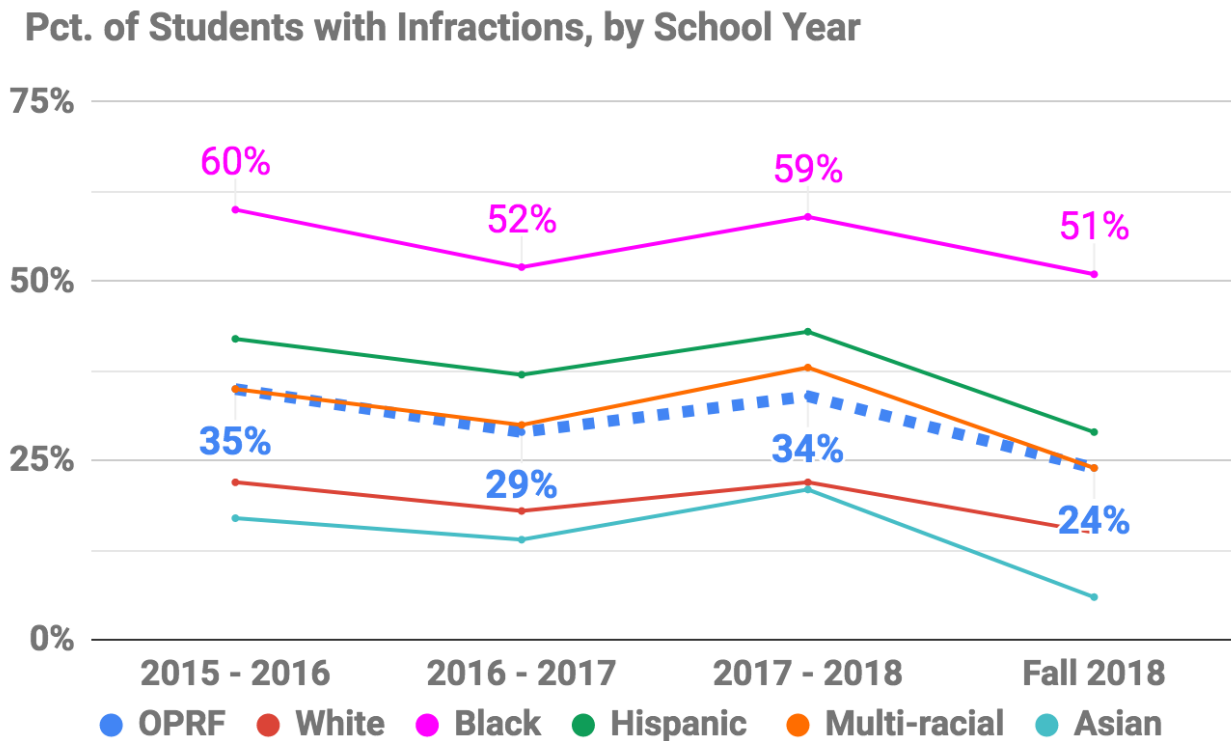
	Average # of Guidance Interventions
2nd semester 2017-2018	25.9
1st semester 2018-2019	18

## Students with Infractions by Grade Level

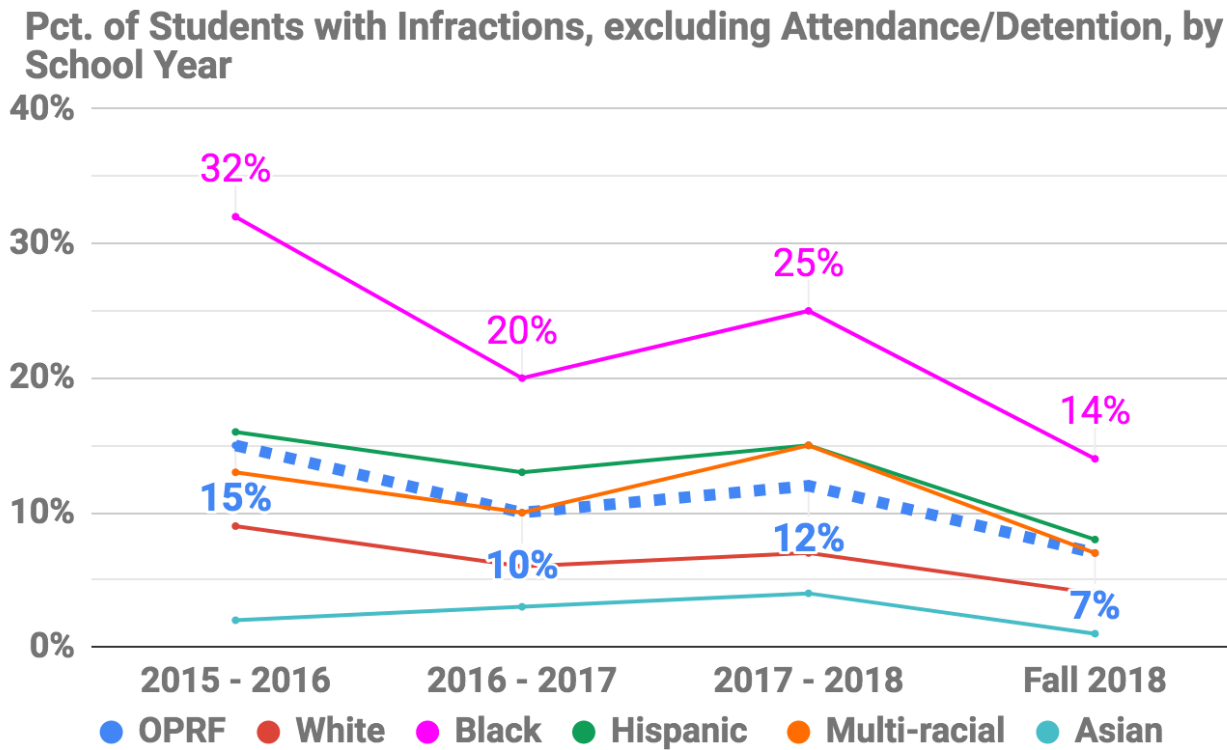


- 10th graders accrued a disproportionately high number of infractions, whereas juniors were disproportionately low. Freshman has a higher behavioral infractions, and seniors had a higher attendance and detention figures.

# Students with Infractions by School Year (past 4 years)



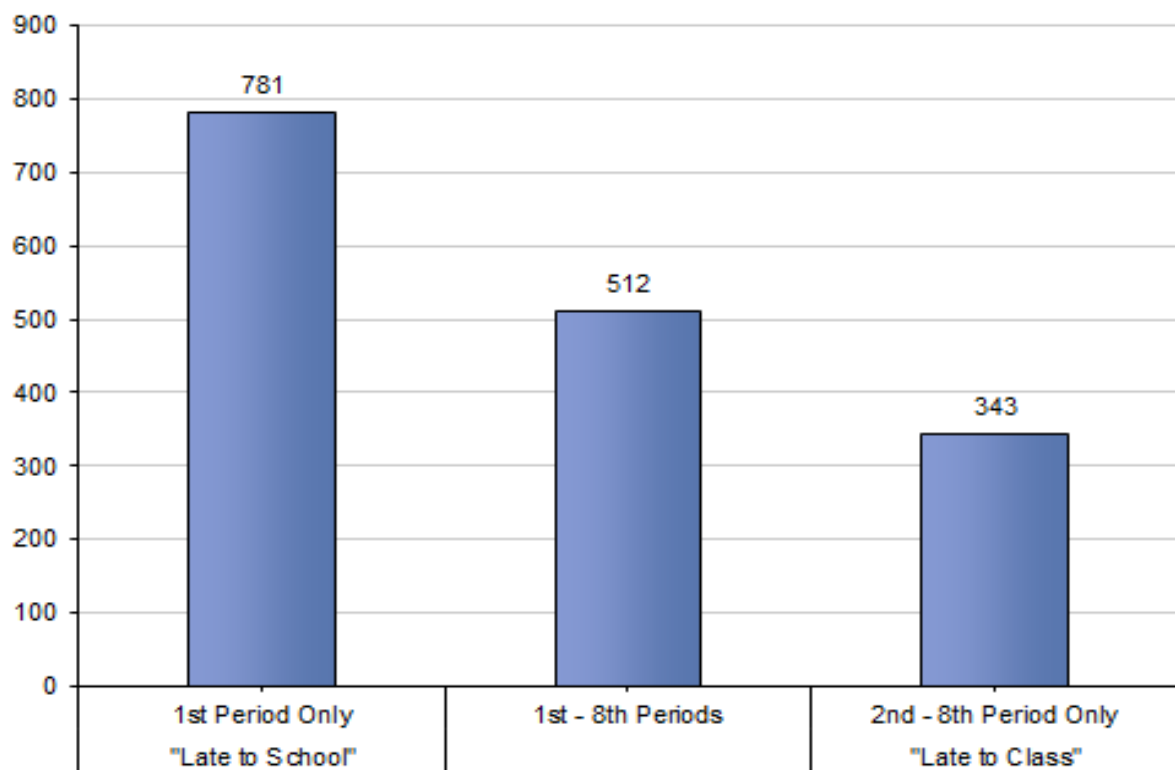
# Students with Non Attendance/Detention Infractions by School Year (past 4 years)



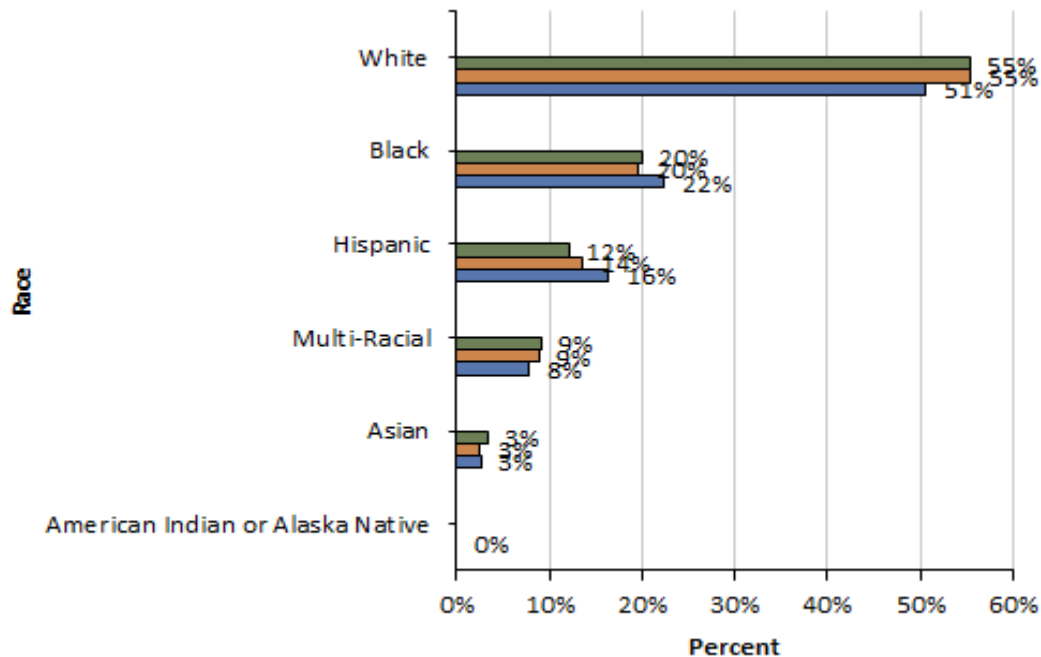
# Tardies

- A quick snapshot at tardies

## Tardy Students by Time of Day

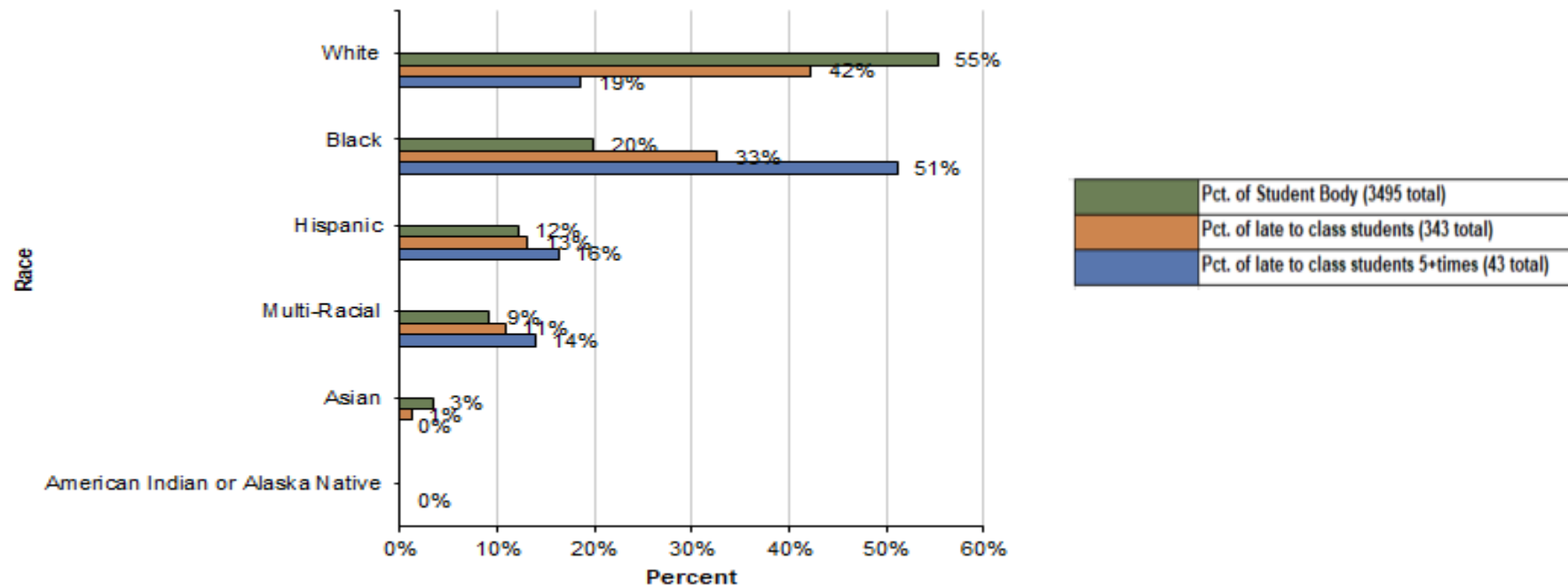


## Enrollment vs “Late to School” (1st period Tardies Only)



	Pct. of Student Body (3495 total)
	Pct. of late to school students (781 total)
	Pct. of late to school students 5+times (152 total)

## Enrollment vs “Late to Class” Students (2nd -8th Period Tardies 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