

# Non-Academic Data Update

2021-2022



# Framework and Approach

## MICIP

(Michigan Integrated Continuous Improvement Process)



# Multi- Tiered Systems of Support

(MTSS)

## Core Components:

- High-Quality, Differentiated Classroom Instruction
- System-wide Approach
- Integrated Data System
- Culturally Responsive Positive Behavior Intervention & Support (CRPBIS)

# Proactive Support

## **Intentional and ongoing support for all students:**

- Social Emotional Learning
- PBIS Lessons
- Mental Health Teams
- Counselor Accessibility with Self-Referral Process for Students and Parents

# Proactive Supports

- Problem Solving Meetings
- Staff Visibility
- Grade Level Teaming
- Strategic Scheduling
- Freshmen Connect
- Peer Mentoring

# Supportive Measures

- Conversation and Dialog -  
“Seek to Understand Approach”
- Restorative Meetings
- Partnerships with Families
- Student Behavior Specialist (K-8)
- Social Workers and Counselors
- Individual Behavior Plans
- Functional Behavior Assessments  
(FBAs)
- Social Contracts with individual  
students

# Supportive Measures

- Partnership with Outside Organizations
  - Handle with Care
  - Okay-2-Say
  - Wrap Around Services (ICHD)
  - TIPS (ICHD)
- Student Centered Groups (Need Based)
  - Anxiety Group
  - Ele's Place
  - Prizm Club
  - United and Social Progress
  - Links
  - And Many more

# Student Data Sources

## **Attendance Data:**

PowerSchool

## **Behavior Data:**

PowerSchool

SWIS / BIFs

mySAEBRS



# Attendance Data

# Attendance - Average Daily Attendance

Grade Level	2018-2019 <i>(Pre-COVID)</i>	2021-2022
K-4	89.9% <i>(1704 total students)</i>	92.2% <i>(1673 total students)</i>
5-8	90.6% <i>(1424 total students)</i>	94.1% <i>(1316 total students)</i>
9-12	89.7% <i>(1406 total students)</i>	95.2% <i>(1433 total students)</i>

# K-4 Absence Data - by Sub-Group

*(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for the 2021-2022 school year at the specific level.)*

<b>K-4 Attendance Data</b> <i>(1673 total students)</i>							
<b>Gender</b> <i>(Biological Sex)</i>		<b>Ethnicity</b> <i>(as reported in PowerSchool)</i>					
M	F	African American/ Black <i>(8.9%)</i>	Asian <i>(28.2%)</i>	Hispanic <i>(5.6%)</i>	White <i>(59.5%)</i>	American Indian <i>(1.0%)</i>	Native Hawaiian <i>(0.3%)</i>
53.4%	46.4%	9.1%	27.7%	5.8%	56.3%	0.9%	0.3%

# 5-8 Absence Data - by Sub-Group

*(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for the 2021-2022 school year at the specific level.)*

5-8 Attendance Data (1316 total students)							
Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
M	F	African American/ Black (10.4%)	Asian (25.6%)	Hispanic (4.6%)	White (61.9%)	American Indian (0.2%)	Native Hawaiian (0.3%)
51.7%	48.3%	10.9%	20.5%	6.4%	61.9%	0.2%	0.1%

# 9-12 Absence Data - by Sub-Group

*(Data indicates the percentage of students within an identified sub-group that were absent out of all absences for the 2021-2022 school year at the specific level.)*

<b>9-12 Attendance Data</b> <i>(1433 total students)</i>							
<b>Gender</b> <i>(Biological Sex)</i>		<b>Ethnicity</b> <i>(as reported in PowerSchool)</i>					
M	F	African American/ Black <i>(9.4%)</i>	Asian <i>(25.1%)</i>	Hispanic <i>(5.0%)</i>	White <i>(60.2%)</i>	American Indian <i>(0.6%)</i>	Native Hawaiian <i>(0.3%)</i>
<b>47.4%</b>	<b>52.6%</b>	<b>11.1%</b>	<b>20.3%</b>	<b>7%</b>	<b>60.3%</b>	<b>1%</b>	<b>.3%</b>

# Attendance – Analysis and Takeaways

## Summary of Data

- Increased average daily attendance at every level post-Covid
- Data indicates proportional averages relating to absences by ethnicity
- Absences based on gender are split fairly even and do not demonstrate significant outliers

## Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.* (EP Goals 6 & 8)

# Behavior Data

**EVERY  
BEHAVIOR  
IS A  
FORM  
OF  
COMMUNICATION.**



# Behavior Responses and Alternatives to Suspension

- Restorative Practices
- Progressive Discipline
- ISS instead of OSS - Sustained support at school from staff
- Natural Consequences / Community Service Projects
- Reduction of consequence with willingness to participate in educational programming (CMH)

# 7 Factors to Consider Before Resorting to Suspension or Expulsion

## 1. Student's Age

- How old is the student in question?
- Does this influence the level of intervention necessary to address this behavior?

## 2. Disciplinary History

- What is this student's disciplinary history?
- Does this influence the level of intervention necessary to address this behavior?

## 3. Disability

- Does the student in question have a disability?
- Does this influence the level of intervention necessary to address this behavior?

## 4. Seriousness of Behavior

- What was the seriousness of this student's behavior?
- Does this influence the level of intervention necessary to address this behavior?

# 7 Factors to Consider Before Resorting to Suspension or Expulsion

## 5. Safety Risk

- Did the student pose a safety risk to others?
- Does this influence the level of intervention necessary to address this behavior?

## 6. Use of Restorative Practice

- Have restorative practices already been used as a means of intervention in this student's disciplinary history?
- Does this influence the level of intervention necessary to address this behavior?

## 7. Level of Intervention

- Would a lesser intervention than suspension or expulsion appropriately address this behavior in question?

# Behavior Overview

## Data Collection

- Documentation - Opportunity to Establish Patterns
- Communication Tool
- Information to Drive Supportive Responses
  - Connect students with resources
  - Group Sessions
  - Goal Setting
  - Reteaching of Expectations
  - Restorative Conversations

# Behavior - Suspensions

*(3 or more days of Out of School Suspension for a single student)*

Grade Level	2021-2022
K-4	<1% <i>(4 of 1673 total students)</i>
5-8	<1% <i>(8 of 1316 total students)</i>
9-12	1.3% <i>(18 of 1433 total students)</i>

# Behavior Trends

## **Most Frequent Behaviors** *(Based on K-12 Suspension Data)*

- Disruptive Behavior
- Physical Aggression/Fighting
- Illegal Substances

# K-4 Suspension Data – by Sub-Group

*(3 or more days of suspension for a single student)*

## K-4 Suspension Data

*(4 of 1673 total students)*

Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
<b>3</b>	<b>1</b>	0	<b>2</b>	<b>1</b>	<b>1</b>	0	0	<b>2</b>	<b>2</b>

# 5-8 Suspension Data – by Sub-Group

*(3 or more days of suspension for a single student)*

5-8 Suspension Data <i>(8 of 1316 total students)</i>									
Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
<b>5</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>



# 9-12 Suspension Data - by Sub-Group

*(3 or more days of suspension for a single student)*

9-12 Suspension Data <i>(18 of 1433 total students)</i>									
Gender <i>(Biological Sex)</i>		Ethnicity <i>(as reported in PowerSchool)</i>						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
<b>13</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>12</b>

# Behavior – Analysis and Takeaways

## Impact of Pandemic

- Limited opportunity to engage in “typical” school experiences – less connections to school
- Reduced social interactions
- Impact of decreased mental stamina from 1/2 days back to full days of instruction
- Gaps in student learning create an overwhelmed feeling which results in behaviors

# Behavior – Analysis and Takeaways

## Summary of Data

- In comparison to overall enrollments, suspension is used minimally at all levels in response to student behaviors
- Data indicates that suspensions occurs more frequently for our males, students within Special Education, and our economically disadvantaged population

## Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)
- Interrogate our data & practices. *Identify who is benefiting from the ways in which we do things, as well as who is missing from the conversations.* (EP Goals 6 & 8)

# Behavior Action Steps

## Identify the “WHY”

- Seek to Understand
- Goal of Reteaching
- Support for Growth

## Respond to the Need

- Student-centered approach
- Culturally Responsive Positive Behavior Interventions & Support (CRPBIS)
- Support from Ingham ISD
- Behavior Tiered Fidelity Inventory (TFI)
- Building consistency across all schools - processes, practices, definitions
- Identifying professional training needs - active supervision for lunch personnel

“The goal of behavior support is not ‘perfect children.’ Rather the goal should be creating the perfect environment for enhancing growth.”



-Randy Sprick

