Non-Academic Data Update

2022-2023

1st Semester

OKEMOS PUBLIC SCHOOLS

Student Data Sources

Attendance Data:

PowerSchool

Behavior Data:

PowerSchool

SWIS / BIFs

mySAEBRS

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 Improvement 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 Program (ICHD)

- Student-Centered Groups (Need Based)
  - Anxiety Group
  - Ele's Place
  - Prizm Club
  - United and Social Progress
  - Links
  - And Many more

Attendance Data

Attendance – Analysis and Takeaways

Summary of Data

- Data indicates proportional averages relating to absences by ethnicity and gender

- Reflect our values of building relationships, equity-focus, establishing trust so students desire to be a part of the learning environment

Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)

- Interrogate our environment, 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)

Attendance – Average Daily Attendance

Grade Level	2018–2019 (Pre-COVID– Full Year)	2021–2022 (Full Year)	2022–2023 (1st Semester)
K-4	89.9% (1704 total students)	92.2% (1673 total students)	92.1% (1744 total students)
5-8	90.6% (1424 total students)	94.1% (1316 total students)	94.2% (1427 total students)
9-12	89.7% (1406 total students)	95.2% (1433 total students)	94.9% (1466 total students)

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 1st semester of the 2022-2023 school year at the specific level.)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
K-4 Attendance Data *(1744 total students)*								
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	52.0%	48.0%	8.6%	27.6%	5.7%	57.0%	1.0%	0.1%
% absent within subgroup of the total population	53.6%	47.4%	9%	27.3%	6.1%	56.5%	1.2%	0.1%

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 1st semester of the 2022-2023 school year at the specific level.)

Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	51.7%	48.8%	10.5%	25.1%	5.4%	58.2%	0.3%	0.5%
% absent within subgroup of the total population	51.7%	48.4%	10.6%	21.9%	6.5%	60.2%	0.5%	0.6%

5-8 Attendance Data (1427 total students)

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 1st semester of the 2022-2023 school year at the specific level.)

	9-12 Attendance Data (1466 total students)							
Subgroup Categories for Total Population	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)					
	M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian
% of total population	50.1%	49.9%	10.0%	24.6%	5.1%	59.6%	0.5%	0.3%
% absent within subgroup of the total population	47.3%	52.7%	10.7%	21.4%	6.9%	60.2%	0.5%	0.3%

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
  - Environment Interrogation

Behavior – Suspensions
(3 or more days of Out of School Suspension for a single student)

Grade Level	2021–2022 (Full Year)	Grade Level	2022–2023 (1st Semester)
K–4	**<1%** *(4 of 1673 total students)*	K–4	**0%** *(0 of 1744 total students)*
5–8	**<1%** *(8 of 1316 total students)*	5–8	**<1%** *(3 of 1427 total students)*
9–12	**1.3%** *(18 of 1433 total students)*	9–12	**1.0%** *(15 of 1466 total students)*

K-4 Suspension Data - by Sub-Group
(3 or more days of suspension for a single student)

K-4 Suspension Data *(0 of 1744 total students)*									
Gender *(Biological Sex)*		Ethnicity *(as reported in PowerSchool)*						Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
0	0	0	0	0	0	0	0	0	0

Behavior Trends

Most Frequent Behavior(s)
(Based on K–12 Suspension Data)

2021-2022 *(Full Year)*	2022-2023 *(1st Semester)*
Disruptive Behavior *(15/32)* **Aggression/ Fighting** *(6/32)* **Illegal Substances/ Alcohol Use** *(6/32)*	**Illegal Substances/ Alcohol Use** *(11/17)* **Aggression/ Fighting** *(2/17)*

5-8 Suspension Data - by Sub-Group
(3 or more days of suspension for a single student)

5-8 Suspension Data *(3 of 1427 total students)*									
Gender *(Biological Sex)*		**Ethnicity** *(as reported in PowerSchool)*						**Special Ed.**	**Economically Disadvantaged**
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
3	**0**	**1**	**0**	**1**	**1**	**0**	**0**	**2**	**2**
100%		**33%**		**33%**	**33%**			**67%**	**67%**

9-12 Suspension Data - by Sub-Group
(3 or more days of suspension for a single student)

9-12 Suspension Data (15 of 1433 total students)										
Gender *(Biological Sex)*		**Ethnicity** *(as reported in PowerSchool)*							Special Ed.	Economically Disadvantaged
M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian			
7	8	4	0	3	8	0	0	7	12
47%	53%	27%		20%	53%			47%	80%

Behavior – Analysis and Takeaways

Summary of Data

- In comparison to overall enrollments, **suspension is used minimally at all levels** in response to student behaviors

Reflection for Equity

- Differentiate supports for students based on individual needs. (EP Goal 5)

- Interrogate our environment, 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 – Analysis and Takeaways

Celebrations

- Low behavior numbers/ suspensions at all levels

- Data shows little to no disproportionality, but does highlight areas for additional reflective practices

- Addition of Social Workers and SSAs have allowed for effective proactive measures and opportunity to successfully address and respond to minor incidents before becoming major situations

Behavior – Analysis and Takeaways

Opportunities

- Ongoing review of data at buildings and the district level

- Focus on keeping students in school for access to what they need

- Analysis to inform for what we can do better

Behavior Action Steps

Identify the "WHY"

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

Respond to the Need

- Student-centered approach AND environment centered approach (balance)
- 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