Execution and Accountability Session

Recovery

June 24, 2019

Presenters:

Dan Gohl, Chief Academic Officer &
    Chief of Student Support Initiatives and Recovery (Acting)
Dr. Laurel Thompson, Director Student Services
Dr. Philip C. Harris, Program Manager Recovery (New)
    With Subject Matter Experts:
Ralph Aiello, Director School Counseling and BRACE Advisement
Marcia Bynoe, Director Coordinated Student Health Services
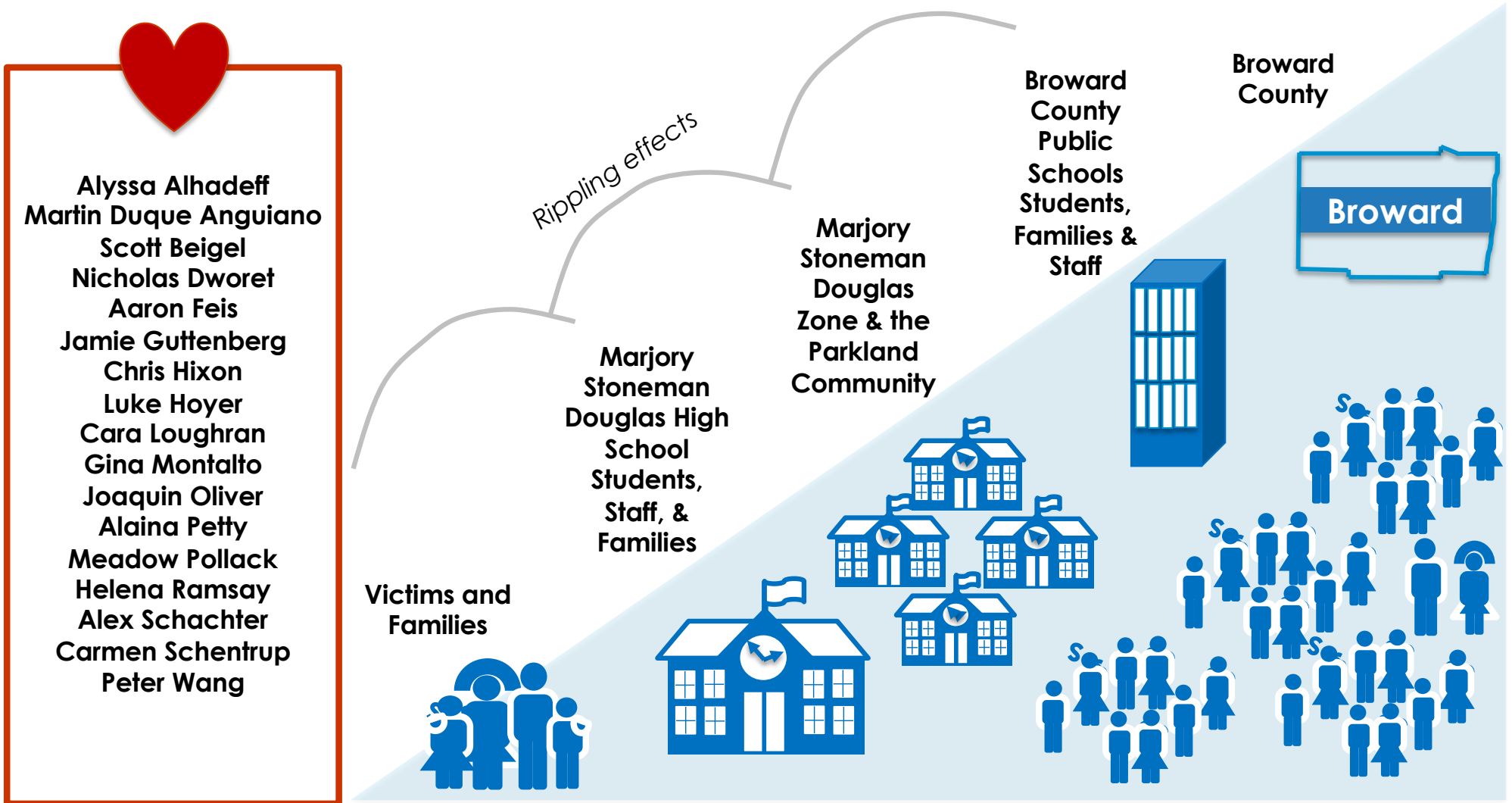**Adrienne Dixson-Paul, Specialist Response to Intervention**
Nordia Sappleton, Curriculum Supervisor, School Climate & Discipline
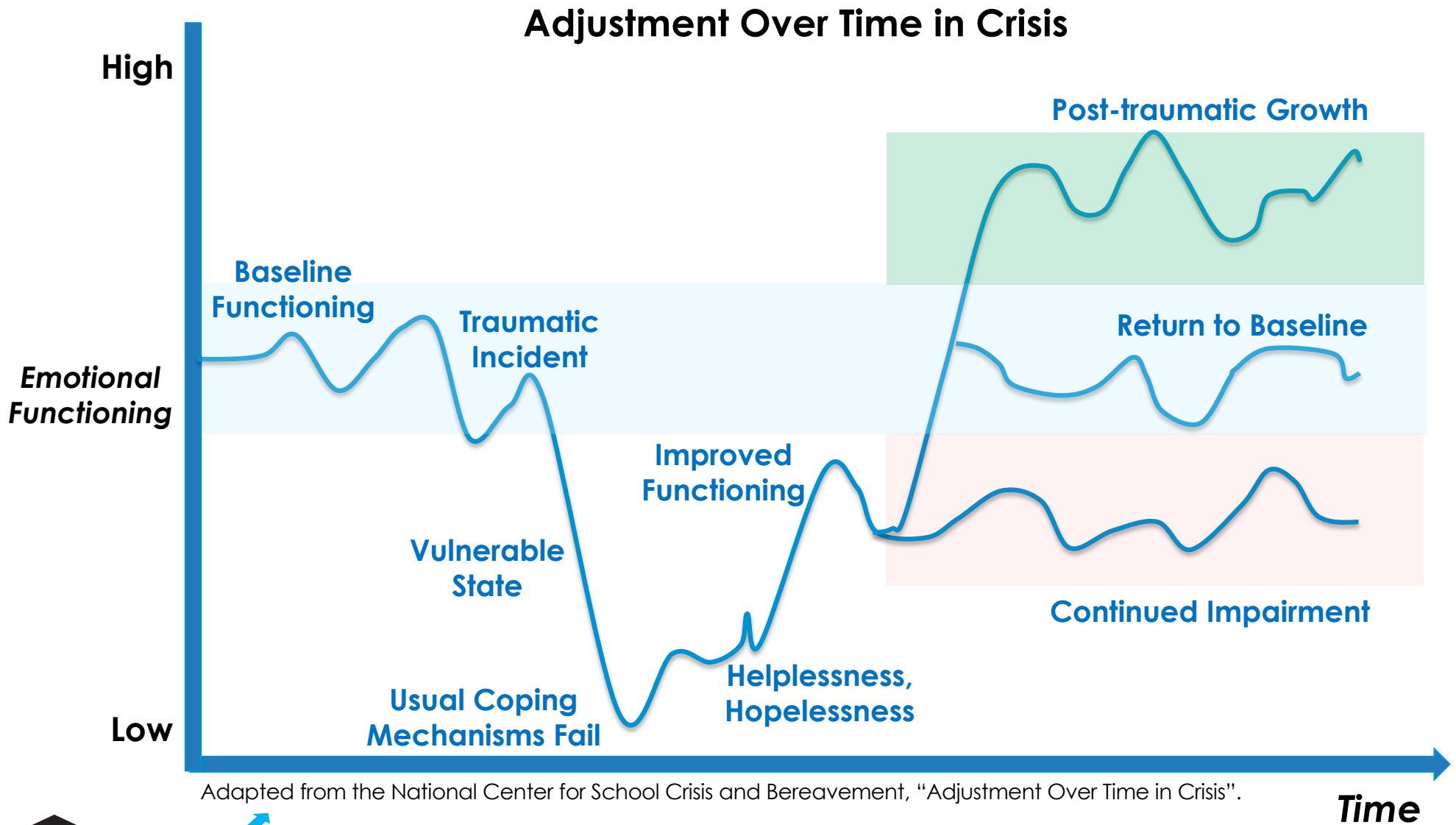**David Watkins, Director Equity & Diversity**

Facilitated by:

SIM
Strategic Initiative Management

BROWARD
County Public Schools
Established 1915

We are here today because of a senseless tragedy at Marjory Stoneman Douglas High School on February 14, 2018

Alyssa Alhadeff
Martin Duque Anguiano
Scott Beigel
Nicholas Dworet
Aaron Feis
Jamie Guttenberg
Chris Hixon
Luke Hoyer
Cara Loughran
Gina Montalto
Joaquin Oliver
Alaina Petty
Meadow Pollack
Helena Ramsay
Alex Schachter
Carmen Schentrup
Peter Wang

Rippling effects

Broward County

Broward County Public Schools Students, Families & Staff

Marjory Stoneman Douglas Zone & the Parkland Community

Marjory Stoneman Douglas High School Students, Staff, & Families

Victims and Families

Broward

BCPS Recovery Overview
We have an infrastructure and are building on it

Why?

Recovery is **mission-critical.**

A robust support infrastructure is needed to ensure that we educate *all students* to reach their highest potential.

Recovery fortifies an environment where **teachers can teach** and **students can learn.**

What?

Academic achievement:

Proficiency (at a minimum)	**Growth** (at a minimum, one year's growth every year)

Social-Emotional Well-being:

Physical Safety[1] (for Students and Staff)

Resiliency (Individuals and Systems)

Resourcefulness (Soft Skills)

How?

- **BEST/CARE Blueprint**
- **Tiered system of supports**
- **Counseling and Academic Advisement**
- **Implementation of External Report Recommendations**
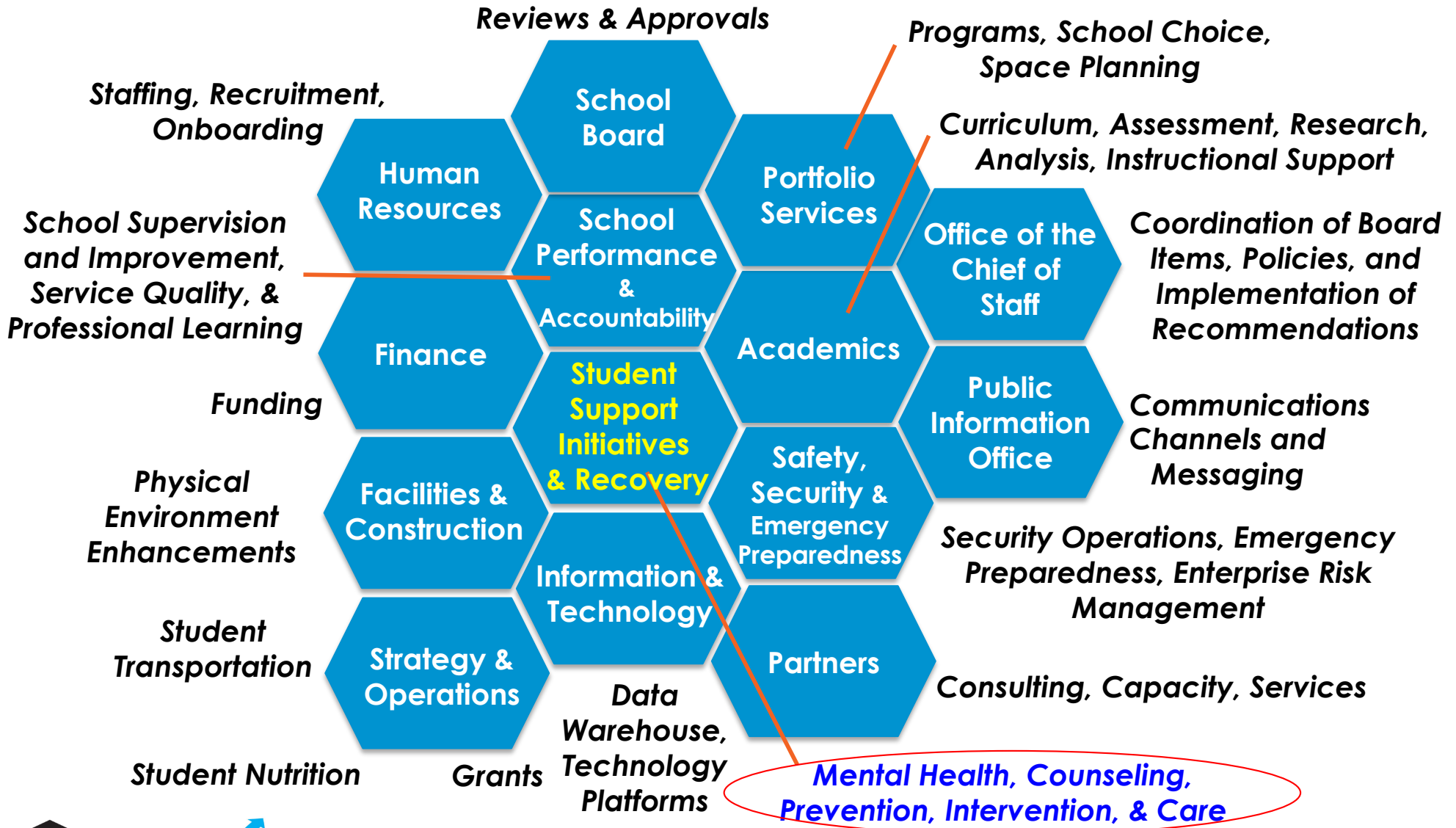- **Leverage external partners (consultants, service providers)**

Programmatic Modifications

Extension of Existing Capabilities

Introduction of New Capabilities

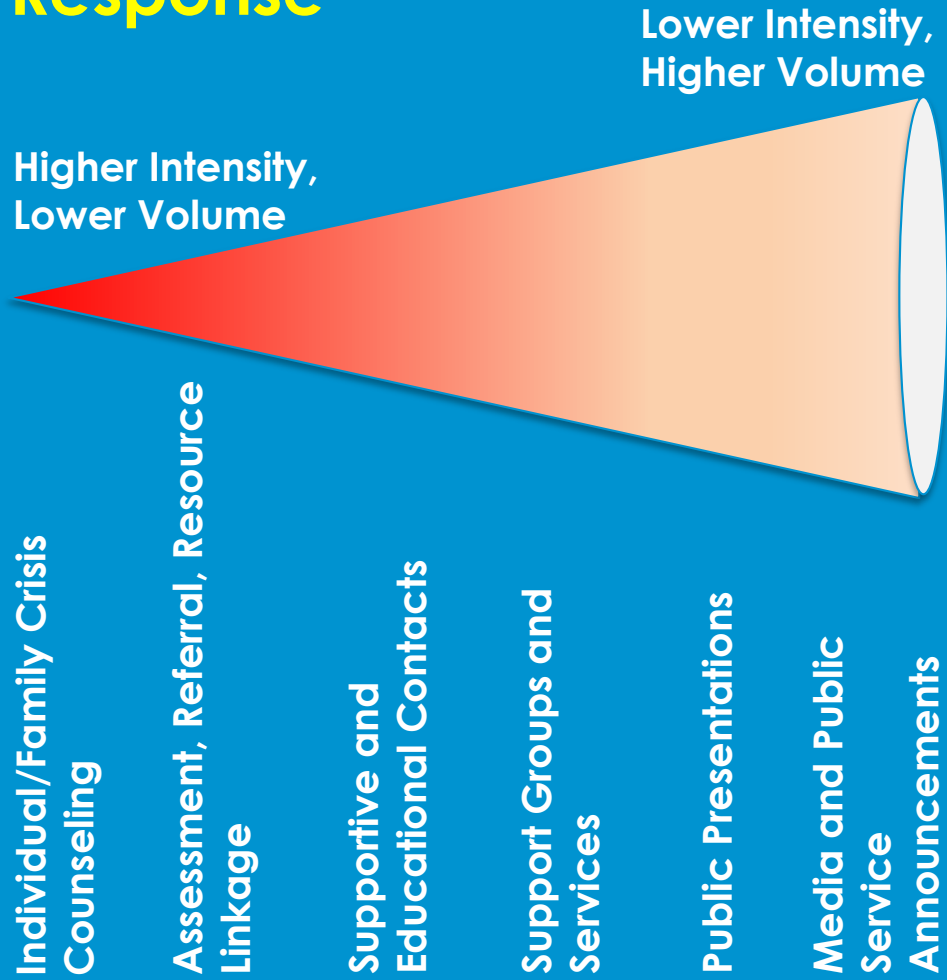[1]The District's Safety and Security Initiative is covered separately.

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Response

Higher Intensity, Lower Volume

Lower Intensity, Higher Volume

- Individual/Family Crisis Counseling
- Assessment, Referral, Resource Linkage
- Supportive and Educational Contacts
- Support Groups and Services
- Public Presentations
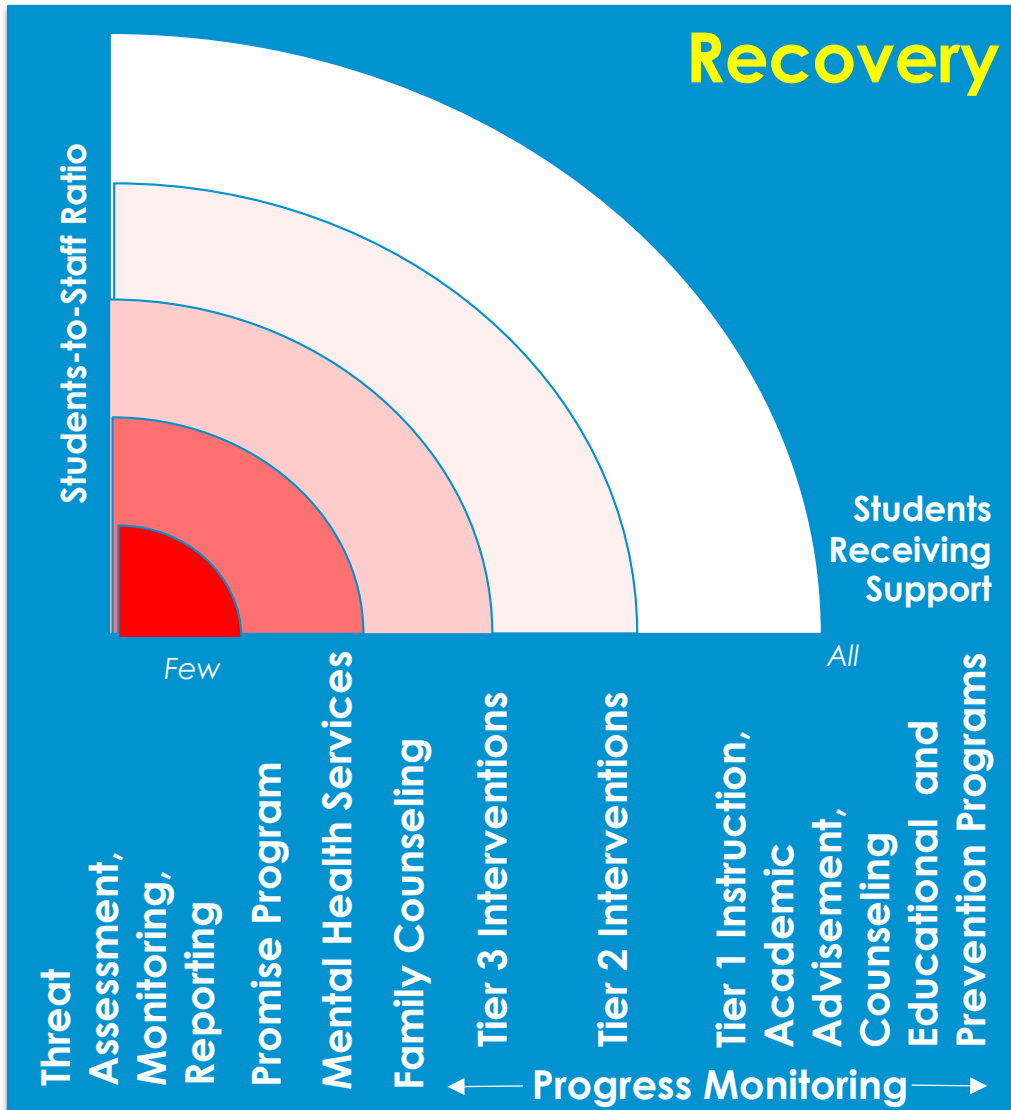- Media and Public Service Announcements

- **Mitigate** effects
- **Reduce** harm
- **Contain** damage
- **Inform** stakeholders
- **Coordinate** efforts
- **Take Urgent and Concrete Actions**

Reactive   **Proactive**

Recovery

Students-to-Staff Ratio

Students Receiving Support

Few — All

Threat Assessment, Monitoring, Reporting
Promise Program
Mental Health Services
Family Counseling
Tier 3 Interventions
Tier 2 Interventions
Tier 1 Instruction, Academic Advisement, Counseling
Educational and Prevention Programs

← Progress Monitoring →
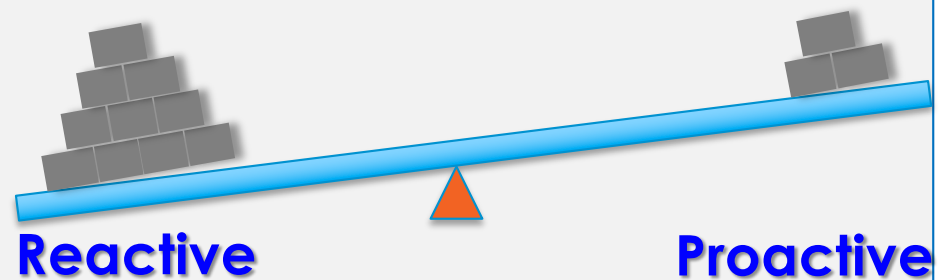
- **Informed** by history, data
- **Tiered Structures** for support
- Well-defined **Protocols**
- Early **Interventions**
- Family & Community **Engagement**
- Physical & Mental **Health**
- **Preparedness & Resiliency**
- Purposeful **Planning**

Reactive   **Proactive**
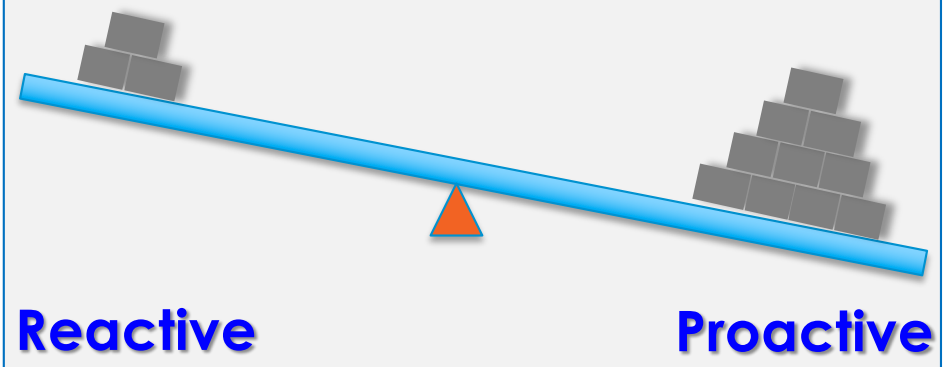
Our Investments in Core Capabilities are critical for meeting District Needs

Systems for *positive development*

Academic & Behavior Instructional Strategies	School Counseling
Social Emotional Learning	Peer Mentoring
Family and Community Engagement	Diversity

Systems of *prevention*

Substance Abuse	Suicide Prevention
Bullying / Violence	Drop Out Prevention
Sexual Health & Wellness	Mindful Action

Recovery Project Management

Systems of *intervention*

Mental Health & Wellness	Threat Assessment
Multi-Tiered System of Supports & Response to Intervention	Behavior and Discipline
Healthy Start / Prenatal Care	Community Learning Centers

Systems for *care*

Mental Health Therapy	Family Counseling
Immigrant Support	Employee Assistance Programs
Emergency/Crisis Treatment	Homeless & Home-bound Education

Enhanced Capability   Significant extension to existing capability   New capability

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Our **Partners** are essential for expanding our capacity

NATIONAL / REGIONAL

USC Suzanne Dworak-Peck School of Social Work

National Center for School Crisis and Bereavement

The Center for Mind-Body Medicine

NASSP™ National Association of Secondary School Principals

THE NATIONAL CENTER FOR Victims of Crime

Sandy Hook PROMISE

REBEL PRIDE
Columbine

MUSC Medical University of South Carolina

LOCAL

Broward Education Foundation — Investing in Broward's Future since 1983

Children's Services Council of Broward County — Our Focus is Our Children.

United Way — United Way of Broward County

Tomorrow's Rainbow, Inc — Guiding Children Back To Joy

Harmony Development Center

Smith Community Mental Health — One Community, One Family, One Life at a Time

BANYAN HEALTH SYSTEMS

Camelot Community Care

...and many others

Henderson Behavioral Health

Our Children Our Future

Memorial Healthcare System
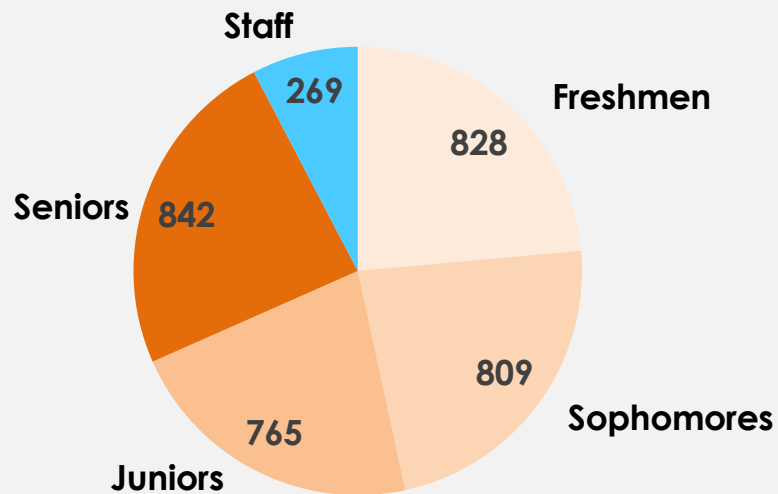
The incident at Marjory Stoneman Douglas fueled a dramatic increase in demand for services

Marjory Stoneman Douglas High School
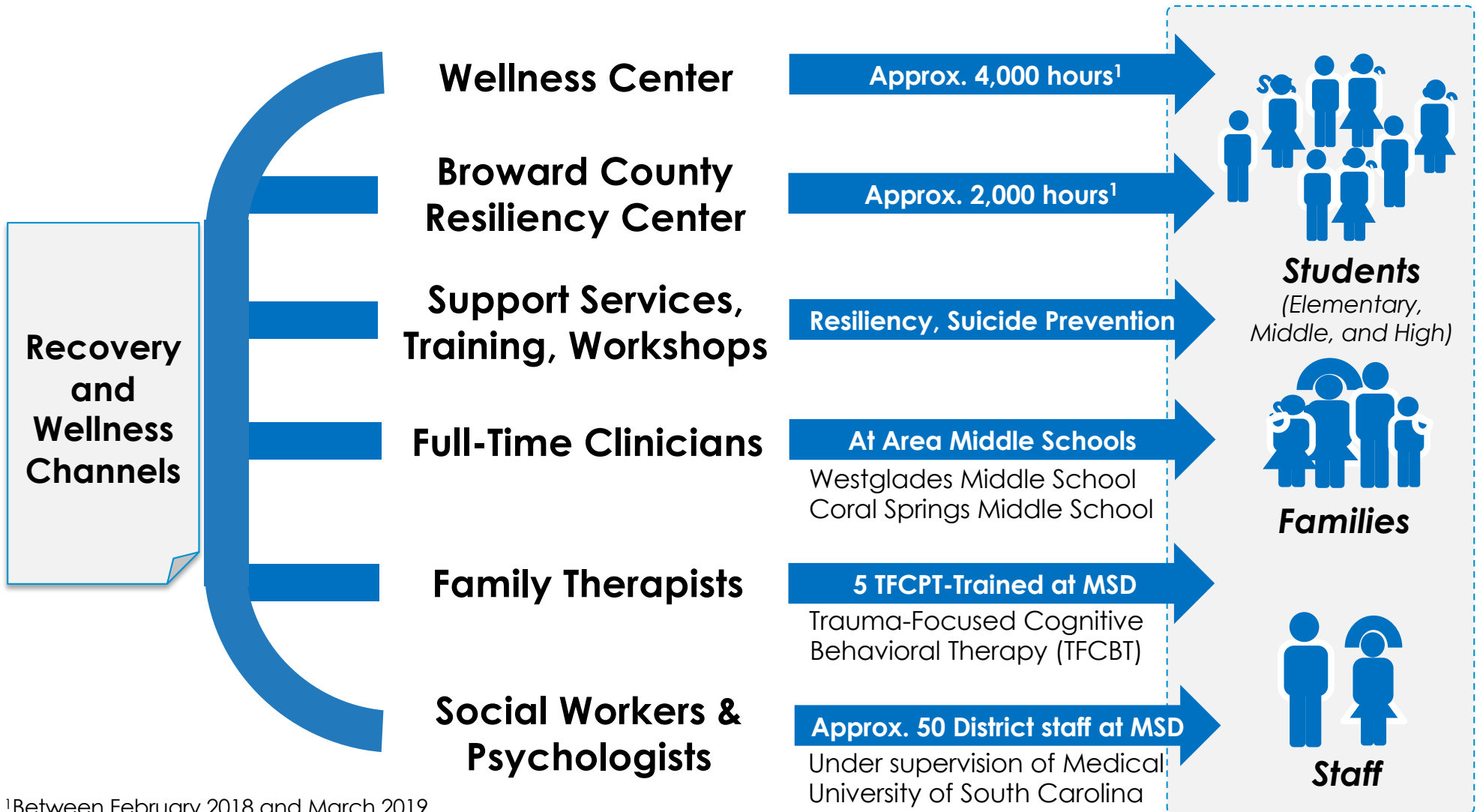Distribution of School Population

Total Population = 3,513

- **700 to 800 people** at Marjory Stoneman Douglas are in **critical need** of support[2].

- **Outreach to Colleges and Universities accepting MSD Graduates notifies them that incoming students may be in need of supports.**

[1] Staff figures do not include two additional counselors provided by the School Counseling and BRACE Department.
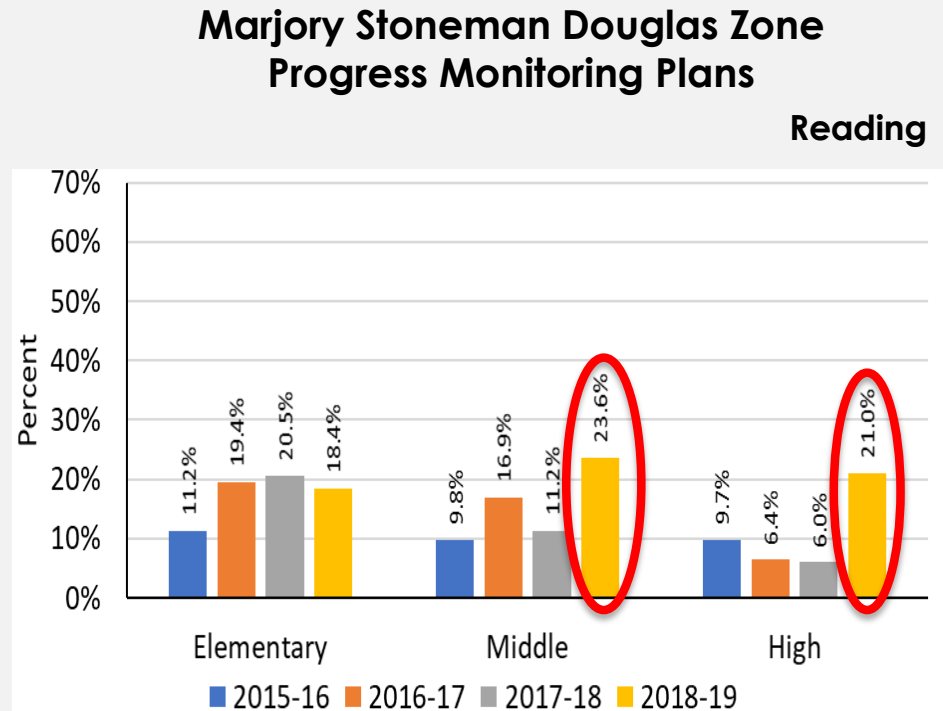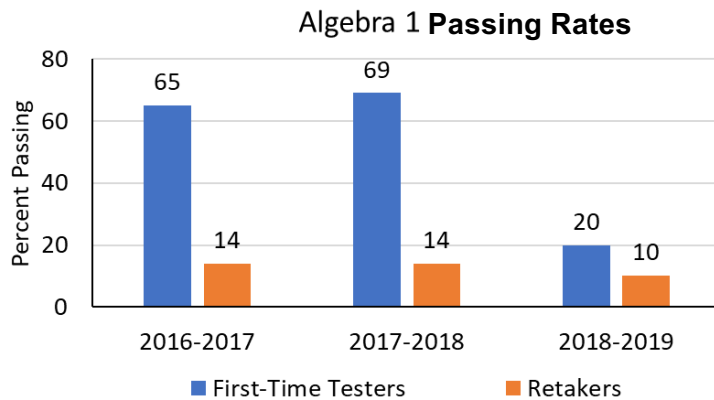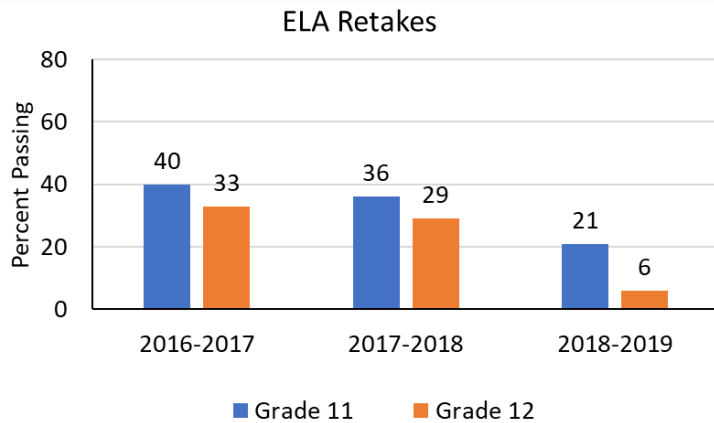[2] Students and staff present in the 1200 Building at the time of the incident. Areas of support needed by students includes evaluations, treatment, case management, accommodations for the injured, and academic supports. Areas of support needed by staff include evaluations, referrals for treatment, financial resources where insurance benefits have been exhausted, and professional learning.

District Mental Health and Wellness Support for the Marjory Stoneman Douglas Community

Recovery and Wellness Channels

Wellness Center → Approx. 4,000 hours[1] →

Broward County Resiliency Center → Approx. 2,000 hours[1] →

Support Services, Training, Workshops → Resiliency, Suicide Prevention →

Full-Time Clinicians → At Area Middle Schools →
Westglades Middle School
Coral Springs Middle School

Family Therapists → 5 TFCPT-Trained at MSD →
Trauma-Focused Cognitive Behavioral Therapy (TFCBT)

Social Workers & Psychologists → Approx. 50 District staff at MSD →
Under supervision of Medical University of South Carolina

Students
(Elementary, Middle, and High)

Families

Staff

[1]Between February 2018 and March 2019

ELA Retakes

Grade 11 / Grade 12 passing percentages:
- 2016-2017: 40 / 33
- 2017-2018: 36 / 29
- 2018-2019: 21 / 6

Algebra 1 Passing Rates

First-Time Testers / Retakers passing percentages:
- 2016-2017: 65 / 14
- 2017-2018: 69 / 14
- 2018-2019: 20 / 10

Marjory Stoneman Douglas Zone Progress Monitoring Plans

Reading

Percent by level and year (2015-16, 2016-17, 2017-18, 2018-19):
- Elementary: 11.2%, 19.4%, 20.5%, 18.4%
- Middle: 9.8%, 16.9%, 11.2%, 23.6%
- High: 9.7%, 6.4%, 6.0%, 21.0%

- **Decreased Fall ELA Retakes, Algebra 1 Passing Rates**
- **Sharp increase in students placed on progress monitoring plans for Reading at both Middle and High School level**

Academic Supports for Marjory Stoneman Douglas students cross all Content Areas & Student Populations

WHAT?

General

Math | **ELA**

Professional Learning
Curriculum Revisions
IEP Assistance
Differentiated Instruction Support
Dedicated Instructional Specialists
One-on-One Instructional Support
Tutoring, Learning Labs, Lab Safety Support
AP Credentialing Support
Behavior Technician
Speech/Language Services
Senior Concordance Support
ESOL Accommodations
SAT/ACT Registration Assistance
SAT/ACT Test Prep
Tele-classes
Home Services

Science | **Social Studies**

Hospital Homebound | **ESOL**

ESE

WHY?

There's a direct connection between stress, learning, and teaching.

- Some topics or situations can be especially difficult.

Ex.: Teaching the Holocaust to students who were shot at.
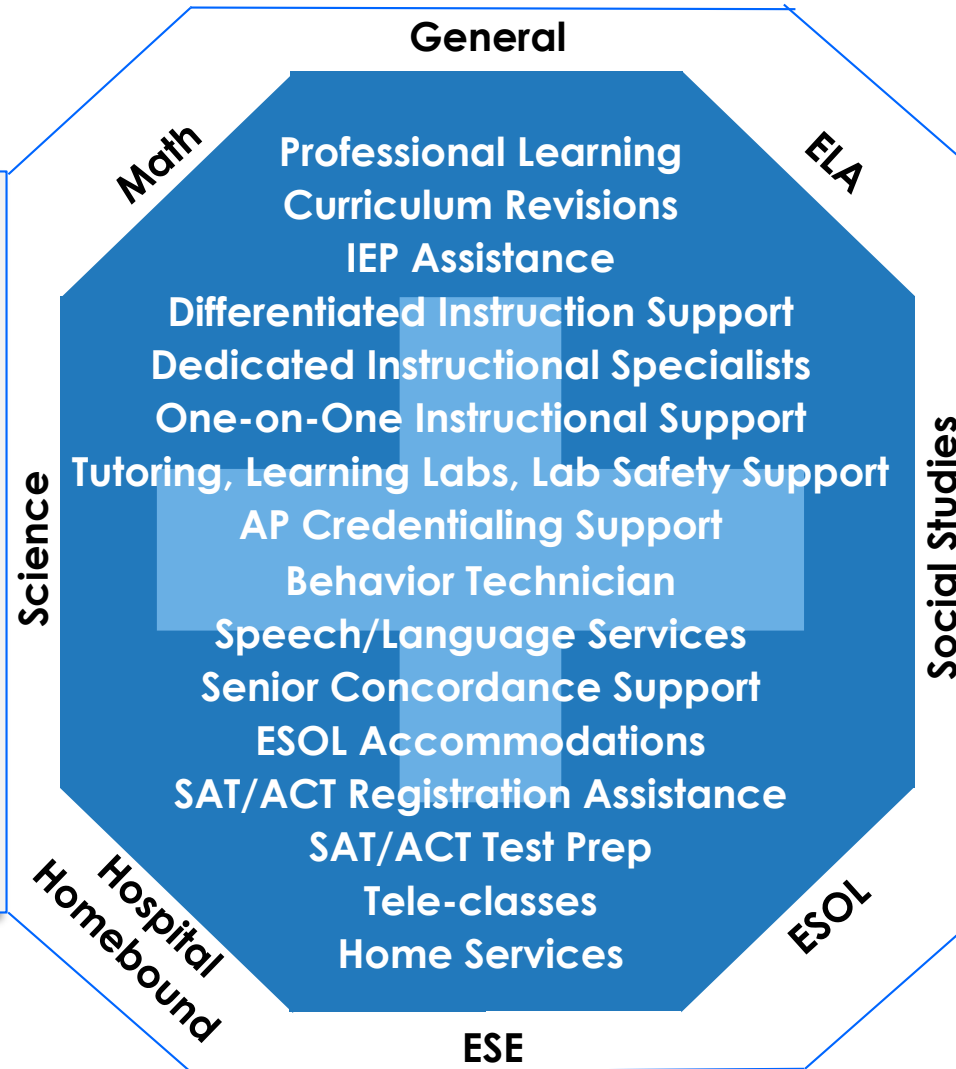
HOW?

Multiple Support Models:

- Informed by **data**
- Delivered by **pull** (requested by school staff) or **push** (based on school observations)
- **Cadence** determined jointly with school staff

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Support: District Support Counselor Interventions Provided in the MSD Zone

Individuals Supported ➡ In these Settings

5,210 Total Students Supported
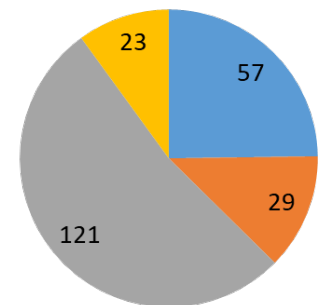
Stacked bar chart (Student Counts):
- 1592 (Elementary, blue)
- 530 (Middle, orange)
- 3058 (High, gray)
- 30 (Centers, yellow)

Y-axis: 0, 1000, 2000, 3000, 4000, 5000, 6000
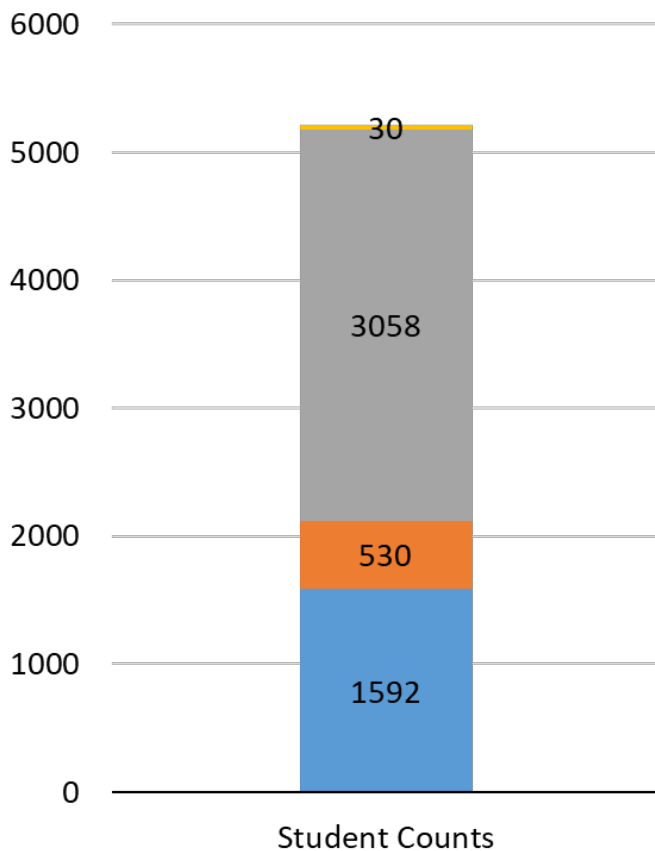
1,436 Individual Sessions
- 729 (Elementary)
- 449 (Middle)
- 167 (High)
- 91 (Centers)

109 Small Groups
- 72 (Elementary)
- 15 (Middle)
- 1 (High)
- 21 (Centers)
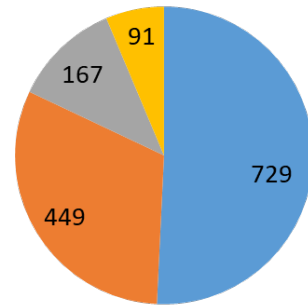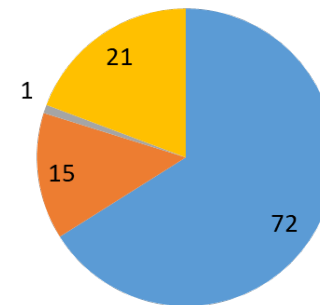
230 Classroom Lessons
- 57 (Elementary)
- 29 (Middle)
- 121 (High)
- 23 (Centers)

169 School-wide Initiatives
- 52 (Elementary)
- 73 (Middle)
- 38 (High)
- 6 (Centers)
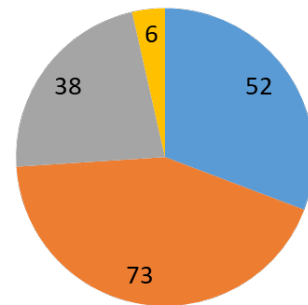
183 Community Initiatives
- 34 (Elementary)
- 80 (Middle)
- 40 (High)
- 29 (Centers)
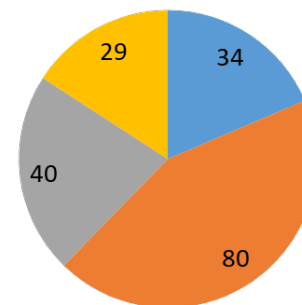
884 Indirect Services
- 169 (Elementary)
- 272 (Middle)
- 413 (High)
- 30 (Centers)
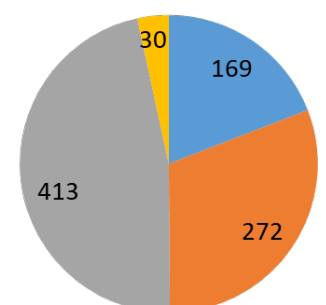
Legend: ■ Elementary ■ Middle ■ High ■ Centers

What we heard from Administrators at Marjory Stoneman Douglas High School

Feedback

- Reluctance at school to adopt District-provided services; **District was too deferential**
- **Removal of APs** took away a critical support system for staff
- Getting past the **1-yr Commemoration** is a hurdle higher than the lead up to it
- **Wellness Center** "is doing a great job"

Concerns

- **Staff turnover** leading into 2019/20 school year. Some "surprise" retirements already.
- **Misperceptions** that *individual* perspectives represent *all* (among students, parents, staff)
- **Loss of instructional time** demands more academic supports, but scenario must be right
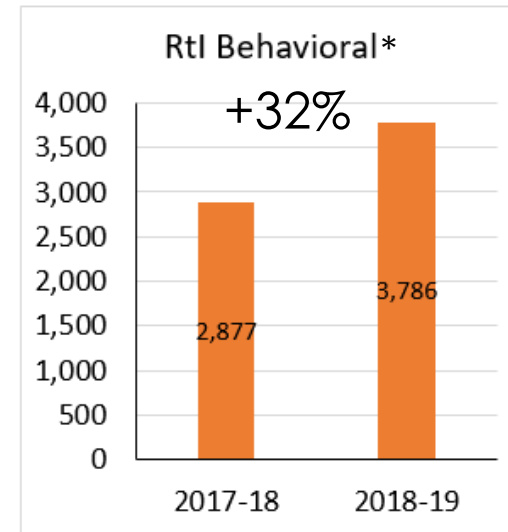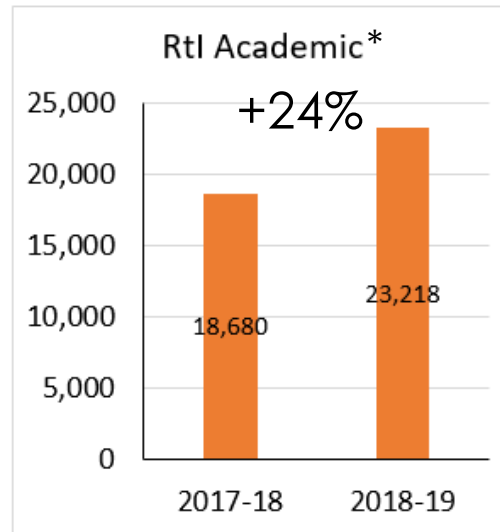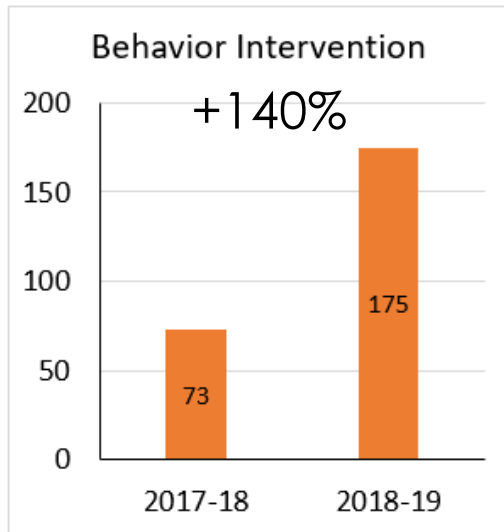
Challenges

- **Stigma** associated with seeking help
- Increase in **student anxiety** associated with commemoration and testing
- Difficult to accept **gaps** between what is needed vs. what is possible (i.e., resourced)
- **Sensitivities** between students/staff who were there on 2/14/18 *vis a vis* those who were not

Asks

- **Bring open investigations to a close** soon
- **Accelerate demolition** of the 1200 Building
- Be more assertive when it comes to "**correcting the record**"
- Investigate possibility of **temporarily over-staffing** to address attrition uncertainties

Referrals for Support have Increased Substantially District-wide

Behavior Intervention

+140%

	2017-18	2018-19
	73	175

RtI Academic*

+24%

	2017-18	2018-19
	18,680	23,218

RtI Behavioral*

+32%

	2017-18	2018-19
	2,877	3,786

School Social Work

+22%

	2017-18	2018-19
	26,201	32,044

3rd Party Mental Health*

+80%

	2017-18	2018-19
	228	410
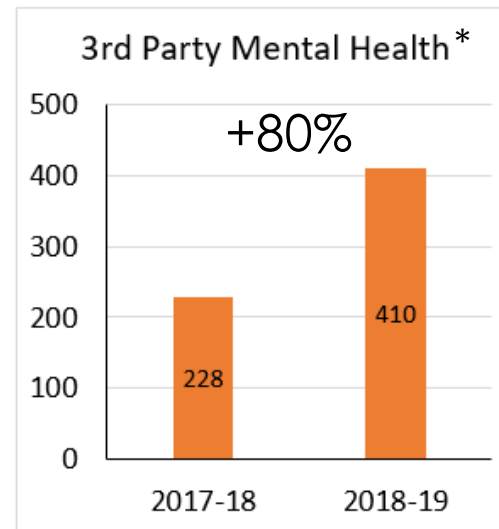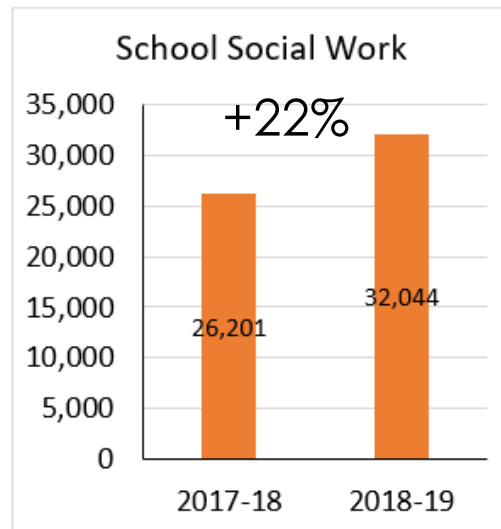
2017-18 and 2018-19 data represent the period from August to May of the respective school year.
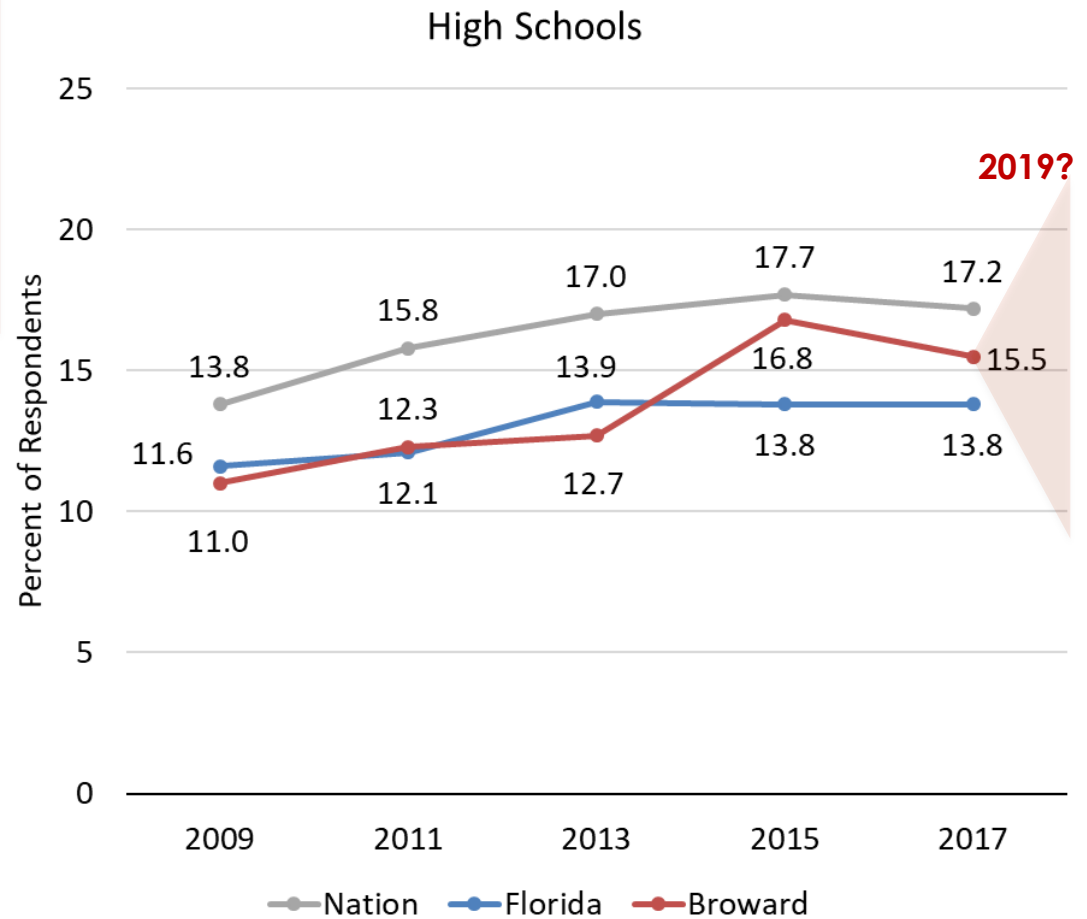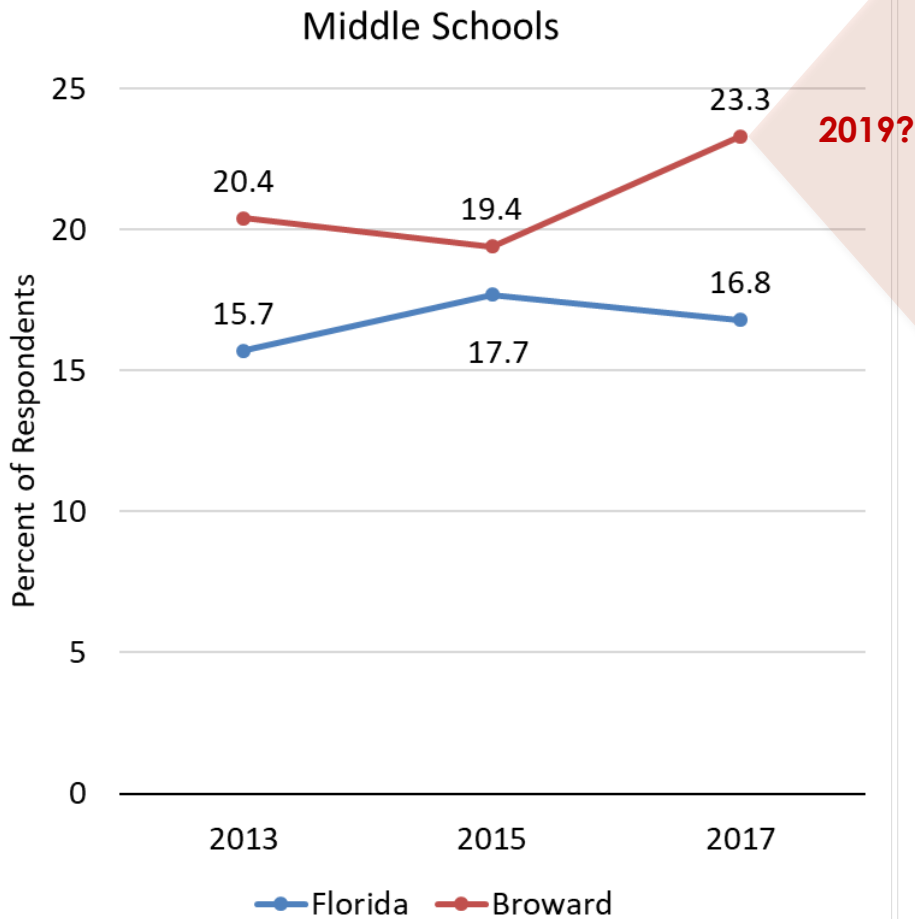
Source: Student Support Initiatives

*2019 data is partial year data

Youth Risk Behavior Survey (YRBS)
Suicidal Ideations among Middle and High School Students
*NOTE: 2019 YRBS is currently in progress with results expected **Fall 2019***

Note: Middle school data available only for 2013 and later at the state and local level.

Suicide Prevention at BCPS

Youth Suicide Prevention School-Based Guide

Overview
Ov

BCPS Curriculum developed from "The Youth Suicide Prevention School-Based Guide"
by the Louis de la Parte Florida Mental Health Institute of South Florida

Prevention training focuses on: Warning Signs, Risk Factors, and How to Respond
Provided to <u>all</u> schools; Three trainings to Marjory Stoneman Douglas staff in July 2018

Youth Mental Health First Aid training includes a suicide component
Provided to <u>all</u> schools; several trainings at Marjory Stoneman Douglas since January 2019

State funding leveraged to hire 50 additional Counselors, Social Workers and Specialists
Referendum funding (~$8 million) will be used to hire more across the District

BCPS is implementing significant changes to Threat Assessments

Best Practice Process

Determine Threat Type → Team Judges how Credible & Serious a Threat might be → Determines if Student possesses Resources/Intent/ Motivation → Develop, Implement Supports for Student and potential Victim(s)
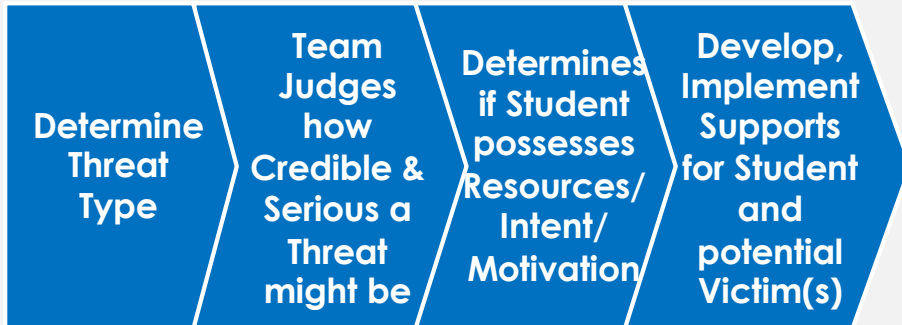
Updated Policy

Adopted March 5, 2019

Training — Policy 2130 — Oversight — Audit

Codifies:
- Training requirements
- Accountability
- Monitoring
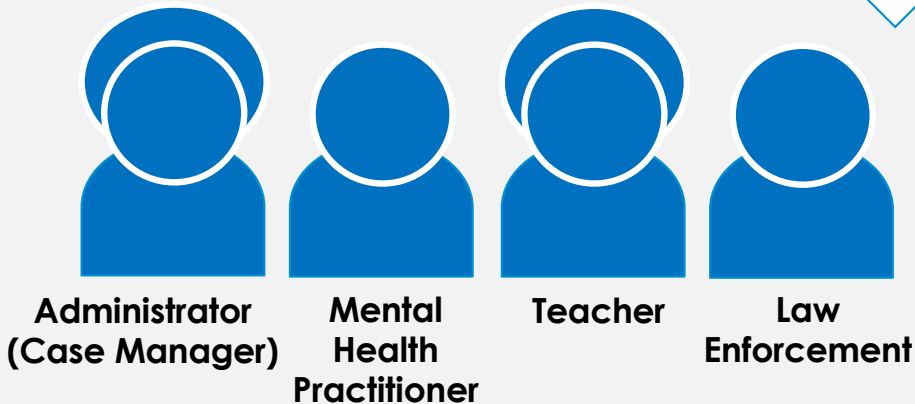
Cross-Functional Teams (at all schools)

Administrator (Case Manager) | **Mental Health Practitioner** | **Teacher** | **Law Enforcement**

Electronic Data Management

- Enhances fidelity of implementation
- Enables real-time monitoring
- Provides integrated system for reporting, compliance, & accountability

School Climate
Observational Guidance (District-Wide)

PERCEPTION OF SAFETY & SUPPORT

Legend: Elementary Students — Secondary Students — Parents — School Staff
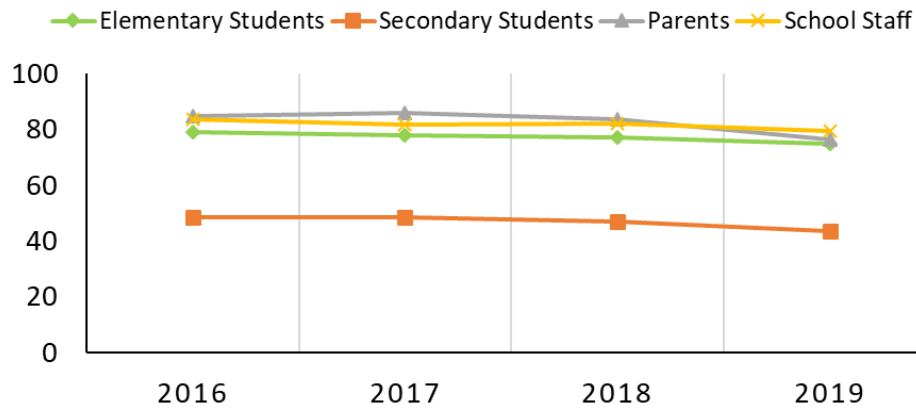
Source: AdvancED eProve (2019)

INCIDENT RATES

Legend: Elementary — Middle — High — Center — Total
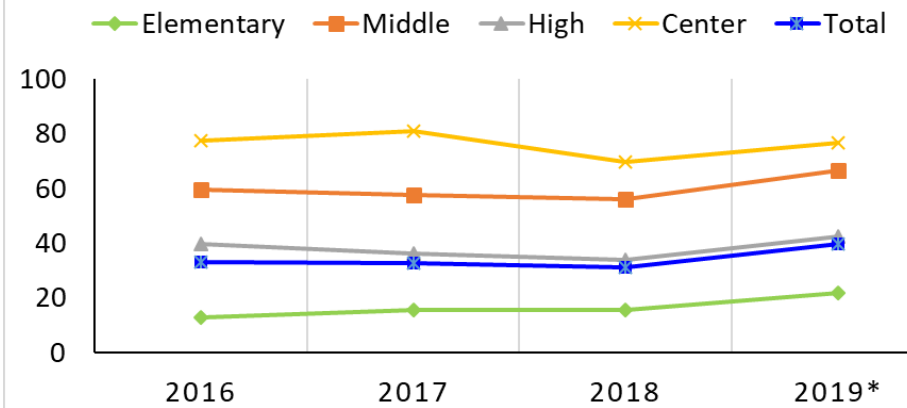
Source: Student Data Warehouse

NUMBER OF THREAT ASSESSMENTS

Legend: Elementary — Middle — High — Center — Total
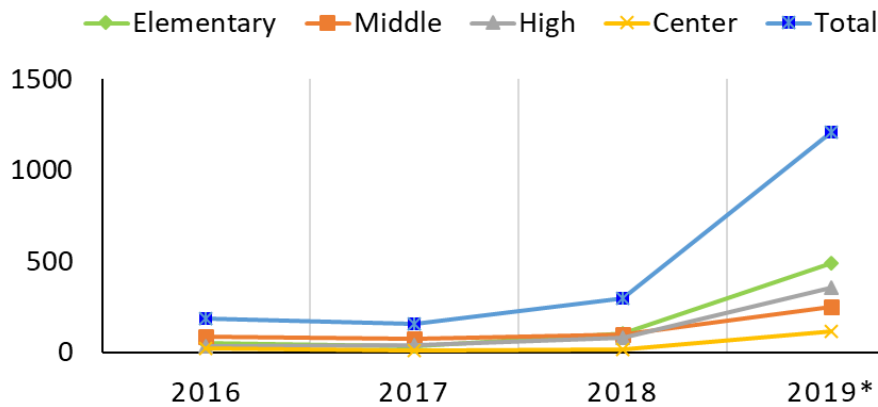
Source: Student Assessment and Research

SUSPENSION RATES

Legend: Elementary — Middle — High — Center — Total
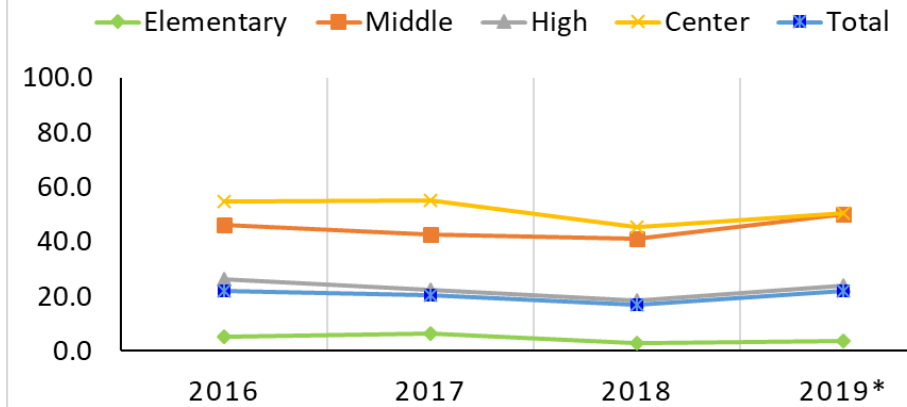
Source: Student Data Warehouse

*2019 data are preliminary

SIM Strategic Initiative Management

EXECUTION AND ACCOUNTABILITY SESSION: RECOVERY

Anticipated Challenges

- Meetings of the **Marjory Stoneman Douglas Commission**

- **9th Grade intake** (new entering freshman class)

- Annual **Commemorations**

- Demolition of **1200 Building**

- **Class of 2021 graduation** (Freshman at the time of the Marjory Stoneman Douglas tragedy)

- **Trials and on-going litigation**

- Any **disruptions to daily routine** and structure (e.g., Spring Break, Summer Break)

Emotional State

Time

Challenges and Actions Planned (or Taken)

	CHALLENGE	ACTIONS TAKEN OR PLANNED
Governance	**Fluid leadership**, with the departure of 3 of 6 work-stream leads and Chief	Drive stability through appointment of **Recovery Project Manager**
Clarity of Purpose	**Shift from response to recovery**, from MSD response and Commemoration planning to District-wide resiliency	**Refresh, re-launch** of recovery work-streams
Scope	**Expansion of scope** school-wide to District-wide	**Align & resource** via 2024 Strategic Plan implementation
Communications	**Extensive support needed** around strategy, internal/external messaging, medium, frequency	**Embed communications** across work-streams
Data	**Data in silos** and various formats makes it difficult to assess recovery progress	**Address through new initiatives** around Data Governance and SIS[1]

[1] Student Information System

2024 Strategic Plan

DRAFT

2024 Strategic Plan

OUR VISION: *Educating today's students to succeed in tomorrow's world.*

OUR MISSION: *Educating all students to reach their highest potential.*

OUR CORE VALUES:

Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

2024 Strategic Plan: Support Services for All

DRAFT

Campaign: Support Services for All

Initiative 2: Prevention, Intervention, & Assistance

Develop enhanced academic, physical, mental, and behavioral supports for all stakeholders which serve to improve academic achievement, student attendance, discipline and behavior, and District-wide recovery efforts.

Divisions: Academics; Human Resources & Equity; Safety, Security, & Emergency Preparedness; Strategy & Operations; Student Support Initiatives & Recovery*

Key Tactics:

- Increase awareness of mental and physical health and wellness for all to remove stigmas or other barriers to access.

- Increase awareness, education, and support around nutrition, mindfulness, mental health, bullying, suicide prevention, and substance abuse prevention for both students and employees.

- Provide increased access to Tier 1 supports for ensuring proactive mental and physical health and wellness efforts, for both students and employees.

- Increasingly develop and leverage partnerships with local non-profit organizations to enhance short –term response and long-term recovery efforts where needed.

- Leverage Collaborative Problem-Solving Teams (CPST) to conduct data reviews of early warning signs around discipline, behavior, or mental and physical health and wellness, to determine appropriate interventions and referrals.

- Select and implement a dyslexia screener with corresponding tracking system to assess effectiveness of interventions.

- Review and refresh the list of early indicators for at-risk student identification.

△ *Decrease process steps and time to deliver widespread messaging to stakeholders.*

△ *Improve information sharing and coordination for ensuring continuity of care between agencies.*

△ *Evaluate existing support programs and re-align based on site-specific needs at individual schools.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

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DRAFT

Campaign: Support Services for All

Initiative 3: Social-Emotional Learning

Establish a unifying, District-wide framework for social-emotional learning (SEL), including best practices for program implementation, use of tools, and communication protocols.

Divisions: Academics; Portfolio Services; School Performance & Accountability; Student Support Initiatives & Recovery*

Key Tactics:

- Establish a unifying definition for SEL engagement and activities, a system to establish a baseline and monitor SEL at all levels of the organization, and a common framework for communication and service delivery.

- Develop a common program for SEL support and core components, and provide a managed menu of options for content based on identified best practices.

- Integrate Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) within the SEL framework.

- Scale education and supports on SEL to include District-wide staff as well as families.

- Establish mindfulness as a District priority with consistently embedded time and expectation across courses, meetings, events, etc.

△ *Eliminate separate, divergent forms of curriculum for SEL.*

△ *Streamline and centralize reporting structure for School Counselors to receive direction.*

△ *Align District organizational structure and resources to support the new SEL framework.*

△ *Scale best practices in peer mentoring programs, student leadership opportunities, and other extracurricular activities which support SEL.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

2024 Strategic Plan

Strategic Goal:
Safe & Supportive Environment

Metrics:

- Safety Preparedness
- Perceptions of Safety and Supports
- Student Attendance
- Teacher Retention
- Professional Learning
- Student Behavior Supports
- Social-Emotional Learning
- Operational Efficiency

DRAFT

Safe & Supportive Environment			
Definition	**Level**	**Baseline***	**2024 Target****
District's Progress on Top-Ranked Most Impactful, Accepted Safety and Security External-Source Recommendations ⚠️	District Total	TBD	TBD
Percent of Positive Survey Responses Related to Safety and Supports	Students	59	72
	Families	84	96
	School Staff	82	99
	District Staff ⚠️	TBD	TBD
	Community ⚠️	TBD	TBD
Percent of Students with Attendance Above 90%	District Total	82	91
Percent of Teachers Retained in Employment with BCPS 5 Years After Hire Date	District Total	56	66
Percent of Content Area Specific Professional Learning Opportunities with Positive Impact ⚠️	District Total	TBD	TBD
Percent of Students Exhibiting Improved Behavior (decrease in behavior incidents) After Intervention ⚠️	District Total	TBD	TBD
Social-Emotional Learning Instrument Scores ⚠️	District Total	TBD	TBD
Percent of Operational Efficiency Key Performance Indicators (KPIs) Showing Improvement	District Total	TBD	TBD

⚠️ *Data not available or systems to be developed.*

Our Ask

- **On-going support** for Marjory Stoneman Douglas High School:
  - Students, with focused support for those directly impacted by the event.
  - Staff
  - Administration
- Address **dependency on "soft" money**
- Successfully implement 2024 Strategic Plan commitment to **Prevention, Interventions, and Assistance** and **Social Emotional Learning** initiatives
- **Modernize data systems, data governance, and processes** for improved tracking of student data
- **Strengthen Alternative Centers** and similar programs to meet students needs

APPENDIX

Grant Funds - Awarded

Grant Funding Sources (Awarded Grants)

Stacked bar chart (Awarded):
- $465,994 — COPS STOP
- $112,500
- $5,166,771
- $379,345
- $500,000
- $239,850
- $1,000,000

Legend:
- **COPS STOP** → Video surveillance
- **Aaron Feis Guardian Program** → Safe School Officer stipends
- **Title IV - Part A** → Supports for Mental Health professionals
- **BIA STOP (Threat Assement)** → School threat assessment training
- **BIA STOP (MH Training)** → Training & youth awareness programs
- **YMHAT** → Mental Health awareness training
- **SERV** → Emergency response to violence

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Grant Funds - Pending

Other *Potential* Grant Funding Sources

$30,000,000

$25,000,000

$20,000,000

$16,000,000

$15,000,000

$10,000,000

$5,000,000 — $9,587,129

$0

Pending

■ **AEAP** → **Anti-terrorism and emergency assistance for services directly linked to victims of the MSD tragedy. $16m over three years. This is a joint award with CSC and UW.**

■ **FLDOE** → **Educational facilities security**

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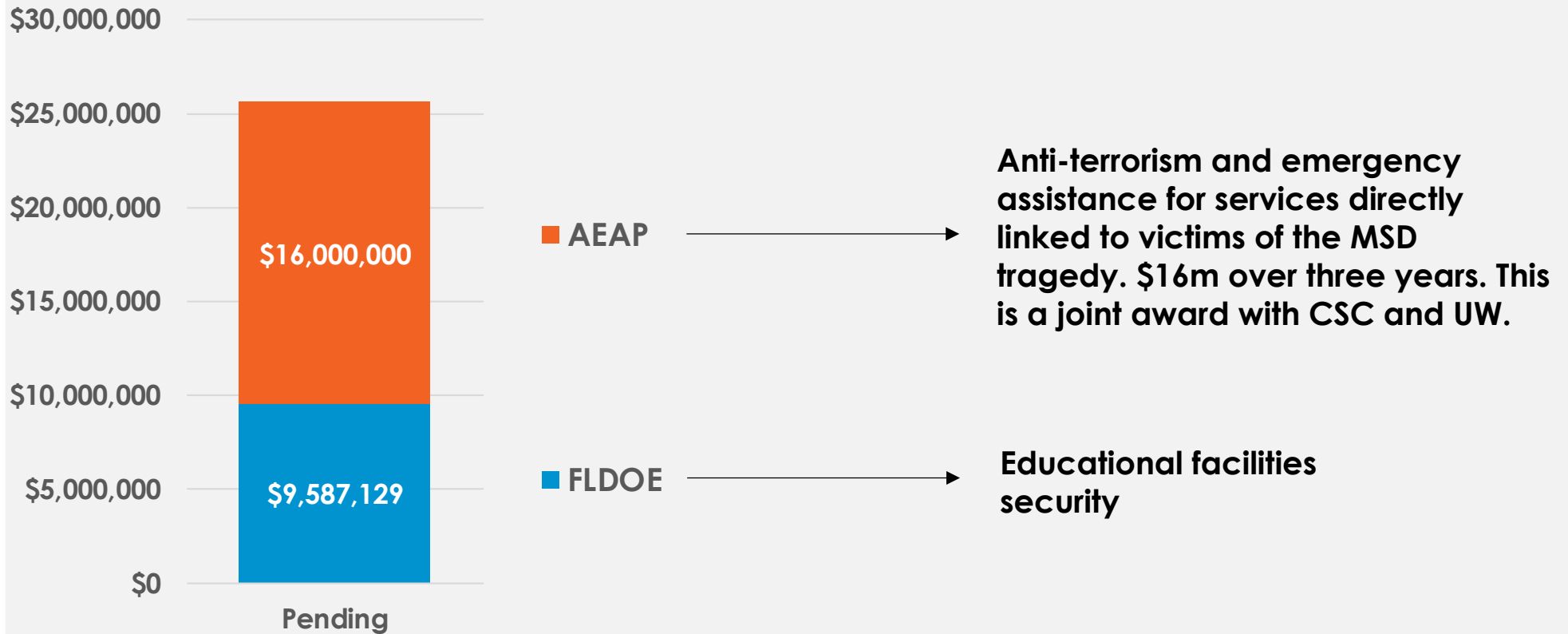
Major Data Buckets

Academic

- Course Grades
- Progress Monitoring Plans
- Standardized Test Scores

Behavior

- Attendance
- Behavior
- Discipline
- Expulsion Abeyance

Support

- Response to Intervention
- Counselor Interventions
- 504's
- IEP Placements
- Mental Health Services
- Positive Behavior Interventions and Supports

Major Findings

Academic

- Course letter grades increased in MSD Zone in Q3 and Q4 of 2017-18, returned to baseline in 2018-19

- Progress Monitoring Plans have increased at the secondary level in the MSD Zone

- Passing rates on the Florida Standards Assessment-English Language Arts Grade 10 and Retake Exam has decreased at MSD

- Passing rate on the fall 2018-19 Algebra 1 End of Course Exam has decreased at MSD

- Little change in PSAT and SAT performance

Behavior

- Chronic absenteeism has increased in 2017-18

- Although overall incidents have trended down, increase in drug-related incidents in the MSD Zone

- Overall, Expulsion Abeyance and Behavior Intervention Assignments continues to increase from year to year

Major Findings: Support

Support
• Reported School Guidance Counselor Interventions in the area of Academic Development at high school grade levels districtwide. Increased support in Personal/Social Development in MSD Zone elementary grade levels
• Students with 504 Plans increased at all levels
• Referrals for intervention have increased for Behavior, RtI Academic, RtI Behavior, School Social Work, and 3rd Party Mental Health
• Increasing trend in Medicaid Reimbursable Services
• Increased utilization of the Employee Assistance Program
• Initiation of Baker Acts rose for 2018 & 2019 (possibly due to process changes)

Data Detail

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Support: MSD Community

Services Rendered through February 23, 2019

Broward County Resiliency Center: 206 | 813 | 551 → 1,570

Wellness Center: 3036 | 200 → 3,236

Legend:
- Additional Served Feb. 24 - May 31, 2018
- Students
- Adults
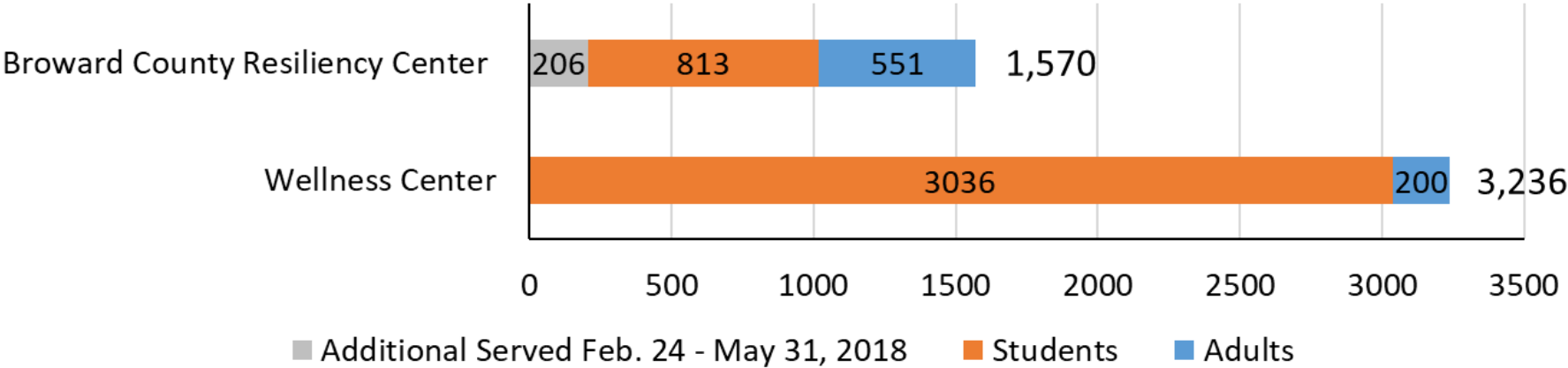
Academic: ELA Course Grades at MSD

Increased course grades post event and 1st marking period following year.

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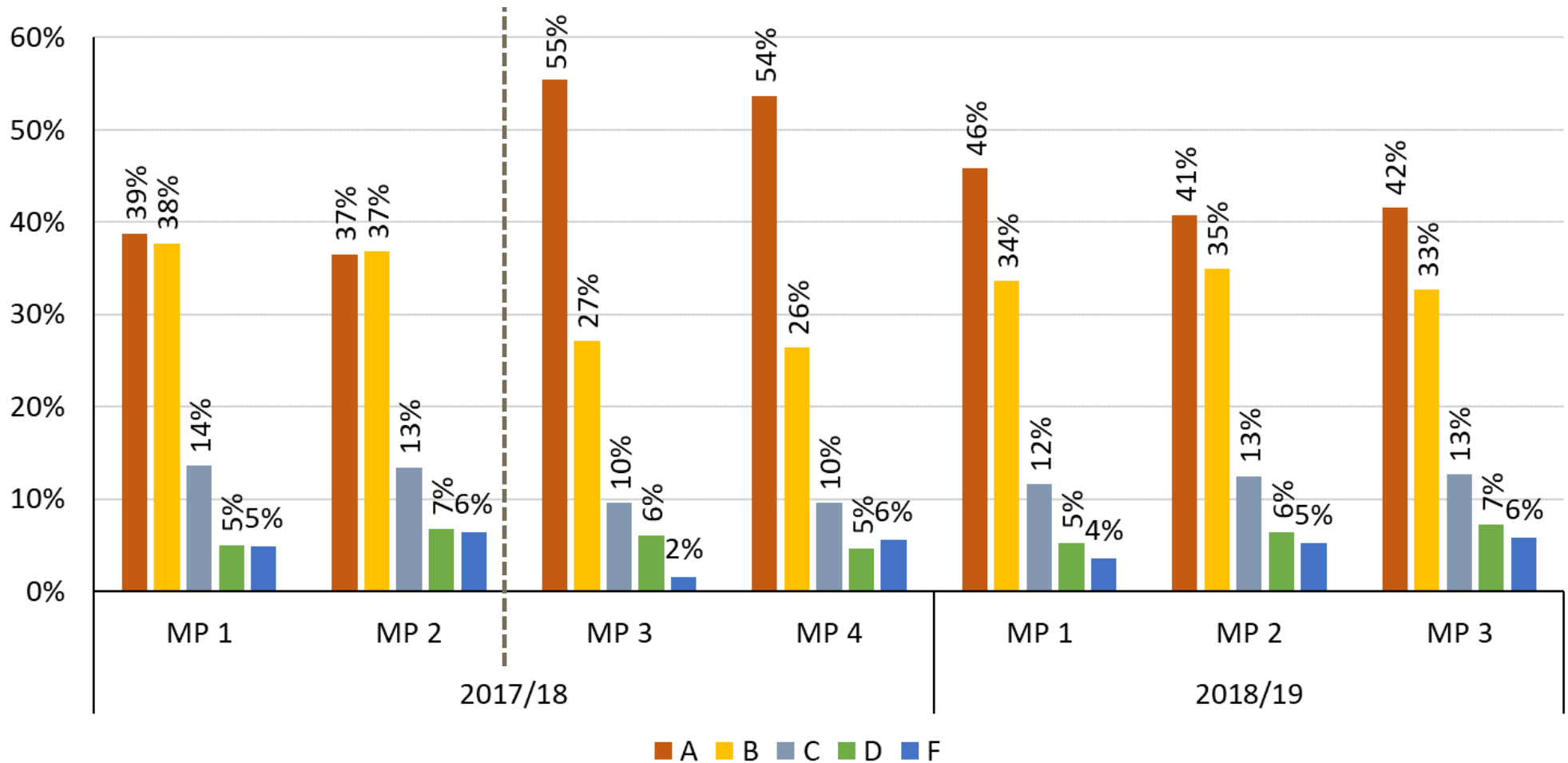
Academic: Math* Course Grades at MSD

Increased course grades post event same year, return to expectation following year.

Legend: A B C D F

2017/18: MP 1, MP 2, MP 3, MP 4
2018/19: MP 1, MP2, MP3
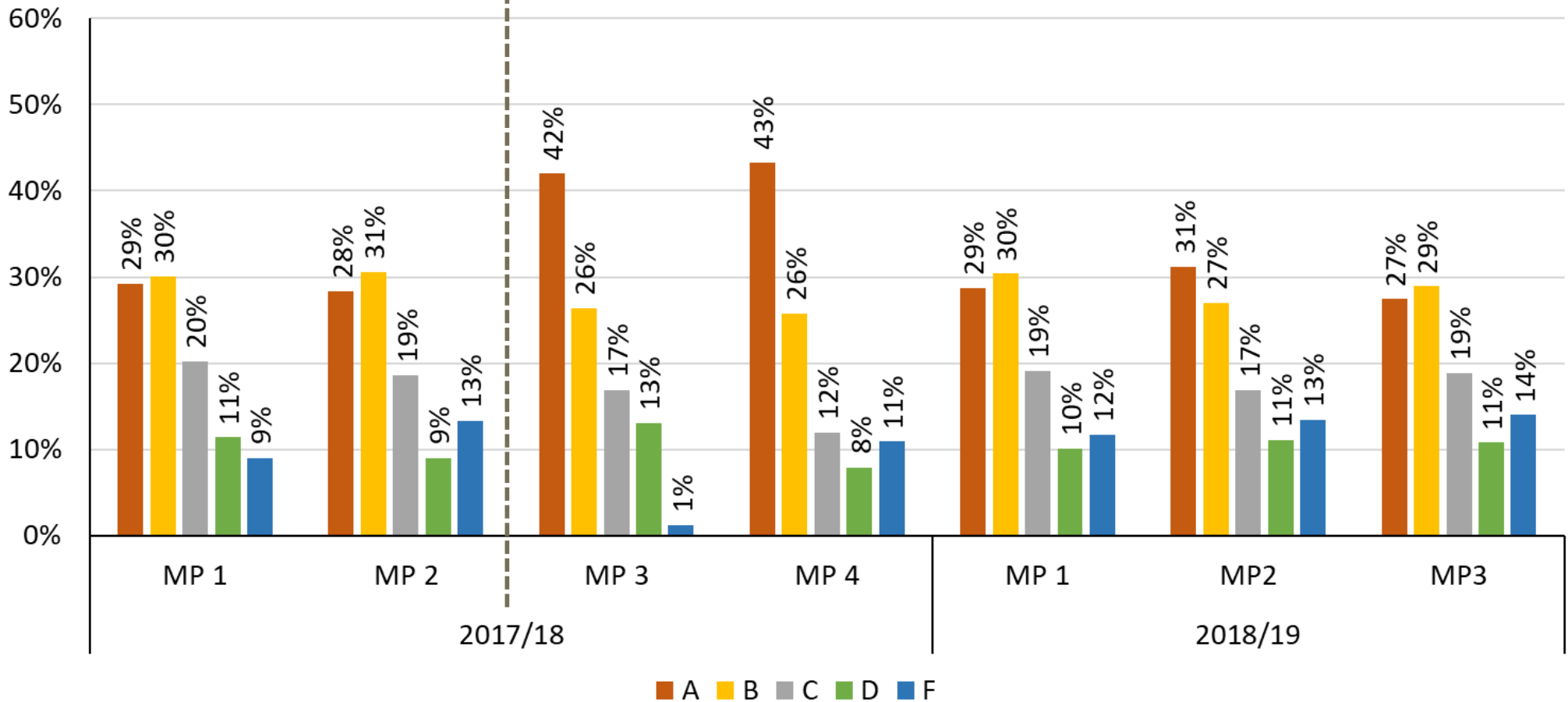
* Includes Algebra 1, Geometry, and Algebra 2, all participating students.

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Academic: Progress Monitoring Plans

Increased PMPs evident in the MSD zone middle and high grades.

Progress Monitoring Plans for Reading, Districtwide

	Elementary	Middle	High
2015-16	23.5%	24.1%	15.6%
2016-17	41.6%	33.5%	20.0%
2017-18	45.1%	29.5%	20.6%
2018-19	39.3%	32.2%	17.7%

Progress Monitoring Plans for Reading, MSD Zone
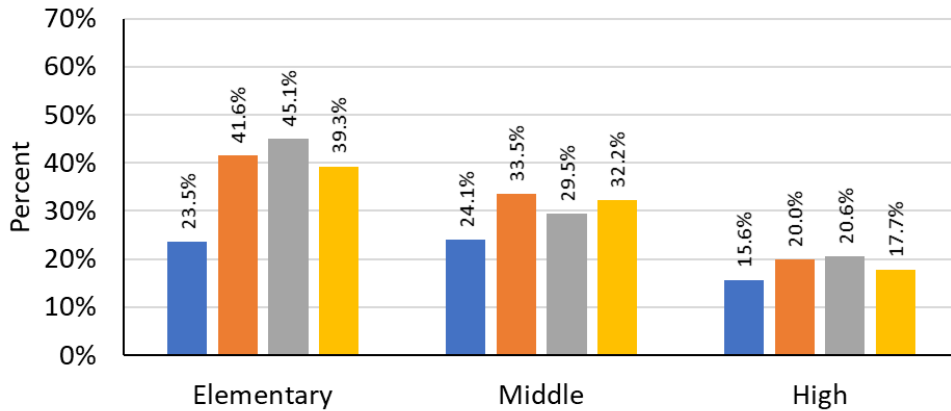
	Elementary	Middle	High
2015-16	11.2%	9.8%	9.7%
2016-17	19.4%	16.9%	6.4%
2017-18	20.5%	11.2%	6.0%
2018-19	18.4%	23.6%	21.0%
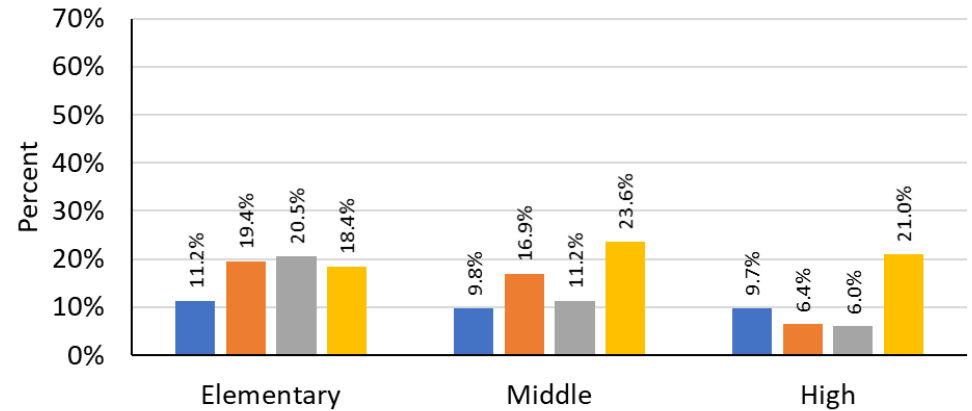
Progress Monitoring Plans for Math, Districtwide

	Elementary	Middle	High
2015-16	16.3%	17.8%	14.1%
2016-17	25.3%	29.9%	14.3%
2017-18	28.1%	27.3%	14.5%
2018-19	25.4%	33.8%	16.9%
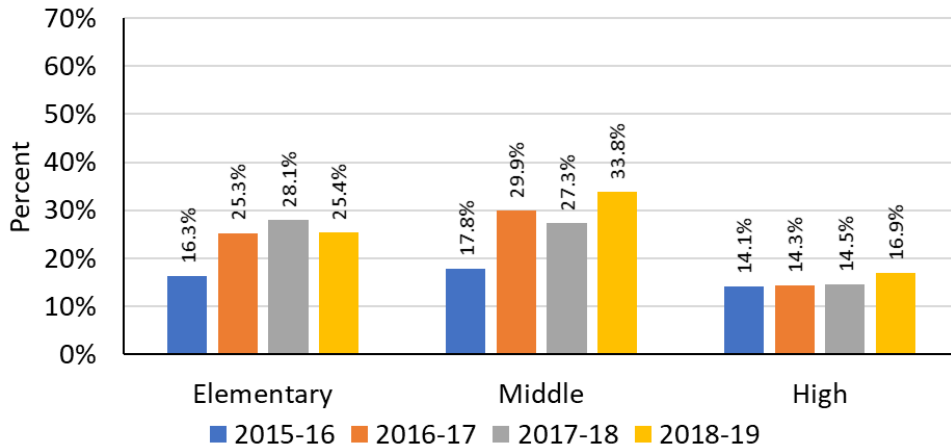
Progress Monitoring Plans for Math, MSD Zone

	Elementary	Middle	High
2015-16	7.7%	13.2%	0.0%
2016-17	10.2%	15.4%	0.7%
2017-18	11.0%	0.2%	0.4%
2018-19	10.4%	16.4%	4.3%

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19
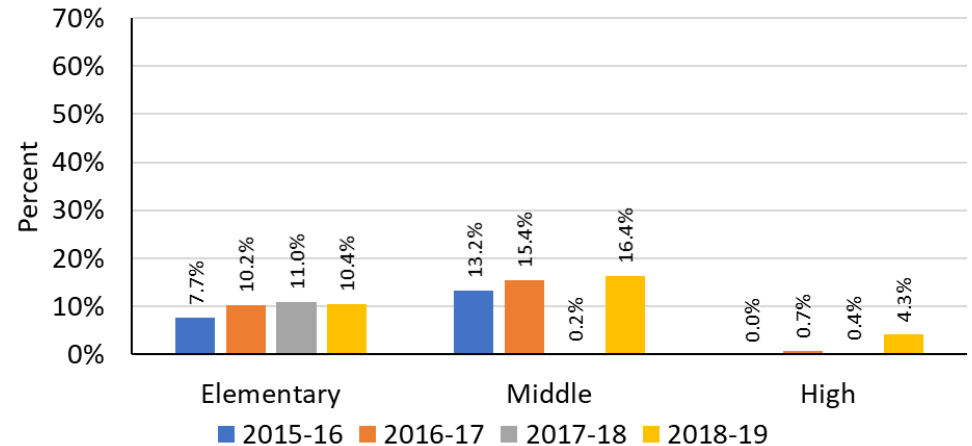
2018-19 partial-year data.
Source: BASIS

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EXECUTION AND ACCOUNTABILITY SESSION: RECOVERY

Academic: MSD Fall FSA-ELA and Algebra 1

At MSD, performance decreased for the fall ELA Retakes and the Algebra 1 end of course first time test takers and re-takers.

ELA Retakes

	2016-2017	2017-2018	2018-2019
Grade 11	40	36	21
Grade 12	33	29	6

Algebra 1 Passing Rates

	2016-2017	2017-2018	2018-2019
School Totals for First-Time Testers	65	69	20
School Total for Retakers	14	14	10
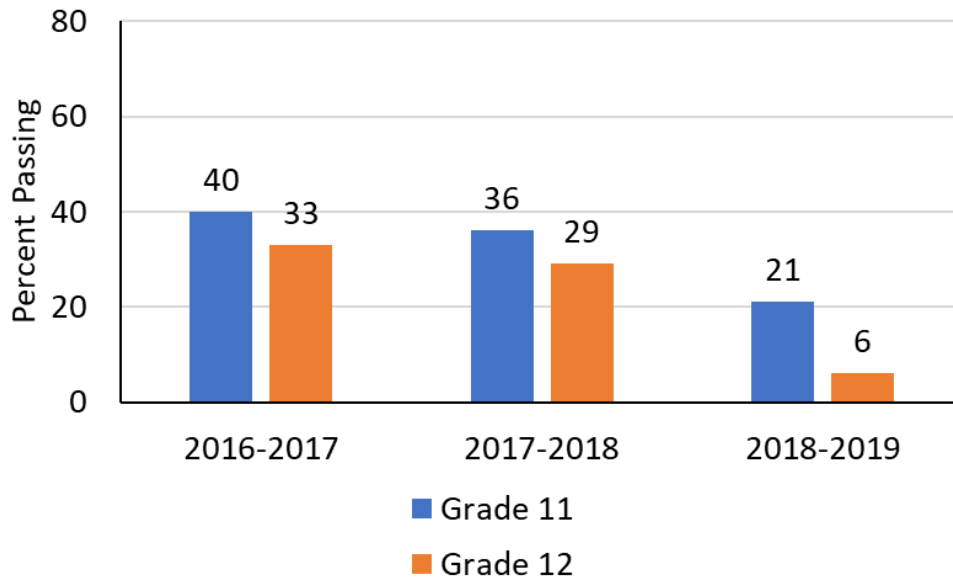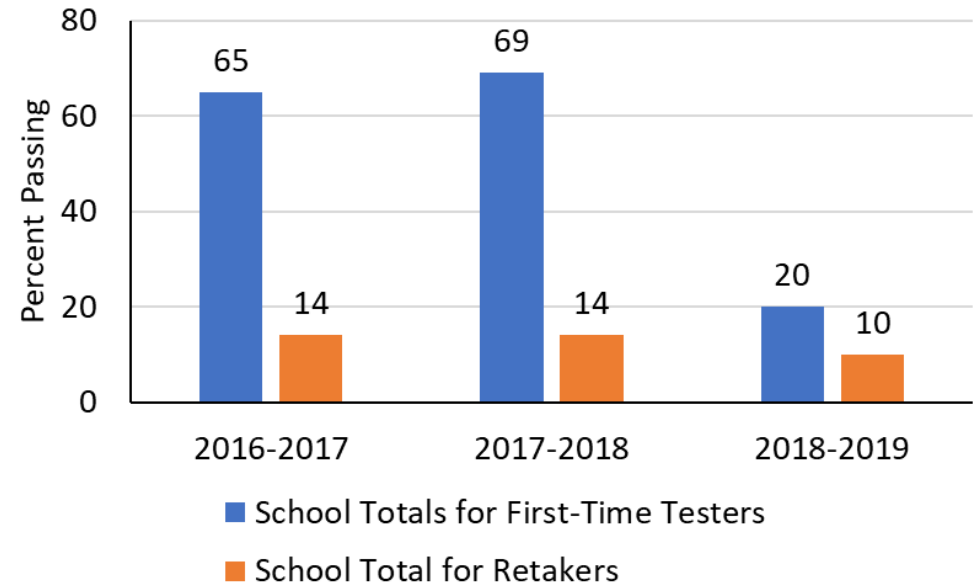
Source: Student Assessment & Research

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Behavior: Expulsion Abeyance
The number of students in expulsion abeyance has increased year to year

	School Year					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19*
Substance Probationary Contracts						
General Education	37	54	31	45	30	13
Exceptional Education	4	14	5	10	7	3
504 Plan	0	0	0	2	0	0
Total	41	68	36	57	37	16
Annual Change		66%	-47%	58%	-35%	↔
Expulsion Abeyance Intervention Assignments						
General Education	173	165	187	209	223	256
Exceptional Education	27	62	50	54	54	32
504 Plan	4	1	3	6	7	2
Total	204	228	240	269	284	290
Annual Change		12%	5%	12%	6%	↗

* Preliminary data as of March 2019
Source: School Climate & Discipline Department

Support: Baker Act (District-wide)

Overall Total Initiation for Baker Act *
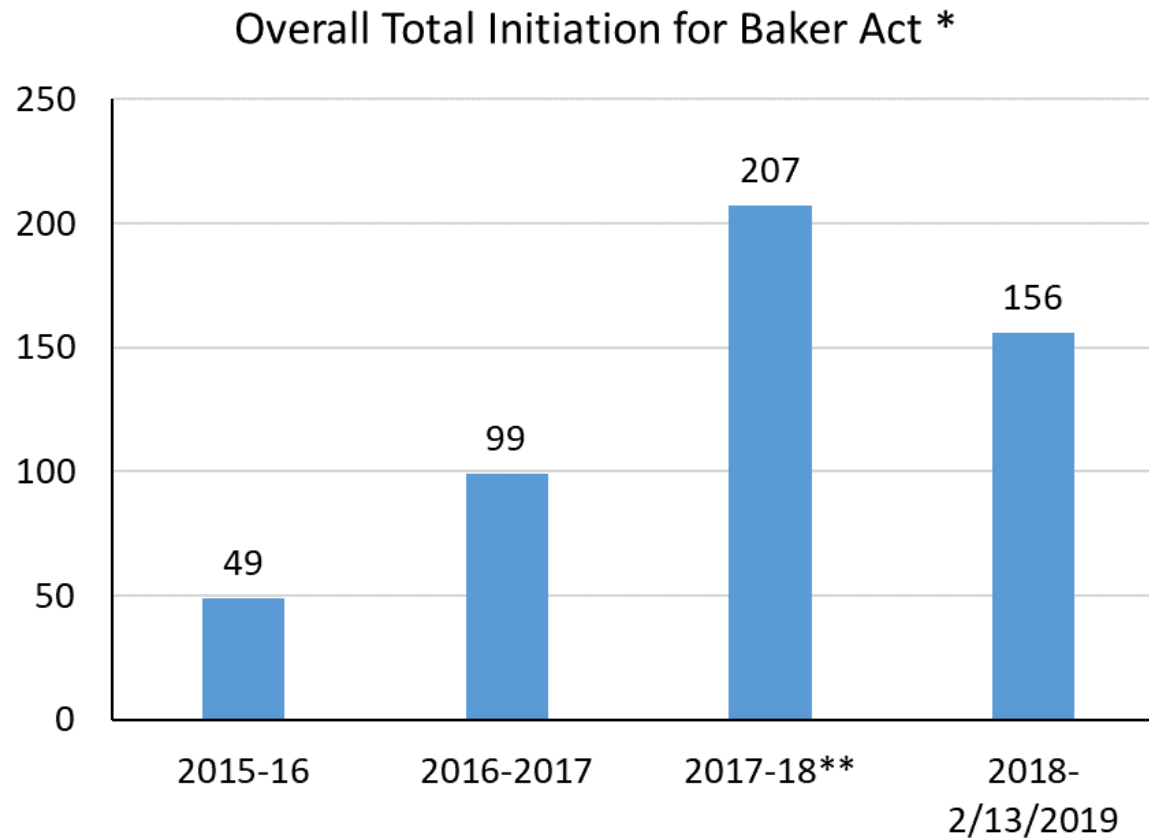
* Note initiation does not mean hospitalization. The student may not be admitted to hospital once transported.
** Process for notification of Backer Acts changed after 2/14/2018 impacting the number of reported Baker Acts.

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Support: Medicaid Reimbursable Services

Medicaid Reimbursable Services				
		2016-17	**2017-18**	**2018-19**
Nursing Services	Students	475	595	627
	Services	1,130	1,838	679
School Health Related Services	Students	45	81	90
	Services	90	206	94
Consultation in Counseling	Students	13	9	13
	Services	14	12	13
Student Counseling (Through an IEP)	Students	2,558	2,723	2,489
	Services	4,418	5,025	2,494

Source: School Medicaid Office

Utilization of Employee Assistance Program (EAP) Benefits has Increased Sharply

Appointments and Referrals

Legend: ■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-2019 (as of May 16, 2019)

Category	2015-16	2016-17	2017-18	2018-2019
Appointments (Tier 3)	335	383	488	557
Admin/Risk Mngt Formals	75	61	65	83
Tier 1 (Events)	12	20	18	103
Tier 2 (Checks/Debriefings)	-	-	641	654
Tier 3 (Intakes)	259	255	335	383
Referrals (Tier 3)	518	510	670	766
# of Contacts after 30 days	2,072	2,040	2,680	3,064
# of Contacts after 90 days	3,263	3,213	4,221	4,826
# of Contacts After 180 Days	5,439	5,355	7,035	8,043

- **Utilization of EAP services increased an average of 31% in 2017-18 and another 14% in 2018-19.**

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