

# **Social Emotional Behavior Analysis**

2021-2022

KCSD School Board Presentation

July 2022

*It's about ALL kids.*

# Structures for Social Emotional Behavior

- MTSS Tier I, II, and III instruction
- Social Emotional Learning Tier I Instruction for ALL students
- Adult Advocate- Tier I support for ALL students
- Positive Behavioral Interventions and Supports (PBIS)
- Kenton Therapeutic Program (KTP)
- Trauma Informed Care Plan
- Threat Assessment Team
- School Based Counseling
- Terrace Metrics

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# What does Terrace Metrics measure?

## Resilience Factors

### Global Satisfaction

- *I have a good life*
- *My life is just right*

### Positive School Experiences- Relationships with Teachers and Engagement

- *I am encouraged by my teachers to do my best*
- *I enjoy my school experiences*

### Academic/Personal Standards- Personal Abilities

- *I set very high standards for myself*
- *I have a strong need to strive for excellence*

## Resilience Factors

### Grit

- *Setbacks don't discourage me*
- *I finish whatever I begin*

### Hope

- *When I have a problem, I can come up with lots of ways to solve it*

### Leadership -Influence Others

- *Peers come to me to discuss their problems*
- *When I see someone doing something nice, I will compliment them*

# What does Terrace Metrics measure?

## Risk Factors

Bullying [students receive a commonly accepted definition of what constitutes “bullying”]

- *Since you have been in school this year [since the last survey], have you been bullied by others?*
- *[if ‘yes’] how often have you....[list the frequency of different types of bullying]*

## Ostracism

- *Others treat me as if I am invisible*

Anxiety and Depression - Grades 6-10 only

## Supplemental Screeners 6- 10 Only

- Drug/ Alcohol Screener. Measured by first asking the student if they have engaged in alcohol or drug use in the past year, or whether they have ridden in a car with someone who has. Follow-up questions assess the frequency of use and whether this use has caused problems for them. (6th- 10th grade only)
- School Violence Screener: Assesses a student’s tendency to use aggression as a means to resolve problems at school.
- Trauma Screener Asks the student if they have directly experienced or witnessed a potentially traumatic event such as a car accident. Follow up questions assess how well the student has adjusted to the experience.

## AT RISK

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Few or no strengths and **high distress**.

*Will require attention and support. Functioning likely to be affected even if not discernible.*

## MODERATE CONCERN

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Some strengths but **poor functioning** in key domains.

*May require some attention. Likely some impact on life and school functioning.*

## SATISFACTORY

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**Strengths** across many domains with little distress.

*Not likely to require specific attention. Functioning well but not necessarily excelling.*

## OPTIMAL

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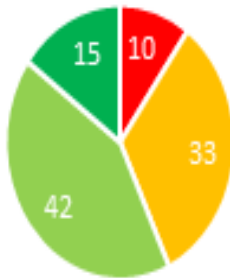
Strengths across **all domains** with no distress.

*Minimal specific attention likely. Capable of fully attending to academic life goals.*

# Spring 2021 to Spring 2022: 12 Month Comparison

## Resiliency/Risk Functioning, by Percentage

Spring, 2021

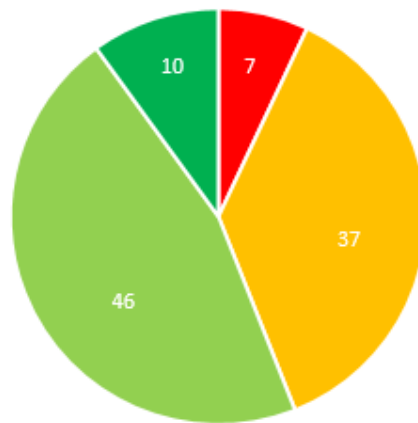


■ At Risk ■ Moderate Concern ■ Satisfactory ■ Optimal

Spring 2021: 3907 Students in Grades 5-10 were screened

Spring 2022: 6,896 students in Grades 3-11 were screened

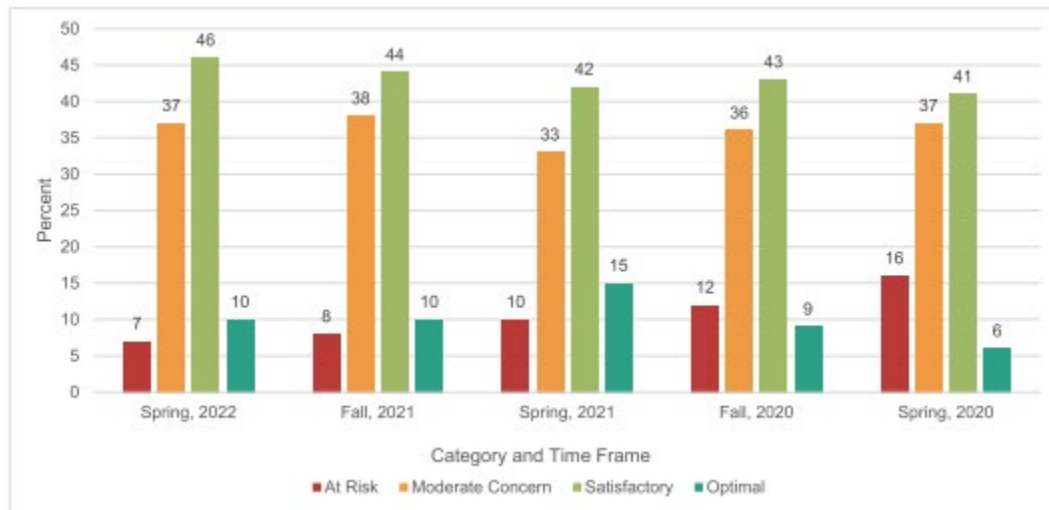
Spring, 2022



■ At Risk ■ Moderate Concern ■ Satisfactory ■ Optimal

- There is a decrease in the % of students indicating at-risk (-3)
- There is an increase in the % of students indicating moderate concern (+4)
- There is an increase in the % of students indicating satisfactory (+4)
- There is a decrease in the % of students indicating optimal (-5)
- Spring of 21-57% of students were optimal or satisfactory- 56% in Spring of 2022

# Overall District Resiliency/Risk Functioning, by Percentage- Over Time-Spring 2020-Spring 2022

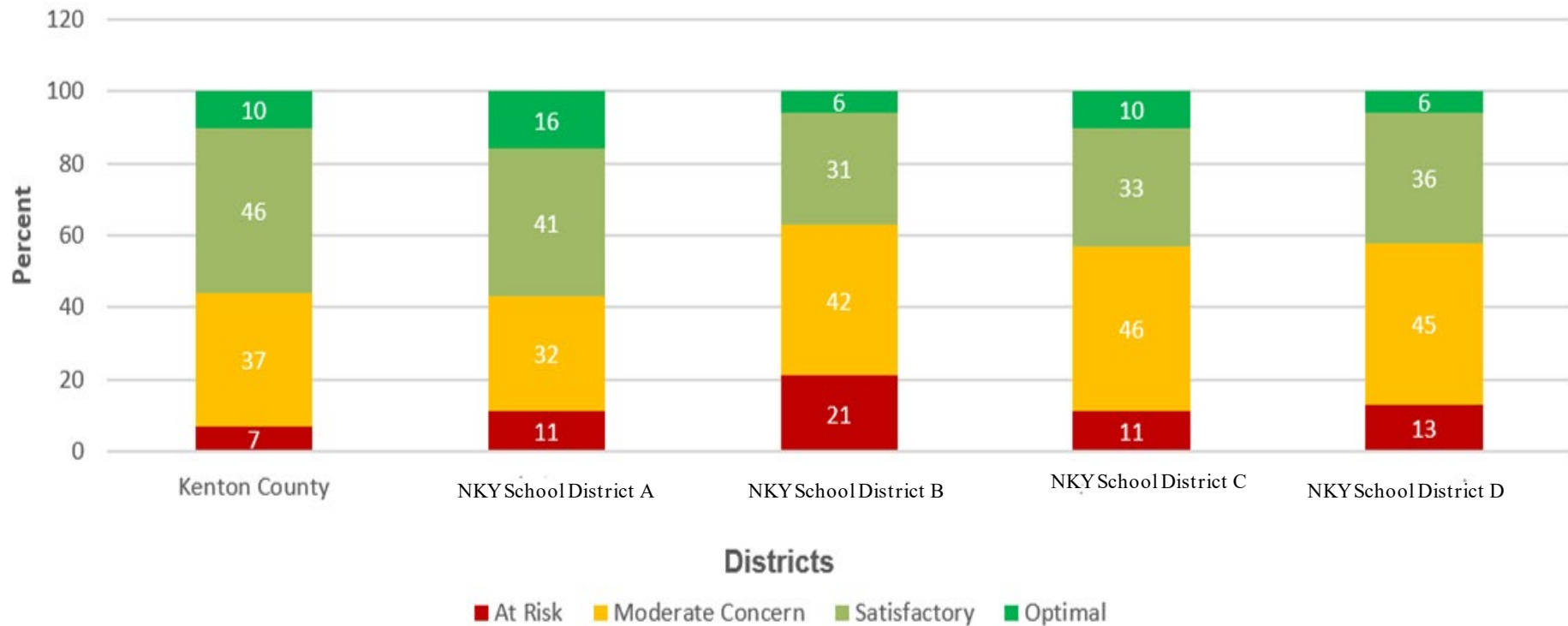


- 9% increase from baseline (Spring 2020) in % of students placed in optimal or satisfactory
- % of students placed in the at risk category continues to decrease over time- 16% at baseline in Spring 2020 compared to the current 7% (Spring 2022)
- % of students functioning at satisfactory is at the highest level in 2 years
- General movement of students continues toward the positive end of the continuum

# Overall Resiliency/Risk Functioning Across Districts

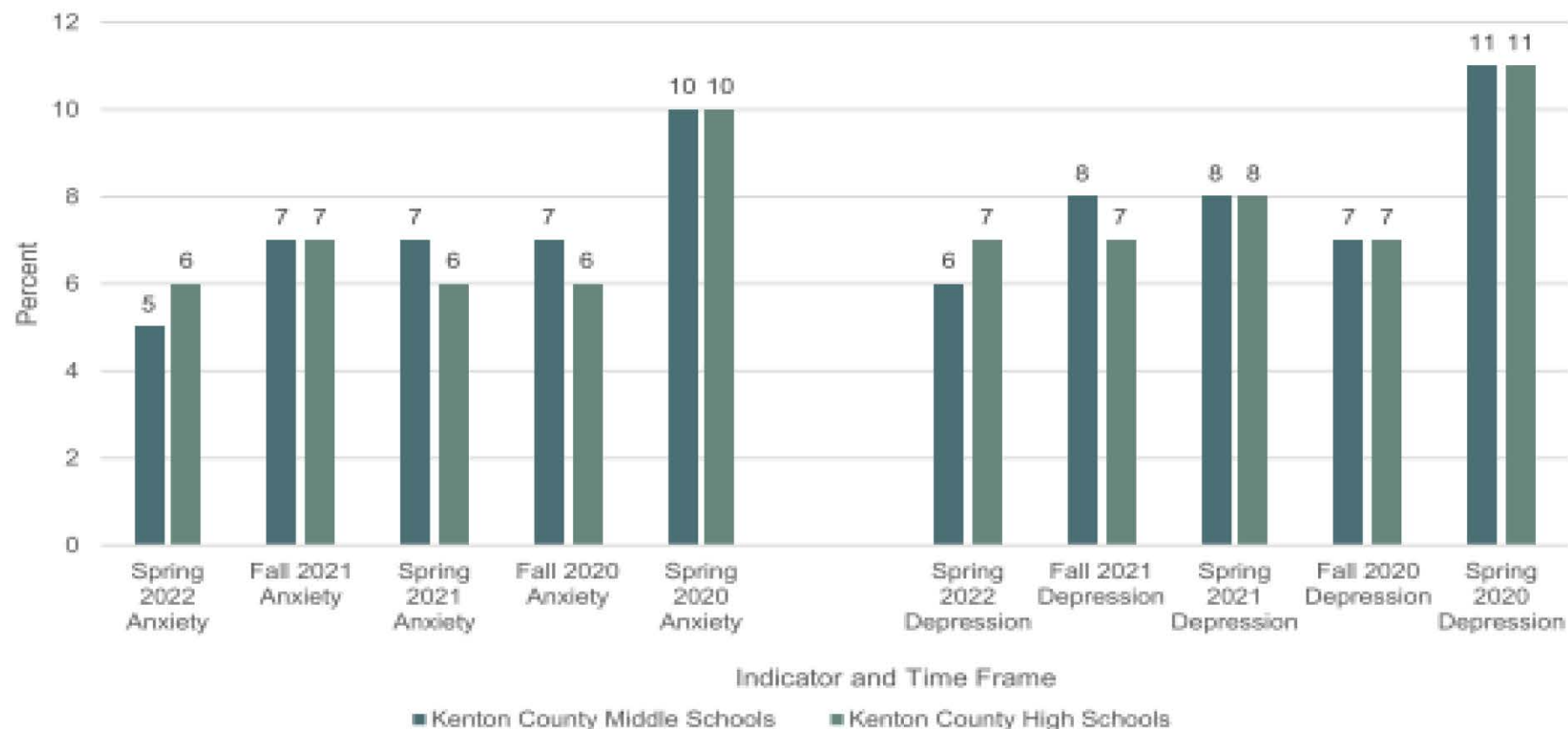
## By Percent

### Spring 2022





## Percentage of Middle and High School Students in the At-Risk Range: Depression and Anxiety



# SEB Highlights-Terrace Metrics Analysis

- The percentage of students placed in the optimal and satisfactory categories was 2% higher than the Fall 2021 screening, and 9% higher than the Spring, 2020 semester (baseline)
- Percentage of youth placed in the "at risk" category was 2% lower from the Fall 2021 and 9% from baseline
- Percentage of students reporting at risk levels for anxiety and depression has decreased by 4% or more at the middle and high school level.
- Collectively, the overall movement of students continued towards the positive end of the resiliency/risk continuum

Valley Community School District

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# School Counselor Perspective

## Rachel Mercer, Summit View Academy

- How do you support students who are identified as at risk through Terrace Metrics?
- How has Terrace Metrics supported identifying students who are not on the school radar?

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# Growing Our Recursive Process for SEB Data Analysis

## 21-22

- Collaborated to build a recursive, systemic process for data analysis around behavior data - [SEB Dashboard](#)
- Intentionally shared the results from our district analysis with Terrace Metrics and monthly SEB analysis in a variety of standing meetings.
- Used the data to take a targeted approach to supporting schools and the district

# SEB Areas of Celebration

- The number of race involved incidents remained below 1% throughout the 21-22 school year.
- 9th grade referrals continued to decrease throughout the year from 20.68% of referrals in November with 14.84% of total referrals in May.
- In 21-22, the number of office discipline referrals decreased by 1,055 compared to the 2018-2019 school year.
- The total number of suicide risk assessments is less than 2% of the total student population for the 21-22 school year.
- The total number of threat assessments conducted in the district is less than 1% of the total student population for the 21-22 school year.
- Special Education students in grades pre-K, 3rd, and 12th remain below 1% for a monthly average for office referrals for the 21-22 school year

# SEB Trends

- Our largest disproportionality continues to be students who receive free and reduced lunch. The average total for the 2022 school year is 66.24% of all ODRS are FRAM students. This represents a consistent disproportionality in the district as only 41.81% of all enrolled students qualify for free or reduced meals.
- 9th grade students had an average of 22.26% of all discipline referrals for the 2022 school year. Special education students in grade 9 continue to have the highest percentage of office referrals for the year at 5.36% .
- Special education referrals for restraints trends upwards from 1.93% in the beginning of the year to 2.24% at the end of the year.
- The mean for positive school experiences in Terrace Metrics continues to decrease between the fall and spring screening over time at all levels.

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# Next Steps for SEB

- District TIC will create and begin implementing a 5 year Restorative Practices plan that will address the number of FRAM students disproportionately receiving a discipline referral.
- Behavior Consultant will continue to monitor and support 9th grade administration teams and their data analysis action plan adjustments through August 2022 to address successful transitions to high school. Behavior Consultant will follow up with high school teams to support the action steps identified to proactively address 9th grade behaviors for 2022-2023.
- SEB Team will continue to refine the tool for mental health data collection to mirror the Behavior Dashboard.
- District SEB team is reaching out to additional outside counseling agencies to support the growing need of students needing school based therapy support.
- Continue to grow and support the use of Terrace Metrics data at the school and district level.