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ESSER ReSet Rooms and Behavioral Specialists Program Outcome Goals

- Outcome 1: Improve the culture and climate of schools.
- Outcome 2: Create safe spaces for students and adults.
- Outcome 3: Increase in attendance rates and attendance accuracy.

Key Findings

- Finding 1: The suspension rate for schools in Q2 in 2021–22 was 6%.
- Finding 2: Student incidents decreased significantly between 2018–19 and 2021–22 years across all interventions as well as the control group.
- Finding 3: High schools with no SEL support had the lowest average attendance rate 85.1% compared to high schools with support (92.4% RRA, 91.4% BH, 91.9% both supports)
- Finding 4: Middle schools with no SEL support had the lowest average attendance rate 92.1% compared to middle schools with support (93.7% RRA, 95.3% BH, 94.4% both supports)
- Finding 5: Elementary schools with no SEL support (93.0%) had a higher average attendance compared to elementary schools with ReSet Rooms (90.8%)

ReSet Rooms and Behavioral Specialist Program Overview

During the second quarter (Q2) of 2021–22 select schools received ReSet Room Assistants (RRA) and Behavioral Specialists (BHS). Out of all elementary schools, 25 schools had RRA, 0 had BHS, 0 had both, 52 had neither. Out of all middle schools, 9 schools had RRA, 3 had BHS, 11 had both, 3 had neither. Out of all high schools, 11 schools had RRA, 9 had BHS, 6 had both, 2 had neither. ReSet Room Assistants and Behavioral Specialists use progressive discipline practices to help students with behavioral issues return to a state of calmness, so they can return to the classroom to learn.

The goals of hiring these staff members was to:

- Increase in the use of progressive disciplinary practices
  - 3% reduction in out of school suspensions in schools with Reset Rooms;
  - 5% reduction for schools with both Reset Rooms and Behavior Specialists
- Increase in culture and climate scores on the Panorama/Insight Surveys
- 10% increase in Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase in student attendance
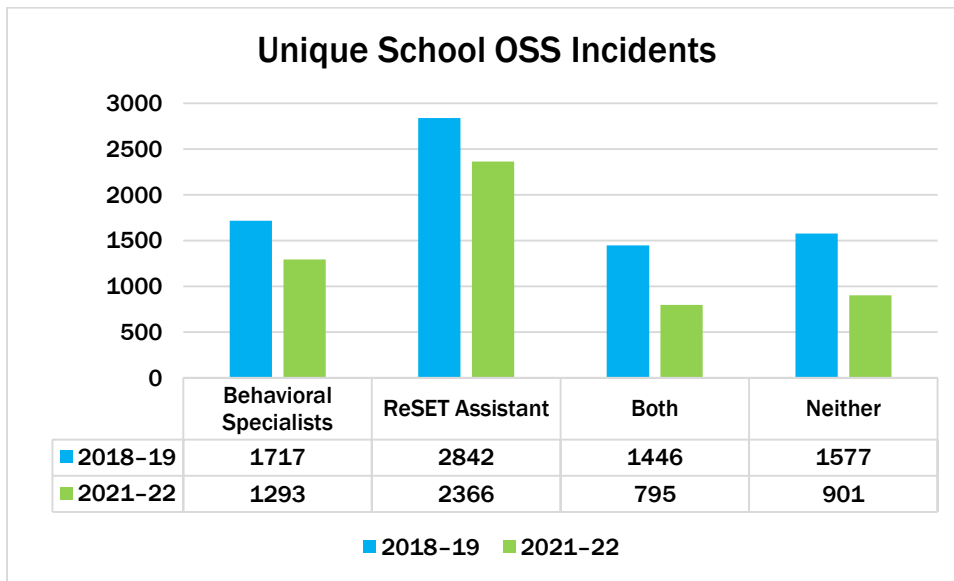- Decrease in the number of student discipline incidents

Finding 1

Suspension Rate

The suspension rate is composed of OSS, expulsions, and remands data. It is calculated by dividing the count of unique students who have an OSS, expulsion, or remand (at each school) divided by the number of unique students enrolled through the end of Q2 (at each school).

The number of unique OSS students by school is 5,359 while the number of students enrolled at MSCS schools so far 97,180. The school level suspension rate for the 2021–22 school year is 6%.

The chart below is a comparison of semester one suspension rates between the 2018–19 and 2021–22 school years. The visualization shows that there was a decrease in the number of OSS incidents across the board. Schools[1] with both ReSet Rooms and Behavioral Specialists showed a 35% reduction in OSS incidents for students. Schools with Behavioral Specialists only had a 43% reduction and those with Reset Room Assistants only had a 45% reduction. Schools with no SEL supports also showed a similar reduction (36%). The table below also indicates these findings.

Unique School OSS Incidents

	Behavioral Specialists	ReSET Assistant	Both	Neither
2018–19	1717	2842	1446	1577
2021–22	1293	2366	795	901

Reduction in OSS Incidents between 2018–19 and 2021–22 for Q2			
Behavioral Specialists	**ReSET Assistant**	**Both**	**Neither**
43%	45%	35%	36%

[1] Count of unique students with OSS, Remand, or Expulsion for each traditional District managed school.

Finding 2

Student Discipline Incidents

The student discipline incidents are composed of the total number of ISS, OSS, expulsions, and remands data for the 2018–19 and 2021–22 school years. The statistic is the total number of incidents at the school divided by the number of unique students for the school year. The student discipline incidents rate for the 2018–19 school year is 18.9% while the 2021–22 Q2 rate is 7.3%, resulting in a significant decrease between the two years.

The chart below is a comparison of quarter two student discipline incidents between the years 2018–19 and 2021–22. Similar to the previous chart there was a decrease in the number of ISS and OSS incidents across the board. Schools with both ReSet Rooms and Behavioral Specialists had a larger decrease in ISS & OSS incidents compared to schools with only BS, only RR, and neither. Schools with only RR had the almost the same level of decrease, one percent more, in ISS & OSS incidents as schools with neither. While schools with only BS had a smaller decrease in ISS & OSS incidents as schools when compared to schools with neither. The combination of BS and RR has a positive impact on reducing OSS compared to the control group of schools with neither BS and RR. While only RR or only BS have either the almost the same or a lower percentage of impact compared to the control group of schools with neither BS and RR.
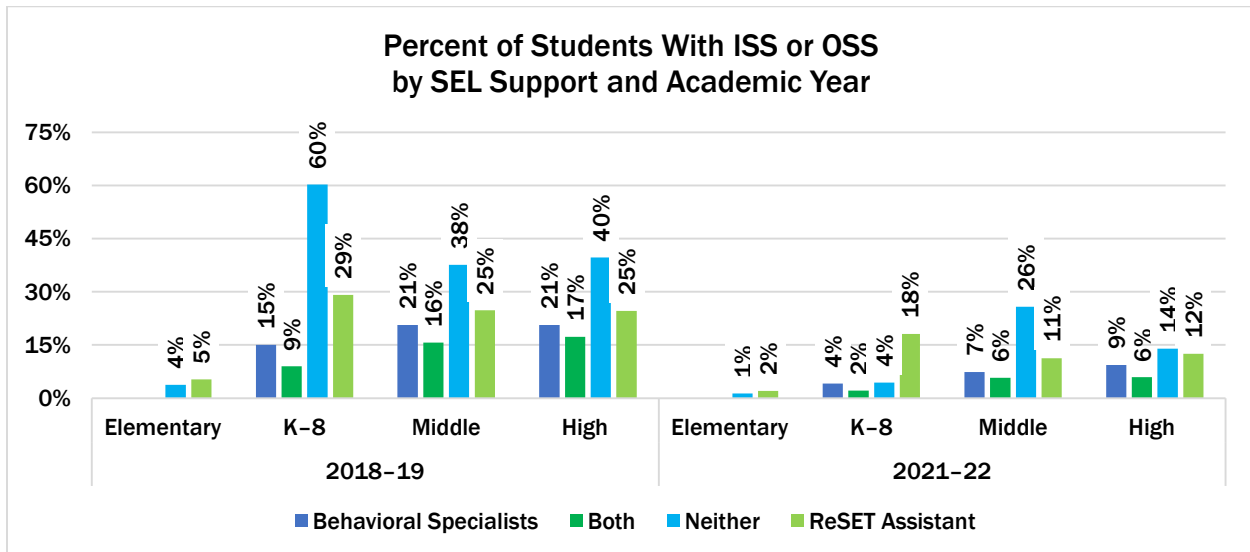
The table below shows the decrease in unique school/student level incidents from 2018–19 to 2021–22 based on enrollment each year.

Decrease in ISS/OSS Incidents from 2018–19 to 2021–22				
	Behavioral Specialists	ReSET Assistant	Both	Neither
Elementary		3%		3%
K–8	11%	11%	7%	56%
Middle	13%	14%	10%	12%
High	11%	12%	11%	26%

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Findings 3, 4, & 5

Student Attendance

In semester 1, the student attendance rate was 90.5%. The Last Year and Year To Date (LY, YTD) attendance rate was 94.4% by the end of Q2. High schools with ReSet Rooms had a higher attendance rate compared to schools with only BS, both, and neither. High schools with no additional SEL support reported the lowest attendance rate, 85.1%. Middle schools with Behavioral Specialists had a higher attendance rate compared to schools with only RR, both, and neither. Middle schools with no additional SEL support reported the lowest attendance rate, 92.10%. Elementary schools with ReSet Rooms had a lower attendance rate compared to schools with neither RR and BS.

Attendance Rates

	Reset Rooms	Behavioral Specialists	Both	Neither
Elementary	90.8%			93.0%
Middle	93.7%	95.3%	94.4%	92.1%
High	92.4%	91.4%	91.9%	85.1%

Elementary   Middle   High