



Student Success Report: Recommended Indicators

Student success depends on a positive school culture and a healthy, inclusive learning environment. It also involves support for the whole child. The following indicators provide insight into how OPS is taking care of students' mental health and social emotional needs, as well as fostering their sense of belonging within our community.

Mental Health & Social Emotional Development				
Indicator	Data Source(s)	Focus	Frequency	Assumptions & Questions
<p>Students who need or want mental health support are referred to appropriate providers or services.</p> <p># of students who received direct services from Ingham ISD mental health provider</p> <p># of students who received direct services from E3 mental health provider</p>	<p>Referral Logs for Mental Health Supports (school-based, Ingham ISD, E3, other) (All grade levels)</p>	Process	Quarterly	<p>We have a system that identifies students who want or need mental health services and refers them to providers (internal and/or external).</p> <p><i>How long does it take for students to be referred to providers?</i></p> <p><i>Who are our mental health partners in the community, and how do we ensure that our teams know how to connect with them?</i></p>
<p>We will see a reduction in these measures over time:</p> <p>Percentage of students who reported feeling unsafe or very unsafe at school (MiPHY, BASC)</p> <p>% 7th and 9th graders who reported often or almost always</p>	<p>Michigan Profile for Healthy Youth (MiPHY) survey (Grades 7, 9, and 11)</p> <p>BASC-3 Behavioral and Emotional Screening System (Grades 3-12)</p>	<p>Safety</p> <p>Student Perception</p>	<p>Every two years</p> <p>2-3 times per year</p>	<p>Feelings of safety and belonging are related to students' SEL skills, their relationships with staff, and positive behavior.</p> <p><i>Why might students feel unsafe at school?</i></p> <p><i>Why might students hate being at school?</i></p> <p><i>What are we doing to build students'</i></p>

<p>hated being at school during the past year (MiPHY)</p> <p>% 7th graders who have heard students get called mean names or get “put down” one or more times during the past 12 months (MiPHY -all students)</p> <p>% 9th graders who have heard students get called mean names or get “put down” one or more times during the past 12 months (MiPHY -all students)</p>				<p>bystander skills?</p> <p>How are adults intervening when they hear put-downs?</p> <p>How can staff improve their relationships with all students?</p>
<p>OPS students have access to and benefit from the Woof Pack dogs.</p> <p>% of all students who report being able to access Woof Pack when needed</p>	<p>Woof Pack Artifacts - Daily schedules and events calendars; logs of student contacts with dogs (All grade levels)</p> <p>Student Survey Data - Re: access to dogs, feelings about interactions with dogs, etc. (All grade levels)</p>	<p>Process</p> <p>Student Perception</p>	<p>Yearly</p>	<p>Students benefit from their interactions with the Woof Pack.</p> <p>Are all students able to access the Woof Pack when they want or need to?</p> <p>How can we increase opportunities for students to be involved with the Woof Pack?</p>

Sense of Belonging				
Indicator	Data Source(s)	Focus	Frequency	Assumptions & Questions
<p>The number/percentage of students who are chronically absent will decrease.</p> <p>% Not Chronically Absent K-12 (all students) Source: MISchoolData</p>	<p>Attendance Rates (All grade levels)</p>	<p>Participation (Attendance)</p>	<p>Yearly</p>	<p>Students who feel a sense of belonging will make every effort to attend school.</p> <p>What is causing students to be chronically absent? Which of these reasons are within our control?</p>
<p>The graduate rate (4-year cohort) will increase.</p> <p>% Graduation Rate (4-Year Cohort) Source: MISchoolData</p>	<p>Graduation Rates</p>	<p>Participation (Graduation)</p>	<p>Yearly</p>	<p>Students who feel connected to school will graduate.</p> <p>What factors that contribute to graduation rates can we control?</p>

<p>More than 50% of OPS middle and high school students will report participation in private or school-sponsored athletics, music, theater, and/or clubs.</p> <p>% of students in grades 5-12 who report participation in private or school-sponsored athletics, music, theater, and/or clubs</p>	<p>Participation Rates - Athletics, music, theater, clubs (Grades 5-12)</p> <p>Student Survey Data - Participation in extracurricular activities</p>	<p>Participation (Extracurricular)</p> <p>Student Perception</p>	<p>Yearly</p>	<p>Students who participate in extracurricular activities are more likely to thrive socially, emotionally, and academically.</p> <p><i>Is there a correlation between participation in extracurricular activities and student academic growth?</i></p>
<p>More than 35% of OPS students are highlighted in Points of Pride each year.</p> <p>Monthly cultural overviews are published and distributed to families August through June.</p>	<p>Communications - Points of Pride, Monthly Cultural Overviews (All grade levels)</p>	<p>Process</p>	<p>Yearly</p>	<p>Students who are publicly recognized for their accomplishments and participation feel more connected to school.</p> <p>Acknowledging and celebrating the different identities within our community helps build respect and trust.</p> <p><i>How can we ensure that all students and families feel "seen" by the district?</i></p>
<p>School events are accessible to families.</p> <ul style="list-style-type: none"> • Schedule (days/times) • Cost • Language 	<p>Parent Survey Data (families)</p> <p>Participation Rates - e.g. multicultural nights, music and theater performances, Protect the Pack</p>	<p>Participation (Family Engagement)</p> <p>Family Perception</p>	<p>Yearly</p>	<p>It is important to have events that are accessible to all families.</p> <p><i>What barriers may keep families from attending events?</i></p> <p><i>What factors can we control when planning accessible events?</i></p>
<p>Suspension rates at OHS are reported each year.</p>	<p>Discipline Data - Suspensions, expulsions, bullying incidents</p> <p>MiSchoolData</p>	<p>Discipline</p>	<p>Yearly</p>	<p>Students who have good relationships with peers and adults at school, and who have strong SEL skills, are less likely to engage in behavior that results in suspension.</p>