

# Non-Academic Data Update

2022-23 Year Long Data  
2023-24 Actions



# Balanced Approach

## Student IN Approach:

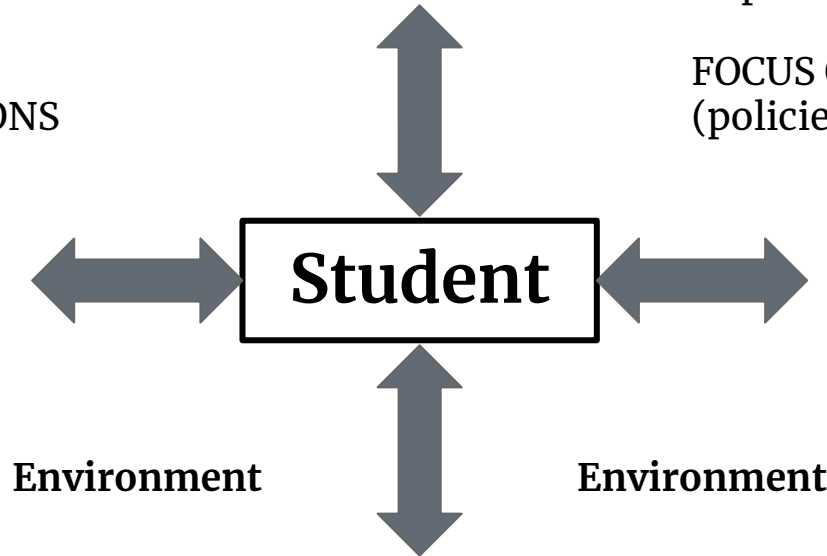
What can student improve or do differently? How can student be supported?

FOCUS ON STUDENT ACTIONS

## Student OUT Approach

How can the environment be improved to support the student?

FOCUS ON ENVIRONMENT  
(policies, practices)



# 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)

# Attendance Data

# Attendance – Analysis and Takeaways

## Summary of Data

- Data indicates proportional averages relating to absences by ethnicity and gender and excellent attendance rates that were up overall
- Reflect our values of building relationships, equity-focus, establishing trust so students desire to be a part of the learning environment
- Working to increase overall attendance rates

## 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)
- Increase sense of belonging

# Attendance – Average Daily Attendance

Grade Level	2018-2019 (Pre-COVID- Full Year)	2021-2022 (Full Year)	2022-2023 (Full Year)
K-4	89.9% (1704 total students)	92.2% (1673 total students)	93.2% (1739 total students)
5-8	90.6% (1424 total students)	94.1% (1316 total students)	94.5% (1423 total students)
9-12	89.7% (1406 total students)	95.2% (1433 total students)	95.2% (1444 total students)

# K-4 Absence Data – by Sub-Group

(In 2022-23, there was an average of 6.8% of students absent at K-4 and the following illustrates the demographic breakdown of those absences.)

K-4 Attendance Data (1744 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	52.0%	48.0%	8.6%	27.6%	5.7%	57.0%	1.0%	0.1%
2021-2022 % absent within subgroup	53.4%	46.4%	9.1%	27.7%	5.8%	56.3%	0.9%	0.3%
2022-2023 % absent within subgroup	54.2%	45.8%	8.4%	28.4%	6.3%	55.6%	1.3%	0.1%



# 5-8 Absence Data – by Sub-Group

(In 2022-23, there was an average of 5.5% of students absent at 5-8 and the following illustrates the demographic breakdown of those absences.)

5-8 Attendance Data (1427 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	51.7%	48.3%	10.5%	25.1%	5.4%	58.2%	0.3%	0.5%
2021-2022 % absent within subgroup	51.7%	48.3%	10.9%	20.5%	6.4%	61.9%	0.2%	0.1%
2022-2023 % absent within subgroup	52.5%	47.6%	10.9%	21.5%	7.2%	59.1%	0.6%	0.9%

# 9-12 Absence Data – by Sub-Group

(In 2022-23, there was an average of 4.8% of students absent at 9-12 and the following illustrates the demographic breakdown of those absences.)

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%
2021-2022 % absent within subgroup	47.4%	52.6%	11.1%	20.3%	7.0%	60.3%	1.0%	0.3%
2022-2023 % absent within subgroup	52.7%	47.3%	12.1%	20.8%	6.1%	60.1%	0.6%	0.3%

# Behavior Data

EVERY  
BEHAVIOR  
IS A  
FORM  
OF  
COMMUNICATION.

# Behavior Overview

## Data Collection

- Documentation – Opportunity to Establish Patterns
- Communication Tool
- Information to Drive Supportive Responses
  - Connect Students with Supports
  - Group Sessions
  - Goal Setting
  - Reteaching of Expectations
  - Restorative Conversations
  - Environment Interrogation

# Behavior – Analysis and Takeaways

## Summary of Data

- In comparison to overall enrollments, **suspension is used minimally at all levels** in response to student behaviors
- Overall goal: **Decrease recurring suspensions**

## 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 – Suspensions

*(3 or more days of Out of School Suspension for a single student)*

Grade Level	2021-2022 (Full Year)	2022-2023 (Full Year)
K-4	< 1.0%	< 1.0%
5-8	< 1.0%	2.1%
9-12	1.3%	2.3%

# Behavior Trends: Most Frequent Behaviors

*(Based on K-12 Suspension Data)*

2021-2022 <i>(Full Year)</i>	2022-2023 <i>(Full Year)</i>
Aggression/ Fighting (6)	Aggression/ Fighting (22)
Illegal Substances/ Alcohol Use (5)	Illegal Substances/ Alcohol Use* (28)
Disruptive Behavior (15)	Disruptive Behavior (27)



# Suspension Data – by Sub-Group

*(3 or more days of suspension for a single student; ~1.5% of all OPS students)*

## Suspension Data

Grade Band	Number of Students	Gender (Biological Sex)		Ethnicity (as reported in PowerSchool)						Special Ed. / 504	Economically Disadvantaged
		M	F	African American/ Black	Asian	Hispanic	White	American Indian	Native Hawaiian		
K-4	4 of 1744	3	1	0	0	1	3	0	0	4	2
5-8	31 of 1427	17	14	8	1	7	13	2	0	19	16
9-12	33 of 1466	17	16	9	1	5	18	0	0	14	22

# Response to Data

## Leadership & Building Team Work Sessions

- Review & analyze attendance and behavior data
- Embed identified needs into school improvement goals and action steps
- Engage in an intentional process to drill down on individual student needs through a DEI lens
- Inform budget priorities for BOE

# Action Steps

**Intentional analysis,  
hypothesizing:**

*If students have a greater  
sense of connection and  
belonging, they more likely  
to come to school and  
display appropriate  
behaviors.*

# Work Session Protocols:

## District Leadership & Building Level Teams

C	D	E	F	G	H	I
Total Missed Class Periods	Total Days	In-School Connection/Response (Regular Counseling/SW, Support Group participation, etc.)	Out-of-School Connection/Response (Clubs, After-School Programs, Sports, etc.)	Economically Disadvantaged?	Special Education?	African American?
176	25.1	Unknown Connections/Participation	Unknown Connections/Participation	Yes	No	No
169	24.1	Unknown Connections/Participation	Unknown Connections/Participation	No	No	No
165	23.6	Unknown Connections/Participation	Unknown Connections/Participation	Yes	No	Yes
139	19.9	Unknown Connections/Participation	Unknown Connections/Participation	No	No	No
369	52.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
303	43.3	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	Yes	No
225	32.1	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	No	No
201	28.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	No	No
194	27.7	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	Yes	Yes
190	27.1	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	Yes	Yes	No
139	19.9	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
139	19.9	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	Yes	No
130	18.6	Limited to No Connection Opportunities/Participation	Unknown Connections/Participation	No	No	No
265	37.9	Unknown Connections/Participation	Limited to No Connection Opportunities/Participation	No	No	No
307	43.9	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
241	34.4	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
240	34.3	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
229	32.7	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
164	23.4	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
367	52.4	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
285	40.7	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
232	33.1	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No
229	32.7	Limited to No Connection Opportunities/Participation	Limited to No Connection Opportunities/Participation	No	No	No

C	D	E	F	G	H	I	J	K	L	M
Number of Behavior Occurrences (Recurring Discipline)	Does this student have multiple behavior incidents?	If there have been multiple incidents, is there a pattern of similar behaviors?	If a pattern exists, what category does it fall under?	School during 22/23 School Year	Grade during 22/23 School Year	Gender	Special Ed.	Economically Disadvantaged	Sched/ Reporting Ethnicity	Is this student a part of a minority demographic sub-group(s) and/or marginalized population?
3	Yes - Multiple Inc...	Yes - Similar Behavior	FI Fighting	KMS	6	M	N	Y	(01) American Indian	No
2	Yes - Multiple Inc...	No - Different Behav...		KMS	6	M	Y	N	(05) Caucasian	No
1	No - Single Inci...			KMS	6	F	Y	Y	(01) American Indian	No
1	No - Single Inci...			KMS	6	M	N	N	(05) Caucasian	No
1	No - Single Inci...			KMS	6	M	Y	N	(05) Caucasian	No
1	No - Single Inci...			KMS	6	F	N	N	(06) Hispanic	No
1	No - Single Inci...			KMS	6	F	N	Y	(03) African-American	Yes
1	No - Single Inci...			KMS	6	F	N	Y	(06) Hispanic	No
1	No - Single Inci...			KMS	6	F	Y	Y	(03) African-American	Yes
1	No - Single Inci...			KMS	6	F	Y	N	(05) Caucasian	No
1	No - Single Inci...			KMS	6	F	N	N	(02) Asian	No
1	No - Single Inci...			KMS	6	M	Y	Y	(06) Hispanic	No

# Now What?

## *Intentional Work & Supportive Measures*

### MTSS Committee Work

- Building-Level Teams meeting regularly and ongoing basis
- Develop plans to respond to attendance and behavior

### ISD Truancy Training

### Instructional Leadership Team – Sharing Strategies

### Positive Behavior Intervention Systems

### Develop Tool to Assess Student Connections and Belonging Proactively

“The goal of behavior support is not ‘perfect children.’ Rather the goal should be creating the perfect environment for enhancing growth.”



–Randy Sprick

