MYalliance School-based Evaluation Year Two Report

March 2024

Introduction

The Michigan Health Endowment Fund engaged Public Sector Consultants (PSC), a public policy research and consulting firm in Lansing, Michigan, to evaluate implementation of tiered positive behavioral interventions and supports (PBIS) and mental health services in two Muskegon school districts: Oakridge Public Schools and Holton Public Schools. The districts are implementing PBIS and mental health services using the Interconnected Systems Framework (ISF), which provides a structured approach for establishing these supports and services in schools. This effort is the school-based component of MYalliance, Muskegon County's system of care comprising parents, schools, and agencies working together to improve services in Muskegon County to achieve better mental health outcomes for youth and young adults. The evaluation framework is available in Appendix A.

PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Tier 1 interventions are designed to support all students in a given school, while Tier 2 and Tier 3 interventions are offered to students who have been identified as needing more intensive services.

The following report provides an assessment of progress toward successful implementation of PBIS and mental health services in Oakridge and Holton schools in the 2021–2022 and 2022–2023 school years based on the activities and strategies, process measures, and outcome measures in the evaluation framework. It is important to note that the data shared in this report are not meant to compare Holton Public Schools and Oakridge Public Schools, but to simply show each district's current progress. The differences in the school districts' scores are due primarily to the fact that Holton Public Schools began implementing PBIS before Oakridge Public Schools.

Methodology

Evaluation data comes from three primary sources: the Interconnected Systems Framework Implementation Inventory (ISF-II), which is designed to allow school districts to assess their own implementation of PBIS and mental health services for ongoing evaluation and action planning; school climate surveys, which are conducted annually at the school level to assess feelings of school connectedness, among other things; and the school-wide information system (SWIS), which houses discipline referral data.

ISF Implementation Inventory

To assess progress toward implementation of PBIS and mental health services in schools, Oakridge and Holton school districts completed the ISF-II in spring 2022 and spring 2023. When using the ISF-II, school districts indicate the degree to which they have implemented each item in the inventory using a three-level rating system, where 0 means "not implemented," 1 means "partially implemented," and 2 indicates the item is "fully implemented."

To use the ISF-II in the evaluation, PSC identified inventory items that aligned with the evaluation framework's activities and strategies, process measures and outputs, and outcome measures and combined the scores from multiple items to arrive at an aggregate score. The ISF-II includes activities at three levels, each requiring a more in-depth level of implementation. While Holton has begun implementing these activities at all three levels, Oakridge has only worked toward implementing activities at levels one and two. Thus, the districts' scores reflect their respective progress toward the levels on which they are currently working. A list of the ISF-II items used in the evaluation is in Appendix A.

School Climate Surveys

Each school in the Oakridge and Holton school districts conducts annual school climate surveys that have been designed to complement PBIS implementation. The surveys, which are developed by the Center on PBIS, include unique survey instruments for elementary, middle school, and high school students, as well as families and school staff. The schools use these surveys as the foundation for their climate surveys while also customizing them by adding and/or not including questions in the original survey instrument.

School-wide Information System

SWIS is the data system used to support PBIS implementation. School districts report data, including office discipline referrals, through SWIS for progress monitoring and action planning.
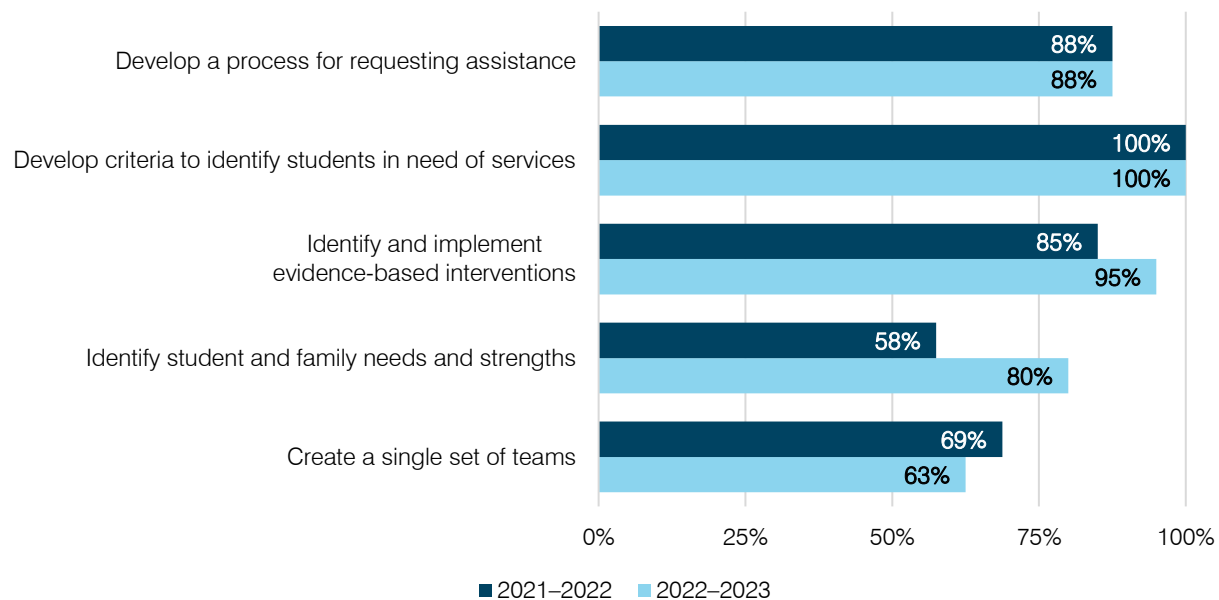
Data Analysis and Key Findings

Activities and Strategies

Progress on each activity and strategy in the evaluation framework can be assessed using ISF-II scores. The PBIS activities and strategies included in the evaluation framework are as follows:

- Create a single set of teams to address students' social, emotional, and behavioral health needs at Tier 1, Tier 2, and Tier 3 that includes community-based clinicians
- Identify the needs and strengths of students and families
- Determine and implement evidence-based curricula and interventions to address needs (i.e., Tier 1, Tier 2, and Tier 3 services and supports)
- Develop criteria to identify students in need of intervention services and supports
- Implement universal assessment processes for determining appropriate intervention services and supports when a request for assistance is made

Exhibits 1 and 2 show Holton and Oakridge school districts' progress toward implementing each activity based on selected items in the ISF-II. Holton's scores range from a low of 63 percent (create a single set of teams) to 100 percent (develop criteria for identifying students in need of services) (Exhibit 1). The district made additional progress toward identifying and implementing evidence-based interventions and identifying student and family needs and strengths between the 2021–2022 and 2022–2023 school years. However, it appears there was a decrease in progress on creating a single set of teams between the two school years.

EXHIBIT 1. ISF-II Scores on MYalliance School-based Evaluation Activities and Strategies, Holton Public Schools
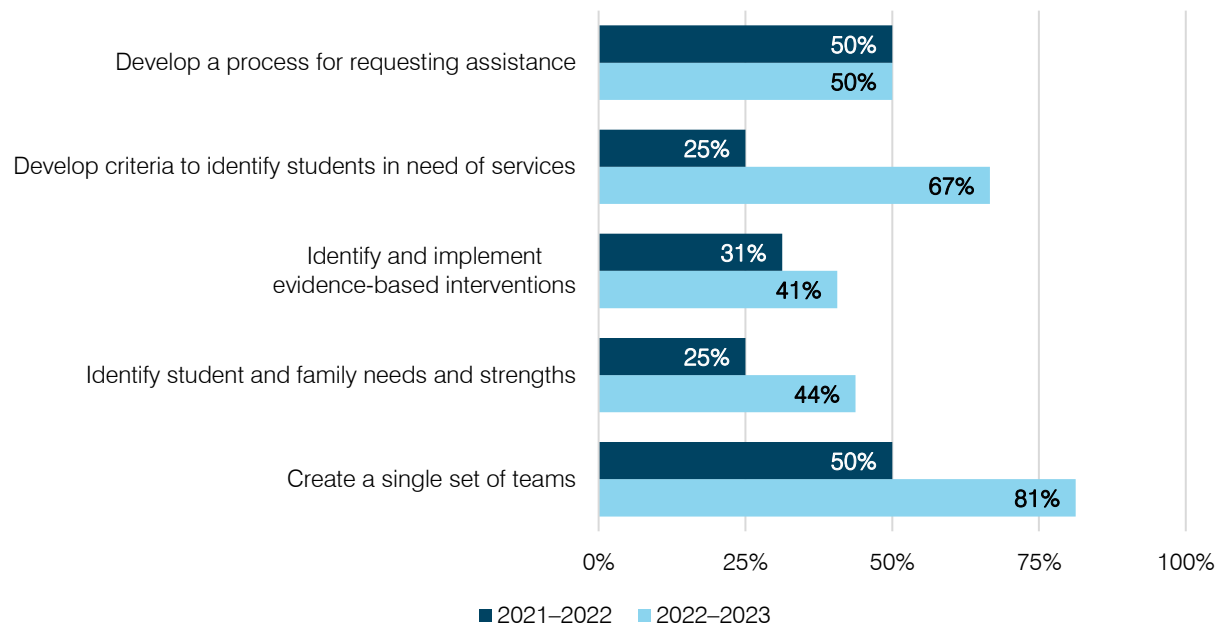

Source: ISF-II scores from spring 2022 and spring 2023
Note: Scores reflect progress on activities in ISF-II levels 1, 2, and 3. ISF-II measures on which each score is based is in Appendix A.

Oakridge's scores range from 41 percent (identifying needs and strengths of students and families and identifying and implementing evidence-based interventions) to 81 percent (creating a single set of teams) (Exhibit 2). With the exception of developing a process for requesting assistance, which remained at 50 percent, the district made additional progress on all of these elements between the 2021–2022 and 2022–2023 school years.

EXHIBIT 2. ISF-II Scores on MYalliance School-based Evaluation Activities and Strategies, Oakridge Public Schools

Source: ISF-II scores from spring 2022 and spring 2023
Note: Scores reflect progress on activities in ISF-II levels 1 and 2. ISF-II measures on which each score is based are in Appendix B.
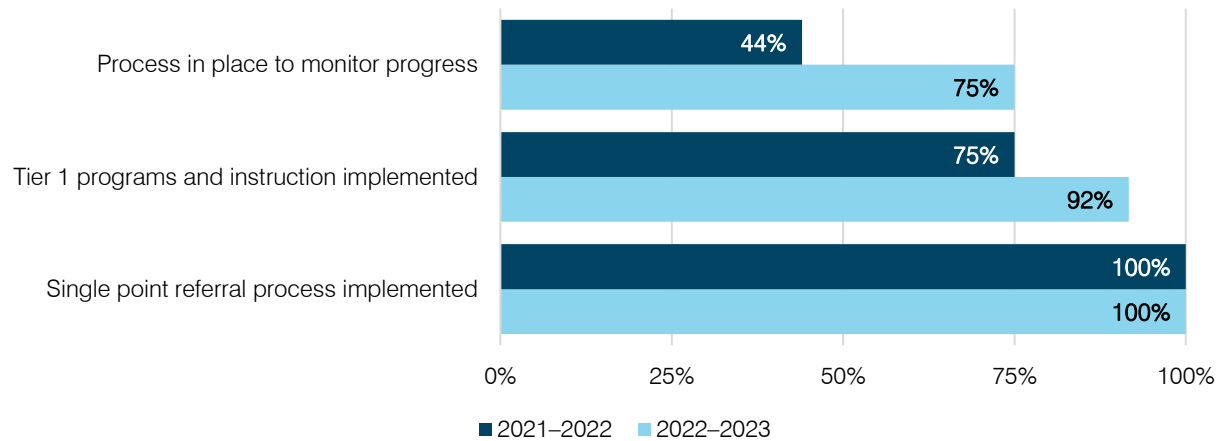
Process Measures and Outputs

Process measures and outputs included in the MYalliance school-based evaluation framework are:

- Implement a single-point referral process
- Implement Tier 1 programs and instruction
- Implement a process to monitor progress
- Increase the number of students in Tier 2 or Tier 3 mental health interventions
- Increase mental health interventions and assessments (data not available)

Single-point Referral Process, Tier 1 Programs and Instruction, and Process to Monitor Progress

Progress toward the first three measures can be assessed using the ISF-II. As shown in Exhibit 3, Holton Public Schools has fully implemented a single-point referral process for PBIS and mental health services and is near full implementation of Tier 1 programs and instruction. The district also made additional progress toward implementing a process for monitoring progress between the 2021–2022 and 2022–2023 school years.

EXHIBIT 3. ISF-II Scores on Process Measures and Outputs in MYalliance School-based Evaluation, Holton Public Schools

Process in place to monitor progress: 2021–2022: 44%, 2022–2023: 75%
Tier 1 programs and instruction implemented: 2021–2022: 75%, 2022–2023: 92%
Single point referral process implemented: 2021–2022: 100%, 2022–2023: 100%
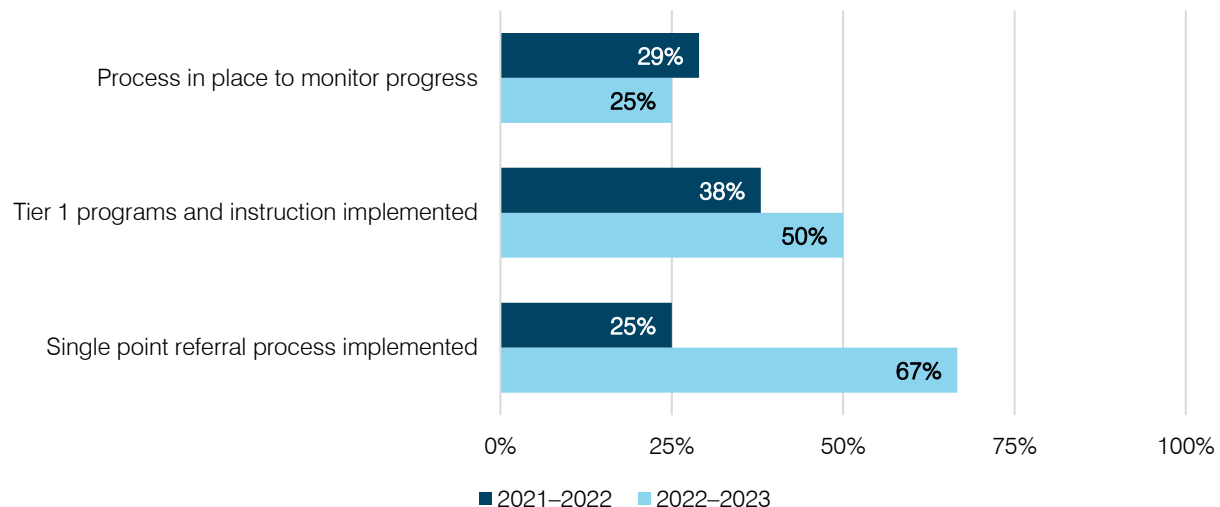
■ 2021–2022 ■ 2022–2023

Source: ISF-II scores from spring 2022 and spring 2023
Note: Scores reflect progress on activities in ISF-II levels 1, 2, and 3. ISF-II measures on which each score is based are in Appendix B.

As shown in Exhibit 4, Oakridge Public Schools is two-thirds of the way toward implementing a single-point referral process and halfway done implementing Tier 1 programs and instruction. Except for implementing a process for monitoring progress, the district's implementation of these elements increased between the 2021–2022 and 2022–2023 school years.

EXHIBIT 4. ISF-II Scores on Process Measures and Outputs in MYalliance School-based Evaluation, Oakridge Public Schools

Process in place to monitor progress: 2021–2022: 29%, 2022–2023: 25%
Tier 1 programs and instruction implemented: 2021–2022: 38%, 2022–2023: 50%
Single point referral process implemented: 2021–2022: 25%, 2022–2023: 67%
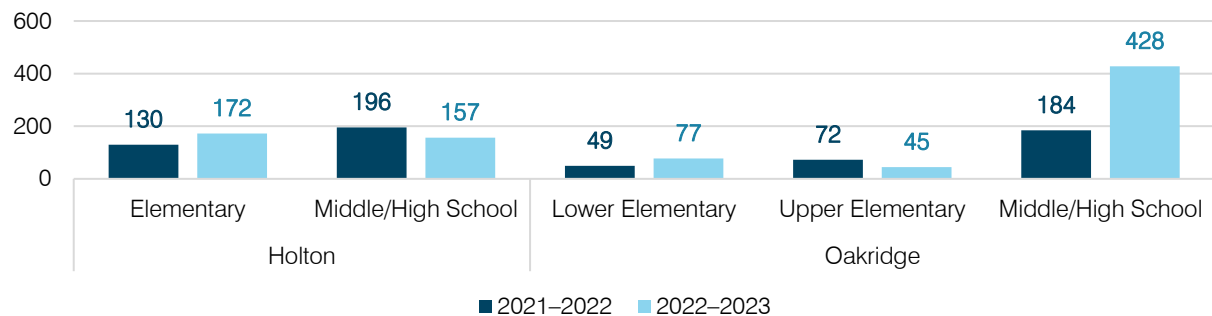
■ 2021–2022 ■ 2022–2023

Source: ISF-II scores from spring 2022 and spring 2023
Note: Scores reflect progress on activities in ISF-II levels 1 and 2. ISF-II measures on which each score is based are in Appendix B.

Students in Tier 2 or Tier 3 Mental Health Interventions

Exhibit 5 shows the number of students in Tier 2 or Tier 3 mental health interventions provided by each school district in the Muskegon Area Intermediate School District (MAISD). In the 2022–2023 school year, 329 students in Holton Public Schools participated in Tier 2 or Tier 3 interventions, which is approximately the same number of students as 2021–2022. In Oakridge Public Schools, 305 students participated in these interventions in the 2021–2022 school year, while 550 students participated in the 2022–2023 school year. The majority of the increase came from the middle/high school level, with an increase between the two school years from 184 to 428—an increase of 130 percent.

EXHIBIT 5. Number of Students Participating in Tier 2 or Tier 3 Mental Health Interventions

Source: MAISD

Outcome Measures

There are five anticipated outcomes associated with implementation of PBIS and mental health services (listed below). Data are only available for the first three.

- Increased feelings of school connectedness among students, teachers, and caregivers
- Increased number of student and family needs met, strengths built, and goals achieved
- Decreased behavioral incidents
- Decreased caregiver strain among families receiving Tier 2/Tier 3 community partner mental health interventions delivered in the school (data not yet available)
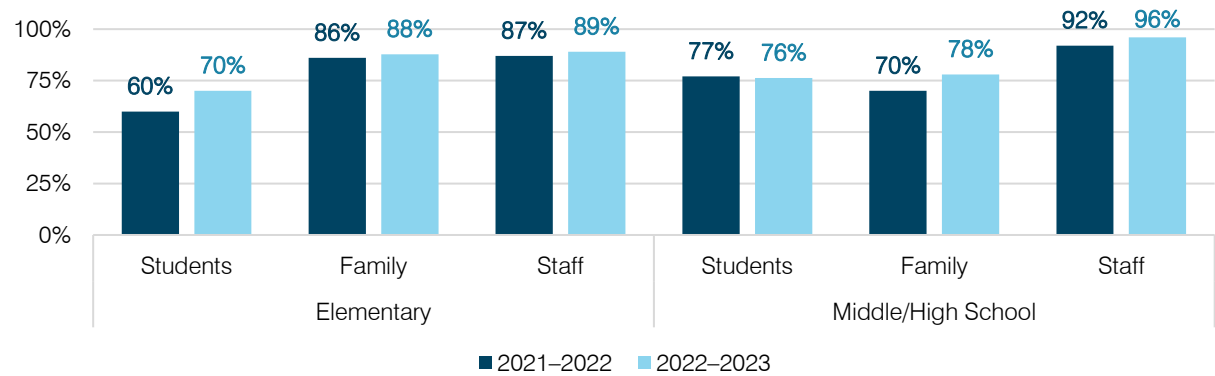- Improved school staff perceptions/understanding of referral process (data not yet available)

Increased Feelings of School Connectedness Among Students, Caregivers, and Teachers

PSC identified questions in school climate surveys that were designed to assess school connectedness among students, family members, and teachers. These questions consist of statements to which students are asked to indicate their agreement level. At the elementary level, the response options are "always," "sometimes," and "never" for Holton, and "always," "often," "sometimes," and "never" for Oakridge. At the middle/high school level, response options are "strongly agree," "somewhat agree," "neutral," "somewhat disagree," and "strongly disagree."

Since not all schools use the exact same questions and/or response options, scores are calculated using questions and response options that are as similar as possible. PSC created aggregate scores based on the percentage of students who responded "always" or "often" at the elementary school level and those who replied "strongly agree" or "somewhat agree" at the middle and high school levels. The questions included in the analysis are provided in Appendix B.

Exhibit 6 shows school connectedness for students, family, and staff at Holton Public Schools between the 2021–2022 and 2022–2023 school years. According to the 2022–2023 school climate survey, 70 percent of Holton Elementary School students felt connected to their school, an almost 17 percent increase from the previous school year. Students at Holton Middle School and High School reported similar feelings of connectedness between the 2021–2022 and 2022–2023 school years (77 and 76 percent respectively). Family and staff reported higher feelings of school connectedness at both the elementary and middle and high school between the two school years.
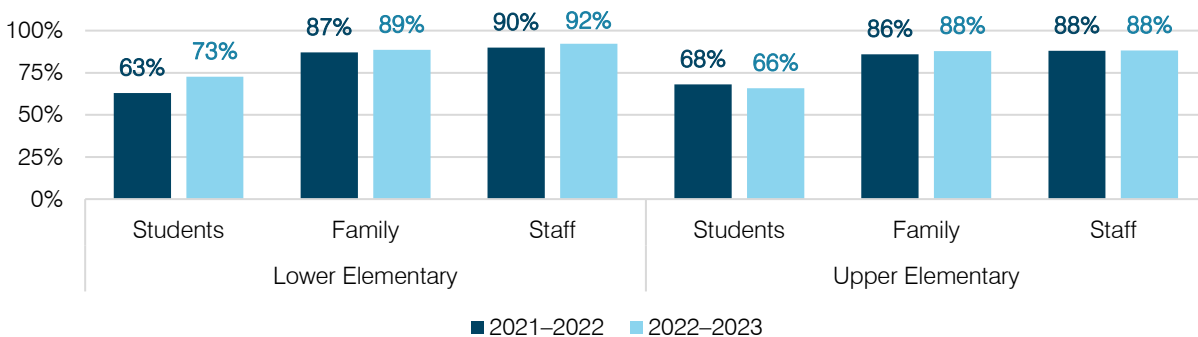
EXHIBIT 6. Student, Family, and Teacher Feelings of School Connectedness, Holton Public Schools

Source: 2021–2022 and 2022–2023 school climate survey data
Note: The survey questions and response options used in the scores are in Appendix B. N varies by respondent type, school year, and grade level and are shown in Appendix C.

In Oakridge Lower Elementary School, students, families, and staff all reported higher levels of school connectedness in the 2022–2023 school year than in 2021–2022 (Exhibit 7). At the Upper Elementary School, families and staff reported similar levels of school connectedness across the two school years while student levels of connectedness dropped slightly, from 68 percent in 2021–2022 to 66 percent in 2022–2023.

EXHIBIT 7. Student, Family, and Teacher Feelings of School Connectedness, Oakridge Lower Elementary and Upper Elementary Schools

Source: 2021–2022 and 2022–2023 school climate survey data
Note: The survey questions and response options used in the scores are in Appendix B. N varies by respondent type, school year, and grade level and are shown in Appendix C.

Families at Oakridge Middle School and Oakridge High School felt more connected to their student's schools during the 2022–2023 school year compared to the previous year (Exhibit 8). Students at the middle school felt slightly less connected to their school while students at the high school felt slightly more connected to their school than the previous year. Alternatively, staff at the middle school felt more connected to their school in 2022–2023 while staff at the high school felt less connected to their school.

EXHIBIT 8. Student, Family, and Teacher Feelings of School Connectedness, Oakridge Middle School and High School
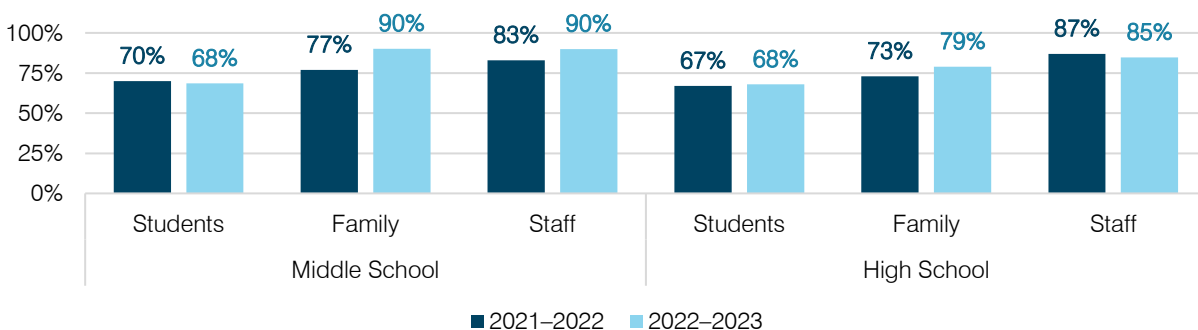

Sources: 2021–2022 and 2022–2023 school climate survey data
Note: The survey questions and response options used in the scores are in Appendix B. N varies by respondent type, school year, and grade level and are shown in Appendix C.
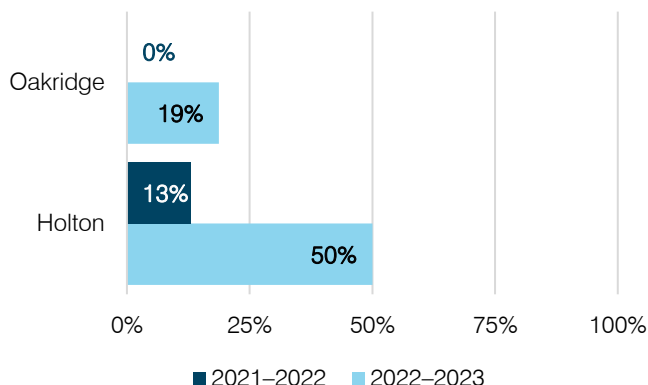
Increased Number of Student and Family Needs Met, Strengths Built, and Goals Achieved

While data is not available on the number of student and family needs met, strengths built, and goals achieved, the ISF-II includes items that show whether a school district is monitoring the impact of Tier 2 and Tier 3 behavioral interventions by reviewing outcome data from school and/or community data

sources. These efforts to monitor the impact will eventually allow the school districts to identify and report on progress toward these outcomes.

Oakridge Public Schools is approximately 20 percent of the way toward implementing these monitoring systems, while Holton Public Schools is 50 percent of the way toward full implementation (Exhibit 9).

EXHIBIT 9. Processes in Place to Monitor Student and Family Needs Met, Strengths Built, and Goals Achieved

Source: ISF-II scores from spring 2022 and spring 2023
Note: Holton scores reflect progress on activities in ISF-II levels 1, 2, and 3. Oakridge scores reflect progress on activities in ISF-II levels 1 and 2. ISF-II measures on which each score is based are in Appendix B.

Decreased Behavioral Incidents

Data on behavioral incidents by student, type, and academic year is available through SWIS. Exhibit 10 includes incidents coded as fighting, bullying, harassment, physical aggression, gang display, use/possession of weapons, arson, bomb threats, disruption, inappropriate language, and property damage/vandalism.

Behavioral incidents decreased at Holton Public Schools between the 2021–2022 and 2022–2023 school years. Oakridge Lower Elementary reported similar rates of behavioral incidents, while Oakridge Upper Elementary and Oakridge Middle and High Schools reported an increase in behavioral incidents between the two school years.

EXHIBIT 10. Behavioral Incidents by School Year

	Daily Average per 100 Students	
School	**2021–2022**	**2022–2023**
Holton Public Schools		
Holton Elementary	0.90	0.44
Holton Middle/High School	0.72	0.60
Oakridge Public Schools		
Oakridge Lower Elementary	0.35	0.36
Oakridge Upper Elementary	1.11	1.41
Oakridge Middle/High School	0.31	0.40

Source: SWIS data provided by MAISD

Appendix A: MYalliance School-based Evaluation Framework

MYalliance School-based Evaluation Framework

Resources and Inputs	Activities and Strategies	Process Measures and Outputs	Outcome Indicators
What are the existing resources that will support MYalliance school-based services?	**What are the key activities we are expecting schools to take?**	**How will we know if schools are implementing and carrying out activities?**	**How will we know if the interventions are making a difference?**
• Strong partnerships between HealthWest, the Muskegon Area Intermediate School District (MAISD), Hackley Community Care (HCC), the Muskegon County office of the Michigan Department of Health and Human Services, and Mercy Health's Health Project.	• Create a single set of teams to address students' social, emotional, and behavioral health needs at Tier 1, Tier 2, and Tier 3 that include community-based clinicians.	• Established a single-point referral process for accessing interventions.	• Increased feelings of school connectedness among all students, families, and teachers
• On-site school-based health centers with mental health services through HCC.	• Identify needs and strengths of students and families.	• Completed the Positive Behavioral Intervention and Supports' (PBIS) Tiered Fidelity Inventory (TFI).	• Increased number of student and family needs met, strengths built, and goals achieved for any youth receiving Tier 2 or Tier 3 interventions.
• Pathways to Potential located in school buildings.	• Determine and implement evidence-based curricula and interventions to address needs (i.e., Tier 1, Tier 2, and Tier 3 services and supports).	• Increased number of mental health interventions and assessments conducted.	
• Parent outreach coordinators in schools.	• Develop criteria for identifying students in need of intervention services and supports.	• Increased number of students enrolled in Tier 2 or Tier 3 mental health-related interventions.	• Decreased caregiver strain among families receiving Tier 2 or Tier 3 interventions.
• School resources officers and community health workers in some schools.	• Implement progress monitoring.		• Improved school staff perceptions/understanding of the referral process.
• HealthWest clinicians in schools.	• Implement request for assistance and universal assessment processes for intervention services and supports.	• Implemented Tier 1 programs and instruction to support social-emotional learning.	• Decreased office discipline referrals.
• Project SAFE creates in-school systems to support students' social, emotional, and behavioral needs.	• Embed cultural relevance throughout Positive Behavioral Interventions and Supports (PBIS) and Interconnected Systems Framework (ISF) activities and efforts.	• Identified process to monitor progress of interventions.	
• Federal, state, and local funding to support schools' ability to meet students' social, emotional, and behavioral health needs.			
• Dedicated staff across partner organizations to support the work.	• Analyze data with an equity lens.		

Appendix B: ISF-II Implementation Items Used in Evaluation Framework

ISF-II Measures Used for Activities and Strategies

The following descriptions of features associated with implementation of the ISF-II are drawn from *The Interconnected Systems Framework Implementation Inventory Version 3 Procedural Manual 2020–2021*.

Create a Single Set of Teams

- **1.3:** School- and community-employed personnel with mental health expertise actively participate in the school-level Tier 1 team. School-employed personnel may include school counselors, school psychologists, school social workers, or behavior resource teachers. Community-employed personnel may include a community mental health therapist or parent educator.
- **2.2:** School- and community-employed personnel participate in the school-level Tier 2 systems team and attend a monthly team meeting focusing on the Tier 2 systems (e.g., reviewing how many students are receiving interventions, how many are making progress, and how many interventions are being implemented with fidelity).
- **3.2:** School- and community-employed personnel participate in the school-level Tier 3 systems team and attend a monthly team meeting focusing on the Tier 3 systems (i.e., reviewing how many students are receiving interventions, how many are making progress, and how many interventions are being implemented with fidelity).
- **3.3:** School- and community-employed personnel participate in Tier 3 individual student intervention teams.

Identify Student and Family Needs and Strengths

- **1.8:** There is family representation during school-level Tier 1 team meetings.
- **1.9:** Families' perspectives of ISF implementation are solicited regularly (annually) through a variety of methods (e.g., surveys, forums).
- **1.11:** Students are informed, engaged, and participating in the planning and implementation of the ISF.
- **2.4:** Families who have a child receiving a Tier 2 intervention are aware of their child's participation and updated on their child's progress regularly (at least every two weeks).
- **2.5:** Families who have a child receiving a Tier 2 behavioral and mental health intervention participate in the intervention. This may include, but is not limited to, (1) reinforcing progress at home, (2) learning key intervention components, (3) implementing key intervention components at home, and/or (4) regularly communicating with the school- and/or community-employed personnel about progress at home.
- **2.14:** The school-level Tier 2 systems team annually reviews the fit between student needs and the established menu of interventions using multiple sources of school data (e.g., office discipline referrals, attendance, behavior report cards, nurses visits, behavioral and mental health screening) and community data (e.g., crisis visits, juvenile justice contacts, clinic visits).

- **3.5:** Families who have a child receiving Tier 3 intervention(s) are aware of intervention implementation and updated on their child's progress regularly (at least every two weeks).
- **3.6:** Perspectives of families are actively solicited throughout intervention planning and their agreement on goals is obtained.
- **3.7:** Perspectives of students receiving Tier 3 behavioral and mental health interventions are solicited and students are engaged in goal planning to the extent possible.
- **3.10:** Each student receiving Tier 3 behavioral and mental health interventions has an individualized plan with measurable goals developed with input from the student as well as school, community, and family stakeholders.

Identify and Implement Evidence-based Curricula and Interventions

- **1.12:** School- and community-employed personnel with mental health expertise assist in the selection and implementation of Tier 1 interventions.
- **1.14:** Based on results from resource mapping and screening data, schools implement a school-wide behavioral and mental health intervention at the Tier 1 level.
- **1.15:** School-wide behavioral and mental health interventions delivered are evidence-based and a standardized protocol guides implementation.
- **2.9:** When planning implementation of a selected intervention, the Tier 2 intervention team follows established protocol outlining frequency, dosage, and core features to ensure an evidence-based strategy is implemented with fidelity.
- **3.12:** When planning an intervention, Tier 3 individual student intervention teams follow established protocol outlining frequency, dosage, and core features to ensure an evidence-based strategy is implemented with fidelity.

Develop Criteria to Identify Students in Need of Services

- **1.13:** Universal mental health or social-emotional screening is conducted in the areas of both internalizing and externalizing concerns.
- **2.7:** The school-level Tier 2 systems team uses multiple sources of school and community data to identify students in need of Tier 2 behavioral and mental health interventions. Data may include (1) universal social, emotional, and behavioral screening data, (2) other school-wide scans of students' social-emotional needs (e.g., office discipline referrals, nurse check-ins, absences), (3) family or caregiver perspective of need (e.g., parent request for assistance), and (4) teacher perspective of need (e.g., teacher request for assistance).
- **2.8:** The school-level Tier 2 systems team uses established protocol and data decision rules including (1) universal social, emotional, and behavioral screening data, (2) other school-wide scans of students' social-emotional needs (e.g., office discipline referrals, nurse check-ins, absences), (3) self, parent, and/or teacher report of behavior, (4) structured observation, (5) student, family, or teacher structured interview, (6) daily behavior ratings or report cards, and/or (7) assessment of cultural and developmental fit.
- **3.9:** When selecting an intervention, Tier 3 individual student intervention teams use established protocol and data decision rules including school data (e.g., attendance, grades, discipline referrals, screening, formal psychological and/or psychoeducational evaluation) and community data (e.g., crisis report, prior therapy attendance).

Develop Process for Requesting Assistance

- **1.10:** Families are aware of the continuum of interventions available and how to request assistance for themselves or their child at their child's school.
- **2.7:** The school-level Tier 2 systems team uses multiple sources of school and community data to identify students in need of Tier 2 behavioral and mental health interventions. Data may include (1) universal social, emotional, and behavioral screening data, (2) other school-wide scans of students' social-emotional needs (e.g., office discipline referrals, nurse check-ins, absences), (3) family or caregiver perspective of need (e.g., parent request for assistance), and (4) teacher perspective of need (e.g., teacher request for assistance).

ISF-II Items Used for Process Measures and Outputs

Implemented Single-point Referral Process

- **1.13:** Universal mental health or social-emotional screening is conducted in the areas of both internalizing and externalizing concerns.
- **2.7:** The school-level Tier 2 systems team uses multiple sources of school and community data to identify students in need of Tier 2 behavioral and mental health interventions. Data may include (1) universal social, emotional, and behavioral screening data, (2) other school-wide scans of students' social-emotional needs (e.g., office discipline referrals, nurse check-ins, absences), (3) family or caregiver perspective of need (e.g., parent request for assistance), and (4) teacher perspective of need (e.g., teacher request for assistance).
- **2.8:** The school-level Tier 2 systems team uses established protocol and data decision rules including (1) universal social, emotional, and behavioral screening data, (2) other school-wide scans of students' social-emotional needs (e.g., office discipline referrals, nurse check-ins, absences), (3) self, parent, and/or teacher report of behavior, (4) structured observation, (5) student, family, or teacher structured interview, (6) daily behavior ratings or report cards, and/or (7) assessment of cultural and developmental fit.
- **3.9:** When selecting an intervention, Tier 3 individual student intervention teams use established protocol and data decision rules including school data (e.g., attendance, grades, discipline referrals, screening, formal psychological and/or psychoeducational evaluation) and community data (e.g., crisis report, prior therapy attendance).

Implemented Tier 1 Programs and Instruction

- **1.12:** School- and community-employed personnel with mental health expertise assist in the selection and implementation of Tier 1 interventions.
- **1.14:** Based on results from resource mapping and screening data, schools implement a school-wide behavioral and mental health intervention at the Tier 1 level.
- **1.15:** School-wide behavioral and mental health interventions delivered are evidence-based and a standardized protocol guides implementation.

Implemented Progress Monitoring

- **1.17:** The school-level Tier 1 team regularly engages in action planning to improve implementation, with action plans updated at least annually and progress monitored at least monthly.

- **2.10:** The Tier 2 intervention team uses data (e.g., office discipline referrals; attendance; grades; daily behavior report cards; office and/or nurses visits; self, parent, and/or teacher report) to regularly (monthly) monitor progress of all students receiving Tier 2 behavioral and mental health interventions, regardless of who facilitates the intervention(s).
- **2.12:** The school-level Tier 2 systems team regularly engages in action planning to improve implementation, with action plans updated at least annually and progress monitored every meeting (at least monthly).
- **3.13:** Tier 3 individual student intervention teams regularly review and analyze individualized progress monitoring and outcome data (e.g., office discipline referrals; attendance; grades; daily behavior report cards; office and/or nurses visits; self, parent, and/or teacher report) to inform data-based problem solving.

Increased Number of Student and Family Needs Met, Strengths Built, Goals Achieved

- **2.15:** The school-level Tier 2 systems team monitors the impact of Tier 2 behavioral and mental health interventions across all students receiving Tier 2 behavioral and mental health interventions by regularly reviewing outcome data from school and/or community data sources.
- **3.18:** The school-level Tier 3 systems team monitors the impact of Tier 3 behavioral and mental health interventions across all students receiving Tier 3 interventions by regularly reviewing outcome data from school and/or community data sources.

PBIS Survey Questions Used to Assess Feelings of School Connectedness

Students

Holton Elementary School

Survey questions used:

- I like school.
- I get along with other students.
- There is an adult at my school who will help me if I need it.
- I feel like I belong at my school.

Response option included in the score:

- Always

Holton Middle/High School

Survey questions used:

- I like school.
- I know an adult at school that I can talk with if I need help.
- I regularly participate in extracurricular activities offered through this school.
- I feel like I belong at my school.

Response options included in the score:

- Strongly agree
- Somewhat agree

Oakridge Lower and Upper Elementary Schools

Survey questions used:

- I like school.
- I get along with other students.
- There is an adult at my school who will help me if I need it.
- I feel like I belong at my school.

Response options included in the score:

- Always
- Often

Oakridge Middle School and High School

Survey questions used:

- I know an adult at school that I can talk with if I need help.
- I regularly participate in extracurricular activities offered through this school.
- I feel like I belong at my school.

Response options included in the score:

- Strongly agree
- Somewhat agree

Parents

All Holton and Oakridge Schools

Survey questions used:

- I feel comfortable talking to teachers at my student's school.
- I feel welcome at my student's school.
- I feel like I am a part of the school community.

Response options included in the score:

- Strongly agree
- Somewhat agree

Staff

All Holton and Oakridge Schools

Survey questions used:

- I feel supported by teachers [Oakridge] other staff members [Holton] at my school.
- I feel connected to the teachers [Oakridge] other staff members [Holton] at my school.
- I get along well with other staff members at my school.

- I feel like I am an important part of my school.
- I enjoy working in teams (e.g., grade level, content, other) at my school.
- I feel like I fit in among other staff members at my school.
- I feel connected to the administration at my school.

Response options included in the score:
- Strongly agree
- Somewhat agree

Appendix C: Survey Sample Size

Holton Public Schools			2021–2022	2022–2023
Elementary	•	Students	282	325
	•	Family	44	30
	•	Staff	32	31
Middle/High School	•	Students	321	341
	•	Family	55	47
	•	Staff	26	18
Oakridge Public Schools			2021–2022	2022–2023
Lower Elementary	•	Students	132	131
	•	Family	70	96
	•	Staff	47–48	37
Upper Elementary	•	Students	292	309
	•	Family	66	66
	•	Staff	38–39	39–40
Middle School	•	Students	218	237
	•	Family	37	51
	•	Staff	18	20
High School	•	Students	288	437
	•	Family	71	97
	•	Staff	32–33	37–39