



## Bend-La Pine Schools School Board Work Session Meeting Agenda

April 25, 2023, 5:30 PM

### Location:

Education Center, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

1.	<b><u>Call to Order</u></b>	<b>Speaker(s):</b> Chair Barnes Dholakia	
2.	<b><u>Pledge of Allegiance</u></b>	<b>Speaker(s):</b> Chair Barnes Dholakia	
3.	<b><u>Review of Agenda</u></b>	<b>Speaker(s):</b> Chair Barnes Dholakia <b>Description:</b> Any changes to the Agenda after posting on April 21, 2023, are shown below. <b>Attachments:</b>	<b><u>2</u></b>
4.25.23 - Agenda de Reunión de la Sesión de Trabajo de la Mesa Directiva Escolar - Borrador			2
4.	<b><u>Work Session</u></b>	<b>Description:</b> The Board will focus on key Board work and initiatives. <b>Attachments:</b>	<b><u>3</u></b>
Pre-Reading: Teaching Well is Relationship Building			3
A. Student & Family Youth Truth Survey Results & Community Conversations and Report on Board Ends 1.F., 2.C., and 3		<b>Speaker(s):</b> Dave VanLoo, Director of School Improvement <b>Attachments:</b>	15
Executive Summary: Progress Report Board End 3			15
Presentation: Board End 3 YouthTruth Results April 2023			16
Presentación: Resultados de la Junta Final 3 Youth Truth Abril 2023			35
5.	<b><u>Board Comments</u></b>	<b>Description:</b> An opportunity for board members to provide comments or reflections.	
6.	<b><u>Adjourn</u></b>	<b>Description:</b> Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 9, 2023.	



## Escuelas de Bend-La Pine

### Agenda de Reunión de la Sesión de Trabajo de la Mesa Directiva Escolar - Borrador

25 de abril de 2023, 5:30 P.M.

#### Ubicación:

Centro de Educación, Sala de Juntas #314  
520 NW Wall Street  
Bend, OR 97703

1. **Llamada al orden**  
**Ponente(s):** presidenta Barnes Dholakia
2. **Juramento a la bandera**  
**Ponente(s):** presidenta Barnes Dholakia
3. **Revisión de la agenda**  
**Ponente(s):** presidenta Barnes Dholakia
4. **Sesión de trabajo**  
**Ponente(s):** la Mesa Directiva se centrará en el trabajo y las iniciativas clave de la Mesa Directiva.
  - A. Resultados de la Encuesta de estudiantes y familias Youth Truth y Conversaciones con la comunidad y Reporte sobre las metas de la Mesa Directiva 1.F., 2.C., y 3  
**Ponente(s):** Dave VanLoo, director de Mejoramiento Escolar
5. **Comentarios de la Mesa Directiva**  
**Descripción:** una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones.
6. **Levantamiento de la sesión**  
**Descripción:** se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 9 de mayo de 2023.

**DOUG LEMOV**

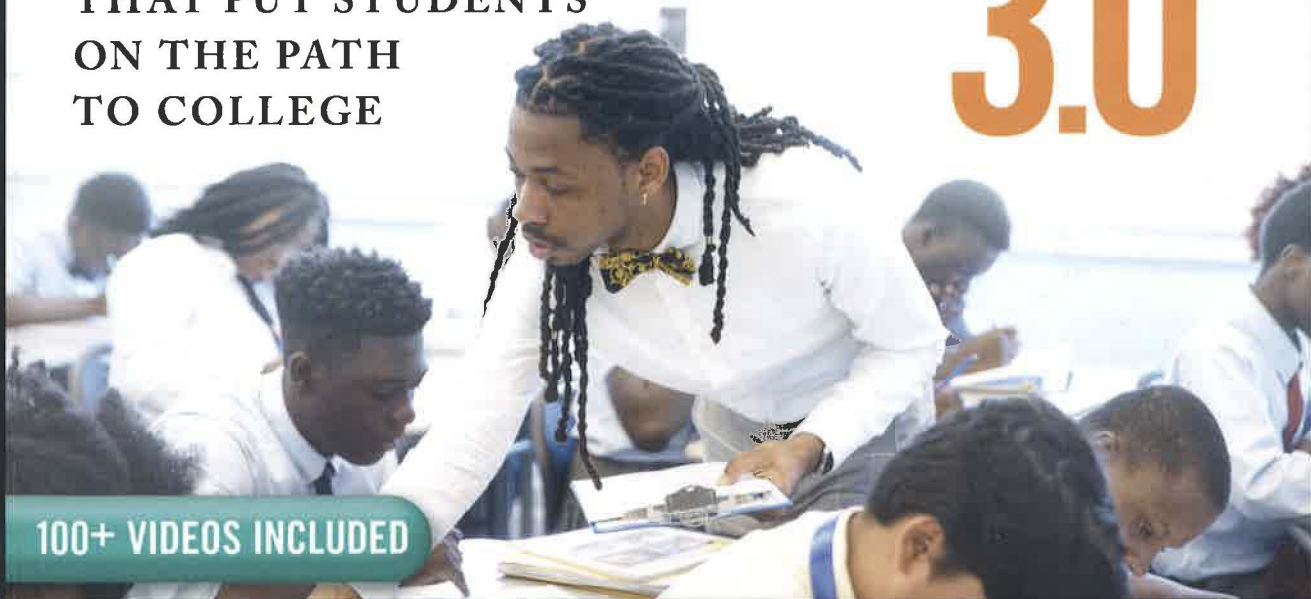
# Teach

LIKE A

# CHAMPION

<sup>63</sup>/<sub>62</sub> TECHNIQUES  
THAT PUT STUDENTS  
ON THE PATH  
TO COLLEGE

# 3.0



100+ VIDEOS INCLUDED

Uncommon Schools | Change History.

**JOSSEY-BASS**  
A Wiley Brand

# The international bestseller that transforms educators into teaching champions!

*Teach Like a Champion 3.0* is the revised, expanded, and up-to-date revision of Doug Lemov's study of the craft of teaching. Upon studying videos of high-performing teachers, Lemov distills their methods into concrete tangible actions for others to use and adapt. Many of the techniques he describes are now part of the *lingua franca* of teaching, but here Lemov adds the results of his last five years of study, including new depth and detail to existing techniques and the addition of more than ten new techniques.

Through the techniques, Lemov explains how to Check for Understanding, raise academic expectations, increase the ratio of the cognitive work students do, motivate and engage students, make classrooms more writing-intensive, improve discussions, and anticipate when it is necessary to redirect student behavior so it is positive and productive.

In this edition, Lemov adds extensive discussions of research connecting the techniques more explicitly to cognitive and social sciences. He also updates his discussion based on extensive reflections on issues in Diversity, Equity, and Inclusion. These additions will help teachers to be clear on the why and the how behind their teaching decisions.



**DOUG LEMOV** has transformed classrooms around the world with his tangible teaching techniques. Using these techniques, Doug trains educators as part of his work at Uncommon Schools, the nonprofit school management organization he helped to found. He is also coauthor of the books *Practice Perfect* and *Reading Reconsidered*.


COVER DESIGN: PAUL MCCARTHY

COVER ART: © JJ IGNOTZ PHOTOGRAPHY

TEACHER ON COVER: DENARIUS FRAZIER

AUTHOR PHOTO: COURTESY OF MAIA LEMOV

**JOSSEY-BASS™**  
A Wiley Brand

 Also available  
as an e-book

EDUCATION | Teaching Methods & Materials | General

**\$34.95 USA | \$41.99 CAN**

ISBN 978-1-119-71261-9



9 781119 712619

A final note. The strength of a norm's influence “depends on how much we feel a part of and identify with those exhibiting the norms” writes Mccrea. We are motivated by belonging. The last principle I will discuss in this chapter is relationships, which obviously are profoundly important. But it is worth remembering, too, that a student's sense of belonging to a culture is different from his or her relationship with the teacher. By joining with peers in actions and feeling honored, supported, and respected by them, students will do many of the things that some educators presume they will only do if a teacher inspires them. Again relationships matter—but the peer-to-peer cultures we build through the norms students perceive are at least as important.

## PRINCIPLE 5: TEACHING WELL IS RELATIONSHIP BUILDING

A common belief among teachers is that they must build relationships with students before they can make progress teaching them. “Students won't care what you say,” an oft-repeated aphorism goes, “until they know that you care.” The presumption is that students can't learn from someone who doesn't care about them and the result is often teachers seeking to connect with students and show their caring *so they can teach them*. That statement is informed by good intentions, but still mistaken in important ways. Should students know and feel that we care about them? Absolutely. Do relationships matter? Yes, of course—often immensely. But the assertion that no teaching can happen until a relationship exists is inaccurate,<sup>19</sup> in part because teaching well is the most effective way to show a student that you care and to establish a relationship with them in the first place.

Recognizing that relationships matter is the easy part, in other words. The difficult questions are: what kinds of relationships—and relationship-building actions—are most helpful? Is the aphorism about students knowing you care a rationale for any and all relationship-building actions? Some students might be quite happy if you were to show up at their dance recital or stop them to chat about their home life in the hallway. Others might find this strange and even invasive. This should remind us that we can understand that relationships are important and still take steps to develop them that are counter-productive.

So, while still affirming the deep importance of relationships, here are some important observations about how to seek them most productively.

First, we are teachers to our students. We seek a specific kind of relationship that is unique to our role. Those relationships “are based on trust,” ResearchEd founder Tom Bennett wrote recently. “Trust is best built in safe calm ordered environments where adults can be relied upon to be dependable. Trust is built on predictability of action and character,” Bennett

noted.<sup>20</sup> Being reliable, humane, and consistent is the center of relationships. But learners also must feel that the *environment* in which they learn communicates these things. When a student talks about her relationship with Ms. Smith she in some ways means Ms. Smith's classroom. She will not come to trust Ms. Smith if Ms. Smith allows her to be subtly mocked by peers when she speaks, or if Ms. Smith is unable or uninterested in making sure the time spent in her classroom feels valuable and productive. Trust for a teacher is in part an affirmation of their competence and diligence in building the right environment.

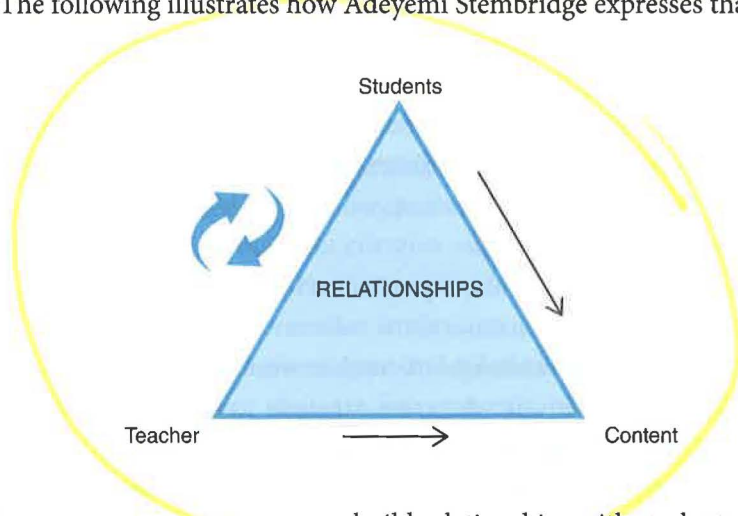
Second, successful teaching is at least as much the cause as the result of effective relationships. At a minimum the process is iterative. You demonstrate your respect for and belief in students by putting their time to good use. You show that you are worthy of their respect by creating a productive learning environment. As you do this you are warm, encouraging, and welcoming. You now have begun a relationship. It may form the foundation for a greater connection with some students; with others it will be sufficient. Chatting after class about your favorite shows with students is nice but not required and can distract you from the job at hand, teaching well, which is the primary tool by which teachers build relationships with students. "A relationship is a tool that helps students understand how to connect to the content," Adeyemi Stembidge writes in *Culturally Responsive Education in the Classroom*. It's supposed to be about them and what will help them learn and thrive, in other words, and that's a key reminder because teachers' needs are also met by relationships. We can at times fall prey to wanting too much to be needed or, worse, wanting to assume that our students lack something that only we can provide.

A skeptical reader once observed about previous editions of this book: "You don't have a chapter about relationships, You must not think relationships are important." *But to me the whole book is about building relationships.* A teacher who observes her students carefully, who notices and responds effectively when they struggle, and helps them see that they can be successful, is building relationships in a way that is not achieved by a teacher who gets frustrated and tells students to "figure it out." Or even one who warmly and lovingly greets them every day but fritters away time in activities they know don't result in learning. A teacher who pushes students to work hard, to write an essay they are truly proud of, a teacher who does not have to shout at students for work to get done, a teacher who, by teaching well, builds a student's interest in and then love for a subject, builds relationships.

I recently came across a list for teachers on a popular website: "Ten Ways to Build Relationships with Students." It included some good advice ("Apologize when you mess up") but also some more questionable guidance: "Do crazy things," "Talk to them about non-school-related subjects," and "Share inspirational stories from your life." It's worth considering whether those actions can be distractions from more important things.

Talking to students about unrelated subjects is fine—some may appreciate it—but not nearly as important as talking to them about school-related subjects. Sharing inspirational stories might be fine, but proceed with caution. My own children have heard mine many, many times now and it's possible they don't find them to be quite the touchstones I do. One teacher I had in school could reliably be counted on for a twenty-minute digression if you got him going on his stories. I'm not sure how many relationships were built but his interest in telling them would reliably result in the test being pushed back by at least a day. As for doing "crazy things," it risks as much harm as good. You're a teacher, not a performer. It makes more sense to spend your time preparing to teach really well, with warmth, humanity, attentiveness, and encouragement. The real question is whether you can inspire young people by awakening their curiosity and opening the doors of knowledge to them.

The relationship we want is at least in part a triangle, with the teacher connecting to the student about content and with the goal of inspiring them to build a relationship to the things they learn. The following illustrates how Adeyemi Stenbridge expresses that.



"I'm just not sure you can say you can build relationships with students unless you teach them well," my colleague Darryl Williams said after we watched a video in our offices one day. (I'm going to show you that video in a moment.) I went home that night and thought long and hard about that statement because at first it appeared to be false. Of course you can have good relationships with students if you don't teach well. Darryl's statement was the opposite of the oft-repeated quotation. He was suggesting that students won't know you care until they know you can teach them well.

But over time I came to see Darryl's observation operating in many of the videos in this book. In the one that prompted his comment *Denarius Frazier: Remainder*, Denarius

circulates among students in his class giving them feedback on their math. “Killing it,” he says to one student to reaffirm her progress. “Much better,” he says to another. Consider that tiny phrase for a moment. Much better than what? Much better than the last time you attempted problems like this. What this says is: *I see you as you work. Your progress is important to me.* And in the case of a teacher as good as Denarius, *I’m going to help you to succeed.*

Denarius speaks to *everyone* as he works the room and he speaks to them *about their academic work*. Over and over, the message is *I know you; I will help you*. There could be flashier videos about connecting with students, but there probably aren’t many more substantive videos about building relationships.<sup>21</sup>

Denarius’s students love and respect him because of how he *teaches* them. This is how he builds core relationships. Fittingly, I have taken this video of Denarius from the chapter on Checking for Understanding. What that tells you is that to know and care deeply about your students’ progress is relationship building and that each aspect of the core job of teaching which a teacher executes with skill, humanity and warmth forms the foundation of relationships.

Part of the argument here is about where to focus our energy. It is easy to assume that if relationships are beneficial, then the more extensive the relationship, the better. But it’s not that simple. Some of us may play the role of mentor to some students in our lives—if we do, the benefit is at least half ours—but students do not need to see you as a confidant. Some students may appreciate that you care in a manner that involves chatting with them in the hallway or encouraging them to come to you with details about their personal lives and even sharing their difficulties. But plenty of them have no interest in or need for that. They are waiting for you to teach them with care and humanity. **Believing that relationships start with our playing some meaningful role in students’ lives other than being their teacher can distract us from the fact that classroom relationships begin with our competence as teachers.**

On the first day you should smile, welcome students, and put their time to good use. As you do so, make a point of beginning to learn names. Or perhaps you’ve already begun this process before students arrive and can surprise them by knowing their names and how to pronounce them. Tiny moments of humanity sprinkled in—You’re Damani’s sister, right? How’s he doing? Say hello for me!—can be powerful, but as much or more of relationship building is being prepared for class, demonstrating the capacity to help students succeed, even if they have struggled in the past, and doing that with enough skill that you can smile and encourage students. Students will be looking to see that you take their learning seriously, that you can do your job. It’s hard to smile and encourage students when some are ignoring your directions or distracting you and their peers, for example. **Not being able to run the room is one of the fastest ways to lose the respect of students.** They may still be

friendly with you, knowing your lessons are simplistic or you are easily manipulated by mischievous classmates, but those relationships are not ones that lead to learning and growth for young people.

As you teach, endeavor to show that you like your students as much as you can in simple, subtle ways. Smile, for example. As teacher and writer Jo Facer puts it, "Everything is easier when students think you like them." But students knowing that you care about them does not mean that you are friends. Part of caring about young people will almost assuredly include setting limits or pushing them to work harder than they otherwise might. You should be as warm as you can and also expect to be strict when needed. Again, if you can build an environment where students are on task, work hard, and treat you and all of their peers with respect and appreciation, it's much easier to be positive, warm, and encouraging.

Let me try to frame this distinction with vocabulary. There are *supplementary relationships*—connections with certain students about their lives outside the classroom—and *core relationships*—positive, mutually respectful relationships in the classroom that help to ensure students' learning and growth with warmth and humanity. I am not dismissing supplementary relationships. Many teachers have played profound roles in students' lives; they can be valuable to young people and gratifying to teachers. I hope you will experience a few in your life. But it is a trap to presume that supplementary relationships are a requirement of success, when it is core relationships that do the work. Seeking the former too ardently can detract from the latter.

So what is a core relationship like? It is one in which students feel, as my colleague Dan Cotton frames it, *safe, successful, and known*. That is, their teacher sees them as an individual, has the competence to ensure that they will learn, and provides an environment where they need not worry.

*Safe* is perhaps easy to overlook when we think about relationships. It means students must not only feel like they won't be bullied or mocked but that they will be respected and appreciated. Students must be able to take intellectual risks without fearing chastisement or judgment—from you or from their peers. Their relationship is heavily influenced by their sense of belonging within the class. If you smile after a student answers and show appreciation for her thinking but allow her, within the space under your authority, to be snickered at or the subject of eye-rolling, or if the moments when she reveals her intellect are met with disinterest and silence from the class, your relationship will not likely flourish. If it does it will be a Pyrrhic victory. Successful relationships require teachers to make use of the authority vested in them to build a culture that ensures students feel safe and supported by the community. It is not just your own actions you must shape to create the conditions under which students grow and thrive. Students see this clearly. You can tell Melissa you loved her comment

after class all you want. If she knows that during class she will be an object of strange curiosity every time she makes a similar comment, she will be less likely to feel the trust in you that relationships require.

*Successful*, as I have tried to explain throughout this chapter, derives from your overall effectiveness at the core tasks of teaching. When you do those tasks well, students see themselves progressing and succeeding, and this causes them to feel trust and appreciation. A corollary: Helping students to feel successful and to see convincing evidence of their own progress also helps to build relationships.

But what about the idea of students feeling *known*? Let's say you have a student. Let's call her Elicia. She'd like to know that you see her as unique, different from Candace to her left and Edward to her right. Begin by knowing her name and how she likes to say it (EE-lee-cee-ah rather than Uh-lee-sha). Use her name whenever you can: Every time you use a student's name you remind her that you know her. Perhaps you've got a couple of simple downtime questions you ask for when she and other students are first to arrive to class: *Morning, Elicia. Everything go OK on the homework for you?* Perhaps occasionally you even *Cold Call* Elicia to show that you are thinking about her experience in class. "Elicia, you feel confident at these problems?" "Elicia, were you convinced by Kennedy's argument?"

In doing these things you have begun to establish that Elicia is an individual to you—one whose opinion you care about. I had a colleague once, a math teacher, who loved to learn little details about each student and drop them into playful word problems: If Elicia loved Beyoncé he would write, "Elicia wants to build a platform for the Beyoncé statue she has created in art class. Its dimensions are . . ." Great, if that's you, but you don't need a bag of tricks like that. It's more important to know Elicia as a learner, to walk by her desk and say, "Don't rush, Elicia. Your last paper was good because you took your time." Your statement shows that you remember her last paper. That you know what she is capable of. That you know and care about her progress. That you see her as an individual, in other words. This most of all is what young people crave and deserve.

A final note. Teachers who work with students who grow up in poverty should be especially careful to avoid a potential assumption that growing up with limited financial resources implies growing up impoverished in other ways—without strong social networks or parents who can support you, for example. I wish to go on record stating that of the 100 best parents and guardians I have met in my life, 99 of them have been parents who were raising their children with limited financial means, sometimes in real financial difficulty, and who provided their children with exemplary love, support, guidance, and wisdom nonetheless. Many students have people they can confide in and share their lives with, in other words. Please do not presume that they need an advocate more than they need someone to teach

them chemistry. What young people need most reliably is an opportunity to learn and grow under the guidance of someone who cares about their progress in doing so. This is nonnegotiable. Do some students lack relationships in their lives and yearn for an adult who can be a confidant or a mentor? Sure, some do. These students come from every socioeconomic stratum. A few times we may meaningfully provide supplementary support for a student whose social network does not provide everything they need, but it is also easy to convince ourselves that a relationship that makes *us* feel important and needed is the one that most students need and this may not be the case.

So how might getting relationships right play out in the classroom? Here are some initial thoughts. You will surely find more.

The first step to relationship building, I have intimated, may be the opposite of what you expect: making your classroom an orderly place where the procedures for doing everyday things are familiar and happen as if by routine. When students also have a very clear mental model of the behaviors required in a productive classroom, it will be easier for them to do those things with at most small reminders. Further, *safe, successful, and known* starts with safe—that is, with a learning environment where students can struggle and will never be mocked or laughed at. Young people should be able to rely on adults to provide such a setting for them to learn in, and to provide it is a form of caring. Better for you to provide an orderly classroom where students encourage one another than to fail to do so and spend your time as the lone voice encouraging students. Further, an orderly classroom will allow you to listen to and attend to what students say and to focus on understanding each of them as a learner. Denarius's classroom is a relational place, first and foremost, because it is orderly.

Lesson planning and preparation are also critical to relationships—and again, perhaps unexpectedly so. A well-planned and well-executed lesson tells students that they matter and their learning is at the forefront. And an engaging and energetic lesson draws students in. Watch a few moments of Sadie McCleary's chemistry class at Guildford East HS in Guildford, North Carolina. Students are happy *because* they are busily engaged in meaningful work throughout; because when they walk in the room the chemistry lesson starts right away and has them thinking deeply and actively from the first minute. This is arguably more gratifying than walking into a classroom where a teacher spends the first five minutes asking everyone how they're doing.

In his book *The Happiness Advantage*, Shawn Achor reminds us that there are several parts to the concept of happiness. Accomplishment (seeing your own progress) and engagement (losing yourself in something) are critical components of happiness—as powerful as

pleasure in causing happiness, even if far less often acknowledged. Further, when you know your lesson well and aren't thinking of what question to ask on the spur of the moment, you can be more responsive and observant; your working memory can be employed in perceiving how students are reacting to the work and how effective their answers are. Quite simply, you are more present.

Relationships are often based on the mastery of a dozen tiny skills from across the chapters in this book. A small element of the technique *Positive Framing* called Assume the Best is a game changer, for example. As with all of *Positive Framing* it will help you to give students the constructive feedback they deserve in a way that reminds them that you care about them and believe in them. Furthermore, it asks you to construct plausible reasons for low-level unproductivity. "Sorry, my directions weren't clear; this is a silent writing activity," is a big improvement on "It needs to be silent in here." It exudes calm and poise and shows students that when they don't follow direction your first instinct is to think: *Well, there must be some reason for that*, and it also causes you to consider and then verbalize some of these reasons, some of which will often turn out to be right. Sometimes it will just be lack of focus by the class; but sometimes you will *not* have been clear. When you make a habit of seeing the best in your students you are more likely to notice it when it is present. *What to Do* is another example. Nothing corrodes relationships like not being sure what you're supposed to be doing—times ten if it happens over and over and nobody gets much done, and times ten again if students get "spoken to" for not following a direction that's not clear to them.

## Notes

1. If you're new to Teach Like a Champion and don't follow all the wherefores and whys here, don't worry. You can get full explanations of all the terms and variations in *Cold Calling* (technique 34) in Chapter Seven.
2. I am just showing you how to be hilarious in an ironic, talking-to-teenagers kind of way with this comment about the Kardashians. I actually have no idea who the Kardashians are—I only know they're famous. Also, if you're wondering about taking advice on humor from me, my teenaged kids tell me I'm truly hilarious ("OMG, Dad, you're so hilarious" [insert withering stare]).
3. <https://eric.ed.gov/?id=ED298122>
4. <http://web.stanford.edu/~gentzkow/research/radiology.pdf>.
5. <https://www.aft.org/sites/default/files/periodicals/WILLINGHAM%28%29.pdf>.

6. Paul A. Kirschner, John Sweller, and Richard E. Clark, “Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching,” *Educational Psychologist* 41, no. 2 (2006): 75–86. <http://mrbartonmaths.com/resourcesnew/8.%20Research/Explicit%20Instruction/Why%20minimal%20guidance%20instruction%20does%20not%20work.pdf>.
7. This is the difference between “performance” and “learning.”
8. And of course you can only look up what you already know is relevant and connected.
9. Graham Nuthall, *Hidden Lives of Learners* (NZCER Press, 2007), p. 69.
10. Baumeister et al. proposed this concept in a 1998 paper in the *Journal of Personality and Social Psychology*, “Ego Depletion: Is the Active Self a Limited Resource?” They found, for example, that “people who forced themselves to eat radishes instead of tempting chocolates subsequently quit faster on unsolvable puzzles than people who had not had to exert self-control,” and that “an initial task requiring high self-regulation made people more . . . prone to favor [a] passive-response option.” Some further research has challenged their findings.
11. David T. Neal, Wendy Wood, and Jeffrey M. Quinn, “Habits—A Repeat Performance,” *Current Directions in Social Science* (August 1, 2006), [https://dornsife.usc.edu/assets/sites/545/docs/Wendy\\_Wood\\_Research\\_Articles/Habits/Neal.Wood.Quinn.2006\\_Habits\\_a\\_repeat\\_performance.pdf](https://dornsife.usc.edu/assets/sites/545/docs/Wendy_Wood_Research_Articles/Habits/Neal.Wood.Quinn.2006_Habits_a_repeat_performance.pdf).
12. Nuthall’s research involved taping and studying a sample of students during each lesson. He was often uninterested in what the teacher did and very interested in what students did and how it affected their learning. Many of his most interesting observations come from moments when we hear the children, whom he has mic’d, talking to themselves after an interaction with a teacher, for example.
13. [www.researchgate.net/publication/225304965\\_The\\_role\\_of\\_selective\\_attention\\_on\\_academic\\_foundations\\_A\\_cognitive\\_neuroscience\\_perspective](http://www.researchgate.net/publication/225304965_The_role_of_selective_attention_on_academic_foundations_A_cognitive_neuroscience_perspective).
14. Ironically for a computer scientist, he has managed to achieve this himself by dramatically restricting the presence of technology, with its strong tendency to fracture and distract his concentration, as the title of another of his books, *Digital Minimalism*, suggests. (I recommend both it and *Deep Work*.)
15. The phrase was coined by Sophie Leroy at the University of Minnesota, based on her research on workplace productivity.
16. <https://hbr.org/2018/03/to-control-your-life-control-what-you-pay-attention-to>.
17. The other is—yup, you guessed it—the naked mole rat. They, too, will sacrifice unto the last full measure of devotion for one another. But God bless the little fellas, I don’t

mind being outshone by them one bit—they're miraculous and quirky in a dozen ways. Also—honestly—they're funny looking and don't smell great. Let them have eusociality to brag about, I say.

18. Peps Mccrea, *Motivated Teaching: Harnessing the Science of Motivation to Boost Attention and Effort in the Classroom*, p. 74.
19. Everyone learns from people without having strong relationships. You have and will again have to learn many times in settings where the teacher did not know you from Adam—a large lecture in your university days or a Khan Academy video are examples. Obviously, as teachers we want to build relationships that help students thrive but it's important to be clear that everyone can and will have to learn in situations where a relationship doesn't exist at different times throughout their lives.
20. Tom's remarks were made in a series of tweets on March 5, 2021.
21. You've probably seen videos on the Internet of teachers who give each child their own distinctive greeting at the door. Arrival is a celebration of personalized handshakes and fist bumps. I find them lovely too. If you want to be that teacher, wonderful, but recognize that thousands of teachers build enduring relationships with students without those moves and, furthermore, the results are only likely to be substantive and enduring if you also teach well, your students feel safe, and you let them know that you see them for who they are.



**REPORT:** Data on Board End 3: Students, families, and staff experience wellness, inclusion, and belonging

**PRESENTED BY:** Dave VanLoo, Ph.D., Director of School Improvement

**EXECUTIVE SUMMARY:**

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Associated with these Board Ends are data metrics that are intended to provide high quality, systems-level evidence of Bend-La Pine schools' impact on achieving these Ends.

District Board Ends fall broadly into four domains:

1. Students are engaged and develop a **strong academic foundation**.
2. Students have a **passion, purpose, and plan** for their future.
3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

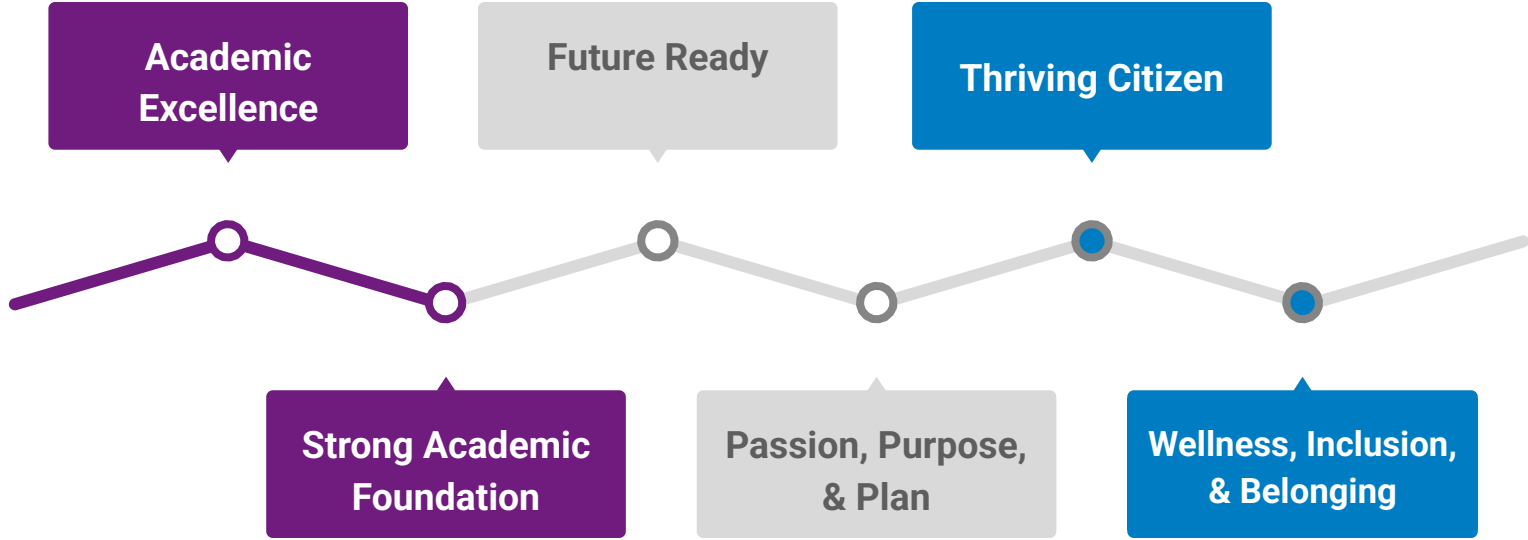
The Board will review data relevant to the third Board End of schools that support wellness, inclusion, and belonging among students, families, and staff. Focal data are drawn from three years of student and family YouthTruth surveys and are disaggregated by a variety of demographic groups.



## Board End #3: Wellness, Inclusion, & Belonging (April 2023)

Dave VanLoo, Ph.D.

# Board Ends – Then and Now



# Board Goal #3

Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:

- a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
- b. Bias incident data and trends





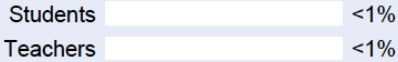
# 17,151

Student Enrollment

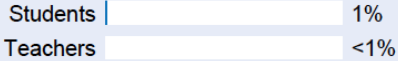
# Bend-La Pine Demographics 2021-22

## DEMOGRAPHICS

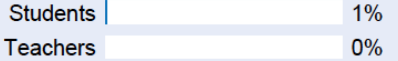
### American Indian/Alaska Native



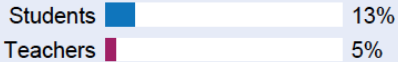
### Asian



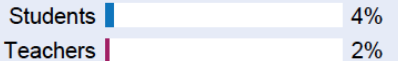
### Black/African American



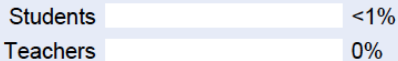
### Hispanic/Latino



### Multiracial



### Native Hawaiian/Pacific Islander



### White



**8%**  
Ever English  
Learners



**30**  
Languages  
Spoken

**11%**  
Students  
with  
Disabilities

**15%**  
Mobile  
Students

**>95%**  
Free/  
Reduced  
Price Lunch



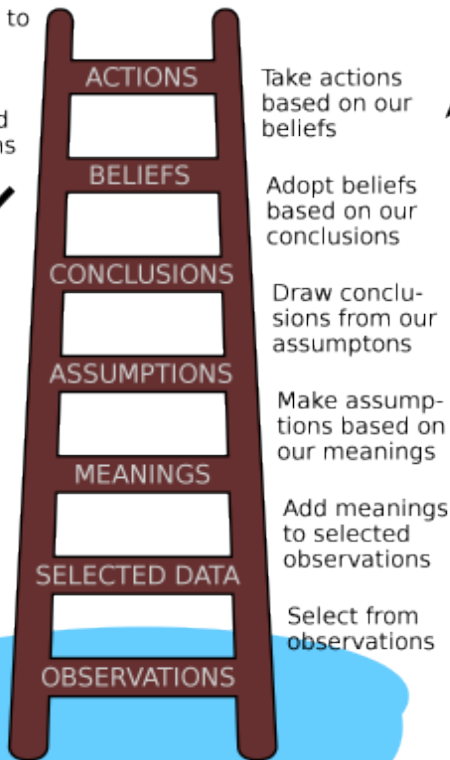
# End 3a: Student and Family Experiences



# LADDER OF INFERENCE

Instead of jumping to "CONCLUSIONS," analyze and test the assumptions, meanings, selected data & observations that created them

Reflexive loop: our beliefs tend to affect what data we select next time



Advocacy

Inquiry

Sometimes it is helpful to consciously interrupt this typically automatic process, to ensure we've selected the "best" data and truly understand it. We can achieve this by slowing down, and approaching observations in the data from a perspective of learning, understanding, and inquiry.

Model by  
Chris Argyris  
(1923-2013)

# Student Survey Themes

## Core Survey Themes

**Engagement** – Students perceive themselves as engaged with their school and their education.

**Academic Challenge** – Students feel they are challenged by their coursework and teachers.

**Relationships** – Students feel they receive support and personal attention from their teachers.

**Belonging & Peer Collaboration** – Students have supportive, collaborative relationships with peers.

**Culture** – Students believe that their school fosters a culture of respect and fairness.

**College & Career Readiness (HS Only)** – Students feel equipped to pursue college and careers.

## Add-On Themes

**NEW - Student Voice and Leadership** – Describes how students share their ideas and make a difference at school. Themes include comfort level speaking up about school issues, and whether adults in school listen to students' recommendations.

**Inclusion** – Assesses students' school experiences through the lens of feeling valued.

# Family Survey Themes

## Core Survey Themes

**Engagement** – Families are engaged in their school and empowered to influence decision-making.

**Culture** – Families believe their school fosters shared goals, respect, fairness, and diversity.

**Relationships** – Families experience positive relationships in their school based on respect, care, and approachability.

**Communication & Feedback** – There are open and effective lines of communication between families and schools.

**Resources** – Families believe that their school deploys the necessary resources to support students.

**School Safety** – Families believe that their school is a safe place for students.

## Add-On Themes

**Diversity, Equity, & Inclusion** – Assesses parents' and guardians' school experiences through the lens of value, representation, and social justice.

# Students: Executive Summary (Last Two Years)

Compared to other participating schools, Bend's **highest rated themes** were:

- MS: Belonging & Peer Collaboration (2022, 2023), Relationships (2022, 2023)
- HS: Belonging & Peer Collaboration (2022, 2023), Culture (2022, 2023)

and the **lowest rated themes** were:

- MS: Academic Challenge (2022, 2023), Engagement (2022, 2023)
- HS: Academic Challenge (2022, 2023), College & Career Readiness (2022, 2023)

# Families: Executive Summary (Last Two Years)

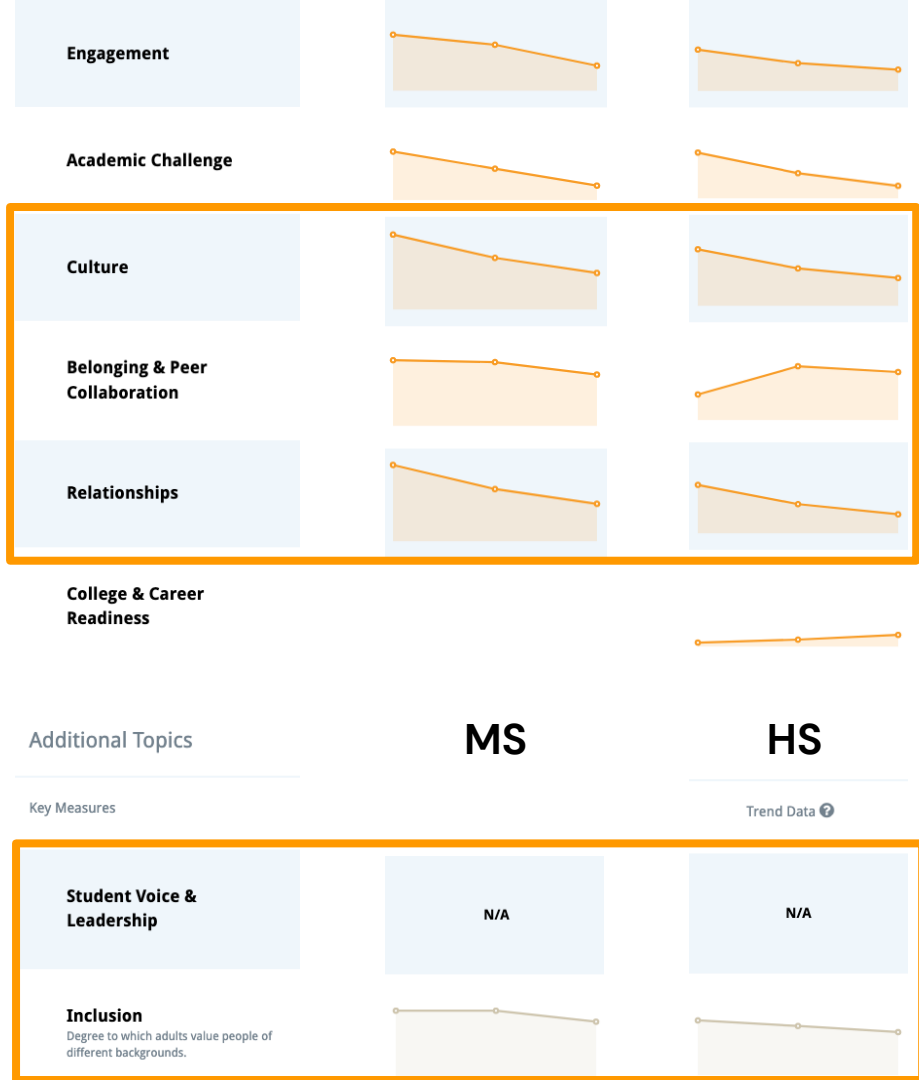
Compared to other participating schools, Bend's **highest rated themes** were:

- EL: Relationships (2022, 2023), Culture (2022, 2023)
- MS: Relationships (2022, 2023), Culture (2022, 2023)
- HS: Relationships (2022, 2023), Culture (2023), School Safety (2022)

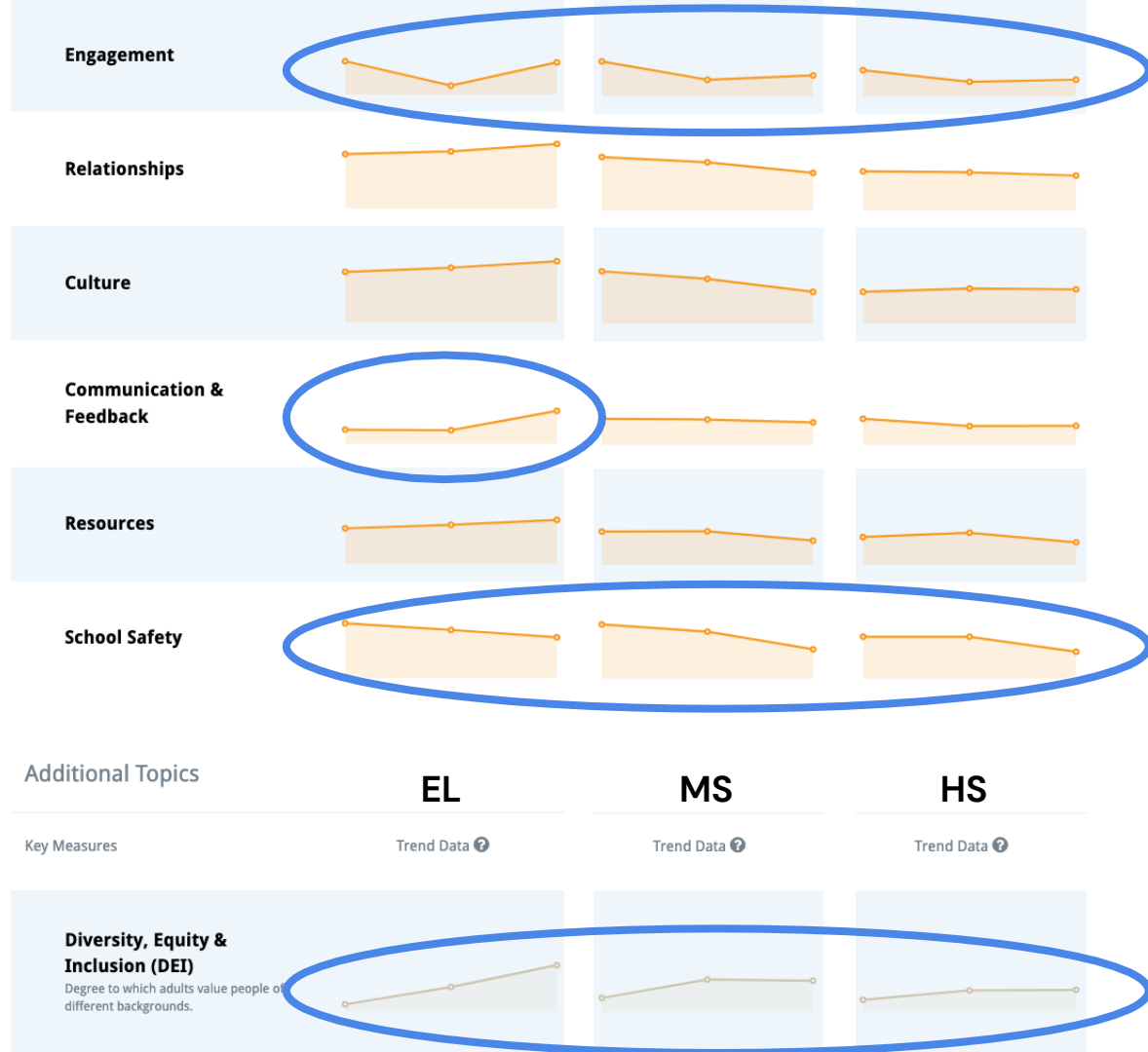
and the **lowest rated themes** were:

- EL: Engagement (2022, 2023), Communication & Feedback (2022, 2023)
- MS: Engagement (2022, 2023), Communication & Feedback (2022, 2023)
- HS: Engagement (2022, 2023), Communication & Feedback (2022, 2023)

# MS & HS Student 3-Year Trends



# Elementary, MS, & HS Family 3-Year Trends



# Student Representation

	<b><u>POC</u></b>	<b><u>Non POC</u></b>	<b><u>Prefer Not to Say</u></b>
<b>MS</b>	465 (15%)	2204 (71%)	415 (13%)
<b>HS</b>	515 (16%)	2596 (78%)	204 (6%)
	<b><u>ELL</u></b>	<b><u>Non ELL</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	383 (12%)	2317 (75%)	385 (13%)
<b>HS</b>	226 (7%)	2699 (83%)	334 (10%)
	<b><u>LGBTQ+</u></b>	<b><u>Non LGBTQ+</u></b>	<b><u>Prefer Not to Say</u></b>
<b>MS</b>	447 (15%)	2324 (76%)	270 (9%)
<b>HS</b>	595 (18%)	2406 (75%)	217 (7%)
	<b><u>Boy/Man</u></b>	<b><u>Girl/Woman</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	1487 (47%)	1318 (42%)	333 (11%)
<b>HS</b>	1511(45%)	1467 (44%)	364 (11%)
	<b><u>SPED</u></b>	<b><u>Non SPED</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	382 (12%)	1965 (64%)	740 (24%)
<b>HS</b>	439 (13%)	2290 (70%)	523 (16%)
	<b><u>GPA Mostly A's</u></b>	<b><u>GPA Mostly B's</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	1555 (50%)	938 (30%)	624 (20%)
<b>HS</b>	1688 (53%)	979 (31%)	493 (16%)
			<b>% at least double HU</b>

# Family Representation

	<b><u>F/R</u></b>	<b><u>Non F/R</u></b>	<b><u>Another Response</u></b>
<b>Elementary</b>	747 (33%)	1218 (54%)	294 (13%)
<b>MS</b>	318 (29%)	626 (56%)	171 (15%)
<b>HS</b>	220 (21%)	637 (62%)	167 (17%)
	<b><u>POC</u></b>	<b><u>Non POC</u></b>	<b><u>Prefer Not to Say</u></b>
<b>Elementary</b>	149 (7%)	1860 (84%)	215 (10%)
<b>MS</b>	49 (4%)	898 (82%)	153 (14%)
<b>HS</b>	56 (5%)	899 (80%)	165 (15%)
	<b><u>Spanish</u></b>	<b><u>English</u></b>	<b><u>Another Response</u></b>
<b>Elementary</b>	111 (5%)	2119 (94%)	21 (1%)
<b>MS</b>	24 (2%)	1073 (96%)	16 (1%)
<b>HS</b>	22 (2%)	1067 (96%)	18 (2%)
	<b><u>LGBTQ+</u></b>	<b><u>Non LGBTQ+</u></b>	<b><u>Prefer Not to Say</u></b>
<b>Elementary</b>	97 (4%)	1904 (85%)	233 (10%)
<b>MS</b>	38 (3%)	915 (83%)	147 (13%)
<b>HS</b>	24 (2%)	851 (85%)	130 (13%)
	<b>5% or less</b>		<b>% at least double HU</b>

# 2023 Student Summary

Bottom 10%	
Below 25th %ile	
25th-49th %ile	
50th-74th %ile	
Above 75	
Largest Gap	Smallest Gap

	GPA: Mostly D's	Transgender	LGBTQ+	GPA: Mostly C's	POC	GPA: Mostly B's	ELL	All Students	Not Transgender	Not POC	SPED	Not ELL	General Education	Not LGBTQ+	GPA: Mostly A's
Culture (Core)	4	5	18	29	35	38	54	45	48	46	55	46	47	50	55
Belonging & Peer Collaboration (Core)	0	0	3	19	58	59	63	63	70	70	59	69	71	80	85
Relationships (Core)	0	15	30	17	33	36	39	46	51	53	59	53	53	53	70
Student Voice & Leadership (Add-on)	0	0	8	2	44	37	60	56	59	59	71	58	59	65	76
Inclusion (Add-on)	16	7	56	46	40	62	35	68	76	80	66	88	86	76	90
Average Percentile	4	5	23	23	42	46	50	56	61	62	62	63	63	65	75
Gap: "HU" - "Non-HU" (Avg.)	-71	-55	-42	-53	-20	-29	-13				-1				
Gap Comparison Group	GPA: Mostly A's	Not Transgender	Not LGBTQ+	GPA: Mostly A's	Not POC	GPA: Mostly A's	Not ELL				General Education				

	GPA: Mostly D's	GPA: Mostly C's	Transgender	POC	LGBTQ+	GPA: Mostly B's	ELL	SPED	All Students	Not Transgender	Not POC	Not ELL	Not LGBTQ+	General Education	GPA: Mostly A's
Culture (Core)	7	22	25	33	27	33	33	38	35	38	39	40	41	39	46
Belonging & Peer Collaboration (Core)	2	22	3	43	17	50	47	41	60	69	68	69	75	74	83
Relationships (Core)	0	2	17	9	28	12	9	35	24	28	33	33	29	34	55
Student Voice & Leadership (Add-on)	0	2	4	30	23	16	42	47	41	46	44	46	48	47	75
Inclusion (Add-on)	2	16	15	21	45	43	35	50	54	60	63	66	62	69	79
Average Percentile	2	13	13	27	28	31	33	42	43	48	49	51	51	53	68
Gap: "HU" - "Non-HU" (Avg.)	-65	-55	-35	-22	-23	-37	-18	-10							
Gap Comparison Group	GPA: Mostly A's	GPA: Mostly A's	Not Transgender	Not POC	Not LGBTQ+	GPA: Mostly A's	Not ELL	General Education							

# Questions

What potentially important information do you see in these data?

What implications might this information have for the work of the School Board?

# 2023 Family Summary

Elementary

MS

HS

	POC (EL)	All Families	English (EL)	Non F/R (EL)	Non LGBTQ+ (EL)	F/R (EL)	Non POC (EL)	LGBTQ+ (EL)	Spanish (EL)
Engagement	37	38	38	38	44	47	44	44	79
Relationships	55	76	78	79	82	74	84	89	68
Culture	52	72	74	77	78	73	80	90	74
Communication & Feedback	56	39	38	32	44	62	44	60	83
Resources	50	52	52	49	59	64	59	73	80
School Safety	29	48	49	55	56	41	56	30	56
Diversity, Equity, & Inclusion (Add-On)	28	55	55	55	59	59	60	86	88
Average Percentile	44	54	55	55	60	60	61	67	75
Gap: "HU" - "Non HU" (Avg)	-17					5		7	21
Gap Comparison Group	Non POC					Non F/R		Non LGBTQ+	English

	POC (MS)	LGBTQ+ (MS)	All Families	F/R (MS)	English (MS)	Non F/R (MS)	Non LGBTQ+ (MS)	Non POC (MS)	Spanish (MS)
Engagement	14	13	25	32	27	28	31	31	59
Relationships	17	27	44	42	45	52	53	55	54
Culture	13	28	38	43	43	46	48	49	42
Communication & Feedback	16	20	27	32	28	29	30	32	73
Resources	17	23	29	33	30	30	33	34	54
School Safety	14	15	35	22	37	44	41	41	45
Diversity, Equity, & Inclusion (Add-On)	10	21	37	32	39	49	43	43	43
Average Percentile	14	21	34	34	36	40	40	41	53
Gap: "HU" - "Non HU" (Avg)	-26	-19		-6					17
Gap Comparison Group	Non POC	Non LGBTQ+		Non F/R					English

	POC (HS)	All Families	English (HS)	Non F/R (HS)	Spanish (HS)	Non POC (HS)	Non LGBTQ+ (HS)	F/R (HS)	LGBTQ+ (HS)
Engagement	3	20	21	20	40	25	24	38	49
Relationships	7	41	44	45	9	52	52	65	74
Culture	10	41	43	43	19	47	47	56	68
Communication & Feedback	18	23	23	25	46	26	28	38	70
Resources	9	27	29	31	46	35	35	42	63
School Safety	18	32	32	35	41	36	37	39	40
Diversity, Equity, & Inclusion (Add-On)	26	26	26	23	38	27	27	49	49
Average Percentile	13	30	31	32	34	35	36	47	59
Gap: "HU" - "Non HU" (Avg)	-22				3			15	23
Gap Comparison Group	Non POC				English			Non F/R	Non LGBTQ+

Bottom 10%		
Below 25th %ile		
25th-49th %ile		
50th-74th %ile		
Above 75		
Largest Gap	Smallest Gap	

# Questions

What potentially important information do you see in these data?

What implications might this information have for the work of the School Board?

# Wrap Up

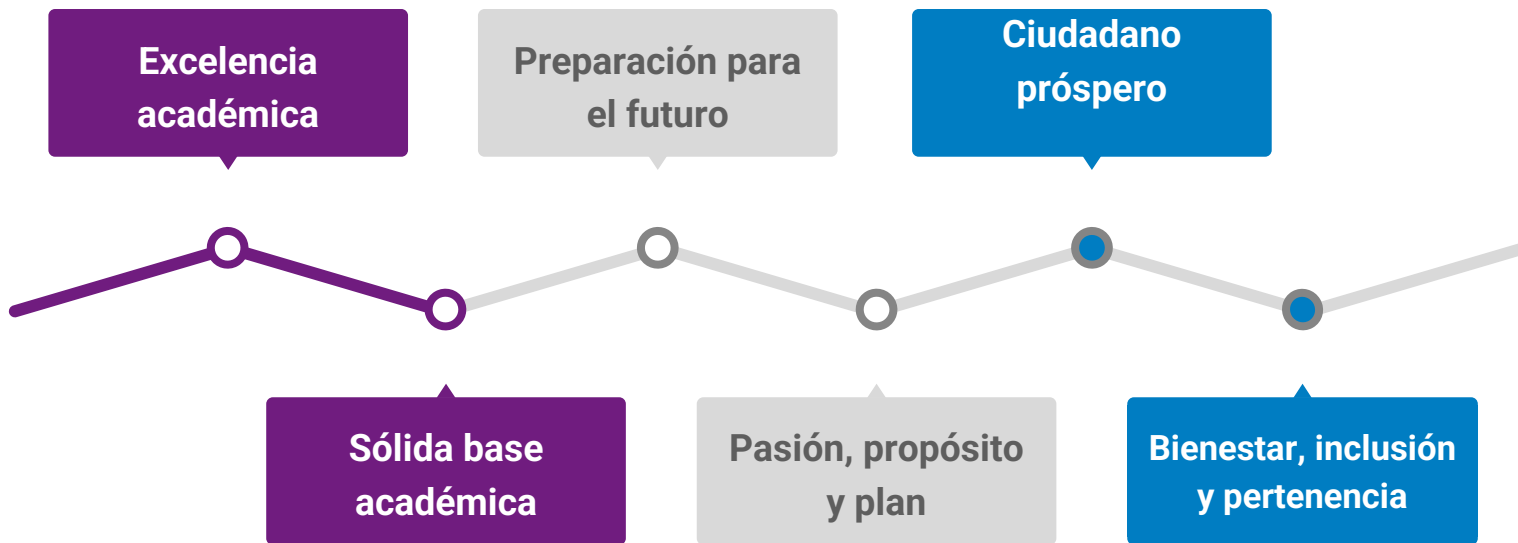




## Meta de la Mesa Directiva 3: Bienestar, inclusión y pertenencia (abril de 2023)

Dave VanLoo, Ph.D.

# Metas de la Mesa Directiva: antes y ahora



# Meta #3 del Consejo Escolar

- a. Los estudiantes, las familias y el personal de nuestras escuelas **gozan de un bienestar saludable**, se sienten **incluidos y que pertenecen**, medido por lo siguiente, en general y para los subgrupos históricamente carenciados:
  - a. Los estudiantes, familias y personal experimentan los elementos esenciales de la cultura de la escuela (incluyendo hacerse escuchar, pertenencia y bienestar emocional y psicológico), medido por encuestas y/o grupos de orientación
  - b. Datos sobre incidentes de prejuicios y tendencias





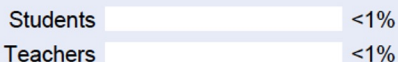
# 17,151

Student Enrollment

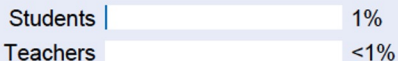
# Datos demográficos de Bend-La Pine 2021-22

## DEMOGRAPHICS

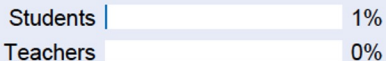
### American Indian/Alaska Native



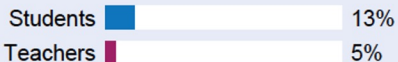
### Asian



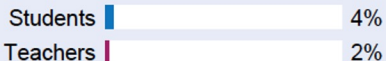
### Black/African American



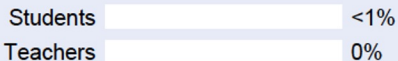
### Hispanic/Latino



### Multiracial



### Native Hawaiian/Pacific Islander



### White



## 8%

Ever English Learners



## 30

Languages Spoken

## 11%

Students with Disabilities

## 15%

Mobile Students

## >95%

Free/Reduced Price Lunch



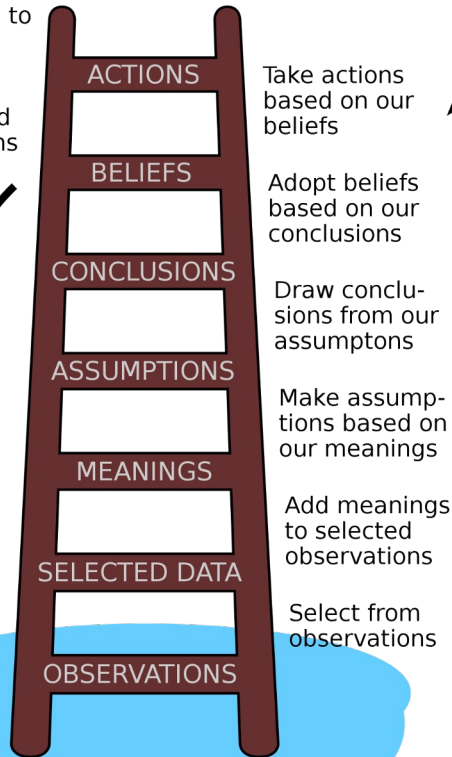
# Meta 3ra: Experiencias de Estudiantes y Familias



# LADDER OF INFERENCE

Instead of jumping to "CONCLUSIONS," analyze and test the assumptions, meanings, selected data & observations that created them

Reflexive loop: our beliefs tend to affect what data we select next time



POOL OF OBSERVABLE "DATA"

Model by  
Chris Argyris  
(1923-2013)

Abogacía

Investigación

**A veces es útil interrumpir conscientemente este proceso típicamente automático, para asegurarnos de que hemos seleccionado los "mejores" datos y realmente los comprendemos. Podemos lograr esto yendo más despacio y abordando las observaciones en los datos desde una perspectiva de aprendizaje, comprensión e indagación.**

Est. 1883

BEND LAPINE  
Schools

EDUCATING THRIVING STUDENTS

# Temas de encuestas para estudiantes

## Temas centrales de las encuestas

**Participación** – los estudiantes se perciben a sí mismos como participativos en su escuela y su educación.

**Desafío académico** – los estudiantes sienten que sus cursos y maestros los desafían.

**Relaciones** – los estudiantes sienten que reciben apoyo y atención personal de sus maestros.

**Pertenencia y colaboración entre compañeros** – los estudiantes tienen relaciones de apoyo y colaboración con sus compañeros.

**Cultura** – los estudiantes creen que su escuela fomenta una cultura de respeto y equidad.

**Preparación universitaria y profesional (solo prepa)** – los estudiantes se sienten preparados para proseguir con la universidad y las profesiones.

## Temas adicionales

**NUEVO - Voz y liderazgo estudiantil** – describe cómo los estudiantes comparten sus ideas y marcan la diferencia en la escuela. Los temas incluyen el nivel de comodidad para hablar sobre los problemas escolares y si los adultos en la escuela escuchan las recomendaciones de los estudiantes.

**Inclusión** – evalúa las experiencias escolares de los estudiantes a través del enfoque de sentirse valorados.



# Temas de encuestas para familias

## Temas centrales de las encuestas

**Participación** – las familias participan en su escuela y están empoderadas para influir en la toma de decisiones.

**Cultura** – las familias creen que su escuela fomenta objetivos compartidos, respeto, equidad y diversidad.

**Relaciones** – las familias experimentan relaciones positivas en su escuela basadas en el respeto, el cuidado y la accesibilidad.

**Comunicación y retroalimentación** – existen líneas de comunicación abiertas y efectivas entre las familias y las escuelas.

**Recursos** – las familias creen que su escuela implementa los recursos necesarios para apoyar a los estudiantes.

**Seguridad escolar** – las familias creen que su escuela es un lugar seguro para los estudiantes.

## Add-On Themes

**Diversidad, equidad e inclusión** – evalúa las experiencias escolares de los padres de familia y tutores a través del enfoque del valor, la representación y la justicia social.



# Estudiantes: resumen ejecutivo (últimos dos años)

En comparación con otras escuelas participantes, los **temas mejor calificados** de Bend fueron:

- Sec.: Pertenencia y colaboración entre compañeros (2022, 2023), Relaciones (2022, 2023)
- Prepa.: Pertenencia y colaboración entre compañeros (2022, 2023), Cultura (2022, 2023)

y los **temas peor calificados** fueron:

- Sec.: Desafío académico (2022, 2023), Participación (2022, 2023)
- Prepa.: Desafío académico (2022, 2023), Preparación universitaria y profesional (2022, 2023)



# Familias: resumen ejecutivo (últimos dos años)

En comparación con otras escuelas participantes, los **temas mejor calificados** de Bend fueron:

- Prim.: Relaciones (2022, 2023), Cultura (2022, 2023)
- Sec.: Relaciones (2022, 2023), Cultura (2022, 2023)
- Prepa.: Relaciones (2022, 2023), Cultura (2023), Seguridad Escolar (2022)

y los **temas peor calificados** fueron:

- Prim.: Participación (2022, 2023), Comunicación y retroalimentación (2022, 2023)
- Sec.: Participación (2022, 2023), Comunicación y retroalimentación (2022, 2023)
- Prepa.: Participación (2022, 2023), comunicación y retroalimentación (2022, 2023)



# Tendencias de 3 años de estudiantes de Sec. y Prepa.



Additional Topics

MS

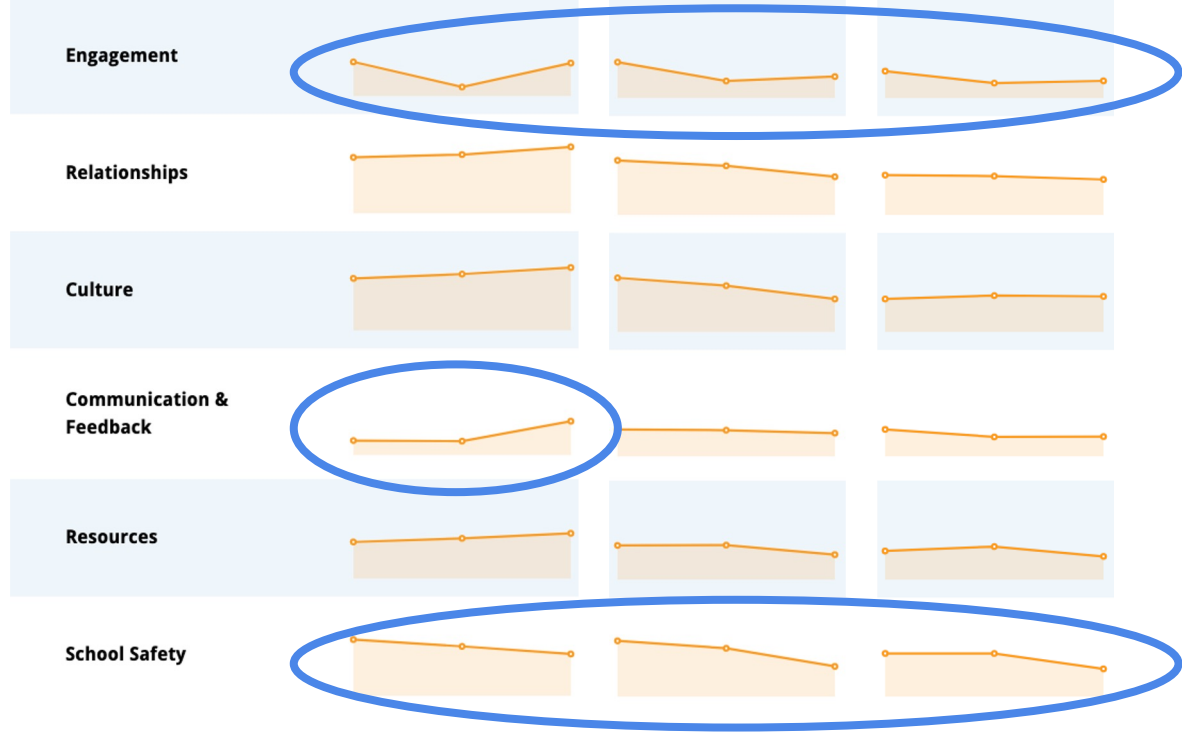
HS

Key Measures

Trend Data ⓘ

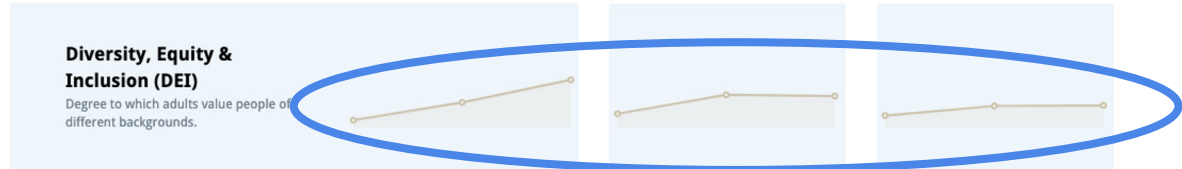


# Tendencias de 3 años de familias de Prim., Sec. y Prepa.



## Additional Topics

	EL	MS	HS
Key Measures	Trend Data ?	Trend Data ?	Trend Data ?



### Diversity, Equity & Inclusion (DEI)

Degree to which adults value people of different backgrounds.



# Representación Estudiantil

	<b><u>POC</u></b>	<b><u>Non POC</u></b>	<b><u>Prefer Not to Say</u></b>
<b>MS</b>	465 (15%)	2204 (71%)	415 (13%)
<b>HS</b>	515 (16%)	2596 (78%)	204 (6%)
	<b><u>ELL</u></b>	<b><u>Non ELL</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	383 (12%)	2317 (75%)	385 (13%)
<b>HS</b>	226 (7%)	2699 (83%)	334 (10%)
	<b><u>LGBTQ+</u></b>	<b><u>Non LGBTQ+</u></b>	<b><u>Prefer Not to Say</u></b>
<b>MS</b>	447 (15%)	2324 (76%)	270 (9%)
<b>HS</b>	595 (18%)	2406 (75%)	217 (7%)
	<b><u>Boy/Man</u></b>	<b><u>Girl/Woman</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	1487 (47%)	1318 (42%)	333 (11%)
<b>HS</b>	1511(45%)	1467 (44%)	364 (11%)
	<b><u>SPED</u></b>	<b><u>Non SPED</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	382 (12%)	1965 (64%)	740 (24%)
<b>HS</b>	439 (13%)	2290 (70%)	523 (16%)
	<b><u>GPA Mostly A's</u></b>	<b><u>GPA Mostly B's</u></b>	<b><u>Another Response</u></b>
<b>MS</b>	1555 (50%)	938 (30%)	624 (20%)
<b>HS</b>	1688 (53%)	979 (31%)	493 (16%)
			<b>% at least double HU</b>

# Representación familiar

	<b><u>F/R</u></b>	<b><u>Non F/R</u></b>	<b><u>Another Response</u></b>
<b>Elementary</b>	747 (33%)	1218 (54%)	294 (13%)
<b>MS</b>	318 (29%)	626 (56%)	171 (15%)
<b>HS</b>	220 (21%)	637 (62%)	167 (17%)
	<b><u>POC</u></b>	<b><u>Non POC</u></b>	<b><u>Prefer Not to Say</u></b>
<b>Elementary</b>	149 (7%)	1860 (84%)	215 (10%)
<b>MS</b>	49 (4%)	898 (82%)	153 (14%)
<b>HS</b>	56 (5%)	899 (80%)	165 (15%)
	<b><u>Spanish</u></b>	<b><u>English</u></b>	<b><u>Another Response</u></b>
<b>Elementary</b>	111 (5%)	2119 (94%)	21 (1%)
<b>MS</b>	24 (2%)	1073 (96%)	16 (1%)
<b>HS</b>	22 (2%)	1067 (96%)	18 (2%)
	<b><u>LGBTQ+</u></b>	<b><u>Non LGBTQ+</u></b>	<b><u>Prefer Not to Say</u></b>
<b>Elementary</b>	97 (4%)	1904 (85%)	233 (10%)
<b>MS</b>	38 (3%)	915 (83%)	147 (13%)
<b>HS</b>	24 (2%)	851 (85%)	130 (13%)
	<b>5% or less</b>		<b>% at least double HU</b>

# Resumen estudiantil 2023

Bottom 10%	
Below 25th %ile	
25th-49th %ile	
50th-74th %ile	
Above 75	
Largest Gap	Smallest Gap

	GPA: Mostly D's	Transgender	LGBTQ+	GPA: Mostly C's	POC	GPA: Mostly B's	ELL	All Students	Not Transgender	Not POC	SPED	Not ELL	General Education	Not LGBTQ+	GPA: Mostly A's
Culture (Core)	4	5	18	29	35	38	54	45	48	46	55	46	47	50	55
Belonging & Peer Collaboration (Core)	0	0	3	19	58	59	63	63	70	70	59	69	71	80	85
Relationships (Core)	0	15	30	17	33	36	39	46	51	53	59	53	53	53	70
Student Voice & Leadership (Add-on)	0	0	8	2	44	37	60	56	59	59	71	58	59	65	76
Inclusion (Add-on)	16	7	56	46	40	62	35	68	76	80	66	88	86	76	90
Average Percentile	4	5	23	23	42	46	50	56	61	62	62	63	63	65	75
Gap: "HU" - "Non-HU" (Avg.)	-71	-55	-42	-53	-20	-29	-13					-1			
Gap Comparison Group	GPA: Mostly A's	Not Transgender	Not LGBTQ+	GPA: Mostly A's	Not POC	GPA: Mostly A's	Not ELL				General Education				

	GPA: Mostly D's	GPA: Mostly C's	Transgender	POC	LGBTQ+	GPA: Mostly B's	ELL	SPED	All Students	Not Transgender	Not POC	Not ELL	Not LGBTQ+	General Education	GPA: Mostly A's
Culture (Core)	7	22	25	33	27	33	33	38	35	38	39	40	41	39	46
Belonging & Peer Collaboration (Core)	2	22	3	43	17	50	47	41	60	69	68	69	75	74	83
Relationships (Core)	0	2	17	9	28	12	9	35	24	28	33	33	29	34	55
Student Voice & Leadership (Add-on)	0	2	4	30	23	16	42	47	41	46	44	46	48	47	75
Inclusion (Add-on)	2	16	15	21	45	43	35	50	54	60	63	66	62	69	79
Average Percentile	2	13	13	27	28	31	33	42	43	48	49	51	51	53	68
Gap: "HU" - "Non-HU" (Avg.)	-65	-55	-35	-22	-23	-37	-18	-10							
Gap Comparison Group	GPA: Mostly A's	GPA: Mostly A's	Not Transgender	Not POC	Not LGBTQ+	GPA: Mostly A's	Not ELL	General Education							

# Preguntas

¿Qué información *potencialmente importante* ves en estos datos?

¿Qué implicaciones podría tener esta información para el *trabajo de la Mesa Directiva Escolar*?



# Resumen familiar 2023

Elementary

	POC (EL)	All Families	English (EL)	Non F/R (EL)	Non LGBTQ+ (EL)	F/R (EL)	Non POC (EL)	LGBTQ+ (EL)	Spanish (EL)
Engagement	37	38	38	38	44	47	44	44	79
Relationships	55	76	78	79	82	74	84	89	68
Culture	52	72	74	77	78	73	80	90	74
Communication & Feedback	56	39	38	32	44	62	44	60	83
Resources	50	52	52	49	59	64	59	73	80
School Safety	29	48	49	55	56	41	56	30	56
Diversity, Equity, & Inclusion (Add-On)	28	55	55	55	59	59	60	86	88
Average Percentile	44	54	55	55	60	60	61	67	75
Gap: "HU" - "Non HU" (Avg)	-17					5		7	21
Gap Comparison Group	Non POC					Non F/R		Non LGBTQ+	English

MS

	POC (MS)	LGBTQ+ (MS)	All Families	F/R (MS)	English (MS)	Non F/R (MS)	Non LGBTQ+ (MS)	Non POC (MS)	Spanish (MS)
Engagement	14	13	25	32	27	28	31	31	59
Relationships	17	27	44	42	45	52	53	55	54
Culture	13	28	38	43	43	46	48	49	42
Communication & Feedback	16	20	27	32	28	29	30	32	73
Resources	17	23	29	33	30	30	33	34	54
School Safety	14	15	35	22	37	44	41	41	45
Diversity, Equity, & Inclusion (Add-On)	10	21	37	32	39	49	43	43	43
Average Percentile	14	21	34	34	36	40	40	41	53
Gap: "HU" - "Non HU" (Avg)	-26	-19		-6					17
Gap Comparison Group	Non POC	Non LGBTQ+		Non F/R					English

HS

	POC (HS)	All Families	English (HS)	Non F/R (HS)	Spanish (HS)	Non POC (HS)	Non LGBTQ+ (HS)	F/R (HS)	LGBTQ+ (HS)
Engagement	3	20	21	20	40	25	24	38	49
Relationships	7	41	44	45	9	52	52	65	74
Culture	10	41	43	43	19	47	47	56	68
Communication & Feedback	18	23	23	25	46	26	28	38	70
Resources	9	27	29	31	46	35	35	42	63
School Safety	18	32	32	35	41	36	37	39	40
Diversity, Equity, & Inclusion (Add-On)	26	26	26	23	38	27	27	49	49
Average Percentile	13	30	31	32	34	35	36	47	59
Gap: "HU" - "Non HU" (Avg)	-22				3			15	23
Gap Comparison Group	Non POC				English			Non F/R	Non LGBTQ+

Bottom 10%		
Below 25th %ile		
25th-49th %ile		
50th-74th %ile		
Above 75		
Largest Gap	Smallest Gap	

# Preguntas

¿Qué información potencialmente importante ves en estos datos?

¿Qué implicaciones podría tener esta información para el trabajo de la Mesa Directiva Escolar?



# Cierre

