Actionable Measures of Student and Family Engagement

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Before we begin...
Reflect on and answer the driving questions in this Padlet:

https://goo.gl/aHsnnd
Agenda

Why measure engagement?

How does Lynwood USD use feedback?

How does Davis Joint USD share survey results?

Questions? Epiphanies? Reflections?
1. Turn to one person and introduce yourself
   your name
   your role
   your organization

2. What do you need to know in order to use student and family feedback for continuous improvement?

https://goo.gl/aHsnnd
If there is no goal, there can be no success.
Their teachers don’t let them give up, even when the work gets hard:

- Elementary: 85%
- Middle: 70%
- High: 54%
Most middle and high schoolers don’t perceive their lessons as relevant.

Across all secondary students, 48% feel that what they’re learning in class helps them outside of school.

- 54% middle school
- 46% high school
IS THIS THE TEST TO TEST US FOR THE TEST TO SEE IF WE ARE READY FOR THE TEST?
Evergreen School District increases student engagement year over year

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Engagement (GR3-6)</td>
<td>78th percentile nationally</td>
<td>85th percentile nationally</td>
<td>89th percentile nationally</td>
</tr>
<tr>
<td>Student Engagement (GR 7-8)</td>
<td>40th percentile nationally</td>
<td>49th percentile nationally</td>
<td>63rd percentile nationally</td>
</tr>
</tbody>
</table>

“I liked…”

“I learned…”

“I wonder…”

“I suggest…”
## Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4.96%</td>
</tr>
<tr>
<td>Asian</td>
<td>.11%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>93.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>.03%</td>
</tr>
<tr>
<td>White</td>
<td>.91%</td>
</tr>
</tbody>
</table>

98% Free and Reduced
DRIVE ACHIEVEMENT

Better Survey Questions

Disaggregating by Demographics

Targeting Areas for Improvement
## Graduation Rates

<table>
<thead>
<tr>
<th>School</th>
<th>2010-2011</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS</td>
<td>69.4%</td>
<td>93.3%</td>
</tr>
<tr>
<td>LHS</td>
<td>67.9%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Lynwood Unified School District
% of students who think that discipline at their school is fair:

- 49% of Asian students
- 39% of White students
- 39% of Hispanic students
- 34% of Multi-racial students
- 28% of Black or African-American students
Discipline in this school is fair.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.71</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>3.23</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>3.23</td>
</tr>
<tr>
<td>Hispanic, Latino or Spanish origin</td>
<td>3.18</td>
</tr>
<tr>
<td>White</td>
<td>3.05</td>
</tr>
</tbody>
</table>
Discipline in this school is fair.

- Blue line represents High Schools.
- Blue line represents Middle Schools.

2016:
- High Schools: 3.01
- Middle Schools: 3.01

2017:
- High Schools: 3.3
- Middle Schools: 3.46
Spanish-speaking families are more positive about expectations than English-speaking parents

- **My school sets high expectations for students.**
  - English Primarily Spoken at Home: 3.5
  - Spanish Primarily Spoken at Home: 4.0

- **Teachers clearly communicate expectations for my child’s progress.**
  - English Primarily Spoken at Home: 4.0
  - Spanish Primarily Spoken at Home: 4.5
Supportive Relationships

**RELATIONSHIPS WITH PEERS SUMMARY MEASURE**

This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.

<table>
<thead>
<tr>
<th></th>
<th>0th (2.92)</th>
<th>25th (3.27)</th>
<th>50th (3.41)</th>
<th>75th (3.55)</th>
<th>100th (4.03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your District - Oct 2017</td>
<td></td>
<td></td>
<td></td>
<td>3.44</td>
<td>57th</td>
</tr>
<tr>
<td>CA schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your District - Oct 2016</td>
<td></td>
<td></td>
<td></td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
<td></td>
<td>3.65</td>
<td></td>
</tr>
<tr>
<td>Non-English Language Learners</td>
<td></td>
<td></td>
<td></td>
<td>3.44</td>
<td></td>
</tr>
</tbody>
</table>

Cohort: CA schools  Past results: On  Off  Subgroup: English Language Learners

“I liked…”

“I learned…”

“I wonder…”

“I suggest…”
DJUSD’s Journey: Adding Youth Truth

Before, DJUSD needed...

• More timely results
• Inclusion of more students & grade levels
• More questions about academics and classrooms
• Ability to disaggregate by additional subgroups
• Higher utility

When data isn't timely or is hard to access, it sits on the shelf.  
**It doesn’t get used.**
DJUSD’s Journey

Now

• Strong culture of hearing from students and using the results
• Some principals even ask for 2x/year
• Data is being investigated:
• Challenges to and nuance added to our assumptions
Closing the Feedback Loop
Priming the Action Pump

**Principals**
- YouthTruth Principals Workshop
- Staff Meeting
- Site Climate Committees
- Site Councils
- Student Groups and Classes

**School Board and Community**
- Social and Emotional Health as one of top 5 BOE priorities
- Office of School Climate
- Bi-Monthly Climate Data Report
- Ongoing contributions to BOE Presentations on Student Achievement
- Annual Climate Presentation
Data for Action: Gender Identity Affects Students’ Feelings of Comfort & Safety

<table>
<thead>
<tr>
<th></th>
<th>8th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0.30</td>
<td>0.30</td>
</tr>
<tr>
<td>Female</td>
<td>0.28**</td>
<td>0.28</td>
</tr>
<tr>
<td>Identify in Another Way</td>
<td>-0.03</td>
<td>-0.03</td>
</tr>
</tbody>
</table>

**Strongly agree**: I enjoy coming to school most of the time

**Strongly disagree**: I really feel like a part of my school’s community

Male: 8th Grade: 0.30, 9th Grade: 0.30
Female: 8th Grade: 0.28**, 9th Grade: 0.28
Identify in Another Way: 8th Grade: -0.03, 9th Grade: -0.03

**Strongly agree**: I enjoy coming to school most of the time
**Strongly disagree**: I really feel like a part of my school’s community

Male: 8th Grade: 0.30, 9th Grade: 0.30
Female: 8th Grade: 0.28**, 9th Grade: 0.28
Identify in Another Way: 8th Grade: -0.03, 9th Grade: -0.03

**Strongly agree**: I enjoy coming to school most of the time
**Strongly disagree**: I really feel like a part of my school’s community
Factors of Teacher Connectedness Correlate with Student Achievement

- How many of your teachers are not just satisfied if you pass, they care if you're really learning?
- How many of your teachers try to be fair?
- How many of your teachers make an effort to understand what your life is like outside school?
Intersectionality Matters When Considering Student Experience

% of Their Teachers Students Believe Make an Effort to Understand Their Lives Outside of School

**By Gender**

- **Male**
  - 40%
  - 30%
  - 20%
  - 10%
  - 0%

- **Female**
  - Identify in Another Way
  - Prefer Not to Say

**By Race/Ethnicity**

- **H/L**
- **W**
- **B/AA**
- **AI**
- **A**
- **Other**
- **MR**
- **NH/PI PNTS**

- 40%
- 30%
- 20%
- 10%
- 0%
Intersectionality Matters When Considering Student Experience

% of Their Teachers Students Believe Make an Effort to Understand Their Lives Outside of Schools

By Gender AND Race/Ethnicity

- Male
- Female
- Identify in Another Way
- Prefer Not to Say

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Identify in Another Way</th>
<th>Prefer Not to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Black</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>American Indian</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Asian</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>PNTS</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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