

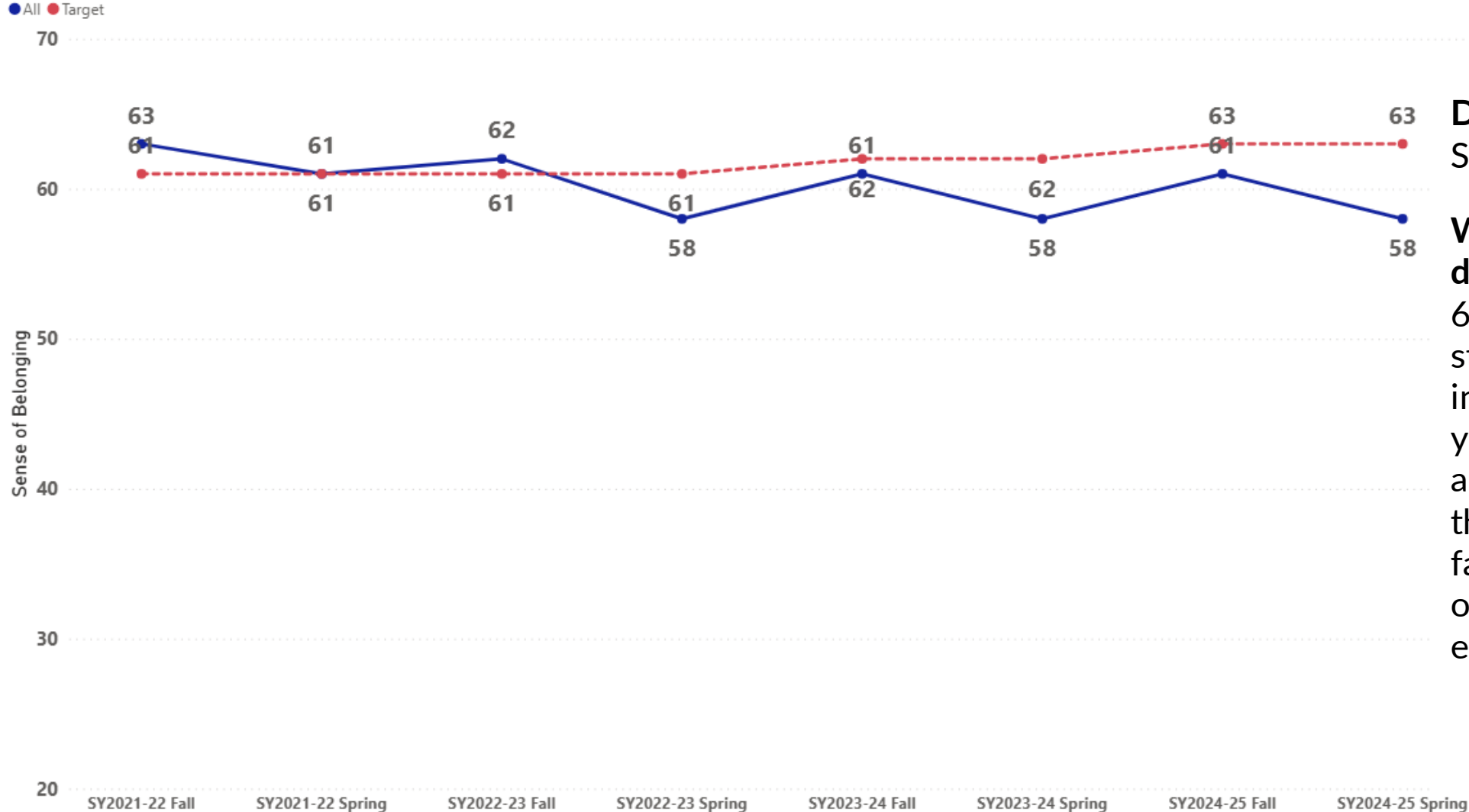


Results Policy Report

Sense of Belonging:
Grades 3-5 & 6-12

Sense of Belonging, Grades 3-5

Status: Below Annual Target (Spring 24-25)



Data Source: Panorama Student Survey

Who are included in these data: These data represent 6,811 3rd – 5th grade students who participated in the spring survey this year. This metric includes all responses to the survey that were reported as favorable (in the top 2 out of 5 response options for each question).

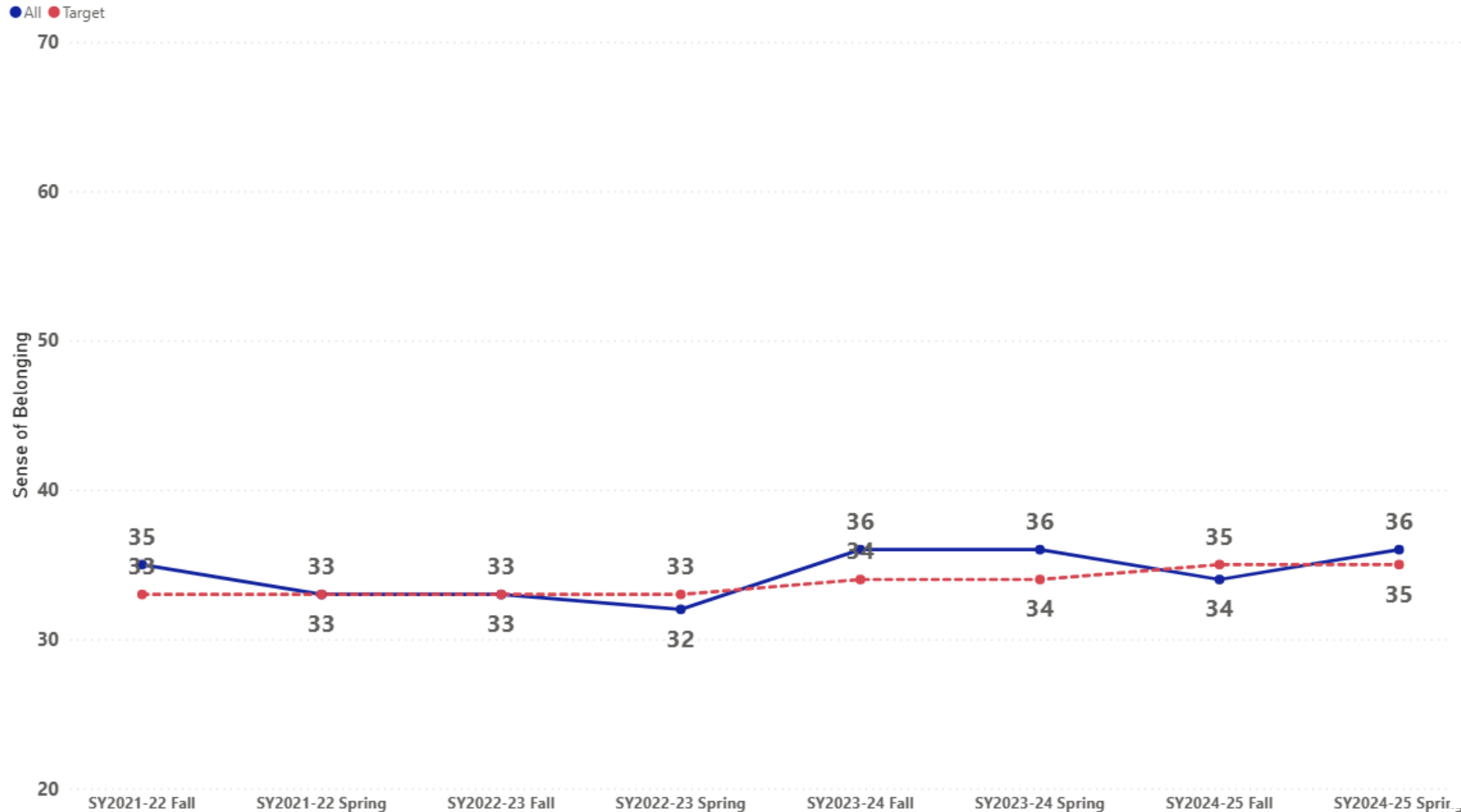
Sense of Belonging, Grades 3-5

- Districtwide, every demographic group is below the annual target.
- Compared to the previous spring, Black / African American and AIAN students are the only ethnic groups showing a higher sense of belonging.
- Male students consistently have a higher sense of belonging than females.
- As students climb grade levels, sense of belonging consistently decreases.

	SY2021-22 Spring	SY2022-23 Spring	SY2023-24 Spring	SY2024-25 Spring
▲				
☐ Target				
Target	61	61	62	63
☐ All				
All	61	58	58	58
☐ Ethnicity				
American Indian / Alaskan Native	59	54	41	49
Asian	68	64	64	61
Black / African American	64	49	48	52
Hispanic	62	59	60	60
Native Hawaiian / Other Pacific Islander	66	62	59	58
Two or More	62	58	59	55
White	58	57	56	56
☐ Gender				
Female	60	57	56	56
Male	62	60	60	59
☐ Grade				
3	65	59	59	59
4	62	59	58	58
5	58	57	58	57

Sense of Belonging, Grades 6-12

Status: Above Annual Target (Spring 24-25)



Data Source: Panorama Student Survey

Who are included in these data: These data represent 9,750 6th – 12th grade students who participated in the spring survey this year. This metric includes all responses to the survey that were reported as favorable (in the top 2 out of 5 response options for each question).

Sense of Belonging, Grades 6-12

- Districtwide, every ethnic group has a sense of belonging above the annual target.
- Males have consistently higher sense of belonging than females; non-binary students consistently have the lowest, though it is increasing.
- 6th graders consistently have the highest sense of belonging.

	SY2021-22 Spring	SY2022-23 Spring	SY2023-24 Spring	SY2024-25 Spring
Target				
Target	33	33	34	35
All				
All	33	32	36	36
Ethnicity				
American Indian / Alaskan Native	36	35	42	42
Asian	38	36	41	42
Black / African American	38	35	36	40
Hispanic	33	32	36	36
Native Hawaiian / Other Pacific Islander	33	35	37	42
Two or More	31	30	34	36
White	33	32	36	36
Gender				
Female	30	29	32	33
Male	37	36	39	40
Non Binary	18	16	15	20
Grade				
6	39	35	41	43
7	35	32	34	37
8	33	31	34	33
9	32	30	34	34
10	30	32	35	32
11	29	32	35	34
12	33	35	40	41

Key Data Highlights

Belonging & Connection

Chavez Elementary	70% (+12)
Parrish MS	39% (+3)
South Salem HS	38% (+6)

Intervention Bright Spot: *Silent Mentors*

58 Stephens MS students who reported feeling "*not at all connected*" to adults last Fall received support from a silent mentor. **80%** of those students reported feeling **more connected to adults** in the Spring.

Strategy Two: Improving Student Agency & Wellness

Progress & Next Steps

Initiative	Current Progress	Next Steps
Initiative One: Effective responses to student behavioral, social and emotional needs	• Rapid Response Team fully hired. • Behavioral Health Coaching & Training Academy series certification complete. • Fully integrated with Tier 3 Behavioral Health Consultation Team process. • New case management and support model for students and staff experiencing injuries.	1. Weekly training & skill reinforcement. 2. Weekly progress monitoring of Tier 3 Behavioral Health system. 3. Monthly cross-functional teaming.
Initiative Two: Understanding and engaging students, families and communities	• Continuing our Attendance Matters communication campaign. • Cross-Functional Assessment of Department Assets & Resources.	1. Streamlining and integrating centralized services to increase effectiveness and usefulness of direct-to-student/family supports. 2. Develop and implement a district-wide bias incident reporting and response system. 3. Provide tools, training and systems to interpret and act on student feedback data and develop action plans to increase students' sense of belonging.

Strategy Two: Improving Student Agency & Wellness

Progress & Next Steps

Initiative	Current Progress	Next Steps
Initiative Two: Understanding and engaging students, families and communities	Teams across the Equity and State and Federal Programs departments provide direct services to students and families to increase access, advocacy and engagement.	- Continue to build shared understanding of student and family experiences of belonging through empathy interviews and focus groups. - Ensure every high school has clubs and activities to support belonging.

Monitoring Questions

Sample questions and starters

WHAT: Build understanding what our results are. The purpose of this section is to ensure that we are all operating from a consistent and shared knowledge about the data.

Possible conversation starters include:

- Who is struggling the most?
- Who is improving the most?
- Who is not moving?
- Who is not included in this data?
- What gaps exist between student groups?

SO WHAT: Build understanding of how well we are accomplishing our outcomes. These questions should help to contextualize our progress within our current strategies and initiatives. This section should comprise the majority of the questions and conversation.

- What is currently happening with [this initiative]?
- What did work? What didn't work? Why?
- What did we learn from [this initiative]?
- What do you see as accounting for <anomalous data in report>?
- Only if we did not meet our annual target: Why did we *not* meet the target?

NOW WHAT: What will we sustain, grow, or do differently to meet our next annual target. These questions should be future facing but should *not* suggest strategies or initiatives.

- How can we replicate what is happening in ___?
- Given what we know about __, how are you going to speed up the progress?
- How do you know that strategy is going to work?
- How are we going to address __ (issue not resolved)?
- How might changes show up in the future (budget, etc.)?
- How can the board help?