

Results Policy Report

Sense of Belonging: Grades 3–5 and 6–12

Sense of Belonging, Grades 3–5

Status: Below Annual Target (Spring 2024–2025)

Data Source: Panorama Student Survey

Who is included in these data: These data represent 6,811 students in grades 3 through 5 who participated in the spring survey. This metric includes all responses reported as favorable (in the top 2 out of 5 response options for each question).

Key Points:

- Districtwide, every demographic group is below the annual target.
- Compared to the previous spring, Black/African American and AIAN (American Indian and Alaska Native) students are the only ethnic groups showing a higher sense of belonging.
- Male students consistently report higher belonging than female students.
- As students progress through grade levels, sense of belonging consistently decreases.

Sense of Belonging, Grades 6–12

Status: Above Annual Target (Spring 2024–2025)

Data Source: Panorama Student Survey

Who is included in these data: These data represent 9,750 students in grades 6 through 12 who participated in the spring survey. This metric includes all responses reported as favorable (in the top 2 out of 5 response options for each question).

Key Points:

- Districtwide, every ethnic group is above the annual target.
- Male students consistently report higher belonging than female students.
- Non-binary students consistently report the lowest belonging, though their rate is increasing.
- Sixth graders consistently report the highest belonging.

Key Data Highlights

Belonging and Connection – Intervention Bright Spot: Silent Mentors

At Stephens Middle School, 58 students who reported feeling 'not at all connected' to adults in fall received support from a silent mentor. In spring, 80 percent of those students reported feeling more connected to adults.

- Chavez Elementary: 70 percent, up 12 points.
- Parrish Middle School: 39 percent, up 3 points.
- South Salem High School: 38 percent, up 6 points.

Strategy Two: Improving Student Agency and Wellness

Initiative One: Effective responses to student behavioral, social, and emotional needs

- Rapid Response Team fully hired.
- Behavioral Health Coaching and Training Academy series certification complete.
- Integrated with Tier 3 Behavioral Health Consultation Team.
- New case management and support model for students and staff experiencing injuries.

Next Steps:

- Weekly training and skill reinforcement.
- Weekly monitoring of Tier 3 behavioral health system.
- Monthly cross-functional teaming.

Initiative Two: Understanding and engaging students, families, and communities

- Continuing Attendance Matters communication campaign.
- Cross-functional assessment of department assets and resources.

Next Steps:

- Streamline and integrate centralized services to improve direct-to-student and family supports.
- Develop and implement a district-wide bias incident reporting and response system.
- Provide tools, training, and systems to act on student feedback and increase belonging.

Monitoring Questions

What (to build understanding)

- 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 (to contextualize progress)

- What is happening with this initiative?
- What worked? What didn't? Why?
- What did we learn from this initiative?
- What explains unusual data in the report?
- If the target was not met: Why not?

Now What (future focus)

- How can we replicate success in other areas?
- How will we speed up progress?
- How do we know a strategy will work?
- How will unresolved issues be addressed?
- How might future changes show up in budget or planning?
- How can the board help?