A DISCUSSION OF FINDINGS AND BEST PRACTICES
Thursday, October 29th 2020 | 9:30 am PT / 12:30 pm ET

Your YouthTruth Partners: Jimmy Simpson, Jr. & Dr. Jen de Forest
“The history of progress toward justice in this country is clear: the best solutions are informed by... the people closest to the problem.”

-Dr. Elisha Smith Arrillaga, Executive Director, The Education Trust–West
YouthTruth – A National Nonprofit

1,500,000+ students
38 states
Mission: Feedback data to accelerate improvements

“We now have the information and expertise to better understand our students, catalyze changes, and monitor improvements.”
- John Boyd, Superintendent, Quincy School District, Washington

“YouthTruth staff is unbelievably responsive.”
- Ben Daley, Chief Academic Officer, High Tech High, California

“Our district and students are better off because of the student feedback results we have used to inform campus and district level planning.”
- Dr. Armando Ocaña, Director Dropout Prevention and School Safety, Rio Grande Valley, Texas

“YouthTruth is a great tool that gives school administrators important insight into their schools’ performance.”
- Dan Leibert, Principal, Tech Valley High School, New York

“Our teachers have valued this information and have asked that we survey our students again this year so they can respond to the data.”
- Tamara Berg-Beniak, Superintendent, Pine Island Schools, Minnesota
Our analysis

• 549,680 students
• 38 states
• 2010-2020
DRIVING EQUITY WITH STUDENT SURVEY DATA

Three Parts

Part One: Tune Up
Part Two: Explore Findings
Part Three: Dive Deeper into Data and Learn from Others
Part One: Tune Up
Agree on Norms

**Put students first.** We will remember what the numbers and charts represent: students.

**Look for learning.** We will share what we are learning, not what we already know. We ask students to adopt a growth mindset and will model what we teach.

**Remember that equity is the goal.** We must not shy away or allow ourselves to be distracted.

**Listen actively.** To show empathy and understanding, we will reflect back what we’re hearing or put the data in our own words.

**Use “I” statements.** We will avoid presuming to speak for others. Instead, we will speak from our experiences.

**Participate fully.** We acknowledge that addressing structural inequities relies on the participation and inclusion of every individual voice.
What is *equity*?

Equity in education means that each student has access to the opportunities, support, and resources they need to reach their full potential.

What are *experience gaps*?

Experience gaps describe differences in perceptions between groups of students.
THE GROUNDWATER APPROACH:
building a practical understanding of structural racism
Artwork by Jojo Karlin (jojokarlin.com)
Start with Empathy

“One Student” Protocol

1. Think of one student in your school. Think of their name.
2. What is that student’s identity? Their race, home language, gender identity, sexual orientation, socio-economic status, (dis)ability, and family structure?
3. How might that student experience school? Focus specifically on the different components of that student’s identity
4. Put that student’s name on a sticky note
5. Place that sticky note on the edge of your computer screen to stay centered on that student throughout the data-inquiry process

-Dr. Shelly Reggiani, Executive Director, Equity & Instructional Services
North Clackamas School District in Milwaukie, OR
Part Two: Experience Gaps in YouthTruth’s Aggregate Dataset
Students’ experiences of learning differ by gender identity, starting in elementary school.
“Do you learn a lot in your class?”
( Elementary )

74%  
Boy

79%  
Girl

Statistically significant difference

“In most of my classes, we learn a lot almost every day.”
( Secondary )

37%  
Identify in Another Way

55%  
Male

60%  
Female

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT
“What I learn in class helps me outside of school”

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Multiracial</td>
<td>37%</td>
</tr>
<tr>
<td>White</td>
<td>38%</td>
</tr>
<tr>
<td>Other*</td>
<td>43%</td>
</tr>
<tr>
<td>Asian</td>
<td>47%</td>
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<tr>
<td>Hispanic/Latinx</td>
<td>47%</td>
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<tr>
<td>Black or African American</td>
<td>53%</td>
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*Other indicates American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and those who prefer not to say

Statistically significant difference
Despite inclusion efforts, some students who have been historically underserved report less positive perceptions of friendliness in school.
“Most students at this school are friendly to me.”

58% Special Education

65% General Education

Statistically significant difference
“Have you seriously considered suicide in the past 12 months?”

- Straight: 31%
- I Don't Know: 35%
- Gay: 60%
- Bisexual: 67%

Statistically significant difference
White and Asian students are more likely to report positive student to teacher relationships than their peers, significantly more than Black students.
OBSTACLE LOAD BY RACE/ETHNICITY
“How many of your teachers try to be fair?”

By Race/Ethnicity

- Black or African American: 48%
- Other*: 54%
- Hispanic/Latinx: 55%
- Multiracial: 55%
- White: 64%
- Asian: 67%

*Other indicates American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and those who prefer not to say
“Adults in my school respect people from different backgrounds.”

By Race/Ethnicity

- 62% Black or African American
- 65% Other*
- 66% Multiracial
- 70% Hispanic/Latinx
- 75% Asian
- 77% White

Statistically significant difference

*Other indicates American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and those who prefer not to say
“In your school this year, is there at least one adult who would be willing to help you with a personal problem?”

- Black or African American: 39%
- Other*: 44%
- Hispanic/Latinx: 52%
- Multiracial: 52%
- Asian: 67%
- White: 67%

*Other indicates American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and those who prefer not to say.
Part Three: Dive Deeper into Data & Learn from Others
The Key: Disaggregation

Disaggregating allows you to compare how students with different identities and backgrounds experience school differently.
Try This: Explore Differences with Survey Data

1. Pick a survey question
2. Disaggregate
3. Identify key questions for further inquiry
4. Take action
Try This: The Education Trust–West’s *Data Equity Walk*

“I learn a lot almost every day.”

- **59%**
- **39%**

**Pre-COVID**

- Adjusting to instruction through a hybrid model meant some lost, some to lot, mixed help.

- This would be an interesting data point for us this fall.

**Spring 2020**

- 1 in 3 kids felt they did not learn a lot every day pre-COVID.

**When do we get to see the Fall 2020 data?**

- Not all surveys were completed, so results are preliminary. Results are expected in May.

- I would think that since the fall, DLT increased as result of the changes for DLTs from DLAs.

- No surprise here.

- This would be an interesting data point for us this fall.

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- I would think that since the fall, DLT increased as result of the changes for DLT...
“Nothing about us without us.”
Let’s keep the conversation alive.

Jimmy Simpson, Jr.
jimmys@youthtruthsurvey.org

Dr. Jen de Forest
jend@youthtruthsurvey.org
Thank you.

VOTE!