

# Welcome! Before we begin, please change your Zoom name to include your: Name & Organization

- Click the "Participants" button at the bottom of your Zoom screen
- Find your name and click "More"
- Click "Rename"
- Rename yourself: Name (Pronouns) - Organization



# Bay Area and Ohio Student Voice Convening Agenda

- Welcome from Jen Wilka
- Phil Buchanan
- Examining Data Protocol
- Break
- A chance to reflect and look ahead
- Commitments & reflections
- Thank you



# Bay Area and Ohio Student Voice Convening





# Objectives

- **Build Community:** Meet and build relationships with other school, district, and foundation leaders across the two regional initiatives – Ohio and San Francisco Bay Area – committed to student and stakeholder voice.
- **Share Best Practices:** Share – and generate – ideas, insights, and practices for using student and stakeholder feedback to inform and enhance school system and foundation effectiveness in serving students during this unique time.
- **Articulate Commitments for the Future:** Reflect on the lessons learned and commit to next actions to continue elevating the student perspective and the role of students as leaders of this work.

# If you could teach a class on any subject, what would it be?

Drama

Art

Music

Government

Muuuussssiic!

SEL!

Empathy.. if we had that

Creative moment

Cooking





# If you could teach a class on any subject, what would it be?

Philanthropy 😊

Relationship building

Media

Letterpress printing

life skills

Music

Psychology

Archeology

Jaques Derrida's true focus on Deconstuctionism





# If you could teach a class on any subject, what would it be?

Meditation

Travelling well and often

Economics and financial literacy.

Collaboration

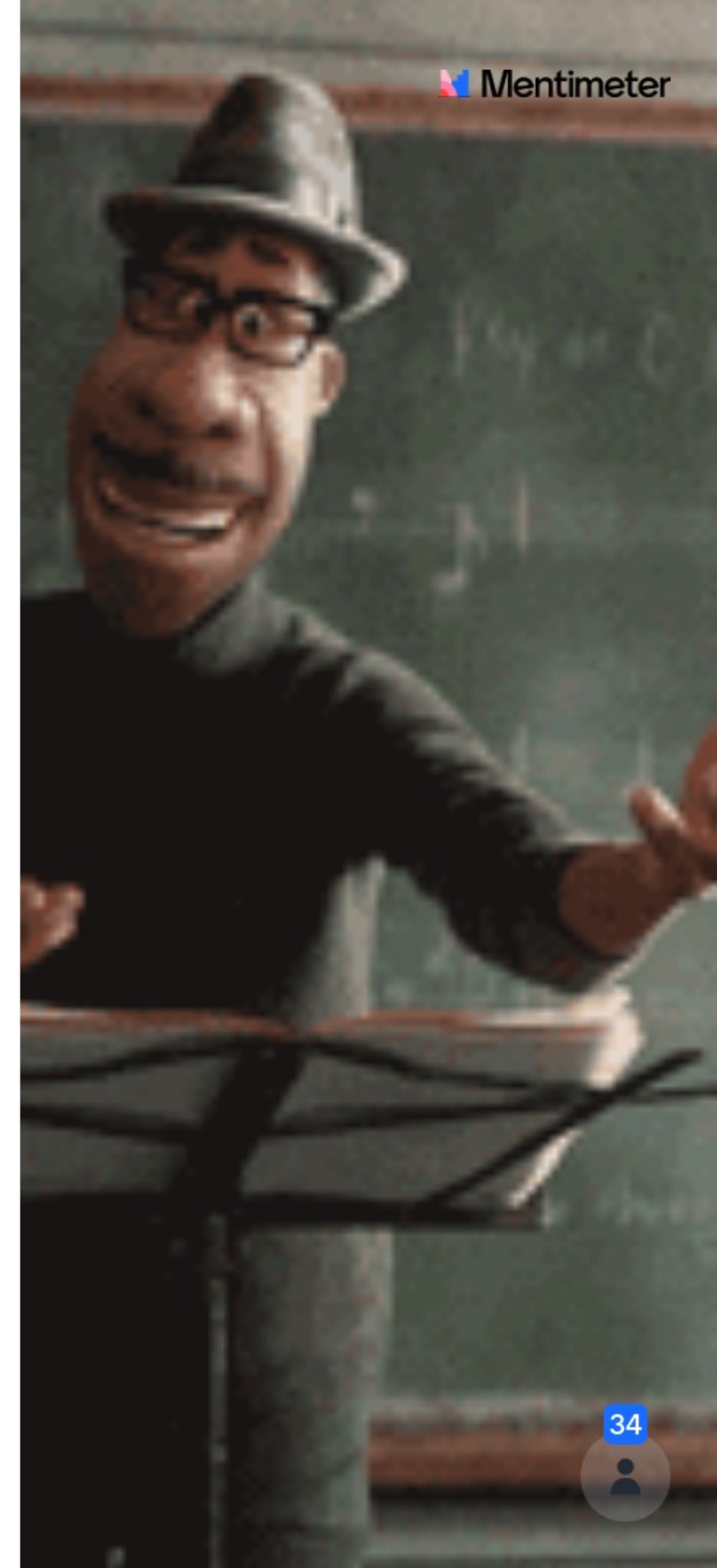
Nutrition

Internships/independent study

computer science

brain-based self regulation

Learning





# If you could teach a class on any subject, what would it be?

inspiration

Network

Feedback

Amplifying student voice

Student-voice

Use data to inform programs

Build partnerships, inspire additional resources, making funding decisions.





# Use one word to answer: What are you looking forward to in today's session?



# How have you used your YouthTruth data?

## Funders:

- Monitor or evaluate grants or initiatives
- Help affirm or refine strategies or tactics
- Assess needs
- Build or strengthen relationships

## Schools:

- Better understand our students and community
- Metric in strategic plans
- Identify inequities in student experiences



# How have you used or engaged with your Youth Truth data?

Determining new initiatives

To develop aims.

Assessing growth on initiatives

To reflect on how we are doing as an organization in serving our students and community

Assess needs. Springboard for developing new strategies with partners.

Better understand our students and community

Engaged with stakeholders at all levels. Used input from those meetings to drive our school plans' strategies.

We have used our data to identify equity gaps and to address them as best we can

Have used it for our Local Control Accountability Plan. Used it to reflect on student wellness, or lack of, in pandemic. Used it to compare our own schools to those around us in the county and places for institutional growth.

# How have you used or engaged with your Youth Truth data?

Data to inform programs offered or how to better amplify projects underway

Discussion among leadership about how to focus our work

Help understand students thoughts and feelings Where growth is needed. Building Relationship Where some gaps may be

To help vet existing and future programs

- Evaluate investments and initiatives-Identify, validate and refine strategies and tactics-Assess community needs-Build or strengthen partnership

We have used it to see how connected students feel to the adults in our building. We have used to measure how students feel multi grade classrooms affect the rigor of class they experience.

To inform LCAP goals, funded services etc.

To surface areas of needs from students. With the broad data, there has been an opportunity to learn new areas of needs from students that we were not aware of before. That has let us dive into those areas to surface opportunities for improvement.

Student voice on how they perceive their school culture and assessing growth in SEL competencies



# How have you used or engaged with your Youth Truth data?

LCAP

selectively used data to make reforms in leadership structure

to inform our strategic plan

PBIS work

Presented it to stakeholders to address student perception. The difference between adult perception and student experience.

# Examining Data Protocol

Protocol based on National School Reform Faculty's Using Data: Collaborative Inquiry for School Improvement





## Norms

- Put students first
- Focus on goals
- Trust the process
- "I" statements
- Stay engaged
- Look for learning
- Affirmation v. Information

# Youth Truth Survey questions we are making predictions for (HS students):

1. "My school has helped me figure out which careers match my interests and abilities."  
(Disaggregated by gender identity)
2. "I really feel like part of my school's community."  
(Disaggregated by race/ethnicity)





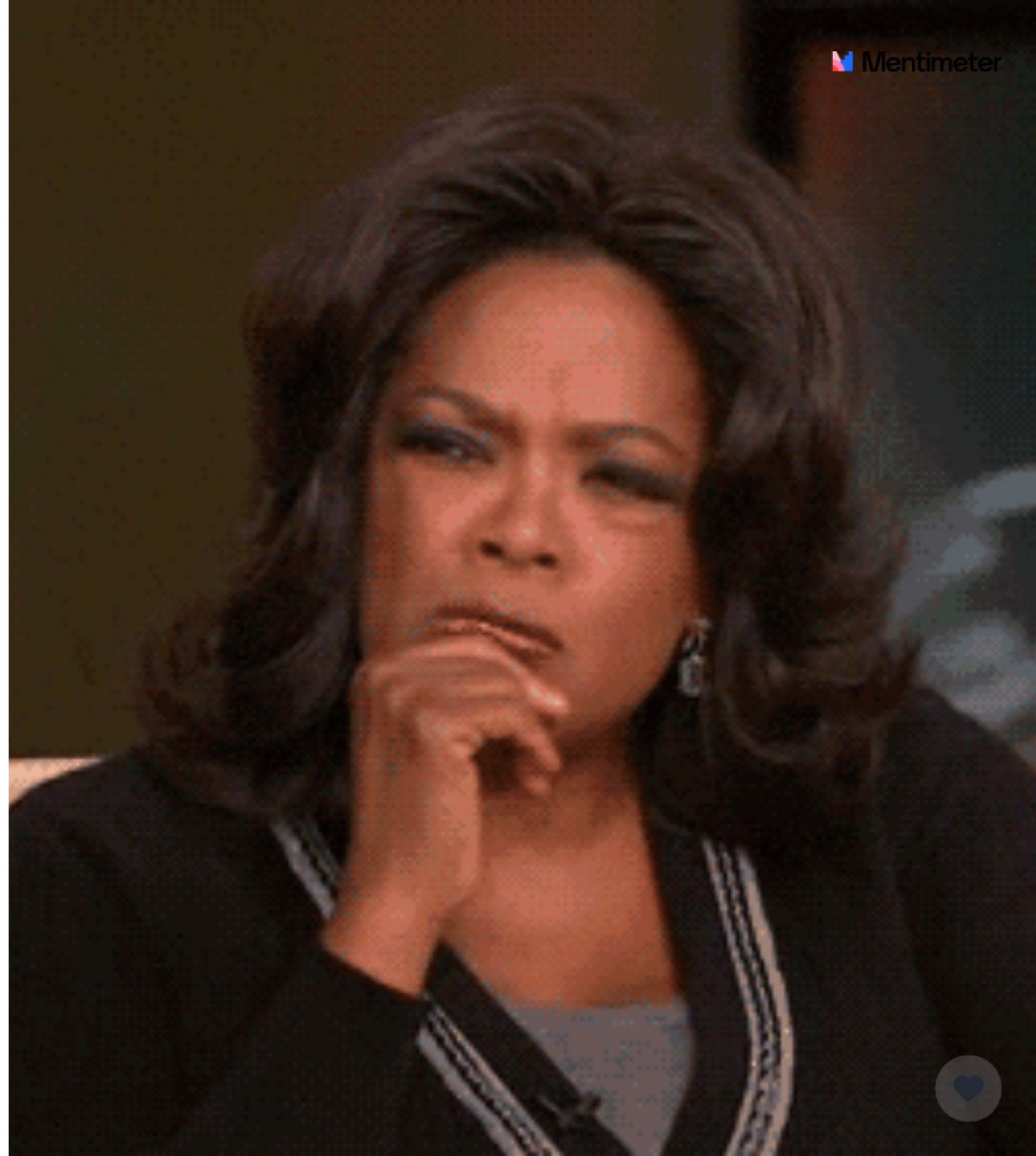
# Predicting the Data:

With what assumptions are we entering?

What are some predictions we are making?

What are some questions we are asking?

What are some possibilities for learning that  
this experience presents us?





# Predicting the Data:

Prediction: Students are not feeling well prepared for careers.

I predict that girls will rate lower across both questions.

That kids will feel disconnected some because of the craziness of last two years

Data is going to be lower than years past because of covid

Connection to school and career exploration decreased with distance learning.

How does the COVID experience impact answers for this time period?

Assumption: it has been harder to form community during the pandemic

career interests have been an area of focus

Assuming that scores will be low due to the struggles related to COVID



# Predicting the Data:

During the Pandemic I am assuming scores dropped overall for the career question

Kids may not be sure what they want to do.

Students are unsure about their career and next steps.

Assumption: Students of color are feeling less prepared for careers than their white counterparts.

I wonder how much similarity there is in student experiences between Ohio and California. What's unique and what's the same?

Assume - career connections occurring; school community means a specific area of impact; predictions - low as schools do not intentionally focus on these areas at all times as central to mission; questions - definition changes change data

Data will reflect the negative impact that Covid and distance learning has had on student academic and social emotional wellness

I'm predicting variation of responses for connection to school community, given the multiple pandemics

Predicting that Sonoma County might show lower scores due to impact of multiple disasters

# Predicting the Data:

Virtual learning has made the connection difficult.

Community - varies by demographic or no?

I predict that students have not been experiencing school as being super helpful to their career goals.

What can we do that feels supportive not burdensome since schools are navigating so much right now

Prediction: lower ratings for students who identify as girls and non-binary

Depending on racial, ethnicity, how/who you love you may feel less a part

Large gap between what is in the Bay Area and Ohio and what is possible.

Stunners identifying differently consistently score lowest

Male students fare better than female students. Nonbinary students are lower still.



# Predicting the Data:

Bay Area whites do not feel connected. Ohio whites feel more connected.

# Observe the Data:

Note what you can see

Note important points that "pop out"

Look for patterns or trends that emerge

Note surprising or unexpected data

Stick to just the facts



### My school has helped me figure out which careers match my interests and abilities.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree

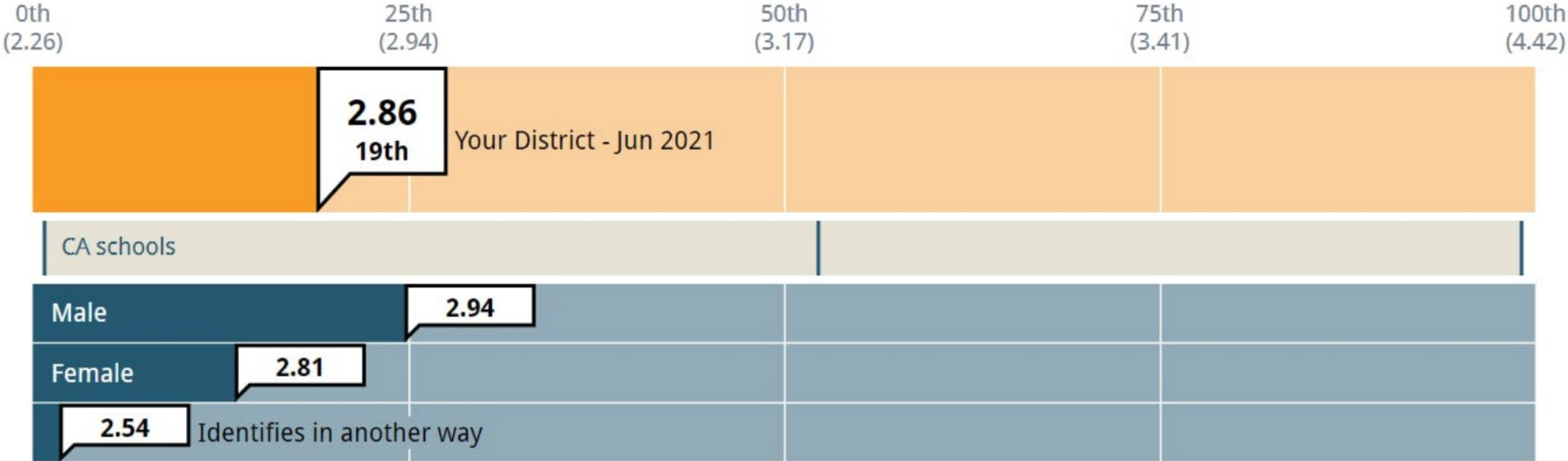


College & Career Readiness: Ohio 2020-21 (2019-20 Average Rating: 2.82)



# My school has helped me figure out which careers match my interests and abilities.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



College & Career Readiness: Bay Area 2020-21 (2019-20 Average Rating: 2.92)





# Observe the Data:

Slight decline since last year

Ohio and Bay Area show similar results in the lower quartile

I see that the average ratings between the two regions were very similar (difference of .04).

Kids in both end of the country feel the same.

Make students rating higher in both regions

Similar ratings in both regions; both a bit lower than national

Differences by gender identity

Ohio and Cali are similar

Male\*

# Observe the Data:

For both areas the average is below typical

Similarities in response patterns despite different regions in US

Ohio and Bay Area have similar results

Gender plays a role.

Very similar means in CA and Ohio

low in ranking; on edge of being not meaningful at all in connecting career to interests; noted that avg from 19-20 is reversed accidentally - BA was 2.82 and OH was 2.92

Observed higher medians for CA versus OH - what are CA schools doing differently in terms of career readiness that our district can learn from?

While Bay Area percentile is lower than Ohio, overall CA median is higher

Bottom quartile relative to national for both regions. A similar trend of girls and identify in another way experiencing support from school around careers being lower.



# Observe the Data:

Gender gaps

Male scores higher in both areas

Even through the pandemic things stayed pretty consistent

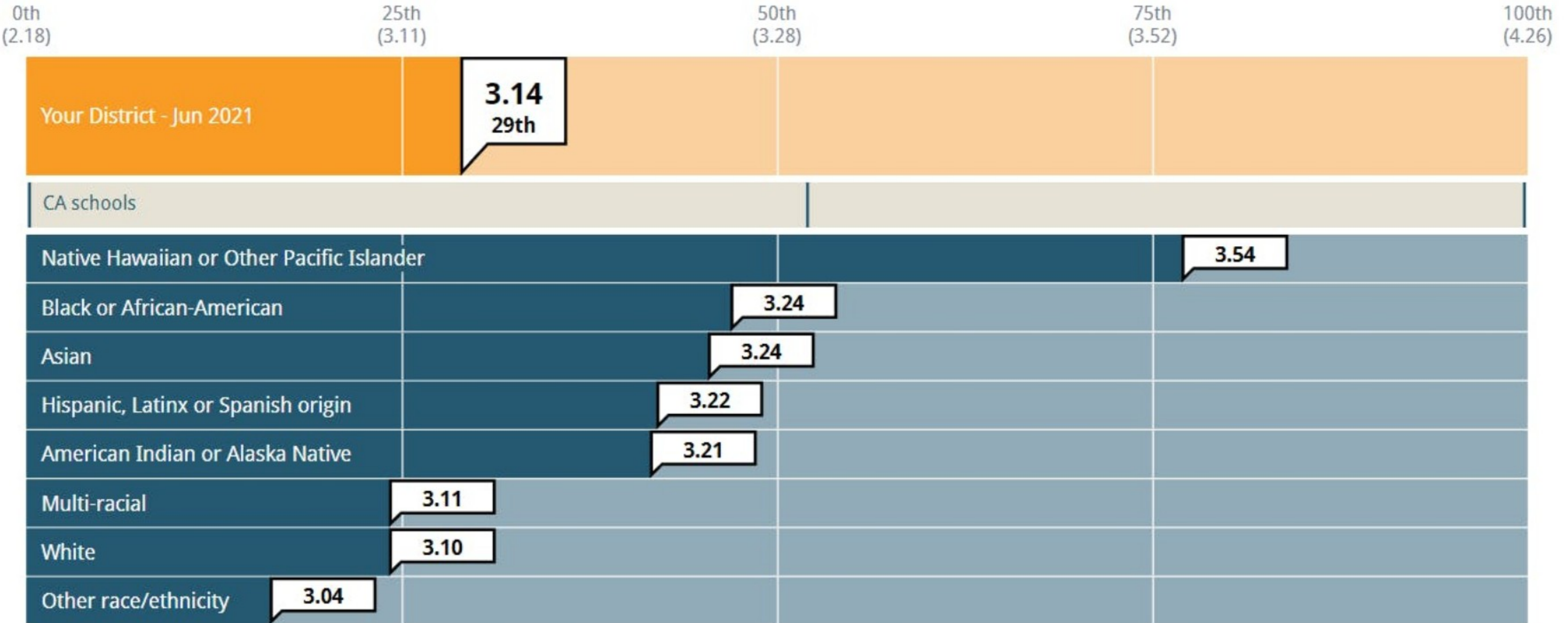
Increase for Ohio y/y

I'm observing in myself a tendency to judge/intrepret! Just reporting out what I observe (without judgement) is hard!  
LOL

Bay was lower than average. However their Pacific Islander was above average, I'm wondering what we can learn from them they gave them such a sense of community. Oh groups are all closely related

# I really feel like part of my school's community.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



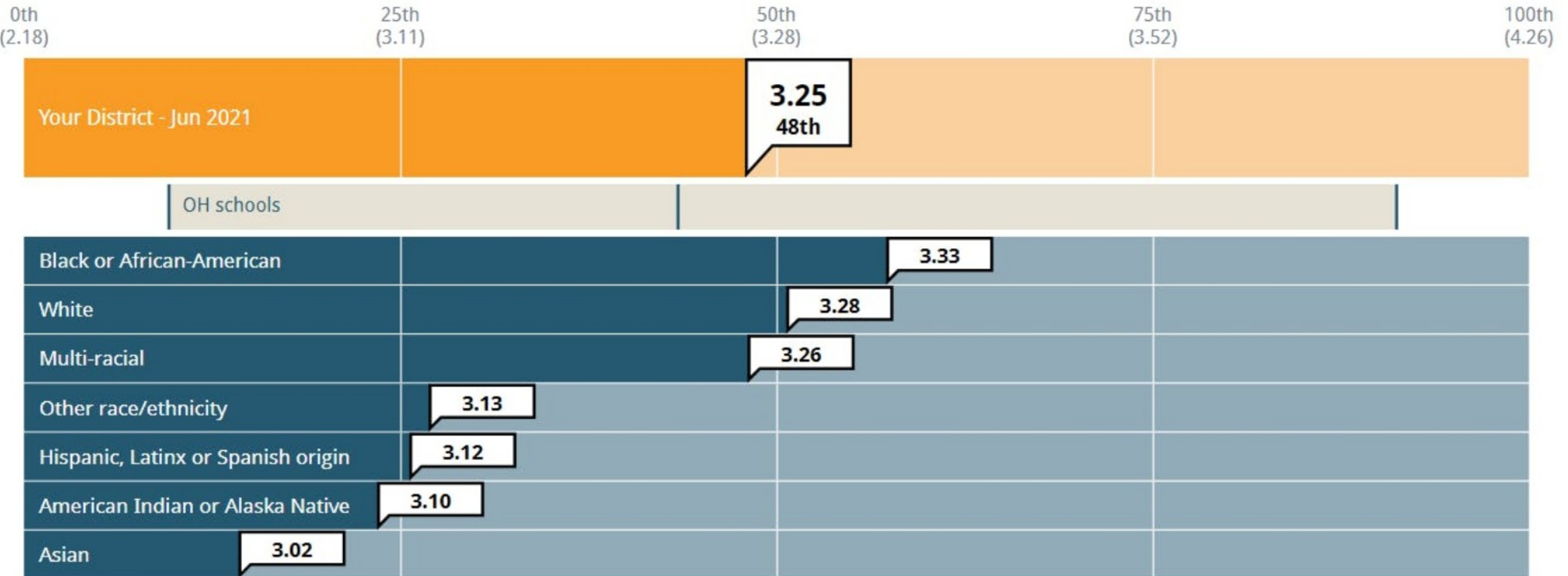
Belonging: Bay Area 2020-21 (2019-20 Average Rating: 3.22)





# I really feel like part of my school's community.

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



Belonging: Ohio 2020-21 (2019-20 Average Rating: 3.20)



# Observe the Data:

Interesting that there were NOT large changes from the previous year overall

The student groups that feel most connected to the school community are not the same when comparing Ohio to Bay Area

Demographic differences are astonishing

Ohio much lower than CA on sense of belonging (means)

Difference between racial groups from Bay Area to Ohio

Interesting that the patterns of difference across students of different races were different in the two regions

Asian students rating much lower in Ohio than in California

the demographic data between OH and BA is flipped regarding who feels included in their community

Surprised that kids of color felt more a part of the school in California. Also in Ohio black kids felt more comfortable.



# Observe the Data:

White and Hispanic students' perceptions of belonging flipped in CA and OH

Ohio schools surveyed have higher percentile than state median. Bay Area not the case

Bay Area and Ohio are very different in terms of results, Bay Area = Native Hawaiian or other Pacific Islander with 3.54 and Ohio with Black or African American = 3.33

Demographic differences offer insights that can inform solutions

White, multi-racial higher scores than CA

# Interpret Data/Develop Inferences

- Discuss inferences about the data regarding the impact on student learning and experiences
- Generate possible explanations
- Generate further questions to ask
- Generate further data needed to verify explanations



# How did you interpret this data?

In our small group, we discussed that we really liked the step by step process of this protocol. It helps to not become defensive, dismissive, remain in denial as we try to make meaningful use of the data.

# Implications for Practice

- What is the first step to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Are there other data or materials we should look at?





# Reflect on the Process



# 10-Minute Break

Be back at 11:35am PT | 2:35pm ET





# Bay Area and Ohio Student Voice Convening

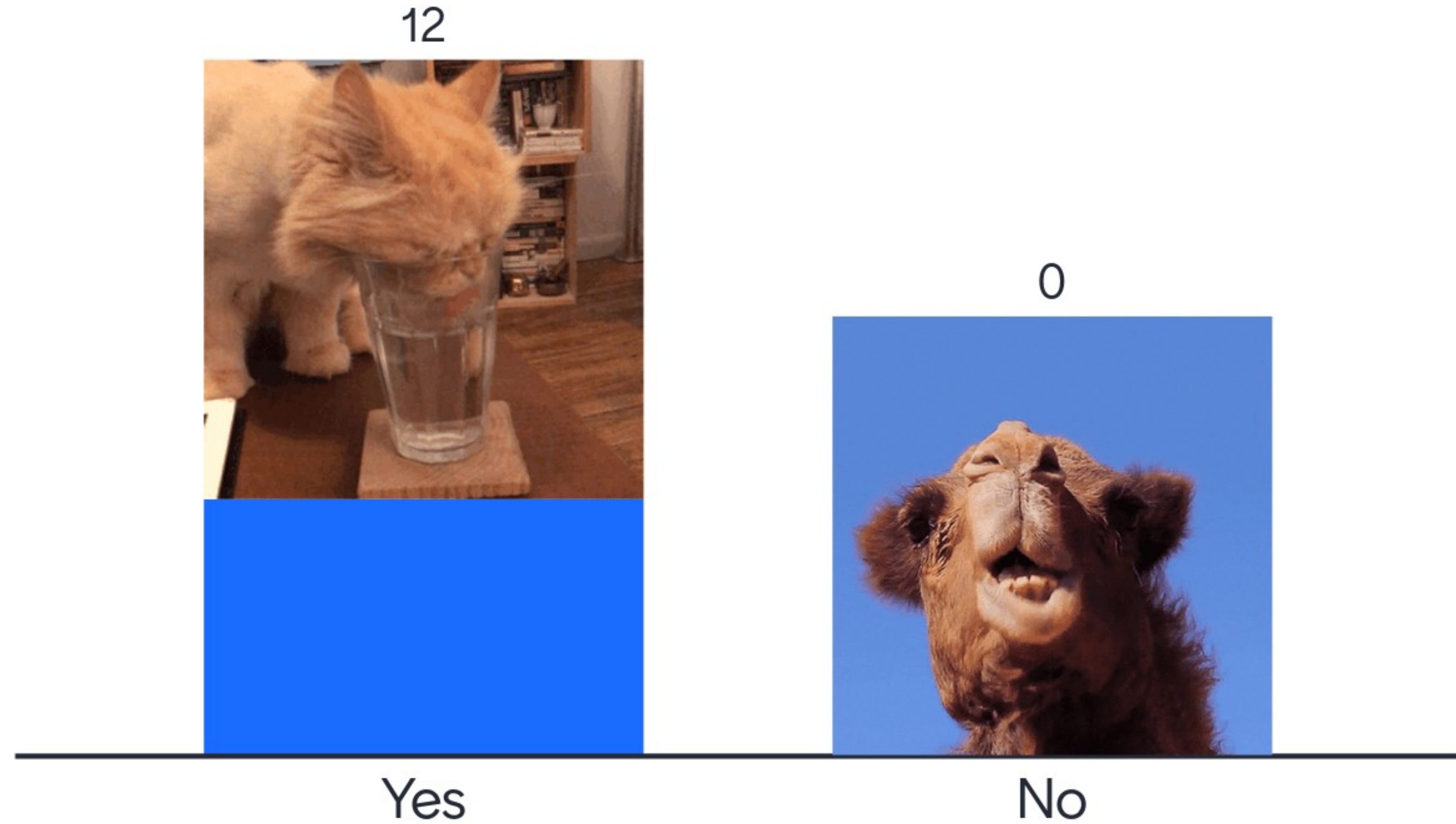


# How are you feeling after that break?





# Did you take a drink of water during our break?



# Bay Area and Ohio Student Voice Convening





# After hearing these stories and reflections, what resonated most with you?



**What is a commitment you can make today to continue our effort to listen to student voices?**





**Final Reflection: Share one word about how you are feeling after today's session**

