

RAUC School Council Running Notes (SY23-24)

Tuesday, March 5, 6:00-7:00PM

Google Meet joining info

Video call link: <https://meet.google.com/okh-dcvr-kng>

Or dial: (US) +1 402-285-2515 PIN: 314 851 831#

More phone numbers: <https://tel.meet/okh-dcvr-kng?pin=8793344170249>

Goal: Identify some potential action steps from existing data and ideas for gathering any more needed data

Attending: Kallie Alexis (student rep), Miles Steenhuis (student rep), Amanda Grice (parent/caregiver rep), Josh Sheldon (parent/caregiver rep), Maritza Soto (parent/caregiver rep), Ena Valenzuela (parent/caregiver rep), Clara Hendricks (community rep), Tatiana Pobednova (educator rep), Tino Tomasi (educator rep), Julia Ho (family liaison), Julie Sizer (principal)

Topic	Activity/Notes
Connection/ introductions (6:00-6:15)	Miles - what's your top two most used emojis?
SIP Update (6:15-6:20)	Next lane of work: <ul style="list-style-type: none"> - Culture goal based on Panorama data - Identifying the teacher professional development plan for our staff meetings - Continuing to build in family and student feedback opportunities ongoing (aside from just climate surveys)
School Climate Survey Student data update (6:20-6:25)	Summary of student data >> (Kallie) <ul style="list-style-type: none"> ● Clarifying questions <ul style="list-style-type: none"> ○ MaS: Were the quotes specific to any grade? <ul style="list-style-type: none"> ■ Quotes weren't connected to any demographic data ■ Quotes were selected to represent some patterns (e.g. responses to behavior that were fair or unfair depending on who you were; bullying policy) ■ Seems like a disparity in chronically absent student data (the students that were marked as chronically absent responded more favorably about the school climate & rigor <ul style="list-style-type: none"> ● JS: Could be that the resources & communication from the school is more for chronically absent students and families compared to other students; also other barriers outside of school could also lead to CA ○ MiS: Resonates w/ issue of bullying policy <ul style="list-style-type: none"> ■ JS: Seems like a pattern across the district (so more

	<p>work is being done at district level on this)</p> <ul style="list-style-type: none"> ■ When high schoolers came, everyone in cohort agreed w/ what they said and has seen some change since then so it was very helpful for them to come ○ KA: Could the issues around bullying and behavior be related to chronic absenteeism? ○ AG: Does data support the idea that bullying could lead to chronic absenteeism? <ul style="list-style-type: none"> ■ JS: At least our school level, yes (not the only reason but this is a factor); would be interesting to find more research that contextualizes this. Tracking system that we began using last year could be a useful set of data for us to look at next time (*next time would be good to look at more qualitative data) ○ JH: Interesting seeming discrepancy between the higher percentage of students that responded favorably to teachers encouraging them to try their best and the lower (57%) of students that responded favorably to teachers having high expectations
<p>School Climate Survey Data Next Steps (6:25-6:55)</p>	<p>Summary of family data>></p> <ul style="list-style-type: none"> ● Take 5 minutes to review silently ● Any more questions from the data that need to be explored further? <ul style="list-style-type: none"> ○ EV: Is there a way to see the breakdown of the favorable or not favorable responses (e.g. if it's a strong not favorable) / context around the percentages? ○ Example from overall data (from last school council meeting): <ul style="list-style-type: none"> ■ Given the busyness of families' schedules, what kinds of engagement are most important for families? <ul style="list-style-type: none"> ● There is a seeming lack of engagement opportunities outside donating things. f you can't donate, what else can you do? ■ What accounts for the lower favorable responses for activities matching student interests? <ul style="list-style-type: none"> ● What is communicated to families and students about activities that are available? ● Are there activities that meet student interests and are students aware of them? ● Could it be there are too many different sources of information ■ What kinds of lessons would be motivating for students? What aspects of current lessons aren't motivating? ○ KA: What could account for those that feel that they don't belong? E.g. could technology influence this? ○ AG: What does it mean when 30% responded favorably to how busy your schedule is? <ul style="list-style-type: none"> ■ That 30% of people thought that busyness was a barrier for engagement ○ CH: Difference in which parents filled out the survey and which students- difference in data between Black/African families &

students- is that a difference based on who and how many was filling out the survey or actual perception?

- JS: response rates- all but one advisory completed the survey (so student data is pretty reliable)

- With families, 122 responses

- Next steps

- What more data do we need?
- Other types of data that might already exist on this?
 - [BEB data>>](#)
- Ideas for the best format / way to get this data?
- Any possible action steps based on existing data?
- JoS: What support or guidance does the district provide on how we use this data?
 - JS: Have students, staff & families help analyze data; in terms of action steps based on this data, district is reacting quickly in terms of policies, coaching & staff; our director of family engagement Dr. Porch has been talking to APs and Principals about which family learning opportunities would be helpful for families (e.g. behaviors- what is developmental and what is something that should be more flagged)
 - EV: This kind of information would be really helpful to share with the whole community so people know how this data is used (very simple bullet points) and that it is an iterative process; just doing that would go a long way
 - TT: Agree. W/ no lunch clubs, has seen more kids on their computers. When we get lunch clubs running again, how can we see this change?
 - AG: Agree. Is there a way to engage students as well on this? Could be good to get student input in what they find engaging in their lessons and more. Do opportunities exist to have students engage with each other (e.g. mentorship, leadership activities, reading to younger students etc.) between different grades?
 - JS: Will ask this to Abdel, Peabody principal, about this at tomorrow's meeting
- EV: What about hosting international nights? Do we have something where people have an opportunity to come in and share their culture? Is this something that can be built back into the community?
 - JS: This also came up in entry plan focus groups; could be an opportunity to do this with Peabody or triad
- KA: in Orchestra, younger students came in and learned their instruments- was very good; at G&P reading happened between

	<p>grade levels; important to show results of the survey to students; way to bridge communication between students & families</p> <ul style="list-style-type: none"> ○ Highest priority?
<p>Next steps (6:55-7:00)</p>	<ul style="list-style-type: none"> ● Bring in the next school council meeting a mini data dive of chronic absenteeism data and qualitative sources about why so we can unpack how much of school climate data is having on absenteeism ● Work with student government on how to share this with students ● Share broad view of this data to families in next newsletter ● JS will share out partnership opportunities w/ Peabody ● JS & JH will connect about big picture family engagement opportunities ● JS will share more about what the district is doing