



School Board Work Session Meeting Agenda

April 23, 2024, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>	
	Speaker(s): Chair Marcus LeGrand	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Marcus LeGrand	
3.	<u>Review of Agenda</u>	<u>3</u>
	Speaker(s): Chair Marcus LeGrand	
	Attachments:	
4.23.24	Agenda - BORRADOR	3
4.	<u>Work Session</u>	
	Description: The Board will focus on key Board work and initiatives.	
A.	Executive Limitation 3.1: Treatment of Students, Parents/Guardians, Families & the Public	4
	Description: Discussion will be led by Katie Legace, Executive Director of High Schools; Juan Cuadros, Executive Director of Middles Schools; Lisa Birk, Executive Director of Elementary Programs; Tammy Doty, Executive Director of Elementary Programs; Kinsey Martin, Executive Director of Policy, Advocacy, and Equity; and Dave VanLoo, Director of School Improvement.	
	Attachments:	
	Executive Summary: Board Goal #3: Students' and Families Sense of Belonging	4
	Presentation Bias Incident Data Snapshot	7
	Presentación: Datos de Incidentes de Sesgo.pdf	49
	Presentation: Board End 3 YouthTruth	91
	Presentación: Board End 3 YouthTruth	101
	YouthTruth Student Survey Questions - Elementary, Middle, High -2023-24	111
	YouthTruth Family Survey Questions - 2023-24	140
	YouthTruth Staff Survey Questions - 2023-24	147
	BLS District Executive Summary Elementary Staff 2024	155
	BLS District Executive Summary Elementary Family 2024	160
	BLS District Executive Summary Middle School Students 2024	165
	BLS District Executive Summary Middle School Staff 2024	170
	BLS District Executive Summary Middle School Family 2024	175
	BLS District Executive Summary High School Students 2024	181
	BLS District Executive Summary High School Staff 2024	186
	BLS District Executive Summary High School Family 2024	191
5.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
6.	<u>Adjourn</u>	

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 14, 2024.



Escuelas de Bend-La Pine Agenda de la Reunión de Trabajo de la Junta Escolar – BORRADOR

23 de abril de 2024, 5:30 PM

Ubicación:

Centro de Educación, Sala de la Junta # 314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al orden**

Orador(es): Presidente Marcus LeGrand

2. **Juramento a la bandera**

Orador(es): Presidente Marcus LeGrand

3. **Revisión de la agenda**

Orador(es): Presidente Marcus LeGrand

4. **Sesión de trabajo**

Descripción: La Junta se centrará en el trabajo y las iniciativas clave de la Junta.

A. Limitación ejecutiva 3.1: Tratamiento de estudiantes, padres/tutores, familias y el público

Descripción: La discusión estará dirigida por Katie Legace, directora ejecutiva de escuelas secundarias; Juan Cuadros, Director Ejecutivo de Escuelas Intermedias; Lisa Birk, Directora Ejecutiva de Programas Primarios; Tammy Doty, Directora Ejecutiva de Programas Primarios; Kinsey Martin, directora ejecutiva de Políticas, Defensa y Equidad; y Dave VanLoo, Director de Mejoramiento Escolar.

Archivos adjuntos:

Resumen ejecutivo: Objetivo de la Junta #3: Sentido de pertenencia de los estudiantes y las familias.

5. **Informe del Presidente de la Junta**

Orador(es): Presidente Marcus LeGrand

6. **Comentarios del Director**

Descripción: Una oportunidad para que los miembros de la junta proporcionen comentarios o reflexiones.

7. **Se levanta la sesión**

Descripción: La reunión se levantará con la próxima Reunión Regular de Negocios de la Junta Escolar programada para el 14 de mayo de 2024.



REPORT: Board Goal #3: Students' and Families Sense of Belonging

PRESENTED BY: Kinsey Martin, Executive Director of Policy, Advocacy, and Equity
Dave VanLoo, Director of School Improvement
Lisa Birk and Tammy Doty, Executive Directors of Elementary Schools
Juan Cuadros, Executive Director of Middle Schools
Katie Legace, Executive Director of High Schools

EXECUTIVE SUMMARY:

In measuring progress on board goal #3, two important sources of data are our annual report on bias incidents across the district and our annual YouthTruth survey results. For this workshop, district staff will share highlights of this data, engage the board of directors in analysis, discuss the work being done by district staff to address issues, and answer questions from the board.



REPORT: 2020 Compliance Report for EL 12: Legally Required Policies

PRESENTED BY: Lora Nordquist, Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2019-20

- The District continued to provide the School Board with quarterly policy and regulation updates at board meetings. The updates provide Board members with a better reflection of the ongoing work throughout the year to ensure policies and regulations are in compliance with law and district practice.
- The 2020 Legislative Sessions resulted in several new and significant updates to several policies and regulations. The District has worked through and updated all policies and regulations as a result of the session.
- The District continues to translate policies and regulations that are most commonly accessed by parents, guardians, students and staff. Spanish translation is the most common translation being done at this time, however, the District is also making efforts to translate frequently referenced documents into Simplified Chinese, Traditional Chinese and Vietnamese.

Priorities for 2021-22

- The District will continue to evaluate and update policies and regulations as required by law. Several new laws go into effect during the 2021-22 school year and the District is currently working to implement and revise in accordance with new and updated legislation.
- The District will continue to evaluate and update policies, regulations and corresponding forms to ensure they are consistent with practice and procedure.
- The District will continue to translate policies, regulations and corresponding forms in an effort to ultimately have all 400+ translated.



ACTION ITEM: Approval of 2022-23 Alternative Learning Options (ALO) Contracts

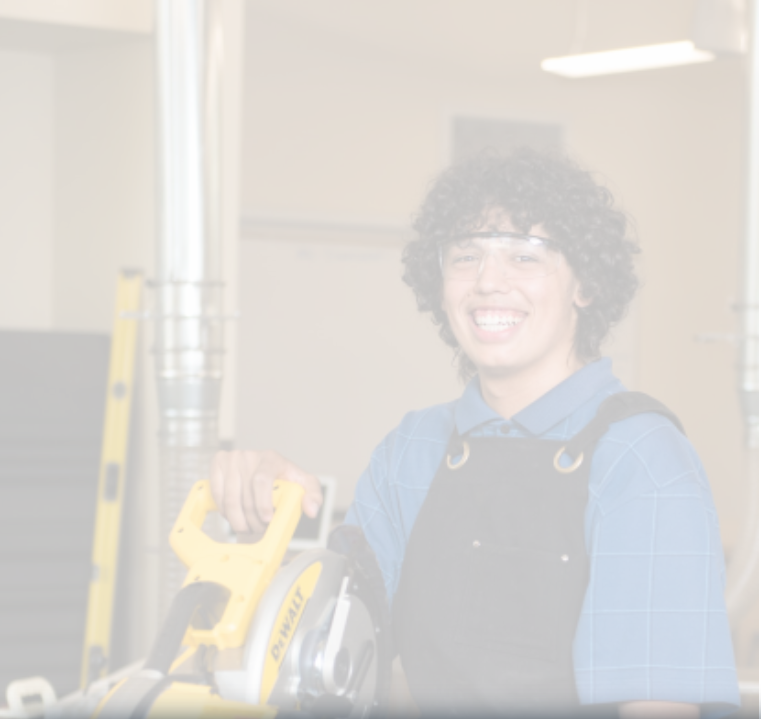
PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

At the December 14, 2021, school board meeting, Kathy McCollum, with the High Desert Education Service District (HDES), presented the Alternative Learning Options (ALO) Contracts Evaluation Report.

As the following executive summary states, the contract programs of **COIC, J-Bar-J, Academy at Sisters, Oregon Youth Challenge (OYC)**; and charter schools, **Bend International School and Desert Sky Montessori**, are all meeting the conditions set forth in their respective contracts. McCollum's recommendation is that the board accept the evaluation reports as written and approve new contracts for the 2022-23 school year for all of the contract and charter schools evaluated.

RECOMMENDED MOTION: I move to approve the recommendation to approve the Alternative Learning Option Contract and Charter School Evaluations as presented at the December 14, 2021, board meeting, and to approve new contracts for the 2022-23 school year for all of the contract and charter schools evaluated.



Bias Incident Data

District-Wide Snapshot: 2023-2024

Our Equity Stance

We expect all members of Bend-La Pine Schools to uphold our collective commitment to equity. We are committed to ensuring each student, family, and employee experiences a sense of belonging, inclusion, and wellbeing as members of our learning community.

We recognize the ongoing social change faced by our region and country will bring uncertainty, disagreement, and mistakes as we learn and grow. We commit to tackling these challenges with dignity and grace, even when it is difficult. We firmly believe in the power of public education to support our community in embracing and navigating collective change together.

Review the entire Bend-La Pine Schools Equity Stance and related policies [here](#).

Why report?

District stance

Purpose of reporting tool:

1. Activation of resources and support for response
2. Data for analysis and decision-making



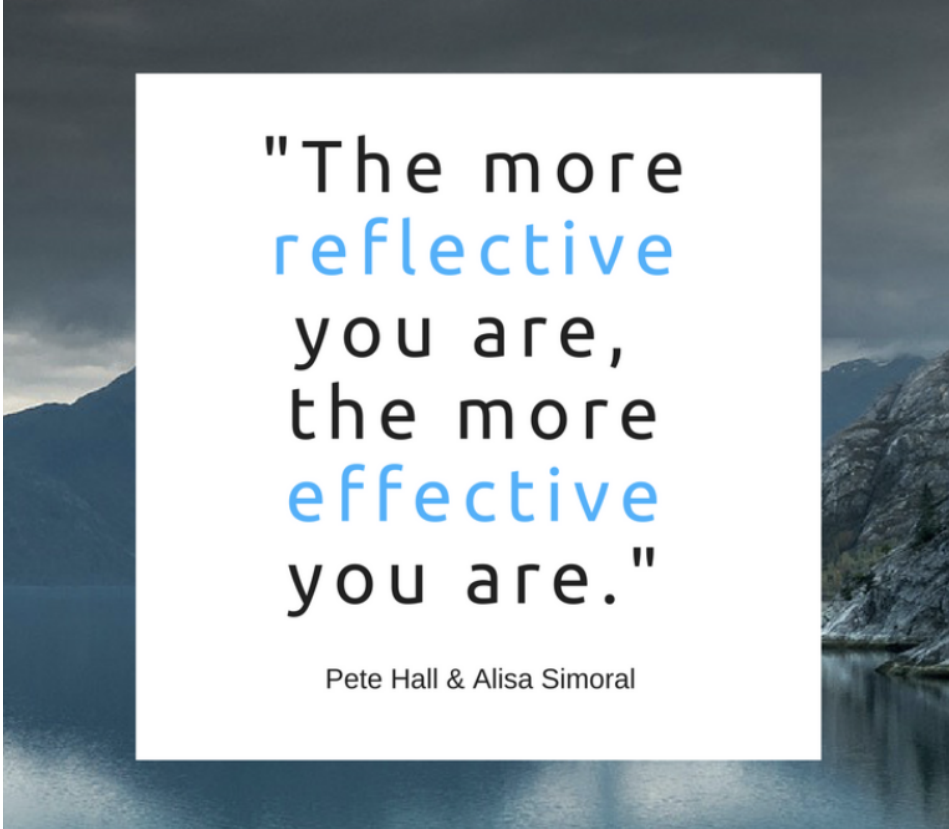
Context and Scope

- Number of reports \neq Number of incidents
 - Duplicate reports
 - Mis-reported complaints
 - Unreported incidents
- This data represents reports submitted between:
September 2023 – April 2024



One of the best things data can enable us to do is to ask questions we didn't know to ask.

Note-Taking and Reflection Activity

A quote by Pete Hall & Alisa Simoral is centered on a white rectangular background. The background of the entire slide is a scenic photograph of a calm lake reflecting the surrounding mountains and a cloudy sky. The quote is written in a clean, sans-serif font. The words "reflective" and "effective" are highlighted in a light blue color, while the rest of the text is in black.

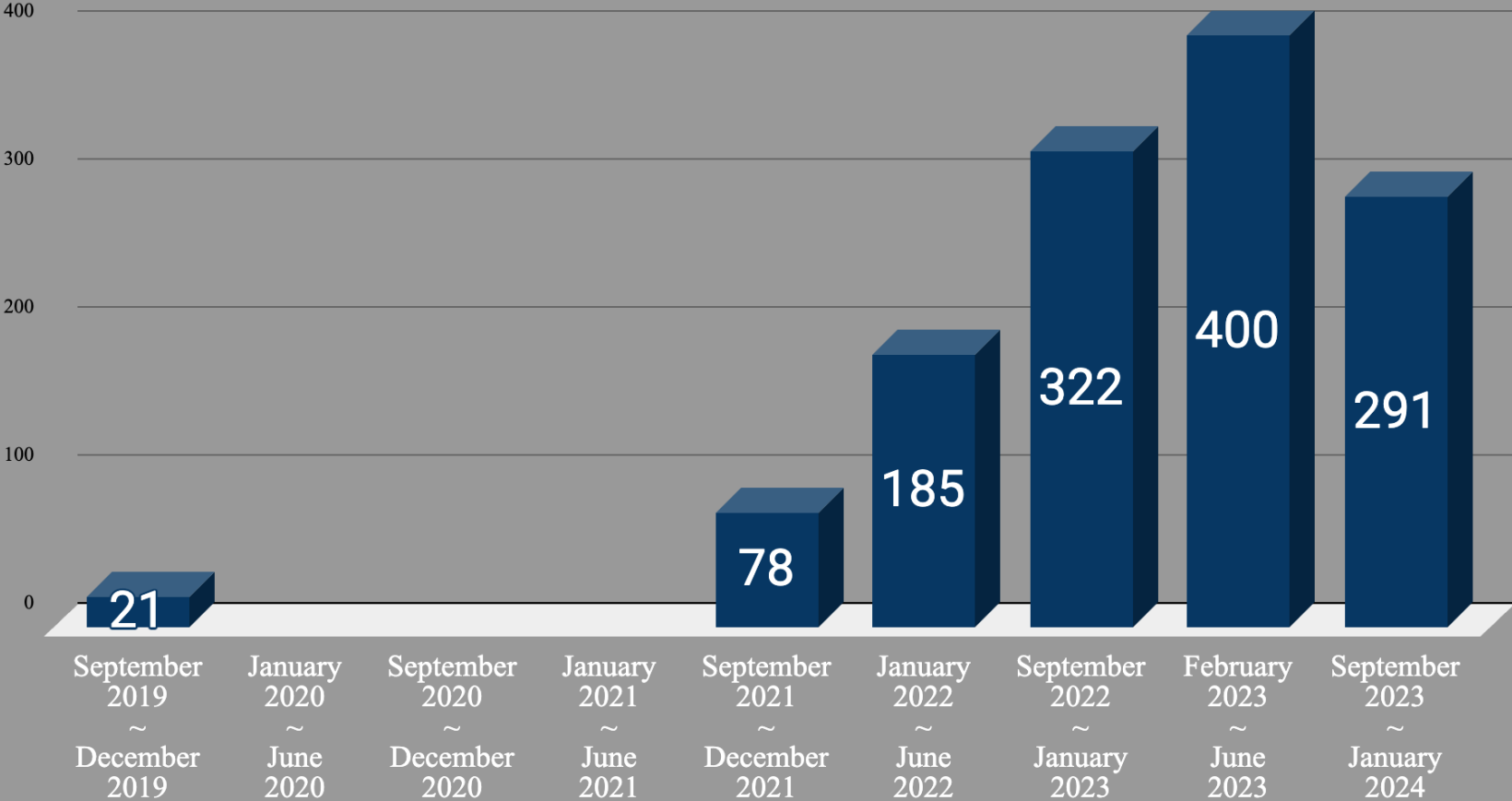
"The more
reflective
you are,
the more
effective
you are."

Pete Hall & Alisa Simoral

**How many incidents were
reported in prior years?**



Cumulative Bias Incidents Reported

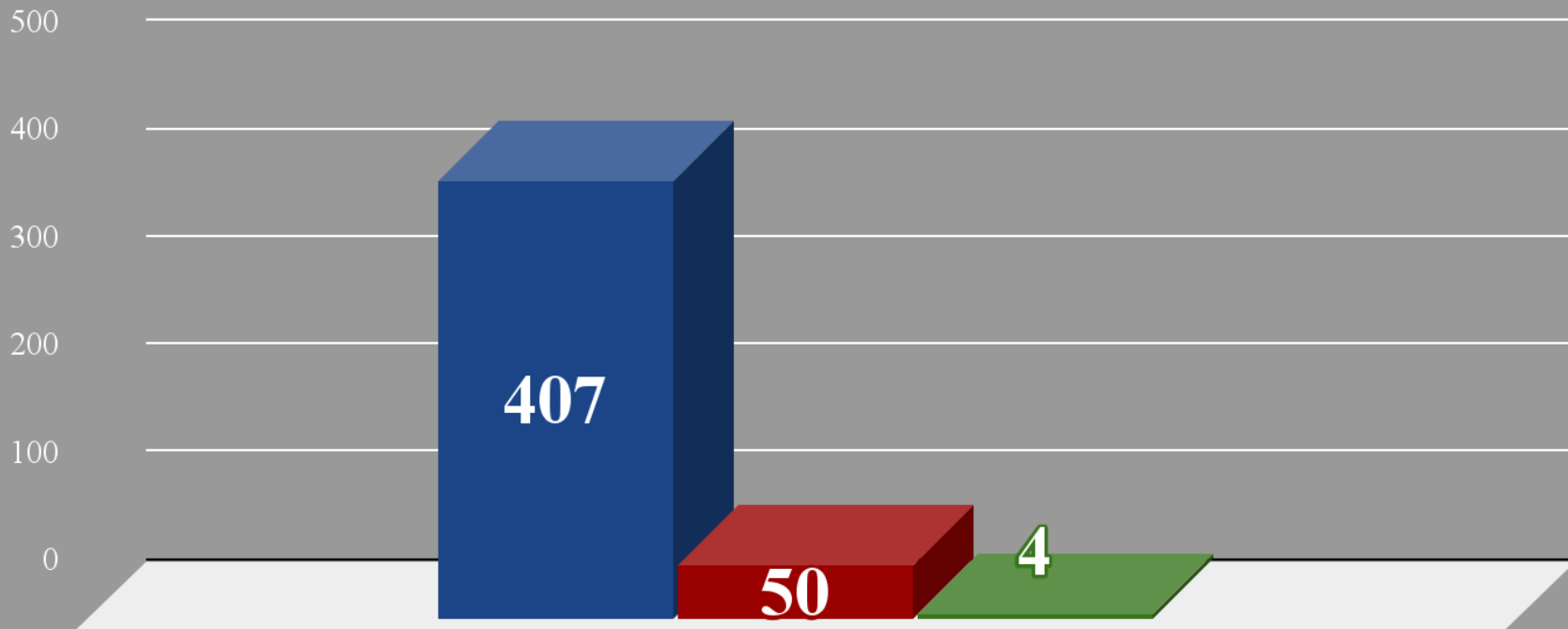


**How many bias incidents have
been reported this year?**



District- Form Submission Type

■ *Bias Incident Reported* ■ *General Concern/Complaint Reported*
■ *Make a SafeOregon Tip*



**What types of incidents have
been reported?**



District- Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

19.5%

Disability

5.6%

Religion

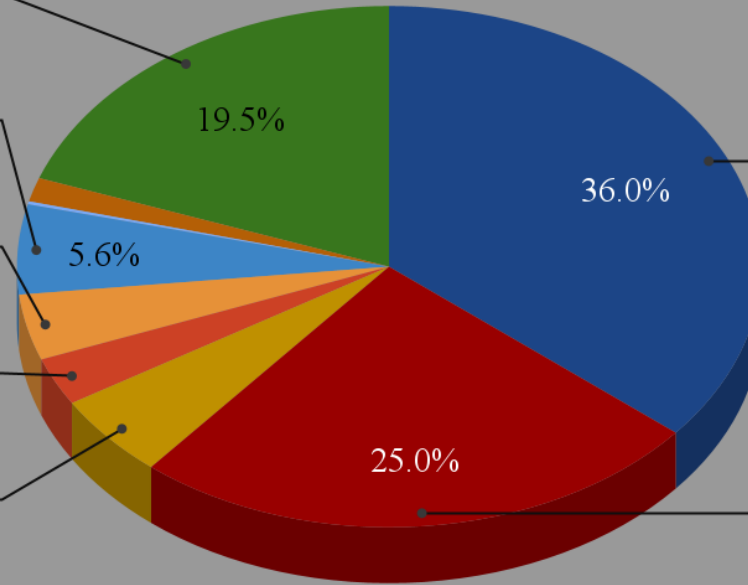
4.1%

Native Language

3.0%

Ntl.

5.2%



Race/Ethnicity

36.0%

Gender

25.0%

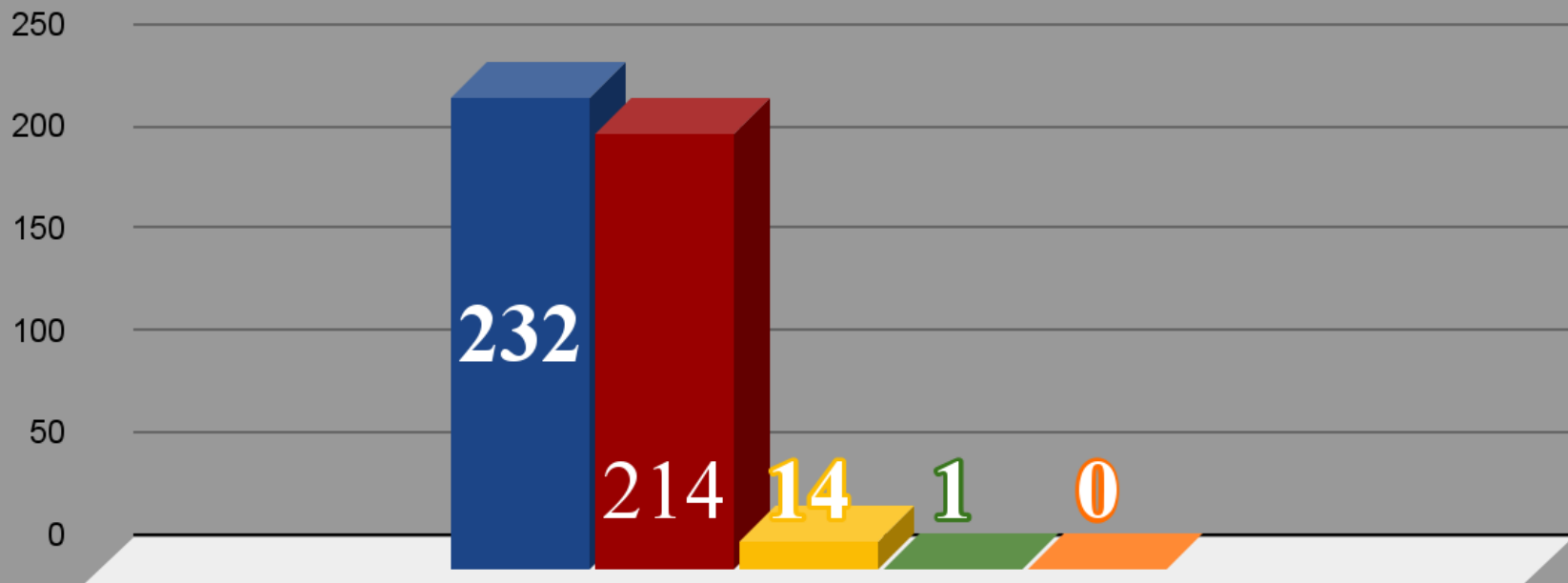
Who is making reports?



District- Reporter Type

■ *Employee Reported* ■ *Student Reported*

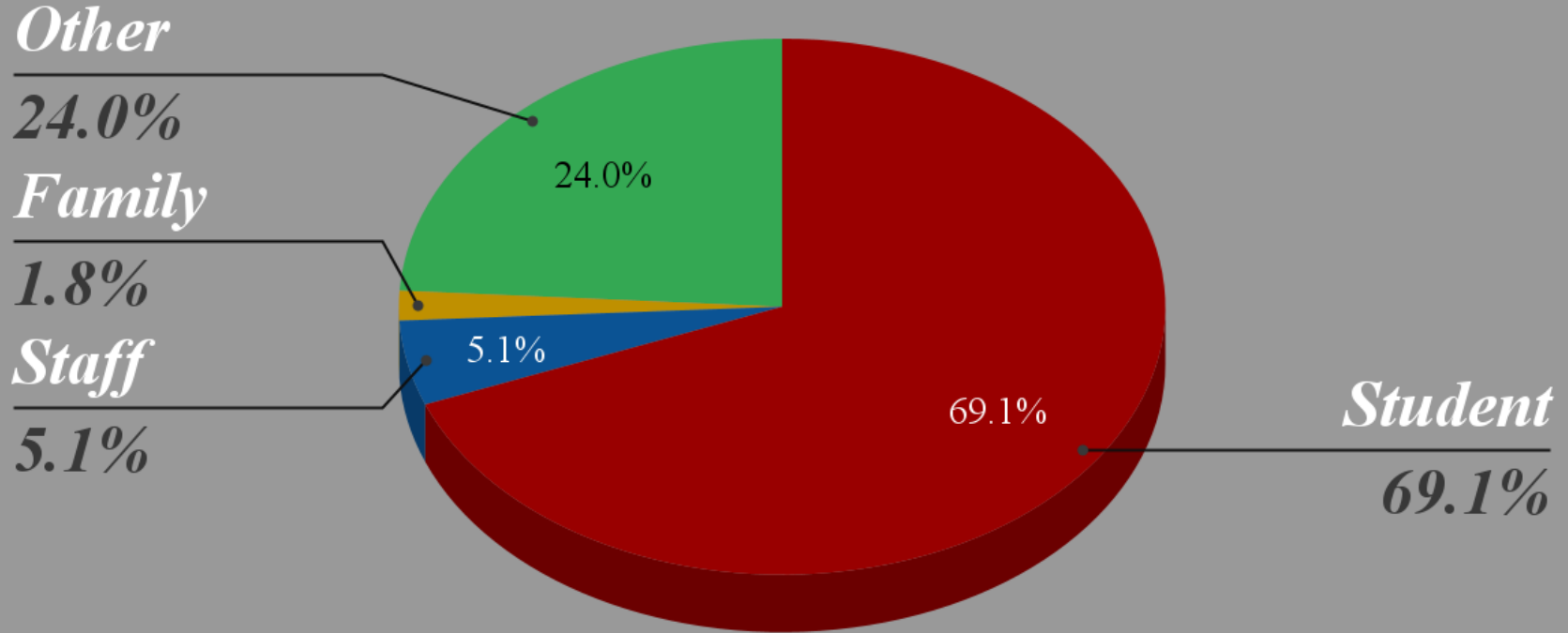
■ *Parent Reported* ■ *Community Member Reported* 1 más



Who are the targets?



District- Target Types



Who are the offenders?



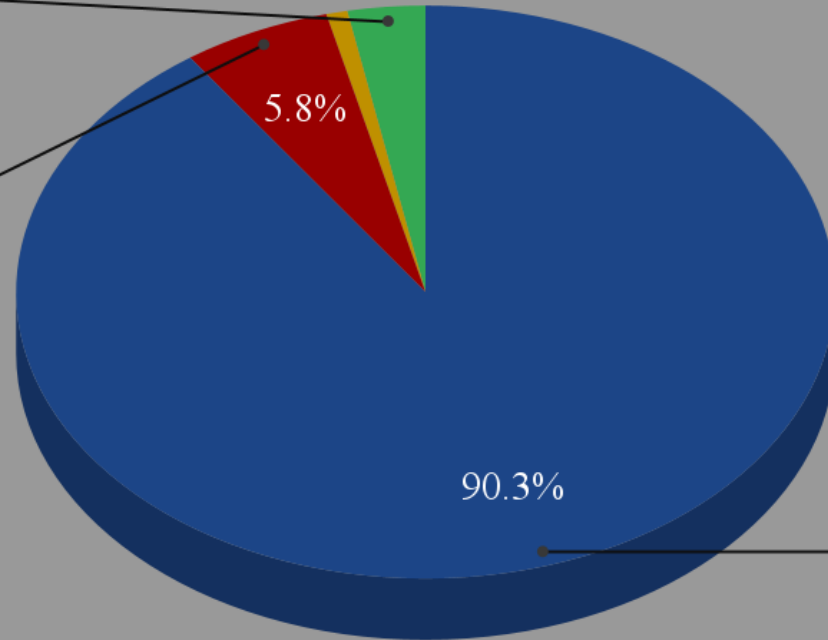
District- Offender Types

Other

3.1%

Staff

5.8%



90.3%

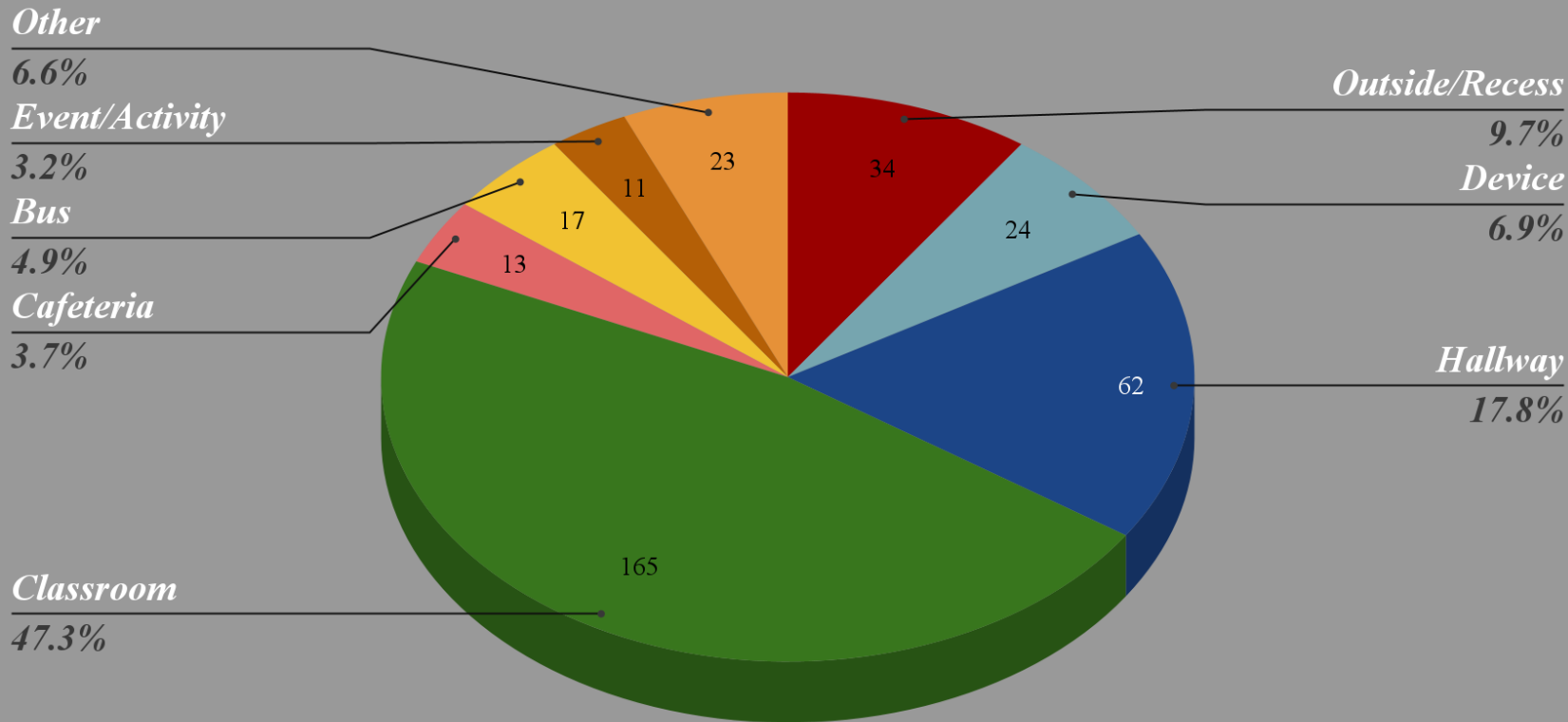
Student

90.3%

**Where are the incidents
occurring?**



District- Bias Locations Reported



What response is taking place?



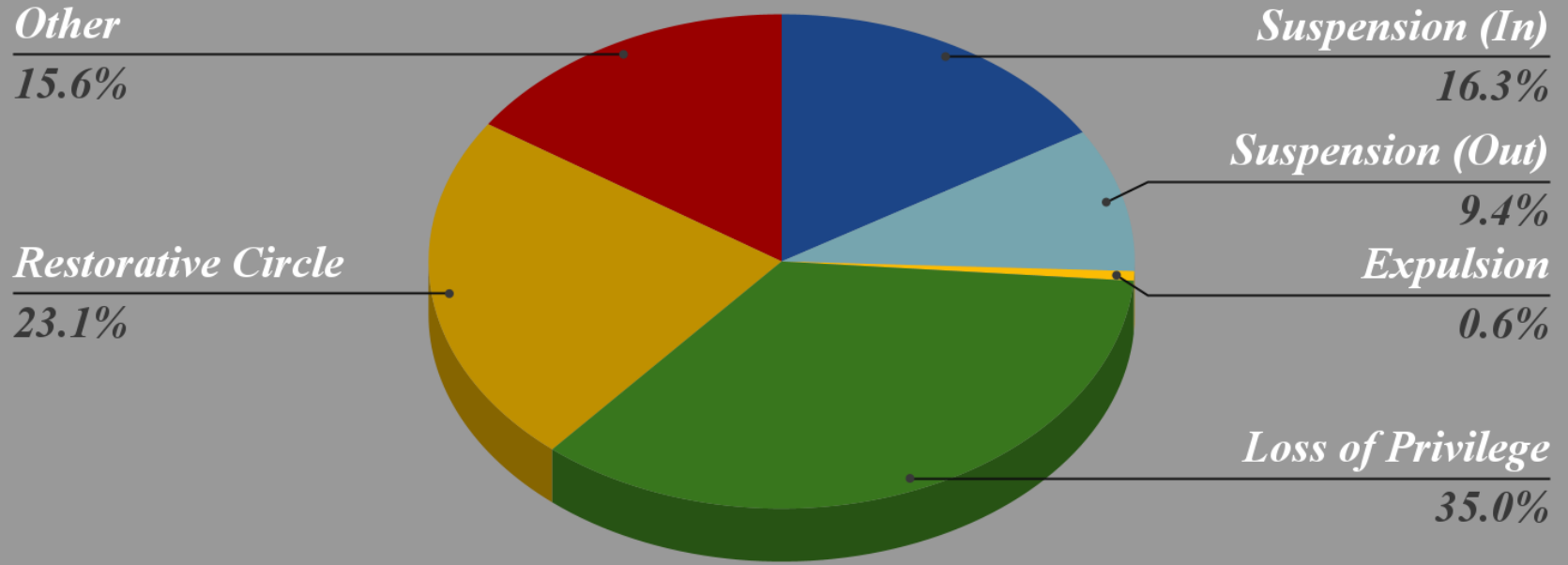
What response is taking place?

- Immediate support for target (relationship-based)
- Compassionate and comprehensive investigation
- Family communication and partnership
- Suspension (in- or out-of-school)
- Loss of privilege (social or extracurricular)
- Education and reflection (offender, bystanders)
- Repair and restorative practices



District- Response Steps Taken

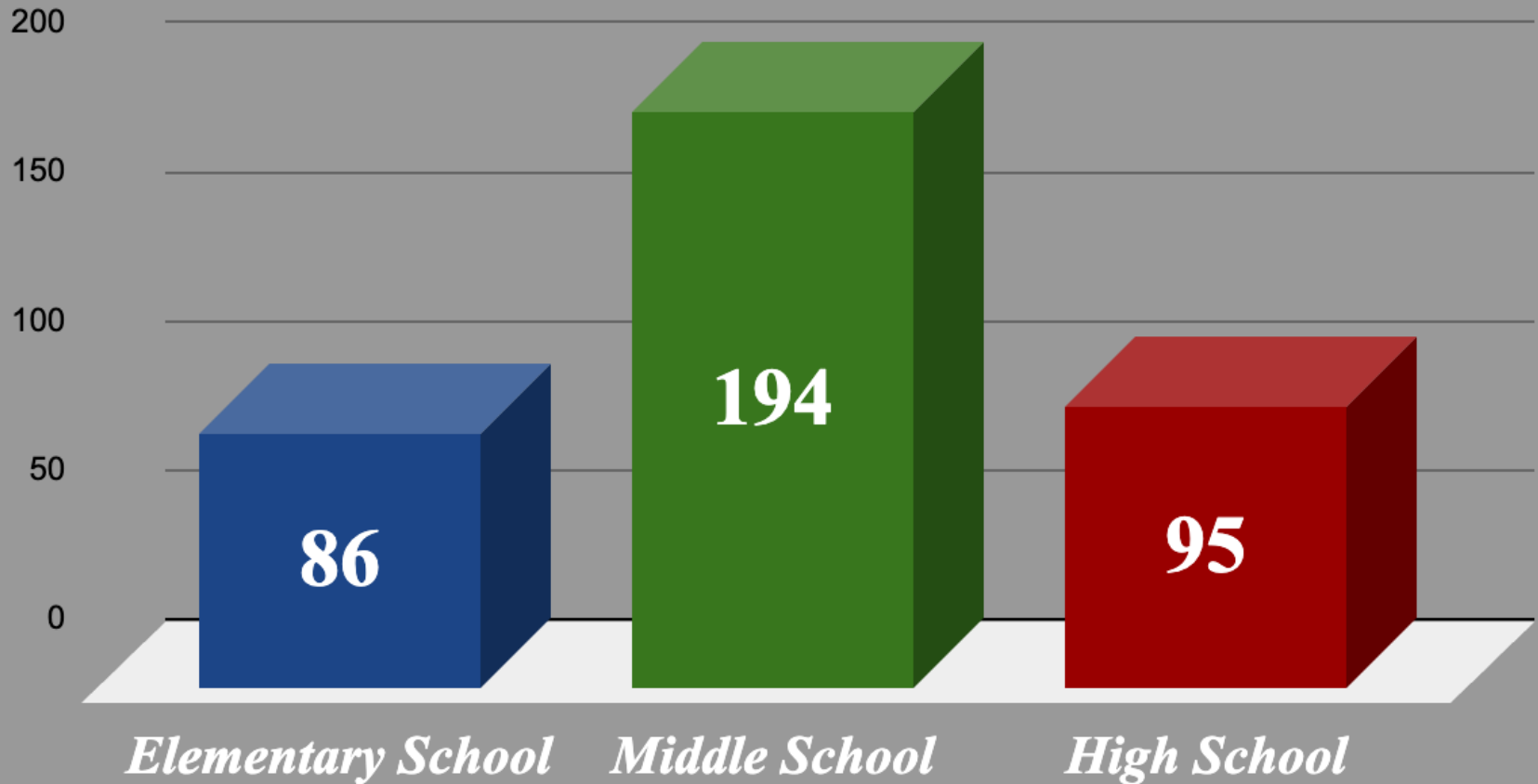
Some Entries Include Multiple Response Steps Taken



**How many bias incidents have
been reported this semester, by
level?**



District- Bias Reports Submitted by...



**What types of incidents have
been reported, by level?**



Elementary- Bias Report Break...

Disability

3.0%

Native Lang...

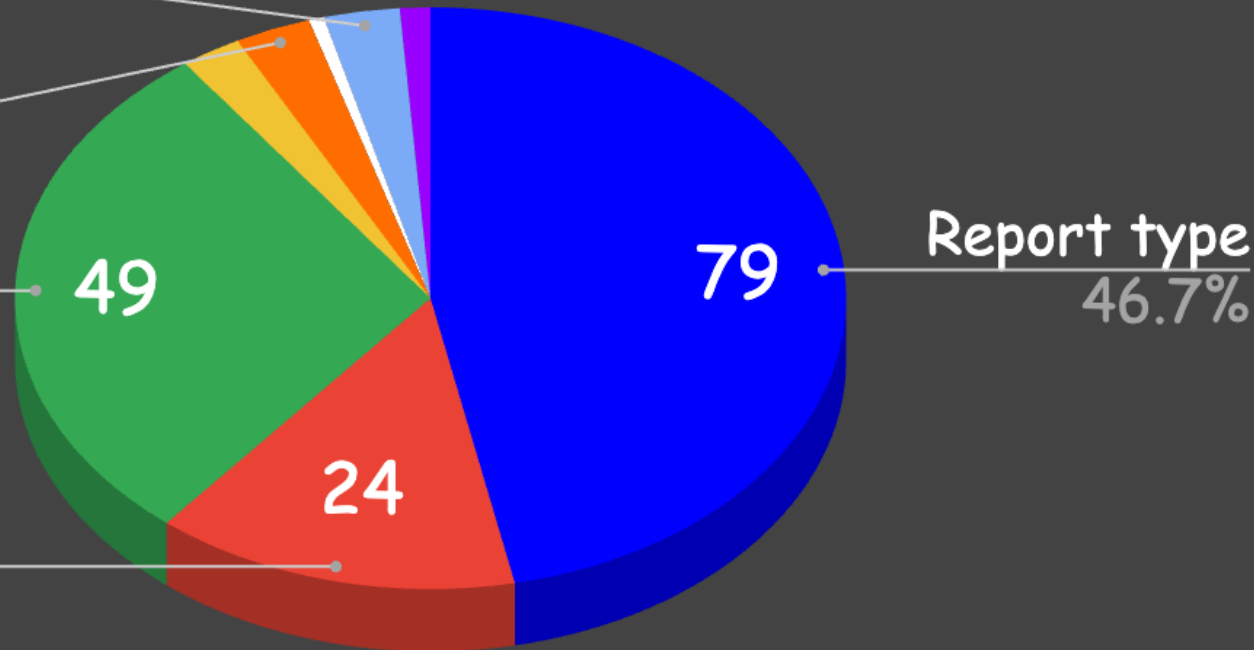
3.0%

Race/Ethnic...

29.0%

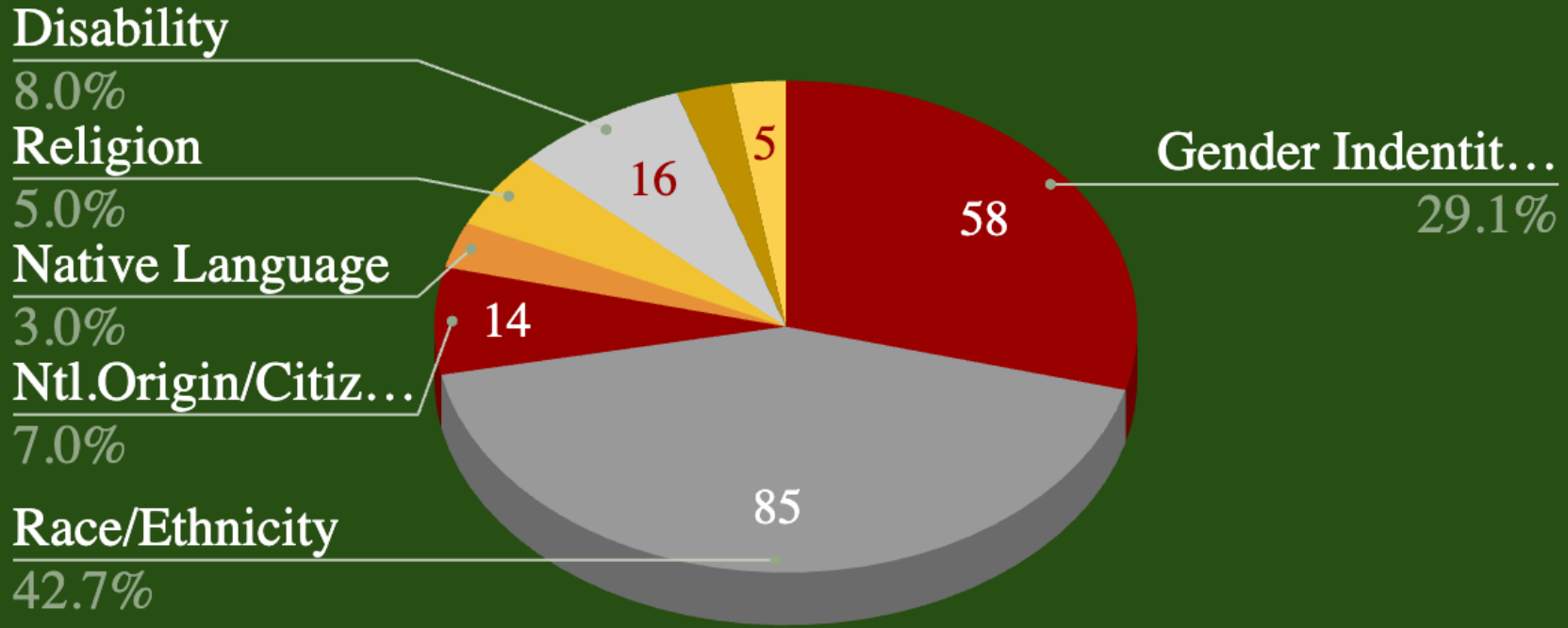
Gender Inde...

14.2%



Middle School- Bias Report Breakd...

Some Forms Reported Multiple Responses



High School- Bias Report Break...

Some Forms Reported Multiple Responses

Sex

3.5%

Age

2.7%

Disability

8.0%

Religion

9.7%

Native Lan...

4.4%

Ntl.Origin...

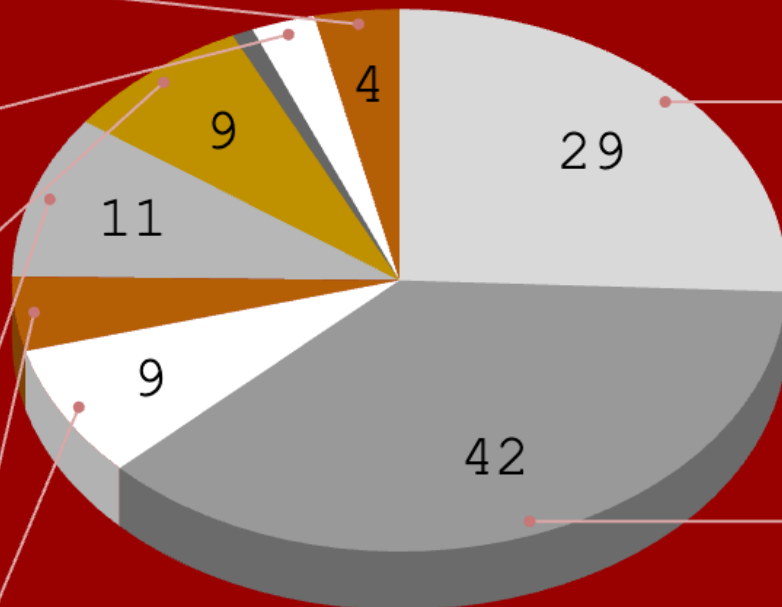
8.0%

Gender Ind...

25.7%

Race/Ethni...

37.2%



Who is making reports, by level?



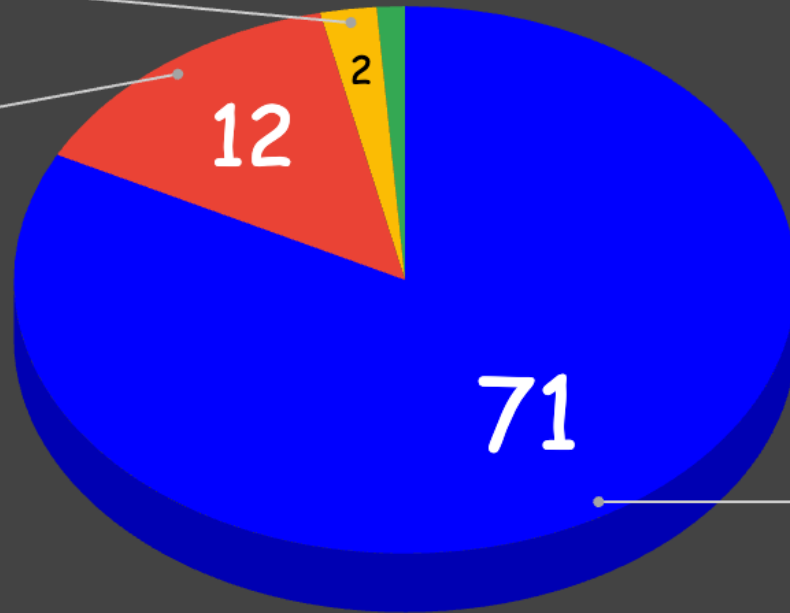
Elementary Reporter Type

Parent Repo...

2.3%

Student

14.0%



Employee
82.6%

Middle School- Reporter Type

Parent

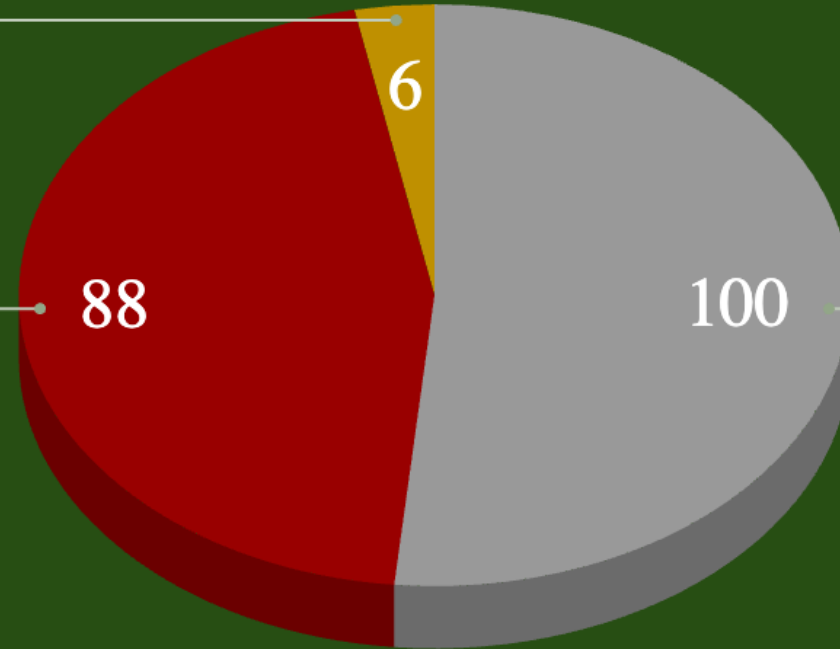
3.1%

Student

45.4%

Employee

51.5%



High School- Reporter Type

Parent

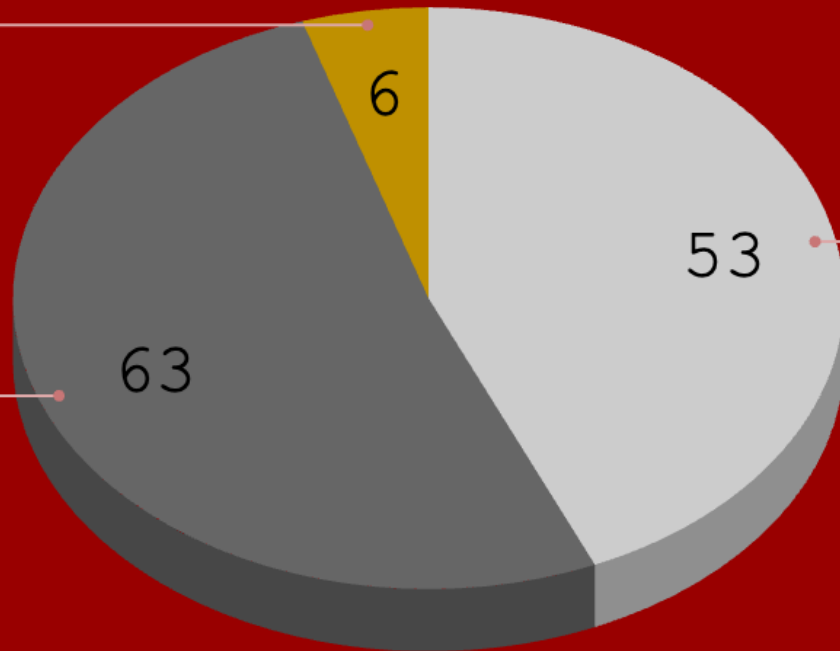
4.9%

Student

51.6%

Employee

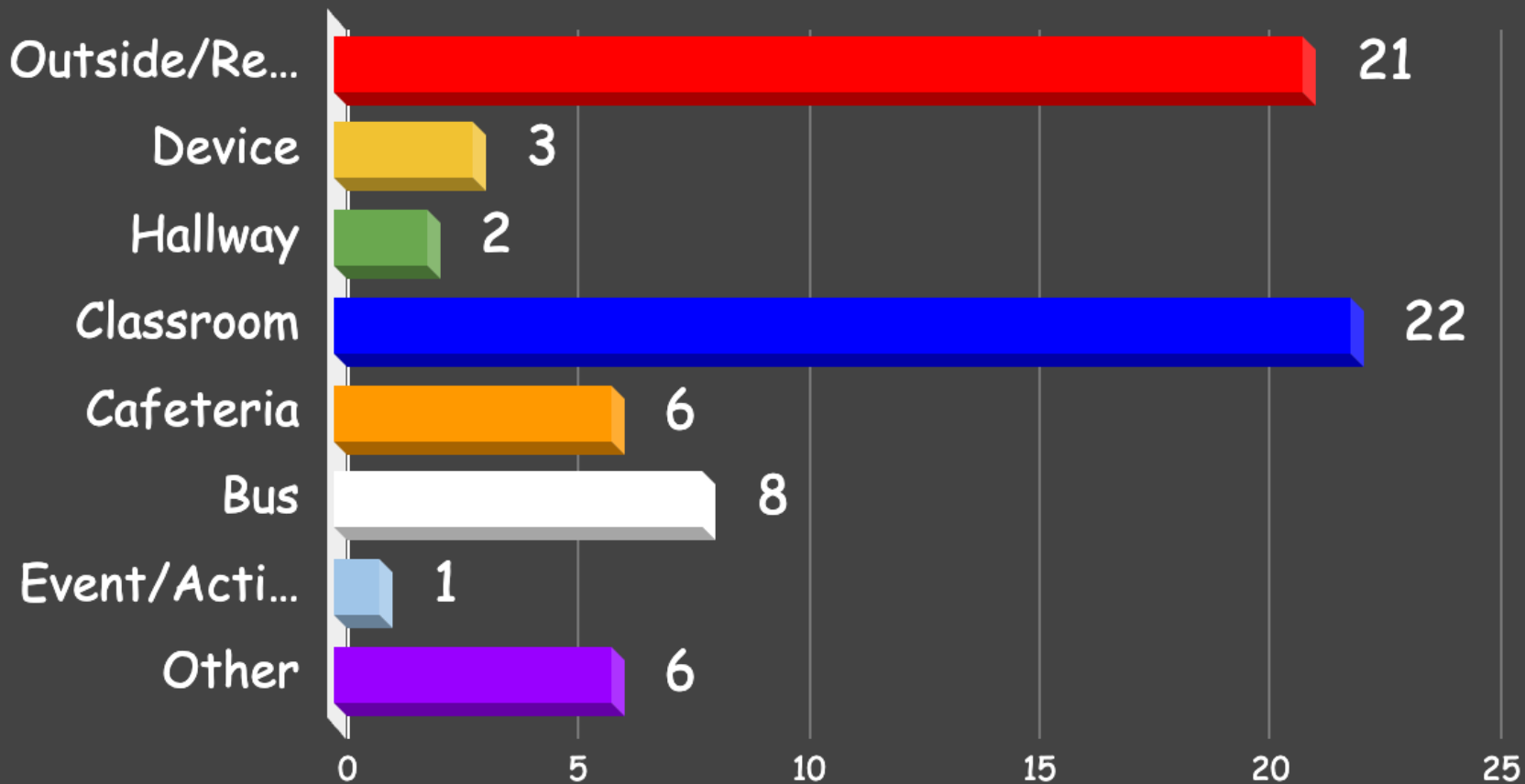
43.4%



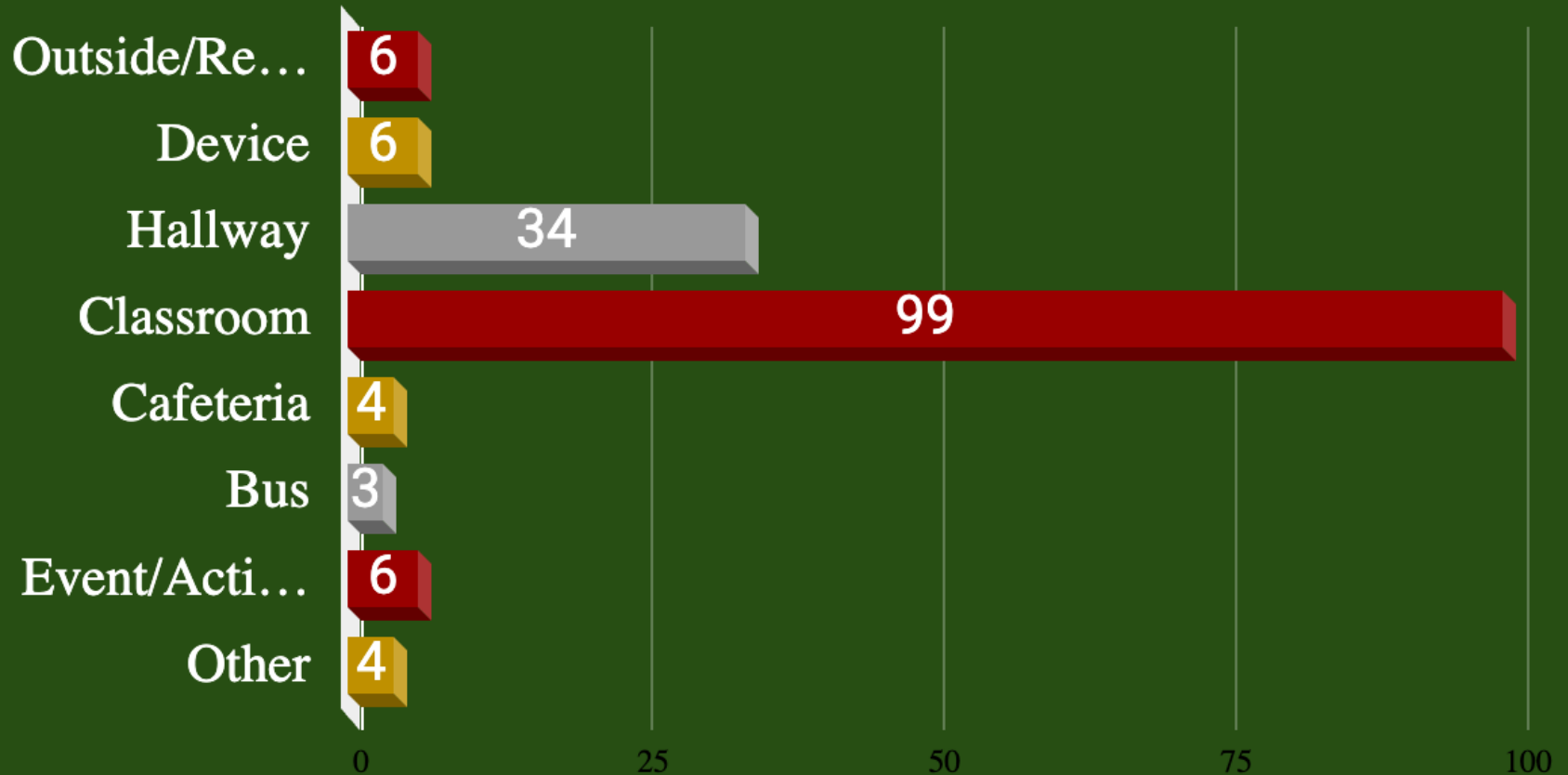
**Where are the locations, by
level?**



Elementary- Bias Locations Reported



Middle School- Bias Locations Rep...



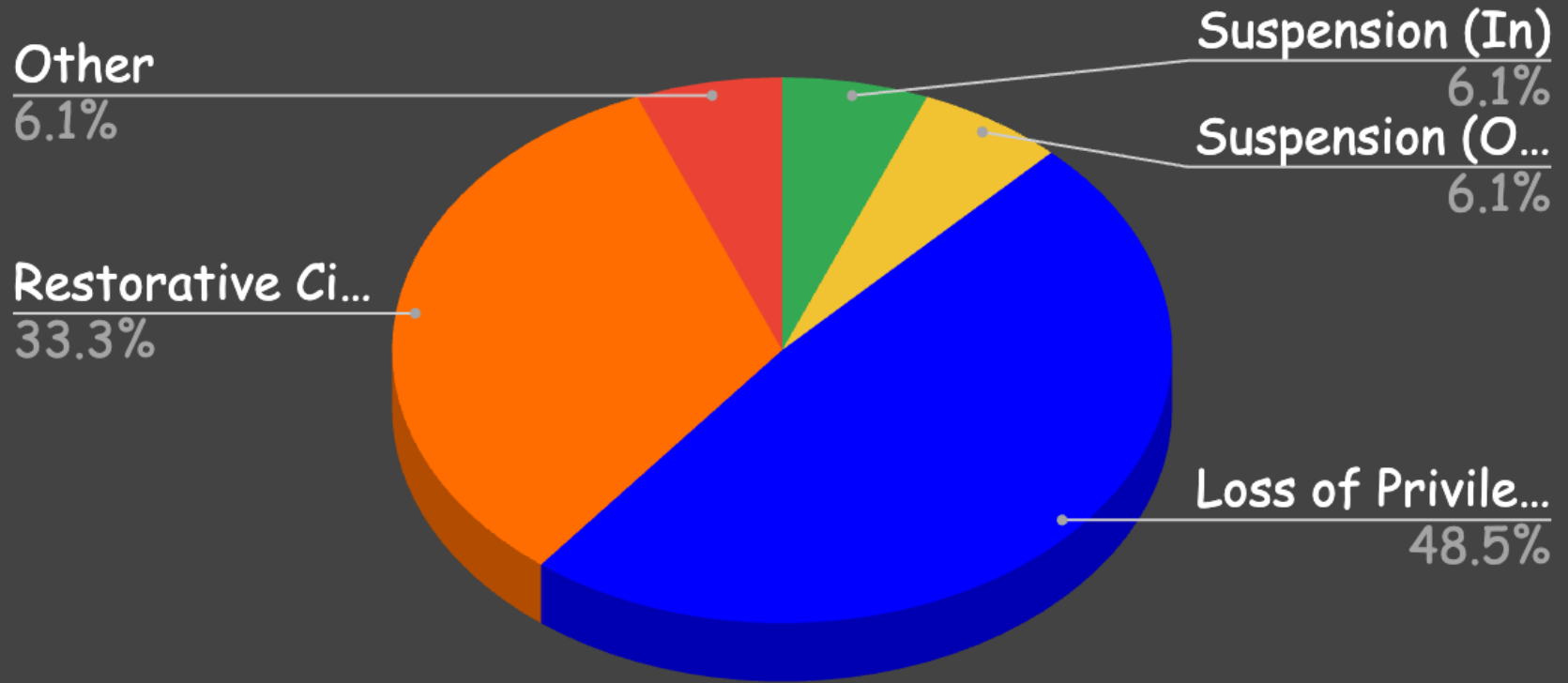
High School- Bias Locations Repo...



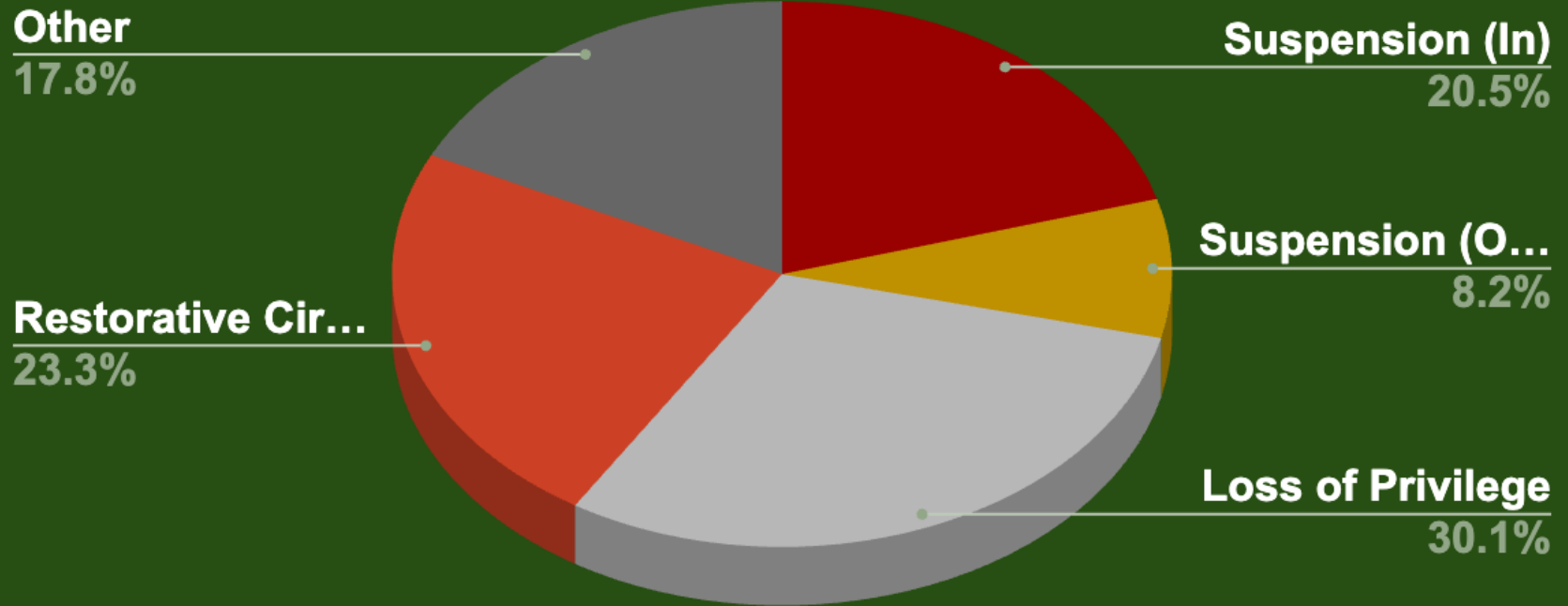
**Where are incidents occurring,
by level?**



Elementary- Response Steps Ta...



Middle School- Response Steps Taken



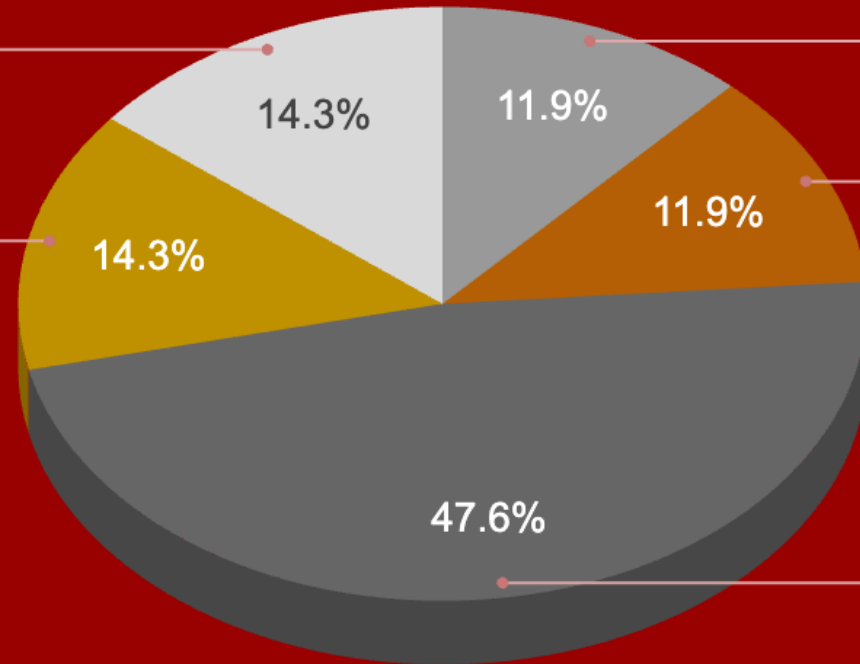
High School- Response Steps Ta...

Other

14.3%

Restorative C...

14.3%



Suspension (I...

11.9%

Suspension (O...

11.9%

Loss of Privi...

47.6%

Bend-La Pine Schools



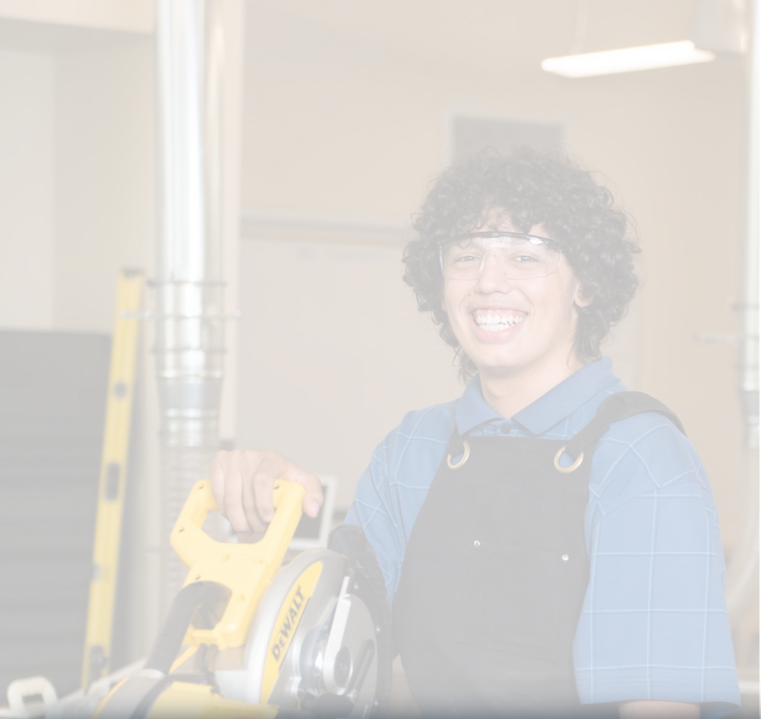
LEAD/EQUITY COACHES



[Bias Incident webpage and reporting tool](#)

[Equity Stance and policies](#)

[Contact us](#)



Datos de Incidentes de Sesgo

Panorama del Distrito: 2023-2024

Nuestra Postura de Equidad

Esperamos que todos los miembros de las Escuelas de Bend-La Pine mantengan nuestro compromiso colectivo con la equidad. Nos comprometemos a garantizar que cada estudiante, familia y empleado experimente un sentido de pertenencia, inclusión y bienestar como miembros de nuestra comunidad educativa.

Reconocemos que el cambio social continuo, que enfrenta nuestra región y país traerá incertidumbre, desacuerdo y errores mientras aprendemos y crecemos. Nos comprometemos a abordar estos desafíos con dignidad y gracia, incluso cuando sea difícil. Creemos firmemente en el poder de la educación pública para apoyar a nuestra comunidad en abrazar y navegar juntos los cambios colectivos.

Revise la postura de equidad completa de las Escuelas de Bend-La Pine y las políticas relacionadas [aquí](#).



¿Por qué reportar?

Postura del Distrito

Propósito de la herramienta de informes:

1. Activación de recursos y apoyo para la respuesta
2. Datos para análisis y toma de decisiones



Contexto y Alcance

El número de informes \neq El número de incidentes

Reportes duplicados

Quejas mal reportadas

Incidentes no reportados

Estos datos representan reportes enviados entre:

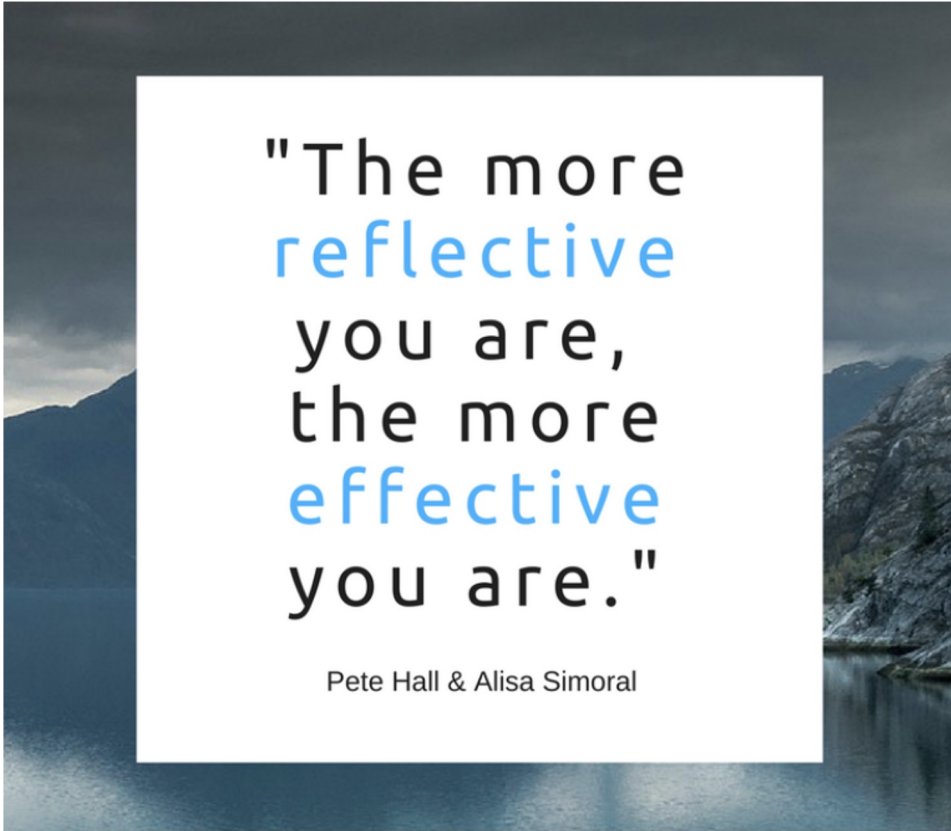
septiembre de 2023 - abril de 2024



One of the best things data can
enable us to do is to ask
questions we didn't know to ask.



Actividad de Toma de Notas y Reflexión

The quote is centered on a white rectangular background. The words "reflective" and "effective" are highlighted in a light blue color, while the rest of the text is in black. The background of the entire slide is a scenic photograph of a calm lake reflecting the surrounding mountains and a cloudy sky.

"The more
reflective
you are,
the more
effective
you are."

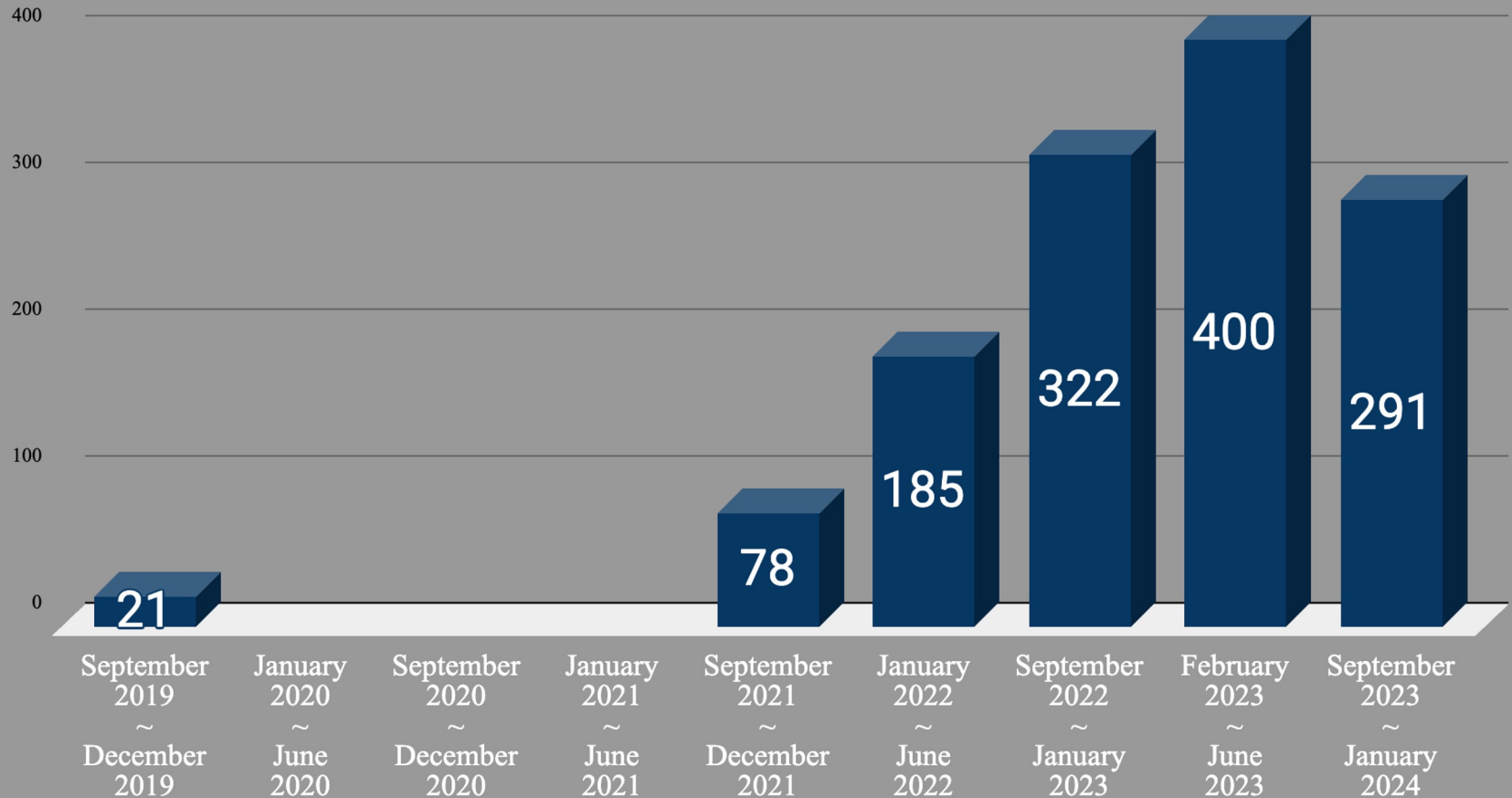
Pete Hall & Alisa Simoral



¿Cuántos incidentes fueron reportados en años anteriores?



Cumulative Bias Incidents Reported

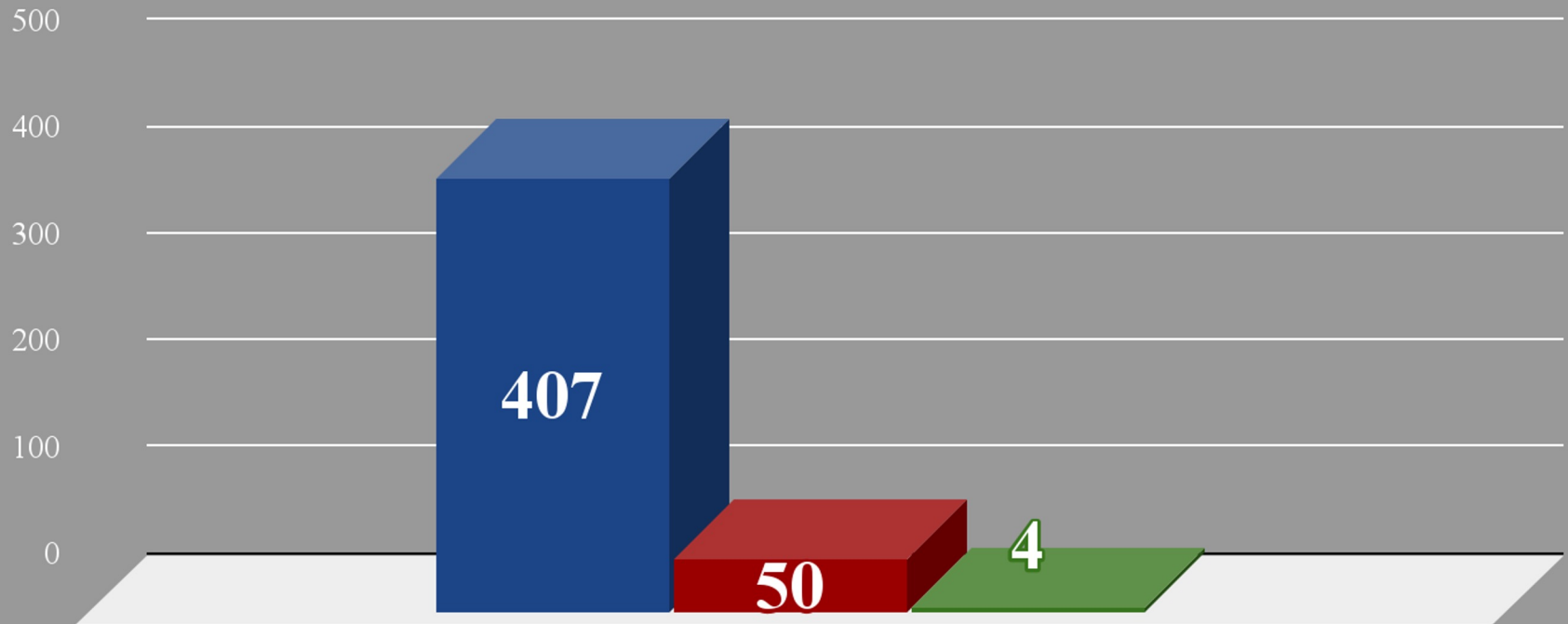


**¿Cuántos incidentes de sesgo
se han reportado este año?**



District- Form Submission Type

■ *Bias Incident Reported* ■ *General Concern/Complaint Reported*
■ *Make a SafeOregon Tip*



¿Qué tipos de incidentes se han reportado?



District- Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

19.5%

Disability

5.6%

Religion

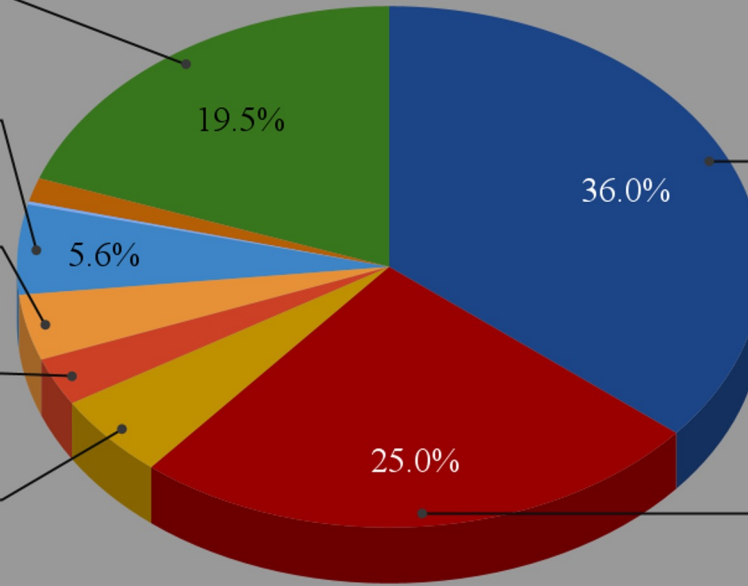
4.1%

Native Language

3.0%

Ntl.

5.2%



Race/Ethnicity

36.0%

Gender

25.0%

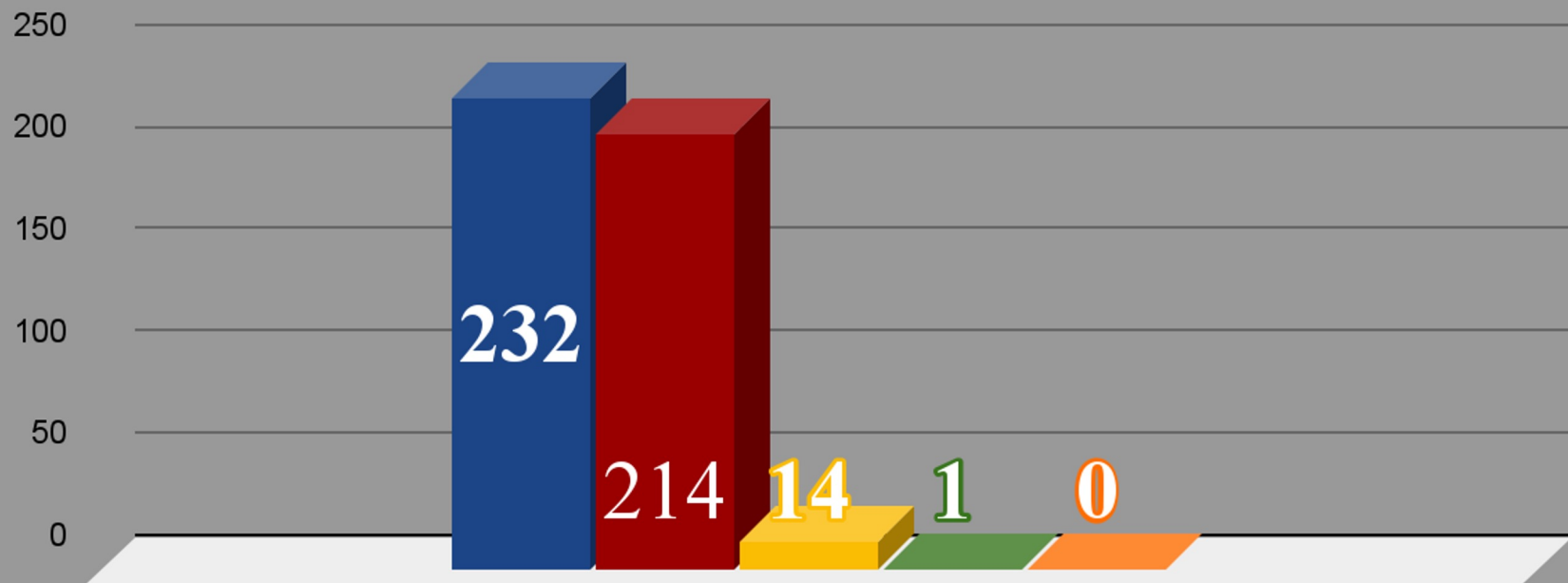


¿Quién está haciendo los reportes?



District- Reporter Type

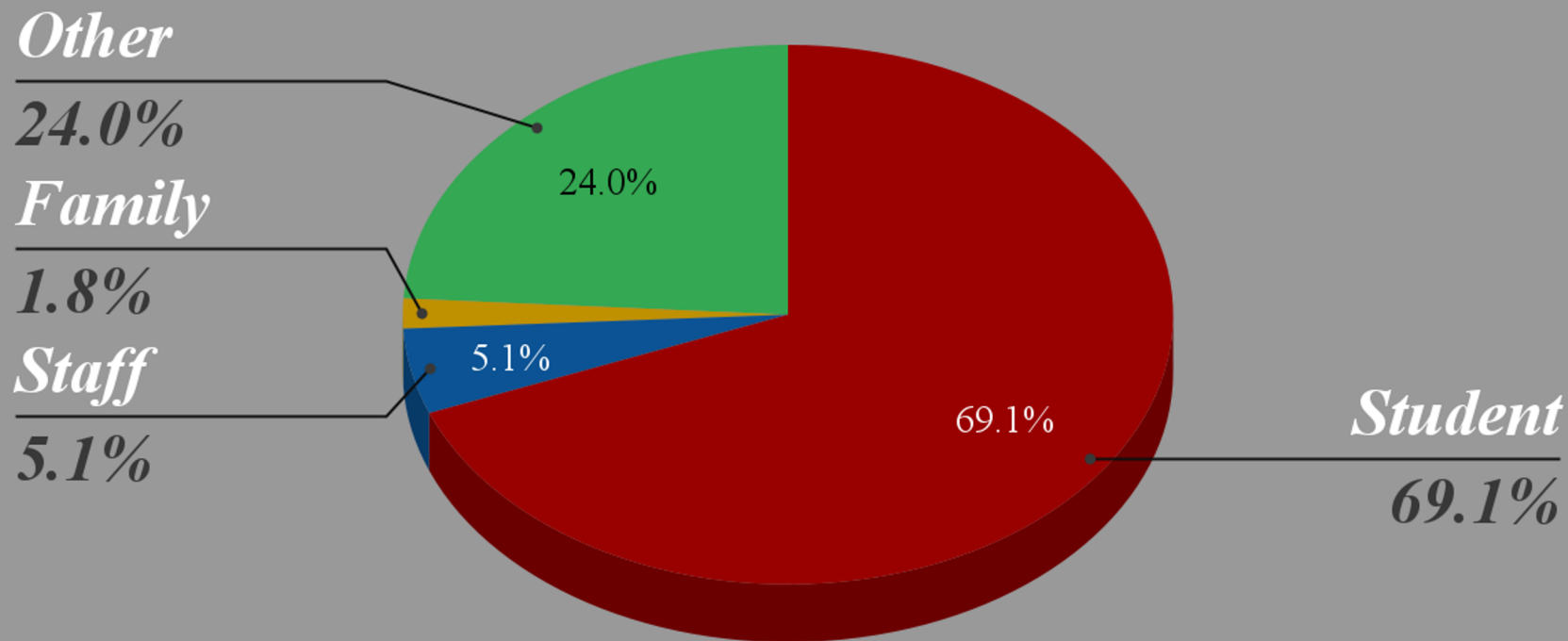
■ *Employee Reported* ■ *Student Reported*
■ *Parent Reported* ■ *Community Member Reported* 1 más



¿Quiénes son los objetivos?



District- Target Types



¿Quiénes son los infractores?



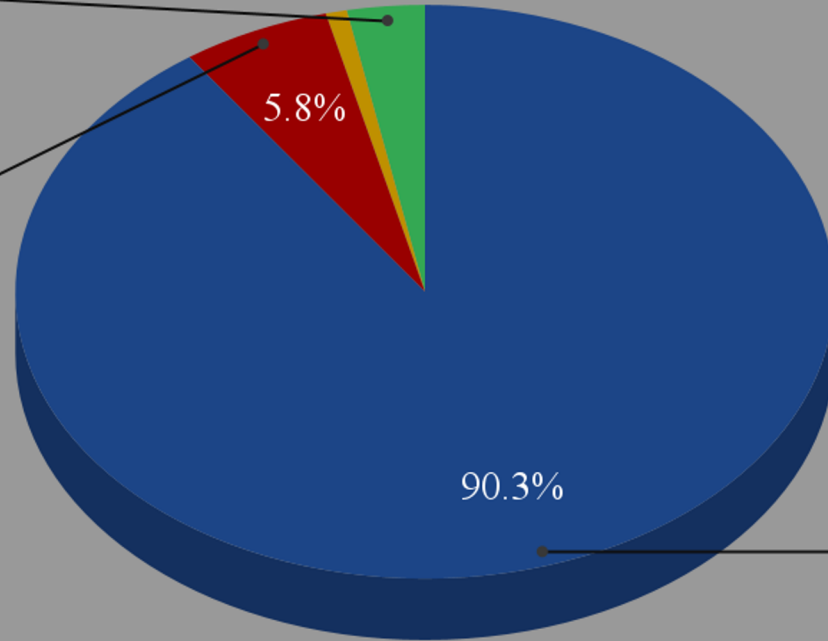
District- Offender Types

Other

3.1%

Staff

5.8%



90.3%

Student

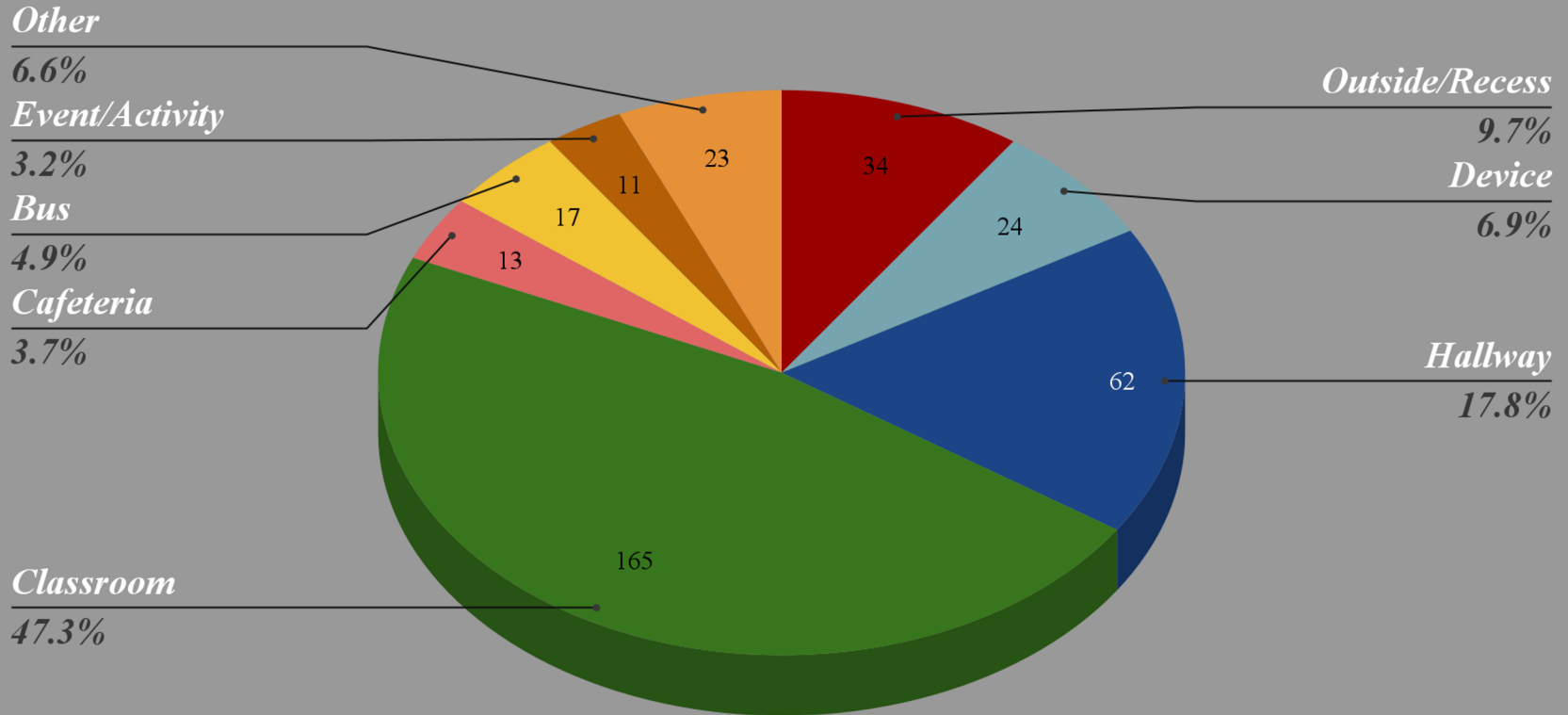
90.3%



¿Dónde están ocurriendo los incidentes?



District- Bias Locations Reported



¿Qué respuesta se está llevando a cabo?



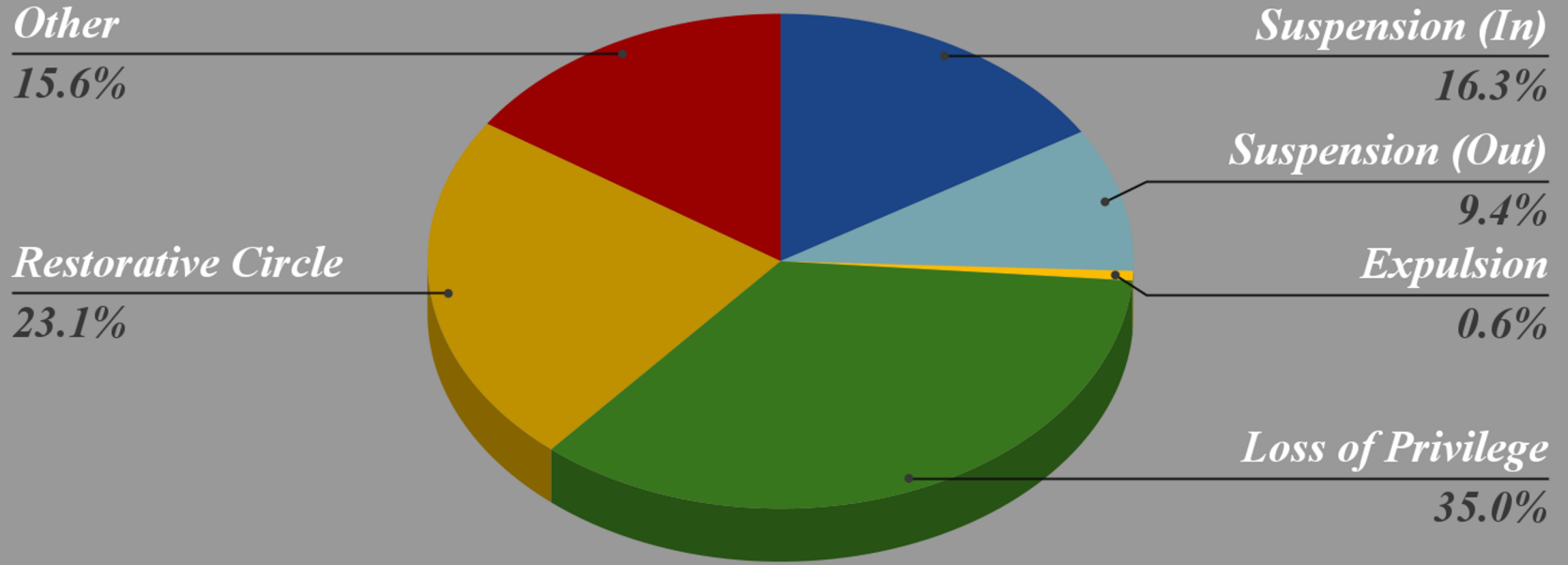
¿Qué respuesta se está llevando a cabo?

- Apoyo inmediato para el objetivo (basado en relaciones)
- Investigación compasiva y completa
- Comunicación y colaboración con la familia
- Suspensión (dentro o fuera de la escuela)
- Pérdida de privilegios (sociales o extracurriculares)
- Educación y reflexión (infractor, espectadores)
- Prácticas de reparación y restauración



District- Response Steps Taken

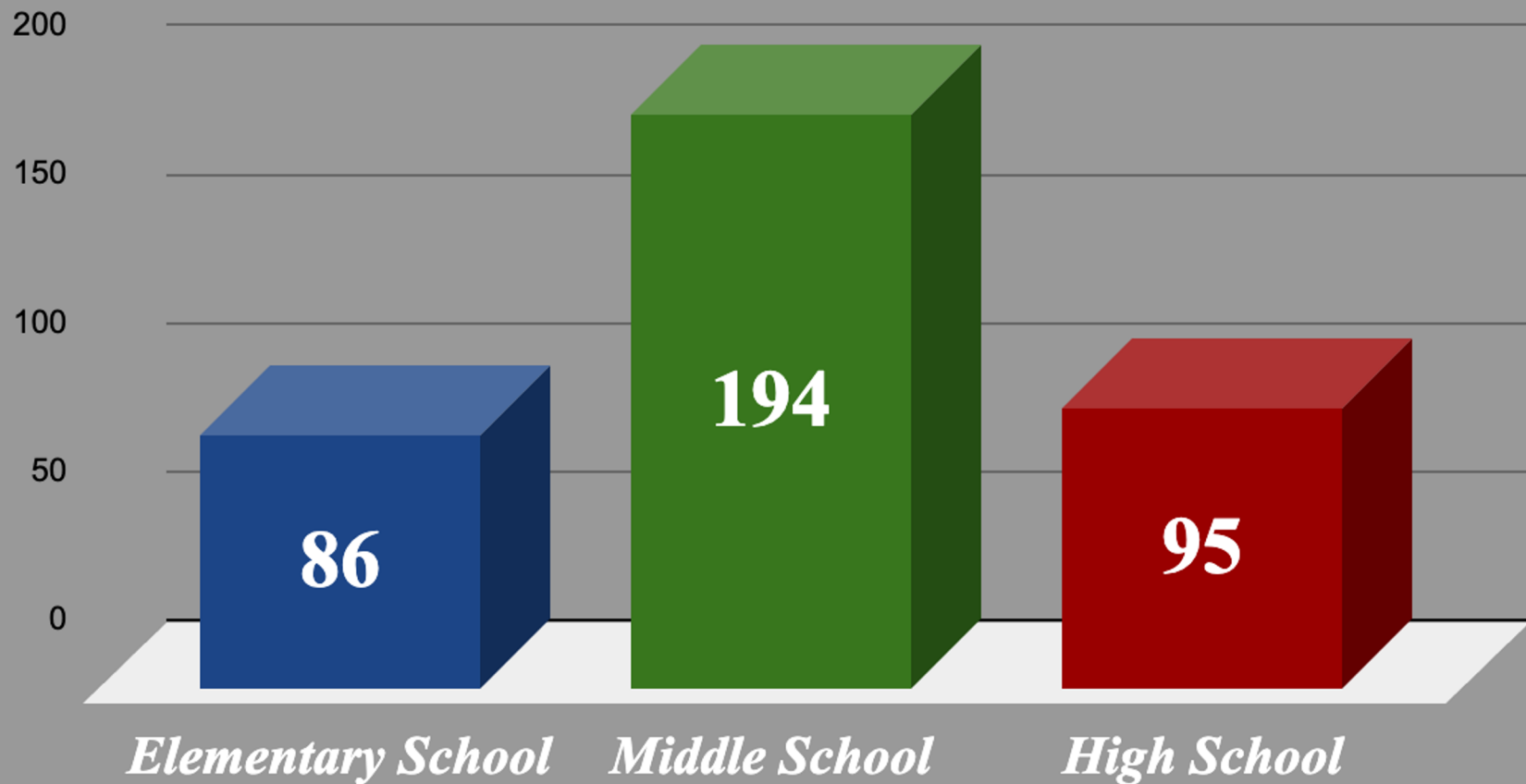
Some Entries Include Multiple Response Steps Taken



¿Cuántos incidentes de sesgo
se han reportado este semestre,
por nivel?



District- Bias Reports Submitted by...



¿Qué tipos de incidentes se han reportado, por nivel?



Elementary- Bias Report Break...

Disability

3.0%

Native Lang...

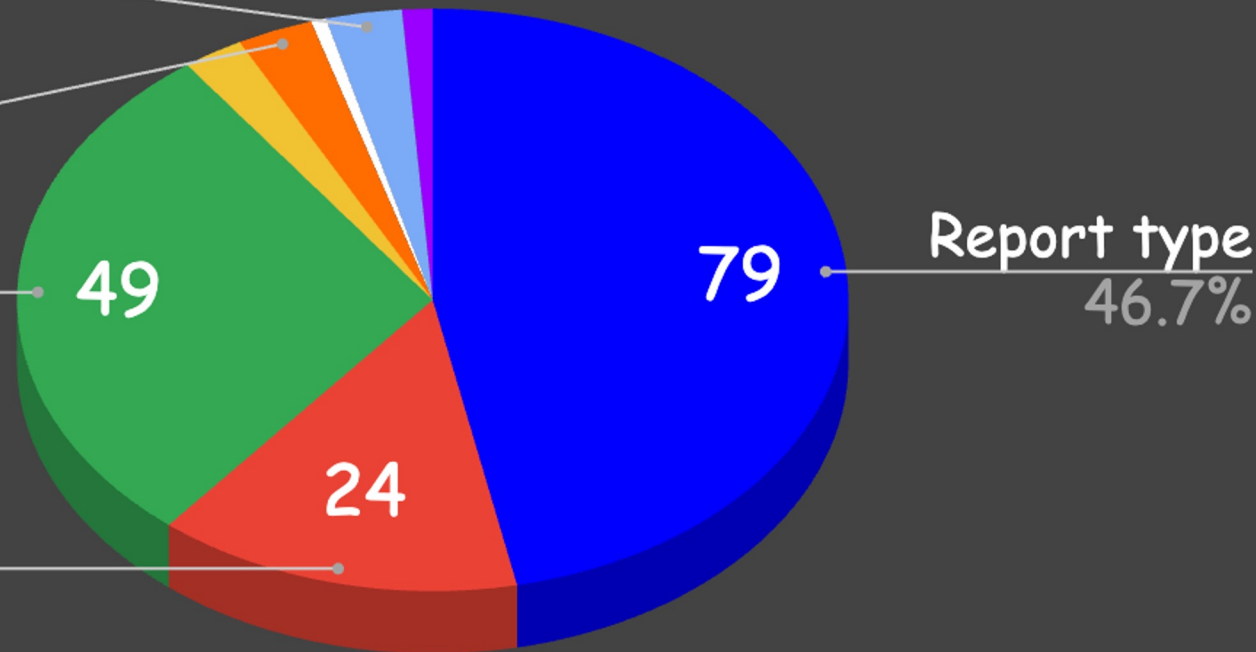
3.0%

Race/Ethnic...

29.0%

Gender Inde...

14.2%



Middle School- Bias Report Breakd...

Some Forms Reported Multiple Responses

Disability

8.0%

Religion

5.0%

Native Language

3.0%

Ntl.Origin/Citiz...

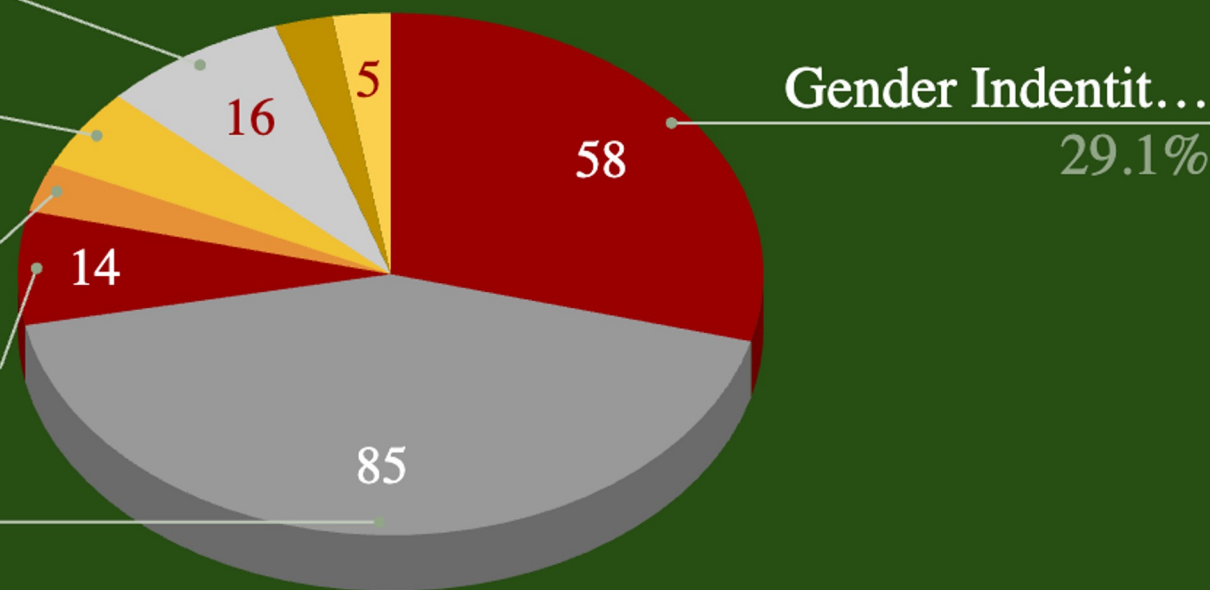
7.0%

Race/Ethnicity

42.7%

Gender Indentit...

29.1%



High School- Bias Report Break...

Some Forms Reported Multiple Responses

Sex

3.5%

Age

2.7%

Disability

8.0%

Religion

9.7%

Native Lan...

4.4%

Ntl.Origin...

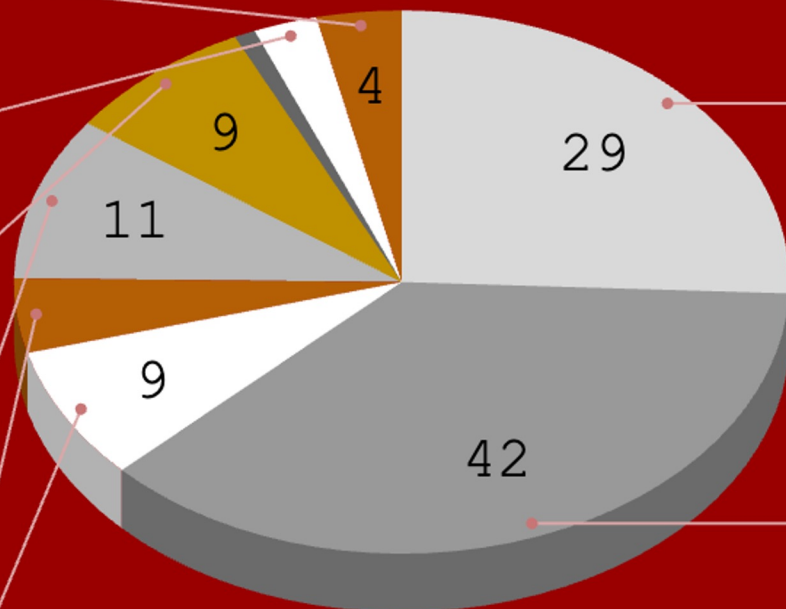
8.0%

Gender Ind...

25.7%

Race/Ethni...

37.2%



¿Quién está haciendo reportes,
por nivel?



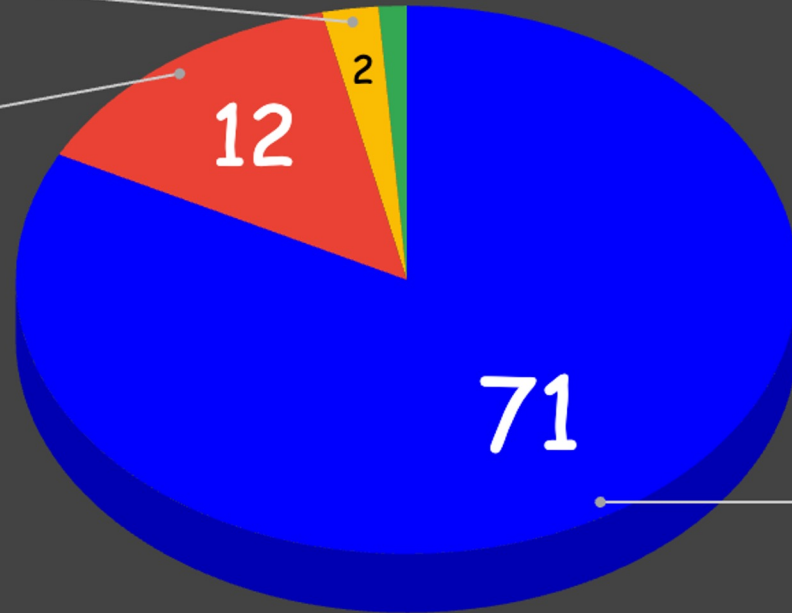
Elementary Reporter Type

Parent Repo...

2.3%

Student

14.0%



Employee
82.6%



Middle School- Reporter Type

Parent

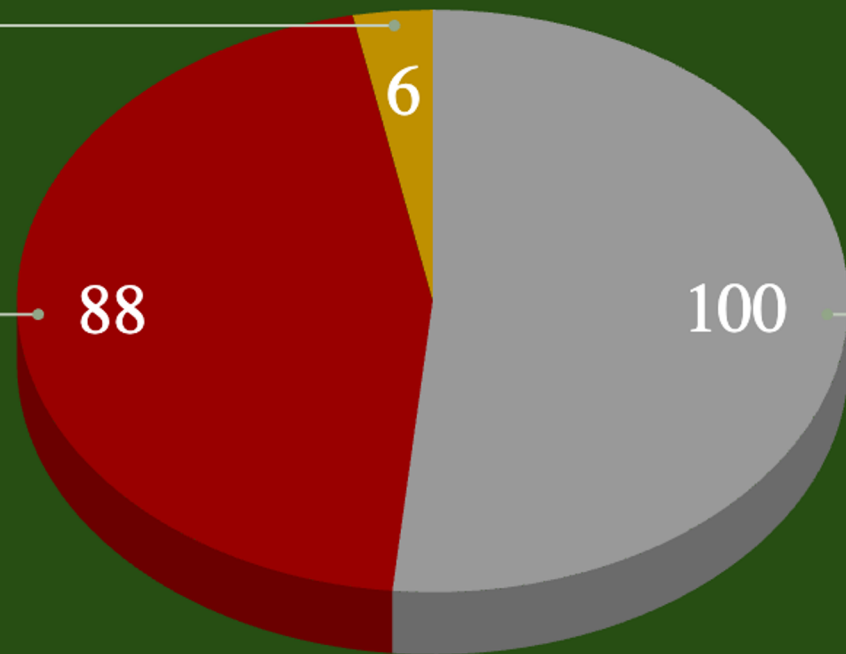
3.1%

Student

45.4%

Employee

51.5%



High School- Reporter Type

Parent

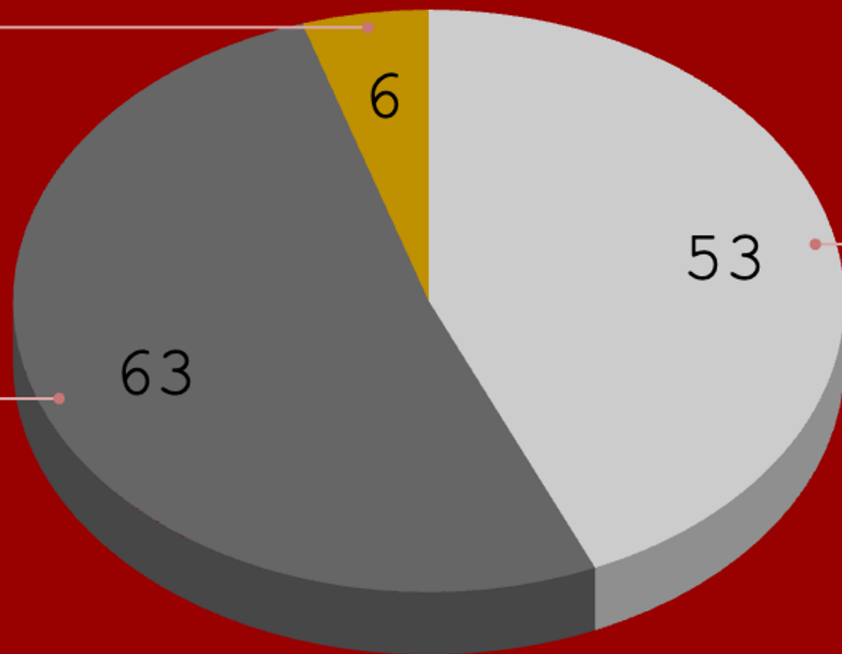
4.9%

Student

51.6%

Employee

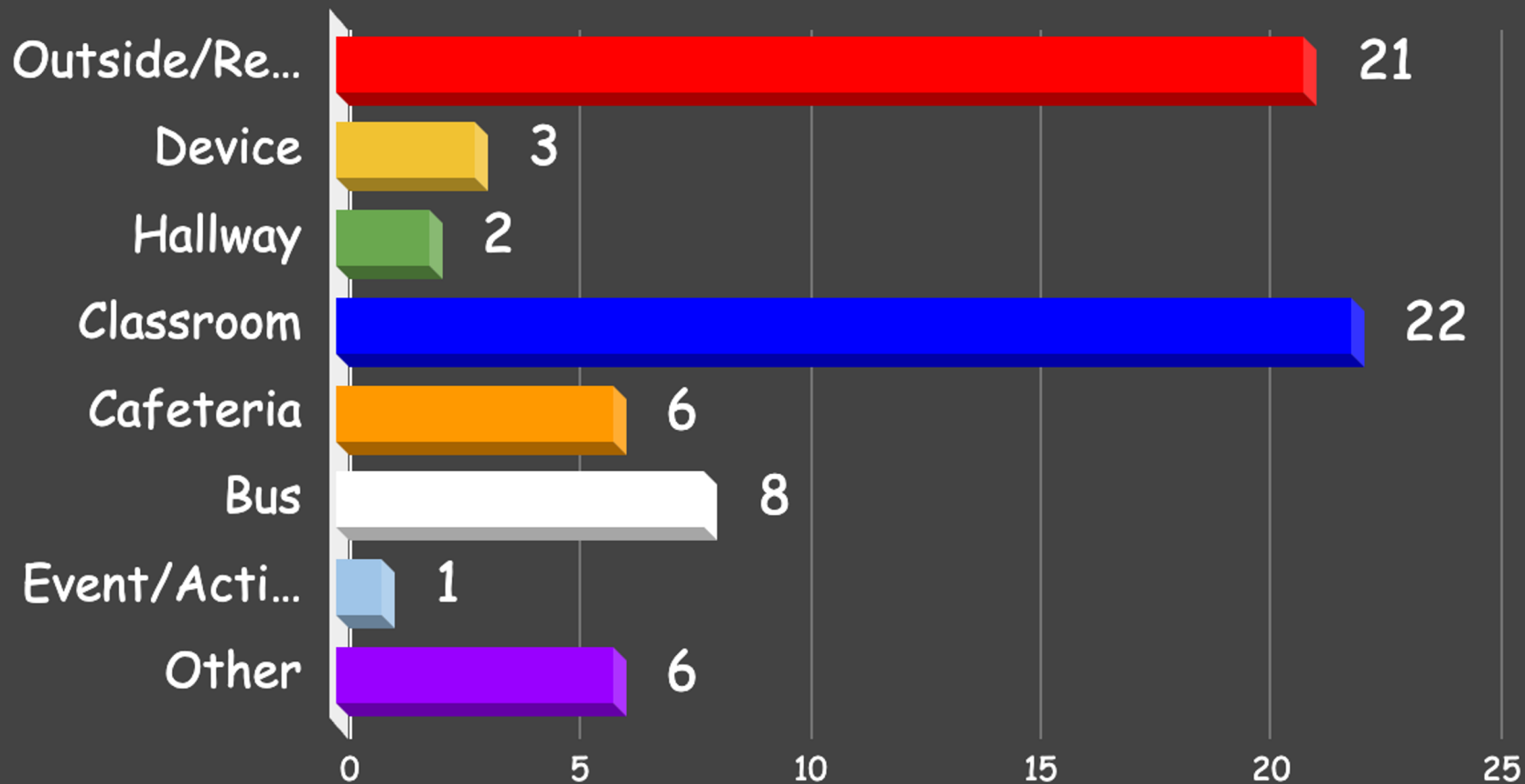
43.4%



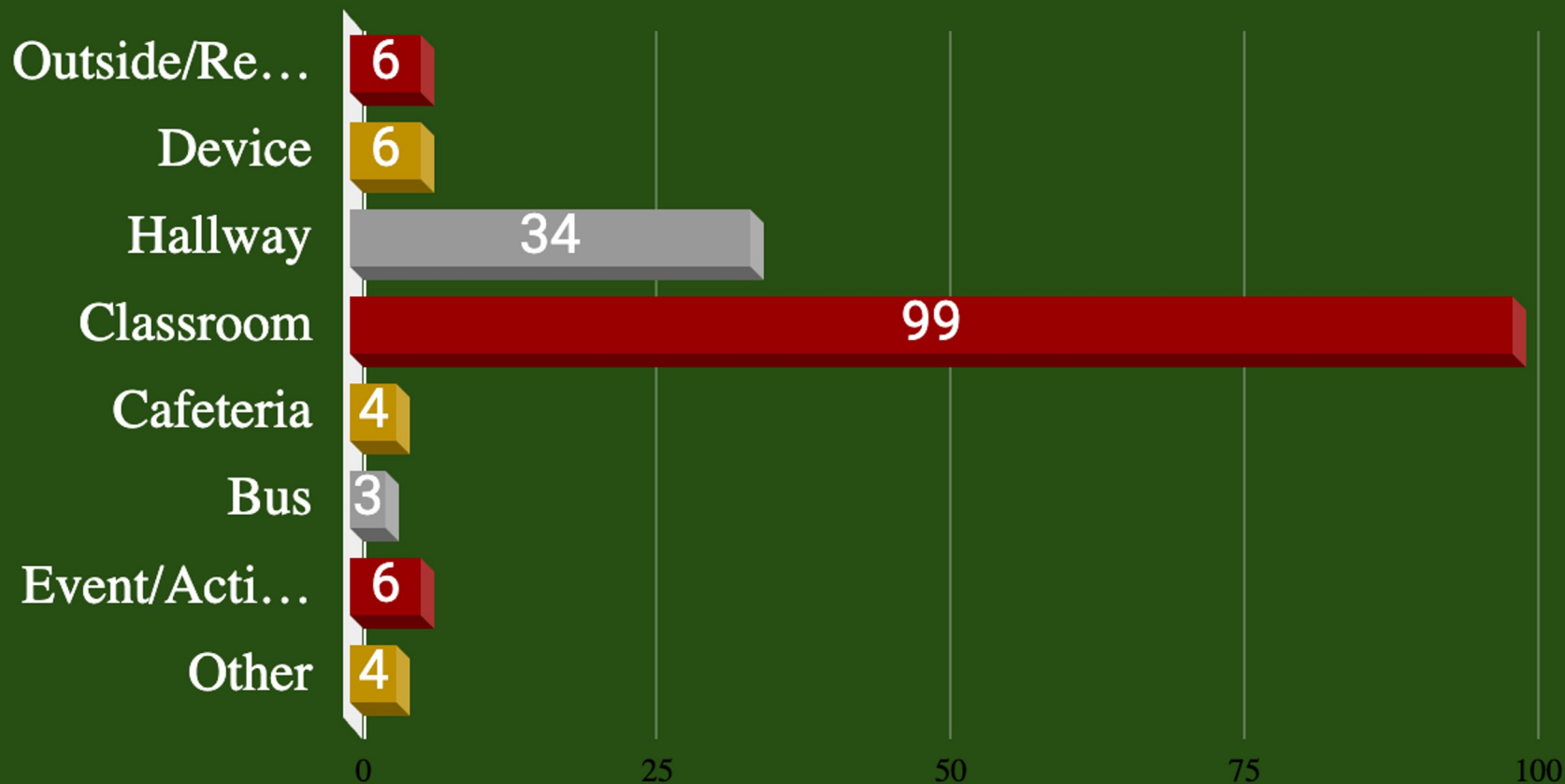
¿Dónde están las ubicaciones,
por nivel?



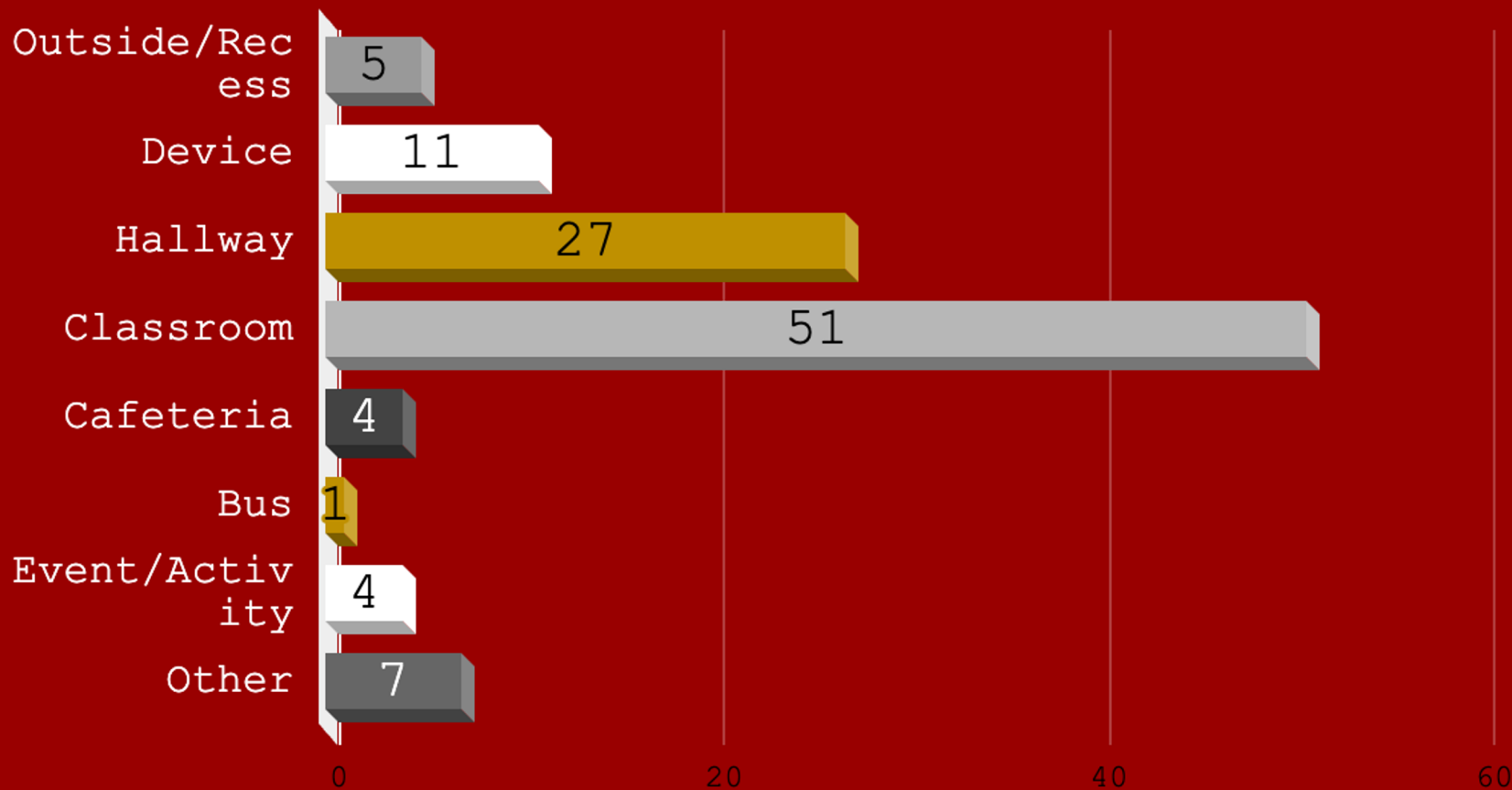
Elementary- Bias Locations Reported



Middle School- Bias Locations Rep...



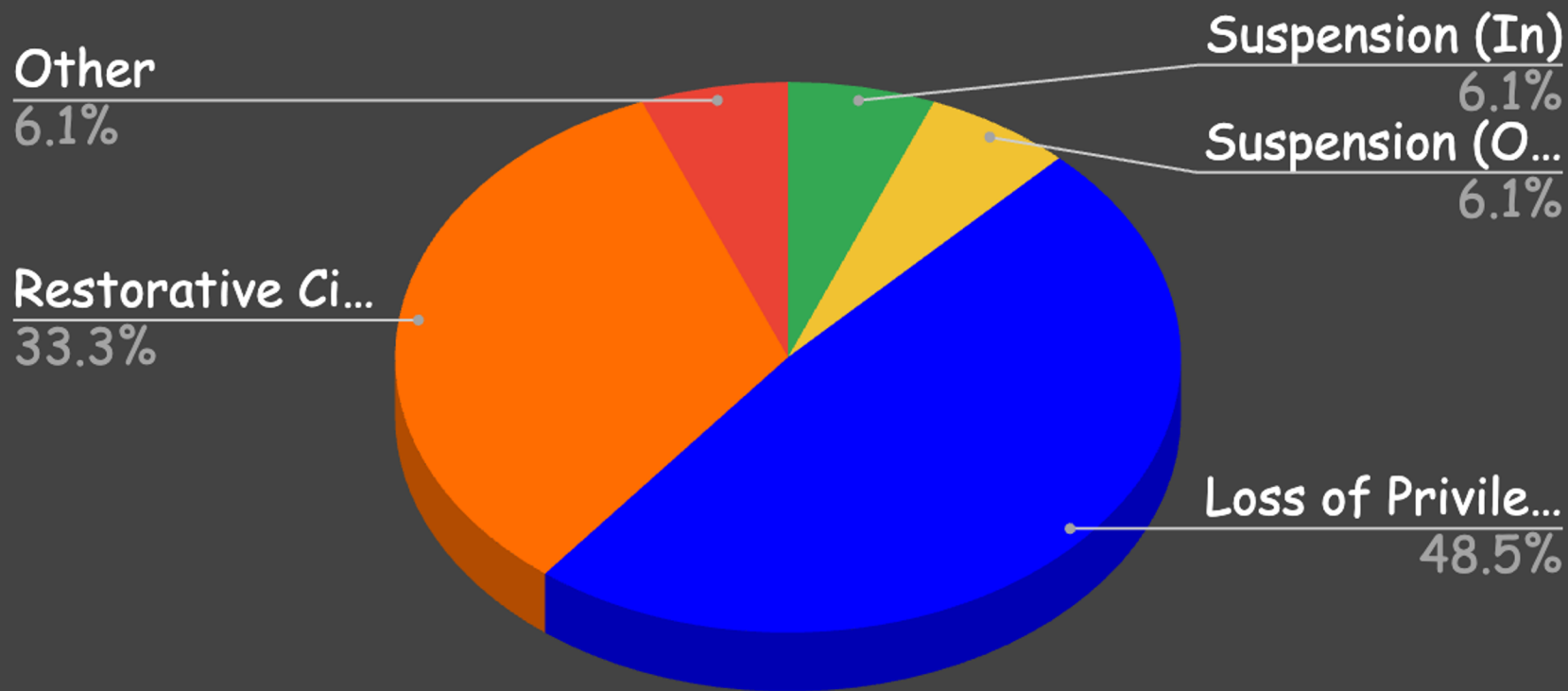
High School- Bias Locations Repo...



¿Dónde están ocurriendo los incidentes, por nivel?



Elementary- Response Steps Ta...



Middle School- Response Steps Taken

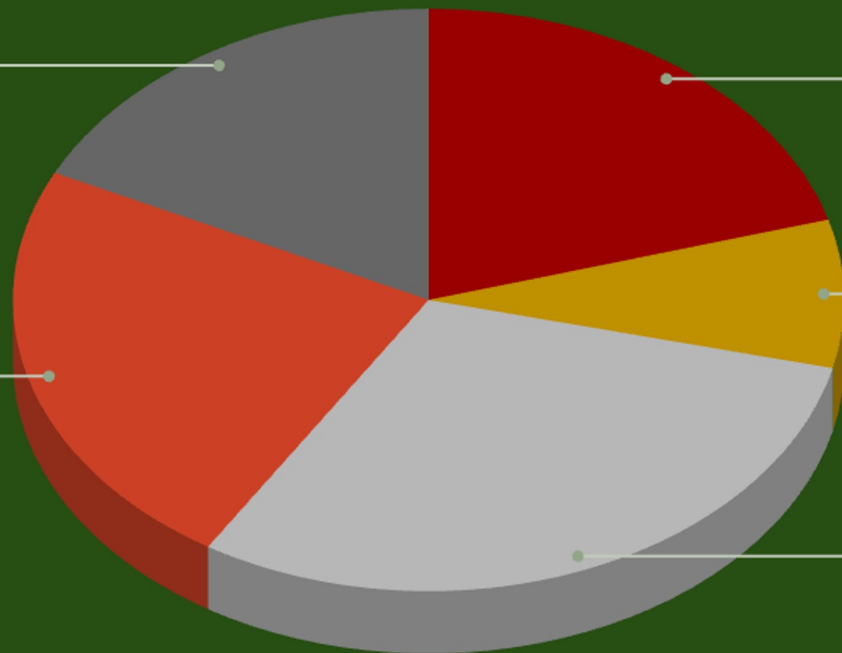
Other
17.8%

Suspension (In)
20.5%

Suspension (O...)
8.2%

Restorative Cir...
23.3%

Loss of Privilege
30.1%



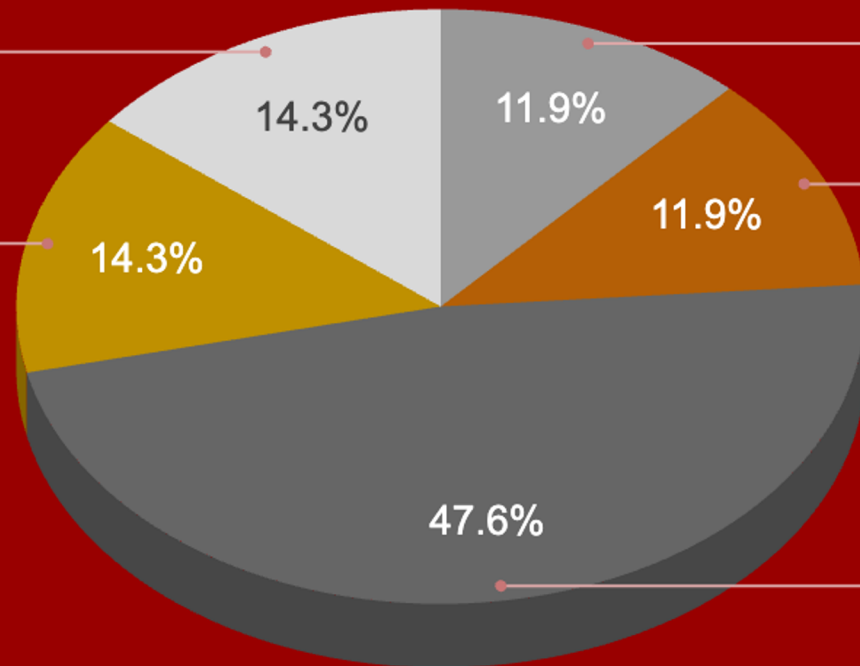
High School- Response Steps Ta...

Other

14.3%

Restorative C...

14.3%



Suspension (I...

11.9%

Suspension (O...

11.9%

Loss of Privi...

47.6%



Bend-La Pine Schools



LEAD/EQUITY COACHES

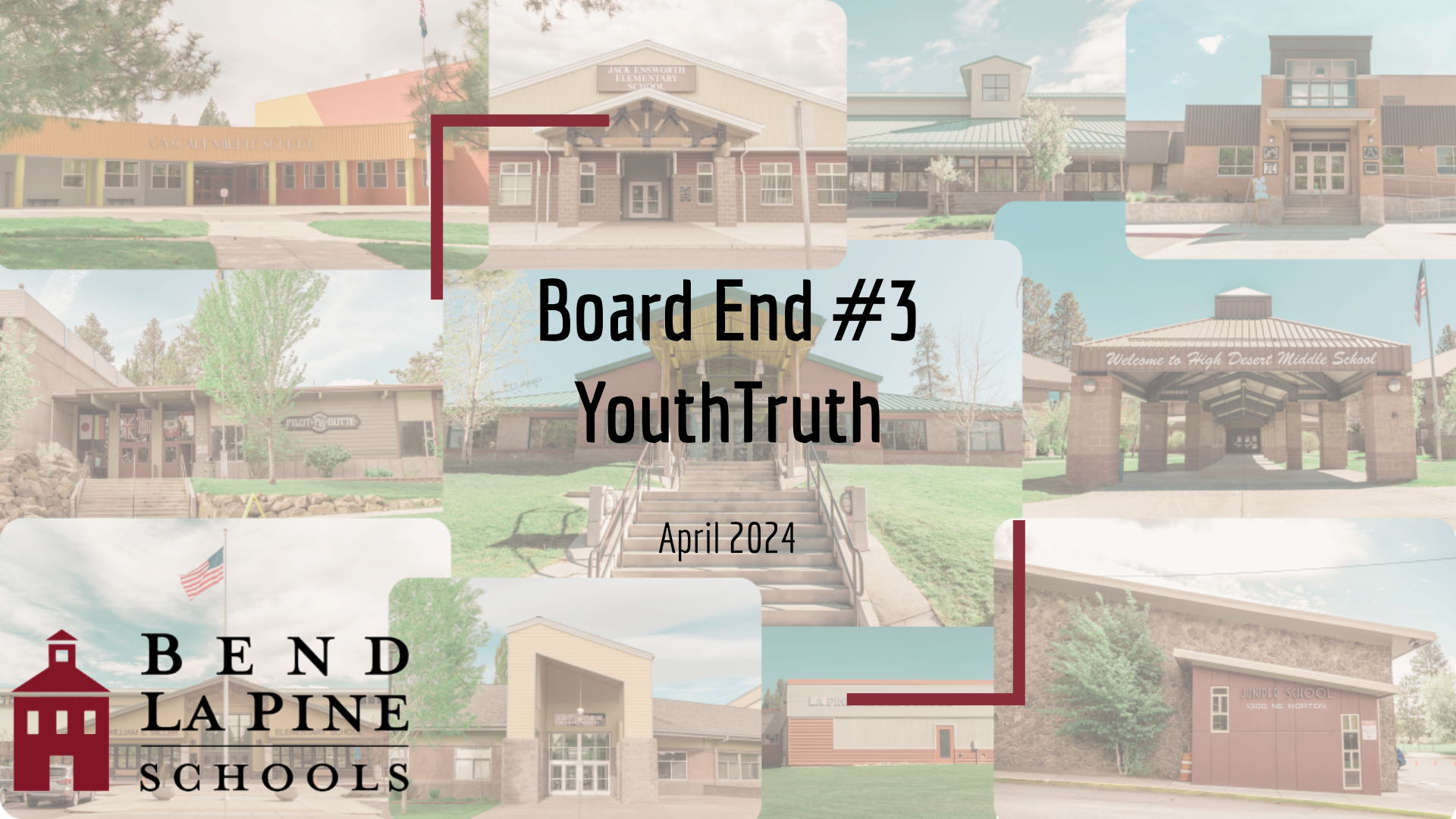




[Página web de Incidentes de Sesgo y herramienta de informes](#)

[Postura de Equidad y políticas](#)

[Contact us](#)



Board End #3 YouthTruth

April 2024



**B E N D
LA PINE
SCHOOLS**

About YouthTruth

- Nationally norm-referenced
 - Nearly 3 million students
 - 39 states
 - 42 Oregon districts
 - Our 4th year
- Validated, evidence-based survey instruments
- Triangulates perceptions from students, families, and staff.



Why YouthTruth?

Student and stakeholder voice matters!

Compliments prevalent data such as test scores, graduation rates, disciplinary and attendance records

Elevates voice while maintaining privacy

Highlights commonalities and differences in how subgroups experience schools

<https://youthtruthsurvey.org/resources-3/#research>



We heard from over 13,469
District Community Members

1,339 staff [$\pm 80\%$]

4,667 parents/guardians [$\pm 29\%$]

7,463 MS & HS students [$\pm 78\%$]





Survey Themes & 4-Year Trends

Students (MS & HS)

Engagement

Academic Challenge

Relationships (w/ Teachers)

**Belonging & Peer
Collaboration**

Culture

**College & Career Readiness
(HS Only)**

Student Voice & Leadership

Inclusion

Staff

Engagement

Relationships

Culture

**Professional
Development & Support**

School Safety

Diversity, Equity, &
Inclusion

Families

Engagement

Culture

Relationships

**Communication &
Feedback**

Resources

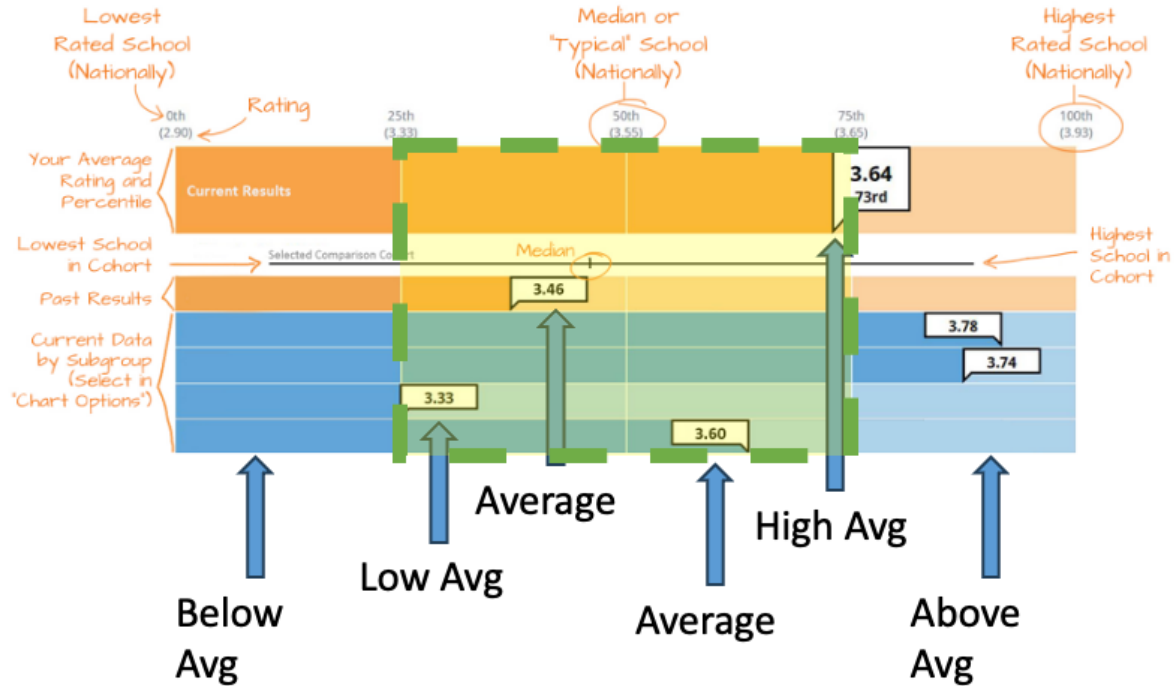
School Safety

Diversity, Equity, &
Inclusion

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT



Interpreting 2021 can be challenging due to remote learning

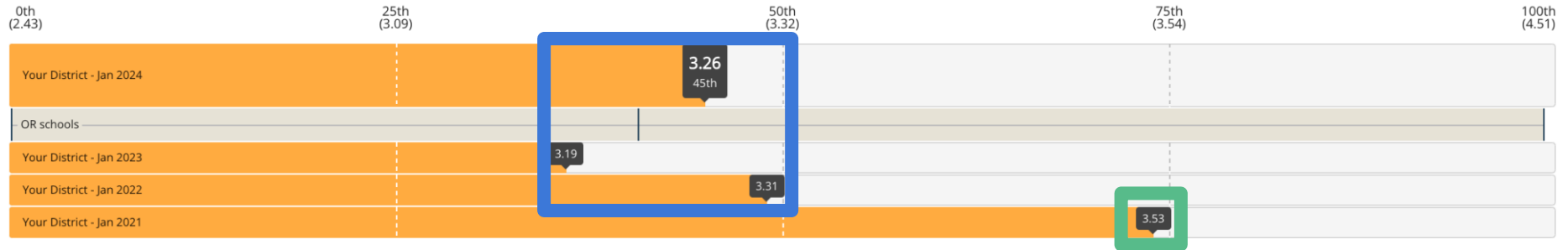
Culture Summary Measure

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.

Changing these settings will update this chart only.



Cohort: OR schools
Subgroup: None
Show/Hide Data: Past Results:



Data Equity Walk

Prompts for your reflection:

What are your general reactions to the data?

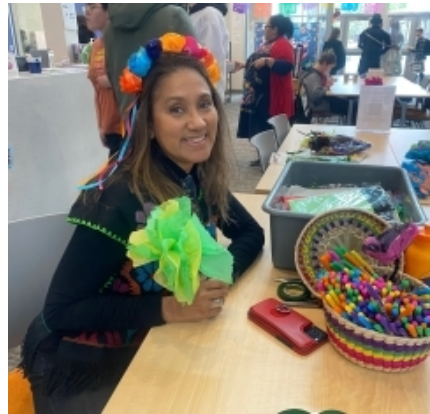
What questions do these data raise for you?

How does this connect to the district's Board Ends?

What additional information would be helpful?



Next Steps





Questions?





Board End #3 Youth Truth

Abril 2024



Acerca de YouthTruth

- Referenciado a nivel nacional
 - Casi 3 millones de estudiantes
 - 39 estados
 - 42 distritos de Oregón
 - Nuestro cuarto año
- Instrumentos de encuesta validados y basados en evidencia
- Triangula percepciones de estudiantes, familias y personal.



¿Por qué YouthTruth?

¡La voz de los estudiantes y las partes interesadas importa!

Complementa datos prevalentes como puntajes de prueba, tasas de graduación, registros disciplinarios y de asistencia

Eleva la voz mientras mantiene la privacidad

Destaca los puntos en común y las diferencias en cómo los subgrupos experimentan las escuelas



<https://youthtruthsurvey.org/resources-3/#research>

Escuchamos a más de 13,469
Miembros de la Comunidad del Distrito

1,339 personal [$\pm 80\%$]

4,667 padres/tutores [$\pm 29\%$]

7,463 estudiantes de la secundaria y la
preparatoria [$\pm 78\%$]





Temas de la Encuesta y Tendencias de 4 Años

Estudiantes (Secundaria y Preparatoria)

Compromiso

Desafío académico

Relaciones (con profesores)

Pertenencia y colaboración entre compañeros

Cultura

Preparación para la universidad y la carrera (solo la preparatoria)

Voz y liderazgo estudiantil

Inclusión

Personal

Compromiso

Relaciones

Cultura

Desarrollo profesional y apoyo

Seguridad escolar

Diversidad, equidad e inclusión

Familias

Compromiso

Cultura

Relaciones

Comunicación y comentario

Recursos

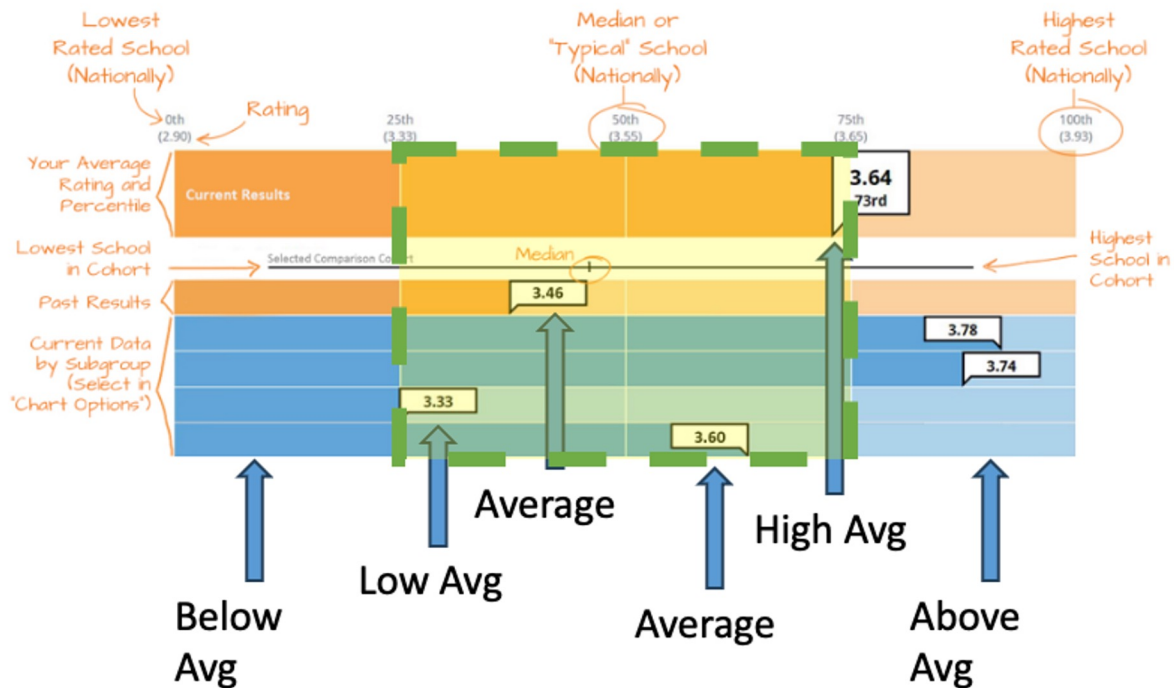
Seguridad escolar

Diversidad, equidad e inclusión

YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT



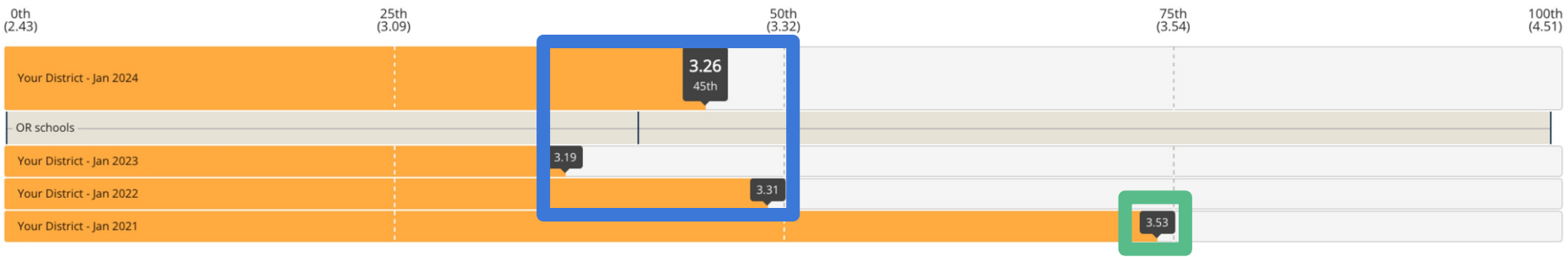
Interpretar 2021 puede ser desafiante debido al aprendizaje remoto

Culture Summary Measure

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.

Changing these settings will update this chart only. ☆

Cohort: OR schools | Subgroup: None | Show/Hide Data: | Past Results:



Caminata de Equidad de Datos

Indicaciones para su reflexión:

¿Cuáles son sus reacciones generales a los datos?

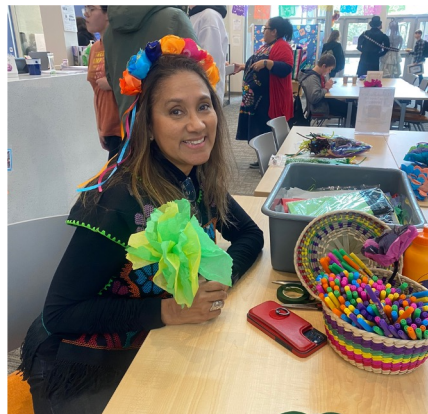
¿Qué preguntas le plantean estos datos?

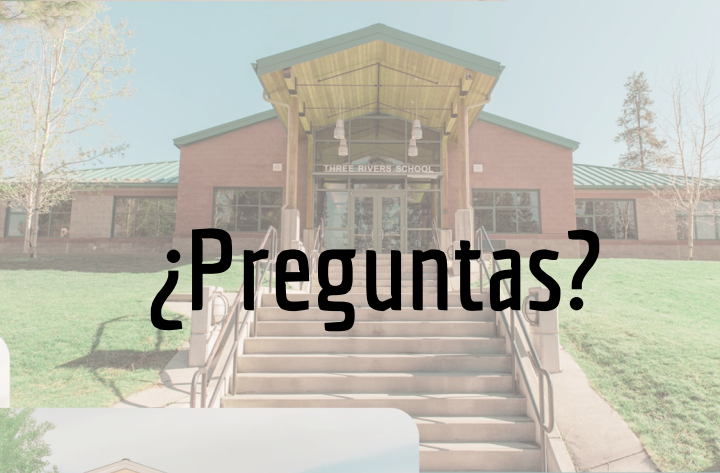
¿Cómo se conecta esto con los Fines de la Junta del distrito?

¿Qué información adicional sería útil?



Próximos Pasos





¿Preguntas?



YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

2023-2024

Student Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

Content of this survey cannot be used without the expressed permission of YouthTruth®
youthtruthsurvey.org

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Student Survey – High School

The high school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.
- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (for example, which skills to improve).

Have you ever seriously considered dropping out of high school? *(Yes; No; I don't know)*

(If respondent answered yes to the dropping out question) Did you consider dropping out for any of the following reasons? (Yes; No; I don't know)

- I did not feel safe at school.
- I did not feel safe going to and from school.
- I did not feel like anyone cared if I stayed in school or not.
- I did not see how the work I was doing would help me in my life.
- I failed state or other standardized tests.
- I had fallen behind in school and felt like I couldn't catch up.
- I needed to work and make money instead of spending most of my day in school.
- I had personal problems at home.
- I had problems with other students at school.
- I was discouraged by an adult(s) at school.
- Other (please specify)

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- *The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- *My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to receive a good grade, I have to work hard in my classes.
- *My teachers explain things in a way that I understand.

** Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:*

Optional Add-on Questions: Academic Challenge: English

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my English class, I have to work hard.
- My English teacher gives me assignments that help me to better understand the subject.
- The work that I do for my English class makes me really think.
- My English teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Math

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In order to receive a good grade in my math class, I have to work hard.

- My math teacher gives me assignments that help me to better understand the subject.
- The work that I do for my math class makes me really think.
- My math teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Science

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that help me to better understand the subject.
- The work that I do for my science class makes me really think.
- My science teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Social Studies

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- In order to receive a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that help me to better understand the subject.
- The work that I do for my social studies class makes me really think.
- My social studies teacher explains things in a way that I understand.

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)

- . . . make an effort to understand what your life is like outside of school.
- . . . are not just satisfied if you pass, they care if you're really learning.
- . . . connect what you're learning in class with your life outside of school.
- . . . try to be fair.
- . . . believe that you can get a good grade if you try.
- . . . are willing to give extra help on schoolwork if you need it.

Is there an adult from school... (Yes; No; I don't know)

- . . . who would be willing to help you with a personal problem.
- . . . you could ask to write you a recommendation for a job, program, scholarship, or college.

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

Belonging & Peer Collaboration – Describes the degree to which students have supportive, collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes . . . (1= Very rarely; 2= Somewhat Rarely; 3= Sometimes; 4=Somewhat often; 5=Very often)

- . . . because your teachers ask or tell you to.
- . . . even when your teacher doesn't ask or tell you to.

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Are you part of school clubs, teams, or other groups (for example, sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments
- My job
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

College & Career Readiness – Describes the degree to which students feel equipped to pursue college and careers.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? (*Yes; No; I don't know*)

After you finish high school, what do you expect to do next? (*Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I don't know; Other [please specify]*)

This year, have you participated in any of the following services from your school? (*Yes; No; I don't know*)

- Help choosing classes needed to graduate
- College entrance exam preparation (SAT/ACT)
- Counseling about how to pay for college
- Counseling about how to apply to college
- Counseling about admissions requirements for different types of colleges
- Counseling about future career possibilities

(*If respondent answered yes to any of the above services*) You said you have participated in the following service(s) from your school this year. How helpful has each service been to you? (*1 = Not at all helpful; 2 = Not very helpful; 3 = Somewhat helpful; 4 = Helpful 5 = Very helpful*)

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)
- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons? *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

(If respondent answered yes to the bullying question) When you were bullied, did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Civic Readiness – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- In school I have learned how to evaluate the evidence that backs up people's opinions.
- Being actively involved in national, state, or local issues is important to me.
- It is important to vote.
- It is important to work with people with backgrounds and experiences that are different from mine.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world") What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

(If respondent answered neither agree nor disagree, agree, or strongly agree to "I have helped change things for the better in my school, my community, or the world") Think about a time when you helped to

change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (*Open text*)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Demographics

- What grade are you in? (*9th; 10th; 11th; 12th; Other*)
*Gender identity:
 - *Option 1 (recommended): How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
 - *Option 2: How do you describe yourself? (Please check one) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) (*American Indian; Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say*)
- Do you identify as a person of color? (*Yes; No; Prefer not to say*)
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) (*A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say*)
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) (*Yes; No; I don't know; Prefer not to say*)
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? (*Yes; No; I don't know; Prefer not to say*)

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- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- ***Do you consider yourself to be . . . (Please check one) *(Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

Student Survey – Middle School

The middle school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you **like** most about your school? (Please check one.) *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for high school; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one.) *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for high school; Something else not listed; Nothing – I can't think of anything I dislike about my school)*

Students are invited to expand upon their answers to the above two questions in their own words via open text.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and grade-level.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I enjoy school most of the time.
- I take pride in my schoolwork.
- What I learn in class helps me outside of school.

Think about your time at school. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (For example, which skills to improve).
- My teachers' expectations make me want to do my best.

- I try to do my best in school.

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- *My teachers explain things in a way that I understand.
- In most of my classes, we learn a lot almost every day.
- *The work that I do for my classes makes me really think.
- Most of my teachers don't let people give up when the work gets hard.
- *My teachers give me assignments that really help me learn.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want me to explain my answers – why I think what I think.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to get a good grade, I have to work hard in my classes.
- I feel like I will be ready for high school classes when I finish middle school.

* Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:

Optional Add-on Questions: Academic Challenge: English/Language Arts

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my English/Language Arts class makes me really think.
- In order to get a good grade in my English/Language Arts class, I have to work hard.
- My English/Language Arts teacher gives me assignments that really help me learn.
- My English/Language Arts teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Math

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my math class makes me really think.
- In order to get a good grade in my math class, I have to work hard.
- My math teacher gives me assignments that really help me learn.
- My math teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Science

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my science class makes me really think.
- In order to get a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that really help me learn.
- My science teacher explains things in a way that I understand.

Optional Add-on Questions: Academic Challenge: Social Studies

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- The work that I do for my social studies class makes me really think.
- In order to get a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that really help me learn.
- My social studies teacher explains things in a way that I understand.

Do you want to go to college one day? (*Yes; No; I don't know*)

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

Are you part of clubs, teams, or other groups (for example, sports, music, art, etc.)? (*Yes, No*)

Outside of school, are you part of clubs, sports, teams, church/religious activities, or other groups? (*Yes, No*)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Discipline in this school is fair.
- I think my classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.).

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Adults at my school treat students with respect.
- Students from my school treat adults with respect.
- Adults at my school respect people from backgrounds (for example, people of different races, ethnicities, and genders).
- I feel safe during school.

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? (*Yes, this makes it hard to do my best; No, this does not apply to me or does not keep me from doing my best; I don't know*)

- Limited or no internet access
- Not feeling safe at home
- Not feeling safe at school
- Limited or no access to a computer or device
- Distractions at home and family responsibilities
- Feeling depressed, stressed, or anxious
- My health or the health of my family members
- Extracurricular commitments

- Changing from elementary to middle school
- Not having an adult to help me with my schoolwork
- Getting picked on or bullied
- My personal relationships
- Other (please specify)

Belonging & Peer Collaboration – Describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- I can usually be myself around other students.
- Most students are friendly to me.
- I really feel like a part of my school's community.

How often do you work with other students for your classes . . . (*1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often*)

- . . . because your teachers ask or tell you to?
- . . . even when your teacher doesn't ask or tell you to?

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers . . . (*1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All*)

- . . . are willing to give extra help on schoolwork if you need it?
- . . . try to understand what your life is like outside of school?
- . . . are not just satisfied if you pass, they care if you're really learning?
- . . . believe that you can get a good grade if you try?
- . . . try to be fair?
- . . . connect what you're learning in class with your life outside of school?

Is there an adult from school who would be willing to help you with a personal problem? (*Yes; No; I don't know*)

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? (*Yes; No; I don't know; Prefer not to say*)

Were you bullied . . . (*Yes; No; I don't know*)

- . . . **physically**? (For example, pushed, tripped, or hit you; taken or broken your belongings on purpose)

- . . . **verbally**? (For example, called you names or made fun of you; threatened you; made inappropriate comments to you)
- . . . **socially**? (For example, tried to get other students not to be friends with you; spread rumors or told secrets about you; embarrassed you in front of others)
- . . . through **cyberbullying**? (For example, mean text messages or emails; rumors sent by email or posted on social networking sites; pictures, videos, websites, or fake profiles)
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons- and being bullied is not your fault. To help your school understand the problem, do you think it happened for any of the following reasons: *(Yes; No; I don't know; Prefer not to say)*

- Your sex or gender
- Your race or skin color
- Where your family is from
- How you look
- Your religion
- Because people assume your sexual orientation
- How much money your family has
- A disability that you have
- Other reasons (please specify)

(If respondent answered yes to the bullying question) When you were bullied did you tell . . . *(Yes; No; I don't know)*

- . . . an adult from school?
- . . . an adult at home?
- . . . a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Civic Readiness – Describes the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Helping others is important to me.
- In school I have learned how to make my school, my community, or the world a better place.
- It is important to vote.
- I can make a difference in my school, my community, or the world.
- I work with others to solve problems in my school or community.
- I have helped change things for the better in my school, my community, or the world.

(If respondent answered disagree or strongly disagree to "I have helped change things for the better in my school, my community, or the world") What has kept you from helping to change things for the better in your school, your community, or the world? (Did you want to get involved? What happened? What challenges did you face?) *(Open text)*

(If respondent answered neither agree or disagree, agree, or strongly agree to “I have helped change things for the better in my school, my community, or the world”) Think about a time when you helped to change things for the better in your school, your community, or the world. (What made you want to get involved? What did you do? What challenges did you face?) (Open text)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Demographics

- What grade are you in? *(5th; 6th; 7th; 8th; Other)*
- *Gender Identity:
 - *Option 1 (recommended): How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
 - *Option 2: How do you describe yourself? (Please check one.) (Boy/Man; Girl/Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one.) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander; White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- In your current classes, what have most of your grades been? (If your school does not grade on a scale using As, Bs, Cs, Ds and Fs, please choose the answer that you think best matches the grades you get at your school.) *(Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; I don't know; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I don't know; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at

school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I don't know; Prefer not to say)*

- We will ask you about the main caregiver(s) in your home. These include parents, guardians, grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate's degree or technical certificate; Finished college/bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I don't know; Prefer not to say)*
- ***Do you consider yourself to be: (Please check one) *(Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say)* *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

Secondary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core middle and/or high school surveys. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Project-Based Learning – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

During the **past month**, how often have you done the following? (1 = *Very rarely*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- Discussed real-world issues that need solutions with other students
- Discussed real-world issues that need solutions with your teacher
- Worked with other students to design a solution to a real-world problem
- Revised a project with other students to make it better
- Revised a project with your teacher to make it better
- Shared or presented your project(s)

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In school, I can find solutions to problems that I haven’t been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I’m learning when I feel like I’m solving a real-world problem.
- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example, I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? (*Yes; No; I don’t know*)

- Math
- English/Language Arts
- Science
- Social Studies or History

STEM – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In the future, I see myself becoming a scientist, engineer, mathematician, or working with technology.

- I would choose to take additional courses in math or science even if they were not required.
- My teachers make connections between what I learn in my math, English, social studies, and science classes.
- I will use what I learn in math and science classes once I've graduated from high school.
- My school has made me more interested in pursuing a career in math, science, technology or engineering.
- I understand how math, science, technology and engineering are used in various careers.

Have you taken part in any of the following experiences? *(Yes; No; I don't know)*

- Participating in an internship
- Hearing from professionals in the science, technology, engineering, and math fields
- Having a professional mentor
- Attending field trips or summer camp
- Participating in science, technology, engineering or math competitions or fairs

(If respondent answered yes to the experiences question.) If so, how helpful have these experiences been to you in understanding how math, science, technology, and engineering are used in various careers? *(1 = Not at all helpful; 2 = Not very helpful; 3 = moderately helpful; 4 = Helpful 5 = Very helpful)*

During this school year, how frequently have you engaged in the following activities either in or out of school? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Participated in group projects that involve building or designing
- Worked with a group to design a solution to a problem
- Independently found a solution to a problem that I haven't been taught how to solve
- Applied lessons I've learned in class to solving a problem
- Worked with students and community groups to address issues in my community

I use technology during school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

I use technology outside of school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

Student Voice and Leadership – Describes how students share their ideas and make a difference at school. Themes include comfort level speaking up about school issues, and whether adults in school listen to students’ recommendations.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I’ve seen adults in my school listen to the voices and ideas of youth when making decisions.
- I feel comfortable speaking up about school issues with students at my school.
- I feel comfortable speaking up about school issues with adults at my school.
- I feel like I can make a difference at my school.
- I think I have what it takes to be a leader in my school.
- I participate in activities, groups, or clubs to help make my school a better place.
- I would like to work with adults to improve my school.
- I speak up about school issues to help make my school a better place.

School Safety – Describes students’ level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

How strongly do you agree or disagree with the following statements? (1 = *Not at all*; 2 = *Not Very Much*; 3 = *Somewhat*; 4 = *A moderate amount*; 5 = *Very much*) I feel safe from harm . . .

- . . . during my classes.
- . . . in the hallways, bathrooms, and locker rooms at my school.
- . . . on school property outside my school building.
- . . . going to and from school (for example, on the school bus/public transportation, walking to and from school).
- . . . in the neighborhood I live in.
- . . . in my home.

During school, how often do the following happen? (1 = *Never or almost never*; 2 = *Somewhat rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Always or almost always*)

- Students go out of their way to treat other students badly.
- There is conflict based on race, culture, religion, sexual orientation, gender, or disabilities.
- Students get into physical fights.
- I must be ready to fight to defend myself.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- In my school, there are clear rules against hurting other people (for example, hitting, pushing, or tripping).
- Adults at my school try to stop bullying/harassment.
- I usually try to help other students who are being bullied/harassed.

Note: Questions about bullying are included as part of the core student survey.

Drugs and Alcohol – Describes recent usage of intoxicants or substances. Examples include cigarettes, alcohol, and marijuana.

During the past month, how often did you . . . *(Never; 1-3 times a month; About once a week; 2-3 days a week; 4-5 days a week; 6-7 days a week)*

- . . . smoke cigarettes or chew tobacco?
- . . . use electronic cigarettes, hookah pens, vape pens or other vaping devices?
- . . . have at least one drink of alcohol (One drink = one beer, one shot, one mixed drink)?
- . . . use marijuana (pot, weed, hash)?
- . . . misuse a medicine (for example, cough syrup, Ritalin, painkillers) to get high?
- . . . use any other illegal drug or pill to get high?
- . . . misuse any other legal substance (for example, paint or glue) to get high?

Emotional and Mental Health – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

In the last twelve months, have you . . . *(Yes; No; I can’t remember)*

- . . . talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- . . . ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- . . . seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)* When I’m feeling upset, stressed, or having problems . . .

- . . . I know someone outside of school who I can talk to about it.
- . . . my school has programs or services that can help me.
- . . . I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)*

Overall, how do you feel about your life? *(Five point sad to happy emoticon scale)*

Inclusion – Assesses students’ school experiences through the lens of value. It is recommended to pair the Inclusion module with the Diversity module (below). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

I feel like I can talk to **students** from my school about . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

I feel like I can talk to **adults** at my school about . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . my religion, faith, or spiritual beliefs.
- . . . my sexual orientation (for example, gay, straight, bisexual, etc.).
- . . . a disability I have.
- . . . my gender.
- . . . how much money my family has.
- . . . my race and/or ethnicity.
- . . . where my family is from.

Students from my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Adults at my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Diversity – Assesses students’ school experiences through the lens of representation & social justice. It is recommended to pair the Diversity module with the Inclusion module (above). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

Think about your school. How often do you see people of diverse backgrounds . . . (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . in artworks, posters, or pictures?
- . . . in publications (for example, school paper, yearbooks, etc.)?
- . . . in textbooks and other class materials?
- . . . in your classmates' work (for example, their projects or presentations)?
- . . . during school events?

Think about your school. How often do you learn about the lives and experiences of people of different... (1= *Very rarely*; 2= *Somewhat Rarely*; 3 = *Sometimes*; 4 = *Somewhat often*; 5 = *Very often*)

- . . . religions, faiths, or spiritual beliefs?
- . . . sexual orientations (for example, gay, straight, bisexual, etc.)?
- . . . abilities (for example, people with disabilities)?
- . . . genders?
- . . . incomes (for example, how much money someone makes)?
- . . . races and/or ethnicities?
- . . . countries?

My school teaches me about how people have been treated differently because of their. . . (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements: (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school makes me interested in getting to know people of diverse backgrounds.
- My school encourages students to speak out against racism.
- My school clearly communicates how to report acts of discrimination.

Student Survey – Elementary School

The elementary school student survey (for students in grades 3 and above) asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Weaknesses

- What do you **like** most about your school? (Please check one) *(My teacher wants me to try hard and do my best; My teacher cares about me and helps me; Students show respect in class; My class makes me really think; I like the way we learn in class; Something else; Nothing – I can't think of anything I like about my school)*
- What do you **dislike** most about your school? (Please check one) *(My teacher lets me give up and not do my best; My teacher doesn't care about me or help me very much; Students don't show much respect in class; My class doesn't really make me think; I don't like the way we learn in class; Something else; Nothing – I can't think of anything I dislike about my school)*

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

Do you like going to school? *(No, hardly ever; Sometimes; Yes, very much)*

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very much)*

- Does your teacher want you to do your best?
- Do you think your teacher wants you to work your hardest?

Relationships – Describes the degree to which students report that they have strong supportive relationships with their teachers.

Think about when your teacher helps you with schoolwork. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher ask you to keep trying when the work gets hard?
- Does your teacher give you extra help if you need it?
- Do you like how your teacher treats you when you need help?

Think about your teacher. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you think your teacher cares about you?
- Is your teacher fair to you?
- Does your teacher treat you with respect?
- Does your teacher ask you about your life outside of school?

When you are upset, is there an adult from school you can talk to? *(No; Sometimes; Yes)*

Culture – Describes the degree to which students experience an orderly, respectful classroom environment.

Think about students in your class. *(No, hardly ever; Sometimes; Yes, very often)*

- Do students stay busy in class?
- Do students behave in class?
- Do students from your class treat the teacher with respect?

Academic Challenge – Describes the degree to which students feel their learning is challenging and relevant.

Think about the work you do in school. *(No, hardly ever; Sometimes; Yes, very often)*

- Do you learn interesting things in school?
- Does what you learn in school help you in your life?
- Does your schoolwork make you really think?
- When you make a mistake, does your teacher help you correct it?

Instructional Methods – Describes the strategies and approaches students report their teachers using in class.

Think about when your teacher is helping you. *(No, hardly ever; Sometimes; Yes, very often)*

- Does your teacher let you explain your ideas?
- Does your teacher tell you that you can do well if you try?
- Does your teacher ask you if you understand what you are learning?
- Does your teacher ask you to show your work?

Belonging – Describes the degree to which the students feel a sense of belonging at school.

Think about students at your school. *(No, hardly ever; Somewhat; Yes, very often)*

- Can you be yourself with other students?
- Are students friendly to you?

Think about your school.

- Do you feel like an important part of your school? *(No, hardly ever; Somewhat; Yes, very often)*
- Do you feel safe at school? *(No, not very safe; Somewhat; Yes, very safe)*

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

Has anyone bullied you at school in the last year? *(Yes; No; I don't know; Skip this question)*

(If respondent answered yes to the bullying question) When you were bullied did someone . . . (Yes; No; I don't know)

- . . . tell rumors or lies about you?
- . . . call you mean names?

- ... hurt your body?
- ... post something mean about you online?
- Other (please specify)

(If respondent answered yes to the bullying question) Students bully each other for a lot of reasons – and being bullied is not your fault. Do you think it happened because... (Yes, No, I don't know)

- ... how you look?
- ... your race or skin color?
- ... you are a boy?
- ... you are a girl?
- ... you are different than most boys?
- ... you are different than most girls?
- ... how much money your family has?
- ... you physically can't do what other kids can do?
- ... you learn differently than other students?
- ... your religion?
- ... where your family is from?
- Other
- Prefer not to say

(If respondent answered yes to the bullying question) When you were bullied, did you tell... (Yes; No; I don't know)

- ... a grown-up from school?
- ... a grown-up at home?
- ... a friend or classmate?
- I did not tell anyone.
- Someone else (please specify)

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help: If these questions make you feel sad or scared about anything, please talk to your teacher or a grown up you trust.

Demographics

- What grade are you in? (Please check one.) *(3rd; 4th; 5th, Other)*
- *Gender Identity:
 - *Option 1 (recommended): Are you a ... (Boy; Girl; Something other than a boy or girl [optional, please describe]; Skip this question)*
 - *Option 2: Are you a... (Boy; Girl; Skip this question)*
- What is your race? *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Native Hawaiian or Pacific Islander; White; Two or more races; Other; I don't know; Skip this question)*

** Clients choose their preferred gender survey question version prior to surveying.*

Elementary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core elementary school student survey. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Project-Based Learning – Describes students’ experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

These questions ask about projects you do in class. (*No, not at all; Sometimes; Yes, very much*)

- Does what you learn during school help you think about what you want to do when you grow up?
- Can you figure out how to solve problems even if you haven’t been taught how?
- Does your teacher use examples that connect to life outside of school?
- Do group projects make you a better student? (For example, you learn more.)

How much do you do these things during your classes? (*Not very much; Sometimes; A lot*)

- Work on projects with other students
- Present projects to your class
- Choose what kinds of projects you would like to work on
- Think about other ways to solve a problem
- Talk with classmates about problems in the real world
- Work on a first draft of a project to make it better

Additional questions: (*No, not at all; Sometimes; Yes, very much*)

- Do the things that you learn in one subject help you in other subjects?
- Do the things that you learn during class help you outside of school?
- Does your teacher use examples that connect to what you learn in other subjects?

STEM – Describes students’ experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

The next questions have to do with math and science at your school: (*Yes; No; I don’t know*)

- Do your teachers connect what you learn in different subjects?
- Do people who use math or science in their jobs visit your school?
- Have you ever worked on a project for a math or science fair?
- Would you learn math and science even if you didn’t have to?
- When you grow up, do you want a job in science, engineering, math, or technology?

Have you learned math or science . . . (*Yes; No; I don’t know*)

- . . . on field trips?
- . . . at summer camps?
- . . . at after-school activities?

How often do you . . . *(Not very much; Sometimes; A lot)*

- . . . do hands-on projects about math or science?
- . . . use things like computers or iPads at your school?
- . . . use things like computers or iPads for schoolwork?

Emotional and Mental Health – Describes signs of depression, as well as students’ consideration of suicide. Themes include students’ approaches to coping and ability to find help at school.

When I’m feeling upset . . . *(Yes; Sometimes; No)*

- . . . there is an adult outside of school I can talk to.
- . . . I know some ways to make myself feel better.

How happy have you been feeling this week? *(Never happy; Sometimes happy; Happy all the time)*

How relaxed have you been feeling this week? *(Never relaxed; Sometimes relaxed; Relaxed all the time)*

How sad have you been feeling this week? *(Never sad; Sometimes sad; Sad all the time)*

How stressed have you been feeling this week? *(Never stressed; Sometimes stressed; Stressed all the time)*

Think about your life lately. Overall, how do you feel about your life? *(Sad to happy emoticon scale)*

School Safety – Describes students’ level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

These questions ask you about safety at your school. *(No, not very safe; Somewhat safe; Yes, very safe)*

- Do you feel safe in the hallways of the school?
- Do you feel safe in the bathrooms of the school?
- Do you feel safe on the playground?
- Do you feel safe going to school?

Diversity, Equity, and Inclusion – Assesses students’ school experiences through the lens of value and representation.

We are going to ask you about your background. Your background is made up of things about you. For example, it can be your skin color, religion, where your family is from and more. *(No, hardly ever; Sometimes; Yes, very often)*

- Can you talk to **students** from your school about your background?
- Can you talk to **adults** from your school about your background?

Now, we are going to ask you about the backgrounds of others. Someone's background is made up of things about them. For example, it can be their skin color, religion, where their family is from and more. *(No, hardly ever; Sometimes; Yes, very often)*

- Do **students** from your school value people of different backgrounds?

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- Do **adults** from your school value people of different backgrounds?
- Do you see people of different backgrounds in class materials?
- Do you often learn about people of different backgrounds?
- Does your school make you want to get to know students of different backgrounds?

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Family Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

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Family Survey Questions

The Family Survey includes questions that gather parents' and guardians' feedback about their child's school and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Overall strengths and areas for improvement, recommend rate, and indexed qualitative comments are also included.

General

What do you like most about this school? *(Friendly and supportive teachers and staff; Strong academic programs; Support services and programs for parents and families; Strong extracurricular programs; Great supplies and/or facilities; Nothing; Other)*

What is one area in which this school could improve? *(Teachers and staff could do more to be friendly and supportive; Stronger academic programs; More/better support services and programs for families; Stronger extracurricular programs; Better supplies and/or facilities; Nothing; Other)*

Parents/guardians are invited to provide details in their own words regarding their answers to the above two questions.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. *(Open text)*

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My child is getting a high-quality education at this school.
- I would recommend this school to parents seeking a school for their child.

Culture – Describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am proud of my school.
- Discipline in this school is fair.
- My school runs smoothly.
- My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel valued by my school.
- My school creates a friendly environment.
- My school's policies are administered fairly and consistently.
- I believe in my school's mission.

Engagement – Describes the degree to which families are engaged in their school and empowered to influence decision-making.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Parent/family members are included in planning school activities.
- I feel engaged with my school.
- I feel represented by parent/family groups (for example, Parent-Teacher Association, School Site Councils, Advisory Councils, etc.) at my school.
- I feel empowered to play a meaningful role in decision-making at my school.
- I feel informed about important decisions regarding my school.

Relationships – Describes the degree to which families experience positive relationships in their school based on respect, care, and approachability.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Teachers treat families with respect.
- Families and teachers care about each other.
- Teachers and students care about each other.
- I feel comfortable approaching the school administration about my concerns.
- School administrators treat families with respect.
- I feel comfortable approaching teachers about my child's progress.

Communication & Feedback – Describes the degree to which there are open and effective lines of communication between families and schools.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I receive information about what my child should learn and be able to do.
- I receive regular feedback about my child's progress.
- Teachers clearly communicate expectations for my child's progress.

School Safety – Describes the degree to which families believe that their school is a safe place for students.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My child is safe from bullying during school.
- My child's learning environment is safe.
- My child is safe from violence at school.

Resources – Describes the degree to which families believe that their school deploys the necessary resources to support students.

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)

- My school sets high expectations for students.
- My school provides the guidance necessary to help my child succeed.
- My school has the resources necessary to achieve learning goals.
- My school has the resources necessary to prepare my child for the future.

Demographics

- How many children do you have attending this school? (Just to remind you: if you have multiple children at this school, you may complete the survey again so you have the opportunity to respond about each child that attends the school.) (1 ;2; 3; 4 or more)
- Which grade is your child in? (Preschool; TK; Pre-K; Kindergarten; 1st; 2nd; 3rd; 4th; 5th; 6th; 7th; 8th; 9th; 10th; 11th; 12th; 13th; Other [please specify])
- What is your relationship with your child? (Parent; Guardian; Other [please specify])
- *Gender identity:
 - Option 1 (recommended): How do you describe yourself? (Please check one.) (Man; Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
 - Option 2: How do you describe yourself? (Please check one (Man; Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
- How would you describe your race and/or ethnicity? (Please check one) (American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)
- Do you identify as a person of color? (Yes; No; Prefer not to say)
- Does your child have an IEP (individualized education program or plan), receive special education services, or receive 504 services? (Yes; No; I don't know; Prefer not to say)
- What is the primary language spoken in your home? (Chinese; English; Korean; Spanish; Tagalog; Russian; Vietnamese; Other [please specify])
- What is the highest level of education that you have completed? (Elementary or middle school; Some high school; High school or equivalent [GED], Some college; Associate degree or technical certificate; Bachelor's degree; Graduate degree; I don't know; Prefer not to say)
- **At school, is your child able to receive lunch for free or at a lower price? (Yes; No; I don't know; Prefer not to say)
- ***Do you consider yourself to be: (Please check one) (Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say) *A person who is attracted to both people of their own gender and other genders.
- ***Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) (Yes; No; Prefer not to say)
- ***Are you transgender? (Please check one) (Yes; No; Prefer not to say)

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**Clients choose their preferred gender survey question version prior to surveying.*

***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*

****Clients choose whether to include or exclude these optional demographic survey questions.*

Family Survey Additional Topic

The following additional topic module can be added to customize the core Family Survey. The optional module adds about 5 minutes in survey length.

Diversity, Equity, and Inclusion – Assesses parents’ and guardians’ school experiences through the lens of value, representation, and social justice.

My school puts practices in place that include families of diverse backgrounds in community conversations (for example, state of the school, town hall, listening sessions, etc.). *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

Think about your school. How often do you see people of diverse backgrounds . . . *(1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- . . . in artworks, posters, or pictures?
- . . . in publications (for example, newsletter, newspapers, yearbooks, etc.)?
- . . . in materials sent by the school?
- . . . during school events (for example, virtual school activities, school fairs, sporting events, etc.)?

Adults at my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My school provides resources in the language(s) my family needs.
- My school encourages families to speak out against racism.
- My school clearly communicates how to report acts of discrimination.



2023-2024
Staff Survey Questions

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

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Staff Survey Questions

The Staff Survey includes questions that gather instructional and non-instructional school staff members' perspectives about their school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Overall strengths and areas for improvement, recommend rate, and indexed qualitative comments are also included.

General

What is your primary role? (*Instructional staff**; *Support staff***; *Other [please specify]*)

** Instructional staff are defined as individuals who instruct pupils in classes or courses, or in classroom situations. Some examples of instructional staff roles are K-12 teachers, ELL/ELD teachers, special education teachers, instructional assistants/paraprofessionals, and speech therapists.*

***Support staff are defined as individuals who do not primarily engage in teaching activities. Some examples of support staff roles are administrators, counselors, custodial/janitorial staff, librarians, and technology coordinators.*

(If respondent answered "instructional staff" to the primary role question) What kind of instructional staff are you? (Teacher; Other instructional staff [please specify])

What do you like most about your school? (Please check one.) (*My school administrators are friendly and supportive; My work at this school gives me a feeling of personal accomplishment; I am treated with respect by school administrators and other staff; I have access to high-quality professional development opportunities; My school has great supplies and/or facilities; Nothing; Other*)

What is one area in which your school could improve? (Please check one.) (*My school administrators could do more to be friendly and supportive; I would like the work that I do at this school to give me more of a feeling of personal accomplishment; I would like to be treated with more respect by the school administration and other staff; I would like more access to high-quality professional development opportunities; My school needs better supplies and/or facilities; Nothing; Other*)

Staff are invited to provide details in their own words regarding their answers to the above two questions.

Is there anything else you would like to tell us about your school? Please provide any comments that you'd like to share below. (*Open text*)

Open-ended comments to the above three questions are anonymously shared in an indexed table, categorized by theme and role.

How strongly do you agree or disagree with the following statements? (*1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree*)

- Students are getting a high-quality education at this school.
- I would recommend this school to a friend or colleague as a great place to work.
- I am **not** seriously considering leaving this school next academic year.

Culture – Describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Information about school policies is disseminated to staff clearly.
- Discipline in this school is fair.
- My school communicates a clear direction for the future.
- My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders).
- I feel informed about important decisions regarding my school.
- My school is managed effectively.
- My school sets high expectations for students.
- My school creates a positive work environment.
- My school runs smoothly.
- My school's employees are committed to the success of our school.
- My school's policies are administered fairly and consistently.

Relationships – Describes the degree to which staff experience positive relationships in their school based on respect, care, and approachability.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Staff and families care about each other.
- My school is cooperative and team oriented.
- Staff treat each other with respect.
- Teachers in my school work together to improve instructional practice.
- Staff treat families with respect.
- Staff treat administrators with respect.
- Families treat staff with respect.
- Staff and students care about each other.
- Administrators treat staff with respect.
- Staff and administrators care about each other.
- I feel comfortable approaching the administration if I need help solving a problem.
- Students treat staff with respect.
- Staff treat students with respect.
- I feel comfortable approaching other staff members if I need help solving a problem.
- I feel comfortable speaking honestly to families about their child's progress. (*Instructional Staff Only*)

Engagement – Describes the degree to which staff feel engaged in their work and empowered to influence their schools.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- My school empowers me to use creativity in how I do my work.
- I am proud of my school.
- My job makes good use of my skills and abilities.
- I feel that my work contributes to the goals of my school.
- I feel that my work at my school is valued.
- I understand my school's goals.
- I feel empowered to play a meaningful role in decision-making at my school.
- My work gives me a feeling of personal accomplishment.

Professional Development & Support – Describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.

The following questions ask for feedback about professional development. Up until this point, you've provided feedback on your school only. If your district/network coordinates professional development, please answer the following questions with your district/network in mind.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- I have the necessary resources to do my job well.
- The feedback I receive from my colleagues helps me improve my work.
- My professional development over the last year has been closely connected with my school's priorities.
- I have opportunities to learn at work.
- I receive regular feedback from my supervisors.
- I receive regular feedback from my colleagues.
- The feedback I receive from my supervisors helps me improve my work.
- I have opportunities to grow professionally at work.
- I have access to meaningful professional development.
- My professional development over the last year has provided me with content support.
(*Instructional Staff Only*)
- My professional development over the last year has provided me with teaching strategies to better meet my students' needs. (*Instructional Staff Only*)
- My school supports me in implementing what I have learned in professional development.
(*Instructional Staff Only*)
- My school encourages me to seek professional development opportunities to improve my practice.
(*Instructional Staff Only*)

School Safety – Describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.

How strongly do you agree or disagree with the following statements? (1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neither agree nor disagree*; 4 = *Agree*; 5 = *Strongly agree*)

- Students are safe from bullying at my school.
- Adults at my school try to stop bullying and harassment.
- During school, there are clear rules for students against hurting other people (for example, bullying, hitting, or pushing).

- I feel safe from harm during school.
- Students are safe from violence at my school.

To ensure anonymity, YouthTruth requires a minimum of 5 responses for any demographic characteristic to report the data. For example, if 4 staff members select Asian as their race, their anonymous feedback will only be shared in aggregate (grouped together with the de-identified responses from colleagues who select other races) and will not be displayed separately in the final report as an individual demographic group.

Demographics

- How long have you worked at this school? (0-4 years; 5-9 years; 10-20 years; More than 20 years)
- *Gender identity:
 - *Option 1 (recommended):* How do you describe yourself? (Please check one) (Man; Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
 - *Option 2:* How do you describe yourself? (Please check one) (Man; Woman; Prefer to self-describe/identify [optional, please describe]; Prefer not to say)
- How would you describe your race and/or ethnicity? (Please check one) (American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latina/o/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above [optional, please describe]; Prefer not to say)
- Do you identify as a person of color? (Yes; No; Prefer not to say)
- What kind of teacher training did you receive? (Instructional Staff only) (University Certification; Alternative Certification (for example, Teach for America, etc.); Other Training/Non-Certified)
- How many years of teaching experience do you have? (Instructional Staff only) (0-4 years; 5-9 years; 10-20 years; More than 20 years)
- How many years of experience do you have in your role? (Support Staff or Other only) (0-4 years; 5-9 years; 10-20 years; More than 20 years)
- What is your role? (Instructional staff; Support staff; Other [please specify])
- **Do you consider yourself to be: (Please check one) (Bisexual*; Gay or Lesbian, Heterosexual or straight; Another identity not included above [optional, please describe]; I don't know; Prefer not to say) *A person who is attracted to both people of their own gender and other genders.
- **Do you identify as a member of the LGBTQ+ (lesbian, gay, bisexual, transgender, queer) community? (Please check one) (Yes; No; Prefer not to say)
- **Are you transgender? (Please check one) (Yes; No; Prefer not to say)

**Clients choose their preferred gender survey question version prior to surveying.*

***Clients choose whether to include or exclude these optional demographic survey questions.*

Staff Survey Additional Topic

The following additional topic module can be added to customize the core Staff Survey. The optional module adds about 5 minutes in survey length.

Diversity, Equity, and Inclusion – Assesses staff members’ school experiences through the lens of value, representation, and social justice.

My school puts practices in place that include staff of diverse backgrounds in decision making processes. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

Think about your school. How often do you see people of diverse backgrounds . . . *(1= Very rarely; 2= Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- . . . in artwork, posters, or pictures?
- . . . in instructional materials?
- . . . in student work and projects?
- . . . during school events (for example, virtual school activities, school fairs, sporting events, etc.)?
- . . . in staff leadership roles (for example, committee or department chair, school site council representative, special assignment, etc.)?

Students from my school value people of different . . . *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

Adults at my school value people of different: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- . . . religions, faiths, or spiritual beliefs.
- . . . sexual orientations (for example, gay, straight, bisexual, etc.).
- . . . abilities (for example, people with disabilities).
- . . . genders.
- . . . incomes (for example, how much money someone makes.).
- . . . races and/or ethnicities.
- . . . countries.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My school encourages staff to speak out against racism.
- My school clearly communicates how to report acts of discrimination.

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- My school provides professional development that helps me learn about culturally relevant teaching strategies.
- The curriculum and materials my school provides me are culturally relevant.
- I am comfortable implementing culturally relevant teaching practices.

Bend-La Pine School District - Elementary Schools - "Staff Survey" District Report - January 2024

Generated on April 12, 2024

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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Staff members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support, and School Safety.

In order to put feedback into context, this report compares Bend staff members' ratings to the ratings of staff members from 654 other elementary schools across the country.

Compared to other participating elementary schools, Bend's **highest rated themes** were:

- Relationships
- Culture

and the **lowest rated themes** were:

- School Safety
- Professional Development and Support

Compared to other participating elementary schools, Bend's **highest rated question** within the key themes was:

- *Staff and administrators care about each other.* (which is in the Relationships theme)

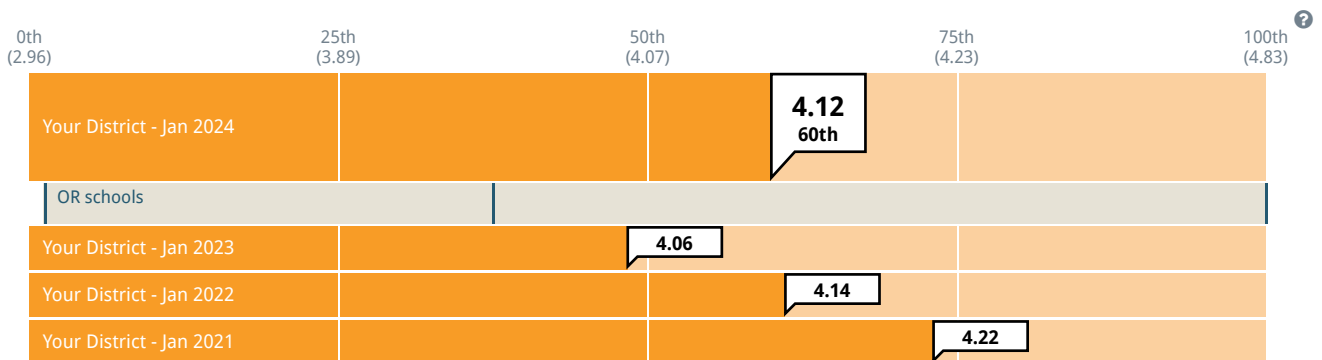
and the **lowest rated question** within the key themes was:

- *I feel safe from harm while at my school.* (which is in the School Safety theme)

This report represents feedback from 609 staff members. **Based on the enrollment data provided, you had a 84% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

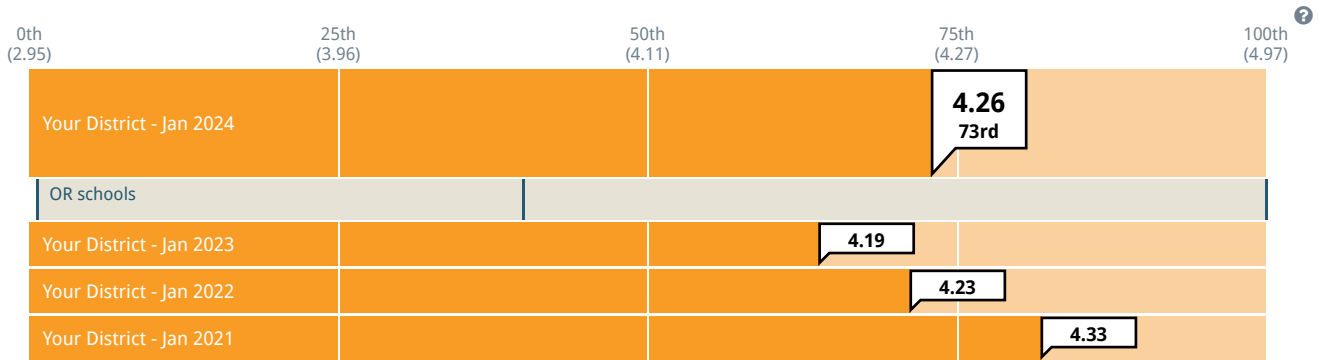
This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

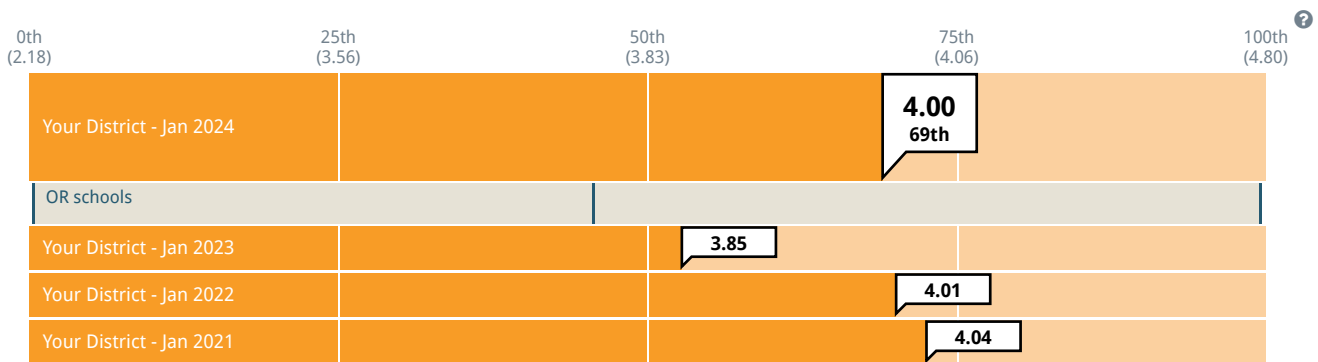
This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

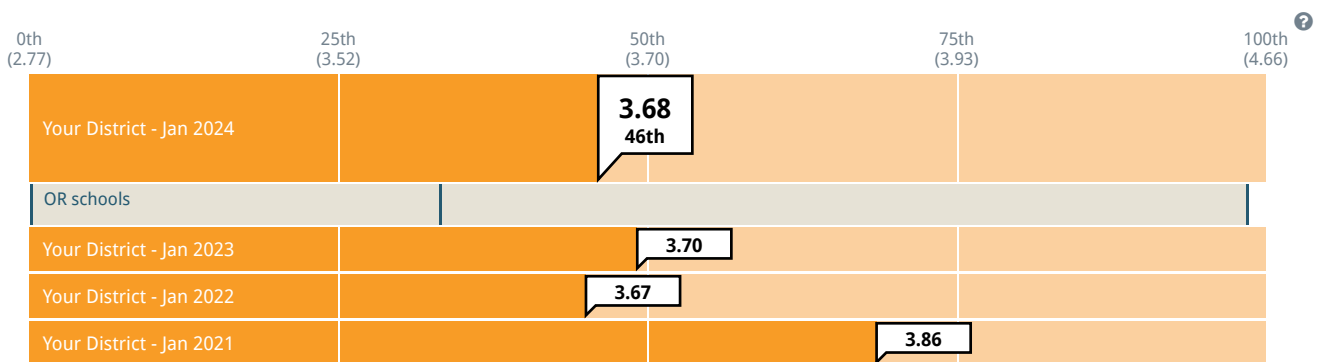
This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.



Cohort: OR schools Past results: on Subgroup: None

Professional Development & Support Summary Measure

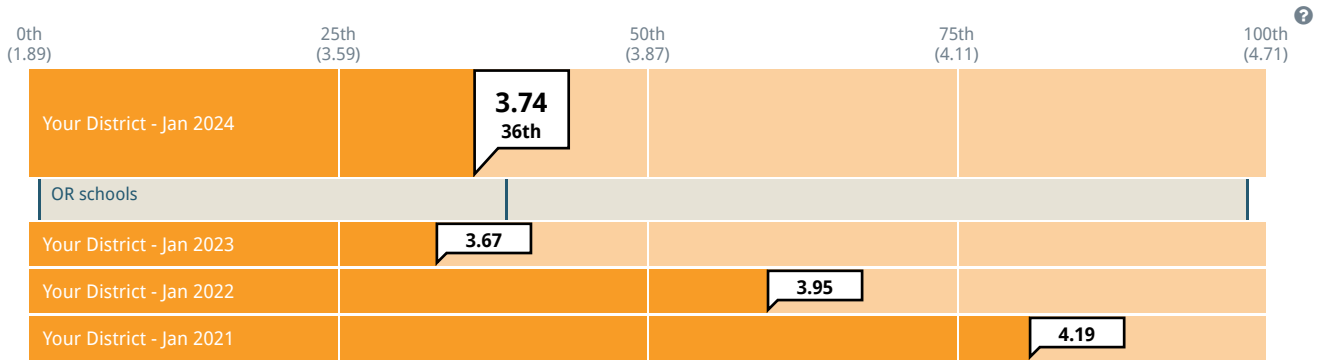
This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.



Cohort: OR schools Past results: on Subgroup: None

School Safety

This summary measure describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.



Cohort: OR schools Past results: on Subgroup: None

^ Your school is in this cohort (*School Reports only*).

Bend-La Pine School District - Elementary Schools - "Family Survey" District Report - January 2024

Generated on April 12, 2024



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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Family members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

In order to put feedback into context, this report compares Bend family members' ratings to the ratings from family members at 626 other elementary schools across the country.

Compared to other participating elementary schools, Bend's **highest rated themes** were:

- Relationships
- Culture

and the **lowest rated themes** were:

- Communication & Feedback
- Engagement

Compared to other participating elementary schools, Bend's **highest rated question** within the key themes was:

- *Families and teachers care about each other.* (which is in the Relationships theme)

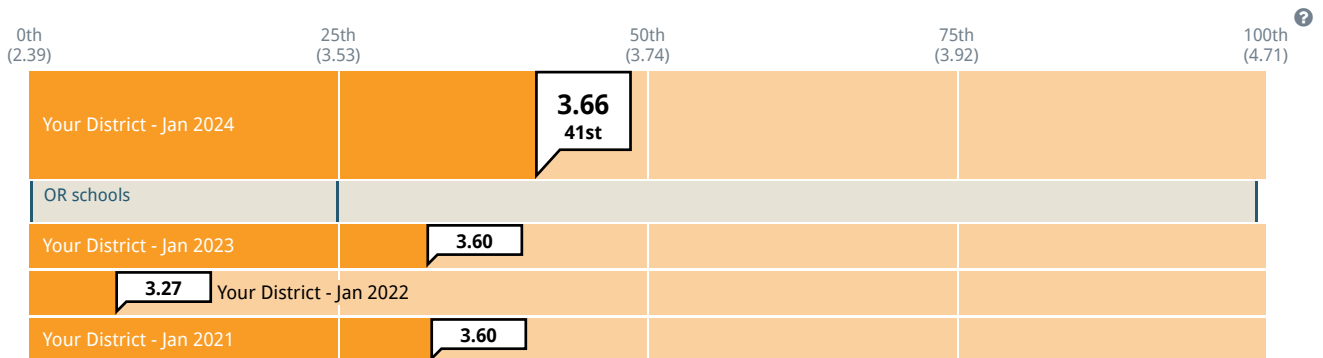
and the **lowest rated question** within the key themes was:

- *Teachers clearly communicate expectations for my child's progress.* (which is in the Communication & Feedback theme)

This report represents feedback from 2771 family members. **Based on the enrollment data provided, you had a 42% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

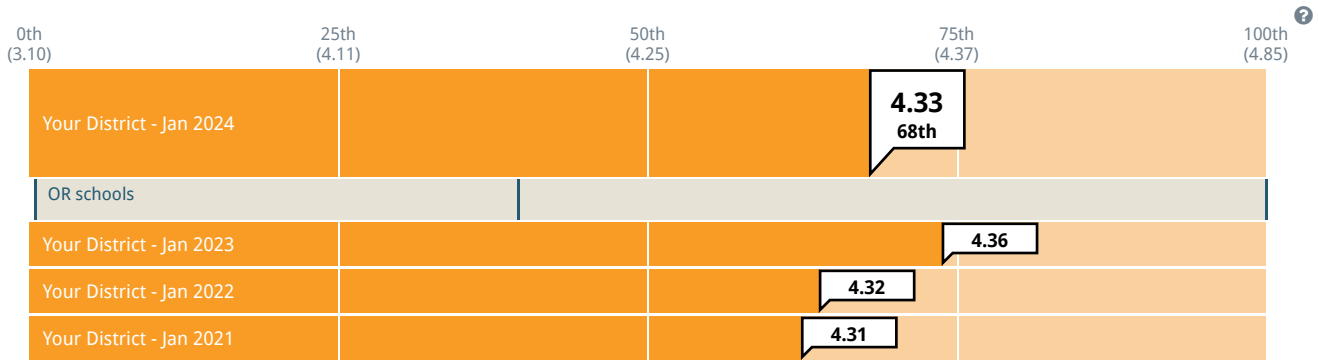
This summary measure describes the degree to which families are engaged in their school and empowered to influence decision making.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

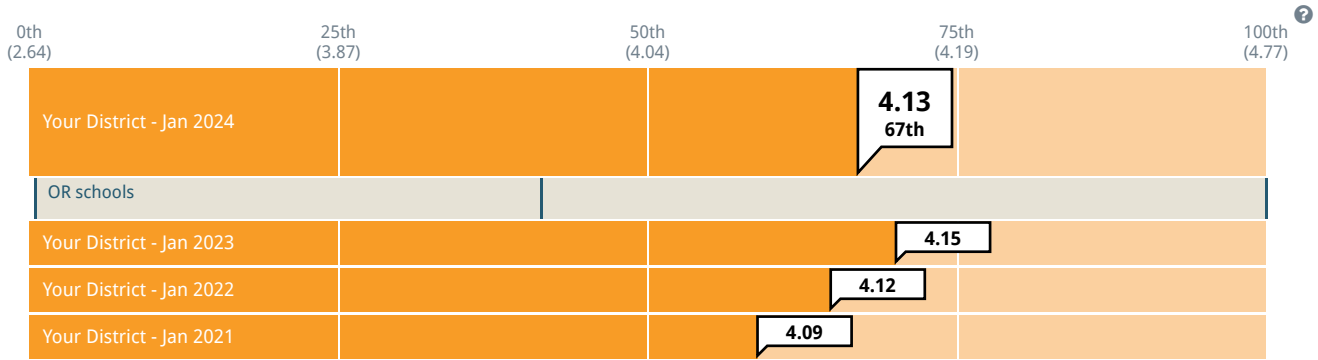
This summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

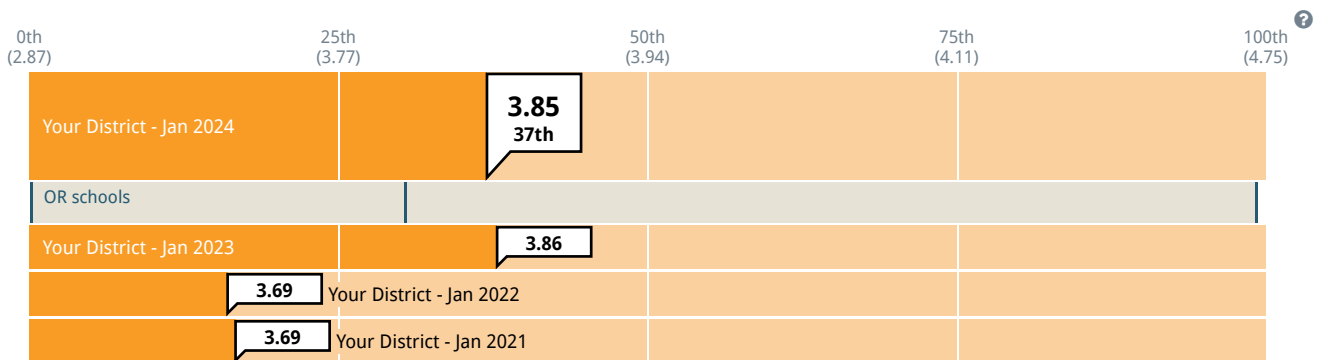
This summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.



Cohort: OR schools Past results: on Subgroup: None

Communication & Feedback Summary Measure

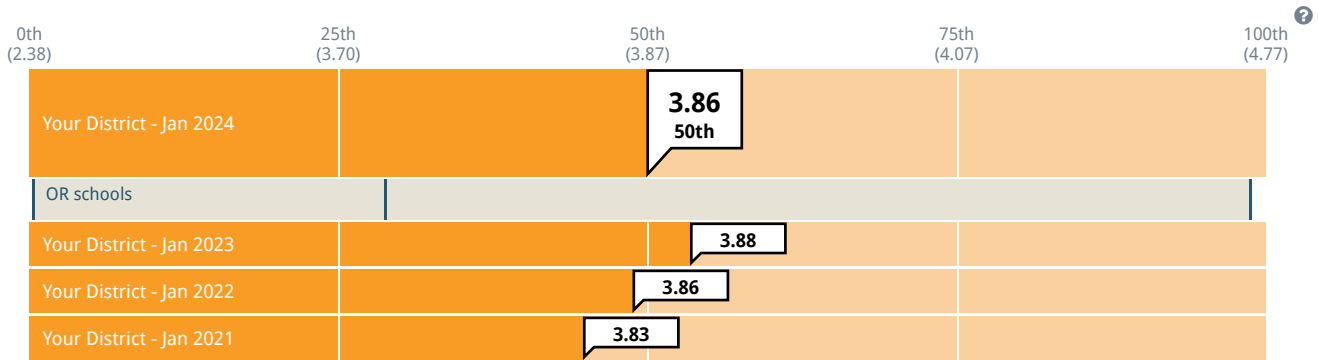
This summary measure describes the degree to which there are open and effective lines of communication between families and schools.



Cohort: OR schools Past results: on Subgroup: None

Resources Summary Measure

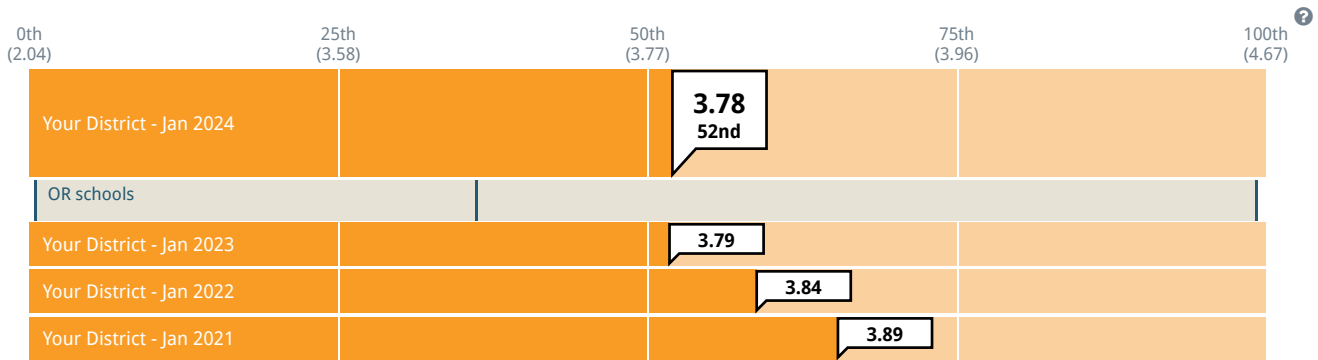
This summary measure describes the degree to which families believe that their school deploys the necessary resources to support students.



Cohort: OR schools Past results: on Subgroup: None

School Safety Summary Measure

This summary measure describes the degree to which families believe that their school is a safe place for students.



Cohort: OR schools Past results: on Subgroup: None

^Your school is in this cohort (School Reports only).

Bend-La Pine School District - Middle Schools - "Student Survey" District Report - January 2024

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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Students at Bend were surveyed in January 2024 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, and Relationships. In addition, students provided feedback about Student Voice and Leadership and Inclusion.

In order to put student feedback into context, this report compares Bend students' ratings to the ratings from students at 579 other middle schools across the country.

Compared to other participating middle schools, Bend's **highest rated themes** were:

- Belonging & Peer Collaboration
- Relationships

and the **lowest rated themes** were:

- Academic Challenge
- Engagement

Compared to other participating middle schools, Bend's **highest rated question** within the key themes was:

- *How many of your teachers try to understand what your life is like outside of school?* (which is in the Relationships theme)

and the **lowest rated question** within the key themes was:

- *In order to get a good grade, I have to work hard in my classes.* (which is in the Academic Challenge theme)

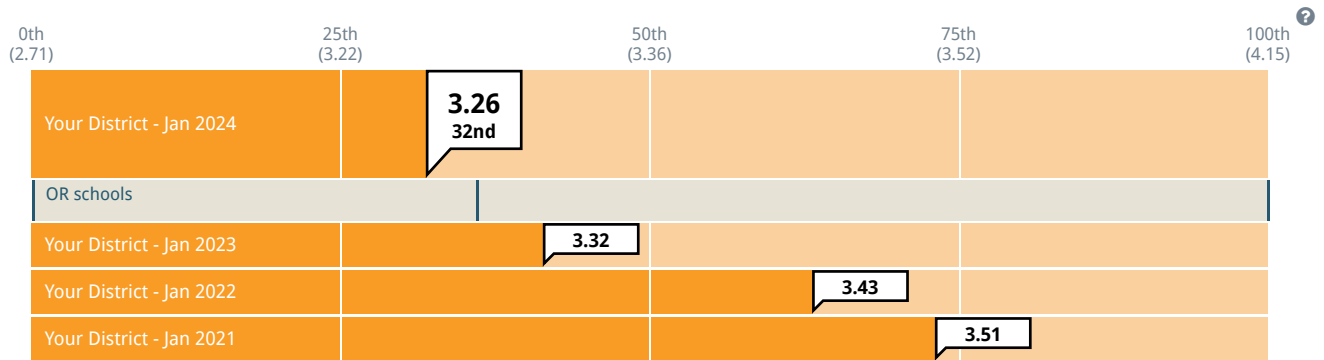
Respondents also provided feedback about Student Voice and Leadership. For example, **29%** of respondents responded positively to the question: *I feel like I can make a difference at my school.*

Respondents also provided feedback about Inclusion. For example, **50%** of respondents responded positively to the question: *I feel like I can talk to students from my school about my religion, faith or spiritual beliefs.*

This report represents feedback from **3455** students. **Based on the enrollment data provided, you had a 89% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

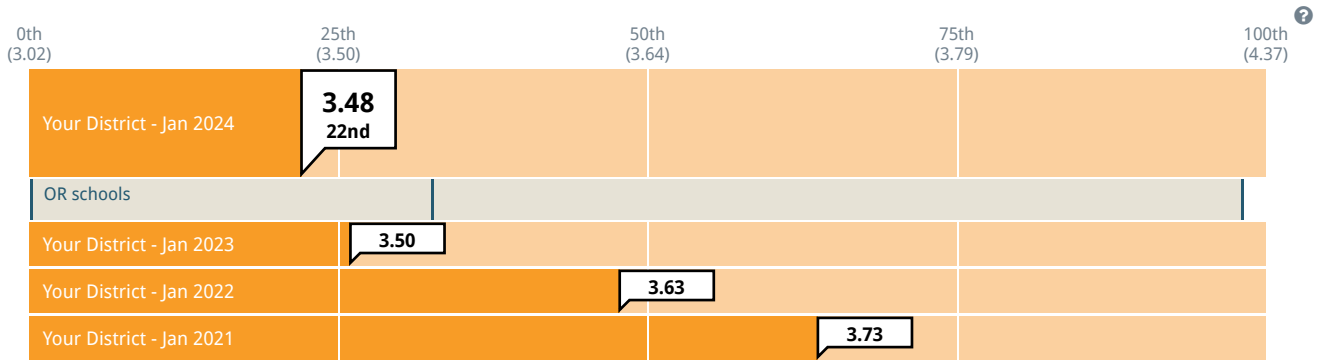
This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



Cohort: OR schools Past results: on Subgroup: None

Academic Challenge Summary Measure

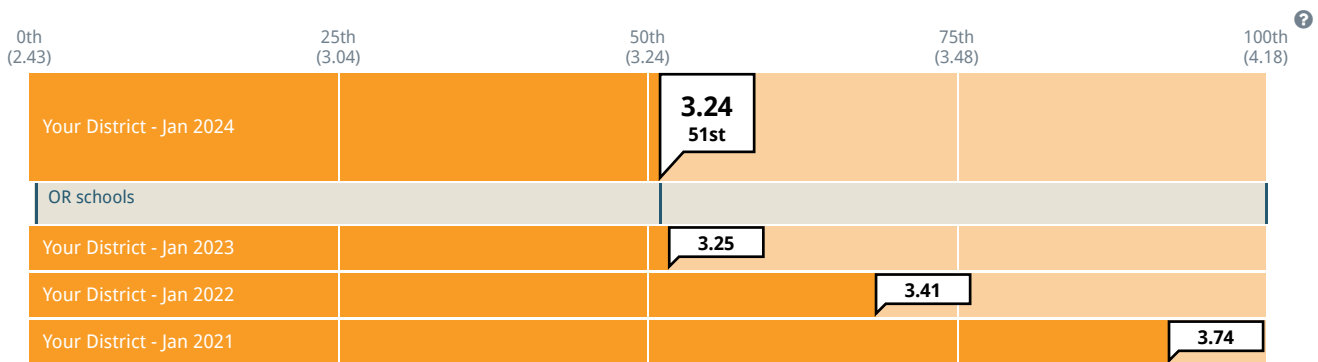
This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

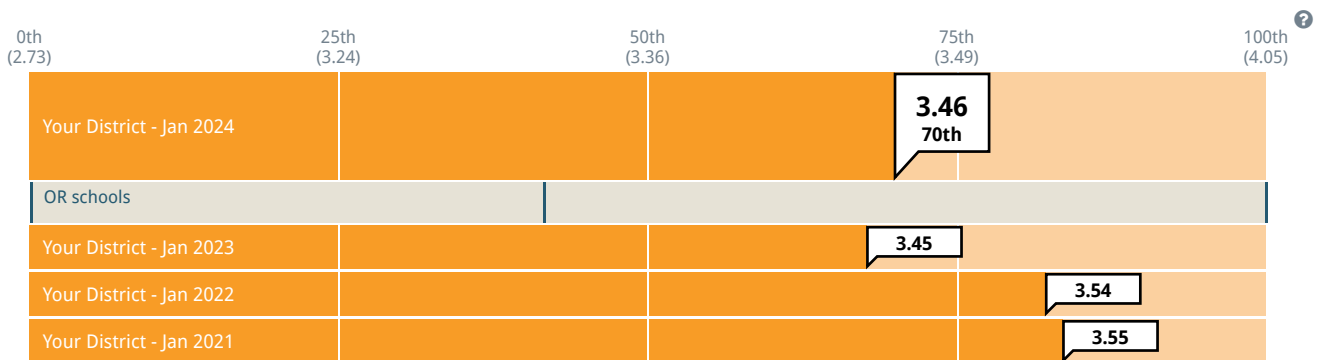
This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



Cohort: OR schools Past results: on Subgroup: None

Belonging & Peer Collaboration Summary Measure

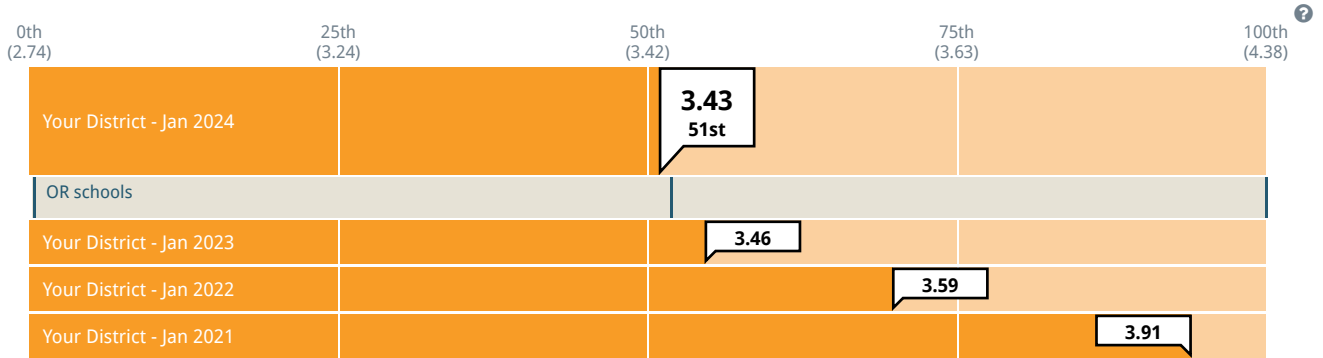
This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



Cohort: OR schools Past results: on Subgroup: None

^Your school is in this cohort (School Reports only).

Bend-La Pine School District - Middle Schools - "Staff Survey" District Report - January 2024

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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Staff members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support, and School Safety.

In order to put feedback into context, this report compares Bend staff members' ratings to the ratings of staff members from **264** other middle schools across the country.

Compared to other participating middle schools, Bend's **highest rated themes** were:

- Relationships
- Culture

and the **lowest rated themes** were:

- Professional Development and Support
- Engagement

Compared to other participating middle schools, Bend's **highest rated question** within the key themes was:

- *Staff treat each other with respect.* (which is in the Relationships theme)

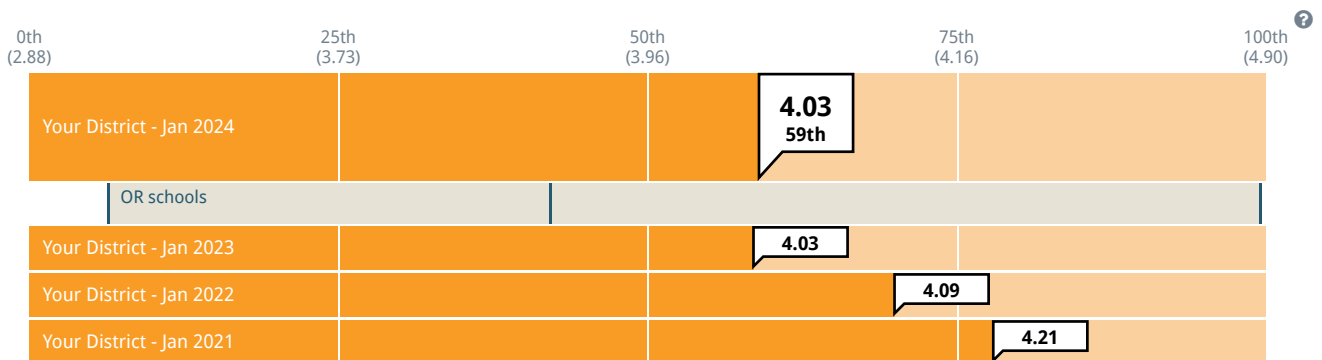
and the **lowest rated question** within the key themes was:

- *My professional development over the last year has provided me with teaching strategies to better meet my students' needs.* (which is in the Professional Development and Support theme)

This report represents feedback from **354** staff members. **Based on the enrollment data provided, you had a 85% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

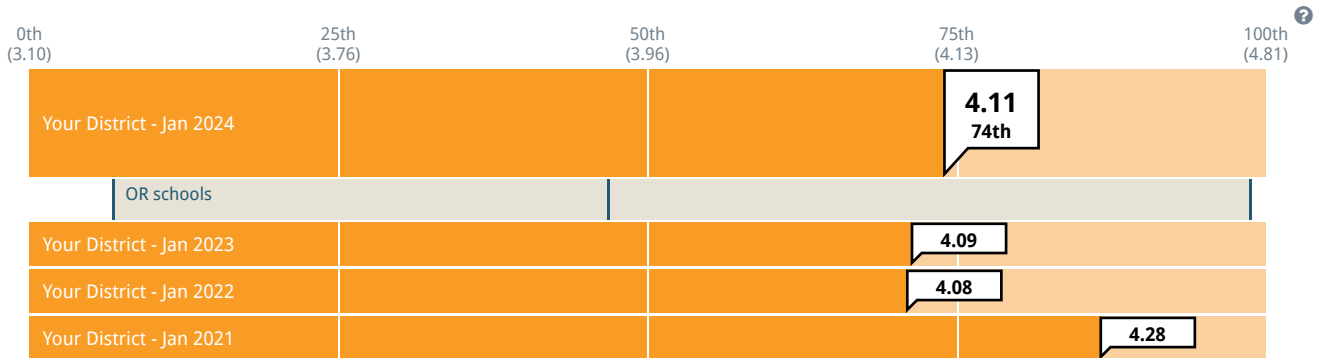
This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

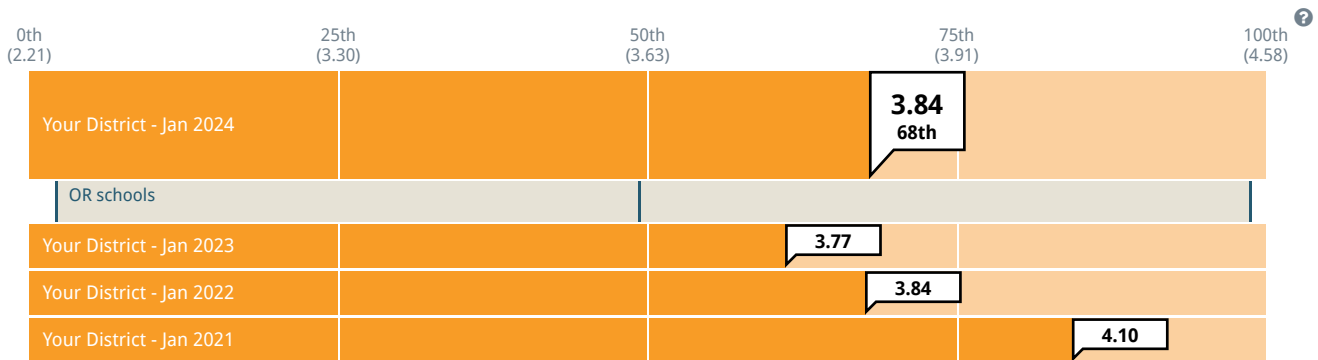
This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

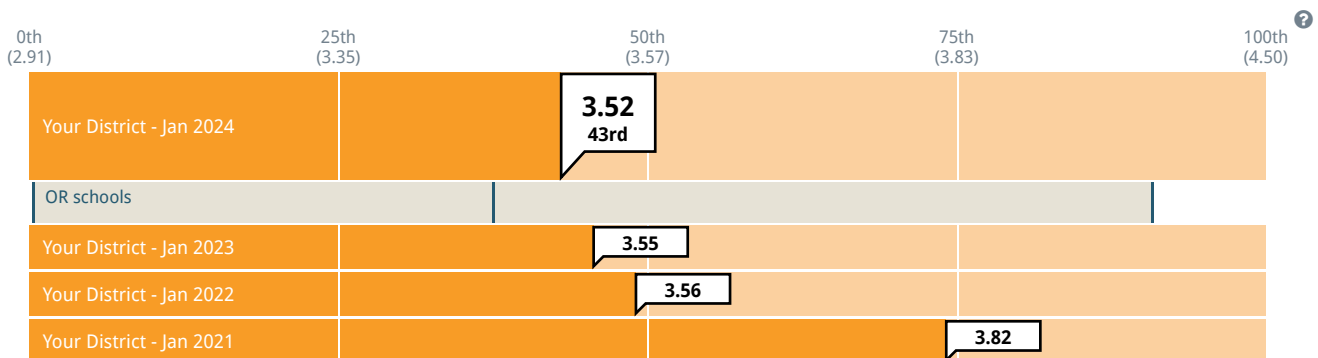
This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.



Cohort: OR schools Past results: on Subgroup: None

Professional Development & Support Summary Measure

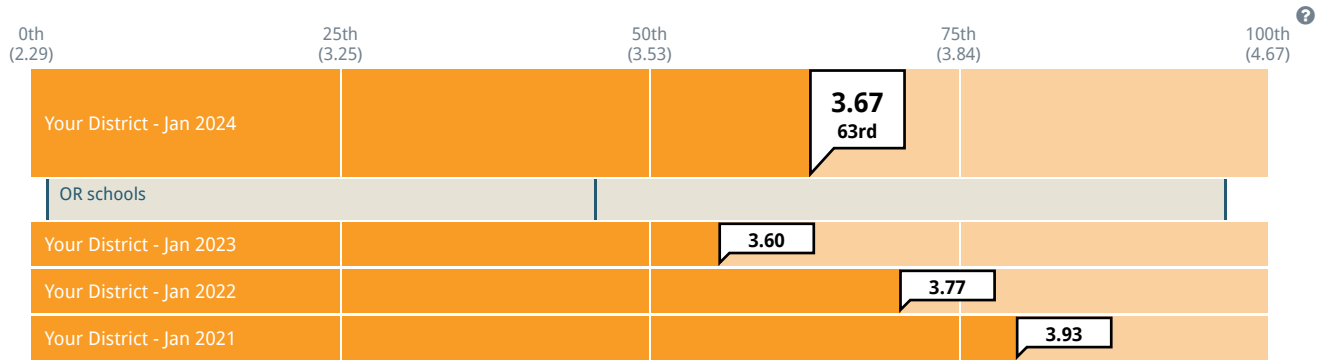
This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.



Cohort: OR schools Past results: on Subgroup: None

School Safety

This summary measure describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.



Cohort: OR schools Past results: on Subgroup: None

^ Your school is in this cohort (School Reports only).

Bend-La Pine School District - Middle Schools - "Family Survey" District Report - January 2024

Generated on April 12, 2024

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EXECUTIVE SUMMARY 1

RESOURCES 4

Resources Percentile Charts..... 4

EXECUTIVE SUMMARY

Family members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

In order to put feedback into context, this report compares Bend family members' ratings to the ratings from family members at 273 other middle schools across the country.

Compared to other participating middle schools, Bend's **highest rated themes** were:

- Relationships
- Culture

and the **lowest rated themes** were:

- Communication & Feedback
- Resources

Compared to other participating middle schools, Bend's **highest rated question** within the key themes was:

- *Families and teachers care about each other.* (which is in the Relationships theme)

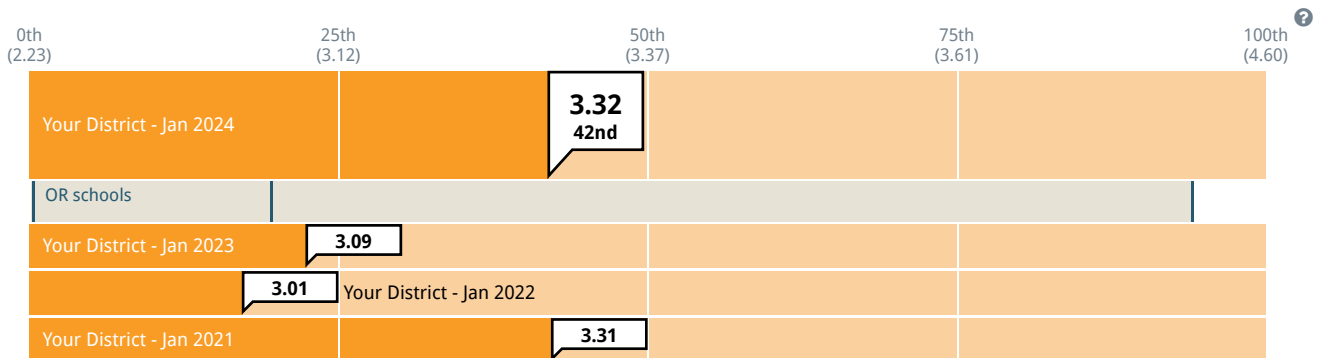
and the **lowest rated question** within the key themes was:

- *My school sets high expectations for students.* (which is in the Resources theme)

This report represents feedback from 945 family members. **Based on the enrollment data provided, you had a 23% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

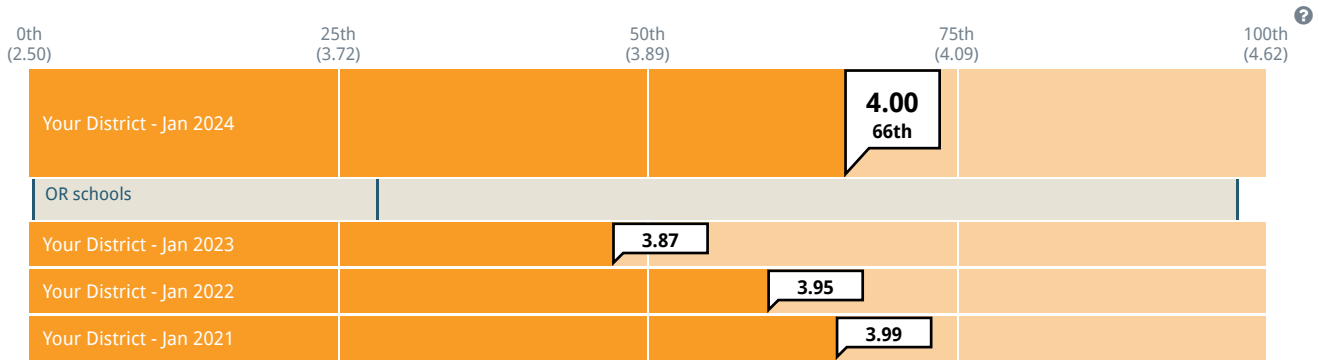
This summary measure describes the degree to which families are engaged in their school and empowered to influence decision making.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

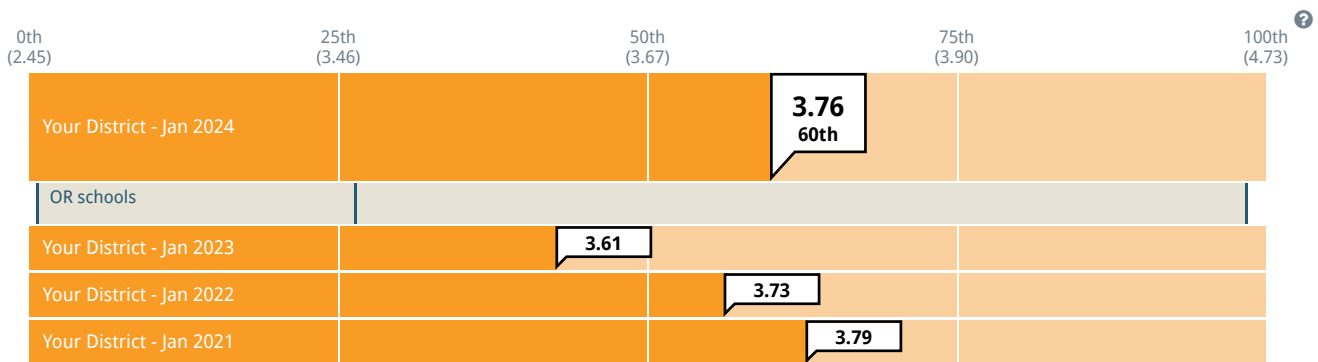
This summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

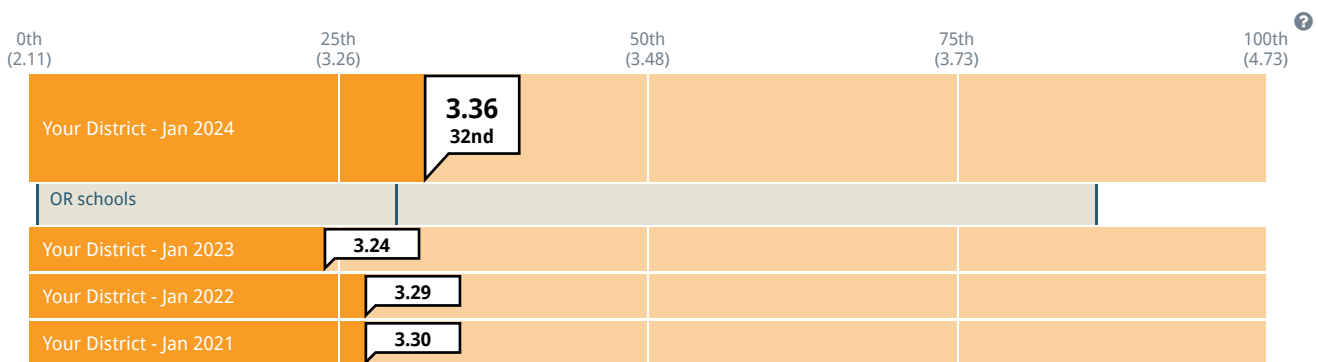
This summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.



Cohort: OR schools Past results: on Subgroup: None

Communication & Feedback Summary Measure

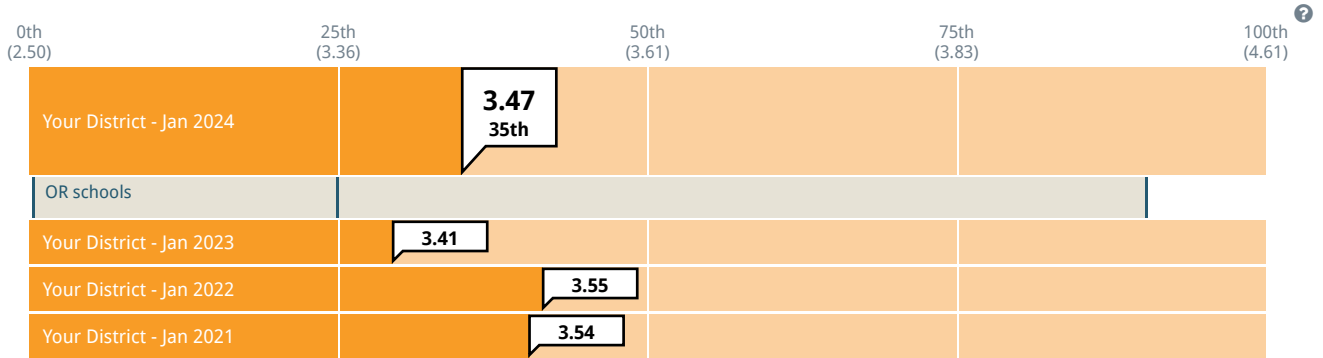
This summary measure describes the degree to which there are open and effective lines of communication between families and schools.



Cohort: OR schools Past results: on Subgroup: None

Resources Summary Measure

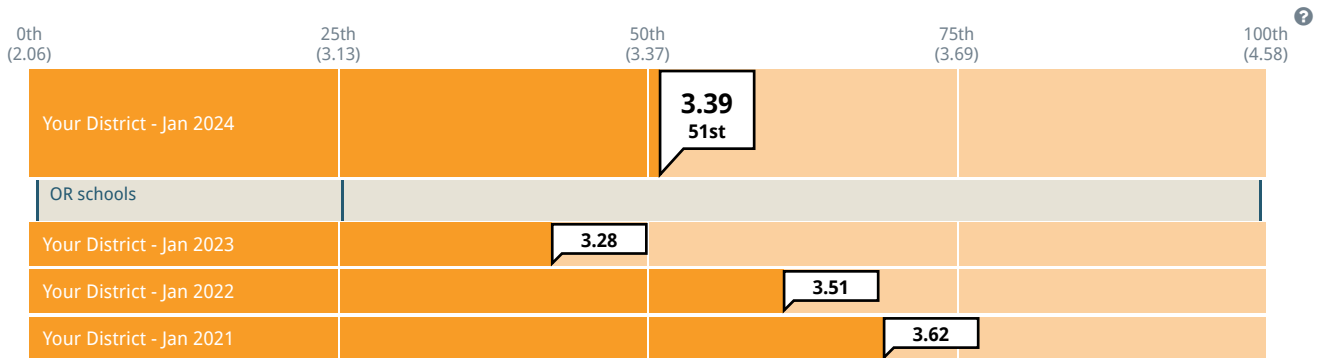
This summary measure describes the degree to which families believe that their school deploys the necessary resources to support students.



Cohort: OR schools Past results: on Subgroup: None

School Safety Summary Measure

This summary measure describes the degree to which families believe that their school is a safe place for students.



Cohort: OR schools Past results: on Subgroup: None

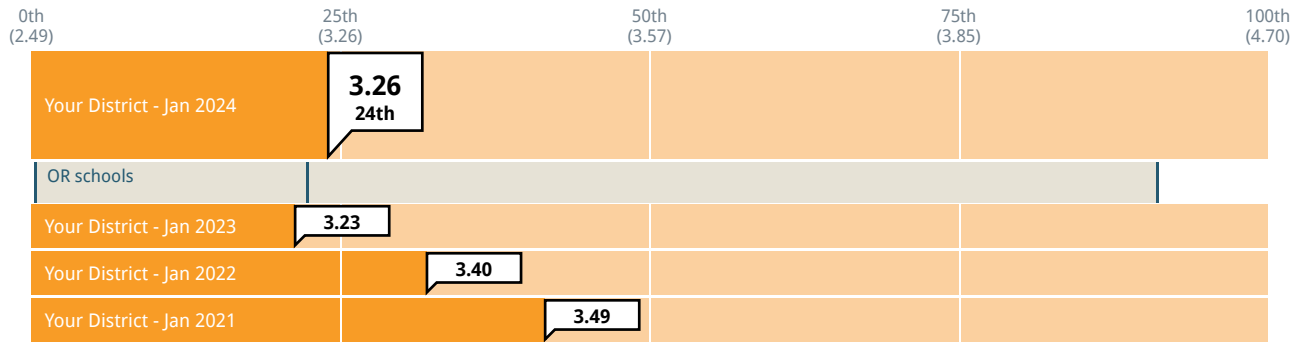
^Your school is in this cohort (School Reports only).

RESOURCES

Resources Percentile Charts

My school sets high expectations for students.

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



Cohort: OR schools Past results: on Subgroup: None

Bend-La Pine School District - High Schools - "Student Survey" District Report - January 2024

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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Students at Bend were surveyed in January 2024 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, and College & Career Readiness. In addition, students provided feedback about Student Voice and Leadership and Inclusion.

In order to put student feedback into context, this report compares Bend students' ratings to the ratings from students at **582** other high schools across the country.

Compared to other participating high schools, Bend's **highest rated themes** were:

- Belonging & Peer Collaboration
- Culture

and the **lowest rated themes** were:

- College & Career Readiness
- Academic Challenge

Compared to other participating high schools, Bend's **highest rated question** within the key themes was:

- *How often do you work with other students for your classes because your teachers ask or tell you to?* (which is in the Belonging & Peer Collaboration theme)

and the **lowest rated question** within the key themes was:

- *My school has helped me understand the steps I need to take in order to have the career that I want.* (which is in the College & Career Readiness theme)

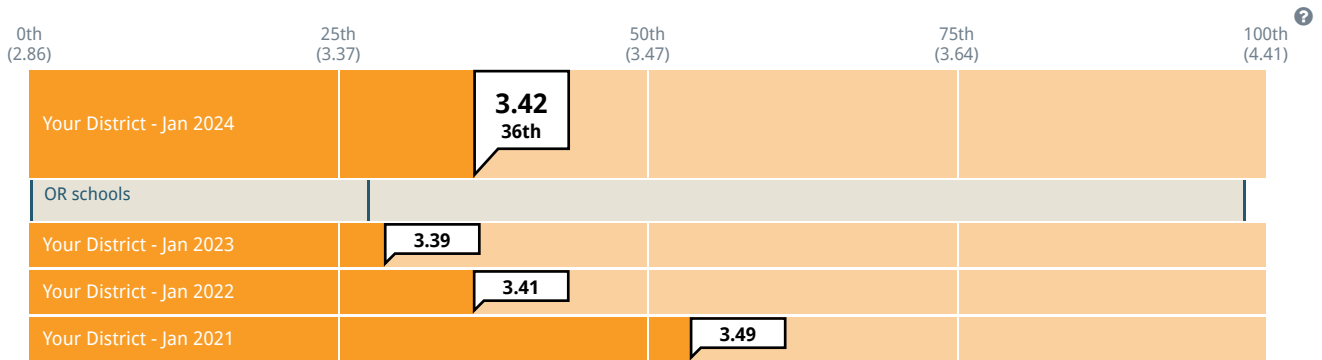
Respondents also provided feedback about Student Voice and Leadership. For example, **32%** of respondents responded positively to the question: *I feel like I can make a difference at my school.*

Respondents also provided feedback about Inclusion. For example, **51%** of respondents responded positively to the question: *I feel like I can talk to students from my school about my religion, faith or spiritual beliefs.*

This report represents feedback from **4008** students. **Based on the enrollment data provided, you had a 70% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

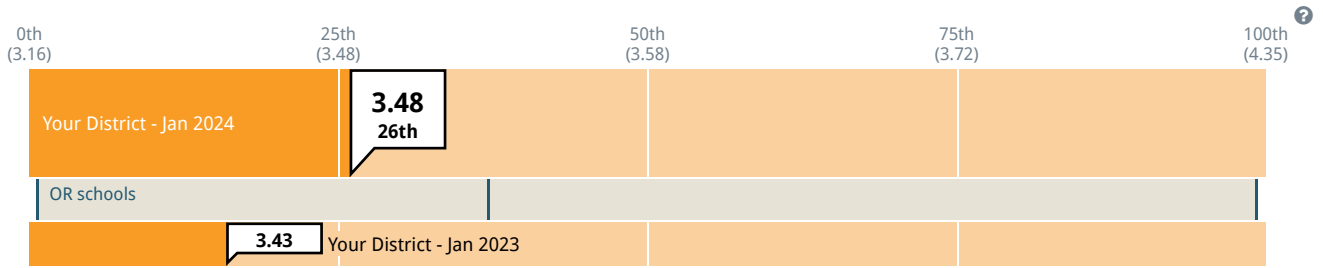
This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



Cohort: OR schools Past results: on Subgroup: None

Academic Challenge Summary Measure*

This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.

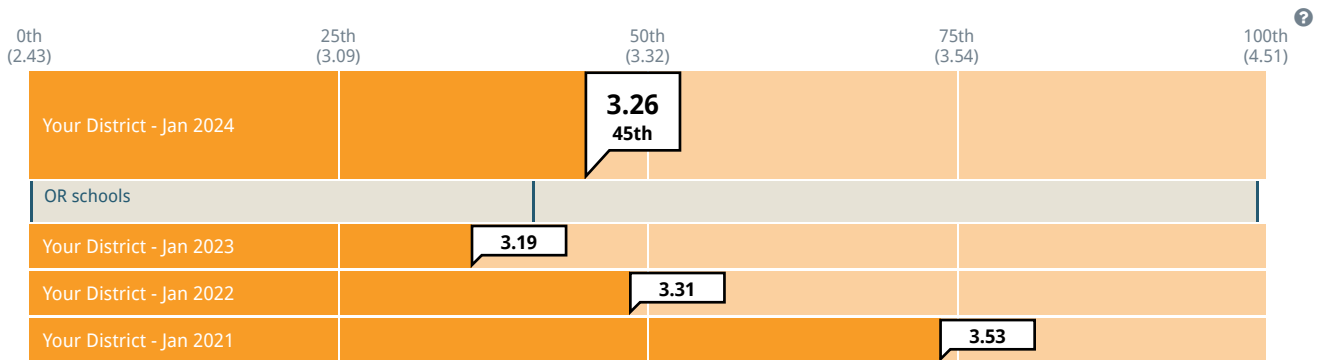


Cohort: OR schools Past results: on Subgroup: None

*The Academic Challenge summary measure does not have trend data prior to the 2022-23 school year because one question ("My teachers explain things in a way that I understand.") was added.

Culture Summary Measure

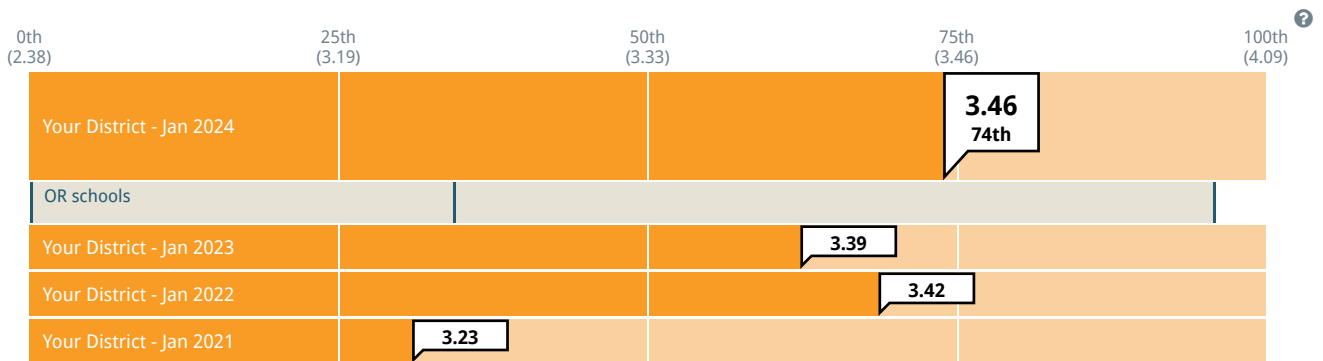
This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



Cohort: OR schools Past results: on Subgroup: None

Belonging & Peer Collaboration Summary Measure

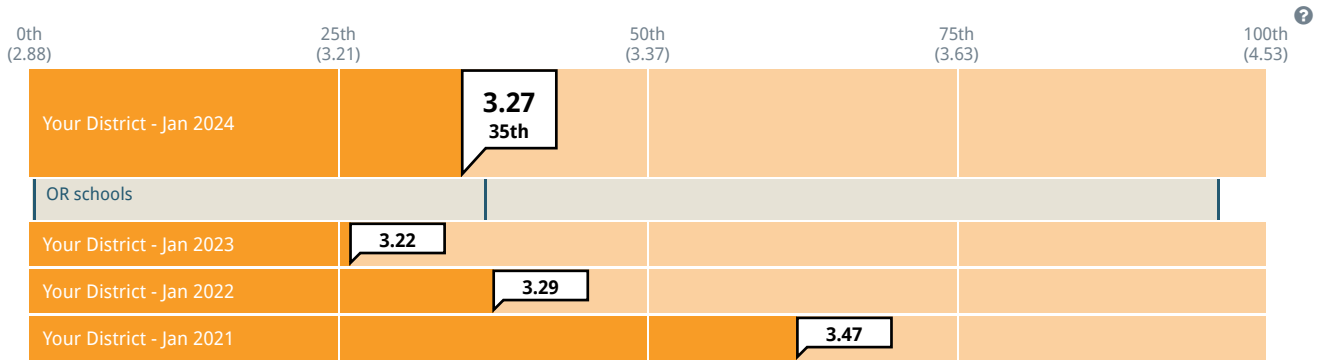
This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

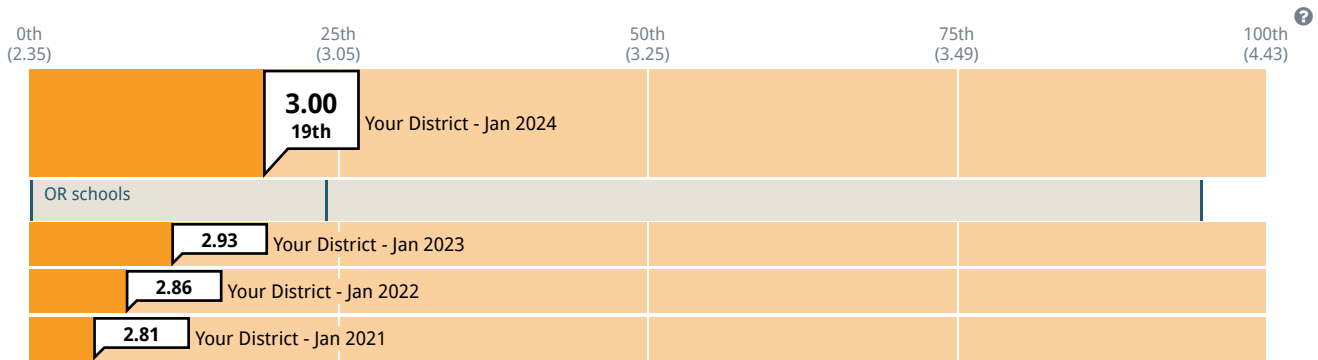
This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



Cohort: OR schools Past results: on Subgroup: None

College & Career Readiness Summary Measure

This summary measure describes the degree to which students feel equipped to pursue college and careers.



Cohort: OR schools Past results: on Subgroup: None

^Your school is in this cohort (School Reports only).

Bend-La Pine School District - High Schools - "Staff Survey" District Report - January 2024

Generated on April 12, 2024



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EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Staff members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support, and School Safety.

In order to put feedback into context, this report compares Bend staff members' ratings to the ratings of staff members from **285** other high schools across the country.

Compared to other participating high schools, Bend's **highest rated themes** were:

- Culture
- Relationships

and the **lowest rated themes** were:

- Professional Development and Support
- Engagement

Compared to other participating high schools, Bend's **highest rated question** within the key themes was:

- *Information about school policies is disseminated to staff clearly.* (which is in the Culture theme)

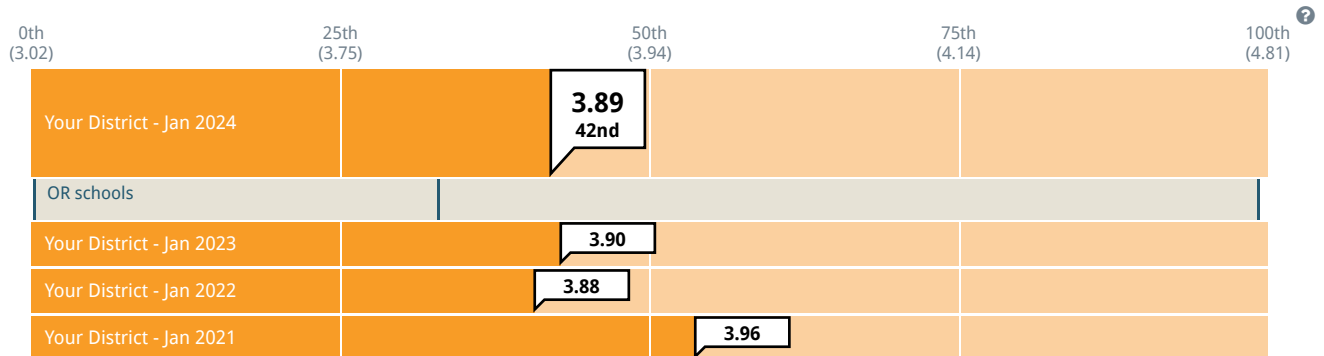
and the **lowest rated question** within the key themes was:

- *I have access to meaningful professional development.* (which is in the Professional Development and Support theme)

This report represents feedback from **376** staff members. **Based on the enrollment data provided, you had a 71% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

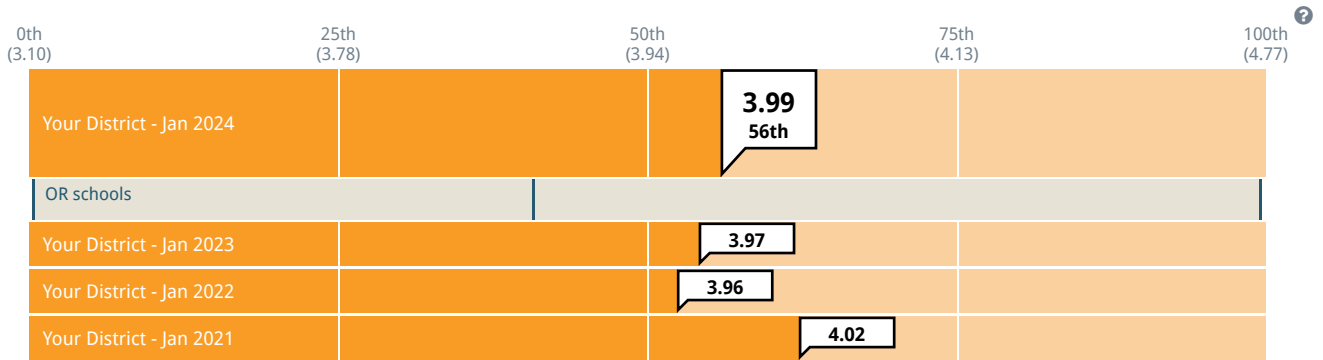
This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

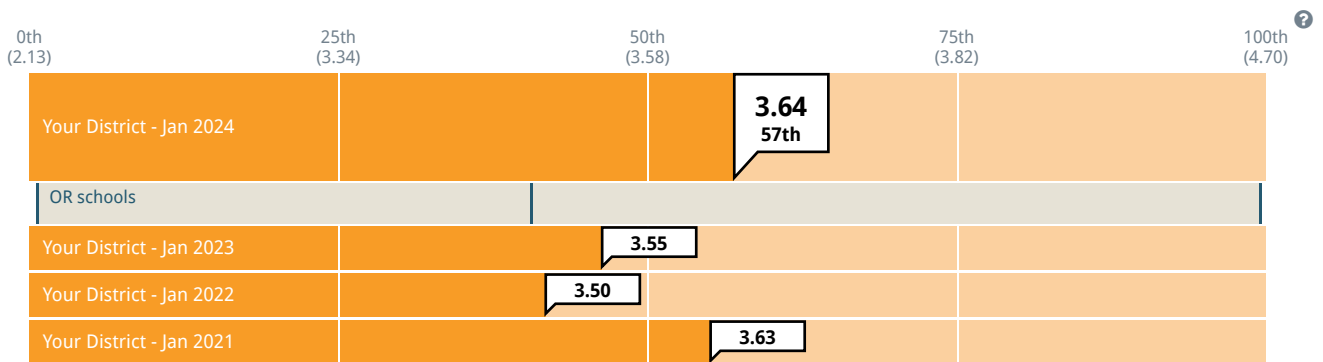
This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

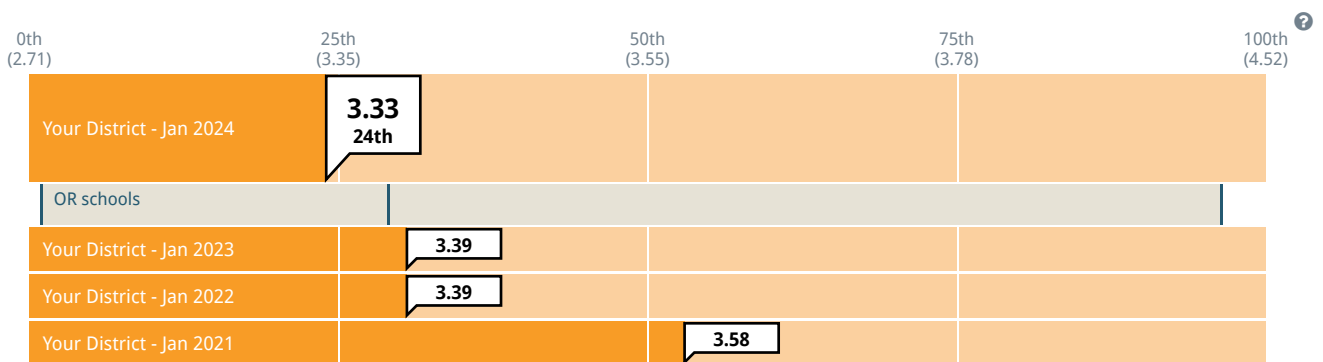
This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.



Cohort: OR schools Past results: on Subgroup: None

Professional Development & Support Summary Measure

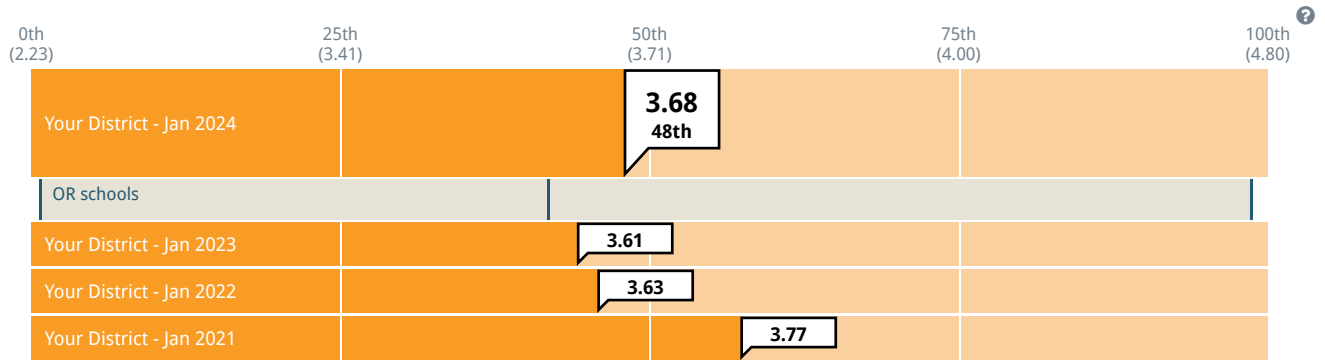
This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.



Cohort: OR schools Past results: on Subgroup: None

School Safety

This summary measure describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.



Cohort: OR schools Past results: on Subgroup: None

^ Your school is in this cohort (School Reports only).

Bend-La Pine School District - High Schools - "Family Survey" District Report - January 2024

Generated on April 12, 2024



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The online version of this report can be accessed at youthtruth.surveyresults.org

EXECUTIVE SUMMARY 1

EXECUTIVE SUMMARY

Family members at Bend were surveyed in January 2024 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

In order to put feedback into context, this report compares Bend family members' ratings to the ratings from family members at 279 other high schools across the country.

Compared to other participating high schools, Bend's **highest rated themes** were:

- Relationships
- School Safety

and the **lowest rated themes** were:

- Engagement
- Communication & Feedback

Compared to other participating high schools, Bend's **highest rated question** within the key themes was:

- *My school runs smoothly.* (which is in the Culture theme)

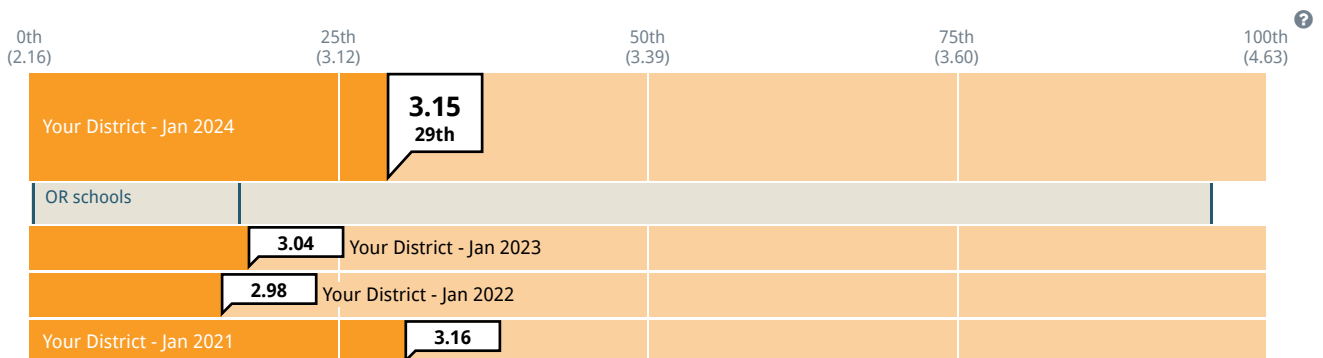
and the **lowest rated question** within the key themes was:

- *I feel empowered to play a meaningful role in decision-making at my school.* (which is in the Engagement theme)

This report represents feedback from 951 family members. **Based on the enrollment data provided, you had a 18% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

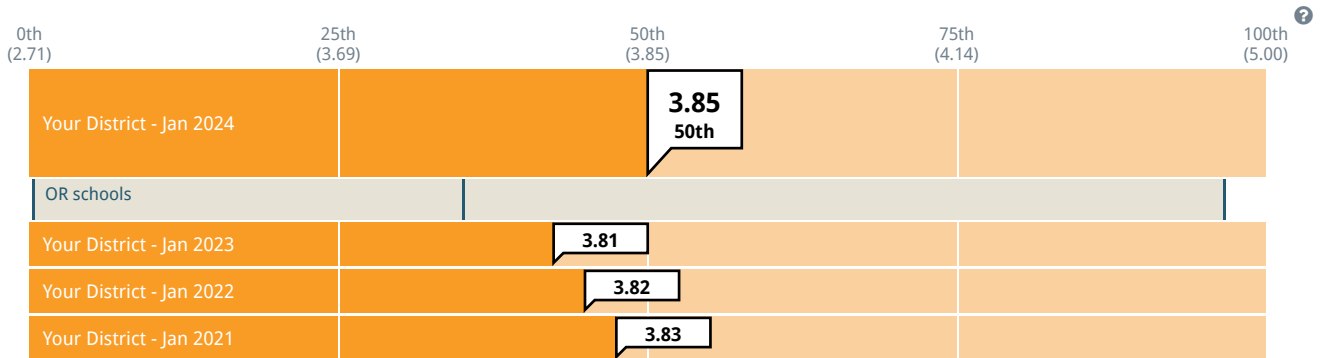
This summary measure describes the degree to which families are engaged in their school and empowered to influence decision making.



Cohort: OR schools Past results: on Subgroup: None

Relationships Summary Measure

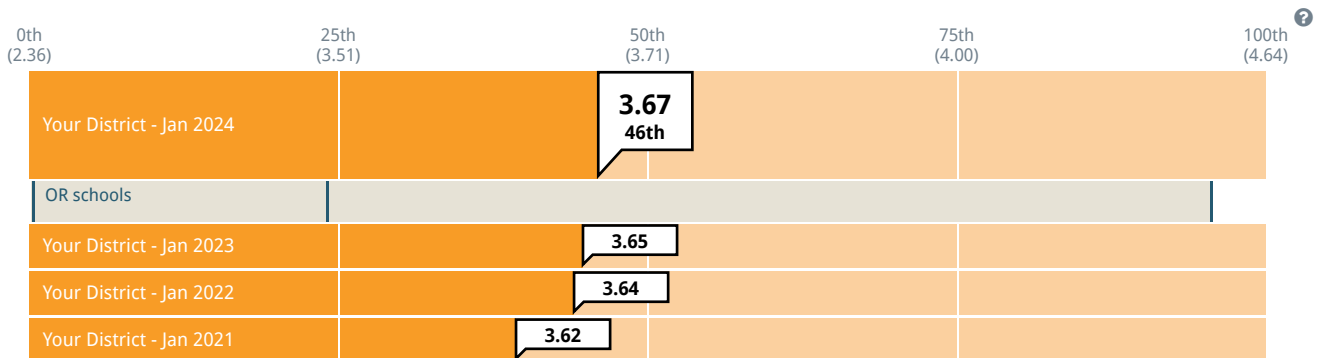
This summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability.



Cohort: OR schools Past results: on Subgroup: None

Culture Summary Measure

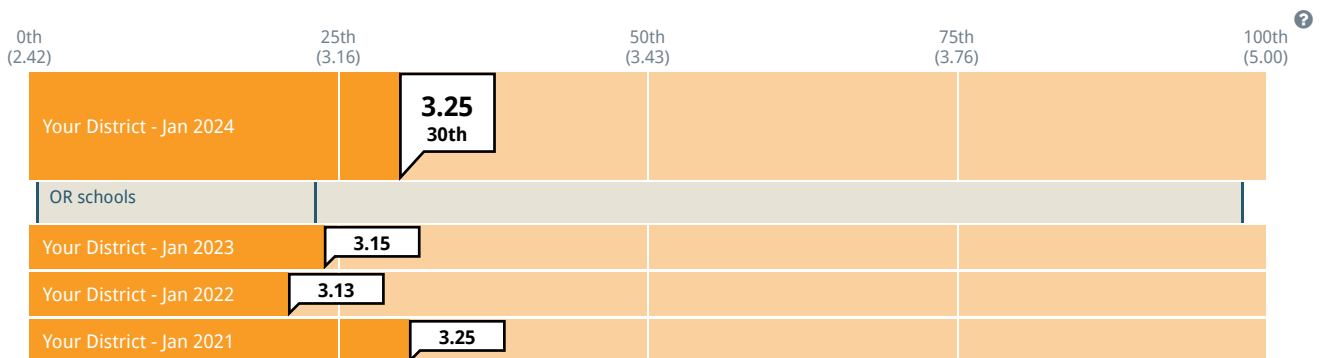
This summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.



Cohort: OR schools Past results: on Subgroup: None

Communication & Feedback Summary Measure

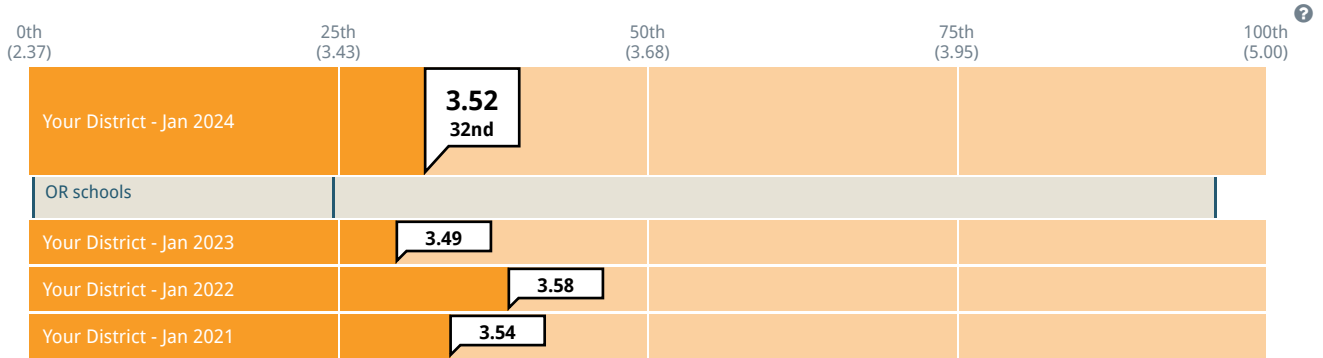
This summary measure describes the degree to which there are open and effective lines of communication between families and schools.



Cohort: OR schools Past results: on Subgroup: None

Resources Summary Measure

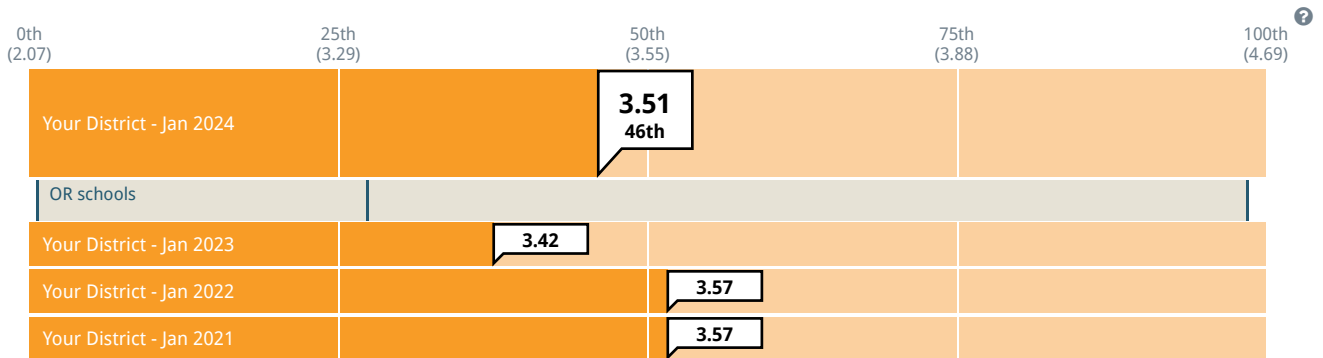
This summary measure describes the degree to which families believe that their school deploys the necessary resources to support students.



Cohort: OR schools Past results: on Subgroup: None

School Safety Summary Measure

This summary measure describes the degree to which families believe that their school is a safe place for students.



Cohort: OR schools Past results: on Subgroup: None

^Your school is in this cohort (School Reports only).