



Student Experience and Achievement

November 10, 2021

Executive Summary

The Student Experience and Achievement (SEA) subcommittee is working towards identifying 2-3 priorities by diving into data from the Superintendent's Listening and Learning Tour and by exploring the definitions of "student experience" and "student achievement." The group will continue to explore data and work towards prioritizing in the coming weeks based on the themes that have emerged from the data and from the subcommittee members' experiences.

Action Items and Next Steps

During the next session, the subcommittee will review a summary of themes that have emerged from the first two meetings in order to determine opportunities to narrow their focus and to get more specific regarding possible recommendations related to supporting student experience and achievement.

Overview

Meeting Topic

The subcommittee worked towards developing shared definitions of "student experience" and "student achievement" by exploring district resources and by sharing individual experiences. The group spent time reviewing the data from the Listening and Learning Tour to uncover patterns and connections with their own personal and professional experiences. Based on these discussions, the group began to identify themes, questions and areas where additional data is needed to support the group's decision-making process.

Emerging Themes

Several themes emerged as possible areas of focus for the subcommittee as it moves forward with the prioritization process, including:

- **Responsiveness to student needs and student voice**, particularly through culturally responsive approaches within schools and classrooms
- **Supporting teachers** by ensuring workloads are manageable and that teachers have the supports and opportunities for development they need to provide the conditions needed for learning, including culturally responsive, supportive instruction and social emotional support for students
- **Family engagement to support student learning**, including family-teacher relationship-building and communication as well as an asset-based mindset regarding students' cultural backgrounds.

Remaining Questions

The subcommittee identified a tension in balancing the needs of students, teachers and families. Specifically, the group discussed that many of the needs of students (e.g. cultural responsiveness) and families (e.g. communication) are dependent on teachers. At the same time, teachers are experiencing unprecedented challenges and heavier pandemic workloads. In addition, the group has wrestled with the degree to which community data is truly representative of the needs of all of our communities - in particular our families of color. The group will continue to bring in additional data to support its thinking and identification of themes.