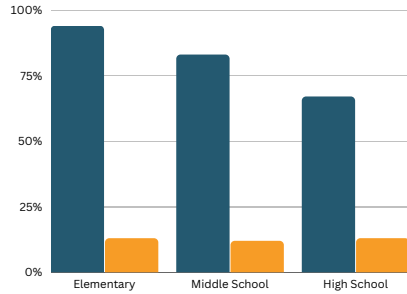


This year we had feedback from 6,757 respondents across multiple stakeholder groups and/or school levels in our district.



### Why YouthTruth?

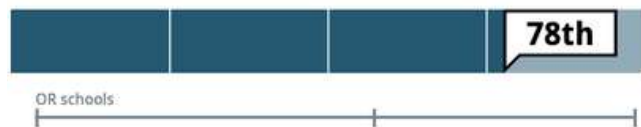
This data helps us to better understand our school community and how to best provide the support our schools need to deliver to students.

## STUDENT AND FAMILY SUCCESSES

### Elementary School

#### Relationships

David Douglas School District ranks in the 78th percentile with our Hispanic or Latina/o/x elementary student population.



#### Communication

##### With Our Elementary School Families

Our District places in the 82nd percentile in communication. This describes the degree to which there are open and effective lines of communication between families and schools.

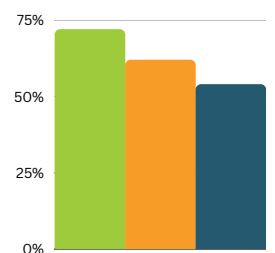


### Middle School

#### Communication and Feedback

Compared to other participating middle schools, this was DDSD's highest rated theme. Our highest rated question - both nationally and in the state of Oregon - was "I receive regular feedback about my child's progress."

With Our Middle School Families

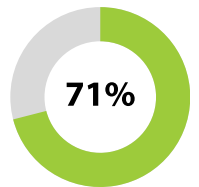


#### Legend for graph

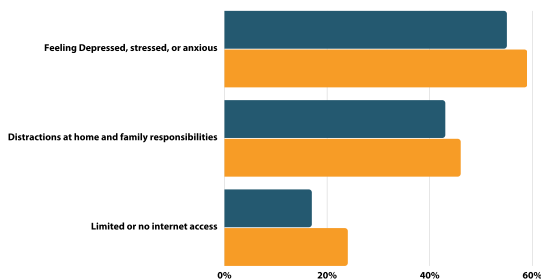


#### Relationships

Students who identify as transgender are rating high in the relationship category. For example, 71% of transgender students responded positively to the question, "How many of your teachers believe that you can get a good grade if you try?"



### Our High Schools



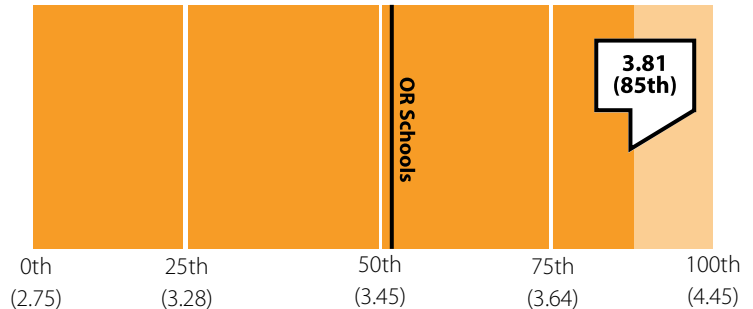
#### Legend for graph: HS Students in 2022 HS Students in 2021

DDSD saw a decrease in [obstacles to learning](#) in three areas for our high school students when they answered the question, "Do any of the following make it hard for you to do your best at school?"

David Douglas High School Families expressed an increase in satisfaction in all seven key themes of the survey:

Engagement  
Resources  
Relationships

School Safety  
Culture  
Communication & Feedback  
Diversity, Equity, and Inclusion (DEI)



#### Diversity

When asked the question, "Within your school, how often do you see people of diverse backgrounds represented during school events?" our high school students responded positively and landed in the 85th percentile.



## VULNERABLE STUDENT POPULATION FEEDBACK



### LGBT+

At David Douglas High School, the gap between LGBTQ+ and non-LGBTQ+ is really small, even nonexistent for relationships.



### English Learners

In our middle schools, ELL students are rating higher in all themes.



### Special Education

At our high schools, special education students are rating higher in 5 out of 6 themes.

## POSITIVE FEEDBACK - IN THEIR OWN WORDS

"This is my students first year at Lincoln Park elementary. He was very behind in his learning. He was at kindergarten level when he started 3rd grade this year. Due to his amazing teacher he is almost at a 3rd grade level. The staff really take the time to stop and help the kids and keep families informed. I'm a grandparent raising a grandchild. This school has completely accepted us and has gone above and beyond to meet our needs. My students 3rd grade teacher is one of the best teachers I've had the pleasure of working with."

- Lincoln Park Parent

"Before coming to Fir Ridge Campus, I felt extremely unheard and unimportant; I felt as if I could disappear from school and go unnoticed. I did drop out, momentarily, and as a last ditch effort at graduating I enrolled at Fir Ridge with the thought that I would only try it out and if I didn't like it I would drop back out. Immediately, I regained my motivation towards graduating and even rekindled my love of learning. At this school, I truly do feel the most helped, maybe even catered to, out of other schools. Teachers care and understand you here and they have definitely helped me over this year."

- 12th grader at Fir Ridge

"The staff have given people a snack if they were hungry because they didn't eat or they listen to both sides of the story when there's a problem."

- Floyd Light Student

## STRENGTHENING RELATIONSHIPS: PROGRAMS AND SUPPORTS

### Grow Your Own Program

34 staff members were served this year. Of them, five have completed all of their requirements to become educators within our district.

### PBIS

We pride ourselves on teaching and rewarding positive behavior and having high expectations in our schools so our students can thrive.

### Restorative Practices

All buildings are committed to restorative practices. Our goal is that all staff are trained in the RP model to build strong, consistent, and trusting relationships with students and families.

### Advisory

Intentional time is created in middle and high schools for individualized connection and academic support.

### WEB

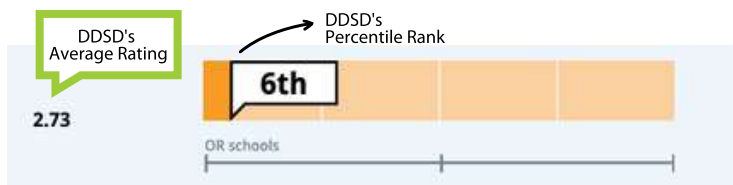
All middle schools actively participate in supporting students in the transition from elementary to middle school.

## WHERE CAN DDSD IMPROVE?

### Our Elementary Schools

#### Engagement

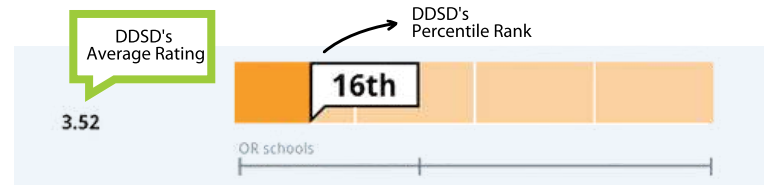
This summary measure describes the degree to which students perceive high expectations and feel engaged with their school and their education. Our students placed in the lower percentile and below state average.



### Our Middle Schools

#### Academic Challenge

This summary measure describes the degree to which students feel they are challenged by their coursework and teachers. This was DDSD's lowest rated category.



### Our High Schools

#### Relationships

Within the Relationships theme, compared to other participating high schools, the lowest rated question was "How many of your teachers are not just satisfied if you pass, they care if you're really learning?"

#### Legend for graph

