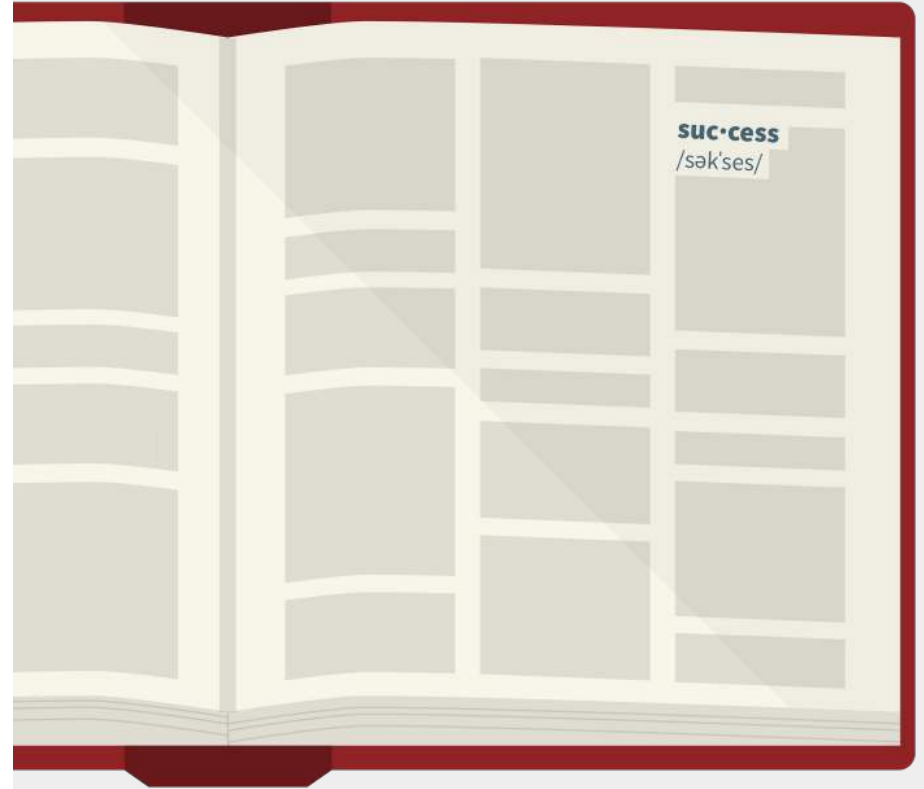


CONNECTION & BELONGING

MITIGATING THE TIDES OF THE MENTAL HEALTH CRISIS

Sarah Miles, PhD
Director of Research, Challenge Success

YOUR DEFINITION OF SUCCESS



YOUR SCHOOL'S DEFINITION OF SUCCESS

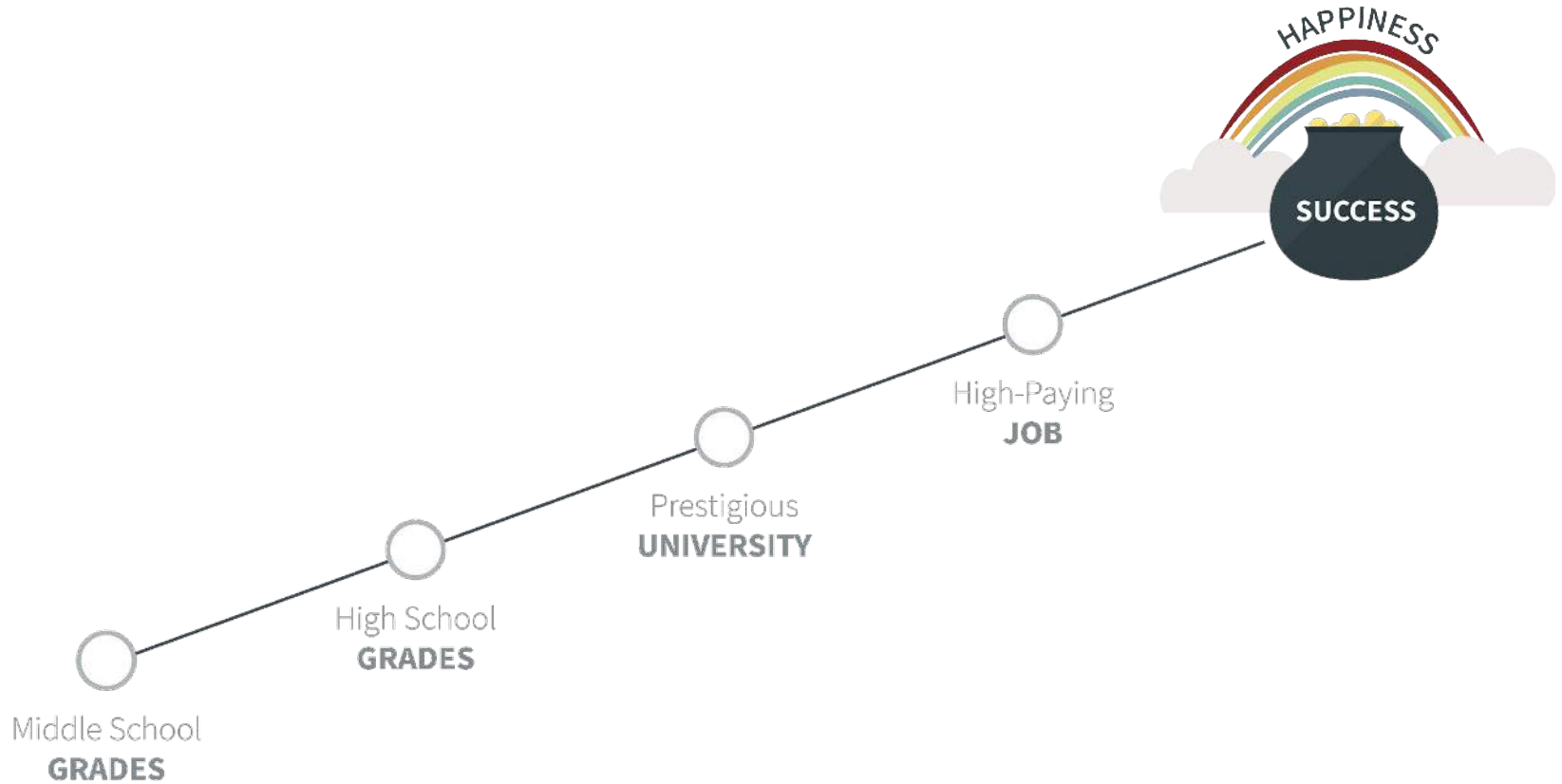


Draw a picture that
represents your **school's**
definition of success.

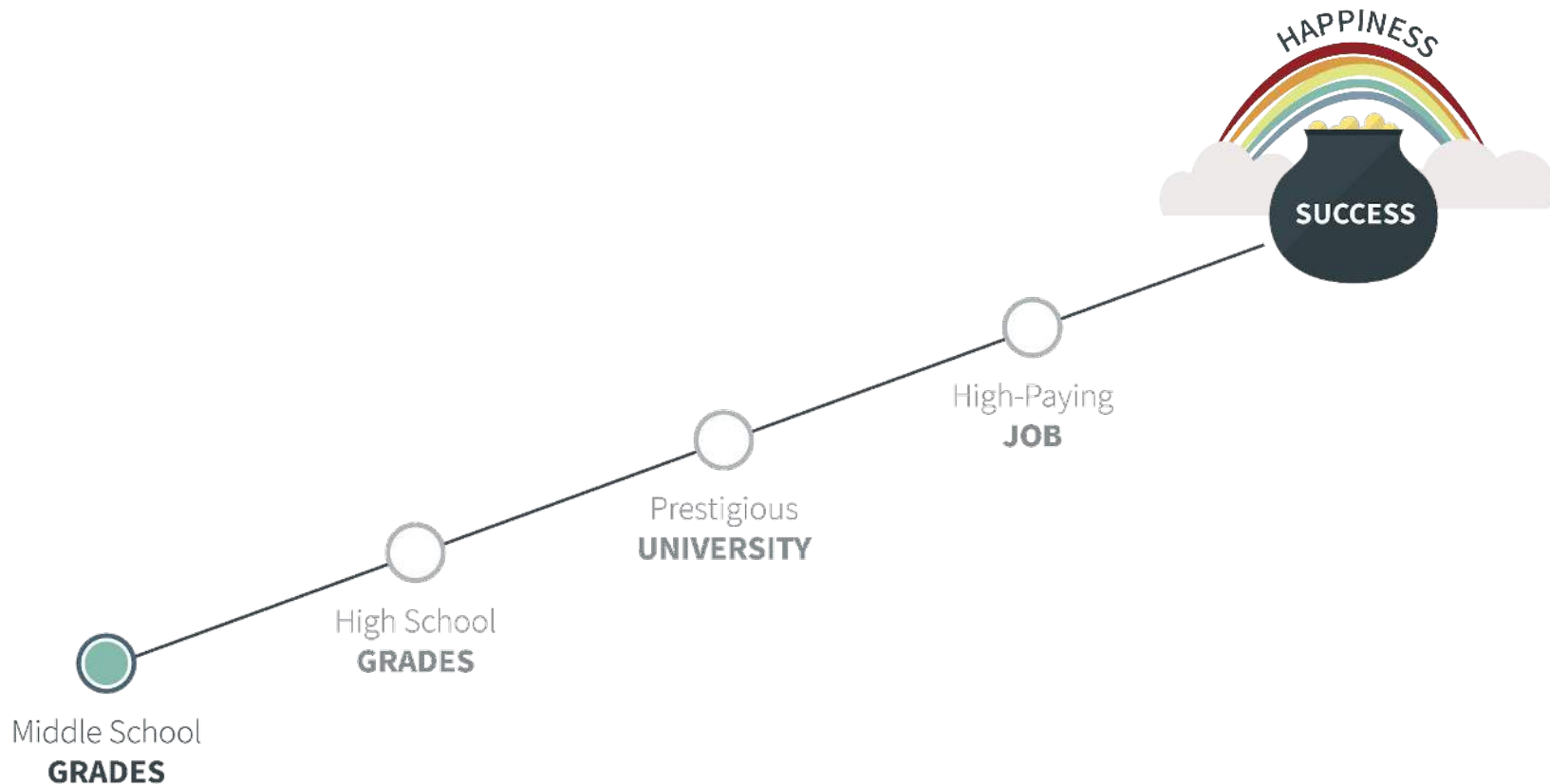


(MANY) **STUDENTS'** DEFINITION OF SUCCESS

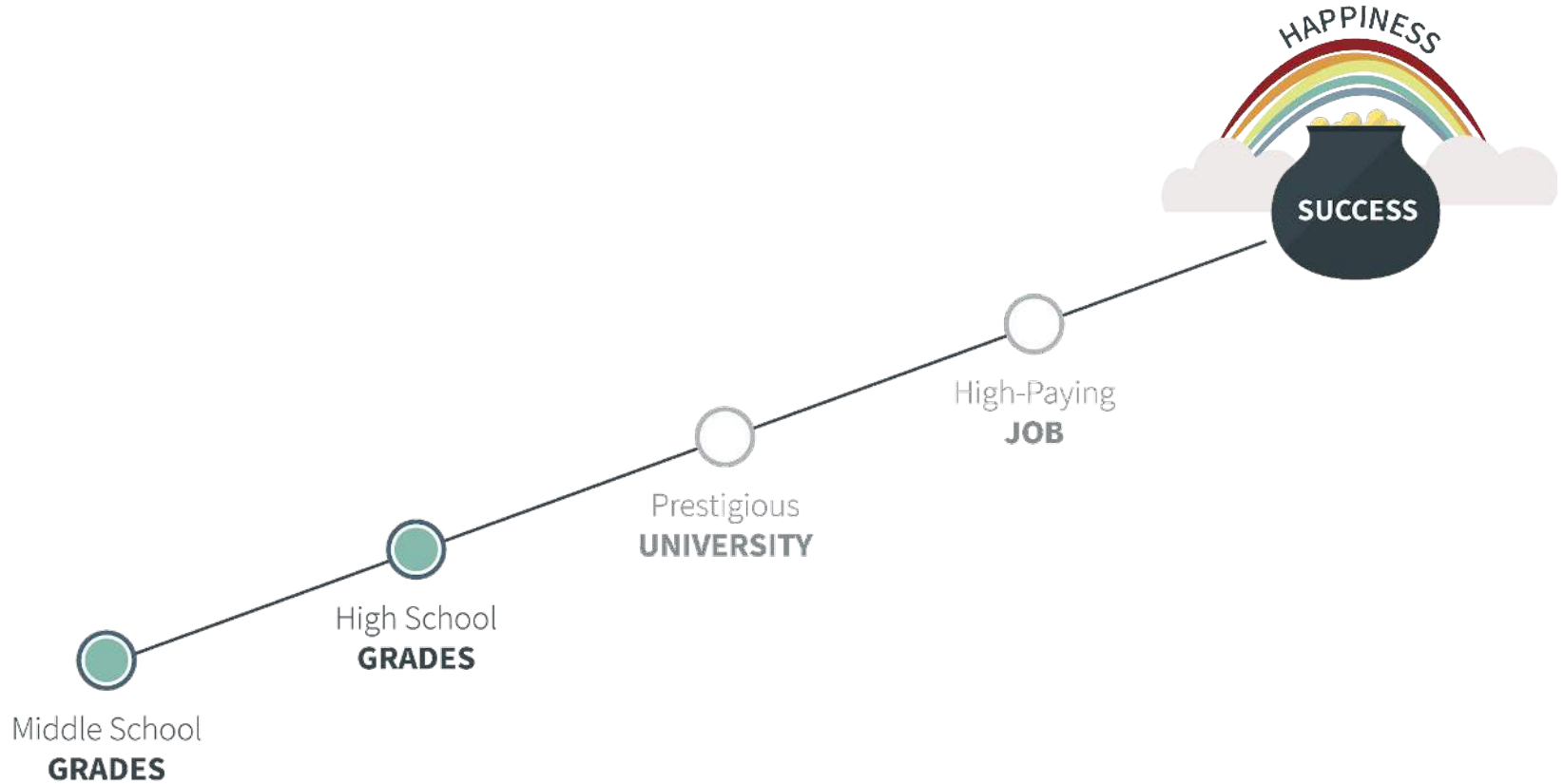
(MANY) **STUDENTS'** DEFINITION OF SUCCESS



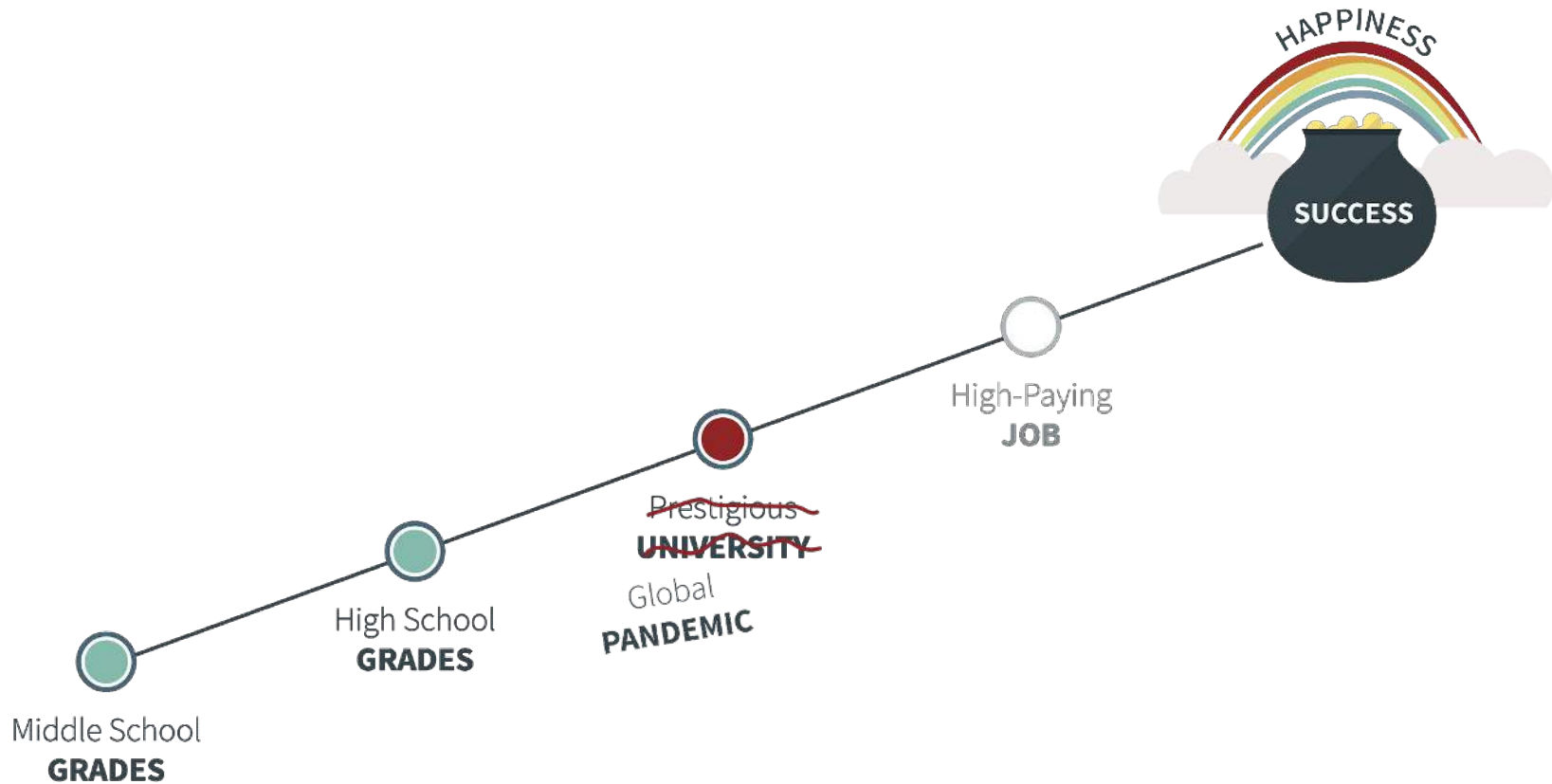
(MANY) **STUDENTS'** DEFINITION OF SUCCESS



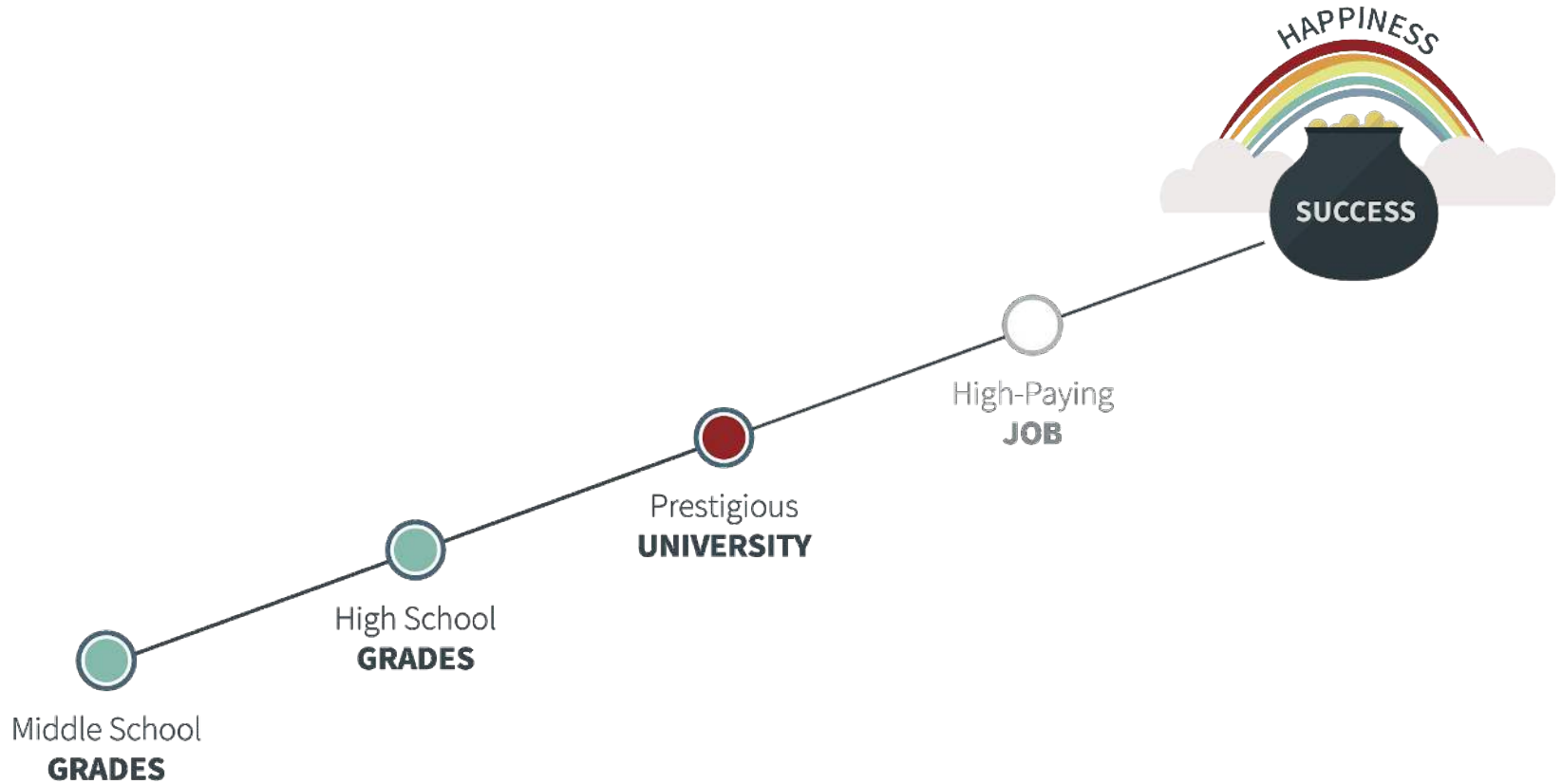
(MANY) **STUDENTS'** DEFINITION OF SUCCESS

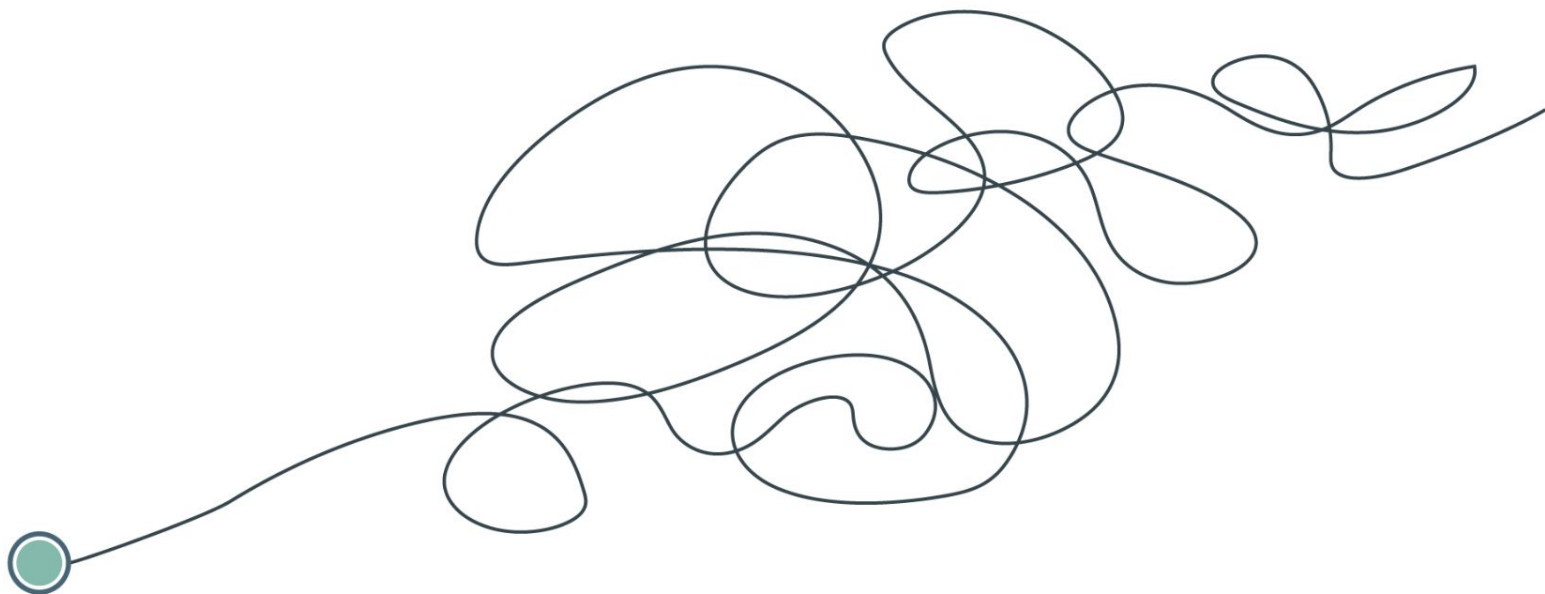


(MANY) **STUDENTS'** DEFINITION OF SUCCESS



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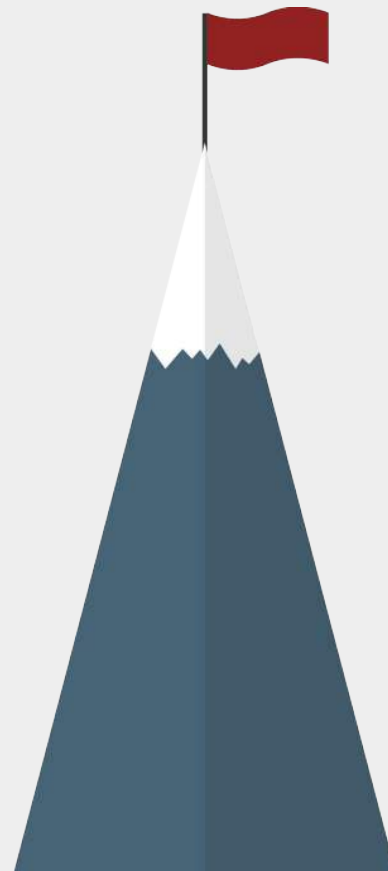


OUR DEFINITION OF SUCCESS



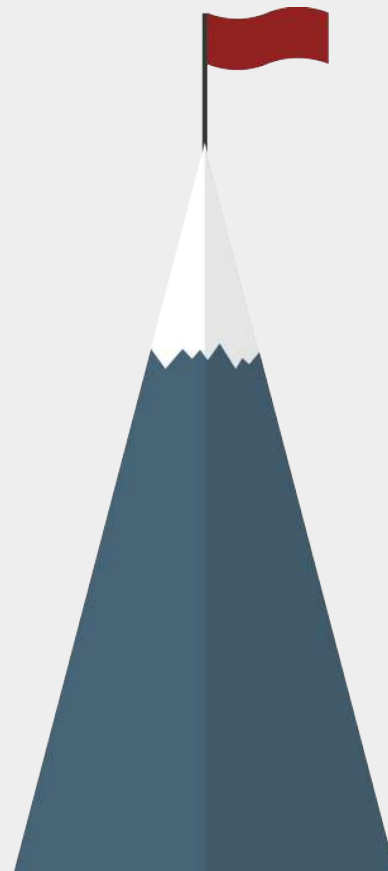
OUR MISSION

Challenge Success partners with school communities to elevate **student voice** and implement **research-based, equity-centered strategies** that improve **student well-being, belonging, and engagement.**



OUR MISSION

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STUDENT WELL-BEING: **ARE THE KIDS ALRIGHT?**

In terms of student well-being,
what's the **most significant change** you've noticed in past few
years?

What are your **sources of information**?

(2 min each person)

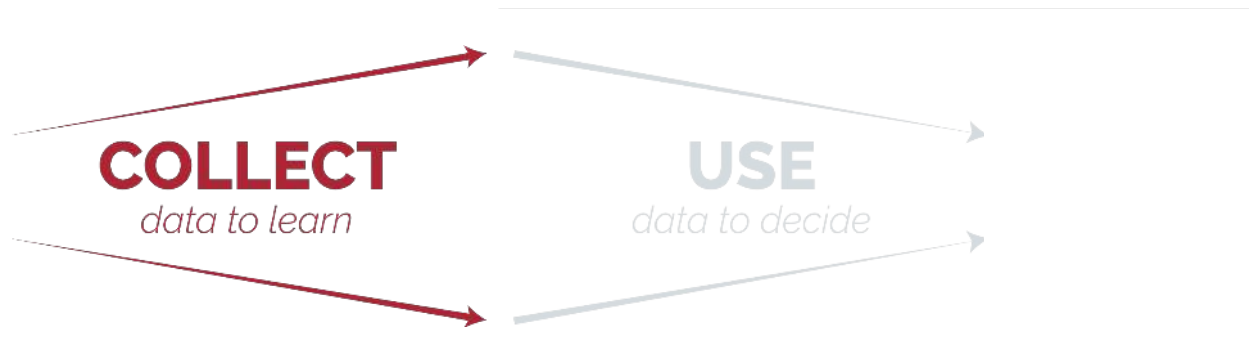
CHALLENGE SUCCESS-STANFORD **SURVEY**

- About 350,000 MS and HS students since 2009
- Public, independent, and religiously-affiliated
- Across the USA and some in other countries
- Well-being, belonging, and engagement in learning
- [Link to CS Dashboard](#)

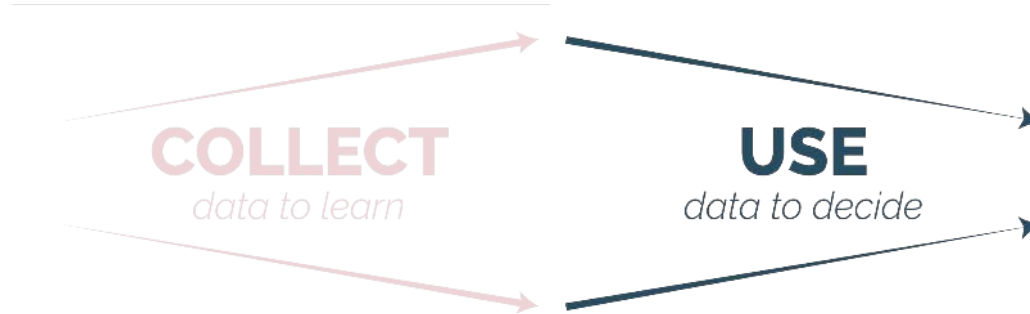
OUR DEFINITION OF SUCCESS



WHAT DO WE DO WITH DATA?

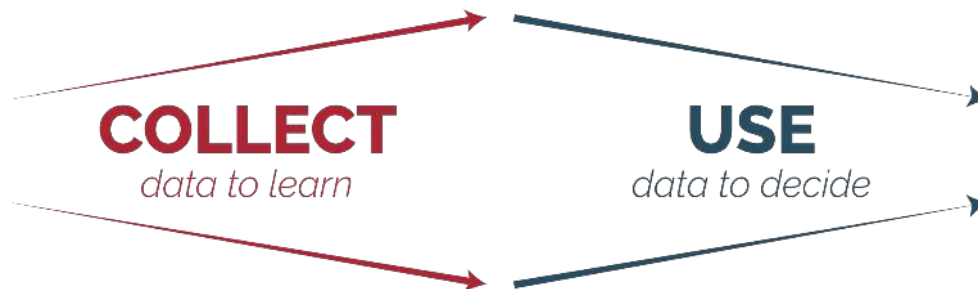


WHAT DO WE DO WITH DATA?



WHAT DOES YOUR SCHOOL TYPICALLY DO?

Which is your school **better** at?



HOW WE USE DATA

- » To ask better **questions**
- » To explore **variation**
- » To inform the development of **policies and practices**
- » To **share** with stakeholders

HOW WE **DON'T** USE DATA

- » To describe the **whole story**
- » To blame or shame a **stakeholder group**
- » To exacerbate existing or establish **inequities**

EXPERIENCES OF **SHARING & USING DATA**

When has your school been successful at sharing data?

When has your school not been so successful?

SHARE! BUT BEFORE YOU SHARE....

- ❑ Does the framing build trust & avoid blame?
- ❑ Where is there evidence of what is working well?
- ❑ Are we aware of biases & assumptions?
- ❑ How do the results reflect our shared values & aspirations?

