

Student Success Act



Stakeholder Survey Summary
Banks School District
November, 2019

Northwest Regional Education Service District
Heidi East McGowan,
East Consulting & Associates

Table of Contents

	Page
I. Introduction	3
II. Methodology	4
III. Demographics	5
IV. Survey Stakeholder Engagement Themes	6
A. Increased Instructional Time	7
B. Student Health and Safety.....	8
C. Reduce Class Size	10
D. Well-Rounded Education	11
E. Characteristics of a Successful High School Graduate	13
V. Interview and Engagement Session Themes	14
A. Families with Children with Disabilities	15
B. Community Engagement Sessions	16
C. Spanish Speaking Parent Engagement Sessions	17
VI. Considerations	18
VII. Appendix A. Survey Questions	19
VIII. Appendix B. Engagement Questions	20



I. Introduction



Oregon's Student Success Act (HB 3427) offers school districts a historic opportunity to invest new funds to improve access and opportunities for students historically marginalized by the school system and engage their families in communities in identifying priorities most aligned with student and family needs. When fully implemented, the Student Success Act (SSA) is expected to invest \$1 billion in Oregon early learning and K-12 education each year.

Each Oregon school district will apply for funds from the Student Investment Account (SIA) created by the SSA. Applications will be restricted to funding in **four key areas**:

1. increased instructional time
2. student health and safety
3. class size reduction
4. well-rounded education

The purpose of the SIA is to meet students' mental and behavioral health needs, and increase academic achievement and reduce academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools.

To receive grant money from the SIA, all Oregon school districts and eligible charter schools will be expected to meet the planning, needs assessment and authentic engagement requirements. The law requires that all eligible applicants gather input from various stakeholders (e.g. school employees, students from underserved groups, parents of those students) and to use the data to enable the district to make equity-based decisions.

Northwest Regional Education District has assembled a team of experienced facilitators and education professionals to support school districts to quickly, and authentically, meet SSA requirements by the deadline mandated by the Oregon Department of Education. Support is available to districts based on need and current district capacity to execute a quality community engagement process.

Purpose

The purpose of this summary is to collate and present the main findings from the engagement process for the Banks School District as part of the SSA community engagement requirements for priority populations in the community.

II. Methodology

Participants and Procedures

Various stakeholders within the Banks School District were identified and asked to participate in an **online survey** designed to assess priorities in each of the four identified key areas: a) instructional time, b) student health and safety, c) class size, and d) well-rounded education. Key stakeholders included community members, staff, students, and Spanish-speaking families.



*Community
Spanish-speaking families
Staff
Students*

Participants responded to each question using a 5-point scale from 0 = *"Not a Priority"* to 5 = *"Highest Priority."* Participants were also asked to offer *"Other Ideas"* for each key area. Finally, participants were asked to describe the most important characteristics of a Banks High School graduate (see Appendix A for complete list of questions).

Additionally, a series of **interviews and engagement sessions** were conducted with parents, Spanish-speaking families, and families with students with disabilities to further facilitate and document community engagement for priority populations and needs assessment process. Interviews were transcribed and systematically analyzed for common themes.

Data Analysis

Survey data were analyzed and reported in percentages based on priority ratings of 4 = *"Priority"* and 5 = *"Highest Priority."* Responses to open-ended survey questions were analyzed for common themes. Semi-structured interviews were transcribed and analyzed for common themes.

III. Demographics

Online Survey

Community Voice (N=271)

- *Affiliation:*
 - 25.1% Banks Elementary School
 - 19.9% Banks High School
 - 18.1% Banks Middle School
 - 33.9% Multiple Levels
 - 3.1% No Specific Grade-Level Connections

Staff Voice (N=78)

- *Affiliation:*
 - 41.0% Banks Elementary School
 - 21.8% Banks High School
 - 15.4% Banks Middle School
 - 17.9% Multiple Levels
 - 3.9% No Specific Grade-Level Connections

Student Voice (N=268)

- *Affiliation:*
 - 75.4% Banks High School
 - 22.4% Banks Middle School
 - 2.4% Banks Elementary School or Multiple Levels

Spanish-Speaking Family Voice (N=9)

- *Affiliation:*
 - 11.1% Banks Elementary School (1)
 - 11.1% Banks High School (1)
 - 55.6% Multiple Levels (5)
 - 11.1% Not connected to grade level (1)
 - 11.1% Not indicated (1)

Interviews and Engagement Sessions

Parent Engagement Session (*N*=16)

Families with students with disabilities (*N*=5)

Spanish-Speaking Families Engagement Session (*N*=10)

IV. Survey Stakeholder Engagement Themes

A.

Strategies to Increase Instructional Time

Of the four recommendations for increasing instructional time, three out of the four stakeholder groups selected "*Expanding afterschool programs*" as a priority or highest priority strategy for increasing instructional time, while Spanish-Speaking Families identified "*Making school days longer*" as the most important strategy (see Table 1 below).

Table 1. Survey Results – Increasing Instructional Time

Strategy	Community	Staff	Students	Spanish-Speaking Families
Making school days longer	23 (8.8%)	6 (7.7%)	11 (4.01%)	6 (66.7%)
Adding days to school year	47 (17.2%)	17 (21.8%)	11 (4.1%)	4 (44.4%)
Expanding afterschool programs	109 (39.5%)	29 (37.2%)	69 (25.8%)	5 (55.6%)
Offer summer school opportunities	76 (27.8%)	26 (33.3%)	41 (15.3%)	5 (55.6%)

Common themes for "**Other Ideas**" to increase instructional time are outlined below:

Community

- Afterschool activities, clubs, programs, and sports
- More efficient use of time and resources currently available
- Mentoring and tutoring programs
- More electives

Staff

- Afterschool or alternative programs
- Mentorship stipends to teachers
- Student incentives

- Afterschool activities, clubs, programs, and sports
- More electives
- Increase PE

Students

B. More communication and involvement with parents
 Hire more Spanish classes
 Hire bilingual staff/interpreters

Strategies to Improve Student Health & Safety

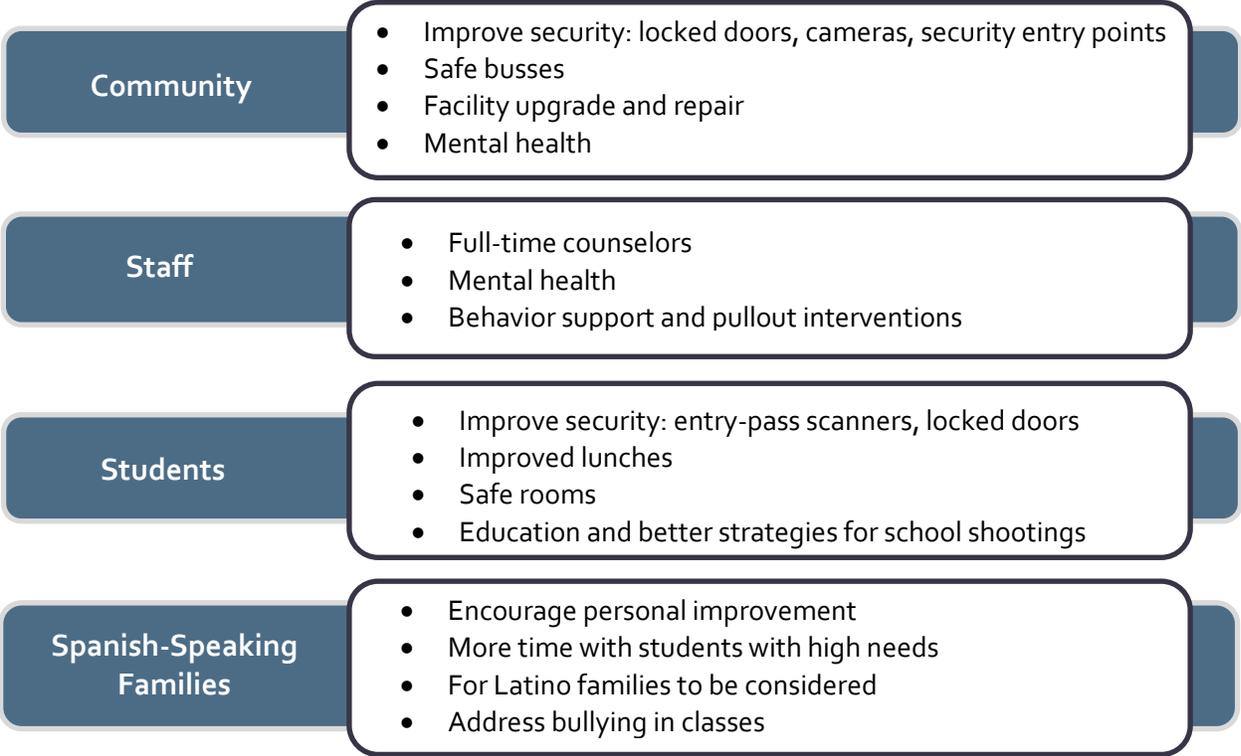
Both Community and Students identified "*Upgrade security systems*" as the most important strategy for improving student health and safety. Over 70% of Staff identified "*Hire more counselors and social workers*" as the top strategy. For Spanish-Speaking Families, four strategies were identified with equal importance (see Table 2 below).

Table 2. Survey Results – Improving Student Health and Safety

Strategy	Community	Staff	Students	Spanish-Speaking Families
Create more Wellness Centers	80 (29.3%)	31 (39.7%)	92 (34.2%)	6 (66.7%)
Hire more Student Success Coaches	93 (34.1%)	46 (58.9%)	59 (22.0%)	9 (100%)
Hire more counselors and social workers	95 (34.8%)	55 (70.5%)	57 (21.3%)	9 (100%)
Hire more nurses	56 (20.5%)	15 (16.8%)	74 (27.6%)	7 (77.8%)
Hire more school psychologists	66 (24.2%)	24 (30.8%)	54 (20.1%)	9 (100%)
Hire more mentors	86 (31.5%)	23 (29.5%)	53 (19.8%)	9 (100%)

Hire school resource officer	81 (29.6%)	13 (26.7%)	54 (20.1%)	–
Upgrade security systems	154 (53.7%)	35 (44.9%)	121 (45.1%)	–

Common themes for “Other Ideas” to improve student health and safety are outlined below:



C. Strategies to Reduce Class Size

Community, Students, and Staff identified "Hire more teachers" as the primary strategy for reducing class size, while "Hiring more specialists" was identified as the most important strategy for Spanish-Speaking Families (see Table 3 below).

Table 3. Survey Results – Reducing Class Size

Strategy	Community	Staff	Students	Spanish-Speaking Families
Hire more teachers	196 (71.7%)	64 (82.0%)	86 (32.1%)	7 (77.8%)
Hire more specialists	138 (50.6%)	44 (56.4%)	54 (20.1%)	9 (100%)

D.

Strategies for Well-Rounded Education

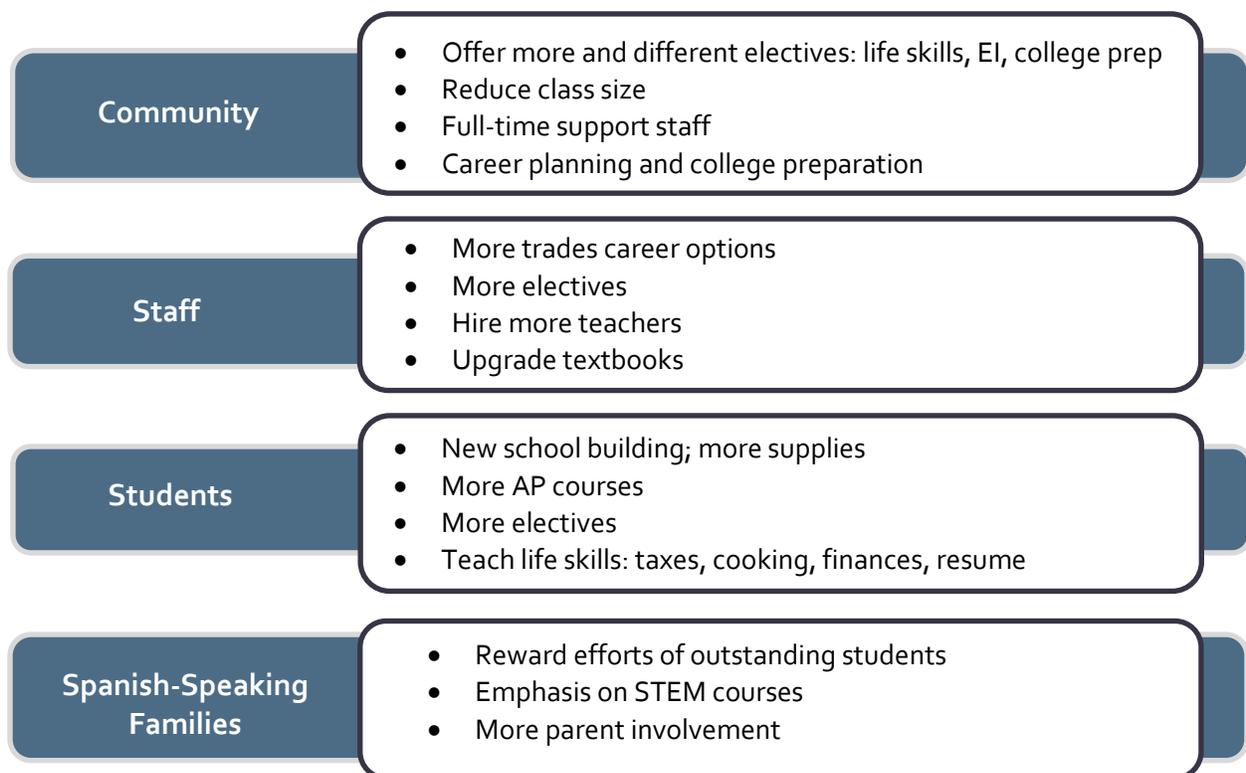
Community stakeholders identified both *"invest in STEM"* and *"invest in CTE"* as the top strategies for providing a well-rounded education. Staff also identified *"invest in CTE"* as a top strategy, along with *"Invest in curriculum for teachers and students."* Students reported *"Invest in student technology tools"* and *"invest in arts education"* as their top strategies. Spanish-Speaking Families identified three areas for investment—student technology tools, TAG programming, and STEM (see Table 4 below).

Table 4. Survey Results – Well-Rounded Education

Strategy	Community	Staff	Students	Spanish-Speaking Families
Invest in student technology tools	169 (61.9%)	33 (42.3%)	129 (48.1%)	8 (88.9%)
Invest in curriculum for teachers & students	157 (57.5%)	51 (65.3%)	76 (28.3%)	7 (77.8%)
Invest in PE	105 (38.5%)	26 (33.3%)	98 (36.5%)	6 (66.7%)
Invest in arts education	159 (58.2%)	48 (61.5%)	130 (48.5%)	7 (77.8%)
Invest in TAG programming	109 (39.9%)	19 (24.3%)	64 (23.8%)	8 (88.9%)
Invest in music education	140 (51.1%)	41 (52.6%)	100 (37.3%)	7 (77.8%)

Invest in STEM	192 (70.4%)	44 (56.4%)	114 (42.5%)	8 (88.9%)
Invest in CTE	203 (74.4%)	50 (64.2%)	108 (40.2%)	7 (77.8%)
Invest in advanced and college-level courses	175 (64.1%)	40 (51.2%)	116 (43.2%)	7 (77.8%)

Common themes for “Other Ideas” to provide a well-rounded education are outlined below:



E.

Characteristics of a Successful High School Graduate

Common themes for “Characteristics of a Successful High School Graduate” are outlined below:

Community	<ul style="list-style-type: none">• Well-rounded and prepared for the real world• Competent: knowledge, tools, and life skills• Independent• Responsible
Staff	<ul style="list-style-type: none">• Ability to successfully transition to college or workplace• Well-rounded• Respectful• Life skills
Students	<ul style="list-style-type: none">• Good human being; positive attitude, nice, kind, respectful• Hard working• Good grades; smart; intelligent• Independent
Spanish-Speaking Families	<ul style="list-style-type: none">• Psychological wellness• Emotional wellness• Highly-qualified• Independent

V. Interview and Engagement Session Themes

A.

Families with Students with Disabilities

Common themes from families with students with disabilities are outlined below:

Increased Instructional Time

- Increase school days
- Before and after school programs
- Tutoring
- Summer programs

Improve Student Health & Safety

- Social, emotional, and behavioral support
- Drug education and enforcement
- Increase security
- Mental health

Benefits of Reduced Class Size

- More support for students
- More attention to individual needs
- More support for students

Well-Rounded Education

- Practical experiences
- Written and verbal communication skills
- Broad range of electives
- Counseling

B. Parent Engagement Sessions

Common themes from community engagement sessions are outlined below:

Increased Instructional Time

- After school programs
- More technology
- 7-period days
- Summer programs

Improve Student Health & Safety

- Supports for students with trauma
- Problem-solving skills, anti-bullying
- Nursing and counseling support
- Training for teachers to support students
- Physical building safety

Benefits of Reduced Class Size

- Better class management
- More support for teachers
- More one-on-one time with students
- More specialists

Well-Rounded Education

- Culturally competent and inclusive curriculum
- More elective options
- Counseling services
- Prevention programs
- Prepare students for college: real life skills, soft skills

C. Parent Engagement Sessions

Common themes from Spanish-Speaking family engagement sessions are outlined below:

Increased Instructional Time

- More bilingual staff so families can communicate
- Offer more Spanish classes so students keep their language
- Summer programs with field trips, hands on art activities
- Build social, emotional skills in small groups, more recess

Improve Student Health & Safety

- More interpreters at IEP's to help parents understand
- Increased counselors
- More people at recess
- Physical building safety - locked doors, fence around school

Benefits of Reduced Class Size

- Bilingual staff to communicate with day to day
- Smaller classes to allow teachers to get to know students better and pay attention

Well-Rounded Education

- Music and art to address feeling and expressive students
- STEM and math
- Other activities outside of sports
- Interpreters at school events so parents feel comfortable attending with their students

V. Considerations

Per the Student Success Act Purpose, continue ongoing and meaningful engagement with focus populations:

- Share data, themes and areas of potential investments with focus groups: Spanish-Speaking families and families who have students with disabilities to obtain their input
- Share data and themes with the community members who attended the in-person engagement session

There was a significantly positive response from the Spanish-Speaking families who attended the January engagement session. The leadership at Banks conducted personal outreach, offered a meal, child care and had interpreters that created a welcoming environment and discussion. The Superintendent expressed to families that they will convene again in the coming months to continue the opportunity to engage in meaningful dialogue together.

Through this community outreach phase of the Student Success Act, a foundation has been developed to continue ongoing authentic engagement that aligns priorities to support students and their families.

VI. Appendix A. Survey Questions

1. Strategies to Increase Instructional Time:
 - Make school days longer
 - Add days to school year
 - Expand afterschool programs
 - Offer summer school opportunities
 - Other ideas

2. Strategies to Improve Student Health and Safety:
 - Create more wellness centers
 - Hire more student success coaches
 - Hire more counselors and social workers
 - Hire more nurses
 - Hire more school psychologists
 - Hire more mentors
 - Hire school resource officer
 - Upgrade security systems at each school

- Other ideas
3. Strategies to Reduce Class Size:
 - Hire more teachers
 - More specialists
 - Other ideas
 4. Strategies to Provide a Well-Rounded Education:
 - Invest in student technology tools
 - Invest in curriculum for teachers and students
 - Invest in PE: Increasing minutes and staffing
 - Invest in arts education
 - Invest in Tag programming
 - Invest in music education
 - Invest in science, technology, engineering and math (STEM) education
 - Invest in career and technical education (CTE)
 - Invest in advanced and college-level courses
 - Other ideas
 5. What are the most important characteristics of a successful Banks School District High School Graduate?

VI. Appendix B. Engagement Questions

1. Increase Instructional Time:
 - What is your vision of ideal instructional time for students?
 - What is the district currently doing well that is close to your vision?
 - What do you think the district should do more or less of?
2. Improve Health and Safety:
 - What is your vision of ideal for health and safety for students?
 - What is the district currently doing well that is close to your vision?
 - What do you think the district should do more or less of?
3. Reduce Class-Size:
 - What does an ideal class size look like for you – what do you want your child to get out of having a lower class size?

- What is the district currently doing well that reflects your vision?
- What do you think the district should do more or less of?

4. Provide Well-Rounded Education:

- What does an ideal vision of a well-rounded education mean to you?
- What is the district currently doing well that is close to your vision?
- What do you think the district should do more or less of?