

SKPS Student Investment Account Task Force January 9, 2020

Ella Taylor, Ph.D.
Chief Research Officer

Pat Ketcham, Ph.D.
Senior Analyst

Student Investment Account

Focus Areas

- Meeting students' mental & behavioral health needs
- Increasing academic achievement
- Reducing disparities for focal student groups

Allowable Uses

- Increasing instructional time
- Addressing students' health & safety needs
- Evidence-based strategies for reducing class-size and caseloads
- Expanding availability of and student participation in well-rounded learning opportunities

Community Engagement

- Community listening sessions
- Targeted focus group listening sessions
- School staff focus groups
- Community survey
- Staff survey
- Family-School Relationships survey (Panorama)

Community listening sessions

- Protocol developed to assist table group facilitators and notetakers follow a consistent format in sessions
- Top priorities identified within table groups
- Table group priorities collected and analyzed
- Reliability check with one community listening session to determine if bias influenced selection of top priorities
 - Reviewed notes from each table group using qualitative software
 - Individual comments aligned with top priorities

Community Engagement Survey

- SKPS administrators and WESD researchers brainstormed ideas
- Reviewed questionnaires from other districts
- Developed 12 question survey
 - Rate & prioritize strategies related to allowable use categories (5)
 - Demographics (3)
 - 4 open-ended questions
 - What is going well?
 - What needs improvement?
 - How could SKPS better meet students' mental & behavioral health needs?
 - How could SKPS increase academic achievement for students who have historically experienced academic disparities?

Staff Survey Development

- Focus groups held in schools with staff
 - Superintendent video message
 - Provided data
 - Brainstorm strategies for academic achievement, social-emotional learning, innovative practices
- Responses analyzed for predominant themes/concepts
- Used to create options for Staff Survey (16 questions)

Demographics: Community Engagement

Role with SKPS	Race/ethnicity
Parents (31%)	White (66%)
Students (24%)	Hispanic/Latinx (17%)
SKPS Staff (12%)	Multiple (7%)
Community member (8%)	Native Hawaiian/Pacific Islander (2%)
No response (17%)	Asian (3%)
	American Indian (1%)
	Black/African-American (1%)
	Other (3%)
	No response (17%)

Demographics: Staff Survey

Staff Survey (n=2,151)	Grade Level
Teachers (48%)	Elementary (48%)
Classified employees (17%)	Middle (17%)
Instructional assistants (16%)	High (20%)
Licensed professionals (8%)	Districtwide (13%)
Building administrators (3%)	Preschool (1%)
District administrators (2%)	Other (3%)
Other (7%)	

Overall Themes

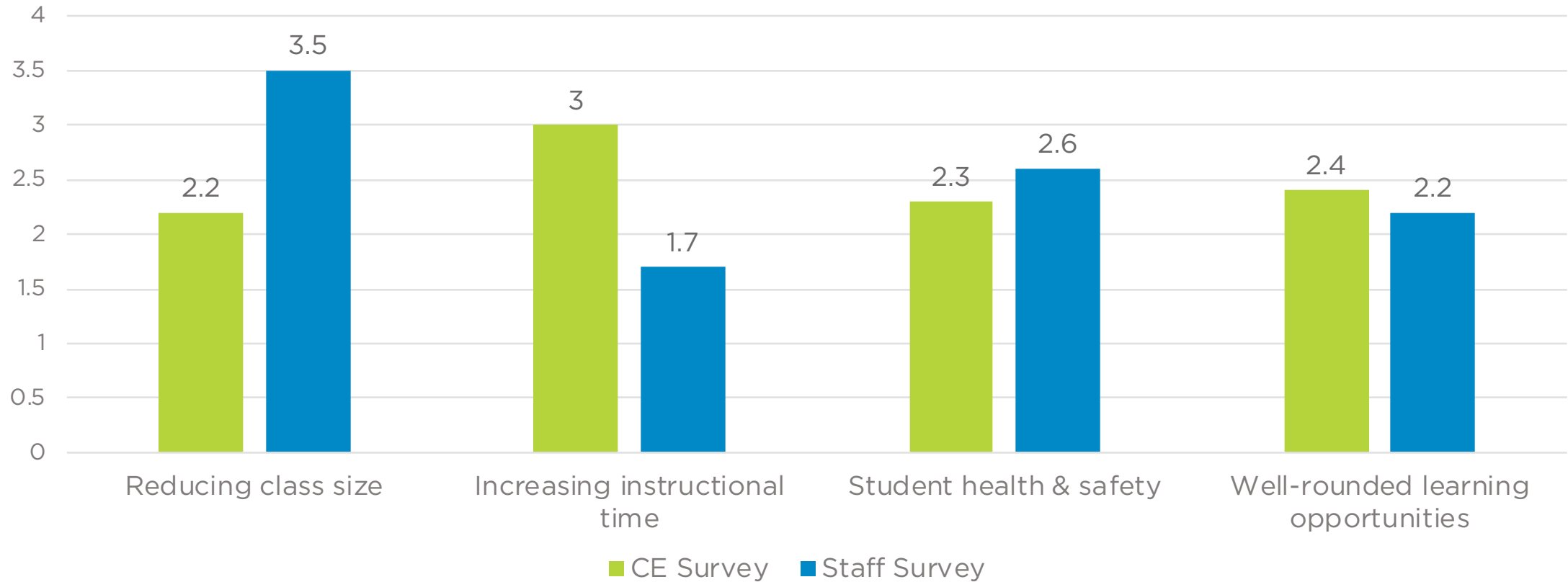
(#)



Willamette
EDUCATION SERVICE DISTRICT

Most important allowable use (both surveys)

(Higher numbers indicate greater importance)

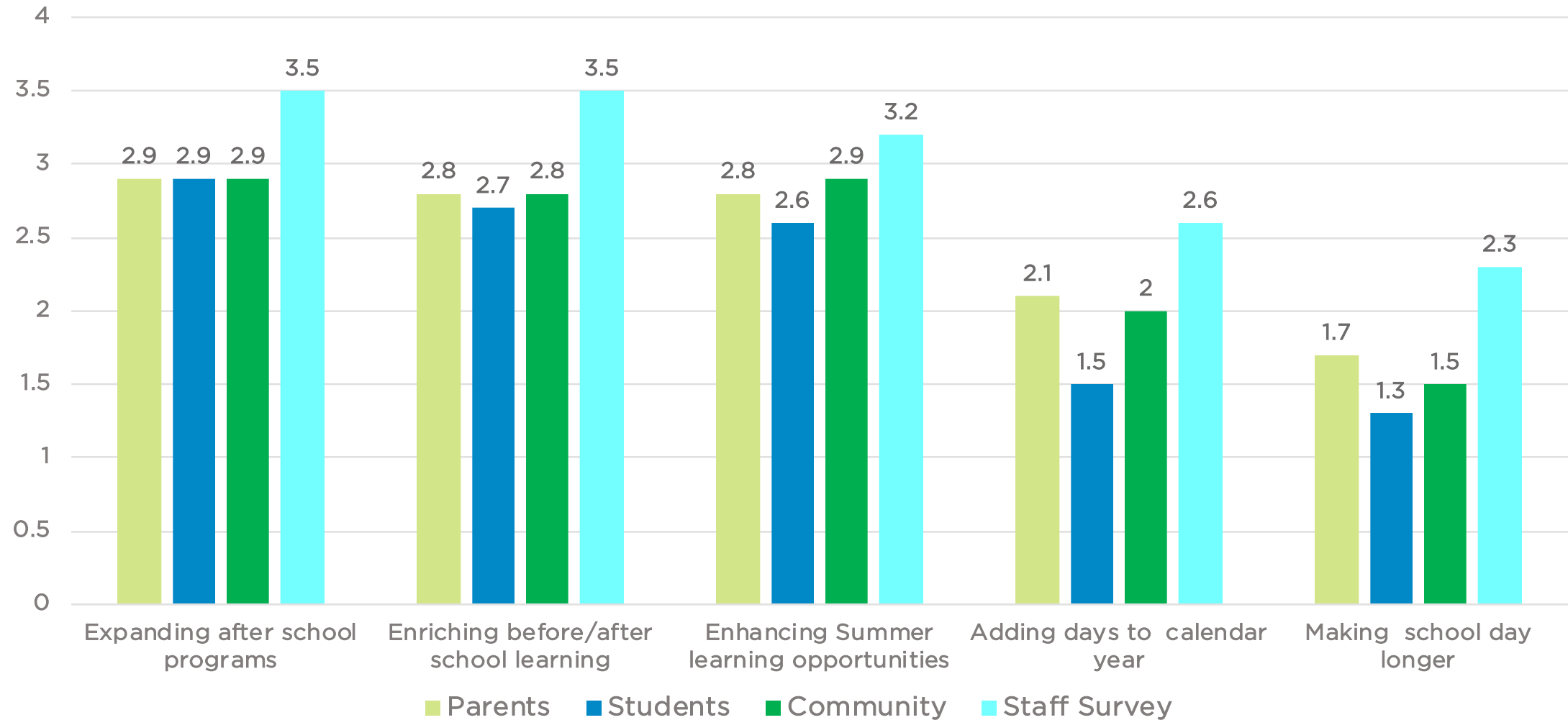


Overall Priorities (both surveys)

(Higher numbers indicate greater importance)



Increasing Instructional Time (both surveys) (Higher numbers indicate greater importance)



Comments

Community Engagement Survey

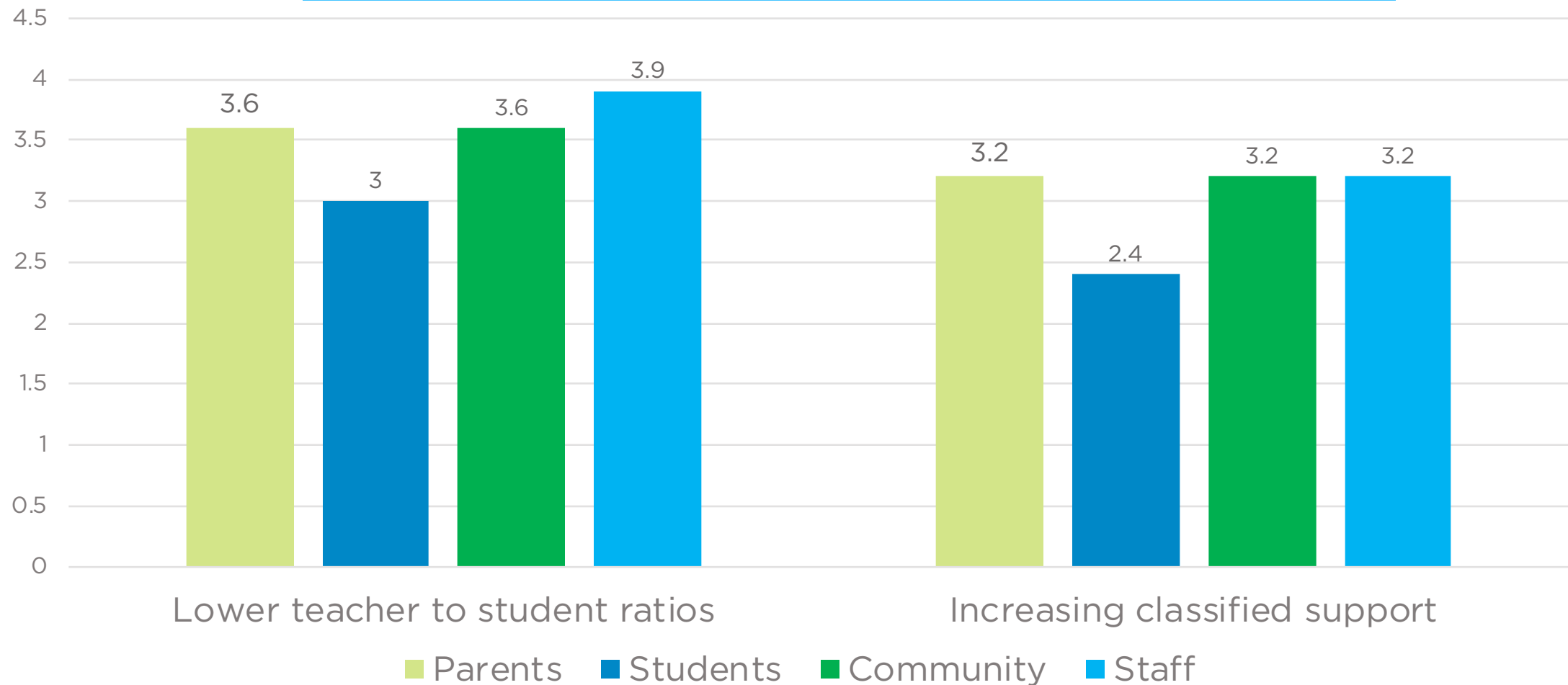
“After school enrichment programming, including transportation.”

Parent

“After school programs in every school from clubs to academic events to athletics.”

Student

Reducing Class Size (Community Engagement Survey) (Higher numbers indicate greater importance)



Comments: Community Engagement Survey

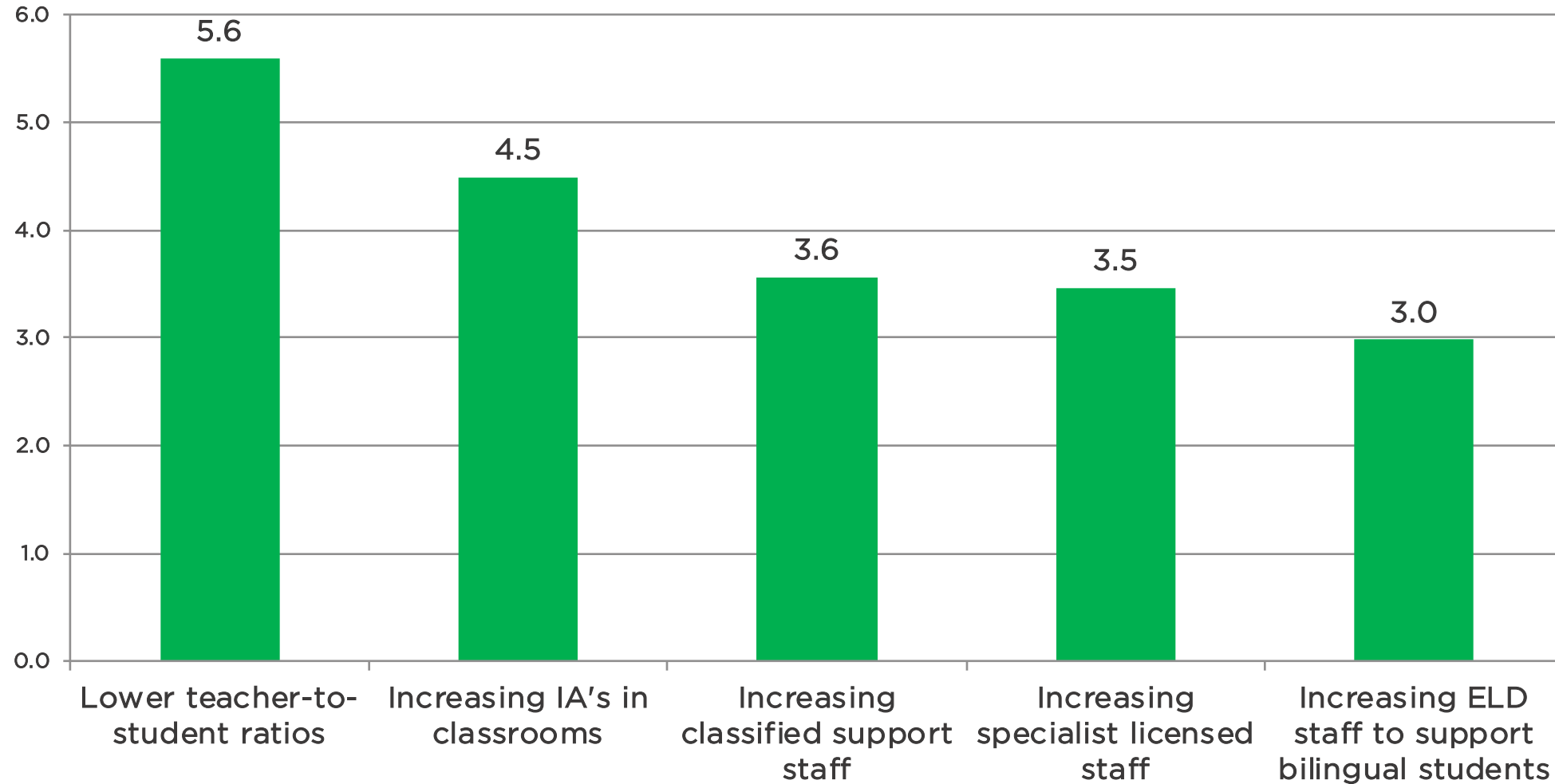
“We need to reduce class size! This would address so many of these various concerns, including trauma, mental health...”

Parent

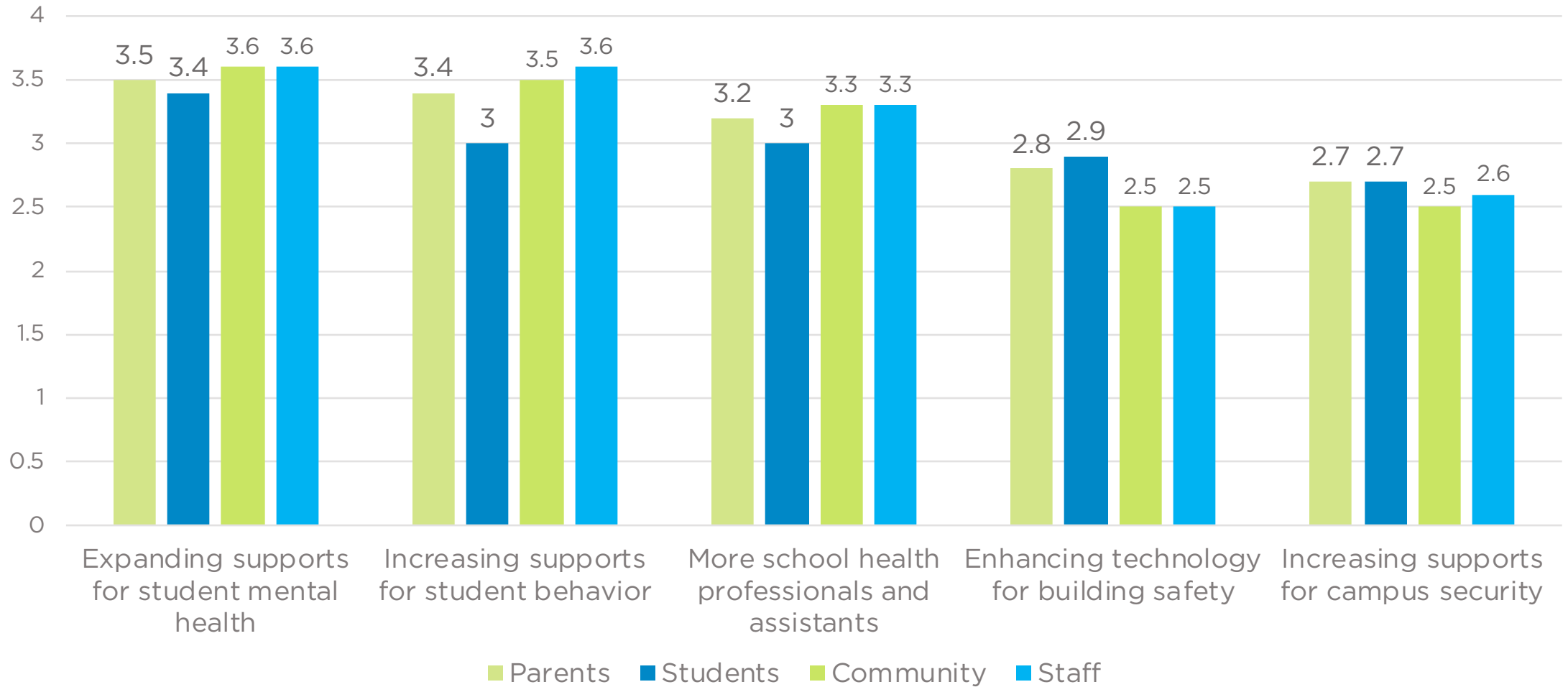
“Class sizes are way too big, teachers have too many students, which makes it hard for them to help us individually during or after class.”

Student

Reducing Class Size (Staff Survey)
(Higher numbers indicate greater importance)



Student Health & Safety (Community Engagement) (Higher numbers indicate greater importance)



Comments: Community Engagement Survey

“I think students should have more access to a counselor or school therapist.”

Student

“We must move beyond punitive measures and look at ‘restorative’ measures ... behavior specialists, counselors, and administrators must work together.”

Teacher

Improving student mental health & safety by INCREASING STAFF
(staff survey)

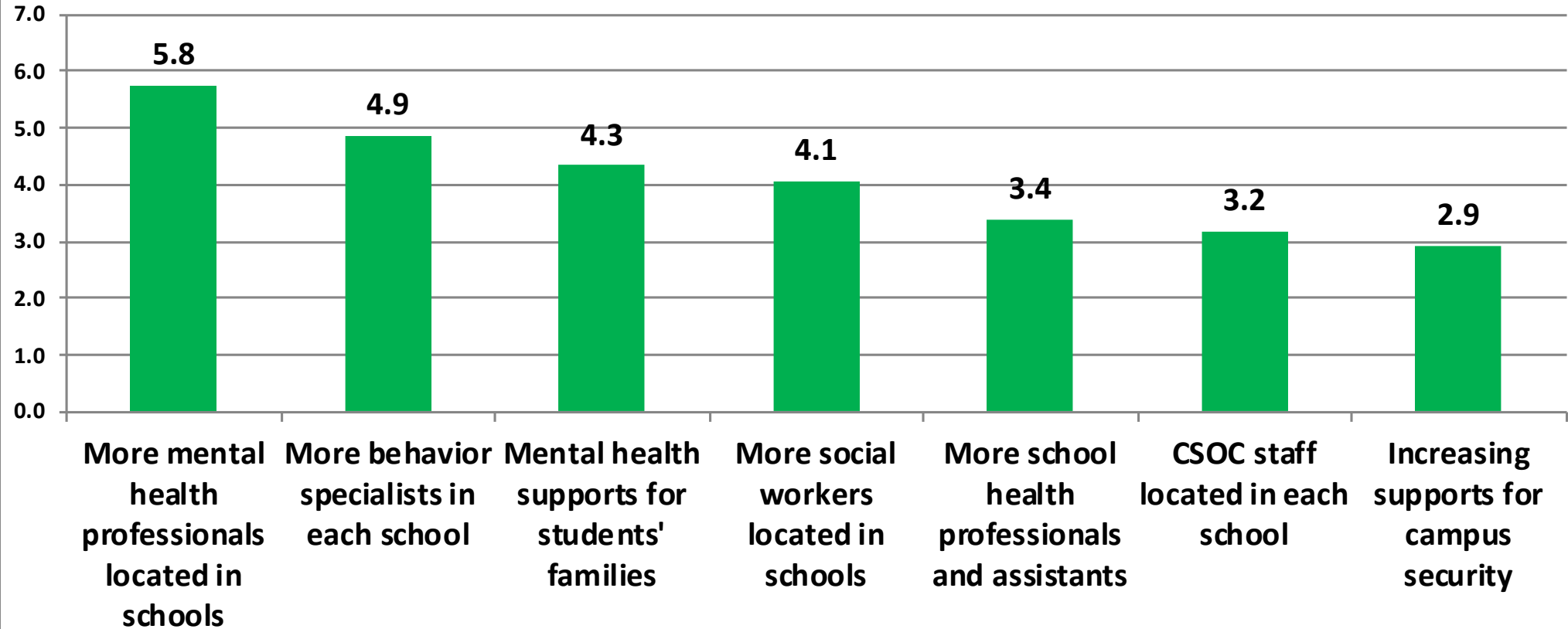
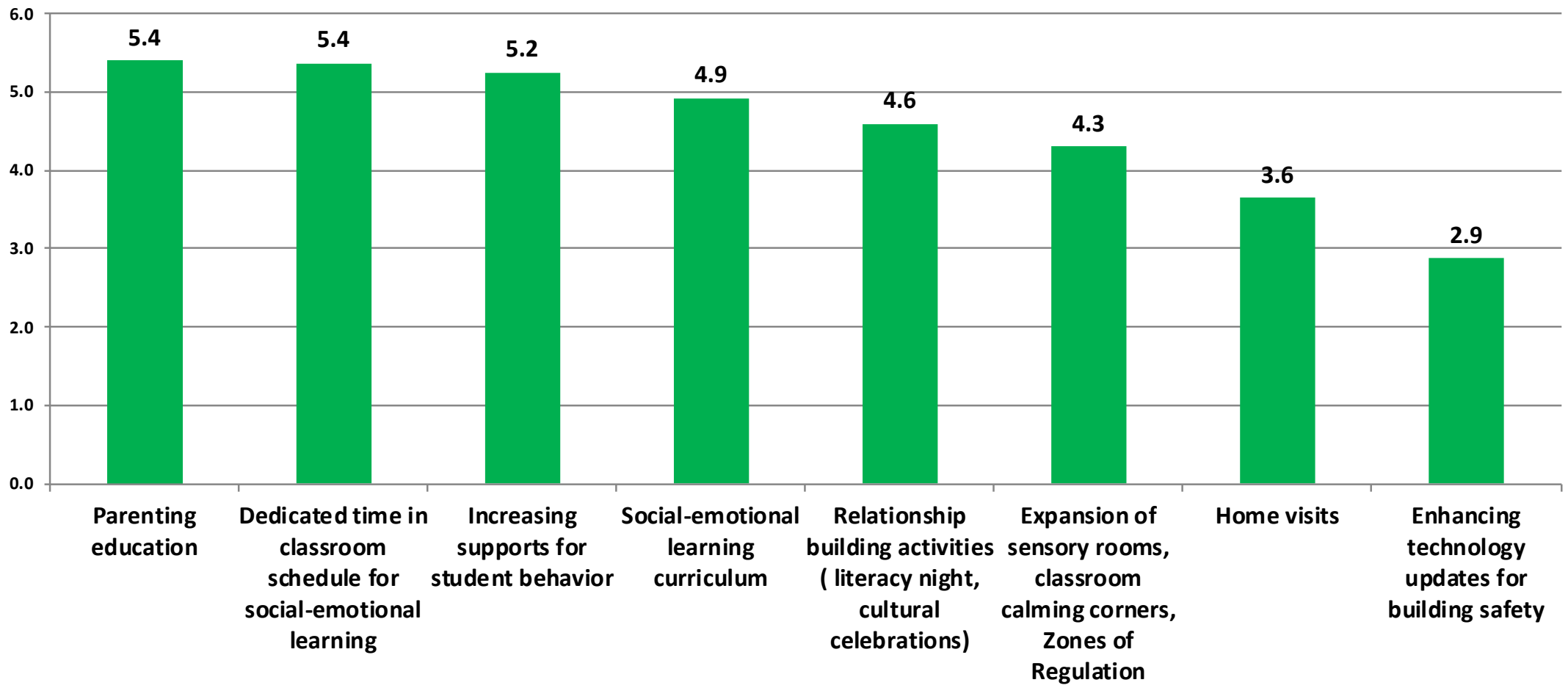
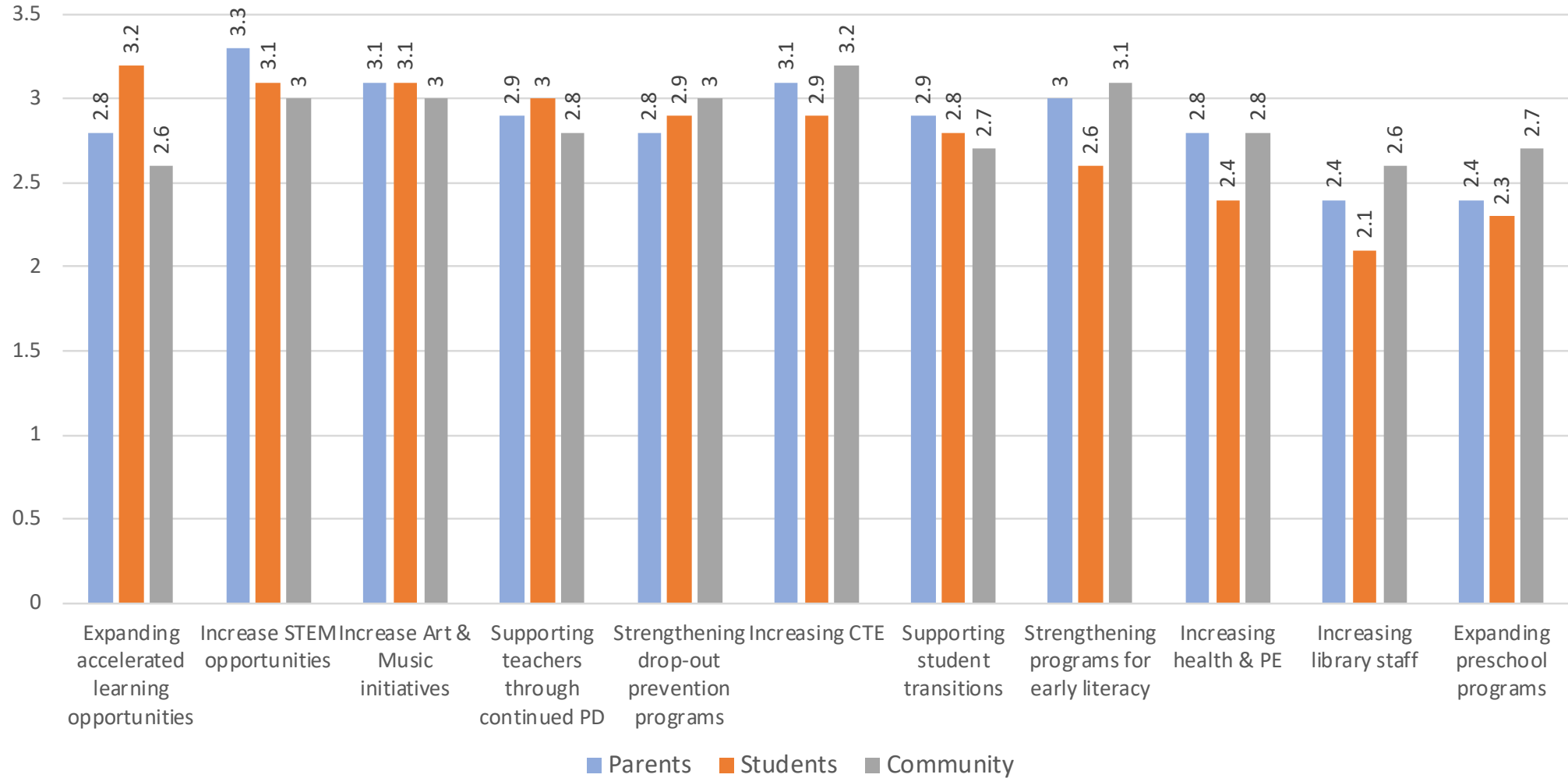


Table 8: Improving student mental health and safety OVERALL
(staff survey)

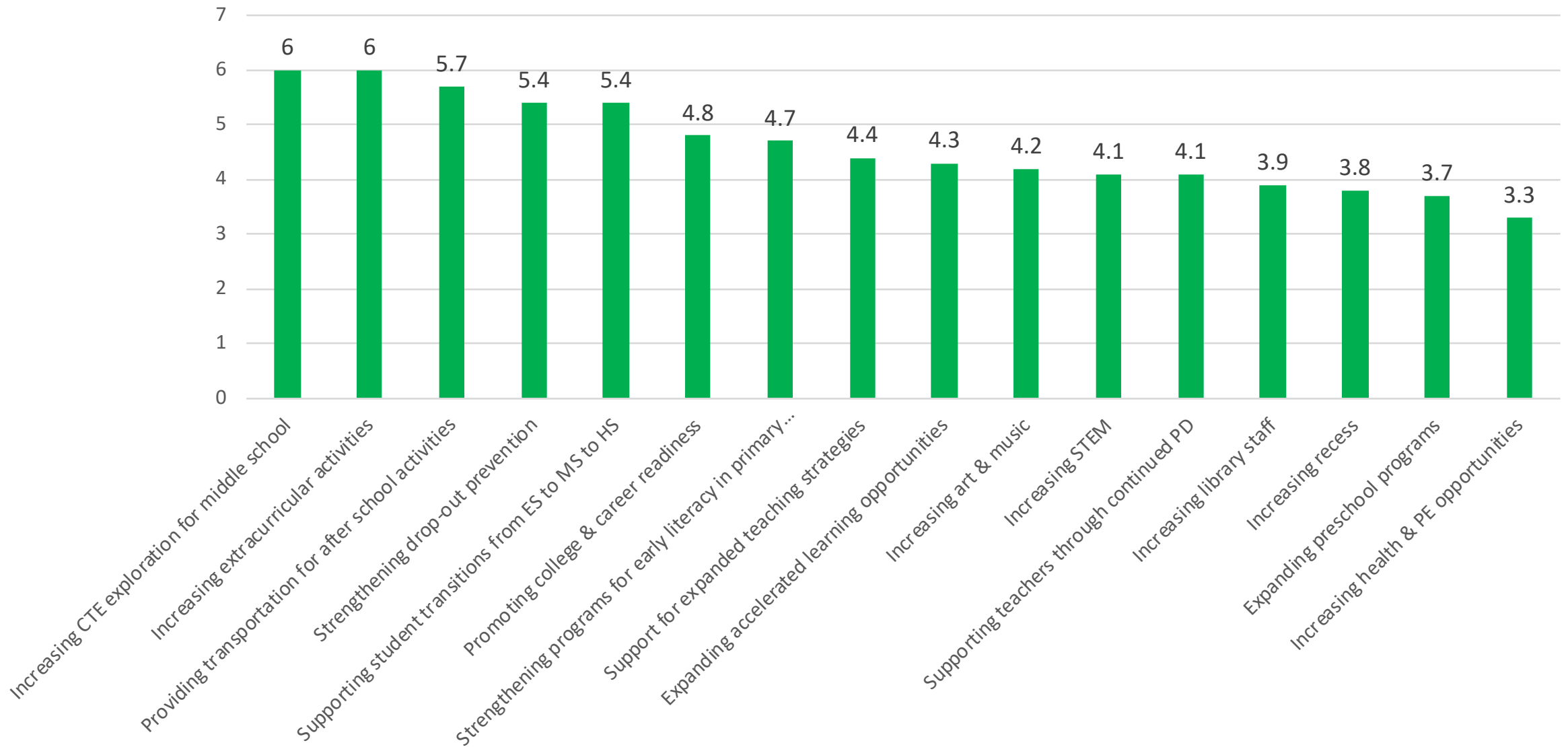


Well-rounded learning opportunities (Community Engagement Survey)

(Higher numbers indicate greater importance)



Well-rounded learning opportunities (staff survey)



Open-ended questions

What is going well?

- Support provided by teachers to meet students' needs
- School/teacher to family communication
- Broadened curricular activities (STEM, CTE, AVID)
- Focus on equity

What can be improved?

- Teacher-to-student ratio
- More funding for music
- More accelerated learning opportunities
- Better transition between grade levels (ES – MS – HS)
- More affordable sports
- Improved lunch options

Open-ended questions

How to better meet students' mental/behavioral health needs?

- Increase # of mental health professionals
- Increase access to mental health for students & families
- Reduce class size
- Listen to students

How to increase academic achievement for students who have historically experienced academic disparities?

- Reduce class size
- Offer more in-school support
- Offer more after school support
- Most diverse responses

Next Steps

Questions? Thoughts?

- Will send qualitative responses to Linda/Kraig for each focal group to review
- Will continue to analyze focal group data
- Exploring possible infographic of overall themes