October 28, 2019

School Board

Russell Brown, Ph.D.

: Student Success Act (SSA) – Administrator's Feedback

and educators need to support

unnoticed, unrecognized, or

group identified in the Student

of Color, Students w/ Disabilities,
cing poverty, Students experiencing
care system, Students with

he prompts with each part below)

- Part 1: Barriers or challenges
-

there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied.

PORTLAND PUBLIC SCHOOLS
Systems Planning and Performance
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject : Student Success Act (SSA) – Community Session Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools established a series of engagement opportunities for our community. The following is a list of these events:

Thursday 10/17 Community Engagement at Lent 6:00-7:30 p.m,

Saturday 10/19 Community Engagement co-sponsored by Coalition of Communities of Color at Faubion 9-10:30 a.m.

Saturday 10/19 Focus Group – Head Start 4800 NE 74th Ave 12:30-1:30 p.m.

Monday 10/21 Focus Group – Migrant Education 6700 NE Killingsworth St. 9:00-10:00 a.m.

Monday 10/21 BESC Self-guided engagement 3:00-5:30 p.m
.
Tuesday 10/22 Community Engagement co-sponsored by STAND for children at Roosevelt 6:00-7:30 p.m.

Thursday 10/24 Community Engagement Special Ed/Mental and Behavioral Health Focus at Pioneer 6:00-7:30 p.m.

During the meetings, community members were guided through a protocol to address the following:
Success Act?

Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing

homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)

- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

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Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject : Student Success Act (SSA) ±Feedback from Families Experiencing Homelessness

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BACKGROUND

As part of the needs assessment process, Portland Public Schools engaged our students and families who are experiencing homelessness. Given the sensitivity and legal obligations for privacy, PPS could not have a focus group meeting for this constituency. Instead, dedicated staff members reached out and interviewed a number of our families who are experiencing homelessness in order to gather their input regarding priorities for the use of the SSA funds.

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

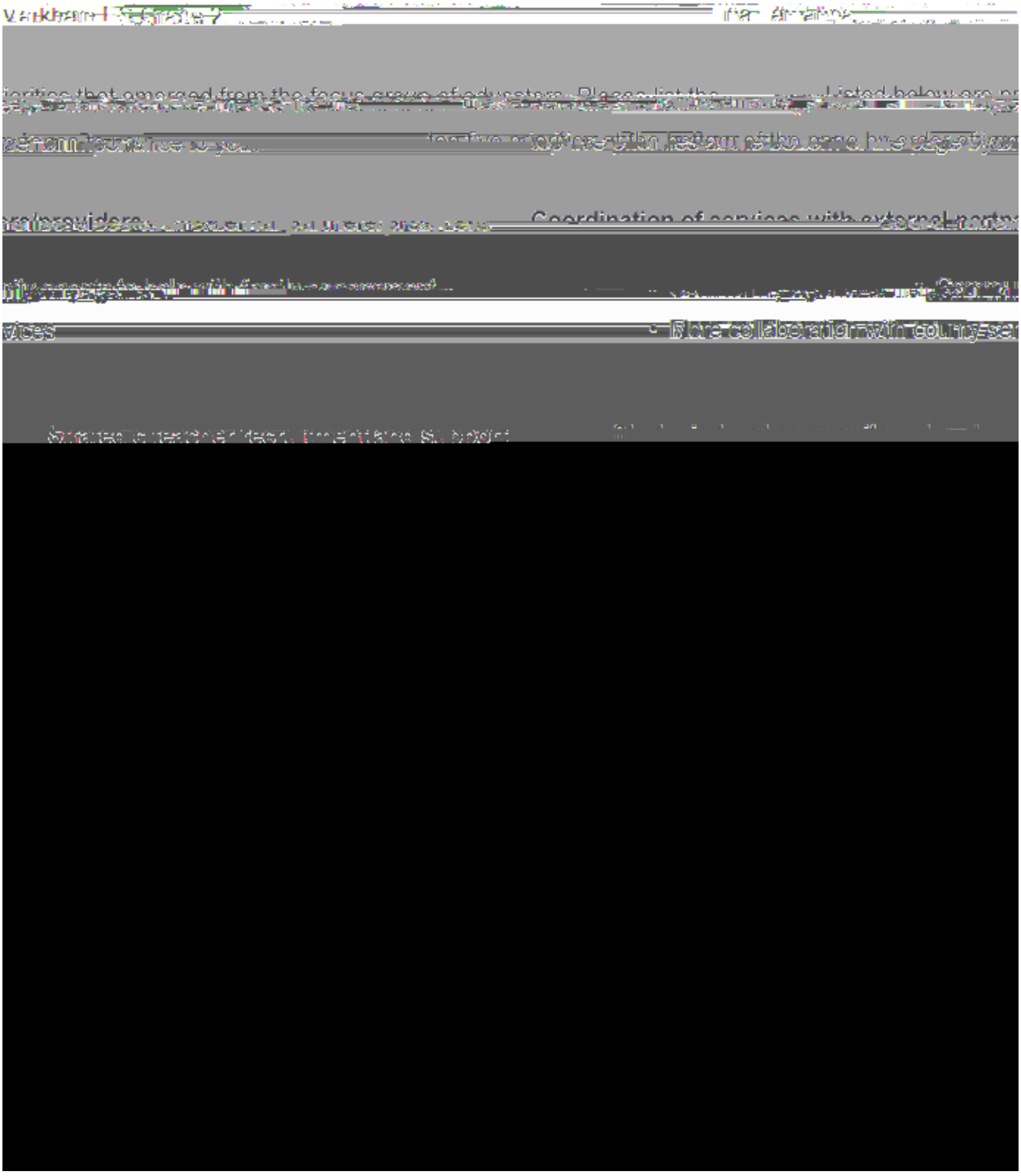
Analysis consisted of reviewing individual comments that were categorized into themes. Themes were organized when there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied. The two top themes are listed below.

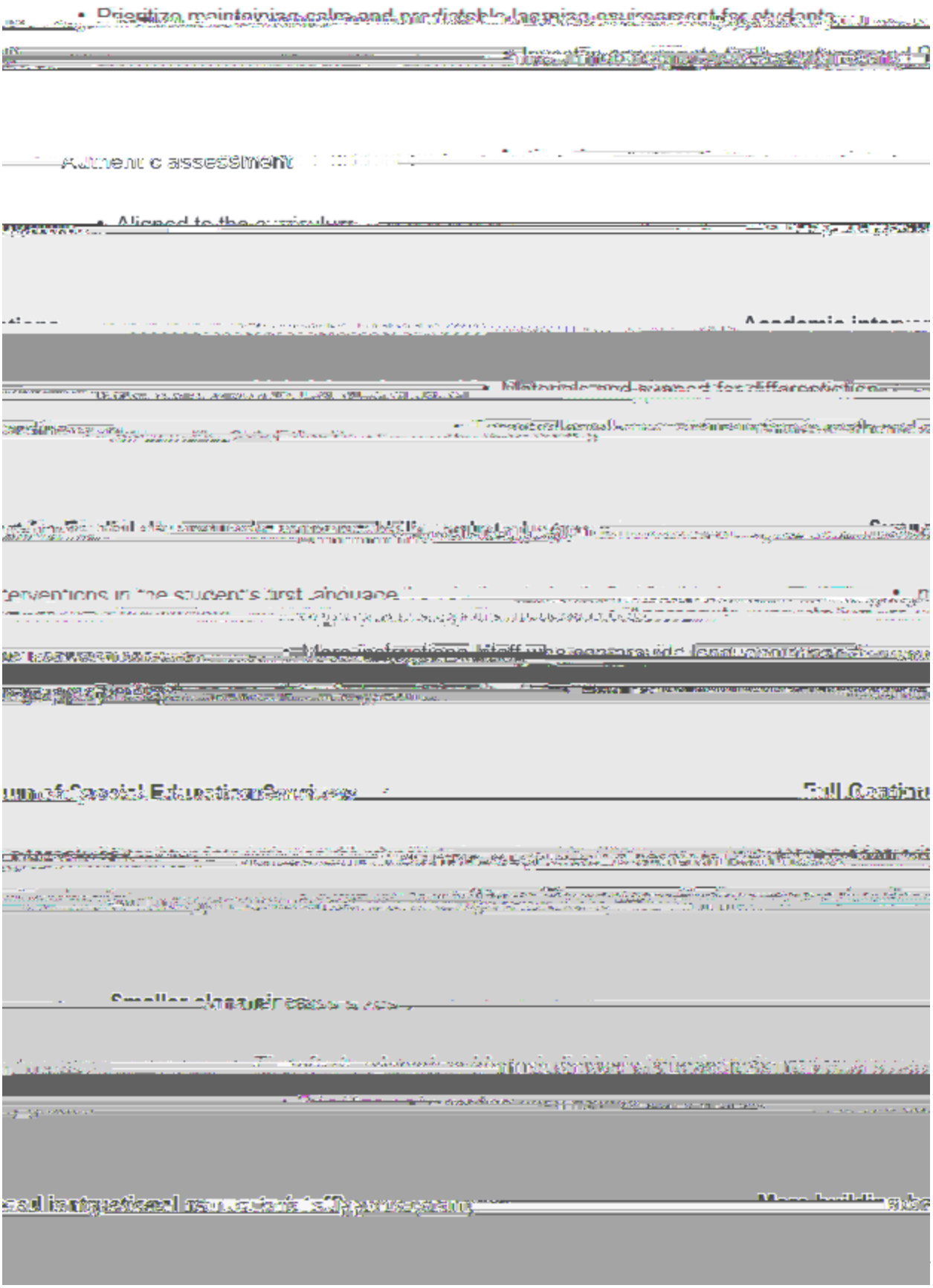
Table 1. Top Ranked Priorities for SSA.

Top Priorities	Frequency	Percent	Cumulative Percent

Date: October 29

Suzanne Cohen	PAT President
Timisha Wilson	QMHP, Arleta

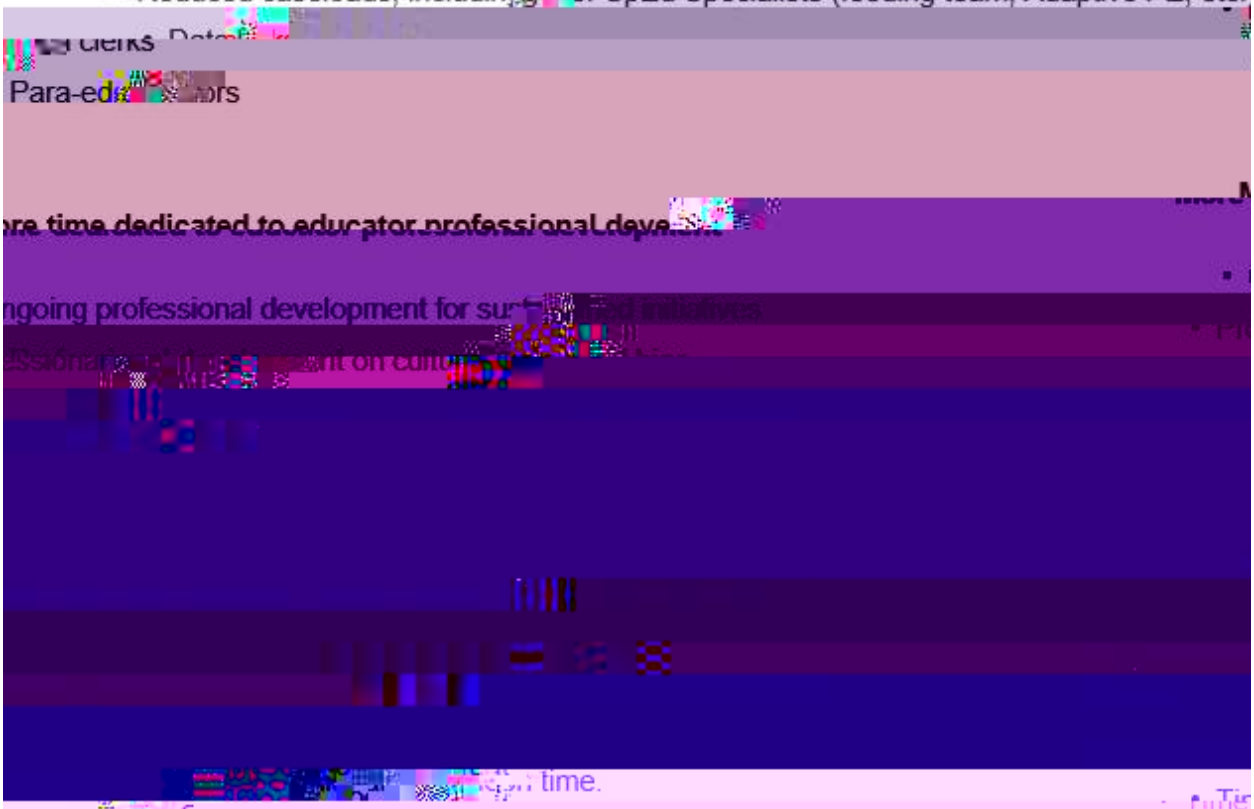




- Reading specialists
- Educational Assistants

More staffing for Special Education

- Reduced caseloads, including for SpEd Specialists (feeding team, Adaptive PE, etc.)



More supp

rt for middle school learners

- More
- Bette

and more equitable, access to electives to keep students engaged
support for the transition from middle school to high school

Revisit hig

school schedule

- Fewe

Full continuum of special education services
Smaller class sizes
More staffing for special educ
More educator care
More support for m
Revisit high school schedule

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501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject : Student Success Act (SSA) – Staff Meeting Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools worked with the Portland Association of Teachers to plan and deliver an engagement opportunity at each of our schools during the October 22, 2019 staff meeting.

A video introduction and paired script were provided to all buildings in order to support and ensure a common experience in our schools.

unaddressed?

3. How are needs different for each priority student group identified Success Act?

   Native American/Indigenous Students, Students of Color, Stude Emerging Bilingual Students, Students experiencing poverty, Stu homelessness, Students experiencing the foster care system, St behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with

- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 889 individual comments that were categorized. Themes were organized when there were 10 or more (1% or greater of the total) responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Staff Ranked Priorities for SSA

Staff Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	166	18.7	18.7
More building-based instructional supports (staff)	73	8.2	26.9
Aligned Systems	53	6.0	32.8
Coordination of services with external partners/providers	53	6.0	38.8
More time dedicated to educator professional development	50	5.6	44.4
Smaller class sizes	50	5.6	50.1
More educator directed collaboration and planning time	41	4.6	54.7
Culturally sustaining and engaging curriculum	39	4.4	59.1
Future Focused Learning	39	4.4	63.4
Strategic teacher recruitment and support	33	3.7	67.2
Instructional Materials & Tech	29	3.3	70.4
Support for English language learners and bilingual students	29	3.3	73.7
More staffing for Special Education	28	3.1	76.8
Academic interventions	22	2.5	79.3
Extended Learning	22	2.5	81.8
Family Engagement	21	2.4	84.1
Effective behavior management systems	17	1.9	86.1
Full Continuum of Special Education Services	17	1.9	88.0
Operations - Nutrition	17	1.9	89.9
More support for middle and high school learners	15	1.7	91.6
Early Childhood	13	1.5	93.0
Operations - Modernization	12	1.3	94.4
Salary and Staff Wellness	10	1.1	95.5
<1% and single responses	40	4	100.0
Total	889	100.0	

The 889 responses fell into 23 themes.

A desire to see investments to support the Social Emotional Learning needs of our students emerged as the most frequently identified theme (166 responses) Social emotional learning was reported as a need at over the twice the rate of the highest category.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject : Student Success Act (SSA) – Public Survey

BACKGROUND

As part of the needs assessment process, Portland Public Schools made a survey available to the public to provide input regarding the investment priorities for the potential Student Success Act funds.

Building upon the engagement work that led to the development of the Portrait of a Graduate and Educator Essentials, the survey cross-walked the components of the vison with the allowable funding opportunities in the SSA. In an effort to elevate the voices of those students and families for whom the funding is targeted, the results of the survey are being provided disaggregated by race and by service or need.

The survey was placed on Portland Public Schools web page on October 1, 2019 and remained open through the end of October.

ANALYSIS OF SITUATION

There were 862 respondents to the survey of which:

57% were parents or guardians,
19% were teachers,
10% were other employees,
1% were principals or building administrators,
10% were community members, and
3% reported as “Other”.

For our Emerging Bilingual students and Students and Families of Color there was an additional focus on the need to reduce academic disparities.

Table 3. Top 2 Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Bilingual	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.0%
Bilingual	Developing transformative racial equity leaders by reducing academic disparities	85.0%
Students and Families of Color	Developing transformative racial equity leaders by reducing academic disparities	80.3%
Students and Families of Color	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%

Reducing academic disparities and better meeting students' mental or behavioral health needs were the two most endorsed areas in the development of educator essentials.

Table 4. Top Priorities for Investment by Self-Identified Need: Bilingual and Students and Families ofthe two mosand5-1.152 Td ( ) Tw 11810 0 725.04 72 383.57 Tw 6.76 Tm ( )Tj 23C /P <</MCID 20 >

Finally, there were over 200 responses to the open ended question on the survey. These responses were categorized as done with the responses in the focus groups and community meetings. The most prominent themes that emerged were:

1. Expanding arts programming (62 respondents),
2. Reducing class sizes (38 respondents),
3. Providing for the mental health and behavioral health needs of students (36 respondents),
4. Providing for the needs of special education students (17 respondents),
5. Improving curriculum (reading, social studies, math/steam with 13 respondents), and
6. Focusing on racial equity (13 respondents).

STAFF RECOMMENDATION

This is an information item.
The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

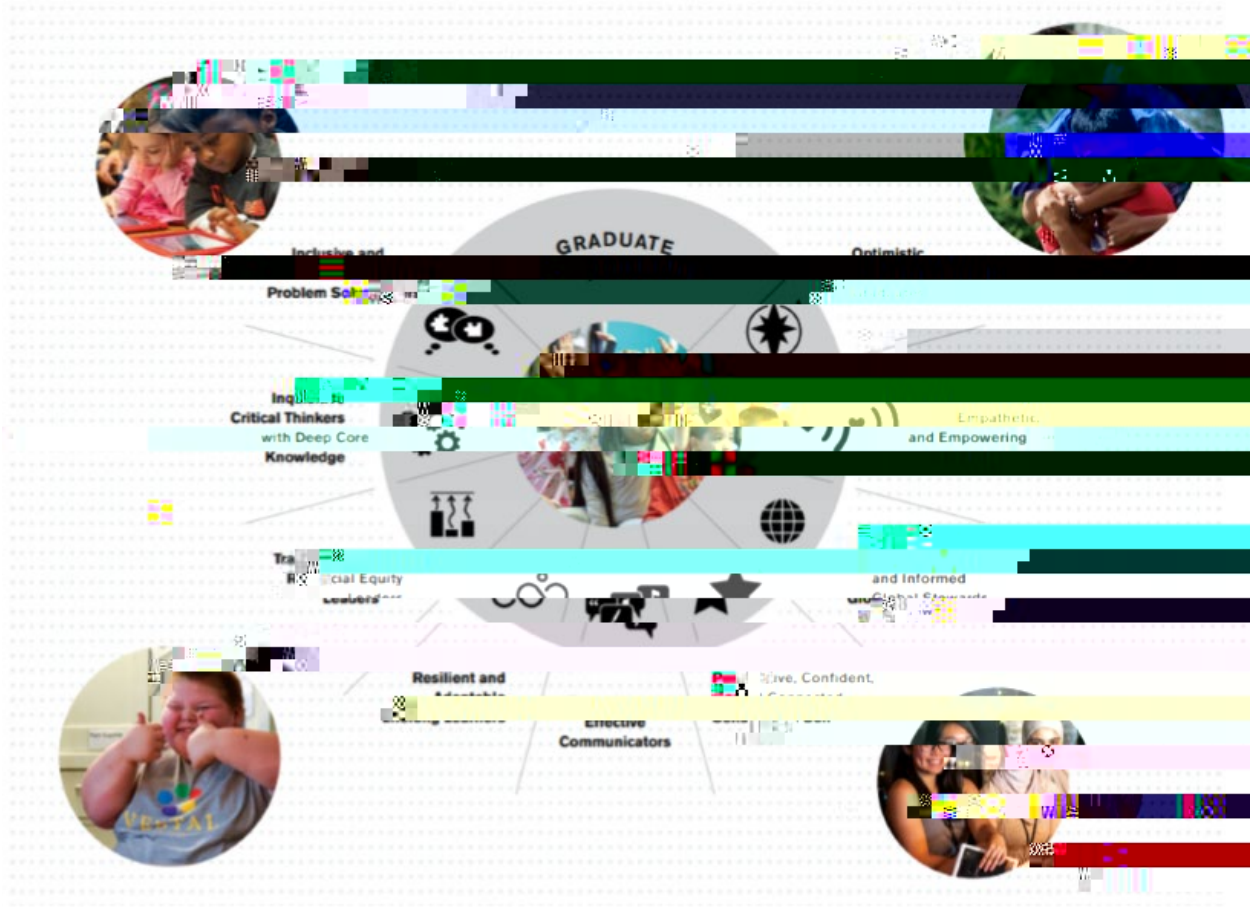
As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

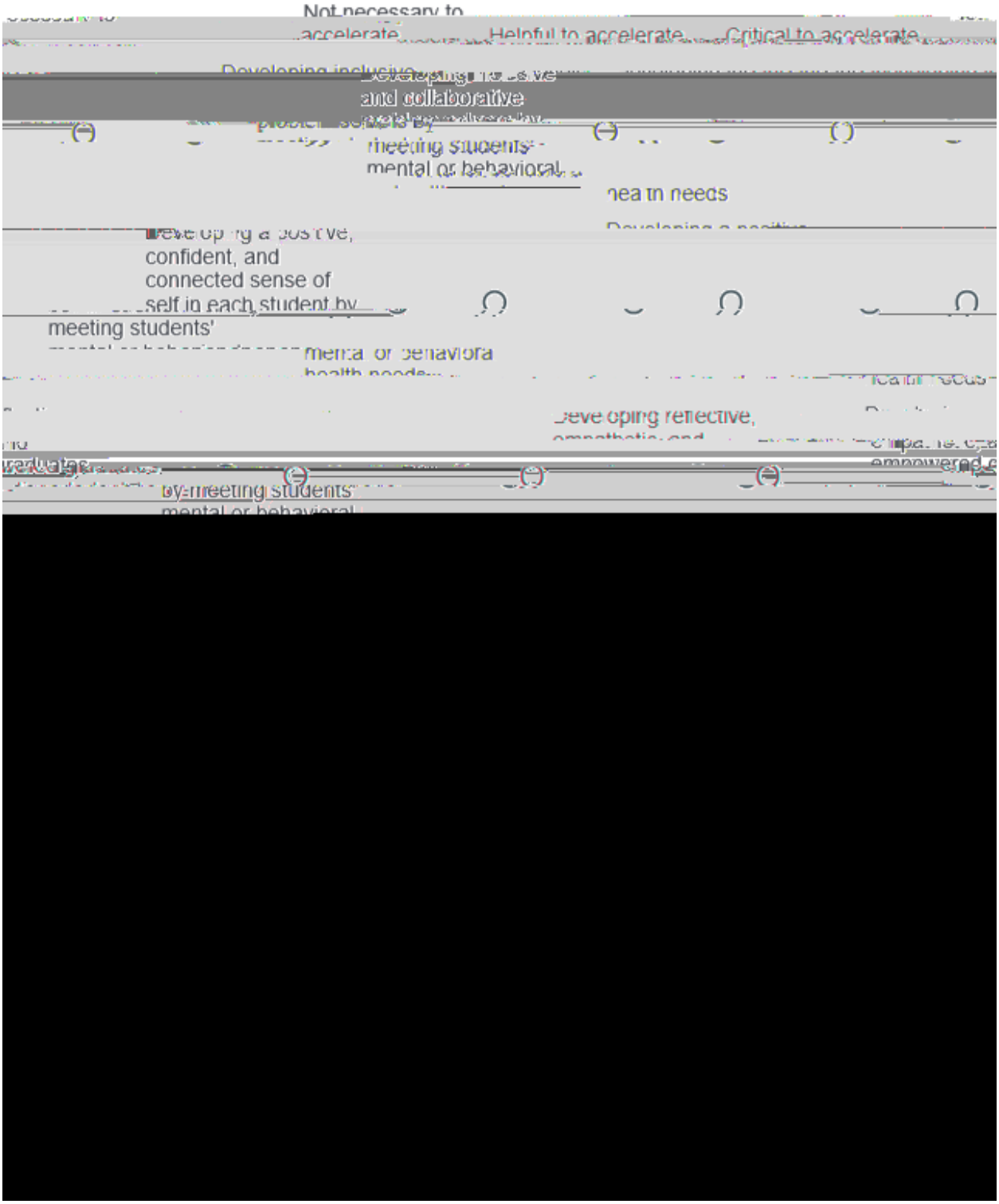
ATTACHMENTS

A. Stakeholder Survey

APPENDIX A: STAKEHOLDER SURVEY



The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, and it is to prepare them to thrive in their lives. A graduate of Portland Public Schools should be a compassionate critical thinker, able to collaborate, and prepared to lead a more socially just world. We believe that all the competencies listed in the action item below in accelerating the V


Not necessary to accelerate
Helpful to accelerate
Critical to accelerate
and collaborative
meeting students'
mental or behavioral
confident, and
connected sense of
self in each student by
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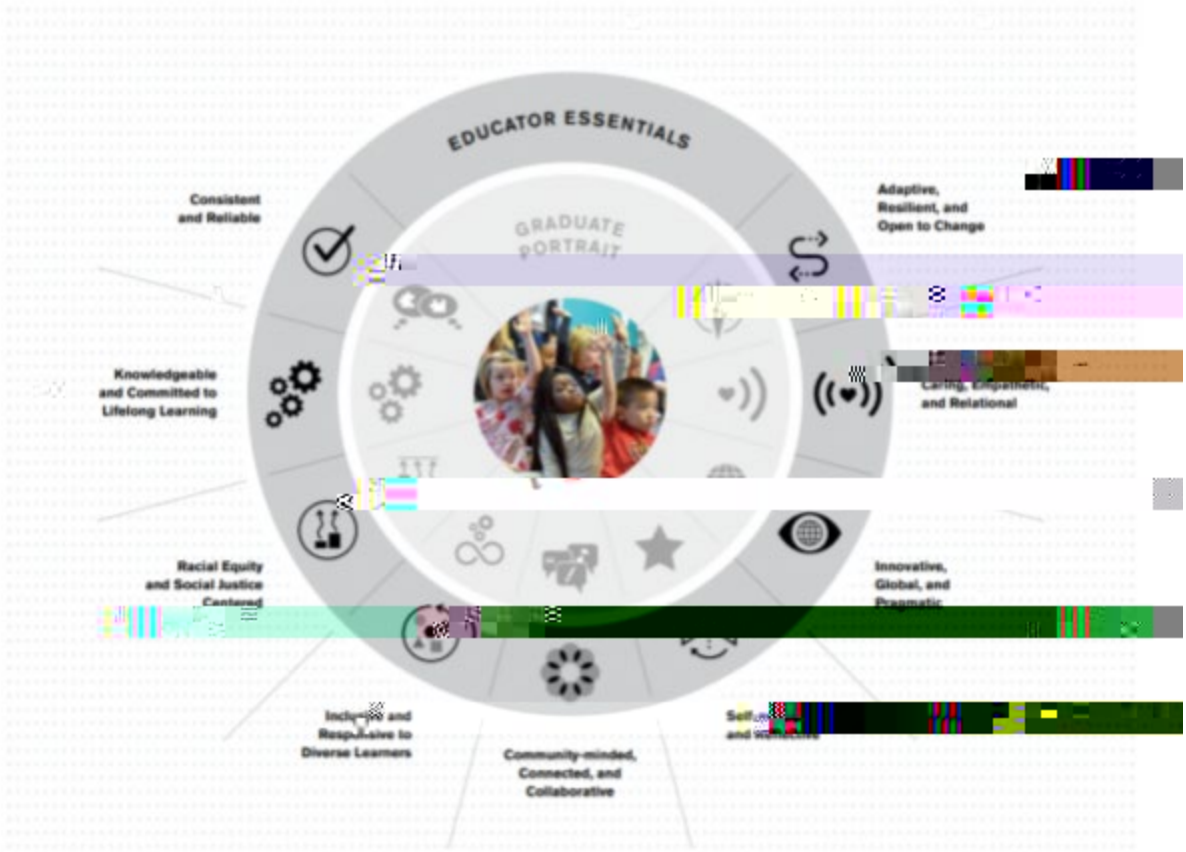
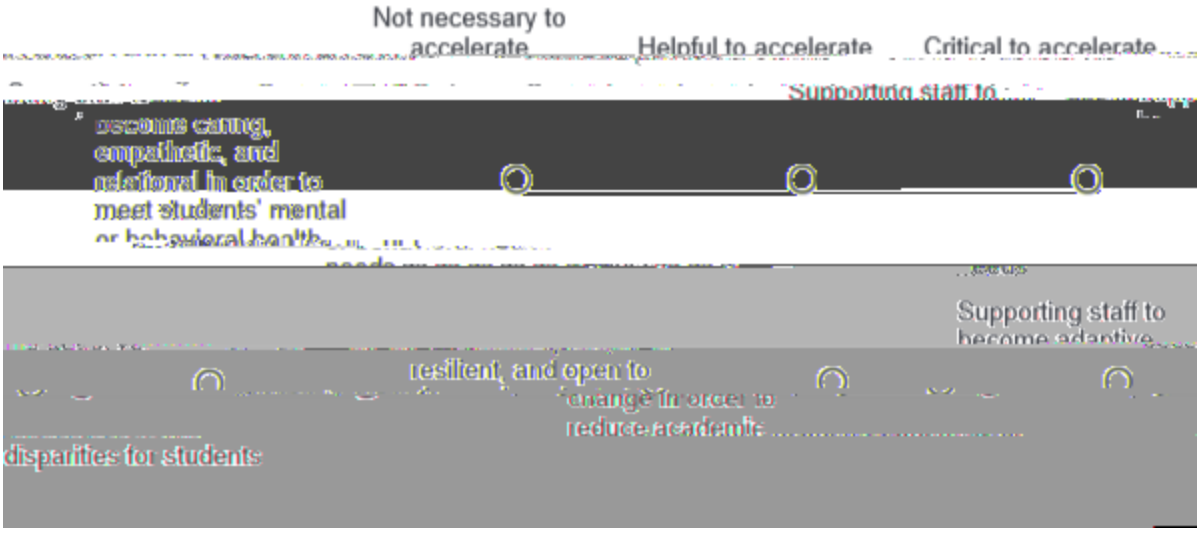


The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate
knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. While we believe that all the components for the Educator Essentials are important, we ask you to rate each action item below in terms of its role in accelerating of the vision:


Not necessary to accelerate
Helpful to accelerate
Critical to accelerate
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs
Supporting staff to become adaptive, resilient, and open to change in order to reduce academic disparities for students

Navigating Poverty
Migrant
Student/Family of Color
Student with a Disability (IEP/504)
Foster Care
Do you have

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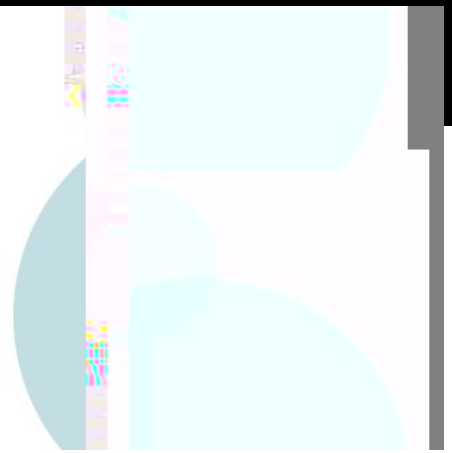

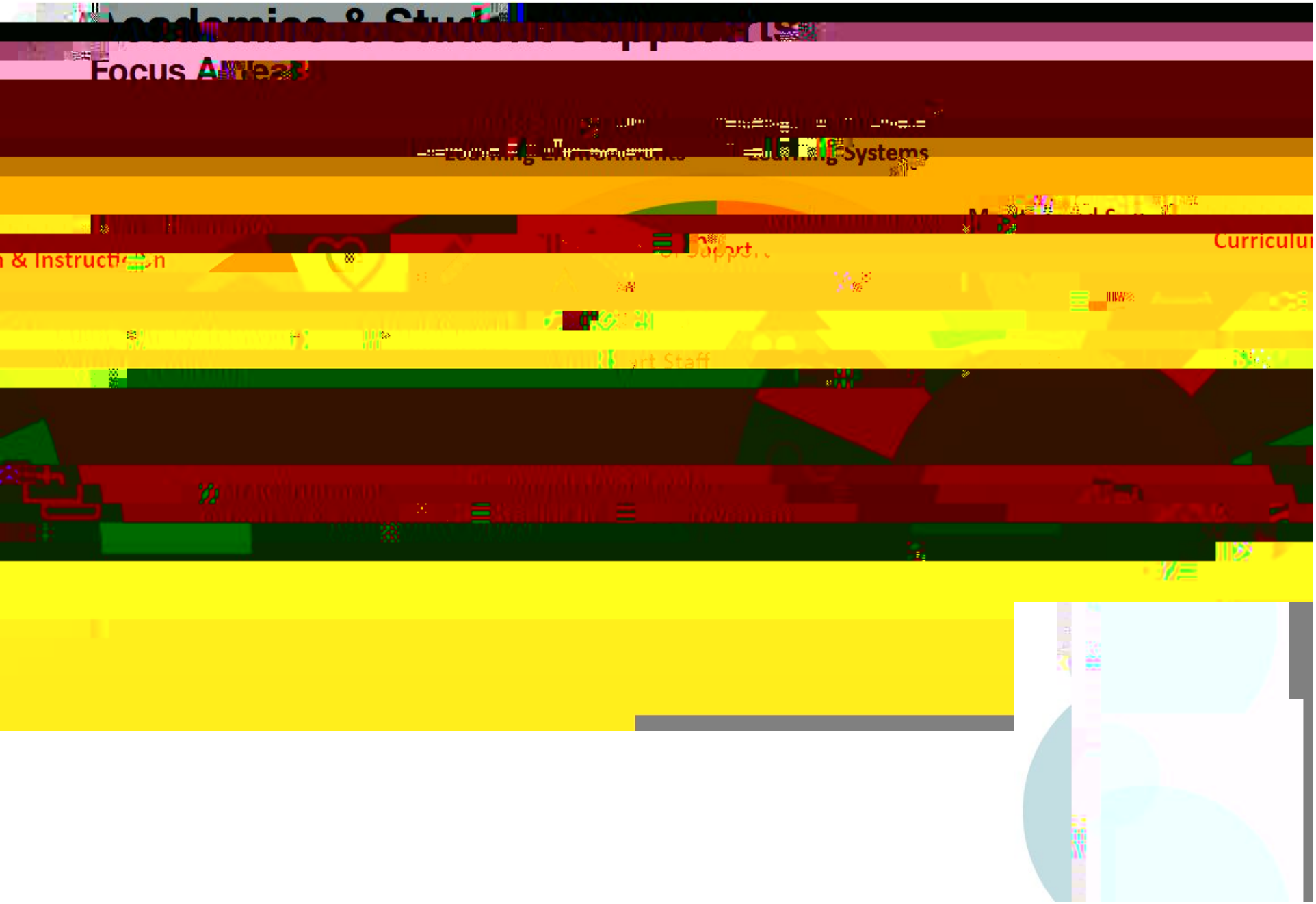
Focus Areas
Learning Environments
Learning Systems
Curriculum
Staff

System-Wide

Board Goals

Fifth Grade Mathematics

To close achievement gaps, we must accelerate growth for our underserved students of color.

Eighth Grade Graduate Portrait

By the spring of 2022, Portland Public Schools 8th

Ready for College & Career

By the spring of 2022, Portland Public Schools [illegible] grade [illegible] who are [illegible] students of [illegible] more from [illegible] to [illegible]

[illegible] rate for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding [illegible] expectations.

[illegible] Progress) by the spring of [illegible] more of the post secondary indicators.4