Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Portland Association of Teachers Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools collaborated with the Portland Association of Teachers (PAT) to develop and administer a survey to gather feedback from PAT membership regarding the membership’s priorities for the investment of the SSA funds.

In order to develop the survey, a focus group was conducted on October 14, 2019 with a diverse group (race, school level, and role) of PAT members to identify themes for investment that could be used as the basis of the survey. The initial themes were provided back to members of the focus group for validation. This resulted in a final list of 19 themes that constituted the basis of the survey provided for PAT membership on October 22, 2019 in which participants were asked to rank order their top 5 investment priorities (Attachment A).

ANALYSIS OF SITUATION

There were 2078 respondents to the survey of which:

- 36% serve students grades PK-2,
- 37% serve students grades 3-5,
- 25% serve students grades 6-8, and
- 28% serve students grades 9-12.

*The total exceeds 100% as PAT members can serve multiple grade spans.

The respondents’ self-reported race and ethnicities were as follows:

- 76% White,
- 8% Hispanic,
- 6% Asian,
- 4% African American,
- <3% American Indian, Native/Indigenous, Pacific Islander, and
- 10% Declined to provide this information.

The overall priorities are listed in Table 1.
Table 1. Top PAT Ranked Priorities for SSA

<table>
<thead>
<tr>
<th>Top themes for Investment</th>
<th>Priority</th>
<th></th>
<th></th>
<th></th>
<th>Total Count of Supporters (Levels 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smaller class sizes</td>
<td>861 276 194 136 100</td>
<td></td>
<td></td>
<td></td>
<td>1567</td>
</tr>
<tr>
<td>Social emotional supports for students</td>
<td>401 327 284 250 220</td>
<td></td>
<td></td>
<td></td>
<td>1482</td>
</tr>
</tbody>
</table>

The top two priorities (both in rank and in overall respondent endorsement) were smaller class sizes and social emotional supports for students. These were high priorities irrespective of the race of the respondent. These were also the highest priorities irrespective of the grade level of the respondent.

The remaining priorities diverged based on the race of the respondent. In addition, due to the relatively small number of respondents in each group, the overall count of supporters for each theme is more reflective of the rankings than a simple count within priority.

Of our PAT members of color, Hispanics were the largest group of respondents (8%). Their priorities were as follows:

Table 2. Ranked Themes 3-5 for Hispanic Respondents

<table>
<thead>
<tr>
<th>Top themes for Investment</th>
<th>Priority</th>
<th></th>
<th></th>
<th></th>
<th>Total Count of Supporters (Levels 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally sustaining and engaging curriculum</td>
<td>9 21 16 16 10</td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Support for English language learners and bilingual students</td>
<td>8 18 14 17 12</td>
<td></td>
<td></td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Academic interventions</td>
<td>11 8 12 18 15</td>
<td></td>
<td></td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Effective behavior management systems</td>
<td>8 13 12 16 14</td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>More staffing for special education</td>
<td>6 13 19 13 9</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

For our Hispanic respondents, Culturally sustaining and engaging curriculum (3), Support of English Language Learners and Bilingual students (4), and Academic interventions (5) were the most supported themes 3-5 overall. Effective behavior management systems and more staffing for special education had a similar level of support as Academic Interventions.

Our Asian PAT members were the next largest membership group of color (6%), and their responses are as follows:
Table 3. Ranked Themes 3-5 for Asian Respondents

<table>
<thead>
<tr>
<th>Top themes for Investment</th>
<th>Priority</th>
<th>Total Count of Supporters (Levels 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>More building-based instructional supports (staff)</td>
<td>9 17 12 9 10</td>
<td>57</td>
</tr>
<tr>
<td>More educator directed collaboration and planning time</td>
<td>4 12 11 14 15</td>
<td>56</td>
</tr>
<tr>
<td>Academic interventions</td>
<td>2 12 14 12 10</td>
<td>50</td>
</tr>
<tr>
<td>Culturally sustaining and engaging curriculum</td>
<td>7 11 6 14 11</td>
<td>49</td>
</tr>
</tbody>
</table>

For our Asian respondents, themes 3-5 included: (3) More building-based instructional supports (staff), (4) more educator directed collaboration and planning time, and (5) Academic interventions. Culturally sustaining and engaging curriculum had a similar level of support as academic interventions.

For our African American staff the following emerged as themes 3-5 for investment:

Table 4. Ranked Themes 3-5 for African American Respondents

<table>
<thead>
<tr>
<th>Top themes for Investment</th>
<th>Priority</th>
<th>Total Count of Supporters (Levels 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Culturally sustaining and engaging curriculum</td>
<td>12 10 11 5 5</td>
<td>43</td>
</tr>
<tr>
<td>More building-based instructional supports (staff)</td>
<td>7 12 4 7 3</td>
<td>33</td>
</tr>
<tr>
<td>Effective behavior management systems</td>
<td>5 5 6 7 5</td>
<td>28</td>
</tr>
<tr>
<td>More educator directed collaboration and planning time</td>
<td>3 3 2 5 10</td>
<td>23</td>
</tr>
</tbody>
</table>

For our African American respondents, themes 3-5 included: (3) Culturally sustaining and engaging curriculum, (4) More building-based instructional supports (staff), and (5) Effective behavior management solutions. More educator directed collaboration and planning time had a similar level of support as Effective behavior management solutions.

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. PAT Survey
APPENDIX A: PAT SURVEY

The Student Success Act provides Portland Public Schools an extraordinary opportunity to apply additional financial resources to meet the needs of historically underserved students. As part of a collection of needs assessments activities, Portland Association of Teachers and Portland Public Schools have collaborated to develop the following survey to gather feedback from our educators. We want to thank the following diverse group of PAT members for participating in a focus group to identify the potential priority opportunities for this historic investment that act as the basis for this survey.

Alisha Chavez            SpEd - Atkinson ES K-2
Allyson Maynard          School Psych - Pioneer
Andre Hawkins            Roosevelt HS Dean
Elizabeth Thiel          PAT Vice President
Francisca Alvarez        Scott K-8 DLI Grade 2
Gwen Sullivan            Chapman ES Librarian
Huck Wilken              MS George STEAM
Kesia Micheletti         Roosevelt SpEd
Maureen Kenny            Lincoln HS Science
Nancy Arteaga            Lane MS LA
Listed below are priorities that emerged from the focus group of educators. Please list the top five priorities at the bottom of the page by order of importance to you.

Coordination of services with external partners/providers

- Community agents to help with family engagement
- More collaboration with county services

Strategic teacher recruitment and support

- Recruit and retain teachers of color
- Support teachers to be successful
- Support to stay in schools that have experienced high staff turnover

Culturally sustaining and engaging curriculum

- Curriculum that reflects our student body
- Curriculum that speaks to the history of racism, and where we are now
- Applied or hands-on learning opportunities

Social emotional supports for students

- More mental health supports (counselors, school psychs, QMHP’s, social workers)
- Trauma informed practices

Effective behavior management systems
• Prioritize maintaining calm and predictable learning environment for students
  • Invest in appropriate tools, systems, and PD

**Authentic assessment**

• Aligned to the curriculum

**Academic interventions**

• Materials and support for differentiation
  • Targeted small group intervention in math and reading

**Support for English language learners and bilingual students**

• Interventions in the student’s first language
  • Appropriate supports for newcomers
  • More instructional staff who can provide language support
  • Facilitating appropriate placements in a timely fashion

**Full Continuum of Special Education Services**

• More placement alternatives for students with significant needs.
  • Support for movement between general and special education

**Smaller class sizes**

• Time for teachers to address individual student needs
  • Prioritize early grades

**More building-based instructional supports (staff)**
• Reading specialists
• Educational Assistants

More staffing for Special Education

• Reduced caseloads, including for SpEd Specialists (feeding team, Adaptive PE, etc.)
• Data clerks
• Para-educators

More time dedicated to educator professional development

• Ongoing professional development for sustained initiatives
• Professional development on cultural awareness and bias
• Invest in ongoing support (PD, structures) for new initiatives
• Support for new educators

More educator directed collaboration and planning time

• More planning time, to allow educators to address individual student needs and interests
• Professional autonomy in use of collaboration time.
• Time provided for SIT teams

More support for middle school learners

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

Revisit high school schedule

• Fewer periods, to better support the most vulnerable students
Please list the top five priorities by order of importance to you by typing numbers 1 through 5 in the corresponding box. "1" indicates the priority of highest importance while "5" indicates the priority of fifth highest importance.

☐ Coordination of services with external partners/providers
☐ Strategic teacher recruitment and support
☐ Culturally sustaining and engaging curriculum
☐ Social emotional supports for students
☐ Effective behavior management systems
☐ Authentic assessment
☐ Academic interventions
☐ Support for English language learners and bilingual students
☐ Full continuum of special education services
☐ Smaller class sizes
☐ More building-based instructional supports (staff)
☐ More staffing for special education
☐ More time dedicated to educator professional development
☐ More educator directed collaboration and planning time
☐ More support for middle school learners
☐ Revisit high school schedule
What races/ethnicities do you consider yourself? Please select all that apply.

☐ African American
☐ American Indian/Alaska Native
☐ Asian
☐ Native/Indigenous to Canada
☐ Hispanic/Latino/Latinx
☐ Middle Eastern/North African
☐ Pacific Islander
☐ White
☐ Prefer not to answer

Which grade band do you primarily teach or serve students? Please select all that apply.

☐ PK-2
☐ 3-5
☐ 6-8
☐ 9-12