Lake Oswego SSA Feedback

Summary Report of Feedback

November 2019

Intro

This report highlights the themes from student, family and staff feedback collected for the Student Success Act in Lake Oswego School District. The report summarizes what is working well, what the challenges are and suggestions for improvement. Overall, there was agreement among the 3 stakeholder groups on some of the highest priorities. All groups felt positive about the courses that were offered and the rigor Lake Oswego School District provides students. However, the 2 themes that recurred across responses were, 1) the need to address student mental health, and 2) the need for alternative pathways for students beyond college. Themes for each perspective are summarized below along with a final analysis of those themes that were shared among the groups.

Methods

Over 3,000 responses were coded and analyzed to identify themes from student, family and staff perspectives. Once the full set had been coded, themes were identified and listed below. The summary of themes is organized into three categories: What is working well? What is challenging? And What could be improved? These themes were saturated throughout the entire set of responses and were those that occurred most frequently across the set. We found that over the set of student responses, there was a lack of understanding of the questions regarding teacher collaboration and partnerships. Therefore, responses in these categories were grouped together to provide a more comprehensive analysis of student feedback. Furthermore, themes were not disaggregated by demographic information because the number of respondents in each group was small. Finally, we were not able to determine themes by subgroup and their responses could potentially be identifiable.
Summary of Themes: STUDENT PERSPECTIVES

What is working well?

1. Course choices and rigor
2. Communication and support from teachers
3. Chromebooks
4. Extracurriculars and arts

What is challenging students?

1. Lack of Mental health support: anxiety, stress, depression
2. Too much homework, pressure
3. Not enough time for sleep
4. Not enough time for lunch/passing
5. Lacking respect from some teachers
6. Drugs/juuling

What suggestions do students have for improvement?

1. Provide more mental health support: classes, therapist/counselors
2. Less homework
3. Later start time
4. Minimize testing
5. More diversity and inclusion

Summary of Themes: FAMILY PERSPECTIVES

What is working well?

1. Availability of courses and electives
2. ParentVUE
3. Programs: TAG, Language Immersion program, CTE classes
4. Release time for teachers to collaborate
5. Communication with families
6. Lake Oswego Foundation
What is challenging students and families?

1. Teachers differentiating for all students
2. Services and support staff for SPED students not adequate
3. Not enough staff to support mental health needs of students
4. Student behaviors in class distracting
5. Unaware of family engagement

What suggestions do families have for improvement?

1. Reduce class size
2. Increase number of Educational Assistants
3. Increase number staff for mental health and SPED
4. Change the school calendar: year-round, extend school-day or year

Summary of Themes: STAFF PERSPECTIVES

What is working well?

1. Options for Advanced Coursework
2. Variety of electives
3. Mental Health staff available (counselors, psychologists, social workers)
4. Professional Learning Communities for teachers

What is challenging students and educators?

1. Rigorous expectations create stress and anxiety for students
2. Alternative pathways not embraced (CTE, vocational education)
3. Teachers overwhelmed with needs of SPED students
4. Large class sizes
5. Differentiating for lower-achieving students
6. Student attendance issues
7. Homework load for students
8. Time to collaborate together
9. Buy-in from some staff for collaboration
10. Lack of time to forge partnerships in the community

What suggestions do educators have for improvement?

1. Create more alternative pathways (Vocational Education)
2. Increase mental health staff
3. Adopt SEL curriculum, hire mental health professionals to teach
4. Standard behavioral management system
5. Reduce class size
6. Provide opportunities for students in community (community service, community colleges, trades, business)
7. Adopt culturally responsive pedagogy and curriculum
8. Recruit a more diverse workforce
9. Increase time for collaboration and PLC’s
10. Focus on reading in lower grades

Areas of Greatest Need

This section highlights the areas of greatest need identified by students, staff, and families. While there may multiple areas of need, these are the themes that emerged that were shared among the groups.

Address and Support Student Mental Health. Students, families and staff agreed that improving student mental health was important. All suggested hiring additional staff to support students. Staff also suggested adopting an SEL curriculum. All stakeholders agreed that the volume of homework was hindering students mental health and increasing anxiety and pressure for students. A need for a standard behavioral management system was discussed by staff to address student well being and behaviors.

Increase options for Alternative Pathways. All stakeholders shared the need to create more value of CTE programs and offer students opportunities in the community to explore career options and pursue a variety of pathways besides college.

Increase diversity and adopt culturally responsive pedagogy and curriculum. Teachers and students expressed the need to increase the number of teachers of color and adopt a more inclusive curriculum.

Support for Differentiation and SPED students. Families discussed differentiation as a challenge and staff discussed this as a challenge for them. There may be need to support teaching staff in this area. Additionally, families felt that SPED students needed more support. Staff felt that they needed more support to serve SPED students.
Adjust the schedule to support student mental health. Students and families felt the need to change the schedule to support students' mental health and well-being. Suggestions included allowing for longer breaks, a later start time, and extending the school year. However, students were not supportive of extending the school-day. This was not a theme among staff.

Decrease class size. Staff and families discussed the need to decrease class size. This topic came up some among students, but was not a theme across responses.