Constituent Research Report

Board of Education Presentation

August 2, 2017

CORNING-PAINTED POST
AREA SCHOOL DISTRICT

Students are the center of all we do.

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The Satori Group

Agenda

- Background
- Method
- Participants
- Global Findings
- Population-specific Findings
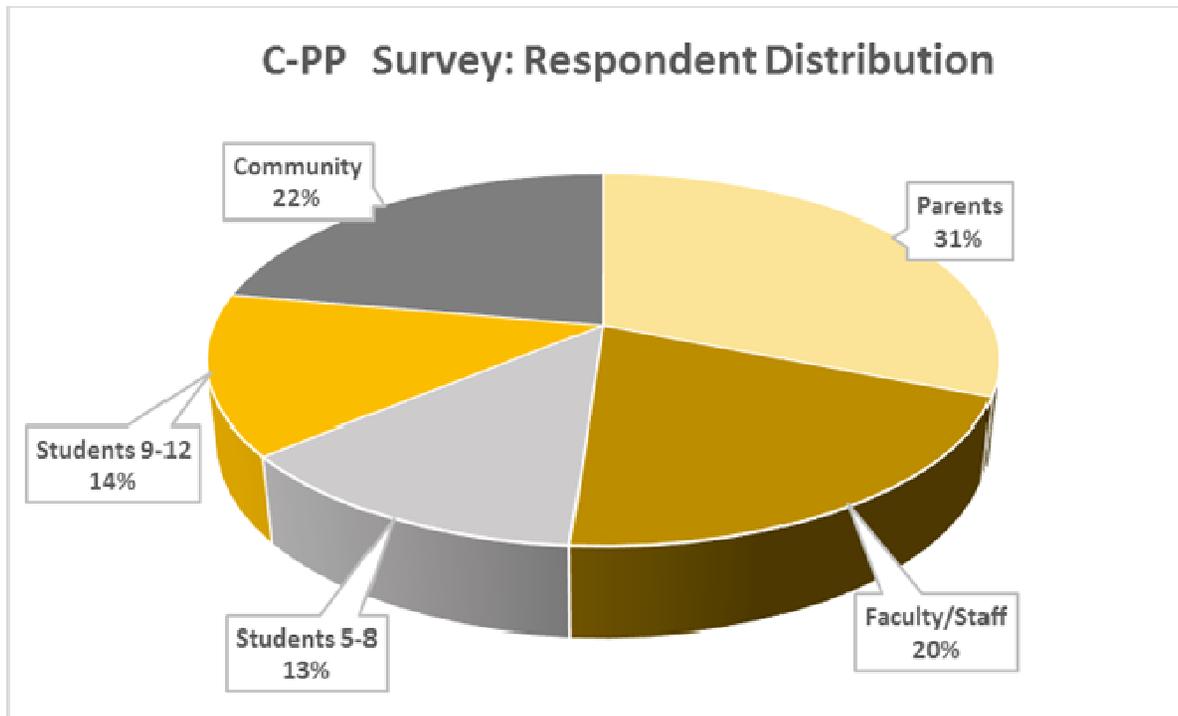- Hypothesis and Recommendations

Background

- C-PP prioritizes continuous learning and improvement
  - Periodic collection of constituent perspectives on District performance
  - Seeking insight on areas for improvement and future strategic priorities

- For this study, C-PP leaders had interest in gathering perspectives to assess District performance in the domains of:
  - School climate (including respect for diversity)
  - Trust
  - Educational quality
  - Customer service

Method

- Exploratory, Inductive Research
  - Asks, "What is going on?"
  - Uses data to formulate theory rather than testing a proposed hypothesis or theory
- Mixed Methods for Data Collection
  - Quantitative in the form of surveys
  - Qualitative in the form of focus groups
- Analysis
  - Survey data compared across constituent groups; used to inform the content of focus group questioning
  - Focus group data coded for themes
  - All data interpreted to generate findings

Participants

- 1,505 Survey Respondents

C-PP Survey: Respondent Distribution

- Community 22%
- Parents 31%
- Students 9-12 14%
- Students 5-8 13%
- Faculty/Staff 20%

Participants

- Representative Sampling

PARENT RESPONDENTS			
	Response Percent	% of All District Students	Response Count
Erwin Valley	9.6%	9.3%	45
Calvin U. Smith	6.6%	6.6%	31
Winfield Street	3.6%	5.1%	17
Hugh Gregg	3.8%	4.7%	18
Wiliam E. Severn	5.3%	9.4%	25
Frederick Carder	9.0%	9.6%	42
C-PP Middle School	25.4%	21.0%	119
C-PP High School	36.3%	33.7%	170
High School Learning Cent	0.2%	0.7%	1
		TOTAL RESPONSES	468

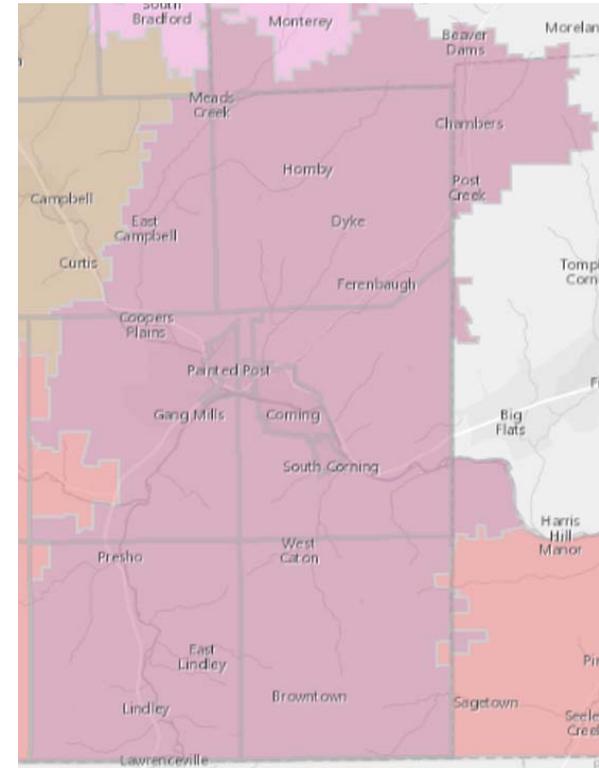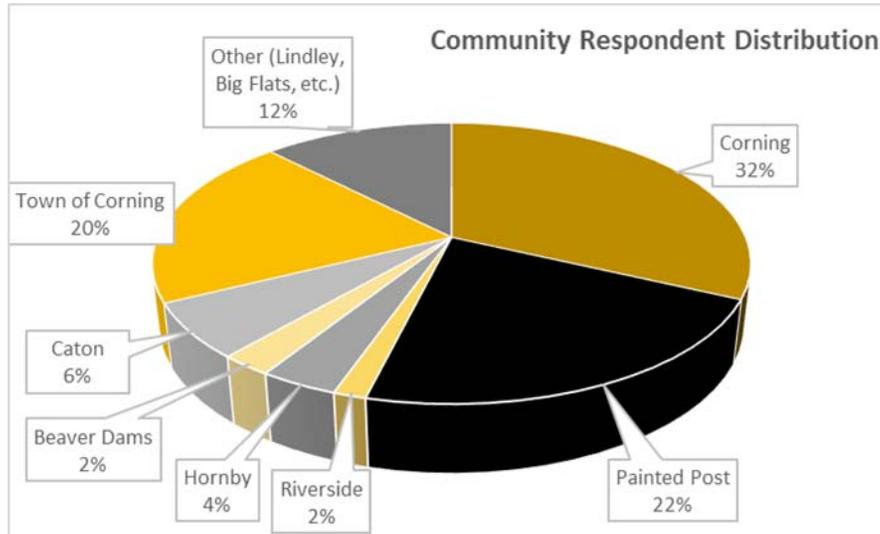| FACULTY RESPONDENTS			
	Response Percent	% of All District Staff	Response Count
Erwin Valley	7.3%	6.9%	22
Calvin U. Smith	10.3%	7.8%	31
Winfield Street	4.3%	5.5%	13
Hugh Gregg	5.0%	4.4%	15
William E. Severn	8.0%	9.7%	24
Frederick Carder	8.0%	7.0%	24
C-PP Middle School	24.6%	19.2%	74
C-PP High School	23.6%	26.7%	71
Administration Building	5.6%	10.5%	17
Bus Garage	1.3%	0.4%	4
Other (please specify)	2.0%	1.9%	6
		TOTAL RESPONSES	301

Participants

- Representative Sampling
  - Elementary students included only students in grade 5.

STUDENT RESPONDENTS			
	% of Student Responses	% of All C-PP Students	Response Count
Elementary	30.3%	44.6%	122
Middle	17.2%	21.0%	69
High School	52.0%	34.4%	209
Other	0.5%		2
		TOTAL RESPONSES	402

Participants

- Community Respondents

Community Respondent Distribution

- Corning 32%
- Painted Post 22%
- Town of Corning 20%
- Other (Lindley, Big Flats, etc.) 12%
- Caton 6%
- Hornby 4%
- Beaver Dams 2%
- Riverside 2%

Participants

- Focus Group Participants

CONSTITUENT CATEGORY	# OF GROUPS HELD	# GROUPS ATTEMPTED
High School Parents	1	2
Middle School Parents	1	2
Middle School Faculty	1	2
District Staff (includes PPS Group which maybe were mainly Elementary)	2	2
Secondary Staff	1	2
Elementary Staff	1 interview	1
Elementary Parents	1	2
High school Faculty	1 group plus 1 interview	2
Middle School Students	3	3
Elementary Faculty	2	2
School Admin	1	1
District Admin	1	1
Community	2	3
High School Students	6	6
Board of Education	9 interviews	9

Global Findings

Finding 1: C-PP teachers, staff, leaders, parents, and students navigate a complex and diverse organizational-social structure in their schools that is influenced by internal factors related to social identity, and external factors related to educational accountability.

- **DIVERSE ORGANIZATIONAL-SOCIAL STRUCTURE**
  - People of all **ages** and **backgrounds**
  - Overlaid by a **hierarchical organizational structure**
  - Individuals within the structure can occupy multiple **roles** in it
  - Individuals within the structure exist in a variety of **relationships**

Global Findings

Finding 1: C-PP teachers, staff, leaders, parents, and students navigate a complex and diverse organizational-social structure in their schools that is influenced by internal factors related to social identity, and external factors related to educational accountability.

- **SOCIAL IDENTITY AS INFLUENCING FACTOR**
  - Classifications that describe or define self and others
  - Interactions and status relationships among peer and non-peer groups
  - Self-consciousness, awkwardness about topic of race
  - Racial / ethnic difference not viewed as a primary factor in how people are treated
  - Lack of racial diversity acknowledged; faculty / staff disproportionately white
  - Income differences cited as a factor in how people are treated
  - Personality, appearance and other traits viewed as having primacy in how people are treated

"In a way, I see the race thing going on. But not like persecuting, like obviously. Like I am friends with like a bunch of white kids - I will say it like that since it sounds stupid - and like I don't think there has been a day that I do not hear like some kind of black joke, but like not in a bad way. I think they're funny usually, but...yeah, it kind of pops up and you know and I hear like other religious jokes like Muslim and what not - but like in a harmless way, well, not harmless in case someone is offended, but they seem pretty harmless."

High School Student

11

Global Findings

Finding 1: C-PP teachers, staff, leaders, parents, and students navigate a complex and diverse organizational-social structure in their schools that is influenced by internal factors related to social identity, and external factors related to educational accountability.

- **EDUCATIONAL ACCOUNTABILITY AS INFLUENCING FACTOR**
  - Accountability systems create performance pressure
  - Rapid pace of change for performance improvement a source of stress for faculty
    - Need for staff adaptation of routines, processes, patterns of interaction
  - Lack of equilibrium
  - Desire for better, not more

"I've been here 10 years and I've taught three different curriculums in the same course. I've taught three different algebra curriculums, and three different geometry curriculums. So it's hard to gain confidence if you have to change your curriculum every three years or so. So hopefully they'll decide to stick with this one."

High School Teacher

Finding 2: Corning-Painted Post Area School District is broadly viewed by its constituents as an institution that delivers an effective, high-quality educational experience characterized by student access to enriching opportunities and by mutually supportive relationships.

- **HIGH QUALITY EDUCATIONAL EXPERIENCE**
  - Parent and student confidence in teachers, leaders, tools, curricula
  - Participants describe general favorability and specific positive attributes
  - Teacher quality and leadership cited
  - C-PP viewed favorably in comparison to other districts

"Our schools are good enough that the high taxes don't matter; here you get what you pay for. In the South, taxes are lower but a lot of people use private schools. … The school district is a quality product but I would go on record saying I dealt with attracting people to the area and this District and Horseheads are where more people landed because it is so good. … It's an exceptional school system."

Community Member

13

Global Findings

Finding 2: Corning-Painted Post Area School District is broadly viewed by its constituents as an institution that delivers an effective, high-quality educational experience characterized by student access to enriching opportunities and by mutually supportive relationships.

- **ENRICHING OPPORTUNITIES**
  - IB and other college-level courses (high school)
  - Variety of electives (high school)
  - Competitive athletics, high quality performing arts opportunities, and state-of-the-art facilities for both (high school)
  - Student leadership in technology, journalism, music, and performing arts (high school and middle school)
  - Drama club, NJHS, sports (middle school)
  - Intramurals, safety patrol (elementary school)

"This is where a diverse group of kids can excel at basically anything. If someone cannot excel in one thing there is something else in the school… ."

High School Student

14

Finding 2: Corning-Painted Post Area School District is broadly viewed by its constituents as an institution that delivers an effective, high-quality educational experience characterized by student access to enriching opportunities and by mutually supportive relationships.

- **MUTUALLY SUPPORTIVE RELATIONSHIPS**
  - Positive interactions
  - Responsiveness
  - Access to leaders
  - School bond
  - Sense of belonging
  - Levels of involvement

"I feel like my input is valued; I've always had positive interactions. If there was an issue there was always a good response; I get feedback."
        Elementary Parent

I would say we're all very fortunate to be in the position we're in right now because, I mean, we work for a very good school district. We have strong leadership at the top and…believe it or not, we all get along well with each other and like working with each other, which makes your job a little bit easier.
        School Administrator

Global Findings

Finding 3: Tacitly held negative attributions about effort, responsibility, and fairness pose challenges for relationship quality and trust within the C-PP school community, while open communication about these concepts leads to alternative explanations and more empathetic views.

- **NEGATIVE ATTRIBUTIONS, RELATIONSHIP QUALITY AND TRUST**
  - Negative intent is used to explain observed behaviors
    - Teachers use lack of effort to explain inadequate student outcomes
    - Students use lack of caring to explain negative behaviors
  - Constituents believe favoritism and stigma toward individuals and groups explain inconsistent application of rules and policies

"Where like from the start teachers are not really equal … because like they'll treat one kid one way and then they'll allow another kid to slide and like not get punished for not doing their homework or something. And another kid gets their grade brought down because they didn't do it. Stuff like that. Like maybe their social status or like if they come to school a lot."

"If you have played sports or are a good student then you are favored."
High School Students

"And so that creates some distrust, I think, in knowing that – I'm thinking from their perspective – 'I told him or her no and you said yes.' But people know there's avenues to go around and that creates distrust at that level, I'm sure."
School Administrator

16

Global Findings

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- **OPEN COMMUNICATION AND EMPATHETIC VIEWS**
  - People re-assess their expectations and assumptions when topics are openly discussed
  - Alternative explanations and empathetic views emerge

"Sometimes I think we don't understand the pressure on parents. To us, maybe it's only 20 minutes reading or 10 minutes spelling or bringing in a cardboard box. Maybe we don't understand what we are asking of people; everything we ask them to do might not fit so neatly in their lives."

Elementary Teacher

Global Findings

Finding 4: The district has room for improvement when it comes to accountability, responsiveness, and communication.

- **ACCOUNTABILITY AND RESPONSIVENESS**
  - Linked to trust and relationship quality
  - Anchored in and expressed as "follow-through"
    - Meeting responsibilities
    - Solving problems when asked
    - Doing what you said you would do
    - Using others' time meaningfully

"Trust levels will go up more if something actually comes from these Focus Groups. Because otherwise you know it was a lovely hour and a half of giggling but..."
  Staff Member

"You know right now it's, all the decisions have been made and you're just a voice box going back to the building…it's hard to defend."
  Elementary Teacher

Global Findings

Finding 4: The district has room for improvement when it comes to accountability, responsiveness, and communication.

- **COMMUNICATION**
  - Linked to trust and effort
  - Improve communication by replying to email
  - Improve communication by providing explanations for unmet responsibility or lack of action
  - Improve communication by providing key information and notifications of events

"Unless you know how to find the information it is not easy. We need resources available somewhere that is easy to find."
        High School Parent

"I would rather you tell me that you are busy and you will get back to me. I would like the answer but if you don't have the answer and you do not get back to me I am upset twice"
        Staff Member

19

Population-specific Findings

- **Finding 1:** Disparities in educational outcomes and access to opportunity exist for certain student groups.

- **EDUCATIONAL OUTCOMES**
  - Far lower rates of proficiency on state tests for students with disabilities and students with economic disadvantage
  - Inequitable access to enriching opportunities for students from low-income households

"One big thing that has been a stickler has been the field trip policy; it has been about the haves and have nots because of the level of field trips and the dollar amount. It's a true issue of fairness and equity. Some Board members have been sticklers: if the students are the center of all we do, how can we allow a trip when all students don't have access because of income?"

Board Member

Population-specific Findings

- **<u>Finding 2</u>:** High demand for and insufficient supply of qualified substitute teachers and technical support personnel has educational consequences in C-PP schools.

- **SUPPLY, DEMAND & EDUCATIONAL CONSEQUENCES**
  - Insufficient supply of instructional support personnel
    - Substitute pool that lacks teaching experience
    - Low supply in technical support personnel
    - Less availability of building staff to assist with coverage
  - High demand for substitutes*
    - 36% of classroom teachers absent more than 10 school days = demand of at least 1,240 instructional days of coverage
    - Teacher pull-outs decreased to address demand problem
  - Disrupted classroom routines, lost instructional time, empty instructional time

  * Civil Rights Data Collection, 2013 data found at http://ocrdata.ed.gov/

"I find … a lot of them are uncomfortable teaching the math. And that becomes very stressful for them as well in the morning ... trying to figure out, how do you do this math this way? And we can't leave, um, vague math or review math and keep on our pacing schedule as well. So, that does become difficult, 'cause oftentimes they teach it incorrectly. And then you have to go back and reteach it anyway… So, that's not knowing what to do."

Elementary Teacher

Population-specific Findings

- **Finding 3:** Middle school students have the impression that inappropriate behavior and bullying on the bus and at school are not effectively addressed.

- **MIDDLE SCHOOL STUDENT PERCEPTIONS**
  - Unruly behavior of students is described
  - Perceived inadequacy of response from bus monitors, hall monitors, teachers … adults at school
  - Inappropriate student behavior can be anywhere from bothersome to anxiety-producing to other students
  - Limited adolescent view that stricter discipline or harsher punishment is needed
  - Students do not perceive the benefits of the middle school behavior response program
  - Busses are overcrowded

"I used to ride the bus a couple times and kids are completely out of control. It's not really different from hallways. There is language I don't like, bullying on bus, and nothing is done about it."
Middle School Student

"I think bullies continue doing stuff because punishments are really nothing. There is no lasting damage. They go to a room, make a plan, and then never follow it."
Middle School Student

Recommendations

- **HYPOTHESIS IMPLIED IN FINDINGS**
  - Perceived contributors to school-wide academic achievement goals are favored while perceived detractors from these goals are stigmatized.

- **STRATEGIC RESPONSES FOR DISTRICT CONSIDERATION**
  The District's next strategic planning process offers an opportunity to consider exploring the following recommendations:
  - Hire for social-emotional competence and work toward instituting a Social-Emotional Learning (SEL) component into regular instructional practice.
  - Focus on single-loop learning in District performance improvement efforts.
  - Review the mission, vision and core beliefs.
  - Create avenues for everyone to be equitably valued as contributors to the school community.
  - Decrease demand for substitutes, expand access to qualified substitutes, and promote student attendance.