The Future of Schools:
Elevating Student, Staff, and Community Voices During and Beyond COVID-19
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What we’ll discuss today

• **Introduce** new school reopening resources to support student, staff, and family needs

• **Share** how districts have acted on community voice data to shape equitable response & reopening plans

• **Understand** how districts are elevating student, staff, and family voices as a permanent cornerstone of strategic plans in schools

• **Consider** the role of student, staff, and family voices in supporting students’ SEL in the fall and beyond

• **Q&A**
Panorama helps educators act on data to improve student outcomes.

Currently serving 900+ districts nationwide and 10 million students.
How Panorama Supports District Strategic Priorities

School Climate & Family Engagement

Social-Emotional Learning, Well-Being & Equity

MTSS & RTI, Early Warning, and College & Career Readiness
Panorama’s School Reopening Surveys

- Customizable survey content to elevate family and staff voices going into the 2020-21 academic year
- Design a path forward for the reopening of schools with comprehensive feedback from your district community
- Areas include academic supports, student social-emotional learning, distance learning reflections, family assistance, and more.

Coming This Week: New Panorama survey instruments to gather feedback from students, families & staff once school is back in session.
Download the School Reopening Survey + More Open-Source Surveys on your Resource List

Or visit https://pan-ed.com/school-reopening-edweek
Ector County Independent School District
Ector County ISD

- Serving 34,000 students
- 56% of students living in poverty
- 77% Hispanic, 16% White, 4% African-American
- Odessa, TX
Our Listening Opportunity at ECISD

- **Student** Wellbeing and Distance Learning Survey
- **Staff** Wellbeing and Distance Learning
- **Staff** Internet Connectivity Survey

**Results**
Browse survey results for:

- ECTOR COUNTY ISD
  - 113 Schools
- 1209 Course Sections
- 19745 Students
- 3 School Types
Staff Feedback

75% of staff told us their students were not at all, slightly, or somewhat engaged.

70% of staff told us that ‘almost no students,’ ‘a few students,’ or ‘about half of my students’ participated in distance learning in the past week.
Well-Being

- We asked our students to reflect on questions like: “During the past week, how often did you feel happy/ excited/ sad/ lonely/ bored?”

- Some students are experiencing sadness and loneliness. The most common for our students is **boredom**, with 45% of our students reporting they are **almost always** or **frequently** feeling bored.

Learning at Home

- **Students are spending time on schoolwork** -- Most of our students (78%) tell us they spend **some** or **quite a bit** of the day on learning and completing schoolwork.

- Yet, they’re telling us **the work is not as challenging** -- Only 25% of our students tell us that their school work is **quite** or **extremely challenging** during distance learning. When we’ve asked similar questions about “Rigorous Expectations” in the past, we’ve had 71% positive responses.
- Three-quarters (75%) of our middle school and high school students tell us they are sometimes, frequently, or almost always stressed out.

- Only 23% of students tell us that they talk to other classmates frequently or almost all the time.
What Staff Told Us About Internet Access During Distance Learning

- 39% of our students sometimes, rarely, or never have internet access at home.
- This has us focused on removing connectivity barriers that around 4 in 10 of our students are facing.
Our District Goal

**Every** student will have high-speed access in their home.
Broadband Access in Ector County

ECISD students shown in red and high-speed access in green
Broadband Access in Ector County

Students living in areas without high-speed access are shown in red circles.
Creating an Equitable District Strategy

For Distance Learning & Re-Entry to School
Guiding Principles

- We are driven by **equity for every child**. Every child in ECISD deserves a high quality rigorous academic experience.
- We are a district of leaders and will be on the **forefront of this movement** to improve education for children.
- We believe that our **most fragile** students should be taught by our best educators.
- We believe in meeting students where they are **academically** and **socially/emotionally**.
- We believe students deserve a learning experience that is **personalized**.
- We believe in acceleration over remediation and the scaffolding that supports acceleration.
- We believe that **assessment using multiple measures** drives learning.
- We believe that our use of resources to support learning, both fiscal and human, must be effective and **efficient**.
- We believe the parents/guardians of our students as well as our **community** are integral to success.
Beyond COVID-19: Community Voices

- Continue the survey process with **health and wellness checks** to ensure how staff and students are doing

- Weekly **Facebook Live** with Q&A and update on the work of the district

- **65% of families** want face-to-face learning and **35% of families** want virtual learning
Permanent Improvement Rooted in Staff & Community Voice

● Our **strategic plan**, shaped by our district community, is driving this work.

● Panorama staff climate surveys help ensure the **right balance of pressure and support** as we implement our new strategic plan:
  ○ Resilient foundation
  ○ People planning & teacher incentives
  ○ Opportunity culture

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When people see their voices shape the work, the district changes.
Saddleback Valley USD

- Serving 26,000 students
- 4,500 English Learners
- Mission Viejo, CA
Learning and Partnering with Schools is Important for All Families

- **False assumption** that families with low socio-economic status are not committed and invested
- **Partnering with families to identify barriers** and tackle them one by one
- Saddleback holds **English Learner Community Groups** and **Parents Nights**
During COVID-19

“Community engagement means having the courage to pivot your plans to respond to what the community is telling you.”

Dr. Rowena Mak, District Coordinator

- Key question: How do we continue our commitment to equitable learning?

- Used family and staff voice data with Panorama Distance Learning to craft resources for parents, professional development, and learning extension opportunities

- Access to office hours for high-quality English Language Development programming
Beyond COVID-19

“The test of time is: how long will we keep seeking input? We need to communicate to families that we are interested in you being our partners in the long term.”

Dr. Rowena Mak, District Coordinator

- Superintendent’s Councils + Task Force for Families and Staff
- Moving beyond compliance for EL family outreach into helping families examine goals and outcomes
- From input to action
Acting on What Families Told Us About SEL with LCAP Surveys

- Incorporating family voice with LCAP (Local Control and Accountability Plan) planning
- Input and feedback from parents indicated interest in social-emotional learning for students
- Used this input as a catalyst for expanding SEL and MTSS efforts
Acting on What Students Told Us About SEL with Student Voice Surveys

• Student voice data showed the importance of **teacher-student relationships** in best first instruction

• Incorporated Panorama SEL survey data into **school site plans**

• Schools have recognized how teacher **and staff** training contributes to the wellbeing of students

• Provided teachers with the resources for incorporating SEL as part of **PBIS** efforts

• Adopted an **SEL curriculum** for elementary schools + **secondary staff** task force
Download the Social-Emotional Learning Survey on your Resource List

Or visit https://pan-ed.com/SEL-survey-edweek
Celebrating Resilience: A Summer Series
panoramaed.com/resilience-summer-series
Join Us **Today** @ 3pm EDT for a Twitter Chat!

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Chat with us by using #SELchat and tagging @PanoramaEd!
Questions & Answers
Thank you!

Questions?
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