

SIA Plan
Fall/Winter SIA Survey Results
February 10, 2020

The Pendleton School District sought out stakeholders' opinions where best to spend increased revenue from the Student Success Act, which became law as a result of the 2019 Oregon Legislative session. Although we welcome the increased revenue, it will not be enough to fill all the areas of need that district staff has identified.

The information below is a summary of the responses and will be used to determine how best to utilize new funds as they become available.

Summary of Survey Responses:

1. Barriers to student success (scale of 1-7, with 7 being the highest score)
 - a. Elementary Teachers – Social & Behavioral Issues/6.33, Class Size/5.55, Attendance/4.98
 - b. Elementary Classified – Social & Behavioral Issues/6.27, Attendance/5.19, Class Size/4.07
 - c. Middle School Teachers – Social & Behavioral Issues/6.63, Attendance/5.47, Class Size/4.26
 - d. Elementary Parents – Attendance/5.46, Social & Behavioral Issues/5.10, Safety & Security/4.50
 - e. Middle School Parents – Attendance/5.29, Social & Behavioral Issues/5.06, Class Size/4.36
 - f. High School Parents – Attendance/5.94, Social & Behavioral Issues/5.21, Connection to School/4.24
 - g. TAPP Parents – Attendance/6.51, Social & Behavioral/5.84, Class Size/4.94
 - h. Special Education Parents – Social & Behavioral Issues/7.14, Attendance/6.00, Safety & Security/5.43

2. Priority of SIA funds (scale of 1-5, with 5 being the highest score)
 - a. Elementary Teachers – Class Size/4.35, Social & Emotional Support/4.27, Well-rounded Education/2.97
 - b. Elementary Classified – Social & Emotional Support/4.61, Class Size/3.47, Well-rounded Education/2.73
 - c. Middle School Teachers – Social & Emotional Support/4.47, Well-rounded Education/3.58, Class Size/3.37
 - d. Elementary Parents – Well-rounded Education/3.52, Social & Emotional Support/3.45, Class Size/3.31
 - e. Middle School Parents – Well-rounded Education/3.63, Class Size/3.42, Social & Emotional Support/3.27
 - f. High School Parents – Well-rounded Education/3.91, Social & Emotional Support/3.26, Class Size/3.15
 - g. TAPP Parents – Social & Emotional Support/3.79, Well-rounded Education/3.58, Class Size/2.95
 - h. Special Education Parents – Class Size/4.25, Well-rounded Education/3.25, Social & Emotional Support/3.13

3. Social & Emotional Support vs. Class Size (Which is more important)
 - a. Elementary Teachers – 49% vs 51%
 - b. Elementary Classified – 84% vs 16%
 - c. Middle School Teachers – 74% vs 26%
 - d. Elementary Parents – 66% vs 34%
 - e. Middle School Parents – 64% vs 36%
 - f. High School Parents – 53% vs 47%
 - g. TAPP Parents – 73% vs 27%
 - h. Special Education Parents – 75% vs 25%

4. Safety & Security vs. Social & Emotional Support (Which is more important)
 - a. Elementary Teachers – 11% vs 89%
 - b. Elementary Classified – 19% vs 81%
 - c. Middle School Teachers – 11% vs 89%
 - d. Elementary Parents – 51% vs 49%
 - e. Middle School Parents – 48% vs 52%
 - f. High School Parents – 56% vs 44%
 - g. TAPP Parents – 41% vs 59%
 - h. Special Education Parents – 50% vs 50%