

# **OPRFHS**

# **Focus Group Data Analysis**



**PRESENTATION TO THE  
STRATEGIC PLANNING STEERING  
COMMITTEE**

**JANUARY 7, 2013**

# Focus Group Analytics



**WHO PARTICIPATED IN THE  
FOCUS GROUPS?**

# Focus group participation by stakeholder group



Focus Group Participants	Number of Sessions	Number of Participants	Estimated Racial/Ethnic Representation	Notes
Students	6	55	African Amer. – 40% Asian – 5% Caucasian – 55%	Diversity of students represented: from OP and RF; all academic tracks; athletics/arts/other extracurriculars
Faculty **	4	36	African Amer. – 9% Caucasian – 91%	Representation across most content areas and levels of experience
Administrators	2	22	African Amer. – 23% Asian – 5% Caucasian – 72%	Most of the District Leadership Team and the Building Leadership Team participated
Staff **	3	3	Caucasian – 100%	Greater than 150 staff participated in focus groups in August 2012 and this data was incorporated
Community	3	80	African Amer. – 35% Asian – 1% Latino – 4% Caucasian – 60%	Diversity of community represented: past, present and future OPRFHS parents; non-parent community members; from various community groups; from both OP and RF

\*\* The majority of staff and faculty participated in Institute Day (8/12) focus groups

# Focus Group Feedback



**WHAT IS EACH  
STAKEHOLDER GROUP  
TELLING US?**

# Student Feedback



- Variability in teaching styles and effectiveness
- Variation of academic expectations particularly across tracks
- Consensus around students' positive view of extracurriculars
- Acknowledgement of academic, social and discipline differences in school experience across racial lines
- Agreed the school is divided but generally people get along - more needs to be done to bring people together
- Mixed opinions on preparation for high school based on middle school attended

# Faculty Feedback



- Highly regard colleagues
- Disconnect between teachers and administration
- Achievement gap issues persist
- Class size implications
- Student preparation – academic and social
- Student behavior issues
- Communications – internal and external

# Administrator Feedback



- Equity - demands clearer and deeper definitions and more/school-wide conversations and shared meaning
- Teaching issues – support needed for teachers to help struggling students and develop rigorous expectations for all students and a consistent, school-wide pace of change
- Tracking issues – need consistent curriculum and high quality, differentiated instruction
- Communications – focus on internal and external; celebrate hard work and success while being clear about what needs to be done; clarity that helping some students more does not mean taking away from other groups of students
- Policies and procedures – some policies and procedures are less clear and therefore less supportive of improvement – e.g. class recommendation system

# Staff Feedback



- Great colleagues across the board
- Teaching staff should better represent the diversity of the students
- Not preparing the kids for the outside world – need to enforce the rules more
- Expectations and achievement gaps
- Academic quality declining



# Community Feedback



- Diversity is a strength and an opportunity
- School is well-funded
- Great extracurriculars
- Strong academics/accommodate high achievers well
- Excellent teachers/administrators
- Strong community/community involvement
- Expectations and achievement gaps based on tracks exist and need to be addressed
- Internal segregation (academic, racial, special ed etc.) is a problem
- Residency issues are of concern to some
- Drug and alcohol problems
- Counselors/social workers – not enough of them; not responsive enough
- Faculty/staff diversity – recruit and retain more diversity
- Communications with all stakeholders (including feeder districts)
- Size – school/student body/class – causes lack of personalization and support
- Resistance from high status groups – concern that addressing some students' needs will take away from other students

# Emerging Themes and Mixed Responses



**WHAT ARE STAKEHOLDERS  
SAYING THAT CAN INFORM  
THE STRATEGIC PLAN?**

# Equity



## Strong agreement across stakeholder groups

- Expectations and achievement gaps exist and is a problem
  - Better understanding of diversity and issues within OPRFHS are needed
  - Address inequities and tracking system

## Mixed stakeholder views

- Tracking
  - Inevitable; just strengthen Transition and College prep levels **VS.** Needs to change - African American students are stuck in low tracks
- Parents' role
  - Want to support all students **VS.** Some parents know how to work the system which perpetuates inequities

# Holistic Community Education



## Strong agreement across stakeholder groups

- Strong commitment and engagement in education across all stakeholder groups
- Differences in academic and social preparation by elementary district and individual middle school

## Mixed stakeholder views

- Focus on all students **VS.** Perception that to support achievement for all will take something away from students currently achieving

# Transformational Teaching, Learning & Leadership



## Strong agreement across stakeholder groups

- Inconsistency in instructional delivery, quality, rigor and expectations
- Support for instructional improvement (e.g. coaching, PD)

## Mixed stakeholder views

- Preparing all students for college? What does it mean?
- Consistent Expectations
  - Support for high expectations **VS.** Transition level students can't handle content – emphasis on social/discipline over academics
  - Develop consistent policies and practices **VS.** school board and administration responding to community pressure in individual cases

# Supportive Learning Environment



## Strong agreement across stakeholder groups

- Need for more personalization and relationship building within and across stakeholder groups

## Mixed stakeholder views

- Behavior/Discipline
  - Changes in discipline policies good (e.g. fewer suspensions, more respectful) **VS.** students are more disrespectful and are perceived to be “running the school”
- Drugs/Alcohol/Fighting
  - External community concerned **VS.** Internal groups less so

# Facilities and Finance



## Strong agreement across stakeholder groups

- Need for alignment of resources to support equity
- Must prepare for enrollment growth
- Technology must be upgraded and consistent throughout the school

## Mixed stakeholder views

- Fund Balance
  - Sign of strong fiscal management **VS.** Reticence to use resources (e.g. to support instruction, hire experienced teachers etc.)



**Threads  
running  
throughout  
all  
stakeholder  
groups  
across all  
categories**

- **Equity**
- **Communications**
- **Academic expectations and support**
- **Need for consistent instructional leadership throughout OPRFHS**
- **Seamless quality of connections across institutional entities**