Stakeholder Feedback

- Focus Groups
  - Faculty - Middle School, High School, Elementary
  - Community – One evening and one morning
  - Students – 8th graders, during lunch

- Survey
  - Based on most common focus group topics
  - Gauge stakeholder support, preferences, and priorities
Focus Groups

#1. Current Structure: 5th and 8th Grades
   ● Advantages, challenges, opportunities for improvements

#2. Elementary: (3) K-5; Middle: 6-8; High 9-12
   ● Advantages, challenges

#3. Elementary: K-1; 2-3; 4-5; Middle: 6-8; High 9-12
   ● Advantages, challenges

#4. Elementary: (1) K-1 School; (2) 2-5 Schools; Middle: 6-8; High 9-12 (elementary faculty only)
   ● Advantages, challenges
Focus Groups - Themes

- Scheduling/Grade Structure
- Support Services
- Academic Supports
- Social / Emotional Supports
- Articulation/Communication
- Grading Practices
- Home/School Communication
- Extra-Curricular
- Lunch/Recess
- 8th Grade
- Non-Building Specific
- Miscellaneous
Survey information

- Two Informational Questions
  - current school affiliation
  - primary role as a member of the Pearl River School Community

- Forty Likert Scale questions (Strongly Agree, Somewhat agree, etc.)
  - Based on focus group categories/themes (measures reliability)
  - Advantages/Disadvantages

- Two Rating Tables - Priority Ranking of Improvements (5th & 8th)

- Two configuration preference questions
  - models you would support (multiple selections permitted)
  - rank the models, in order of preference
Survey information

- **Email invitation - unique URL**
  - One survey per email
  - Limits multiple submissions

- **3,335 invitations sent**
  - Pre-K - grade 12 parents
  - All faculty & staff
  - Community members

- **790 Completed the Survey**
  - Pearl River Parents: 601 (76.08%)
  - Pearl River Faculty/Staff Members: 187 (23.67%)
  - Pearl River Community Members: 49 (6.20%)
  - Not a current resident or faculty/staff member: 5 (.63%)
Results
Advantages & disadvantages of having 5th graders in PRMS

Summary:
Medium to high level of agreement between the advantages and the disadvantages from the focus groups
Advantages of having 5th graders in PRMS

Q3. Students enjoy greater independence and flexibility (changing classes/teachers, etc.)
   63% Agree/Strongly Agree  24% Disagree/Strongly Disagree  13% Neutral

Q4. Students have greater access to more advanced curricula & content specific teachers
   66% Agree/Strongly Agree  21% Disagree/Strongly Disagree  13% Neutral

Q5. Students have greater social/emotional opportunities/support (Meet students from other schools, access to guidance counselor, etc.)
   55% Agree/Strongly Agree  32% Disagree/Strongly Disagree  14% Neutral

Q6. Students have greater access to extracurricular activities (clubs, activities, instrumental music, etc.)
   71% Agree/Strongly Agree  17% Disagree/Strongly Disagree  13% Neutral
Disadvantages of having 5th graders in PRMS

Q7. 5th grade students lack the maturity/readiness for middle school
   67% Agree/Strongly Agree  24% Disagree/Strongly Disagree  9% Neutral

Q8. Middle school academic expectations are out of alignment with developmental level of 5th graders
   55% Agree/Strongly Agree  31% Disagree/Strongly Disagree  14% Neutral

Q9. Middle school lacks individual parent/teacher conferences
   63% Agree/Strongly Agree  19% Disagree/Strongly Disagree  18% Neutral
## Opportunities for improvement: 5th Grade at PRMS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highest/High</th>
<th>Medium Priority</th>
<th>Low/Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide additional supports for students who have social/emotional needs (social skills groups, guidance check-ins, etc.)</td>
<td>75.07%</td>
<td>18.64%</td>
<td>6.30%</td>
</tr>
<tr>
<td>Better coordinate tests, quizzes, homework, projects, etc. across the grade (to avoid overloading students on any one day/night)</td>
<td>75.00%</td>
<td>17.05%</td>
<td>7.95%</td>
</tr>
<tr>
<td>Dedicate meeting time for 4th and 5th grade teachers to bridge curriculum and to learn about incoming 5th grade student needs.</td>
<td>71.80%</td>
<td>20.26%</td>
<td>7.95%</td>
</tr>
<tr>
<td>Add parent/teacher conferences for middle school students</td>
<td>69.36%</td>
<td>17.56%</td>
<td>13.07%</td>
</tr>
<tr>
<td>Add subject specific (math, ELA/writing, etc.) support classes to the PEP rotation</td>
<td>68.00%</td>
<td>22.88%</td>
<td>9.12%</td>
</tr>
</tbody>
</table>
## Opportunities for improvement: 5th Grade at PRMS

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Highest/High</th>
<th>Medium Priority</th>
<th>Low/Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide “extra help” before and/or after school (not during student lunch period)</td>
<td>66.20%</td>
<td>21.34%</td>
<td>12.47%</td>
</tr>
<tr>
<td>Redesign/modernize Middle School Technology courses (engineering, coding, etc.)</td>
<td>60.20%</td>
<td>28.37%</td>
<td>11.43%</td>
</tr>
<tr>
<td>Organize team building and mixing opportunities for students prior to the start of 5th grade</td>
<td>51.73%</td>
<td>32.35%</td>
<td>15.92%</td>
</tr>
<tr>
<td>Create a “Humanities” block (ELA &amp; Soc. Studies with 1 teacher) and a &quot;STEM&quot; block (Math/Science with 1 teacher) for 5th graders</td>
<td>45.19%</td>
<td>32.29%</td>
<td>22.53%</td>
</tr>
<tr>
<td>Develop a transitional grading program between the elementary report card and the middle school report card</td>
<td>35.77%</td>
<td>30.00%</td>
<td>34.23%</td>
</tr>
<tr>
<td>Implement a standards-based report card for 5th grade (elementary style)</td>
<td>34.92%</td>
<td>28.61%</td>
<td>36.46%</td>
</tr>
</tbody>
</table>
Advantages & Disadvantages of having 8th graders in PRHS

Summary:
Medium to high level of agreement with the advantages from the focus groups

High to very high level of agreement with the disadvantages of the focus groups
Advantages of having 8th graders in PRHS

Q11. Students have access to advanced courses and a greater variety of courses/electives
   63% Agree/Strongly Agree  22% Disagree/Strongly Disagree  14% Neutral

Q12. Students transition and experience the high school learning environment one year earlier from when most of their courses appear on their official high school transcript
   55% Agree/Strongly Agree  33% Disagree/Strongly Disagree  12% Neutral

Q13. Students have greater access to extracurricular activities (clubs, activities, athletics, technology, etc.)
   60% Agree/Strongly Agree  24% Disagree/Strongly Disagree  16% Neutral
Disadvantages of having 8th graders in PRHS

Q14. 8th graders are prematurely exposed to mature social behavior (social media, mature conversations, illicit conduct/substances, etc.)

78% Agree/Strongly Agree 14% Disagree/Strongly Disagree 8% Neutral

Q15. 8th graders are not developmentally (emotionally/intellectually) ready for the academic expectations of high school (workload, homework, honors courses, pressure/anxiety, etc.)

70% Agree/Strongly Agree 21% Disagree/Strongly Disagree 9% Neutral

Q16. 8th graders are permitted to participate in high school (9-12) social and extra-curricular events (homecoming events, clubs, activities, etc.)

65% Agree/Strongly Agree 20% Disagree/Strongly Disagree 16% Neutral
Disadvantages of having 8th graders in PRHS (cont.)

Q17. 8th graders do not have separate facilities from the rest of the students in grades 9-12 (lockers, class locations, locker room, lunch room, etc.)

68% Agree/Strongly Agree  18% Disagree/Strongly Disagree  14% Neutral

Q18. Modified sports program (7th & 8th graders) requires daily busing between the middle school and high school for practices, meetings, etc.

64% Agree/Strongly Agree  15% Disagree/Strongly Disagree  21% Neutral
Opportunities for improvement: 8th Grade at PRHS

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Highest/High Priority</th>
<th>Medium Priority</th>
<th>Low/Lowest Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate more social/emotional supports for 8th graders</td>
<td>69.92%</td>
<td>22.59%</td>
<td>8.50%</td>
</tr>
<tr>
<td>Isolate 8th graders from 9-12 graders during PE (Locker Rooms)</td>
<td>68.36%</td>
<td>17.92%</td>
<td>13.98%</td>
</tr>
<tr>
<td>Schedule an 8th grade only lunch period</td>
<td>68.20%</td>
<td>19.54%</td>
<td>13.03%</td>
</tr>
<tr>
<td>Dedicate an “8th grade only” wing in the high school (classrooms, lockers, etc.)</td>
<td>67.98%</td>
<td>18.93%</td>
<td>13.98%</td>
</tr>
<tr>
<td>Create 8th grade only events (dances, homecoming, etc.)</td>
<td>65.26%</td>
<td>21.46%</td>
<td>14.56%</td>
</tr>
<tr>
<td>Schedule students into “teams” of 8th grade only teachers</td>
<td>56.63%</td>
<td>25.89%</td>
<td>17.98%</td>
</tr>
<tr>
<td>Incorporate parent/teacher conferences for 8th grade parents</td>
<td>56.09%</td>
<td>23.73%</td>
<td>20.55%</td>
</tr>
<tr>
<td>Create 8th grade only electives</td>
<td>55.80%</td>
<td>26.24%</td>
<td>18.73%</td>
</tr>
<tr>
<td>Investigate rotating schedule options (rotating order)</td>
<td>41.41%</td>
<td>37.18%</td>
<td>21.92%</td>
</tr>
</tbody>
</table>
Advantages & Disadvantages of having (3) K-5 Schools; (1) Middle School: 6-8; and (1) High School: 9-12

Summary:

Very high level of agreement with the advantages from the focus groups.

Low level of agreement with the disadvantages from the focus groups.
Advantages of having (3) K-5 Schools; (1) Middle School: 6-8; and (1) High School: 9-12

Q20. It gives 5th and 8th graders an additional year to mature and prepare for the transition to middle school (for 5th graders) and high school (for 8th graders)

- **75% Agree/Strongly Agree**
- 16% Disagree/Strongly Disagree
- 9% Neutral

Q21. It opens up additional classrooms in the high school and relieves crowding concerns at the high school

- **74% Agree/Strongly Agree**
- 16% Disagree/Strongly Disagree
- 9% Neutral

Q22. It is more inline with the elementary, middle school, and high school model of most school districts

- **73% Agree/Strongly Agree**
- 12% Disagree/Strongly Disagree
- 16% Neutral
Advantages of having (3) K-5 Schools; (1) Middle School: 6-8; and (1)High School: 9-12

Q23. It creates better differentiation opportunities for 5th grade in the elementary school (FLEex Period)

66% Agree/Strongly Agree  13% Disagree/Strongly Disagree  21% Neutral

Q24. It provides continuity for the Modified Sports Program (Grades 7 & 8)

71% Agree/Strongly Agree  9% Disagree/Strongly Disagree  20% Neutral

Q25. The schools/ages of the students are grouped based on more appropriate levels of development (socially, emotionally, intellectually) than the current grade span structure

78% Agree/Strongly Agree  12% Disagree/Strongly Disagree  10% Neutral
Disadvantages of having (3) K-5 Schools; (1) Middle School: 6-8; and (1) High School: 9-12

Q26. Younger students (K-2 in the elementary and 6th graders in the middle school) are (potentially) prematurely exposed to more mature social behavior

35% Agree/Strongly Agree  45% Disagree/Strongly Disagree  20% Neutral

Q27. Some current teachers/staff members will have to transfer to different schools in the district

34% Agree/Strongly Agree  37% Disagree/Strongly Disagree  29% Neutral
Advantages & disadvantages of having: K-1, 2-3, 4-5; (1) Middle School: 6-8; and (1) High School: 9-12

Summary:

Mixed (low/medium/high) level of agreement with the advantages from the focus groups.

Medium/high level of agreement with the disadvantages from the focus groups.
Advantages of having K-1, 2-3, 4-5; (1) Middle School: 6-8; and (1) High School: 9-12

Q28. Possible consolidation of elementary class sections (reduce number of sections with less impact on class size)
42% Agree/Strongly Agree  31% Disagree/Strongly Disagree  27% Neutral

Q29. Better coordination of curriculum, delivery of instruction and general school experience across each grade level of the school district
57% Agree/Strongly Agree  27% Disagree/Strongly Disagree  17% Neutral

Q30. Schools are appropriately grouped by developmental level
61% Agree/Strongly Agree  24% Disagree/Strongly Disagree  16% Neutral
Advantages of having K-1, 2-3, 4-5; (1) Middle School: 6-8; and (1) High School: 9-12

Q31. Consolidation of special programs (Special education, English Language Learners, etc.)

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>24%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Q32. All students travel together as a cohort from Kindergarten until graduation (more opportunities for mixing and making different friends)

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>28%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Disadvantages of having K-1, 2-3, 4-5; (1) Middle School: 6-8; and (1) High School: 9-12

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree/Strongly Agree</th>
<th>Disagree/Strongly Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q33. Possible increase in transportation costs at the elementary level</td>
<td>59%</td>
<td>14%</td>
<td>27%</td>
</tr>
<tr>
<td>Q34. The increase in number of transitions</td>
<td>68%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Q35. Greater possibility of having multiple siblings in different schools</td>
<td>69%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Q36. Less time in each school to develop and benefit from a strong school/community connection</td>
<td>69%</td>
<td>17%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Advantages & disadvantages of having (1) K-1 school and (2) 2-5 elementary schools; (1) Middle School: 6-8; and (1) High School: 9-12

Summary:

Low/medium level of agreement with the advantages from the focus groups.

Medium/high level of agreement with the disadvantages from the focus groups.
Advantages of having (1) K-1 school and (2) 2-5 elementary schools; (1) Middle School: 6-8; and (1) High School: 9-12

Q37. Programs, services, training and enrichment can be targeted to the age range better than the other suggested models.

50% Agree/Strongly Agree  23% Disagree/Strongly Disagree  27% Neutral

Q38. Classes can be balanced evenly and equitably (class size, services, special education, English language learners).

54% Agree/Strongly Agree  20% Disagree/Strongly Disagree  25% Neutral

Q39. The K-1/2-5 split will be more developmentally appropriate than the other suggested models.

44% Agree/Strongly Agree  27% Disagree/Strongly Disagree  29% Neutral
Advantages of having (1) K-1 school and (2) 2-5 elementary schools; (1) Middle School: 6-8; and (1) High School: 9-12

Q40. The K-1 building can be fully focused on the specific and unique social, emotional, and learning needs of early learners.

59% Agree/Strongly Agree 19% Disagree/Strongly Disagree 23% Neutral

Q41. More differentiation opportunities/flexible groupings across a larger number of sections, per grade.

46% Agree/Strongly Agree 22% Disagree/Strongly Disagree 31% Neutral
Disadvantages of having (1) K-1 school and (2) 2-5 elementary schools; (1) Middle School: 6-8; and (1) High School: 9-12

Q43. There will be an additional school transition added to the K-12 continuum.
   56% Agree/Strongly Agree  16% Disagree/Strongly Disagree  27% Neutral

Q44. Children will (possibly) separate from classmates for grades 2-5.
   65% Agree/Strongly Agree  14% Disagree/Strongly Disagree  21% Neutral

Q45. Greater possibility of having multiple siblings in different schools
   62% Agree/Strongly Agree  13% Disagree/Strongly Disagree  25% Neutral
Stakeholder support & preferences

• Models you would support (multiple selections permitted)

• Rank the models, in order of preference
Q47: Please indicate which of the following models you would support for the Pearl River School District (All respondents)
Q48: Please rank the following models, in order of preference (1 - First Preference; 4 - Last Preference) (All respondents)
Recommendations
Recommendations:

- **Recommendation 1:**
  - Narrow scope – explore K-5; 6-8; 9-12 option in more detail
  - Conduct Feasibility Study: Financial impact, space utilization, enrollment projections, possible timeline

- **Recommendation 2:** Study “Opportunities for Improvement” in current building (grade 5 – PRMS; grade 8 – PRHS)
  - Identify high priority areas from survey for potential implementation
  - Create preliminary plan with implications, costs, timeline, etc.