

A 360 Vision for Students' Experience

Leveraging Community Engagement to Deliver on our Mission

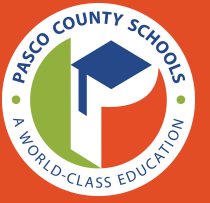


Pasco County Schools

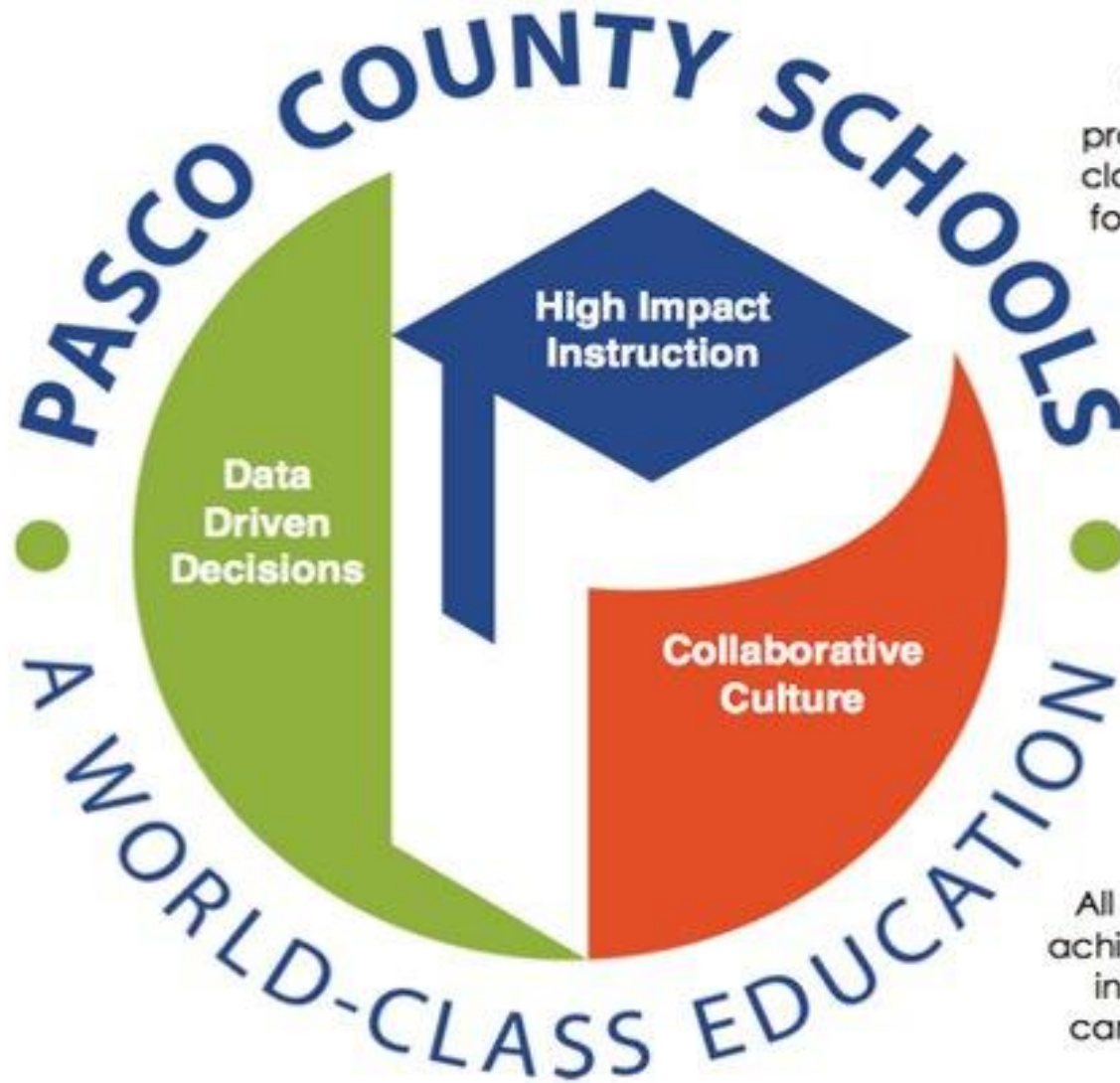
Providing a world-class education for all students

Kurt S. Browning, Superintendent of Schools

Our Foundation



Taking Success To The Next Level



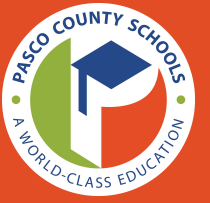
Mission

We exist to provide a world class education for all students.

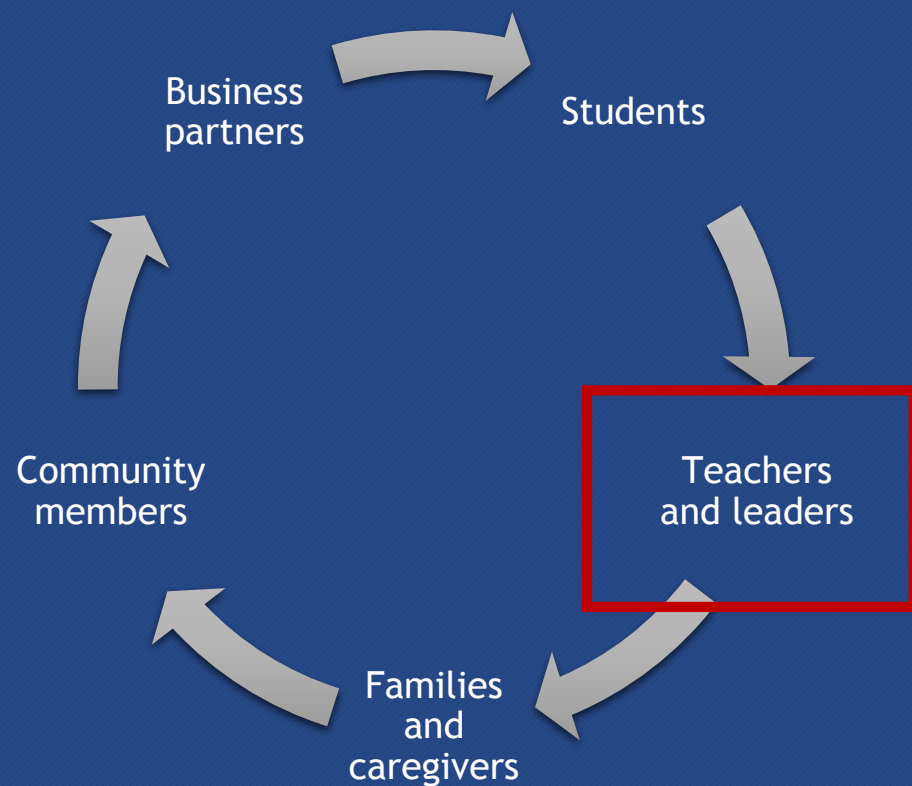
Vision

All our students achieving success in college, in career, and life.

Common Vision of Instructional Excellence



What was missing?





Authentic engagement has a real impact on school improvement and student success.

Increased family
engagement in
education is linked to

Improved
school readiness

Higher grades &
Higher test scores

Better attendance

Decreased suspension
and expulsion rates

Improved likelihood
of graduating
high school





Why a Landscape Analysis?



Every community has unique needs and priorities.



Within a district, communities are not monolithic.



Without an understanding of local circumstances and history, improvement efforts are rarely sustainable.



This winter, TNTP conducted a landscape analysis to understand Pasco's unique context, history, and community assets.

OUR APPROACH

MARKET RESEARCH. Conduct targeted research to understand the community's unique history, landscape, and future growth patterns.

ASSET MAPPING. Identify existing community assets and potential partners.

INSIGHT SURVEY. Survey families at a representative sample of schools.

LISTENING TOUR. Hear from stakeholders to understand what's working and what could improve

- Focus groups
- Interviews
- Superintendent Listening Tour

WHAT DID WE SEEK TO LEARN

How do the **historical trends, demographics, commuting patterns, and shared resources** in Pasco and surrounding counties intersect with the district's community engagement efforts?

What is the **current and historical state of family and community engagement** in Pasco? In what ways or structures does engagement currently take place? How well is it working?

How well does the district **currently communicate with families**? Community stakeholders?

What are the **assets and unique gifts** of the Pasco community? Who does the community trust?



Scope of Stakeholder Engagement

5,397

Parent/Caregiver Surveys

6

Parent/Caregiver Focus Groups

2

Spanish Parent/Caregiver Focus Groups

42

Community Stakeholder Interviews

5

Student Focus Groups

4

Teacher Focus Groups

5

Superintendent Listening Tour Sessions

We spent over 70 hours listening to district stakeholders.



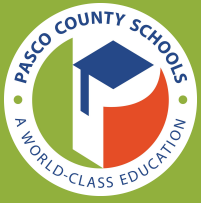
Key Findings from the Pasco County School District Landscape Analysis

- 1 Pasco County is growing and diversifying at a fast pace, challenging the district's systems to establish trust and build partnerships at scale with the changing community.
- 2 The district has a few deep, long-lasting community partnerships that have a big impact on students in the district.
- 3 Many community leaders want to partner with the district but don't know where to go or what the needs are.
- 4 District communication practices with community leaders tend to be one-way, with stakeholders wanting more transparency and opportunities to provide feedback.
- 5 While there are bright spots, there are not system-wide expectations for school-based family engagement, resulting in inconsistent experiences for families.
- 6 A lot of information is provided to caregivers at the school-level, but it is not streamlined, consistent, or focused on how they can best support their students.

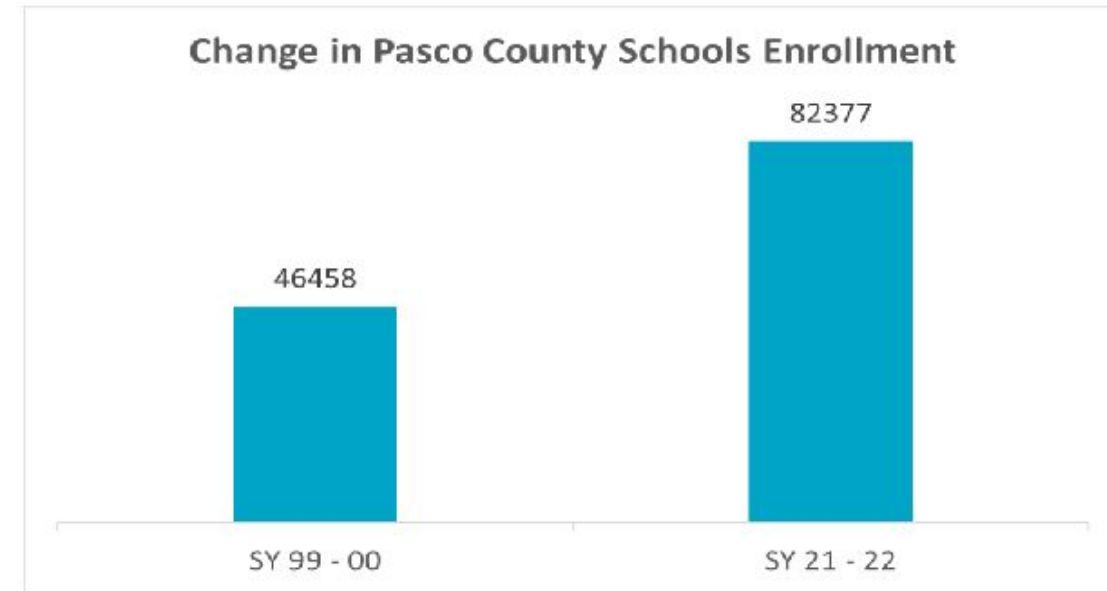
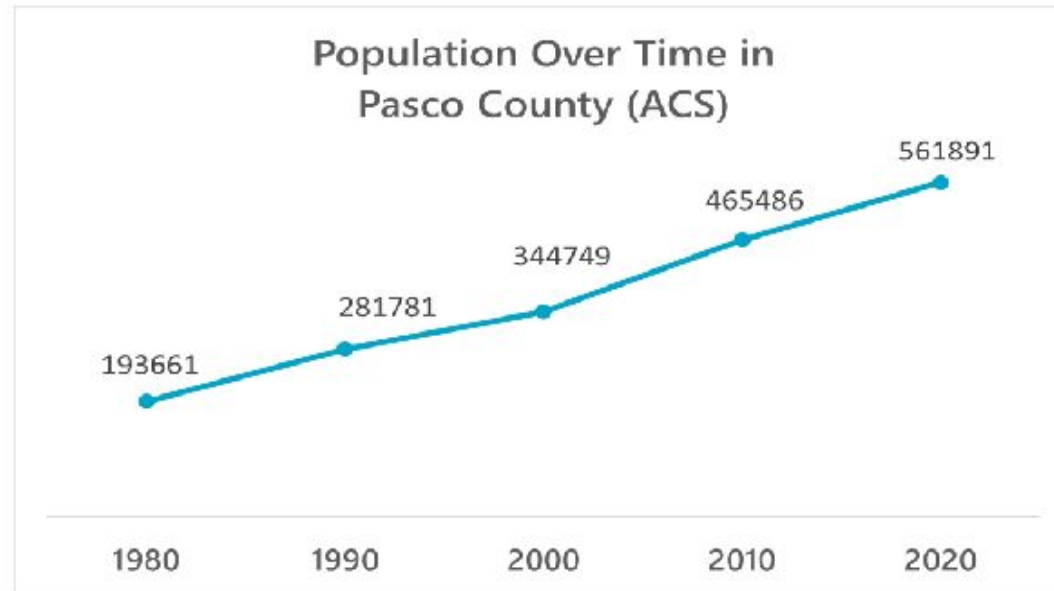
Finding #1

Pasco County is growing and diversifying at a fast pace, challenging the district's systems to establish trust and build partnerships at scale with the changing community.





Pasco County has experienced explosive population growth, almost tripling in size between 1980 and 2020.



Student enrollment in Pasco County Schools has increased by 77% since 1999.



This growth is causing some tension between how the district has operated in the past and what might be required now to best serve families across a diverse set of needs.

"Growth is too fast for the school system to keep up with the development and growth with the county."

– Community leader

"The school district needs to stop thinking of themselves as a small-town school district."

- Pasco Principal

"Pasco is growing a lot – I'm shocked that the school system can even keep up with the demand. Lack of resources is the greatest challenge I see - the district is doing the very best it can do, but it lacks the resources."

- Community leader

"How do we continue to keep the community involvement and commitment when we have a very large growth in population? We have to work hard at staying close and pulling these new residents into who we are and what we do as a community."

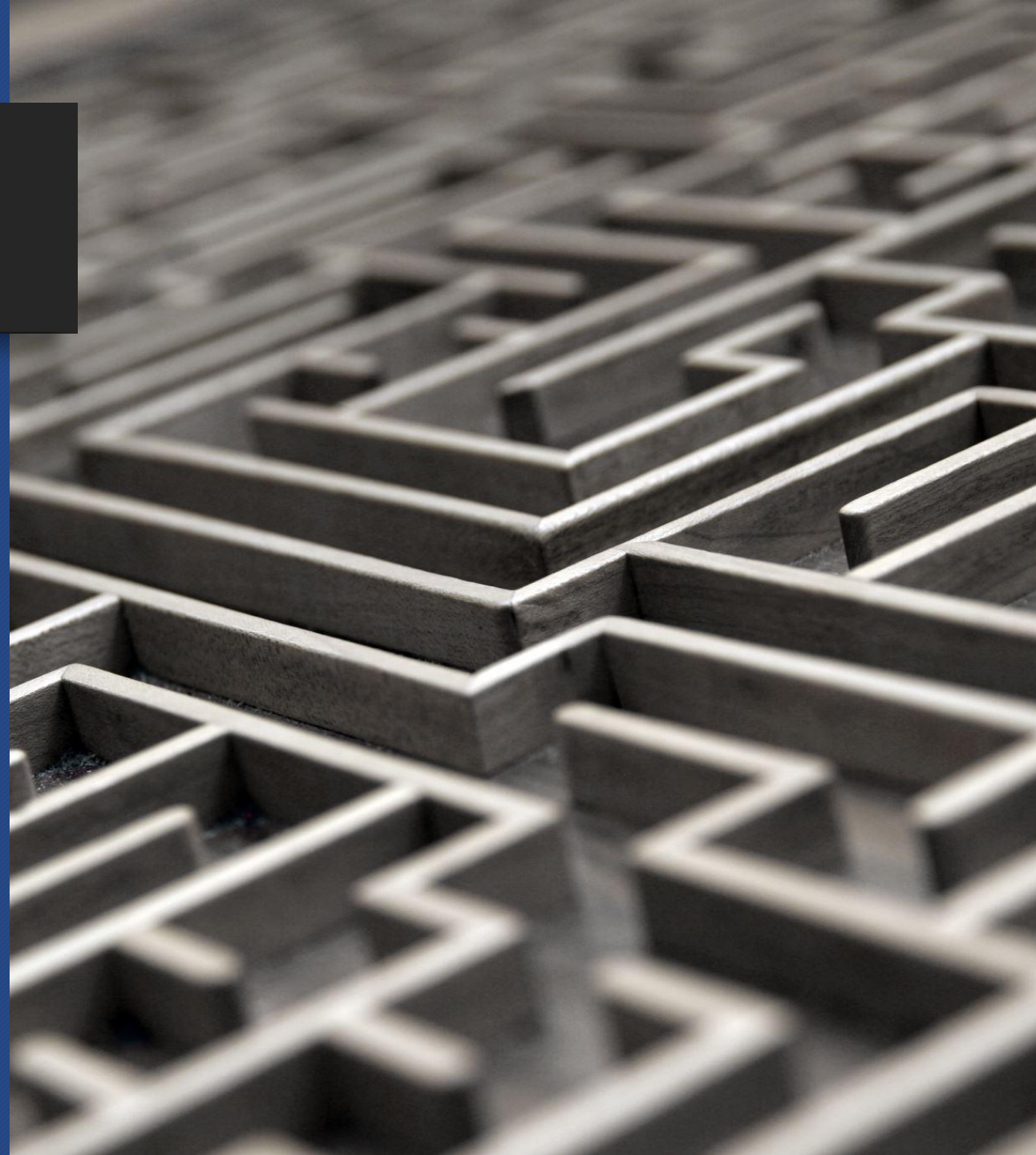
- Community leader

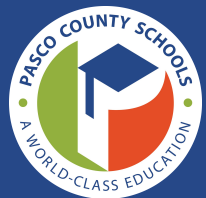
"Students in Pasco County schools are provided with a variety of opportunities to form supportive relationships with adult advocates. However, there is not a formal districtwide structure to ensure that all students are provided with that support."

– 2021 Cognia Accreditation Report

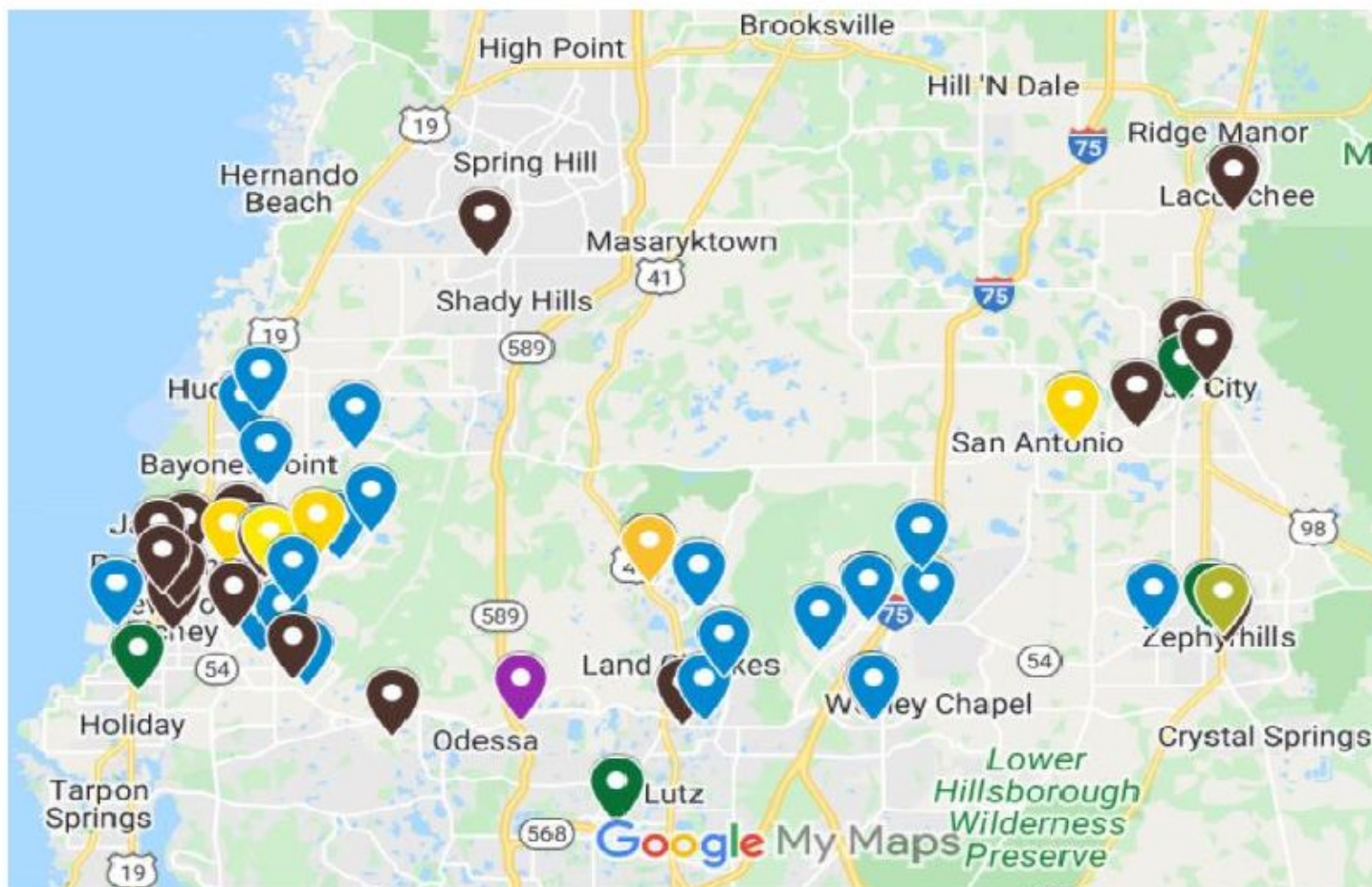
FINDING #3

Many community leaders want to partner with the district but don't know where to go or what the needs are.





There are many community assets in terms of organizations and people invested in Pasco students' success.



There are over **92 community organizations** in Pasco, largely clustered in the south and southwest region of the county.

"There are so many business and community partners that want to see our students win."

- Pasco caregiver and community leader



Yet new or interested partners struggle to connect with the district, leaving resources on the table and gaps in which students are served.

"In Pasco, I find that it is just who you know. If you don't know a specific person, I feel like you are just put to the side and that is the experience I have had from the school board on more than one occasion, and I am not sure that that is serving the students in the best way possible."

– Community organization staff

"We have this [program] implemented in three other counties; the offices of PCS said they were ready, and fantastic, mentors have been ready and waiting since last summer, but I couldn't get anyone at the school board to respond."

– Community leader

"Ideally, it would have been nice to have acknowledgement (of our outreach)...We started [reaching out] at the school-board level but did not even get a response saying this is not a good time, can you come back in a month, year."

- Community organization staff

"Even the school websites are inconsistent. Some are updated, others are difficult to navigate or not updated."

- Community leader

"We have some great community partners - but it's the same ones every time."

– PCS Board Member

"I left voicemails and never got responses. As a community partner, that is disappointing. I hope that they are not missing other opportunities."

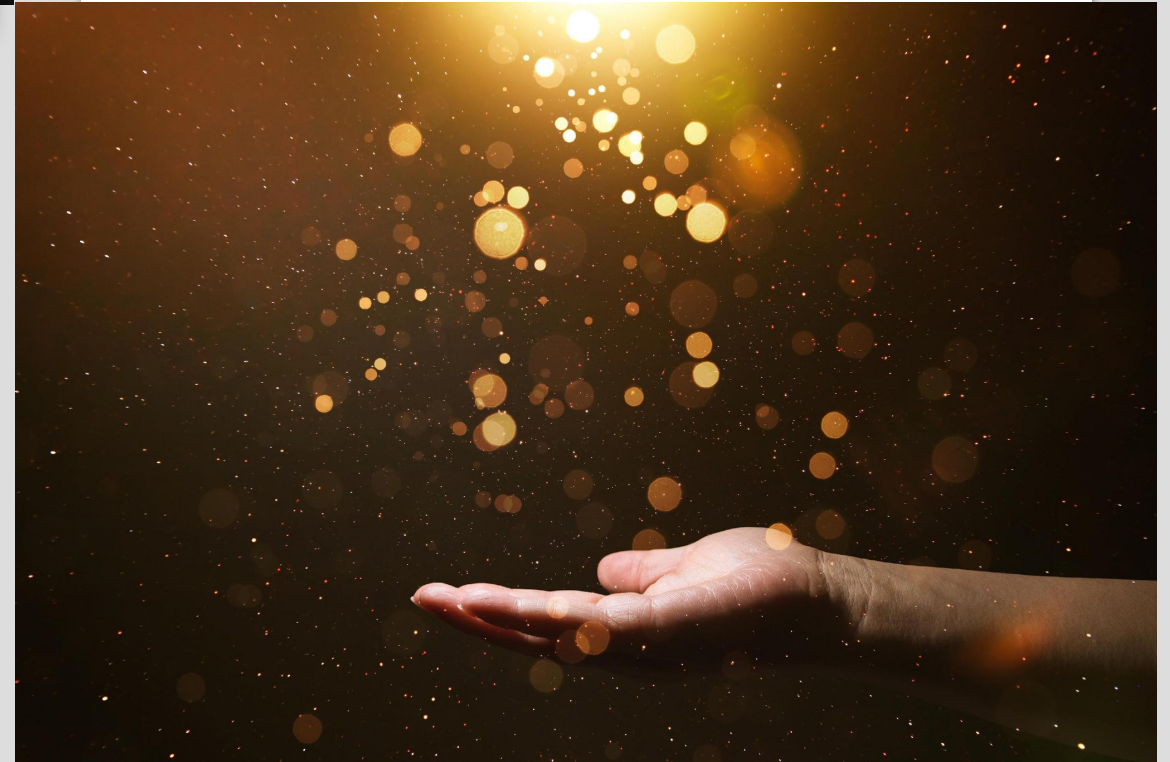
- Community organization staff

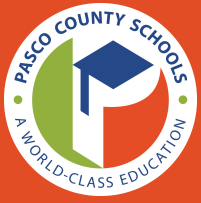
"We have a great (school staff) contact who has been in her role for so long, but I dread the day she retires because our resource is her and her alone, and there is no way we would be able to navigate that on our own."

– Elementary school PTO President"

FINDING #5

While there are bright spots, there are no system-wide expectations for school-based family engagement, resulting in inconsistent experiences for families.





Yet there are no system-wide expectations for school-level family and community engagement, resulting in inconsistent practices and experiences.

"I came from a school where my son was 1 in 9 and now, he is in a big school. He is in a behavior class, but I can't get anyone to give me any additional information. They have to have more resources, but I don't know what they are."

- Elementary school caregiver

"I feel like we haven't been given the opportunity to build relationships with the school. I don't know if it's because of COVID, but I, and some other parents I have spoken with, feel like we are on the outskirts and don't really know what's going on."

- Elementary school caregiver

"Since I already worked closely with the school system, I felt really comfortable going to administration [with questions]. I felt like I had direct access to several different levels of educators, school board, etc."

- High school caregiver and community leader

"I definitely feel I get a lot of feedback about how both of [my students] are getting on at school. If there were any issues, I definitely feel I would be told, and it would be spoken about and addressed by us and the teachers."

-Elementary school caregiver

"With the middle schools, it is very transparent...but with elementary-school age, unless my son tells me, I feel like it is not enough information. I would like to know not just that he is learning fractions, but I want to learn how he is doing and how I can help."

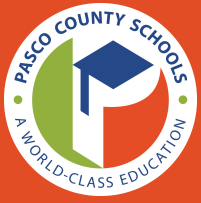
- Elementary and middle school caregiver

"Parents are not asked to sign grade cards of any failed papers. There has to be some partnership between teachers and parents - it can't be one-sided."

- Elementary and middle school caregiver

"We don't find the school is particularly welcoming to our contributions. People are preoccupied. They have their own criteria."

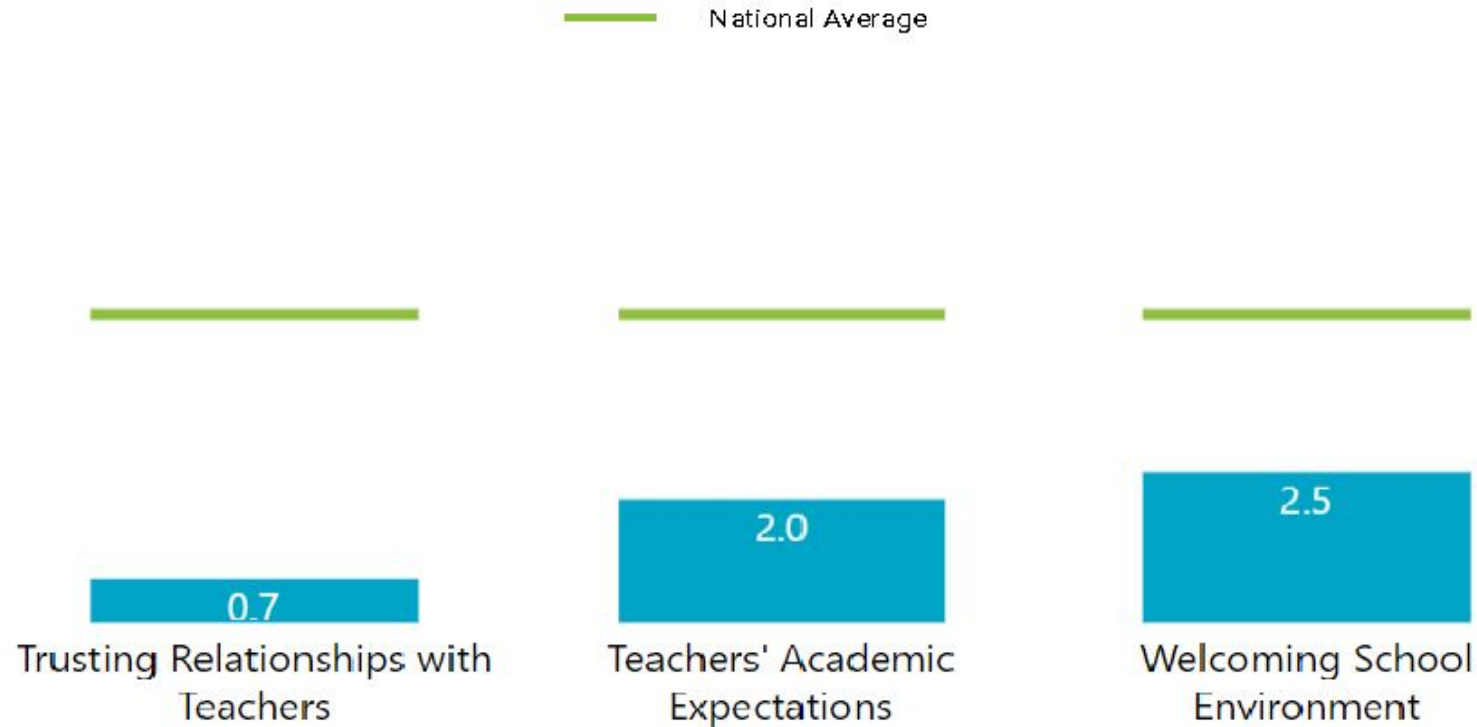
- Community leader



There is work to do at the middle and high school level to improve caregiver experience.

Insight Family Survey Results

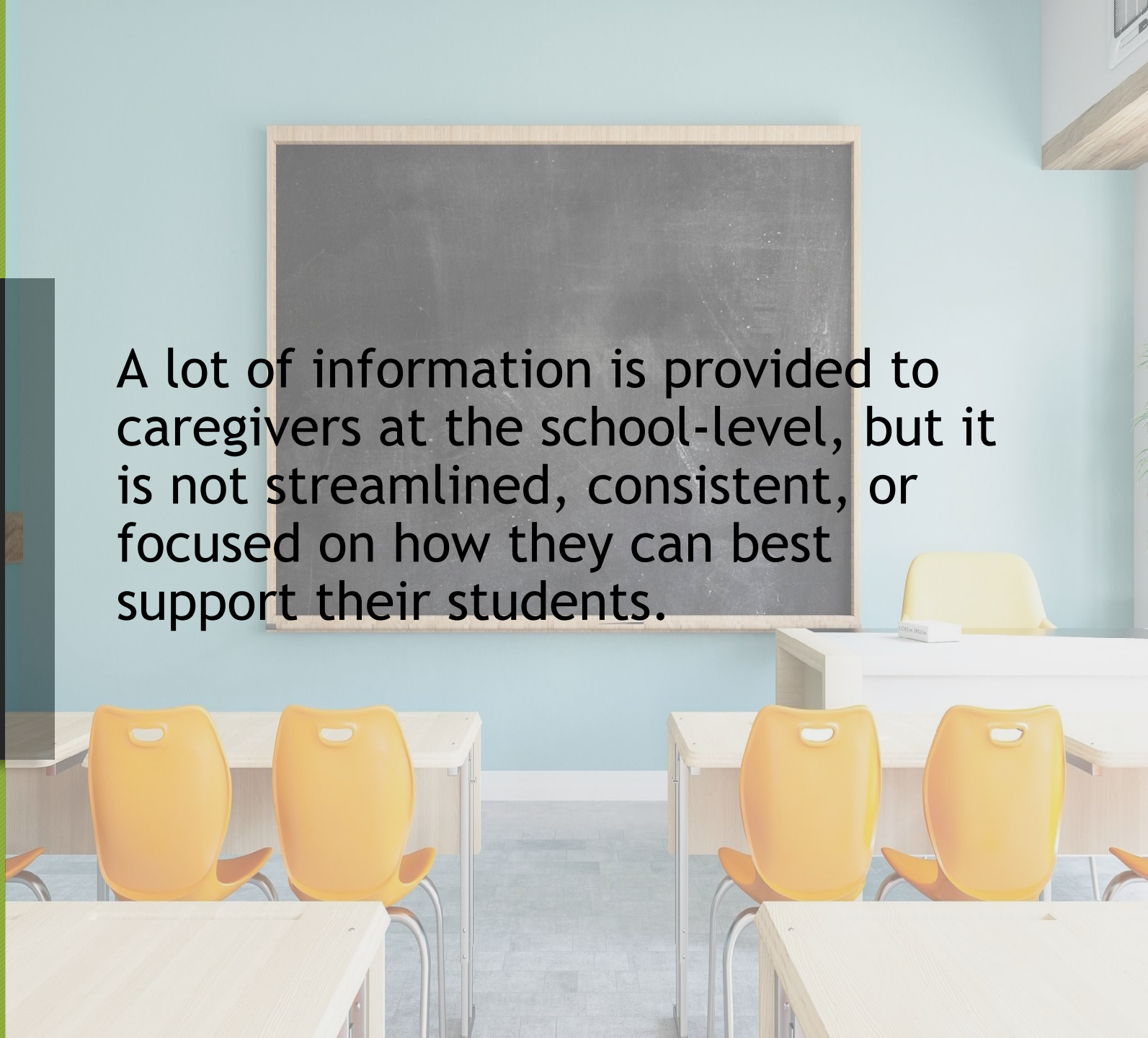
Average Domain Scores at the Middle and High School Levels

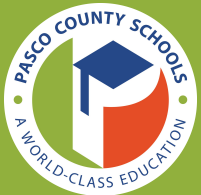


Caregivers at middle and high school agreed significantly less on key domains compared to PCS elementary schools and the national average.

FINDING #6

A lot of information is provided to caregivers at the school-level, but it is not streamlined, consistent, or focused on how they can best support their students.





Caregivers want to know how their child is doing in school and how they can support learning from home.

"When you know what your child is working on, where you can help them using toolkits and resources, it's a difference maker because you feel empowered and have the knowledge set to actually provide the support if they come to you with questions."

- Elementary school caregiver

"Hearing from the district about what my child should know by X time would be great. It is hard with things being so fluid... I would like to know progress in advance so I can extend learning at home."

- Elementary school caregiver



"Es en equipo que se trabaja."

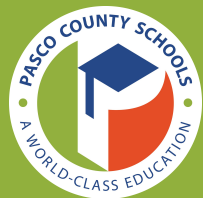
-PCS caregiver

"My son's teacher has made me feel like I am part of the team. We are working together to do what is best for my son so we can be aligned, and I can let her know what is working and not working and be on the same page."

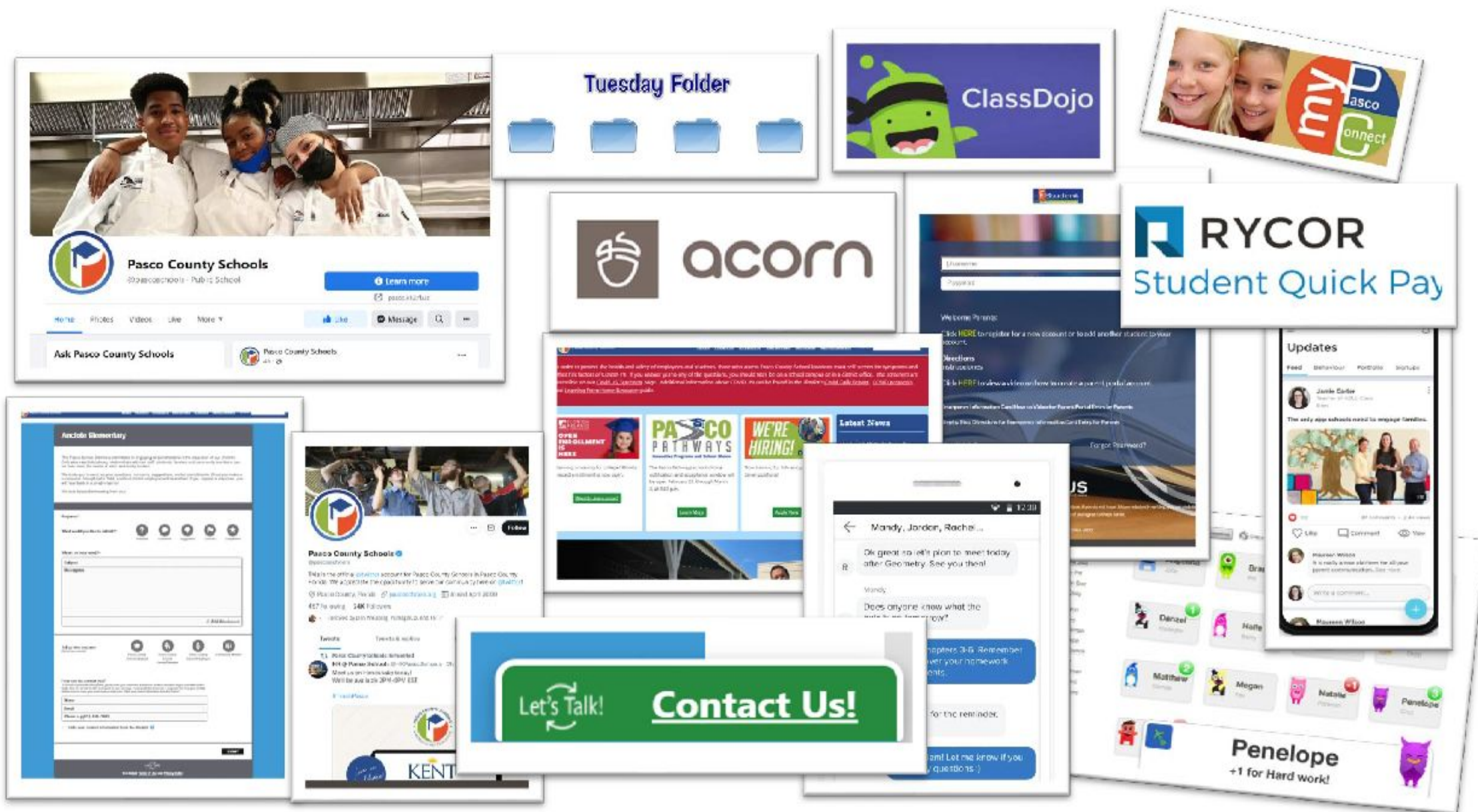
- Elementary school caregiver

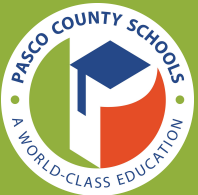
"It's great to know that it is blue t-shirt day, but I want to know what my children is learning and how they are doing."

- Elementary and middle school caregiver



There are several tools and platforms used to communicate with caregivers at the school and district-level.





Specifically, Spanish-speaking caregivers feel left behind or left out of district communication structures, requesting more than translation.

“La verdad yo siempre hablo precisamente con la maestra de mi hija, que ella es la que siempre está pendiente cuando hay alguna actividad me dice cuando me llega algún papel que no se que es, voy hacia ella, yo la llamo alguna duda, alguna cuestión y ella es la que me colabora en eso. A veces hasta me da pena con ella porque es maestra, tal cosa me tal cosa entonces, pero lamentablemente si no hago así quedo bien atrás y no puedo ayudar a mi hija”

- PCS caregiver

“El sistema educativo en el país para mí es totalmente diferente a lo que es de donde yo vengo y hay muchas cosas que no comprendo de cómo se hace”

- PCS caregiver

“No nos ha llegado nada en español”

- PCS caregiver

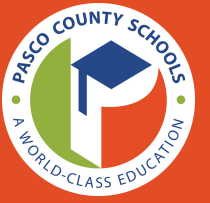
“Este es el primer comunicado que he recibido en español”

- PCS caregiver

“They need better ways to communicate in Spanish, not all correspondence is translated, especially legal items such as IEP and 504's”

- Elementary school teacher

Pasco Panel Discussion



What do you want to be true for *all* students
in *all* classrooms in Pasco County Schools?

Principals

JoAnne Glenn
Allison Hoskins

District Leaders

Kim Hedgepath
Luisa Ojeda Vera

Parent and Student

Denise Nicholas
Lydane Fosso

How does Family and Community Engagement become a lever for our mission?

Questions?

Thank you for your time!



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