Family Engagement Measures: How States and Districts Are Measuring Family Engagement

2017 National Family and Community Engagement Conference
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Family Engagement State Leaders Network
Family Engagement Measures: How States and Districts Are Measuring Family Engagement

Presenters

• **Lacy Wood**, Chair, Family Engagement State Leaders Network, American Institutes for Research (AIR)

• **Jane Groff**, Executive Director, Kansas Parent Information Resource Center (KPIRC)

• **Sarah Ogeto**, Principal Consultant, Illinois State Board of Education

• **Darcy Hutchins**, Family Partnership Director, Colorado Department of Education
Family Engagement State Leaders Network

A leadership collaborative whose purpose is to build capacity of the SEAs to implement, support, scale-up, and sustain initiatives in family and community engagement that support student success.
Building Infrastructure for Family Engagement

Family engagement initiatives are more likely to succeed if they have buy-in, training, and policy support at the state and district levels.

States are developing integrated systems of early childhood care and education that include comprehensive approaches that directly involve families and communities in program design, implementation, and evaluation.
Every Student Succeeds Act (ESSA)

- Focuses on a vision for whole-child education
- Incorporates ongoing stakeholder engagement
- Emphasizes evidence-based practices and classification of interventions and strategies within four tiers of evidence
- Promotes a broader vision of school success that extends beyond traditional measures, requiring states to incorporate a measure of school quality and student success into accountability ratings
Leveraging ESSA to Support Family Engagement

• How can we capitalize on this point in time and leverage ESSA to support systemic statewide support for family engagement?

• What are the plans for continued stakeholder engagement during ESSA implementation?

• How will you engage families as decision makers?
Challenges of Measuring Family Engagement

Measuring Classroom Interventions

• Practitioners work in contained environment.
• They can more easily measure, test fidelity of implementation, and control outcomes.

Measuring Family Engagement

• The work crosses different entities such as schools, families, communities, partners, and districts.
• Mix of environments makes it difficult to control or ensure that expected outcomes are achieved.
Challenges of Measuring Family Engagement

• Outcomes to be accomplished may be unclear.

• Outcomes may not be closely tied to family engagement work (e.g., student test scores).

• Administrators may want to see district level outcomes, which is difficult due to varying levels of family participation across schools.
Strategies for Measuring Family Engagement

• **Align work** with clear, achievable, and measurable outcomes.

• Consider using alternative, **proximal outcomes** such as:
  – Attendance
  – Behavior
  – Course passing

• **Design data collection** efforts, surveys, and other feedback to demonstrate value.
State Role: Measuring Family Engagement

- Model for districts and schools the importance of measuring family engagement initiatives.
- Create policies that encourage and facilitate measurement.
- Provide professional development and capacity building supports.
- Provide data measurement tools.
Making Informed Decisions Using Family Engagement Data
Jane Groff, Ph.D., Executive Director
Kansas Parent Information Resource Center
MTSS
National Standards for Family-School Partnerships

Welcoming All Families
Standard 1

Communicating Effectively
Standard 2

Supporting Student Success
Standard 3

Sharing Power
Standard 4

Speaking Up for Every Child
Standard 5

Collaborating with Community
Standard 6

PTA.org/excellence
English
German
French
Spanish
Portuguese
Chinese
Parent
Teacher
Conferences
Behavior
Teamwork
Communication
Grades
Homework
Progress
Goals
Achieve
How well do we engage families in their children’s learning?

DistrictTools.org is a free resource that Kansas school districts can use to administer the Family Engagement Survey (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into five key categories addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community

The website homepage includes complete instructions for administering the Family Engagement Survey and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are confidential and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.

Visit DistrictTools.org today to request access!

Please contact tasneval@ku.edu if you have questions or need technical assistance.
School Implementation Scale: Instruction

1. I regularly communicate with families regarding student academic progress. (n=113)
   - 7.1% 3% 8.0% 13.3% 40.7% 25.7%

2. I regularly communicate with families regarding student behavioral and social progress. (n=113)
   - 6.2% 3.2% 12.4% 17.7% 33.6% 23.9%
Example Family Engagement Survey Results
Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)

- Welcoming Environment: 4.00
- Supporting Student Learning: 3.69
- Effective Communication: 3.70
- Sharing Power and Advocacy: 3.64
- Community Involvement: 3.81
- Overall: 3.74
Integrated Kansas MTSS Model

Tertiary Prevention (Tier 3)
5%

Secondary Prevention (Tier 2)
15%

Primary Prevention (Tier 1)
80%

Academic  Behavioral  Social
KANSAS DISTRICTS IMPACTED
EVALUATION RESULTS FROM 241 TRAINING PARTICIPANTS
Percentage of Participants Who Responded AGREE or STRONGLY AGREE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainer provided examples of the content/practice in use (e.g., stories, case studies, or data).</td>
<td>98.3%</td>
</tr>
<tr>
<td>I understand how the content/practice is intended to improve outcomes for our children and youth.</td>
<td>97.7%</td>
</tr>
<tr>
<td>I will use the content or implement the practice(s) from this training.</td>
<td>94.6%</td>
</tr>
<tr>
<td>Overall, the training was of high quality.</td>
<td>96.6%</td>
</tr>
<tr>
<td>I believe that family engagement is critical to students’ academic growth.</td>
<td>99.2%</td>
</tr>
</tbody>
</table>
TEACHERS LEARNED SKILLS TO ENGAGE PARENTS

As a result of KPIRC training, numerous educators said they would:

- Host more effective teacher conferences
- Believe in families as equal partners with a capacity for teaching their children
- Use positive, two-way communication
- Build relationships with families
- Have students set and share goals with families
- Find ways to give students a voice
- Share meaningful data with parents
MTSS FAMILY ENGAGEMENT SURVEY RESULTS
Average Ratings (1 = Strongly Disagree, 5 = Strongly Agree)

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>3.93</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>3.80</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>3.73</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>3.75</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3.55</td>
</tr>
<tr>
<td>Overall</td>
<td>3.75</td>
</tr>
</tbody>
</table>
AVERAGE EVALUATION RESULTS: MTSS TRAININGS

Average Ratings (1 = Not at all true of me now, 5 = Very true of me now)

- I think my school does a good job of making families feel welcome in our school: 4.14
- I regularly communicate with families regarding student academic progress: 3.90
- I regularly communicate with families regarding student behavioral and social progress: 3.69
<table>
<thead>
<tr>
<th>Factor</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>0.861</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>0.883</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>0.880</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>0.894</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>0.858</td>
</tr>
</tbody>
</table>
Statewide Family Engagement Survey Results
Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)

- Welcoming Environment
- Supporting Student Learning
- Effective Communication
- Sharing Power and Advocacy
- Community Involvement

Overall: 3.64, 4.16
Preschool: 3.77, 4.32
Elementary: 3.69, 4.22
Middle School: 3.51, 4.10
High School: 3.62, 4.24

(1 = Strongly Disagree, 5 = Strongly Agree)
Family Engagement Survey Results
Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)

<table>
<thead>
<tr>
<th>Category</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>3.93</td>
<td>4.10</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>3.82</td>
<td>3.99</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>3.75</td>
<td>3.92</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>3.76</td>
<td>3.94</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3.56</td>
<td>3.70</td>
</tr>
<tr>
<td>Overall</td>
<td>3.77</td>
<td>3.94</td>
</tr>
</tbody>
</table>
Kansans CAN
Kansas leads the world in the success of each student.
Contact Information

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Contact Information

Sarah Ogeto
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Illinois State Board of Education
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ISBE’s Strategic Plan

Vision
Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Mission
Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.
A Strategy Not a Goal
for Educational Excellence and Equity
ESSA: Educating Each Student as a Whole Child

Illinois’ ESSA State Plan crystallizes ISBE’s focus on the whole child model of quality education. The whole child model connects the supports for students’ cognitive, physical, social, and emotional health. The whole child model engages students’ overlapping learning environments in the home, school, and community to improve student outcomes.
Key Measures

Accountability Measures
• What we are working towards achieving

Equity Analysis
• Identifying where we start and what we build upon for growth

Differentiated Supports
• Building and strengthening capacity to support implementation
Illinois recognizes an emphasis on student growth as a primary driver to close equity gaps. As a result, student growth will represent 50 percent of the accountability framework for Illinois.
Climate and Culture: Five Essentials

Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.
In 2016, students and teachers in The State of Illinois participated in the *2016 Illinois 5Essentials Survey*, which asked questions about their school’s culture and climate. Adams Elementary School’s performance on the 5Essentials (see diagram) summarizes the participants’ answers to those survey questions as they relate to the 5Essentials.

**Survey Response Rates for Adams Elementary School**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Response(Illinois) Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>0.0% (75.8%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>90.0% (82.5%)</td>
</tr>
<tr>
<td>Parents</td>
<td>15.0% (16.3%)</td>
</tr>
</tbody>
</table>
Adams Elementary School Comparative Performance on Involved Families

Compare Adams Elementary School to the Illinois and similar schools' average.

What are these results based on?

This school's performance on this Essential is based on the Measures shown below. Click the to learn more about its underlying concepts (measures) and their related survey questions.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Respondent</th>
<th>Measure Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-Parent Trust</strong></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Teachers and parents are partners in improving student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Involvement in School</strong></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Parents are active participants in their child’s schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Influence on Decision Making in Schools</strong></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chronic Absenteeism

Illinois law defines “chronic truant” as a student who misses 5 percent of school days within an academic year without a valid excuse. That’s nine days of an average 180-day school year. The count of chronically truant students does not include students with excused absences, such as doctors’ appointments or students over the age of 16, who are not legally required to attend school. Chronic truants are at risk of academic and behavioral problems. Research shows that chronic truancy has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults.

Illinois Report Card Data 2016
www.illinoisreportcard.com
Equity Analysis

<table>
<thead>
<tr>
<th>Standard VI – Family and Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, and academic growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ <strong>Indicator A – School-to-Home Connections</strong></td>
</tr>
<tr>
<td>District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.</td>
</tr>
<tr>
<td>➢ <strong>Indicator B – Student Personal Development</strong></td>
</tr>
<tr>
<td>The district and school leverage existing resources to provide a coordinated system of support for the whole child.</td>
</tr>
<tr>
<td>➢ <strong>Indicator C – Student Advocates</strong></td>
</tr>
<tr>
<td>Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.</td>
</tr>
</tbody>
</table>

Illinois Balanced Assessment Measures Committee
Recommendations to ISBE 2016
Differentiated Supports: Building Capacity to Measure Family Engagement

Theory of Change Model

Necessary Pre-Conditions

ISBE Family Engagement Framework

ISBE has the necessary core functions to promote and deliver effective supports to districts, schools and families around family engagement.

LEAs and families have the capacity to strengthen or establish home/school partnerships

When parents are engaged with their children’s education, whether in school or at home, students do better academically.

When families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase.
Dual Capacity-Building and Generational Approach Working in Partnership

**Schools and Districts**
- Develop a Family Engagement System
- Build a Welcoming Environment
- Enhance Communication
- Include Parents in Decision-Making

**Families**
- Support Child Development
- Advocate for School Improvement
- Strengthen Pathways for Self-Sufficiency
- Build Peer to Peer Connections
Shared Goals and Outcomes

**Policy and Program Goals**

To build and enhance the capacity of staff/families in the “4 C” areas:
- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

**Family and Staff Capacity Outcomes**

School and Program Staff who can:
- Honor and recognize families’ funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Families who can negotiate multiple roles:
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

**Effective Family–School Partnerships**

Supporting Student Achievement & School Improvement
# Self-Assessment of Family Engagement across Framework Principles

## Principle 1
The district/school develops a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness. *(Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)*

### Elementary School Example:
Prior to the implementation of home visits, the elementary school has conducted a comprehensive assessment on the families in their community, including several focus groups to further understand the best way to engage and approach the diverse families in their community.

### Middle School Example:
Principal expects his staff to engage families in a meaningful way and he/she provides opportunities for the staff to attend trainings and discuss effective family engagement practices with each other. Currently, the family engagement professional learning community is discussing strategies on how to improve outreach efforts.

### High School Example:
High School offers a number of opportunities for parents to learn about expectations for graduation, the number of college and career opportunities available; and how to access resources. These opportunities are easily accessible and in multiple formats so that all parents and students can benefit from them.

## Family and Community Engagement Essential Elements

1A. A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices.

   **Title I Requirement:** Develop jointly with, agree on with, and distribute to parents of children a written district and school parental involvement policy. Section 1118 (a)(2) and (b)(1).

   **What data do you currently collect that measures or is associated with this standard?** *(Potential data sources: meeting minutes, vision/mission statement, communications, policies)*

   **What does your data tell you?** *(Questions to consider when assessing this standard: What is the district’s vision/mission for family engagement? Was it jointly developed with families? How is it shared with stakeholders? Is there a common understanding amongst all stakeholders regarding family engagement and expectations?)*

### Status of Work on this Standard
- (1) Maintaining: All components of definition implemented consistently for 2 or more school years.
- (2) Achieved: All components of definition implemented consistently for at least one school year.
- (3) In Progress: At least one of the components of definition implemented consistently for at least 3 months.
- (4) Not Started: No components of definition have been implemented.

### Priority Level
- (3) High
- (2) Medium
- (1) Low

### Level of Effort
- (3) Standard is relatively easy to address.
- (2) Standard can be accomplished with a moderate level of effort.
- (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

**Standard Score: ________**

*Districts may wish to utilize Appendix A to record all data related content.*
Knowledge and Skill Development Survey

1. As a result of this session, I have become more confident in my ability to support the learning of my child.

2. As a result of this session, I have learned how I can become a partner in supporting the learning of my child at his/her school.

3. I have gained knowledge about the age-appropriate education needs of my child.

4. I have gained strategies that will enable me to monitor my child’s homework and review his/her schoolwork.

5. I have learned how to use computers and other technology so that I can assist my child at home.

6. I have gained skills and knowledge to better support the health and well-being of my family.

7. I have created relationships with other parents to whom I can go to for support and advice.
College Readiness Survey

1. I have gained knowledge about post-secondary school options that are available to my child.

2. I have learned how I can support my child with his or her post-secondary application for admission.

3. I have gained knowledge about how my child can apply for financial aid for post-secondary education.
Social and Emotional Development Survey

1. As a result of this session, I have become more confident in my ability to support the learning of my child.

2. I have gained knowledge about the age-appropriate educational needs of my child.

3. I have gained skills that will enable me to support the emotional development and stability of my child.

4. I’ve gained skills and strategies that allow me to support the unique needs of my child.

5. I’ve acquired new ways to motivate my child to be a successful and productive student and citizen.
Evaluating Family-School-Community Partnerships

Darcy Hutchins
Director of Family Partnerships
June 22, 2017
Logic Models Simplified

Logic Models provide a simple way to think about what you are going to **Do** and what you are going to **Get**

(Figure 3.7, Knowlton & Phillips, 2009)
<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs/Deliverables</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The things we have to have on hand for the project to occur</td>
<td>The actions that get the program started</td>
<td>The actual products or deliverables of the activities</td>
<td>The change that you hope to bring about from the activities and outputs</td>
<td>The long-term change that will result from the program</td>
</tr>
</tbody>
</table>
Think in Terms of IF… THEN…
What program/initiative are you working on?

<table>
<thead>
<tr>
<th>IF... Program/Initiative (Describe your vehicle)</th>
<th>Then...</th>
<th>Then... Intended Impact (Destination)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all activities associated with this program/initiative.</td>
<td>Who are you reaching with this work? Via which avenue is the change occurring?</td>
<td>How do you know you are on the right path?</td>
</tr>
<tr>
<td>What challenges are impacting your work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your gaps in this process? What else do you still need to know?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contact Information

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