Family Engagement in the
Era of Data Driven School Reform

National Title I Conference
Philadelphia, PA
February 10th, 2018

Objectives

➢ Review changes in parent outreach under ESSA

➢ Identify the principles of parent engagement

➢ Become familiar with recent research regarding parent engagement

➢ Explore a framework to share data with parents

Prince George's County Public Schools

At a Glance

Located in the Mid-Atlantic Region
Prince George's County Public Schools ranks among the 25 largest school districts

67.4% African American students, 22.6% students of Latino origin, 4.6% Caucasian students, 2.9% Asian students and 2.4% students of other ethnicities.

47,708 Title I students
160 languages spoken

3, 2, 1

Ready-Set-Go

What is new under ESSA?

Ferlazzo, (2011)

NCLB

Parent involvement

Parents included in 'decision making'

Data provided to parents

School-led decisions

"Doing to" parents

ESSA

Parent engagement

Parents as co-investigators

Data generated by parents

Joint decision making

"Doing with" parents

Differences Between Involvement and Engagement

Adapted from Ferlazzo, L. (2013)

	Parent Involvement	Parent Engagement
What is the purpose?	To support students by assisting parents	To support students by developing parent relationships and strengthening families
Who drives it ?	Ideas come from the school and government mandates	School staff elicits ideas from parents
Who determines the goals?	Schools push parents to do what is perceived as important	Parents are challenged to do something they feel is important

Differences Between Involvement and Engagement

Adapted from Ferlazzo, L. (2013)

	Parent Involvement	Parent Engagement
What is the role of the parent?	Volunteer or client	A leader who has a vision and goals and is able to gather data
What is the role of the teacher?	A social worker who does 'things' for parents or tells them what to do	A teacher is an organizer who helps parents do things by themselves
What is the role of the administration?	School staff develops a vision and assigns tasks to parents	Staff jointly develops a vision with parents

Differences Between Involvement and Engagement

Adapted from Ferlazzo, L. (2013)

	Parent Involvement	Parent Engagement
Who has decision making power?	If parents get power, schools lose power	Parents are recognized as co-educators and co-investigators
What type of partnership is created?	"Narrow and Shallow" - Community partners are brought to school sites with minimal input	"Broad and Deep" - Partnerships respond to community issues brought up by families

Family Engagement in the 21st Century

What Do We Need?

★ Data that are accessible, meaningful, and actionable

★ To equip families with meaningful data that strengthen their role as supporters

★ To improve advocacy efforts

★ To deepen parents' understanding of schools

★ To engage parents in decision-making

Principles of Parent Engagement

Shared Responsibility

Continuous Support

Reinforced Learning

Harvard Family Research Project (2009)

Shared Responsibility

Schools and other community organizations share the responsibility to reach out to and engage families in meaningful ways.

Continuous Support

Families are committed to continuously supporting their children's learning and development throughout their years in school.

Reinforced Learning

Family engagement reinforces learning in multiple settings including learning at home.

Transformative Education Context Model

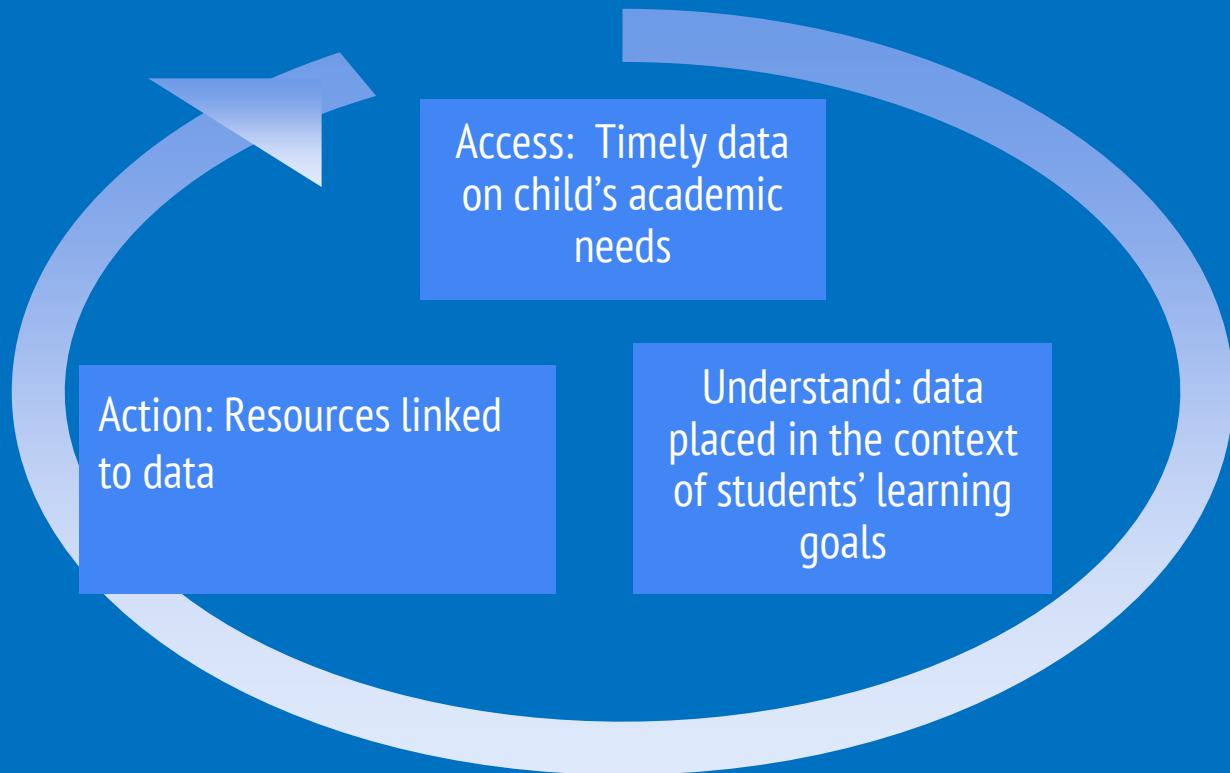|	
Connectedness	organizational structures & core curriculum
Inclusion and Belonging	parents as equally important contributing members
Decision Making	how school and school decisions are made
Participatory Action Research	Look, think, act upon data
Macro Civic Engagement	Organizational spaces for dialogue

Effective Data Sharing

Access: Timely data on child's academic needs

Understand: data placed in the context of students' learning goals

Action: Resources linked to data

Data Sharing Practices

Access:

Timely and relevant data on:

- attendance
- behavior
- learning factors
- academic progress

When can you share this information?

- Parent teacher conferences
- Data folders
- Parent trainings
- Electronic media

Action

Families benefit most when:

- data are linked to action, available resources, and human capital
- data are used to offer clear guidance about how to tap into children's individual strengths
- data lead to deliberate actions so as to produce changes in student achievement
- data offer concrete ways to support children's learning opportunities
- data are part of ongoing conversations that include planning for college and career readiness

Think Abouts: What Data Would Parents Need to Access?
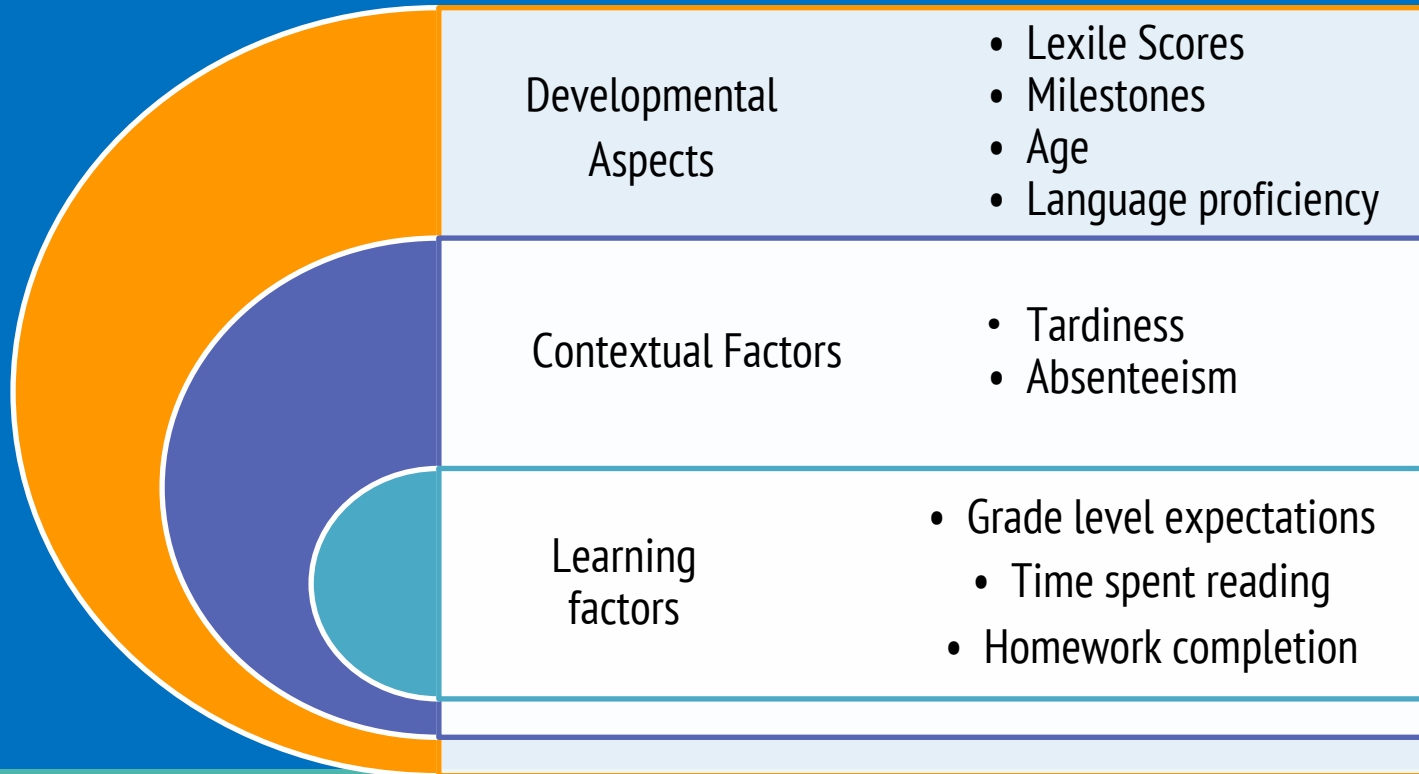
Turn and Talk

Talking Points:

Data Sources

Availability

Relevance

Quantitative vs Qualitative

Access Data That Matters

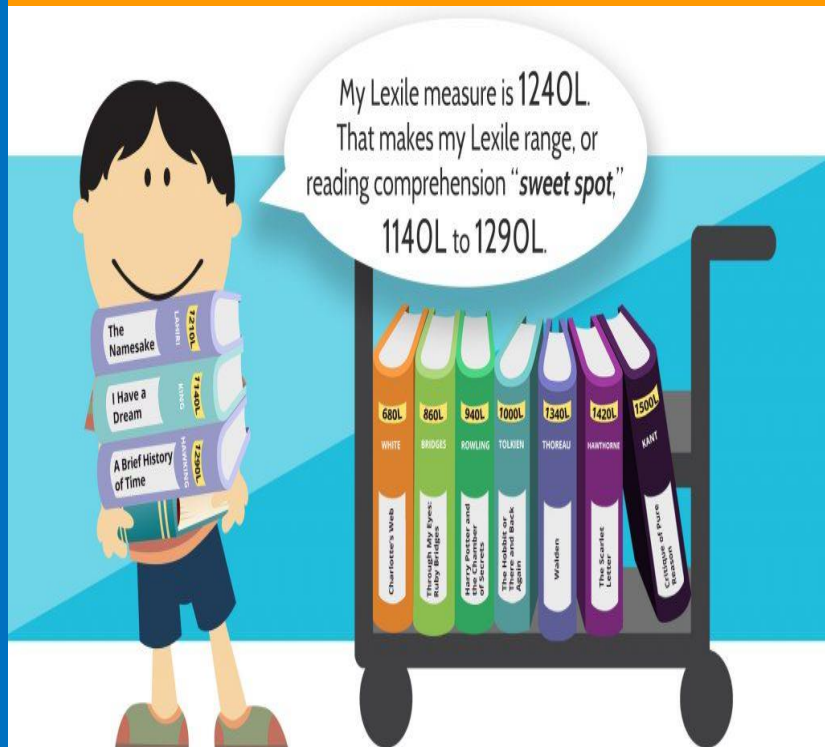|	
Developmental Aspects	• Lexile Scores • Milestones • Age • Language proficiency
Contextual Factors	• Tardiness • Absenteeism
Learning factors	• Grade level expectations • Time spent reading • Homework completion

Developmental Aspects

- Lexile Scores

- Developmental Milestones

- Age

- English Language proficiency

Lexile Score

Lexile measures help you find reading materials at the student's unique reading level.

With lexile measures, parents can engage their children in learning by ensuring they comprehend their reading materials, as well as monitor their progress over time.

Age-Appropriate

Younger children have different learning processes than older children.

Children usually progress in a natural, predictable sequence from one developmental milestone to the next.

Fluckiger, Beverley R.; Dunn, Julie; Stinson, Madonna; and Wheeley, Elizabeth, "Leading age-appropriate pedagogies in the early years of school" (2017). 2009 - 2017 ACER Research Conferences. 3.

Contextual Factors

★ Absenteeism
★ Tardiness
★ Behavior

School Tardiness / Absenteeism

Researchers found that students who are frequently late to school often miss out on important opening announcements and academic activities.

Arriving late to school can also mean that students miss out on activities designed to build connections with their peers.

Learning Factors

○ Grade level expectations

○ Time spent reading

○ Homework completion

Grade level Expectations: Mathematics

- Measurement and Data: Categorical data—bar graphs, pictograph.
- Number and Operations in Base Ten: Counting to 120, starting at any number less than 120; place value—tens and ones; comparison of 2–digit numbers.
- Operations and Algebraic Thinking: Addition and subtraction situations for 1–digit number; ten more, ten less; part-whole concepts (1–digit numbers)—decomposing.

Grade 2 – Maryland State Curriculum

Rate of Homework Completion

- Research: students who completed more homework, as a percentage of the amount of homework assigned, received significantly higher classroom test scores and standardized achievement test scores.

Pelletier and Normore (2007) The predictive power of homework assignments on student achievement in mathematics. In S. M. Nielsen & M. S. Plakhotnik (Eds.),

Act Upon the Data

	What	Where	Who	How
Lexile	Finding books my child can read	School or local library	Reading specialist/Teacher/Librarian	Lexile score (date) What literature did you find?
Age Appropriate	Developmental milestones	Internet search; schedule meeting with professionals	Physician, Psychologist, Teacher	Developmentally appropriate materials, apps or programs
Grade level expectations	Apps, videos, programs aligned to grade level content	MSDE or PGCPS website	Teacher	Curriculum guide

Act Upon the Data

	What	Where	Who	How
Rate of homework completion	Keep log, mark completion	Homework monitoring, grading	teacher, parent, student	Homework log Schoolmax
School readiness	Ensure my child has school supplies, completes homework, reads daily.	Quiet place at home, age-appropriate books, technology	Teacher, counselor, parent student	Sleep/rest patterns School readiness/supplies Meals Agenda book
Time reading at home	Complete reading log	Monitor reading time daily at home	Parent	Reading log Book, Title, minutes spent read, MyOn

Questions?

Final Thoughts

1. Shift from "involvement" to "engagement"

2. High levels of parent engagement include decision making, participatory research, and micro civic engagement.

3. Parents are not just partners but co-investigators in children's education.

4. Socio-emotional factors are acknowledged.

5. Well-rounded education is impacted when decisions are data-driven

6. Parents' funds of knowledge are valued and expanded.

Presenters info:

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