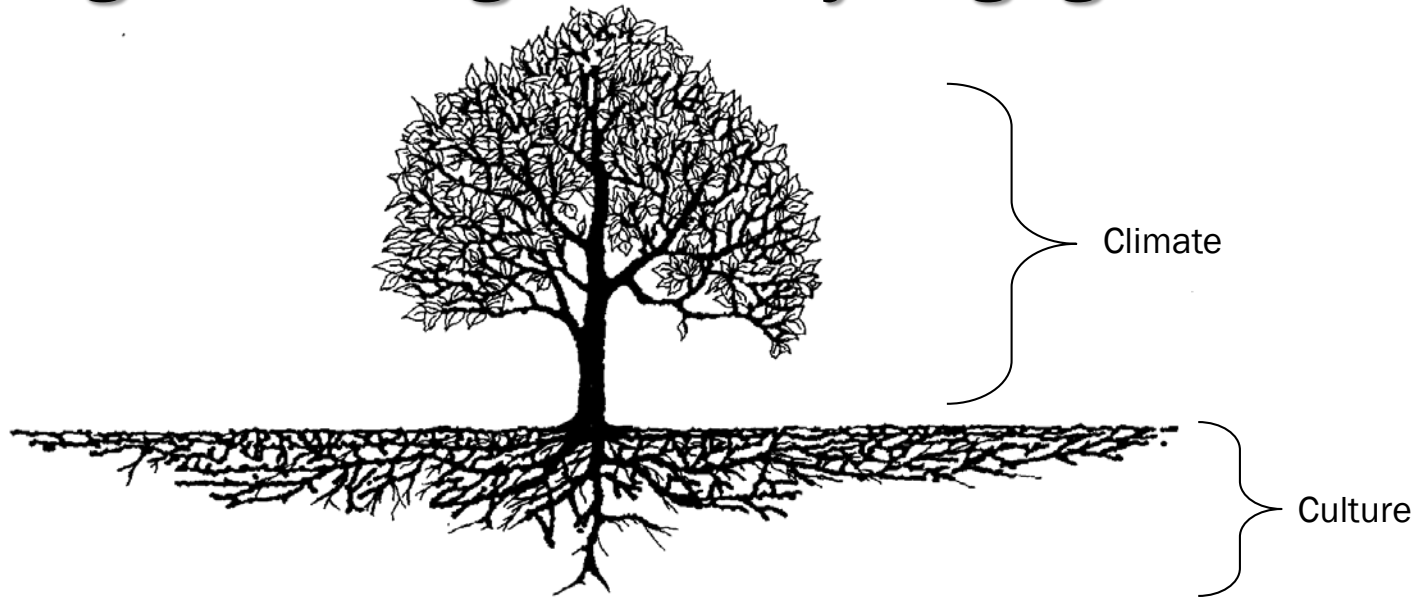




Improving School Climate and Culture Through Meaningful Family Engagement



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ESSA Statewide Conference
Sheraton Grand – Chicago
February 14th 9:45am to 10:45am
Room: Superior A



Today's Targets

Know

- How Family Engagement impacts culture and climate and whole child support

Examine

- 5Essentials data together so you can do it back in your district

Understand

- The 5Essentials data and its importance/implications for meaningful family engagement

Do

- Improve the climate using the data or, if you don't have 20% for reporting, how to get there



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



- Shift from parental involvement to family engagement
- Greater emphasis on systemic approach for family engagement, including families as decisions makers
- Recognizing the need for capacity for both educators and families





Why Do We Partner with Families?

Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002).



Definition of Family Engagement

Shared responsibility for the academic, physical, social, emotional, and behavioral development of youth

Fostered through a deliberate process

Empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness.



What is School Culture and Climate?

School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.

-ASCD



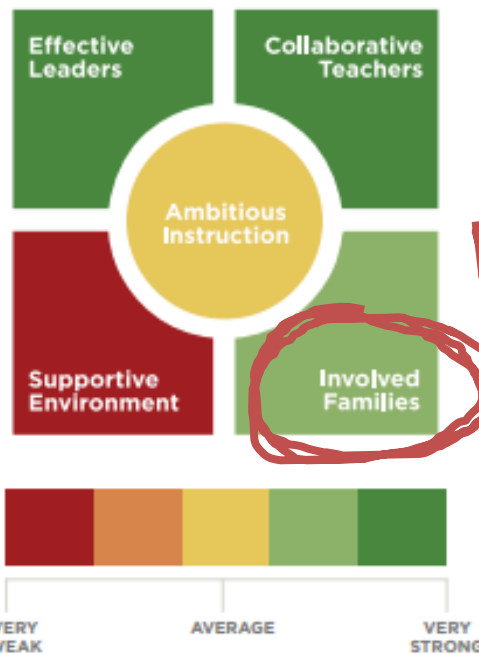
Climate and Culture Impact: Five Essentials

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.

Reading a 5Essentials Report

Performance reports on the 5Essentials are made available online and shown in color-coded, easy-to-read diagrams.

SAMPLE:





Categories of Data

- Demographic Data – what does the school look like? What does the student population look like (the community)?
- School Processes and Procedures – how does the school operate; instructionally, organizationally, administratively, programmatically, and continuous improvement.
- Student Learning and Achievement – common formative assessments, grades/standards-based grading, competencies, and summative assessments.
- Perceptions – how we do what we do or how we do business.



Perception Data is...

- Thoughts and feelings about how we operate and do business (social, emotional, and academic).
 - School context and environment – the climate and culture
 - School context
 - Personal interactions and experiences with the environment, processes, and programs
- Feedback from staff, students, and parents about what they perceive to be true
- If you care and want to know what others think...you need to ask them



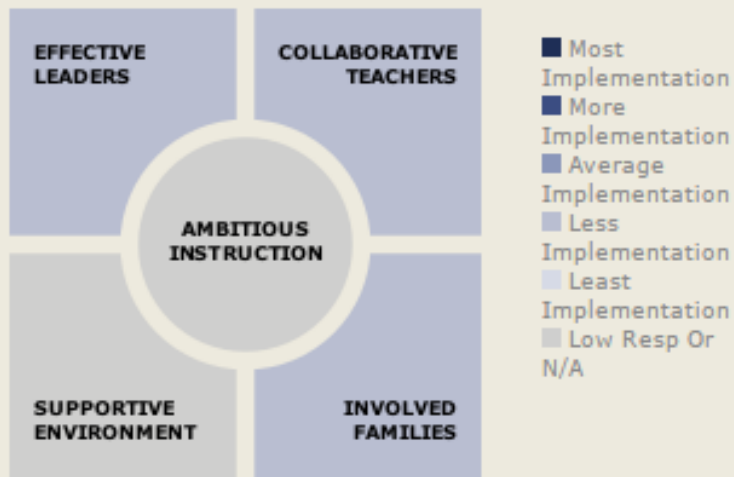
It is Important Because...

- Allows us to answer the ‘How do we do business?’ question in the continuous school improvement process
- It expresses our belief in the importance for student, teacher, and parent voice in how the school operates...creating schools that are truly representative of a democratic organization
- Can show progress on change initiatives – are we positively impacting the schools organizational culture?
- Are we *living* our values and beliefs?



5Essentials Overall – NOT YET ORGANIZED for improvement ?

Summary of performance on each essential ?



Performance ?



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.

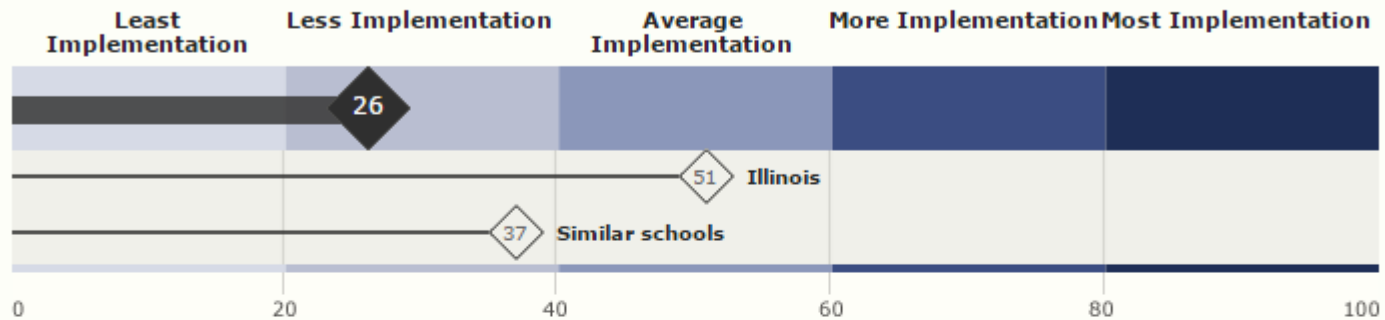
Survey Response Rates for Adams Elementary School ?

Respondent	Response(Illinois) Rate
Students	0.0% (75.8%)
Teachers	90.0% (82.5%)
Parents	15.0% (16.3%)



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. [?](#)

Measure	Respondent	Measure Performance	Implementation Level	
Teacher-Parent Trust Teachers and parents are partners in improving student learning.	Teacher	19	Least Implementation	>
Parent Involvement in School Parents are active participants in their child's schooling.	Teacher	33	Less Implementation	>
Parent Influence on Decision Making in Schools The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.	Teacher	26	Less Implementation	>



What are these results based on?

Teacher-Parent Trust is comprised of the survey questions shown below. Sarah Adams Elementary School's performance on individual survey questions is available below to identify particular strengths and weaknesses on Teacher-Parent Trust. [?](#)

Expand [+] the Questions to see this school's responses.

Teachers report the following:	[Expand All]
Parents do their best to help their children learn	[+]
Teachers feel good about parents' support for their work	[+]
Parents support teachers teaching efforts	[+]
Teachers and parents at this school think of each other as partners in educating children.	[+]
Staff at this school work hard to build trusting relationships with parents.	[+]
Teachers feel respected by the parents of the students	[+]



Strategies for Engaging Families in Completing the 5 Essentials Survey

Elgin SD

- District value of the data and parent voice
- Ongoing Communication
 - Text messaging, PSA
- Integration of FE data in CIP process

Enlace Chicago

School partners with afterschool programs

- Afterschool program staff work with families
- Offering multiple ways for families to complete the survey
- Data is used by afterschool program to improve family engagement with the program and the school

McLean Unit 5

- Ongoing Communication
 - Sending emails almost every day weeks prior to the survey window closing
- Family advocates encouraging district to promote survey



District Role: Measuring Family Engagement

- Model for 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.



How Schools and Districts Use the Family Engagement Data to Improve Culture and Climate

Elgin SD U-46

- Brown bag lunch discussions with families and school staff on the data
- PSAs from families and students talking about the data and how it is important to them

Chicago SD 299

- School has to included data to their CWIP and is a part of their SQRP

Springfield SD 186

- FE data informs work of the FE engagement division and teacher PLOs

Newtown in Georgia (www.5essentials.org)

- Data is used to help families better understand how to support their children in learning and the school



Resources:



Questions & Answers