August 4, 2011

Family and Public Engagement: Where we're going

Office of Family & Public Engagement

Does parent engagement matter?

Research on the impact of family engagement on student outcomes

- Reduced drop-out rates and higher graduation rates[1]

- Increased academic achievement[2]

- Better attitudes towards learning[3]

- Better social skills and less conduct problems[4]

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1. Bridgeland, J., DiIulio, J., & Morison, K. (2006). *The Silent Epidemic: Perspectives of High School Dropouts. Washington, DC: Civic Enterprises.*

2. Jeynes, W. (2005). A Meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education,* 40(3): pgs. *237-269.* Hill, N. & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology,* 45(3): pgs. 730-763

3. Fantuzzo, J., McWayne, C., Perry, M., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review, 33(4): pgs. 467-480.*

4. Caspe, M. & Lopez, W. (2006). *Lessons from family-strengthening interventions: Learning from evidence-based practice. Cambridge, MA: Harvard Family Research Project.*

Research on the impact of family engagement on school turnaround

- Value of supports is in their combined strength

- Schools strong in 3-5 of supports were 10x more likely to improve

- Weakness over time in one area undermined improvement
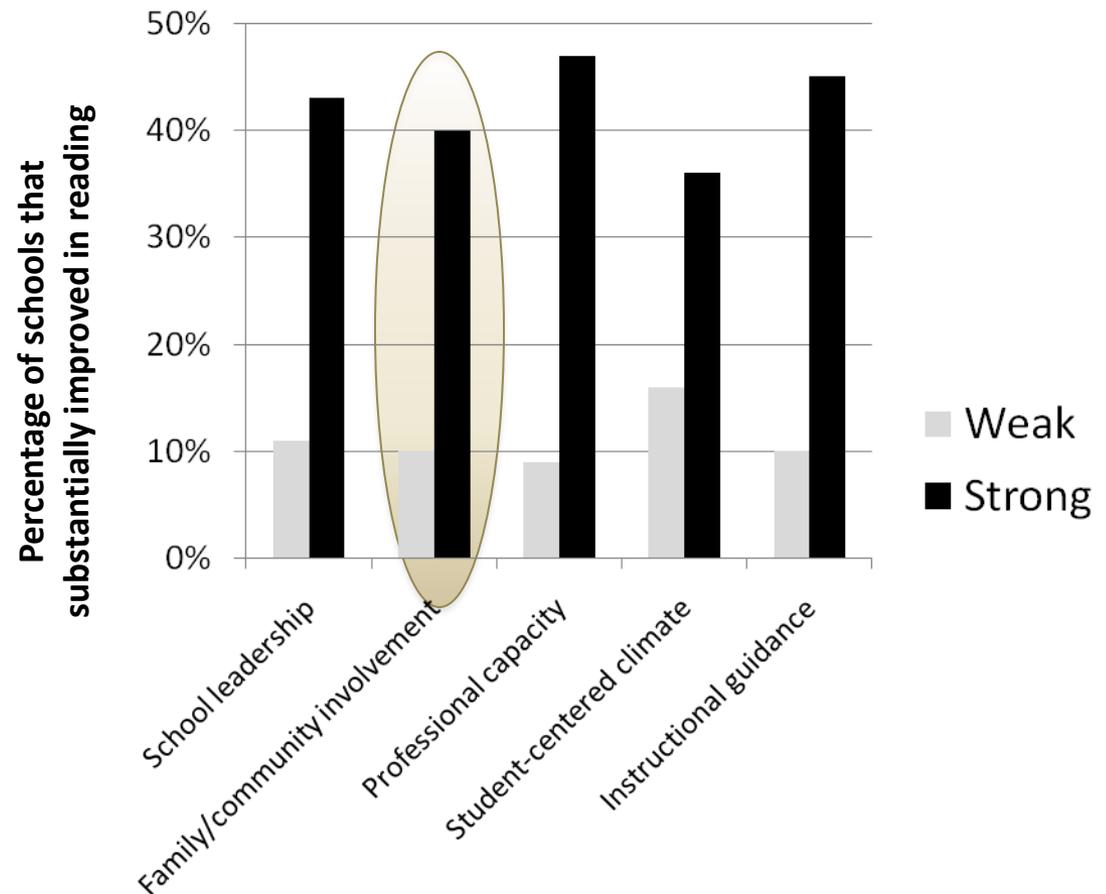
Bryk, A. Sebring, P., Allensworth, A., Luppescu, S., & Easton, J. (2010). *Organizing Schools for Improvement: Lessons from Chicago.* Chicago: University of Chicago Press.

Schools impact family's engagement

The strongest, most consistent predictors of family engagement at home and school are the specific school programs and teacher practices that encourage and guide family's engagement.
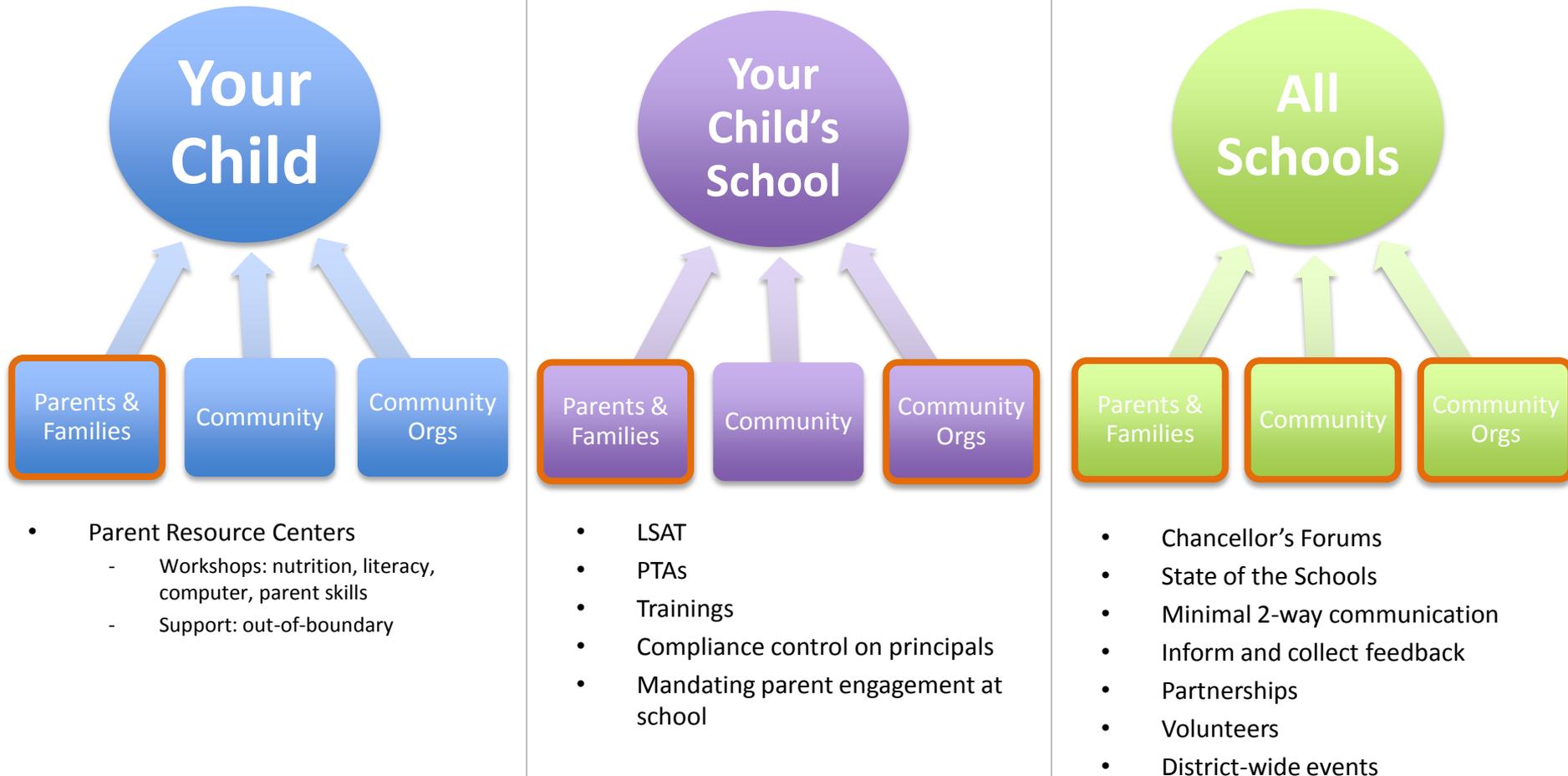
Dauber, S. L., & Epstein, J. L. (1989). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 53-71). Albany, NY: State University of New York Press.

We are listening

Three Targets of Family and Community Engagement

Your Child
- Parents & Families
- Community
- Community Orgs

Your Child's School
- Parents & Families
- Community
- Community Orgs

All Schools
- Parents & Families
- Community
- Community Orgs

Where OFPE has been

Your Child

Parents & Families · **Community** · **Community Orgs**

- Parent Resource Centers
  - Workshops: nutrition, literacy, computer, parent skills
  - Support: out-of-boundary

Your Child's School

Parents & Families · **Community** · **Community Orgs**

- LSAT
- PTAs
- Trainings
- Compliance control on principals
- Mandating parent engagement at school

All Schools

Parents & Families · **Community** · **Community Orgs**

- Chancellor's Forums
- State of the Schools
- Minimal 2-way communication
- Inform and collect feedback
- Partnerships
- Volunteers
- District-wide events

To help student's achieve, who has the most relevant information for families?

Answer: Teachers have biggest impact on family engagement

What three things that teachers do for biggest impact:

1. Had face-to-face meetings with families

2. Made phone calls home for good and bad news

3. Sent materials home with strategies to support learning

Research results in Title I schools:

50% more dramatic reading achievement growth and **40% more** dramatic math achievement growth than those who did them with low levels of frequency.

[1.] Westat & Policy Studies Associates. (2001). *The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools.* Washington, DC: U.S. Department of Education.

Proposed work for OFPE: Student-level

GOAL: Schools partnering with families to support student achievement

Work:

• Train principals and teachers in effective engagement strategies

•Raise expectations for how teachers engage parents

• Introduce rubric for how to evaluate whether teachers are engaging parents and families effectively

•Align and integrate this work with IMPACT and PD for teachers and principals

• Educate parent leaders on effective classroom level engagement

•Engage community groups to provide schools with the classes and supports to engage/teach parents to support their child's learning

What is one key ingredient to faster school turnaround?

Answer:

Strong family/parent engagement

[Other key factors: leadership, instructional guidance, professional capacity, student-centered climate]

From *Organizing Schools for Improvement: Lessons From Chicago* by Anthony Bryk

http://www.edweek.org/ew/articles/2010/01/27/19ccsr.h29.html

Proposed work for OFPE: School-level

GOAL: Principals, parents, and community working in partnership achieving school success

Our standard is schools that:

1. Create a welcoming and engaging climate with strong relationships and communications between families and school staff.

2. Partner with families to support student achievement.

3. Invest families and community in school success.

OFPE's work:

1. Set expectations and provide professional development to principals and instructional sups

2. Align comprehensive school plan, family engagement plan, expectations, evaluations and professional development to new standards.

3. Encourage strategic planning at the school level - vision, mission, goals, strategies, metrics => that guides parent engagement and community partnerships.

4. Introduce rubric for school evaluation in all three areas.

How do we continue to improve our schools, make tough decisions, and leverage our families and the community's talents and resources?

Answer: Engage families and the community

- Educate

- Prioritize communication

- Engage them in thoughtful discussions

- Build relationships and partnerships

- Cultivate leadership

Proposed work for OFPE: District-level

All Schools
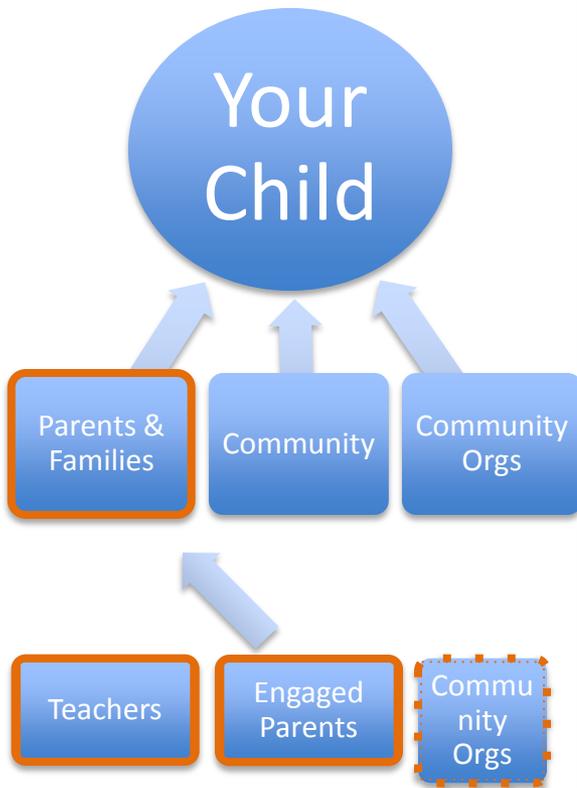
Parents & Families

Community

Community Orgs

GOAL: Educate parents and community on important change and reforms and ensure their voices are heard on Ward and District-level decision making

Work:

1. Engage the community in the strategic planning
2. Educate the community about DCPS priorities and changes (e.g. Common Core roll out)
3. Engage the community in Ward-based planning processes (e.g. Ward 5 & Ward 8)
4. Cultivating meaningful partnerships between partners and schools

Where OFPE is going: Children Thriving, Students Achieving

Your Child

Parents & Families

Community

Community Orgs

Teachers

Engaged Parents

Community Orgs

GOAL: Schools partnering with families to support student achievement

Your Child's School

Parents & Families

Community

Community Orgs

Volunteers & Partnerships

GOAL: Principals, parents and the community working in partnership toward school improvement

All Schools

Parents & Families

Community

Community Orgs

Volunteers & Partnerships

GOAL: To inform and do collaborative problem solving and to foster multi-school or district-wide partnerships between schools and business and community partners