



Illinois State Board of Education

Utilizing Climate Data to Engage Families and Communities in Afterschool Program Improvement

Jacob Thornton, ISBE Regulatory Support and Wellness

Stand UP!



I am going to give you a few statements. If they apply to you, stand up and look around the room to see who else is standing; these are your people.



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 programs

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

Explore

- The story behind the data to help drive more equitable program/school improvement



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.



Leveraging ESSA to Support Family Engagement

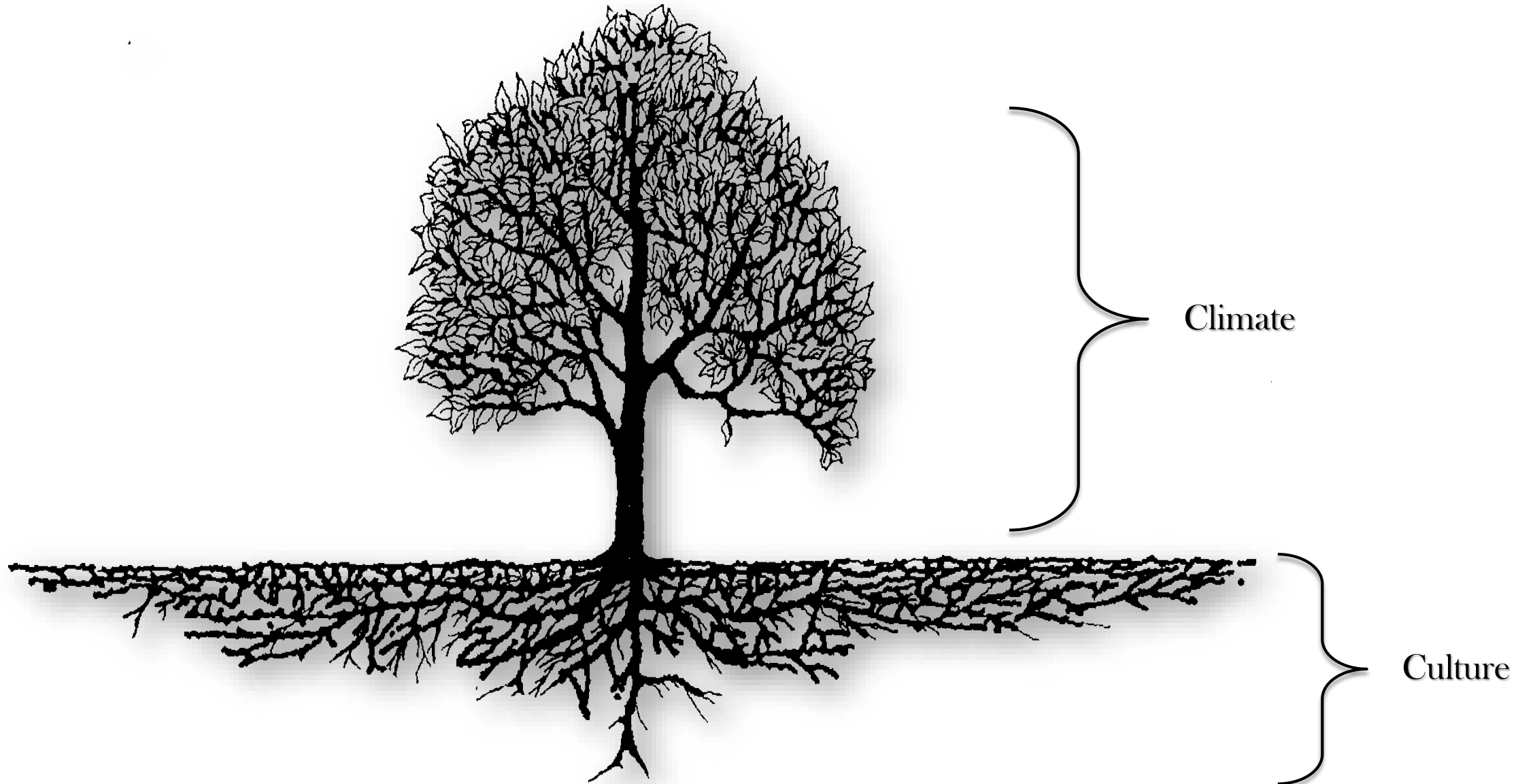
- Shift from parental involvement to family engagement
- Greater emphasis on systemic approach for family engagement, including families as decisions makers
- Recognizing the need for capacity for both educators and families





Illinois State Board of Education

What is Climate
and Culture?



Climate

Culture

Know

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.



Why the 5 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.

- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation
- No Data
- Low Response/Not Applicable



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.

- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation
- No Data
- Low Response/Not Applicable



Defining Involved Families within 5Essentials

Essential: Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Measure: Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

Measure: Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

Measure: Parent Involvement in School

Parents are active participants in their child's schooling.



Questions about the 5Essentials so far?



Schools with Reports	Student Rate	Teacher Rate	Parent Rate
<u>Abbott Middle School</u>	90.8%	93.6%	22.7%
<u>Bartlett Elem School</u>	93.0%	67.9%	31.4%
<u>Bartlett High</u>	75.7%	73.2%	26.1%
<u>Canton Middle School</u>	91.4%	85.0%	28.4%
<u>Centennial School</u>	96.5%	70.4%	31.9%
<u>Central School Program</u>	25.2%	66.7%	1.8%
<u>Century Oaks Elem School</u>	96.3%	99.9%	19.8%
<u>Channing Memorial Elem School</u>	99.9%	91.3%	50.0%
<u>Clinton Elem School</u>	85.7%	88.5%	22.2%
<u>Coleman Elem School</u>	95.8%	65.7%	23.3%

Understand



- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation No Data
- Low Response/Not Applicable

For 2018, Mascoutah Middle School is organized for improvement

The overall performance score is comprised of each of the 5Essential scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

[About the Survey](#)

THE 5ESSENTIALS

How is Mascoutah Middle School performing on each of the 5Essentials?

ALL MEASURES

How is Mascoutah Middle School performing across all measures?

Survey Response Rates for Mascoutah Middle School

Respondent	Response Rate	(Illinois)
Students	92.5%	(77.6%)
Teachers	99.9%	(83.8%)
Parents	30.5%	(16.0%)

Understand

All Measures

5Essentials

Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

[More...](#)

DATA RANGE

1 Year Performance

2 Year Change

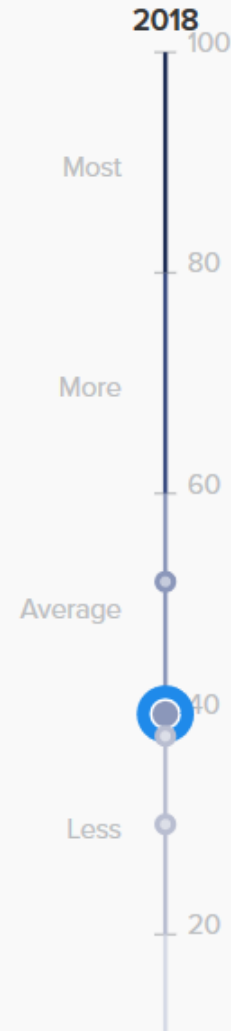
All Year Trends

COMPARISONS

Illinois

Similar Schools

How is Mascoutah Middle School performing on Involved Families?



Essential

Performance

Involved Families

40 Average

What are these results based on?

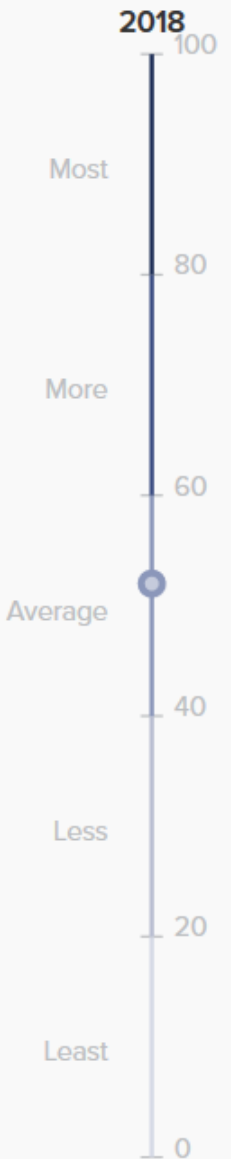
This school's performance on this Essential is based on the Measures shown below. Click on each row to learn more about this Essential's underlying concepts (measures) and their related survey questions.

Measures	Performance ↓	Respondent
Teacher-Parent Trust	52 Average	Teacher
Parent Involvement in School	38 Less	Teacher
Parent Influence on Decision Making in Schools	30 Less	Teacher

[Explore All Measures](#)

Understand

How is Mascoutah Middle School performing on Teacher-Parent Trust?



Measure	Performance	Essential	Respondent
Teacher-Parent Trust	52 <i>Average</i>	▮ Involved Families	Teacher

What are these results based on?

Teacher-Parent Trust is comprised of the survey questions shown below. Mascoutah Middle School's performance on individual survey questions is available below to identify particular strengths and weaknesses on Teacher-Parent Trust

Teachers report the following:

[Expand All](#)

- Teachers feel respected by the parents of the students ▼
- Parents support teachers teaching efforts ▼
- Parents do their best to help their children learn ▼
- 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 good about parents' support for their work ▼

Understand

What is Continuous Improvement?

- “In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.” – Illinois Quality Framework Supporting Rubric
 - A systemic approach to improve quality and effectiveness of programs and operations.
 - An on-going process to continually improve opportunities and outcomes for all students



Categories of Data in School Improvement

- 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?



Educational Equity

- Individual and collective consciousness targeted at continuously improving academic, social and emotional outcomes for All Children.
- Equity work requires critical analysis of our current practices and beliefs around the conditions we create within our learning system(s).
- It goes beyond creating equal conditions within the system, instead focusing on meeting the needs of all students.
- Doing so seeks to remove the barriers some students face and creates equal opportunity for educational outcomes for All Students regardless of: gender, race, ethnicity, gender identity, disability, language, sexual orientation, and socio-economic status.



Strategies for Engaging Families in Completing the 5Essentials Survey

- Elgin SD
 - District value of the data and parent voice
 - Ongoing Communication
 - Text messaging, PSA
 - Integration of FE data in CIP process
- McLean Unit 5
 - Ongoing Communication
 - Sending emails almost every day weeks prior to the survey window closing
 - Family advocates encouraging district to promote survey
- 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



Leader Roles: 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.
- Valuing parental and community voice within the school district.



Using the Data to Improve Climate and Culture

- 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
- School has to include data in their improvement planning and tracking
- Alignment of other school surveys, focus groups, or feedback loops
- FE data informs work of the FE engagement division and teacher PLOs
- Data is used to help families better understand how to support their children in learning and the school
- Utilizing the data in needs assessments
- Being explicit on where/how the data is being used for improvement

How the Climate Survey Aligns to...

- The Every Student Succeeds Act:
 - Focused on equity and the whole child
 - Places an emphasis on the local context and community
 - The Illinois plan includes climate surveys as part of balanced accountability
- Systemic educational equity
- Included in a comprehensive needs assessments (Illinois Quality Framework and Supporting Rubric)
- Meaningfully engaging students, teachers, and families
- School as learning systems



How do YOU get parent participation?





Illinois State Board of Education



Explore

Activities to Support Parent and Family Engagement

- are coordinated with other Title funds and community-based services and programs
- Works to build school/family partnerships that are linked to learning and healthy development outcomes for students
- promote the engagement of parents and families in the activity or program;
- may include programs and activities, such as...
 - Parent engagement coordinators and liaisons
 - Assistance and training for parent
 - Parent literacy and education
 - Materials for engaging families
 - Assistance for parents to work with their children
 - Training for school staff to increase collaboration
 - Accommodations for limited English families
 - Support for family to participate in trainings



ESEA, Title I – Part A

Parent and Family Engagement (§1118)

The reauthorization of ESEA (Every Students Succeeds Act) makes it clear that Congress expects schools receiving federal funds to ensure that parents are actively involved and knowledgeable about their children's schools and education. The law requires outreach to all parents and family members and implements programs, activities, and procedures for the involvement of family members in programs funded by Title I. Programs, activities, and procedures must be planned and implemented after meaningful consultation with parents/family of participating children.

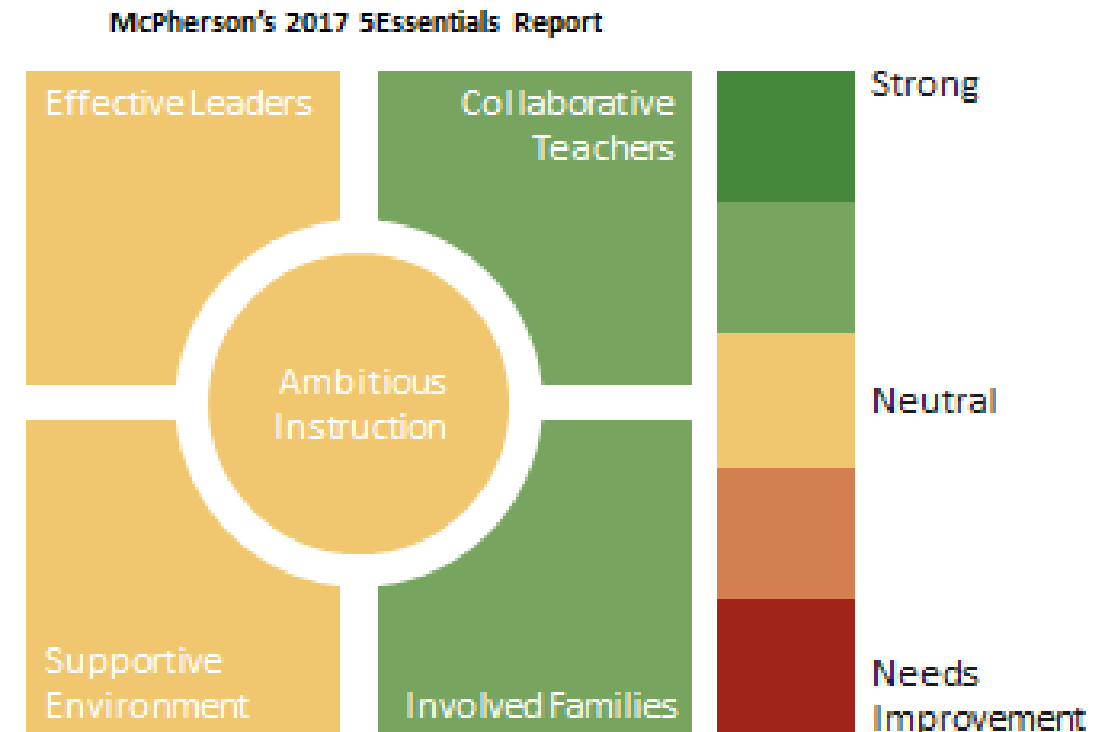


Case in Point: McPherson Works to Improve Student-Teacher Relationships

5Essentials

Results:

- From 2016 to 2017, the school's results for Student-Teacher Trust improved 12 points—outpacing the improvement of one point for Chicago Public Schools overall.
- In 2017, McPherson's results for the Supportive Environment essential improved by 12 points, outpacing the district's overall average growth in the same essential by 11 points.



Case in Point: McPherson Works to Improve Student-Teacher Relationships

5Essentials

Insights:

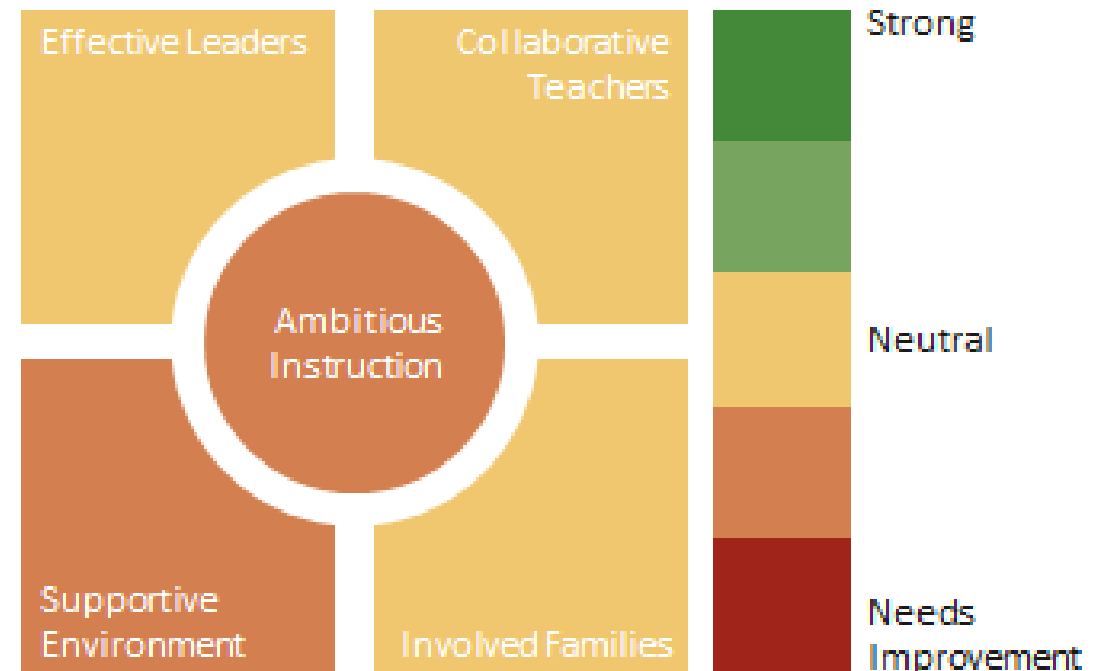
- During the 2014-2015 school year, McPherson was “weak” in the area of Student-Teacher Trust, a component of the Supportive Environment essential.
- They scored a 27 on a 1-99 scale—23 points below the CPS average.

Strategies:

The school provided teachers with different strategies that could be used when interacting with students:

- Training on restorative conversations with students
- De-escalation techniques
- Strategies for more private, non-invasive redirections

McPherson's 2014 5Essentials Report



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 programs

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

Explore

- The story behind the data to help drive more equitable program/school improvement





Comments... Questions???

**THANK YOU...for all you do in
the name of children,
families, and communities
across Illinois!**



**Illinois
State Board of
Education**

Contact

- Jacob Thornton (ISBE) – jathornt@isbe.net
- UChicago Impact – 5Essentials@uchicago.edu
- Questions about Title Funds Use – Call (217) 785-1969



Resources

- 5Essentials – www.5-essentials.org
- Illinois Report Card – www.illinoisreportcard.com
- Title IV Use of Funds – <https://www.isbe.net/Documents/TITLE-IV-Uses-of-Funds.pdf>



References

- Bryk, Anthony S., Penny Bender Sebring, Elaine Allensworth, John Q. Easton, and Stuart Luppescu. Organizing schools for improvement: Lessons from Chicago. University of Chicago Press, 2010.
- Fullan, Ml. (2016). Coherence: The Right Drivers in Action for Schools, Districts, and Systems. Thousand Oaks, California: Corwin.
- Hattie, John and Timperley, Helen. "The power of feedback." Review of educational research 77, no. 1 (2007): 81-112.
- Hooper, Mary A., and Victoria L. Bernhardt. Creating Capacity for Learning and Equity in Schools: Instructional, Adaptive, and Transformational Leadership. Routledge, 2016.
- Marzano, Robert J., Timothy Waters, and Brian A. McNulty. School leadership that works: From research to results. ASCD, 2005.
- McEntee, Grace Hall, ed. At the heart of teaching: A guide to reflective practice. Teachers College Press, 2003.



Exit Slip

Please take a moment and, on your post-it note, please give us some feedback. You may answer one or all three of the following:

- What was one positive idea you heard today?
- What was one piece of the presentation you would alter/change?
- What else would you like us to know?

