



Using Parent Surveys as Your Guide to Improve Achievement Results

**Patti Solomon, Family Engagement Specialist
Division for Special Education Supports
Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334**

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Welcome

The State Performance Plan (SPP) asks states to measure school efforts to *involve parents as part of the work* to improve outcomes for students with disabilities

- What does Georgia's Annual Performance Reports (APR) on this Indicator tell us so far? What does family engagement have to do with achievement?
- How did our state develop the measuring process to begin reporting data/ what is the five year cycle?
- What are we learning from the return and satisfaction rates? What are the Best Practices learned/ NEXT STEPS?

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We do it the same as other indicators

We start with the Performance Indicator

1. Baseline/Trend Data
2. Targets
3. Explanation of Progress or Slippage
4. Projected Targets
5. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources



OSEP's Measurement of B-8

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Sampling of parents to receive the survey is allowed. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates must be submitted to OSEP.

Part B SPP Indicator B-8

“Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”

Emphasis is on Effort that schools make that is reported by families

Measurable and Rigorous Target (2008-2009 school year)

36% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

GEORGIA REPORTED 2,924 PARENTS WHO REPORTED FAVORABLE RESPONSES

We divided that number by 9,747 total respondents

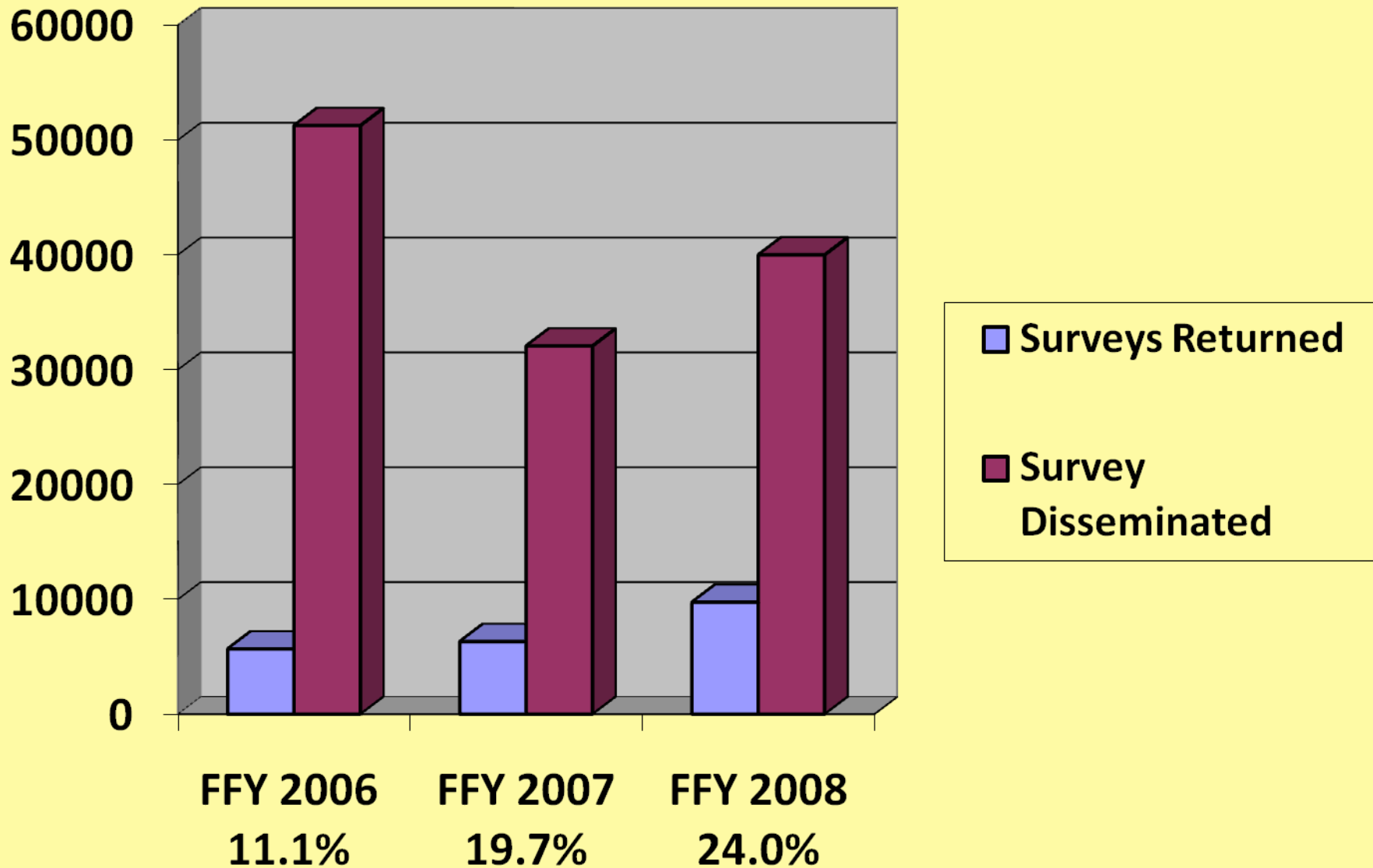
Multiplied by 100

EQUALS - 30% PARENTS REPORTING THEIR DISTRICT FACILITATED PARENTAL INVOLVEMENT

Actual Target Data for (FFY 2008):

30% (2,924 out of 9,747) of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

The State *did not meet its FFY 2008 target (36%), yet the data demonstrated progress (3.0%) from the FFY 2007 data (27.0%).*



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SATISFACTION

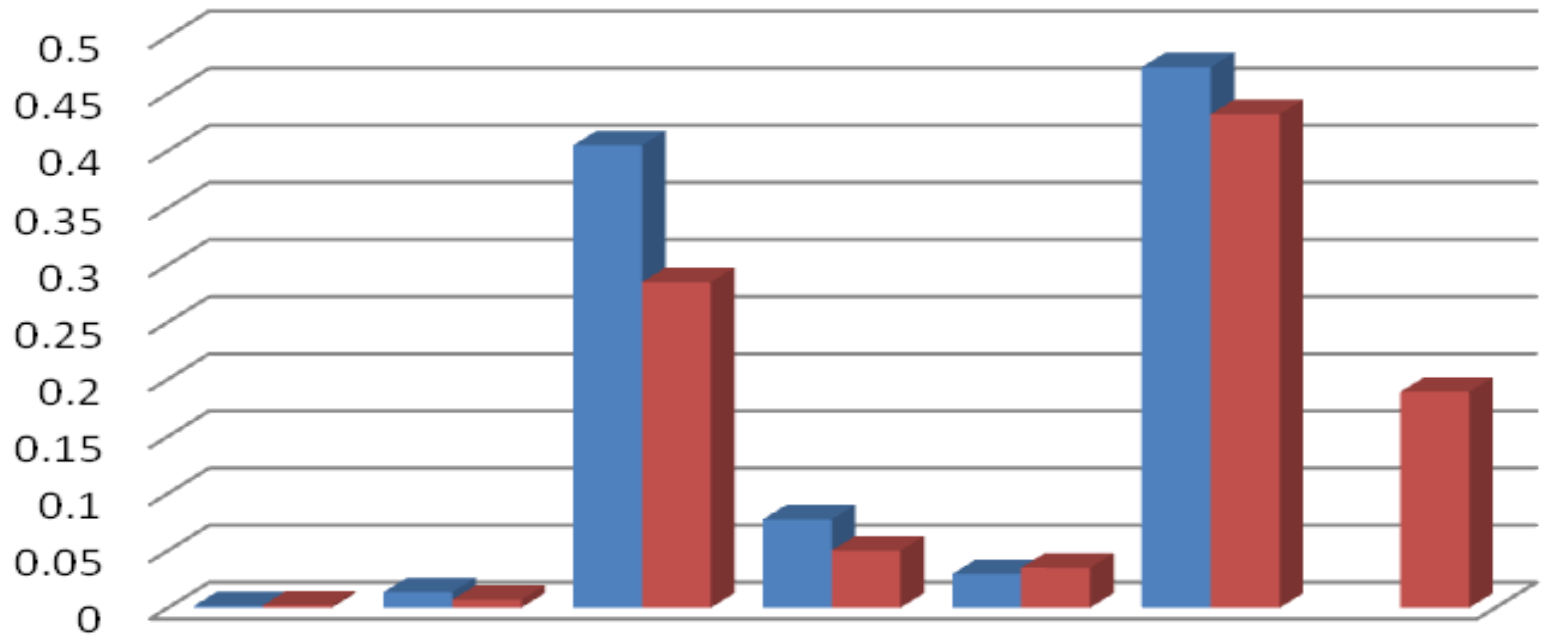
Georgia used the survey validated as reliable by the National Center for Special Education Accountability Monitoring (NCSEAM.)

For FFY 2008, there was an increase (3%) of favorable responses, and a return rate of 24% (9,747 returned out of 39,999) which was also an increase.

The survey return representation data was compared to the State's demographic data

- While carefully considering all ethnic groups, the black population demonstrated the largest discrepancy between representation in the State and returned surveys.
- There were a significant number (1845) of surveys for which the ethnicity of the responders was unknown.
- There is a discrepancy of approximately 12% in black, of 3 % in white and of 3% in Hispanic representation. That totals 18% which is the percent of unknown ethnicity.

Parent Survey Response by Racial Representation



■ Disability Demographic Representation

■ Survey Representation

Example of an Improvement Activity Updated in APR

Georgia Parent Mentor Partnership - The State continues to prioritize parent involvement in order to increase student achievement. Georgia's Parent Mentor Partnership, a seven-year initiative supported by the Divisions for Special Education, increased to 80 parent mentors in 69 school districts. Guided by the National Parent Teacher Association Standards on Family Engagement and the State's School Keys on Student, Family and Community, parent mentors reported 218,000 contacts with families and led more than 200 ongoing family engagement activities as part of their local improvement plans.

**How does this fit into surveys
and IEP attendance?**

**More importantly how does your work
link to achievement?**

Linking Engagement and Achievement

Studies show schools -- *where parents are involved in their child's education and in the decision making process* – experience higher levels of student achievement and greater public support.

Satisfaction Rate – Lowest Ranked

Can You Categorize the Lowest Ranked Area?

- ✓ Welcoming
- ✓ Communication
- ✓ Student Achievement
- ✓ Training/Empowering
- ✓ Team Building

**Let's discuss the National PTA Standards on
Family Engagement**

PARENT TEACHER ASSOCIATION (PTA) NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS

Standard 1: **WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: **COMMUNICATING EFFECTIVELY:** Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: **SUPPORTING STUDENT SUCCESS:** Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

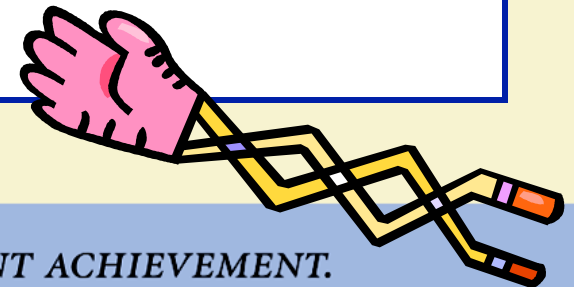
Standard 4: **SPEAKING UP FOR EVERY CHILD:** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly & have access to learning opportunities that will support their success.

Standard 5: **SHARING POWER:** Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- ✓ We link student achievement to Family Engagement initiatives because our ultimate goal is to see students succeed in school and in their community.
- ✓ The survey is a quantitative measurement to show if your work is making an impact.

How to get the surveys returned...

A Georgia parent mentors targeted the survey return rate as an improvement initiative in 2008-2009. As a result, the parent mentor's district tripled its return rate to 68.3%, which was significantly higher than the state average. Over all, **parent mentors increased survey returns in their districts from 25.5% in 2007 to 40.8%.** The lessons learned on improving return rate are being shared statewide in an effort to improve all return rates.



Understanding the Parent Survey Data

What does the data really say about family engagement in your district or does it say anything at all?

Do we see similarities in regions, district size and/or demographics?

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SATISFACTION RATE

- Know the questions that are being asked of parents
- What items ranked lowest in satisfaction with parents FY '09?
 - ✓ Share your 3 lowest ranked items with the group

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- Make satisfaction a year long goal
 - ✓ Always keep in mind what items are the lowest ranked
 - ✓ Continue to bring them up in conversations or in training sessions
 - ✓ Remind others when they have an opportunity to improve on one of the items
- Discuss other ideas as a group

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How they look at the questions and the results

- ✓ Figure out what parents are telling you
- ✓ Find the best practices to respond
- ✓ Identify the resources to get you there

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Training Opportunities

- Reading surveys aloud to those that may not understand the language or who are non-readers
- During workshops or parent meetings (whether one on one or with group) take time to explain the importance of parent input during surveys or in the education of their child
- Provide resources for teachers to have in the classroom, easily accessible

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More Training Opportunities

Ask your Teachers.....

- ✓ Do they know what the Parent Survey asks parents?
- ✓ Have you solicited their help in getting them returned?
- ✓ Have you discussed with them the lowest ranking items; where improvement is necessary?
- ✓ What are their ideas for improvement?
- ✓ Discuss other questions concerning teacher training.

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WHAT DO PARENT MENTORS DO ON A REGULAR BASIS?

1. **REGULAR EFFECTIVE COMMUNICATION** with families, educators and community members by providing resource information, collaboration to solve issues and emotional support.
2. **BUILD PARTNERSHIPS** across schools, districts and communities/ identifying and supporting family leaders including P2P, PTAs, PTOs & Title 1 Parent Involvement Coordinators
3. **PROVIDE TRAINING** opportunities for families and educators and in some cases attend IEP meetings with families.
4. **LEAD** ongoing family engagement activities/events that are linked toward the system's desired result on a designated performance indicator
5. **TARGET WELCOME ACTIVITIES** that will increase communication between home and school to improve families' satisfaction rate with their child's education and increase IEP attendance.

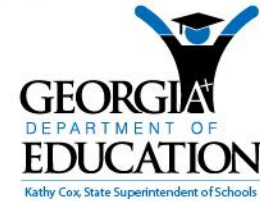
What Parent Mentors tell us is working....

- **Sharing with teachers as a group why parent satisfaction and engagement is so important**
- **Go through each of the lowest ranked items and share ideas for improvement**

For example: if the lowest ranked item deals with providing resources:

- **How can we make resource information more accessible to parents?**
- **Do we need to produce a Resource Guide?**
- **In your communication with parents, do you include names of other agencies or groups that may be helpful in providing information?**





Contact Information

Patti Solomon

Family Engagement Specialist
Division for Special Education
GaDOE

psolomon@doe.k12.ga.us

404-844-8774

www.parentmentors.org

Debbie Currere

Parent Outreach Coach
GaPMP and SPDG

debbiecurre@gmail.com

770-722-6250