



# Family Engagement Leaders of Ohio

The meeting will begin shortly. Please turn on your webcam if you are in a place where you can do so.



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TRAINING FOR EMPLOYMENT



# Family Engagement Leaders of Ohio

Virtual Meeting · January 21, 2020



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# Agenda

1. Welcome, updates, and agenda
2. Beyond the Headcount: Goal-linked Measurement  
*Dr. Barbara Boone and Dr. Meredith Wellman*
3. Measuring Family Engagement: An Introduction  
*Dr. Amanda Klein*
4. Measurement in Practice: Cleveland Metropolitan School District's Family Engagement Dashboard  
*Tracy Hill*
5. Debrief and next meeting
6. Exit survey and adjourn





welkom

*witaj*

Bienvenue

salve

velkommen

hoşgeldiniz

Welcome

*wilkóm*

*välkommen*

добро  
пожаловать

bonveno

willkommen

ようこそ

benvenuto

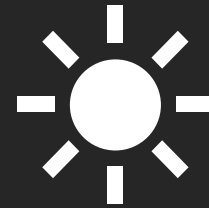
*vítejte*

bienvenido

# Big News: FELO Summit

September 17, 2020

Columbus, Ohio





# Beyond the Headcount: Goal- linked Measurement

Dr. Barbara Boone &  
Dr. Meredith Wellman



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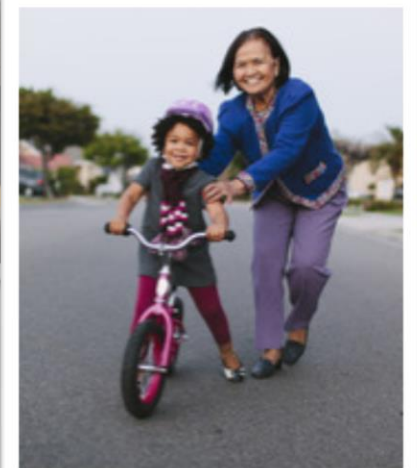


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Ohio Statewide  
**Family Engagement Center**  
—at The Ohio State University

# Measuring Family Engagement



Barbara Boone, Ph.D., Program Director [boone.32@osu.edu](mailto:boone.32@osu.edu)

Meredith Wellman, Ph.D., Program Manager, [wellman.87@osu.edu](mailto:wellman.87@osu.edu)

# Why do we measure our work?

- Compliance
- We're supposed to use data
- Most important – to improve, understand, monitor, prove/demonstrate, celebrate, motivate
- Depending on your goal, you may pick different way of measuring



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# Opportunity for All

Research indicates when school planning teams engage in family engagement efforts, there is **more equitable** outcomes and more **student success**.



Epstein, J. & Sheldon, S. (2019).



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# Getting Past the “Headcount”

Goal linked family engagement can be measured by looking at the impacts of family engagement strategies on families, teachers, or students.



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# Measuring Goal-linked Family Engagement Activities

- Family members report that they learn a new skill for helping their child with spelling.



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# Goal-linked Family Engagement Activities

- Family members report that they learn a new skill for helping their child with spelling.
- Family members provide regular feedback in a new attendance program.



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# Goal-linked Family Engagement Activities

- Family members report that they learn a new skill for helping their child with spelling.
- Family members provide regular feedback in a new attendance program.
- Family members use a journal to provide insights to their child's teacher about implementation of a behavioral intervention at home and school.



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- Family members report using the tools provided by the school to help their child plan for their career/education after high school.



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# Goal-linked Family Engagement Activities

- Family members report that they learn a new skill for helping their child with spelling.
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- Family members use a journal to provide insights to their child's teacher about implementation of a behavioral intervention at home and school.
- Family members report using the tools provided by the school to help their child plan for their career/education after high school.
- Families report having family meals and talking with their children about topics related to learning.



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# Goal-linked Family Engagement Activities

- Teachers' fidelity of implementation of sending home one positive communication per month.



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# Goal-linked Family Engagement Activities

- Teachers' fidelity of implementation of sending home one positive communication per month.
- Teachers incorporate listening practices into parent-teacher conferences.



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# Goal-linked Family Engagement Activities

- Teachers' fidelity of implementation of sending home one positive communication per month.
- Teachers incorporate listening practices into parent-teacher conferences.
- Teachers' efficacy for learning about families and connecting families' funds of knowledge to the curriculum.



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# Why Do District Surveys?

- Be a district that listens and acts on the input and experiences of families
- District-wide data – building level comparisons
  - Inform system improvements/changes
    - Targeted PD is needed at certain grade levels
  - Identify and direct programming toward specific needs
  - Inform policy development
  - Check for awareness of resources
  - How family experience varies and shifts
  - Identify issues of equity



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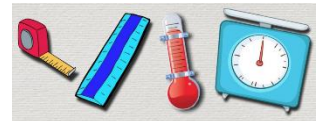
# Family Surveys

## Getting a high rate of return



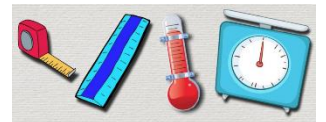
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# Importance of Participation

- More surveys = more actionable data
- Goal = 60%



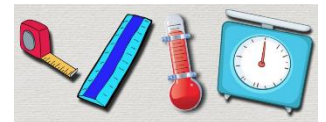
# Messages to Parents

- Their ideas are important and anonymous



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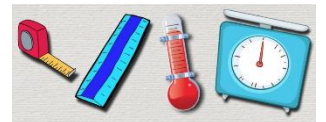
# Messages to Parents

- Their ideas are important and anonymous
- You value their perspective



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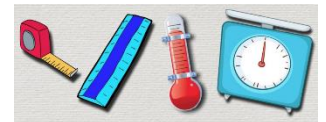
# Messages to Parents

- Their ideas are important and anonymous
- You value their perspective
- They are helping you do a better job of partnering with them and supporting their child's learning



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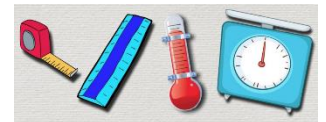
# Messages to Parents

- Their ideas are important and anonymous
- You value their perspective
- They are helping you do a better job of partnering with them and supporting their child's learning
- You want to have more welcoming schools and increase student academic success, graduation



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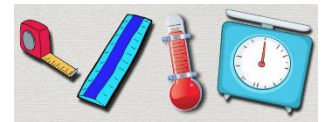
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- You want to have more welcoming schools and increase student academic success, graduation
- Survey is convenient and brief



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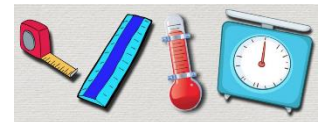
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- This is a chance for them to tell you what they think



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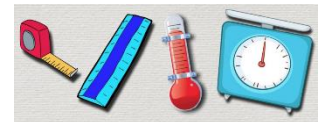
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- You want to have more welcoming schools and increase student academic success, graduation
- Survey is convenient and brief
- This is a chance for them to tell you what they think
- The results will be shared with families and staff (give details)
- Results will lead to improvements in the schools – for their child



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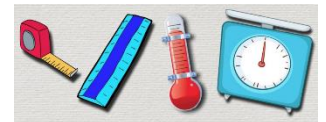
# Communicate with Teachers

- Purpose of survey and what survey measures



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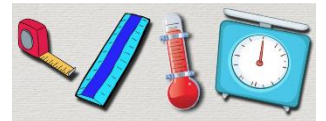
# Communicate with Teachers

- Purpose of survey and what survey measures
- Not a teacher evaluation



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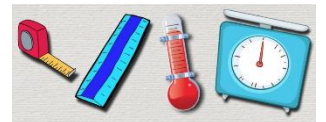
# Communicate with Teachers

- Purpose of survey and what survey measures
- Not a teacher evaluation
- How results will be communicated and used



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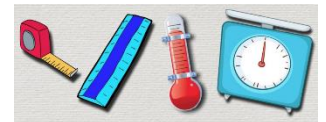
# Communicate with Teachers

- Purpose of survey and what survey measures
- Not a teacher evaluation
- How results will be communicated and used
- Their role in getting a good response rate



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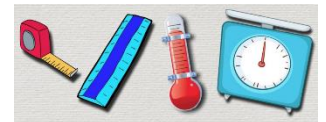
# Communicate with Teachers

- Purpose of survey and what survey measures
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- Goal for responses from their school/classroom



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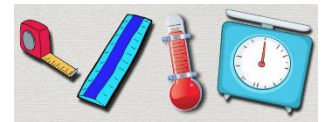
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- Ask teachers for their ideas for how to increase parent awareness of survey



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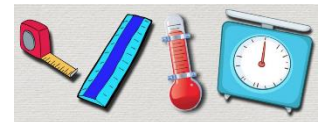
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- Ask teachers to give parents a personal invitation from the teacher to complete the survey



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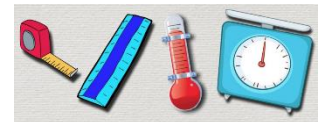
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- Ask teachers to give parents a personal invitation from the teacher to complete the survey
- Ask teachers how students can be involved in letting parents know about the survey



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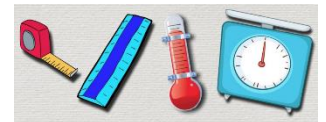
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- Goal for responses from their school/classroom
- Ask teachers for their ideas for how to increase parent awareness of survey
- Ask teachers to give parents a personal invitation from the teacher to complete the survey
- Ask teachers how students can be involved in letting parents know about the survey
- Gain input on student incentive for return (e.g. breakfast bar, raffle ticket, no-homework pass)



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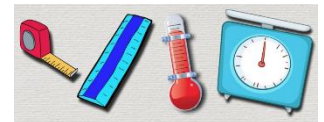
# Promising Practices

- Principal leadership
- Everyone knows their goal and their role
  - 60% of building
  - 60% of grade
- Healthy competition - incentives
- Teachers distribute in homework folders
- Announce each school day
- Phone and text reminders (i.e. Robo calls or personal calls)
- Grade level competitions (Jeans day)
- Provide families with different ways of completing the survey



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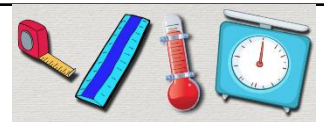
# Monitoring Progress of Returns

School	Grade Levels Served	Total Enrollment	Target # of Completed Parent Surveys (60% of total enrollment)	Number of Electronic Surveys Currently Completed	Number of Paper Surveys Currently Completed
Elementary	Pre K - 2	465	279		
Middle	3 - 5	345	207		
Middle	6 - 7	232	139		
High	8 - 12	644	386		



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# Other Measurement Tools

- PBIS Family Engagement Rubrics
- Family Surveys for Schools to Use
- Early Literacy Rubric
- Family Engagement Assessment Scales (For Families and Professionals)
- National Network of Partnership Schools surveys (Handbook and Stand-alone)
- Partnerships for Literacy Inventory



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# Visit the Website

## *OhioFamiliesEngage.osu.edu*



The screenshot shows the homepage of the Ohio Statewide Family Engagement Center website. At the top is the logo, which consists of three stylized human figures in red, orange, and yellow forming a circle. To the right of the logo, the text reads "Ohio Statewide Family Engagement Center" in a large, dark blue font, with the tagline "Every Child. Every Family. Every School." in a smaller, dark blue font below it. A dark grey navigation bar contains a search icon and links to "Home", "For Families", "For Schools", "Stories from Ohio", "What is Family Engagement?", "About Us", and "Contact Us". Below the navigation bar is a large "Welcome to the website" graphic. The word "Welcome" is in a large, dark blue font, "to the" is in a smaller, dark blue font, and "website" is in a large, yellow font. To the left of the text is a small video player with the Ohio Statewide Family Engagement Center logo and a play button icon. Below the video player is a "Video Transcript" link. To the right of the "Welcome" text is a "Welcome" section with two paragraphs of text. The first paragraph states: "We created this website for every child, every family, and every school because everyone deserves an opportunity to benefit from the best resources available." The second paragraph states: "All kids deserve the opportunity to succeed, and that happens when families, schools, and communities work together." Below the "Welcome" section is a "Who We Are" section with two paragraphs of text. The first paragraph states: "The Ohio Statewide Family Engagement Center at The Ohio State University is a leader in the field of family, school, and community engagement." The second paragraph states: "Our goal is to bring research to action by providing schools and families with the tools they need to work together so all children have success in learning and life." To the right of the "Who We Are" section is a photograph of a man and a young girl riding a yellow bicycle together on a paved path. The man is wearing a red shirt and a black cap, and the girl is wearing a white shirt and blue shorts. They are both smiling and looking at the camera. The background shows trees and a building.

Ohio Statewide  
**Family Engagement Center**  
Every Child. Every Family. Every School.

Home For Families For Schools Stories from Ohio What is Family Engagement? About Us Contact Us

Ohio Statewide Family Engagement Center Website

# Welcome

to the

Ohio Statewide  
**Family Engagement Center**  
at The Ohio State University

# website

Video Transcript

## Welcome

We created this website for every child, every family, and every school because everyone deserves an opportunity to benefit from the best resources available.

All kids deserve the opportunity to succeed, and that happens when families, schools, and communities work together.

## Who We Are

The Ohio Statewide Family Engagement Center at The Ohio State University is a leader in the field of family, school, and community engagement.

Our goal is to bring research to action by providing schools and families with the tools they need to work together so all children have success in learning and life.



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## FAMILY ENGAGEMENT SURVEYS &amp; CHECKLISTS

Surveys & Checklists	Administered to	Description	Source	Page # in this document or External Link
1. Family-School Partnerships Parent Survey	Parents	Includes 42 questions about family perceptions of the school's <b>information sharing, communication, support services, school climate</b> , and more.	The Ohio State University: CETE  Free/Public domain	<a href="#">p. 5-9</a> Contact <a href="mailto:boone.32@osu.edu">boone.32@osu.edu</a> for information about how schools can contract with OSU to develop reports based on this survey.
2. K-12 Parent Survey	Parents	48 questions on parent's <b>thoughts, feelings, and attitudes</b> toward child's school. Help understand different aspects of the parent/school relationship. Includes questions about opportunities for involvement.	Harvard Family Research Project  Free/Public Domain	<a href="https://www.surveymonkey.com/r/9TRTF9Z">https://www.surveymonkey.com/r/9TRTF9Z</a>
3. Parent and School Survey (PASS)	Parents	30 items total. 24 items about <b>parent involvement</b> behaviors and beliefs and 6 about level of difficulty presented by barriers.	Ringenberger, Funk, Mullen, Wilford, & Kramer (2005)  Free/Public Domain	<a href="#">p. 10</a>
4. How Well Does Your District Support Family Engagement and Community Engagement Checklist	District leaders	18-item checklist of district's family and engagement <b>policy</b> , high-level leadership, accountability, and support and resources.	Henderson, Mapp, Johnson, & Davies (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships  Check with publisher for permission to use survey.	<a href="#">p. 11-13</a>



# PBIS: Tier I Family Engagement Rubric Guide

A planning tool for  
PBIS teams

Version:  
June 2018

# PBIS: Tier II Family Engagement Rubric Guide

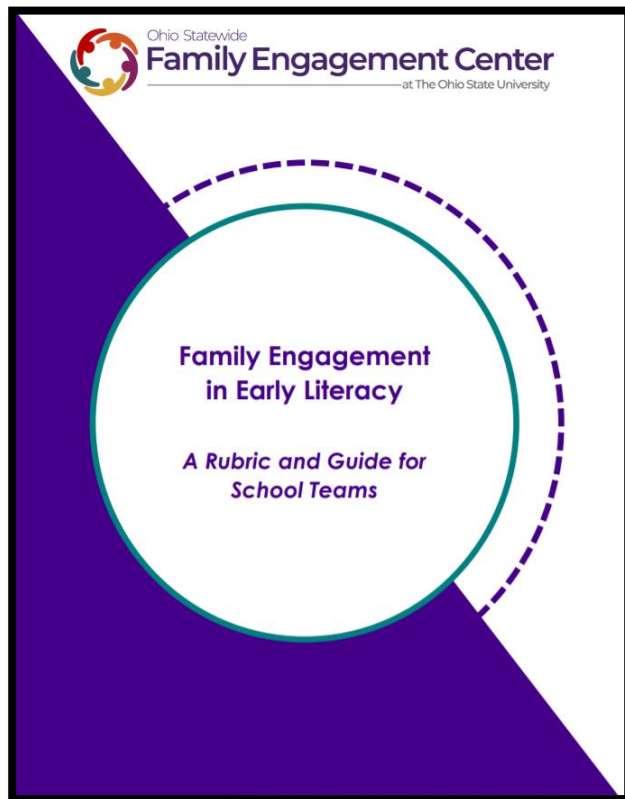
A planning tool  
for PBIS teams

Version June 2018

# PBIS: Tier III Family Engagement Rubric Guide

A planning tool  
for PBIS teams

Version:  
October 2018



<https://ohiofamiliesengage.osu.edu/2019/07/22/family-engagement-in-early-literacy-a-rubric-and-guide-for-school-teams/>

Understanding Families	
Level 1	In general, teachers are not familiar with the neighborhoods, cultures, or home lives of their students and how the families encourage language and literacy at home.
Level 2	Teachers have some knowledge about families of children in their classroom by requesting information from families about their child's interests. School perceives multiple barriers to family engagement for literacy learning at home and in the school.
Level 3	<p>The school recognizes the positive impact supportive parenting/caregiving has on the development of language and literacy.</p> <ul style="list-style-type: none"> <li>Teachers request information from families about their home lives and incorporate the interests of the children and families in classroom instruction and learning activities for home.</li> <li>When the staff identifies barriers to family engagement for literacy learning at home and in the school, the staff takes action to address them.</li> <li>The school intentionally builds trusting relationships with families and provides time to committed opportunities that build and sustain trust.</li> <li>See <a href="#">Seven Research Based Ways Families Promote Early Literacy</a></li> </ul>
Level 4	<p>Administrators and teachers work to create accessible opportunities for all families to support their child's learning.</p> <ul style="list-style-type: none"> <li>Staff has a clear understanding of the interests, assets and needs of each family.</li> <li>All learning resources for home take into consideration the families' needs for practicing language and literacy skills.</li> <li>School and families collaborate to identify barriers and work together to resolve issues, address concerns, and create alternatives.</li> <li>The school provides learning opportunities for staff to increase their level of knowledge for partnering with families to support language and literacy for all children and <b>culturally relevant pedagogy</b>.</li> <li>There is evidence that families are provided the <b>Big 5 Ideas of Reading</b> and writing.</li> </ul>

You can improve!

How could your school improve upon your understanding of your families this year?

2



# Family Engagement Assessment Scale:

## *Use to Measure Perceptions of School Staff and Families Using the Same Items*

<https://ohiofamiliesengage.osu.edu/2019/06/21/webinar-engaging-families-to-support-the-mental-and-behavioral-health-of-children/>

### Family Engagement Scale: Professional Version

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Family: \_\_\_\_\_

This scale includes items that encourage reflection on the ways in which professionals might engage with and respond to families. Please indicate which rating **best describes** how you, the professional, interact with and respond to families or parents. It may be helpful to your professional practice to reflect on your engagement and interaction with each family over time.

To what extent is each of the following statements true about your work with this parent or family?	Rarely
As a professional, I...	
Ask about how they and their child(ren) are doing	1
Say positive things to them	1
Encourage them to share their knowledge about their child(ren)	1
Help them learn new skills	1
Work with them to get needed resources and help when they want to make changes	1
Provide them with information about the resources and options that are available to them	1

### Family Engagement Scale: Family Version

Date: \_\_\_\_\_ Your Name: \_\_\_\_\_ Professional's Name: \_\_\_\_\_

This scale includes items that ask you to reflect on the ways in which a professional helping your members may engage with and respond to you and your family. Please indicate which rating **best describes** how the professional interacts with and responds to your family.

To what extent is each of the following statements true about the professional's work with you or your family members?	Rarely	Seldom	Sometimes	Generally
The professional...				
Asks about how you and your child(ren) are doing	1	2	3	4

# Family and Community Engagement for Early Literacy Inventory

*Your school practices for...*



Partnerships for Literacy

## Family & Community Engagement for Early Literacy Inventory

Version: 8/09/2009



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### Communication

1. Families are informed about their child's language/literacy progress in a timely manner.

#### Guiding Questions

- How are families regularly informed about their child's progress? How often are they informed?
- How do teachers share information with families early in the school year about classroom language and literacy goals, how student progress will be measured, and their child's language and literacy skills relative to grade-level standards?
- How well do families understand their child's current status and trajectory for learning?
- Do teachers use a variety of effective communication methods to share progress (phone calls, text messages, written messages, and/or emails, communication Apps, face-to-face meetings)?
- How do families share their preferred language and appropriate method of communication<sup>3</sup>?

#### Possible Sources of Evidence

- Examples of different formats of communication with families about child's language and literacy progress
- Examples of classroom teacher communication
- Schedule of communication
- Family and teacher feedback about experience with information provided by teacher(s)

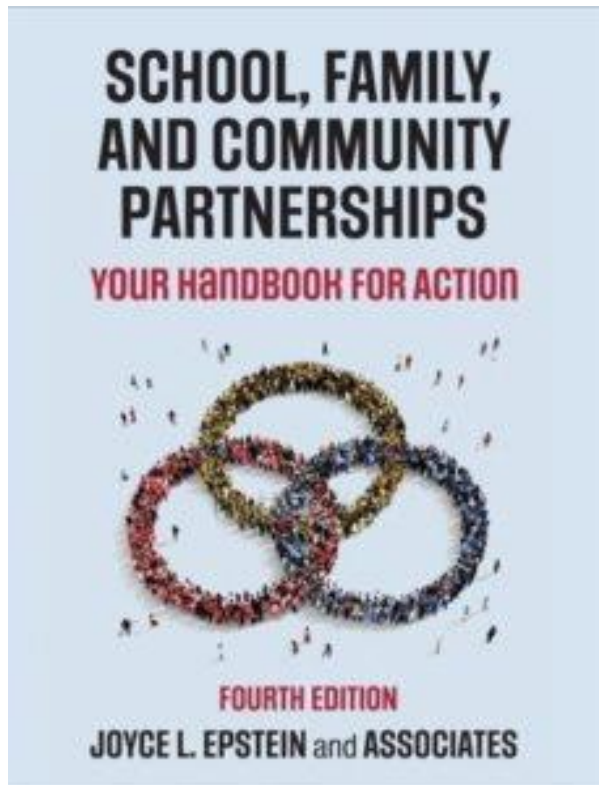
Notes:

Rating (circle one in each row):

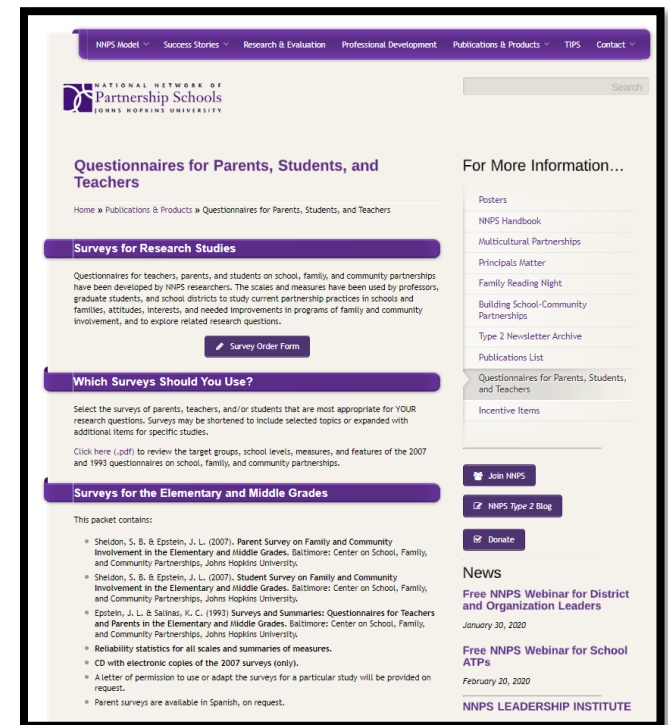
Well Done	Acceptable	Needs Improvement	Not Yet
School-Wide	Some Grade Levels	Some Classrooms	Not Yet



## NNPS Handbook, with Measurement Tools



## Individual Surveys for Purchase



<http://nnps.jhucos.com/publications-products/surveys/>



# Measuring Family Engagement: An Introduction

Dr. Amanda Klein  
*Structured Solutions, LLC*  
*FELO Member*





# CREATING A CULTURE OF DATA IN YOUR ORGANIZATION

**FAMILY ENGAGEMENT LEADERS OF OHIO MEETING**

January 21, 2020

**Amanda Klein, Ed.D.**

Structured Solutions Educational Consulting, LLC

## ABOUT ME

- **I am passionate about using data to tell stories and illuminate patterns that drive improvements in services to youth and families.**
- I'm a former teacher, family and community liaison, and district FCE Specialist and Evaluator.
- I currently am:
  - The owner of Structured Solutions Educational Consulting, LLC,
  - An adjunct professor in Community-Based Education, and
  - A new addition to the OSU College of Social Work, researching vulnerable youth and families.

# WHY MEASUREMENT IS IMPORTANT

- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can get support to keep doing what you're doing.

# MEASUREMENT CHALLENGES I'VE FACED

- Feeling like I was the only one who felt that data use was important
- Pressure from mandates or compliance requirements for data to be better
- Colleagues not having training or background in using and understanding data
- Colleagues feeling overwhelmed with other work
- Lack of procedures or tools in place to manage data use or collection

# HOW CREATING A CULTURE OF DATA CAN HELP

- We can turn compliance requirements into meaningful work.
  - We can build stronger, more effective teams.
- We can increase the capacity of our colleagues and stakeholders.

# SCHOOL-BASED CULTURE OF DATA EXAMPLE

- **The challenge:** Improve attendance rates and reduce chronic absenteeism in an elementary school
- **Our results:** Higher attendance rates (by an average of 3.92%) for 53% of students who had been chronically absent for two years
- **How we did it:**
  - Daily tracking of attendance data and interactions with families
  - Document sharing for improved monitoring
  - Regular meetings to review data and develop action steps
  - One-on-one training for staff members who needed extra support
  - Shared data with families to help them see the problem or their progress

# DISTRICT-BASED CULTURE OF DATA EXAMPLE

- **The challenge:** Improve spending rate of Title I Parent and Family Engagement funds
- **Our results:** Increased percentage spent across district from 53% in FY16 to 80% in FY17
- **How we did it:**
  - Creation of a data dashboard and processes/procedures around data sharing
  - Development of team goals based on current data
  - Modeling a positive attitude and celebrating small successes
  - Connecting spending requirements to actual engagement work
  - Regular updates about progress and what actions were still needed
  - Ongoing support and technical assistance for team members

# TIPS FOR CREATING A CULTURE OF DATA

- **Be an enthusiastic and supportive champion for the cause.**
  - Show your colleagues how you use data to improve your work. (Numbers are hard to argue with!)
  - Encourage others to think about the data that affects their own work.
  - Utilize shared (but secure!) information systems to house your own data tracking and make it available to others.
  - Use low-tech options for impact!



# TIPS FOR CREATING A CULTURE OF DATA

- **Connect the dots between compliance and “the real work.”**
  - Host regular data meetings to check in on progress and see if your data is capturing the outcomes you want to see.
  - Examine how required tasks such as spending down funds or documenting engagement can complement each other and the actual work of engagement.
  - Reflect on messaging to schools and families to see if the tone conveys something that is required or something that is meaningful.
  - Collaborate with other teams or offices to reduce duplication of efforts and improve efficiency.

# Thank you for participating!

## Any Questions?

## Keep in touch!

[Amanda@StructuredSolutionsLLC.org](mailto:Amanda@StructuredSolutionsLLC.org)

[www.StructuredSolutionsLLC.org](http://www.StructuredSolutionsLLC.org)

Twitter: @akleinedu



# Measurement in Practice: Cleveland Metropolitan School District's Family Engagement Dashboard

**Tracy Hill**

*Cleveland Metropolitan School District  
FELO Member*

# Using Data for Meaningful Family Engagement

Tracy Hill, M.ED, Executive Director  
Office of Family and Community Engagement

[Tracy.hill@clevelandmetroschools.org](mailto:Tracy.hill@clevelandmetroschools.org)

216.838.0331

@FACE\_CMSD



# THE OPPORTUNITY

- Every parent wants the best for their child
- Parents have the capacity to help their children regardless to immigration status, socioeconomic status or education level (Hoover-Dempsey & Sandler)
- Parents are their child's first teacher and are experts on their children

# ELEMENTS OF EFFECTIVE ENGAGEMENT

- **RELATIONAL** - practice is grounded in mutual relationships of trust and respect between educators and families
- **COLLABORATIVE** – practice is “two-way” engaging families directly in the process as partners
- **LINKED TO LEARNING** – practice is focused on student learning and is data-driven
- **INTERACTIVE** – practice is aligned to principles of adult learning
- **RELEVANT** – practice is developed to acknowledge and integrate the culture and contexts of families



## Priority ONE Academic: Math Proficiency

\*Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority

- **Teachers will use and connect mathematical representations during instruction to support students in explaining their thinking and reasoning**

- Teachers will work together to analyze student performance data collected by the following tools: OST (if applicable), State Math Diagnostics Assessments, NWEA and Formative Assessments. Grade level teams will also utilize TBT process to monitor students math progress.
- The BLT will conduct classroom walkthroughs to observe the level of student discourse during math instruction. The BLT will utilize an agreed upon informal rubric to provide formative feedback to teachers.
- If students are not progressing satisfactorily, the team will work together to redesign the mathematical models being used during instruction.
- If students are progressing to mastery of those concepts and skills being taught then teachers can assign enrichment problem-solving activities individually or in small groups
- The BLT will review data throughout the school year and work with identified grade level teams to make changes and/or support the strategies identified to ensure student achievement is achieved.

Resources: Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be used to support this priority.

- **Math Expressions and SpringBoard math curriculum & on-line resources; Math manipulatives (two color counters, Base Ten Blocks, Math Expression Strategy Cards, Student Whiteboards, Hundred Chart and Fraction Strips); Instructional Coach – Model Math Talk strategies and the use of manipulatives; and GR4-8 math teachers will participate in a monthly professional development with focus on creating a Math Talk Community- Curriculum Team supported.**



**Teachers in grades K-3 will implement the Academic Parent Teacher Team (APTT) strategy and will facilitate three Family sessions.**

**Teachers will model selected math skill, families will practice and families will be provided with tools to practice identified math skills with their child(ren). (e.g., math fact practice).**

Teachers will use identified student data collection tools in addition to parent surveys and collected formative assessments.

BLT will assure that the parent engagement plans are documented for the Family and Community Engagement Office.

If students are not progressing satisfactorily using the APTT strategy, the team will meet to revise the process to ensure that families are engaged at a high level.

If the students are progressing satisfactorily, the APTT and Parent Engagement strategies identified will be continued.

**Resources:** *Don't forget to identify what resources (people, materials, coaching, professional development, etc.) will be used to support this priority.*

These identified resources will be used to support priority one goals around K-3 literacy and Family/Community Engagement:

- Bimonthly APTT Training for Staff- FACE/Academic Office will support model
- Planning time for teachers to prepare the mathematical content for each APTT session.
- Materials and Resources for Parents to use during APTT sessions (e.g., books, games, math activities, manipulatives, etc.).
- Refreshments for APTT session x 3
- Parent Engagement Activities/Contests and Scavenger Hunts incentives



# Title I Action Plan

## Title I Family Engagement Action Plan

Date (Action Plan Completed):

School Name:

Activity Name:

Team Members who planned the event:

Name	Title
1.	
2.	
3.	
4.	

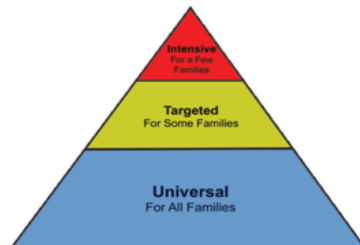
What priorities does this activity address from your Academic Achievement Plan (AAP)?

Please mark the identified area this activity aligns with:

- |   |  |
|---|--|
| <input type="checkbox"/> Instructional Core       | <input type="checkbox"/> Social Emotional Learning |
| <input type="checkbox"/> College/Career Readiness | <input type="checkbox"/> Building Family Capacity  |
| <input type="checkbox"/> Attendance               |  |

What tier does this event fall under?

- ☐ Universal (for all families)
- ☐ Targeted (for some families)
- ☐ Intensive (for a few families)



Please give a description of the activity:

What will families learn from this activity?

When will this activity take place? (Date and time):

What forms of communication will you use to market your activity? (Check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> IVR messenger        | <input type="checkbox"/> Website/Social Media |
| <input type="checkbox"/> Flyer                | <input type="checkbox"/> Other _____          |
| <input type="checkbox"/> Personal Phone Calls | _____   |

Will you need a building permit? ☐ Yes ☐ No

Expected attendance? \_\_\_\_\_

Please list all PO Numbers associated with this activity:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

X \_\_\_\_\_  
Principal Signature Date

X \_\_\_\_\_  
Parent Signature Date

X \_\_\_\_\_  
Face Coordinator Signature Date



# Examples of Activities/Programs

- Monthly 3<sup>rd</sup> Grade Reading Guarantee meeting for parents of students on RIMPS
- Class Meetings to share data with parents/caregivers and provide activities to support skill development
- Cohort meetings for HS parents (freshmen, sophomore, junior, senior) to discuss progress towards graduation
- College application and FAFSA informational meetings
- Grade band math and literacy meetings/nights
- Anti-bullying workshop

Network \*

Choose



School \*

Choose



Program/Activity Name \*

Your answer

Grade Band \*

Choose



Tier \*

Choose



Primary Focus \*

Choose



Date \*

Date

mm/dd/yyyy





# Family Engagement Dashboard

Select date range ▾

Select School ▾

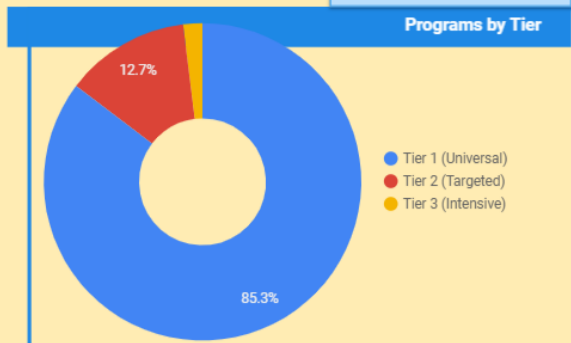
Select Focus ▾

Schools  
106

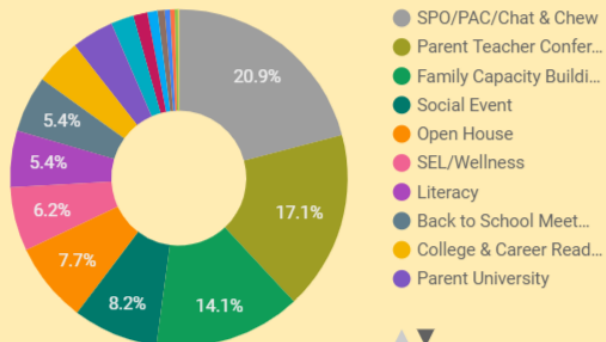
YTD Programs  
1,330

YTD Interactions  
67,651

Network	YTD Interactions ▾	Average Attendance	YTD Programs
Achievement	13,076	61.68	212
STEAM	9,910	69.79	142
Innovative	9,294	56.67	164
Redesign	8,468	35.88	236
Best Practices	8,430	57.74	146
LIFT	8,354	39.41	212
Portfolio	7,019	44.71	157
District-Wide	3,100	50.82	61



Programs by Focus Areas



Average Attendance by Day of the Week / Attendance

Network	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Achievement	-	13.63	17	121.89	44.46	43.85	12.5
Best Practices	-	35	19.5	77.03	49.37	49.05	50
District-Wide	-	-	9.14	-	7.86	-	526.6
Innovative	-	29.44	17.25	106.94	53.31	38.08	9.5
LIFT	-	12.54	27.06	63.92	31.68	19.96	-
Portfolio	77	18	15.61	31.45	59.52	11.1	-
Redesign	-	9.13	17.24	53.48	27.17	27.39	77.75
STEAM	9	10	34.33	136.16	52.46	48.25	172

# CHALLENGES TO ENGAGEMENT

- Educator Capacity
  - Teachers have very few opportunities to learn about and experiment with strategies and tools for engagement
- Engagement Conditions
  - Districts have not aligned value/beliefs regarding the importance of family engagement with practice, supports and accountability
- It is challenging work, but the rewards are great!







A photograph of two students, a Black woman and an Asian woman, sitting at a desk in a classroom or office. The Black woman is in the foreground, looking at a laptop screen. The Asian woman is behind her, also looking at the screen. A large, semi-transparent circular graphic is overlaid on the right side of the image, containing text and a URL.

Join the  
conversation!

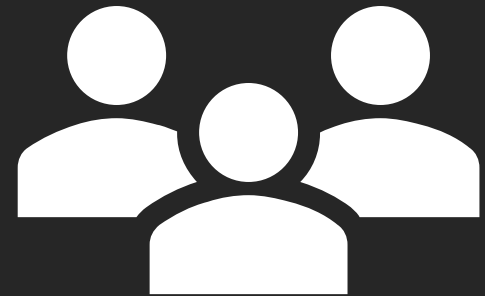
<https://go.osu.edu/felodiscussion>

# Next Virtual Meeting

Save the date!

Tuesday, March 10, 2020

1:00 p.m.





# How did we do? How can we improve?

Please take the remaining scheduled time to complete the exit survey.

[go.osu.edu/felosurvey](https://go.osu.edu/felosurvey)





Ohio Statewide

# Family Engagement Center

—at The Ohio State University

## Thank you for Watching!

[OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu)



Ohio Statewide Family Engagement Center



[OhioSFEC@osu.edu](mailto:OhioSFEC@osu.edu)



@OhioEngage



@OhioEngage