Making the Invisible, Visible: Engaging Families Through School and Student Data

2014 GCEL Conference
Inspire, Ignite, Innovate!
February 24-26, 2014

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Georgia Department of Education
Parent Engagement Program Manager
Session Expectations

1. Understand the benefits of sharing data with parents as well as the various types of data that are important to share.
2. Provide steps to make data relevant to families.
3. Walk away with helpful strategies to effectively share data with parents to enhance student achievement.

How to Make Data a Tool For School – Parent Partnerships
Education data are simply information that can help parents, teachers, policymakers and other stakeholders make informed decisions to improve student achievement.
What are Data?

College-Readiness Scores

Student Growth Data

Success in college

Demographics

Teacher impact on students

Student Attendance

Student grades & test scores

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org

Data Quality Campaign, 2013
http://www.dataqualitycampaign.org/why-education-data
How Do Data Help?

- District Administrators
- School Administrators
- Classroom Teachers
- Students
- PARENTS

What do parents need to know about education data?

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Data Can...

- Enlighten parents about school-related issues and performance
- Equip parents to participate in decision-making at the school and district levels
- Help parents form a stronger relationship and improve communication with the school
- Assist parents in framing goals and generating educational strategies to ensure their child’s achievement and success
What are the Data Parents Care About?

- Assessments
- Report Card
- Student Growth

- Class Size
- Class Growth
- Student Rankings

- CCRPI
- Perceptions
- Demographics

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How Do You Make Data Relevant?

- Make It Personal
- Make It Easy to Understand
- Make It an Ongoing Process

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Make Data Personal

How Does This Effect **MY** Child? What is in it for **ME**?

- Create a sense of **urgency** by providing precise information about how their child is doing in school
- Help parents understand “**what**” it means
- Guide parents in determining their **role** for maintaining and improving their child’s academic growth
- Emphasize parent and student **goal setting** based on data and individualized student learning
Make Data Personal

What Does This Look Like?

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Michael and Susan Dell Foundation, 2011
http://www.youtube.com/watch?v=eI2Zm_rCNA
Make Data Easy to Understand

Is it a VISUALLY APPEALING Story?
Is it shared in a FAMILY FRIENDLY Context?

✓ Use words and graphics
✓ Create a context for sharing data
✓ Utilize social math for easy understanding

✓ Start a discussion
✓ Recruit others to carry the message
✓ Develop recommendations for action

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KIDS CONT ON US: Make Data Count for Kids, 2013
Georgia Family Connection Partnership
Create a Context, Share a Story

- Start with a Question
  - What do parents want to know?
  - What do you want to share?
  - Where do you need to gather input?

How many third grade students exceeded standards on the CRCT last year (2013)?

- Utilize charts and graphs with:
  - Colors
  - Symbols
  - Pictures
  - Shading/Patterns
  - Fonts
  - Titles
Create a Context, Share a Story

Bar Graph

Third-Grade Reading CRCT Scores
Students Exceeding Standards
By Race/Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
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<tr>
<td>2009</td>
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<td>2010</td>
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<tr>
<td>2013</td>
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</table>

Line Graph

Third-Grade Reading CRCT Scores
Students Exceeding Standards
By Income

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Not Economically Disadvantaged</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
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<td>2010</td>
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<td>2012</td>
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<tr>
<td>2013</td>
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</tbody>
</table>
Create a Context, Share a Story

Parental Involvement Budget

1% Set-Aside = $10,000

- Translations for Parent Notices: 10%
- Parent Resource Center Supplies: 5%
- Parent Resource Center Materials: 15%
- Parent Workshop Materials: 8%
- Printing and Communications: 12%
- District Parent Coordinator: 50%

Additional Set-Aside = $20,000

Total = $30,000
Create a Context, Share a Story

Who Had a Better Year?

Poway’s Way: Student and Teachers “Owning” Assessments that Truly Measure the Growth of Learning
Create a Context, Share a Story

Does this Change Your Mind?

Poway's Way: Student and Teachers “Owning” Assessments that Truly Measure the Growth of Learning
Example
The 2013 high-school graduation rate for ABC County was 85 percent, with 300 students not finishing high school on time.

Better Example
The 300 ABC County students who did not graduate from high-school on time in 2013 could fill a little over four school buses.
What are the **CONSISTENT** occasions to share data?

How can we best utilize **DATA SHARING FORUMS**?

- Create data sharing as an ongoing partnership with families, not a discrete activity
- Identify additional data communication channels that are appropriate for each family
Data Sharing

Discuss and Brainstorm

Data is not the destination
Help families make use of data by:

✓ Providing an orientation about student data
✓ Explaining how teachers and others in the school use student data and why this information is valuable
✓ Asking families if the student progress notes or school-wide data reports they receive are easy to understand
✓ Involving the larger community in reaching out to families to help them access, understand, and act on student data
What Are Data Sharing Strategies?

**Sharing Data One-on-One Examples**

- Share student work examples
- Engage students to assess and share progress

**Data Snippet 1:**

Reviewing a Few Significant Miscues on a Record of Oral Reading

```
Duke liked to play with Jim.
He could do lots of tricks.
He could sit up and shake hands.
“Good dog!” said Jim.
```
What Are Data Sharing Strategies?

Sharing a Student’s Book Log and Text Level

Classroom Reading Levels

- Level K
- Level L
- Level M
- Level N

Data Snippet 2:

Sharing Data with Families at Parent/Teacher Conferences,
Landrigan and Mulligan, Choice Literacy
What Are Data Sharing Strategies?

Data Snippet 3:
Reviewing Timed Fluency Checks

Student

Reading Fluency

Year End

Goal Setting

Fall

Spring

Student

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Sharing Data with Families at Parent/Teacher Conferences,
Landrigan and Mulligan, Choice Literacy
What Are Data Sharing Strategies?

**Sharing Data In Grade Level Examples**

- Town Hall Meetings
- Academic Parent-Teacher Teams

_Gather_ _Rotate_ _Participate_ _Act_

_Understand learning expectations and standards proficiency_
What Are Data Sharing Strategies?

Academic Parent-Teacher Teams

Setting 60 Day Learning Goals

Team Meeting 1
(75-min.)
Held in early Fall

Individual Session
(30-min.)
Held in Oct-Nov.

Team Meeting 2
(75-min.)
Held in Winter

Team Meeting 3
(75-min.)
Held in Spring

State of Georgia
Department of Education

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WestEd, Academic Parent-Teacher Teams
What Are Data Sharing Strategies?

Sharing Data At School and District Level Examples

- Parent Values and Priorities
- Parent Leadership Trainings
- Decision-Making Committees
- Policy and Budget Review/Input Meetings
Percent of Students Scoring Proficient and Above

- Non ED: 63% proficient
- Ec Disad.: 53% proficient
- Hispanic: 56% proficient
- Asian: 65% proficient
- White: 65% proficient
- Black: 56% proficient
- Female: 79% proficient
- Male: 57% proficient
- Disable only: 11% proficient
- Non disable: 51% proficient
- All Students: 67% proficient

<table>
<thead>
<tr>
<th>Category</th>
<th>All Students</th>
<th>Non disable</th>
<th>Disable only</th>
<th>Male</th>
<th>Female</th>
<th>Black</th>
<th>White</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Ec Disad.</th>
<th>Non ED</th>
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<tr>
<td>Science</td>
<td>40</td>
<td>43</td>
<td>12</td>
<td>40</td>
<td>39</td>
<td>16</td>
<td>71</td>
<td>18</td>
<td>53</td>
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<td>Math</td>
<td>67</td>
<td>74</td>
<td>11</td>
<td>57</td>
<td>79</td>
<td>56</td>
<td>82</td>
<td>53</td>
<td>84</td>
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<td>Lang arts</td>
<td>46</td>
<td>51</td>
<td>11</td>
<td>38</td>
<td>56</td>
<td>32</td>
<td>65</td>
<td>31</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POST ELEMENTARY SCHOOL READINESS</td>
<td>Elementary School Indicators</td>
<td>Benchmark for Indicator (%)</td>
<td>Performance on Indicator (%)</td>
<td>Adjusted Performance on Indicator (%)</td>
<td>Points Possible for Indicator</td>
<td>Points Earned on Indicator</td>
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<tr>
<td>6</td>
<td>Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs</td>
<td>100</td>
<td>89.9</td>
<td></td>
<td>10</td>
<td>9</td>
<td></td>
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<tr>
<td>7</td>
<td>Percent of Students With Disabilities served in general education environments greater than 80% of the school day</td>
<td>65</td>
<td>63.6</td>
<td>97.8</td>
<td>10</td>
<td>9.8</td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate &gt;= 95%)</td>
<td>100</td>
<td>93.9</td>
<td></td>
<td>10</td>
<td>9.4</td>
<td></td>
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<tr>
<td>9</td>
<td>Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650</td>
<td>86.4</td>
<td>87.8</td>
<td>83.1</td>
<td>10</td>
<td>8.3</td>
<td></td>
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<tr>
<td>10</td>
<td>Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850</td>
<td>83.7</td>
<td>75.6</td>
<td>86.1</td>
<td>10</td>
<td>8.6</td>
<td></td>
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<tr>
<td>11</td>
<td>Percent of students in grades 1-5 completing the identified number of grade specific care awareness lessons aligned to Georgia Clusters (operational in 2012, 2013, 2014)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Student Attendance Rate (%)</td>
<td>97.5</td>
<td>98.2</td>
<td></td>
<td>10</td>
<td>9.8</td>
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<td></td>
<td>Total Points</td>
<td>60</td>
<td>54.9</td>
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</tbody>
</table>

**Category Performance %**
- **Category Performance %**: 0.915
- **Category Weight**: 30%
- **Weighted Performance**: 0.2745

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<table>
<thead>
<tr>
<th>PREDICTOR FOR HIGH SCHOOL GRADUATION</th>
<th>Elementary School Indicators</th>
<th>Benchmark for Indicator (%)</th>
<th>Performance on Indicator (%)</th>
<th>Adjusted Performance on Indicator (%)</th>
<th>Points Possible for Indicator</th>
<th>Points Earned on Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Percent of students scoring at least 4 courses in core subjects: mathematics, science, social studies (optional in 2012; required 2013 and beyond)</td>
<td>100</td>
<td>93.1</td>
<td></td>
<td>10</td>
<td>9.3</td>
</tr>
<tr>
<td>14</td>
<td>Percent of CRCT assessments scoring at the Exceeds level</td>
<td>65.7</td>
<td>48.9</td>
<td>74.4</td>
<td>10</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Total Points</td>
<td>20</td>
<td>16.7</td>
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</tr>
</tbody>
</table>

**Category Performance %**
- **Category Performance %**: 0.835
- **Category Weight**: 30%
- **Weighted Performance**: 0.2505
References


References


• Michael and Susan Dell Foundation (2011). Parent – Performance Driven Education in the Classroom, http://www.youtube.com/watch?v=eI2Zm_-rCNA

References


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Questions