

Making Informed Decisions in MTSS Using Family Engagement Data

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Kansas Parent Information Resource Center (KPIRC)

www.ksddetasn.org/kpirc

Just Like Me!!

- I am a parent/guardian – Just Like Me
- I have two daughters - Just Like Me
- I have two granddaughters – Just Like Me
- I have a dog – Just Like Me
- I am one of seven children – Just Like Me
- I have 2 sisters – Just Like Me
- I have 4 brothers- Just Like Me
- My shoe size is an 8 – Just Like Me
- I have been married 40 years – Just Like Me
- I want my children to be happy in life – Just Like Me
- I want my children to get a good education – Just Like Me
- I want to support my children's education – Just Like Me

Family Engagement Is Not Just a *Nice* Thing To Do, Or a *Right* Thing to Do, Or a *Mandated Thing* to Do, It is a *Research Based* Thing to Do!

Power in a Nagging Message Research

- Parents of hundreds of LA public schools students
- Bi-weekly updates on missed assignments for 6 months (including missed homework, essays, exams, etc.)
- Parents could choose to receive the information by text, email or phone call (79% chose text)
- Most students were from low-income families

Data Confirm the reason teachers should nag parents about missed assignments: it works. (2017, Feb. 9). Dan Kopf. Columbia University.

Results

Control Group

- Were not communicated with regarding updates

Experimental Group

- Students were 25% more likely to complete assignments
- 28% less likely to miss class
- 24% less likely to show unsatisfactory work habits
- Significant jump in grade point average
- Math scores increased

Summary

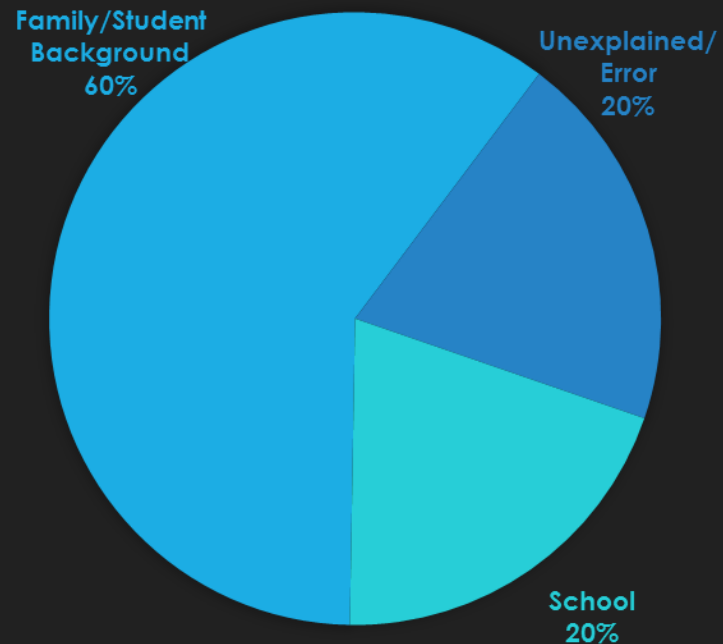
- The students of parents who received the updates performed significantly better than those in a control group who were not updated.
- These kinds of effects for such a small and inexpensive intervention are rare.
- Demonstrates the benefits of a constant flow of feedback to parents.

Research

“the evidence is consistent, positive, and convincing: families have a major influence on their children’s **achievement**. When schools, families and community groups work together to support learning children tend to do better in school, stay in school longer, and like school more”.

Henderson T. A., & Mapp, L. K., (2002) A New Wave of Evidence.

Achievement Outcomes Explained

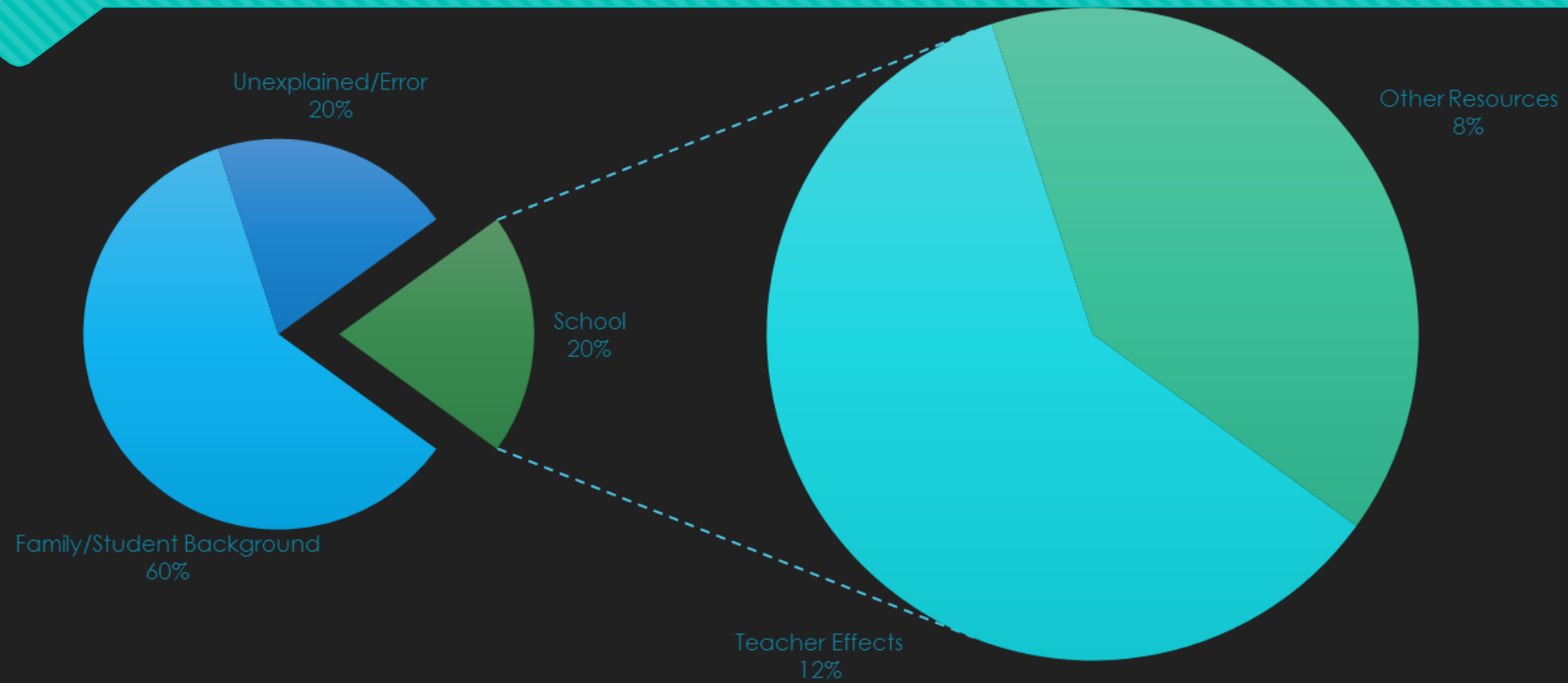


- 60% of achievement outcomes is explained by student and family background characteristics
- Teacher Effects (10-15%) of school effects
- Unexplained/Error

Hanushek et al 1998; Rockoff 2003; Goldhaber et al 1999; Rowan et al. 2002; Nye et al. 2004

<http://www.shankerinstitute.org/blog/teachers-matter-so-do-words>

Achievement Outcomes Explained



The preponderance of evidence shows that achievement differences between students are overwhelmingly attributable to factors outside of schools and classrooms.

Hanushek et al. 1998; Rockoff 2003; Goldhaber et al. 1999; Rowan et al 2002; Nyet et al. 2004.

<http://www.shankerinstitute.org/blog/teachers-matter-so-do-words>

What is Your Immediate Reaction to This New Research?

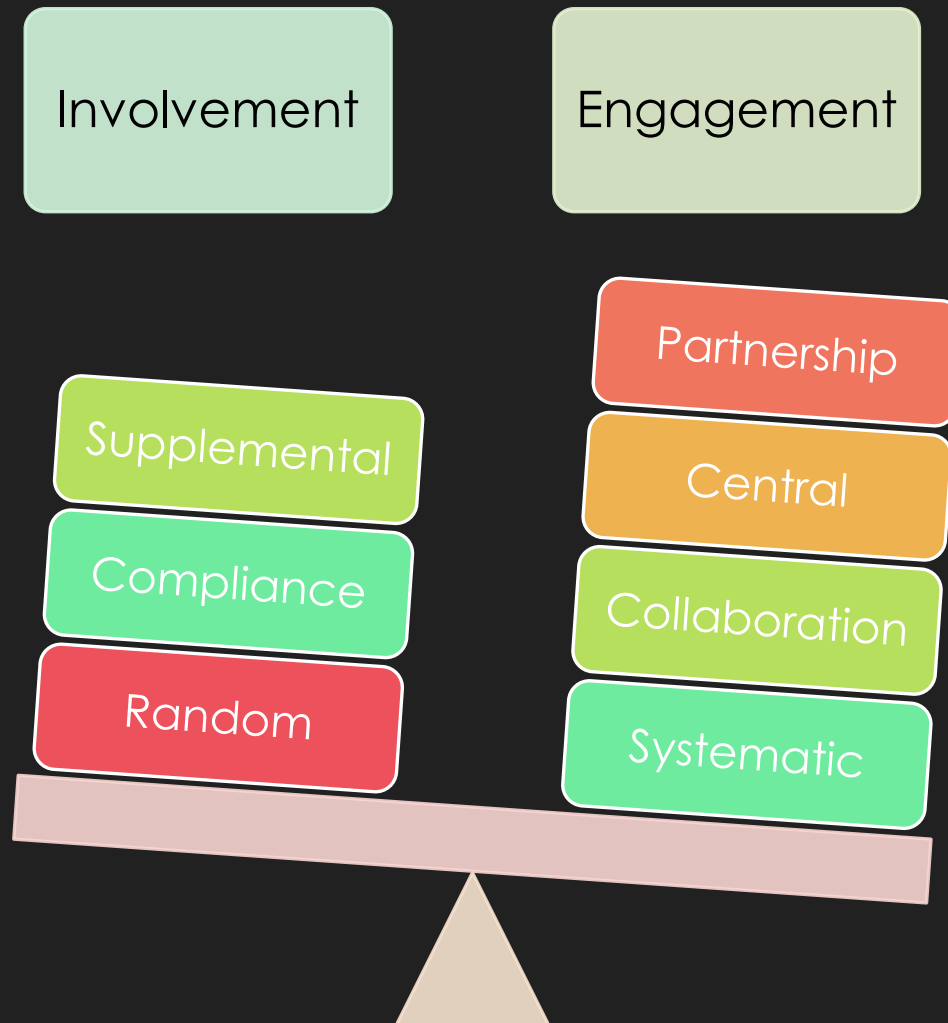


Congratulations!!!



**THIS
MOMENT
IS AN
OPPORTUNITY**

The Opportunity to Shift Family Engagement



When Family Engagement is not integrated....

- Seen as supplemental
- Not linked to goals of school
- Not measured
- Low priority
- Mission is focused directly on children alone
- Guidance/requirements are ambiguous
- Family engagement strategies do not support access for all families
- Strategies limit access from some families
- PD and preservice training limitations



*HHS and ED Policy Statement on Family Engagement
From the Early Years to the Early Grades*

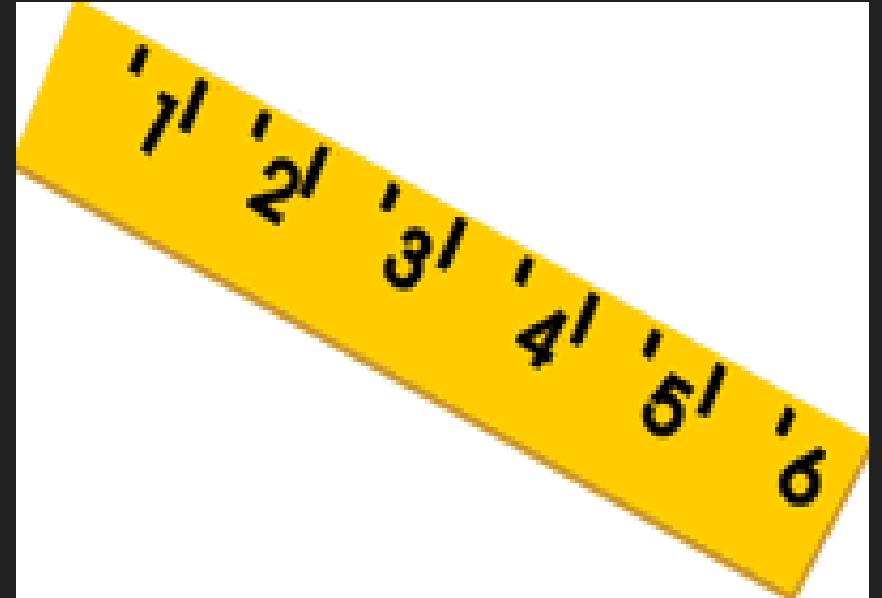
A NEW Vision for Kansas....

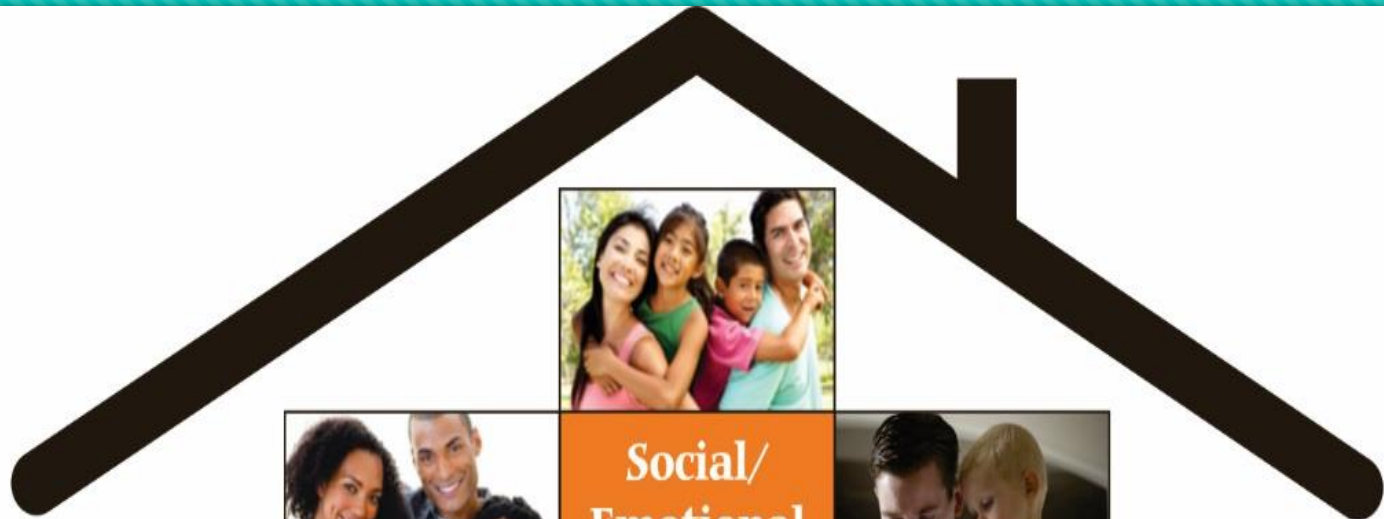
Kansas leads the
world in the
success of each
student.



Board Outcomes for Measuring Progress

- Social /emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance





**Social/
Emotional
Growth**



**Kindergarten
Readiness**



**Individual
Plans
of Study**



**Postsecondary
Completion/
Attendance**

**Families...
THE Foundation**

**High School
Graduation
Rate**

A Solid Foundation for Family Engagement in Kansas

- PTA National Standards for Family-School Partnerships
 - Endorsed by Kansas State Board of Education (KSBE) in January, 2008



PTA National Family School Partnership Standards

- 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.
- 2. Communicating effectively** – families and school staff engage in regular, meaningful communication about student learning.
- 3. Supporting Student Success** – families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

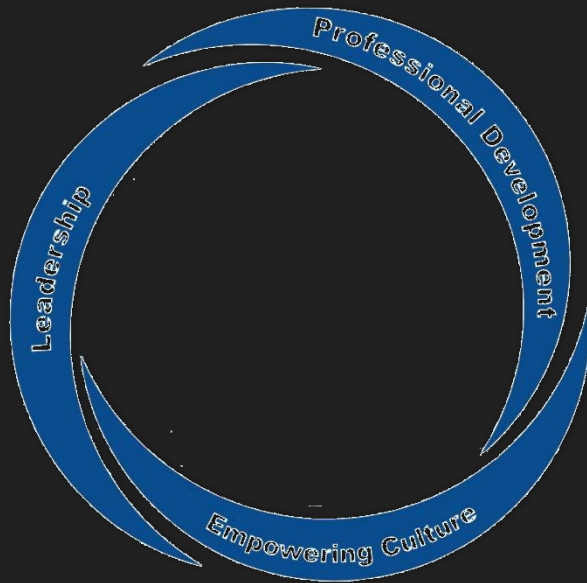
PTA National Family School Partnership Standards (Cont.)

- 4. Speaking up for every Child** – families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- 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.
- 6. Collaborating with Community** – families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Multi Tier System of Support



MTSS Framework



- Leadership
 - Identified Teams
 - Buy-In/Consensus
 - Communication
 - Professional Development
 - Empowering Culture
- Professional Development
 - Initial Training
 - Support for Implementation
 - Monitoring for Fidelity
 - Providing ongoing Support
- Empowering Culture
 - Involving all Staff
 - **Involving Parents**
 - Informing All

Reaching families of students receiving *intensive* academic or behavioral interventions

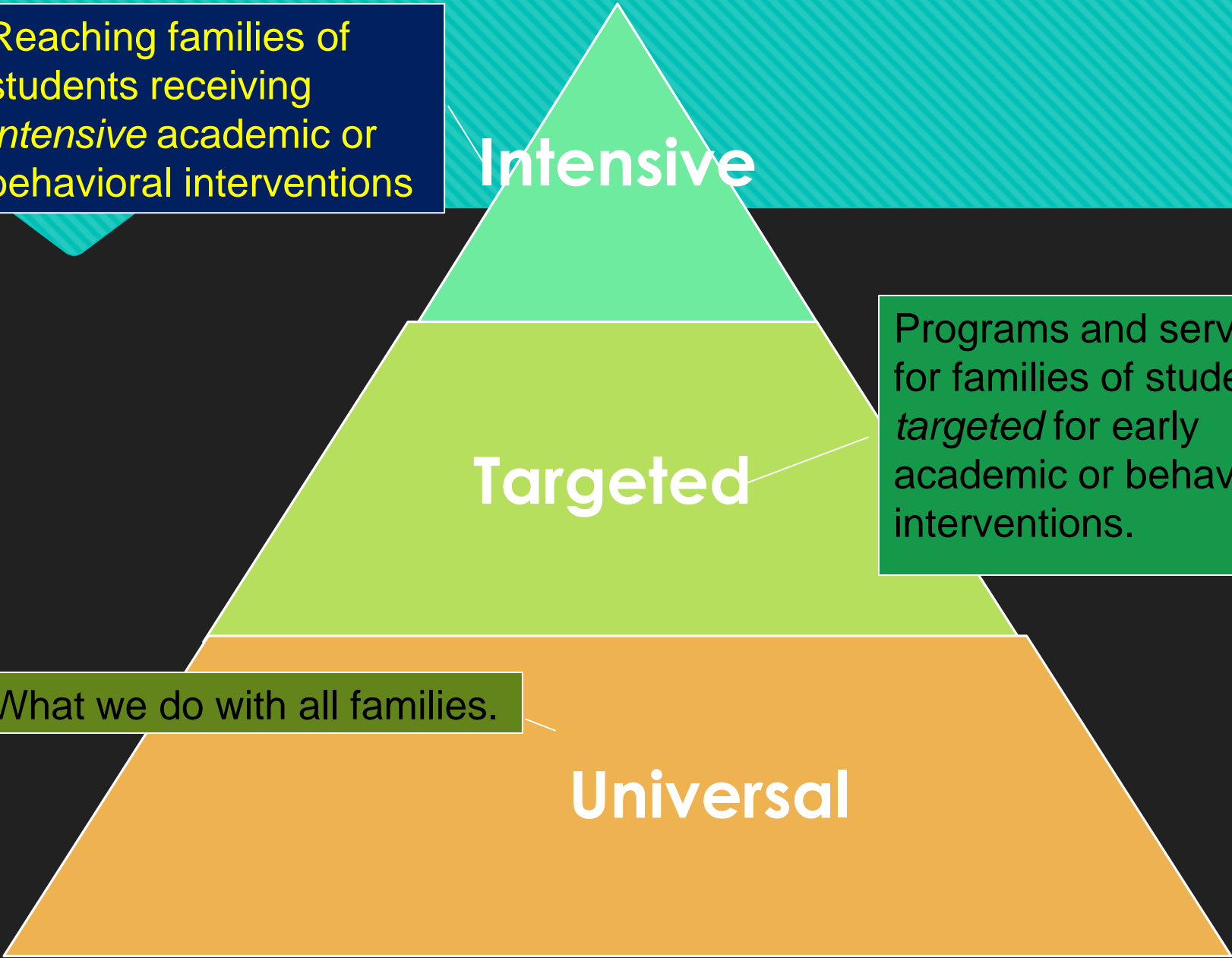
Intensive

Programs and services for families of students *targeted* for early academic or behavioral interventions.

Targeted

What we do with all families.

Universal



Begin with Communicating This Good Work!

Dear.....,

Welcome to a new school year! This year, at OK Elementary School, we are excited to inform you about a new framework to provide additional instructional, behavioral, and social emotional supports to your child(ren). This framework is called a Multi Tier System of Supports (MTSS). MTSS is a multi-step process of providing instruction and support to promote the academic, behavioral, and social emotional success of all children.

All children's progress is monitored and results are used to make decisions about further instruction and intervention. The MTSS process typically has three tiers. Each tier provides differing levels of support.

- In Tier 1, all students receive high quality curriculum and instruction in the general education classroom and are taught positive behavioral expectations.
- In Tier 2, the school provides supplemental instructional support for academics and behavior, usually in small groups, to students who need additional support
- In Tier 3, intense instructional support through one on one or small group settings is provided to students with the greatest needs. More customized interventions may be implemented through student centered planning.

We are so excited to be implementing MTSS at OK Elementary School this year. We believe it provides the foundation for success for all children. For more detailed information on MTSS please feel free to contact us at..... We also have posted *A Family Guide to MTSS* on our school website. This booklet will provide you with ways to support your child's learning at home and answer any questions you might have about MTSS.

See you at Parent Teacher Conferences October 9th and 10th!

Statewide Family Engagement Survey

How well do we
engage families
 in their
children's learning?

DistrictTools.org is a **free resource** that Kansas school districts can use to administer the **Family Engagement Survey** (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into **five key categories** addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community



The website homepage includes complete instructions for administering the **Family Engagement Survey** and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are **confidential** and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.



Visit **DistrictTools.org** today to request access!

Please contact tasneval@ku.edu if you have questions or need technical assistance.



Family Engagement Survey

Directions: Please **CHECK ONE** response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

District _____ School _____

	Strongly Disagree → Strongly Agree				
	1	2	3	4	5
1. In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I walk into this school, I feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school offers an easy-to-navigate website with meaningful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. School staff listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I'm provided understandable data on my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In this school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I'm provided clear information about policies, programs, improvement efforts and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. School staff consult me before making important decisions about my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If my child receives additional supports, I am provided with information about these supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. School staff keep me well informed about how my child is doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have a good working relationship with school staff in which we solve problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I'm provided useful information about how to support my child's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school partners with businesses and community organizations in a variety of ways (e.g. volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The school helps my family connect with community resources that we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

01/11/16

Noonan, P.M., Gaumer Erickson, A.S., Groff, J. (2015). Family Engagement Survey. Kansas Technical Assistance System Network (TASN). Adapted from Family Engagement: A critical component to building an empowering culture in Kansas Multi-Tier System of Supports (MTSS). Topeka, KS: TASN. Available from <http://tsd.tasn.org/resources/409>.

Let's Practice

- How did you feel taking the survey?
- Did any questions concern you?
- Did any questions surprise you?
- What was a good question?





Linked to Learning Exercise

- List at least five events/activities that you currently have for families (think across the entire school year)
- Circle all of the activities which fit the following criteria:
 - Families leave knowing more about what their child should know or be able to do (the learning goals) at that grade/age level -
 - They leave knowing *how* to employ a new tool or activity at home to support that learning goal

Sharing Progress Towards Standards w/Families



Sharing Student Data w/Families

- Typical way educators have shared student data with families:
 - Parent-teacher conferences
 - Quarterly report cards
- Nearly 9 in 10 parents – including 3 of 4 impoverished parents- attend general parent-teacher conferences each year (2012).
- For poor parents, racial minorities, and those with low education levels, general parent teacher conferences dominate school involvement methods by even bigger margins.

Sharing Student Data w/Families

Challenge:

- These data-sharing opportunities do not occur frequently enough to promote ongoing school-family communication and information sharing
- The parent-teacher model hasn't changed much in the decades it's been in use.
- Conferences are short, the info a parent receives is hard to interpret, and it's unclear what actions a parent or the teacher should take to maximize the student's strengths.

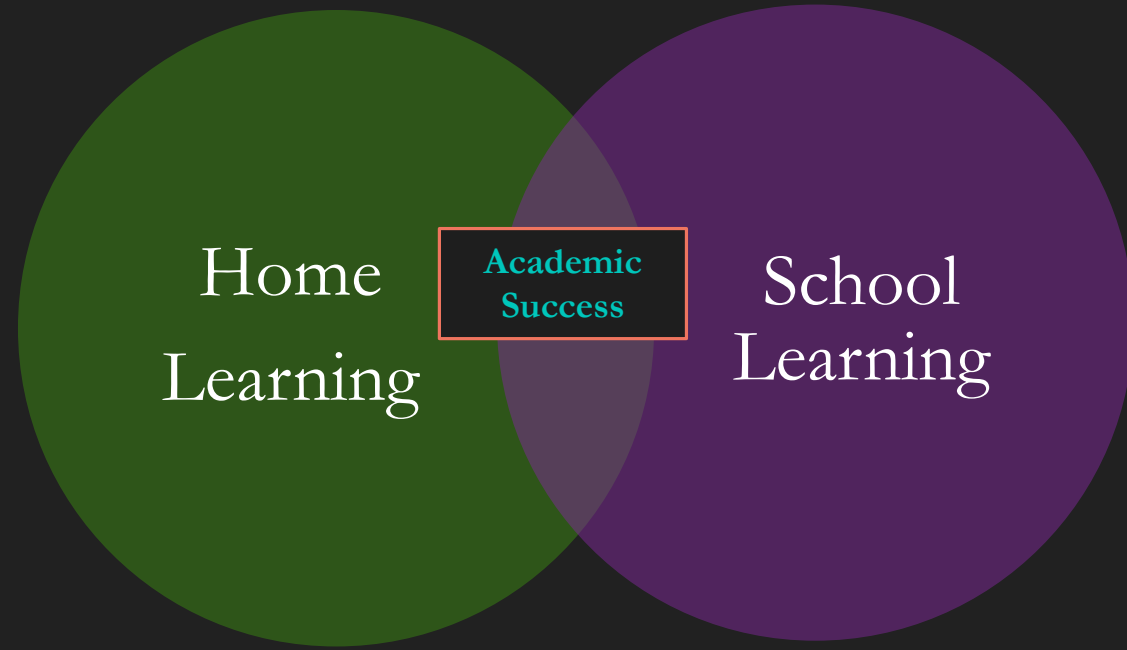
re·im·ag·ine

/,rēi'majən/

verb

reinterpret imaginatively; rethink.

**Parent-Teacher
Conferences**



Home
Learning

Academic
Success

School
Learning

MTSS School Video for Families

- <https://www.youtube.com/watch?v=0EJG98F4hGE&t=26s>

Scott Dual Language

- Positive Chat
- Nights for families to set academic goals
- Provide parents with individual student data
- Families discuss student performance
- Teachers share instructional strategies to do with children at home



Cessna University STAT Nights

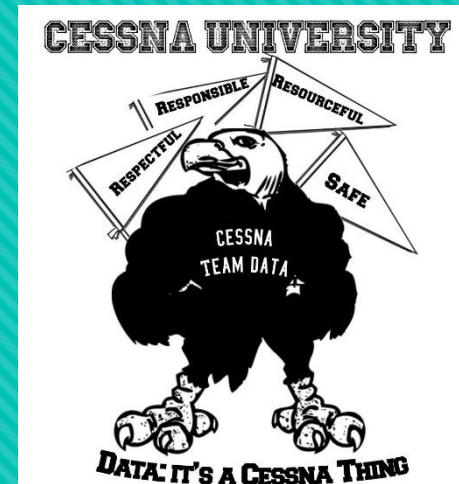
Cessna Elementary, USD 259

Wichita, KS 67217

Matt Snodgrass, Principal

Marsha Geer, 1st Grade Teacher

Ashlei Matthews, 4th Grade Teacher



Individual Plans of Study MS & HS

- Exposure – Elementary School
- Exploration – Middle School
- Experience - High School



Why Change?

- Traditional Parent Teacher Conferences
- Parent Engagement
- Student-Centered
- Career and College Planning
- Graduation Goal for Postsecondary
- Building Leadership Team



CAP - Advisor Model

- Student/Teacher Calls Family
- Student Led
- 15 minute scheduled/ 15 minute traditional
- Discuss Individual Plan of Study
- Same Advisor for 4 Years
- Increase in Attendance Rates 35% to 81%



Effects of Changing to CAPS Model For Parent/Teacher Conferences

- Changes the Conversation from Grades to College and Career awareness and readiness
- Changes from a negative emphasis to a Positive Future oriented Emphasis
- Increased the Percentages of Families attending P/T Conferences – 30% to over 80%
- Families express a personal approach
- Families Develop a Relationship with the Teacher



Your Ideas

- In your MTSS how does the school communicate this work to families?
- How does the school inform families of movement within tiers?

Thank You!?



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www.kpirc.org/tasn

A Technical Assistance
Systems Network Project
(TASN)