To Reduce Chronic Absenteeism, Don't Skip Out on Family Engagement



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Family Engagement



"Family engagement is an empowering partnership among families, educators, practitioners and the community with shared responsibility for the personal success of children and youth."





Objectives

- •Exploring the intentional revisions made to a Family Engagement Survey.
- •Examining the unexpected outcomes from the Family Engagement Survey data.





Why might family engagement be important?





https://www.menti.com/alak3wo6hyr5

Voting code: 73098919





The Family Engagement Survey







		Stron Disag		—	Strongly Agree	
		1	2	3	4	5
1.	In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.					
2.	When I walk into this school, I feel welcome.					
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).					
4.	The school offers an easy-to-navigate website with meaningful information.					
5.	School staff listen to my concerns.					
6.	I'm provided understandable data on my child's progress.					
7.	In this school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).					
8.	I'm provided clear information about policies, programs, improvement efforts and events.					
9.	School staff consult me before making important decisions about my child's education.					
10.	If my child receives additional supports, I am provided with information about these supports.					
11.	School staff keep me well informed about how my child is doing in school.					
12.	I have a good working relationship with school staff in which we solve problems together.					
13.	I'm provided useful information about how to support my child's learning.					
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).					
15.	The school helps my family connect with community resources that we need.					





PTA National Family School Partnership Standards







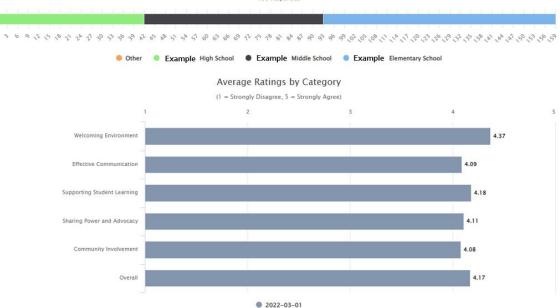
Family Engagement





Participation by School - 2022-03-01

159 responses



Nelcoming Environment

our survey items addressed whether families felt their children's school was welcoming and whether school staff worked to build positive relationships with families.

Effective Communication

Five survey items addressed whether families felt like school staff communicated effectively, regularly sharing information about their children's learning.

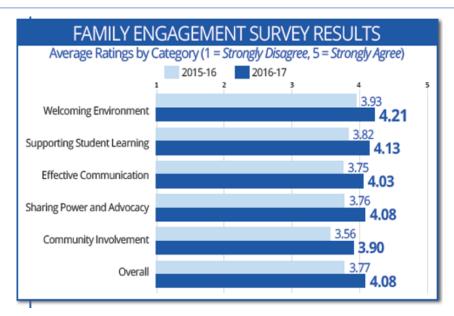
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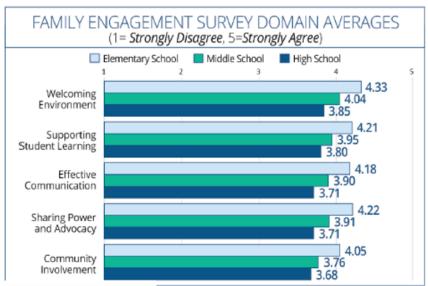


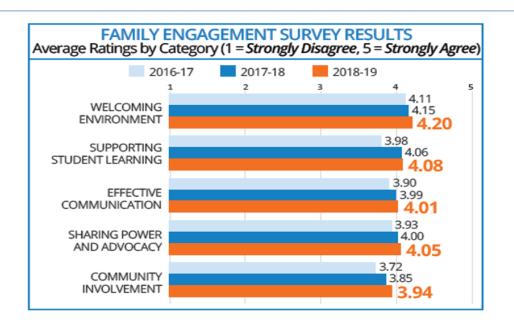


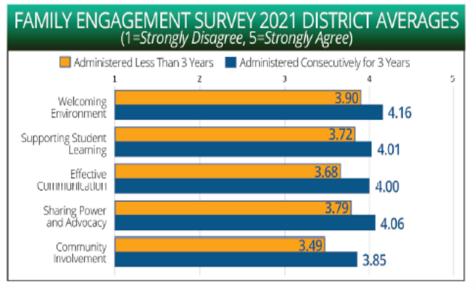
















colaboration





Family Engagement Survey-Version 2

Directions: Please select the response that best describes your child's or children's school. Individual responses will not be shared or connected to your child or your family. If an item does not apply to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

Dis	trict	School									
		Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
1.	School staff (principals, teachers, counselors, office staff) are welcoming to my family.										
2.	School staff seek my input to better understand my child and family.										
3.	I feel my child is valued and cared for in this school.										
4.	School staff value the diversity and uniqueness of my family.										
5.	I am informed of upcoming events and how to contact school staff.										
6.	School staff communicate with me in my preferred language using words that are easy to understand.										
7.	Teachers regularly inform me about what my child is learning.										
8.	School staff regularly inform me of my child's progress with easy-to-understand data.										
9.	Teachers contact me to tell me positive things about my child.										
10.	I can easily find information about my child's progress (assessments, assignments, attendance).										
11.	My school provides helpful information about how to support my child's learning at home.										
12.	During conferences, teachers and I exchange valuable information about my child's strengths and challenges.										
13.	Teachers help my child see personal and academic strengths.										
14.	School staff encourage me to share concerns about my child's academic, social, and emotional wellbeing.										
15.	School staff consider me an important partner in making decisions that are in the best interest of my child.										

Family Engagement Survey-Version 2

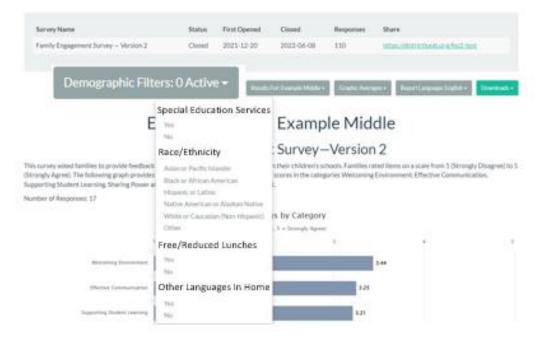
ramny Engager	nent Sur	vey-v	ersion	4					
	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
 I trust the school administration to make decisions that are in the best interest of all students. 									
17. I have opportunities to provide input into school policies, programs, and improvement efforts.									
18. The school partners with businesses and community organizations in ways that promote students' learning (volunteer opportunities, field trips, guest speakers, mentoring, summer and afterschool programs).									
 Partnerships with businesses and community organizations help expand my child's awareness and involvement in our community. 									
20. The school helps families connect with needed community resources and supports.									
□ No □ Unsure Do you have suggestions on how the school can better engage and support your family? Demographic information is collected to better understand the effectiveness of the school's family engagement practices.									
Individual responses will not be shared or connected to Which of these best describe the races/ethnicities in Asian or Pacific Islander Black or African American Hispanic or Latino Native American or Alaskan Native White or Caucasian (Non-Hispanic) Other Prefer Not to Answer Does your family speak languages other than Englis Yes No Prefer Not to Answer Does your family qualify for free/reduced lunch rate Yes	your home?	(Check al		n N					
□ No □ Unsure									





Subgroups, aligned with ESSA:

- Students who receive special education services
- Race/ethnicity
- Free & reduced lunch rates
- Limited English proficiency







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Two-Way Communication







Table 1. Reliability estimates by school level

	Items	N (Pre-K)	α	N (Elementary)	α	N (Middle)	α	N (High)	α
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Welcoming									
Environment	4	141	.867	2565	.927	990	.918	1076	.911
Effective									
Communication	5	148	.912	2648	.894	1012	.867	1123	.854
Supporting Student									
Learning	4	139	.874	2667	.897	1023	.867	1108	.853
Sharing Power and									
Advocacy									
,	4	144	.872	2654	.922	1047	.913	1151	.910
Community									
Involvement	3	136	.932	2524	.926	978	.918	1081	.912

Table 2. Reliability estimates by domain and subgroup

	#						
	Items	FRL	IEP	White	Hispanic	Multi	Home Language
N		802	1063	2835	374	282	463
Welcoming Environment	4	.943	.925	.918	.951	.905	.944
Effective Communication	5	.910	.902	.871	.938	.883	.919
Supporting Student Learning	4	.906	.890	.861	.933	.864	.919
Sharing Power and Advocacy	4	.940	.919	.913	.952	.911	.945
Community Involvement	3	.936	.928	.911	.952	.920	.952





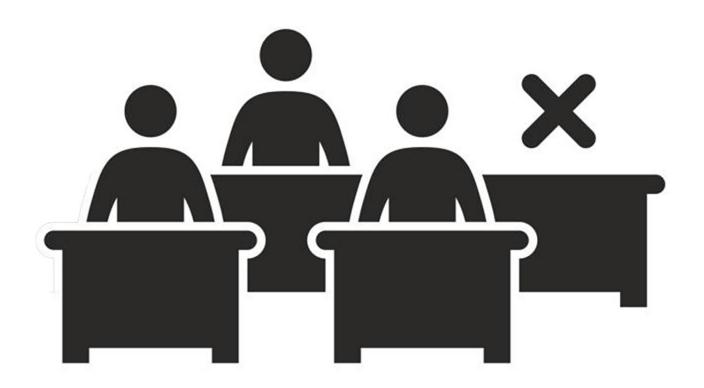
Unexpected #1







Chronic Absenteeism





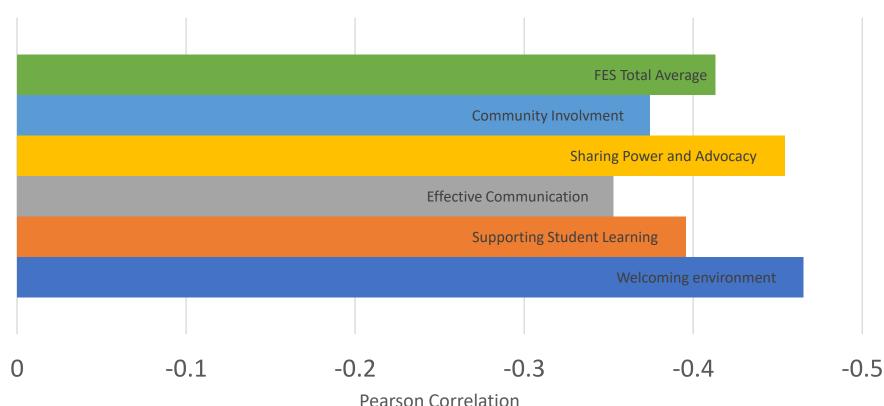
Civil Rights Data Collection (2014). Chronic absenteeism in the nation's schools. United States Department of Education. https://www2.ed.gov/datastory/chronicabsenteeism.htm
Smith, D. (2021). Chronic absenteeism is a huge school problem. Can data help?. Governing. Chronic Absenteeism Is a Huge School Problem. Can Data Help? (governing.com)
U.S. Department of Education. (updated 2019). Chronic absenteeism in the nation's schools. United States Department of Education. https://www2.ed.gov/datastory/chronicabsenteeism.htm



FES Engagement and Attendance

FES Domain and Chronic Absence Correlation

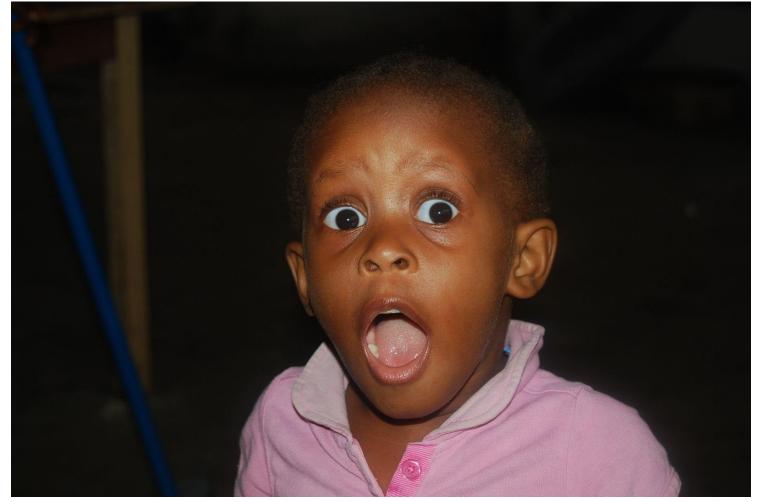
As family engagement increases (average FES rating), chronic absenteeism decreases.







Unexpected #2

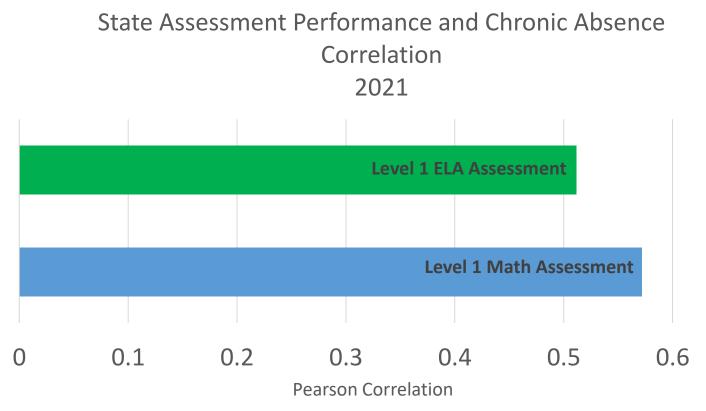






Attendance and State Assessment Performance

As Chronic Absenteeism decreases within a school, the performance on state assessment increases.



Strong significant correlation (ELA=.512, Math=.572)

Analysis conducted with 2021 State Assessment data and 2021 Chronic Absenteeism data from KSDE (1,377 schools)





Unexpected #3







"The subgroup data helps us make sure that all families feel communicated with, accepted, and loved on—that's always the goal."





Unexpected #4







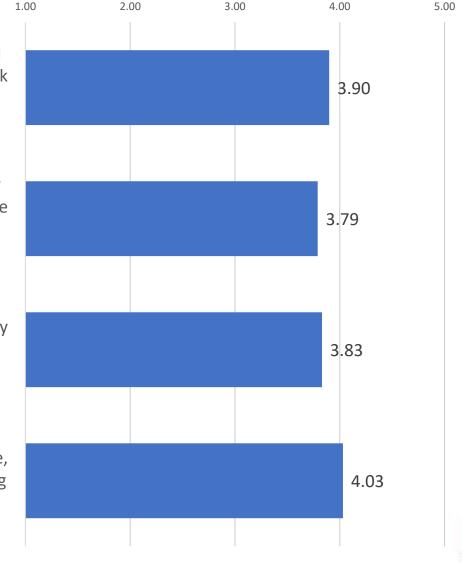
KESA Component Baseline Analysis Average Ratings (1=Strongly Disagree, 5=Strongly Agree)

Leadership and Culture: We have a plan to engage all stakeholders in gathering input and providing feedback (families, students, staff, business, other community members).

Data-Based Decision Making: Our data is openly shared, and implications are discussed at multiple levels within the school, with families, and the community.

Foundational Structures: We encourage community members, staff, and students to have a voice in continuous improvement

Design Principle: Our leadership team commits time, energy, and resources to building and strengthening partnerships with families.







"We're consistently looking at these surveys, looking at data, and thinking what are some impactful things we can do right away."

"A lot of it comes back to the intentional actions that we're trying to take. We're listening to the feedback we get from this survey."

"Every interaction, whether we like it or not, matters."









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