



2017-18 TITLE I SCHOOLS FAMILY ENGAGEMENT REPORT

A Partnership between ACPS Office of School, Business and Community Partnerships' Family and Community Engagement Center and the Department of Title I Programs

“ We thank the school administration and its staff for their efforts to build the students' abilities and raise their level and performance. We wish for more attention to the involvement of parents in the educational process and to communicate with the school. ”
8th Grade Parent

Alexandria City Public Schools
Title I Schools Family Engagement Report
July 2018

The Office of School, Business and Community Partnerships and the Department of Title I Programs extend sincere gratitude to the parents and family members who provided invaluable feedback and input through their participation in the 2018 Title I Schools Family Engagement Survey. We truly appreciate their responsiveness and the time they took to help us better understand families' experiences with communication, support services, and parent involvement efforts in our school buildings.

2018 Title I Schools Family Engagement Report

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OVERVIEW

The 2018 Title I Schools Family Engagement Survey was conducted by the Office of School, Business and Community Partnerships' Family and Community Engagement Center (FACE) in partnership with the Department of Title I Programs.

The Family Engagement Survey was designed to provide actionable data to inform efforts to eliminate barriers to parent participation, meet parent needs in assisting student learning and implement strategies to support successful school and family interaction at ACPS Title I Schools.

The 2018 Title I Schools Family Engagement Survey meets expectations of the Department of Education's Every Student Succeeds Act (ESSA P.L. 114095) as it pertains to identifying the needs of families at Title I Schools and supports the objectives outlined in Goal 2 of the ACPS 2020 Strategic Plan – Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth.

Title I Schools Family Engagement Survey Participation

2017  742 parents

2018  1,334 parents

In May 2018, 1,334 parents/guardians of students attending ACPS's six Title I schools completed the Title I Schools Family Engagement Survey. This represents a 79.7% increase in participation rate from academic year 2017 to 2018. An additional 119 parents began the online survey and completed at least one section but did not finish all five sections.

OVERALL
INCREASE
79.7%

Surveys were printed in English, Spanish, Arabic, Amharic, Pashto, and Dari then distributed to families of students attending ACPS's six Title I schools: Cora Kelly School of Math, Science and Technology, John Adams Elementary, Jefferson-Houston K-8 School, Patrick Henry K-8 School, William Ramsay Elementary and Francis C. Hammond Middle School.

The surveys were sent home to families by Thursday folders and/or U.S. mail and were also available to families at drop off, pick up, and school events. Current ACPS parents with valid email addresses and mobile phone numbers on file received an email and/or text invitation to complete the survey online in English, Spanish, Amharic or Arabic. Periodic reminders were sent throughout the survey administration window. More than 2,000 personal phone calls were also made by outreach workers to serve as a reminder and give parents another opportunity to complete the survey.

TITLE I SCHOOLS

2018 Family Engagement Survey Results Summary

Overall, 83.7% of parents agreed that they are satisfied with the opportunities to be involved in their child's school, which represents a modest increase (2.0%) since last year. Additional findings about parents' perception and experience of school communication, support services, efforts to involve parents and environment include:



Communication with the School

More than 92.0% of parents agreed that schools are very good about staying in touch with them, school communiques are easy to understand and they feel comfortable asking questions or sharing concerns with their child's teacher or principal in both 2017 and 2018. Also of note,;

- 74.1% agree that an interpreter is available to communicate with their child's school when needed. This represents an increase of 5.4% from 2017.
- Parents also agreed at a higher rate (88.5%) in 2018 that staff gets back to them right away if they have questions, concerns or comments about their child.



Support Services

School and community support services for students and families help address academic, behavioral and mental health problems that may be barriers to student success. 82.4% of parents agreed this year that they know the role of the school counselor, social worker and/or nurse. This represents a 2.7% increase from 2017. However,;

- 61.8% agree that schools give them information about resources that may help their family – down 7.6% from 2017.
- Slight declines were observed in parents who agreed that schools give them information about resources that may support t learning/enhance talents (80.9%) and that they are informed in a timely manner about changes in their child's behavior or academic performance (85.1%).



Parent Involvement

Parents agreed at a higher rate in 2018 – across all the survey items related to parent involvement – that there are opportunities to be involved at their child's school. Specifically,;

- 62.9% are familiar with the Parent Liaison at their child's school. This represents an increase of 5.5% from 2017.
- 77.0% agreed that they can be involved in decision-making at their child's school, which is an 8.2% increase from 2017.
- 94.1% agreed that they are invited to meetings to learn about what is going on in the school – up 4.4% from last year.



School Environment

Overall, more than 90% of parents agreed that teachers have a positive attitude toward their child and their family. Parents agreed at the same rate that:

- The staff warmly greets them and their child upon arrival and departure.
- Their child's school respects all cultures and diversity.
- Their child's school is a friendly environment for students, parents and families.

Profile of Title I Schools Family Engagement Survey Participants

MY CHILD ATTENDS:

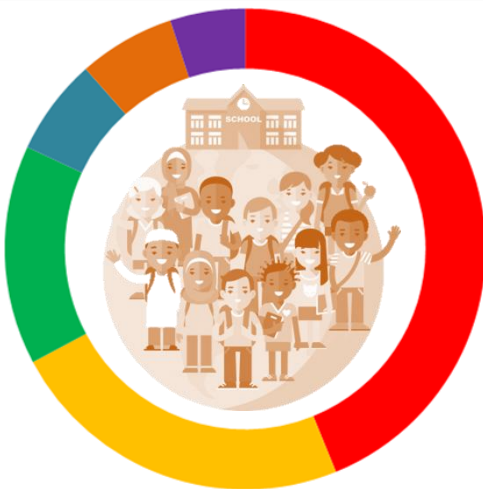
Cora Kelly	115
John Adams	337
William Ramsay	275
Jefferson-Houston	145
Patrick Henry	233
Francis Hammond	229



1,344
SURVEY PARTICIPANTS

81% | **23%**
PREK – GRADE 5[‡] | GRADE 6 – GRADE 8[‡]

RACE/ETHNICITY

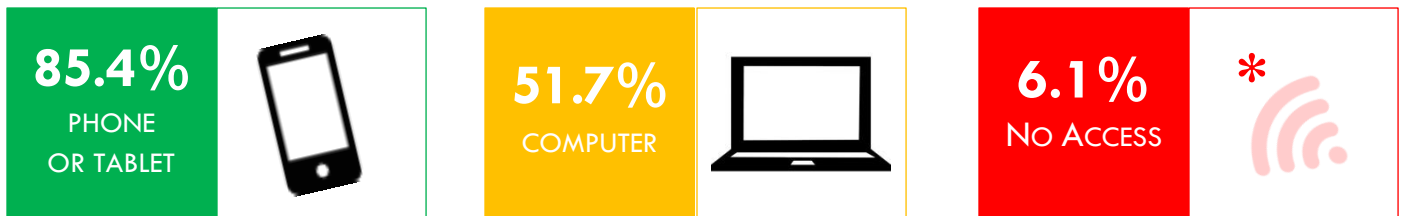


■ Latino 45.2%
 ■ Black 24.1%
 ■ White 15.2%
■ Arab 6.7%
 ■ Asian 6.7%
 ■ Other 5.2%

PREFERRED LANGUAGE[‡]

	English	37.5%
	Spanish	37.4%
	Arabic	9.6%
	Amharic	6.7%
	Urdu/Pashto	3.1%
	Farsi	1.9%
	Other	3.8%

HOW I ACCESS THE INTERNET AT HOME



[‡] Combined percentages may exceed 100% for these multiple-response questions.

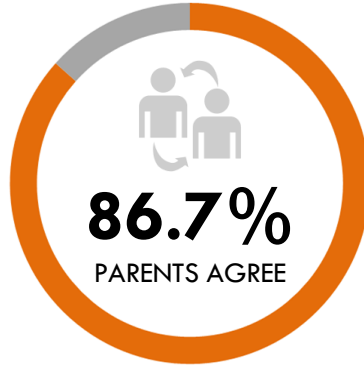


DETAILED RESULTS

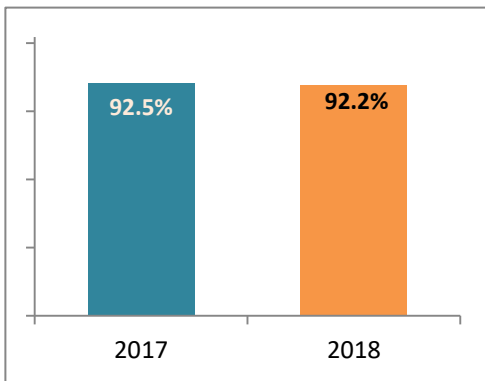
2017 + 2018

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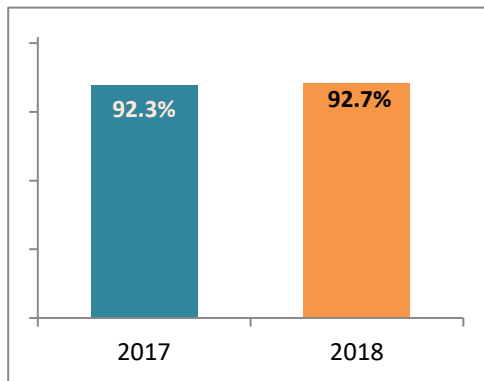
Communication with the School



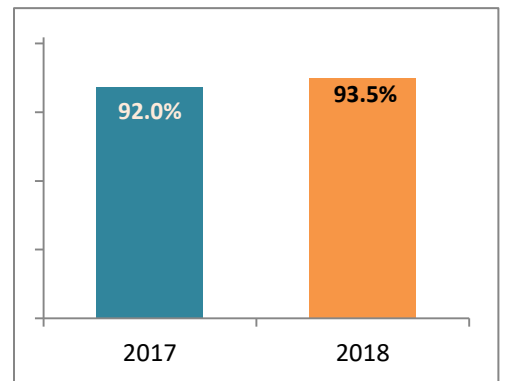
I receive regular progress updates from my child's teacher(s). **▼ 0.7%**



I feel comfortable asking questions or sharing concerns with my child's teacher and/or principal.



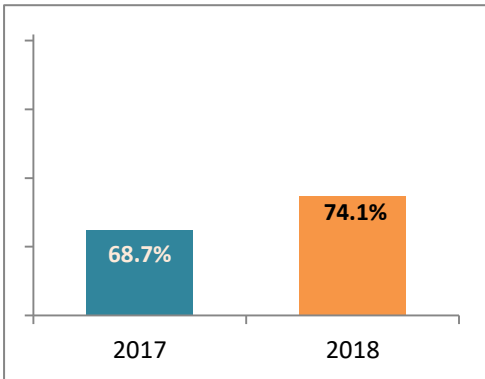
When my child's school communicates with me, it is easy for me to read or understand.



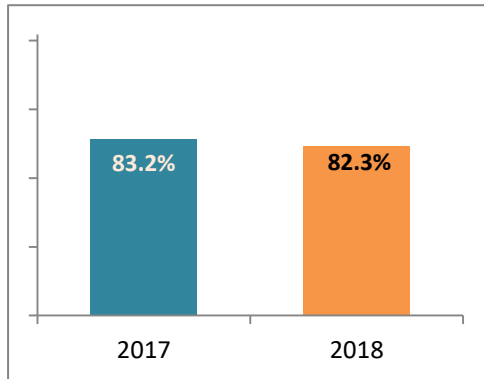
My child's school is very good about staying in touch with me through letters home, phone calls, text, etc.



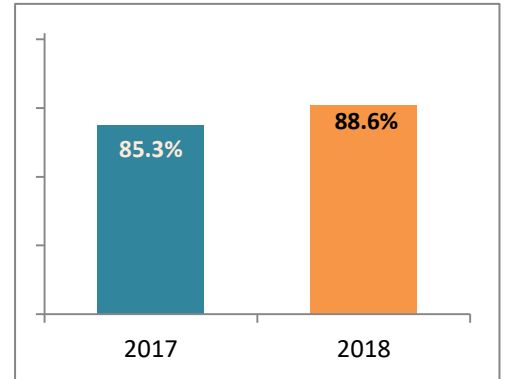
“Thanks for everything. ACPS has worked well with my community. Personally, I have been served always well in my language, which is Spanish, both at the ACPS offices and at the school my children attend.” *Second + Fifth Grade Parent*



An interpreter is available to help me communicate with my child's school if needed.



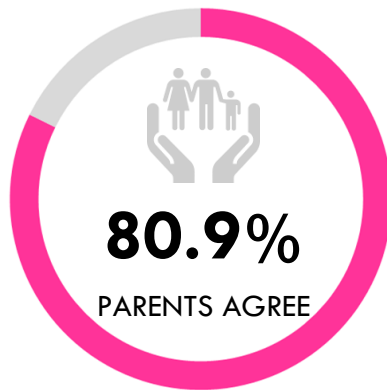
I receive information on what I can do at home to help my child improve or advance his/her learning.



If I have a question, concern or comment about my child, the staff gets back to me right away.

TITLE I SCHOOLS

Support Services



My child's school gives me information about resources available that may support learning or enhance his/her talents. ▼ **1.3%**

▲ 1.5%



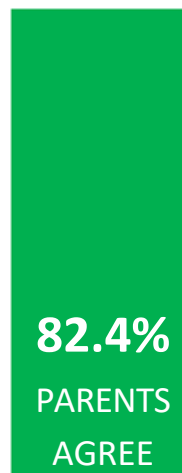
My child's school informs me in a timely manner about any injuries or illnesses my child may experience while at school.

▼ 1.4%



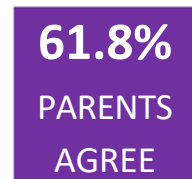
My child's school informs me in a timely manner about any changes in my child's behavior or academic performance.

▲ 2.7%



I know the role of the school counselor, social worker and/or nurse.

▼ 7.6%



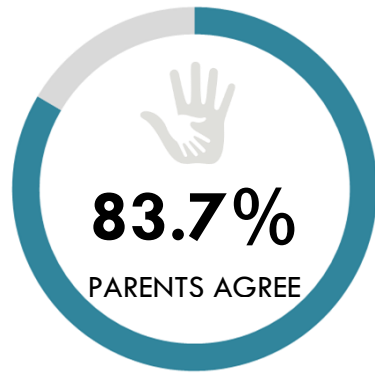
My child's school gives me information about resources that may help my family, such as adult education classes, job training, utility assistance, food pantries, etc.



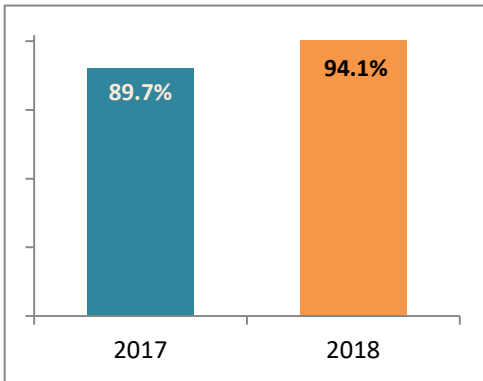
“They need to have a specific annual presentation about SSTs and their roles. This would include introducing all counselors and explaining what they do. It would also help to have all administrators there and explain who to contact for what situation.” *Seventh Grade Parent*

TITLE I SCHOOLS

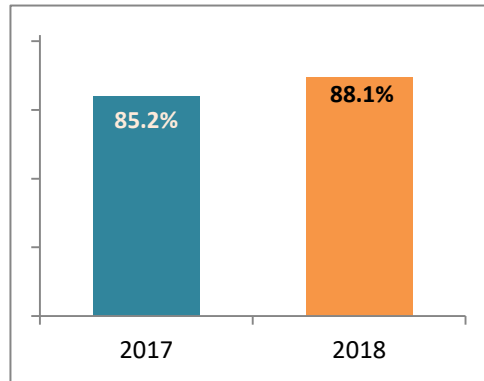
Family Involvement



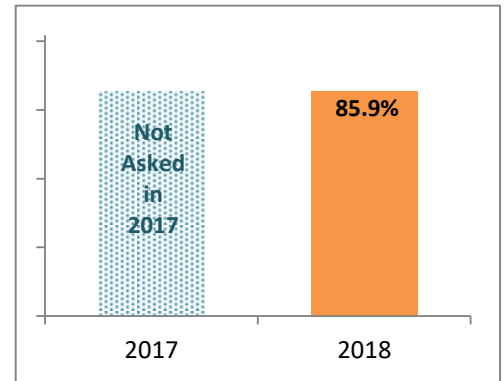
I am satisfied with the opportunities to be involved in my child's school. **▲ 2.0%**



I am invited to meetings so that I can learn about what is going on in the school.



I am invited to participate in family workshops or events at my child's school.

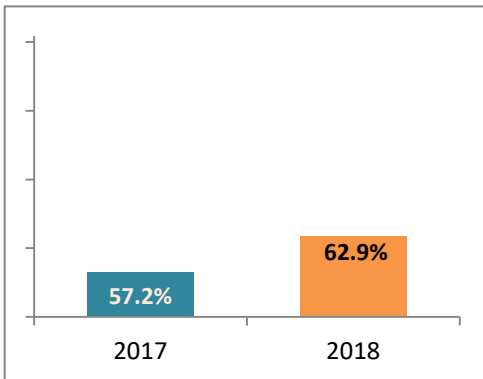


I am given information about how to support my child's learning through events at school.

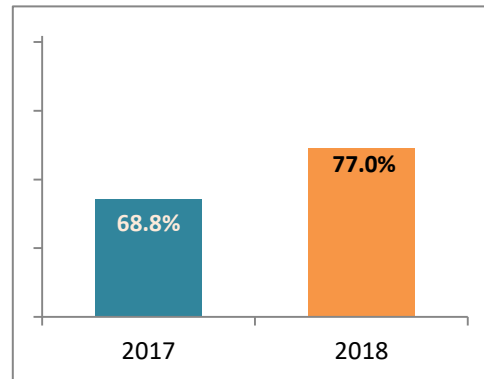


“Our school liaison has done an amazing job this year! We can tell the difference she has made and how hard she has worked to make that difference. She is always friendly, helpful and constantly looks for ways to collaborate with parents.”

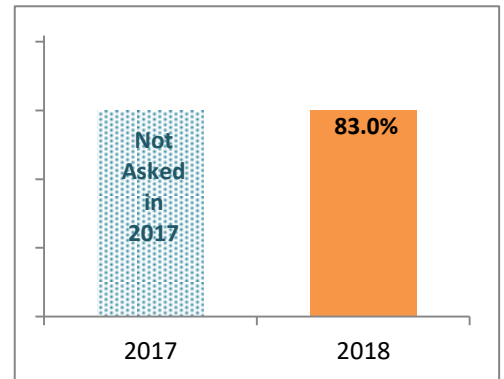
Fourth Grade Parent



I am familiar with the Parent Liaison at my child's school.



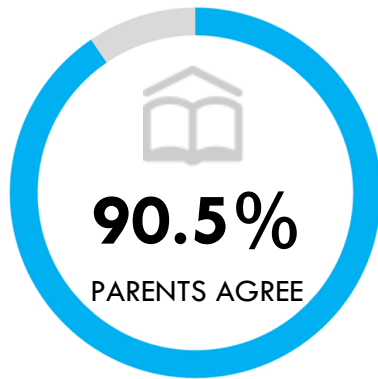
I can be involved in decision-making at my child's school.



I am aware of opportunities to be involved and to volunteer at my child's school.

TITLE I SCHOOLS

School Environment



My child's school is a friendly environment for students, parents and families. ▲ 1.9%

▼ 0.2%



My child's school is a safe place to learn.

▲ 2.4%



My child's school respects all cultures and diversity.

▲ 1.1%



The staff at my child's school warmly greets me and my child upon arrival and departure.

▼ 1.4%



Teachers at my child's school have a positive attitude toward my child and my family.



“I would like to say thank you to my child's teachers because of their concern for my child's life. They are like family to me.”

Kindergarten Parent

TITLE I SCHOOLS

Individual School Data

2017-18 Survey Item	Overall % Agree	Cora Kelly % Agree	John Adams % Agree	William Ramsay % Agree	Jefferson-Houston % Agree	Patrick Henry % Agree	Francis Hammond % Agree
1. My child's school is very good about staying in touch with me through letters home, phone calls, text messages, e-mails, etc.	93.5	94.8	94.0	98.9	91.0	95.2	85.6
2. I receive regular updates from my child's teacher(s) on his/her progress.	86.7	93.0	90.5	91.2	85.5	91.4	68.7
3. I receive information on what I can do at home to help my child improve or advance his/her learning.	82.3	86.0	86.6	89.7	75.9	88.3	63.1
4. When my child's school communicates with me, it is easy for me to read or understand.	92.7	92.1	94.9	96.3	91.7	84.4	83.8
5. An interpreter is available to help me communicate with my child's school if needed.	74.1	89.5	78.9	88.6	48.3	70.8	61.4
6. I feel comfortable asking questions or sharing concerns with my child's teacher and/or principal.	92.2	99.1	91.7	95.2	92.4	94.8	83.4
7. If I have a question, concern or comment about my child, the teacher, principal or other staff gets back to me right away.	88.6	95.6	89.3	94.1	82.0	91.3	78.8
8. I am familiar with the Parent Liaison at my child's school.	62.9	66.3	68.4	68.8	59.3	66.9	43.9
9. I feel comfortable asking questions or sharing concerns with the Parent Liaison.	62.3	64.9	67.6	70.7	55.6	65.6	44.4
10. I am invited to meetings so that I can learn about what is going on in the school.	94.1	95.7	92.5	97.7	94.5	96.1	89.0
11. I am aware of opportunities to be involved and to volunteer at my child's school.	83.0	79.1	84.8	88.4	86.1	91.0	65.9
12. I am invited to participate in family workshops or events at my child's school.	88.1	90.5	87.8	92.7	93.1	90.1	76.8

TITLE I SCHOOLS

Individual School Data

2017-18 Survey Item	Overall % Agree	Cora Kelly % Agree	John Adams % Agree	William Ramsay % Agree	Jefferson- Houston % Agree	Patrick Henry % Agree	Francis Hammond % Agree
13. I can be involved in decision-making at my child's school.	77.0	87.8	87.9	91.6	84.8	90.9	70.8
14. I am given information about how to support my child's learning through events at school.	85.9	86.1	76.0	84.8	75.7	81.1	61.6
15. I am satisfied with the opportunities to be involved in my child's school.	83.7	87.0	84.0	89.5	87.5	85.8	70.3
16. I know the role of the school counselor, social worker and/or nurse at my child's school.	82.4	85.2	78.6	84.8	80.0	90.1	76.9
17. I am informed in a timely manner about any injuries or illnesses my child may experience while at school.	87.9	89.0	87.2	94.2	88.3	93.1	75.5
18. I am informed in a timely manner about any changes in my child's behavior or academic performance.	85.1	88.6	88.2	88.7	82.1	91.8	69.0
19. I am given information about services and/or resources available that may support my child's learning or enhance his/her talents, such as tutoring, enrichment programs, camps, etc.	80.9	88.7	81.6	89.4	74.5	82.8	67.7
20. I am given information about services and/or resources available that may help my family, such as adult education classes, job training, utility assistance, food pantries, health services, etc.	61.8	58.3	59.3	73.4	65.5	70.8	41.9
21. My child's school is a friendly environment for students, parents and families.	90.5	93.9	90.5	93.4	93.8	95.2	78.2
22. My child's school is a safe place to learn.	89.8	93.0	90.8	93.1	93.8	92.7	77.3
23. My child's school respects all cultures and diversity.	92.6	95.7	92.9	96.0	92.4	94.0	85.2
24. The staff at my child's school warmly greets me and my child upon arrival and departure.	90.7	95.7	90.8	94.9	90.4	92.2	81.7
25. Teachers at my child's school have a positive attitude toward my child and family.	90.0	93.0	91.1	95.3	91.1	92.2	77.3

TAKEAWAYS + BEST PRACTICES

TITLE I SCHOOLS

Takeaways + Best Practices

1

Relationships are the cornerstone of any family-school partnership. A majority of comments submitted by parents points to how essential two-way communication, trust, belonging and professionalism are to our ability to partner with families to improve student outcomes.



Set a tone of respect and inclusivity from the main entrance to the classroom. Parents need to know that we value their input and care about their children.



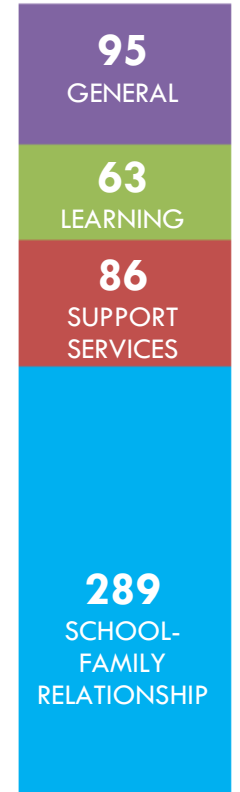
Make family engagement a priority for professional development. Increasing staff understanding of the community in which they teach is an essential component of training.



Establish effective school-to-home and home-to-school communication, including formal mechanisms for families to communicate with administrators and teachers like regular Parent Coffees and Academic Parent-Teacher Teams.



Equip families with the information they need to support learning at home by providing regular progress updates and creating opportunities to observe teaching and learning through classroom visits.



PARENT COMMENTS

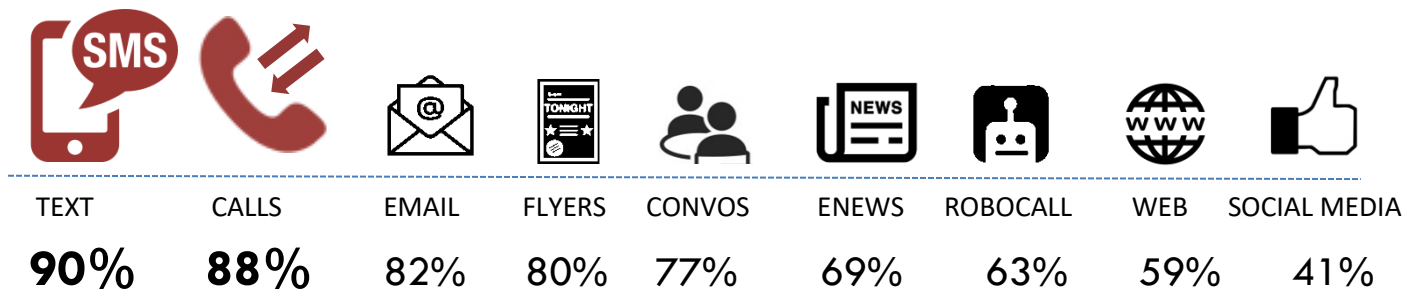
TITLE I SCHOOLS

Takeaways + Best Practices

2 There's no such thing as a hard-to-reach parent.

TEXT MESSAGES and **PERSONAL PHONE CALLS** are the best ways to share information with surveyed parents. Emails, flyers sent home and face-to-face conversations are also helpful.

HOW ACPS TITLE I SCHOOL PARENTS PREFER TO RECEIVE INFORMATION



Use multiple channels when reaching out to families. Your School Parent Liaison can assist in making personal phone calls to share important information or invitations to families.



Connect with families in their preferred language. Contact the ACPS Language Access Office to learn more about translation and interpretation services in the languages your families speak.



Home visits and community walks can be especially powerful tools for establishing relationships and maintaining contact with families.

TITLE I SCHOOLS

Takeaways + Best Practices

3 Parents want to hear from us – early and often.



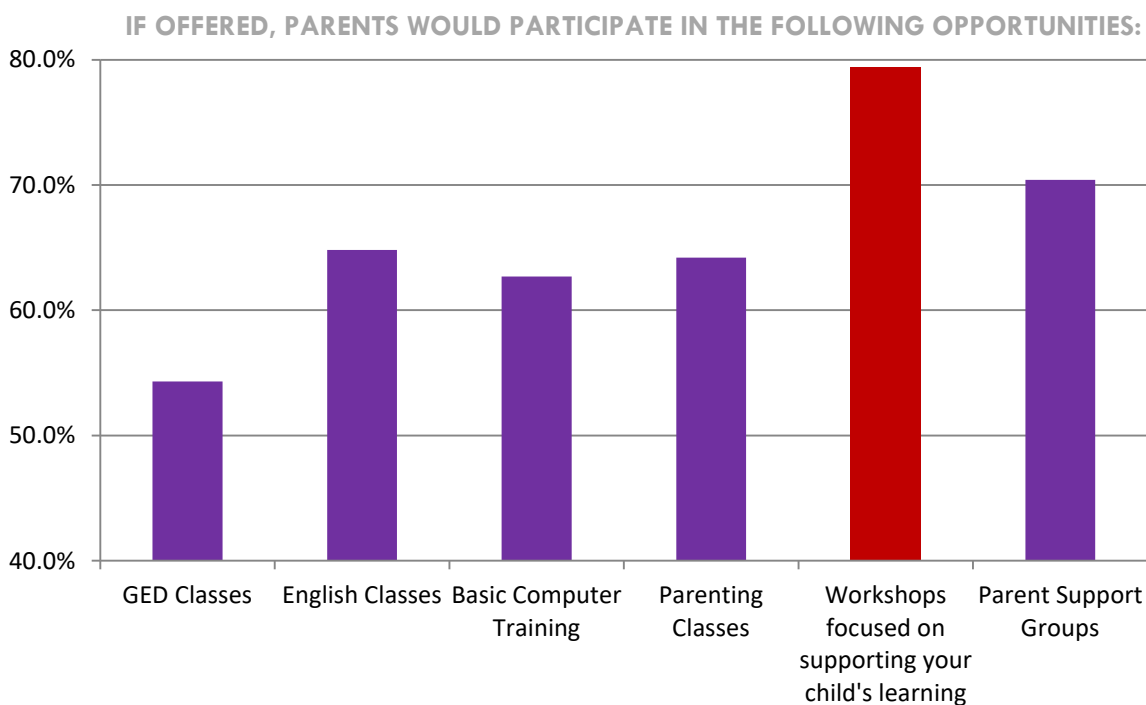
Be responsive. If a parent contacts the school with a question or concern, a response should take place within 24-48 hours. You may not have an resolution right away but you can still ensure the family that you are addressing the matter.

“If there are attendance or academic issues, please don't wait for the “trend” of 9 absences or the interim report card. I need help spotting potential problems earlier so that solutions can be put into place sooner.” 7th Grade Parent

4 Design programs that align with what parents want.



Parents want to know more about what is taught in the classroom so they can support at home.
Give the people what they want!



FOR MORE INFORMATION:

For more information about the 2017-18 ACPS Title I Schools Family Engagement Survey Report, please contact the Office of School, Business and Community Partnerships at 703-619-8055.