



Parents 2018: Going Beyond Good Grades

Webinar Presentation of Research

February 27, 2019

Research conducted by: Edge Research



Agenda

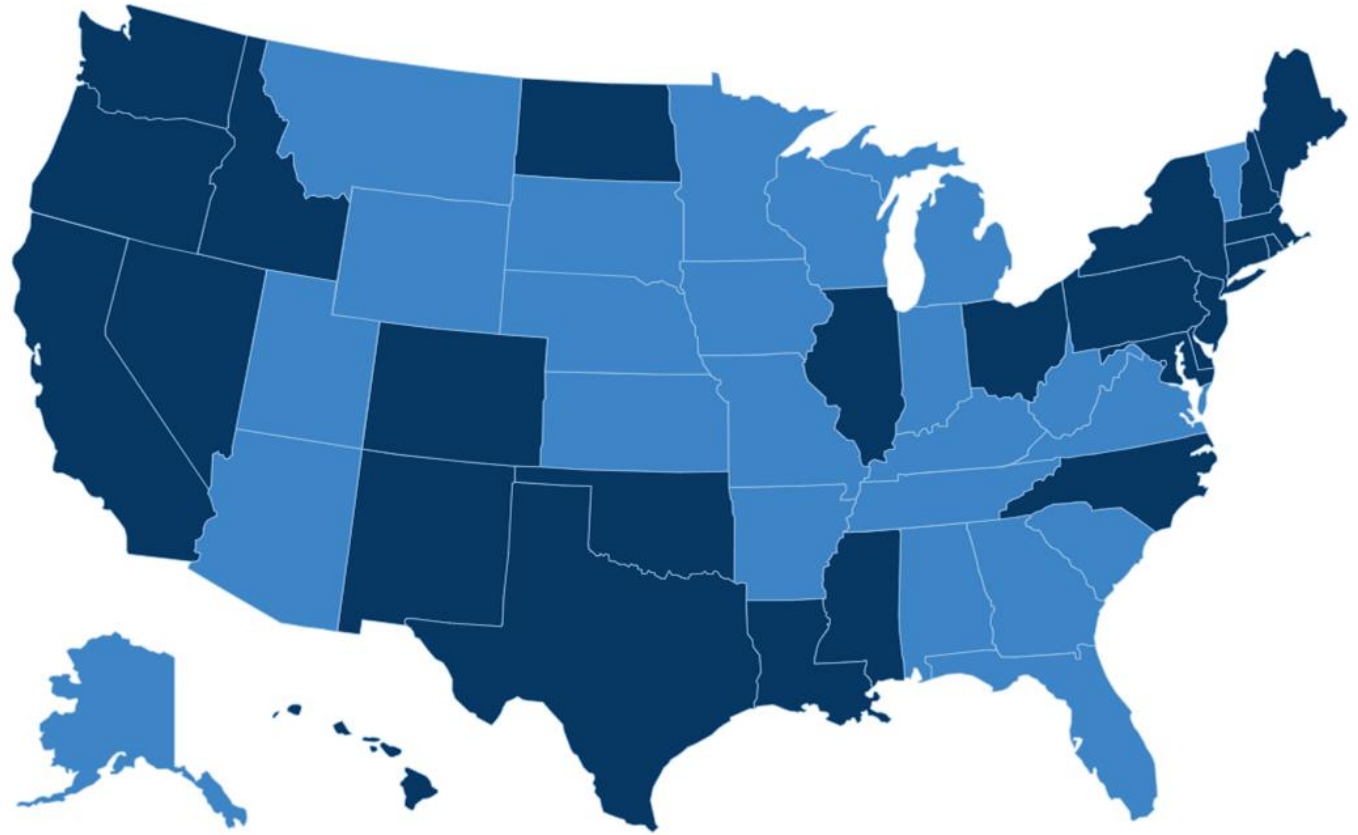
- **Introductions**
 - Bibb Hubbard, Learning Heroes
 - Adam Burns, Edge Research
 - Michelle Montemayor, Texas PTA
 - Whitney Henderson, EdNavigator
 - Landon Mascareñaz, A+ Colorado
- **Research Review & Reflections**
- ***Spring Ahead* seasonal campaign**
- **Discussion**



Learning Heroes: Revealing Parent Mindsets

Conducted research in 25 states:

- 100+ focus groups
- Dozens of In Depth Interviews (IDIs)
- 10 national quantitative surveys
- Dozens of ethnography sessions
- Dozens of tests of our tools
- Focus on low-income parents/guardians and parents/guardians of color
- Four national reports



*Dark blue states represent locations where qualitative research was conducted.



Setting the Stage

Parent Mindsets

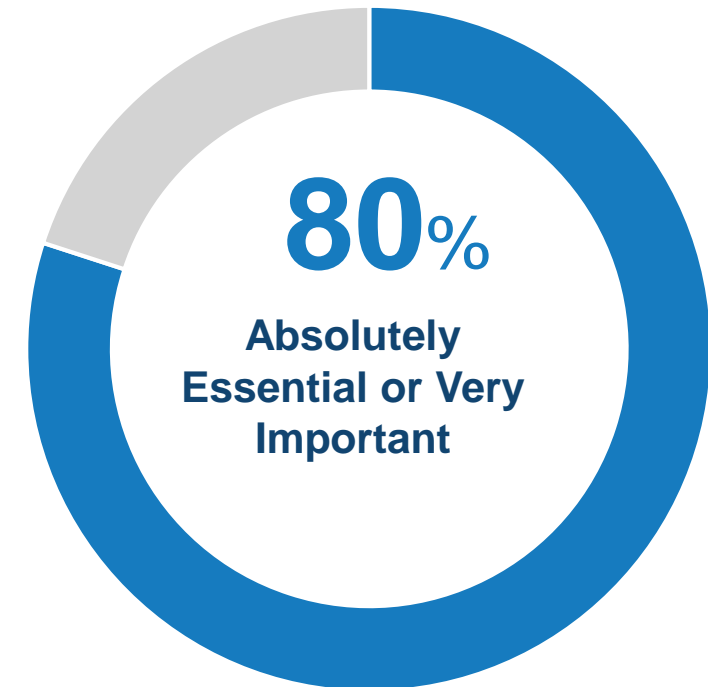


Parent Context

PERSON WITH GREATEST RESPONSIBILITY FOR MY CHILD'S SUCCESS IN SCHOOL

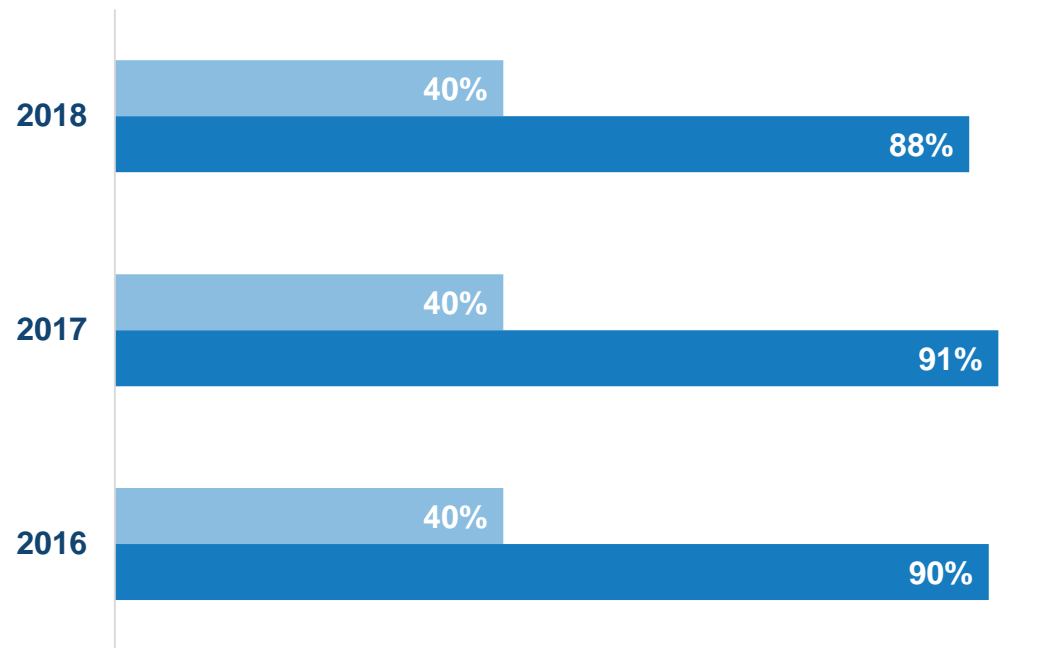


IMPORTANCE OF A COLLEGE DEGREE (Two- or four-year)



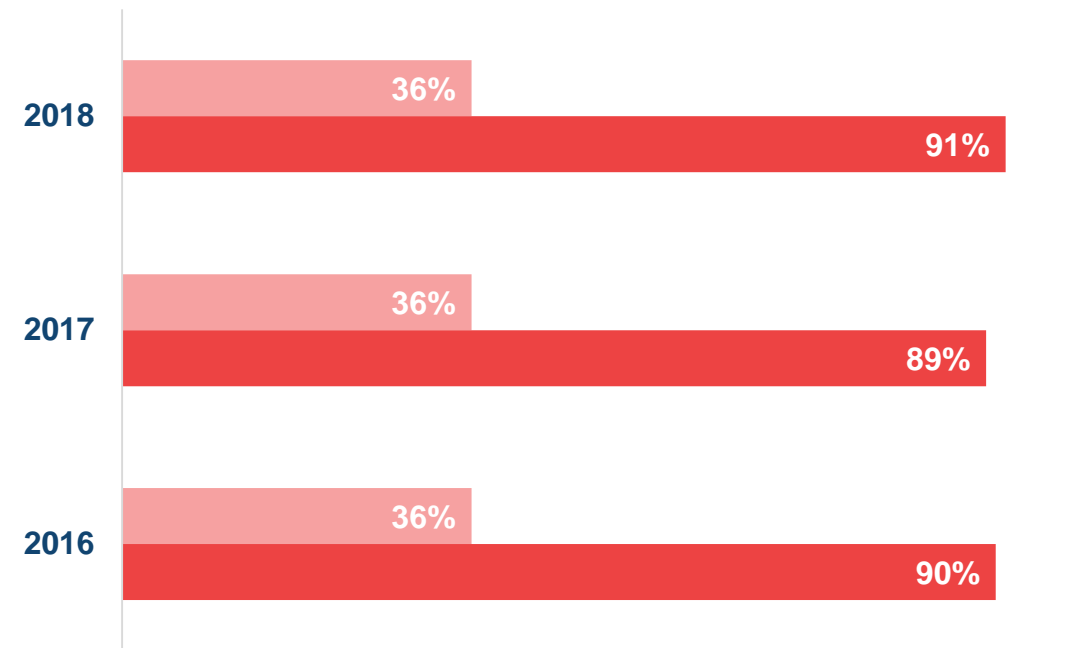
Discovering *The Disconnect*

MATH



- NAEP reporting Grade 4 student performance at or above proficient in this area
- Parents saying their child is achieving at or above grade level

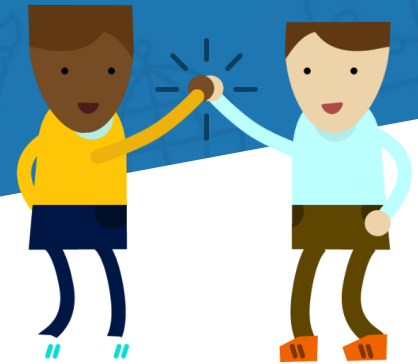
READING



- NAEP reporting Grade 4 student performance at or above proficient in this area
- Parents saying their child is achieving at or above grade level

Parents 2018: Going Beyond Good Grades

Findings



Parents Deserve a Complete and Accurate Picture of their Child's Achievement



“THE DISCONNECT”

Learning Heroes' research reveals that **nine in ten K-8 parents – regardless of race, income, education levels – believe their child performs at or above grade level in reading and in math**, despite national data that shows barely a third of students perform at grade level.



EXPLORATIONS

1. What drives parents to get involved in their child's education?
2. What will it take for parents to have a more accurate and complete picture?



Critical Questions

1

WHAT IF PARENTS KNEW
WHAT TEACHERS KNOW?

2

HOW CAN THE
REPORT CARD BE A
LEVER FOR CHANGE?

3

HOW TO BUILD
INCENTIVES TO GIVE
PARENTS AN ACCURATE
PICTURE?



Methodology



QUALITATIVE

80 Sessions | Mixed Methodologies

- 12 parent focus groups
- 24 parent/child dyads
- 28 teacher interviews
- 8 virtual counselor interviews
- 8 virtual principal interviews

6 Locations

- Dallas, TX
- Braintree, MA
- Bedford, NH
- Pittsburgh, PA
- Cincinnati, OH
- Sacramento, CA



QUANTITATIVE

National Online Parent Survey:

- Nationwide sample of **1,705 parents and guardians** with children in public school, grades 3-8
- Oversamples among African Americans, Hispanics, and parents of charter school students
- Fielded August 6-24, 2018
- Offered in both English and Spanish
- Quotas set so representative by key demographics

National Online Teacher Survey:

- Nationwide sample of **1,035 public school teachers**, grades 3-8
- Fielded August 16-25, 2018
- Quotas set so representative by key demographics

Throughout this report, **Green/red** indicates statistically **higher/lower** differences between audiences

Parent Perceptions Drive Involvement



Meeting Parents Where They Are – 4 Segments Emerge

PROBLEM SOLVERS - 22%

*More likely to have
an accurate picture*

A-OKs - 25%

*Less likely to
think excelling*



*More likely to
think excelling*

ACCEPTERS - 30%

*Less likely to have
an accurate picture*

PROTECTORS - 23%

Worry & Perceptions of Performance Shape Involvement

*More likely to have
an accurate picture*

A-OKs – 25%

- ★ **Behavior:** Child viewed as independent, academic achievers.
- ★ **Achievement:** Confident of performance in the classroom & on state tests.
- ★ **Educational Experience:** More likely to have advanced degree.
- ★ **Engagement:** Open to information, but only need a light touch from teachers and schools.

PROBLEM SOLVERS - 22%

- ★ **Behavior:** Reports child as distracted, anxious, with social-emotional difficulties.
- ★ **Achievement:** Child below grade level in at least one subject; 1/4 say child has an IEP.
- ★ **Educational Experience:** Perceived their own achievement as middle of the road.
- ★ **Engagement:** Actively communicates with teachers.



Worry & Perceptions of Performance Shape Involvement

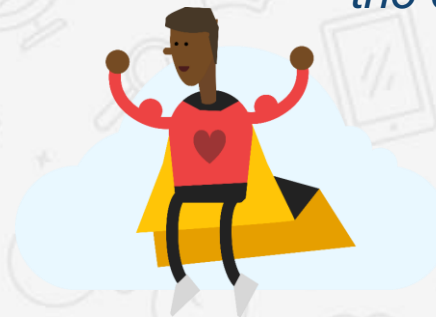
*Less likely to have
an accurate picture*

ACCEPTERS – 30%

- ★ **Behavior:** Child is respectful and independent; worry less in general.
- ★ **Achievement:** Believe their child is “doing fine”.
- ★ **Educational Experience:** Few enjoyed school; less likely to feel college is essential.
- ★ **Engagement:** Less involved in school; skeptical of information.

PROTECTORS – 23%

- ★ **Behavior:** Child seems social and self-motivated.
- ★ **Achievement:** False sense of security; more likely to rely on report cards.
- ★ **Educational Experience:** They enjoyed school and had a good experience.
- ★ **Engagement:** Involved and have high hopes for their child’s future. Worriers; information about *the disconnect* gets their attention.



Reflection

Michelle Montemayor, Texas PTA



Parents Rate Their Schools Highly

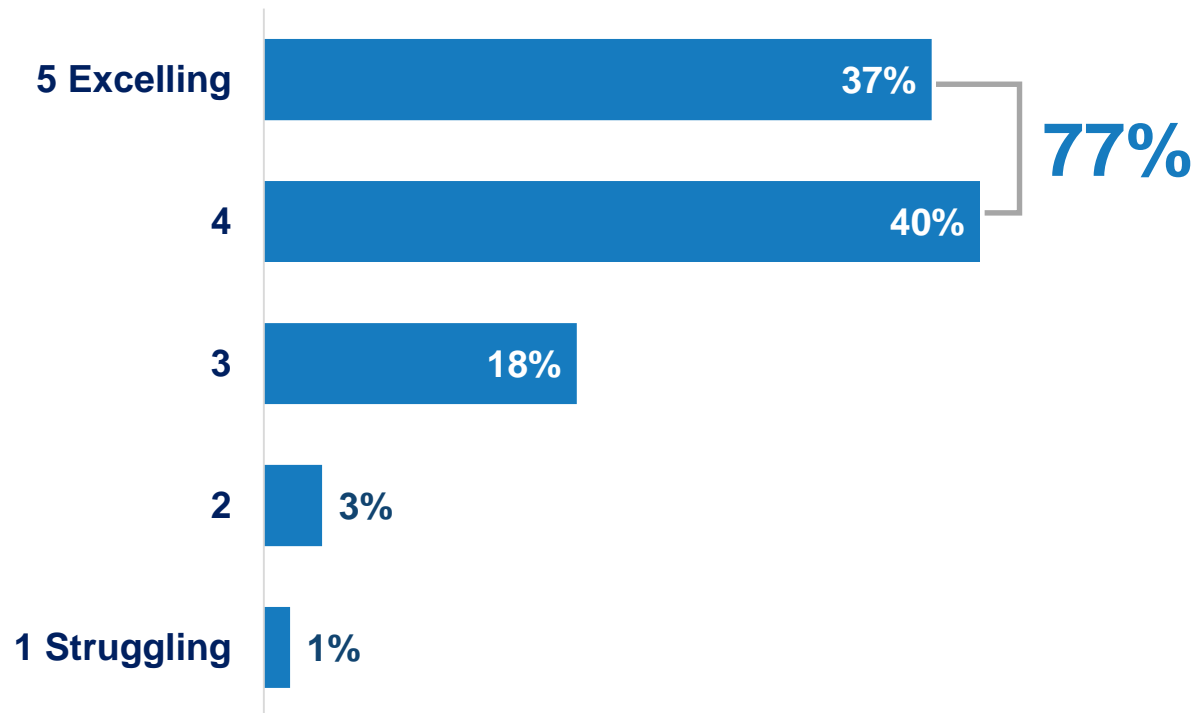
HOW WOULD YOU RATE THE EDUCATION
THAT YOUR CHILD IS GETTING IN THEIR SCHOOL?

	2016	2017	2018
Excellent/Pretty Good	75%	77%	84%
Just Okay	22%	19%	14%
Not So Good/Poor	3%	4%	2%

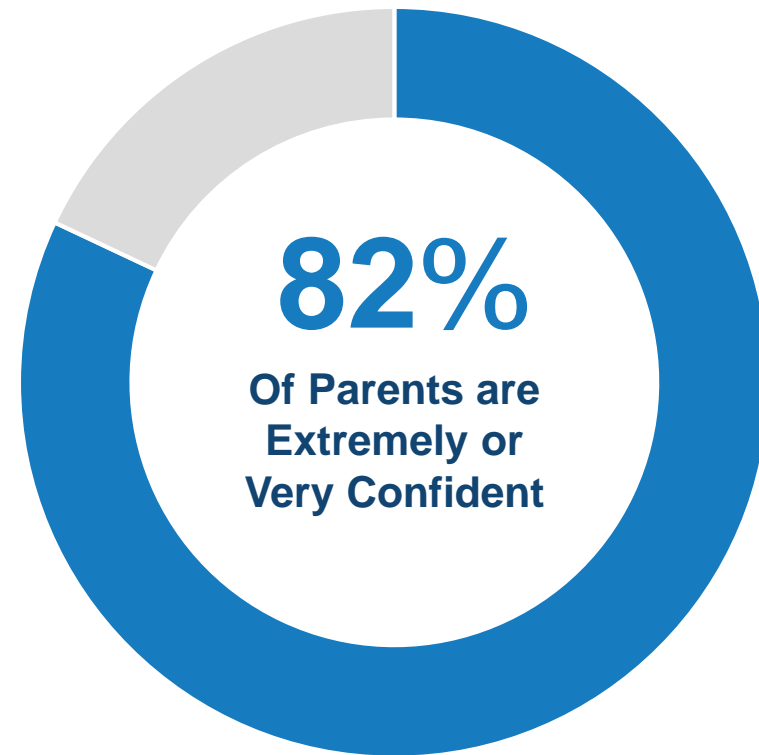
Parents 2016 and Parents 2017 data (among parents of K-8th grade).

Parents Are Confident

**MOST PARENTS SAY THEIR
CHILD IS DOING WELL
ACADEMICALLY...**



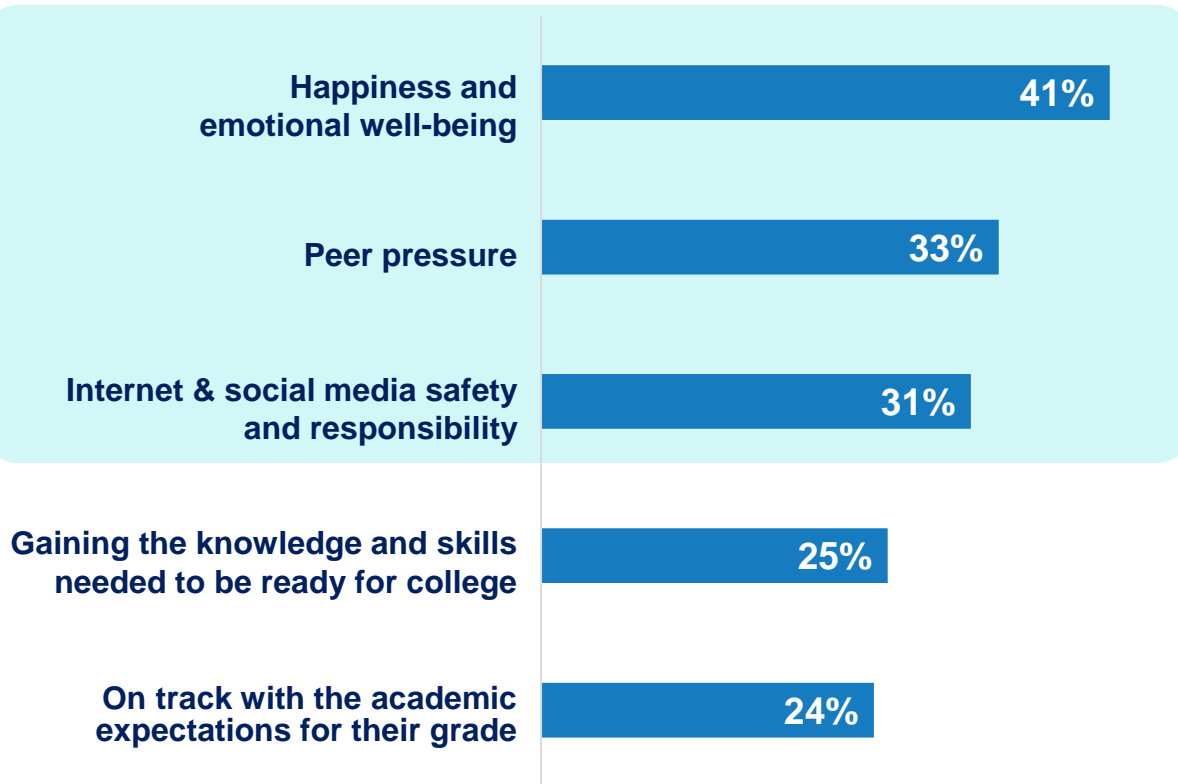
**PARENTS ARE CONFIDENT THEY HAVE A
CLEAR UNDERSTANDING OF HOW WELL THEIR
CHILD IS ACHIEVING ACADEMICALLY**



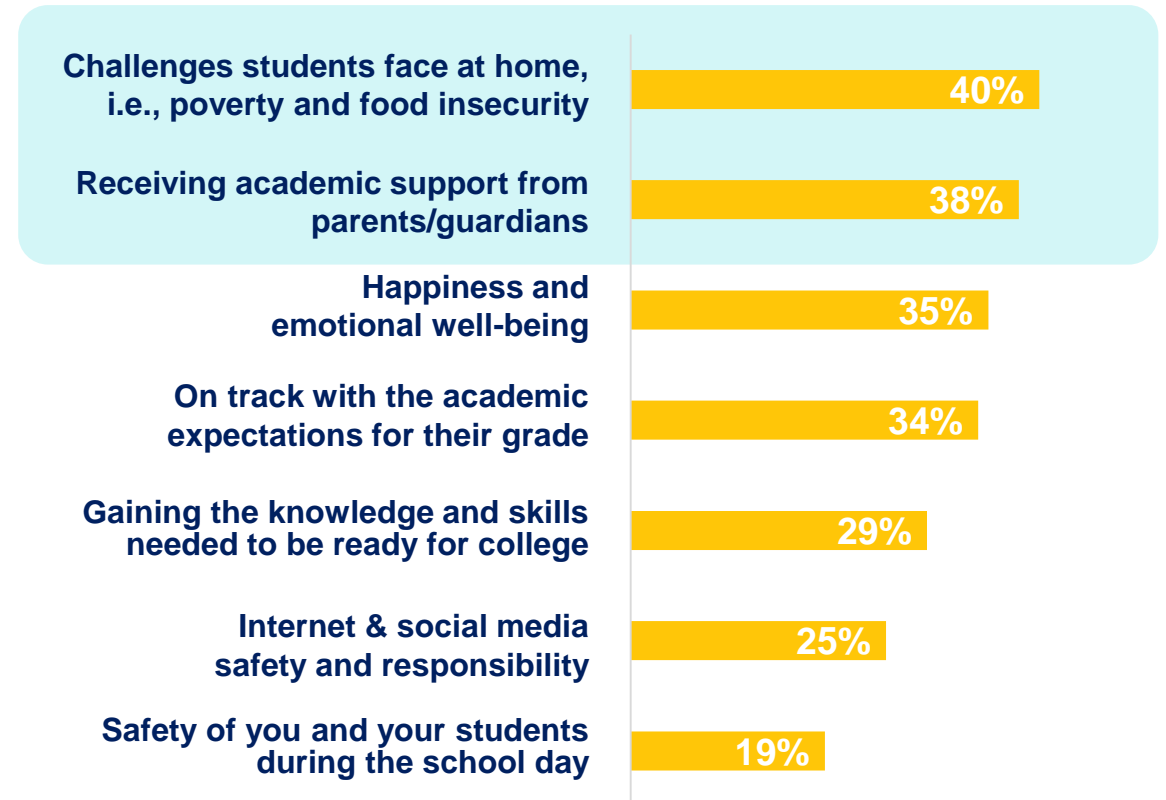
Different Worries

Keep Parents & Teachers Up at Night

PARENTS (% worry a lot)



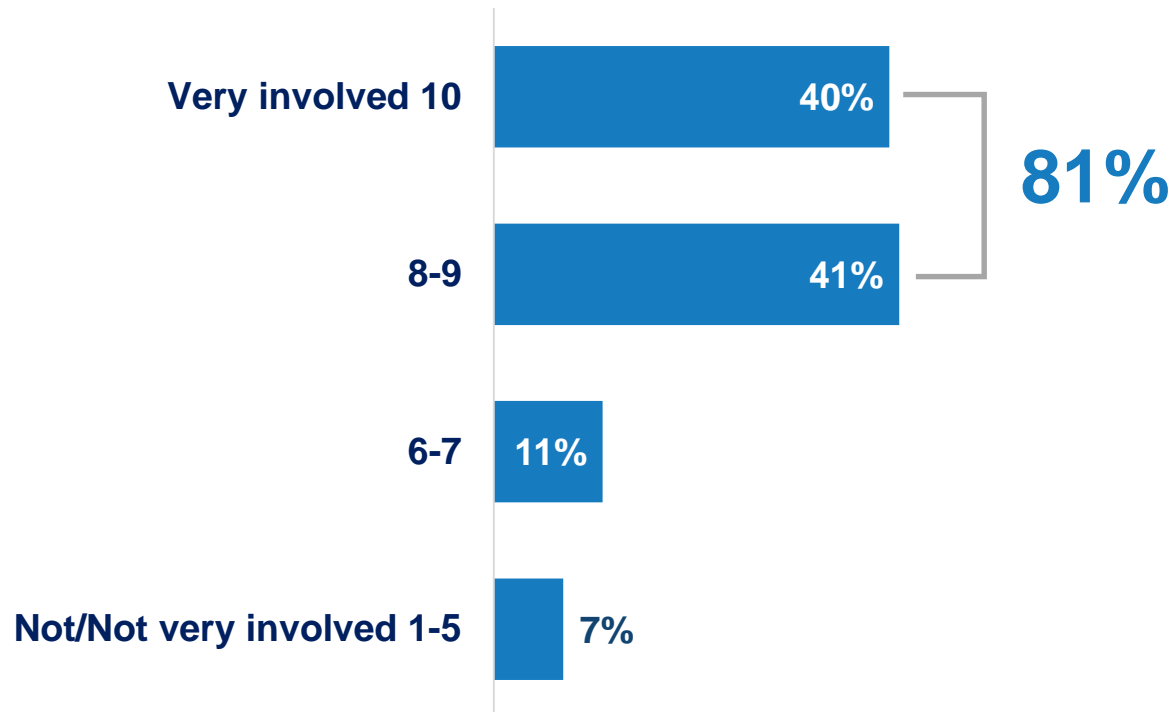
TEACHERS (% worry a lot)



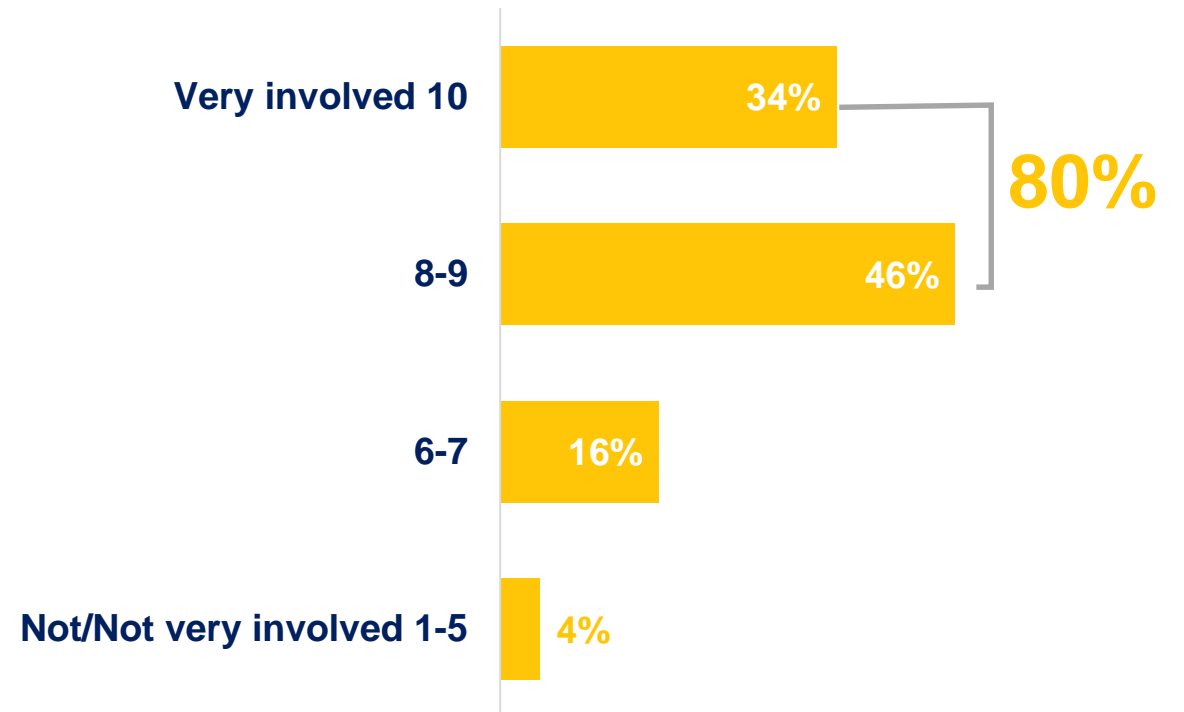
Parents and Teachers Agree on Ideal Involvement

IDEAL INVOLVEMENT

PARENTS



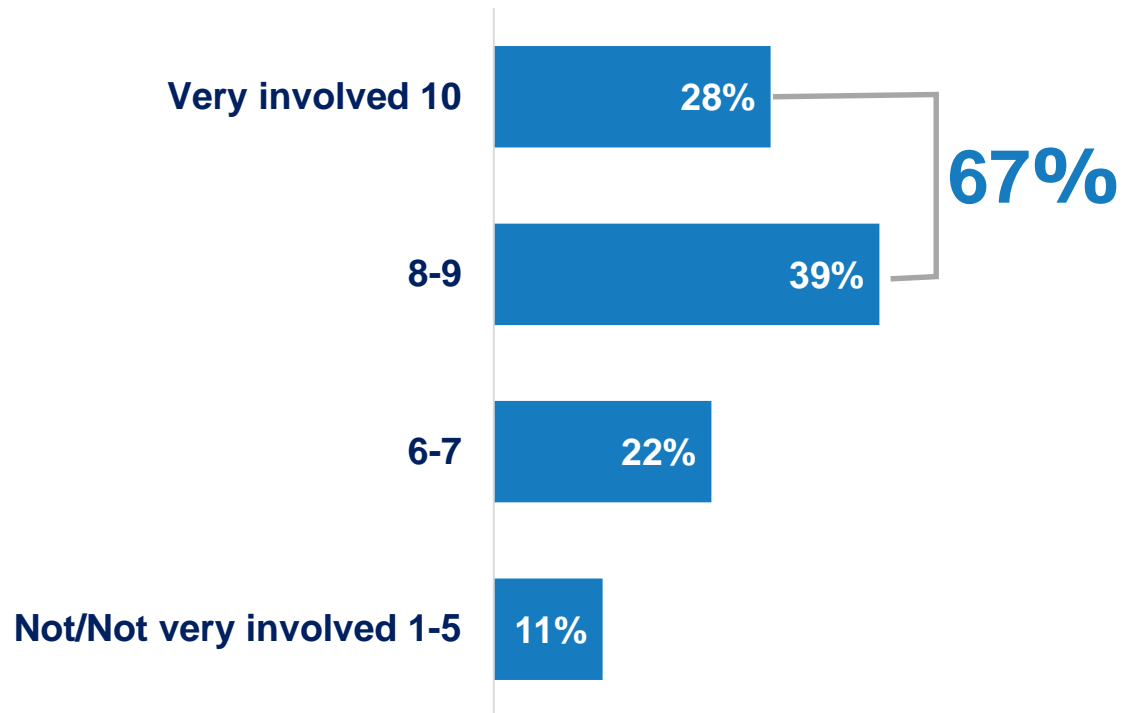
TEACHERS



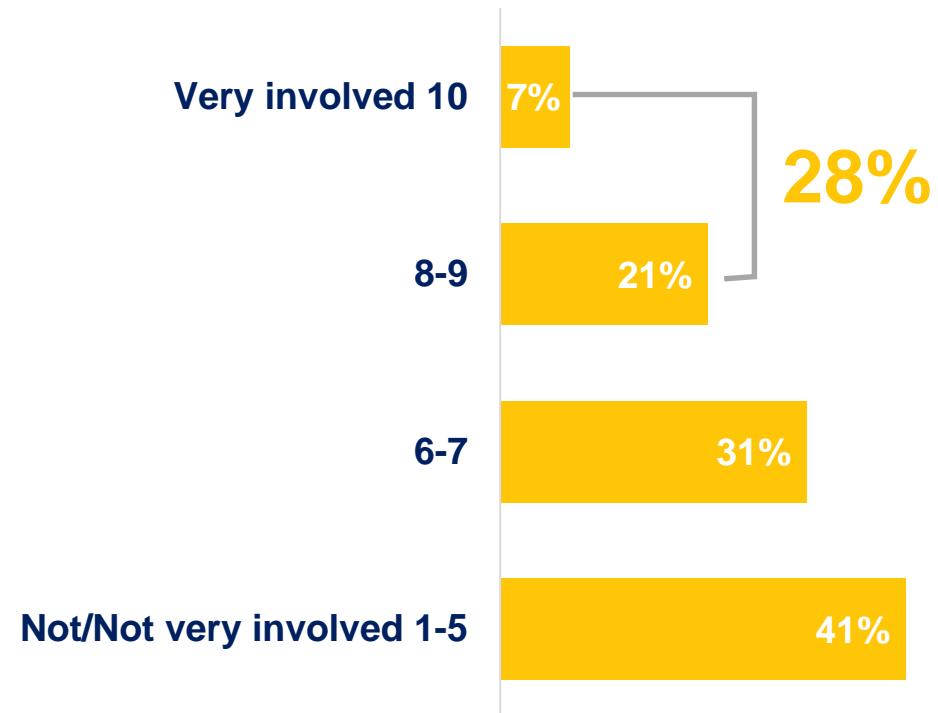
Yet, Teachers Report Parents are *Less* Involved than Parents Indicate

ACTUAL INVOLVEMENT

PARENTS

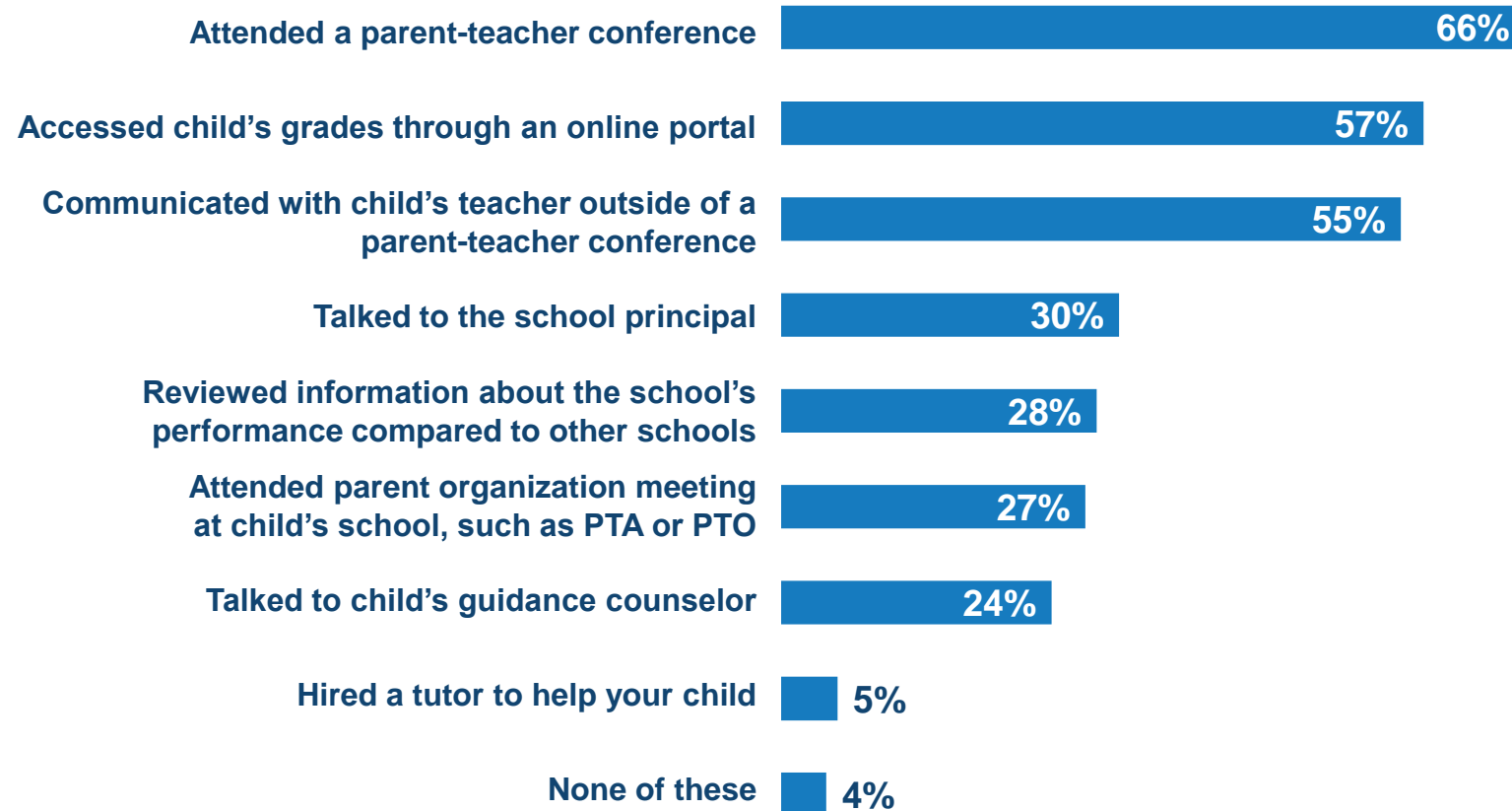


TEACHERS



Involvement: Primarily Through Parent-Teacher Conferences and Portals

HOW PARENTS ARE INVOLVED



Elem. School	Middle School
70%	61%
48%	65%
57%	52%
32%	28%
26%	30%
28%	26%
21%	27%
6%	5%
4%	4%

Please indicate which of the following, if any, you have done during the recent 2017-2018 school year. Select all that apply.

Teachers Link Parent Involvement and Student Achievement

78% of teachers believe the students whose parents regularly communicate with them tend to do better academically than the students whose parents do not.



Reflection

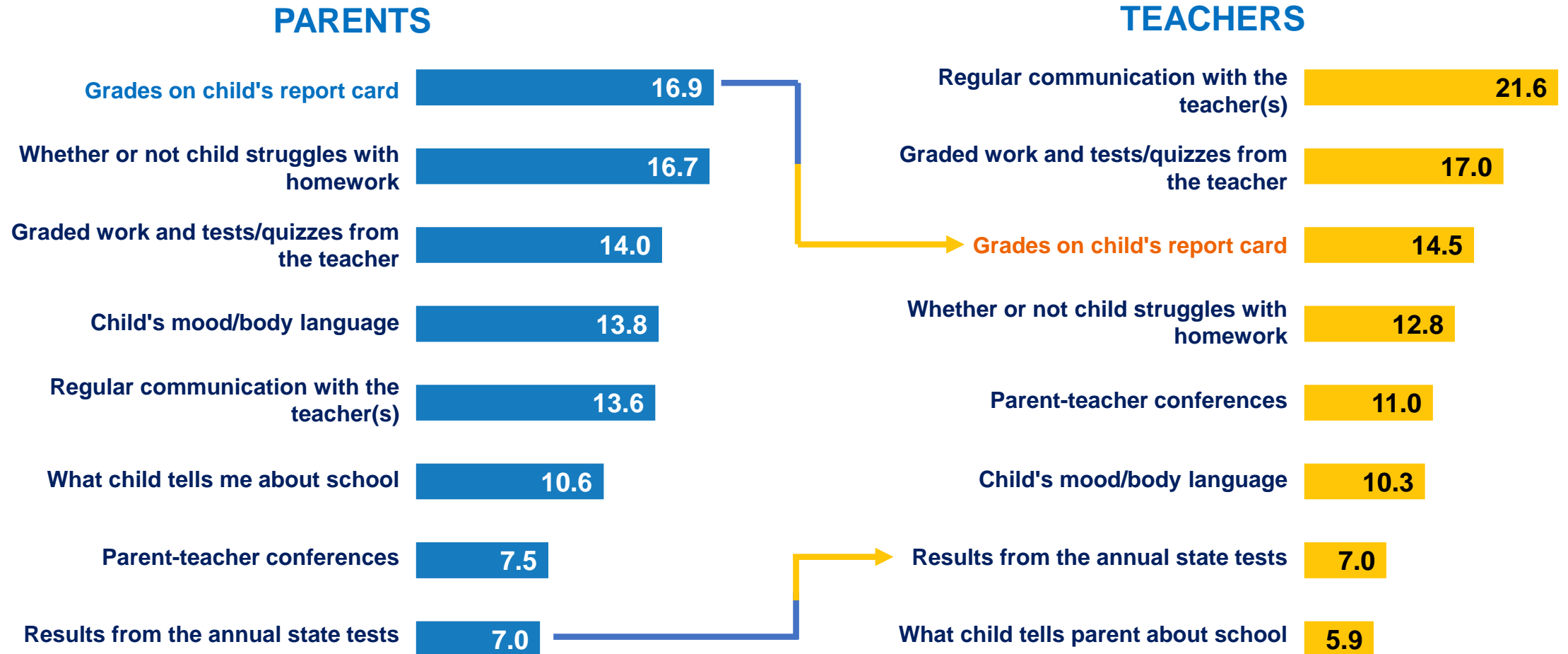
Whitney Henderson, EdNavigator



Report Cards Sit at the Center of the Disconnect



Parents, Not Teachers, See Report Cards as Most Important for Understanding Achievement



NOTE: Any score above 12.5 is an above-average score.

Parents Say Good Grades = Grade Level



67% indicate their children typically gets all A's or mostly A's and B's on their report cards.

And...

84% believe A's or B's indicate child is doing the work expected of them at their current grade.

Teachers Say Good Grades = Mastery + Effort + Progress



TEACHERS INDICATE REPORT CARDS INCLUDE THE FOLLOWING:

- Achievement/mastery of concepts (**78%**)
- Progress over the grading period (**69%**)
- Participation/engagement in class (**69%**)
- Effort put forward (**66%**)

Percentages higher for Elementary School and Title I teachers.



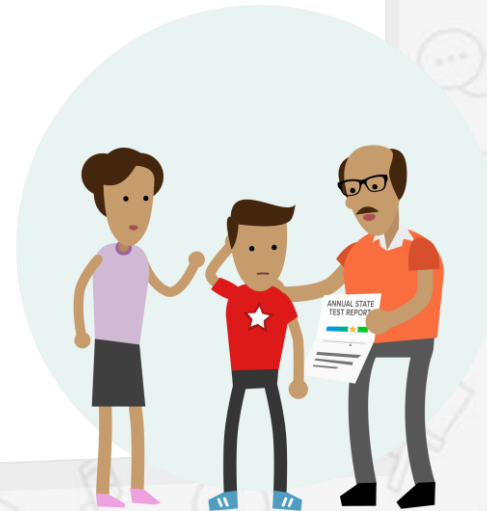
48% of teachers agree that report card grades measure effort more than achievement.



Teachers Report Parents Rely Too Much on Report Cards

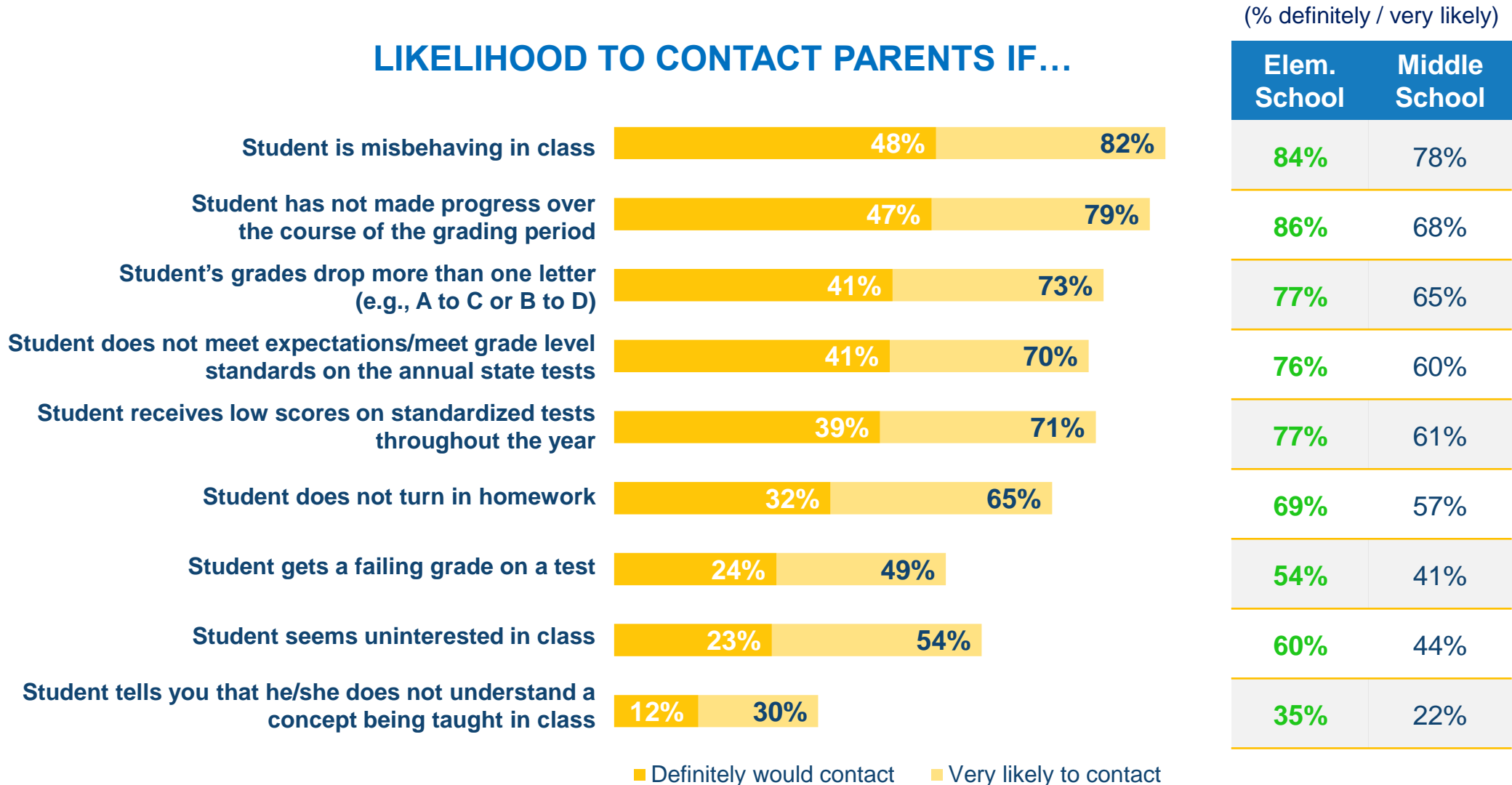


64% of teachers agree that parents focus too much on report card grades alone.



Teachers More Likely to Contact Parents About Behavior than Academics

LIKELIHOOD TO CONTACT PARENTS IF...



Teachers Worry About Being Blamed by Parents

Why do some teachers find it difficult to talk to parents?

Parents blame the teacher when their child isn't performing at the appropriate level 71%

Parents might not believe the teacher, especially if the information contrasts with what the parent sees at home 51%

Teachers do not know how best to relay this type of information to parents 26%

Teachers are not given the proper support from school administrators to relay this type of information 24%

Parents could elevate the matter to the school principal, which could create problems for the teacher 23%

Teachers have relationships with parents outside of school, which makes negative communication more difficult 13%

Some teachers find it difficult to communicate with parents when students are not performing at the appropriate level. From your experience as a teacher, why do you think some teachers might find it difficult to communicate negative information about student academic performance to parents? Select all that apply.

Reflection

Landon Mascareñaz, A+ Colorado



The Disconnect is Solvable



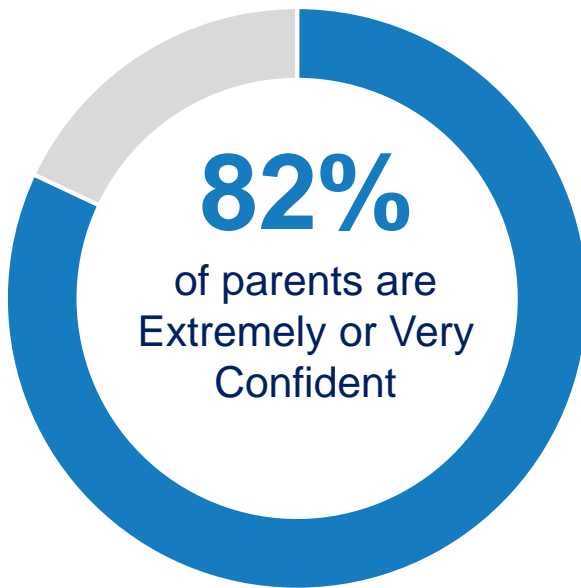


The Disconnect

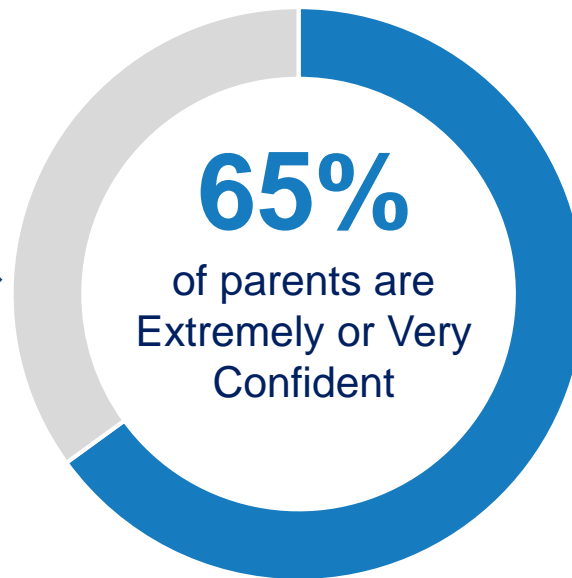
“A 2017 national parent survey found that **nine in ten parents** of kindergarten-8th graders believe their child performs **at or above grade level in math and reading**. Yet, a nationally representative assessment of American students shows **only about one-third of students perform at grade level**. And, **only 39% of teachers** say their students start the school year **prepared for grade level work**.”

Hearing About *The Disconnect* Opens Eyes

Before Hearing about
the Disconnect...



After Hearing about
the Disconnect...



that they have a clear picture of how
their child is doing academically

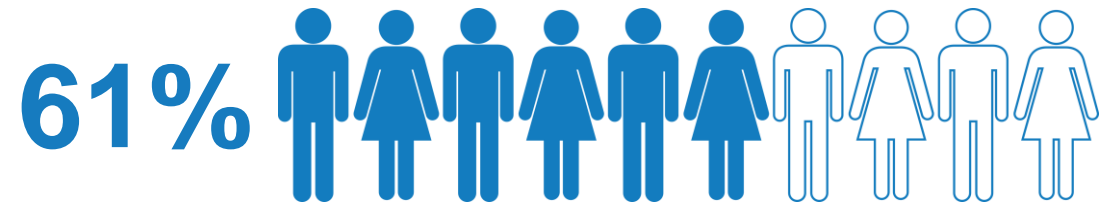
	Pre	Post	Diff.
Elementary	82%	66%	-16%
Middle School	81%	63%	-18%
African American	81%	67%	-14%
Hispanic	83%	69%	-14%
White	81%	64%	-17%
Son	80%	63%	-17%
Daughter	84%	66%	-18%

The Disconnect is Solvable

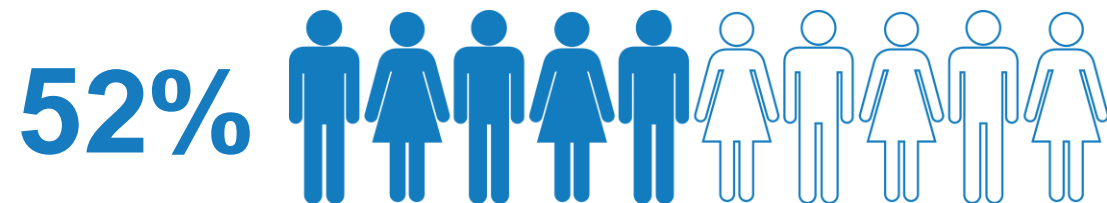


% THINK THEIR CHILD IS AT OR ABOVE GRADE LEVEL IN MATH WHEN TOLD...

- **Child receives a B in math**
- **Doesn't meet expectations on state test**



- **Child receives a B in math**
- **Doesn't meet expectations on state test**
- **Child's school received an overall performance rating of C**



The background is a solid blue color with a repeating pattern of white line-art icons. These icons include various educational items such as books, globes, rulers, pencils, paper airplanes, alarm clocks, bicycles, backpacks, speech bubbles, and the letter 'A'.

Reflection

Bibb Hubbard

Research to Action: *Spring Ahead*

Windy Lopez-Aflitto, Learning Heroes



Seasonal Campaign

Spring Ahead

The graphic features a family of four (father, mother, and two children) sitting around a table. The father is pointing at a laptop screen that displays 'STATE PRACTICE TEST'. The mother is looking at the laptop. One child is standing and looking at the laptop. The other child is sitting and looking at the laptop. There are two speech bubbles: one from the father saying 'HOW DO WE KNOW HOW HE'S DOING IN MATH AND WHERE HE NEEDS HELP?' and one from the mother saying 'LET'S LOOK AT THE MATH PRACTICE QUESTIONS FROM THE STATE TEST - IT MEASURES GRADE LEVEL SKILLS.' The background is a stylized cityscape with a tree. Logos for 'LEARNING HEROES', 'National PTA everychild.onevoice.', and 'UNIVISION COMMUNICATIONS INC.' are at the top. A red banner at the bottom contains the text 'Visit bealearninghero.org to get your state's practice test, plus tips and tools to support learning at home.' and an icon of a laptop with 'STATE PRACTICE TEST' on the screen.

Spring Ahead:
A Clear Path for Your Child's Success

Your child's grades, results of the upcoming state test, and your school's report card are important pieces of the bigger picture.

HOW DO WE KNOW HOW HE'S DOING IN MATH AND WHERE HE NEEDS HELP?

LET'S LOOK AT THE MATH PRACTICE QUESTIONS FROM THE STATE TEST - IT MEASURES GRADE LEVEL SKILLS.

Visit bealearninghero.org to get your state's practice test, plus tips and tools to support learning at home.

How can you help your child spring ahead?

Take your state's practice test.

Along with grades and class work, the state test is another way to see where your child needs more support. Tests can be nerve-racking—boost self-confidence by showing your child how to take on challenges.

Stay connected with the teacher.

Teachers say the best way to know how your child is progressing is to be in regular contact. Ask the teacher how your child is doing with specific skills and share what you notice about their learning habits.

Check out how your school is doing.

Your state releases a report card for every school, which includes important information about your school's performance such as academics, the learning environment, and more.

Get a quick gut check.

Use the new Readiness Check to see your child's progress and get skill specific videos, activities, and more to support math and reading at home.

Building an Accurate Picture for Parents





Contact

Bibb Hubbard
Founder & President
Learning Heroes

bhubbard@learningheroes.org
Bealearninghero.org

