



Hidden in Plain Sight | A Way Forward for Equity-Centered Family Engagement

Parents 2022 | K-12 Parent,
Teacher & Principal Survey Findings

JUNE 2022



Key Takeaways



United, Not Divided

Parents and educators are united in what they want and need from school and are coming together. They believe family engagement and equity are essential for student success and want honest conversations about academic performance and to focus on student's social and emotional well-being. Let's bring parents and teachers together, not pull them apart.



Overcome Barriers to Recovery

Grade inflation, inconsistent parent-teacher communication, and a lack of parental access to multiple measures of student performance sit at the heart of parents' overly rosy view of their children's progress, putting federally-funded COVID learning recovery efforts at risk. Let's provide parents with understandable, actionable measures.



Hidden in Plain Sight

We know the way forward. Many districts are modeling how to successfully team up with families. There are roadmaps for implementing effective family engagement strategies that deliver results for families, students and educators. Let's take what we know and drive impact.

2022 Survey Methodology



Parents Survey

- Nationwide sample of **1,405 parents and guardians** with children in public school, grades K-12, including:
 - 675 elementary school parents
 - 315 middle school parents
 - 415 high school parents
 - Oversamples among Black and Hispanic parents
- Fielded April 6th-May 4th, 2022
- Offered in both English and Spanish
- Data were weighted to be representative of public school parents in the U.S.

With Additional Data from:

- *Learning Heroes Parents 2019 - 2021*



Educator Survey

- Nationwide sample of **300 teachers and 317 Principals** in public schools, grades K-12, including:
 - 229 elementary school educators
 - 227 middle school educators
 - 221 high school educators
- Fielded April 19th-May 14th, 2022
- Data were weighted to be representative of public school teachers and principals in the U.S.

- Throughout this report, **blue/red** indicates statistically **higher/lower** differences between audiences
- **▲ ▼** Indicate statistically significant changes only when compared to the most recent data (Sept. 2021)
- Research conducted by Edge Research.

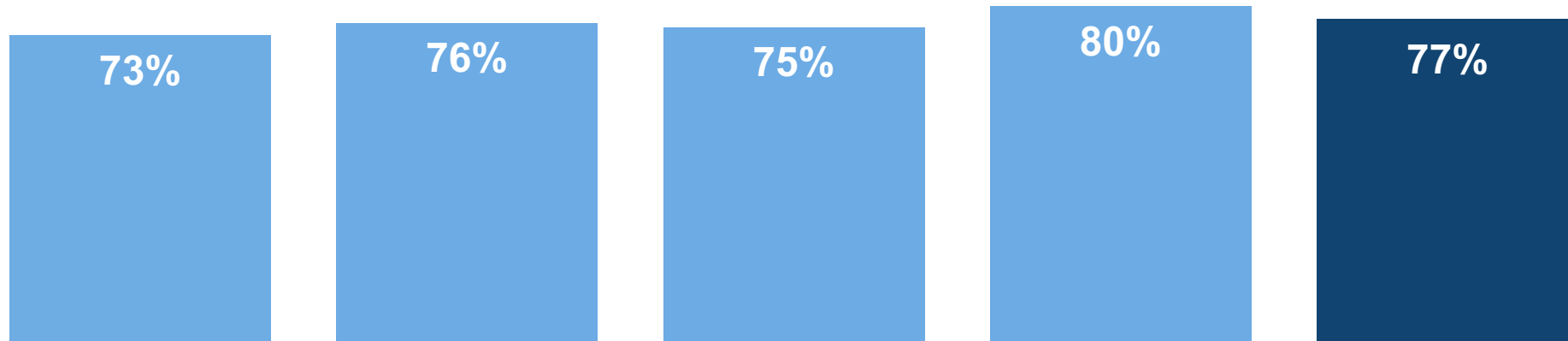
The Stage is Set for Equity-Centered Engagement



Parents' hopes & dreams for their children remain high

How important is it to you that your child goes to college?

Absolutely essential/Very important



2019

2020

Feb 2021

Sept 2021

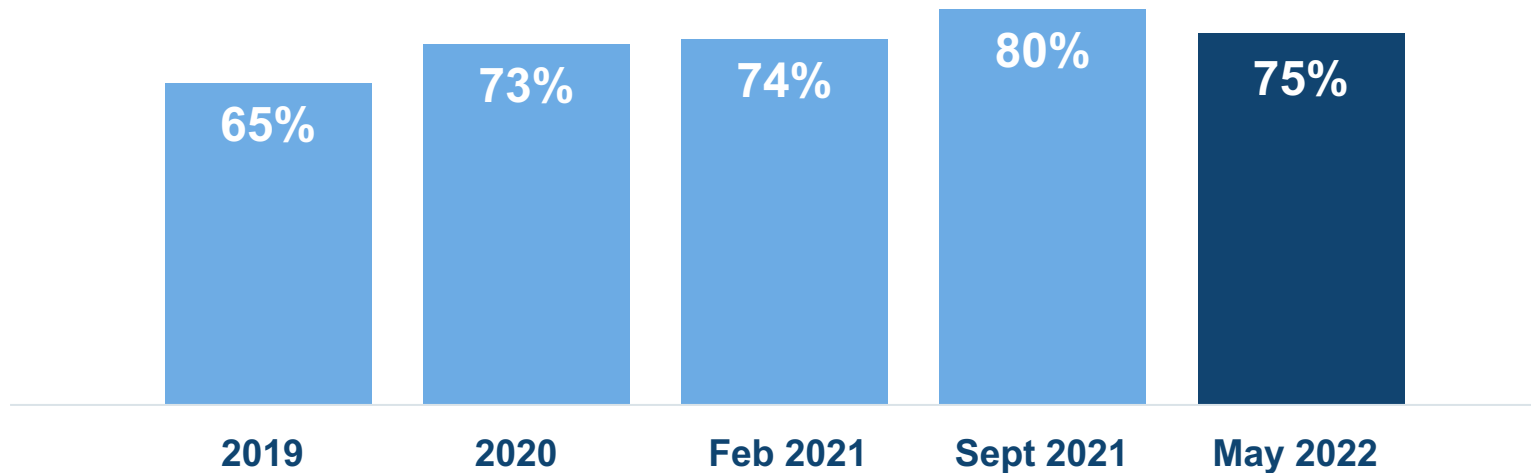
May 2022

	2019	2020	Feb 2021	Sept 2021	May 2022
Black	81%	82%	76%	78%	81%
Hispanic	87%	87%	81%	87%	87%
White	69%	72%	72%	78%	72%▼

As do their confidence levels for college success

How confident are you that your child will be well prepared for entrance into and success in college upon graduation from high school?

Extremely/Very confident



	2019	2020	Feb 2021	Sept 2021	May 2022
Black	72%	80%	79%	80%	77%
Hispanic	73%	74%	77%	77%	77%
White	62%	72%	71%	80%	74%▼

Higher confidence among:

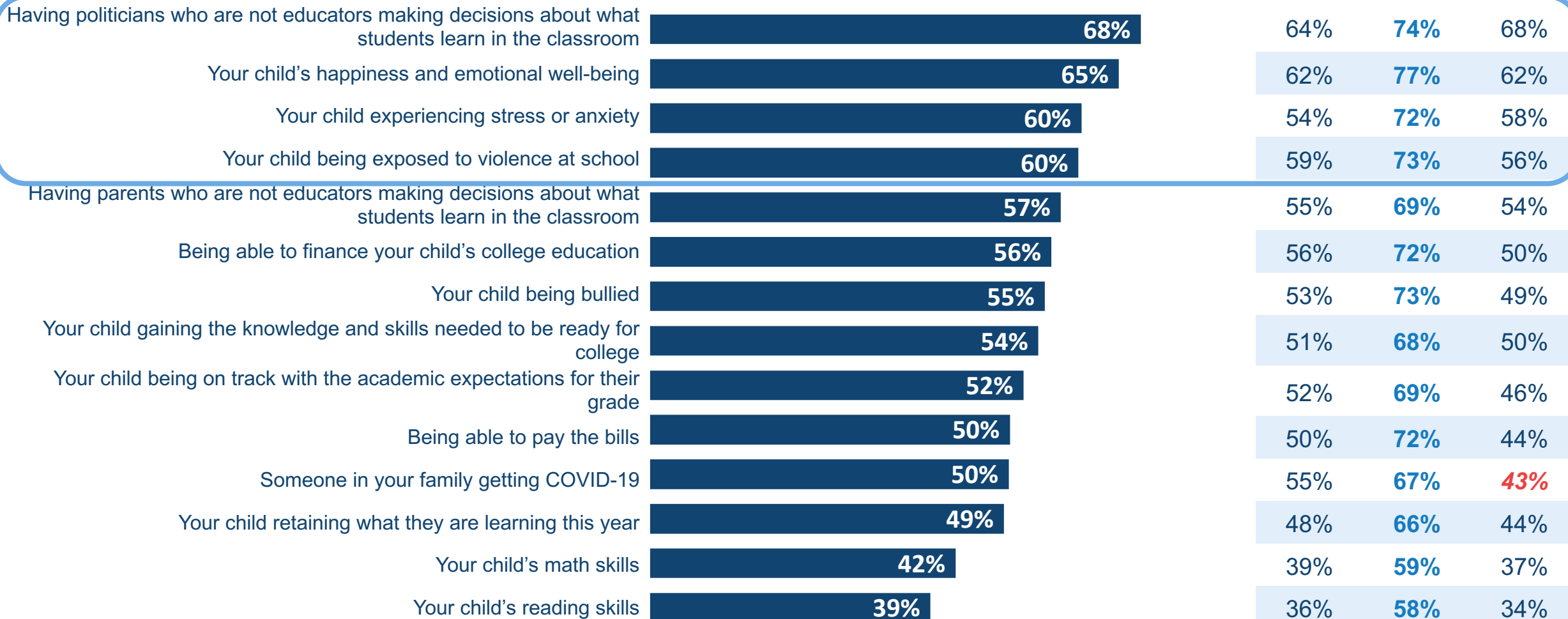
- Charter School (**82%**)
- Elementary (**79%**)
- HHI \$100K+ (**79%**)

Lower confidence among:

- Small town/rural (**65%**)

Top worries are well-being and politicians making decisions about what students learn in classrooms

How much do you worry about each of the following as a parent?



■ Worry a lot/some

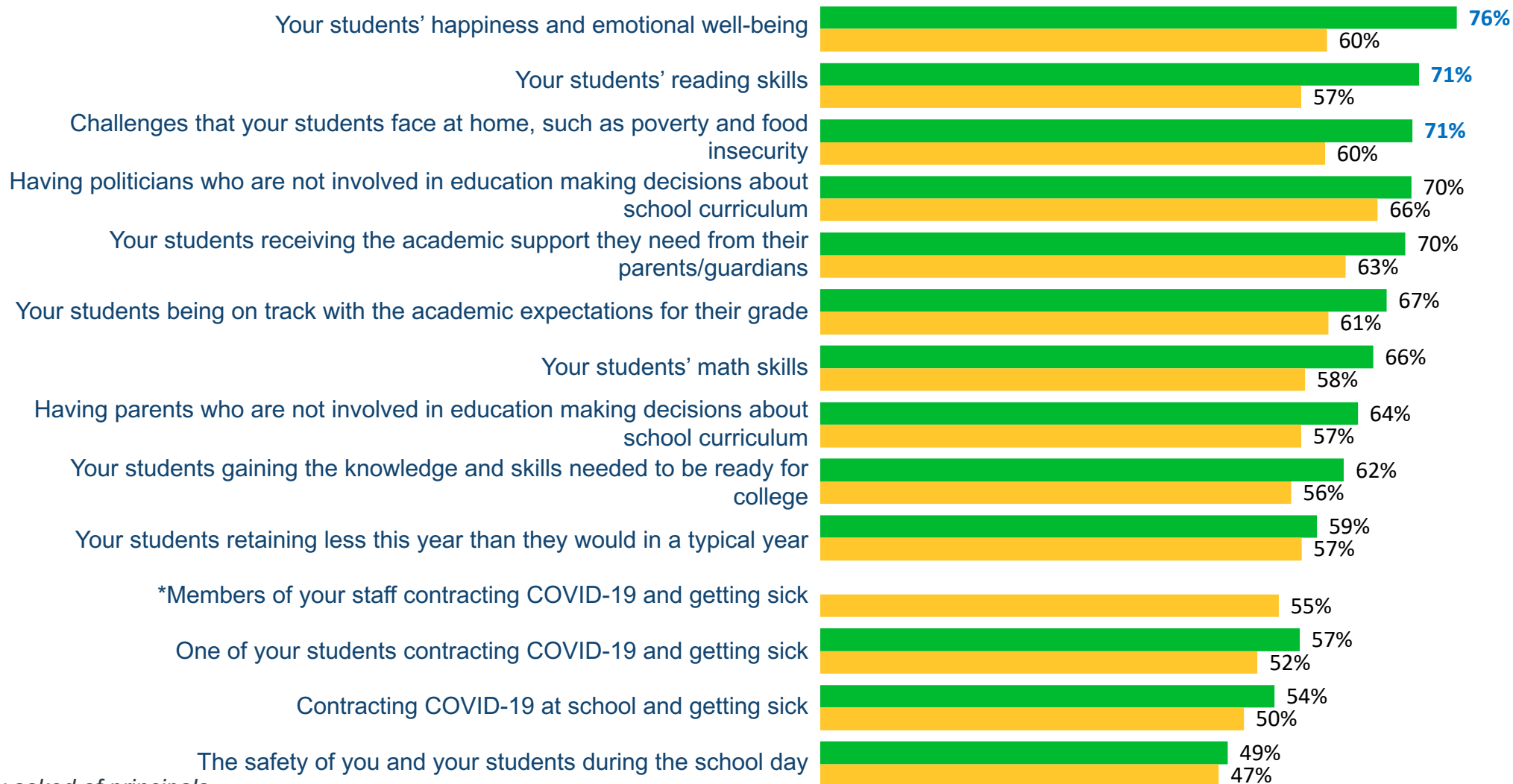
Educators share concerns about political interference; COVID concerns dropped considerably

How much do you worry about each of the following?

(% worry a lot/some)

Teachers

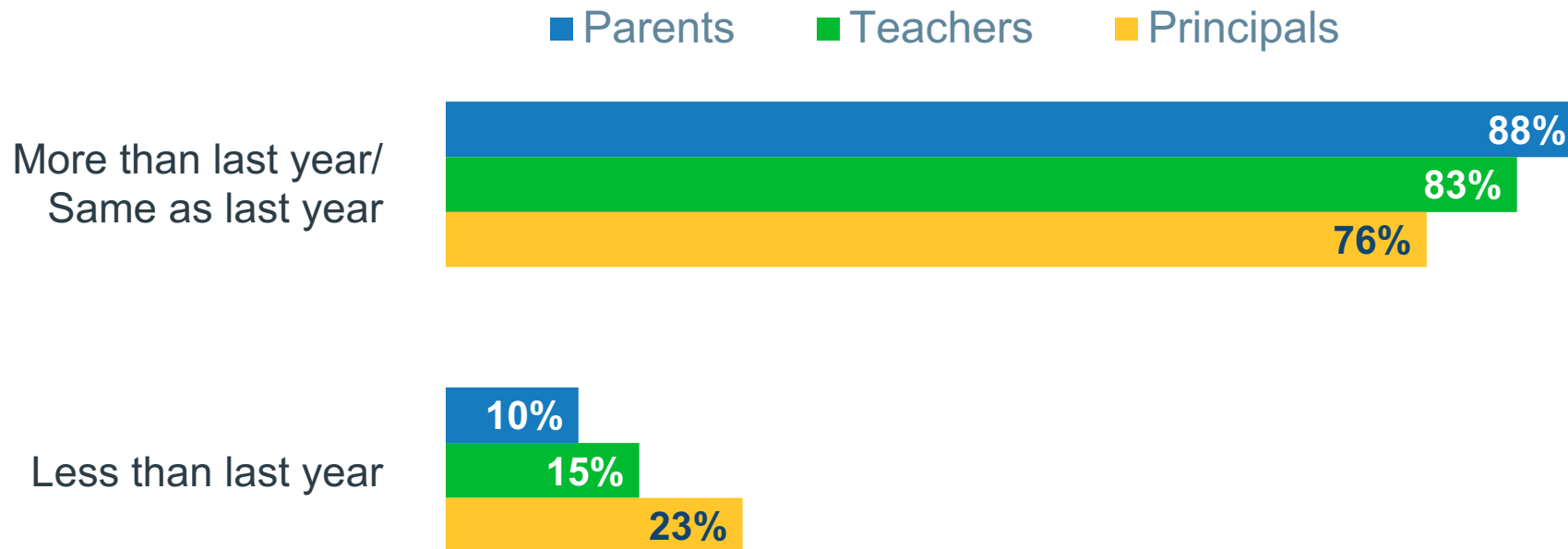
Principals



Parent & educators remain deeply involved

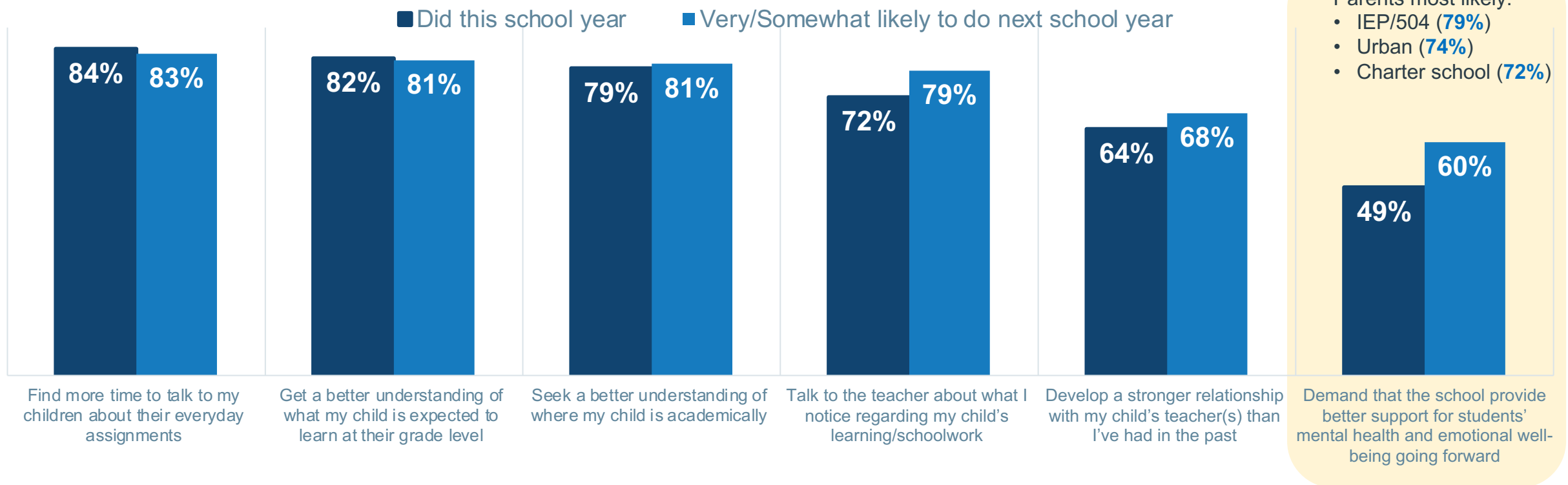
Parents: involvement in your child's education *has been...*?

Teachers and Principals: time and effort on Family Engagement *has been...*?



Parent actions are here to stay

Involvement in Child's Education

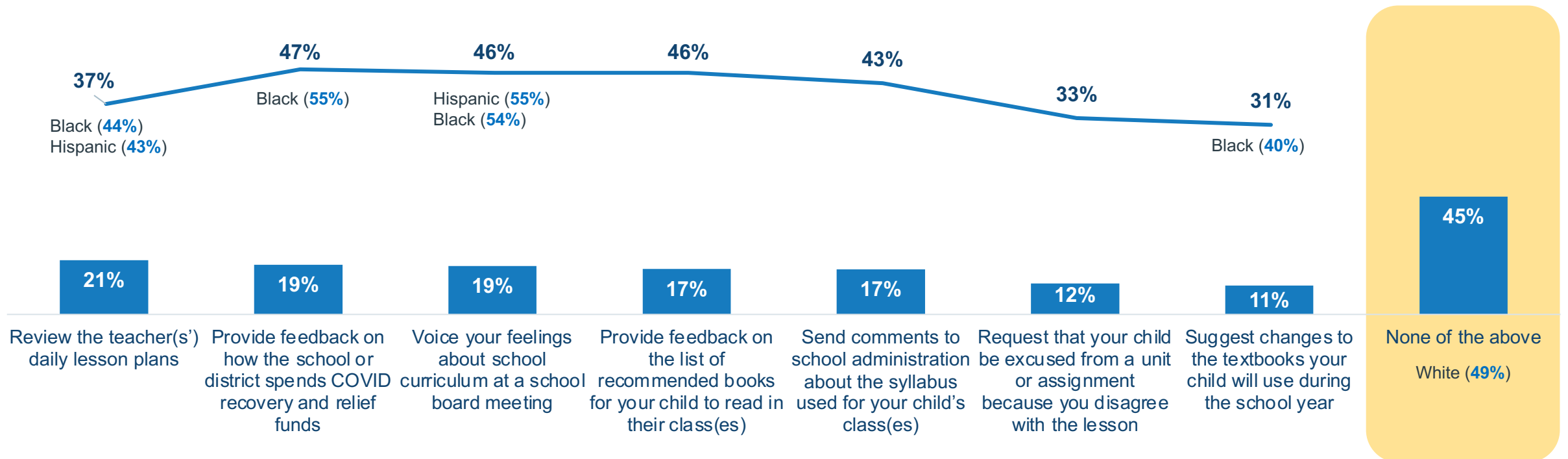


	Did	Likely	Did	Likely	Did	Likely	Did	Likely	Did	Likely	Did	Likely
Black	92%	83%	88%	85%	87%	86%	77%	83%	66%	73%	53%	63%
Hispanic	89%	93%	90%	89%	87%	90%	78%	83%	67%	80%	57%	75%
White	81%	80%	78%	78%	76%	76%	69%	76%	61%	62%	44%	55%

Parents want an avenue to express themselves, but few take action

Ways for Parents to Have a Say in Education

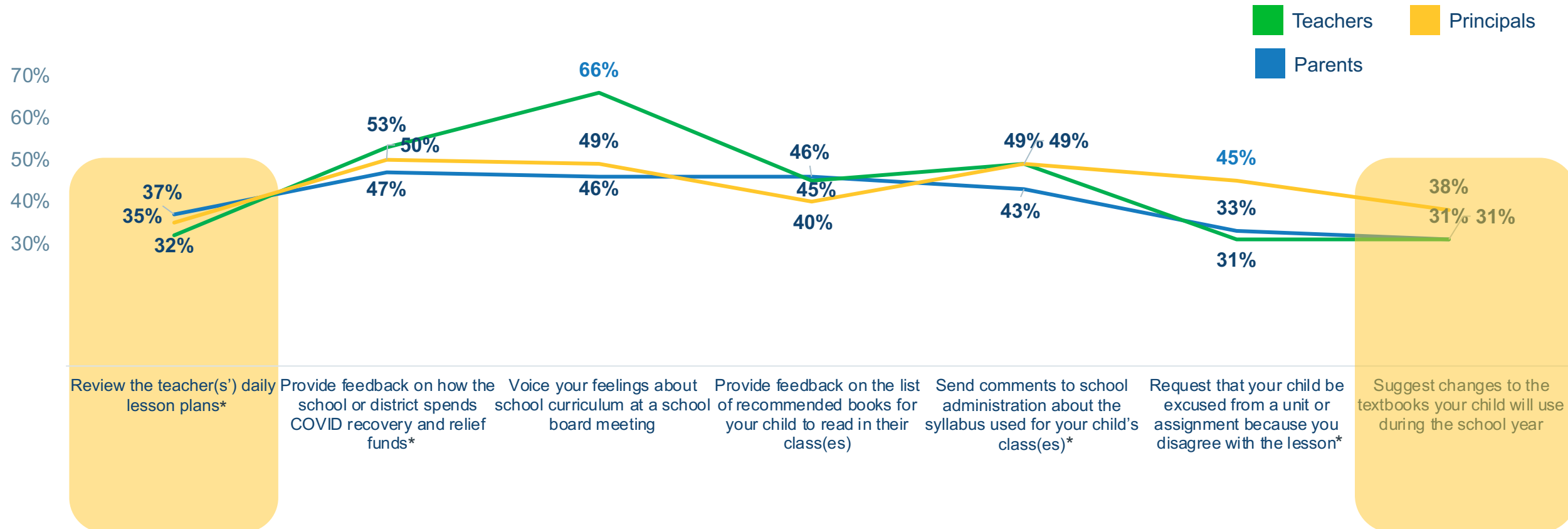
— = % Definitely want a say
■ = Have done in past year



Approximately half of educators believe that parents should have a say in education

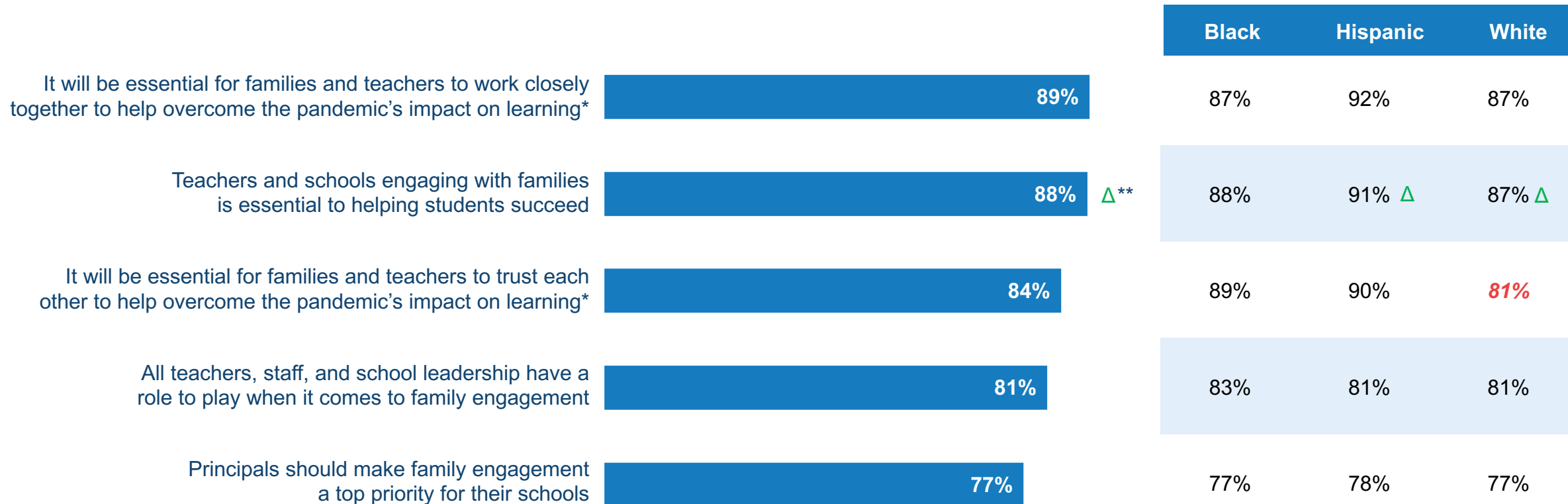
Educators are least supportive of parent review of daily lesson plans

Parents Can Have/Should DEFINITELY Have a Say in Education



Parents see working with teachers closely as essential for COVID recovery

Agreement with statements (% strongly + somewhat agree)



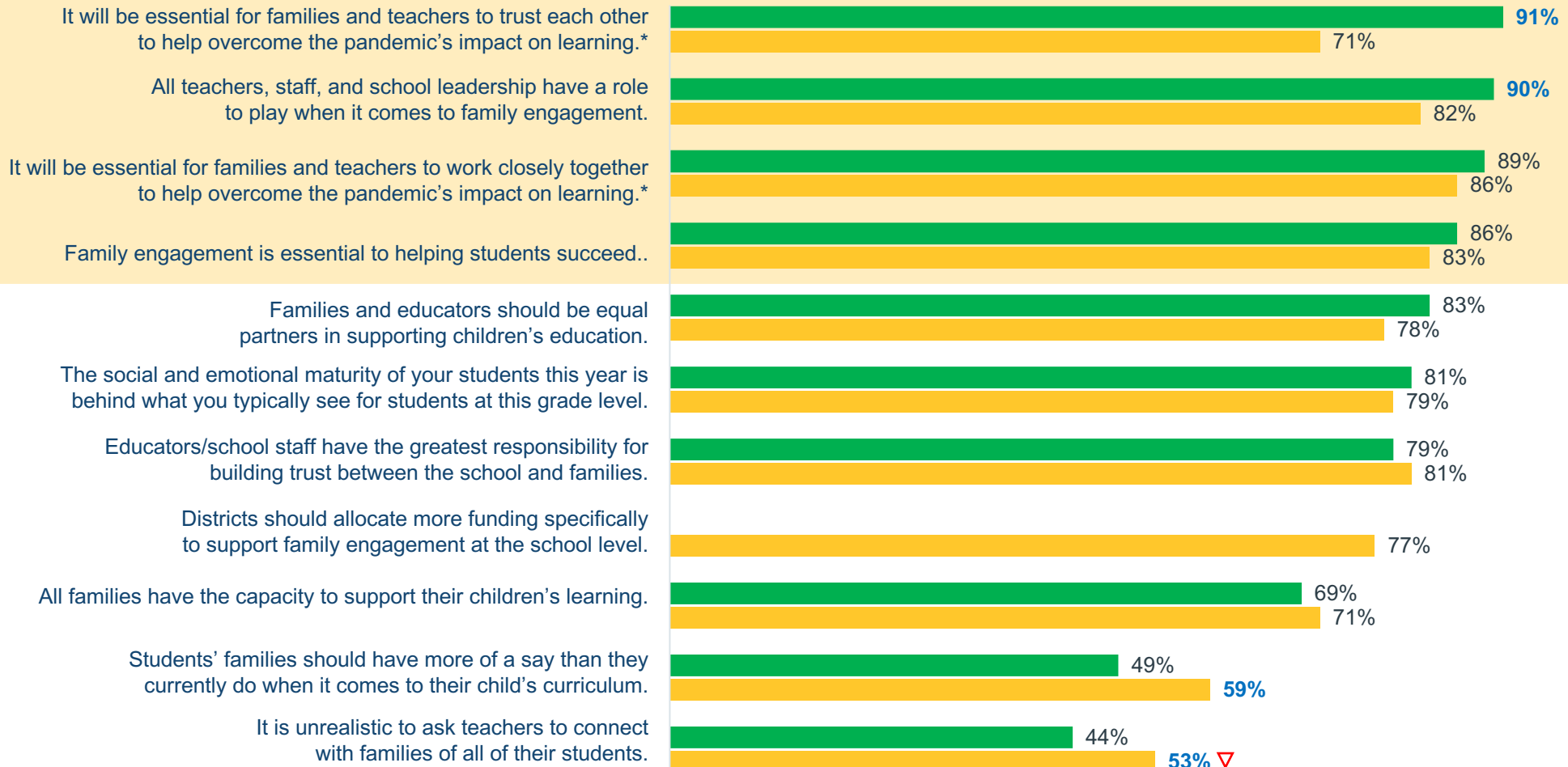
* = split-sampled item

** "Family engagement is essential to helping students succeed" in 2021

Educators agree

Agreement with statements (% strongly + somewhat agree)

Teachers Principals



* = split-sampled item

Ranked by Teacher data

Parents & educators also agree equity is a key factor in student success, yet more work is needed to address bias

Agreement with statements (% strongly + somewhat agree)

Teachers Principals Parents



Parent Demographics		
Black	Hispanic	White

83%	84%	74%
90%	91%	86%
77%	72%	63%
84%	87%	73%

Ranked by Teacher data
* = split-sampled item
^ = no statistically significant difference compared to 2021 data

Blue indicates statistically higher results for the corresponding audience between educators.

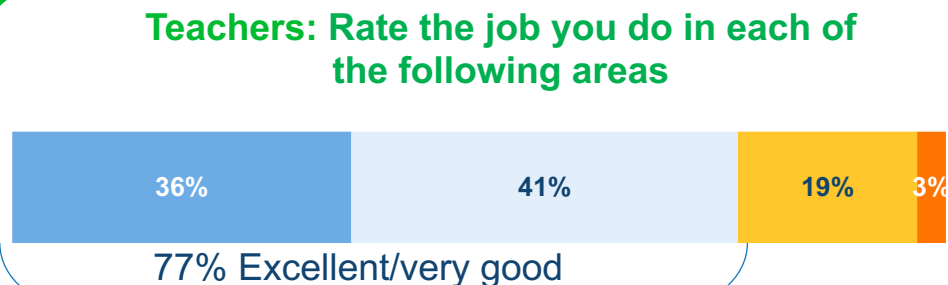
Teachers are rated highly on measures of trust

Bryk & Schneider Relational Trust Construct (2002)

■ Excellent ■ Very good ■ Good ■ Just Fair ■ Poor ■ Not sure

Keeping your word with
your students' families

(Integrity)



Making your students'
families feel heard and
valued

(Respect)



Showing that you care
about your students'
families as people

(Personal Regard)



Showing your students'
families that you think
they are doing a good
job as a parent

(Competence)



**Parents: Rate the job your child's teacher(s)
does in each of the following areas**



Parents & educators agree that making families feel heard and valued is most important to build trust

Please rank order the items below from the one that is **MOST** important for the teacher to do to build trust with you/families to the one that is the **LEAST** important for the teacher to do.

Mean score 1-4
1=most important

Parents

Teachers

Principals

Remember, only 28% of teachers rated themselves as “excellent” in this area.

Make you feel heard and valued

2.12

Making students’ families feel heard and valued

2.18

Making students’ families feel heard and valued

2.33

Keep their word with you

2.12

Keeping their word with students’ families

2.37

Showing that they care about their students’ families as people

2.33

Show you that they think you are doing a good job as a parent

2.86

Showing that they care about their students’ families as people

2.37

Keeping their word with students’ families

2.48

Show that they care about you as a person

2.90

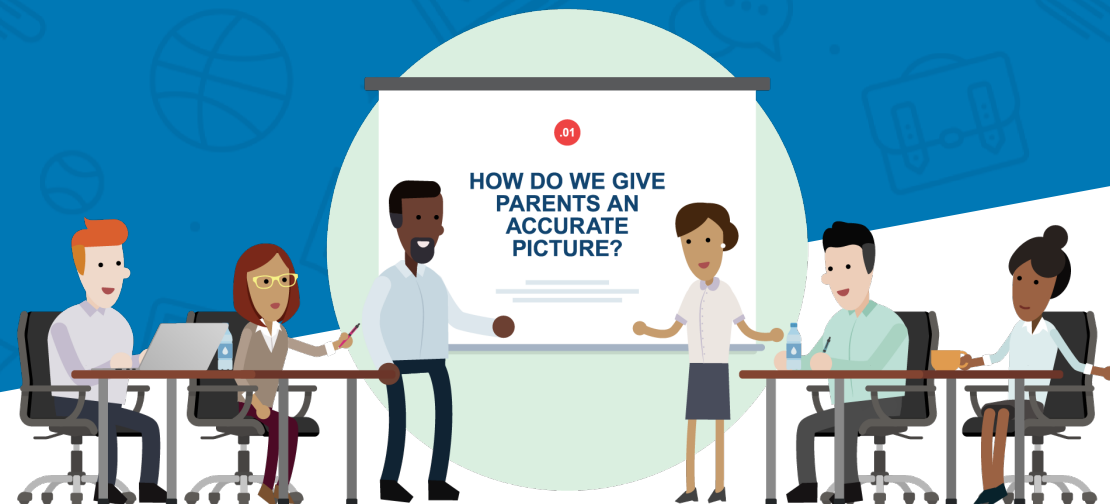
Showing families that they think the families are doing a good job as parents

3.07

Showing families that they think the families are doing a good job as parents

2.86

Yet, Barriers Remain



In the Bulletin Boards, communication barriers are a key challenge

- Teachers predominantly **communicate with parents when there is a problem**
- Parents feel **educators** are “**stretched thin**” and do not have the time to **communicate**
- There is **no consistent communication** from both sides (parents and educators)
- Parents **feel they need to be the connective tissue** that keeps the multiple players up-to-speed about their child’s education

There is not a lot of personalized communication from teachers at this point, with the exception of when he does something bad. – Bulletin Board Participant

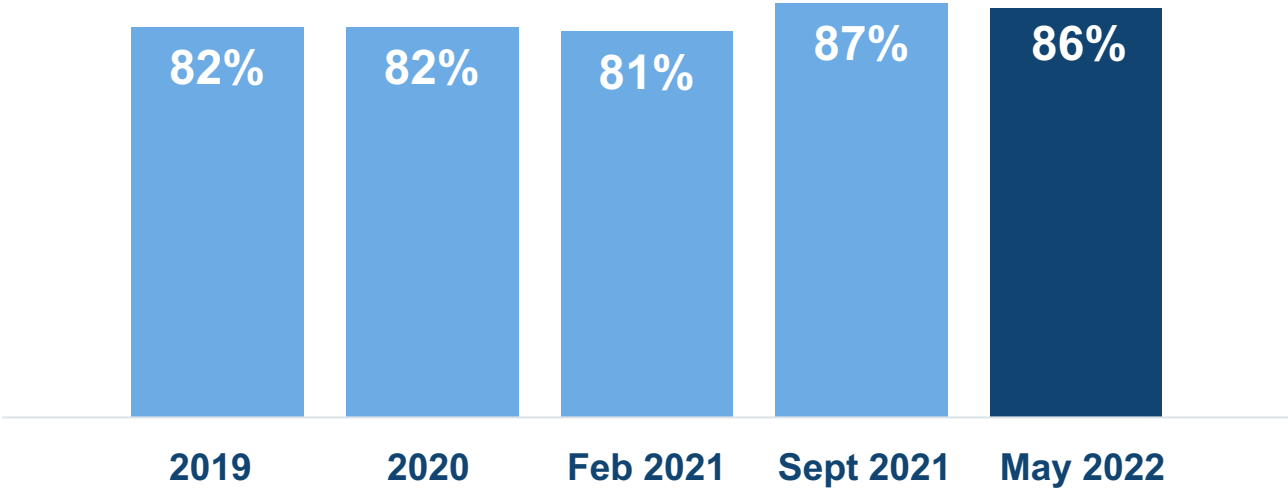
Truthfully, I would like to get more messages from teachers. If I ask them something through the app, they do respond, but nothing comes from them directly. They send flyers through the app, Class Dojo, but it’s very general. – Bulletin Board Participant

Teachers are not proactive about communicating how our children are doing academically. We as parents have to take the lead on that. – Bulletin Board Participant

While parents are confident in their understanding of achievement, teachers are skeptical

How confident are you that you have a clear understanding of how well your child is achieving academically?

Extremely/Very confident





Only **58%**
of Teachers think *most or all* of
their students' parents have a
clear understanding of how their
child is achieving academically.
(▼-11 from 2021)

	2019	2020	Feb 2021	Sept 2021	May 2022
Black	85%	85%	83%	86%	88%
Hispanic	85%	85%	85%	87%	87%
White	81%	82%	79%	87%	86%

Parents & teachers prioritize different achievement measures

Parents and teachers rank the most important ways to know how a child is achieving

 **Teachers**


 **#1** Your/the teacher's in-class observations


#2 Results from classroom tests/quizzes from the teacher


#3 Interactions with the student


#4 Results from benchmark tests

#5 Results from student's year-end tests

 **#6** Report card grades, #7 Homework, and #8 Parent feedback

 **Parents**

 **#1** Report card grades

 **#2** Written or verbal feedback from the teacher

#3 Results from classroom tests/quizzes from the teacher

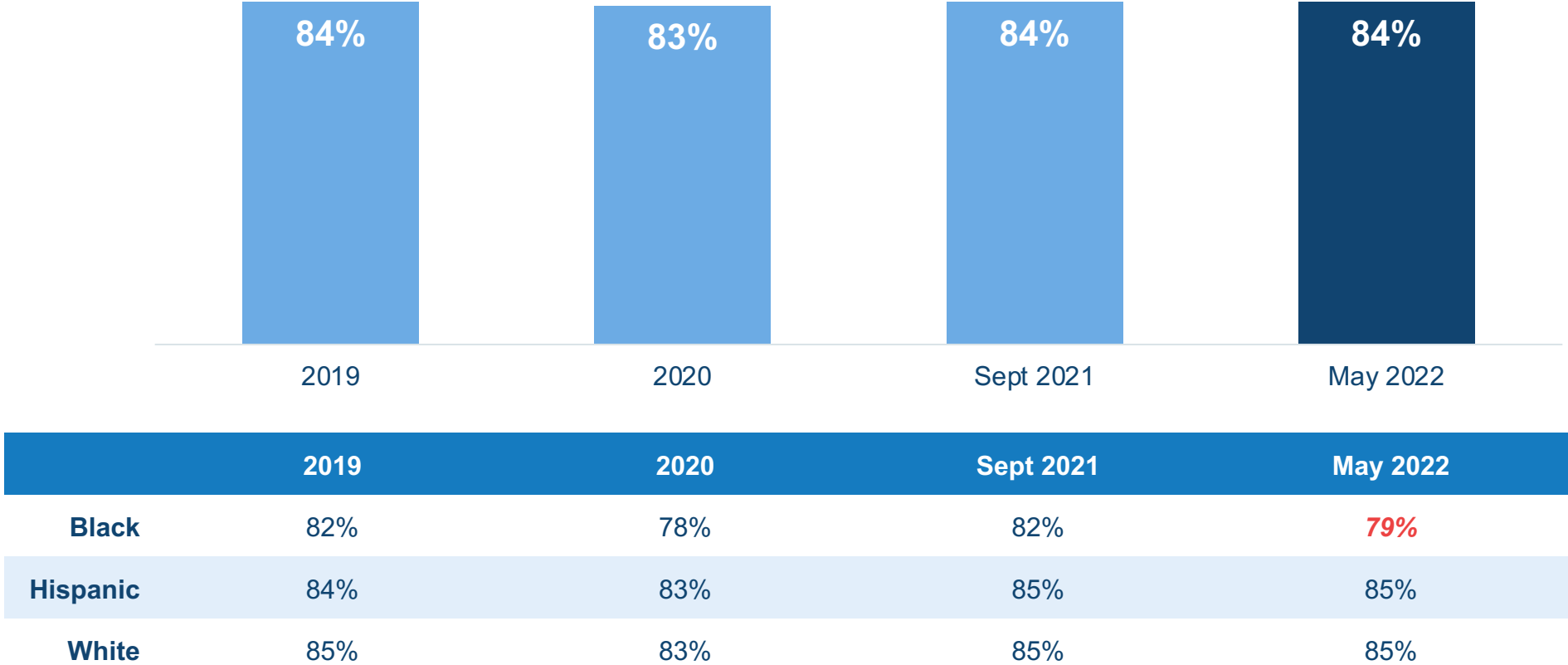
#4 Your child

#5 Results from your child's year-end state tests

#6 Benchmark tests, #7 Homework

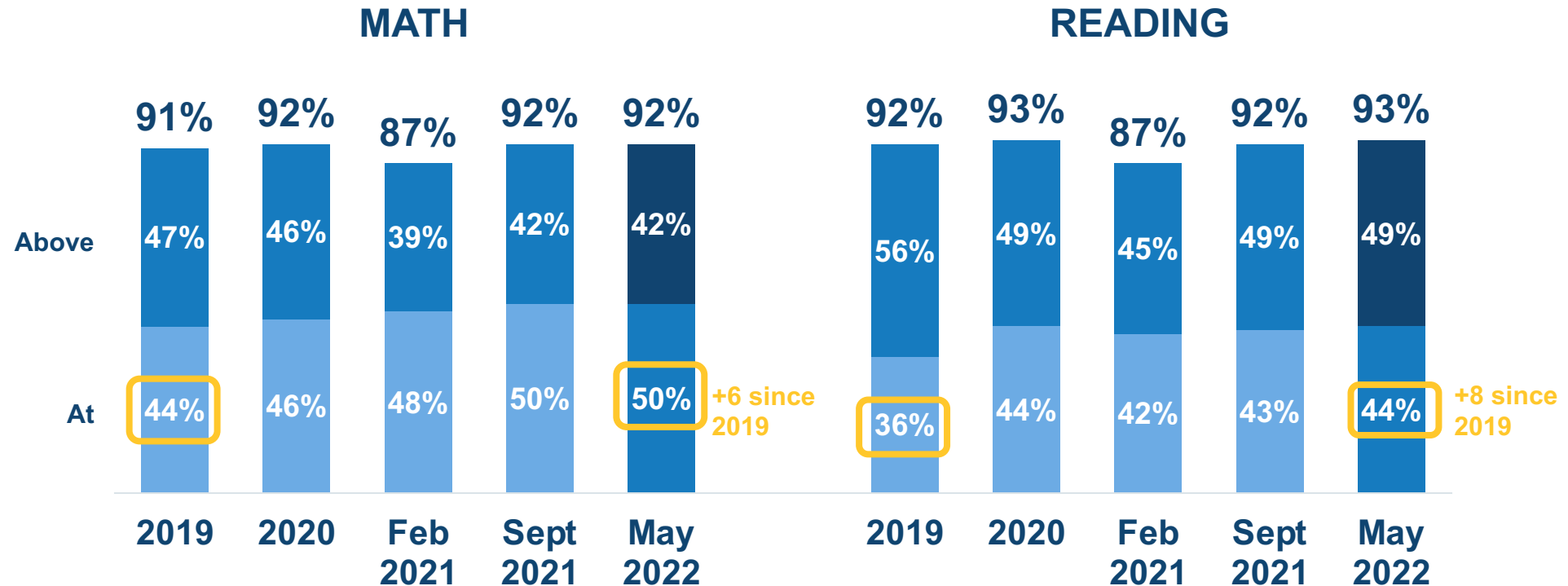
More than eight in ten parents report their child gets all B's or above

Grades are Mostly B's or Better



With parents believing their child is at/above grade level

Believe Child is At/Above Grade Level

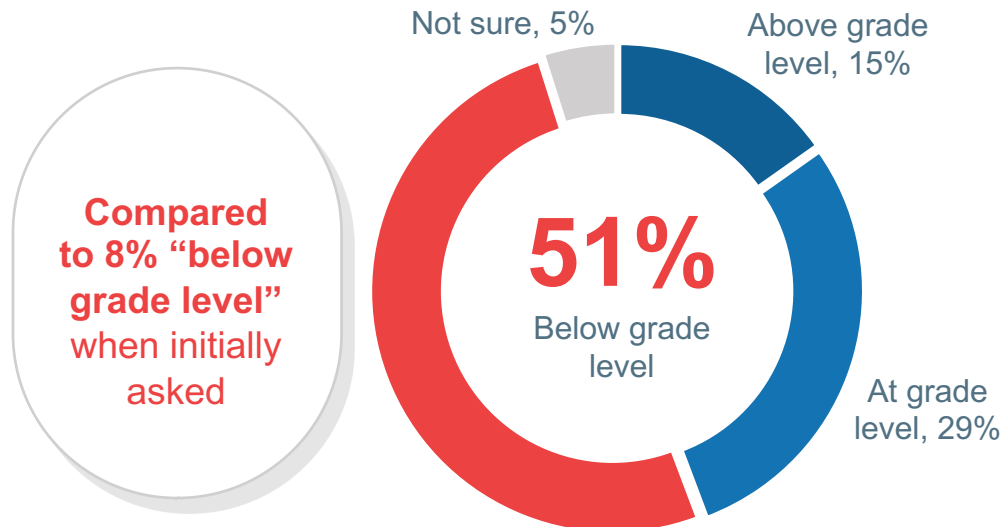


Yet, multiple measures unmask report card grades

Imagine that you received the following information regarding your child's achievement:

- Your child received a **B on their report card in math**,
- Your child's year-end state test results indicate that they are **below grade level in math**, AND
- Your child's results on other standardized tests (district-wide tests, including MAP, iReady, DIBELS, MClass, etc.) indicate your child is **below grade level in math**

Would you think your child is achieving...?



No statistically significant differences by race/ethnicity.

57%

of Parents say they would be extremely or very concerned.

Black	66%
Hispanic	60%
White	53%

Compelling parents to take action

In that same scenario where:

- Your child received a **B on their report card in math**,
- Your child's year-end state test results indicate that they are **below grade level in math**, AND
- Your child's results on other standardized tests (district-wide tests, including MAP, iReady, DIBELS, MClass, etc.) indicate your child is **below grade level in math**

Definitely would take action

		Black	Hispanic	White
Talk to my child	73%	78%	75%	70%
Talk to the teacher to co-create a plan to support my child's learning	60%	71%	64%	56%
Ask to see the curriculum and understand what is expected of my child	49%	63%	51%	45%
Check to see if the standardized test reflects what my child has been taught in the classroom	47%	63%	45%	44%
Talk to the principal about which resources are available to support my child	43%	54%	49%	37%
Get an in-school tutor	31%	39%	38%	27%
Get a private tutor	24%	29%	23%	23%

Less than half report their child's teacher has worked with them on a plan

Has your child's teacher worked with you to develop a plan for how your child will make up any learning lost because of school closures during COVID?

Yes

46%



No

47%

Not Sure

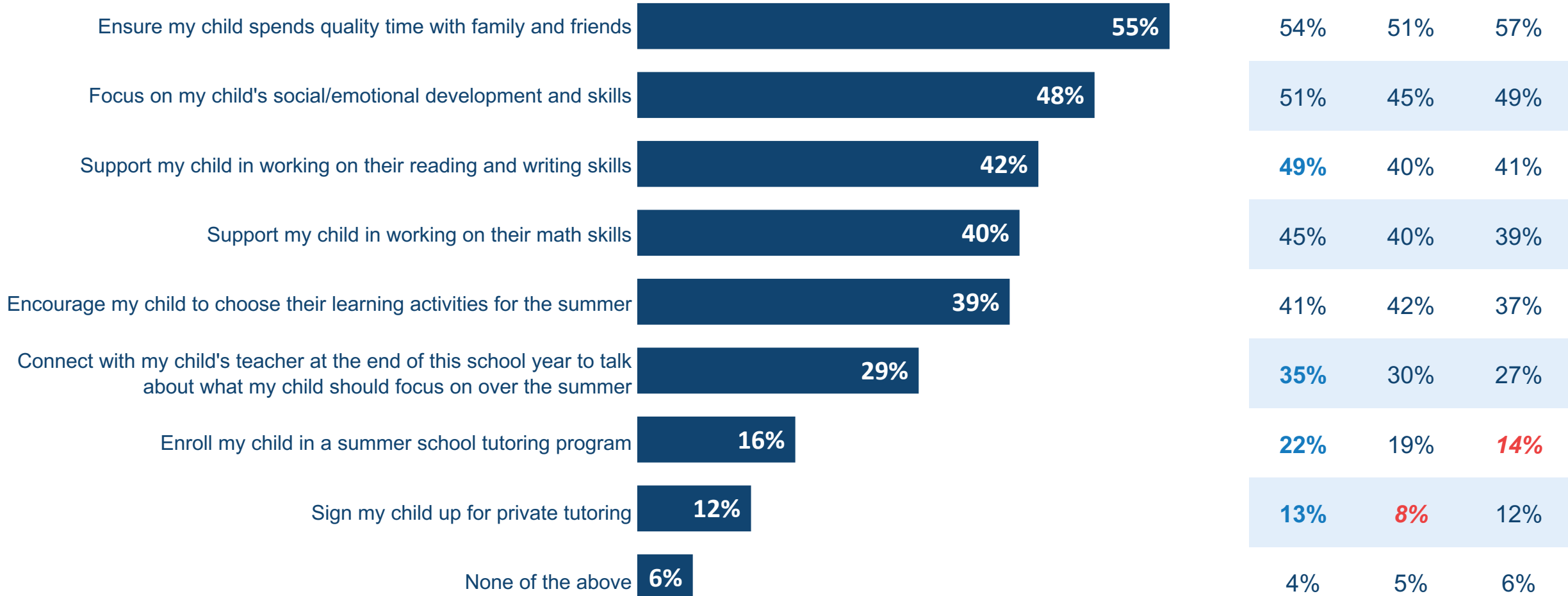
7%

Parents most likely to say yes:

- Black (54%)
- Elementary (51%)
- Charter School (55%)
- IEP/504 (66%)
- Urban (58%)

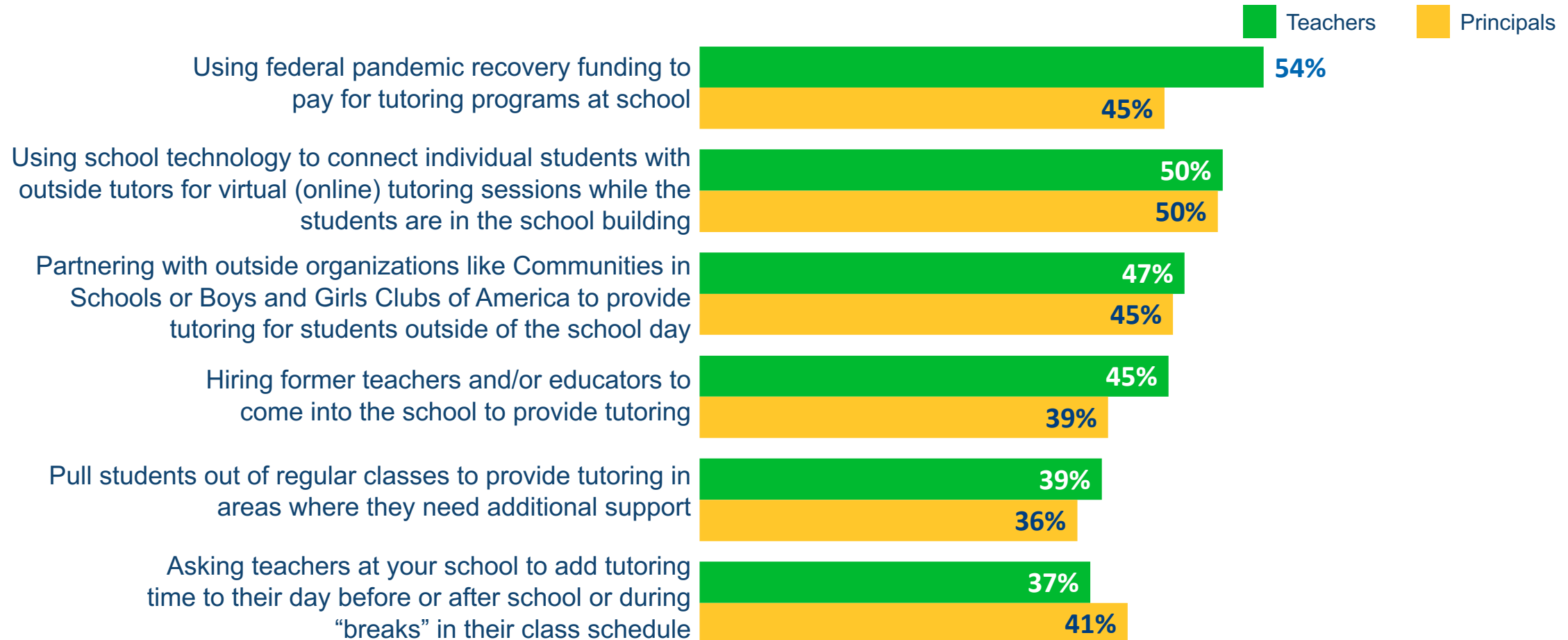
And, for summer, parents plan time with family & informal skill development – not formal tutoring

Which of the following actions do you plan to take for your child over the summer?



Educators prefer at-school tutoring options

Which of the following options should your school consider for providing additional academic support to students?



A Way Forward



Parents & Teachers align with what is most important

How important is each of the following when it comes to how your child's school attempts to engage or communicate with you?

Parents

Teachers

Principals

% Top Priority

#1

Being direct and truthful about child's performance

Being authentic when communicating with families of your students

Building trust with families of your students

#2

Making sure you have a clear picture of how your child is achieving academically

Building trust with families of your students

Being authentic when communicating with families of your students

#3

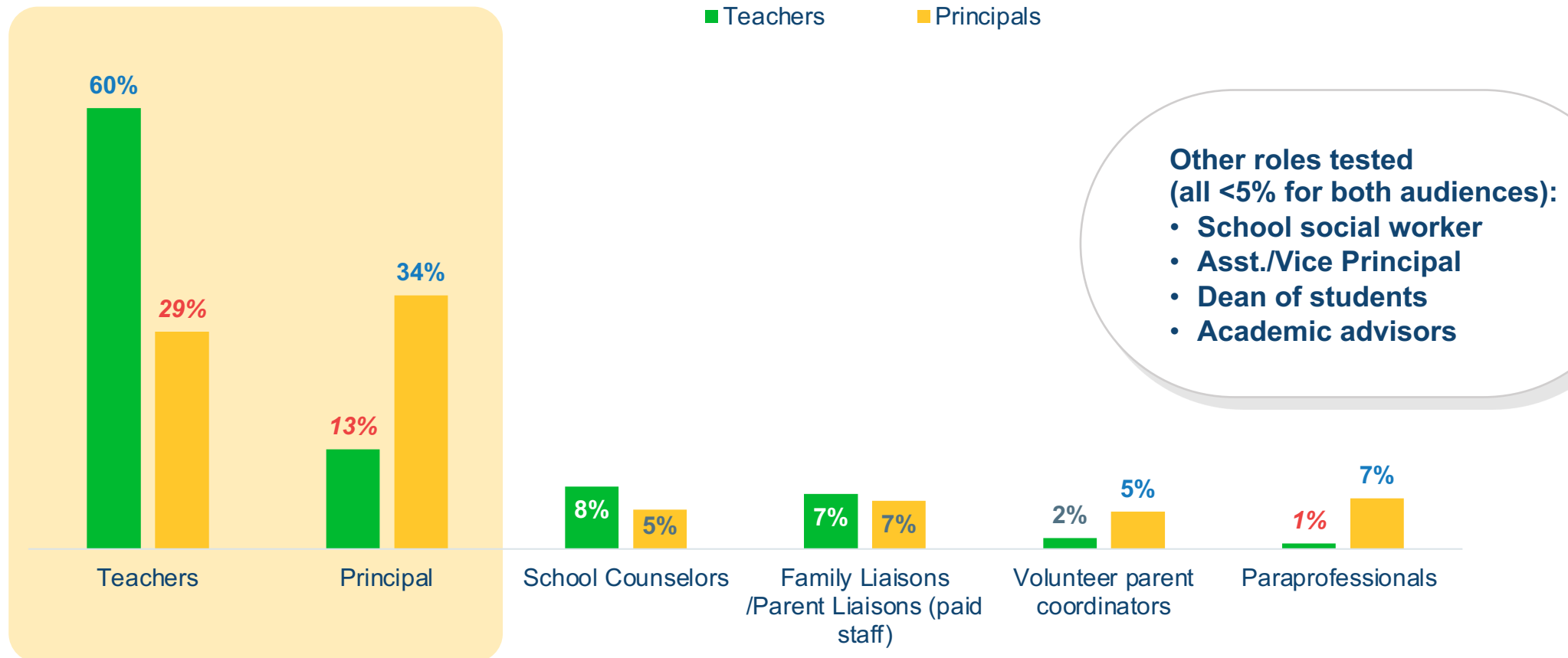
Making sure you know what your child is expected to do to meet grade level expectations

Making sure families have a clear picture of how their child is achieving academically

Making yourself easily accessible to all of the families of your students

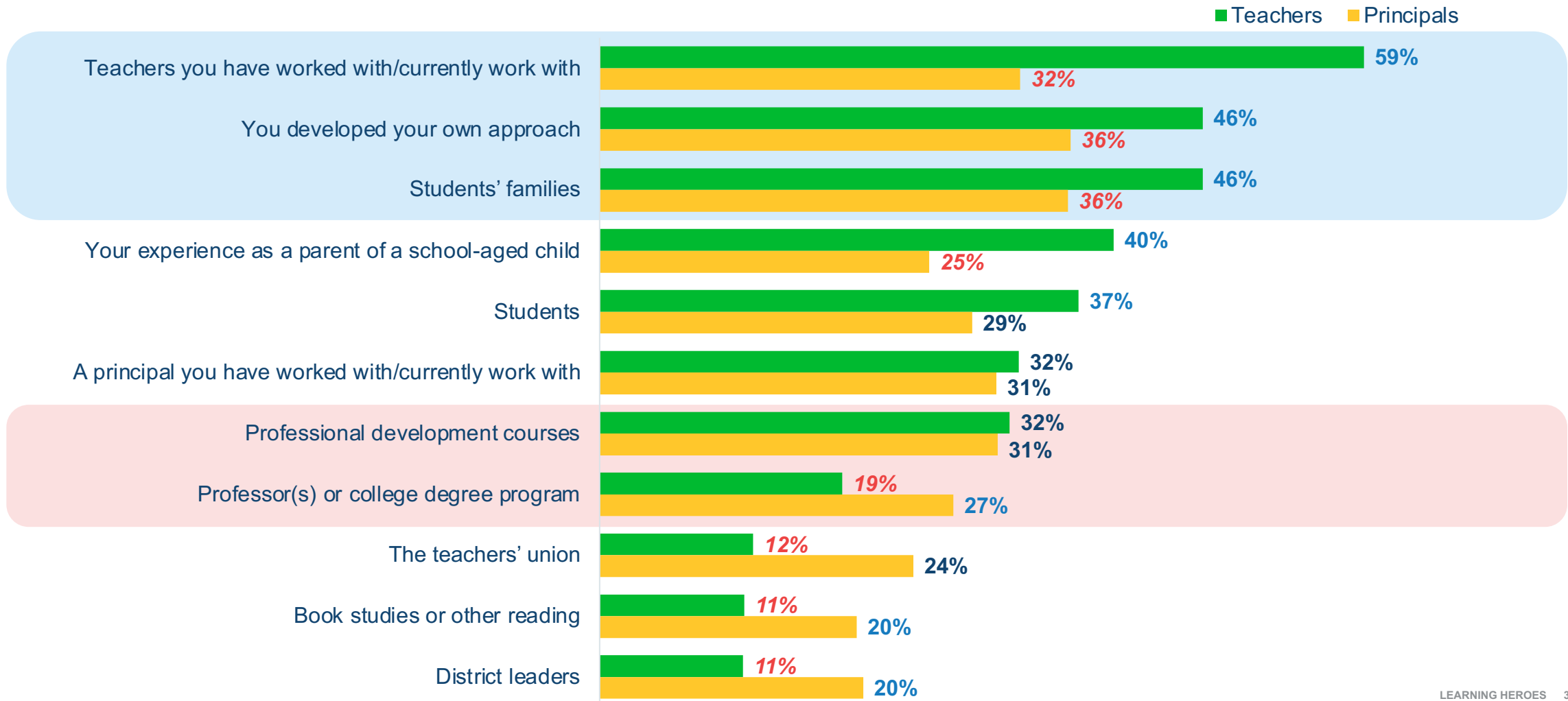
Teachers and principals split on who is most responsible (2021)

Who has the primary responsibility for family engagement at your school?



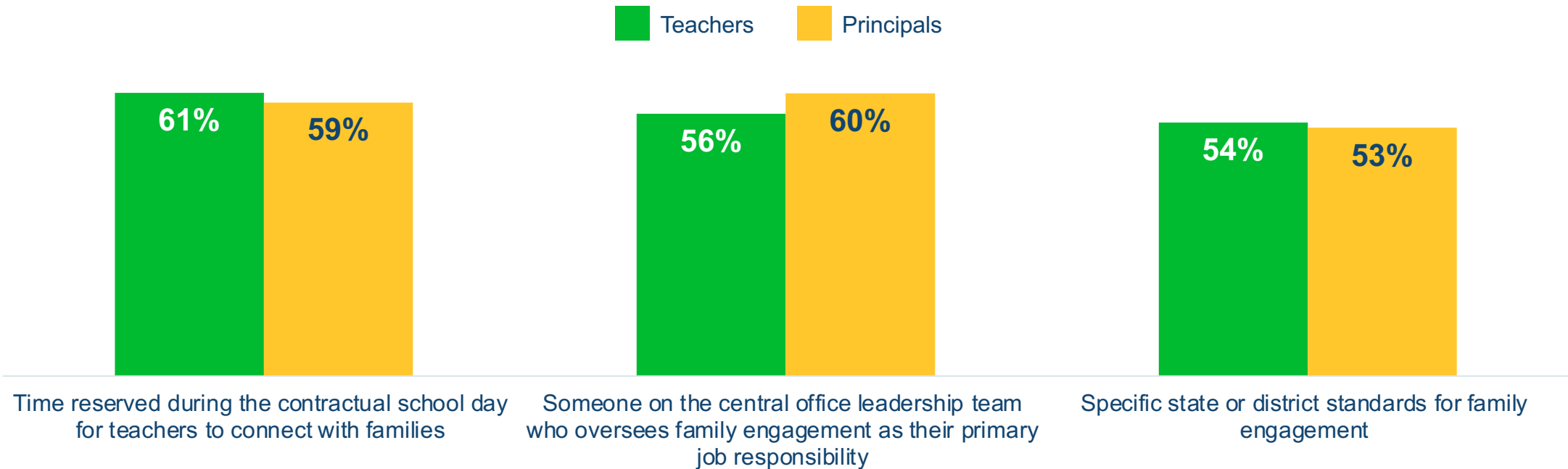
Reliance on “informal” influences underscores need for more and better PD on family engagement (2021)

Which of influenced your approach to family engagement?



Just over half of schools have critical structures in place for family engagement

Family Engagement Structures & Supports in Place

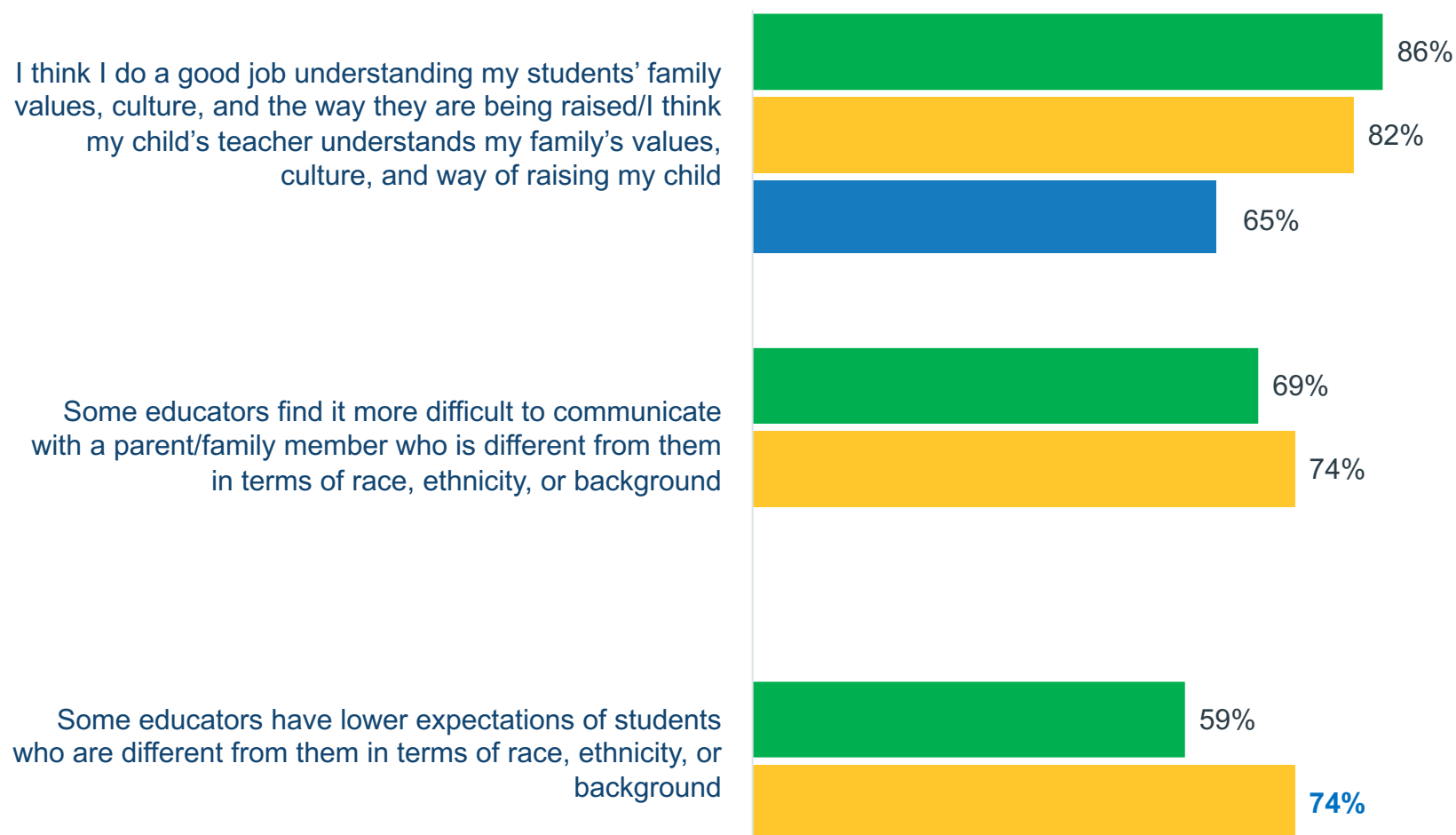


More middle and high school educators say they have these supports in place than elementary school educators.

For issues of race & bias, parents rate educators lower

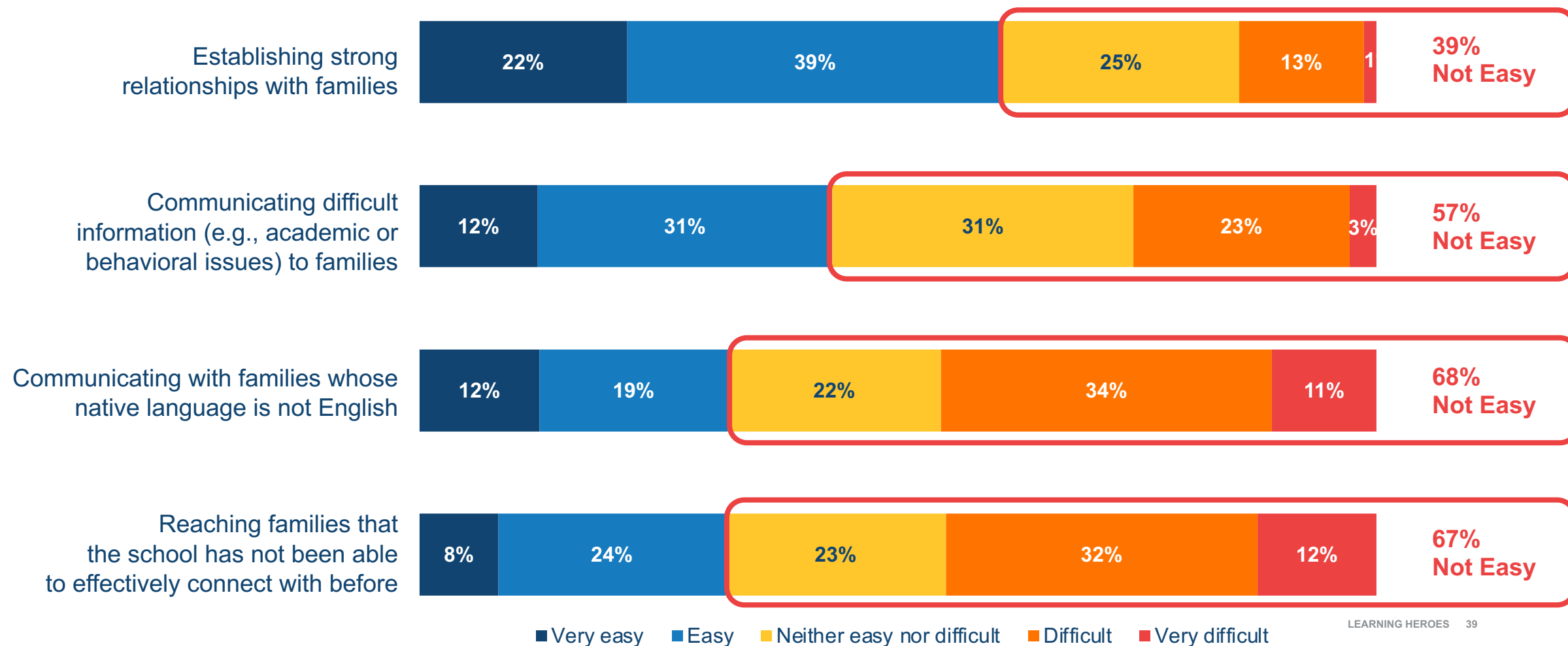
Agreement with statements (% strongly + somewhat agree)

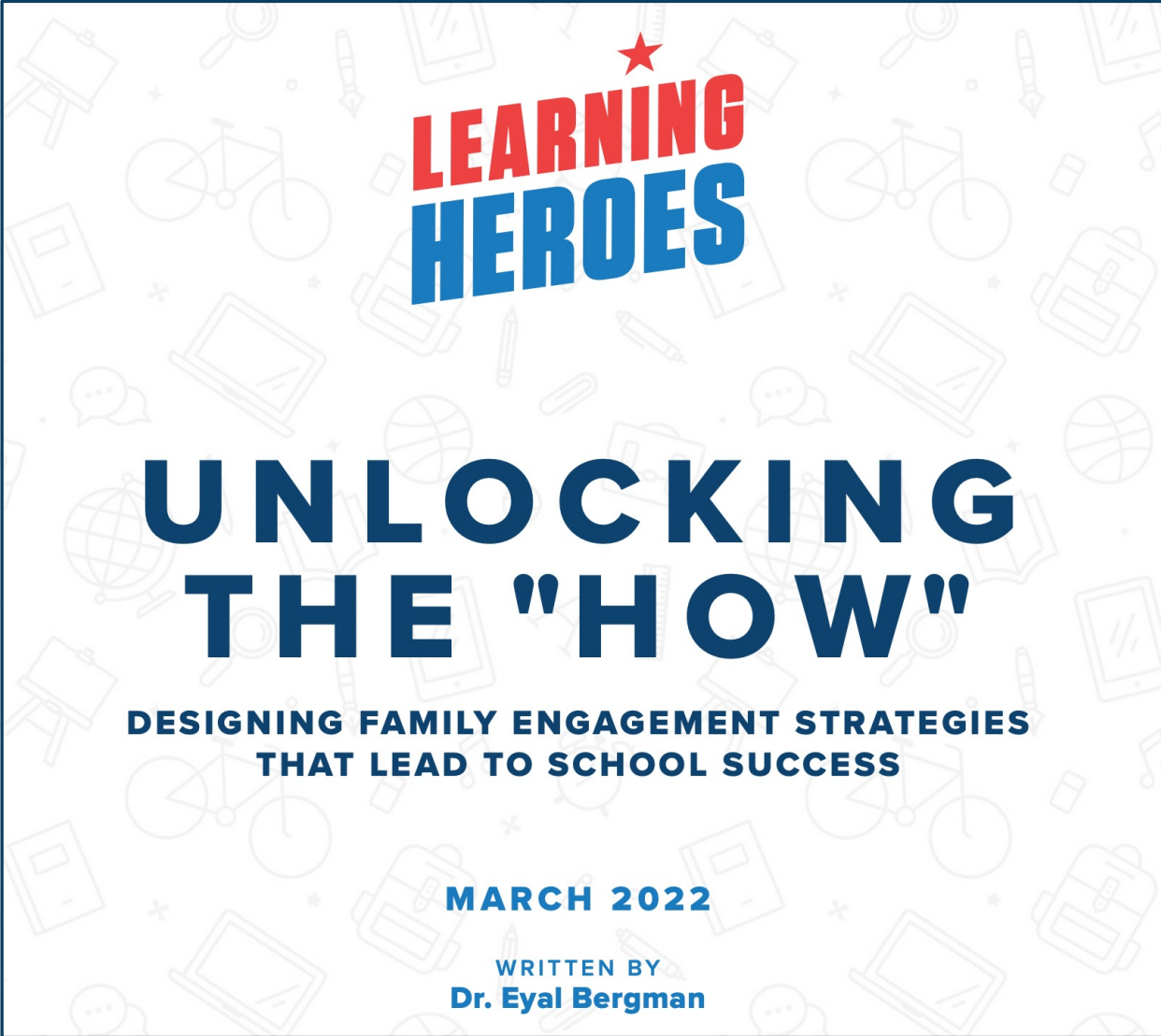
Teachers Principals Parents



With teachers identifying several areas for support

TEACHERS: For each of the following, please indicate how easy or difficult it is for you to do.





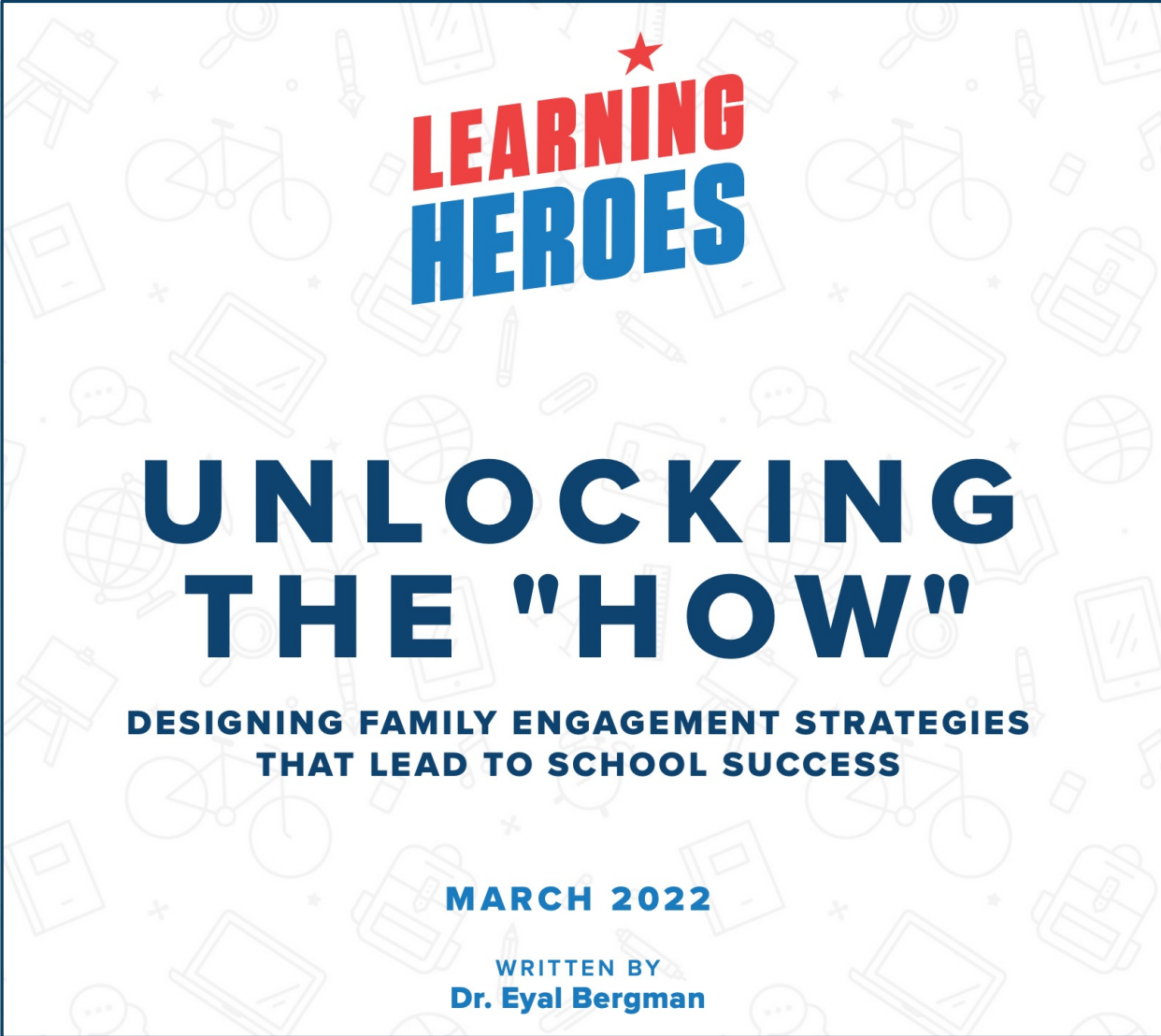
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**UNLOCKING
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**DESIGNING FAMILY ENGAGEMENT STRATEGIES
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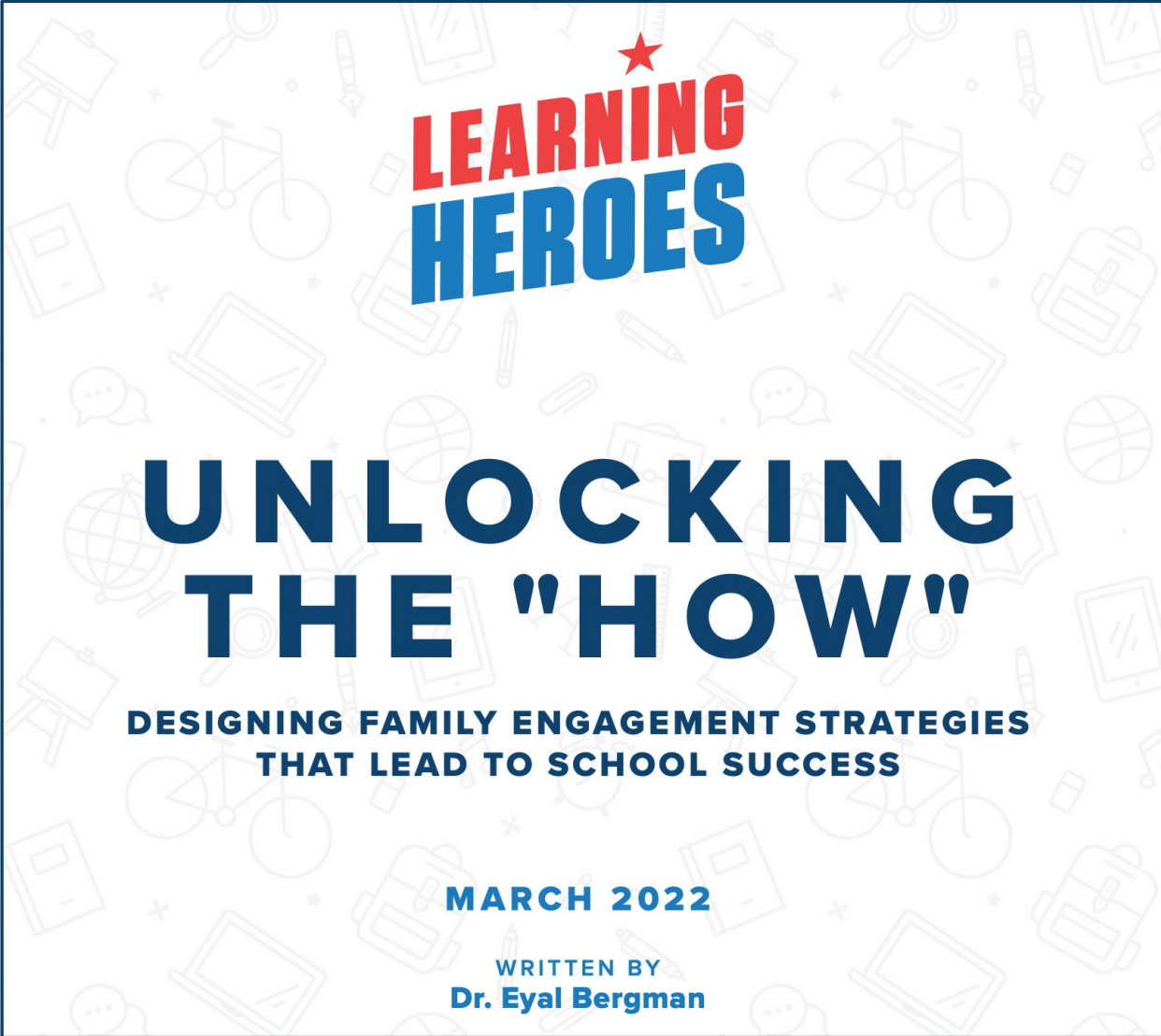
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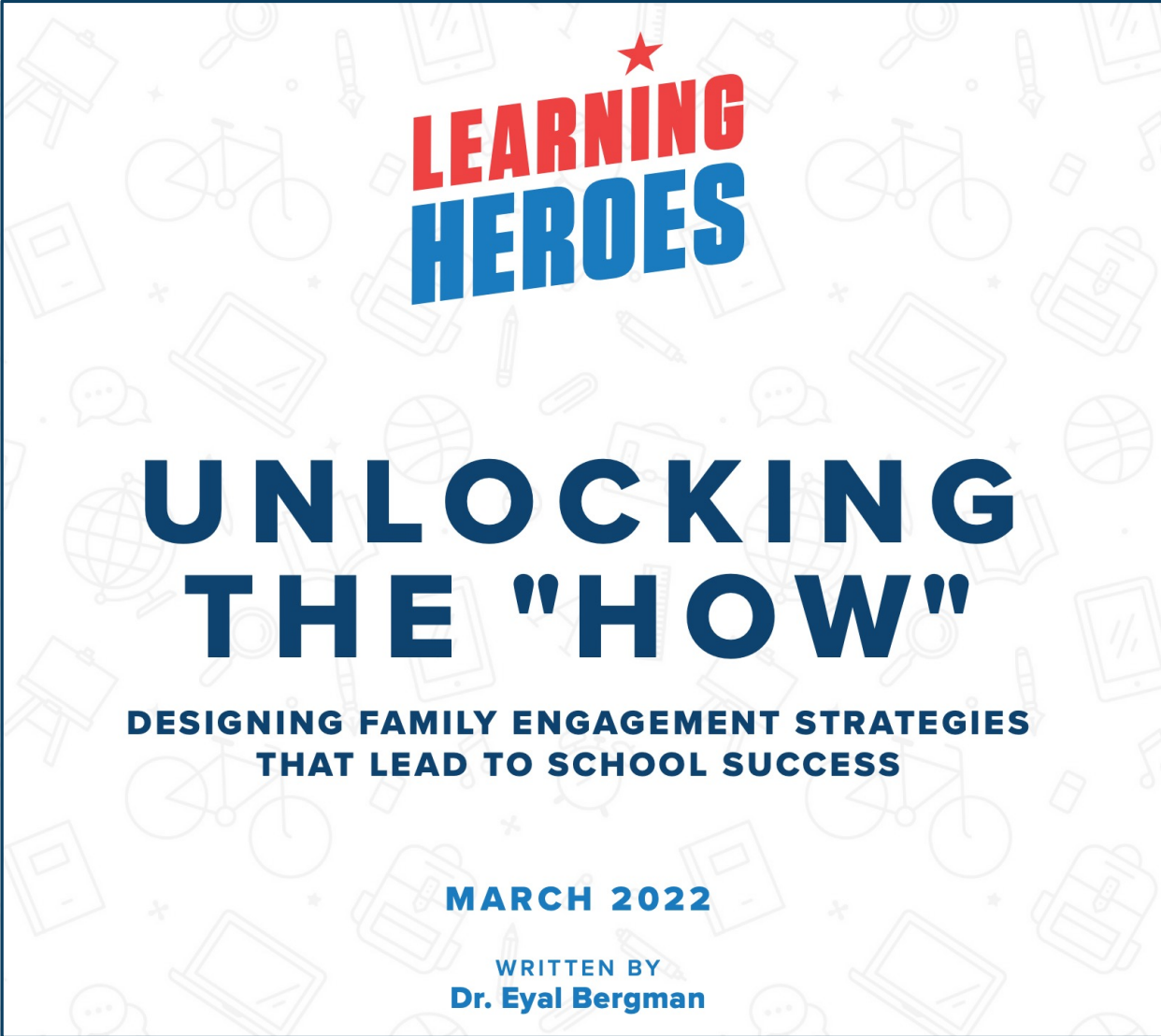
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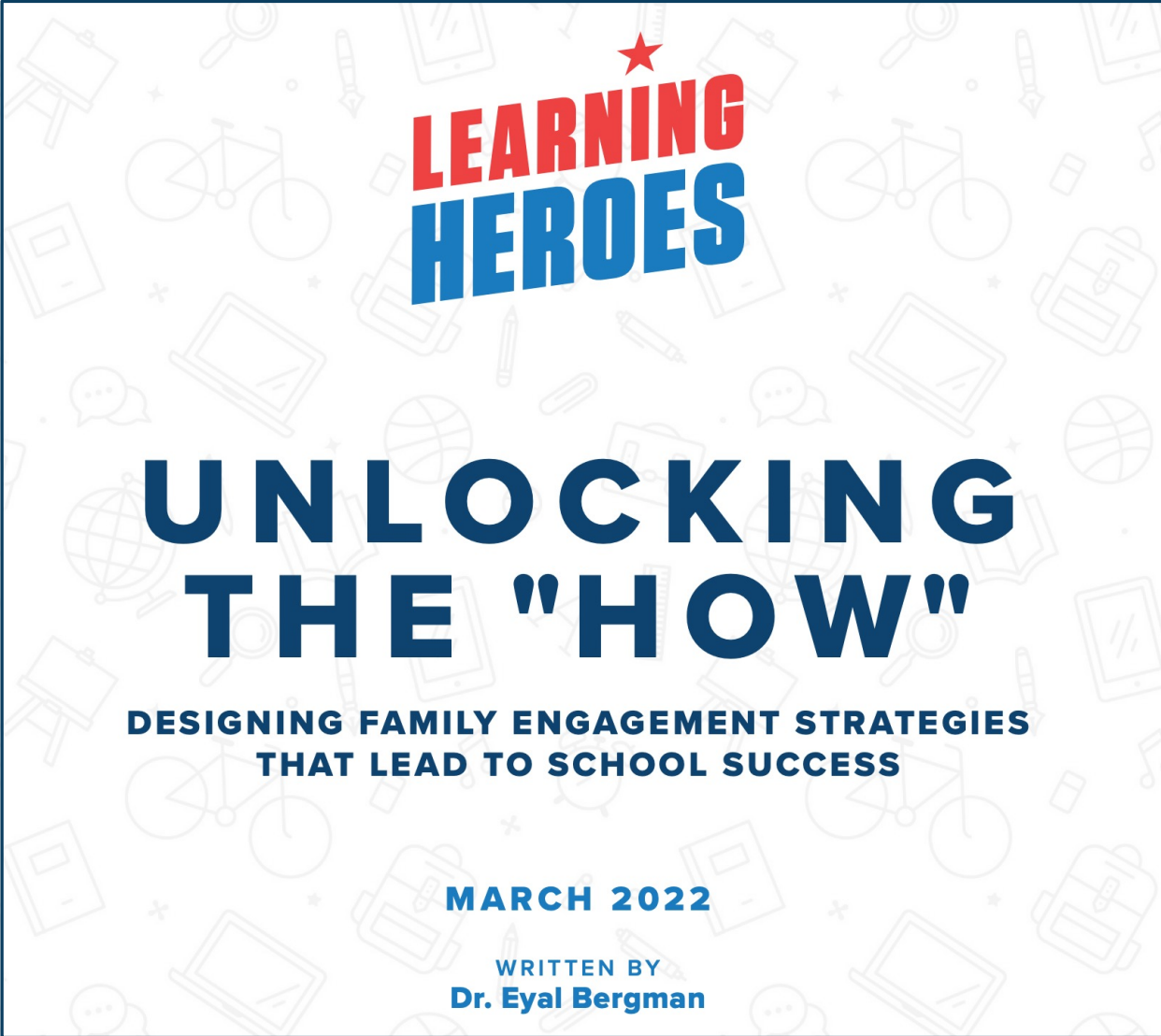
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Pillars of Effective Family Engagement



TRUST

Place trust and teamwork at the center of the home-school relationship



STUDENT LEARNING

Anchor family engagement strategies in student learning & well-being



INFRASTRUCTURE

Invest in building systems and structures that enable this work

Family Engagement Leadership Institute

Key Components



Virtual trainings



Problem of practice



Ongoing coaching



Cohort experience



Knowledge-capture

Participants can expect to:

- ☆ Understand the evidence
- ☆ Clarify their challenge
- ☆ Lead the learning
- ☆ Embrace equity
- ☆ Define their role

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