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
• Δ ▼ 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**

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>Feb 2021</th>
<th>Sept 2021</th>
<th>May 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>81%</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
<td>81%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>87%</td>
<td>87%</td>
<td>81%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
<td>69%</td>
<td>72%</td>
<td>72%</td>
<td>78%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**Δ**
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?

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>Feb 2021</th>
<th>Sept 2021</th>
<th>May 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>72%</td>
<td>80%</td>
<td>79%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73%</td>
<td>74%</td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>White</td>
<td>62%</td>
<td>72%</td>
<td>71%</td>
<td>80%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Higher confidence among:
- Charter School (82%)
- Elementary (79%)
- HHI $100K+ (79%)

Lower confidence among:
- Small town/rural (65%)

LEARNING HEROES

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

<table>
<thead>
<tr>
<th>worry</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having politicians who are not educators making decisions about what</td>
<td>64%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>students learn in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your child’s happiness and emotional well-being</td>
<td>62%</td>
<td>77%</td>
<td>62%</td>
</tr>
<tr>
<td>Your child being exposed to violence at school</td>
<td>59%</td>
<td>73%</td>
<td>56%</td>
</tr>
<tr>
<td>Your child being bullied</td>
<td>55%</td>
<td>69%</td>
<td>54%</td>
</tr>
<tr>
<td>Being able to finance your child’s college education</td>
<td>56%</td>
<td>72%</td>
<td>50%</td>
</tr>
<tr>
<td>Your child gaining the knowledge and skills needed to be ready for</td>
<td>53%</td>
<td>73%</td>
<td>49%</td>
</tr>
<tr>
<td>college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your child being on track with the academic expectations for their</td>
<td>52%</td>
<td>69%</td>
<td>46%</td>
</tr>
<tr>
<td>grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being able to pay the bills</td>
<td>50%</td>
<td>72%</td>
<td>44%</td>
</tr>
<tr>
<td>Someone in your family getting COVID-19</td>
<td>55%</td>
<td>67%</td>
<td>43%</td>
</tr>
<tr>
<td>Your child retaining what they are learning this year</td>
<td>48%</td>
<td>66%</td>
<td>44%</td>
</tr>
<tr>
<td>Your child’s math skills</td>
<td>39%</td>
<td>59%</td>
<td>37%</td>
</tr>
<tr>
<td>Your child’s reading skills</td>
<td>36%</td>
<td>58%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Educators share concerns about political interference; COVID concerns dropped considerably

<table>
<thead>
<tr>
<th>Concern</th>
<th>Teachers (%)</th>
<th>Principals (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students’ happiness and emotional well-being</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>Your students’ reading skills</td>
<td>57</td>
<td>71</td>
</tr>
<tr>
<td>Challenges that your students face at home, such as poverty and food insecurity</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>Having politicians who are not involved in education making decisions about school curriculum</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Your students receiving the academic support they need from their parents/guardians</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>Your students being on track with the academic expectations for their grade</td>
<td>61</td>
<td>67</td>
</tr>
<tr>
<td>Your students’ math skills</td>
<td>58</td>
<td>66</td>
</tr>
<tr>
<td>Having parents who are not involved in education making decisions about school curriculum</td>
<td>57</td>
<td>64</td>
</tr>
<tr>
<td>Your students gaining the knowledge and skills needed to be ready for college</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>Your students retaining less this year than they would in a typical year</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>*Members of your staff contracting COVID-19 and getting sick</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>One of your students contracting COVID-19 and getting sick</td>
<td>57</td>
<td>52</td>
</tr>
<tr>
<td>Contracting COVID-19 at school and getting sick</td>
<td>54</td>
<td>50</td>
</tr>
<tr>
<td>The safety of you and your students during the school day</td>
<td>49</td>
<td>47</td>
</tr>
</tbody>
</table>

* = Only asked of 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*…?

- **More than last year/ Same as last year**
  - Parents: 88%
  - Teachers: 83%
  - Principals: 76%

- **Less than last year**
  - Parents: 10%
  - Teachers: 15%
  - Principals: 23%

LEARNING HEROES
Parent actions are here to stay

Involvement in Child’s Education

- Find more time to talk to my children about their everyday assignments: 84% Did, 83% Likely
- Get a better understanding of what my child is expected to learn at their grade level: 82% Did, 81% Likely
- Seek a better understanding of where my child is academically: 79% Did, 81% Likely
- Talk to the teacher about what I notice regarding my child’s learning/schoolwork: 72% Did, 79% Likely
- Develop a stronger relationship with my child’s teacher(s) than I’ve had in the past: 64% Did, 68% Likely
- Demand that the school provide better support for students’ mental health and emotional well-being going forward: 49% Did, 60% Likely

Parents most likely:
- IEP/504 (79%)
- Urban (74%)
- Charter school (72%)

Questions were split sampled
Parents want an avenue to express themselves, but few take action

Ways for Parents to Have a Say in Education

- Review the teacher(s’) daily lesson plans
- Provide feedback on how the school or district spends COVID recovery and relief funds
- Voice your feelings about school curriculum at a school board meeting
- Provide feedback on the list of recommended books for your child to read in their class(es)
- Send comments to school administration about the syllabus used for your child’s class(es)
- Request that your child be excused from a unit or assignment because you disagree with the lesson
- Suggest changes to the textbooks your child will use during the school year

Ranked by % Have done
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

- Review the teacher(s') daily lesson plans*
- Provide feedback on how the school or district spends COVID recovery and relief funds*
- Voice your feelings about school curriculum at a school board meeting
- Provide feedback on the list of recommended books for your child to read in their class(es)
- Send comments to school administration about the syllabus used for your child’s class(es)*
- Request that your child be excused from a unit or assignment because you disagree with the lesson*
- Suggest changes to the textbooks your child will use during the school year

* = high school educators more supportive than elementary school educators

**Source:** LEARNING HEROES
Parents see working with teachers closely as essential for COVID recovery

Agreement with statements (% strongly + somewhat agree)

- It will be essential for families and teachers to work closely together to help overcome the pandemic’s impact on learning*: 89%
  - Black: 87%
  - Hispanic: 92%
  - White: 87%

- Teachers and schools engaging with families is essential to helping students succeed: 88%
  - Black: 88%
  - Hispanic: 91%
  - White: 87%

- It will be essential for families and teachers to trust each other to help overcome the pandemic’s impact on learning*: 84%
  - Black: 89%
  - Hispanic: 90%
  - White: 81%

- All teachers, staff, and school leadership have a role to play when it comes to family engagement: 81%
  - Black: 83%
  - Hispanic: 81%
  - White: 81%

- Principals should make family engagement a top priority for their schools: 77%
  - Black: 77%
  - Hispanic: 78%
  - White: 77%

* = split-sampled item
** “Family engagement is essential to helping students succeed” in 2021

LEARNING HEROES 13
Educators agree

Agreement with statements (% strongly + somewhat agree)

- It will be essential for families and teachers to trust each other to help overcome the pandemic’s impact on learning.*
  - Teachers: 91%
  - Principals: 71%

- All teachers, staff, and school leadership have a role to play when it comes to family engagement.
  - Teachers: 90%
  - Principals: 82%

- It will be essential for families and teachers to work closely together to help overcome the pandemic’s impact on learning.*
  - Teachers: 89%
  - Principals: 86%

- Family engagement is essential to helping students succeed.
  - Teachers: 86%
  - Principals: 83%

- Families and educators should be equal partners in supporting children’s education.
  - Teachers: 83%
  - Principals: 78%

- The social and emotional maturity of your students this year is behind what you typically see for students at this grade level.
  - Teachers: 81%
  - Principals: 79%

- Educators/school staff have the greatest responsibility for building trust between the school and families.
  - Teachers: 79%
  - Principals: 81%

- Districts should allocate more funding specifically to support family engagement at the school level.
  - Teachers: 77%
  - Principals: 77%

- All families have the capacity to support their children’s learning.
  - Teachers: 69%
  - Principals: 71%

- Students’ families should have more of a say than they currently do when it comes to their child’s curriculum.
  - Teachers: 49%
  - Principals: 59%

- It is unrealistic to ask teachers to connect with families of all of their students.
  - Teachers: 44%
  - Principals: 53%

* = 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.

Equity is necessary for a student’s success.*

- Teachers: 81%
- Principals: 83%
- Parents: 76%

Equity, meaning every student receives the support to thrive based on their individual needs, is necessary for a student’s success.*

- Teachers: 79%
- Principals: 84%
- Parents: 88%

It is important for students to learn from teachers of diverse backgrounds.

- Teachers: 74%
- Principals: 75%
- Parents: 67%

More support is needed to help staff members identify and work through biases they may have when trying to communicate with parents. ^

- Teachers: 71%
- Principals: 79%
- Parents: 78%

### Agreement with statements (% strongly + somewhat agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Teachers</th>
<th>Principals</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity is necessary for a student’s success.*</td>
<td>81%</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td>Equity, meaning every student receives the support to thrive based on their individual needs, is necessary for a student’s success.*</td>
<td>79%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>It is important for students to learn from teachers of diverse backgrounds.</td>
<td>74%</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td>More support is needed to help staff members identify and work through biases they may have when trying to communicate with parents. ^</td>
<td>71%</td>
<td>79%</td>
<td>78%</td>
</tr>
</tbody>
</table>

**Parent Demographics**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>83%</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td>Principals</td>
<td>90%</td>
<td>91%</td>
<td>86%</td>
</tr>
<tr>
<td>Teachers</td>
<td>77%</td>
<td>72%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**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.
Teacher and parent ratings differ slightly on measures of trust

<table>
<thead>
<tr>
<th>Teachers: Rate the job you do in each of the following areas</th>
<th>Parents: Rate the job your child’s teacher(s) does in each of the following areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping your word with your students’ families (Integrity)</td>
<td>Making your students’ families feel heard and valued (Respect)</td>
</tr>
<tr>
<td>- Excellent</td>
<td>- Excellent/very good</td>
</tr>
<tr>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>77% Excellent/very good</td>
<td>65% Excellent/very good</td>
</tr>
<tr>
<td>Showing that you care about your students’ families as people (Personal Regard)</td>
<td>Showing your students’ families that you think they are doing a good job as a parent (Competence)</td>
</tr>
<tr>
<td>- Excellent</td>
<td>- Excellent/very good</td>
</tr>
<tr>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>75% Excellent/very good</td>
<td>60% Excellent/very good</td>
</tr>
<tr>
<td>Showing your students’ families that you think they are doing a good job as a parent (Competence)</td>
<td></td>
</tr>
<tr>
<td>- Excellent</td>
<td>- Excellent/very good</td>
</tr>
<tr>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>58% Excellent/very good</td>
<td>63% Excellent/very good</td>
</tr>
</tbody>
</table>

Bryk & Schneider Relational Trust Construct (2002)

(Bryk & Schneider, 2002)

(Integrity) 77% Excellent/very good

(Respect) 73% Excellent/very good

(Personal Regard) 75% Excellent/very good

(Competence) 58% Excellent/very good
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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Parents Mean Score</th>
<th>Teachers Mean Score</th>
<th>Principals Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make you feel heard and valued</td>
<td>2.12</td>
<td>2.18</td>
<td>2.33</td>
</tr>
<tr>
<td>Keep their word with you</td>
<td>2.12</td>
<td>2.37</td>
<td>2.33</td>
</tr>
<tr>
<td>Show you that they think you are doing a good job as a parent</td>
<td>2.86</td>
<td>2.37</td>
<td>2.48</td>
</tr>
<tr>
<td>Show that they care about you as a person</td>
<td>2.90</td>
<td>3.07</td>
<td>2.86</td>
</tr>
</tbody>
</table>

Mean score 1-4
1=most important

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

<table>
<thead>
<tr>
<th></th>
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<th>2020</th>
<th>Feb 2021</th>
<th>Sept 2021</th>
<th>May 2022</th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>85%</td>
<td>85%</td>
<td>83%</td>
<td>86%</td>
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</tr>
<tr>
<td>Hispanic</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
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<td>82%</td>
<td>79%</td>
<td>87%</td>
<td>86%</td>
</tr>
</tbody>
</table>

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)*
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


**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

<table>
<thead>
<tr>
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<th>2020</th>
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<th>May 2022</th>
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<td>Hispanic</td>
<td>84%</td>
<td>83%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>White</td>
<td>85%</td>
<td>83%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>
With parents believing their child is at/above grade level

Believe Child is At/Above Grade Level

<table>
<thead>
<tr>
<th>Year</th>
<th>MATH</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>2020</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Feb 2021</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Sept 2021</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>May 2022</td>
<td>42%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Above

<table>
<thead>
<tr>
<th>Year</th>
<th>MATH</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>47%</td>
<td>56%</td>
</tr>
<tr>
<td>2020</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>Feb 2021</td>
<td>39%</td>
<td>45%</td>
</tr>
<tr>
<td>Sept 2021</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>May 2022</td>
<td>42%</td>
<td>43%</td>
</tr>
</tbody>
</table>

At

+6 since 2019

+8 since 2019
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...?

- **51%** Below grade level
- **15%** Above grade level
- **29%** At grade level
- **5%** Not sure

**57%** of Parents say they would be extremely or very concerned.

Compared to 8% “below grade level” when initially asked

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>66%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>60%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
</tr>
</tbody>
</table>

No statistically significant differences by race/ethnicity.
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**

<table>
<thead>
<tr>
<th>Action</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to my child</td>
<td>78%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Talk to the teacher to co-create a plan to support my child’s learning</td>
<td>71%</td>
<td>64%</td>
<td>56%</td>
</tr>
<tr>
<td>Ask to see the curriculum and understand what is expected of my child</td>
<td>63%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>Check to see if the standardized test reflects what my child has been taught in the classroom</td>
<td>63%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>Talk to the principal about which resources are available to support my child</td>
<td>54%</td>
<td>49%</td>
<td>37%</td>
</tr>
<tr>
<td>Get an in-school tutor</td>
<td>39%</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>Get a private tutor</td>
<td>29%</td>
<td>23%</td>
<td>23%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure my child spends quality time with family and friends</td>
<td>54%</td>
<td>51%</td>
<td>57%</td>
</tr>
<tr>
<td>Focus on my child's social/emotional development and skills</td>
<td>51%</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>Support my child in working on their reading and writing skills</td>
<td>49%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Support my child in working on their math skills</td>
<td>45%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Encourage my child to choose their learning activities for the summer</td>
<td>41%</td>
<td>42%</td>
<td>37%</td>
</tr>
<tr>
<td>Connect with my child's teacher at the end of this school year to talk</td>
<td>35%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>about what my child should focus on over the summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enroll my child in a summer school tutoring program</td>
<td>22%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Sign my child up for private tutoring</td>
<td>13%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>None of the above</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Educators prefer at-school tutoring options

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

- Using federal pandemic recovery funding to pay for tutoring programs at school
- Using school technology to connect individual students with outside tutors for virtual (online) tutoring sessions while the students are in the school building
- Partnering with outside organizations like Communities in Schools or Boys and Girls Clubs of America to provide tutoring for students outside of the school day
- Hiring former teachers and/or educators to come into the school to provide tutoring
- Pull students out of regular classes to provide tutoring in areas where they need additional support
- Asking teachers at your school to add tutoring time to their day before or after school or during “breaks” in their class schedule

54% 50% 47% 45% 39% 37%
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?

<table>
<thead>
<tr>
<th>% Top Priority</th>
<th>Parents</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Being direct and truthful about child’s performance</td>
<td>Being authentic when communicating with families of your students</td>
<td>Building trust with families of your students</td>
</tr>
<tr>
<td>#2</td>
<td>Making sure you have a clear picture of how your child is achieving academically</td>
<td>Building trust with families of your students</td>
<td>Being authentic when communicating with families of your students</td>
</tr>
<tr>
<td>#3</td>
<td>Making sure you know what your child is expected to do to meet grade level expectations</td>
<td>Making sure families have a clear picture of how their child is achieving academically</td>
<td>Making yourself easily accessible to all of the families of your students</td>
</tr>
</tbody>
</table>
Teachers and principals split on who is most responsible (2021)

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

- **Teachers**: 60%
- **Principal**: 29%
- **School Counselors**: 8%
- **Family Liaisons/Parent Liaisons (paid staff)**: 7%
- **Volunteer parent coordinators**: 2%
- **Paraprofessionals**: 1%
- **Other roles tested**
  - School social worker
  - Asst./Vice Principal
  - Dean of students
  - Academic advisors

(All <5% for both audiences)
Reliance on “informal” influences underscores need for more and better PD on family engagement (2021)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers you have worked with/currently work with</td>
<td>32%</td>
<td>59%</td>
</tr>
<tr>
<td>You developed your own approach</td>
<td>36%</td>
<td>46%</td>
</tr>
<tr>
<td>Students’ families</td>
<td>36%</td>
<td>46%</td>
</tr>
<tr>
<td>Your experience as a parent of a school-aged child</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>Students</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>A principal you have worked with/currently work with</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Professional development courses</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Professor(s) or college degree program</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>The teachers’ union</td>
<td>12%</td>
<td>24%</td>
</tr>
<tr>
<td>Book studies or other reading</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>District leaders</td>
<td>11%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Just over half of schools have critical structures in place for family engagement

Family Engagement Structures & Supports in Place

- Time reserved during the contractual school day for teachers to connect with families:
  - Teachers: 61%
  - Principals: 59%

- Someone on the central office leadership team who oversees family engagement as their primary job responsibility:
  - Teachers: 56%
  - Principals: 60%

- Specific state or district standards for family engagement:
  - Teachers: 54%
  - Principals: 53%

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)

- I think I do a good job understanding my students’ family values, culture, and the way they are being raised: 86% (Teachers), 82% (Principals), 65% (Parents)
- Some educators find it more difficult to communicate with a parent/family member who is different from them in terms of race, ethnicity, or background: 69% (Teachers), 74% (Principals), 74% (Parents)
- Some educators have lower expectations of students who are different from them in terms of race, ethnicity, or background: 59% (Teachers), 74% (Principals), 74% (Parents)

Ranked by Teacher data
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.**

- **Establishing strong relationships with families**
  - Very easy: 22%
  - Easy: 39%
  - Neither easy nor difficult: 25%
  - Difficult: 13%
  - Very difficult: 1%
  - Not Easy: 39%

- **Communicating difficult information (e.g., academic or behavioral issues) to families**
  - Very easy: 12%
  - Easy: 31%
  - Neither easy nor difficult: 31%
  - Difficult: 23%
  - Very difficult: 3%
  - Not Easy: 57%

- **Communicating with families whose native language is not English**
  - Very easy: 12%
  - Easy: 19%
  - Neither easy nor difficult: 22%
  - Difficult: 34%
  - Very difficult: 11%
  - Not Easy: 68%

- **Reaching families that the school has not been able to effectively connect with before**
  - Very easy: 8%
  - Easy: 24%
  - Neither easy nor difficult: 23%
  - Difficult: 32%
  - Very difficult: 12%
  - Not Easy: 67%
UNLOCKING THE "HOW"

DESIGNING FAMILY ENGAGEMENT STRATEGIES THAT LEAD TO SCHOOL SUCCESS

MARCH 2022

WRITTEN BY
Dr. Eyal Bergman

www.BeALearningHero.org/Research
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
Contact

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