3rd Grade Reading Goal: Family and Community Engagement

Research activities and emergent findings from the first year of work on the district's goal of reading on grade level by 3rd grade

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Abstract:

A priority focus goal is for *students of color furthest from education justice to read at grade level by 3rd grade*. In 2019-20, we embarked on the first year of research support, and included approaches such as design research, descriptive data analyses, and initial implementation analyses. Please note that content below represents those portions of the 3rd Grade Reading Goal that Research & Evaluation supported most directly through data collection and analysis. Please reference the Superintendent's 19-20 evaluation for a full and comprehensive look at the initiatives pursued under the 3rd Grade Reading Goal.

Findings from Year 1 research activities related to the priority area "Engaging Families and Communities" is below and attached. Much of the research findings come from a survey of all classroom teachers in the elementary grades and SPS preschool programs (SPP). This survey was administered in February 2020 and reflects teacher perceptions prior to the COVID-related Spring 2020 school closures.

Emergent Findings from 2019-20

In November 2019, Research & Evaluation administered a school leader survey to understand the literacy-focused family engagement efforts that schools had underway or were planning for the 2019-20 school year. The full memo provides insights on innovative practices in family engagement (again, prior to the school closures).

Results from the February 2020 teacher survey display initial perceptions of the implementation of family and community engagement, including the distribution of classroom library materials, literacy communication with parents/guardians, and pilot implementation of the Academic Parent Teacher Teams in three schools. Those findings are in slides 4-11 of the teacher survey deck.

After schools closed, Research & Evaluation assisted in the analysis of an April 2020 survey created by the Family Engagement Department, looking specifically at outreach practices in the 13 "Priority Schools" that are the focus of the 3rd Grade Goal. That deck shows the forms of family engagement that the Priority Schools were able to both *maintain* and *launch*.

Research efforts in all four areas will continue in the 2020-21 school year, with emphasis on literacy coaching practices, family engagement strategies to bolster early literacy success, and P3 early literacy assessments.

Literacy-Focused Family Engagement Memo (November 2019)

At the November 2019 Leadership Learning Day (LLD), we surveyed principals about strategies to support literacy-focused family engagement this year. We received 62 survey responses, including responses from 10 of the 13 strategic plan "priority schools."

What Engagement Efforts are Planned for this Year?

All schools report proactive events or efforts to feature literacy. In general, a higher percentage of the 13 strategic plan priority schools report engaging in literacy-focused family engagement efforts.
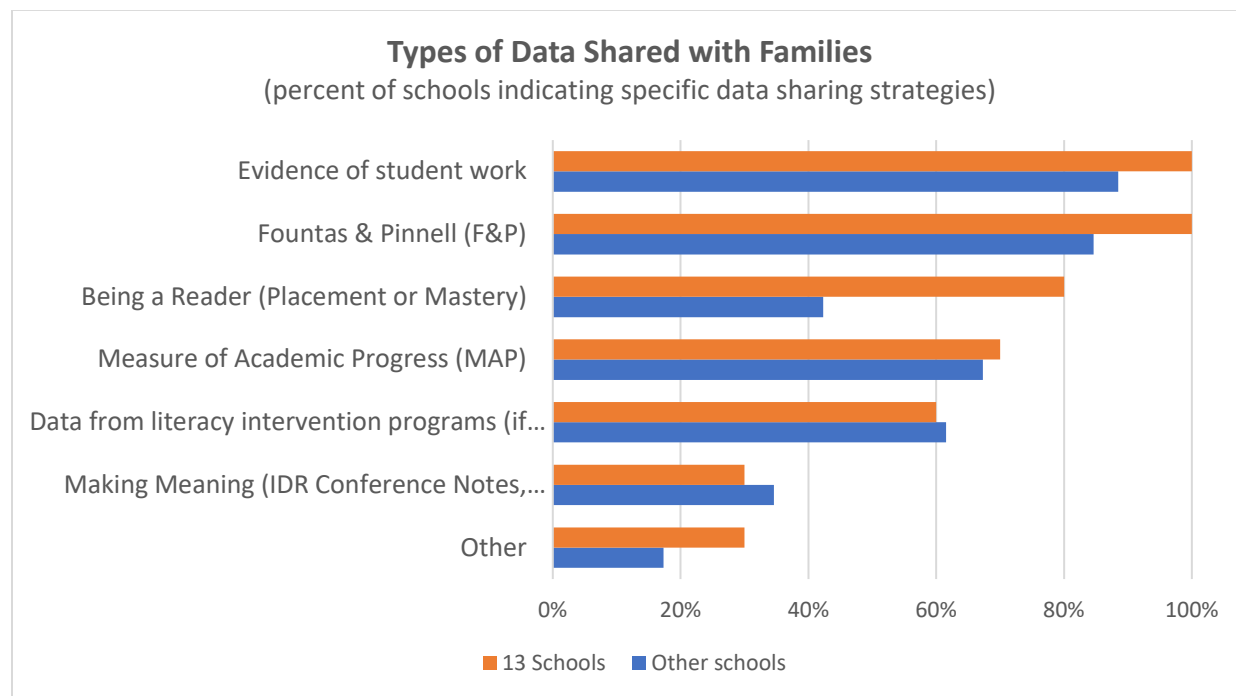
LIteracy-Focused Engagement Efforts
(percent of schools indicating specific engagement strategies)
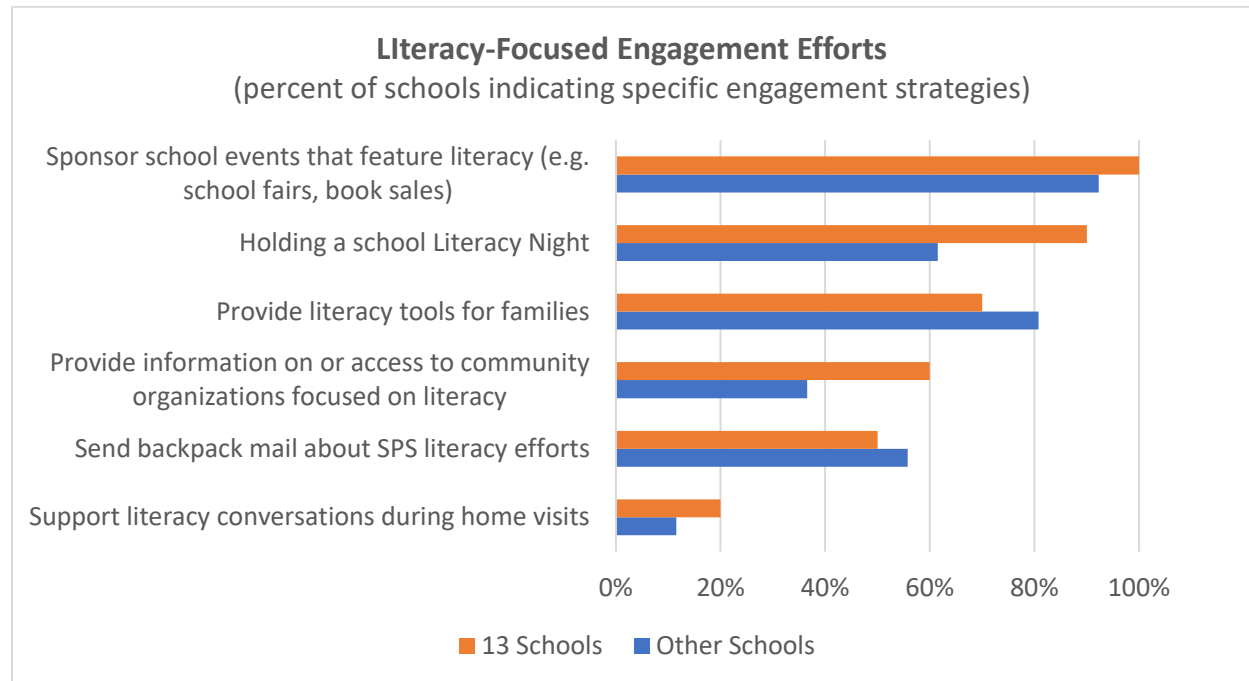
In addition to the list above, schools named other exciting and innovative family engagement efforts:

- **Systemic family engagement**: Three schools – Rising Star @ AAA, Thurgood Marshall, and South Shore – are starting "Academic Parent-Teacher Teams." Hawthorne does a Family ToolKit Series and Cascade Parent Partnership does parent education on 3rd grade standards and assessments.
- **Family events:** Olympic Hills invites parents into the classroom for "book talks" in small groups with students. West Seattle Elementary highlights literacy at a family dinner potluck, hosted in partnership with SHA. Wing Luke hosts Somali parent nights to address literacy goals. Whittier hosts a Spanish-speaking literacy café for Spanish-speaking families. Hazel Wolf does a separate literacy night for ELL families during conference week. Emerson is planning a separate literacy night for 3rd grade families. Northgate hosts a literacy barbeque before summer to encourage summer reading.
- **At-home reading programs:** Alki started a whole-school at-home reading program. Sacajawea sends home Summer Learning Plans for literacy for select students. Many schools participate in the Global Reading Challenge through Seattle Public Library.

What Literacy Data do Schools Share with Families?

The most common forms of literacy data shared with families (for example, in conferences or other communication) is evidence of student work and F&P. A higher percentage of the 13 priority schools are communicating Being a Reader Placement/Master tests than are other schools.

Types of Data Shared with Families
(percent of schools indicating specific data sharing strategies)

Data type	13 Schools	Other schools
Evidence of student work	100%	~88%
Fountas & Pinnell (F&P)	100%	~84%
Being a Reader (Placement or Mastery)	~80%	~42%
Measure of Academic Progress (MAP)	~70%	~67%
Data from literacy intervention programs (if…)	~60%	~62%
Making Meaning (IDR Conference Notes,…)	~30%	~34%
Other	~30%	~17%

■ 13 Schools ■ Other schools

In terms of sharing intervention information, school leaders report that they mainly inform families of student referrals to interventions through in-person meetings (e.g. SIT, 504, parent-teacher conferences). However, some leaders (12) said they use backpack mail, phone calls or email to notify parents, and six school leaders say this is an area of opportunity for next year.

How do Schools Address Literacy in Parent-Teacher Conferences?

School leaders report various strategies for successful discussions of literacy during parent/teacher conferences. Examples include:

- **Structuring the conversation**: Olympic Hills, Thurgood Marshall, Coe, and Queen Anne use culturally responsive protocols that lead with students' strengths during conferences. Cedar Park, Stevens, Rainier View and McGilvra provide explicit information to families about grade-level ELA standards, K-5 ELA curriculum, and intervention supports.
- **Employing family engagement protocols**: At the three schools working with Academic Parent Teacher Teams (APTT), teachers plan with coaches and a family engagement ambassador to best support students and families. Teachers at West Seattle write individualized Parent Teacher Compacts in order to better establish relationships with students.
- **Involving students**: At Rainier View, Boren STEM, MLK, and Beacon Hill, students co-create literacy goals, and teachers then share these goals at parent-teacher conferences. Lafayette, Arbor Heights, Sand Point and Madrona conduct student-led conferences.
- **Involving support staff**: At Wing Luke, case managers attend conferences where appropriate to discuss their role and supports for students.

3rd Grade Goal Report

Results from the 2019-20 Curriculum & Instruction Teacher Survey

Seattle Public Schools

Research & Evaluation Department

November 2020

Jane E. Barker, PhD

Jessica K. Beaver, PhD
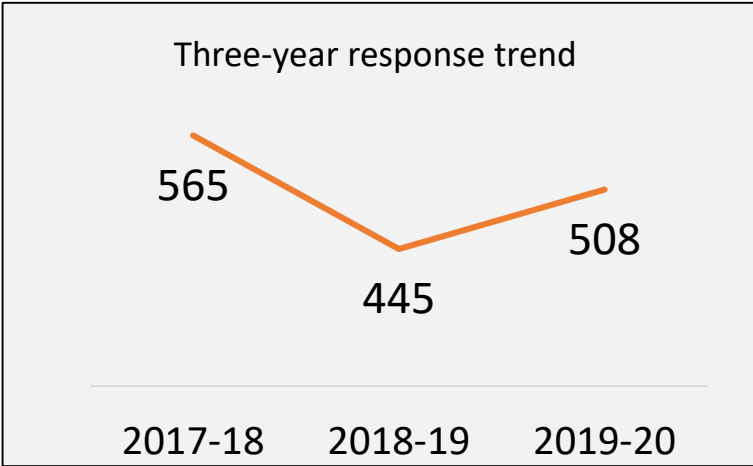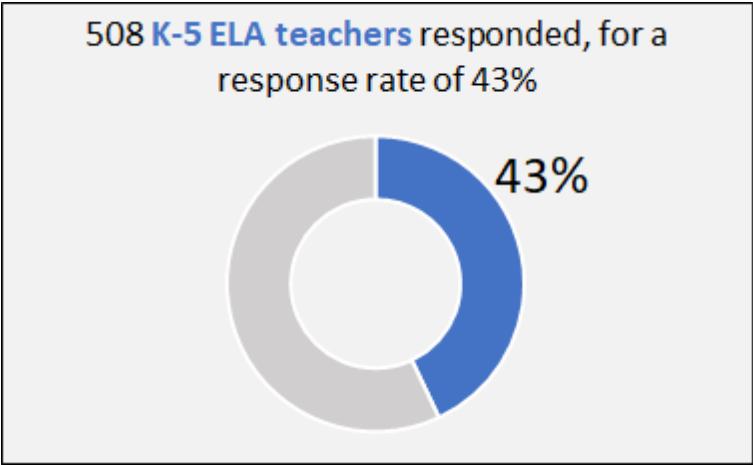
What is the 2020 Teacher Survey?

The 2020 Teacher Survey was administered in February 2020. It probed on teacher practices in curriculum implementation (K-5 ELA, Middle School Math, and K-5 science) and the Superintendent's 3rd Grade Early Literacy Goal. The goal of the survey is to better understand teachers' classroom practices so that the district can design better supports and learn from schools' implementation efforts.

In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are the focus of the 3rd grade goal efforts.

It is important to keep in mind that teacher self-report data are not intended to stand on their own as "outcome data." Instead, they should be viewed as an important indicator that can help influence future efforts on behalf of students. Furthermore, much of the information in this deck represent baseline findings, given that 3rd grade goal supports have not been fully realized, both due to the timing of the survey and the school closures due to COVID-19.

Response Rates

Overall K-5 Response Rates

508 **K-5 ELA teachers** responded, for a response rate of 43%

43%

Three-year response trend

565

445

508

2017-18   2018-19   2019-20

Responses by Grade Level

22 **PreK teachers** responded, for a response rate of 45%

45%

Number of Responses by Grade

Grade	Responses
K	96
1st	94
2nd	93
3rd	82
4th	65
5th	78

■ K   ■ 1st   ■ 2nd   ■ 3rd   ■ 4th   ■ 5th

Note: split classrooms counted as higher-level grade
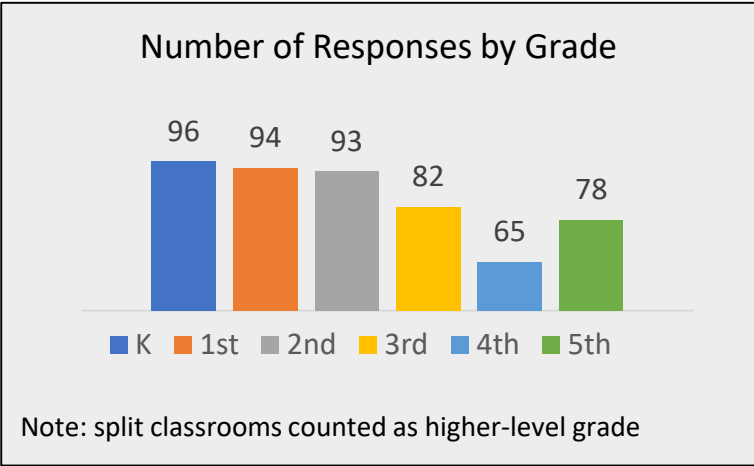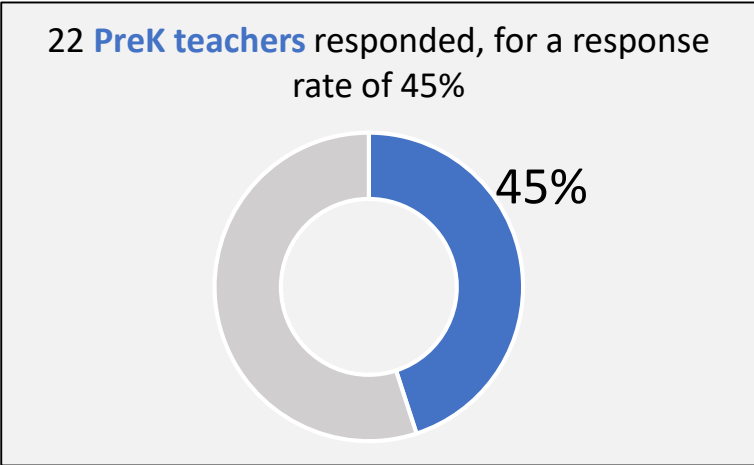
Responses in 13 Priority Schools

The response rate for K-5 teachers from our **13 priority schools** is 69%

	Responses	Rate
Bailey Gatzert	14	117%*
Broadview-Thomson	5	24%
Emerson	12	80%
John Muir	15	94%
Leschi	10	59%
MLK	6	46%
Olympic Hills	16	73%
Rainier View	9	75%
Rising Star	9	47%
South Shore	14	78%
Thurgood Marshall	17	81%
West Seattle	15	79%
Wing Luke	9	60%
TOTAL	**151**	**69%**

3

*Wherever possible, analysis was restricted to classroom teachers. A response rate over 100% indicates that some specialists/interventionist may have responded, or some teachers may have taken the survey more than once.

Family Engagement

Questions about….

- Classroom libraries (PK-5)

- Parent-teacher conferences (PK-5)

- Literacy data shared with families (PK-5)

- Academic Parent Teacher Teams (APTT schools)

Access to Classroom Libraries

Data from K-5 Teachers (Districtwide and in the 13 Schools)

District (n=508)
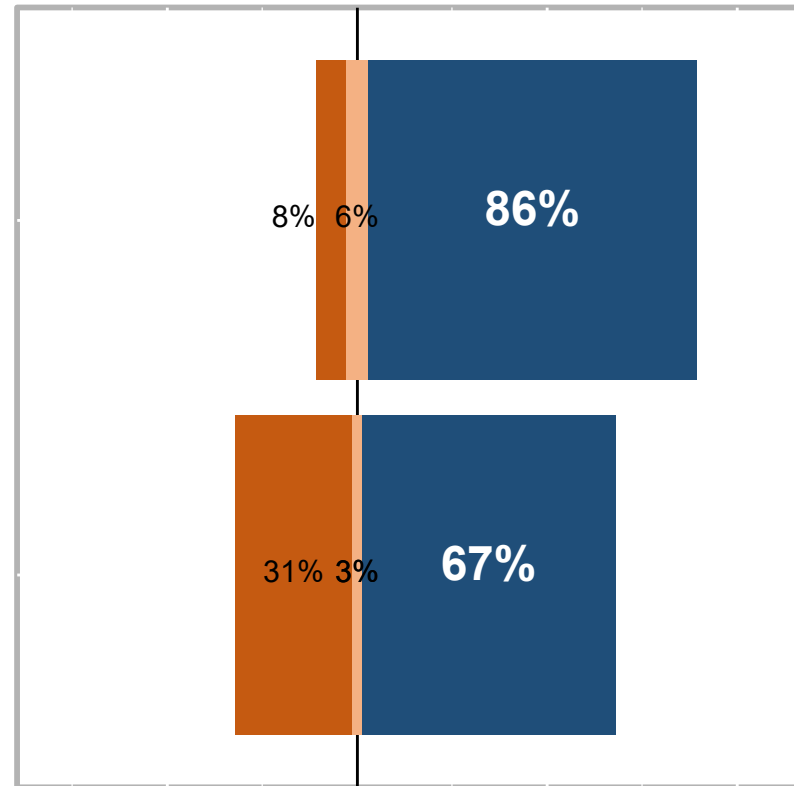
13 Schools (n=151)
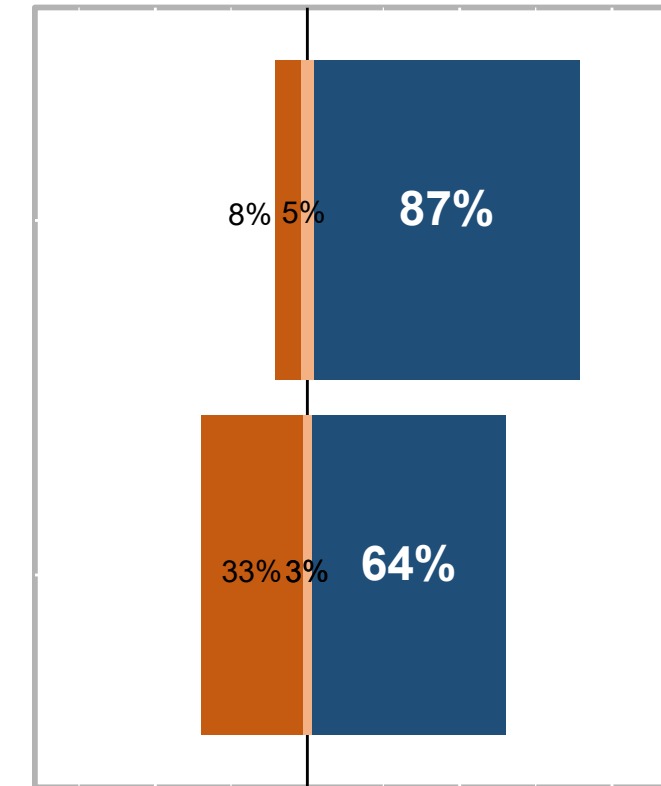
Students in my classroom have access to a classroom library with authentic and culturally-relevant texts

8% 6% **86%**

8% 5% **87%**

Texts in my classroom library can be checked out and taken home by students

31% 3% **67%**

33% 3% **64%**

- No
- Unsure
- Yes

5

Parent-Teacher Conferences

"For parent-teacher conferences, I provide the following:" (K-5 Only)

Item	District	13 Schools
My own account of students' strengths and talents	76%	80%
Student progress reports or report cards	75%	76%
Examples of their child's work in early literacy	70%	73%
Guidelines for supporting early literacy in the home	64%	68%
Student input and voice (e.g. student-led conferences)	57%	62%
Growth goal setting discussion	46%	56%
Sheet for families to fill out that tells their child's story	49%	48%
Resources and information about the Common Core	43%	49%
Resources and information about the CCC curriculum	38%	36%
Information about literacy education for parents of ELL students	32%	29%
Information about early literacy resources for students	25%	31%

■ District
■ 13 Schools

K-5 Teacher n=508
13 Schools n=151

Literacy Data Shared with Families

"What literacy data do you share with families?" (K-5 Only)

Category	District	13 Schools
Evidence of student work	67%	68%
F&P results	62%	66%
MAP results	33%	38%
Data from literacy interventions	34%	34%
SBA results (e.g., IDR conference)	23%	27%
Making Meaning	14%	16%
Other data (placement/mastery)	16%	14%
Being a Reader	13%	13%
SBA Interim results	9%	13%
WaKIDS/TSG results	10%	9%

- **Classroom-based assessments** (19)
- **Phonics assessments** (letter names, letter sounds, phonemic awareness, phonics "scanners", others) (16)
- **Other assessments** (WA-AIM, ELPA, STAR, Running Records, and Correct Word Sequences assessment) (11)
- **Student writing samples** (11)

For grade-level specific information on how literacy-focused assessment data are shared with families, see slides 24-32.

K-5 Teacher n=508
13 Schools n=151

Academic Parent Teacher Teams (APTT)

"Participating in APTT gives me the skills I need to meaningfully engage with my families"
(n=18)

Thurgood Marshall n=5	40%	40% / 60%	60%
South Shore PK-8 n=7	57%	43% / 14% / 43%	43%
Rising Star n=5	60%	20% / 40% / 40%	40%

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree
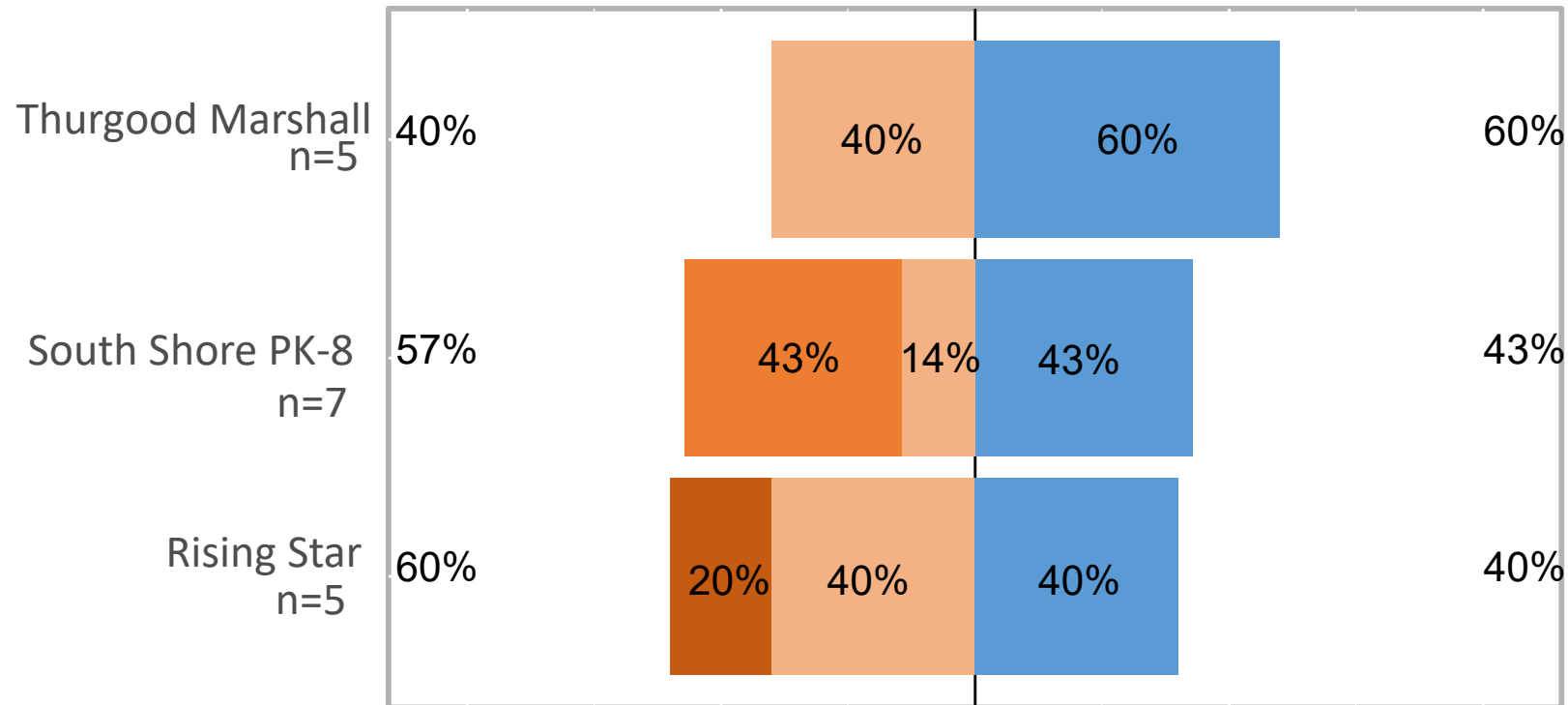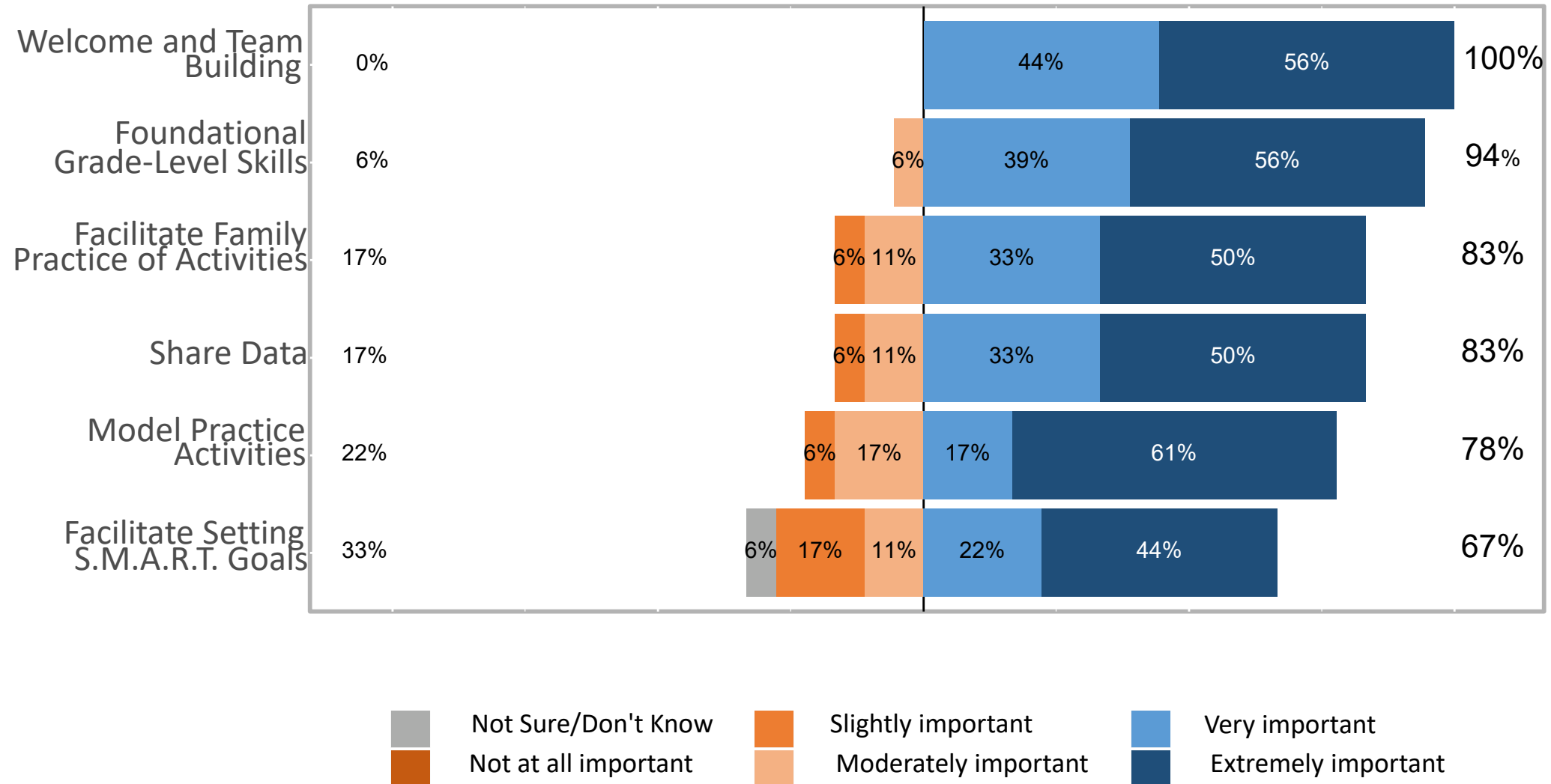
Academic Parent Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. For more information, visit https://aptt.wested.org/

Note that 2019-20 was the pilot year for APTT in three SPS schools. School-specific survey findings represent a partial year of services (which were then interrupted by COVID-19 school closures, and findings are also based on small n-sizes.

Academic Parent Teacher Teams (APTT)

"How important are the following elements of APTT Team Meetings for building positive partnerships with families?"
(n=18)

	Not Sure/Don't Know	Slightly important	Very important
	Not at all important	Moderately important	Extremely important

10

Academic Parent Teacher Teams (APTT)

What literacy data are teachers sharing with families during APTT meetings?

- High-frequency / sight words (6)
- Alphabet knowledge (2)
- Independent reading levels (5)

(Note: five respondents indicated that they were sharing math data)

What support do teachers need from the school to make APTT successful?

- Help with meeting logistics, including **prepping packets and materials** (5), **getting the word out to families** (3), **arranging childcare** (2), **ensuring interpreters are available** (1), and **providing food** (1)

- One respondent also requested flexibility to focus on things other than literacy

What support do teachers need from the district to make APTT successful?

- Increased budget for supplies and materials (4)
- More interpreters (3)
- Increased compensation for teachers' time spent prepping (2)
- Flexibility to change the APTT structure to meet teacher needs/preferences (1)

Thank you!

3rd Grade Goal Report

School Leader Family Engagement During School Closures:
Data from the 13 Schools
Data collected and analyzed in April 2020

Seattle Public Schools

Research & Evaluation Department

November 2020

Response Rates

| Overall Responses	Responses by Role	Responses by School Type	
Responses received from 9 of the 13 schools, (69% coverage)	Of the 10 total responses, 8 are from principals and 2 are from APs	Bailey Gatzert	1
		Emerson	1
		MLK	1
		Olympic Hills	1
		Rainier View	1
		Rising Star	1
		Thurgood Marshall	1
		South Shore*	2
		Wing Luke	1
		Broadview-Thompson	-
		John Muir	-
		Leschi	-
		West Seattle	-

*For analysis purposes, the two responses on this survey from South Shore PK-8 were combined so that all findings represent averages across the 13 schools.

The Dual Capacity-Building Framework for Family-School Partnerships
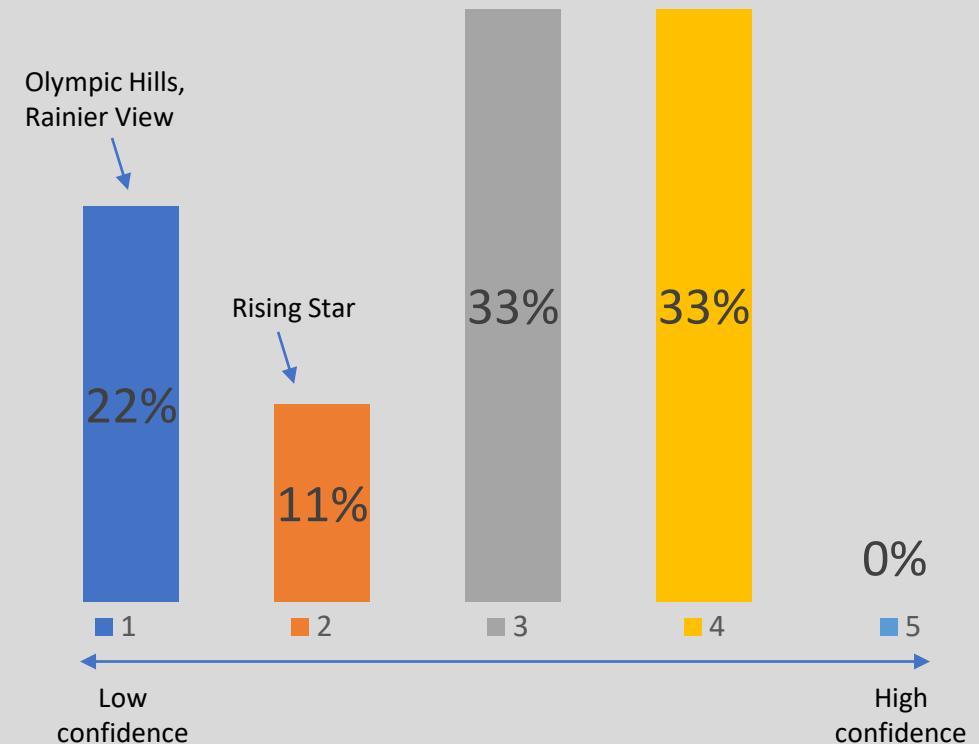## (Version 2)
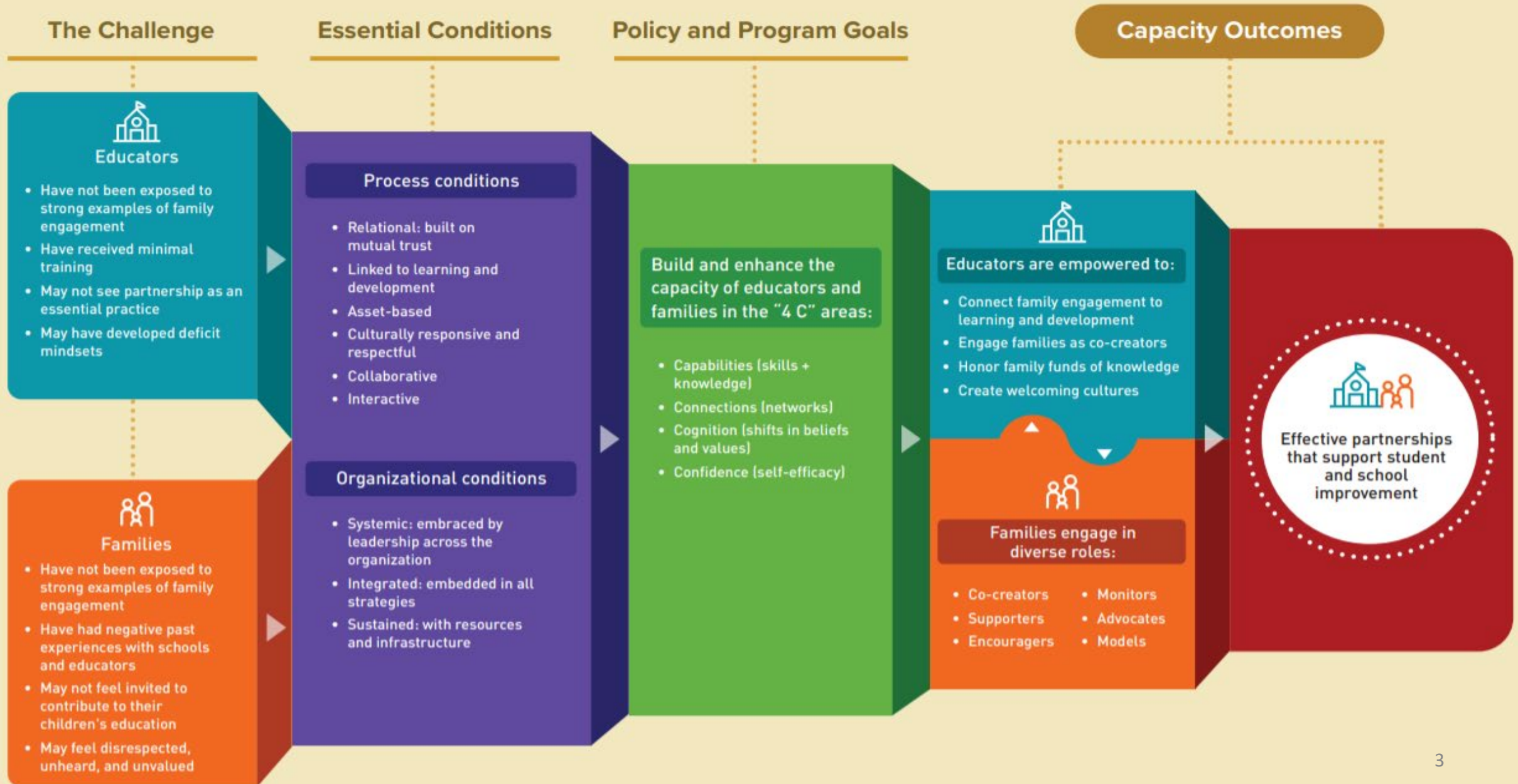
Are you familiar with the Dual Capacity Building Framework?

- 33% No
- 67% Yes
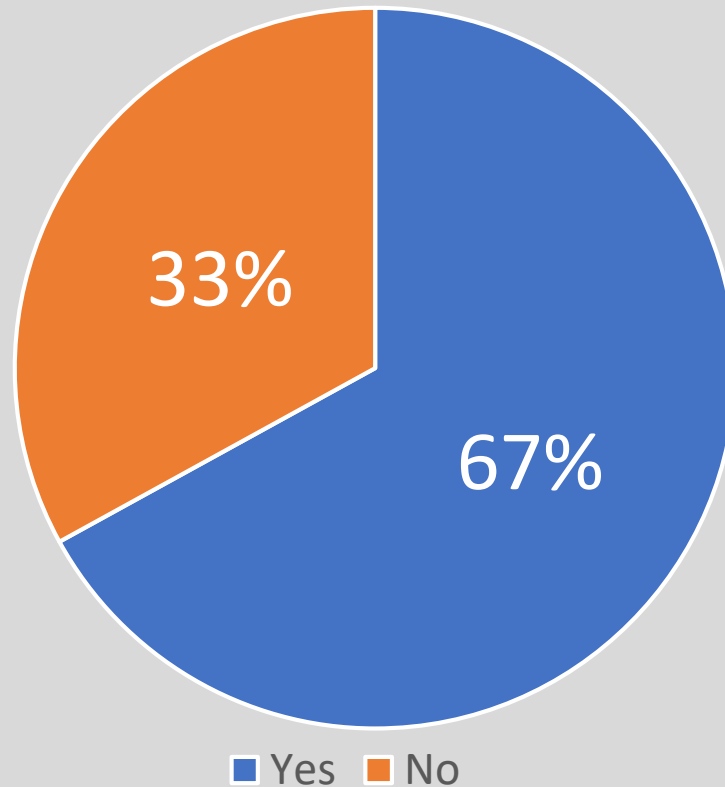
Leaders in 6 schools (67%) are familiar, while leaders in 3 schools (33%) are unfamiliar

How confident are you in your understanding of the how this framework applies to your leadership practice?

- 1 — 22% (Olympic Hills, Rainier View)
- 2 — 11% (Rising Star)
- 3 — 33%
- 4 — 33%
- 5 — 0%

Low confidence ← → High confidence

Leaders in 6 schools are somewhat confident about applying the framework, but 3 schools have fairly low confidence

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What forms of family engagement have you been able to maintain (pre-quarantine)?

Top Forms of Engagement

1. **Open houses and evening events**
   6 schools report holding events such as curriculum nights, Somali parents night, Title I families night

2. **Involvement from parent groups** (e.g. PTA, PTSA, Black Family Advocacy Support Group)
   4 schools report that they have strong parent-led groups

3. **Parent/School Meet-Ups**
   3 schools hold regular coffee/tea chats or other meet-ups

4. **Academic Parent Teacher Teams (APTT)**
   3 schools are piloting APTT this year

5. **Phone or Online Communication**
   3 schools specifically mention outreach like weekly robocalls and school messenger

6. **Parent Volunteering**
   2 schools mention providing opportunities for parents to volunteer in the school (e.g. attendance, recess/lunch)

7. **Home Visits**
   2 schools conduct home visits

What **new** forms of family engagement have you tried since the quarantine (current state)?

Capabilities

- Surveying families to determine tech access (TM, Emerson)
- Providing information about resources (food, mental health, etc.) (TM)
- Tracking/documenting individual family needs (OH, MLK)
- Distributing Right Now Needs Funds (OH, RV)

Connections

- Generally increasing family contacts through email, phone, etc. (SS, Emerson, BG, MLK)
- 1:1 phone conversations (WL, OH, SS, MLK)
- Virtual class meetings with parents (TM, RS)
- Adding tech access thru Schoology, Teams, etc. (OH)
- Increased home visits (BG)

Cognition

- Asking families about best ways to support learning in the home (TM)

Confidence

- Asking families about best ways to support learning in the home (TM)

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How is it working for you, your staff, your community?

Capabilities

- Surveying families to determine tech access (TM, Emerson)
- Providing information about resources (food, mental health, etc.) (TM)
- Tracking/documenting individual family needs (OH, MLK)
- Distributing Right Now Needs Funds (OH, RV)

"We are most concerned about families we are having trouble getting in touch with regularly." (OH)

"Homework packets are working well for our families without reliable internet. We need the city or the school district to provide free internet to families living in low income housing units, domestic shelters, homeless shelters and transitional housing. We have the majority of our students about 80-85% without free internet access." (BG)

"Currently we are trying to work in good faith with each family with flexibility, compassion, and basic and remote learning needs." (RV)

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What **new** forms of family engagement have you tried since the quarantine (current state)?

"We don't have everyone's current email or phone number in the system - that has been our greatest challenge to connect with them during this time." (WL)

"With the current state, we are learning and figuring out as we go." (SS)

"Family outreach has been going well but we are missing many of our families. Since classifieds are not assigned technology many of our ELL families are missing important information and our IAs could help with that if they had a work computer." (SS)

"Currently a learning and working progress. Trying to figure out how to best support families not having the resources. Not all families have access to technology or internet so personal phone calls to follow up with families." (RS)

Connections

- Generally increasing family contacts through email, phone, etc. (SS, Emerson, BG, MLK)
- 1:1 phone conversations (WL, OH, SS, MLK)
- Virtual class meetings with parents (TM, RS)
- Adding tech access thru Schoology, Teams, etc. (OH)
- Increased home visits (BG)

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What **new** forms of family engagement have you tried since the quarantine (current state)?

"Everyone is aware that this is all new for everyone. People are being kind and patient with each other. I am getting lots of positive feedback from parents. In spite of this, we are concerned that the families we are not hearing from and do not know what is going on for, are the families who are likely most impacted by the crisis that is happening." (TM)
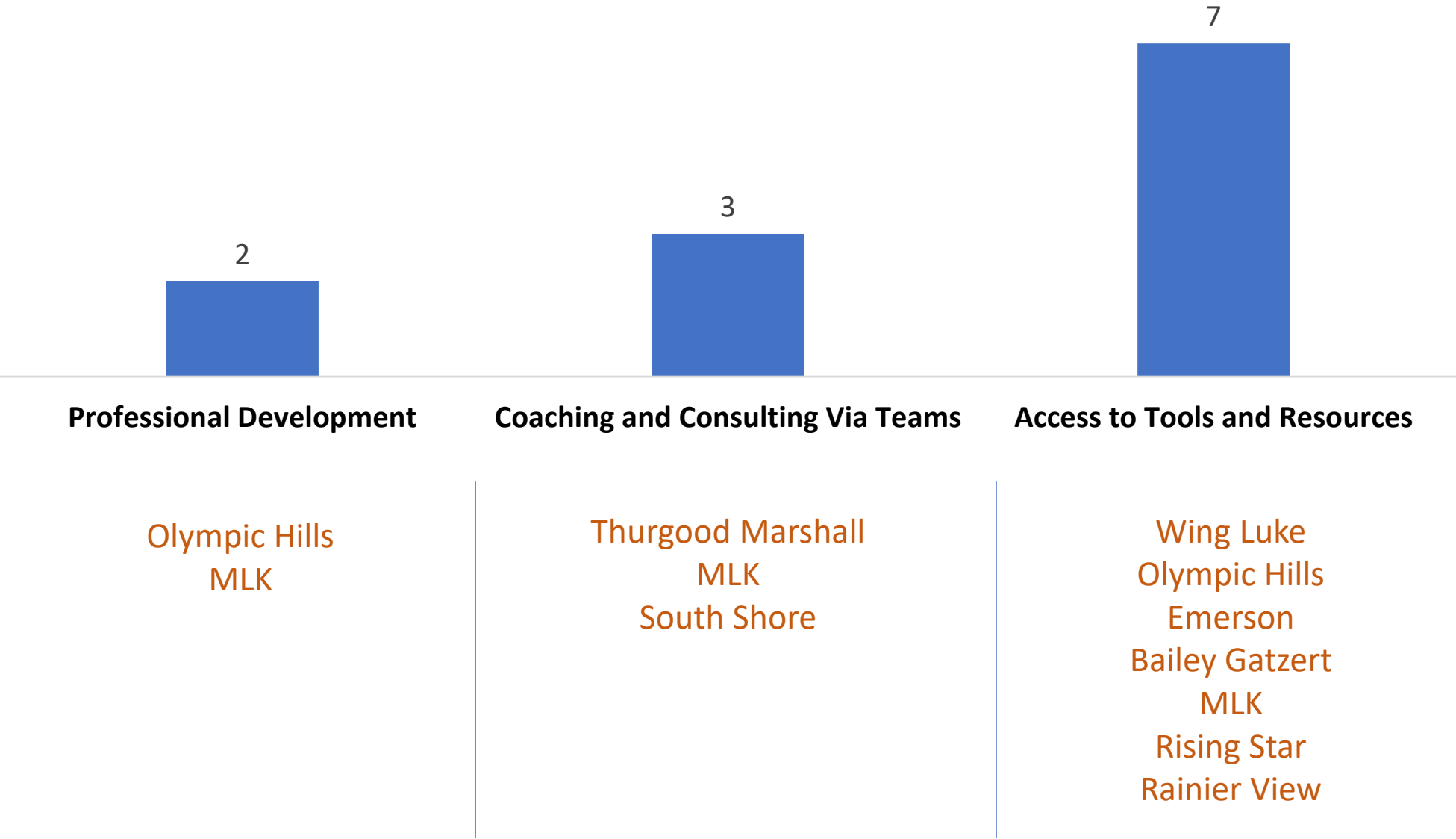
Cognition

- Asking families about best ways to support learning in the home (TM)

Confidence

- Asking families about best ways to support learning in the home (TM)

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What supports do you need from the family partnerships team to support your parent-teacher relationships?

Professional Development	Coaching and Consulting Via Teams	Access to Tools and Resources
2	3	7

Professional Development

Olympic Hills
MLK

Coaching and Consulting Via Teams

Thurgood Marshall
MLK
South Shore

Access to Tools and Resources

Wing Luke
Olympic Hills
Emerson
Bailey Gatzert
MLK
Rising Star
Rainier View

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How can the family partnerships department support your family engagement practices during this school closure?

1. **Brainstorm ways to connect with families that have been hard to reach** (TM)

2. **Help plan for next year's family engagement** (WL, SS)

3. **Help secure Internet and device access for families** (BG)

4. **Help secure basic needs for students and their families** (RS, RV)

5. **Share tips and tools for family engagement from other schools** (OH, SS)

6. **Please check back and/or discuss in detail!** (MLK, Emerson)

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