

SUMNER SCHOOL DISTRICT

A GREAT PLACE TO LEARN.



DATE: May 7, 2018
TO: Laurie Dent
FROM: Marilee Hill-Anderson
RE: 2018 Center For Educational Effectiveness (CEE) Parent Survey Summary

Purpose of Report: This report is an initial overview of our District's 2018 CEE Educational Effectiveness Family Survey data results for the Sumner School District Board of Directors.

Relationship to Sumner School District's Strategic Plan – Vision 2020: Goal 3 of our strategic plan - *Partnerships* - calls for our District to “*fully engage parents, community partners and staff to support quality education for all students by motivating and empowering active participation, a spirit of involvement and a culture of mutual respect.*” This survey provides an avenue for parents to offer feedback on key aspects of our schools operations and climate, as well as staff interactions with parents. CEE Survey participation rates, as well as increases in parents' perceptions of ‘collaboration and communication’ with their child's school, are measurable objectives under Goal 3.

Background Information and Current Status: The Center for Educational Effectiveness (CEE) developed the Educational Effectiveness Surveys (EES) as a formative and diagnostic tool to help guide improvement within schools and school districts. The research framework includes questions about parents perceptions of effective school characteristics: *high standards and expectations, supportive learning environments, effective leadership, collaboration and communication, monitoring of teaching and learning, a clear and shared focus, and parent/community involvement.* Twenty-five Washington school districts currently use CEE survey instruments.

Status: Sumner School District has administered versions of the EES parent survey for four years. The 2018 survey link was sent to District families via email on April 2nd. The link, offering survey options online in English and Spanish, was active through April 13th. Paper copies of surveys in English and in Spanish were also available at each school. Additionally, we made survey forms available in Russian and Ukrainian to all schools, although hard copies were not submitted back to Central Office. Survey results are available in various formats, as follows:

- (1) CEE – Educational Effectiveness Parent Survey: Current results by item, sorted by themes supporting seven of nine effective characteristics of high performing schools. Reports are available by school, in a district summary and in a longitudinal format (three-year comparison of results.)
- (2) CEE – Title I Reporting Supplement: Selected questions that best provide data to gather feedback and input from parents regarding programs and services offered at their child's school.
- (3) Specialized Reports: CEE compiled comparisons of responses from parents, staff and students on similar questions; as well as longitudinal comparisons of our highest and lowest scores (percentages and mean scores) across all items. These reports will allow us to quickly identify areas of strengths to enhance, as well as weaknesses to address.
- (4) Interactive Site: CEE has announced data will be available on an interactive database with current responses. This will allow us to better cross correlate themes and trends in perceptions by sub-groups of parents. This feature is currently under development.

How does this relate to board policy? (A) Policy & Procedure 4130 – Title I Parental Involvement, states, “The Board views the education of students as a cooperative effort among schools, parents and the community,” as well as “the Superintendent will ensure the program plan, policy and programs comply with elements of federal law.” Elements of the law which we are required to assess include gathering input on parents' perceptions on if they are: 1) allowed to play an integral role in their child's learning; 2) encouraged to be involved in their child's education at school; 3) invited to be a part of decision making or in advisory councils as they impact the education of their children. (B) Policy & Procedure 2005: School Improvement Plans – “*Each school improvement plan or process will be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.*” Questions from the CEE/EES parent survey ask if parents have seen and reviewed these plans.

What is the budget allocation for your topic? Approximately \$11,300

What are the impacts to student performance? Survey data is intended to help guide changes in our practices throughout the year. This data reflects parent perceptions about essential qualities of effective schools and school environments. Responses are indicators of how parents and family members see their schools and our District's ability to navigate and sustain momentum in increasing student performance. The identification of issues and factors hindering gains in student achievement, and building on successful practices, is key to our work. Additionally, specific reports are showing us where adult and student data is significantly different.

Relationship to Equity: Anonymous surveys give every parent a chance to give input to our schools; specific questions about our policies and practices addressing educational equity, diversity and the opportunity of our parents to give input about instruction and school climate are asked. It is difficult to gain this type of parent feedback without this survey. Additionally, we have learned that a large percentage (42 to 46%) of our parents who took the survey did not respond to questions about race or cultural diversity. While survey results are useful, we believe that more information is needed from parents to better understand their knowledge of actions we are taking to ensure students' equitable access to educational resources.

Benefiting parties: Ultimately, all students, staff, and parents.

What is working well?

(1) **Survey Process:** (a) Increase in survey participation rates, an evaluation target in our Vision 2020 plan: 2015-16, **892** parents took the survey; in 2016-17, **1169**; in 2018, **1759**; (b) Survey Accessibility: the survey was available in four languages and additional messaging about the survey, including its' relevance and options to participate, occurred. Several buildings took additional steps to encourage parents to participate (i.e., messages to parents in principals' newsletters, contests, etc.)

(2) **Progress Toward Vision 2020 Objective Target:** increase in overall area of '*Collaboration and Communication*' from 63% in 2014-15 to 80% in 2020: **2018 results = 76%**.

(3) **Top Five 'Combined Positive' (Almost Always/Often True) Responses – Specific Items:**

C- Communication/materials I receive from the school are in a language I can understand	97.3%
SLE- School employees are respectful and courteous of one another	91.5%
SLE- Adults in this school value and respect my racial/cultural identity	86.3%
HSE- My child understands the expectations and standards of this school	85.8%
C- Parents/families and employees at this school talk respectfully with one another	85.7%

(4) **Overall Positive Trends** - Current 'combined positive' scores have rebounded from 2016-17 dips: in **2016-17**, results in various scales ranged from **65 to 75%**. In **2017-18**, an overall increase was observed, from **68 to 79%**.

Where are opportunities for improvement?

(1) **Survey Process:** We need to find additional ways to encourage survey participation. *Schools with the highest 'free/reduced meal' rates (Daffodil Valley @ 59% and Liberty Ridge @ 49%) also had the lowest number of parents completing surveys.* It would be valuable to investigate options to gain input from families outside of electronic surveys. Additionally, the school with the highest participation rate (Sumner High School) had just fewer than 15% of parents attempt the survey. Overall, one in five parents attempt, but do not complete the CEE survey form.

(2) **Lowest Five 'Combined Positive' (Almost Always/Often True) Responses – Specific Items:**

SLE- My child learns about the cultures of our community at his or her school	58.8%
CSF- I am informed about progress toward the improvement goals of this school	58.0%
PCI- The improvement goals of this school are shared with all parents	57.7%
PCI- Parents/families have input into plans for improving this school	56.2%
PCI- This school tells me how I can help my child with homework	53.8%

Cabinet members will review results and actions our schools might take to gain parent input will be discussed.

