

FAMILY ENGAGEMENT IN THE PITTSBURGH PUBLIC SCHOOLS

6/7/2010

Teacher and Parent Survey Results

CORO PITTSBURGH 2009 LEADERS IN LEARNING CIVIC ENGAGEMENT PROJECT

Family Engagement in PPS

TEACHER AND PARENT SURVEY RESULTS: EXECUTIVE SUMMARY

INTRODUCTION

During the Fall of 2009, Coro Pittsburgh and A+ Schools led its third Leaders in Learning program (LIL). The twelve-week program brought together a diverse group of twenty citizens who share a common interest in supporting public education, and immersed them in current, local education policy. The cohort engaged in group discussions, conducted interviews with education and community leaders from the region and participated in leadership trainings. After the initial twelve weeks, the group spent six months developing and implementing a civic engagement project to help support public education.

The 2009 LIL Cohort chose to focus their project on family engagement in the Pittsburgh Public Schools (PPS). This topic emerged in nearly every interview that the group conducted with area educators and leaders, and was often cited as a critical, but frequently overlooked, key to student success. In addition, the topic is relevant to current PPS policies and initiatives. That is, as PPS works strategically to raise student achievement by cultivating an exceptional teaching force and high-quality school leaders, developing a cohesive and comprehensive K-12 program across schools and providing students with realistic opportunities after graduation, the district needs the support and insight of its families in order to be successful.

The link between robust school-family-community partnerships and improved student achievement is strongly supported by current scholarly research. In 2002, scholars Anne Henderson and Karen Mapp synthesized relevant research in order to determine the effects of family and community involvement on student success. They conclude that there is overwhelming evidence that strong school-family relationships, regardless of socioeconomic levels and ethnicity, positively impact student achievement.¹ The Harvard Family Research Project draws the same conclusion in their three-part report, *Family Involvement Makes a Difference*, noting that family engagement leads to greater student success across all grade levels.² Likewise, a 2005 meta-analysis of recent research by William Jeynes shows that family involvement does have a measurable and statistically significant impact on student learning. Furthermore, the author concludes that parent involvement programs do have an overall positive impact.³

Motivated by personal and professional experiences and convincing research, the LIL cohort devised two surveys, one for teachers and one for parents, to look more closely at three specific parent-teacher communication strategies. These three policy areas are: parent-teacher conferences, Back to School Night in PPS and professional development opportunities for teachers on the topic on family engagement.

¹ Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

² Weiss, H., Caspe, M., & Lopez, M.E. (2006). *Family Involvement Makes a Difference No. 1, 2, 3*. Retrieved May 27, 2010 from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference>

³ Jeynes, W. H. (2005). *Parental involvement and student achievement: A meta-analysis* (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved May 27, 2010, from <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

The remainder of this report presents key survey results and offers suggestions for PPS to consider as the district moves forward with its family engagement efforts and other important initiatives. Appendices containing complete survey reports, citations and contact information can be found at the end of the report.

PARENT SURVEY RESULTS

Respondents

The parent survey drew 162 respondents from 28 schools in the district. However, those who responded do not sufficiently represent the district's population. A majority of respondents were parents with children in Pre-K – 5 grades, were from 3 schools in the East End (Pittsburgh Montessori, Allderdice High School and Colfax Elementary) and mostly white. The data, therefore, does not reflect a statistically representative sample size of the parent population in the Pittsburgh Public Schools. However, the responses to the survey do provide some insight into the specific areas of parent-teacher relationships from the parent perspective. The full survey is attached in Appendix A.

Parent-Teacher Conferences

Parents were asked various questions regarding parent-teacher conferences. Notable responses include:

- 64% of respondents stated that they were somewhat dissatisfied to very dissatisfied about having one parent teacher conference each year, (Appendix A, #15).
- 83% were somewhat satisfied to very satisfied with the conference, (Appendix A, #11, #12).

Back to School Night

Parents were asked various questions regarding their school's back to school night. Notable responses include:

- 62% of parents who responded attended back to school night in the current school year and 38% did not (Appendix A, #16).
- 78% responded that an opportunity to learn about what their child will be taught in the coming year would make Back to School Night a better experience (Appendix A, #19).
- 66% responded that an opportunity to hear about teachers' expectations for students and families would make Back to School Night a better experience (Appendix A, #19).

Parent-Teacher Communications

Parents were asked various questions about how their schools and teachers communicate with them. Notable responses include:

- 70% were somewhat satisfied to very satisfied with their teacher's ability to communicate with them about their children (Appendix A, #22).
- 41% responded that they had never been contacted directly by their child's teacher (Appendix A, #21).
- 75% agree or strongly agree that their child's teacher demonstrates that they believe in their child (Appendix A, #24).

TEACHER SURVEY RESULTS

Respondents

The teacher survey drew a small number of respondents, with 33 teachers from 13 schools. There was an even representation of teaching experience between 0-5 years, 5-10 years and 10 or more years (Appendix B, #3). Not all schools are represented by the respondents; some schools had many teachers respond, while others had none (Appendix B, #1). The data, therefore, is not a statistically representative sample of Pittsburgh Public School teachers. However, the responses to the survey do provide some insight into specific parent-teacher communication and current district policies from the teacher perspective.

Parent-Teacher Conferences

Teachers were asked various questions regarding parent-teacher conferences. Notable responses include:

- 73% of respondents stated that they did not have enough time to speak with parents, (Appendix B, #9).
- 87% would be in favor of having an additional conference and a majority of teachers thought that more than one parent-teacher conference should occur during the school year, (Appendix B, #11, #13).

Back to School Night

Teachers were asked various questions regarding the Back to School Night event. Notable responses include:

- Approximately 50% of teachers who responded find Back to School Night ineffectual (Appendix B, #16).
- When asked about the goal of Back to School Night, 70% of respondents said it is to get families excited about the school year, 48% said it is to socialize with parents and 39% said it is to provide information about the curriculum (Appendix B, #17).

Professional Development

Teachers were asked various questions regarding professional development on the topic of parent-family communication and engagement. Notable responses include:

- 57% of respondents have never had professional development on the topic (Appendix B, # 20).
- 70% believe professional development on family engagement would be useful (Appendix B, #23).
- If PD on the topic were offered, over 90% of respondents would like training on how to handle difficult student issues with families (Appendix B, # 24).
- A majority of respondents were in favor of professional development in the areas of engaging parents and families and establishing positive home-school communication.

CONCLUSIONS

As noted above, the LIL cohort recognizes the obvious shortcomings of the surveys, and understands that given the small sample sizes and lack of demographic diversity, the survey results are in no way representative of all PPS teachers and parents. However, the results do provide some insight and perhaps can be useful in collecting further data, sparking discussion and/or considering modifications to parent engagement policies and procedures in the future.

Based on the survey results, the LIL group offers the following three suggestions to PPS educators and parents:

First, consider adding at least one more “official” parent-teacher conference per school year.

Teacher respondents are overwhelmingly in favor of holding at least two conferences per year, and do not believe they have adequate time to meet with parents under the current conference schedule. Likewise, a majority of parent respondents find conferences informative and satisfactory, and are dissatisfied with only one conference per year. Providing time for at least one additional conference would also be an effective use of valuable teacher-parent interaction. Scholars Henderson and Mapp claim that family involvement that is connected to academics has a greater impact on achievement than more general family engagement strategies.⁴ Presumably, teachers and parents focus on student work and progress, making conferences a particularly effective way to engage families and improve student outcomes. Therefore, given both the efficacy of conferences and the desire for more, PPS should consider adding at least one more to the school calendar.

Secondly, consider revising the Back to School Night format. The survey results show mixed opinions about the kick-off event, and therefore indicate that more information should be gathered. Still, the general indifference expressed by both educators and parents suggests that Back to School Night, as currently designed, might not be as effective as it could be. Approximately 50% of teacher respondents find the event ineffectual, and 38% of the parent respondents did not attend Back to School Night last year.

Future event planners should consider more effective advertising as well as establishing uniformity across schools. Of the parents who did not attend, many commented that they did not know about the event or were simply not interested in going. There also appears to be a wide range of expectations and activities across schools. Parents and educators alike may benefit from a more defined event.

Lastly, planners might consider shifting the focus of Back to School Night to focus on curriculum, and providing parents with ideas for how to support their children with their academics in the coming year. Seventy-eight percent (78%) of parents claim they would appreciate this type of information. As noted above, research also shows that sharing academic information and helping parents assist their children at home is a particularly effective family engagement strategy.

Thirdly, consider offering formal professional development to both new and experienced teachers on the topic of family engagement. The parents who participated in the survey appear to be quite satisfied with teachers' communication skills and awareness of their children's needs. Their satisfaction speaks volumes about the quality of PPS teachers. However, 41% of parent respondents had not been contacted directly by their child's teacher this year. From the teachers' perspective, a large majority of those surveyed (70%) believe professional development on the topic of family engagement would be useful. The results also indicate that there are many specific topics to address. In particular, 91% of respondents would like to receive training on how to handle difficult student issues with families. While some teachers appear to have received some instruction on family engagement, the majority has not, and there are currently limited opportunities within PPS.

Building capacity for family engagement through professional development is considered a best practice, and investing in a district-wide program would be well worth the effort. Published in July 2009, the Harvard Family Research Project and the Parent-Teacher Association (PTA) analyzed best practices for family

⁴ Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

engagement in districts nationwide, and conclude that professional development is a key strategy in successful districts.⁵ The PPS *Empowering Effective Teachers* initiative may offer an ideal platform for which to integrate new trainings. In particular, The Teacher Academy should consider incorporating learning opportunities specific to family and community engagement and communication into the curriculum.

The LIL cohort believes the aforementioned suggestions would be highly effective modifications to current policy. Both families and educators believe in PPS students and want to help them succeed. Strengthening the relationship between schools, families and the broader community will only lead to better outcomes, and will be well worth the effort.

⁵ Westmoreland, H., Rosenberg, H., Lopez, M.E., Weiss, H. (2009). *Seeing is believing: Promising practices for how school districts promote family engagement*. Cambridge, MA: Harvard Family Research Project.

APPENDIX

Appendix A: Complete Parent Survey Results

1. How many children do you have in the Pittsburgh Public Schools?

#	Answer	Response	%
1	1	80	50%
2	2	58	36%
3	3 or more	23	14%
	Total	161	100%

Statistic	Value
Mean	1.65
Variance	0.52
Standard Deviation	0.72
Total Responses	161

2. Please describe your relationship to the child in your care that is in the Pittsburgh Public schools:

#	Answer	Response	%
1	I am the child's father, in a 2 parent home.	19	12%
2	I am the child's father. I am raising the child on my own.	2	1%
3	I am the child's mother, in a 2 parent home.	112	69%
4	I am the child's mother. I am raising the child on my own.	18	11%
5	I am the child's grandmother/grandfather/aunt/uncle.	4	2%
6	I am the child's foster parent.	1	1%
7	Other	6	4%
	Total	162	100%

Other

Child's father, don't live with child

I am the children's father and I share custody equally with their mother.

adoptive single parent
 single, adoptive parent
 I am the child's mother and share custody with her father.

Statistic	Value
Mean	3.08
Variance	1.34
Standard Deviation	1.16
Total Responses	162

3. How would you classify your race/ethnicity?

#	Answer	Response	%
1	Rather not say	4	2%
2	Caucasian/White	127	78%
3	African American	20	12%
4	Indigenous or Aboriginal Person	0	0%
5	Asian/Pacific Islander	6	4%
6	Hispanic	2	1%
7	Latino	1	1%
8	Multiracial	2	1%
9	Other	0	0%
	Total	162	100%

Statistic	Value
Mean	2.36
Variance	1.15
Standard Deviation	1.07
Total Responses	162

4. What school does your child attend?

#	Answer	Response	%
1	CLAYTON ACADEMY	1	1%
2	INTERNATIONAL BACCALAUREATE 6 – 10	6	4%
3	PITTSBURGH ALLDERDICE HIGH SCHOOL	16	10%

4	PITTSBURGH ALLEGHENY 6-8		0	0%
5	PITTSBURGH ALLEGHENY K-5		2	1%
6	PITTSBURGH ARLINGTON INTERMEDIATE CAMPUS 3-8		0	0%
7	PITTSBURGH ARLINGTON PRIMARY PREK-2		0	0%
8	PITTSBURGH ARSENAL 6-8		2	1%
9	PITTSBURGH ARSENAL PRE K-5		0	0%
10	PITTSBURGH BANKSVILLE PRE K-5		0	0%
11	PITTSBURGH BEECHWOOD PRE K-5		1	1%
12	PITTSBURGH BRASHEAR HIGH SCHOOL		2	1%
13	PITTSBURGH BROOKLINE K-8		1	1%
14	PITTSBURGH CAPA 6 – 12		6	4%
15	PITTSBURGH CARMALT PRE K-8		0	0%
16	PITTSBURGH CARRICK HIGH SCHOOL		8	5%
17	PITTSBURGH CLASSICAL 6-8		1	1%
18	PITTSBURGH COLFAX K-8		54	34%
19	PITTSBURGH CONCORD K-5		5	3%
20	PITTSBURGH CONROY		0	0%
21	PITTSBURGH DILWORTH PRE K-5		9	6%
22	PITTSBURGH FAISON INTERMEDIATE CAMPUS-5-8		0	0%
23	PITTSBURGH FAISON PRIMARY CAMPUS PRE K-4		0	0%
24	PITTSBURGH FORT PITT PRE K-5		0	0%
25	PITTSBURGH FULTON PRE K-5		0	0%
26	PITTSBURGH GIFTED CENTER		0	0%
27	PITTSBURGH GRANDVIEW K-5		1	1%
28	PITTSBURGH GREENFIELD K-8		0	0%
29	PITTSBURGH KING K-8		0	0%
30	PITTSBURGH LANGLEY HIGH SCHOOL		0	0%
31	PITTSBURGH LIBERTY K-5		5	3%
32	PITTSBURGH LINCOLN INTERMEDIATE CAMPUS 5-8		5	3%
33	PITTSBURGH LINCOLN PRIMARY CAMPUS K-4		3	2%
34	PITTSBURGH LINDEN K-5		2	1%
35	PITTSBURGH MANCHESTER K-8		0	0%
36	PITTSBURGH MCNAUGHER		0	0%
37	PITTSBURGH MIFFLIN PRE K-8		0	0%

38	PITTSBURGH MILLER PRE K-5		0	0%
39	PITTSBURGH MILLIONES 6 – 12		0	0%
40	PITTSBURGH MINADEO PRE K-5		2	1%
41	PITTSBURGH MONTESSORI PRE K-8		17	11%
42	PITTSBURGH MORROW PRE K-5		0	0%
43	PITTSBURGH MURRAY PRE K-8		0	0%
44	PITTSBURGH NORTHVIEW PRE K-5		0	0%
45	PITTSBURGH OLIVER HIGH SCHOOL		1	1%
46	PITTSBURGH PEABODY HIGH SCHOOL		0	0%
47	PITTSBURGH PERRY TRADITIONAL ACAD. HIGH SCHOOL		1	1%
48	PITTSBURGH PHILLIPS K-5		1	1%
49	PITTSBURGH PIONEER		0	0%
50	PITTSBURGH ROONEY 6-8		0	0%
51	PITTSBURGH ROOSEVELT INTERMEDIATE - 2-5		0	0%
52	PITTSBURGH ROOSEVELT PRE-K-1		0	0%
53	PITTSBURGH SCHAEFFER INTERMEDIATE CAMPUS 4-8		0	0%
54	PITTSBURGH SCHAEFFER PRIMARY CAMPUS K-3		0	0%
55	PITTSBURGH SCHENLEY HIGH SCHOOL		2	1%
56	PITTSBURGH SCHILLER 6-8		1	1%
57	PITTSBURGH SCIENCE AND TECHNOLOGY ACADEMY		0	0%
58	PITTSBURGH SOUTH BROOK 6-8		2	1%
59	PITTSBURGH SOUTH HILLS 6-8		0	0%
60	PITTSBURGH SOUTH SIDE ANNEX		0	0%
61	PITTSBURGH SPRING HILL K-5		0	0%
62	PITTSBURGH STERRETT 6-8		0	0%
63	PITTSBURGH STEVENS K-8		0	0%
64	PITTSBURGH STUDENT ACHIEVEMENT CENTER		0	0%
65	PITTSBURGH SUNNYSIDE K-8		0	0%
66	PITTSBURGH VANN K-5		0	0%
67	PITTSBURGH WEIL PRE K-8		0	0%
68	PITTSBURGH WEST LIBERTY K-5		3	2%
69	PITTSBURGH WESTINGHOUSE HIGH SCHOOL		0	0%

70	PITTSBURGH WESTWOOD K-8		0	0%
71	PITTSBURGH WHITTIER K-5		0	0%
72	PITTSBURGH WOOLSLAIR K-5		0	0%
	Total		160	100%

Statistic	Value
Mean	22.08
Variance	214.30
Standard Deviation	14.64
Total Responses	160

5. What grade is your student in?

#	Answer	Response	%
1	Pre-K - 5	89	55%
2	6 - 8	40	25%
3	9 - 12	33	20%
	Total	162	100%

Statistic	Value
Mean	1.65
Variance	0.64
Standard Deviation	0.80
Total Responses	162

6. My child attends:

#	Answer	Response	%
1	a magnet school	58	36%
2	a neighborhood school/comprehensive school	93	58%
3	another type of school	9	6%
	Total	160	100%

Statistic	Value
Mean	1.69

Variance	0.33
Standard Deviation	0.57
Total Responses	160

7. Does your child receive free or reduced lunch?

#	Answer	Response	%
1	Yes	36	22%
2	No	126	78%
	Total	162	100%

Statistic	Value
Mean	1.78
Variance	0.17
Standard Deviation	0.42
Total Responses	162

8. How would you classify your child's race/ethnicity?

#	Answer	Response	%
1	Rather not say	4	2%
2	Caucasian/White	116	72%
3	African American	22	14%
4	Indigenous or Aboriginal Person	0	0%
5	Asian/Pacific Islander	6	4%
6	Hispanic	3	2%
7	Latino	2	1%
8	Multiracial	9	6%
9	Other	0	0%
	Total	162	100%

Statistic	Value
Mean	2.69
Variance	2.64
Standard Deviation	1.62

Total Responses	162
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9. Did you attend a parent teacher conference in the 2009 - 2010 school year?

#	Answer	Response	%
1	Yes	137	85%
2	No	25	15%
	Total	162	100%

Statistic	Value
Mean	1.15
Variance	0.13
Standard Deviation	0.36
Total Responses	162

10. Why did you not attend a parent teacher conference (check all that apply)?

#	Answer	Response	%
1	The time was inconvenient to my schedule	2	12%
2	I had to work	4	24%
3	I had to watch other children	0	0%
4	I was not interested	2	12%
5	Another reason	12	71%

Another reason
too many outside commitments
not scheduled
I did attend. Checked the wrong box.
The last questions was marked wrong. I did attend a conference this year
I am not the parent
I know the teachers and contacted them by email.
did attend
Parents attended

I haven't been able to talk to the people at the school about what my child needs.
 His dad attended.
 newborn
 out of town for wedding

Statistic	Value
Total Responses	17

11. Did you feel you had enough time with your child's teacher(s) at the conference(s)?

#	Answer	Response	%
1	More than enough time	15	10%
2	Enough time	86	58%
3	Not enough time	47	32%
	Total	148	100%

Statistic	Value
Mean	2.22
Variance	0.37
Standard Deviation	0.61
Total Responses	148

12. How satisfied were you with the conference?

#	Answer	Response	%
7	Very Satisfied	32	21%
1	Satisfied	58	39%
2	Somewhat Satisfied	35	23%
3	Neutral	9	6%
4	Somewhat Dissatisfied	11	7%
5	Dissatisfied	3	2%
6	Very Dissatisfied	1	1%
	Total	149	100%

Statistic	Value
Mean	2.98
Variance	5.48
Standard Deviation	2.34
Total Responses	149

13. Please check whether you think the following would be beneficial for future conferences (check all that apply):

#	Answer	Response	%
1	More time with teachers	81	58%
2	Discuss samples of student's work	93	66%
3	Discuss a student's academic, behavioral or social profile	93	66%

Statistic	Value
Total Responses	140

14. Are you satisfied with the time of year that conferences are held?

#	Answer	Response	%
7	Very Satisfied	17	11%
1	Satisfied	62	40%
2	Somewhat Satisfied	24	15%
3	Neutral	20	13%
4	Somewhat Dissatisfied	22	14%
5	Dissatisfied	6	4%
6	Very Dissatisfied	5	3%
	Total	156	100%

Statistic	Value
Mean	2.80
Variance	4.06
Standard Deviation	2.01
Total Responses	156

15. How satisfied are you with having one parent teacher conference each year?

#	Answer	Response	%
1	Very Satisfied	6	4%
2	Satisfied	17	11%
3	Somewhat Satisfied	21	13%
4	Neutral	12	8%
5	Somewhat Dissatisfied	52	33%
6	Dissatisfied	25	16%
7	Very Dissatisfied	23	15%
	Total	156	100%

Statistic	Value
Mean	4.63
Variance	2.84
Standard Deviation	1.69
Total Responses	156

16. Did you attend Back to School Night in 2009 - 2010 school year?

#	Answer	Response	%
1	Yes	97	62%
2	No	59	38%
	Total	156	100%

Statistic	Value
Mean	1.38
Variance	0.24
Standard Deviation	0.49
Total Responses	156

17. Why did you not attend Back to School Night?

#	Answer	Response	%
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1	The time was inconvenient to my schedule		22	37%
2	I had to work		5	8%
3	I had to watch other children		1	2%
4	I was not interested		12	20%
5	Another reason		19	32%
	Total		59	100%

Another reason
didn't know about it
I never heard about it
Didn't know there was one. Perhaps it's called something else at Colfax.
first year in school
not yet in the school
I didn't know about this
I believe the children were with their mother
Didn't know about it
our school didn't have one that I knew about.
I am not the parent
I am familiar with the program and did not feel I needed to be there.
unsure of the back to school night
My child has not been aloud in school for the past 6 months, my child was physically accosted...since that time I have heard nothing from the school!
other plans
Not impressed with the teachers, some of the phony staff, nor the Principal to want to be involved!
I had a prior commitment.

Statistic	Value
Mean	3.02
Variance	3.12
Standard Deviation	1.77
Total Responses	59

18. Please indicate whether the following was provided at Back to School Night (check all that apply):

#	Answer	Response	%
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1	Opportunity to meet your child's teacher(s)		78	86%
2	Information about volunteer opportunities for parents		64	70%
3	Information about curriculum		45	49%
4	Information about school's code of conduct		53	58%
5	Information about grading policies		30	33%
6	Information about extracurricular activities for students		23	25%
7	Teacher contact information		40	44%
8	Information from community partners (YMCA, after school programs, etc)		33	36%
9	Other information		9	10%

Other information

I am unsure. Been exposed to entire list just not sure where/when.
clubs

Above provided by some teachers, not all

to be honest it was so long ago I have forgotten some of the things that were provided
upcoming school events, catering information (go figure)!

Statistic	Value
Total Responses	91

19. Please check which of the following would make Back to School Night a better experience (check all that apply):

#	Answer	Response	%
1	Time to meet other parents		34 39%
2	Entertainment provided by students		18 21%
3	Opportunity to visit classroom		32 37%
4	Opportunity to hear about teacher's expectations for students and families		57 66%
5	Opportunity to swap contact info with teacher(s)		48 55%
7	Opportunity to learn about what your child will be taught in the coming year		68 78%
6	Other		14 16%

Other
teacher's background with the subject taught
Opportunity to meet my child's teachers.
smaller groups of parents per teacher, held on multiple nights
Opportunity for children to see who their classmates will be.
why can't I look my kids grades up online?
All info in question above
agenda, all staff up front and introduced
extracurricular activities; discipline policy
sports recruitment - lots to pick from but want to meet coaches first
ways to get homework information
the teachers don't know your children yet so it is pretty useless
extracurricular activities for students
Meet once a semester
previewing books, journals and learning tools that children will be using throughout the school year, a course syllabus, expectations for the semester.

Statistic	Value
Total Responses	87

20. How satisfied are you with the amount of contact you have with your child's teacher(s)?

#	Answer	Response	%
7	Very Satisfied	28	18%
1	Satisfied	45	29%
2	Somewhat Satisfied	37	24%
3	Neutral	15	10%
4	Somewhat Dissatisfied	18	12%
5	Dissatisfied	7	5%
6	Very Dissatisfied	4	3%
	Total	154	100%

Statistic	Value
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Mean	3.19
Variance	4.85
Standard Deviation	2.20
Total Responses	154

21. My child's teacher has contacted me directly about (please check all that apply):

#	Answer	Response	%
1	Behavior	42	28%
2	Academics	59	39%
3	Overall student performance	44	29%
4	I have not been contacted directly by my child's teacher this year	62	41%

Statistic	Value
Total Responses	152

22. How satisfied are you with your child's teacher's ability to communicate with you about your child?

#	Answer	Response	%
1	Very Satisfied	41	27%
2	Satisfied	37	24%
3	Somewhat Satisfied	32	21%
4	Neutral	13	9%
5	Somewhat Dissatisfied	16	11%
6	Dissatisfied	8	5%
7	Very Dissatisfied	5	3%
	Total	152	100%

Statistic	Value
Mean	2.80
Variance	2.81
Standard Deviation	1.68

Total Responses	152
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23. My child's teacher(s) has demonstrated a good awareness of my child's academic, social, and emotional needs.

#	Answer	Response	%
1	Strongly Agree	44	29%
2	Agree	56	37%
3	Neither Agree nor Disagree	33	22%
4	Disagree	16	11%
5	Strongly Disagree	3	2%
	Total	152	100%

Statistic	Value
Mean	2.20
Variance	1.07
Standard Deviation	1.04
Total Responses	152

24. My child's teacher(s) demonstrate that they believe in my child.

#	Answer	Response	%
1	Strongly Agree	62	41%
2	Agree	51	34%
3	Neither Agree nor Disagree	30	20%
4	Disagree	6	4%
5	Strongly Disagree	3	2%
	Total	152	100%

Statistic	Value
Mean	1.93
Variance	0.94
Standard Deviation	0.97
Total Responses	152

25. I contact my child's teacher(s) by (check all that apply):

#	Answer	Response	%
1	Phone	49	32%
2	Email	122	80%
3	In person	87	57%
4	Student Folder	35	23%
5	I don't contact my child's teacher(s).	12	8%

Statistic	Value
Total Responses	153

26. My child's teacher(s) contact me by (check all that apply):

#	Answer	Response	%
1	Phone	58	38%
2	Email	104	68%
3	In person	57	38%
4	Student Folder	41	27%
5	My child's teacher(s) don't contact me.	17	11%

Statistic	Value
Total Responses	152

Appendix B: Complete Teacher Survey Results

1. Where do you teach?

#	Answer	Response	%
1	CLAYTON ACADEMY	0	0%
2	INTERNATIONAL BACCALAUREATE 6 – 10	1	3%
3	PITTSBURGH ALLDERDICE HIGH SCHOOL	2	6%
4	PITTSBURGH ALLEGHENY 6-8	0	0%
5	PITTSBURGH ALLEGHENY K-5	0	0%
6	PITTSBURGH ARLINGTON INTERMEDIATE CAMPUS 3-8	0	0%
7	PITTSBURGH ARLINGTON PRIMARY PREK-2	0	0%
8	PITTSBURGH ARSENAL 6-8	1	3%
9	PITTSBURGH ARSENAL PRE K-5	0	0%
10	PITTSBURGH BANKSVILLE PRE K-5	0	0%
11	PITTSBURGH BEECHWOOD PRE K-5	0	0%
12	PITTSBURGH BRASHEAR HIGH SCHOOL	0	0%
13	PITTSBURGH BROOKLINE K-8	0	0%
14	PITTSBURGH CAPA 6 – 12	0	0%
15	PITTSBURGH CARMALT PRE K-8	0	0%
16	PITTSBURGH CARRICK HIGH SCHOOL	0	0%
17	PITTSBURGH CLASSICAL 6-8	1	3%
18	PITTSBURGH COLFAX K-8	2	6%
19	PITTSBURGH CONCORD K-5	0	0%
20	PITTSBURGH CONROY	0	0%
21	PITTSBURGH DILWORTH PRE K-5	1	3%
22	PITTSBURGH FAISON PRIMARY CAMPUS PRE K-4	1	3%
23	PITTSBURGH FORT PITT PRE K-5	0	0%
24	PITTSBURGH FULTON PRE K-5	0	0%
25	PITTSBURGH GIFTED CENTER	0	0%
26	PITTSBURGH GRANDVIEW K-5	0	0%
27	PITTSBURGH GREENFIELD K-8	0	0%
28	PITTSBURGH KING K-8	1	3%
29	PITTSBURGH LANGLEY HIGH SCHOOL	1	3%
72	PITTSBURGH FAISON INTERMEDIATE CAMPUS-5-8	0	0%

30	PITTSBURGH LIBERTY K-5		0	0%
31	PITTSBURGH LINCOLN INTERMEDIATE CAMPUS 5-8		0	0%
32	PITTSBURGH LINCOLN PRIMARY CAMPUS K-4		1	3%
33	PITTSBURGH LINDEN K-5		0	0%
34	PITTSBURGH MANCHESTER K-8		0	0%
35	PITTSBURGH MCNAUGHER		0	0%
36	PITTSBURGH MIFFLIN PRE K-8		0	0%
37	PITTSBURGH MILLER PRE K-5		0	0%
38	PITTSBURGH MILLIONES 6 – 12		0	0%
39	PITTSBURGH MINADEO PRE K-5		1	3%
40	PITTSBURGH MONTESSORI PRE K-8		0	0%
41	PITTSBURGH MORROW PRE K-5		0	0%
42	PITTSBURGH MURRAY PRE K-8		0	0%
43	PITTSBURGH NORTHVIEW PRE K-5		0	0%
44	PITTSBURGH OLIVER HIGH SCHOOL		0	0%
45	PITTSBURGH PEABODY HIGH SCHOOL		0	0%
46	PITTSBURGH PERRY TRADITIONAL ACAD. HIGH SCHOOL		0	0%
47	PITTSBURGH PHILLIPS K-5		1	3%
48	PITTSBURGH PIONEER		0	0%
49	PITTSBURGH ROONEY 6-8		0	0%
50	PITTSBURGH ROOSEVELT INTERMEDIATE - 2-5		0	0%
51	PITTSBURGH ROOSEVELT PRE-K-1		0	0%
52	PITTSBURGH SCHAEFFER INTERMEDIATE CAMPUS 4-8		0	0%
53	PITTSBURGH SCHAEFFER PRIMARY CAMPUS K-3		0	0%
54	PITTSBURGH SCHENLEY HIGH SCHOOL		0	0%
55	PITTSBURGH SCHILLER 6-8		0	0%
56	PITTSBURGH SCIENCE AND TECHNOLOGY ACADEMY		13	39%
57	PITTSBURGH SOUTH BROOK 6-8		0	0%
58	PITTSBURGH SOUTH HILLS 6-8		0	0%
59	PITTSBURGH SOUTH SIDE ANNEX		0	0%
60	PITTSBURGH SPRING HILL K-5		0	0%
61	PITTSBURGH STERRETT 6-8		0	0%

62	PITTSBURGH STEVENS K-8		2	6%
63	PITTSBURGH STUDENT ACHIEVEMENT CENTER		0	0%
64	PITTSBURGH SUNNYSIDE K-8		0	0%
65	PITTSBURGH VANN K-5		0	0%
66	PITTSBURGH WEIL PRE K-8		1	3%
67	PITTSBURGH WEST LIBERTY K-5		1	3%
68	PITTSBURGH WESTINGHOUSE HIGH SCHOOL		1	3%
69	PITTSBURGH WESTWOOD K-8		0	0%
70	PITTSBURGH WHITTIER K-5		1	3%
71	PITTSBURGH WOOLSLAIR K-5		0	0%
	Total		33	100%

Statistic	Value
Mean	42.73
Variance	465.83
Standard Deviation	21.58
Total Responses	33

2. What grade do you teach?

#	Answer	Response	%
1	Pre-K - 5	15	43%
2	6 - 8	5	14%
3	9 - 12	15	43%
	Total	35	100%

Statistic	Value
Mean	2.00
Variance	0.88
Standard Deviation	0.94
Total Responses	35

3. How many years have you been teaching?

#	Answer	Response	%
1	0 - 5	13	38%
2	5 - 10	10	29%
3	10+	11	32%
	Total	34	100%

Statistic	Value
Mean	1.94
Variance	0.72
Standard Deviation	0.85
Total Responses	34



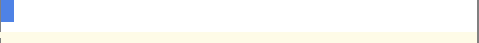




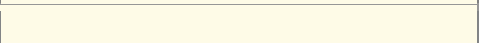
4. What is the highest level of education you have completed?

#	Answer	Response	%
8	Less than High School	0	0%
1	High School / GED	1	3%
2	Some College	0	0%
3	2-year College Degree	0	0%
4	4-year College Degree	6	17%
5	Master's Degree	26	72%
6	Doctoral Degree	1	3%
7	Professional Degree (JD, MD)	2	6%
	Total	36	100%

Statistic	Value
Mean	4.86
Variance	0.87
Standard Deviation	0.93
Total Responses	36

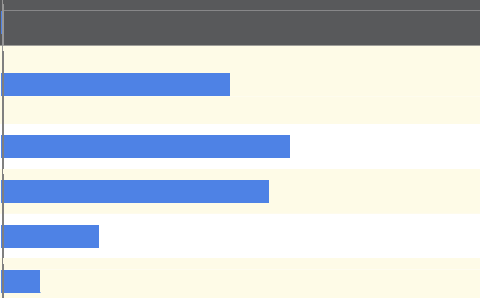
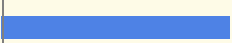


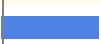

5. What is your race/ethnicity?

#	Answer	Response	%
1	Rather not say	3	8%

2	Caucasian/White		25	69%
3	African American		3	8%
4	Indigenous or Aboriginal Person		1	3%
5	Asian/Pacific Islander		1	3%
6	Hispanic		1	3%
7	Latino		0	0%
8	Multiracial		1	3%
9	Other		1	3%
	Total		36	100%

Statistic	Value
Mean	2.61
Variance	3.04
Standard Deviation	1.74
Total Responses	36



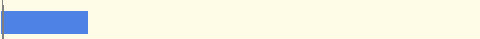

6. When a parent teacher conference is arranged it is usually for which of the following reasons (check all that apply):

#	Answer		Response	%
1	Was the annual conference scheduled by the school		12	48%
2	Student behavioral issues		15	60%
3	Student academic issues		14	56%
4	To get to know the student's family		5	20%
5	Other		2	8%

Statistic	Value
Total Responses	25

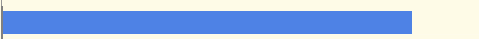
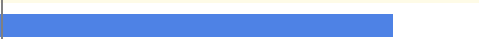



7. In addition to the annual parent teacher conference, how many parent teacher conferences do you have each year with each of your students' families?

#	Answer	Response	%
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1	0		9	41%
2	1		8	36%
3	2		4	18%
4	3 or more		1	5%
Total			22	100%

Statistic	Value
Mean	1.86
Variance	0.79
Standard Deviation	0.89
Total Responses	22

8. What topics are typically covered in the parent teacher conference (check all that apply)?

#	Answer	Response	%
1	Student work		19 86%
2	Student behavior		18 82%
3	Student successes		19 86%
4	Student deficiencies		17 77%
5	Other		5 23%

Other
social skills
details about our school
IEP
Student Attitudes toward achievement
How parents can help at home

Statistic	Value
Total Responses	22

9. Do you feel you have enough time to meet with parents?

#	Answer	Response	%
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1	More than enough time		0	0%
2	Enough time		6	27%
3	Not enough time		16	73%
	Total		22	100%

Statistic	Value
Mean	2.73
Variance	0.21
Standard Deviation	0.46
Total Responses	22

10. What type of communication is most effective when communicating with your students' families? (Rank in order from most effective to least)

#	Answer	1	2	3	4	5	6	Responses
1	In person conferences.	10	6	5	0	0	0	21
2	Phone conversations	6	10	4	1	0	0	21
3	Email	4	4	10	0	3	0	21
4	Folder that is sent home on a regular basis	1	0	2	14	3	1	21
5	Family nights at school	0	1	0	6	14	0	21
6	Other	0	0	0	0	1	20	21
	Total	21	21	21	21	21	21	

Other

There were not boxes to click for this ranking. I would rate email first, parent conferences, phone, family nights at school.

Statistic	In person conferences.	Phone conversations	Email	Folder that is sent home on a regular basis	Family nights at school	Other
Mean	1.76	2.00	2.71	4.00	4.57	5.95
Variance	0.69	0.70	1.51	0.90	0.56	0.05
Standard Deviation	0.83	0.84	1.23	0.95	0.75	0.22
Total Responses	21	21	21	21	21	21

11. Would you be in favor of an additional parent teacher conference each year?

#	Answer	Response	%
1	Yes	20	87%
2	No	3	13%
	Total	23	100%

Statistic	Value
Mean	1.13
Variance	0.12
Standard Deviation	0.34
Total Responses	23

12. For which of the following reasons are you not in favor of an additional parent teacher conference:

#	Answer	Response	%
1	Need to be reimbursed for time spent on conferences	1	33%
2	There's not enough time in the school year for another conference	2	67%
3	I have family commitments in the evening that make an additional conference difficult	2	67%
4	Other	2	67%

Other
i contact parents as needed

Statistic	Value
Total Responses	3

13. Ideally, how many parent teacher conferences would occur each school year?

#	Answer	Response	%
1	0	0	0%
2	1	2	9%
3	2	15	65%
4	3 or more	6	26%
	Total	23	100%

Statistic	Value
Mean	3.17
Variance	0.33
Standard Deviation	0.58
Total Responses	23

14. Currently, what percentage of parents or guardians are attending parent teacher conferences?

#	Answer	Response	%
1	0-20%	1	4%
2	20-40%	6	26%
3	40-60%	11	48%
4	60-80%	4	17%
5	80-100%	1	4%
	Total	23	100%

Statistic	Value
Mean	2.91
Variance	0.81
Standard Deviation	0.90
Total Responses	23

15. Please let us know what makes a parent-teacher conference effective. Specifically, we would like to know what type of information you think is most important to share with parents during a conference and what information you hope to learn from them about their child.

Text Response

Open communications, non-confrontational interactions, positive outlook, team playing -form both parents and teachers.

Grades, work ethic, classroom behavior, attendance, student goals

Information that would be helpful to me as a teacher would be student behavior and habits that take place at home. To share with parents, the information largely remains student work information and behavior.

Student work, grades, test scores, behavior

Having the student attend as well. Having the student lead the meeting between the teacher and parent. Having the student talk about their progress, strengths, weaknesses.

Grades, Progress

Parents want to know where their child can improve and how can they improve.

Academic & Behavior are the most important information to share. I want to know if they enjoy school.

An effective parent-teacher conference involves open-mindedness of all parties. Factual information regarding grades, behavior, and work tendencies should be discussed by the teacher. Hopefully the parents can share ideas about how their child works best, along with any obstacles that may be hindering performance.

foresite scores, general testing, dibels

Highlighting student strengths; discussing deficiencies; restating your policies and procedures; data sharing; what parents see as their child's strengths

Being able to discuss their students academic, social, and behavioral progress is important for the parent to know so they can determine where their child is doing in class.

Parents should know the expectations for the class, if there are any prerequisites, and the grading system. Teachers need information about the students learning styles (if known). It is also helpful if the teachers has an understanding of the students strengths, weaknesses, and life goals.

academic progress, behavior issues, how parents can help at home, what student will be learning this year

Statistic	Value
Total Responses	14

16. How effective is Back to School Night in your opinion?

#	Answer	Response	%
7	Very Effective	1	4%

1	Effective		1	4%
2	Somewhat Effective		10	43%
3	Neither Effective nor Ineffective		6	26%
4	Somewhat Ineffective		1	4%
5	Ineffective		4	17%
6	Very Ineffective		0	0%
Total			23	100%

Statistic	Value
Mean	3.04
Variance	2.13
Standard Deviation	1.46
Total Responses	23

17. What's the goal of Back to School Night, in your opinion (check all that apply)?

#	Answer	Response	%
1	Socialize with parents	11	48%
2	Discuss curriculum	9	39%
3	Get families excited about school	16	70%
4	Recruit families as volunteers	4	17%
5	Provide information about the school calendar	5	22%
6	Other	2	9%

Other

Let parents put a face to your name. Have discussions about your expectations and what they can expect. For teacher to put faces to parent names. Haven parents and students attend together.

Statistic	Value
Total Responses	23

18. Do you think the current timing of Back to School Night is:

#	Answer	Response	%
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7	Very Good		2	9%
6	Good		6	26%
5	Fair		7	30%
4	Neither Good nor Bad		6	26%
3	Poor		2	9%
2	Bad		0	0%
1	Very Bad		0	0%
	Total		23	100%

Statistic	Value
Mean	5.00
Variance	1.27
Standard Deviation	1.13
Total Responses	23

19. What changes would you like to see to Back to School Night (if any) to make it a more effective use of your time and the time of the families that attend?

Text Response

- Not sure; this one is difficult to pinpoint. I think the quick run-through of student schedules (where parents visit rooms for about 10 min.) is fine, but then there needs to be a little buffer time at the end for parents who want/need to speak with a teacher for more time than what was offered.
- it should entail a meet and greet with teachers... like a social hour or something less structured
- not many families attend
- Meet the teacher; have the teacher go through a mock schedule with the student (5 mins per teacher)
- Please make it before the actual start of school. Too draining on teachers otherwise.
- Make it in September, then we'll have a chance to know our kids and parents will have had a chance to know our policies and procedures
- Any changes that would encourage more attendance at such functions.
- I feel that "Back to School" night does not acknowledge the working schedules of parents. The allotted time should include both afternoon time and evening time. Also the time should extend until 8 or 9, so that parents can be present. If the time ends too early, many parents cannot come because they might not get home from work until 7 or 8.
- Later in Sept.

Statistic	Value
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Total Responses	9
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20. Have you ever attended professional development on the topic of family engagement or parent-teacher communication?

#	Answer	Response	%
1	Yes	10	43%
2	No	13	57%
	Total	23	100%

Statistic	Value
Mean	1.57
Variance	0.26
Standard Deviation	0.51
Total Responses	23

21. If yes, who provided the professional development (check all that apply)?

#	Answer	Response	%
1	Pittsburgh Public Schools	5	45%
2	Pittsburgh Federation of Teachers	4	36%
3	Undergraduate Teaching Program	0	0%
4	Graduate Teaching Program	2	18%
5	Induction Program	1	9%
6	Other school district	0	0%
7	Other	3	27%

Other
School's own PD
My school administration - Principal, Director

Statistic	Value
Total Responses	11

22. How recent was that training?

#	Answer	Response	%
1	Within the last year	5	42%
2	1 to 2 years ago	1	8%
3	2 or more years ago	6	50%
Total		12	100%

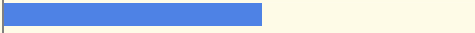

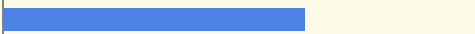

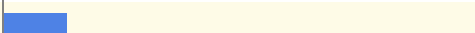
Statistic	Value
Mean	2.08
Variance	0.99
Standard Deviation	1.00
Total Responses	12

23. How useful would professional development around communicating with your students families be?

#	Answer	Response	%
1	Very Useful	5	25%
2	Useful	9	45%
3	Somewhat Useful	0	0%
4	Neutral	3	15%
5	Somewhat Useless	1	5%
6	Useless	2	10%
7	Very Useless	0	0%
Total		20	100%

Statistic	Value
Mean	2.60
Variance	2.67
Standard Deviation	1.64
Total Responses	20

24. Would you like to receive professional development on any of the following topics related to family engagement and/or parent-teacher communication (check all that apply)?

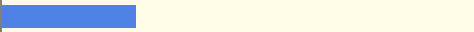



#	Answer		Response	%
1	Positive home-school communication		12	55%
2	Effective parent- teacher conferences		11	50%
3	Engaging parents and families		14	64%
4	Handling difficult student issues with families		20	91%
5	Other		3	14%

Other

How shcools can make parents accountable for student behavior
religious and ethnic tolerance

Statistic	Value
Total Responses	22

25. When would professional development about family engagement and/or parent-teacher communication be most useful?

#	Answer		Response	%
1	Prior to the school year, in the summer		6	29%
2	At the beginning of the school year		8	38%
3	In the middle of the school year		7	33%
4	At the end of the school year		0	0%
	Total		21	100%

Statistic	Value
Mean	2.05
Variance	0.65
Standard Deviation	0.80
Total Responses	21

26. If your school has a Parent Engagement Specialist, does that person provide training on family engagement?

#	Answer	Response	%
1	Yes	4	20%
2	No	16	80%
	Total	20	100%

Statistic	Value
Mean	1.80
Variance	0.17
Standard Deviation	0.41
Total Responses	20

Appendix C: Contact Information

Coro Pittsburgh:

<http://www.coro.org/site/c.mul0LcMOJpE/b.2087419/k.BF01/Home.htm>

Michael Sider-Rose (Leaders in Learning program contact): msider-rose@coropittsburgh.org

John Morris (Leaders in Learning program contact): jmorris@coropittsburgh.org

A+ Schools:

<http://www.aplusschools.org/>

Mayada Mansour (Leaders in Learning program contact): MMansour@aplusschools.org

2009 Leaders in Learning Cohort:

Katie Shogan (Project Manager): katie.shogan@gmail.com