

CPS School Climate Survey: *Hearing from Our Families*



October 2018
School Committee Presentation



Objectives for Tonight

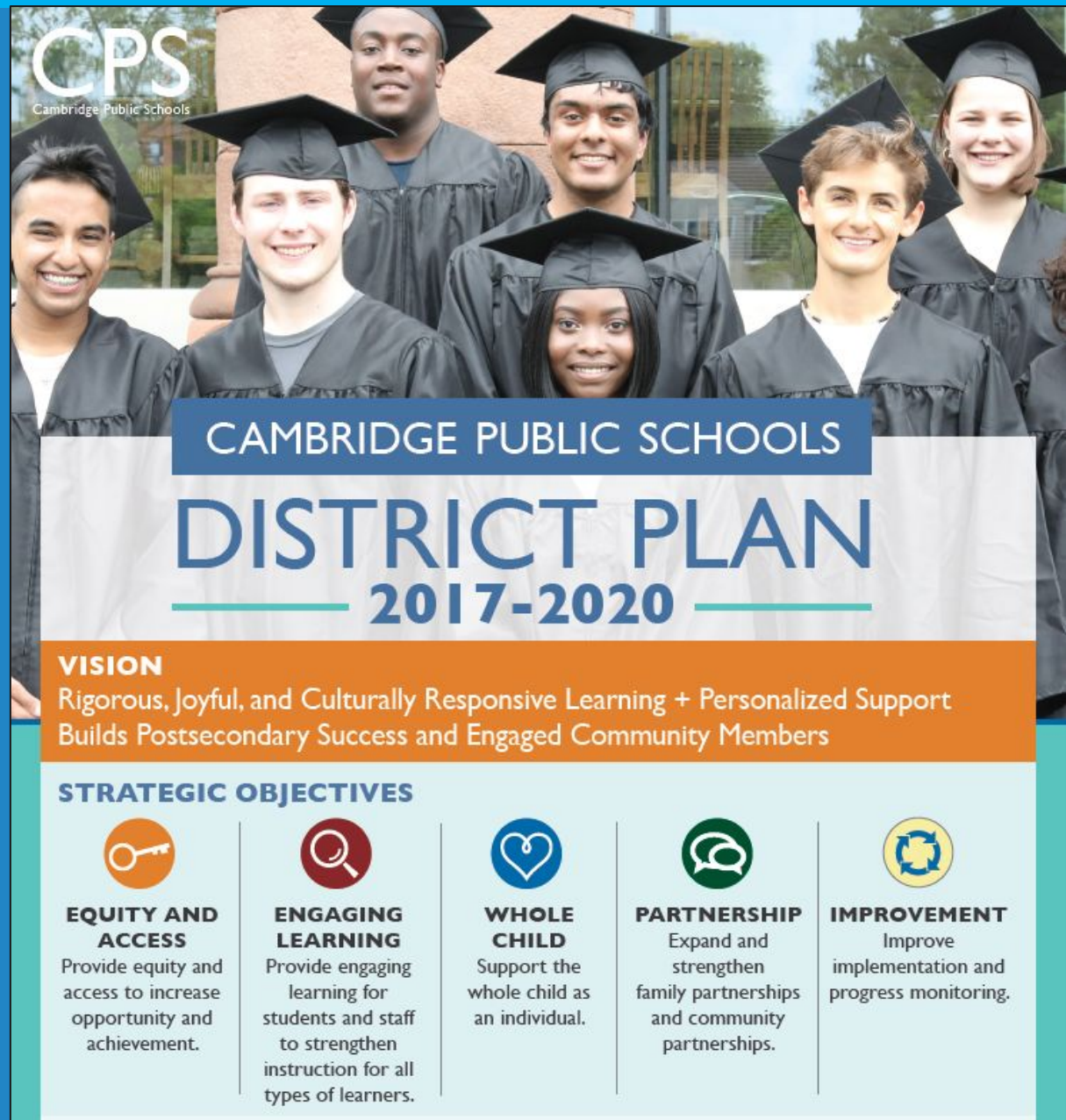
- Provide a Summary of the Findings from the Family Survey
- Describe District & School Priorities and Actions
- Share Proposed Targets for School Climate Outcome

Strategic Initiative 4.1

Engage families as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for family voice and engagement.

Outcome Measure

By **fall of 2020**, improve student, staff, and family perceptions on engagement, instruction, and community support.








CPS
Cambridge Public Schools

CAMBRIDGE PUBLIC SCHOOLS

DISTRICT PLAN
2017-2020

VISION
Rigorous, Joyful, and Culturally Responsive Learning + Personalized Support
Builds Postsecondary Success and Engaged Community Members

STRATEGIC OBJECTIVES

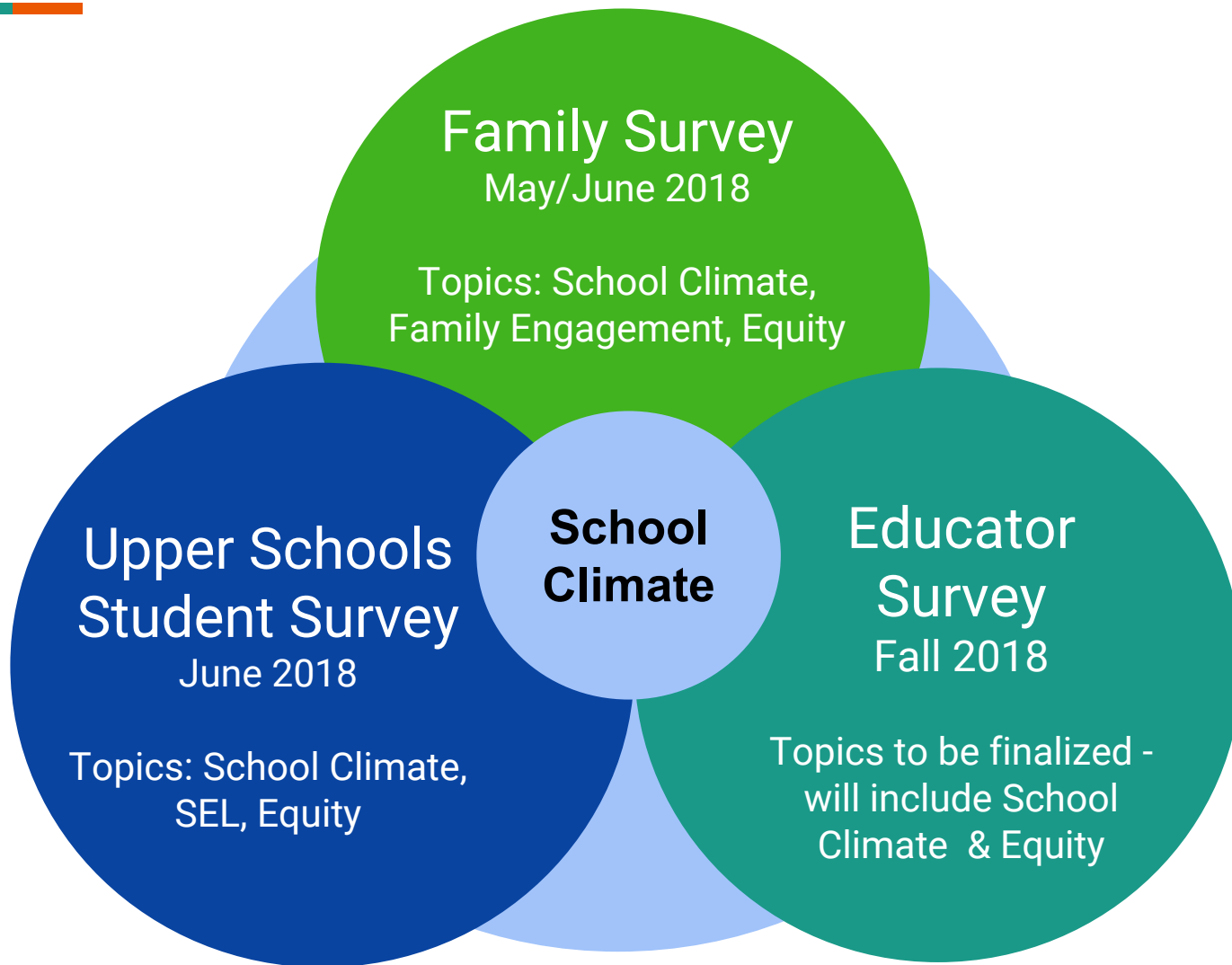
 EQUITY AND ACCESS Provide equity and access to increase opportunity and achievement.	 ENGAGING LEARNING Provide engaging learning for students and staff to strengthen instruction for all types of learners.	 WHOLE CHILD Support the whole child as an individual.	 PARTNERSHIP Expand and strengthen family partnerships and community partnerships.	 IMPROVEMENT Improve implementation and progress monitoring.
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Purpose of this survey

- **Hearing from families** in a safe, anonymous context
- **Exploring differences** between the experiences of individuals from different backgrounds
- **Identifying priorities** for building the capacity of schools and families to engage in meaningful, student-centered partnerships
- **Using data to learn** and improve school climate and family engagement efforts

Survey Overview

School Climate from Different Angles



Family Survey: Topics



School Climate: Perceptions of the overall social and learning climate of the school.

Family Engagement: everything parents and families do to support their children's learning at home, in school and in the community. *(MA Family, School and Community Partnership Fundamentals)*

- **Barriers to Engagement:** Factors that can create challenges for families to interact with or become involved with their child's school
- **Families as Partners:** CPS Questions

Equity: Analyzing & responding to differences in experiences between demographic groups

Survey Details



We heard from **2,149** parents/families ...

- Surveys administered online
- Laptops available at school events
- Outreach information and survey questions were available in 7 languages: English Spanish, Haitian Creole, Amharic, Arabic, Bengali, Mandarin Chinese

**Overall Response
Rate: 37%**

**Schools Response
Rate: 22% - 77%**

Respondent Demographics*



	% of Survey Respondents	% of Students
African-American/Black	8%	25%
Asian	9%	12%
Hispanic/Latino	6%	14%
Multi-Race, Non-Hispanic	15%	8%
White	50%	40%
Students w/ IEPs	24%	22%
EL Students	7%	8%

*Not all demographic groups are shown in this table, so numbers will not add up to 100% for race/ethnicity.

Survey Results

Topic: School Climate

76% favorability - 80th national percentile

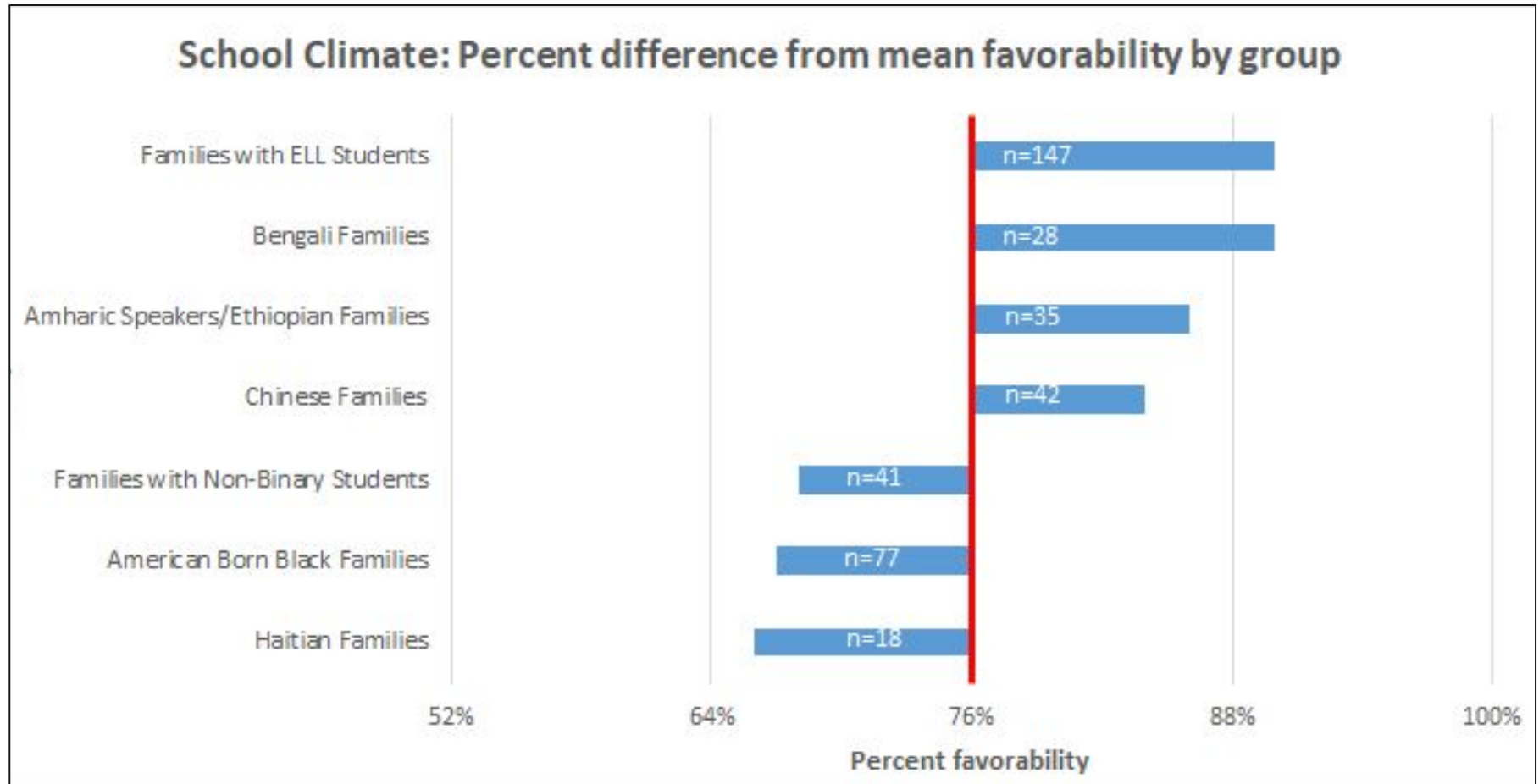


Responses to questions - most favorable to least favorable...

1. School values diversity of backgrounds **(84%)**
2. Teachers' respect for children **(82%)**
3. Children's respect for teachers **(81%)**
4. Children enjoy going to school **(78%)**
5. Fairness of the school's system of evaluating children **(73%)**
6. School environment conducive to learning **(73%)**
7. Classroom lessons are motivating **(62%)**

School Climate - Group Differences

Shows the groups with the greatest +/- from the overall aggregate



Groups with fewer than 10 respondents have been removed from the group-level analyses in this presentation.

Topic: Barriers to Engagement

80% favorability - 20th national percentile



Individual questions *(items have been paraphrased for clarity)*

1. Child doesn't mind you contacting the school **(93%)**
2. Parent's childhood experiences don't interfere **(93%)**
3. Few concerns about getting to school safely **(92%)**
4. Communication with people from my culture **(92%)**
5. Transportation is not a problem **(86%)**
6. The school is welcoming to parents **(85%)**
7. Not worried about adults treating child differently if parent/caregiver raises concerns **(82%)**

Barriers to Engagement **continued**

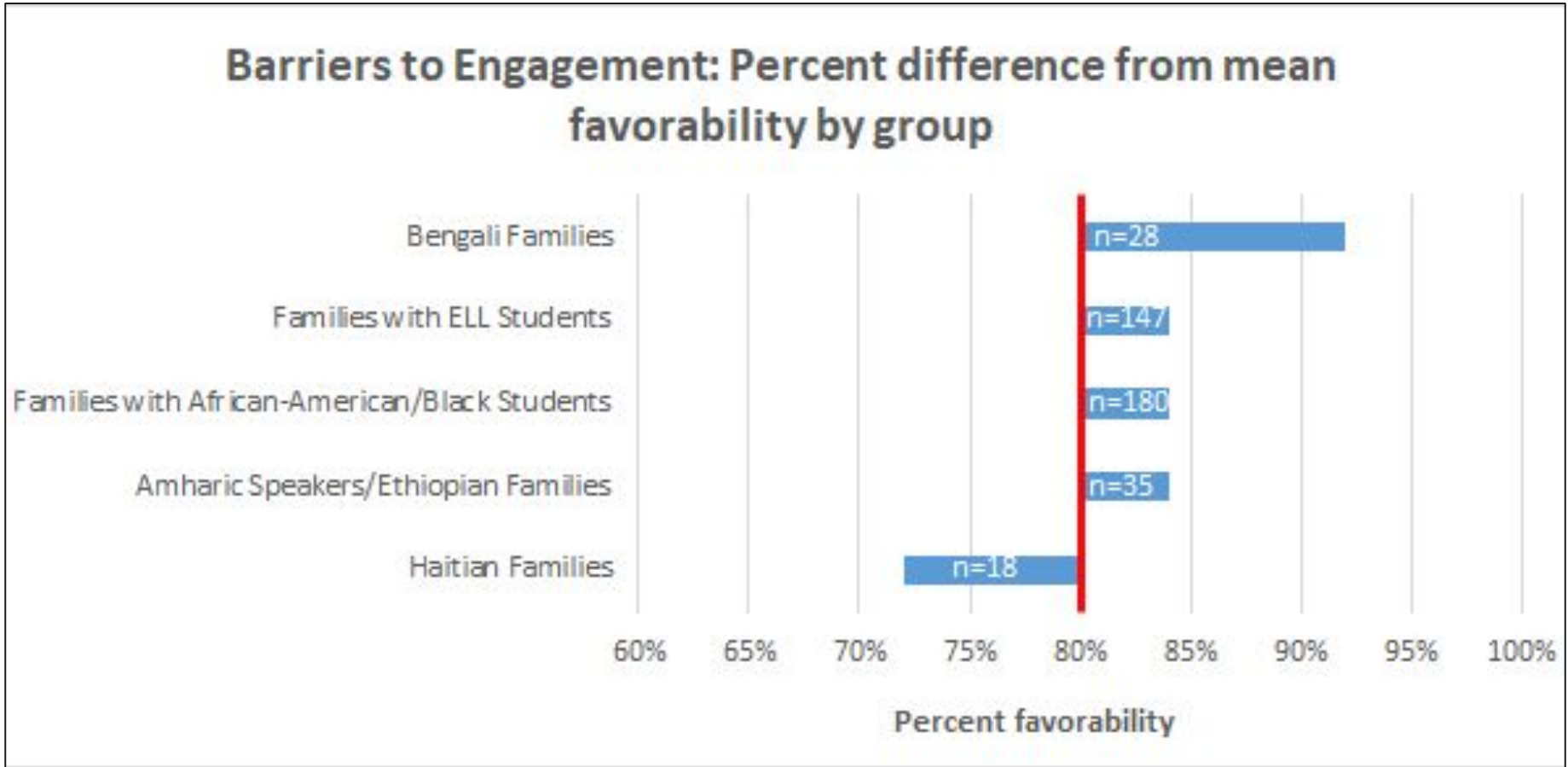


Individual questions *(items have been paraphrased for clarity)*

8. Families receive enough information about opportunities to get involved **(82%)**
9. Feel a sense of belonging in school community **(82%)**
10. Understand how to communicate with school **(79%)**
11. Childcare is not a problem **(74%)**
12. School staff seem to have enough time (do not think they seem too busy) **(73%)**
13. **Families have enough time (family schedules are not too busy) (33%)**

Barriers to Engagement - Group Differences

Shows the groups with the greatest +/- from the overall aggregate



Topic: Families as Partners

68% favorability - No national percentile (CPS Questions)

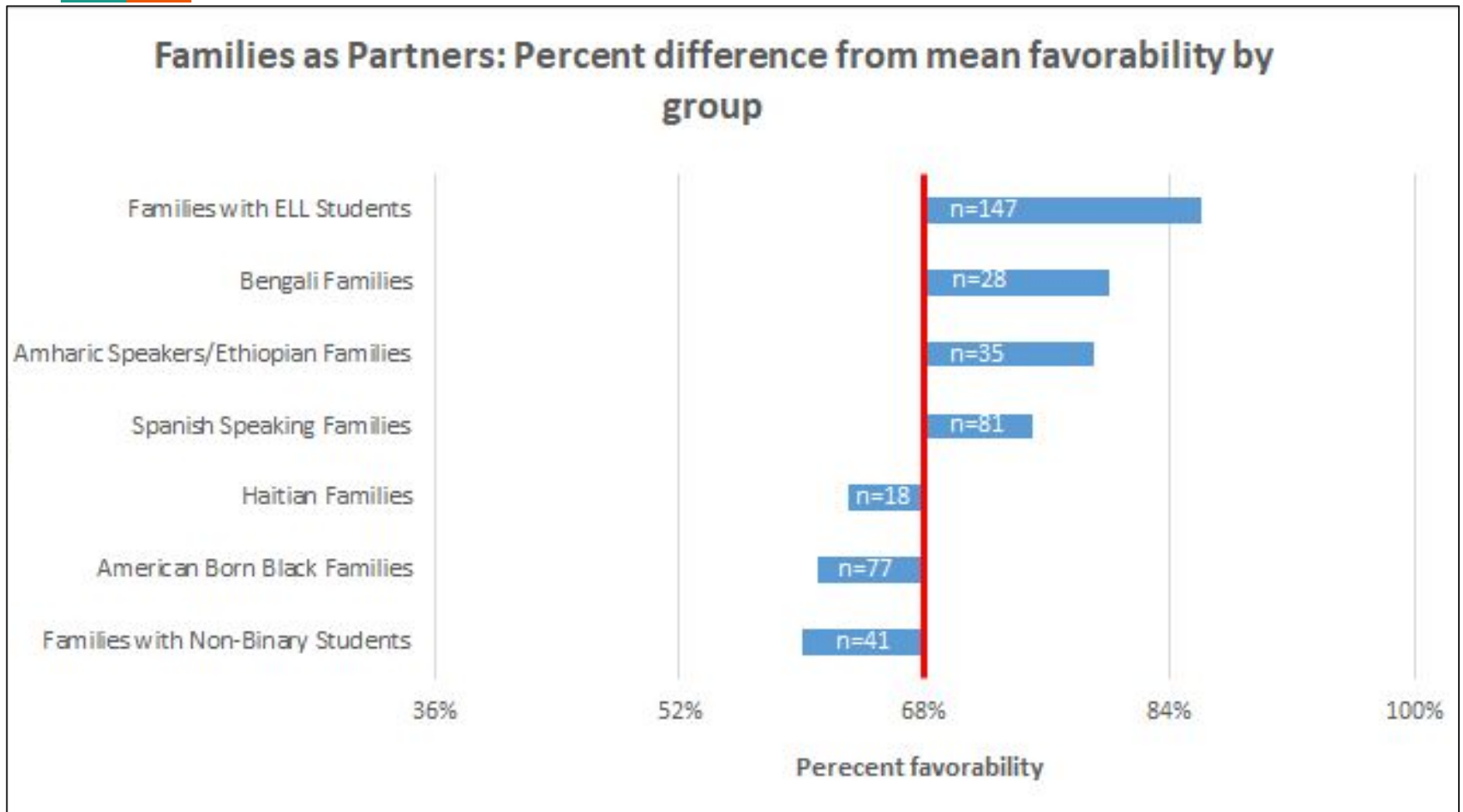


Individual questions

1. The school shares information about child's learning in a way that is easy to understand. **(72%)**
2. The school listens to me as a partner in my child's learning. **(68%)**
3. Confident that the school understands my child, and is providing the help they need to be successful. **(64%)**

Families as Partners - Group Differences

Shows the groups with the greatest +/- from the overall aggregate



Key Findings



1. **Equity:** Lower favorability ratings from families of students with non-binary gender identity, as well as Haitian and American-Born Black families
2. **Partnerships:** When asked about the quality of their partnership with the school, 1 in 3 responded unfavorably
3. **Quality Time:** “Parents’ schedule is too busy” was named as a barrier by two-thirds of families
4. **Representation:** Response rates were highly variable between schools - scheduling earlier in the Spring will allow schools to plan outreach activities more effectively

District / School Priorities and Actions

District-level Priorities & Actions



Equity:

- Strengthen family engagement practices with a focus on African American/Black and Haitian families
- Provide education/training about gender identity for school personnel

Partnerships

- Continued professional learning on culturally proficient family engagement
- Implementation of Upper School Family Partnership Liaisons
- Deepening partnership with CET and others, focusing particularly on the Haitian and American-Born Black communities

District-level Priorities & Actions



Quality Time

- Assist schools in aligning the type and number of events to make the best use of families' limited time and expand beyond in-person forms of engagement
- Align technology with family engagement planning to facilitate options for busy parents/caregivers

Representation

- Elevate strategies for improving family response rate
- Provide a wider survey window, earlier in the spring so that schools can plan around family events

School-level Priorities & Actions



- School leaders are in the process of communicating results to their own communities
 - Some schools have begun presenting their data to School Councils, others are forming committees to interpret data collaboratively
- Schools will review and prioritize their events with an eye toward expanding beyond in-person engagement activities
- Data from school-level survey results is a required element of FE goals in SIPs

Family Partnership Strategies

Workshops to Support Engagement

- Tech Goes Home
- Mind Matters
- Intro to School in the United States workshops in partnership with CET
- Civil Rights Workshops for ELL families
- SEL Workshops for Families
- Designing programs based on parent-identified interests

Building Relationships

- Teachers calling families 3x per year
- Holding School Council meetings at Jefferson Park
- Cultural proficiency training for educators
- Home Visits
- Listening Conferences

Understanding Family Needs Supports Student Learning

- Falcon Food Pantry
- Walking School Bus
- School Markets
- Redesigning events for better use of time
- Title 1 Resources - backpacks, clothing, referrals for services
- Weekend Backpacks
- Helping families with paperwork

New Family & Community Partnership Liaisons

CSUS: Working with liaisons from the three feeder schools to improve communication and establish triad-based parent coffees, coordinating weekend backpack program, presenting to parent/caregiver groups at Back to School Night, Coordinating with CET for listening conferences, sharing after school opportunities with individual families

VLUS: Setting up monthly food markets (with Tobin Montessori) Developing a VLUS translation & interpretation system; and developing grade-level one-pagers with teams to articulate what family partnership looks like at the middle school level, and recruiting more representative parent leaders for our SAC

RAUC: Participating on school's Family Engagement Team, School Council and Families of RAUC. With the Family Engagement Team she is partnering with Gately Youth Center to host Stories of School events for families as part of our equity work.

PAUS: Building relationships within the neighborhood where folks organically gather, such as Riverside Pizza and the Cambridge Community Center Monthly Dinners to increase our presence in the community.

Proposed Targets for 2020 District Outcomes



Increase response rates to
45% or higher



Achieve overall favorability
for School Climate at
80% or higher

From CPS District Plan: By fall 2020, improve students, staff, and family

Discussion Questions

- What stands out to you in this data?
 - Did any of the information presented tonight surprise you?
- What questions do you have around group differences?
- What questions do you have about priorities and action steps?
- What questions or comments do you have about the proposed targets?

Thank You!