Parents 2018: Going Beyond Good Grades

Webinar Presentation of Research

February 27, 2019

Research conducted by: Edge Research
Agenda

- **Introductions**
  - Bibb Hubbard, Learning Heroes
  - Adam Burns, Edge Research
  - Michelle Montemayor, Texas PTA
  - Whitney Henderson, EdNavigator
  - Landon Mascareñaz, A+ Colorado

- **Research Review & Reflections**

- **Spring Ahead** seasonal campaign

- **Discussion**
Learning Heroes: Revealing Parent Mindsets

Conducted research in 25 states:

- 100+ focus groups
- Dozens of In Depth Interviews (IDIs)
- 10 national quantitative surveys
- Dozens of ethnography sessions
- Dozens of tests of our tools
- Focus on low-income parents/guardians and parents/guardians of color
- Four national reports

*Dark blue states represent locations where qualitative research was conducted.*
Setting the Stage

Parent Mindsets
Parent Context

PERSON WITH GREATEST RESPONSIBILITY FOR MY CHILD’S SUCCESS IN SCHOOL

- Parent: 43%
- Child: 42%
- Teacher: 12%

IMPORTANCE OF A COLLEGE DEGREE (Two- or four-year)

- Absolutely Essential or Very Important: 80%
Discovering *The Disconnect*

**MATH**
- 2016: 40% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2016: 90% Parents saying their child is achieving at or above grade level.
- 2017: 40% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2017: 91% Parents saying their child is achieving at or above grade level.
- 2018: 40% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2018: 88% Parents saying their child is achieving at or above grade level.

**READING**
- 2016: 36% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2016: 90% Parents saying their child is achieving at or above grade level.
- 2017: 36% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2017: 89% Parents saying their child is achieving at or above grade level.
- 2018: 36% NAEP reporting Grade 4 student performance at or above proficient in this area.
- 2018: 91% Parents saying their child is achieving at or above grade level.
Parents 2018: Going Beyond Good Grades
Findings
Parents Deserve a Complete and Accurate Picture of their Child’s Achievement

“THE DISCONNECT”

Learning Heroes’ research reveals that nine in ten K-8 parents – regardless of race, income, education levels – believe their child performs at or above grade level in reading and in math, despite national data that shows barely a third of students perform at grade level.

EXPLORATIONS

1. What drives parents to get involved in their child’s education?

2. What will it take for parents to have a more accurate and complete picture?
Critical Questions

1. WHAT IF PARENTS KNEW WHAT TEACHERS KNOW?
2. HOW CAN THE REPORT CARD BE A LEVER FOR CHANGE?
3. HOW TO BUILD INCENTIVES TO GIVE PARENTS AN ACCURATE PICTURE?
Methodology

QUALITATIVE

80 Sessions | Mixed Methodologies
• 12 parent focus groups
• 24 parent/child dyads
• 28 teacher interviews
• 8 virtual counselor interviews
• 8 virtual principal interviews

6 Locations
• Dallas, TX
• Braintree, MA
• Bedford, NH
• Pittsburgh, PA
• Cincinnati, OH
• Sacramento, CA

QUANTITATIVE

National Online Parent Survey:
• Nationwide sample of 1,705 parents and guardians with children in public school, grades 3-8
• Oversamples among African Americans, Hispanics, and parents of charter school students
• Fielded August 6-24, 2018
• Offered in both English and Spanish
• Quotas set so representative by key demographics

National Online Teacher Survey:
• Nationwide sample of 1,035 public school teachers, grades 3-8
• Fielded August 16-25, 2018
• Quotas set so representative by key demographics

Throughout this report, Green/red indicates statistically higher/lower differences between audiences
Parent Perceptions Drive Involvement
Meeting Parents Where They Are – 4 Segments Emerge

**PROBLEM SOLVERS - 22%**

- More likely to have an accurate picture
- Less likely to think excelling

**ACCEPTERS - 30%**

- More likely to have an accurate picture
- Less likely to think excelling

**A-OKs - 25%**

- More likely to think excelling

**PROTECTORS - 23%**

- Less likely to have an accurate picture
Worry & Perceptions of Performance
Shape Involvement

More likely to have an accurate picture

A-OKs – 25%

★ Behavior: Child viewed as independent, academic achievers.
★ Achievement: Confident of performance in the classroom & on state tests.
★ Educational Experience: More likely to have advanced degree.
★ Engagement: Open to information, but only need a light touch from teachers and schools.

PROBLEM SOLVERS - 22%

★ Behavior: Reports child as distracted, anxious, with social-emotional difficulties.
★ Achievement: Child below grade level in at least one subject; 1/4 say child has an IEP.
★ Educational Experience: Perceived their own achievement as middle of the road.
★ Engagement: Actively communicates with teachers.
Worry & Perceptions of Performance Shape Involvement

Less likely to have an accurate picture

ACCEPTERS – 30%

☆ **Behavior**: Child is respectful and independent; worry less in general.

☆ **Achievement**: Believe their child is “doing fine”.

☆ **Educational Experience**: Few enjoyed school; less likely to feel college is essential.

☆ **Engagement**: Less involved in school; skeptical of information.

PROTECTORS – 23%

☆ **Behavior**: Child seems social and self-motivated.

☆ **Achievement**: False sense of security; more likely to rely on report cards.

☆ **Educational Experience**: They enjoyed school and had a good experience.

☆ **Engagement**: Involved and have high hopes for their child’s future. Worriers; information about the disconnect gets their attention.
Reflection

Michelle Montemayor, Texas PTA
Parents Rate Their Schools Highly

HOW WOULD YOU RATE THE EDUCATION THAT YOUR CHILD IS GETTING IN THEIR SCHOOL?

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent/Pretty Good</td>
<td>75%</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Just Okay</td>
<td>22%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Not So Good/Poor</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Parents 2016 and Parents 2017 data (among parents of K-8th grade).
Parents Are Confident

MOST PARENTS SAY THEIR CHILD IS DOING WELL ACADEMICALLY…

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Excelling</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>1 Struggling</td>
<td>1%</td>
</tr>
</tbody>
</table>

PARENTS ARE CONFIDENT THEY HAVE A CLEAR UNDERSTANDING OF HOW WELL THEIR CHILD IS ACHIEVING ACADEMICALLY

82% Of Parents are Extremely or Very Confident
Different Worries
Keep Parents & Teachers Up at Night

PARENTS (% worry a lot)

- Happiness and emotional well-being: 41%
- Peer pressure: 33%
- Internet & social media safety and responsibility: 31%
- Gaining the knowledge and skills needed to be ready for college: 25%
- On track with the academic expectations for their grade: 24%

TEACHERS (% worry a lot)

- Challenges students face at home, i.e., poverty and food insecurity: 40%
- Receiving academic support from parents/guardians: 38%
- Happiness and emotional well-being: 35%
- On track with the academic expectations for their grade: 34%
- Gaining the knowledge and skills needed to be ready for college: 29%
- Internet & social media safety and responsibility: 25%
- Safety of you and your students during the school day: 19%
Parents and Teachers Agree on Ideal Involvement

IDEAL INVOLVEMENT

**PARENTS**

- Very involved 10: 40%
- 8-9: 41%
- 6-7: 11%
- Not/Not very involved 1-5: 7%

**TEACHERS**

- Very involved 10: 34%
- 8-9: 46%
- 6-7: 16%
- Not/Not very involved 1-5: 4%
Yet, Teachers Report Parents are Less Involved than Parents Indicate

**ACTUAL INVOLVEMENT**

<table>
<thead>
<tr>
<th></th>
<th>PARENTS</th>
<th></th>
<th>READERS</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very involved</td>
<td>28%</td>
<td>67%</td>
<td>7%</td>
<td>28%</td>
</tr>
<tr>
<td>8-9</td>
<td>39%</td>
<td></td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>22%</td>
<td></td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Not/Not very involved</td>
<td>11%</td>
<td></td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>
Please indicate which of the following, if any, you have done during the recent 2017-2018 school year. Select all that apply.

**Involvement: Primarily Through Parent-Teacher Conferences and Portals**

**How Parents Are Involved**

- Attended a parent-teacher conference: 66%
- Accessed child’s grades through an online portal: 57%
- Communicated with child’s teacher outside of a parent-teacher conference: 55%
- Talked to the school principal: 30%
- Reviewed information about the school’s performance compared to other schools: 28%
- Attended parent organization meeting at child’s school, such as PTA or PTO: 27%
- Talked to child’s guidance counselor: 24%
- Hired a tutor to help your child: 5%
- None of these: 4%

**Elem. School**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended a parent-teacher conference</td>
<td>70%</td>
</tr>
<tr>
<td>Accessed child’s grades through an online portal</td>
<td>48%</td>
</tr>
<tr>
<td>Communicated with child’s teacher outside of a parent-teacher conference</td>
<td>57%</td>
</tr>
<tr>
<td>Talked to the school principal</td>
<td>32%</td>
</tr>
<tr>
<td>Reviewed information about the school’s performance compared to other schools</td>
<td>26%</td>
</tr>
<tr>
<td>Attended parent organization meeting at child’s school, such as PTA or PTO</td>
<td>28%</td>
</tr>
<tr>
<td>Talked to child’s guidance counselor</td>
<td>21%</td>
</tr>
<tr>
<td>Hired a tutor to help your child</td>
<td>6%</td>
</tr>
<tr>
<td>None of these</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Middle School**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended a parent-teacher conference</td>
<td>61%</td>
</tr>
<tr>
<td>Accessed child’s grades through an online portal</td>
<td>65%</td>
</tr>
<tr>
<td>Communicated with child’s teacher outside of a parent-teacher conference</td>
<td>52%</td>
</tr>
<tr>
<td>Talked to the school principal</td>
<td>28%</td>
</tr>
<tr>
<td>Reviewed information about the school’s performance compared to other schools</td>
<td>30%</td>
</tr>
<tr>
<td>Attended parent organization meeting at child’s school, such as PTA or PTO</td>
<td>26%</td>
</tr>
<tr>
<td>Talked to child’s guidance counselor</td>
<td>27%</td>
</tr>
<tr>
<td>Hired a tutor to help your child</td>
<td>5%</td>
</tr>
<tr>
<td>None of these</td>
<td>4%</td>
</tr>
</tbody>
</table>
Teachers Link
Parent Involvement and Student Achievement

78% of teachers believe the students whose parents regularly communicate with them tend to do better academically than the students whose parents do not.
Reflection

Whitney Henderson, EdNavigator
Report Cards Sit at the Center of the Disconnect
Parents, Not Teachers, See Report Cards as Most Important for Understanding Achievement

<table>
<thead>
<tr>
<th><strong>PARENTS</strong></th>
<th><strong>TEACHERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades on child’s report card</td>
<td>Regular communication with the teacher(s)</td>
</tr>
<tr>
<td>16.9</td>
<td>21.6</td>
</tr>
<tr>
<td>Whether or not child struggles with</td>
<td>Graded work and tests/quizzes from the teacher</td>
</tr>
<tr>
<td>homework</td>
<td>17.0</td>
</tr>
<tr>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Graded work and tests/quizzes from</td>
<td></td>
</tr>
<tr>
<td>the teacher</td>
<td>Grades on child’s report card</td>
</tr>
<tr>
<td>14.0</td>
<td>14.5</td>
</tr>
<tr>
<td>Child’s mood/body language</td>
<td></td>
</tr>
<tr>
<td>13.8</td>
<td>Whether or not child struggles with homework</td>
</tr>
<tr>
<td>Regular communication with the</td>
<td>12.8</td>
</tr>
<tr>
<td>teacher(s)</td>
<td></td>
</tr>
<tr>
<td>13.6</td>
<td>Parent-teacher conferences</td>
</tr>
<tr>
<td>10.6</td>
<td>11.0</td>
</tr>
<tr>
<td>What child tells me about school</td>
<td>Child’s mood/body language</td>
</tr>
<tr>
<td>10.6</td>
<td>10.3</td>
</tr>
<tr>
<td>Parent-teacher conferences</td>
<td>Results from the annual state tests</td>
</tr>
<tr>
<td>7.5</td>
<td>7.0</td>
</tr>
<tr>
<td>Results from the annual state tests</td>
<td>What child tells parent about school</td>
</tr>
<tr>
<td>7.0</td>
<td>5.9</td>
</tr>
</tbody>
</table>

*NOTE: Any score above 12.5 is an above-average score.*
Parents Say Good Grades = Grade Level

67% indicate their children typically gets all A’s or mostly A’s and B’s on their report cards.

84% believe A’s or B’s indicate child is doing the work expected of them at their current grade.

And…
Teachers Say Good Grades = Mastery + Effort + Progress

TEACHERS INDICATE REPORT CARDS INCLUDE THE FOLLOWING:

- Achievement/mastery of concepts (78%)
- Progress over the grading period (69%)
- Participation/engagement in class (69%)
- Effort put forward (66%)

*Percentages higher for Elementary School and Title I teachers.*

48% of teachers agree that report card grades measure effort more than achievement.
Teachers Report Parents Rely Too Much on Report Cards

64% of teachers agree that parents focus too much on report card grades alone.
### Teachers More Likely to Contact Parents About Behavior than Academics

#### LIKELIHOOD TO CONTACT PARENTS IF...

<table>
<thead>
<tr>
<th>Event</th>
<th>Definitely Would Contact</th>
<th>Very Likely to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is misbehaving in class</td>
<td>48%</td>
<td>82%</td>
</tr>
<tr>
<td>Student has not made progress over the course of the grading period</td>
<td>47%</td>
<td>79%</td>
</tr>
<tr>
<td>Student’s grades drop more than one letter (e.g., A to C or B to D)</td>
<td>41%</td>
<td>73%</td>
</tr>
<tr>
<td>Student does not meet expectations/meet grade level standards on the annual state tests</td>
<td>41%</td>
<td>70%</td>
</tr>
<tr>
<td>Student receives low scores on standardized tests throughout the year</td>
<td>39%</td>
<td>71%</td>
</tr>
<tr>
<td>Student does not turn in homework</td>
<td>32%</td>
<td>65%</td>
</tr>
<tr>
<td>Student gets a failing grade on a test</td>
<td>24%</td>
<td>49%</td>
</tr>
<tr>
<td>Student seems uninterested in class</td>
<td>23%</td>
<td>54%</td>
</tr>
<tr>
<td>Student tells you that he/she does not understand a concept being taught in class</td>
<td>12%</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elem. School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>86%</td>
<td>68%</td>
</tr>
<tr>
<td>77%</td>
<td>65%</td>
</tr>
<tr>
<td>76%</td>
<td>60%</td>
</tr>
<tr>
<td>77%</td>
<td>61%</td>
</tr>
<tr>
<td>69%</td>
<td>57%</td>
</tr>
<tr>
<td>54%</td>
<td>41%</td>
</tr>
<tr>
<td>60%</td>
<td>44%</td>
</tr>
<tr>
<td>35%</td>
<td>22%</td>
</tr>
</tbody>
</table>

(Definitely would contact) (Very likely to contact)
Teachers Worry About Being Blamed by Parents

**Why do some teachers find it difficult to talk to parents?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents blame the teacher when their child isn’t performing at the appropriate level</td>
<td>71%</td>
</tr>
<tr>
<td>Parents might not believe the teacher, especially if the information contrasts with what the parent sees at home</td>
<td>51%</td>
</tr>
<tr>
<td>Teachers do not know how best to relay this type of information to parents</td>
<td>26%</td>
</tr>
<tr>
<td>Teachers are not given the proper support from school administrators to relay this type of information</td>
<td>24%</td>
</tr>
<tr>
<td>Parents could elevate the matter to the school principal, which could create problems for the teacher</td>
<td>23%</td>
</tr>
<tr>
<td>Teachers have relationships with parents outside of school, which makes negative communication more difficult</td>
<td>13%</td>
</tr>
</tbody>
</table>

Some teachers find it difficult to communicate with parents when students are not performing at the appropriate level. From your experience as a teacher, why do you think some teachers might find it difficult to communicate negative information about student academic performance to parents? Select all that apply.
Reflection
Landon Mascareñaz, A+ Colorado
The Disconnect is Solvable
The Disconnect

“A 2017 national parent survey found that nine in ten parents of kindergarten-8th graders believe their child performs at or above grade level in math and reading. Yet, a nationally representative assessment of American students shows only about one-third of students perform at grade level. And, only 39% of teachers say their students start the school year prepared for grade level work.”
**Hearing About The Disconnect Opens Eyes**

**Before Hearing about the Disconnect…**

- **82%** of parents are Extremely or Very Confident that they have a clear picture of how their child is doing academically.

**After Hearing about the Disconnect…**

- **65%** of parents are Extremely or Very Confident that they have a clear picture of how their child is doing academically.

### Table: Change in Parent Confidence

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td>82%</td>
<td>66%</td>
<td>-16%</td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td>81%</td>
<td>63%</td>
<td>-18%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>81%</td>
<td>67%</td>
<td>-14%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>83%</td>
<td>69%</td>
<td>-14%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>81%</td>
<td>64%</td>
<td>-17%</td>
</tr>
<tr>
<td><strong>Son</strong></td>
<td>80%</td>
<td>63%</td>
<td>-17%</td>
</tr>
<tr>
<td><strong>Daughter</strong></td>
<td>84%</td>
<td>66%</td>
<td>-18%</td>
</tr>
</tbody>
</table>
The Disconnect is Solvable

88% Think their child is at or above grade level in math

% THINK THEIR CHILD IS AT OR ABOVE GRADE LEVEL IN MATH WHEN TOLD...

- Child receives a B in math
- Doesn’t meet expectations on state test

61%

- Child receives a B in math
- Doesn’t meet expectations on state test

52%

- Child’s school received an overall performance rating of C
Reflection

Bibb Hubbard
Research to Action: Spring Ahead

Windy Lopez-Aflitto, Learning Heroes
Spring Ahead:
A Clear Path for Your Child’s Success

Your child's grades, results of the upcoming state test, and your school's report card are important pieces of the bigger picture.

How can you help your child spring ahead?

Take your state's practice test.
Along with grades and class work, the state test is another way to see where your child needs more support. Tests can be nerve-racking—boost self-confidence by showing your child how to take on challenges.

Check out how your school is doing.
Your state releases a report card for every school, which includes important information about your school's performance such as academics, the learning environment, and more.

Stay connected with the teacher.
Teachers say the best way to know how your child is progressing is to be in regular contact. Ask the teacher how your child is doing with specific skills and share what you notice about their learning habits.

Get a quick gut check.
Use the new Readiness Check to see your child’s progress and get skill specific videos, activities, and more to support math and reading at home.
From Puzzle to Plan

Building an Accurate Picture for Parents
Contact

Bibb Hubbard
Founder & President
Learning Heroes

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