

WEBINAR SERIES  
Achieving Excellence and Innovation in  
Family, School, and Community Engagement

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**Harvard Family Research Project (HFRP)**



**Harvard Family  
Research Project**

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## Webinar 3: *Data Driven: Making Student and School Data Accessible and Meaningful to Families*

### Presenters:

- **Anna Hinton**, *Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education*
- **Kevin Jennings**, *Assistant Deputy Secretary, Office of Safe and Drug-Free Schools, U.S. Department of Education*
- **Zena Rudo**, *Project Director, National PIRC Coordination Center, SEDL*
- **Jennifer Saltzstein**, *Program Director, ARIS Parent Link, New York City Department of Education*
- **Barbara Taveras**, *Director, Community Engagement, New Visions for Public Schools*
- **D’Lisa Crain**, *Grant Administrator, Nevada State PIRC, Education Alliance of Washoe County*

**August 10, 2010**

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## Welcome and Introduction



**Anna Hinton**

*Director, Parental Options and Information*

*Office of Innovation and Improvement*

*U.S. Department of Education*

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# Opening Remarks



**Kevin Jennings**

*Assistant Deputy Secretary  
Office of Safe and Drug-Free Schools  
U.S. Department of Education*

## Where Does the Office of Safe & Drug-Free Schools Fit In?

**IT'S SIMPLE.**

**STUDENTS CAN'T LEARN IF THEY DON'T FEEL SAFE.**

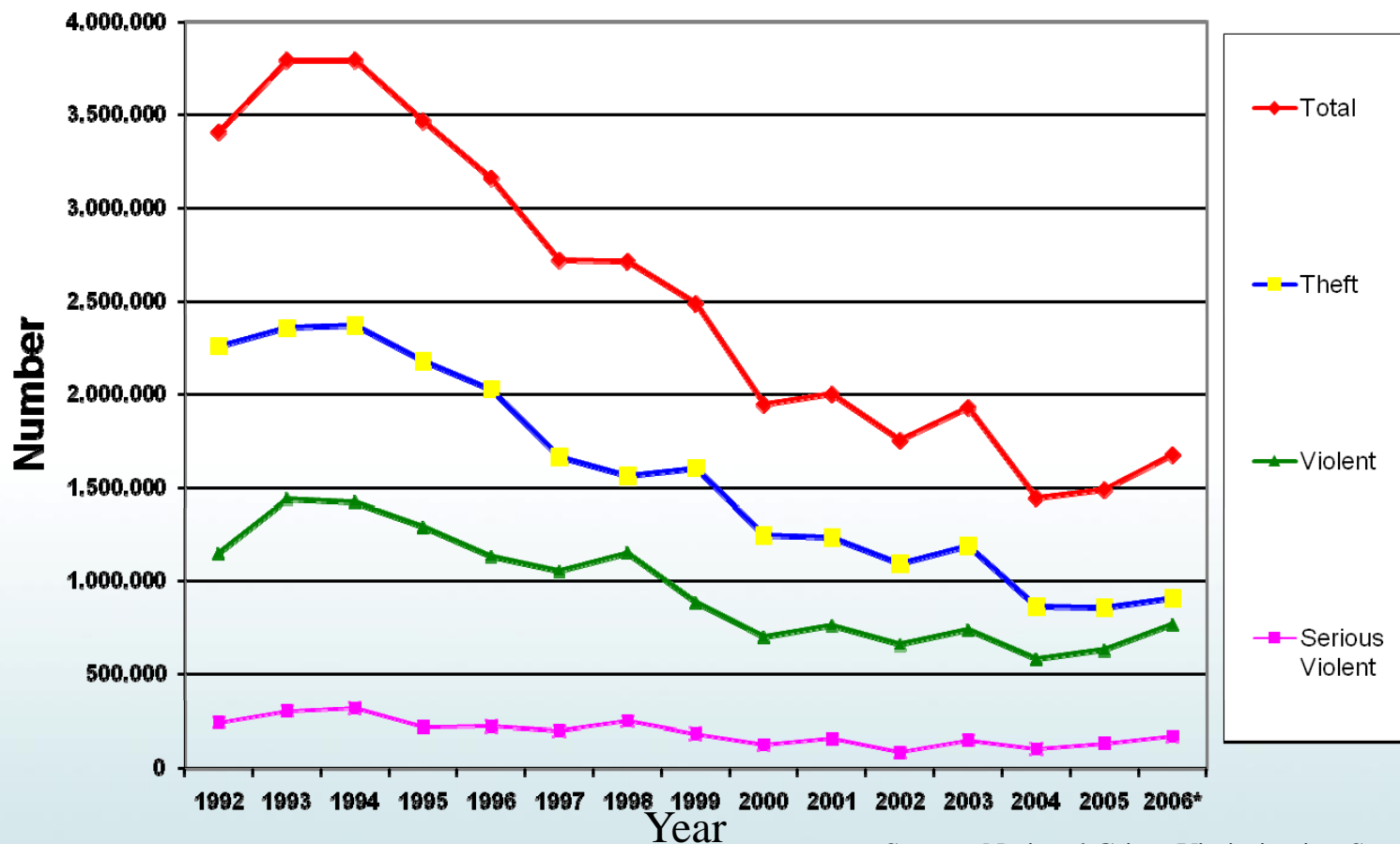
**PERIOD.**



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# Rates of Victimization at School Have Dropped Dramatically

Number of student-reported nonfatal crimes against students ages 12-18 at school: 1992-2006



\* Methods used to measure victimization were redesigned

Source: National Crime Victimization Survey, 2006 6

## The Traditional View Misses the Boat...or Maybe the Iceberg

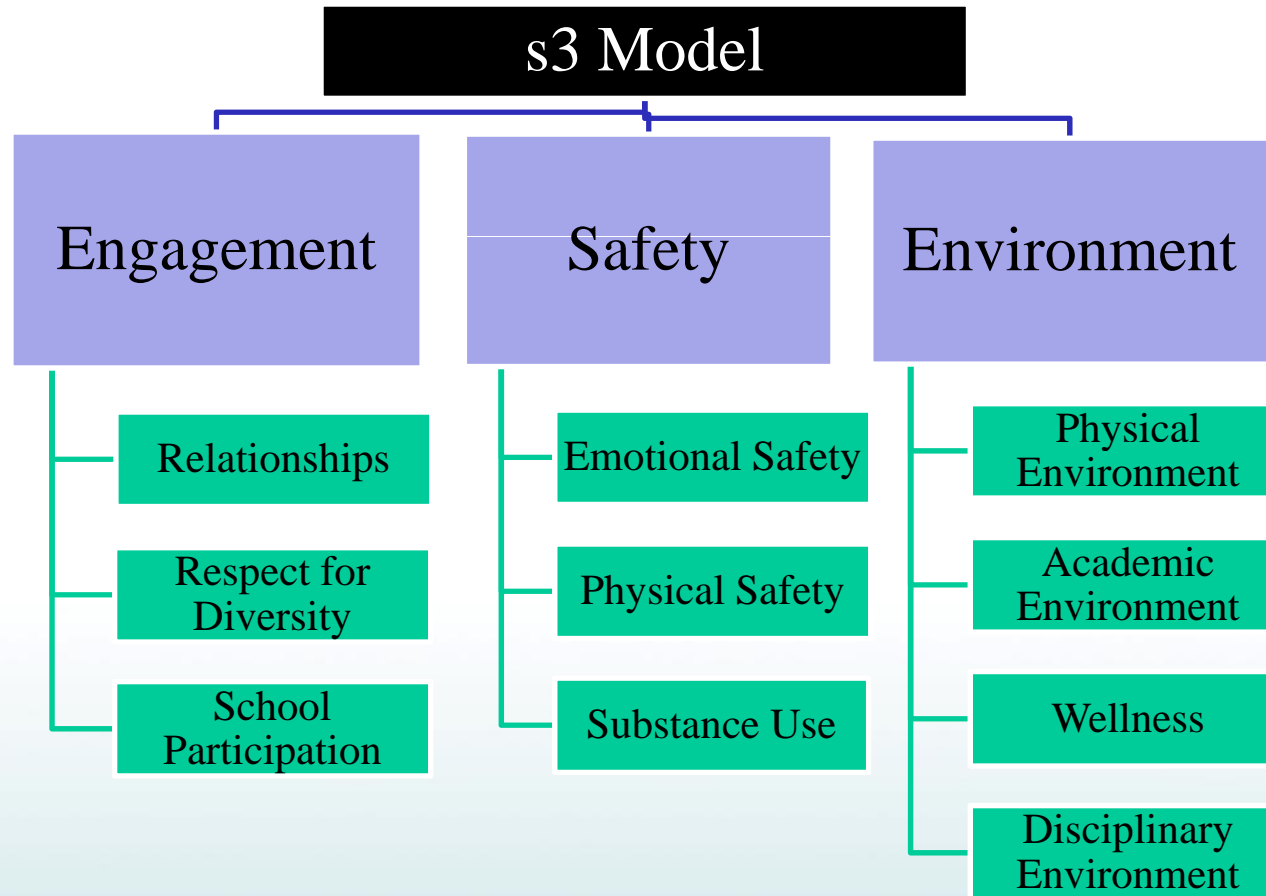
“Incivil behavior” – verbal threats, hate language, bullying, social rejection – is **almost twice as likely** to predict student “self-protection” (skipping school, avoiding areas/activities) as is crime (theft, attacks) at school.

## **In a Truly Safe School Every Student Feels Like...**

- They Belong.
- They are Valued.
- They Feel Physically and Emotionally Safe.



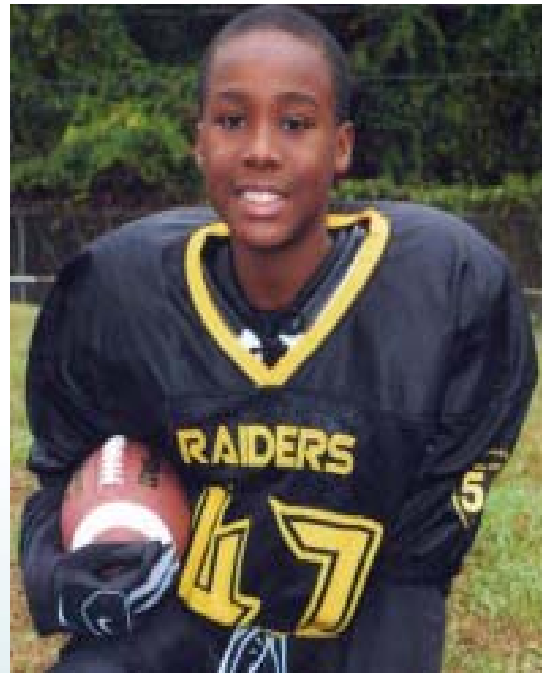
# Safe and Supportive Schools (s3) Model



Draft s3 Model. Please do not circulate without consent from the Office of Safe and Drug-Free Schools. Please contact Kristen Harper ([kristen.harper@ed.gov](mailto:kristen.harper@ed.gov)) with questions or concerns.9

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## Carl Joseph Walker Hoover



**1998-2009**

# Using Data to Enhance Connections, Capacity, and Outcomes

**Zena Rudo**

*Project Director*

*National PIRC Coordination Center*

*SEDL*

*zena.rudo@sedl.org*

## Data: Diagnostic and Prescriptive

**GOALS**

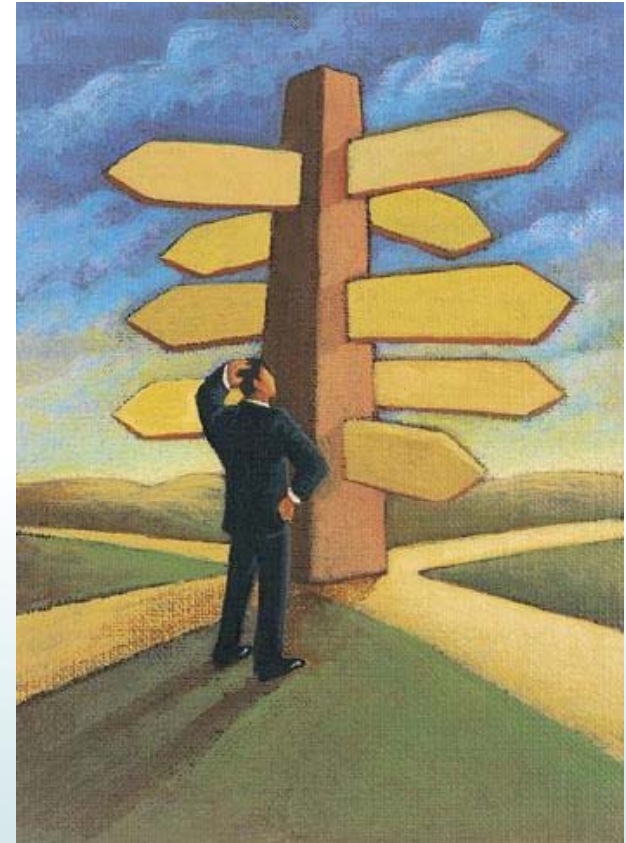
Predictor of the future

Indicator of the present

Picture of the past

## Important Data and Data System Features

- Accessible
- Understandable
- Actionable
- Valid and reliable
- Technologically advanced



## Designing Data Initiatives

- From institutional- to learner-centered
- Information flows across institutions
- Usefulness and usability drive adoption
- Common, yet open, systems
- Get the right data

# Strong Parent and School Connections Using ARIS Parent Link

**Jennifer Saltzstein**

*Program Director, ARIS Parent Link  
New York City Department of Education  
[jsaltzstein@schools.nyc.gov](mailto:jsaltzstein@schools.nyc.gov)*

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# ARIS Parent Link

English Español 中文 한국어 Kreyòl Ayisyen العربية Русский বাংলা اردو Help

**Please Log in**

Student ID:

Password:

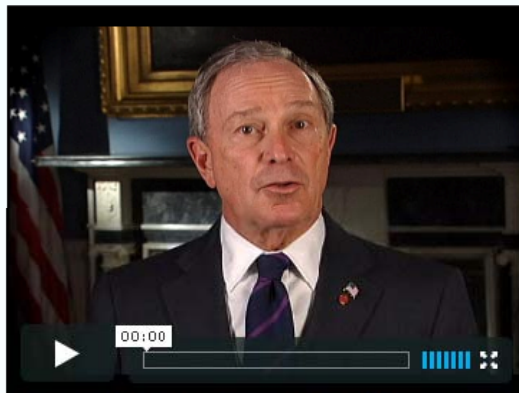
Login

[Password Help](#) | [Security Guidelines](#)

**Help! I don't know how to sign in!**

To log in to ARIS Parent Link, you must enter both a valid Student ID and ARIS Parent Link password. Please keep your login information in a safe place to protect your child's private information. [How to get a Student ID and Password.](#)

## Mayor Bloomberg Welcomes You to ARIS Parent Link



To view this video, you must have the latest version of Adobe Flash Player installed. [Get it here.](#)

## What is ARIS Parent Link?

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where our educators can go to find and study important information about your child. Principals and teachers use this information to find out how best to help your child.



ARIS Parent Link makes this same important information available for you, so you can work together with your child, principal and teacher to help your child learn. ARIS Parent Link uses secure login procedures to be sure that

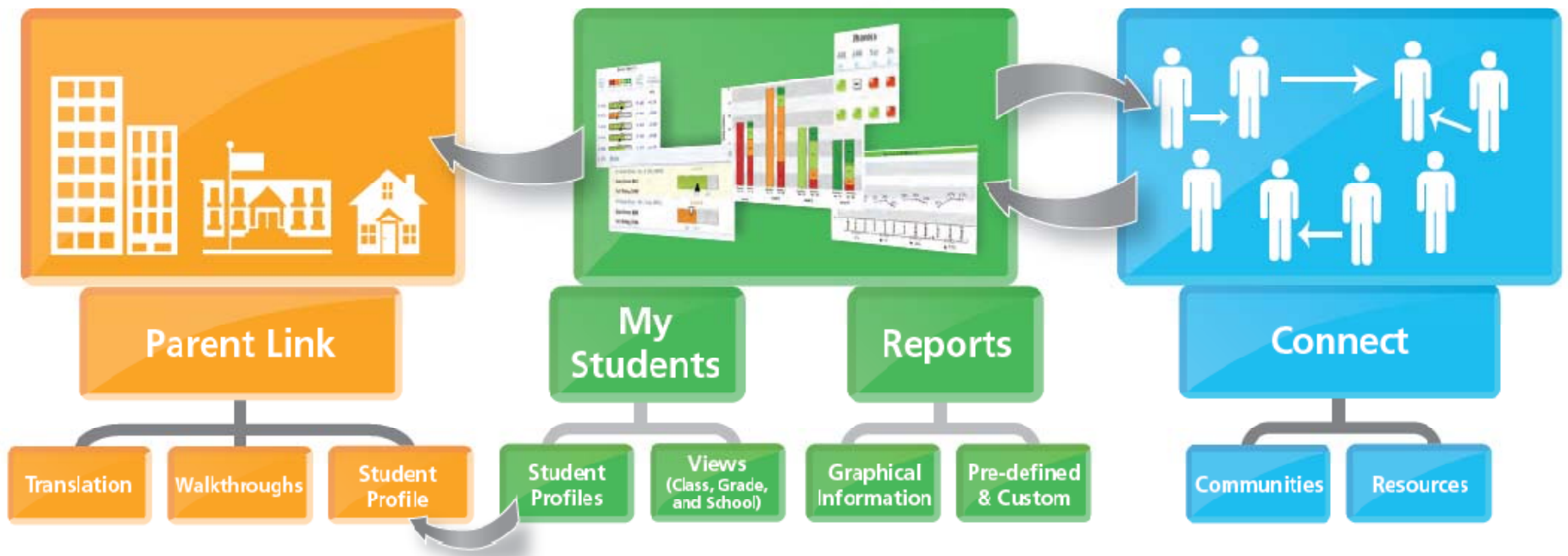
**For more information, visit:** [www.arisparentlink.org](http://www.arisparentlink.org)  
<http://schools.nyc.gov/Accountability/resources/aris/default.htm>



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## What is ARIS?

### Achievement Reporting and Innovation System



## What is ARIS Parent Link?

Grade 3-8 New York State Test: English Language Arts

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Parent

What is the Grade 3-8 New York State English Language Arts Test?

Students in Grades 3-8 take a New York State Test each year in English Language Arts. New York State Learning Standards define the reading and writing skills that students in each grade are expected to learn. This test helps show how well each student is learning those skills.



Teacher

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## What is ARIS Parent Link?

Grade 3-8 New York State Test: English Language Arts

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Parent

How does this assessment help you teach my child?

The New York State English Language Arts Test helps me understand how well your child is doing overall in reading and writing.

Your child will take this English Language Arts Test every year from Grade 3 through Grade 8. It is helpful for me to look at how well your child did on this test this year and in prior years. That information helps me understand where your child might need more support, and where he or she might be ready for more challenging work.



Teacher

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# What is ARIS Parent Link?

Grade 3-8 New York State Test: English Language Arts

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Parent


How did Randy do on this assessment?

Performance Level

|            |            |            |            |
|------------|------------|------------|------------|
| LEVEL<br>1 | LEVEL<br>2 | LEVEL<br>3 | LEVEL<br>4 |
|------------|------------|------------|------------|

Date Taken: Jan 2008  
Grade: 5

The New York State English Language Arts Test has four performance levels. Overall, Randy scored at performance level 3. This means that your child is Meeting New York State Learning Standards. Randy is developing the understanding of the reading and writing skills that children are expected to have at this grade level. Your child is on track to learn what is expected for this grade. You might want to ask your child's teacher about areas where Randy needs more support and areas where Randy did especially well and is ready for more challenging work.



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## What is ARIS Parent Link?

Grade 3-8 New York State Test: English Language Arts

BACK RESTART HOME


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Parent

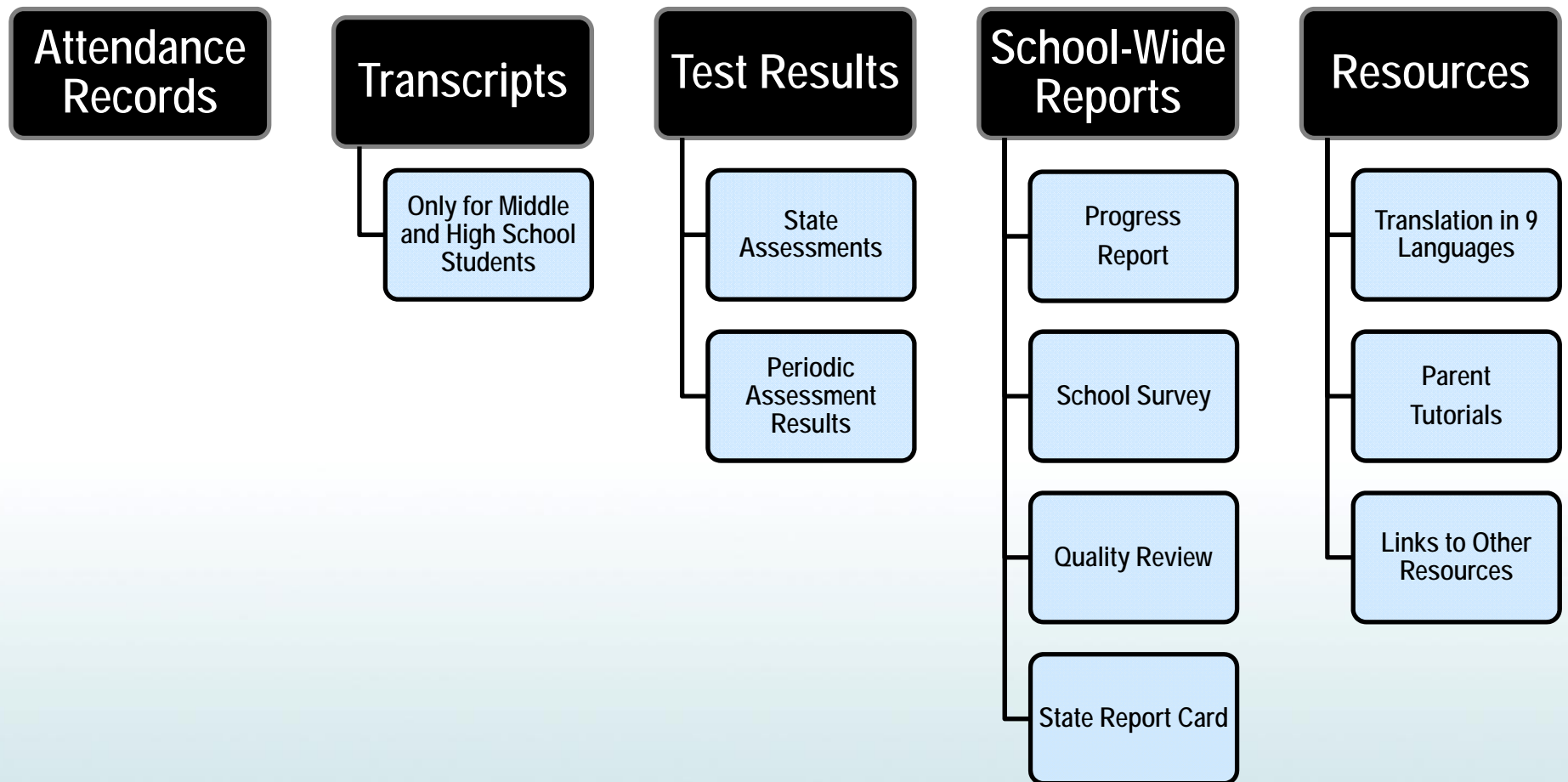
How can I help my child succeed?

- Schedule a conference with your child's English Language Arts teacher to learn more about what your child needs to work on, and how you can help at home.
- Encourage your child to do his or her reading and writing homework every night and to read books.
- Look at the [Great Expectations guide](#) for your child's grade level. This guide can tell you more about what your child should know and be able to do in English Language Arts this year. The guide also tells you ways you can support learning as a family, including things you can do at home, in your neighborhood, and around the City.
- To learn ways you can strengthen literacy in your child's life, please look at the [Family Literacy Guide](#).
- To see other ways to help your child improve in reading and writing, please visit parent resources for English Language Arts in the Academics section of the [New York City Department of Education](#) Web site.



Teacher

## What Does ARIS Parent Link Contain?



## How Many Parents Are Using ARIS Parent Link?



- ARIS Parent Link launched May 2009
- More than 340,000 accounts have been accessed citywide
- Highest adoption in 2009–10 occurred during parent-teacher conferences

## ARIS Parent Link: Guiding Principles

**The following principles have guided ARIS Parent Link work to prioritize resources, development, and outreach:**

- Academic progress first
- If we have it, you have it.
- Your help is crucial in pioneering this new level of family participation in education.
- Empowered parents, partnering with informed educators, can improve student achievement.



## ARIS Parent Link: Outreach

### Strategies

- Sent out personalized login materials for schools to distribute at launch
- Trained parents, schools, networks, and community-based organizations to support parents
- Tied outreach events to work in which parents were already invested

## ARIS Parent Link: Outreach

### Strategies

- Coordinated with other DOE divisions
- Set up tables, computers, and staff at libraries, food pantries, parks department, and community-based organizations to work with parents directly

## ARIS Parent Link: Lessons Learned

- Communicate frequently with stakeholders to keep them engaged
- Include parents in the design process
- Principal buy-in is key to success
- Most successful schools have made ARIS Parent Link adoption a coordinated effort across grades and roles, tied into other initiatives at the school

## ARIS Parent Link: Challenges

- Ensuring parents have Internet access
- Helping parents get an e-mail address
- Providing richer data and support for parents online
- Raising awareness about ARIS Parent Link

## ARIS Parent Link: Key Improvements

- Enhancing support available to parents
- Adding local data for parents



## ARIS Parent Link: Looking Ahead

### **Key plans for next year:**

- Sending new, personalized login materials before parent-teacher conferences
- Providing in-person and on-demand training to school, network, and community-based staff
- Providing technology grants to high-need schools that value parent involvement

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# Using Data to Engage Parents and Students in College Readiness

**Barbara Taveras**

*Director, Community Engagement*

*New Visions for Public Schools*

*btaveras@newvisions.org*



## New Visions Mission and History

- Founded in 1989 to improve the quality of children's education in New York City's public schools.
- Partnered with 250 community organizations to create 99 new, small high schools across NYC through the New Century High Schools Initiative.
- Work with 76 public schools (mostly high schools) with approximately 36,000 students (majority low-income).
- Graduation rates average 20 percentage points higher than the citywide average in first two cohorts.



## Graduation to College Readiness

### WHAT:

*“Good to Go!”* (G2G) is New Visions’ college and career readiness campaign designed to get students on the path to college and career as early as ninth grade.

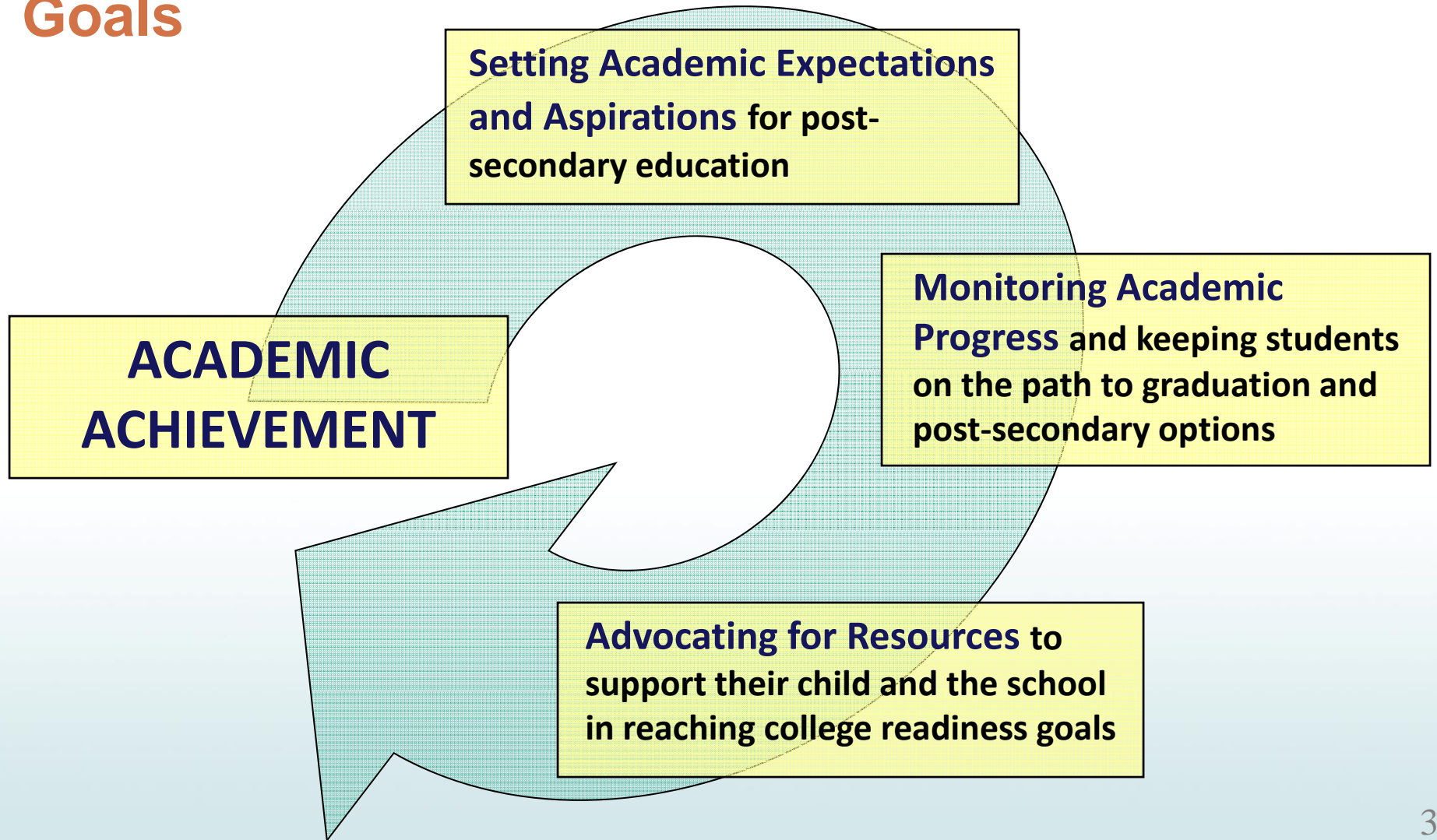


### GOALS:

1. *Raise* to 80% the number of students graduating from high school who are ready to enter and succeed in college.
2. *Increase* college enrollment and success.

[www.nycg2g.com](http://www.nycg2g.com)

## Parents Essential to Reaching College Readiness Goals



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# Actionable Student Data Tool

## 9<sup>TH</sup> GRADE TRACKER

Allows parents and students to easily keep track of the Four Pillars of 9<sup>th</sup> Grade Success:

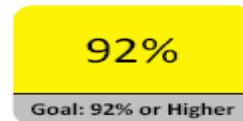
- ✓ Attendance
- ✓ Grades
- ✓ Credit accumulation
- ✓ State exams

### 9<sup>th</sup> Grade Tracker

**Diaz, Karolina: Class of 2013**

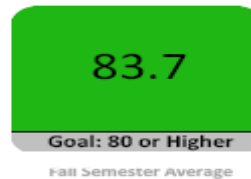


#### My Attendance



| Semester 1 | September | October | November | December | January |
|------------|-----------|---------|----------|----------|---------|
|            | 100%      | 95%     | 94%      | 94%      | 73%     |
| Semester 2 | February  | March   | April    | May      | June    |
|            |           |         |          |          |         |

#### My Grades



| 1st Semester |            |      |      |      |
|--------------|------------|------|------|------|
| Course       | Teacher    | MP 1 | MP 2 | MP 3 |
| E1H          | Gordon     | 80   | 75   | 75   |
| GWJD         | Didomenico |      |      | P    |
| FS1          | Roman      | 96   | 90   | 95   |
| SL1H         | Orlando    | 75   | 80   | 80   |
| AAW1         | Galante    | 92   | 95   | 97   |
| PP1F         | Spitalieri | 75   | 70   | 65   |
| HWAX         | Goffredo   | 80   | 80   | 80   |
| MG21A        | Aziz       | 75   | 75   | 75   |
| SL1L         | Orlando    |      |      |      |

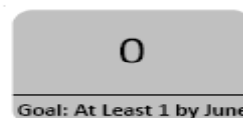
\*See transcript for additional course

#### My Credits



| 1st Semester |                |       |         |
|--------------|----------------|-------|---------|
| Course       | Course Title   | Grade | Credits |
| HWAX         | AP WORLD 1/4   | 80    | 1       |
| GWJD         | OFFICE EXP     | P     | 0.5     |
| FS1          | SPANISH 1      | 95    | 1       |
| SL1H         | LIV ENV HONORS | 80    | 1       |
| E1H          | ENG HUM HONORS | 75    | 1       |
| MG21A        | GEOMETRY ACCEL | 75    | 1       |
| PP1F         | PHYS ED        | 65    | 0.58    |
| AAW1         | DRAWING        | 97    | 1       |
|              |                |       |         |

#### My Regents at 65+



| REGENT         | SCORE | REGENT             | SCORE |
|----------------|-------|--------------------|-------|
| ELA            |       | Integrated Algebra |       |
| US History     |       | Science            |       |
| Global Studies |       | Foreign Language   |       |

OSIS: 270177694

Data from 1.01, 1.14, RDES, 142 reports, 2/2010

#### My Team

#### People Advocating for Me

Parent Name/Signature \_\_\_\_\_  
Name/Signature \_\_\_\_\_

Student Name/Signature \_\_\_\_\_  
Name/Signature \_\_\_\_\_

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# Actionable Student Data Tool

## COLLEGE READINESS TRACKER

Visual representation of a student's progress toward graduation and college readiness requirements presented in a clear, easy-to-understand way for both parents and students

### College Readiness Tracker

**AMINATA MARQUEZ**

Sample School, Class of 2009

#### Required Credits Accumulated

You have earned a total of 29.65 credits.

You need 44 credits to graduate.

This chart shows only required courses. See Credit Count and Course History on the reverse for details about total credits and electives taken.

| Grade | English | Social Studies | Math | Science | Foreign Language | P.E. | Health | Art | Music |
|-------|---------|----------------|------|---------|------------------|------|--------|-----|-------|
| 8     | 8       | 8              | 8    | 8       | 4                |      |        |     |       |
| 7     | 7       | 7              | 7    | 7       | 3.4              |      |        |     |       |
| 6     | 6       | 6              | 6    | 6       | 2                |      |        |     |       |
| 5     | 5       | 5              | 5    | 5       | 2.9              |      |        |     |       |
| 4     | 4       | 4              | 4    | 4       | 2.3              | 1    | 1      | 1   |       |
| 3     | 3       | 3              | 3    | 3       | 1.7              |      |        |     |       |
| 2     | 2       | 2              | 2    | 2       | 1.1              |      |        |     |       |
| 1     | 1       | 1              | 1    | 1       | 1                |      |        |     |       |
|       | English | Social Studies | Math | Science | Foreign Language | P.E. | Health | Art | Music |

#### Attendance

The attendance rate is the percentage of school days you attend class. Students who attend school every day have a 100% attendance rate. You should have at least a 92% attendance rate.

| School Year | Days Present |
|-------------|--------------|
| 2007-08     | 91%          |
| 2006-07     | 86%          |
| 2005-06     | 92%          |
| 2004-05     |              |

#### Regents

To earn a Regents Diploma, you must score at least 65 on each of these Regents exams. A score of 75 or higher on the ELA and Math exams indicates college readiness in those subjects.

| Exam    | Score     |
|---------|-----------|
| ELA     | Not Taken |
| Math    | 56        |
| Science | 45        |
| Global  | 70        |
| US      | Not Taken |

#### Advanced Regents

To earn an Advanced Regents Diploma, you must score at least 65 on each of these Advanced Regents exams.

| Exam             | Score     |
|------------------|-----------|
| 2nd Science      | Not Taken |
| 2nd Math         | Not Taken |
| Foreign Language | Not Taken |

#### Key

|        | Regents            | Credits         | Attendance  |
|--------|--------------------|-----------------|-------------|
| Blue   | 75+ (ELA and Math) | N/A             | N/A         |
| Green  | 65+                | On Track        | 92%+        |
| Yellow | 55-64              | Almost On Track | 90% - 91.9% |
| Red    | Below 55           | Off Track       | Below 90%   |

# Using Data Tools to Keep Students on the Pathway to Graduation and College Readiness

**STUDENT  
GOAL  
SETTING**

**TEACHERS  
and PARENTS  
CO-CREATING  
INTERVENTIONS**

**TEACHERS,  
PARENTS,  
and STUDENTS  
MONITORING  
PROGRESS  
GOALS**

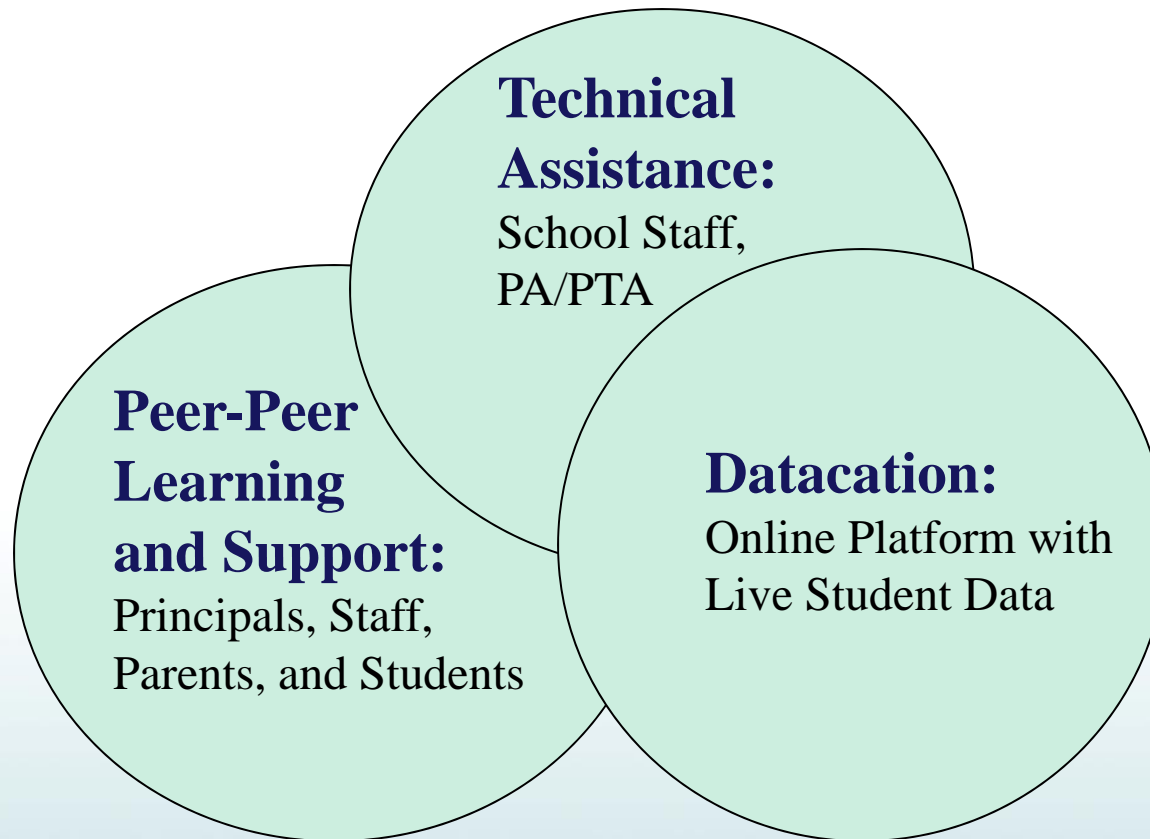


## Key Elements For Success

- Data sharing as part of a systemic, focused, year-long plan for involving parents in efforts to improve student achievement
- The school principal, teachers, and other school staff ALL playing a role in helping students and parents understand and use the data tools
- Live student data that is easily and readily accessible to teachers, parents, and students

## 9<sup>th</sup> and 10<sup>th</sup> Grade Parent Involvement

### Embedding & Sustaining



### Promising Practices

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# Parent School Partnership Program

**D'Lisa Crain**

*Grant Administrator*

*Nevada State PIRC*

*Education Alliance of Washoe County*

*dcrain@washoe.k12.nv.us*





## Our Need to Share Data?

- Local district had 56% graduation rate
- High school graduation requirements were communicated to families ineffectively
- Parent accounts on the online parent portal, **Edline**, were not activated for:
  - 72% parents – Free and Reduced Lunch
  - 74% parents – Limited English Proficient

## Workshops to Assist Parents

- Invite 25–30 parents to a class
- Host classes in community locations and schools
- Work with school parent liaisons to invite families
- Explain attendance requirements
- Explain graduation requirements using PowerPoint
- Help parents understand and use Edline

## Explaining Attendance to Parents

**A student must attend school 90% of the year.**

- In *middle and high schools*, attendance is based on the class and the semester.
- For example: ABC High School has 89 days in *a semester*. *A student cannot miss more than 9 days in EACH of his/her classes for the semester.*

### Examples of unexcused absences:

- Staying home to care for siblings
- Didn't feel like coming to school
- Transportation issues or sleeping in too late

### Examples of excused absences:

- Family emergency
- Bereavement
- Legal and religious

## Explaining Grades and Credits to Parents

**Passing Grades = “A, B, C or D”      Failing = “F” = NO CREDITS**

- 2 semesters per year (*August to January and January to June*)
- 1 class = ½ credit
- For example: *6 classes a semester = 3 credits; 1 year = 6 credits*
- A student taking and passing 6 classes each semester for 4 years would earn:

1<sup>st</sup> year – 9<sup>th</sup> - “Freshman” = 6 credits

2<sup>nd</sup> year – 10<sup>th</sup> - “Sophomore” = 12 credits

3<sup>rd</sup> year – 11<sup>th</sup> - “Junior” = 18 credits

4<sup>th</sup> year – 12<sup>th</sup> - “Senior” = 24 credits

## Using Case Studies to Assist Parents

- Group 4–5 parents to work through a case study to solidify their knowledge.
- Once they are familiar with Edline, they work with their own child's data.

### "Sandra"

Sophomore High School – 2<sup>nd</sup> year – 10<sup>th</sup> grade



**Proficiency Exam** – Sandra has not taken her writing, science and language arts proficiency exams.



**Attendance** – Early in the school year, Sandra was absent for 9 days because her grandfather who lives in El Salvador passed away, and her family left for El Salvador. Her parents had a lot of family details to arrange and forgot to call the school. Sandra also has 2 absences for staying home because her father could not drive her to school. Sandra also has 6 unexcused absences that her parents did not know about.



**Credits & Grades** – Sandra is in the last semester of her Sophomore year (2<sup>nd</sup> year). Sandra could not get caught up in Math and has received an F, by the end of this year (2<sup>nd</sup> year) she has earned 11 credits.

#### Questions to discuss in your group:

1. Is Sandra on schedule to graduate from high school?
2. If not, why? List out the reasons why and be specific.
3. If you were Sandra's parents or family, what would you do to help Sandra get back on track to graduate?

## Helping Parents Understand and Use Edline

- **Describe Edline**  
Online parent monitoring tool that includes grades and attendance
- **Make data meaningful**  
Build parents' background knowledge about the system before they sit down at a computer
- **Set up parents' online user name and password**  
Ensure workshop facilitators are able to access parent codes
- **Help parents interpret their own child's data**

# Achieving Excellence and Innovation in Family, School, and Community Engagement

| Absence Summary |      |             |        |   |   |   |   |   |   |   |   |   |   |  |
|-----------------|------|-------------|--------|---|---|---|---|---|---|---|---|---|---|--|
| Category        | Code | Description | Period |   |   |   |   |   |   |   |   |   |   |  |
|                 |      |             | Days   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  |
| Excused Tardy   | EMI  | Ex Mis      |        |   |   |   | 3 |   |   | 1 |   |   |   |  |
| Unexcused Tardy | UMI  | Unex Mis    |        |   |   |   | 1 |   | 1 |   |   |   |   |  |
| School Activity | SCH  | Sch Actvty  |        |   |   |   | 1 |   |   |   |   |   |   |  |

| Daily Absence Details |      |             |        |   |   |   |   |   |   |   |   |   |   |  |
|-----------------------|------|-------------|--------|---|---|---|---|---|---|---|---|---|---|--|
| Date                  | Code | Description | Period |   |   |   |   |   |   |   |   |   |   |  |
|                       |      |             | Days   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  |
| 08/30/07 Thu          | EMI  | Ex Mis      |        |   |   |   |   |   |   | X |   |   |   |  |
| 08/31/07 Fri          | EMI  | Ex Mis      |        |   |   |   | X |   |   |   |   |   |   |  |
| 09/07/07 Fri          | EMI  | Ex Mis      |        |   |   |   | X |   |   |   |   |   |   |  |
| 09/13/07 Thu          | EMI  | Ex Mis      |        |   |   |   | X |   |   |   |   |   |   |  |
| 09/18/07 Tue          | SCH  | Sch Actvty  |        |   |   |   | X |   |   |   |   |   |   |  |
| 09/24/07 Mon          | UMI  | Unex Mis    |        |   |   |   | X |   |   |   |   |   |   |  |



# How Parent and Community Organizations Can Help

## Build Tools & Training

- Teach how to use the portal; include parents' perspectives. PIRCs and other parent and community organizations are expert resources.

## Target Outreach

- Determine which families are NOT using the online tools. Use positive and proactive outreach.

## Training to Educators

- Keep online data up-to-date; believe families have the capacity to use the tools.

## Work with Relevant Community-based Organizations

- Distribute tools to families; increase outreach and provide families with Internet access.



## Future Plans

### Washoe County School District (Reno, NV)

- **Infinite Campus Parent Portal:** Show parents child's grades, attendance, behavior, health information, and assessment data. Also include a graduation planner.
- **K–12 and in 4 different languages**
- **Training Toolkit for Schools:** Workshop materials, flip charts, video tutorials, kiosks, and marketing materials
- **School Metrics – Scorecards/Dashboards:** Number of parents activated/utilizing paired with risk data from all schools

## Download Tools from Nevada's Parent School Partnership Program

1. Go to: <http://www.nevadapirc.org/programs-initiatives/parentschoolpartnership>
2. Click on the 'Basics of Secondary'
3. A zip file will appear
4. Materials for three classes are available in the zip file:
  - Getting to Know Your Child's School
  - High School Graduation Requirements
  - Monitoring Your Child's Progress

# Questions and Answers



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**Thank you for participating in today's webinar!**

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