MISSION
Engage parents and caregivers as their children’s most effective advocate by ensuring they have a complete, holistic, and accurate picture of their children’s progress and success.

VISION
Parents and caregivers as learning heroes – advocating effectively for their children’s academic, social, and emotional success, driving equitable school improvement.
Deep Research | Responding to Parent Mindsets

- 16 national parent surveys
- 200+ qualitative sessions
- Ethnography, user testing, social media listening
- All in English & Spanish
- Focus on low-income parents & parents of color
- Research also conducted among teachers, principals, students

Dark blue states represent locations where Learning Heroes conducted qualitative research.
Engaging Parents & Educators Through Partnerships
Parents & Teachers are United, not Divided

Teachers Lack Support in Connecting with Families

Recovery Efforts Dependent on Parent Demand
2022 Survey Methodology

Parents Survey
• Nationwide sample of 1,405 parents and guardians with children in public school, grades K-12, including:
  • 675 elementary school parents
  • 315 middle school parents
  • 415 high school parents
  • Oversamples among Black and Hispanic parents
• Fielded April 6th-May 4th, 2022
• Offered in both English and Spanish
• Data were weighted to be representative of public school parents in the U.S.

With Additional Data from:
• Learning Heroes Parents 2019 - 2021

Educator Survey
• Nationwide sample of 300 teachers and 317 Principals in public schools, grades K-12, including:
  • 229 elementary school educators
  • 227 middle school educators
  • 221 high school educators
• Fielded April 19th-May 14th, 2022
• Data were weighted to be representative of public school teachers and principals in the U.S.

• Throughout this report, blue/red indicates statistically higher/lower differences between audiences
• Research conducted by Edge Research.
College is an aspiration for most parents

Percent of parents who believe it is absolutely essential/very important that their child gets a 2- or 4-year degree

77%

- Black: 81%
- Hispanic: 87%
- White: 72%
And parents are confident their children will be prepared

Percent of parents who are confident that their child will be prepared for college

75%

- Black: 77%
- Hispanic: 77%
- White: 74%
Parents, regardless of race, income, and education level, believe their child is at or above grade level in reading and math.

Learning Heroes, 2016-2022

Significant disconnect between home & school

**PERCEPTION**

92%

**Parents**, regardless of race, income, and education level, believe their child is at or above grade level in reading and math.

**REALITY**

35%

**Students** nationally perform at or above grade-level work.
To parents, grades equals grade level

Parents report their children get all B’s or above

84%

48% of teachers agree report card grades measure effort more than achievement.
What keeps parents up at night isn’t academics

How much do you worry about each of the following as a parent?

<table>
<thead>
<tr>
<th>Concern</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having politicians who are not educators making decisions about what students learn in the classroom</td>
<td>64%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>Your child’s happiness and emotional well-being</td>
<td>62%</td>
<td>77%</td>
<td>62%</td>
</tr>
<tr>
<td>Your child experiencing stress or anxiety</td>
<td>54%</td>
<td>72%</td>
<td>58%</td>
</tr>
<tr>
<td>Your child being exposed to violence at school</td>
<td>59%</td>
<td>73%</td>
<td>56%</td>
</tr>
<tr>
<td>Having parents who are not educators making decisions about what students learn in the classroom</td>
<td>55%</td>
<td>69%</td>
<td>54%</td>
</tr>
<tr>
<td>Being able to finance your child’s college education</td>
<td>56%</td>
<td>72%</td>
<td>50%</td>
</tr>
<tr>
<td>Your child being bullied</td>
<td>53%</td>
<td>73%</td>
<td>49%</td>
</tr>
<tr>
<td>Your child gaining the knowledge and skills needed to be ready for college</td>
<td>51%</td>
<td>68%</td>
<td>50%</td>
</tr>
<tr>
<td>Your child being on track with the academic expectations for their grade</td>
<td>52%</td>
<td>69%</td>
<td>46%</td>
</tr>
<tr>
<td>Being able to pay the bills</td>
<td>50%</td>
<td>72%</td>
<td>44%</td>
</tr>
<tr>
<td>Someone in your family getting COVID-19</td>
<td>55%</td>
<td>67%</td>
<td>43%</td>
</tr>
<tr>
<td>Your child retaining what they are learning this year</td>
<td>48%</td>
<td>66%</td>
<td>44%</td>
</tr>
<tr>
<td>Your child’s math skills</td>
<td>39%</td>
<td>59%</td>
<td>37%</td>
</tr>
<tr>
<td>Your child’s reading skills</td>
<td>36%</td>
<td>58%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Parents & teachers prioritize different achievement measures

Parents and teachers rank the most important ways to know how a child is achieving

**Teachers**

1. Your/the teacher’s in-class observations
2. Results from classroom tests/quizzes from the teacher
3. Interactions with the student
4. Results from benchmark tests
5. Results from student’s year-end tests
6. Report card grades
7. Homework
8. Parent feedback

**Parents**

1. Report card grades
2. Written or verbal feedback from the teacher
3. Results from classroom tests/quizzes from the teacher
4. Your child
5. Results from your child’s year-end state tests
6. Benchmark tests
7. Homework
Parent engagement is here to stay

Involvement in Child's Education

- Find more time to talk to my children about their everyday assignments: 84% Did this school year, 83% Likely to do next school year
- Get a better understanding of what my child is expected to learn at their grade level: 82% Did this school year, 81% Likely to do next school year
- Seek a better understanding of where my child is academically: 79% Did this school year, 81% Likely to do next school year
- Talk to the teacher about what I notice regarding my child's learning/schoolwork: 72% Did this school year, 79% Likely to do next school year
- Develop a stronger relationship with my child's teacher(s) than I've had in the past: 64% Did this school year, 68% Likely to do next school year
- Demand that the school provide better support for students' mental health and emotional well-being going forward: 49% Did this school year, 60% Likely to do next school year

Parents most likely:
- IEP/504 (79%)
- Urban (74%)
- Charter school (72%)

Questions were split sampled
Parents see teachers as essential partners

Agreement with statements (% strongly + somewhat agree)

- It will be essential for families and teachers to work closely together to help overcome the pandemic's impact on learning*: 89%
- Teachers and schools engaging with families is essential to helping students succeed: 88% Δ**
- It will be essential for families and teachers to trust each other to help overcome the pandemic's impact on learning*: 84%
- All teachers, staff, and school leadership have a role to play when it comes to family engagement: 81%
- Principals should make family engagement a top priority for their schools: 77%

* = split-sampled item
** “Family engagement is essential to helping students succeed” in 2021
And educators agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement with statements (% strongly + somewhat agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be essential for families and teachers to trust each other to help overcome the pandemic's impact on learning.*</td>
<td>Teachers: 91%  Principals: 71%</td>
</tr>
<tr>
<td>All teachers, staff, and school leadership have a role to play when it comes to family engagement.</td>
<td>Teachers: 90%  Principals: 82%</td>
</tr>
<tr>
<td>It will be essential for families and teachers to work closely together to help overcome the pandemic's impact on learning.*</td>
<td>Teachers: 89%  Principals: 86%</td>
</tr>
<tr>
<td>Family engagement is essential to helping students succeed.</td>
<td>Teachers: 83%  Principals: 78%</td>
</tr>
<tr>
<td>Families and educators should be equal partners in supporting children’s education.</td>
<td>Teachers: 81%  Principals: 79%</td>
</tr>
</tbody>
</table>

* = split-sampled item

Ranked by Teacher data
Yet, communication barriers are a challenge

Teachers predominantly communicate with parents when there is a problem

Parents feel educators are “stretched thin” and do not have the time to communicate

There is no consistent communication from both sides (parents and educators)

Parents feel they need to be the connective tissue that keeps the multiple players up-to-speed about their child’s education

“There is not a lot of personalized communication from teachers at this point, with the exception of when he does something bad.”
– Parent

“Truthfully, I would like to get more messages from teachers. If I ask them something through the app, they do respond, but nothing comes from them directly. They send flyers through the app, Class Dojo, but it’s very general.”
– Parent

“Be consistent and over communicate. That way there is no surprise factor to blame. Lots of parents feel blind-sided by the kid’s poor performance or grades because they were not aware of it until end of marking period.”
– Parent
A Way Forward
With multiple measures, parents’ mindsets shift

92% of parents think their child is at or above grade level in math.

44% of parents think their child is at or above grade level in math when told...

- Their child received a B in math
- Their child’s state test results indicated below grade level in math
- Their child’s results on benchmark tests indicated child below grade level in math
And parents will definitely take action (the top 3)

<table>
<thead>
<tr>
<th>Percent of parents who will talk to their child</th>
<th>Percent of parents who will talk with the teacher to co-create a learning plan</th>
<th>Percent of parents who will ask to see the curriculum and understand what is expected of my child</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>60%</td>
<td>49%</td>
</tr>
</tbody>
</table>

After being presented the math score scenario...
Tennessee and Texas: Translating student progress for parents

Student's Name: [Insert First and Last Name]

Grade: [Insert Grade Number]

Teacher's Name: [Insert Mr./Mrs./Ms. Last Name]

Contact Information:

Dear Families:

Thank you for all that you did last year. I’m excited to get to know you and your child better and partner with you to support their learning and development.

We'll use this short tool at our conference to help create a learning plan informed by your important observations along with your child's reading and math progress.

I'm looking forward to a great year!
California:
Modeling through a “Learn” and “Unlearn” lens

Module 1 (Unlearn)
Identifying Detrimental Practices to Building Trust with Families

- Hi, Ms. Mar.

Module 1 (Learn)
Learning to Build Trust with Families to Support Student Success

- Hi, Ms. Mar.
Dear [NAME],

Hello! We are the family of [NAME], and we are excited to team up with you to support each other.

Our family includes [NAME]. Some of our family's favorite activities are [NAME].

[NAME] loves to [NAME], [NAME] enjoys [NAME] at school and [NAME] is good at [NAME].

[NAME] needs more support with [NAME] and needs more support with [NAME].

Last year, I noticed [NAME] improved in [NAME] and needs more support with [NAME].

[NAME]'s goals for this school year are [NAME].

1. [NAME]
2. [NAME]
3. [NAME]

You can reach us at [NAME]. The best way to help us is by supporting [NAME] in this new school year.

Thank you!

[NAME]
Reflections & Questions