

GaDOE Family Engagement Data Template

Year-End Report for Priority Schools, ESEA Flexibility Waiver, Turnaround Principle 7

Appendix A

The following statements are researched support steps that have demonstrated efficacy in producing positive outcomes.

1. Set a time each night for reviewing school work and points earned toward their levels goal with the child.
2. Provide a designated study area where your child is to complete any assignments.
3. Show them and tell them that you expect them to do well while at DeKalb Alternative
4. Schedule a weekly time with teachers to have a phone conference with the child's teacher or teachers. Discuss these conversations with your child afterwards.

Data were collected on each support step using the survey on the next page. Respondents were parents/guardians of students who had attained early release through the Levels Program.

DeKalb Alternative School

Exit Interview: Parent Engagement Support Steps Survey

These questions are about how often you were able to put these support steps in place, and how well each one worked. Please circle the answer that is best describes your experience with each support step.

1. *Set a time each night for reviewing school work and points earned toward their levels goal with the child.*

On average, I was able to do this

5 days a week 4 days a week 3 days a week 2 days a week 1 day a week We didn't do this

This helped my child

A great deal A little Not much

2. *Provide a designated study area where your child is to complete any assignments.*

On average, I was able to do this

5 days a week 4 days a week 3 days a week 2 days a week 1 day a week We didn't do this

This helped my child

A great deal A little Not much

3. *Show them and tell them that you expect them to do well while at DeKalb Alternative.*

On average, I was able to do this

5 days a week 4 days a week 3 days a week 2 days a week 1 day a week We didn't do this

This helped my child

A great deal A little Not much

4. *Schedule a weekly time with teachers to have a phone conference with the child's teacher or teachers. Discuss these conversations with your child afterwards.*

On average, I was able to do this

5 days a week 4 days a week 3 days a week 2 days a week 1 day a week We didn't do this

This helped my child

A great deal A little Not much

Thank you for completing this survey and supporting your child.

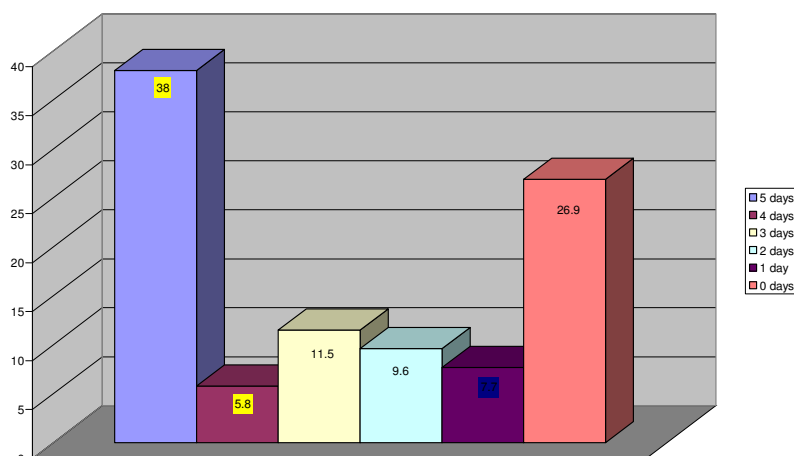
Appendix B

Data source: Exit interview and evaluation survey results through April 2013.

All respondents were parent/guardians. The survey collected responses on the number of days each support step was done at home, as well as the respondents' perception of the effectiveness of each.

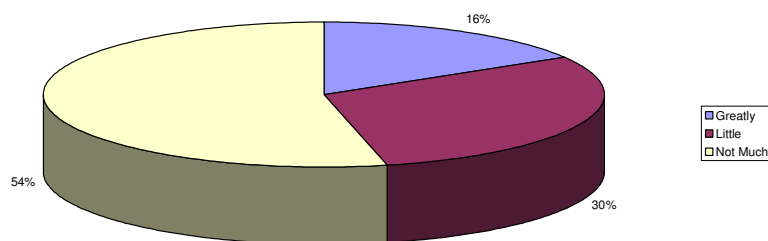
Number of days weekly this support step was done at home.

Q.1 Set a time each night for reviewing school work and points earned toward their levels goal with child. Nov-April 12-13, N=52, DeKalb Alternative School, Priority School Survey.



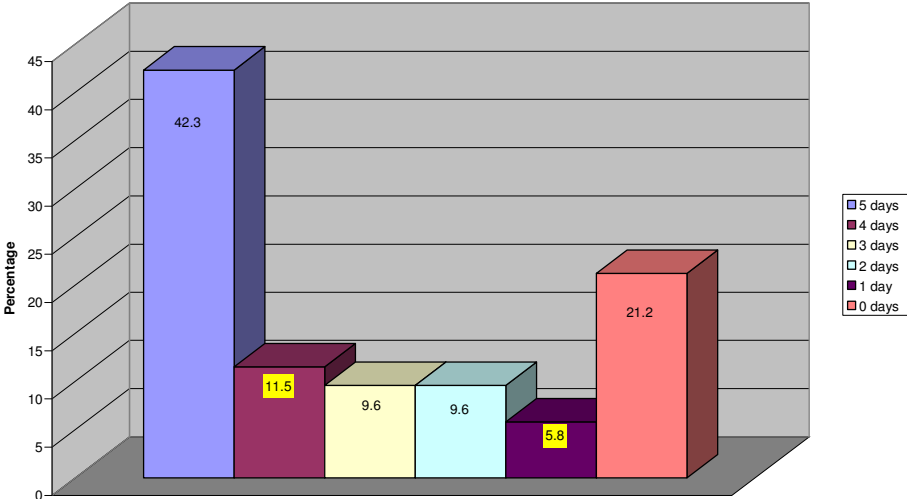
Perception of effectiveness of this support step.

Q. 1b. Setting a time each night for reviewing school work and points earned toward their levels goal with the child. DAS, Nov-April 12-13, N=43, Parent Perceived Academic Effects.



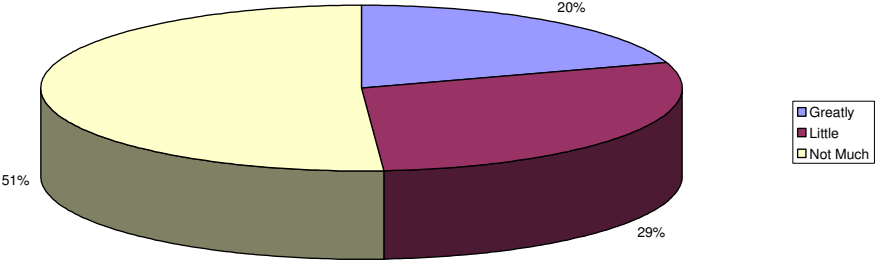
Number of days weekly this support step was done at home.

Q. 2a. Provide a designated study area where your child is to complete any assignments.
 N=52, Nov-April 12-13, Priority School Survey, DAS. Parental Frequency.



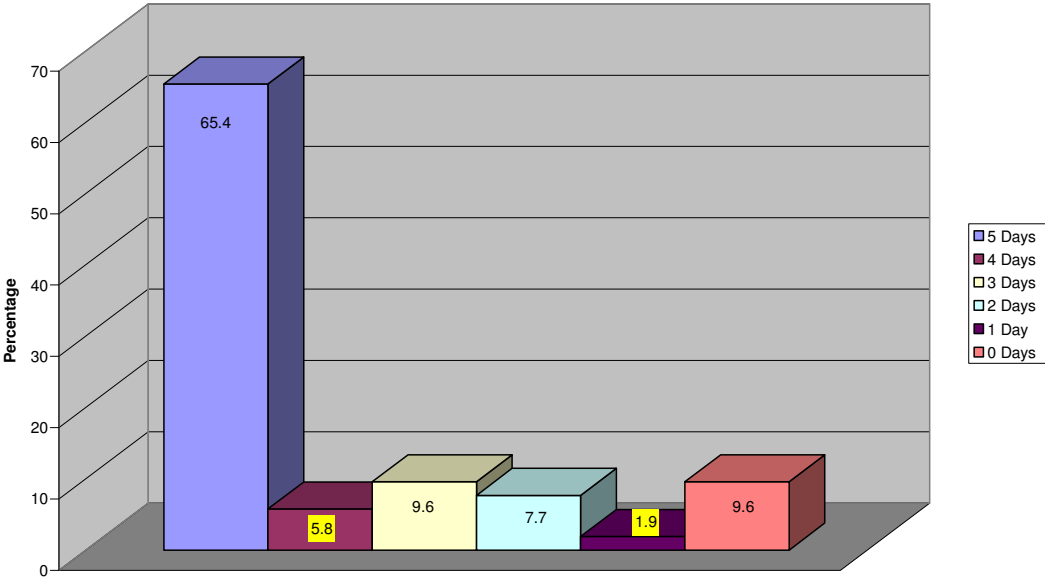
Perception of effectiveness of this support step.

Q. 2b. Effects of providing a designated study area. Priority School Survey, DAS, N=45.



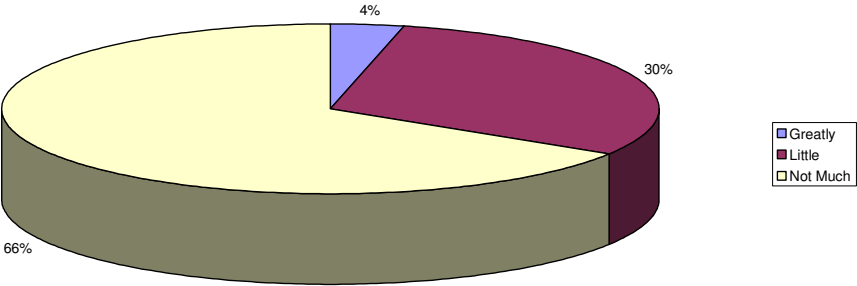
Number of days weekly this support step was done at home.

Q. 3a. Show them and tell them that you expect them to do well while at DAS. Priority School Survey, Nov-April 12-13, N=52, DAS. Parental Frequency.



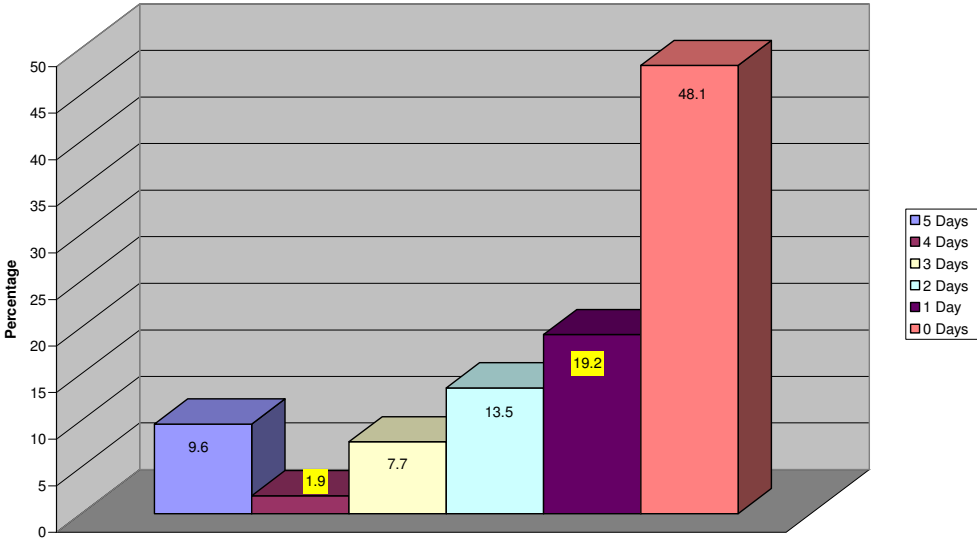
Perception of effectiveness of this support step.

Q. 3b. Effects of showing and telling students to do well at DAS. N=56, Priority School Survey. DAS.



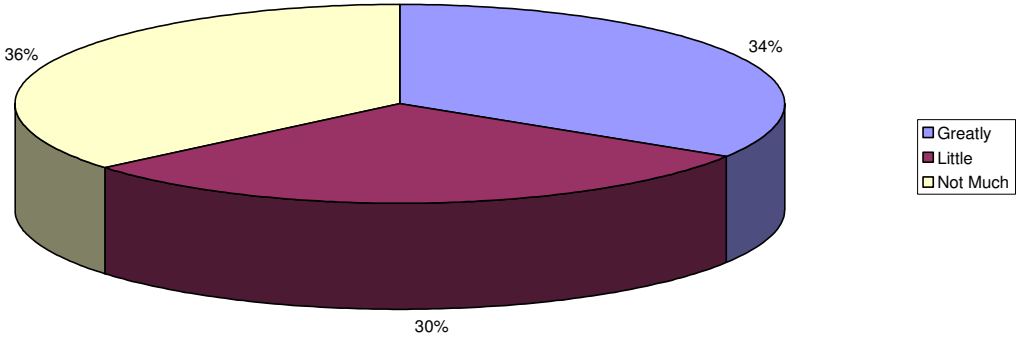
Number of days weekly this support step was done at home.

Question 4a. Schedule a weekly time with teachers to have a phone conference with the child's teacher(s). Priority School Survey, DAS, Nov-April 12-13, N=52.



Perception of effectiveness of this support step.

Question 4b. Effectiveness of scheduling a weekly time to contact teacher(s). Priority School Survey, DAS, N=47



Appendix C

Exit interview parental survey, qualitative data. There were over 100 queried open ended responses from parents throughout the school year. A sample of these responses follows:

Levels Program After-care (LPAC), (to date April 2013)

Question 13: What could be done to better prepare my child for transition and re-inclusion into the home school? All statements are (sic erat scriptum) (thus was it written).

1. Keep offering tutorials to keep the children motivated.
2. Nothing his transition was very successful.
3. Give parents step by step classes on their child's transition and communicate to parents that other parties are involved.
4. Nothing
5. Review the code of conduct book and expectations before they return to the home school.
6. I don't think that anything could prepare Michael for the large classroom that he now attends, very little one on one I think that he just sits and is there when he goes.
7. He first respected himself and others. Changed his attitude and outlook on life goes out to the best that he can at school.
8. Absolutely nothing, everything that was done was a very learning experience to him.
9. Coming to meetings here (DAS) to remind him of not wanting to come back.
10. Counseling upon exit, phone conferences (DAS) to home school. I have little confidence in home school, I know some was my child and some was simply because of the new teachers at her home school.
11. The alternative school setting was a very helpful experience for me and my child. The structure and learning environment was very conducive to transitioning him back to his home school.
12. Absolutely nothing, everything that was done was a learning experience to him.

Additionally some unsolicited parental responses were generated; a sampling follows:

Parent and student comments:

1. My child is doing much better at his home school DAS is the best.
2. Help other students to understand what to do if their home school rejects them!
3. I appreciated the levels program very much.
4. I like the levels system because she was able to measure her progress on a daily basis.
5. Thanks for the learning and discipline experience.
6. I would like to say from the bottom of my heart for allowing my son to get out early.
7. This was a needed, challenging, and responsible experience for the child and the family. It worked. Thanks so much this has really helped my son a lot and he is doing very well.

8. Thanks for helping me get back to my home school but it was fun being here. Student Phil Hill.
9. Really like the early release for kids with proper behavior.
10. I would like to thank DAS for giving me another chance on letting me return to my home school. A student.
11. This program was an excellent fit for my child. She has made drastic improvements in all areas, including but not limited to, behavior, attitude, responsibility, organization, respect, etc. It works!!!
12. Please keep up the great work!!!!
13. Thank you for your professionalism

Appendix D

The Levels Program After-care (LPAC) survey consisted of twelve **affirmatively phrased** queries in a five part Likert type response scale. These five choices were Don't Agree, Somewhat Don't Agree, Somewhat Agree, Moderately Agree, and Strongly Agree. Question thirteen was the open ended question: *What could be done to better prepare my child for transition and re-inclusion into the home school?*

1. The Levels Program has improved my child's attitude toward learning.
2. The Levels Program has improved my child's attitude towards attending school.
3. The Levels Program has improved my child's overall self-discipline.
4. The Levels Program has improved my child's sense of responsibility.
5. The Levels Program is an effective way of holding students responsible for violations of the student code of conduct.
6. Participating in the Levels Program was reasonable and effective for me and my child.
7. I can find no significant changes needed in the Levels Program.
8. I would like to see the Levels Program in other school settings
9. The Levels Program has improved my student's self-management confidence and self-worth.
10. The Levels Program has improved my student's social awareness and appropriateness in the educational setting.
11. My child found their learning at DAS to be appropriate after returning to the home school.
12. My child was received in a positive manner by teachers and administrators upon returning to the home school.

Appendix E

The first twelve queries of the Levels Program After-care survey were written as affirmations (see Appendix D). The respective category (Don't Agree, Somewhat Don't Agree, Somewhat Agree, Moderately Agree, and Strongly Agree) percentages were averaged to yield the data and chart below. This chart confirms the highly positive parental view of the levels program.

Dekalb Alternative School's Levels Program After-care, Aggregated Categories, Questions 1 through 12, N=54.

