

GaDOE Family Engagement Data Template

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

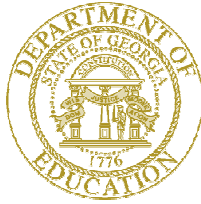
Priority School Name: Dekalb Alternative School		School Year Reporting: 2012-2013	
Contact Information (Please include name, email, and phone number.)	School Principal: Margie M. Smith Family Engagement School Leadership Team Designee: Morris Gary		
Signature and Date of Submission by Priority School Principal for Initial May Submission:		Signature and Date of Submission by Priority School Principal for August Final Submission:	

Please complete an initial data sheet and submit to Michelle Sandrock, Parent Engagement Program Manager at msandrock@doe.k12.ga.us no later than May 17, 2013.

A final data sheet, revised with test data, will also need to be submitted to Michelle Sandrock, Parent Engagement Program Manager at msandrock@doe.k12.ga.us no later than August 30, 2013.

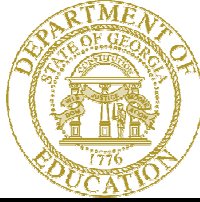
Data sections that need to be completed after final test data is received are identified on the following pages.

The School Improvement Plan (SIP) should include a separate family and community engagement plan component embedded within the SIP. Separate family and community engagement activities will be expected on at least two measurable goals of the SIP. Because you are reporting on two goals, the next two pages are marked Data Summary for Goal #1 and Data Summary for Goal #2. If additional reporting summaries are needed to capture activities, please add them. All family and community engagement activities embedded on the SIP should be reported.

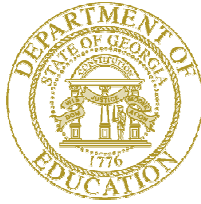


Data Summary for Goal # 1

SIP Measurable Goal:	To increase attendance of DeKalb Alternative School (DAS) parent/teacher conferences and activities by 15% during school year 2012-2013.
Outcome:	<i>What was the outcome of the SIP measurable goal?</i> 100% of parents/ guardians attended the Priority School, Title I Orientation Entry and Early-Release Exit Conferences.
Activities <i>List the activities that were embedded as the family and community engagement component for the SIP Measurable Goal above.</i>	<i>For each activity, please list the school key and National PTA Standards that apply for family-school partnerships.</i> Title I Orientation and Entry Conference- (August 13 – May 9, Tuesdays and Thursdays, 9:00AM and 1:00PM) - At these meetings the parents receive an orientation to the Title I school-wide program (PTA Standards 1 and 2, School Key SFC 1.1, 1.3, 1.4, 2.1). The parents are also informed of their school’s participation under Title I of the Elementary and Secondary School Act of 1965 as well as the Parent-Student-Teacher Compact including the parent’s responsibility for supporting their child’s learning (PTA Standard 3 and 4, School Keys). At these meetings, the parents were encouraged to use the resources available in the DeKalb County School District-wide Title I Parenting Centers. Another important purpose of these meetings is the timely explanation and description of the school’s curriculum, mission statement, and other school/classroom policies (PTA Standards 1, 2 and 3). In addition, parents receive information on the academic assessments that will be used and the proficiency levels that the students are expected to meet. All parents receive a copy of the DeKalb Title I Parent Involvement Policy (PTA Standards 2, 4 and 5), and the four Priority School parental involvement support steps (See appendix A).
Evaluation of Activities	

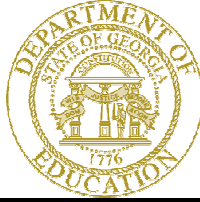


<p><i>What were the expected outcomes for families in the activities listed above?</i></p> <p><i>How did you measure their effectiveness?</i></p>	<p>During the Priority School Title I Orientation Entry Conference we expected:</p> <ol style="list-style-type: none">1. 100% attendance of the parent(s)/guardian(s) and their respective students.2. The parent(s)/guardian(s) to become familiar with the policy, protocol, and procedures of DAS.3. The parent(s)/guardian(s) to participate fully in the educational process of their students4. The parent(s)/guardian(s) to be aware of and to utilize the four Priority School support steps(See Appendix A) <p>During the Title I Priority School Early-Exit Conference we expected:</p> <ol style="list-style-type: none">1. 100% attendance of parent(s)/guardian(s) and student2. The parent(s)/guardian(s) to utilize the four Priority School parent support steps (See Appendix A)3. The parent(s)/guardian(s) to participate fully in the qualitative and quantitative assessment of the Dekalb Alternative School's Levels Program.4. An increase in academic performance as measured by student's grades while enrolled at DAS.
	<p><i>Quantitative Evidence: Parental responses regarding frequency of use of the priority school support steps and the parental perceived effectiveness outcomes.</i></p> <p>(See Appendix B)</p> <p><i>Qualitative: Levels Program After-Care surveys and evaluations.</i></p> <p>(See Appendix C)</p>



Data Summary for Goal #2

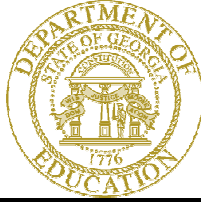
<p>SIP Measurable Goal:</p>	<p>To increase the transition of qualified students back to a regular school setting before their adjudicated exit dates by 15%. 15% of the total student population was expected to transition early to a regular educational setting. With a total First Semester population of 306, this translates to 46 early released students.</p>
<p>Outcome:</p>	<p><i>What was the outcome of the SIP measurable goal?</i> Dekalb Alternative School exceeded the goal of transitioning students back to their traditional school setting before their adjudicated exit dates. At the end of the First Semester, 165 students had transitioned early to a regular school setting, equaling 53.92% of total students. This was 38.92% above the SIP goal.</p>
<p>Activities <i>List the activities that were embedded as the family and community engagement component for the SIP Measurable Goal above.</i></p>	<p><i>For each activity, please list the school key and National PTA Standards that apply for family-school partnerships.</i></p> <p>Levels Program After-care (LPAC): The LPAC consisted of parent-based learning in math and reading along with a debriefing of student social and emotional learning and program completion surveys. Information on parenting classes and social/emotional interventions is distributed. The community-based component consisted of a fund raiser that was opened to the public and used as community bonding venue (PTA standards 1, 2, 3, and 6, School keys SFC. 1.1, 1.2, 1.3, 1.4, and 2.1.).</p> <p><i>Standard 1: Welcoming all families into the school community-</i> Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p><i>Standard 2: Communicating effectively-</i> Families and school staff in regular, two-way, meaningful communication about student learning.</p> <p><i>Standard 3: Supporting student's success-</i>Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>



<p>Evaluation of Activities</p> <p><i>What were the expected outcomes for families in the activities listed above?</i></p> <p><i>How did you measure their effectiveness?</i></p>	<p>School Keys: 1.1, 1.3, 2.1.</p> <p>Parents discussed all standards and responses, which they will provide recommendations and/or suggestions for improving services.</p> <p>School Keys: During the After-Care program, parents and teachers participated in instructional settings where teachers taught the same standards to parents that were taught to students. The objective was to increase student achievement.</p> <p>After November 2012, the Saturday Levels Program After-Care was cancelled due to a lack of funding. The survey designed for this program was implemented as part of the Student Early-Exit Process. Parents commented on queried and unsolicited aspects of the program via written responses on this survey (See Appendix D).</p>
<p>Artifacts & Evidence of activities</p> <p><i>What evidence is there of the activities' effectiveness and/or ineffectiveness.</i></p>	<p>Qualitative Evidence: <i>The qualitative parental responses to the Levels Program were profoundly affirming of the Levels Program and the SIP. (For these survey results, See Appendix C)</i></p> <p>Quantitative Evidence: <i>The quantifiable responses on the Levels Program After-Care Survey were highly affirming of the program activities and resultant outcomes. The categorically summarized results of the Levels Program After-care survey were affirming of the Levels Program and the SIP (See Appendix E)</i></p> <p><i>The exiting survey of the parents' frequency of use and parental perceived outcomes in respect to the Priority School Support Steps was affirming of the SIP : (See Appendix B)</i></p>

Process and Progress

<p>Activity Successes and Challenges</p>	<p>Challenges to implementing successful activities were:</p> <ol style="list-style-type: none"> 1. Lack of partner and community funding for the Saturday Levels Program After-Care (LPAC) reduced the opportunities to build the desired family – community supportive matrix. Given the bonding and buy-in potential of this parental support activity, its subsequent absence was considered major. 2. Economically disadvantaged students and parents with transportation challenges affected attendance. <p>The challenges to implementation were addressed in the following ways:</p> <ol style="list-style-type: none"> 1. More intensive efforts were made during the registration, orientation and entry conferences. The exit interviews by the Behavior Management Team (BMT), the DAS principal and administrators were designed and delivered to empower and encourage parents and students returning early to a regular school setting. 2. Economic disadvantages were addressed through the use of the DAS support team including social work, exceptional education, student support and counseling.
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	<ol style="list-style-type: none"> 3. The development of a three satellite bus routes that greatly enhanced the transportation possibilities for the students was provided free-of-charge. 4. The school social worker used the McKinney-Vento Act to secure uniforms, sundries, and MARTA transportation tickets for the de facto homeless students at DAS. 5. Reduced parent participation was addressed by designing the registration, orientation and entry conferences as a welcoming, informative, and empowering experience for parents and students. In tone, delivery, and content, parents are solicited to participate and to become involved in the education of their children. This process was lead by the school principal, Margie M. Smith, who was present for approximately 95% of all entry conferences. 6. The lack of effective parent/school communications was addressed by using the DAS school website, Title 1 parent involvement, entry conferences, and a sincere appeal to parents to participate while their students attended DAS. Exit conferences and early transition ceremonies were also opportunities for two-way communications. <p><u>What challenges did you have in the activities that were less successful?</u> Success of the early release program was somewhat causal in reducing parental participation since many successful students had earlier transition.</p> <p><u>Why do you think you experienced these challenges and what will you do differently next school year?</u> The second year will have more data to directly effect planning utilizing the major and minor factors gleaned from data analysis. These results will help to guide efficient resource allocation and more efficacious approaches to school improvement for the 2013-2014 school year.</p>
<p>Final Data Summary</p> <p><i>(To be completed after final testing data is received)</i></p>	<p><i>Were the SIP measurable goal outcomes that had a family engagement component met? If so, summarize which ones and describe the impact your family engagement activities mentioned on the previous pages had on reaching your overall SIP measureable goal outcomes tied to student achievement. To help, analyze your artifacts and evidence. Even though, the family engagement activities cannot be credited solely for the success, is there a correlation?</i></p> <p><i>If not, what factors do you think contributed to not meeting your outcomes?</i> <i>This information will be reported in August 2013</i></p>

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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

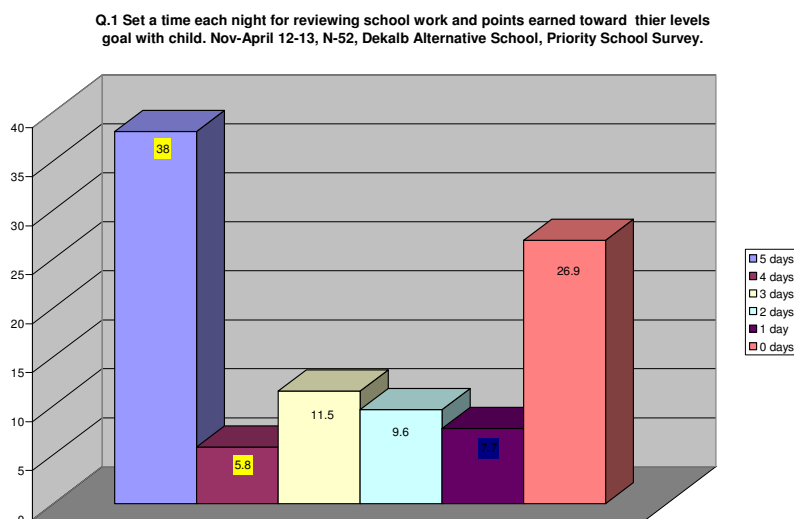
Thank you for completing this survey and supporting your child.

Appendix B

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

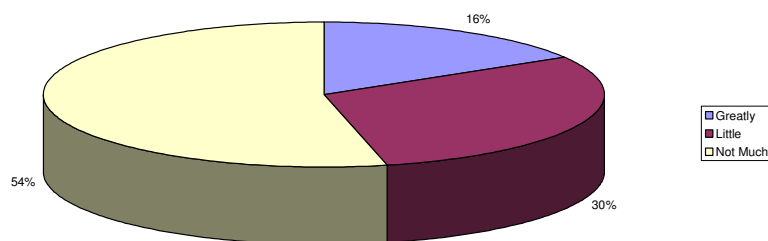
All respondents were parent/guardians. The survey collected responses on the number of days each support step was done at home, as well as the respondents' perception of the effectiveness of each.

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



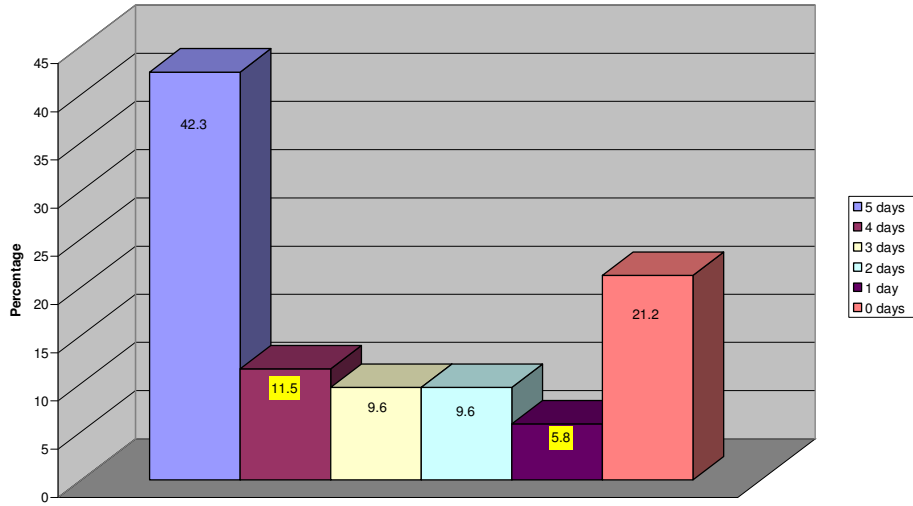
Perception of effectiveness of this support step.

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.



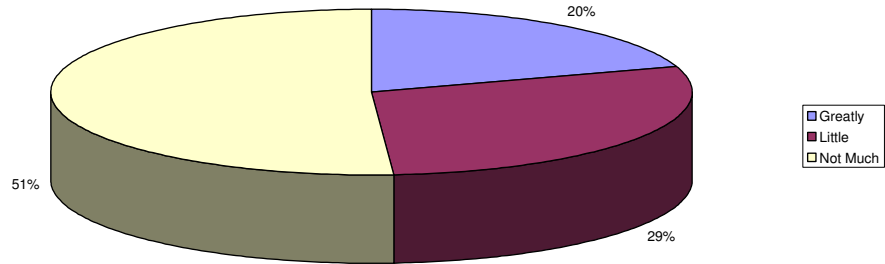
Number of days weekly this support step was done at home.

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.



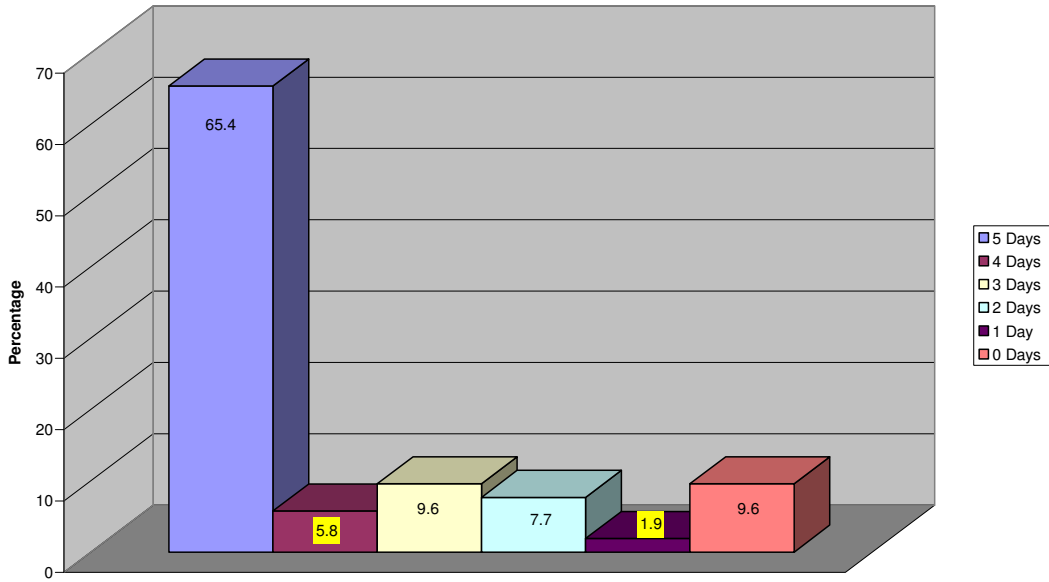
Perception of effectiveness of this support step.

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



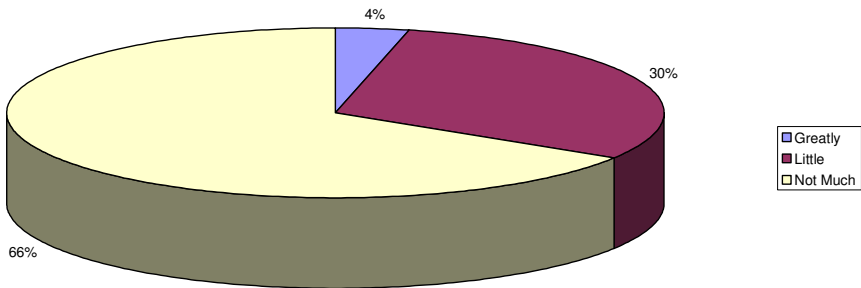
Number of days weekly this support step was done at home.

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.



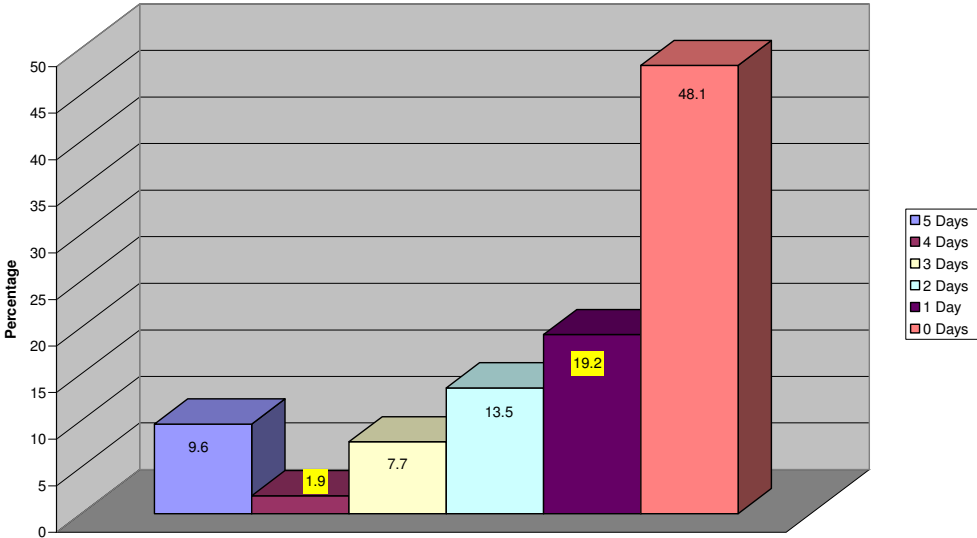
Perception of effectiveness of this support step.

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



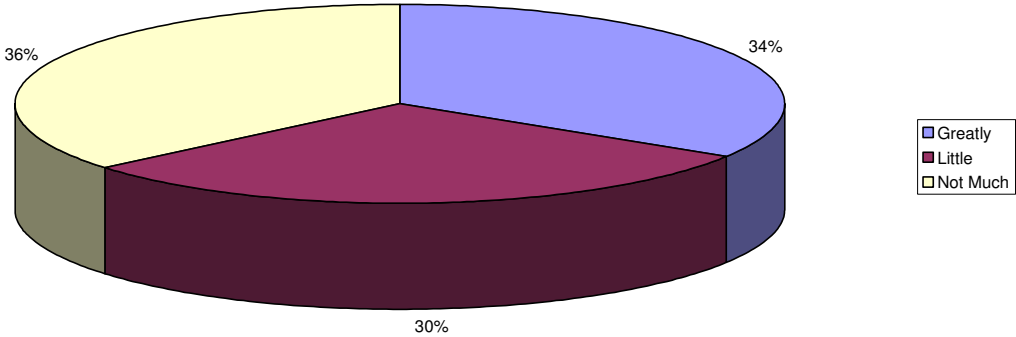
Number of days weekly this support step was done at home.

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.

