



Authentic Engagement Goal

Strategies to Improve Climate Survey Processes for Equitable Collaboration & Culturally Responsive Family Engagement

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Eric M. Anderson, PhD
Director of Research & Evaluation
emanderson@seattleschools.org

Research & Evaluation conducted background research to inform the improvement of district family climate survey processes to ensure that the voices and perspectives of families and communities of color furthest from educational justice are elevated and not further marginalized in data collection. In addition to this attached research brief, Research & Evaluation (R&E) provided significant research support to aligned to the Strategic Plan priority goal for **Inclusive and Authentic Engagement**, including:

- Partnered with the Family Engagement Department and researchers from the University of Washington to conduct focus groups with families of color about their experiences with remote learning during the period of school closures due to the COVID-19 pandemic

- Partnered with the African American Male Achievement (AAMA) Department to develop and administer a survey of high school African American male students and to conduct targeted focus groups with AAM students currently attending SPS high schools.
- Partnered with the Department of Racial Equity & Advancement (DREA) and Stakeholder Engagement Department to develop a new SPS-UW research-practice partnership, beginning in the 2020-21 school year, that will be focused on building a system that centers the priorities of Black, Indigenous and other People of Color (BIPOC) in SPS decision-making processes.

Family Climate Survey Report Abstract

The SPS strategic plan includes a priority goal which calls for proactively and consistently working in partnership with families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that meet the needs of students of color furthest from educational justice. This priority goal emphasizes culturally responsive ways to engage with communities to build trusting relationships and empower families. Therefore, as SPS considers the use of data, it aims to *not just collect data about families, but to use data as a tool to foster equitable collaboration with families.*

The annual school climate survey is one strategy the district employs to learn more about the needs of families. Currently, approximately 25% of families in SPS complete the annual climate survey. However, close to 40% of white families participate whereas only 10% of nondominant families participate. Therefore, the SPS Research & Evaluation team seeks to identify strategies to increase response rates and leverage the data to foster equitable collaboration and culturally responsive family engagement.

Based on the research literature, most schools and districts, especially when they engage with data, leave out a critical partner – parents and families. As a result, schools miss out on the expertise of families and communities, especially those from nondominant backgrounds, who are rarely engaged as leaders in data use conversations. In some cases, nondominant families have had data “weaponized” against them. Given that data will continue to play an important role in education, it is critical that schools engage families in collaborative data collection and analysis to foster educational justice.

Exemplary Practices in Other Districts and Organizations:

- *Edmonds, WA School District* worked with colleagues to redesign their annual climate survey process to increase the response rate for nondominant families and use the survey for more meaningful engagement with the community. Edmonds increased its response rate from 12% in 2015-2016 to 50% in 2018-2019. In addition, Edmonds works to earn the trust of families by using the data from surveys to make tangible changes based on family responses.
- *Southeast Seattle Education Coalition*: In 2019, SESEC partnered with other community-based organizations (CBOs) and SPS schools to collect survey data from families. At SESEC’s partner schools, the response rate was at least double the response rate for SPS’ climate survey. SESEC followed a co-design process that prioritized the perspectives of nondominant parents and provided authentic opportunity for families to feel ownership over *their* data.
- *Lewis County (pseudonym)*: Lewis County Public Schools, which serves 162,000 students, implemented strategies to increase family survey response rates from Title I schools. Title I

coordinators work closely with their schools to implement strategies to increase survey participation, and each school's improvement plan includes improving measures on this survey.

- *Minneapolis, Minnesota:* The school district employs “parent evaluators” who conduct research in their communities and decide what issues to focus on, how to frame questions, and what research methods would elicit the best feedback from their communities.

Recommendations

- *Recommendation 1: Begin with Action Based on Previously Collected Data:* SPS has already collected data through surveys, focus groups, listening sessions, and other forms of engagement. Therefore, the district should begin by sharing what concrete changes or actions have taken place as a result of data previously collected from families. By listening to the needs of families and demonstrating that it has led to action, the district will begin to build trust.
- *Recommendation 2: Co-Design the Survey Process with Community:* The district should codesign the climate survey process with the community, including determining survey questions, to ensure that surveys are not a one size fits all approach and can be tailored to the needs of different communities and stakeholders. Intentional steps also must be taken to disrupt power dynamics and ensure that parents' perspectives are honored when these decisions are made.
- *Recommendation 3: Develop Plan to Share Data from the Survey with Families and Collaborate with Families When Determining Changes Based on Survey Data:* It is critical that a leader from SPS with positional power and visibility (i.e. the Superintendent and/or other district leaders) share how the data collected in the survey will be used to make changes. In addition, SPS should work closely with principals and set an expectation of how survey data will be used.
- *Recommendation 4: Collaborate with the Family Engagement Team:* In many districts, the family engagement team works closely with the research team to develop and implement the climate survey – since it is often best situated to collaborate with community partners and families to determine the questions, administer the survey, and present results to the community.
- *Recommendation 5: Partner with Community-Based Organizations:* There are many CBOs in Seattle with deep roots in the community and serve BIPOC communities, such as SESEC or the Somali Parent Education Board. SPS should consider partnering with these and other organizations to implement the survey process and making meaning from the results.
- *Recommendation 6: Deepen the Survey Data with Other Forms of Community Engagement:* SPS should consider strategies to dig deeper into the data collected in the climate survey. For example, in Edmonds, schools conduct a climate survey every other year and conduct focus groups with parents in alternate years. In Minneapolis, the school district employs “parent evaluators” who conduct research in their communities based on the priorities of families.
- *Recommendation 7: Implement Strategies to Increase Response Rate:* Many districts ask each school site to establish a point person for the district's climate survey. This person is responsible for working with the central office and their school to ensure a high response rate. Given that dominant families already have a relatively high response rate, the emphasis should be on how to engage nondominant families in the survey.

RESEARCH BRIEF

STRATEGIES TO IMPROVE CLIMATE SURVEY PROCESSES TO FOSTER EQUITABLE COLLABORATION AND CULTURALLY RESPONSIVE FAMILY ENGAGEMENT

SEPTEMBER 2020



RESEARCH & EVALUATION DEPARTMENT

Mary Padden

University of Washington College of Education

Eric Anderson

Director of Research & Evaluation

Strategies to Improve Seattle Public Schools' Climate Survey Process to Foster Equitable Collaboration and Culturally Responsive Family Engagement

Introduction

Seattle Public Schools' (SPS) strategic plan includes a priority goal which calls for proactively and consistently working in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will meet the needs of students of color who are furthest from educational justice. This priority goal emphasizes culturally responsive ways to engage with communities to build trusting relationships and empower families. Therefore, as SPS considers their use of data, they aim to not just collect data about families, but to use data as a tool to foster equitable collaboration with families. SPS has a multi-pronged approach to family engagement which includes research practice partnerships and other methods of engagement. The annual climate survey is one strategy the district employs to learn more about the needs of families.

Currently, approximately 25% of families in SPS complete the annual climate survey. However, close to 40% of white families participate whereas only 10% of nondominant families participate. Ishimaru (2020) defines nondominant families as “those impacted by systemic oppression, such as marginalization based on race, class, language, or immigration status” (p. 8). Therefore, there are significant racial and socio-economic disparities in who the district is engaging with through their annual climate survey. Indeed, Ishimaru (2020) writes, “in addition to telling an incomplete story, practices that query families as sources of data can inadvertently reinforce the existing dynamics of giving voice to a select few, privileged parents while invisibilizing others” (p. 103). Therefore, SPS' research and evaluation team seeks to identify strategies in order to increase the response rates for nondominant families and leverage the survey data collected to foster equitable collaboration and support culturally responsive family engagement.

Given the history of SPS not adequately meeting the needs of students and families furthest from educational justice, the climate survey process should be framed using the following question: *How does this process build trust and cultivate leadership?* In order to build trust, SPS should first enact changes based on data collected from families in previous years. District leaders should share what they have heard from families, particularly nondominant families, and how this information has led to changes that better serve students furthest from educational justice. When planning for future years, it is important to note that every community has different needs and preferences in terms of how they communicate with the district. Throughout the climate survey process, SPS must adapt and modify to meet the needs of different stakeholders in order to build and sustain trust.

Literature Review

Most schools and districts, especially when they engage with data, leave out a critical partner - parents and families. As Ishimaru (2018) explains, “minoritized students, families and communities are often positioned as impacted stakeholders, not decision makers, in school change” (p. 548). Even the “best practices” of family engagement still position parents as passive participants who need to accommodate the school's norms (Ishimaru, 2020). As a result, schools

miss out on the expertise of families and communities, especially those from nondominant backgrounds, who are rarely engaged as leaders in data use conversations.

In some cases, nondominant families have had data “weaponized” against them (Ishimaru, 2020, p. 98). Khalifa et. al. (2014) studied school closures and found that district leaders cited data as the rationale for closing the schools. However, Khalifa et. al. (2014) found that district leaders’ understanding of relevant data differed from that of the community. After pushback from the community, “administrators were forced to realize that community sensibilities must be part of the data used in their administrative decision making” (p. 148). Given these challenges, some argue for eliminating data collection and analysis entirely. Instead of forgoing data altogether, Ishimaru (2020) asks “what if we could reclaim and expand data as a *tool* for fostering equitable collaborations and schools?” (p. 98). Given that data will continue to play an important role in education, it is critical that schools engage families in collaborative data collection and analysis to foster educational justice.

Ishimaru (2020) describes the different tiers of relationships between families and data in educational changemaking as a triangle. The practices at the bottom of the triangle, “data about students and families” and “families as data sources”, are the most prevalent in schools, but are also those in which parents have the least power in decision making and data analysis. Climate surveys typically fall in the “families as data sources” tier, but there are opportunities to move up the triangle to “family agency in data inquiry”, “family leadership in data-informed transformation”, and “unknown possibilities for families and data”.

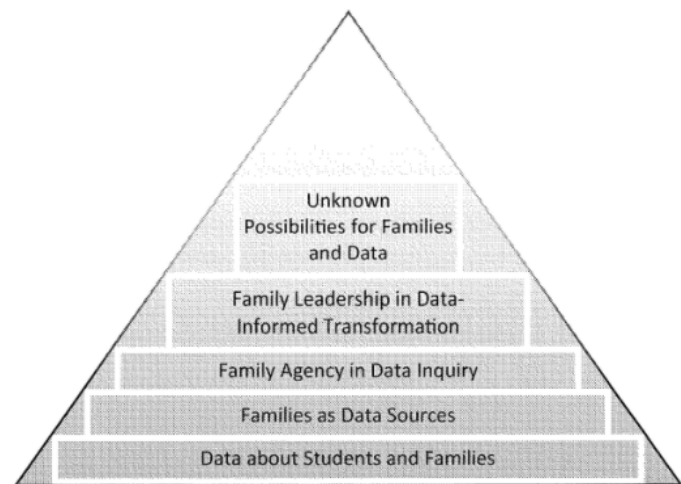


Figure 1. Relationships Between Families and Data in Educational Changemaking from Ishimaru (2020)

One important aspect of climate surveys is the response rate. Nathanson, McCormick, and Kemple (2013), in an analysis of New York City’s climate survey, note that “historically, response rates for parent surveys in large school districts have been low (an estimated 30 percent for similar district-sponsored surveys)” (p. 4). However, when New York City made survey completion a priority, they increased their response rate from 49% in 2010 to 53% in 2012 (p. 4). Likewise, Miami-Dade County Public Schools had a response rate of 45% for parents/guardians in 2012 (Miami-Dade County Public Schools Research Services, 2012). Other districts, such as Edmonds, have set even more ambitious goals - they aim for a 100% response rate. Therefore, if SPS makes survey completion a priority for the district and prioritizes nondominant families, they can increase their response rate to at least 50%. In addition, SPS can modify and supplement the survey process to include family leadership in data-informed school transformation.

Austin (2011) shared several best practices related to climate surveys at the Office of Safe and Drug-Free Schools National Conference. He recommends that districts provide families with the option of completing a paper version of the survey or an online version. He also suggests that

district leaders and principals share their plans for using the data and ensure that parents know their input will be valued and action will be taken as a result of the data collected. Parents and families should also be included in reviewing the results and action planning. Nathanson, McCormick, and Kemple (2013) suggest that researchers should be brought into the process early and a continuous improvement approach to school surveys is critical (p. 8).

With these insights in mind, we will review the data practices of several districts and organizations to identify data practices SPS should consider adopting.

Data Practices in Other Districts and Organizations

Edmonds, Washington

Edmonds School District serves approximately 20,000 students at 35 schools. Four years ago, the Family and Community Engagement Coordinator reviewed the data inquiry for equitable collaboration framework from Ishimaru and Lott (2015). This coordinator worked with her colleagues to redesign their annual climate survey process to increase the response rate for nondominant families and use the survey for more meaningful engagement with the community.

Edmonds School District acknowledged that simply sending out a link to their climate survey ensured that they heard primarily from their most privileged families.

Therefore, Edmonds set a goal of a 100% response rate for their [climate survey](#) and developed strategies to ensure a high response rate (see table in recommendations for more information). Edmonds' community engagement team used a phased-in approach by piloting the survey at 4 schools, then 12 the following year, and 16 schools the next year. In 2020 they were going to ask parents from all schools to complete the survey, but these plans are delayed due to COVID-19. Edmonds increased their response rate from 12% in 2015-2016 to 50% in 2018-2019. At one elementary school last year, there was a 90% response rate.

In addition to activities to promote survey completion such as extra recess for classes with at least an 80% response rate, Edmonds works to earn the trust of families by using the data from surveys to make tangible changes based on family responses. In particular, survey data informs community engagement priorities and school improvement plans. In addition, Edmonds publicly shares visual representations of the data on their website and in meetings with families. Edmonds plans to administer their climate survey every other year and conduct focus groups in the off years to dig deeper into the data from the survey. In Edmonds, they acknowledge that the survey

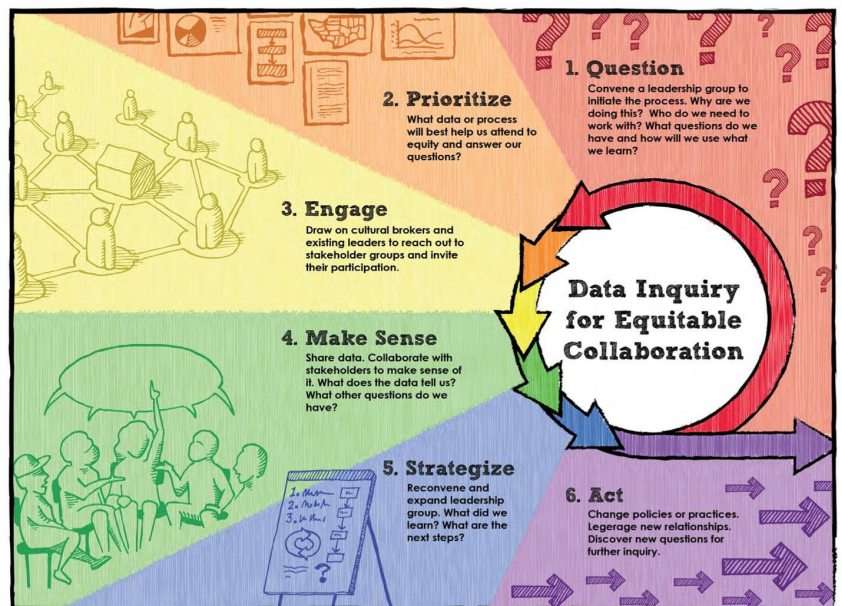


Figure 2. Data Inquiry for Equitable Collaboration from Ishimaru and Lott (2015).

is largely serving the needs of the district by obtaining information about the families they serve. However, they are committed to the survey process as one component of a larger, system-wide strategy of community and family engagement.

Southeast Seattle Education Coalition

In Seattle, the community-based organization Southeast Seattle Education Coalition (SESEC) also used the framework from Ishimaru and Lott (2015) for their survey process. SESEC conducted surveys in 2015 and 2019 and followed a similar process in both years. In 2019, SESEC partnered with several other community-based organizations (CBOs) and elementary, middle, and high schools. They collected data from 1,419 parents representing 117 schools in the greater Seattle area. However, they received a much larger response rate from parents at their partner schools and parents connected with their CBO partners. At SESEC's partner schools, their response rate was at least double the response rate for SPS' climate survey. Parents from the Southend of Seattle were much more likely to complete paper versions of the survey (66.9% completed a paper survey vs. 33.1% online) than non-Southend parents (26% completed a paper survey vs. 74% online). The [SESEC 2019 survey results](#) were shared via an online webinar in March of 2020.

SESEC followed a co-design process and prioritized the perspectives of nondominant parents from the beginning. SESEC also recognized that “simply bringing a diverse group of organizations together and using racial equity-focused norms was not sufficient, given the likely negative histories and experiences of their communities with data” (Ishimaru, 2020, p. 111). Therefore, they were intentional about naming how data has been weaponized and prioritized building trust. SESEC then worked with their partners to design a culturally responsive inquiry process that differed in different communities. For example, one school requested an online version of the survey and set up a computer lab with volunteers at their Latino Family night. Another community leader went door to door to ask families to fill out the survey. After the surveys were completed, SESEC hosted a community summit to make meaning from the data with community members and organizational partners. SESEC provided this space for families to feel ownership over *their* data (Ishimaru, 2020).

Although SESEC is not a school district and their survey process is necessarily different than that of SPS, there are important lessons that SPS can learn from SESEC's work. First of all, SESEC's survey process challenges the assumption that nondominant families, which many districts refer to as “hard to reach” families, cannot be engaged via surveys. Furthermore, SESEC's process demonstrates the importance of co-designing the survey process with families as well as making meaning and determining changes in collaboration with families.

Lewis County (pseudonym)

Lewis County Public School System, which serves 162,000 students, has implemented strategies to dramatically increase the survey response rate from their Title I schools. In Lewis County, 37,000 students attend Title I schools. The district has a family engagement committee of parents, teachers, administrators, representatives from special education, and others who collectively determine the questions for the survey each year. The district then uses Title I funding to specifically target survey outreach at Title I schools. As a result, there were significant increases in participation rates from 2017-2018 to 2018-2019. For example, the

response rate for English learner families increased from 7% to 18%. The response rate for Black and Latinx families increased from 23% to 31% and 13% to 30% respectively. The response rate for families who qualify for free or reduced lunch increased districtwide from 34% to 50%.

Title I coordinators work closely with their schools to implement strategies that increase the response rate for their survey (see table in recommendations for more details). Each principal chooses a survey liaison at their site who is responsible for the administration of the survey. This person typically attends a Panorama webinar, along with central office staff, which provides tips on how to increase participation rates. At each Title I school, a family engagement representative also supports efforts to increase participation rates. In 2018-2019, the district delivered a box to each school with printed out copies of the survey. Teachers were asked to give a copy to all students and track their completion. Parents/guardians could either return the completed survey or sign a piece of paper stating that they had already filled out the survey online. A family engagement coordinator within the Title I department at Lewis County identified this as a significant factor in their increased response rates.

Leadership at Lewis County prioritizes family engagement and view this survey as an important strategy for the district to improve its engagement with families. Each school has a school improvement plan that includes improving certain measures on this survey. Therefore, principals and district leaders are highly motivated to increase participation in the survey. Many diverse stakeholders including the Title I department, the family engagement committee, the academics department, ESL department, and special education department all take ownership of this survey and are invested in the results.

Minneapolis, Minnesota

In Minneapolis, the school district employs “parent evaluators” who conduct research in their communities and “decide what issues to focus on, how to frame questions, and what research methods would elicit the best feedback from their communities” (Superville, 2019). Superville (2019) explains that these parents draw “on deep connections they have in their own communities” and use “a range of techniques—surveys, one-and-one interviews, and focus groups—to collect information from fellow parents. In a way, they act as researchers for the district, navigating community spaces that district evaluators do not always enter or where they may be viewed with skepticism”. A district leader explains that they are “flipping the concept of who is regarded as an expert in the school system” (Superville, 2019). This strategy was developed in response to the fact that when the district “conducted surveys, which were typically mail-home or online, white and more-affluent parents were more likely to respond than parents of color, low-income parents, and those who spoke a language other than English at home” (Superville, 2019). Therefore, they were making decisions with incomplete data. SPS should consider innovative strategies like this that honor the expertise of families.

Recommendations

Recommendation 1: Begin with Action Based on Previously Collected Data

SPS has already collected data through surveys, focus groups, listening sessions, and other forms of engagement. Therefore, the district should begin by sharing what concrete changes or actions have taken place as a result of data previously collected from families. By listening to the needs of families and demonstrating that it has led to action, the district will begin to build trust.

Recommendation 2: Co-Design the Survey Process with Community

The district should codesign the climate survey process with the community. This includes determining the questions on the survey, but also how outreach will be done, how the information will be shared, and the follow up from the district and school sites. In Lewis County, they have a committee of district leaders, parents, and school staff who collectively determine the survey questions each year. However, SPS could go further and follow the steps that SESEC took in their survey codesign process. This ensures that the survey process is not a one size fits all approach and can be tailored to meet the needs of different communities and stakeholders in SPS. As SESEC's survey process demonstrates, simply bringing people together is not sufficient. Therefore, intentional steps must be taken to disrupt power dynamics and ensure that parents' perspectives are honored when these decisions are made.

Recommendation 3: Develop Plan to Share Data from the Survey with Families and Collaborate with Families When Determining Changes Based on Survey Data

Ishimaru (2020) shares that while many districts collect data from annual surveys, "educators typically interpret such data and decide what to do about it in the absence of students and families themselves" (p. 102). Therefore, it is critical that a leader from SPS with positional power and visibility (i.e. the Superintendent and/or other district leaders) share how the data collected in the survey will be used to make changes. In addition, SPS should work closely with principals and set an expectation of how survey data will be used. Principals are key actors in actually using the data implementing changes so their support and collaboration is key. At the school level, parents, principals, family liaisons, racial equity team members, teachers, and others should be leaders and decision makers in this process.

Recommendation 4: Collaborate with the Family Engagement Team

In many districts, the family engagement team works closely with the research and evaluation team to develop and implement the climate survey. The family engagement team may be best situated to collaborate with families to determine the questions, administer the survey, and present results to the community. The research and evaluation team should still be an important partner in this work and could support with the technical elements of survey design and the interpretation of results. Furthermore, the family engagement team, in collaboration with the research and evaluation team, could partner with parent leaders to design and implement this survey process.

Recommendation 5: Partner with Community-Based Organizations

There are many CBOs in Seattle with deep roots in the community, such as Southeast Seattle Education Coalition and the Somali Parent Education Board. SPS should consider partnering with these organizations and others to implement aspects of the survey process including determining the questions asked, administering the survey, and making meaning from the results. Organizations should be chosen based on their close connections with specific community groups with whom SPS hopes to engage in the survey process. It is critical that these CBOs are led by and serve BIPOC families. CBOs could be contracted to engage in the survey design process, conduct outreach to ensure a high survey response rate (i.e. providing an opportunity for families to complete the survey at community events, going door to door, etc.), and collaborating with the district to plan a summit (or series of events) to make meaning from the data and determine changes based on the data.

Recommendation 6: Deepen the Survey Data with Other Forms of Community Engagement

SPS should consider strategies to dig deeper into the data collected in the climate survey. In Edmonds, they conduct a climate survey every other year and also conduct focus groups with parents in alternate years. SESEC hosts meetings and events with parents to review and make meaning from the survey data in breakout groups. In Minneapolis, the school district employs “parent evaluators” who conduct research in their communities based on the priorities of families (Superville, 2019). Given that climate surveys typically view families as data sources, SPS should consider strategies such as these that center families as leaders in data-informed transformation (Ishimaru, 2020).

Recommendation 7: Implement Strategies to Increase Response Rate

Many districts ask each school site to establish a point person for the district’s climate survey. This person is responsible for working with the central office and their school to ensure a high response rate. SPS should consider this along with other strategies to increase the response rate for families that the district has not traditionally engaged with (BIPOC families, immigrant families, families who speak a language other than English, etc.). Given that dominant families already have a relatively high response rate, the emphasis should be on how to engage nondominant families in the survey.

	Central Office (Research and Evaluation, Communications, Community Engagement)	School Sites (Principals, Family Liaisons, School Point Person)	Community Based Organizations and Family Partners
Ideas to Increase Survey Response Rate	<ul style="list-style-type: none"> -Work with schools to establish a point person for each school site -Print copies for each student and provide to point person at each school site (note, this will require significant resources as surveys must be sent home in a variety of languages and all translation should be confirmed with CBOs and families to ensure it is accurate and relevant for this context) -Community engagement coordinator collaborates with point person at each school site to ensure a high response rate, prioritizing nondominant families -Provide funding for school sites to implement activities that increase survey response rate -Communications campaign to increase survey response rate -Email a link to all families and post the link (to online version and PDF) prominently on the SPS website 	<ul style="list-style-type: none"> -Work with the tech department to ensure that the most up to date email address is on file -Provide printed copies of the survey and send home with each student -Teachers monitor survey completion and schools implement incentives (i.e. free recess for classes with x% survey completion, ice cream bar for your class if you get x% survey completion) -At previously scheduled events (i.e. conferences, science fairs, etc.), provide families with an opportunity to complete the survey with a table of computers where families can take the online survey and paper versions of the survey 	<ul style="list-style-type: none"> -Discuss the survey with families -At events, provide parents/guardians with an opportunity to take the survey (online or paper version) -Share the survey link with families in their network -Support schools with events to increase response rate, specifically for groups that the district has struggled to engage with in prior years

COVID-19 Adaptations

Due to the COVID-19 pandemic, SPS is starting the 2020-2021 school year remotely. Therefore, these recommendations should be adapted to this new context.

- The district could still engage families and community partners to determine the questions in the family survey
- Schools could still have a point person for surveys that liaisons with the district and teachers/staff at their site
- While it may be worthwhile to still print some copies of the survey in various languages, it is also possible that since all learning is online, nondominant parents may be more likely to respond to an online survey link than in typical circumstances
- Teachers could include the link to the survey in their weekly communication with families and monitor the survey response rate
- Schools and teachers could still provide incentives for a high response rate in their classroom/school, but this will require buy-in from the teachers and/or principals
- Survey data could still be supplemented with remote focus groups and/or interviews with parents

Conclusion

SPS' mission states that the district is committed to “ensuring equitable access, closing the opportunity gaps and excellence in education for every student.” Therefore, as school and district leaders plan for the next school year, even during these uncertain times, families must be viewed as leaders and partners in the work of ensuring educational justice and their perspectives must be recognized and honored. Ishimaru writes, “though sparse, the existing research suggests that engaging parents and community members in organizational decision-making can build a sense of legitimacy around identified problems and solutions, strengthen problem-solving capacity, enhance broader civic engagement, and improve student outcomes” (Ishimaru, 2020, p. 104). While a survey will never be a sufficient method of engagement, there are opportunities to improve SPS' climate survey process and more deeply engage with families to foster educational justice.

Acknowledgements

Thank you to everyone who shared their experiences, expertise, and feedback in support of this project. In particular, thank you to Dr. Ann Ishimaru, Erin Okuno and the Southeast Seattle Education Coalition (SESEC), Edmonds School District, Lewis County Public School System, and the Research and Evaluation and Community Engagement teams at Seattle Public Schools. This brief would not have been possible without your guidance and support.

References

- Austin, G. (2011). Using a parent survey to improve parent involvement and school climate. Presentation at the Office of Safe and Drug-Free Schools National Conference, August 10, 2011, Washington, DC.
- Garner, B., Thorne, J.K., & Horn, I.S. (2017). Teachers interpreting data for instructional decisions: where does equity come in? *Journal of Educational Administration*, 55(4), 407-426.
- Ishimaru, A.M. (2018). Re-imagining turnaround: families and communities leading educational justice. *Journal of Educational Administration*, 56(5), 546-561.
- Ishimaru, A.M. (2020). *Just schools: Building equitable collaborations with families and communities*. New York, NY: Teachers College, Columbia University.
- Ishimaru, A.M. & Lott, J. (2015). User's guide for Road Map family engagement survey: Data inquiry for equitable collaboration. *The Equitable Parent-School Collaboration Research Project University of Washington (EPSC-UW)*.
- Khalifa, M. A., Jennings, M. E., Briscoe, F., Oleszweski, A. M., & Abdi, N. (2014). Racism? Administrative and community perspectives in data-driven decision making: Systemic perspectives versus technical-rational perspectives. *Urban Education*, 49(2), 147-181. <https://doi.org/10.1177/0042085913475635>
- Mansfield, K.C., Welton, A., Halx, M.D. (2012). Listening to student voice: Toward a more inclusive theory for research and practice. In C. Boske & S. Diem (Eds.), *Global leadership for social justice: Taking it from field to practice* (pp. 21-41). United Kingdom: Emerald Publishing.
- Miami-Dade County Public Schools Research Services. (2012). School climate surveys: District results for 2011-12. Miami, FL: *Miami-Dade County Public Schools*.
- Nathanson, L, McCormick, M. & Kemple, J. J. (2013). Strengthening assessments of school climate: Lessons from the NYC School Survey. Brief. New York City: *Research Alliance for New York City Schools*.
- Rogers, J., Freelon, R., & Terriquez, V. (2012). Enlisting collective help: Urban principals' encouragement of parent participation in school decision-making. In S. Auerbach (Ed.), *School leadership for authentic family and community partnerships* (pp. 65-87). Routledge.
- Schilpzand, E.J., Sciberras, E., Efron, D., Anderson, V., Nicholson, J.M. (2015) Improving survey response rates from parents in school-based research using a multi-level approach. *PLoS ONE* 10(5): e0126950. <https://doi.org/10.1371/journal.pone.0126950>
- Superville, D. R. (2019, June 18). A district knew it was failing some students. How it's using parents to help. *Education Week*, pp. 1-11.