

Student Feedback & Progressive Reporting

Part 2 of 4 - Coaching & Improvement



Coaching and improvement

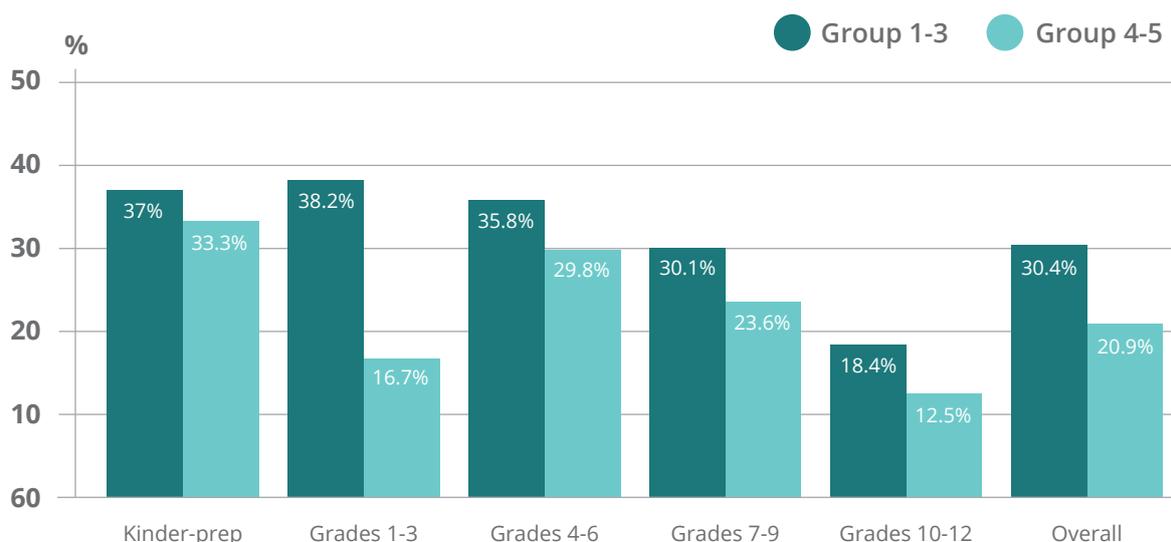
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Parent involvement decreases dramatically as a child progresses through their education.
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Parent involvement

Through the responses to this survey, parents told us that they want to support their child through reflection on results. Parents want to use the feedback given to the student in order to help guide their child’s learning outside of school, rather than just offering unguided support.

However parents’ responses also demonstrated that although they are taking the time to reflect with their child, they’re not necessarily informed on how to take student feedback and constructively provide advice on a future course of action and to impart their child with skills on how to improve.

Figure 5: Parent involvement by occupation group

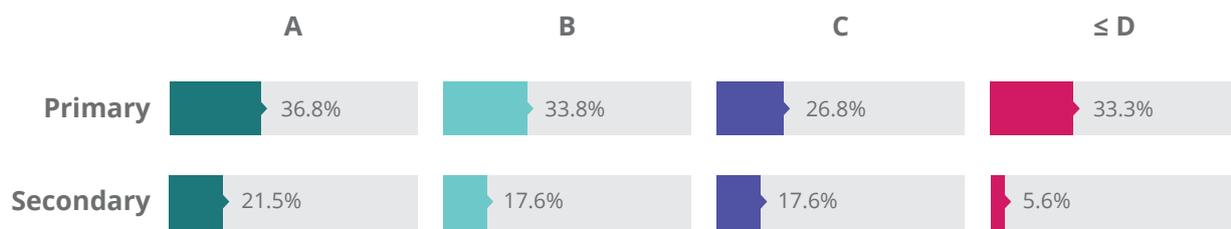


The data in Figure 5 shows that parents are generally quite involved in the early years of their child’s education. However this involvement begins to decrease as their child progresses through their education. Parents should be receiving adequate feedback and the tools to assist their children at all year levels, especially in the later years in which students are developing the skills for secondary school completion, further tertiary studies and career outcomes. Arguably parents would also likely make the case that as the student matures, a detailed communication (from student to parent) becomes more difficult, meaning transparent student feedback between teacher, student and parent is even more important.

This data is compared with national data collection standards parent occupation groups (ACARA - http://www.acara.edu.au/verve/_resources/DSM_1.pdf). The results are quite telling, and show that those parents who are in the lower income bracket groups are providing less support at home. We need to be doing more to help engage these parents, who are likely time poor, so they can get timely data and engage at home. Taking this a step further, we also need to ensure that these parents are provided with the right tools and techniques in order to support and coach their children.

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Where more coaching is performed by parents or guardians, the higher the grade average is.
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Figure 6: Effect of parent involvement on student outcomes

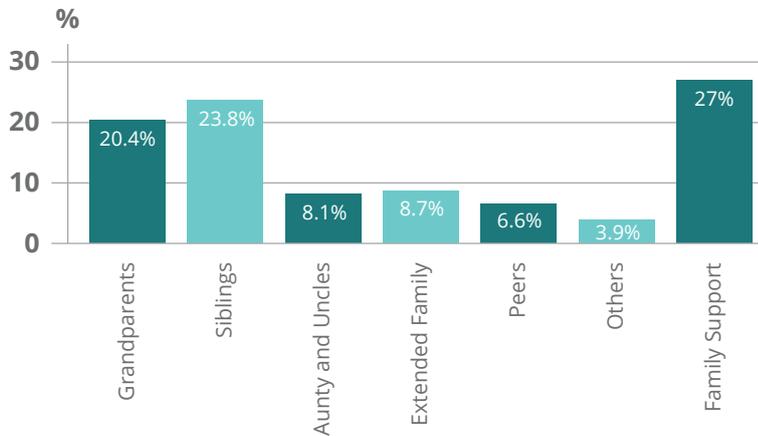


The above table demonstrates that where more coaching is performed by parents/guardians, the higher the grade average is. This is only an indication, but it shows that parents who take the time to go through feedback with their children, and are more involved in their education, such as through coaching and supporting activities, have a positive impact on student grades.

If the effectiveness of this coaching time could be even marginally increased through providing parents with a framework and access to meaningful feedback, then we could see an overall positive impact on students' grades at an aggregate and individual level.

Wider family engagement

Figure 7: Other family members parents indicated are also involved in their child's schooling



The above graph demonstrates that it is not just parents supporting students. Grandparents play a key role, as do other immediate and extended family members. Given many grandparents are involved in paying school fees, this is perhaps unsurprising. This finding reinforces the need to create a community around the student to support their development and increase the likelihood of improving their performance.

Figure 8: Overall family involvement by year level



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We like to tailor family activities and encourage assistance by other family members in order to help him with course work.

Parent, private primary school, VIC

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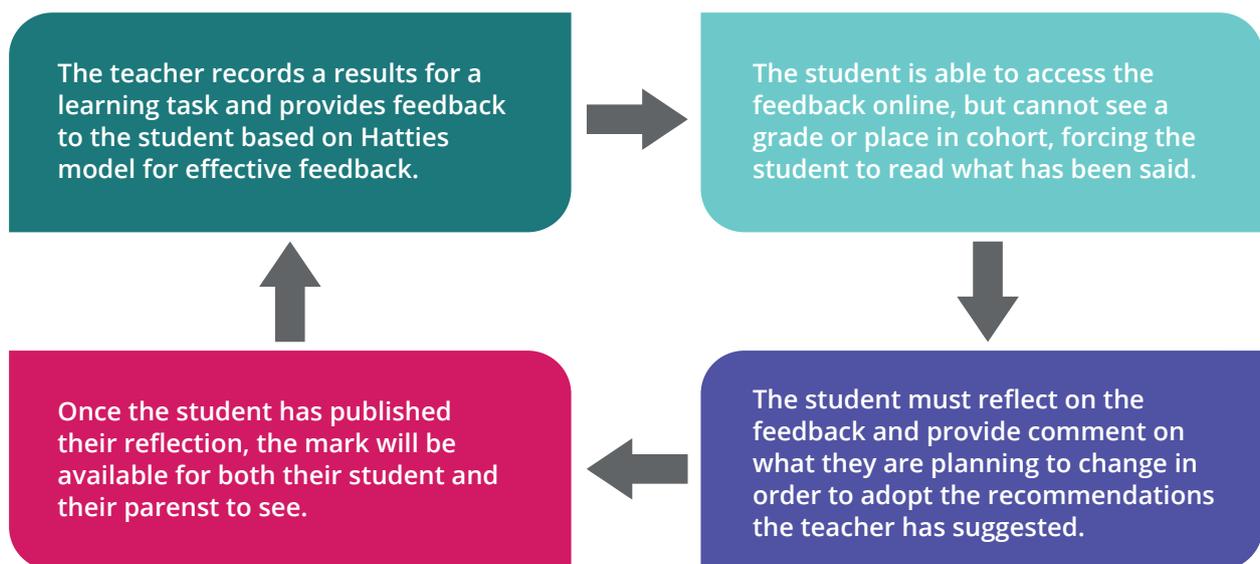
Proposing the best method of feedback

Research shows that one of the best outcomes for students is when they are getting quality feedback in a timely manner that is clearly articulating the goal the student needed to reach along with the gap in performance (Hattie, 2007). Furthermore, it has been found that students internalise this feedback best when they receive it in the absence of a mark/grade or other comparison to the cohort. This is contrary to the Federal Government requirement that all students must receive an A-E or equivalent grade, as well as an indication of place in the cohort.

Arguably parents and students have also been trained to want a number of some sort as the communication of achievement. With one of the end games of K-12 schooling being receiving the highest ATAR suitable to one's aspirations, it is hard to argue away from this.

We've been working with K-12 schools for many years on this problem, balancing the need for feedback and student reflection against the desires of the audience for some sort of numerical result.

Figure 9: Progressive reporting model



The model in Figure 9 shows a process that has been working in schools for a number of years now. To be performed effectively this process needs to be integrated into the grading/marking processes that teachers already undertake. This in turn ensures that the time investment does not increase, yet the effectiveness of the output does. The idea is that feedback is not distributed in the semester report but is linked to every learning experience over the duration of the semester and delivered immediately afterward. Previous research has shown that this difference can move students up to a standard deviation (Hattie, 2009), a significant increase.

Our data shows a correlation between parent involvement and higher student grades as previously noted and demonstrated in other studies. We would argue that where schools are providing feedback close to or similar to the above model, they are giving parents the support they need to make time spent in reflection with their children valuable and thus positively influencing student results.

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For parents, being provided with the adequate level of progress and performance information on their child's education enables them to react, support their children's succession and intervene where necessary.

*Daniel Hill
Director of Sales - Edumate*

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About Edumate

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