

Family and Community Engagement in Dallas ISD

2024-25 Program Evaluation and Impact on Student Achievement

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Dallas Independent School District (Dallas ISD)

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Purposes

Evaluate
FCE program
implementation

Measure **satisfaction**
of school
staff and families

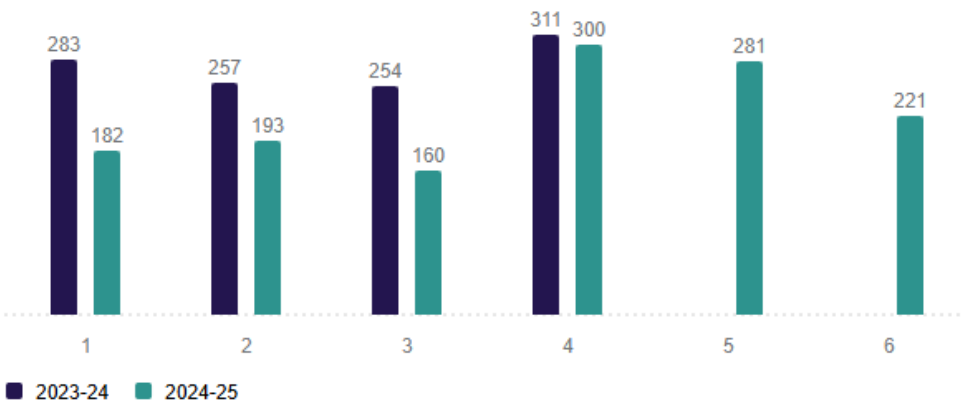
Link family engagement to student
achievement
(STAAR 3–8 Reading & Math)

Implementation Highlights

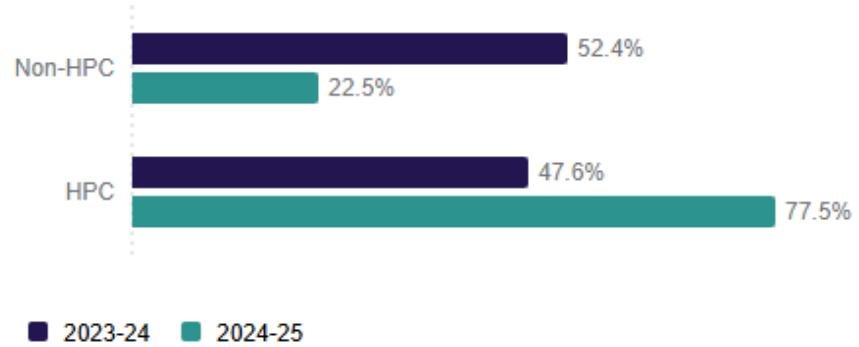
1,337
families attended
in-person Fam Jams
(1,135 in 2023-24)

990
parents/guardians
served by FROG bus
(748 in 2023-24)

Family Attendance per Fam Jam



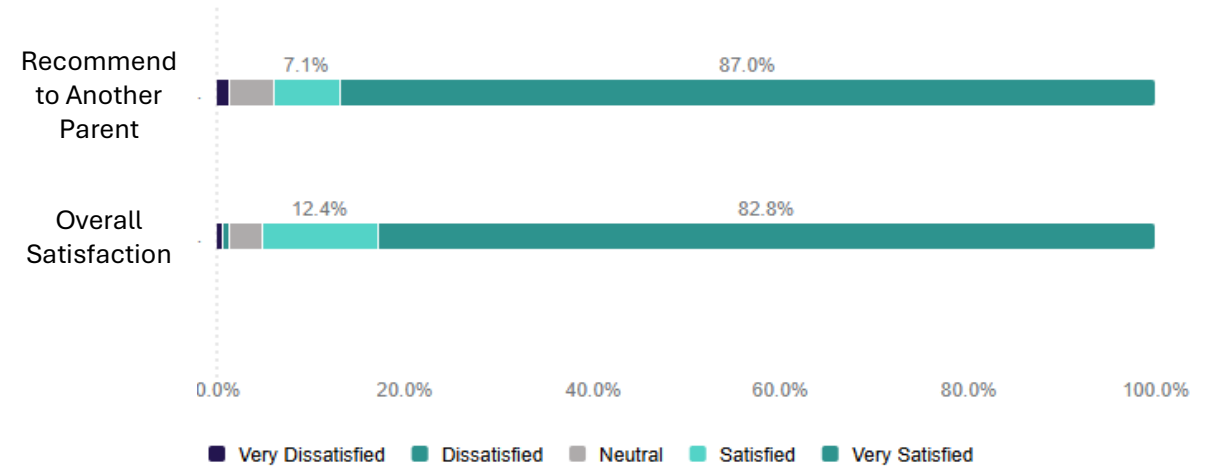
Percentage of High-Priority Campuses Served by Year



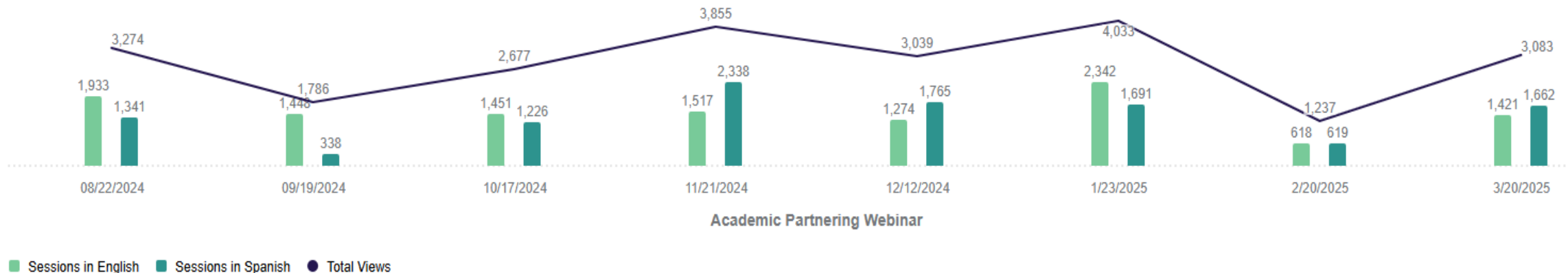
Academic Partnering

- **In-Person Sessions:**
+48% in-person attendance (from 313 to 464)
- **Virtual Sessions:**
+178% webinar views (from 8,267 to 22,984)

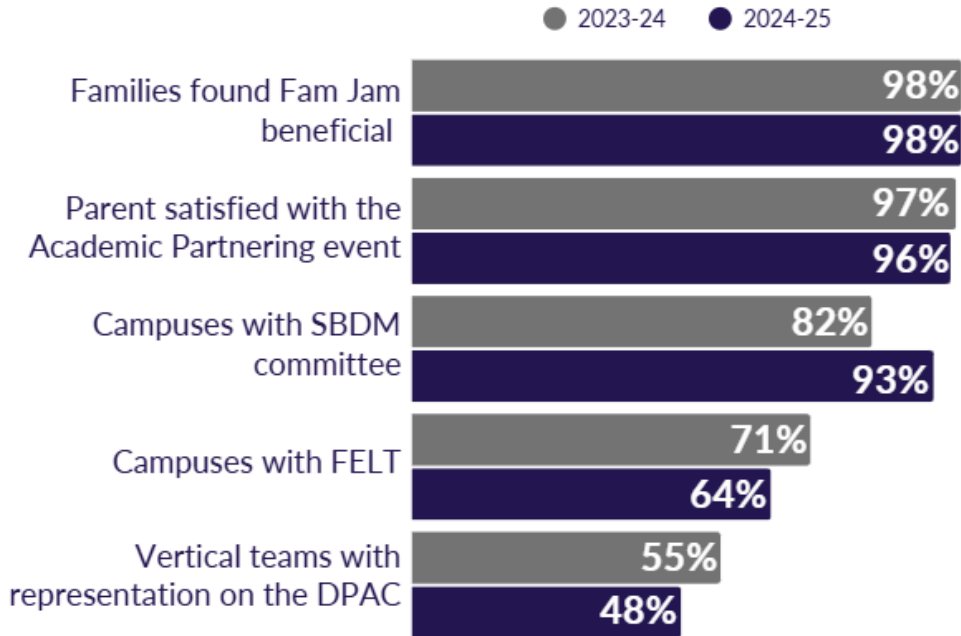
Feedback from Parents and Guardians on In-Person Sessions



Webinar Views by Session and Language



Committees & Survey Results



Principals rated the level of support provided by the FCE coach as satisfactory
(100% in 2023-24)



Points of Contact felt that the overall level of support received was satisfactory
(100% in 2023-24)



Points of Contact reported that time spent with FCE Coaches was beneficial to their professional development.
(98% in 2023-24)

- 14,129 parent responses, multiple languages
- 96-98% felt confident supporting learning & interacting with schools
- 52% knew campus FCE contact; 66% aware of community resources

FCE Index Construction

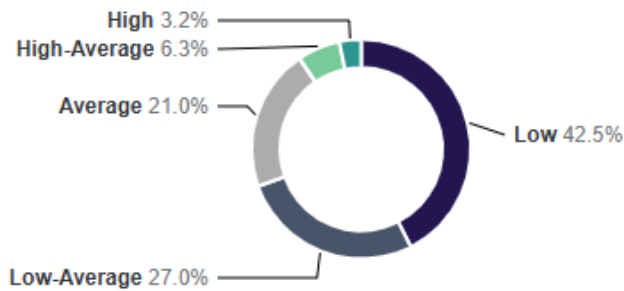
- **Source:** Parent Climate Survey
- **Measures:**
 - Parent participation in events (conferences, homework review, parent portal, etc.)
 - Parent participation in decision-making (SBDM, FELT, DPAC, etc.)
- **Equity Adjustment:** Parents reporting higher school barriers receive proportionally higher scores when they participate at the same rate as others.
- **Calculation:**

$$FCE\ Index = PPS * \left(1 + \frac{PSB}{PSB\ max}\right)$$

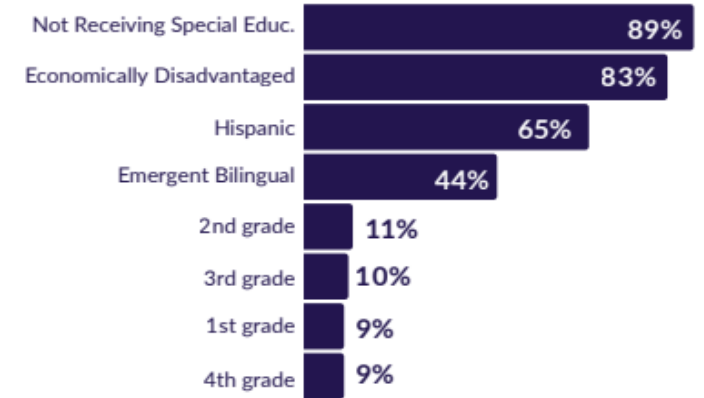
- **PPS:** Parent Participation in School tasks
 - **PSB:** Parent-reported School Barriers
 - **Range:** 0–26 (higher = more engagement)
- **Categorization:**
 - **Low FCE:** < 5
 - **Medium FCE:** 5 – 9.9
 - **High FCE:** ≥ 10

FCE Index Results 2024-25

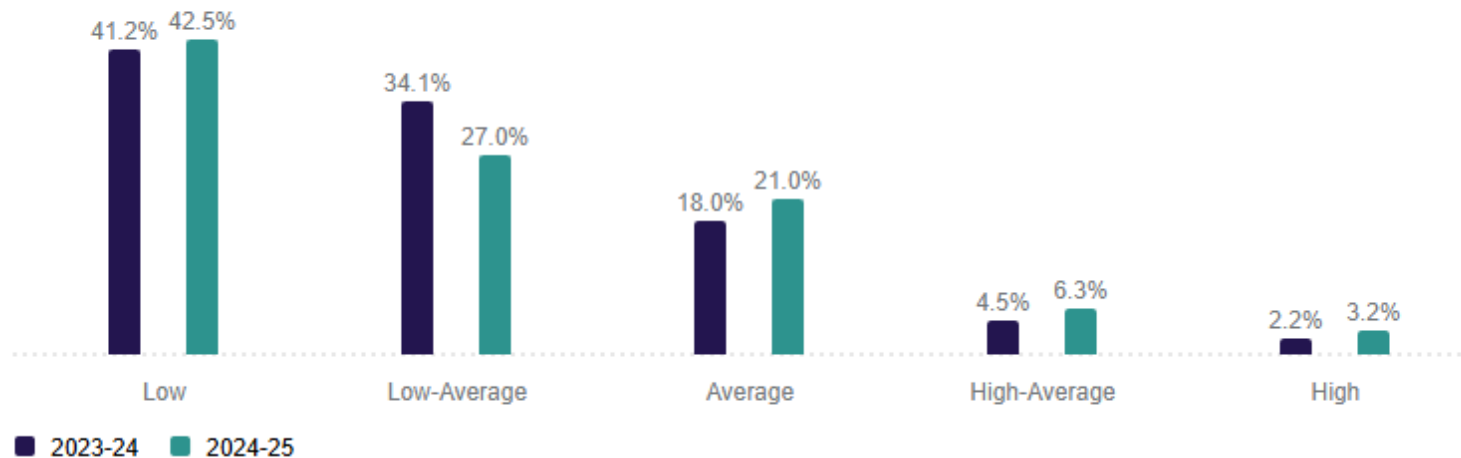
2024-25 Percentage Distribution of FCE Index Levels



Students with higher FCE Index

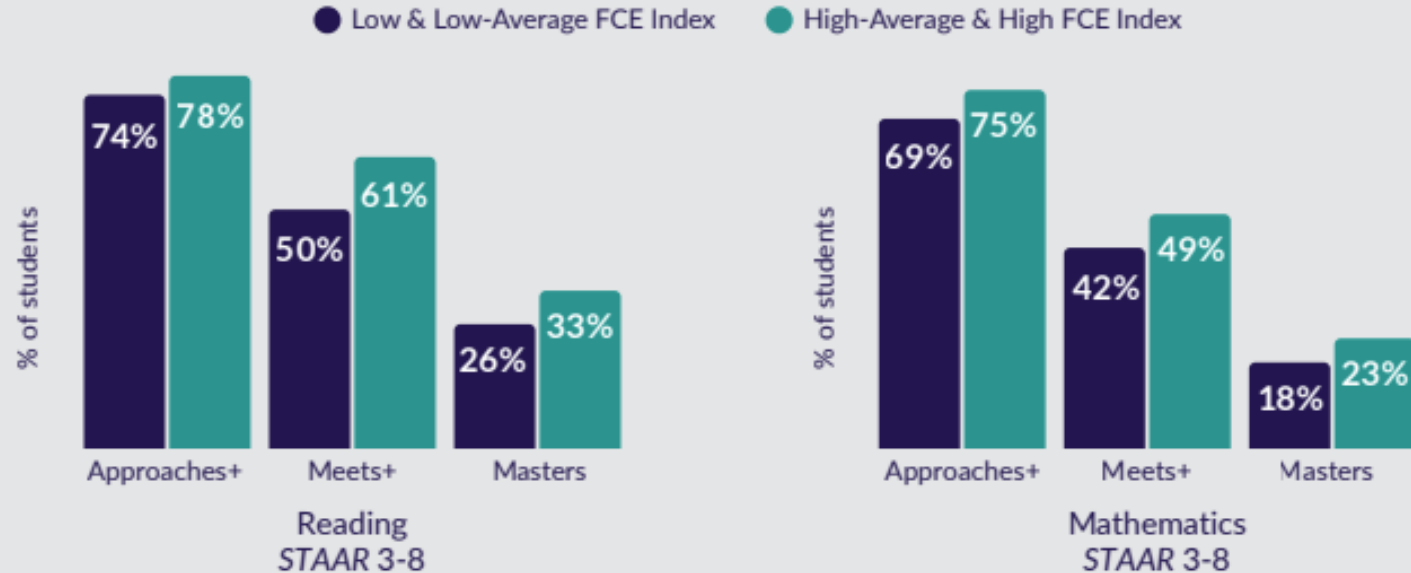


FCE Index Levels by School Year



FCE Index Results 2024–25

Students from engaged families show higher percentages of passing standards in STAAR 3-8 Reading and Mathematics compared to families with lower engagement.

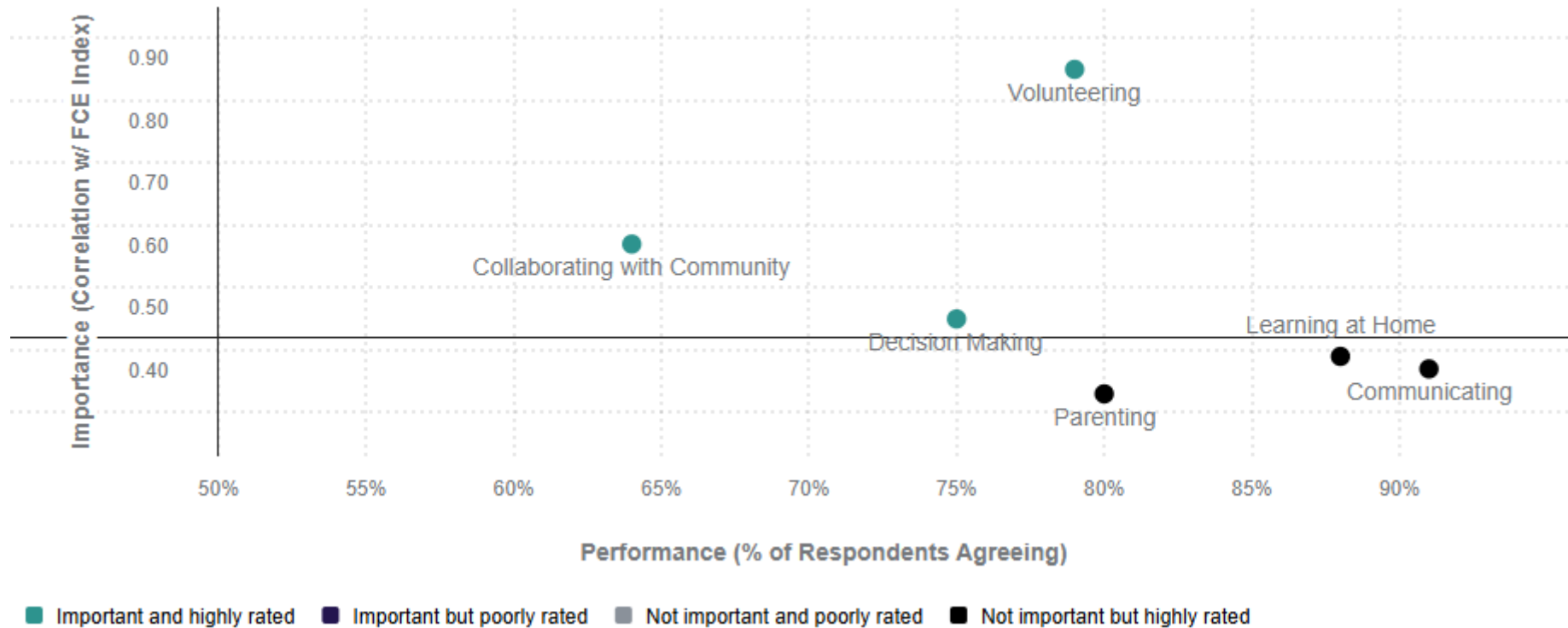


In schools where families feel **parent involvement is not supported**, students are **6% less likely to reach Approaches+** and **5% less likely to reach Masters** on STAAR 3–8 Mathematics.

Increasing family engagement raises the likelihood of a student reaching the **Approaches+** level on the STAAR 3-8 Mathematics by **9%** and the **Masters** level by **8%**.

FCE Index Results 2024–25

Key Drivers (Epstein's Dimensions) Affecting the FCE Index



Key Takeaways

- FCE initiatives expanded outreach and access.
- Families and staff report high satisfaction.
- Family engagement is positively linked to student achievement.
- Reducing barriers is essential to equitable outcomes.



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