Annual Title 1 Parent Evaluation, USD 392

2025 - 2026

Introduction

This year's Parent Evaluation had a total of 58 participants. All participants completed an online form sent out via USD 392's messaging system. Of the participants, 44.8% were families of Osborne Elementary School students, 25.9% were families of Junior High students, and 29.3% were families of Osborne High School students. Note, a form was filled out for each classification of student (OES, OJH, or OHS). This means that some families filled out up to three forms.

Results

Combined Results

First, parents were asked to report on their feelings about understanding expectations and what their students were learning. More than half of all parents reported that they feel they have all the information they need to understand what their child is being taught in school (58.6%). More than half of all parents also felt like they had enough information regarding achievement standards for their child(ren) (63.8%).

A series of questions was then asked to determine if parents would be interested in parent meetings regarding several topics. These were all "yes" or "no" questions, and given separately. When asked if parents wanted more information about the strategies used to teach their children, 60.3% responded "yes". This will be examined further by building level further in the report. However, 55.2% of parents responded that they did **not** want parent meetings with information regarding the developmental levels of children. Parents were more interested in information to help their child in math more than in reading. Overall, 53.4% of all parents were interested in learning about reading strategies, whereas 55.2% of all parents were interested in learning math strategies. There was very little interest reported by parents in attending meetings with other parents to learn about parenting skills (74.1% answered no to this question). There was also very little interest in attending meetings regarding assessments, such as the Kansas State Assessment, FastBridge, and STAR assessments (62% .1all parents answered no to this question).

Next, parents were asked questions regarding communication and how well they were informed about their students. Most, 79.3%, of all parents felt like they were kept informed about their child's progress in school; however, only 75.8% of parents reported getting the results of their child's State Assessment results. Slightly over half, 62.1%, of all parents reported speaking with their child's teacher outside of scheduled parent teacher conferences; 93.1% of parents reported meeting with teachers for parent teacher conferences. Only 40% of parents reported using GoEdustar to check on their student's progress.

At the end of the survey, parents were given the opportunity to leave comments or suggestions for Title 1 (schoolwide). Of the parents who left responses for changes they would like to see, 17.2% (or 10 parents) reported either better communication (4 parents), more information (4 parents), or wanting to be more involved (2 parents). Of the parents who responded to the survey, 65.5% reported they would not change anything. 17.2% of parents also left other comments which can be found at the end of this report.

Osborne Elementary School

Of the responders, 26 reported that their student was in elementary school (44.8% of all responders). Most parents of OES students reported they had the information they needed to know what their child was being taught (65.4% of parents). Most parents also reported having enough information regarding the achievement standards that were expected of their children (69.2%).

Over half (65.3%) of the 26 parents who completed the survey reported wanting more information about the strategies used to teach their children. More than half, or 61.5%, of OES parents wanted more information about the developmental level of their children. A majority of parents, 69.2%, reported being interested in parent meetings to learn the strategies being used to teach reading; this nearly a 20% increase from our previous survey. With another increase from the previous survey, 73.8% of OES parents reported wanting to learn the strategies being used for their children to learn math. 53.85% of OES parents were not interested in parent meetings to help teach parenting skills. 50% of OES parents were also now interested in meetings regarding Kansas State Testing, Fastbridge, or the STAR assessments.

Of OES parents, 92.3% felt like they were kept informed about their child's progress in school. 41.7% of OES parents reported getting the results of their students' state testing assessments. Most OES parents who responded reported that they had made contact with teachers outside of parent teacher conferences (53.9% of parents). Almost all of OES parents reported attending parent teacher conferences; 24 of 25 parents reported attending conferences (96.2%). Most OES parents (80.8%) reported that they did not use GoEdustar to monitor students progress.

All OES parents left comments in regards to suggestions to improve Title 1; only 23.8% commented either more information (2 parents), more involvement (2 parents) or more communication (2 parents). Most (76.92%) of the comments reported no changes.

It is important to note here that while OES is schoolwide title 1, OES students received pull-out title groups with a title teacher.

Osborne Junior High

25.9% of all parents who responded to the survey were OJH parents (15). Of these 15 OJH parents, 46.7% reported having the information they needed to understand what their child is being taught in school most of the time or close to most of the time. Also, 60.0% of OJH parents felt they had enough information regarding the achievement standards expected of their children most of the time, or close to most of the time.

Less than half of the OJH parents (46.7%) reported wanting more information regarding the strategies used to teach their children. Slightly over a quarter, 26.7%, of OJH parents reported wanting more information regarding the developmental levels of children. Less than half (40.0%) reported wanting to know more about reading and math strategies in parent meetings. Most OJH parents (86.7%) were not interested in meetings with other parents to improve parenting skills. Also, most OJH parents (73.3%) were not interested in meetings regarding the Kansas State Assessment, FastBridge, or STAR assessments.

A little over half (60.0%, or 9 out of 15 parents) reported they felt like they were kept informed about their child's progress in school. A little over half of parents (53.3%) reported they received the results of their child's state assessments. 60.0% of parents reported talking with their child's teacher outside of parent teacher conferences via email, texting, or other methods. Thirteen of the fifteen OJH parents who responded to

the survey (86.7%) reported attending parent teacher conferences. Under half (46.7%) of OJH parents reported using GoEdustar to monitor their child's progress.

All responders left comments regarding suggestions for improving the Title 1 program. Of these comments, 66.7% were either "n/a" or "nothing." Less than a quarter (13.3%) reported they would like more communication or more information. There were three parents who had other comments:

- Transparency and information as I try to be as involved as I can or let known of what I can do. I appreciate teachers allowing children more school time to do homework with teacher access as we parents don't have clue on how to teach them the math and etc on how its being taught in class. After school and practices is my family time so doing so much homework until the late hours for students is absurd. I would like to improvement on that.
- I would first recommend offering a third option in these questions (such as a "sometimes" "maybe " or "not sure"). A bold Yes or No probably doesn't accurately reflect on our actual experience, and I would imagine it would be the same with many other families.

  I'm not sure that we as parents are made aware of what is being taught, or the methods used to teach. Understandably, every teacher is different, which is good, but at some level the grading and assessment procedures need to be consistent. We have found that many teachers seem to have a sliding scale which values different students at different standards based on intangible qualities which have nothing to do with course materials, like social status or teacher preference. Some students ask for help and receive it, others are turned away. I highly value our schools, our teachers, administrators, and our students. I would love to see a little more fair and even treatment and grading practices in place.

  I would also caution the district to not fall prey to liberal, far-left agendas within education systems now, and remember we are a very predominantly conservative community. Your job is to educate, not to indoctrinate. Our teachers are pretty good, yes, but the pressure is there in college, NEA, and other professional support groups. As parents, we expect society to chip away at our beliefs, but this shouldn't happen while learning English or math or science. Everyone- liberal, conservative, libertarian, independent or not interested at all in politics- has a right to learn these subjects without being subjected to some agenda meant to undermine our foundational beliefs. The vast majority of us do not bow before the rainbow flag, BLM, or DEI or to socialism. These things should not be pushed in our schools. They can be studied, if done so honestly and objectively, but only in the

proper place and time, and never embraced as “correct”. That’s not teaching, it’s indoctrination.

It goes back to the old concept of teaching kids How to Think, not What to Think.

- Equal opportunities and disciplinary actions for all students not just select. Also maybe staff actually teaching instead of winning popularity contests. You asked and it’s just a thought.

An additional note, at the OJH, schoolwide title went towards mostly funding and professional development. The 6th grade does receive push-in support in reading and math for part of the period.

Osborne High School

Of the 58 parents who responded to this survey, 17 were parents of OHS students. Ten (58.8%) of OHS parents reported feeling like they had enough information to understand what their student was learning most of the time, or close to most of the time. 58.8% of OHS parents also felt like they had enough information about the achievement standards expected of their children.

When asked about possible parent meetings, 64.7% wanted more information about strategies used to teach their child, 35.3% wanted more information about the developmental levels of their children, 41.2% were interested in parent meetings that would help explain reading and math strategies. A majority (94.1%) of OHS parents did not want meetings about parent skills, and most (70.6%) did not want meetings regarding assessments.

When asked questions about staying informed and communicating with the school, 76.5% of OHS parents reported that they felt informed about their child’s progress, which is nearly a 50% increase from last year. Most parents (64.7%) reported getting the results of their child’s state assessments. Over three quarters of the OHS parents (76.5%) reported meeting with their child’s teachers outside of parent teacher conferences (through email, texting, letters, etc; this is up over 30% from last year. 94.1% of OHS parents who completed the survey, reported that they attended parent teacher conferences. Over half (58.8%) of parents reported using GoEdustar to monitor their child’s grades; this is another increase from last year.

All of the OHS parents left comments regarding suggestions for Schoolwide Title 1. Of the 17 comments, 5.9% of OHS parents would like more information regarding title

1. Slightly more than half (47.1%) commented “none,” “nothing,” or “n/a.” Other comments made included:

- Updating grades quicker
- Less board involvement. We have state requirements for a reason. Let the teachers teach.
- My child doesn’t receive Title I services
- Ch changes need to be made at the state level in curriculum
- Possibly more study/learning tips for the students who participate well on homework but have trouble remembering the info for tests.
- I think that the kids in Title 1 should be allowed to work on classroom assignments a lot more, instead of giving them even more homework to do. I also think that if a kid has a hard time focusing to complete work, they should not be made to be in the Title 1 classroom at the same time as other kids that also have ADHD and focusing problems. They may as well just be kept in the regular classroom if they don’t get the quiet time needed to focus.
- More accountability for incomplete and/or late assignments! Actual punishment and not just a bad grade!

It should be noted here that at the OHS, Title 1 went directly towards funding.

Conclusion

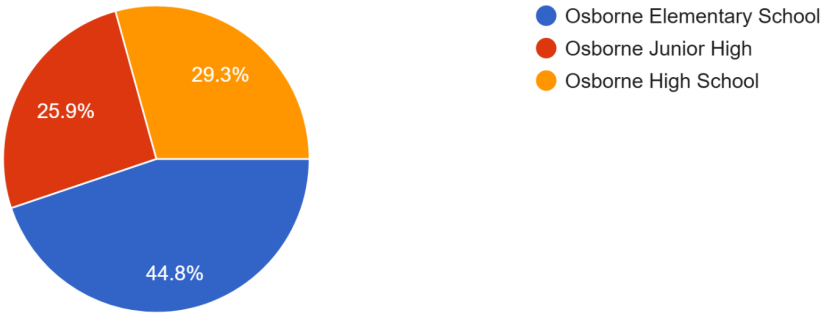
Overall, most parents were satisfied with Title 1. Parents had increased interest this year in learning more about reading and math strategies. Also, communication was less of a reported concern voiced in the comments as well as in answers to the questions. Part of schoolwide title is making sure that all parents are involved and feel informed about their child’s learning. Next year, we need to send more Schoolwide Title 1 information home to parents, beyond just the parent meeting, parent involvement policy, and school compact. We also may have better success with parent information nights this coming year according to the data results of this most current survey.

Parent teacher conferences appear to be where most communication is happening, in all buildings. However, this year, the parents felt like they knew more about what was happening with their students. It is the goal of schoolwide title to keep communication open so all parents can feel involved and informed all year long. Parent involvement is a large part of student academic success. Updates on progress monitoring could be sent home on a monthly basis, without parent request.

Appendix A: Overall Results from Survey

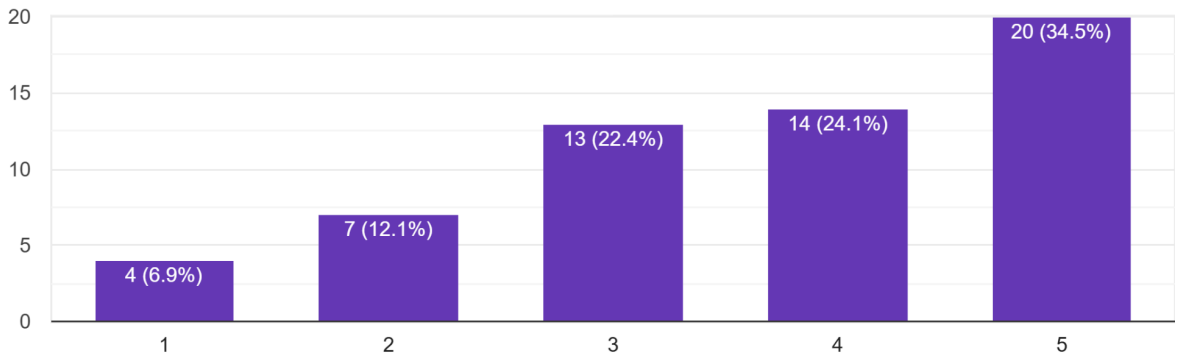
Which level of school was your student enrolled in THIS year (2025-2026)? (If you have more than one student enrolled in more than one level, please ...the form out again for your 8th grader. Thank you!)

58 responses



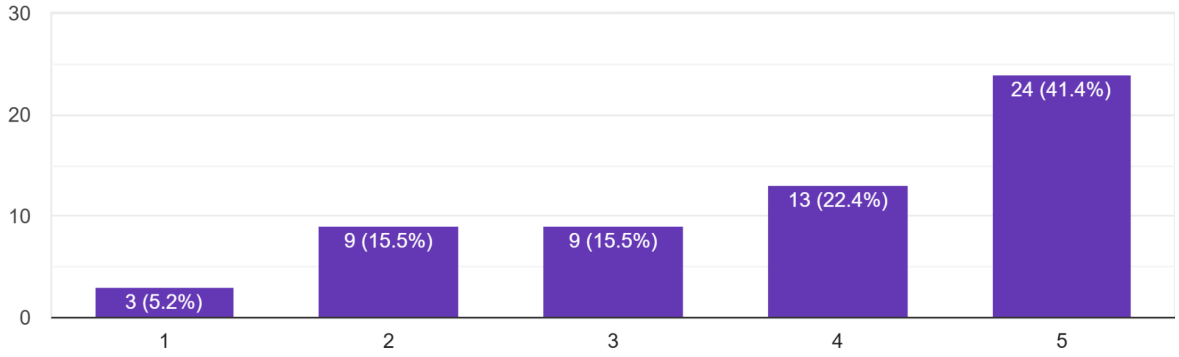
Do you believe you have the information you need to understand what your child is being taught? Rate on the scale from 1 to 5, please, with...l," 3 being "neutral," and 5 being "most of the time."

58 responses



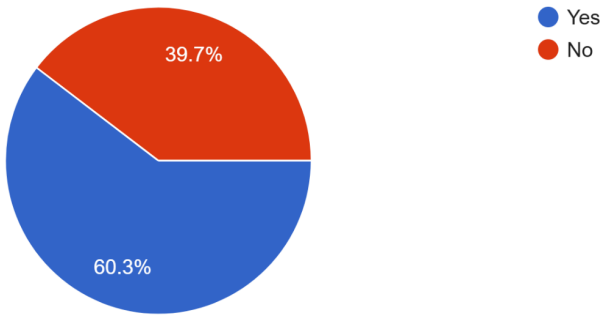
Do you have enough information about the achievement standards expected of all children? Rate on the scale from 1 to 5, please, with 1 being "not at...l," 3 being "neutral," and 5 being "most of the time."

58 responses



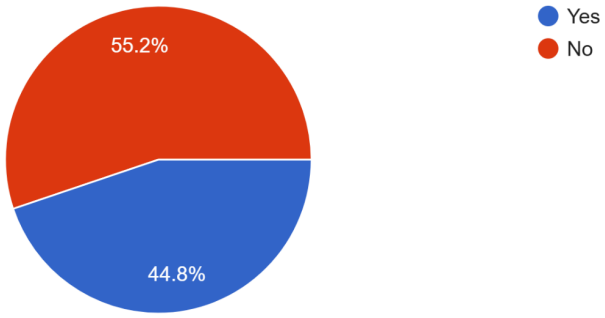
Do you want more information about the strategies used to teach your child?

58 responses



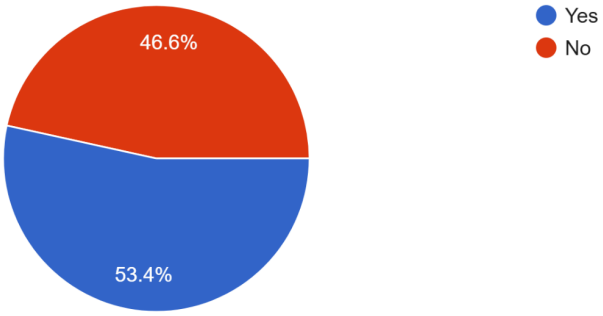
Do you want more information about the developmental levels of children?

58 responses



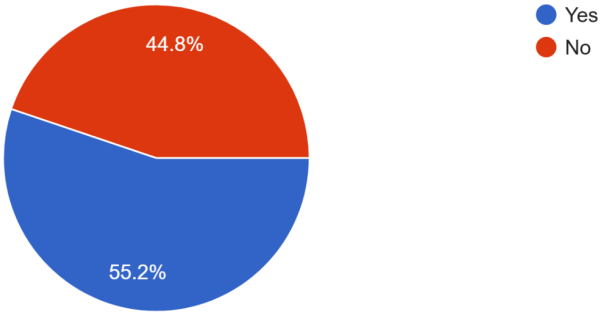
Would you be interested in parent meetings that help explain the strategies being used to teach your child in reading?

58 responses



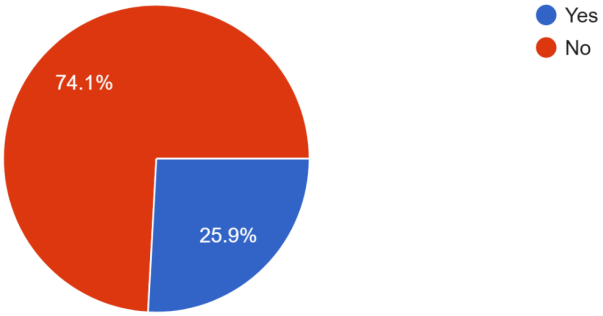
Would you be interested in parent meetings that help explain the strategies being used to teach your child in math?

58 responses



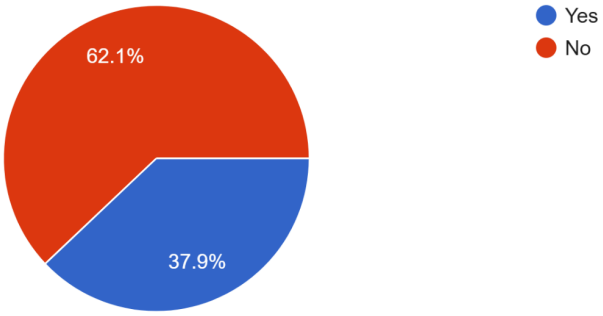
Would you find it helpful to attend meetings with other parents to offer parenting skills?

58 responses



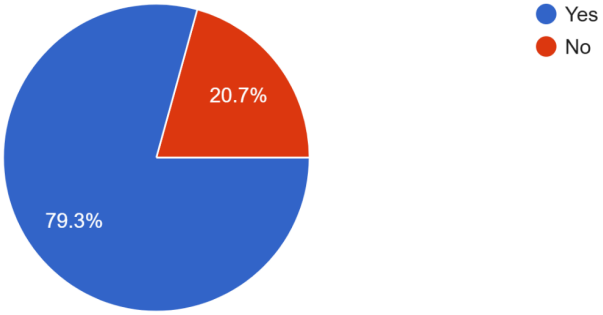
Would you find it helpful to attend a meeting regarding assessments such as the Kansas State Assessment, FastBridge, or STAR?

58 responses



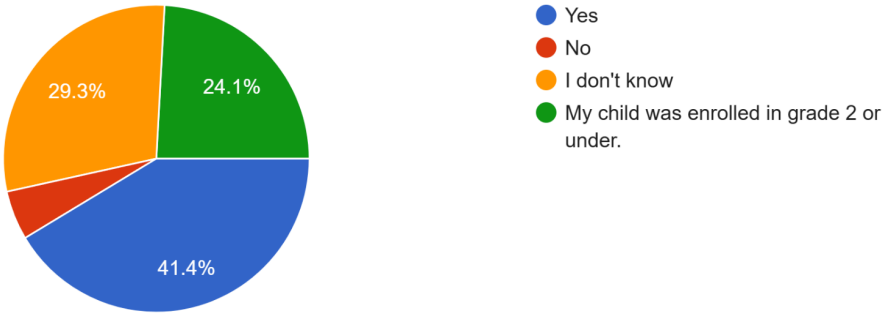
Were you kept informed about your child's progress in school?

58 responses



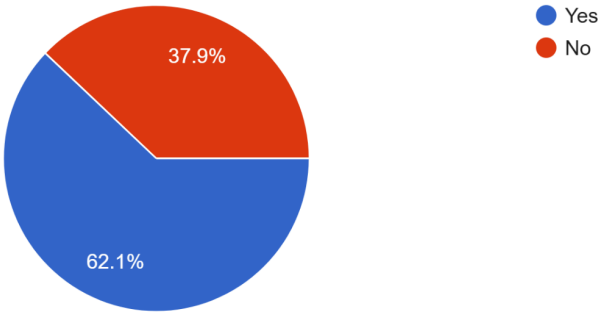
IF your child took a Kansas Assessment last year, did you get the results of that assessment?

58 responses



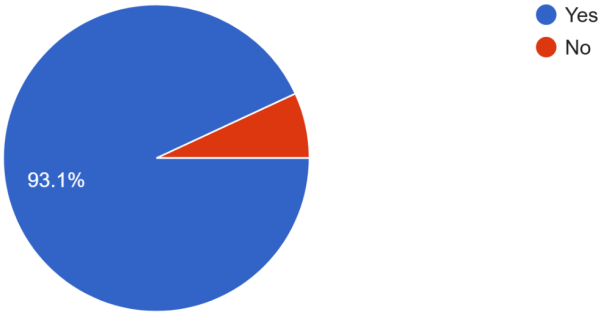
Did you meet with your child's teachers to talk about his/her progress outside of Parent Teacher Conferences (via in-person meeting, email, phone calls, or text)?

58 responses



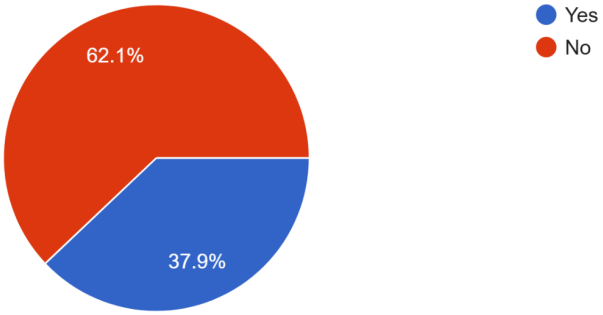
Did you meet with your child's teachers to talk about his/her progress during Parent Teacher Conferences?

58 responses



Did you use GoEdustar's parent access to check on your student's progress?

58 responses



What changes would you suggest to improve the Title I program?

58 responses

- None
- None
- Nothing
- Nothing
- Maybe weekly progress notes??
- Go through programs used for each child with parents & Title instructors. This can also help parents understand ways to continue working together w/student(s) @ home with homework.
- Not sure
- All good so far
- Possibly more study/learning tips for the students who participate well on homework but have trouble remembering the info for tests.
- Less board involvement. We have state requirements for a reason. Let the teachers teach.
- My child doesn't receive Title I services
- Information brought home that explains why the child is in Title and what progress level they need to achieve. Take home worksheets that parents can use to help child with struggles. An explanation or example of how to correctly complete the problems assigned.
- I don't know enough about it to suggest changes.
- Na
- Ch changes need to be made at the state level in curriculum
- Its fine

- Nothing, all is good
- Good
- I don't know
- N/a
- It's a fantastic program. Only improvement would be Title communication to parents
- Updating grades quicker
- I dont have enough information about the program to offer any suggestions.
- More info at the start of school on all of this that was brought up in this survey
- Nothing, I think the title I teacher has been doing great
- I would first recommend offering a third option in these questions (such as a "sometimes" "maybe " or "not sure"). A bold Yes or No probably doesn't accurately reflect on our actual experience, and I would imagine it would be the same with many other families.

  I'm not sure that we as parents are made aware of what is being taught, or the methods used to teach. Understandably, every teacher is different, which is good, but at some level the grading and assessment procedures need to be consistent. We have found that many teachers seem to have a sliding scale which values different students at different standards based on intangible qualities which have nothing to do with course materials, like social status or teacher preference. Some students ask for help and receive it, others are turned away. I highly value our schools, our teachers, administrators, and our students. I would love to see a little more fair and even treatment and grading practices in place.

  I would also caution the district to not fall prey to liberal, far-left agendas within education systems now, and remember we are a very predominantly conservative community. Your job is to educate, not to indoctrinate. Our teachers are pretty good, yes, but the pressure is there in college, NEA, and other professional support groups. As parents, we expect society to chip away at our beliefs, but this shouldn't happen while learning English or math or science. Everyone- liberal, conservative, libertarian, independent or not interested at all in politics- has a right to learn these subjects without being subjected to some agenda meant to undermine our foundational beliefs. The vast majority of us do not bow before the rainbow flag, BLM, or DEI or to socialism. These things should not be pushed in our schools. They can be studied, if done so honestly and objectively, but only in the proper place and time, and never embraced as "correct". That's not teaching, it's indoctrination.

  It goes back to the old concept of teaching kids How to Think, not What to Think.
- I think that the kids in Title 1 should be allowed to work on classroom assignments a lot more, instead of giving them even more homework to do. I also think that if a kid has a hard time focusing to complete work, they should not be made to be in the Title 1 classroom at the same time as other kids that also have ADHD and focusing problems. They may as well just be kept in the regular classroom if they don't get the quiet time needed to focus.

- Some teachers, like the math department, do a great job informing parents of student academic expectations, student outcomes, and progress. The school needs to make sure EVERY teacher is doing this level of work.
- More communication when a child starts title so the parents are aware their kids are getting extra help so the parents can also help more. Had I known my daughter was struggling in her reading and writing for months I could have helped her more at home. But no one reached out to let me know!
- It would be nice to be notified at the beginning of the year, if they are placed in Title. I believe finding out in late October at conferences is a little late.
- More accountability for incomplete and/or late assignments! Actual punishment and not just a bad grade!
- Equal opportunities and disciplinary actions for all students not just select. Also maybe staff actually teaching instead of winning popularity contests. You asked and it’s just a thought.
- Transparency and information as I try to be as involved as I can or let known of what I can do. I appreciate teachers allowing children more school time to do homework with teacher access as we parents don't have clue on how to teach them the math and etc on how its being taught in class. After school and practices is my family time so doing so much homework until the late hours for students is absurd. I would like to improvement on that.
- That’s a very good question
- Nothing I can think of. Seems to be doing well
- Seems to b working

Appendix B:

OES Results from Survey

OES Annual Parent Evaluation Data 2025-2026
https://docs.google.com/spreadsheets/d/142zhcUPdNE6JlRMPOEQarWPtRpoG0jH9FVTHCziatPY/edit?usp=sharing

OJH Results from Survey

OJH Annual Parent Evaluation Data 2025-2026
https://docs.google.com/spreadsheets/d/1p00htkq93Azgo-3Gnyc_I2Z0HBPwUWmBzsiF4kKY6mc/edit?usp=sharing

OHS Results from Survey

OHS Annual Parent Evaluation Data 2025-2026
https://docs.google.com/spreadsheets/d/1FYwTQig7HRrYM9qRup1NG-XEE80N3T00y3bAswsEjIE/edit?usp=sharing