

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent-Personnel Support Services

School Accountability (SAC) Training Agenda

September 23, 2021

In person, Tesla-room 116 and Via WebEx

6:00pm – 8:00pm

- 6:00 – 6:10 pm **Welcome and Introductions**
Velvet Stepanek – DAC Chairperson
- 6:10 – 6:50pm **John McCarron, Assistant Superintendent/CIO**
Technology Services/Tom Hunt, Interim Director
Application Development and Support
- PowerSchool – Review of implementation/Update on how to best use PowerSchool/Summary of user/usage data
- 6:50 – 7:20pm **Natasha Crouse, Director System Improvement**
- ONE Plan USIP – Overview of the One Plan/description of how the USIP is derived from and relates to the ONE Plan – latest guidance with a focus on Action Steps and effective monthly progress monitoring for 21-22
- 7:20 – 7:30pm **LouAnn Dekleva, Community Engagement**
VolunteerAdministrator-D11 Engage/Velvet Stepanek,
Chair
- Family School Partnership Collaborative
- 7:30 – 7:55pm **Break-out Conversations**
- SAC Groups – focused conversations
- 7:55 –8:00pm **Closing Remarks/Door Prize**
Lyman Kaiser, Chair – Training & SAC Support Subcommittee



School Management System PowerSchool Implementation

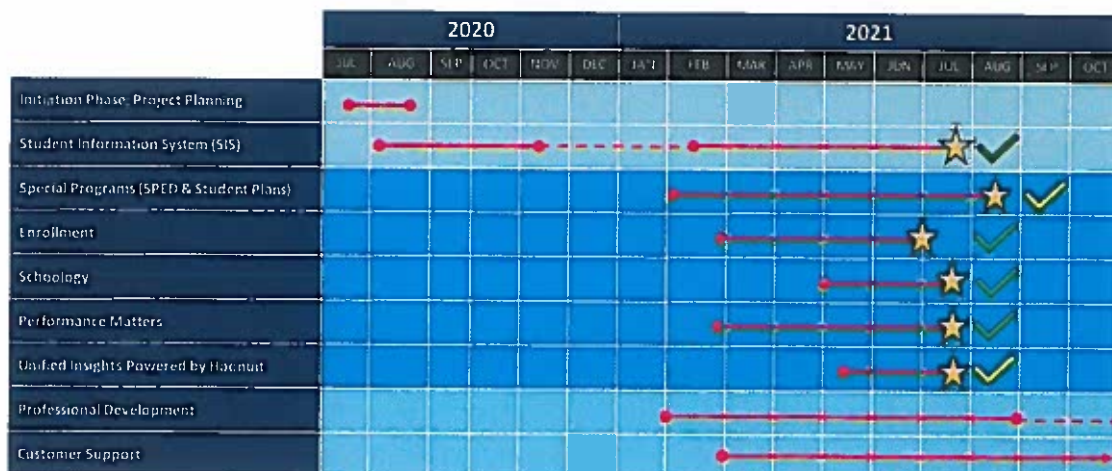
School Accountability Committee – September 23, 2021



John McCarron, Assistant Superintendent / CIO
Tom Hunt, Interim Director of Application Development and Support



PowerSchool Implementation Update



 Meets D11 Expectations
  Falls Short of D11 Expectations



PowerSchool Implementation Update System Modules

Student Information System

- Working through several critical issues – Permissions, reports, and assistance on "where to go for what" are the big-ticket items.
- Giving authorized school staff (e.g., coaches, club OICs) access to key data for targeted students at their site is a high priority item – Currently, testing a solution that will give access to relevant student data while limiting access to sensitive student data.

Special Programs

- Live for SpEd, 504, and Transportation!
- G&T Review, ALP, READ Act, and MTSS plans are in final stages of verification and testing.
- Single sign-on works; app switcher coming soon.
- Integration w/SIS is working, but it has been a struggle!

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PowerSchool Implementation Update System Modules

Performance Matters

- App is live and working as expected for most users – Some users don't have access because this app does not use an API (like Hoonuit and Special Programs) to integrate staff/security groups from the SIS.
- Integration with Schoology is complete (have done preliminary testing).
- Integration of program data, such as IEP, 504, GT, is working; early warning functionality to be configured in the next couple weeks.

Schoology

- App is stable and integration is working, but teachers still need training on syncing grades!
- Performance Matters integration is in place; testing is in progress.
- Next steps: Implement standards-based grading!

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PowerSchool Implementation Update System Modules

Enrollment

- Very few issues since this was launched in summer 2021.
- Upcoming: Implementation of choice/lottery options (go-live: November 2021).

Hoonuit

- Major Issue: Integration w/SIS is NOT working; system is not fully functional!
- Previous dashboard customizations, early warning system, and historical data need to be migrated to new platform by vendor.

Naviance

- Application acquired by PowerSchool in 2020.
- Roadmap TBD but full integration targeted for 2024.

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PowerSchool Implementation Update Reporting and Data Integrations

Reports

- D11 staff filled critical PowerSchool gap – created customized transcripts and report cards!
- Working with PowerSchool consultant on special report requirements and advice on best path forward for key stake holders in Enrollment and Assessment offices.
- Still a lot to be done to accommodate customization requests and requirements...

Data Integrations

- Applications group supports over 60 third-party integrations, which for 2021-22 had to be recreated using PowerSchool SIS.
- Still some gaps with Blackboard, a few curriculum apps, and Spark Online Academy.
- Additional challenge: C&I is moving to more robust online curriculum –
 - Adding to the already heavy integration workload!

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PowerSchool and Blackboard “The Loop” Parent and Student Communication

Of Note: D11 has multiple apps for teacher/student/parent communication: (1) PS Parent Portal, (2) Schoology, (3) BB Loop, and (4) BB Reach...and others that have not been activated!

Current status:

- Blackboard is not fully integrated with SIS (vendor API issues), but attendance notifications have been going out and D/F notifications are slated to go out late this week or early next.
- Attendance and grade notifications have been disabled in the Parent Portal to prevent duplicate notifications, but we are analyzing impacts and exploring options.
- BB Reach – a new phone messaging app for teachers, parents, and students – is now generally available. Training is planned/underway on how to leverage this new tool.
- Teachers/Parents continue to use the Schoology parent portal to detail assignments, discussions, and other classroom specific activities.

Future state, including family supports: ??

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PowerSchool Parent and Student Usage

Parent/Student Access Statistics 07/01/2021 - 09/21/2021

Parent/Student Web Portal Stats	
Total sign ins by parents:	30259
Total sign ins by students:	134362
Number of students whose records were accessed:	41.90%
Avg. length of parent visit (minutes):	11.6
Avg. length of student visit (minutes):	17.5
Avg. number of parent sign ins per day:	364.6
Avg. number of student sign ins per day:	1618.8
Parent Mobile App Stats	
Total sign ins by parents:	35,159
Number of students whose records were accessed:	8.44%
Avg. number of parent sign ins per day:	423.6

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PowerSchool Teacher, Parent, and Student Usage

Schools have access to several dozen reports for teacher, parent, and student usage. Some examples:

- PowerTeacher Attendance – This report shows which teachers have not taken attendance. Click path: *Start Page > Reports > Reports (System)*
 - There are many more attendance, absence, truancy, etc., reports for school leaders.
- Grades Distribution – This report identifies trends in instruction, grading and assessment. Click path: *Start Page > Reports > Run Reports > Grades Distribution Report*
 - This is one of several grade, gradebook, and graduation progress reports for school leaders.
- Parental Access Statistics – This is a summary report for parent sign ins. Click path: *Start Page > Reports > Run Reports > Parental Access Statistics*
- Schoology Power BI – This is a custom set of Power BI reports and dashboards.
 - Shows *detailed* student and teacher activity.
 - *MS Office 365* → *Power BI app*

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PowerSchool Training Update

- Completed professional learning for teachers and school/district staff
 - Provided PowerSchool Campus online user training for teachers and other key school staff.
 - Provided customized, targeted training for PowerUsers from each site PowerUsers provide the core for ongoing training and sustained adoption at school sites.
 - Delivered differentiated PowerSchool SIS training for teachers, counselors, registrars, data processors, nurses, etc.
 - Provided Special Programs training for counselors, gifted and talented teachers, literacy coaches, and SpEd staff/teachers.

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PowerSchool Training Update

- Upcoming PowerSchool learning opportunities
 - Targeted just-in-time trainings led by PowerUsers and District trainers will be scheduled throughout year (e.g., finalizing grades in early October, assessment creation/delivery).
 - Performance Matters/Schoology/SIS integration training.
 - Enhanced availability of tailored quick tip and video resources utilizing PowerSchool SharePoint site and PowerSchool@D11 team site.
 - Focus on key school needs, best practices, customization requests, etc.
 - Develop additional D11-specific parent and student supports.

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PowerSchool Other Key Capabilities and Opportunities

- MySchoolBucks student fees and payments – Integration in parent portal is coming soon!
- Document delivery to parent portal – Extensive usage scenarios: permission slips, digitally signing school/district forms, viewing of IEPs and student plans, graduation progress reports...
- Additional parent portals may be possible later: Performance Matters, Hoonuit, Naviance.
Note: We have already escalated parent portal consolidation to PowerSchool leadership.
- Digital Equity and Learning Preferences – Allows collection and reporting of digital readiness, equity, etc. *Available now* in the parent portal but requires parent/guardian completion.

Effective Date	9/6/2021	Internet in Residence	(1) Yes - Internet Access in Residence
Learning Preference	(IP) In-Person	Internet Access	(3) School Provided HotSpot
Requested Timeframe	(1) Start of School	Internet Performance	(2) Yes - But not consistent
		Device Access	(2) Personal - Shared (sharing among others in household)
		Device Type	(3) Chromebook

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School Management System PowerSchool Implementation



John McCarron, Assistant Superintendent / CIO

Tom Hunt, Interim Director of Application Development and Support



The Colorado U.I.P. (Unified Improvement Planning)



COLORADO
Department of Education

and

The District 11 One Plan



The U.I.P. – Data Narrative



[UIP Narrative](#) [Brief Description](#) [Prior Year Targets](#) [Current Performance](#) [Trend Analysis](#) [Priority Performance Challenges](#) [Root Causes](#)

Section III: Narrative on Data Analysis and Root Cause Identification

Complete & Ready to submit

Download

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided at [Unified Improvement Planning Website](#).



The U.I.P. – Priority Performance and Root Cause


My School | School Requirements and Information | **Data Narrative** | Action Plans | Collaboration

UIP Narrative | Brief Description | Prior Year Targets | Current Performance | Trend Analysis | Priority Performance Challenges | Root Causes

Section III: Narrative on Data Analysis and Root Cause Identification

Complete & Ready to submit

Performance Challenge(s)

 **Lack of Adequate GPA for Student Achievement**
During the 20-21 school year, 178 students have a cumulative GPA of 2.0 or less.

 Edit  Delete

 **Lack of Attendance, Especially Amongst Students Chronically Absent**
During the 20-21 school year, chronic absenteeism was at 49%.

 Edit  Delete

 **Lack of Growth and Achievement on Local Assessments**
Over the last three years, Galileo students have performed low on local assessments.

 Edit  Delete

The U.I.P. – Priority Performance and Root Cause

My School | School Requirements and Information | **Data Narrative** | Action Plans | Collaboration

UIP Narrative | Brief Description | Prior Year Targets | Current Performance | Trend Analysis | Priority Performance Challenges | Root Causes




Section III: Narrative on Data Analysis and Root Cause Identification

Complete & Ready to submit

 **Priority Performance Challenge: Lack of Adequate GPA for Student Achievement**
During the 20-21 school year, 178 students have a cumulative GPA of 2.0 or less.

Root Cause (s) Associated with this Performance Challenge [[Add](#) / [Associate Root Cause](#)]

 **Instructional Strategies - lack of consistent instructional strategies**

 Edit  Unassociate  Delete

The U.I.P. – Major Improvement Strategies (MIS)

Major Improvement Strategy AVID Instructional Strategies Edit Improvement Strategy Delete Improvement Strategy

Describe what success will look like:

Galileo will ensure all new staff are trained and equipped to utilize AVID tools and strategies. Students will use AVID organizational tools to keep track of coursework and course grades which allows them to organize their thinking and learning in all content areas. Second quarter, students will begin using AVID goal setting strategies to identify personal goals in one of three indicators (attendance, behavior, and course performance). Second semester, AVID focused note-taking (FNT) will be implemented to support effective student writing strategies. When we implement the use of AVID Instructional strategies, then low student GPA will be addressed which will lead to no more than 20% of our students with an annual GPA below 2.0.

Describe the research supporting this strategy and why it is a good fit for your school:

AVID Schoolwide Impact An article published in the Journal of Education for Students Placed at Risk, by Watt, Powell, Mendiola, and Cossio (2006) examined high schools in Texas that used AVID as a model for comprehensive school reform. AVID schools in this study saw an improvement in areas of advanced course enrollment, students graduating with advanced graduation plans, AP/IB testing, and high school graduation or completion rates over the four-year period. Their districts also experienced gains in all four areas. Non-AVID schools experienced gains in students graduating on advanced graduation plans and AP/IB testing, and their districts followed the same pattern. However, results showed that the performance profiles of AVID schools and their districts have improved over four years of AVID implementation while the non-AVID comparison schools and districts did not show similar improvements even though their student demographics were very similar. Seven of the AVID schools and two of the non-AVID schools improved their accountability ratings. By impacting the performance of a cohort of predominantly non-white and/or low-income students, AVID can leverage the profile of the entire school even prior to having direct impacts on other non-AVID students schoolwide.

Root Cause Add Root Cause

Instructional Strategies: lack of consistent instructional strategies Edit Unassociate

The U.I.P. – Major Improvement Strategies (MIS)

Implementation Benchmarks Edit All Reset

Add New +

Search:

<input type="checkbox"/> Action	IB Name	Description	Start Date	End Date	Frequency	Key Personnel
<input type="checkbox"/>	See attachment					

First Previous **1** Next Last

Show 10 entries

Improvement Action Steps Edit All Reset

Add New +

Search:

<input type="checkbox"/> Action	Action Step Name	Description of Action Step	Start Date	End Date	Resources	Key Personnel
<input type="checkbox"/>	See attachment					

First Previous **1** Next Last

Show 10 entries

U.I.P. – School Overview – Snapshot

UIP Progress		Relationship of UIP Elements		
UIP Component	Status	Priority Performance Challenges	Root Cause	Major Improvement Strategies
Summary of District	Ready to Submit			
UIP Info	In Progress	<ul style="list-style-type: none"> Lack of Adequate GPA for Student Achievement 	<ul style="list-style-type: none"> Instructional Strategies 	<ul style="list-style-type: none"> AVID Instructional Strategies
Data Narrative	In Progress	<ul style="list-style-type: none"> Lack of Attendance, Especially Amongst Students Chronically Absent 	<ul style="list-style-type: none"> MTSS Procedures 	<ul style="list-style-type: none"> Student Attendance
Action Plans	In Progress	<ul style="list-style-type: none"> Lack of Growth and Achievement on Local Assessments 	<ul style="list-style-type: none"> Lack of PLC Structures 	<ul style="list-style-type: none"> PLC Structures

Submit for Public Posting

One Plan – What is it?

One Plan 2021-22

School Improvement

2021-22 Sample Plan

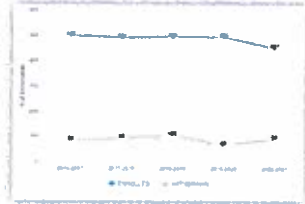
2021-22 School Year

Data Analysis	School Overview	Contributing Factors	MIS 1	MIS 2	MIS 3	Notes	Principal Hub
Strategic Purpose (In Development)							
Data Analysis	School Overview	Contributing Factors	MIS 1	MIS 2	MIS 3	Notes	Principal Hub
Strategic Purpose (In Development)							
Stakeholder Participation	Collective Responsibility	Prior Year Reflection	Equity				

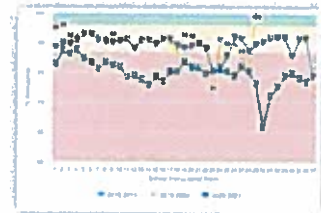
Intuitive and Linear Data Protocol

One Plan – Data Analysis

How many students have been enrolled?



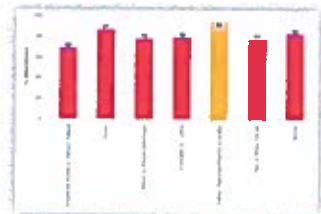
Is student attendance improving week over week?



What is the percent of enrolled students by Race/Ethnicity?



What is the attendance for each student Race/Ethnic?



One Plan – Data Analysis

- What are observable strengths in the data?
- What notable trends do you see in the data?
- What gaps exist between student sub-groups in the data?

EXISTING CHALLENGES EVIDENT IN ATTENDANCE DATA

POSSIBLE CONTRIBUTING FACTORS

One Plan – Contributing Factors

- Identify up to 3 Priority Performance Challenges (data indicators)

PRIORITY PERFORMANCE CHALLENGES	RATIONALE FOR PRIORITIZATION
---------------------------------	------------------------------

- Significant Contributing Factor (School processes or actions that impact the data)

PRIORITY PERFORMANCE CHALLENGES	PROCESS FOR IDENTIFYING AND VERIFYING THE SIGNIFICANT CONTRIBUTING FACTOR(S)	SIGNIFICANT CONTRIBUTING FACTOR
---------------------------------	--	---------------------------------

One Plan – Major Improvement Strategy (MIS)

- Identify Priority Performance Challenges addressed.
- Name their Major Improvement Strategy
- Describe the DATA used to select the MIS
- Create Goals
- Theory of Change Statement

When we implement (this MIS), then (the identified Priority Performance Challenge) will be addressed, which will lead to (measurable change in data).

One Plan – Student Focus

- Identify the elements of the District 11 Graduate Profile that are supported by this MIS.
- How will you align the daily work students are engaged in, to the D11 Graduate Profiles, so that Ambitious Instruction occurs?
- What plans and processes will be put in place for teacher observation and coaching to ensure equitable Ambitious Instruction for all students?

One Plan – Implementation and Actions

- **Implementation Benchmark – Measurable Growth or Achievement**
- **Action Steps – specific actions that are tied to the MIS**

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	CHECK-IN DATE(S) AND STATUS MM/DD/YY (ADJUSTMENTS NEEDED, IN-PROGRESS, ON-TRACK, COMPLETE)	MONITORING NOTES AND EVIDENCE OF PROGRESS

One Plan – Evidence and Observations

- Evaluation of the Actions Steps
- Evaluation of the Strategy
- Evidence of Growth



There are no images.

- Observations/ Links to Documents/ Notes

One Plan – Individualization and Flexibility

- MIS 1 Ambitious Instruction
- MIS2 and MIS 3 Choice

5E Focus

- Ambitious Instruction
 Collaborative Teachers
 Effective Leaders
 Involved Families
 Supportive Environments
 Other

One Plan – Unified Initiatives

School Overview

- Describe Stakeholder Participation
- Describe the types of collaborative planning opportunities provided to stakeholders
- List the names of stakeholders who partnered in the development of the school's improvement plan

DISTRICT PARTNERS

SCHOOL LEADERS

SCHOOL PERSONNEL

PARENTS AND FAMILIES

STUDENTS (MH & HS)

OTHER

One Plan – Unified Initiatives

MTSS – Collective Responsibility

- Provide an overview of MTSS teaming structures

NAME OF TEAM

PURPOSE OF TEAM

PARTICIPANTS

MEETING FREQUENCY

- Summarize how the school cultivates a collaborative culture that promotes intentional, mission-driven change.
- Describe the school's commitment to instructional practices designed to support the outcomes identified in the D11 Graduate Profile.
- What is your school's academic long-term plan?

One Plan – Unified Initiatives

Prior Year Reflection

- Reflecting on Prior-Year Major Improvement Strategies, what was successful?
- Reflecting on Prior-Year Tutoring and Intervention, what was successful?
- What are you doing to ensure sustainability of progress?
- Funding Sources Used to Sustain Progress

FUNDING AMOUNT

IDENTIFY THE FUNDING SOURCE

RESOURCES FUNDED

One Plan – Unified Initiatives

Equity

- Summarize the school processes that support an equitable ecosystem to meet the unique needs of all.
- How are ALL students engaged in real, relevant, and authentic learning that is aligned to skills within the D11 Graduate Profile?

One Plan – Centralized Navigation System

Principal Hub

- Budget Overview

Funding Allocations

Include all that apply: General Fund, Title 1, Title 2A, Empower, READ Act, MTSS, Tutoring, Grants or Other types

One Plan – Centralized Navigation System

Principal Hub

- Guidance and Resources

Symposium Guidance Documents (including Sample Schedule)

> D11 Graduate Profile Resources

Major Improvement Strategy Guides

> Community Outreach Guidance

Data Analysis for Continuous School Improvement by Victoria L. Bernhardt

> ESSA and EASI Guidance

District 11 MTSS Guidebook

> ELG Guidance

Title I Schoolwide Program Plan Requirements and Rubric

> 21st Century Guidance

> UIP Guidance

One Plan – Centralized Navigation System

District Funds and Supports

- MTSS Funding
- Title I Funding
- Empower Funding
- READ Act Funding
- EDSL Tutoring Funding

One Plan – Centralized Navigation System

District Funds and Supports

[Email Jennifer Schulte](#)

Awaiting Feedback Feedback Given Revised Completed Funded

Disbursements

SEMESTER	DATE	AMOUNT
No data to display.		

Feedback

What is in the One Plan?

- **Living, evolving data protocol.**
- **Formative – allows for ongoing evaluation of strategies put in place.**
- **Unified District Initiatives woven into local school plans and actions.**
- **A Centralized Navigation System for principals and schools.**



**Family, School, and Community
Partnerships
P-12 Framework
Self-Assessment Rubric User's Guide**

Office of Family, School, and Community Partnerships

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A Note from the Office of Family, School, and Community Partnerships

I am thrilled to share with all of you this User's Guide and Self-Assessment Rubric to accompany the Preschool-12th Grade Family, School, and Community Partnerships (FSCP) Framework. The Colorado Department of Education (CDE) Office of Family, School, and Community Partnerships, P-3 Office, and Office of Learning Supports co-developed this document with assistance from [Dr. Steven B. Sheldon](#). The purpose of this User's Guide and Self-Assessment Rubric is to offer educators a vision of partnership programs and a way to evaluate their site's efforts to engage the families and community of their students.

The journey to create Colorado's P-12 FSCP Framework began in June 2018. Three offices with the CDE joined a cohort with nine other states from across the country, each of whom had the goal of writing their own state framework. Over the course of 18-months, CDE staff worked with district leaders, school staff, families, and community partners from across the state to gather input about how Colorado can cultivate and sustain partnerships linked to positive student outcomes. Four themes emerged, which became the Framework's Essential Elements:

- Create an Inclusive Culture.
- Build Trusting Relationships.
- Design Capacity-Building Opportunities.
- Dedicate Necessary Resources.

Our hope is that this User's Guide and Self-Assessment Rubric can help early childhood programs, districts, and schools to bring the P-12 FSCP Framework to life at their sites and in their communities. We are confident that using these resources as suggested, with the recommended stakeholders, will lead to more systemic, sustainable, and effective FSCP, yielding positive academic and behavioral student outcomes.

Your friends at the Colorado Department of Education look forward to helping you on your journey and seeing the progress you make toward more equitable family, school, and community partnerships.

In Partnership,

Darcy Hutchins, P.A.D.

Director of Family, School, and Community Partnerships
Colorado Department of Education



P-12 Family, School, and Community Partnerships Framework

Family School and Community Partnerships (FSCP)

A Preschool through 12th Grade Guide for Colorado School Districts



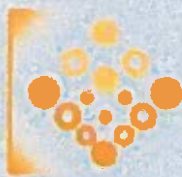
FAMILY SCHOOL AND COMMUNITY PARTNERSHIPS



Definition:

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

The below 4 Essential Elements will help you guide your way.



Create an Inclusive Culture

Create an Inclusive Culture

An inclusive culture honors the lived experience of families in early childhood programs and/or the school community. Self-assess with the following:

- How are your practices inclusive of all families?
- How are you learning about families lived experiences?
- Who is leading and supporting the creation of the welcoming culture?

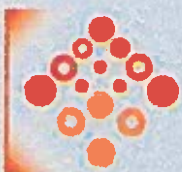
Build Trusting Relationships

Trusting relationships enable families and programs/schools to partner about the education outcomes for children and youth. Self-assess with the following:

- What do trusting relationships look like in your program/district/school?
- How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
- How do you leverage relationships with families to achieve your program/district/school goals?



Build Trusting Relationships



Design Capacity-Building Opportunities

Design Capacity Building Opportunities

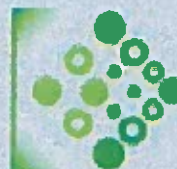
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. Self-assess with the following:

- How do you use the context expertise of families to better your content expertise?
- How are you utilizing the assets of your families in your programs/schools?
- How are you using FSCP as a school improvement strategy?

Dedicate Necessary Resources

Necessary resources integrate and elevate partnering practices to scale. Self-assess with the following:

- How do you implement evidence-based practices to cultivate and sustain FSCP?
- Where are you now and where will you go?
- How will you continually improve your family partnerships through community-based resources?



Dedicate Necessary Resources

[FSCP link for statute, research, and promising practices that provide the foundation for these 4 Essential Elements.](#)



Introduction

For decades, research has demonstrated the important role families play in shaping children’s learning and education. Family engagement in the school, for example, has been connected to higher school levels of academic achievement.ⁱ Additionally, an extensive body of research has shown that family engagement at home and in the school are associated with higher levels of academic achievement for students,ⁱⁱ as well as early childhood outcomes such as school readiness and socio-emotional competences.ⁱⁱⁱ Equally important, family engagement has been identified as an essential ingredient necessary for sustained school improvement.^{iv}

Despite the abundant evidence linking family, school, and community partnerships to school and student achievement, educators have found it challenging to implement practices that engage families and community partners beyond traditional school-based events such as parent-teacher conferences and back-to-school nights. These efforts have not been able to realize the goals of educational equity and improved academic achievement for students from historically marginalized communities. As a result, numerous researchers have suggested the need to shift our thinking from “hard-to-reach” families to “hard-to-access” schools.^v

In this spirit, the federal government issued The Dual Capacity-Building Framework^{vi} to provide guidance for State Departments of Education and school districts to implement programs of family and community engagement. This framework emphasizes the importance of developing the skills and knowledge of families and educators on the issue of family and community engagement; describes the organizational conditions necessary to facilitate equitable family, school, and community partnerships; and discusses the critical educator and family outcomes that lead to children’s educational outcomes.

To date, few frameworks exist that can guide educators to develop family, school, and community partnership programs with attention to student outcomes and social justice. Traditional frameworks that describe different types of family involvement^{vii} have been criticized for being silent on issues of equity.^{viii} Additionally, though vital as a resource for K-12 FSCP, The Dual Capacity-Building Framework does not address preschool programs. This rubric presents a vision of family, school, and community partnerships from early childhood education through high school where social justice and equity function to help students succeed in schools.



Understanding the Rubric

The Colorado Department of Education (CDE) rubric about Family, School, and Community Partnership (FSCP) was developed in order to provide schools an image of what effective and high-impact work in this area looks like. Additionally, the rubric is intended to provide a scheme presenting a developmental continuum on which schools and programs can identify their current level of engagement with families and community partners, as well as understand next steps and a path toward more excellent and equitable partnership programs.

Rubric Description

Building on the Essential Elements of FSCP, this rubric provides educators the ability to conduct a self-assessment and to reflect on their approach to family and community engagement. Kim and Sheridan^{ix} discuss how strong programs of family, school, and community partnerships require that schools create organizational structures and norms to support these practices. The Essential Elements and this self-assessment rubric reflect this, providing users the opportunity to systematically examine both aspects of their school's approach to FSCP.

The Family, School, and Community Partnership Office at the CDE developed the Essential Elements to help guide educators' understanding of the characteristics of high-quality partnership programs. Strong programs of FSCP create inclusive cultures, build trusting relationships, design opportunities to build capacity, and dedicate necessary resources to implement and scale-up partnership efforts. Within each of these elements, the CDE offered three questions for educators to use as prompts for reflection.

The Essential Elements Rubric presented in this document provides users a more structured way to reflect on their partnership efforts using a 4-point rating scale across the four elements. For each question within an element, educators can rate their current practices as: **Not Working on This**, **Early or Developing Stage**, **Proficient**, or **Excelling**. These rating levels are intended to be developmental, with each successive level building on the one prior.

What do Excelling Programs look like?

According to Epstein and Sheldon,^x the purpose of implementing programs of family, school, and community partnerships should be to promote and help realize equity within our educational system, alongside attention to improving student outcomes. This was a guiding principal in the development of this self-assessment rubric. As a result, the description of excelling programs across the Essential Elements include, among other qualities, a commitment to educational equity.

Schools with excelling programs will demonstrate high levels of implementation across several domains that research has shown to be predictive of strong FSCP programs that drive important outcomes.



These domains include:

- **School and program Leadership** – Studies indicate that principals and other school or program leaders (i.e., childcare center directors) are critical to the successful implementation of FSCP programs. Educational leaders do this by promoting a vision and norms supporting partnerships and by allocating resources (human, financial, and material) for family, school partnerships.^{xi}
- **Attention to inequities** – Successful school and program implementation of FSCP are those that attend to the everyday realities and challenges faced by traditionally-underserved families.
- **Giving voice and sharing power** - Studies indicate that effective partnership programs understand the unequal power dynamics that exist in traditional school-home relationships, where school needs drive the interactions. Excelling programs are characterized by systems that strive to give all families voice in setting the partnership agenda and maintain attention on the need to ensure that all families from all groups in the school and program community are represented on school and program decision making committees.^{xii}
- **Programmatic approach, not events** – Family, school, and community partnerships are more than a collection of events. Sustainable and effective efforts are part of a systemic effort that is integrated into the regular organizational routines of schools, early childhood programs and districts. Additionally, partnerships programs need to move beyond school-based events to include curricular and other practices that take place in families’ homes and communities.^{xiii}
- **Teamwork & shared leadership** – Site leadership is critical, but the most successful programs facilitate leadership from a variety of sources. Family, school, and community partnerships are more likely to be sustained when the power to plan and implement practices is shared among administrators, teachers, families, and community partners. In the secondary schools, successful programs empower students to provide leadership by asking them about their perceptions and preferences related to the involvement of their families in their schooling.^{xiv}
- **Evaluation** – Program evaluations serve two purposes, to demonstrate results and to foster improvements. Sites that do not engage families and teachers in a process to collect feedback on partnership practices are not positioning themselves to improve the way they serve students and their families. Strong programs use the goals they set to guide partnership practices as an anchor for their evaluation practices.^{xv}



Using this Rubric

The self-assessment rubric in this user's guide was developed with the goal of helping early childhood and K-12 educators (heretofore referred to as "site") understand their family, school, and community partnership efforts in relation to the research-based ideals that the CDE wants all constituents to meet. To that end, this rubric and user's guide can provide sites a tool to evaluate their partnership programs and help structure reflective thinking about strengths, weakness, and ways to improve.

Sites are encouraged to use the self-assessment rubric *collaboratively*. Rather than having a single person rate the site on each question within the Essential Elements, we encourage sites to put together a small group of individuals who bring different perspectives of the school, program, or district to the evaluation process.

The benefits of this tool can only be realized if the feedback provided is honest. To foster honest feedback, we suggest asking individuals to *complete the self-assessment in private* and to have no identifying information on the assessment. It is important to recognize the power dynamics that exist between principals and teachers, teachers and families, as well as administrators/teachers and students. Also, *make the ratings anonymous* so that your participants will feel more comfortable giving feedback if they feel a lower rating is warranted.

Finally, we suggest using this self-assessment several times. The first time you evaluate your site with this measure, consider it a baseline assessment or starting point. Look at the Essential Elements collectively and separately. The collective rating will provide you an overall picture of how systematic, goal-focused, and equity-oriented your family, school, and community partnership programs is. Examining each Essential Element on its own, however, will provide you a sense of where your strengths and weakness lay. A score in the middle, for example, may be the result of middle range scores across the entire assessment, or it may be the result of high scores on some elements and low scores on others. Each scenario presents a very different picture of family, school, and community partnership program implementation.

To provide an overview of the self-assessment rubric, a four-page version can be found in the Appendix at the end of this guide. The following pages present the Essential Elements rubric, one question at time. This format of the self-assessment is expected to be more convenient for evaluation purposes. Individuals can focus on one question at a time and consider the profile that most closely represents their site.

In the Appendix is a section, "Guided Reflection and Discussion," that is designed to walk sites through a step-by-step process for engaging in an improvement-oriented evaluation process with this rubric. Users are encouraged to reference that section for more details on using this rubric to improve their site's family, school, and community partnerships.



Create an Inclusive Culture

The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -

1. How are your practices inclusive of all families?

<p>Our staff implements FSCP practices and events in ways that consider only site needs. Flyers, phone calls, and/or social media posts are done only in English and tell families what they need to know about registration, calendar dates for site events and holidays, and/or site policies.</p>	<p>Not Working on This</p>
<p>Our staff implements FSCP activities in ways that acknowledge diversity of family types and situations in the community but does not attempt to adapt FSCP practices to accommodate this diversity. Communications are often translated into another language or two and food may be served at site events.</p>	<p>Early/Developing Stage</p>
<p>Our staff implements FSCP practices that acknowledge the diverse family types and situations that exist in the community by adapting practices to be inclusive of family experiences. FSCP practices at the site typically include translators, in addition to serving food. Events are planned that are intended to celebrate and empower family diversity (i.e., Latinx family night, Muslim family meeting, father involvement, Gay/Straight Alliance).</p>	<p>Proficient</p>
<p>Our staff implement FSCP practices that celebrate the diversity among families in the school community by designing practices that build on the strengths of this diversity. School events and workshops take place in the community and/or on weekends in consultation with community leaders, so that more families have easier access. Food, translation, childcare, and transportation are provided to enable more families to attend.</p>	<p>Excelling</p>



Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -

2. How are you learning about families lived experiences?

<p>No efforts are made to learn about families in the community. Our focus is on the student and getting them to excel in the classroom environment.</p>	<p>Not Working on This</p>
<p>Our site tries to learn about families solely through students or by having the school counselor or family liaison work with those who come to them for assistance.</p>	<p>Early/Developing Stage</p>
<p>Our site works to learn about families by inviting them to share information about their cultural or ethnic background using a school-wide survey or some other similar method. Teachers invite families to share information about their daily routines and the schedules they maintain with their children.</p>	<p>Proficient</p>
<p>Our site invites families to share their daily routines, cultural, and ethnic backgrounds, as well as the most pressing issues in their community, by engaging in a dialogue with teachers and site staff. Families are included in the planning and design of school events and practices to engage marginalized families. Teachers and site staff actively reach out to families through practices such as home visits early in the school year in order to get to know them better.</p>	<p>Excelling</p>



Create an Inclusive Culture The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.	
Reflection Question and Proficiency Ratings -	
3. Who is leading and supporting the creation of the welcoming culture?	
<p>There is no leadership to support the creation, expansion, or persistence of a welcoming site culture. Our principal/site coordinator rarely talks about how welcoming we are or should be to families.</p>	<p>Not Working on This</p>
<p>The principal/site coordinator delegates all responsibility for expanding or maintaining a welcoming and inclusive culture to someone else and rarely checks in with her/him (e.g., counselors, family liaisons, PTA/PTO).</p>	<p>Early/Developing Stage</p>
<p>The principal/site coordinator works closely with others from the site (e.g., counselors, parent liaisons, or PTA/PTO) and supports their efforts to develop a welcoming and inclusive culture throughout the building.</p>	<p>Proficient</p>
<p>The principal/site coordinator supports a welcoming culture and empowers school staff, teachers, and families to have leadership in the development of FSCP programing. These efforts are visibly supported by the principal/site leader through her/his active participation in FSCP efforts and by sharing a vision for equity through FSCP efforts.</p>	<p>Excelling</p>



Building Trusting Relationships The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.	
Reflection Question and Proficiency Ratings -	
1. What do trusting relationships look like in your program/district/school?	
Our site and teachers do not share with families, the school accountability committee (SAC) or the PTA/PTO information about the organization's improvement goals or whether they are meeting them. There is no person at the site who can help families in need of economic, health, or other kinds of social supports. The teachers and staff at this site are afraid to talk honestly with families if their child is having academic or behavioral problems.	Not Working on This
At our site, staff and teachers ask the SAC or PTA/PTO to help implement practices the administration and staff feel are needed. There is a staff member (counselor or family liason) that is responsible for working with students and families who may need economic, health, or other social supports. Several teachers and staff avoid talking honestly with families if their child is having academic or behavioral problems because they are afraid of the families' reaction.	Early/Developing Stage
Our site shares data with families about their child's development and/or performance and includes families in generating ways to help their child if he/she is developmentally behind. We include the SAC and PTA/PTO in conversations about performance in relation to our site's goals for instruction and enrollment, and ask the group to contribute ideas to help meet these goals. Most of the teachers and staff at this site talk honestly with families if their child is having academic or behavioral problems.	Proficient
The site shares data with all families about their child's development and/or performance and invites them to contribute ideas about how to support their child. Also, the site shares data with all families (not just the SAC and PTA/PTO) about overall levels of achievement and discipline and engages them in multiple conversations about setting goals, ways to improve student outcomes, and overall site performance. Student performance and attendance rates are presented to families broken down by race, gender, and other student/family characteristics in order to emphasize the goals of equity and social justice. The teachers and staff at this site try to have early and honest conversations with families about academic or behavioral challenges so that everyone can support the child.	Excelling



Building Trusting Relationships The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.	
Reflection Question and Proficiency Ratings - 2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships?	
Our site sends out general announcements to families about events, policies, student progress reports, and calendar notifications to families en masse using flyers, robocalls, and posting on our website. We have routine family events like back-to-school nights and parent-teacher conferences where the agenda is set and teachers feel pressure to get through the evening or conference on time and, therefore, cannot leave time for questions.	Not Working on This
Our site sends out general announcements to families about site events, policies, student progress reports, and calendar notifications using flyers, robocalls, and our website. Teachers also send home information about site events directly to families using e-mail or text messaging. E-mail addresses of teachers and administrators are easy to find on the site website and/or electronic gradebook (AKA, parent portal). Back-to School night and conferences have time for families to ask teachers questions. All communications with families are translated into the most prevalent languages spoken by families at the school.	Early/Developing Stage
Teachers occasionally send e-mail messages to families about their child's developmental and/or academic progress, as well as the lesson objectives and how classroom instruction will help children attain these. All family events provide families a way to share feedback on the event and time to do so. Families can provide input to the school through traditional parent groups (SAC/PTA/PTO) and via other means such as formal meetings with the principal or through solicitations using e-mail or paper-based strategies. All communications with families are translated into the most prevalent languages spoken by families at the site.	Proficient
Teachers at the site send e-mail messages to families at least every other week and encourage families to respond if they have questions or concerns. All family events such as Back-to-School Night, Conferences, and Family Nights have time for families to share their experiences and concerns built into the event. Families are asked what kind of programs they want, and this helps determine the activities that are planned. Family feedback and input is solicited from those who cannot attend site events. Feedback is used to improve site practice and plan for future actions.	Excelling



Building Trusting Relationships

The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings -

3. How do you leverage relationships with families to achieve your program/school goals?

<p>Our site and teachers do not include families in efforts to improve school outcomes or to reach school goals for students. Improvement efforts are focused on classroom instruction or providing additional supports during the school day. Families are asked to help the site primarily by supporting fundraisers, volunteering in classrooms or the office, and attending sporting and performing arts events.</p>	<p>Not Working on This</p>
<p>The site and teachers ask families to support the site by helping plan and contribute beyond fundraising, volunteering on-site, or attending sporting and performing arts events, and includes activities like multicultural nights or other at-school events. Improvement efforts include a focus on developing a welcoming climate for families.</p>	<p>Early/Developing Stage</p>
<p>We survey families and ask about their own lives, cultures, and ways (funds of knowledge) they would feel comfortable helping or contributing to the site and/or their child's education. Families are asked to sit on site committees and advocate on behalf of families.</p>	<p>Proficient</p>
<p>Educators get to know their students' families and make sure they know how to contact the teacher. Families are encouraged to ask teachers about their child's development or learning. Sites train families in effective leadership and ask them to discuss site goals, plan family engagement practices, and serve as ambassadors to the community. Families are given leadership roles in the partnership work and may help teachers with instruction in the classroom.</p>	<p>Excelling</p>



Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -

1. How do you use the context expertise of families to better your content expertise?

<p>Site decisions are driven almost entirely by district or state accountability or early childhood licensure guidelines for instruction and student achievement. Our site implements only the district-driven curriculum to organize lesson plans and deliver instruction and/or does not use a curriculum</p>	<p>Not Working on This</p>
<p>Site decisions are driven mostly by district or state accountability or early childhood licensure guidelines for instruction and student achievement, but we consider how to communicate with families and how different families might respond before we implement anything. Our site implements curriculum and teachers create lesson plans with families in mind. Materials that match families' cultural and ethnic background are considered in teachers' lesson plans.</p>	<p>Early/Developing Stage</p>
<p>Site decisions and leadership consider the family and community needs when establishing policy. Our site engages with families and community partners to review the extent cultural, ethnic, and community assets are included in lesson plans and curricula.</p>	<p>Proficient</p>
<p>Site decisions and leadership invite family and community members into the process of making policy decisions. Our site infuses family and community expertise and "funds of knowledge" into lesson plans and the overall curricular approach.</p>	<p>Excelling</p>



Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -

2. How are you utilizing the assets of your families in your programs/schools?

<p>FSCP practices are decided, planned, and implemented by site staff or teachers without family input. Events are typically presentations intended to inform families about site procedures or system policies.</p>	<p>Not Working on This</p>
<p>FSCP practices are used to support student learning and development by encouraging families to raise funds and volunteer in the classroom or office. Families are encouraged to monitor homework and interventions and support their children's learning from home. Community business partners typically provide meals at partnership events.</p>	<p>Early/Developing Stage</p>
<p>FSCP practices are used to support student learning and safety outcomes. The site provides opportunities for families to provide input into the FSCP programing and learn effective ways to support their children at home and outside of the building.</p>	<p>Proficient</p>
<p>Family and community partners serve as co-leaders with site staff in the site's implementation of FSCP program practices. Local family and community businesses are used to help provide food and instructional resources to support instructional practices with children. Families are asked to educate teachers about their own family traditions, routines, and community strengths.</p>	<p>Excelling</p>



Design Capacity Building Opportunities Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.	
Reflection Question and Proficiency Ratings -	
3. How are you using FSCP as a school improvement strategy?	
<p>FSCP is not a part of our site improvement strategy and is not mentioned in our Unified Improvement Plan (UIP)/annual reports. Professional development is focused on instructional delivery to students and/or classroom management strategies.</p>	<p>Not Working on This</p>
<p>Our site leaders include FSCP practices as required parts of the site's UIP. We provide professional development about how to implement FSCP practices and/or programs. Data are collected from 25-50% of families about their satisfaction with the site.</p>	<p>Early/Developing Stage</p>
<p>In addition to including FSCP in our site's UIP, we have professional development training about FSCP practices and programs that promote equity and improve student outcomes. Data are collected from more than 50% of families about community needs and their satisfaction with the site.</p>	<p>Proficient</p>
<p>In addition to including FSCP in the site's UIP, professional development training is conducted about using FSCP to promote equity and improve children's outcomes. The training is utilized to help develop our improvement plans. Also, data are collected from more than 70% of families about community needs and satisfaction with the site.</p>	<p>Excelling</p>



Dedicate Necessary Resources
 The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings -

1. How do you implement evidence-based practices to cultivate and sustain FSCP?

<p>We do not implement evidence-based practices designed to strengthen or sustain FSCP. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), and in ways that have always been organized. There is no funding allocated for new FSCP activities or programing. There is not an individual or group coordinating FSCP practices throughout the site.</p>	<p>Not Working on This</p>
<p>Our FSCP practices are coordinated by a site/teacher leader, the school counselor, or a family liaison. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about and implement improvements. Most of the funding for FSCP activities comes from the PTA/PTO budget, not the school budget. FSCP activities may or may not be formally evaluated.</p>	<p>Early/Developing Stage</p>
<p>There is a team at our site that coordinates all FSCP programing and evaluation, and it has funding for their work. Members of the FSCP team are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about how they can support family engagement at home or outside of the site. Also, the team always conducts an evaluation of FSCP practices that it implemented.</p>	<p>Proficient</p>
<p>There is a team at our site that coordinates all FSCP programing and evaluation, and that has funding for their work. Members of the FSCP team are rotated every couple of years and are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Also, the team always conducts an evaluation of each FSCP practice that is implemented and discusses how improvements can be made.</p>	<p>Excelling</p>



Dedicate Necessary Resources The site has and uses the necessary resources to integrate and elevate partnering practices to scale.	
Reflection Question and Proficiency Ratings -	
2. Where are you now and where will you go (e.g., Evaluation and goal setting)?	
<p>We do not evaluate our FSCP events or program implementation nor do we set goals or establish an idea for what FSCP relationships will look like in the following site year. Time is not devoted to FSCP in our site staff or site improvement meetings.</p>	Not Working on This
<p>We evaluate our FSCP events, but not our program implementation or the extent to which we have a sitewide program. On occasion, time is provided during our staff or site improvement meetings to discuss FSCP. FSCP activities are the responsibility of the PTA/PTO. Progress on FSCP practices is measured in terms of family attendance.</p>	Early/Developing Stage
<p>We evaluate our FSCP events and the extent to which we have a sitewide program. Time is sometimes provided to discuss FSCP during our staff or site improvement meetings. FSCP activities are the shared responsibility of the PTA/PTO, SAC, and other site committees. Progress on FSCP is measured in terms of whether all groups of families are being reached. The site leader emphasizes to teachers and staff the importance of FSCP.</p>	Proficient
<p>The site FSCP team evaluates what the site and teachers are doing to implement FSCP practices aimed at improving student outcomes, as well as those designed to improve relationships among the site, families, and the community. Time is often provided at staff or site improvement meetings to discuss how our FSCP programming is contributing to site and student improvement. Each year, the FSCP team sets goals for the FSCP practices beyond those about attendance at events or activities. The site leader emphasizes to teachers the importance of FSCP and works to remove individuals who do not share this vision.</p>	Excelling



Dedicate Necessary Resources
 The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings -

3. How will you continually improve your family partnerships through community-based resources

<p>There is no team or person to establish or coordinate community partnerships. Data about the participation and impact of our community partnerships are not collected or examined.</p>	<p>Not Working on This</p>
<p>There is a person to establish and coordinate community partnerships, and the site collects data about the number of partnerships, as well as family/student participation.</p>	<p>Early/Developing Stage</p>
<p>There is a person or team to establish and coordinate community partnership programming. The site collects data about the number of partnerships, family/student participation, and the impact of these partnerships on academic, social-emotional, health, and financial needs of students and families.</p>	<p>Proficient</p>
<p>There is a team at our site that coordinates all community partnership programming and evaluation. The team collects data from families and community partners about the assets that exist in the community and discusses with them how community resources can help meet the academic, social-emotional, health, and financial needs of students and families. This process takes place annually.</p>	<p>Excelling</p>



APPENDIX



Engaging in Guided Reflection and Discussion

The following section provides users with a 4-page tool to help each person think and reflect more deeply about their ratings. At the bottom of each table are the ingredients of a strong program of family, school, and community partnerships. We recommend using these pages *to help you rate* your site for each individual element. This rubric and the accompanying tools (reflection prompts and Summary Worksheet) will be most useful in helping sites set a path for improving family, school, and community partnership if they are part of an evaluation process.

Step 1: Individuals establish their own rating of the site's partnership efforts

Use these prompts to provide details and descriptions of your site.

Compare your responses to the rubric and identify which rating most closely matches your description.

Record the rating in the Summary Worksheet provided in this this user's guide.

Step 2: Bring together a group of stakeholders to participate in a discussion about their ratings.

This process should include a range of stakeholders including administrators, teachers, family members, community partners, and students at the secondary level.

As a group, members of the evaluation and accountability committee should share their ratings with one another, as well as the reasons why they felt that rating was most appropriate.

We encourage this group to come to a consensus about how the site is performing across each of the four Essential Elements. If one or two individuals have a rating that is very different from others, it is important to let those people speak openly and honestly about why they rated the site that way. Listen to their reasoning with empathy and avoid limiting the conversation. *This conversation is not meant to change people's minds, it is about hearing a diverse range of perspectives.*

Step 3: The evaluation group should agree to partnership improvement goals and a set of next steps to help the site meet those goals.

**Create an Inclusive Culture**

The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Questions:

1. How are your practices inclusive of all families?
2. How are you learning about families lived experiences?
3. Who is leading and supporting the creation of the welcoming culture?

Your Ratings:
(NW, ED, P or E)

Describe the extent to which you feel your site is welcoming to families and why.

Describe two practices implemented in the past 4 months that exemplify how your site takes into consideration of the lived experiences of families.

Describe at least two ways the educators or administration at your site try to learn about families.

Describe the way(s) your site leadership is supporting a welcoming culture.

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



Building Trusting Relationships

The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Questions:

1. What do trusting relationships look like in your program, district, or school?
2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
3. How do you leverage relationships with families to achieve your program/district/school goals?

Your Ratings:

(NW, ED, P or E)

Describe the extent to which you feel your site prioritizes developing trusting relationships with families.

Describe two instances in the past 4 months that exemplify how your site has invested in building trust with families.

Describe at least two ways the educators or administration at your site listen to families about their needs or hopes for the site or their child.

Describe how your site includes family engagement as a key lever in achieving goals for the site or children/students.

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation

**Design Capacity Building Opportunities****Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.****Reflection Questions:**

1. How do you use the context expertise of families to better your content expertise?
2. How are you utilizing the assets of your families in your programs/schools?
3. How are you using FSCP as a school improvement strategy?

Your Ratings:

(NW, ED, P or E)

Describe the extent to which your site is providing opportunities for educators and families to improve how they work together to support student learning and development.

Describe two practices implemented in the past year that were intended to improve the skills of teachers and/or families.

Describe the ways family strengths are brought into the site to support family engagement or instructional programming.

Describe the way(s) family engagement is included in your site accountability framework or documents.

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



Dedicate Necessary Resources

The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Questions:

4. How do you implement evidence-based practices to cultivate and sustain FSCP?
5. Where are you now and where will you go (e.g., Evaluation and goal setting)?
6. How will you continually improve your family partnerships through community-based resources?

Your Ratings:
(NW, ED, P or E)

To what extent does your site adequately invest and direct resources (financial, people, time) into the family, school, and community partnership efforts, and why?

Describe up to two partnership practices your site implemented this past year that were evidence-based.

To what extent are the partnership practices your site implements aligned to the goals in your accountability and improvement plan, and how well are you assessing whether these practices are effective?

What processes are in place to help you improve the partnership practices your site uses with families or community partners?

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



FSCP Rubric Summary Worksheet

Please write or indicate in the table below the ratings you feel describe your site. If you would like to convert your ratings to a numeric score to help calculate an overall average score, we recommend the following scale:

Not Working on This = 0 Early or Developing Stage = 1 Proficient = 2 Excelling = 3

Essential Elements	My Ratings
Element 1: Create an Inclusive Culture	
a) How are your practices inclusive of all families?	
b) How are you learning about families lived experiences?	
c) Who is leading and supporting the creation of the welcoming culture?	
Element 2: Building Trusting Relationships	
a) What do trusting relationships look like in your program, district, or school?	
b) How are you ensuring effective use of two-way communication with your families to sustain positive relationships?	
c) How do you leverage relationships with families to achieve your program/district/school goals?	
Element 3: Design Capacity Building Opportunities	
a) How do you use the context expertise of families to better your content expertise?	
b) How are you utilizing the assets of your families in your programs/schools?	
c) How are you using FSCP as a school improvement strategy?	
Element 4: Dedicate Necessary Resources	
a) How do you implement evidence-based practices to cultivate and sustain FSCP?	
b) Where are you now and where will you go (e.g., Evaluation and goal setting)?	
c) How will you continually improve your family partnerships through community-based resources	
Average Rating/Score	

To calculate your average rating, add the scores together and then divide that number by 12*.

**note: 3 questions for each element (3x4=12)*



Endnotes

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