Using a Continuous Improvement Process to Assess and Plan for Family Engagement
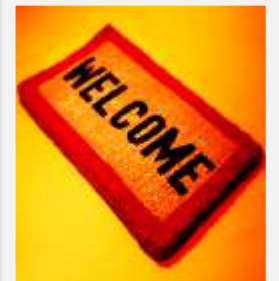
ISBE's Draft Family Engagement Framework Guide

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Benefits of Family Engagement

When families, schools, and communities partner to promote learning and healthy development, schools thrive and student outcomes improve.

Henderson & Mapp, 2002

Family Engagement Defined

*Meaningful Engagement is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth and address barriers to learning and is mindful of diverse school-communities and responsive to student and family needs.*

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ISBE Family Engagement Framework Guide Overview
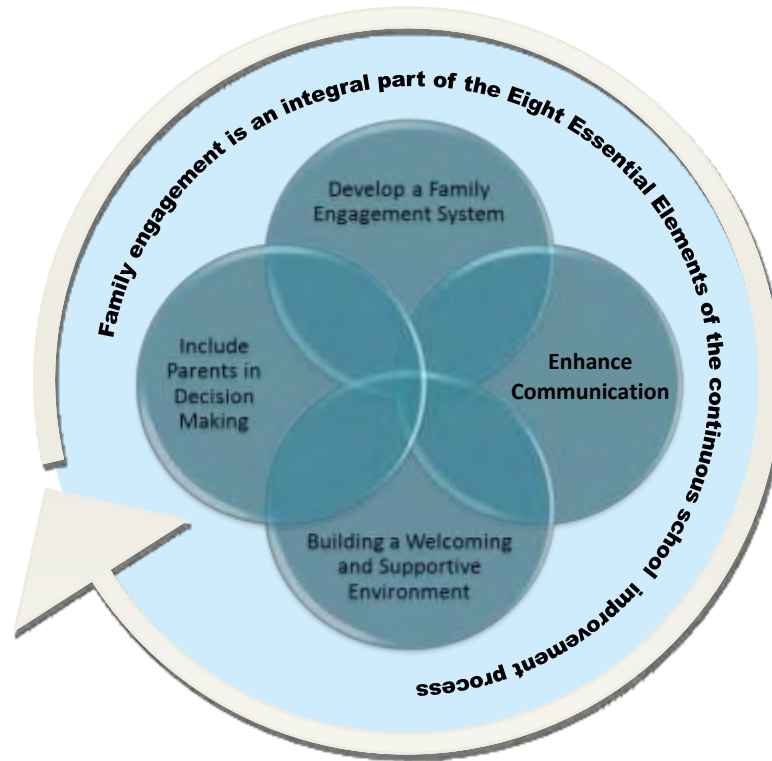
- Beyond Compliance
- Research-based Best Practices
- Systemic
- Districts and Schools Partner with Families
- Families Efforts are Integrated Across the 8 Essential Elements

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ISBE Family Engagement Framework Guide Components

- Overview
- Research Review
- Standards of Effective Practice
- Integrating Family Engagement Matrix
- Legislative Requirements/References

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Family Engagement Standards of Effective Practice

Principle 1:
Develop a Family Engagement System

Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

Standards:

1A. A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices.

1B. Family engagement system, policies and practices are embedded into the district/school continuous improvement process.
  - 1B.1. Family engagement system, policies and practices are coordinated and integrated into existing structures and processes.

1C. Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan.

1D. District and school leadership support the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs.
  - 1D.1. District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes.
  - 1D.2. District and school leadership understand and promote the implementation of required and effective family engagement practices.
  - 1D.3. District and school leadership model positive interactions with parents.
  - 1D.4. District and school leadership allocate/reallocate resources for family engagement efforts.
  - 1D.5. District and school leadership recognizes the significance of native language and culture to support student learning and strives to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.

1E. The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system.
  - 1E.1. District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.
  - 1E.2. District and school personnel have access to timely and useful family engagement data.
  - 1E.3. District and school personnel have the capacity to use family engagement data in a meaningful way.

1F. District and school personnel build the capacity of staff to effectively engage families in supporting student learning and healthy development.
  - 1F.1. Data is utilized to determine professional development needs pertaining to family engagement.
  - 1F.2. Professional development efforts incorporate effective family engagement practices.
  - 1F.3. Effective professional development strategies are utilized to build the capacity of district/school personnel.
  - 1F.4. Districts/schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds.

1G. District and school personnel build the capacity of families to meaningfully engage in activities that support student learning and healthy development.
  - 1G.1. District and school personnel help build the capacity of parents to support learning at home.
  - 1G.2. District and school personnel help parents understand data and how it is used to inform instruction.

Purpose of the Self-Assessment and Action Planning Tools

- Identify successes and gaps in systemic and integrated family engagement efforts

- Select priority standards for further development

- Identify ways in which parent leaders/liaisons and community resources can be leveraged

- Develop a meaningful plan of action

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Team Approach

Family voice should be an integral part of both the assessment and planning process.

Self-Assessment Tool Features

- **Organized by the Four Principles**

Principle 1. The district/school develops a family engagement system address any barriers to learning, and ensure college and career read...

Comprehensive Planning Essential Element

1B. Family engagement system, policies and practices are embedded into the district/school continuous improvement process.
- Family engagement system, policies and practices are coordinated and

- **Highlights alignment of Family Engagement Standards to 8 Essential Elements**

Comprehensive Planning Essential Element

1B. Family engagement system, policies and practices are embedded into the district/school continuous improvement process.
- Family engagement system, policies and practices are coordinated and integrated into existing structures and processes.

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Self-Assessment Tool Features

- **Identifies Related Legislation**

The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system.

- District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.

  Title I Requirement: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including:

  a. Identifying barriers to greater participation by parents in activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background.

  b. Using the findings of such evaluations to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. Section 1118 (a)(2)(E)

- **Indicates Location of Research in the FE Framework Guideline**

Principle 2. District and school personnel foster a welcoming environment
(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

Self-Assessment Tool Features

- **Provides Examples of Best Practices**

**Principle 3. District and school personnel engage in ongoing and meaning[...]
learning and healthy development.** *(Related research can be found on pgs. 16-17 of the[...]*

District Example:	Elementary School Example:
District utilizes an automated phone messaging system to communicate district events, changes to schedule and/or emergency information in addition to posting news on the website and other media channels. The district ensures that the communications are delivered in several languages so that all families in their community have access to this information.	*Elementary school teachers provide information to families about the new Common Core Standards, the curriculum and strategies they will be using, and how students' progress will be assessed and monitored. This information was shared through multiple venues in family friendly language.*

- **Provides Examples of Data Sources**

What data do you currently collect that supports or aligns with this standard?
(Potential data sources: website, fliers, brochures, letters, communication plan, communication procedures)

- **Asks Some Guiding Questions**

What does your data tell you? *(Questions to consider when assessing this standard: How does the district solicit input from families? Do they take family input into consideration when making decisions?)*

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Self-Assessment Getting Started

Determine

- Who will make up the team
- Time commitment
- When standards will be assessed
- Data sources needed to assess each standard
- Process
    - Consensus
    - Scoring
    - Identifying *priority* standards

-

Self-Assessment Scoring

Assessment Score Per Standard

Status of Work on this Standard

☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.

☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.

☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.

☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

☐ (3) **High**

☐ (2) **Medium**

☐ (1) **Low**

Level of Effort

☐ (3) Standard is relatively easy to address.

☐ (2) Standard can be accomplished with a moderate level of effort.

☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

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Self-Assessment Identifying Priority Standards

- Identify High Score
- Discuss Readiness and Context
  - What is the school/community's readiness to address this standard?
  - Is there administrative support?
  - Is there a specific opportunity that makes it easier to address this standard now as oppose to later?
  - Does it make more sense to address another standard first?

Potential Priority Standard	Standard Score	Barriers	Opportunities	√ if Priority Standard

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Action Planning

- Priority Standard
- Intended Outcomes
- Strategies
- Action steps
- Resources (including personnel and key stakeholders)
- Timelines

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Family Engagement Action Planning Template *(Draft)*

|	
Priority Standard:	**Victory/Outcome(s)*:**
Intent (Why?):	**Evaluation Measures**:**

When planning for this Priority Standard, consider the following: How will all parents be supported and engaged? How will parents of students with special needs be supported and engaged? How might trained parent leaders/liaisons or other community resources be utilized to support and engage parents (especially hard to reach parents) in supporting student learning and healthy development?

Activity ▼	Who ▼	When ▼	Resources ▼	Budget Allocation ▼

Coordinator/Team Members ▼	Role ▼	Team Meetings ▼	Partners ▼

*Outcome statements need to be SMART (Specific, Measurable, Achievable, Realistic and Timely) goals. Components include the desired change and the area that needs work. Language in outcome statements often includes words such as, increase, decrease or maintain, from, to, etc. An example of an outcome statement is: to increase the percentage of families that report confidence in supporting their child's learning from 65% to 80% by the next school year. Teams may determine that it is more realistic to see a change in performance during the first year as oppose to a more significant change in participants' perceptions, attitudes or behaviors. An example of a performance statement is: to increase the number of families visiting the Parent Resource Room from 35 to 70 during the upcoming school year.

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Continuous Improvement Process
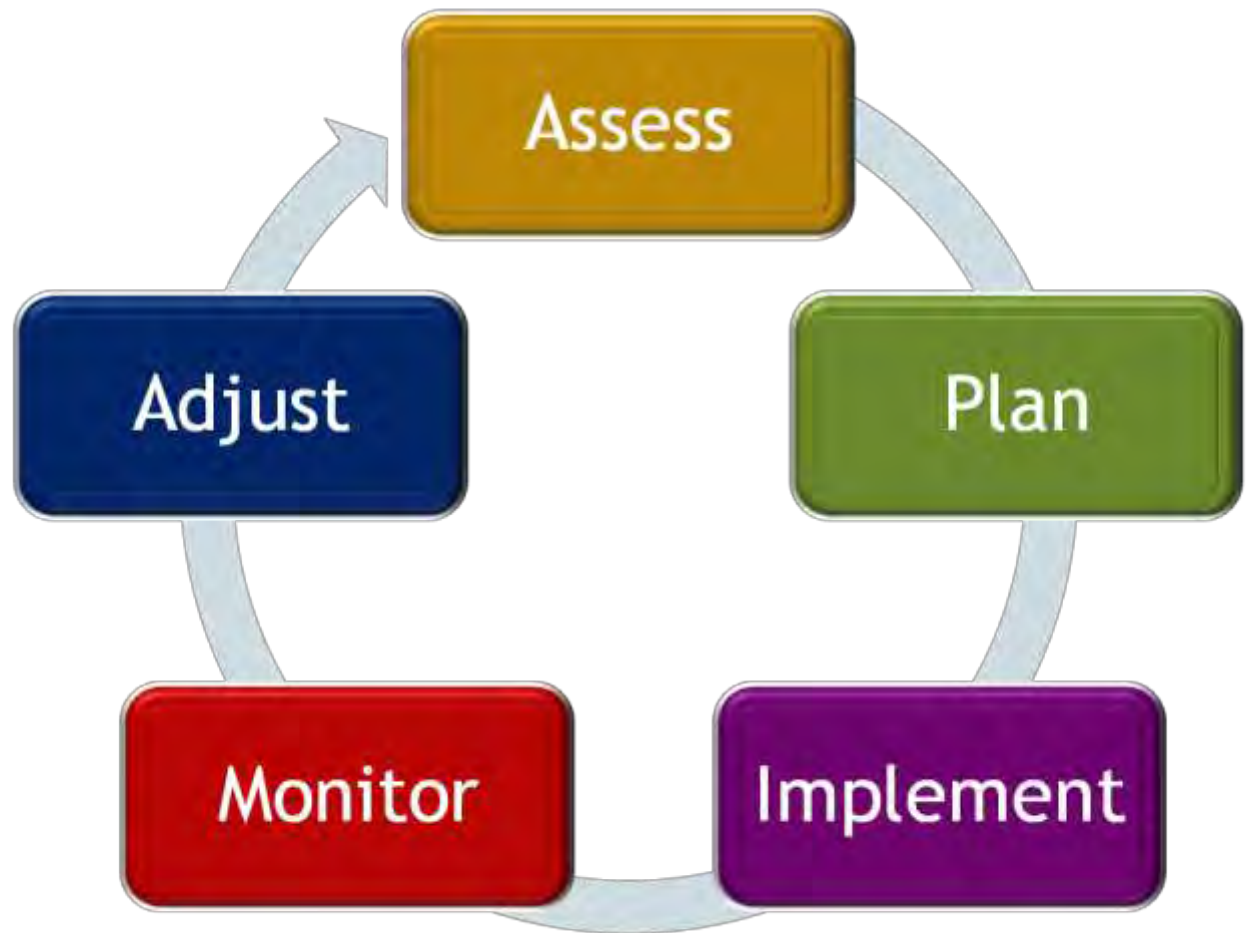
Questions

Additional Resources

Illinois State Board of Education (ISBE)

- Learning Supports: http://www.isbe.net/learningsupports/html/partnerships.htm
- Common Core: http://www.isbe.net/common_core/htmls/resources.htm
- Special Education: http://www.isbe.net/spec-ed/html/parents.htm
- Innovation and Improvement: http://www.isbe.net/grants/html/parent.htm
- Illinois School Report Card: http://www.illinoisreportcard.com/

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Thank you for participating!

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