

Family Engagement

Student Achievement and Academic Success in School

Note: Family refers to biological or adoptive parents, guardians and others who might be filling the role of student advocate.

Structure	Critical Feature	Aware (Marginal Engagement)	Developing (Engagement)	Succeeding (Active Participant)	Exceeding (Collaboration)	Coaching Comments, Resources and Next Steps
Action Planning	Family-Teacher Partnership Team	Establish family engagement committee to plan social, non-academic school activities	Establish family-teacher partnership team that develops action plan not integrated or closely aligned with school's improvement action plan to increase student achievement	Assists with development of school improvement action plans with focus on family experiences to engage with teachers on implementation of evidence-based instructional strategies/practices to maximize student learning	Extends assistance for supporting improvement of instruction to eliminate non-academic (i.e., attendance, behavior) and culture (i.e., first generation college, academic expectations) components identified as barriers to learning	
Action Planning	Inclusion in School/District Improvement Action Plan	Include family activity that has no direct relationship to academic SMART goal and evidence-based instructional strategy/practice being implemented	Identify specific family experience to increase skills in helping their student with mathematics or reading learning which may or may not support evidence-based instructional strategy being implemented	Strategically identify family experiences at appropriate times to extend student use of instructional strategy/practice when learning outside the classroom, especially at home	Identify process for sustaining effective family experiences as part of that support continued successful implementation of evidence-based instructional strategy/practice in the classroom	
Action Planning	Inclusion in School/District Improvement Action Plan	Measure family engagement using participation at family activities	Measure family engagement using satisfaction exit surveys at end of family experiences	Measure and use pre and post understanding of family understanding on how to help their child learn mathematics and reading to adjust family experiences	Incorporate measures of student learning/experiences outside classroom to extend family experiences to help increase student learning of mathematics and reading	
Effective Data Sharing	Preparing to Share Data with Families	Strategizes with staff about best ways to share different types of data with families; for example, which data to share in person, over phone, or online	Develops staff skills in how to clarify data information for families (including avoiding acronyms or unfamiliar data terms) focused on increasing families' understanding about their student's academic progress	Develops staff's ability to share data directly with students, when developmentally appropriate, so students can talk to family and take greater responsibility for own academic progress	Develops staff's ability to share data with families in context of whole child with emphasis on reassuring family that student's progress is more than sum of test scores	
Effective Data Sharing	Talking Data with Families	Shares test scores and other formal performance results with families in parent-teacher meetings	Helps families understand what a range of data (e.g., test scores, samples of student work aligned with Minnesota Academic Standards, and other non-academic data) suggests about their student's overall academic progress	Focuses conversations on potential for growth/improvement while giving student a voice in data-sharing process that leads to learning about student's perceived strengths, weaknesses, and interests	Encourages families and students to be active partners with school by collaboratively establishing clear goals for academic success, co-developing action plan for academic growth, and specifying roles for teacher, student and family in achieving goals	
Professional Development	PD for Families	Invites all families/parents to meet with classroom teacher one or two times a year as part of formal presentation to all families	Schedules structured parent-teacher conference, with or without student, at least two times per year to update family on child's current academic learning	Implements interactive parent-student-teacher conferences at least two times per year to discuss how family can help child with learning related to Minnesota Academic Standards	Implements multiple interactive parent-student-teacher meetings to set, monitor, and adjust student learning with high expectations related to Minnesota Academic Standards	
Professional Development	PD for Families	Schedules family activities to share information about accessing student services and informing families of volunteer activities available	Provides formal presentations for families on Minnesota Academic Standards, state accountability tests, graduation requirements, and school instructional practices/learning expectations	Provides multiple interactive family experiences to learn about evidence-based instructional strategies/practices being implemented in classroom with continuing related to specific instructional strategies being implemented in school	Offers regular, ongoing family experiences/workshops at non-school culturally supportive locations to help families develop skills to support learning related to specific instructional strategies being implemented in school	
Professional Development	PD for Families	Provides family activities about student learning and development with general suggestions for helping child succeed including structures to implement at home	Provides open house offering some written materials about Minnesota Academic Standards and expectations as well as school's curriculum, instructional methods, and student services	Provides multiple interactive family experiences (for both student and family) to learn about current Minnesota Academic Standards being addressed in child's classroom and view scoring guides and exemplary examples of student work, especially mathematics and reading	Provides interactive family experiences to discuss planning for future school experiences as well as post-secondary and career options	
Professional Development	PD for School Staff	Provides professional development about best practices for contacting families, creating welcoming environment, and/or conducting parent-teacher conferences	Provides professional development about how to increase family awareness of Minnesota Academic Standards and setting high learning expectations for all students	Provides multiple, ongoing schoolwide training, discourse, and planning about how to engage families in supporting students' academic success related to implementation of current evidence-based instructional strategies/practices implemented in classrooms	Provides opportunities for staff and community representatives to learn about and initiate plans for using community partnerships to extend support for families and students related to evidence-based instructional strategies being implemented in classrooms	
Professional Development	PD for School Staff	Encourages individual teachers to plan for increasing family awareness of student homework	Encourages learning teams review student work and discuss methods for extending learning to home	Entails learning teams to review student homework with specific support from families to assess changes in student learning	Provides opportunities for learning teams to develop and evaluate impact of family experiences related to implementation of evidence-based instructional strategies/practices	
Professional Development	PD for School Staff	Increases staff knowledge of family cultural beliefs within school that impact academic success for students	Examines one's own cultural worldview and how it impacts student achievement	Develops staff's ability to understand, communicate with, and effectively interact with diverse families to increase student achievement, especially culturally and linguistically responsive ways to connect with families	Develops inclusive school community that continually monitors and adjusts impact of cultural diversity to maximize family engagement in supporting student achievement	
Professional Development	PD for School Staff	Provides information on how to inform families about essential school services	Provides ongoing updates on how to develop two-way communication with families	Provides ongoing approaches on how to communicate with families about student achievement and assist with student learning	Provides approaches on how to share with families the link between classroom learning and college/career readiness	
School Climate Related to Families	Communication	Provides communication about school policies and procedures at appropriate times during year	Uses multiple communication tools (e.g., newsletters, websites) in multiple languages as needed to inform families about ongoing instructional strategies/practices occurring schoolwide	Uses multiple communication tools in multiple languages as needed to inform families about classroom specific ongoing instruction strategies/practices with suggestions for supporting learning at home	Uses multiple communication tools in multiple languages as needed to inform families about planning and decision making for college and career readiness; includes timelines and specific actions to be taken for success	
School Climate Related to Families	Communication	Provides families with mandated student achievement information quarterly as well as yearly performance on state accountability tests when appropriate	Provides opportunities for families to ask questions about student achievement and learning expectations at parent-teacher conferences	Provides multiple methods of communication (e.g., printed, electronic, face-to-face) between teachers and families about ongoing student performance on Minnesota Academic Standards as well as learning expectations both in and out of classroom	Provides interactive methods for students and families to communicate with teachers about performance expectations on a 24/7 basis	
School Climate Related to Families	Communication	Provides families with school administrators contact information to resolve issues	Provides families with clear, complete information on procedures to resolve issues between school and family	Uses a formal collaborative process involving all stakeholders to resolve issues, track outcomes, and adjust actions	Conducts family training programs in multiple languages about how to advocate for student and use existing system to resolve issues	
School Climate Related to Families	Equitable Access	Develops infrastructures to eliminate contextual barriers for family participation such as child care, time constraints, transportation/location	Presents families with information about how academic success for their student provides college and career opportunities	Develops structures to help families personalize home learning activities to reflect own cultural differences and/or strengthen relevance of learning for student	Develops process involving both student and family in planning academic roadmap necessary for reaching desired college and/or career goals with attention to addressing potential cultural barriers to success	
School Climate Related to Families	Equitable Access	Uses signage welcoming families in only one language	Uses signage, in multiple languages, to welcome and guide families to spaces designed to encourage staff and family interactions at school	Engages staff and students in collaborative development of signage, in multiple languages, for families to illustrate school's learning successes	Uses signage, in multiple languages, to inform both students and families about actions to take for college and career readiness while enrolled in school	
Community Involvement	Support Learning Outside Classroom	Promotes out-of-school learning experiences related to development of skills unrelated to specific academic content (e.g., sportsmanship, grit, leadership)	Promotes out-of-school learning experiences (at home and other programs) focused on academic content, but not directly related to current classroom content concepts	Promotes out-of-school learning experiences (at home and other programs) directly related to concepts being developed in classroom, especially those skills related to evidence-based learning strategies being implemented	Conducts home visits with families involving modeling of learning activities linked to classroom learning, especially mathematics and reading	
Community Involvement	Support Learning Outside Classroom	Provides list of updated community or online resources to support learning when requested	Publicizes and/or posts on school website community-based learning activities (e.g., tutoring, summer camps specific to content area) and/or online resource tools to support learning	Increases family awareness of community based learning opportunities linked to student specific learning needs	Seeks alternative learning opportunities beyond classroom to meet student needs not currently addressed by school	
Community Involvement	Community Engagement	Communicates regularly with community agencies/programs to update them on education changes	Involves community agencies/programs in process of informing families about educational services available through school	Partners with community agencies/programs to build family understanding of academic expectations, especially those related to current evidence-based instructional strategies/practices being implemented in school	Systematically develops family and community leaders who contribute to and advocate for families' understanding of how to support learning beyond the classroom	
Community Involvement	Community Engagement	Engages community beyond school (e.g., service clubs, local businesses) in school events (e.g., family nights, sports, music/theater performances)	Engages family and community volunteers to regularly assist teachers with classroom instruction support (e.g., preparing materials for students, reading to students)	Collaborate with community leaders to provide family experiences with specific learning objectives for students, especially related to mathematics and reading	Systematically collaborate with community leaders to ensure ongoing sustained family experiences for all levels of student learning	