

Parent Involvement Analysis Policy Analysis

District Parent Involvement Policy Evaluation

Date Completed: _____

District has no policy

	Required Activities (NCLB)	Score	Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy...
A.	Development of the Parent Involvement Policy		
	1. Conducts an annual meeting with parents to discuss program plan, implementation, and suggestions.		1 = States that an annual meeting with parents is held for this purpose. 2 = Requires agendas and minutes for meeting, maintained and reported from year to year.
	2. Decides with parents how funds allotted for parent involvement activities shall be used.		1 = States that parents are included in deciding how funds for parent involvement are used. 2 = Includes procedures for selecting parents and how they are included in development of budget.
B.	District support to build capacity for strong parent involvement		
	1. Provides coordination of district activities to build capacity for parent involvement in schools.		1 = States that district coordinates activities to build capacity for parent involvement in schools. 2 = Specifies which district staff (by position title) are responsible for coordination of district activities.
	2. Provides technical assistance to schools in building capacity for strong parent involvement.		1 = States that district provides technical assistance to schools in building capacity for strong parent involvement. 2 = Specifies which district staff (by position title) assists schools with their parent involvement programs and practices and how TA is evaluated and reported.
	3. With the assistance of parents, educates staff in the value of contribution of parents; how to reach out to, communicate with, and work with parents as equal partners; implementing and coordinating parent programs; and building ties between parents and the school.		1 = States that the district provides professional development for staff on parent-school relationships and that parents are involved in the planning and delivery. 2 = Specifies which district staff (by position title) are responsible for providing professional development and how the training is evaluated and reported.
C.	Coordination of parent involvement activities with other district programs		
	1. Coordinates and integrates parent involvement programs and activities with other programs, such as Head Start, Early Reading First, Even Start, Early Childhood Education (ECE) home visitation programs, and district preschool programs.		1 = States that the district coordinates and integrates parent involvement programs and activities with early childhood programs in the community and in the district. 2 = Specifies which district staff (by position title) are responsible for the coordination For high school districts, this may be scored “N/A”.
	2. Provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, workshops, and technology.		1 = States that the district provides materials and training to help parents work with their children to improve their children's academic achievement. 2 = Includes specific ways in which the district provides materials and training and how the materials and training are evaluated and reported.
D.	Student Learning		
	1. Coordinates and integrates parent involvement strategies with other educational programs in the district to improve academic quality of schools.		1 = States that the district coordinates parent involvement strategies with other educational programs in the district to improve academic quality of schools. 2 = Specifies which district staff (by position title) are responsible for this coordination.
	2. Identifies barriers to greater participation by parents of diverse backgrounds.		1 = States that the district identifies barriers to greater participation by parents of diverse backgrounds. 2 = Identifies specific barriers that parents may face and describes how the district addresses these barriers.
	3. Develops written materials and training for staff to help parents work with students to improve student achievement.		1 = States that the district develops written materials and training for staff to help parents work with students to improve student achievement. 2 = Specifies which district staff (by position title) are responsible and how the materials and training are evaluated and reported.
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met			

Parent Involvement Analysis Policy Analysis

District Parent Involvement Policy Evaluation (cont.)

	Required Activities (NCLB)	Score	Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy...
E.	School-based parent involvement activities		
	1. Describes how parents will be encouraged to become involved in activities offered by the school.		1 = Includes specific methods schools are expected to employ to encourage parent involvement. 2 = Specifies how each school’s efforts to encourage parent involvement are evaluated and reported.
F.	Method of communicating with parents		
	1. To the extent practicable, all information sent to parents is in a format and language that the parents can understand.		1 = States that information sent to parents is provided in a format and language that parents can understand. 2 = Includes guidelines for preparing materials that consider parents' language and literacy levels and method for soliciting feedback from parents on the adequacy of the adaptations.
	2. Parents are given notification in a timely manner.		1 = States that communication with parents will be provided in a timely manner. 2= Includes timelines for parental notification of key programs, activities, and student and school progress.
G.	Annual evaluation		
	1. With the involvement of parents, conducts an annual evaluation of the content and effectiveness of the policy that:		
	a. Includes measures of student achievement and school performance.		1 = States that parents are involved in annual evaluation of the district’s parent involvement policy that includes examination of student and school performance. 2 = Includes procedures for selecting parents and how they are included in the annual evaluation.
	b. Specifically addresses barriers to greater participation of parents of diverse backgrounds in activities authorized by law.		1 = States that parents are involved in annual evaluation of district’s parent involvement policy that includes examination of barriers. 2 = Includes procedures for selecting parents and how they are included in the annual evaluation.
	2. Uses the findings to design strategies for more effective parent involvement and to revise, if necessary, this policy.		1 = States that results of the annual evaluation inform revisions in policy, programs, and practices. 2 = Includes procedures for recording parent input, designing strategies, and reporting the results.
	3. Provides other reasonable support to parents as requested.		1 = States that the district provides reasonable support to parents as requested. 2 = Describes methods by which parents are surveyed or otherwise asked how the school can support them.
H.	Ensure development of the school’s parent involvement policy		
	1. Ensures the development and distribution to parents of the policy that reflects input from parents of students at the school.		1 = Requires each school to develop and distribute its own parent involvement policy with input from parents. 2 = Requires each school to annually report to the district its parent involvement policy, how parents were involved in the policy development, and methods for distribution.
	2. Includes a Compact that outlines how parents and school staff will share responsibility of improved student academic achievement and describes the means by which the school and parents will build and develop partnerships to help students.		1 = Requires school to develop and distribute a Compact and provides guidance as to what a Compact should include and how it is to be distributed. 2 = Requires school to annually file its revised Compact with the district and include a report of how the Compact is discussed with students, parents, and teachers.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met			

Parent Involvement Analysis Policy Analysis

School Parent Involvement Policy Evaluation

Date Completed: _____

School has no policy

Required Activities (NCLB)		Score	Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy...
1.	Conducts an annual meeting with parents to discuss program plans, implementation, and suggestions at a convenient time for parents.		1 = States that the school conducts an annual meeting with parents to discuss program plans, implementation, and suggestions at a convenient time for parents. 2 = Requires agendas and minutes for meeting, maintained and reported from year to year.
2.	Provides parents information in a timely manner about programs that includes a description and explanation of the school's curriculum, the forms of academic assessments used to measure children's progress, and the proficiency levels students are expected to meet.		1 = States that information about the school's programs, curriculum, assessments, and expected proficiency levels is provided in a timely manner. 2 = Includes timeline for providing information about the school's programs, curriculum, assessments, and expected proficiency levels and specifies how it is provided.
3.	The school asks parents to participate, as appropriate, in decisions about the education of their children.		1 = States that parents are included in decisions about their children. 2 = Specifies the situations in which parents are included in decisions about the education of their children.
4.	Provides each parent an individual student report about the performance of their child on State assessments in at least math, language arts, and reading.		1 = States that parents are provided individual student reports of performance on State assessments. 2 = Specifies how parents are provided an opportunity to discuss the reports with a teacher or other school personnel.
5.	Provides each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations.		1 = States that parents receive timely notice when their child has been assigned or has been taught by a teacher who is not highly qualified. 2 = Specifies how parents are notified when their child has a teacher who is not highly qualified and includes a procedure for parents to seek further information from the school, including options available to them.
6.	Provides assistance to parents in understanding the following topics:		
	a. the state's academic content standards		1 = States that parents are provided assistance in understanding the state's academic content standards. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it.
	b. the state's student academic achievement standards		1 = States that parents are provided assistance in understanding the state's student academic achievement standards. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it.
	c. the state and local academic assessments including alternate assessments		1 = States that parents are provided assistance in understanding the state and local academic assessments including alternate assessments. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it.
	d. how to monitor their child's progress		1 = States that parents are provided assistance in monitoring their child's progress. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it.
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met			

Parent Involvement Analysis Policy Analysis

School Parent Involvement Policy Evaluation (cont.)

Required Activities (NCLB)		Score	Criteria for Scoring “2” assumes that criterion for “1” is met. The written policy...
6.	e. how to work with educators		1 = States that parents are provided assistance in working with educators. 2 = Describes how parents are provided assistance and who (by position title) is responsible for providing it.
7.	Provides materials and trainings to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.		1 = States that the school provides materials and training for parents to help them work with their children to improve their children's academic achievement. 2 = Specifies which school staff (by position title) are responsible for developing, obtaining, and providing materials and training for parents and how the materials and training are evaluated and reported.
8.	With the assistance of its parents, educates its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.		1 = States that the school, with the involvement of parents, educates its staff in how to reach out to, communicate with, and work with parents as equal partners, etc. 2 = Specifies which school staff (by position title) are responsible for providing training for staff and how the training is evaluated and reported.
9.	To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction for Parents of Preschool Youngsters (HIPPY), Parents as Teachers (PAT), public preschool, and other programs.		1 = States that the school coordinates the school's parent involvement programs with early childhood programs in the community and in the school. 2 = Specifies which school staff (by position title) are responsible for the coordination of the school's parent involvement programs with early childhood programs in the community and in the school. For high and middle schools this may be scored N/A
10.	Conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.		1 = States that the school conducts other activities that encourage and support parents in more fully participating in the education of their children. 2 = Describes other activities through which the school encourages and supports parents in more fully participating in the education of their children.
11.	Ensures that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parent can understand.		1 = States that school informs parents about programs, meetings, and activities and that the information is provided in ways understandable to parents. 2 = Describes procedures for informing parents about school programs, parent programs, meetings, and activities and how the information is provided in ways understandable to parents.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met			

Parent Involvement Analysis Policy Analysis

Compact Evaluation

Date Completed: _____

School has no Compact

Elements of a Compact		Score	Criteria for Scoring The school's Compact...
1.	The School's responsibility to provide high quality curriculum in a supportive and effective learning environment		
	a. Clearly states school goals to meet student academic achievement standards.		Lists key academic goals, typically based on state standards, for core subjects.
	b. Lists the responsibilities of the parents/families, students, and teachers that support achievement goals.		Lists specific responsibilities related to each academic goal for each group-parents/families, students, and teachers.
2.	Ways in which parents, teachers, and students are responsible for supporting students' learning		
	a. Provides guidelines for parents, teachers, and students on homework and home study habits.		Includes the school's homework policy or otherwise provides guidelines for each group-parents, teachers, and students-for assignment, completion, and correction/scoring of homework and guidance for parents on promoting home study habits.
	b. Provides guidelines for parents, teachers, and students on home reading activities.		Provides guidelines for teachers, parents, and students to model and encourage respectful, responsible behavior at school and at home.
	c. Provides guidelines for parents, students, and teachers on encouraging respectful, responsible behavior.		Provides guidelines for teachers, parents, and students to model and encourage respectful, responsible behavior at school and at home.
3.	The importance of communication between teachers and parents on an ongoing basis		
	a. Encourages attendance at conferences, during which the Compact is discussed as it relates to the individual child's achievement.		Describes the school's parent-teacher conference procedures and includes discussion of the Compact as part of conferences.
	b. Outlines ways the school frequently reports to parents on their child's progress.		Describes the school's procedures for reporting to parents on their children's school progress, including student report cards and state assessment results.
4.	Outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve state standards.		
			Describes the parent education programs, parent leadership opportunities, parent-teacher communication opportunities, and other methods the school employs to build a partnership with parents and how these activities relate to students' achievement of state standards.
5.	Provides parents opportunities to volunteer and participate in their child's class and to observe classroom activities.		
			Explains the policies and procedures for parents to visit classrooms and to volunteer to help at school.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met			

Parent Involvement Analysis Policy Analysis

Homework Policy Evaluation

Date Completed: _____

School has no policy

Elements of a Policy		Score	Criteria for Scoring The homework policy...
1.	Importance - Explains why homework is important.		Provides a general explanation of the value of homework in extending learning time and developing independent study habits and skills.
2.	Roles - Clearly states the role of teachers, parents, and students in the assignment and completion of homework.		Explains what is expected of teachers, parents, and students in the assignment and completion of homework.
3.	Frequency - Provides guidelines for frequency of homework (ex. 5 days a week).		Provides guidelines for teachers on how frequently homework should be assigned, which also gives parents and students an expectation for the frequency of homework.
4.	Quantity - Provides guidelines for amount of time students might be expected to spend on homework (ex. 10 minutes per grade level).		Provides guidelines for teachers on how much time a student might spend on homework each day, which also gives parents and students an expectation for time devoted to homework.
5.	Weight - Establishes the weight of the homework in determining report card grades.		Establishes that homework is counted toward the student's report card grades and gives a range for its weight in comparison with other work. For example, homework may count for 10% to 20% of the report card grade.
6.	Correction>Returns - Establishes guidelines for prompt return of graded and marked homework to students by teachers.		Establishes the importance of teachers marking, grading, and promptly returning homework to enhance its effect on student learning.
7.	Preschoolers (if applicable) - Explains importance of parent-child interaction in learning activities for preschool-age children.		Explains that parent-child learning activities for pre-school-age children help build the habit for homework during the school years. This may be scored NA in high schools and middle schools.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met			

Parent Involvement Analysis Policy Analysis

Student Report Card Evaluation

Date Completed: _____

School has no policy

Elements of a Student Report Card		Score	Criteria for Scoring The student report card...
1.	Provides the student and parents with a clear account of the student's progress toward learning standards for his/her grade level.		Includes key standards or benchmarks relevant to the grade level and subject and an indication of the student's progress toward mastery.
2.	Provides the student and parents with a clear account of the student's level of effort, persistence, and devotion to assigned tasks.		Includes the teacher's impression of the student's work habits at school.
3.	Provides the student and parents with a clear account of the areas in which the student may need to improve.		Clearly shows parents areas in which the student needs improvement.
4.	Provides the student and parents with a clear account of the student's behavior, including an indication of his/her respect for others and sense of responsibility.		Includes the teacher's impression of the student's behavior in relation to others and the student's responsibility for behavior and for fulfilling the obligations of the classroom.
5.	Asks parents to record their observations or ratings of the student's study habits and reading habits at home.		Provides parents an opportunity to record their observations or ratings of the student's home behaviors most related to school success, especially home study and reading habits.
6.	Suggests ways parents might support their child's school success.		Includes a statement of the importance of parents' support at home for their children's school learning.
7.	Reinforces the parent-school Compact, homework policy, and importance of parent-teacher conferences.		Includes a reference to the parent-school Compact, homework policy, and parent-teacher conferences.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met			

Parent Involvement Analysis Policy Analysis

Classroom Visit Policy Evaluation

Date Completed: _____

School has no policy

Elements of a Policy		Score	Criteria for Scoring The classroom visit policy...
1.	Discusses the importance of parents in their children's learning.		Includes a statement of the importance of parents in their children's learning and the school's encouragement of parent participation.
2.	Written in friendly and welcoming language.		Is written with parents as the intended audience, in language that is friendly and welcoming.
3.	Either states that no advance notice is required or specifies how much advance notice is required.		Explains the school's policy for advance notice for classroom visits.
4.	Tells the parent who to call to set up a visit.		Provides a telephone number and name or position of person to call to schedule a visit.
5.	Tells where the visitor first reports when entering the school.		Gives directions for where the office is located.
6.	States how the teacher will be notified of a visit.		Explains how the teacher is notified that a visit has been scheduled or, when advance notice is not required, how the teacher will be informed that the parent is in the office and will soon be visiting.
7.	States the role of the parent when visiting.		Explains whether the parent will be provided a chair or may move about the classroom, whether the parent may interact with his/her child or should be a silent observer.
8.	States the role of the teacher during a visit by a parent.		Explains how the teacher will greet the parent, whether the teacher is expected to provide information to the parent, and how the teacher is expected to proceed with classroom instruction while the parent visits.
Total Score			
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met			