

## INTERNAL MONITORING REPORT

June 16, 2021

POLICY: **2.10 Effective Family, School and Community Partnering**  
POLICY CATEGORY: **Operating Limitations**  
PERIOD MONITORED: **2020-2021 School Year**

This is my monitoring report on the Board of Education's Executive Limitation policy "Effective Family, School and Community Partnering." I certify that the information contained in this report is true and complete. The report is presented in accordance with the routine monitoring report schedule. This report will monitor the policy starting at its more detailed provisions and end with the global prohibition.

Panorama Education launched its "[Family-School Relationships Survey](#)" (follow this link for complete results) for Adams 12 Five Star Schools on Jan. 25 – Feb. 19, 2021. This is the survey's fourth consecutive year.

### Participation

Nearly 5,700 parents across the Five Star District took the survey. Nationwide, Panorama sees a survey response rate of around 20 percent. With a response rate of 20.2 percent, Adams 12 Five Star Schools was in line with the national response rate.

### Results and Benchmarks

The Family-School Relationships Survey from Panorama is structured as a series of scales, or groups of questions, that work together to measure a single construct, or topic. As an example, the topic "Staff-Family Relationships" has six questions within it. Each scale asks parents and guardians to respond to questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. This approach minimizes measurement error.

National Benchmarks allow districts and schools to compare their scores to results from Panorama's national dataset. **National Benchmarks are only available if every question within a given topic was asked.** For the Five Star District, National Benchmarks are available for the following topics – Staff-Family Relationships, School Climate and School Fit. Along with a distribution graph, National Benchmarks also include the district's approximate national percentile, rounded to the nearest 10 (e.g. 50<sup>th</sup> or 70<sup>th</sup> percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools and 3.5 million respondents (includes all stakeholder groups) across diverse geographic areas, school types and achievement levels.

Additionally, you can refine the National Benchmarks by selecting various district/school characteristics (school setting, school level, and free and reduced lunch %).

Those interested can [view results for each school on the district website](#).

Christopher E. Gdowski, Superintendent  
June 11, 2021

### 2.10.1 Policy Wording:

*Partnering shall be infused within the relevant district practices, infrastructures, policies and procedures by providing: Welcoming environments where families, community members, and school staff feel valued and have opportunities to communicate with each other and understand what students are learning.*

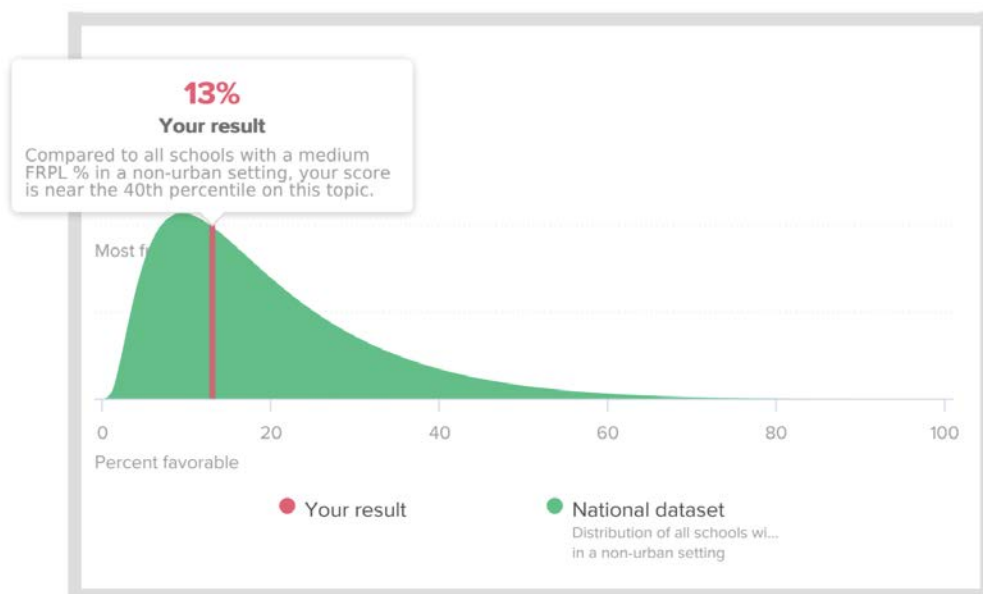
#### Interpretation:

I interpret this policy wording to mean:

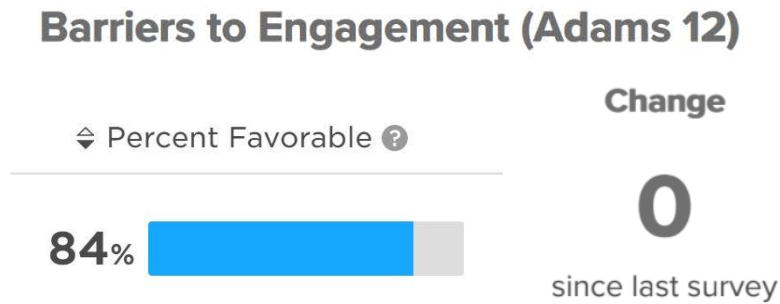
1. The district's performance complies with the policy standard if on the "Staff-Family Relationships" (aka Family Engagement) topic, which is comprised of six questions, the District is near the 50<sup>th</sup> percentile or above compared to all schools in the national dataset with a medium (30-70%) Free and Reduced Lunch (FRPL) percentage in a non-urban setting.
2. The district's performance complies with the policy standard if the average "favorable" result for the "Barriers to Engagement" topic, which comprises six out of the 13 questions on this topic, exceeds the "favorable" result from the last survey period.

#### Data Reported:

1. In 2021, compared to all schools nationally with a medium (30-70%) Free and Reduced Lunch percentage in a non-urban setting, the district's score was near the 40<sup>th</sup> percentile for the topic of "Staff-Family Relationships" (aka Family Engagement).



2. In 2021, 84 percent was the average “favorable” result for the “Barriers to Engagement” topic.



**Compliance Statement:**

The district’s performance did not comply with policy standards 1 and 2.

**2.10.2 Policy Wording:**

*Partnering shall be infused within the relevant district practices, infrastructures, policies and procedures by providing: Inclusive and nurturing environments which value cultural diversity, awareness, and sensitivity.*

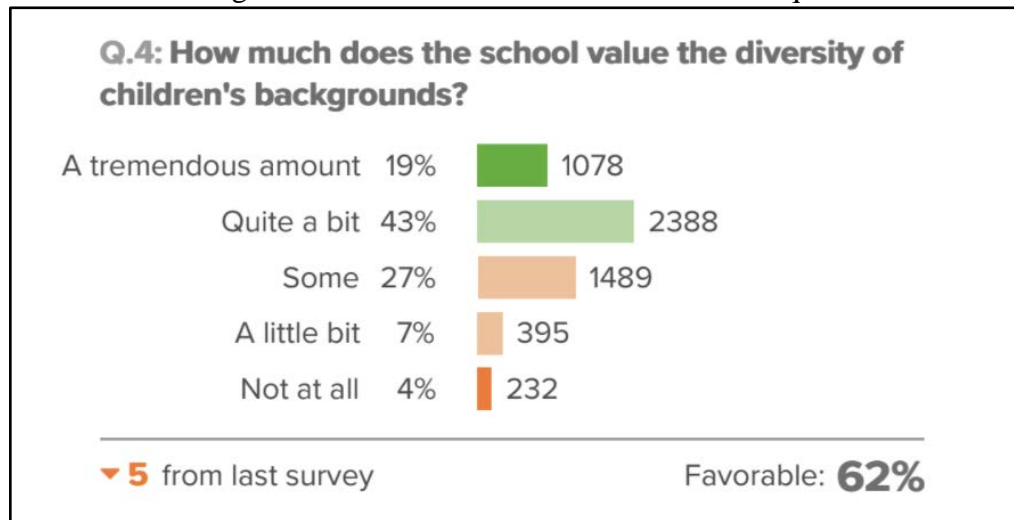
**Interpretation:**

I interpret this policy wording to mean:

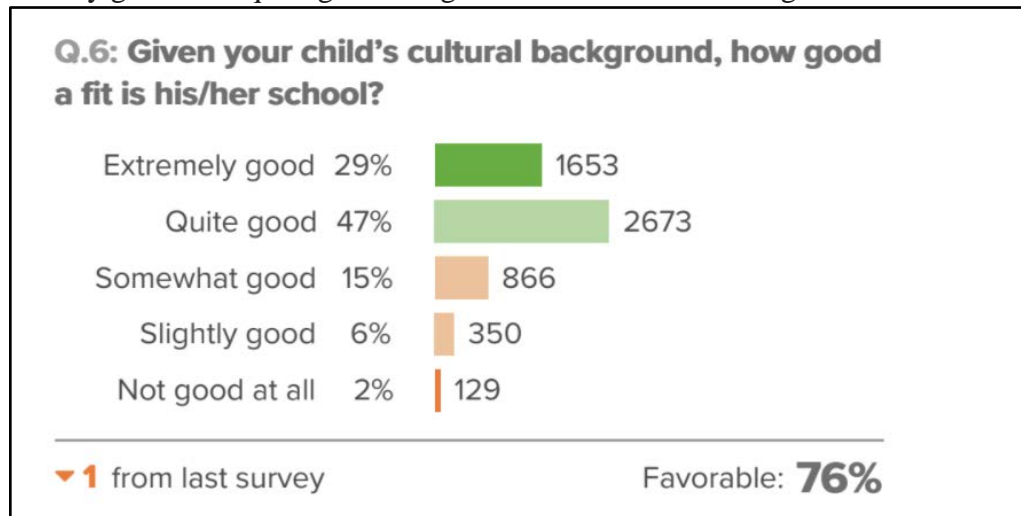
1. The district’s performance complies with the policy standard if the “favorable” results to relevant questions within the Family-School Relationships Survey exceed the “favorable” results from the last survey period.
  - A. (Topic Area – School Climate) Q. How much does the school value the diversity of children’s backgrounds?
  - B. (Topic Area – School Fit) Q. Given your child’s cultural background, how good a fit is his/her school?
  - C. (Topic Area – Barriers to Engagement) Q. How big of a problem is the following issue for becoming involved with your child’s current school? The school does not communicate well with people from your culture.

## Data Reported:

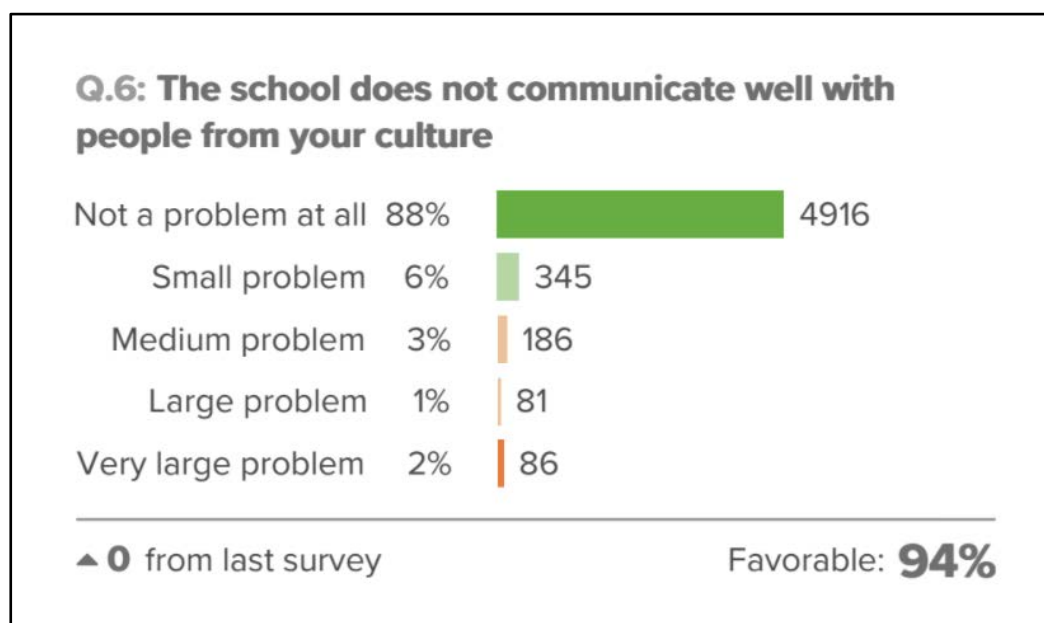
- A. In 2021, 62 percent of respondents indicated their child's school values the diversity of children's backgrounds either "a tremendous amount" or "quite a bit".



- B. In 2021, 76 percent of respondents indicated either their child's school is an "extremely good" or "quite good" fit given his/her cultural background.



- C. In 2021, 94 percent of respondents indicated not communicating well with people from their culture is either “not a problem at all” or a “small problem”.



### Compliance Statement:

The district’s performance did not comply with policy standards 1A, 1B and 1C.

### 2.10.3 Policy Wording:

*Partnering shall be infused within the relevant district practices, infrastructures, policies and procedures by providing: Environments where parents can advocate for their students; assist with their student’s learning; interact with school and district leaders to provide vision and direction for schools and the district; and participate in district family engagement opportunities.*

### Interpretation:

I interpret this policy wording to mean:

1. The district’s performance complies with the policy standard if the District provides a broad range of engagement opportunities to meet the diverse needs of our parents, so they can gain knowledge in district and public education policies and operations; develop deeper relationships with staff; and positively impact and advocate for student success.
2. The district’s performance complies with the policy standard if the “favorable” results to relevant questions within the Family-School Relationships Survey exceed the “favorable” results from the last survey period.
  - A. (Custom Question) Q. To what extent does the district create environments where parents can... advocate for their students?

- B. (Custom Question) Q. To what extent does the district create environments where parents can... assist with their student's learning?
- C. (Custom Question) Q. To what extent does the district create environments where parents can... interact with school and district leaders to provide vision and direction for schools and the district?
- D. (Custom Question) Q. To what extent does the district create environments where parents can... participate in district family engagement opportunities?
- E. (Topic Area – Family Efficacy) Q. How confident are you in your ability to support your child's learning at home?
- F. (Topic Area – Barriers to Engagement) Q. How big of a problem is the following issue for becoming involved with your child's current school? The school provides little information about involvement opportunities.

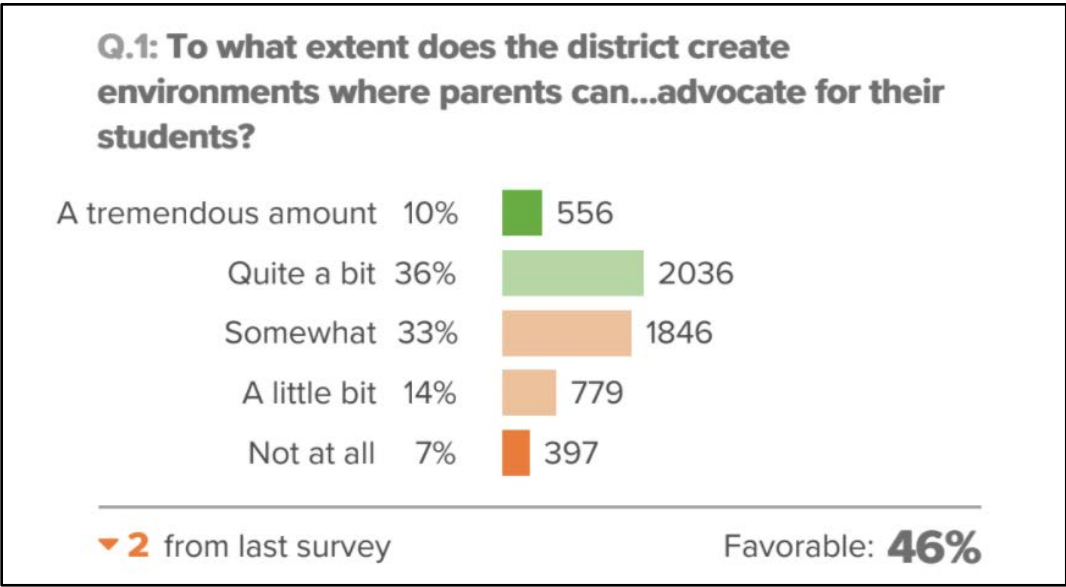
### Data Reported:

1. The District has a breadth and depth of parent engagement opportunities that include:
  - **Adams 12 KID** – Adams 12 KID is a group of parents and advocates working to create a culture of innovation, promote awareness of dyslexia and related learning differences in the Adams 12 Five Star Schools, and serve students to ensure they meet their maximum potential.
  - **American Indian Parent Advisory Committee (AIPAC)** – The AIPAC promotes education and diversity within all grades K-12 by integrating culture with curriculum.
  - **District Accountability Committee (DAC)** – The DAC is an educator, parent and community member committee working to advise the Board of Education regarding District spending priorities, its Unified Improvement Plan (UIP) and charter school applications.
  - **District Health Advisory Committee (DHAC)** – The DHAC, launched in the spring of 2015, is comprised of parents, community members and staff advising the district on aspects of student health as defined by the Whole School, Whole Community, Whole Child (WSCC) Model.
  - **ELEVATE** – Parents, staff, students and community members continue to engage with ELEVATE, the district's strategic plan, as they share stories of strength and begin to implement the strategies and tactics identified within the plan's six focus areas.
  - **Finance and Audit Committee (FAC)** – Launched with the 2017-2018 school year, the FAC is a parent and community group that works to continuously improve upon the overall financial health of the district by providing reliable and unbiased fiscal oversight.
  - **Gifted and Talented (GT) Parents Group** – This group facilitates the growth and success of the district's GT students by addressing the unique needs of this student population through five areas of focus: resources, policy, advocacy, education and community.
  - **Hispanic Advisory Council (HAC)** – The HAC is a group of community members who value the richness and diversity that Hispanic culture brings to the educational system in the Five Star District.

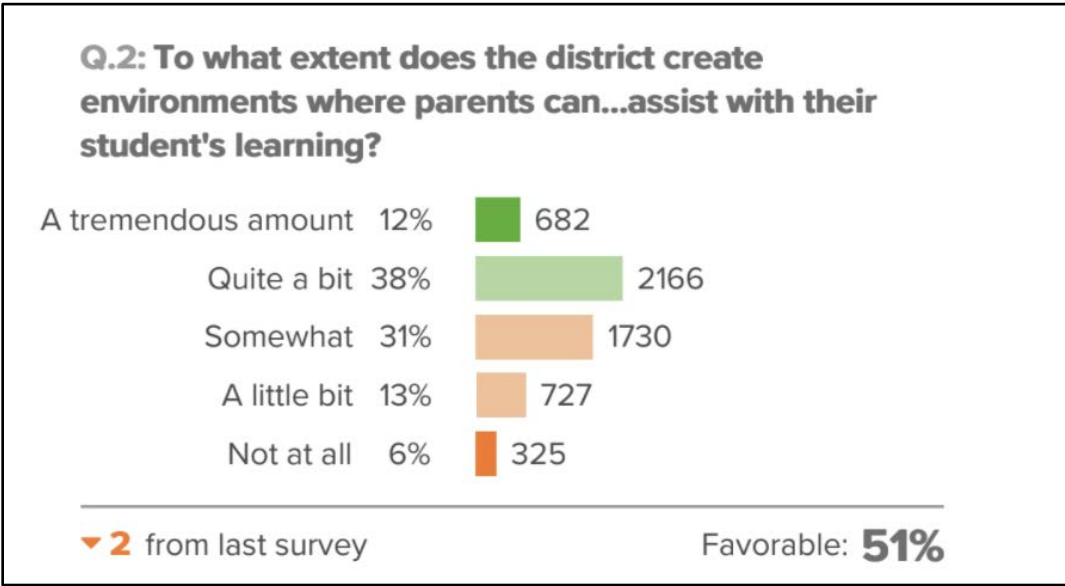
- **Five Star Leadership Academy (FSLA)** – The FSLA is a year-long opportunity for parents and community members to increase their knowledge of district and state education affairs. The program creates a sense of shared responsibility and partnership, empowering graduates with information and resources needed to step into leadership roles within our schools, district or community.
- **Instructional Materials Selection Committee** – The Instructional Materials Selection Committee reviews proposed materials, including novels, curriculum, and resources used in the district. They review on their own and participate in a full-day approval process. The committee is comprised of three principals, three teachers, three parents, two business and/or community members and three students.
- **Long Range Planning Advisory Committee (LRPAC)** – The LRPAC was formed in 2015. It has two areas of scope – bond accountability, and advising on short and long-range facility needs.
- **Mill Levy Override Oversight** – In November 2018, the Five Star community passed a \$27 million mill levy override to jump-start investment in the priorities identified through ELEVATE. The FAC and DAC share oversight responsibilities for the mill levy override. The FAC audits expenditures to confirm they are aligned to the original 5C plan that voters approved. The DAC reviews how investments are aligned to achieving goals outlined within the district’s UIP and ELEVATE.
- **Parent Leader Action Network (PLAN)** – PLAN is an opportunity for leaders of parent groups to network with other parent leaders from across the district and collaborate on leadership support, resource sharing, engagement strategies and fundraising ideas.
- **Policy Council** – Policy Council is a group of school administrators, teachers, classified staff and parents that meets four times per year to discuss and decide upon needed policy changes or updates. Members are selected from various groups, including the DAC.
- **Building Healthy Communities \*NEW** – Building Healthy Communities is a community engagement initiative, composed of Adams 12 staff and community stakeholders, that aims to support, educate and train students, families and members of the community, in turn allowing individuals to feel equipped with the knowledge and skills they need to navigate the unique pathways of youth development. Topics for 2020-2021 included: A Focus on Resilience, Support in Uncertain Times, Suicide Awareness Using QPR, Practicing Our Strengths and Becoming a Trusted Adult for Youth.
- **Special Education Advisory Committee (SEAC)** – The SEAC partners with other resources in our community and our schools to offer assistance and support to families and youth with special education needs, disabilities and learning differences.
- **Superintendent Student Leadership Council (SSLC)** – The SSLC meets monthly and includes high school leaders from across the district to discuss pertinent and timely matters around teaching, learning, student supports, and district and/or school issues. Members of the council represent their respective

student body and participate in mutually beneficial listening and feedback sessions. The council provides the Superintendent exposure to school-based concerns and aspirations, and gives students a voice and exposure to district leadership.

2. A. In 2021, 46 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can advocate for their students.

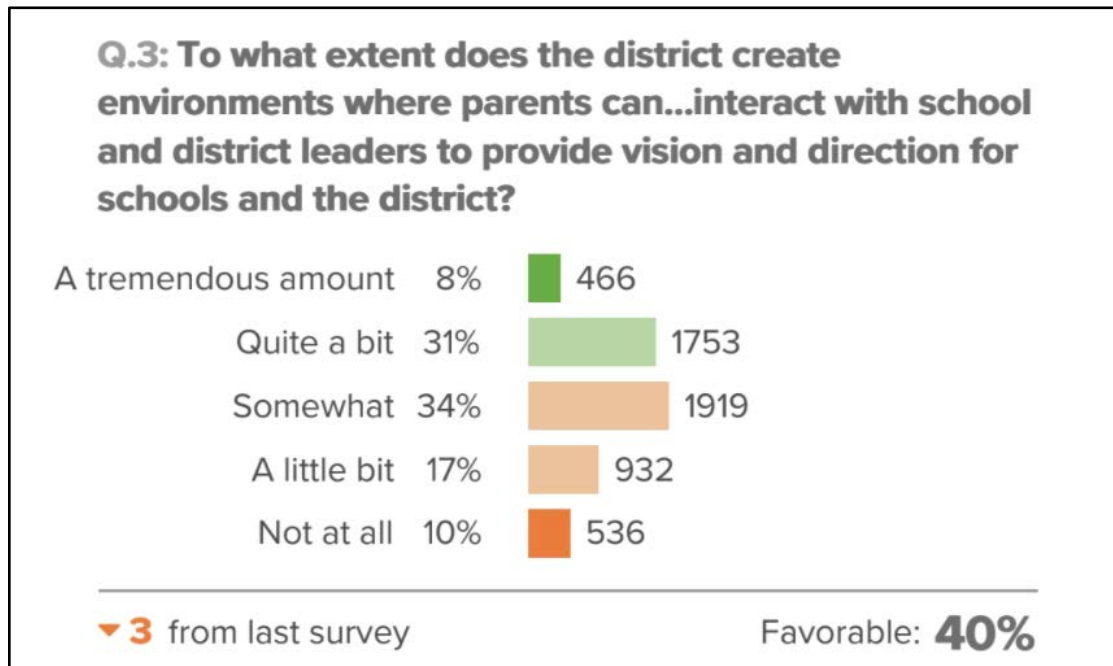


- B. In 2021, 51 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can assist with their student’s learning.

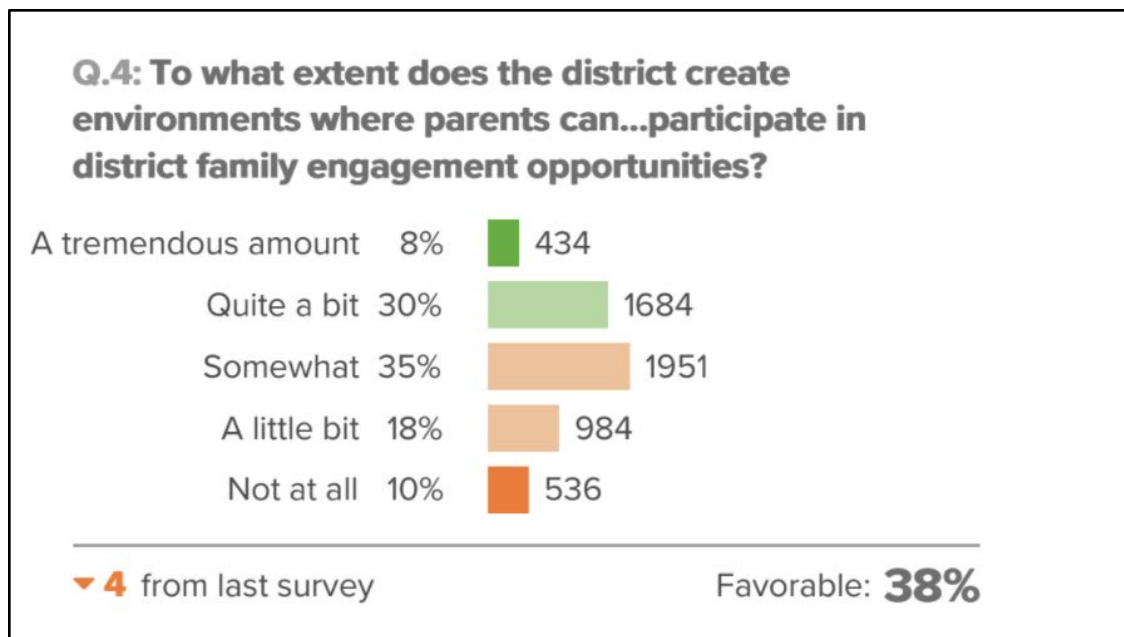




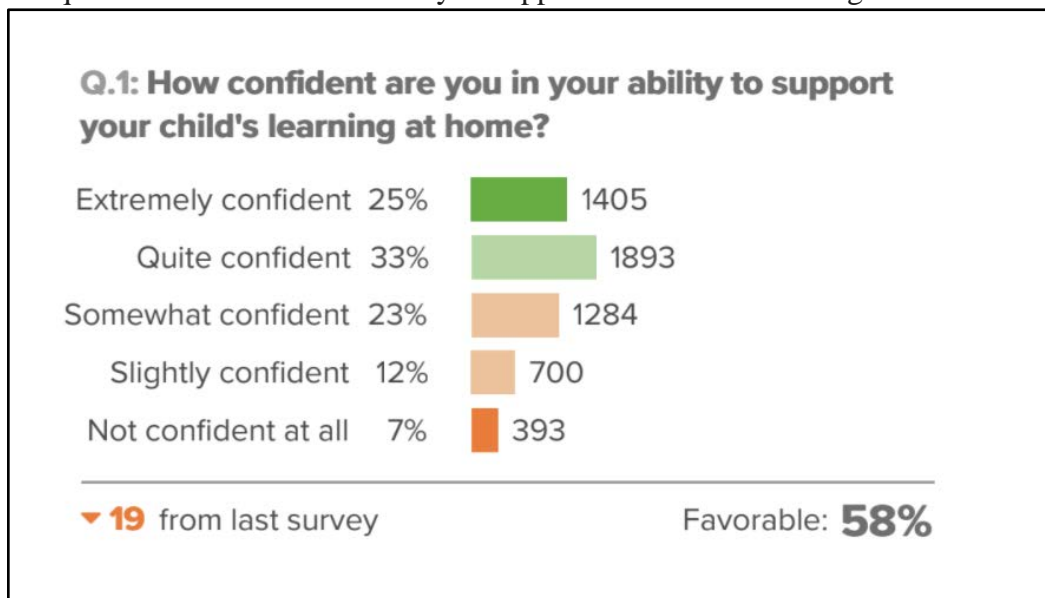
- C. In 2021, 40 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can interact with school and district leaders to provide vision and direction for schools and the district.



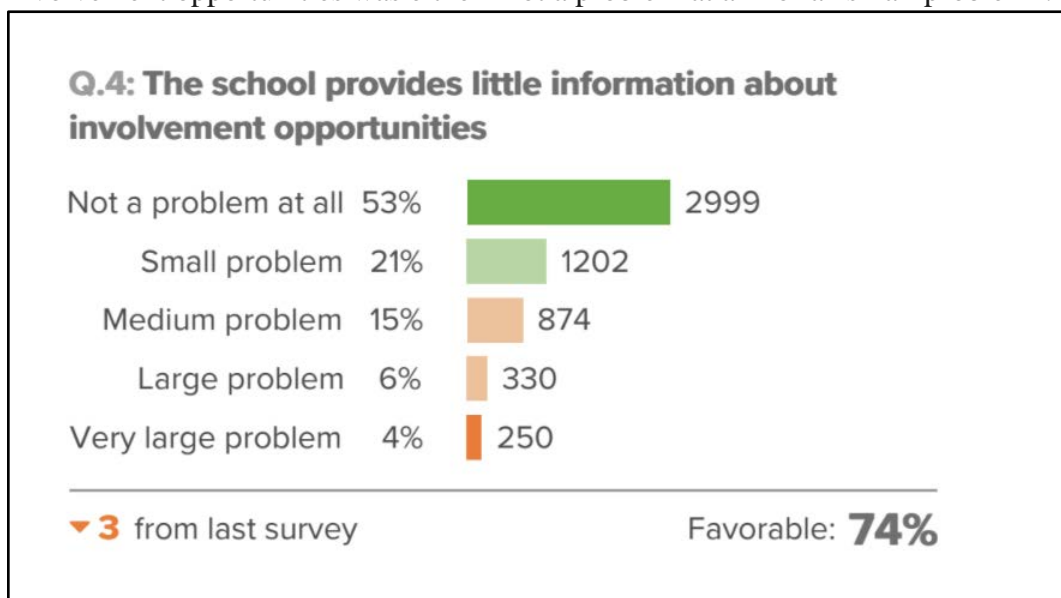
- D. In 2021, 38 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can participate in district family engagement opportunities.



E. In 2021, 58 percent of respondents indicated they were either “extremely confident” or “quite confident” in their ability to support their child’s learning at home.



F. In 2021, 74 percent indicated their school providing little information about involvement opportunities was either “not a problem at all” or a “small problem”.



### Compliance Statement:

The district’s performance complied with policy standard 1 and did not comply with standards 2A through 2F.

#### **2.10.4 Policy Wording:**

*District and school accountability committees that are comprised of the necessary membership to foster an environment where families and community members are empowered to influence school offerings and policy.*

#### **Interpretation:**

I interpret the policy wording to mean:

1. The district's performance complies with the policy standard if:
  - A. 100% of schools report to the district's department of school effectiveness and accountability that they have fulfilled the membership of their School Accountability Committee (SAC).
  - B. 100% of schools have turned in a signed form to the district's department of school effectiveness and accountability stating the SAC has completed its responsibilities.
  - C. The District Accountability Committee (DAC) has fulfilled its membership.
  - D. The DAC has fulfilled its responsibilities.
  - E. In an annual survey of DAC and SAC membership, 80% of members indicate they are empowered to influence the strategic direction of the district or their school.

#### **Data Reported:**

1.
  - A. The district's department of school effectiveness and accountability reports that 100% of schools indicated they fulfilled their SAC membership.
  - B. The district's department of school effectiveness and accountability has received from 100% of schools an Endorsement or Assurances form signed by the SAC chair stating that they had fulfilled their responsibilities.
  - C. The DAC has fulfilled its membership.
  - D. The DAC has fulfilled its responsibilities.
  - E. In an annual survey of DAC and SAC membership, 77% indicated they felt empowered to influence the strategic direction of the district or their school.

#### **Compliance Statement:**

The district's performance complied with policy standards 1A through 1D and did not comply with 1E.

## **2.10 Global Policy Prohibition Wording**

*The Superintendent shall not fail to build capacity to create and sustain family, school, and community partnering at the classroom, school, and district levels.*

### **Interpretation:**

I submit that the Board's policy is comprehensively interpreted in the preceding provisions. This is reasonable because the interpretations, data reported and compliance statements are presented with those provisions above.

**The Board acknowledged receipt of a monitoring report as of June 16, 2021, for the period July 1, 2020 through June 30, 2021, of the Superintendent concerning Board Policy 2.10 Family School Partnerships and Community Engagement, and found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.**