

INTERNAL MONITORING REPORT

June 20, 2018

POLICY: **2.10 Effective Family, School and Community Partnering**
POLICY CATEGORY: **Operating Limitations**
PERIOD MONITORED: **2017-2018 School Year**

This is my monitoring report on the Board of Education's Executive Limitation policy "Effective Family, School and Community Partnering." This is the first monitoring report for 2.10 since the Board revised the policy on June 7, 2017. As such, there are new interpretations of policy, where noted. 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 first-ever ["Parent Engagement and Satisfaction Survey"](#) for Adams 12 Five Star Schools on February 12 through March 2, 2018.

Participation

Families responded in record number to the survey with nearly 6,200 parents across the Five Star District taking the survey. Nationwide, Panorama sees a survey response rate of around 20 percent. Adams 12 Five Star Schools exceeded this with a 23 percent survey response rate.

Results and Benchmarks

The Parent Engagement and Satisfaction 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 "Family Engagement" 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. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents (across 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 price lunch %).

The District provided all families with a ["Parent Guide to Understanding Survey Results"](#).



Christopher E. Gdowski, Superintendent

June 14, 2018

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.

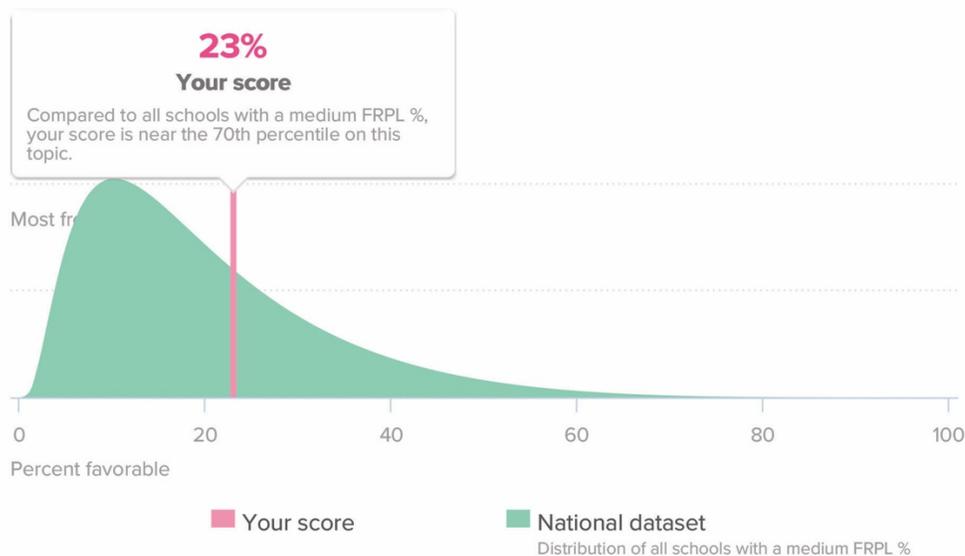
Interpretation (new):

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 50th percentile or above compared to all schools in the national dataset with a medium (30-70%) Free and Reduced Lunch percentage.
2. The district's performance complies with the policy standard if the average "favorable" result for the "Barriers to Engagement" topic, which is comprised of six out of the 13 questions on this topic, exceed the "favorable" result from the last survey period.

Data Reported:

1. In 2018, compared to all schools nationally with a medium (30-70%) Free and Reduced Lunch percentage, the district's score was near the 70th percentile for the topic of "Staff-Family Relationships" (aka Family Engagement).



2. In 2018, 84 percent was the average "favorable" result for the "Barriers to Engagement" topic.

Compliance Statement:

The district’s performance complied with policy standard 1. Compliance cannot be determined for policy standard 2 until 2019, because 2018 was the first year with results from this new survey instrument. The 2018 survey establishes a baseline for an internal comparison from year-to-year. Compliance with policy standard 2 is expected with the 2019 survey.

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 (new):

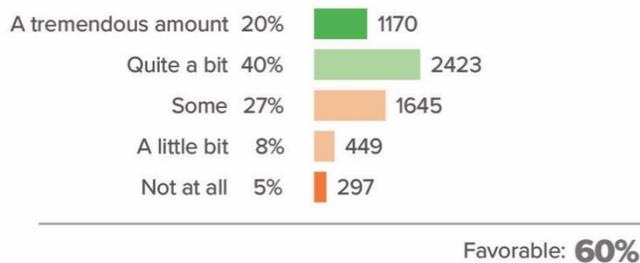
I interpret this policy wording to mean:

1. The district’s performance complies with the policy standard if the “favorable” results to relevant questions within the Parent Engagement and Satisfaction 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:

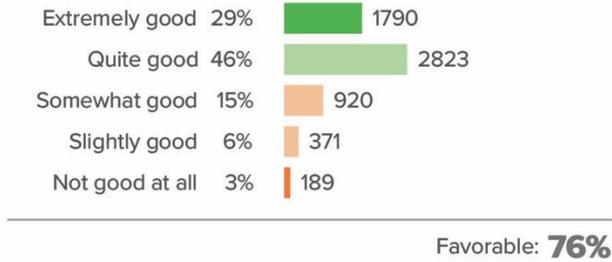
1. A. In 2018, 60 percent of respondents indicated their child’s school values the diversity of children’s backgrounds either “a tremendous amount” or “quite a bit”.

Q.4: How much does the school value the diversity of children’s backgrounds?



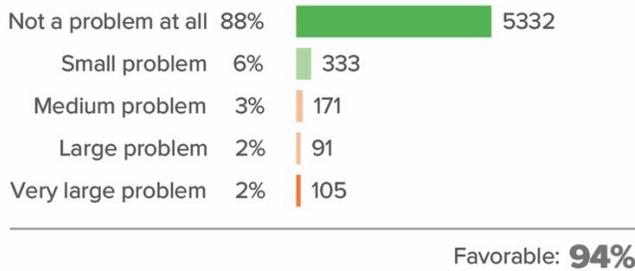
- B. In 2018, 76 percent of respondents indicated either their child’s school is an “extremely good” or “quite good” fit given his/her cultural background.

Q.6: Given your child’s cultural background, how good a fit is his/her school?



- C. In 2018, 94 percent of respondents indicated not communicating well with people from their culture is either “not a problem at all” or a “small problem”.

Q.6: The school does not communicate well with people from your culture



Compliance Statement:

Compliance cannot be determined until 2019, because 2018 was the first year with results from this new survey instrument. The 2018 survey establishes a baseline for an internal comparison from year-to-year. Compliance with policy standards 1A through 1C is expected with the 2019 survey.

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 (new):

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 Parent Engagement and Satisfaction 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.

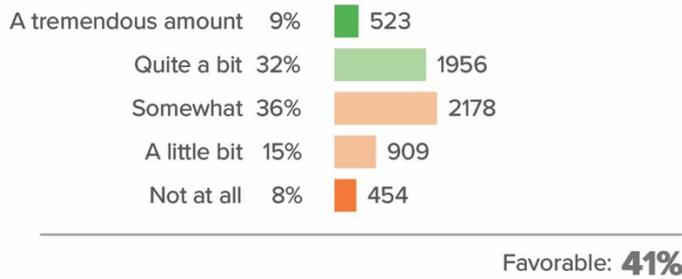
Data Reported:

1. Over the past few years the District has expanded the number, breadth and depth of parent engagement opportunities to now include:
 - AIPAC – The American Indian Parent Advisory Committee 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 – More than 7,000 parents, staff, students and community members engaged over the 2017-2018 school year to inform the development of a five-year strategic plan to elevate student success in the Five Star District.
 - 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.

- GT Parents Group – This group facilitates the growth and success of the district’s Gifted and Talented (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.
- LRPAC – The Long Range Planning Advisory Committee (LRPAC) was formed in 2015. It has two areas of scope – bond accountability, and advising on short- and long-range facility needs.
- 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.
- Safety Task Force – Formed in 2018, the Safety Task Force is a group of diverse stakeholders (administrators, parents, teachers, students, support staff and law enforcement) who assess the current safety practices and needs of the district, and recommend to the Superintendent priorities for future investments in safety and security.
- Superintendent Student Leadership Council - This group 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.
- 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.

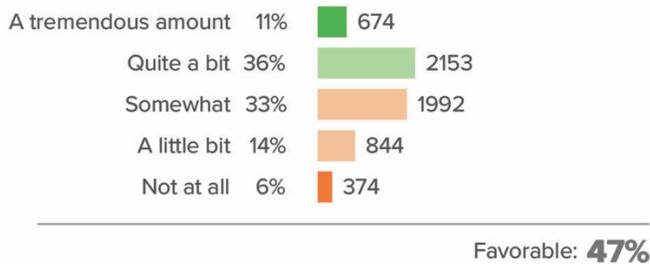
2. A. In 2018, 41 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can advocate for their students.

Q.1: To what extent does the district create environments where parents can...advocate for their students?



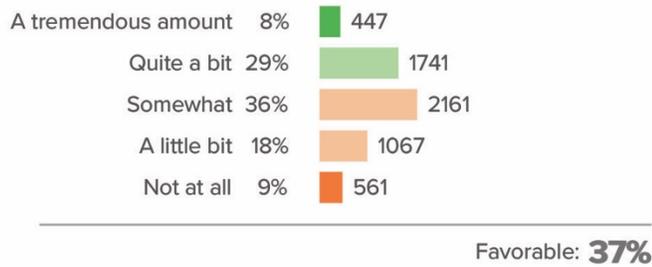
- B. In 2018, 47 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can assist with their student’s learning.

Q.2: To what extent does the district create environments where parents can...assist with their student's learning?



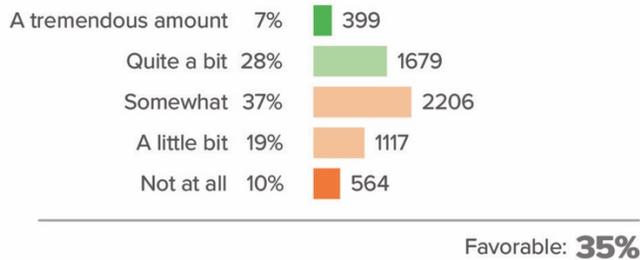
- C. In 2018, 37 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can interact with school and district leaders to provide vision and direction for schools and the district.

Q.3: 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?



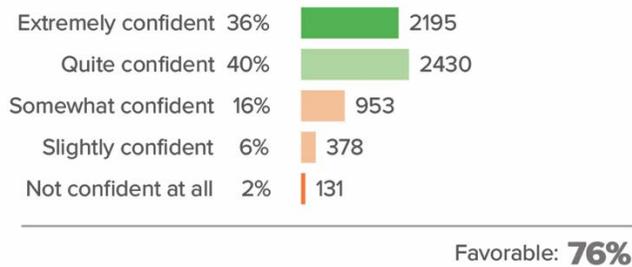
- D. In 2018, 35 percent of respondents indicated either “a tremendous amount” or “quite a bit” to the district creating environments where parents can participate in district family engagement opportunities.

Q.4: To what extent does the district create environments where parents can...participate in district family engagement opportunities?



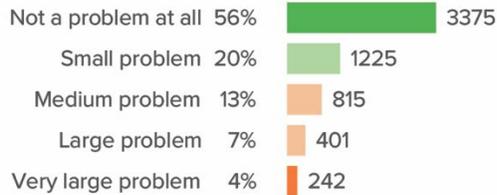
- E. In 2018, 76 percent of respondents indicated they were either “extremely confident” or “quite confident” in their ability to support their child’s learning at home.

Q.1: How confident are you in your ability to support your child’s learning at home?



- F. In 2018, 76 percent indicated their school providing little information about involvement opportunities was either “not a problem at all” or a “small problem”.

Q.4: The school provides little information about involvement opportunities



Favorable: **76%**

Compliance Statement:

The district’s performance complied with policy standard 1. Compliance cannot be determined for policy standards 2A through 2F until 2019, because 2018 was the first year with results from this new survey instrument. The 2018 survey establishes a baseline for an internal comparison from year-to-year. Compliance with policy standards 2A through 2F is expected with the 2019 survey.

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 (IE new):

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 50 out of 50 (100%) schools indicated they fulfilled their SAC membership.
- B. The district's department of school effectiveness and accountability has received from 50 out of 50 (100%) 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. No data available.

Compliance Statement:

The district's performance complied with policy standards 1A through 1D. Compliance for policy standard 1E cannot be determined until 2019, when the district will initiate an annual survey of all DAC and SAC membership.

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 20, 2018, for the period July 1, 2017 through June 30, 2018, 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.