



# Washoe County School District Family Engagement Accountability Rubric Possible Data Sources

Standards	Possible Data Sources
<p><b>I. Welcoming all Families</b></p> <ul style="list-style-type: none"> <li>a. Physical environment</li> <li>b. Diversity &amp; Cultural Proficiency</li> <li>c. Relationships</li> <li>d. Opportunities to be invited in to the school and classrooms</li> <li>e. Outreach to Families</li> </ul>	<ul style="list-style-type: none"> <li>• Parent climate data disaggregated by populations</li> <li>• Physical evidence of a welcoming environment</li> <li>• Family friendly walk-through reports</li> <li>• Customer service surveys</li> <li>• Printed materials</li> <li>• Connect Ed message, school newsletters</li> <li>• Family mentoring programs or events for connection (documentation from events, or program surveys)</li> <li>• Diverse representation on parent organization or advisory council</li> <li>• Equity walk-through data</li> <li>• Calendar of events at the school that represents diverse celebrations or initiatives</li> <li>• Evidence of diverse representation in murals, books, signage, school brochures, newsletters</li> <li>• Documentation of process for inviting/welcoming families into the classroom</li> <li>• PIF tab data for which families have been reached</li> <li>• Evidence of support to address barriers for families (e.g. interpretation, childcare, transportation)</li> </ul>
<p><b>II. Communicating Effectively</b></p> <ul style="list-style-type: none"> <li>a. Two-way communication</li> <li>b. Language &amp; Literacy</li> <li>c. Free of Jargon &amp; Acronyms</li> <li>d. Written and face to face</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of positive phone calls home</li> <li>• Sign-in sheets from Brown Bag lunches with the principal or other meetings where parents have an opportunity to voice their opinions</li> <li>• IEPs, IATs, etc. agendas or documentation where parents have time to share information about their child</li> <li>• Evidence that workshops, Information sessions, etc. have two-way dialogue, not just a one-way flow of information</li> <li>• Interpretation in other languages is considered</li> <li>• Documentation that opportunities for communication are face to face, over the phone and in written form, not just electronic calls</li> <li>• Evidence that written communication to families is at the appropriate grade level (3<sup>rd</sup> – 5<sup>th</sup> grade), free of jargon and educational acronyms</li> </ul>



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<p><b>III. Supporting Student Success</b></p> <ul style="list-style-type: none"> <li>a. Modeling support of learning strategies</li> <li>b. Supporting families with academic knowledge based on data</li> <li>c. Sharing data with parents</li> <li>d. Helping families to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation from goal setting talks that include families (e.g. student-led parent teacher conferences)</li> <li>• Documentation that learning strategies have been modeled for families at the elementary level</li> <li>• Documentation from data sharing of MAP, CRT, DRA, HSPE, ELPA data with families</li> <li>• Academic Personalized Plans</li> <li>• College Nights including FAFSA workshops, application help, essay and scholarship information</li> <li>• Workshops or information shared on credits and graduation requirements</li> <li>• Workshops on parent portal trainings and support for online access</li> <li>• Parent University classes or other parent professional learning events</li> <li>• Evaluation surveys from families that participate in learning centered events or initiatives</li> <li>• Data on IC Parent Portal log-ins</li> <li>• PIF tab data for which families have been reached and types of academic support provided</li> <li>• Evidence of other outreach to families based on Early Warning System Data</li> <li>• Student Achievement Data</li> </ul>
<p><b>IV. Speaking up for every child</b></p> <ul style="list-style-type: none"> <li>a. Supporting families to advocate for their child and other children</li> <li>b. Support families to navigate school policies and procedures</li> <li>c. Support families to access the system “GT, AP, Etc.”</li> <li>d. Mentor families</li> </ul>	<ul style="list-style-type: none"> <li>• Climate survey</li> <li>• Documentation (sign-in sheets and evaluations ) from Parent University classes or other parent professional learning events on how to navigate the system (GT, Advocacy, IEPs, AP)</li> <li>• Exit surveys for parents from IEPs, IATs and other meetings with families when educational decisions about children are discussed</li> <li>• Family mentoring programs or events for connection with other families (documentation from events, or program surveys)</li> <li>• Documentation (sign-in sheets and evaluations ) from school events or initiatives that explain policies and procedures</li> <li>• Examining demographic data for AP, GT, Signature Academies and Special Education and documentation that inequities in parent advocacy have been addressed</li> </ul>



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<p><b>V. Sharing Power</b></p> <ul style="list-style-type: none"> <li>a. School Improvement Planning</li> <li>b. Title I policy and budget provided with input from parents</li> <li>c. IEPs, IATs and parent conferences are collaborative with time for the parent to have a voice in their child’s educational decisions</li> <li>d. Addressing equity and parent leadership</li> <li>e. Parent organizations that represent all families</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from school improvement planning meetings and efforts to include parent participation and voice</li> <li>• Evidence from Title I policy and budget meetings with families</li> <li>• Evidence from parent participation on hiring committees</li> <li>• Documentation from parent participation in building and implementing the family engagement plan</li> <li>• Evidence Parent organization support to build inclusive leadership</li> <li>• Exit surveys for parents from IEPs, IATs and other meetings with families when educational decisions about children are discussed</li> <li>• Agendas and sign-in sheets from parent organization meetings</li> </ul>
<p><b>VI. Collaborating with the Community</b></p> <ul style="list-style-type: none"> <li>a. Linking community resources</li> <li>b. Organizing support from</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of community partners and efforts of collaboration (e.g. Partners in Education)</li> <li>• Evidence that community resources have been offered to families</li> <li>• School collaboration with Family Resource Centers</li> <li>• Evidence of partnership on grants or other initiatives with community based organizations</li> <li>• Evidence of partnerships with business on servicing learning or internships</li> <li>• Agendas and sign-in sheets of partnerships with higher education for field trips or collaborative learning opportunities</li> </ul>



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<p>community partners</p> <p>c. School is the hub of the community</p>	
<p><b>VII. Building the Capacity of Staff to Engage Families</b></p> <p>a. Staff have access to professional learning opportunities on family engagement</p> <p>b. Staff have professional learning opportunities on cultural competency</p> <p>c. Staff that need assistance in working with families are provided support and coaching</p>	<ul style="list-style-type: none"> <li>• Professional Growth System data</li> <li>• Agendas from staff meetings</li> <li>• Professional learning documentation and exit surveys after professional development</li> <li>• Supporting staff to attend state and national conferences where family engagement is presented (e.g. State Summit on Family Engagement, National Title I Conference)</li> <li>• Agendas, activities or Power Points from PLCs that focus on family engagement</li> <li>• Evidence of book studies with staff</li> <li>• Staff Climate Survey</li> <li>• Documentation of administrator coaching on family engagement</li> <li>• Evidence of Action Research projects</li> <li>• Student Achievement Data</li> </ul>