

School-Level Family Engagement Policy Rubric



LEA Name: _____

Completed by (name of **LEA** administrator): _____

Policy of (name of school): _____

Title I, Part A of the Elementary and Secondary Education Act (ESEA) 1116(c)-(f), requires that a school provide specific information in its Parent and Family Engagement Policy. **As the Title I Director, work with each school administrator** to complete the rubric below based their school’s Parent and Family Engagement policy. If you are not able to complete this form electronically, please complete it by hand. Indicate the score (0, 1, or 2) for each component as well as the total score.

How to Use This Rubric

- For each required element (gold column), determine whether the component is missing, present, or present with detailed implementation/description in the current school-level policy. Check the box of the descriptor (blue columns) that most accurately reflects the level of compliance.
- Over this school year, aim for the fully “Detailed/Described” level across all categories to ensure compliance and strong implementation. Utilize this rubric, along with parent/family evaluation data, to guide any needed revisions.

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Implementation Detailed/Described	Score
A. Jointly Developed: parent/family member involvement in the development, review, and as needed, revision of the school-level Parent and Family Engagement Policy.	No mention of parent involvement in development, review/revision of policy	Policy states that parents are involved, but lacks detail	Clearly explains how parents participate (e.g., meetings, surveys, committees), timelines, and/or decision-making process	

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
<p>B. Parent/Family Input: the school describes how parents will:</p> <ul style="list-style-type: none"> • Be involved in planning/review of family engagement programs • Be involved in the development of the schoolwide plan (school improvement plan) • Be offered a flexible number of meetings, such as meetings in the morning or evening • Be provided opportunities for regular meetings to participate in decisions related to their child’s education • To the extent practicable, have opportunities for parents with limited English proficiency, with disabilities, and/or of migratory children 	No mention of parent/family input	Mentions parents will be involved in decision making related to Title I and flexibility in meeting times	Includes specific structures (e.g., community councils, parent committee, specific survey), how input is used to improve programs; outlines meeting schedules, and how regular meetings can be requested/opportunities are provided	
<p>C. Annual Title I Meeting: the school describes how it will convene an annual meeting to inform parents/family members of the purpose of Title I and the school’s participation in this federal program, as well as the parents’ right to be involved</p>	No reference to the annual Title I meeting	States an annual Title I meeting is held	Specifies the purpose of the Title I meeting and when it will be held; may provide alternate methods for accessing the information (e.g., website, newsletter, recording etc.)	
<p>D. Communication: the school describes how it will notify parents and family members</p> <ul style="list-style-type: none"> • Of the Engagement Policy and other materials in an understandable format, and to the extent practicable, in a language the parents can understand • With timely information about Title I programs • Of the curriculum in use at the school and the academic assessments used to measure progress (provide curricular description and explanation) 	No description of how the policy is shared, the types of Title I, curricular, and/or assessment information provided	Mentions communication regarding Engagement Policy, other Title I information, and curricular and assessment information	Details timelines, communication channels, types of information shared throughout the year, and how documents are made understandable and accessible	

Required Policy Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
E. School-Family Compact: the school describes the process it follows to develop, review, and as needed revise the School-Family Compact jointly with parents and family members	No mention of the Compact	References the Compact	Clearly explains how parents participate (e.g., Community Council meetings, parent committees, surveys, focus groups); timelines, etc.	
F. Capacity Building: <ol style="list-style-type: none"> The school describes the types of assistance provided to parents to help them understand topics such as Utah’s Core Standards, State and local assessments, and how to monitor their child’s progress The school describes the materials and training opportunities provided to help parents work with their children to improve academic achievement The school describes how it educates teachers, paraprofessionals, other support staff, and school leaders—with the assistance of parents—in: <ul style="list-style-type: none"> The value of parents’ contributions How to reach out to, communicate with, and work with parents as equal partners How to implement and coordinate parent programs How to build ties between parents and the school To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities (other State, federal, local programs, including preschool; parent resource centers, etc.) 	No description of capacity-building efforts	General mention of supporting parents	Details specific structures in place to support parents (e.g., classroom communications linking learning to standards, parent-friendly assessment results, progress data in visual form, etc.)	
	No mention of materials or training opportunities	References materials and/or trainings	Specifies types (e.g., literacy, numeracy, tech access, etc.), delivery methods, frequency	
	No mention of staff training on family engagement	Mentions the training of staff related to engaging parents/family members	Describes training content, how parent feedback is incorporated, could include the expected outcomes of the training(s)	
	No reference to coordination efforts	References coordination efforts	Details specific programs, alignment strategies, could identify intended impact of integration efforts	
<p style="text-align: right;">TOTAL SCORE</p>				/18

Reflecting on the Results

Score of 0-8 indicates the policy is missing components and/or lacks specific implementation information.

Score of 9-13 indicates the policy mentions most required elements but does not provide implementation details for many components.

Score of 14-16 indicates the policy includes most/all components and provides many details indicating how the requirements are carried out.

Score of 17-18 indicates the policy meets ESEA requirements, details specific structures for each, AND has the potential for strong implementation. Congratulations!