San Antonio Independent School District

Annual Program Evaluation for Parent Involvement Policy (PI)

Program Intent

Increasing parental involvement and support in schools is essential for the maximum educational achievement of all students. Involving parents in activities that improve the academic quality of the school includes identifying barriers to participation such as economically disadvantaged, disabled, limited English proficiency, limited literacy, or racial or ethnic minority backgrounds.

Parents, families, educators, and community members work together as full partners, hold themselves mutually accountable, and have the knowledge, skills, and confidence to succeed in improving achievement for all students.

Use the PI, District Improvement Plan and the CIP/DIP to evaluate parent involvement strategies and activities. Use the findings to continue or revise the content and effectiveness of the parental involvement policy.

Statutory Requirements: NCLB Funding Application Provision and Assurances

The SAISD will adopt and use proper methods for administering the program, including enforcing obligations imposed by law on recipients responsible for carrying out each program, and correct deficiencies in program operations that are identified through audits, monitoring, or evaluation.

Purpose

The SAISD will conduct an annual evaluation of Parent Involvement Policy and will use the findings to increase parental involvement and support in the school which is essential for maximum educational achievement of students. Evaluation results are to be disaggregated within SAISD and campus by the following populations:

- All Students
- At-Risk
- Major Racial And Ethnic Group
- Migrant
- English Proficiency Status
- Students With Disabilities As Compared To Nondisabled Students
- Economically Disadvantaged Students As Compared To Students Who Are Not Economically Disadvantaged
- Gender

Objectives

- To evaluate the effectiveness and impact of federal funds on student achievement outcomes.
- To assess the impact of federally funded strategies on campus performance objectives (CPOs).
- To determine the degree to which program funds met the intended purposes.
- To guide future program decisions.
**Terminology Description**

**Identified Needs:** Needs listed in the comprehensive needs assessment and reflected in the District Improvement Plan and CIP/DIP. The CNA aligns with the performance objective listed in the CIP.

**Strategies to Address Needs:** Strategies or activities specifically designated for Title I funds and implemented to address identified needs.

**Expenditure:** The funding expended to implement the strategy or activity.

**Data:** Data sources used to measure the impact of the Parent Involvement Policy on all students.

**Impact:** Evaluation of program effectiveness and impact on identified needs and performance objectives related to student achievement.

**Recommendations:** Committee recommendations to modify, discontinue, or maintain strategy or activity specifically designated for Title I funds.

**Parent Involvement Policy Program Evaluation Process Overview**

SAISD must have a clear understanding that the evaluation is being conducted to:

- **Column 1:** List all needs identified in the CNA which have specifically designated Title, Part A funds attached to them and which are based on information from data sources below. The CNA aligns with the performance objective listed in the CIP.

- **Column 2:** List the amount of funds expended to implement the strategy or activity. If the funds are lumped together, give your best estimate for dollars expended for the strategy or activity. If funds are specifically designated for the strategy or activity, list that amount in the column.

- **Column 3:** Improve parent communication process. (Standard I)

- **Column 4:** Improve parenting skills and accountability. (Standard II)

- **Column 5:** Reduce barriers to participation and increase parent partnerships in student learning for building parent capacity. (Standard III)

- **Column 6:** Increase parent volunteerism and involvement. (Standard IV)

- **Column 7:** Promote school decision making and advocacy training for educators, parents, and families. (Standard V)

- **Column 8:** Collaborate with community services integrated and/or coordinated with other services and programs.

- **Column 9:** Describe how parent involvement impacted quality instruction and academic achievement.

- **Column 10:** Review data identified to support the program’s fidelity of implementation (sign-in sheets, minutes, evaluations, program documents, surveys, assessment data, etc.), and then utilize the standards above to determine program effectiveness for future decisions. Documentation needs to be in Title Notebook under Program Evaluation Documentation.

- **Column 11:** Utilize data sources
Program Evaluation Tool Parent Involvement Policy (PI)

Direction Sheet: Complete the attached chart using the information below. Some columns have comment boxes.

**Column 1:** List all needs identified in the CNA which have designated Title I, Part A funds and which are based on information from data sources below. The CNA aligns with the performance objective listed in the CIP.

**Column 2:** List the amount of funds expended to implement the strategy or activity. If the funds are lumped together, give your best estimate for dollars expended for the strategy or activity. If funds are specifically designated for the strategy or activity, list that amount in the column.

**Column 3:** Improve parent communication process. (Standard I)
Choose a response (s) below and write the letter (s) in the column on the chart. Evidence should be placed in Title Notebook.

A. Promote meaningful two-way communication between home and school
B. Promote a safe and open atmosphere for parents/families to visit the school
C. Solicit parent/family support and assistance for school programs
D. Promote effective parent/family involvement practices
E. Communicate the rights and responsibilities of parents/families
F. Disseminate all required notifications and information to parents
G. Other, specify

**Column 4:** Improve parenting skills and accountability. (Standard II)
Choose a response (s) below and write the letter (s) in the column on the chart. Evidence should be placed in Title Notebook.

A. Promote and support parenting skills
B. Ensure parent/family involvement practices meet the highest professional and technical standards
C. Review parent/family involvement policies practices to determine if program components meet requirements
D. Other, specify
Column 5: Reduce barriers to participation and increase parent partnerships in student learning for building parent capacity. (Standard III)

Choose a response (s) below and write the letter (s) in the column on the chart. Evidence should be placed in Title Notebook.

A. Support parental role in assisting student learning
B. Collaborate with parents, families, school staff, and community members to ensure all students receive a high quality education
C. Support the development of relationships among parents, families, educators, and community members
D. Ensure parents are full partners in decision-making and on advisory committees, as appropriate
E. Reduce barriers to participation such as language, eco. disadvantaged or racial and ethnic
F. Other, specify

Column 6: Increase parent volunteerism and involvement. (Standard IV)

Choose a response (s) below and write the letter (s) in the column on the chart. Evidence should be placed in Title Notebook.

A. Welcome parental support in the school
B. Welcome parental assistance in the school
C. Ensure that parents play an integral role in assisting in their child’s learning
D. Provide parental training regarding how to help their child
E. Provide parental training on assisting/mentoring students at school
F. Document parent volunteerism and involvement through sign-in sheets and logs
G. Other, specify

Column 7: Promote school decision making and advocacy training for educators and parents/families (Standard V)

Choose a response (s) below and write the letter (s) in the column on the chart. Evidence should be placed in Title Notebook.

A. Ensure parent are full partners in the decisions that affect children and families
B. Develop the capacity of staff to work with parents/families
C. Build the capacity of parents/families to participate in meaningful ways in the education of their children
D. Support programs for parents/families to guide children’s learning from preschool through high school (literacy, study skills, tech)
E. Assess parent/family and community involvement training needs
F. Provide technical assistance, resources and mentoring
G. Develop and offer professional development on parent/family involvement for administrators and all school staff
H. Offer relevant parent/family learning workshops on topics to be held at convenient times and in easily accessible places
I. Other, specify
### Column 8: Collaborating with community/community resources (Standard VI)

Choose a response(s) below and write the letter(s) in the column on the chart. Evidence should be placed in Title Notebook.

- A. Use community resources to strengthen schools, families, and student learning
- B. Build strong connections among schools, local businesses, community organizations, and agencies to support parental involvement
- C. Collaborate with local businesses
- D. Develop a staff/parent committee to establish a process for networking with parents, community and business
- E. Other, specify

### Column 9: Describe how parent involvement impacted quality instruction and academic achievement

Choose a response(s) below and write the number(s) in the column on the chart. Evidence should be placed in Title Notebook.

1. Provided support for students
2. Provided support for teachers
3. Provided support for programs
4. Improved discipline
5. Improved student achievement
6. Provided support for policies and procedures
7. Implemented compacts
8. Raised awareness of state expectations
9. Raised awareness of state standards
10. Raised awareness of state assessments
11. Increased partnerships
12. Improved understanding of the parent role in educating their child
13. Other, specify

### Column 10: Review data and utilize the standards to determine program effectiveness for future decisions, and write the number in the column on the chart.

Choose a response(s) below and write the number(s) in the column on the chart. Evidence should be placed in Title Notebook.

1. Successful
2. Not successful
3. Improvement needed
4. Met needs
5. Did not meet needs
6. New needs identified
7. Other, specify
Column 11: Data Sources

Choose a response (s) below and write the number (s) in the column on the chart. Evidence should be placed in Title Notebook.

1. District Improvement Plan
2. CIP/DIP
3. Student achievement data
4. State Assessment Data
5. TELPAS and AMAO Results
6. PBMAS and DVM reports
7. SAT/ACT/PSAT results
8. Advanced Course/ Dual Enrollment Data
9. Standardized Tests
10. AEIS and AYP Data Tables
11. Completion Rate
12. Promotion/ Retention Rates
13. Evidence of Program Implementation
14. Surveys
15. Demographic Data
16. ARMS
17. Crystal Enterprises
18. ITTCS
19. I Data Portal
20. Self Assessment
21. Observations
22. Interviews
23. Group Discussions
24. Evaluations
25. Other, specify