MMSD Family Engagement Self-Assessment

School Name:

The rubric below is the electronic version of the MMSD Family Engagement Self-Assessment. Use this rubric along with the accompanying guide, available at mmsd.org/face, to assess your school's strengths and areas for growth around family engagement.
Rating Scale:
1 = Minimal – No or little evidence of component
2 = Basic – Some evidence of component; may be evident occasionally/inconsistently
3 = Proficient – Consistent evidence of component but room for improvement
4 = Distinguished – Evidence is a model for the district

Standard	Indicator	Score (1=Minimal, 2=Basic, 3=Proficient, 4=Distinguished)
(1) Welcoming All Families into the School Community	(1) Friendly signs inside and out welcome families and visitors; make it easy to find office or rooms	
	(2) Signs are in multiple languages that reflect our school community	
	(3) Pictures, photos and artwork reflect the cultures and racial composition in our school	
	(4) We offer tours, have staff who welcome families, greet them, offer to help them	
	(5) Front office/Welcome Center staff have customer service orientation	
	(6) Bilingual staff & interpretation is easily accessible for families	
	(7) There is a dedicated space for families to connect with each other and/or meet staff	
	(8) We let families know how they can be active and/or volunteer at the school	
	(9) Teachers learn about effective approaches to working with families of diverse backgrounds	
	(10) We provide professional learning on internal bias and recognizing family assets	
(2) Communicating Effectively	(1) We have access to registration information and know how our families prefer to communicate	
	(2) School Facebook, Twitter accounts are used and monitored weekly	
	(3) School website is updated monthly with information and followed up with other communication to families	
	(4) Staff regularly use SchoolMessenger to send emails and/or text messages to communicate with families	
	(5) We have expectations for our staff to communicate via	

	Infinite Campus and emails	
	(6) ELL families have access to staff who speak their language	
	(7) We send newsletters and other written materials to families in the multiple languages spoken in our school	
	(8) We include our BRT/BRS staff in translation of information for families	
	(9) We solicit feedback from families about meeting locations, times and topics and act on their suggestions	
	(10) We establish contact with new families to our school and provide important contact information for them	
(3) Supporting Student Success	(1)We provide grade-level and/or course-specific information to families so they know how to support their child at home	
	(2) Student work is posted in school hallways and in public spaces to show our pride in student achievement	
	(3)We offer resources at our school events and/or share links in our school communication to help families support their child	
	(4) We discuss student progress with families at different times of the year and hold special meetings when needed	
	(5) We solicit family feedback on our SIP and share with families how their feedback was used to help inform our goals	
	(6) We share with families how we did on our SIP goals the previous year	
	(7) We meet with our BRT/BRS/SEA staff frequently to discuss family issues we can address	
	(8) We invite families to share feedback during parent/teacher conferences	
	(9) We hold expectations for staff to respond to/contact parents	
	(10) We collaborate with community based organizations to support out-of-school learning	
(4) Speaking Up for Every Child	(1) Families are invited to learn about how school systems work and their rights	
	(2) There is a clear written process for resolving complaints or problems	
	(3) Families know how to access policies and/or staff to share concerns	
	(4) Families get information about programs that will support their child both academically and after-school	
	(5) Families are part of decision-making about student placement in programs	
	(6) We actively refer and identify students for advanced	

	learning and explain what an advanced learning placement means to families	
	(7) We hold information sessions about student achievement and school issues to bring families in as partners	
	(8) There is a system of support for families who make new transitions in or out of school	
	(9) School staff meet with feeder school parents to ease transitions	
	(10) We incorporate community partners to meet student/family needs relevant to our school	
(5) Sharing Power	(1) We have a governance council or parent group that is included in all major decisions that will impact the school community	
	(2) We have evidence of family input on programs or policies that will impact them and their students (including the SIP)	
	(3) We have a group of parents who are connected with other parents, represent broad range of issues and help us improve our school	
	(4) We work with our PTO/PTA to help it be accessible and inclusive of all parents	
	(5) We provide the conditions in our school to talk about equity and include parent and student voice in our professional learning	
	(6) We support parents in leadership roles in our school	
	(7) We ask parents who are part of the Superintendent's Parent Advisory Group to share what they learned and to help us in our thinking	
	(8) We encourage parents to attend Board of Education meetings and/or engage with elected officials	
(6) Collaborating with Community	(1) Teachers and parents work with community organizers to research solutions to problems that families and students face	
	(2) If community organizers raise issues like class size, teacher qualifications, achievement gaps, etc. the school is willing to work with them to make improvements	
	(3) The school hosts "accountability session" with local elected officials, so that families can raise their concerns about public services such as street lights, community policing, etc.	
	(4) The school taps local businesses and community institutions for technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training	
	(5) The school works closely with local public libraries and takes families on "field trips" to get library cards and borrow	

	books and media	
	(6) The school works as a hub for community life	
	(7) The school reaches out to identify and draw in local community resources that can assist families	

MMSD Family Engagement Scorecard	
School Name:	
Standard	Average Score
(1) Welcoming All Families into the School Community	
(2) Communicating Effectively	
(3) Supporting Student Success	
(4) Speaking Up for Every Child	
(5) Sharing Power	
(6) Collaborating with Community	
With the electronic version the table above calculates your average score for each standard automatically. Use these scores along with the accompanying Family Engagement Self-Assessment guide, available at mmsd.org/facetoolkit, to inform your family engagement planning.	