

Kentucky Family and School Partnership Self-Assessment

[Click here for the Early Education Self-Assessment](#)

Kentucky defines family engagement in education as: A productive, equal, and equitable partnership among families, educators, and the community to promote children’s learning and development from birth through college and career, and across home, school, and community settings. In 2006, the Kentucky Department of Education and the Commissioners Parent Advisory Committee developed the Kentucky Family & Community Involvement Guide to Student Achievement as a comprehensive performance self-assessment tool with defined standards for family and community engagement. In 2021, the Guide was renamed the Family and School Partnership Assessment and revised to reflect current research (mainly found at www.dualcapacity.org) and priorities at the state and federal level. The self-assessment is aimed at allowing schools to assess their engagement of families and communities in meaningful, reciprocal and mutually beneficial ways to promote each student’s academic success and well-being. Schools and early childhood programs can use this tool along with the supplemental KY Family and School Partnership Guide and KYFamily Engagement Digital Playbook to assess and continually improve their connection with families as equal partners in education.

INSTRUCTIONS

Components of the Family Friendly School- Self Assessment and Performance Levels: The Family Friendly School Self-Assessment guide includes five family engagement **Objectives**. For the purposes of this self-assessment an objective is defined as a description of an observable outcome aimed at meeting the overall goal of engaging families and a **Critical Attribute** is defined as a key quality characteristic of the observable objective. A rubric of the guide is dedicated to each family engagement objective that includes the identified critical attributes for each objective, and a continuum of the **three achievement standards of Level 1, Level 2 , and Level 3** for each critical attribute.

How to Use: Use the tool to assess your entire school or program, not just a classroom. (If a school or teachers are interested in using the self-assessment with their individual classrooms, Objective 1, Relationship-Building and Objective 2, Communications are the two recommended objectives to utilize.) Review the descriptions of the performance levels, the continuum of standards for each critical attribute, and determine if the strategies being implemented for each critical attribute are Level 1, Level 2, or Level 3. Use the scoring guide in the last column to provide a score for the current performance for each critical attribute for each objective. Not Here (0), Level 1 (1), Level 2 (2), Level 3 (3). Add the total number of points on each objective page. **Total ranges with overall performance scores categorized as Level 1, Level 2, and Level 3 are listed after the critical attributes of each objective .** Each objective will have its own overall performance score that will allow schools to determine critical attributes and objectives as strengths and identify objectives and critical attributes as areas to target for growth. **Overall scores for each objective are combined for one overall total performance level as Level 1, Level 2, and Level 3 with score ranges for each performance level listed after the critical attributes of each objective.**

Certification Opportunities: Schools can also use this tool to become certified in family engagement practices. Schools that implement family engagement at Level 3 are recognized at the highest level of a Family Friendly School. [Process for applying and [Certificate Requirements: \(prichardcommittee.org\)](http://prichardcommittee.org)] Certification allows schools to:

- Demonstrate a commitment to view families as equal partners in student education
- Focus continuous improvement efforts on research-based practices that improve student and school outcomes
- Achieve national and statewide recognition for meeting established standards of quality family engagement practices.

KENTUCKY FAMILY AND SCHOOL PARTNERSHIP SELF-ASSESSMENT

| Family Engagement Objectives | | |
|---------------------------------------|--|---|
| Objectives | Critical Attributes | Description of Objective |
| Relationship-Building (5) | <ul style="list-style-type: none"> ● Welcoming Environment ● Culturally Responsive & Respectful ● Engage Families as Co-creators ● Relational: Built on Trust ● Asset Based | Staff build productive, meaningful relationships with students and families to build trust, confidence, and authentic partnerships. |
| Communications (4) | <ul style="list-style-type: none"> ● Interactive ● Family & Student Conferences ● Families & Students Engage in Diverse Roles ● Linked to Learning | A variety of constructive, two-way communication flows regularly between staff, students, and families about academic achievement and individual needs. |
| Shared Responsibility (4) | <ul style="list-style-type: none"> ● Linked to Learning ● Collaborative ● Parents in Leadership & Decision-Making Roles ● Honoring Parents' Funds of Knowledge | Staff ensures that families have multiple learning opportunities to understand how to support their student's learning and to participate in decision-making and school improvement efforts. |
| Advocacy (3) | <ul style="list-style-type: none"> ● Equity ● Students and Families as Advocates ● Student and Family Voice | Staff identifies and supports at least one family member or another adult in the school for each student who can take personal responsibility for understanding and speaking for that student's learning needs. |
| Community Partnerships (4) | <ul style="list-style-type: none"> ● Effective Partnerships Supporting Student and School Improvement ● Sustainable Infrastructure and Resource Processes ● Meaningful Community Integration ● Systemic Wholeness Approach | Staff engages and partners with community members and families to plan and implement substantive work to improve student achievement and school improvement. |

Performance Levels & Certification Opportunities

Level 1

Level 1 practices reflect a growing interest in building the school's and staffs capacity to engage families more completely in the education process. Schools in this category are good at keeping families informed of student progress.

Level 2

Level 2 practices reflect a mindset or belief that all families play a vital role in the education process. Schools in this category are good at using a variety of culturally specific, inclusive approaches to engage students and families in student learning and school improvement efforts.

Level 3

Level 3 practices reflect wide-spread belief, knowledge, and skill in engaging all families as equal and productive partners in the education process. It is evident that staff employ multiple, equity-driven strategies to individualize engagement with families that respect their values and cultural backgrounds. Schools at this level have achieved a true partnership and can become certified as Family Friendly School - Level 3.

RELATIONSHIP-BUILDING

Staff build productive, meaningful relationships with the students and families to build confidence and true partnerships.

| Critical Attributes | Level 1 | Level 2 | Level 3 | Current Performance |
|------------------------------------|---|---|---|---|
| Welcoming Environment | The school is easy for families and visitors to navigate and uses signage to inform the community of important events. | The school intentionally creates a welcoming environment to build rapport and trust with all students, families, and community members. | The school has a dedicated space in the building for families and community members to gather, connect with school staff and other families, and get information on personal, student, and school improvement. The school is a hub for the community. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Culturally Responsive & Respectful | School staff take steps to welcome families and attain knowledge regarding the classroom as a whole (cultures, skills, language proficiency, special needs, etc). | School staff purposely seek knowledge of student’s and family’s interests, skills, learning style, special needs, and language proficiency, etc. to build relationships in ways that respect their values and cultural backgrounds. | School staff individualize interactions with families and share responsibility for student learning by partnering families and community members to provide a learning environment that encourages multicultural viewpoints and diverse ways of knowing, understanding, and representing information. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Engage Families as Co-creators | School staff welcome feedback from families about their student’s academic needs. | Families report that teachers informally and formally request parent advice about their students and school improvement, individualize interactions with families, and share responsibility for student learning. | School staff engage in two-way communication as they exchange information respectfully with families to promote the academic and personal successes of students by actively listening and seeking and embracing families’ ideas, suggestions, and feedback. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Relational: Built on Trust | School staff take steps to welcome families and attain knowledge regarding the classroom as a whole (cultures, skills, language proficiency, special needs, etc). | School staff develop systems and use multiple strategies to learn about individual students and families outside the school to build trust and rapport. | School staff are intentional about developing relationships of trust and respect with all families and engage in relationship-building practices. Every student and every family can name a person at the school they can trust to go for advice. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |

| | | | | |
|--|--|--|---|--|
| <p>Asset-Based <i>Strength-Based</i></p> | <p>There is a collection tool utilized for every student that is shared with the parent.</p> | <p>Learning is based on optimizing the student and families' strengths and these strengths are celebrated.</p> | <p>Whole child, whole family approach is utilized in which the whole school operates on the collective strengths of students, families and staff.</p> | <p><input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3)</p> |
|--|--|--|---|--|

Relationship
Building
Performance

Level 1 (0-8)

Level 2 (9-11)

Level 3 (12-15)

Total Points:

COMMUNICATIONS

A variety of constructive, two-way communication flows regularly between staff, students, and families about academic achievement and individual needs.

| Critical Attributes | Level 1 | Level 2 | Level 3 | Current Performance |
|---|--|---|---|---|
| Interactive | Staff typically provide developmental and/or academic information to families and will ensure materials are translated as requested | The school uses multiple strategies, languages and vehicles to continuously create reciprocal connections with families and the community to support highly effective two-way communication systems focused on student success. | Staff systematically exchange information with families about teaching and learning goals in their home language, preferably in person. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Family and Student Conferences | Optional family-teacher conferences are offered at school and families are notified if a conference is necessary. | Structured conversations among teachers, families, and students occur multiple times a year to discuss progress, learning needs, and school improvement. | Most families participate productively in student-led conferences or other two-way communication about meeting the student's progress and individual learning needs at least once a year. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Families and Students Engage in Diverse Roles | A survey about family engagement, student, and school performance are given to families and teachers encourage families to respond. | Families help to create strategies for improvement on the school's improvement plan based on feedback from surveys or other types of feedback mechanisms. | Schools use a variety of methods (in- person, phone, online) to survey feedback from families. At least 50% of families & students respond and results are posted publicly and discussed. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Linked to Learning | Schools regularly send families general information linked to student learning along with good news announcements, group emails, group texts, fliers, and other forms of group communications. | Schools provide a variety of intentional two-way communication options for families that include prioritized information specific to their child's learning and progress that is timely, clear, accurate, and actionable. | Schools provide intentional two-way communication options for families that includes information specific to their child's learning and progress that is timely, clear, and accurate. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |

Communications Performance Level 1 (0-7)

Level 2 (8-10)

Level 3 (11-12)

Total Points:

SHARED RESPONSIBILITY

Staff ensures that families have multiple learning opportunities to understand how to support their student’s learning and to participate in decision-making and school improvement efforts.

| Critical Attributes | Level 1 | Level 2 | Level 3 | Current Performance |
|--|--|---|---|---|
| Linked to Learning | School offers an open house and offers some written materials about Kentucky standards, curriculum and teaching methods, decision making, and community resources. | Schools provide multiple opportunities through various methods to help families learn about KY standards, school curriculum and teaching methods, decision making, and community resources, and how to support their child’s education. | Schools use a variety of school and community resources and opportunities to individualize discussions with families and provide a preventative framework that includes a continuum of instruction, intervention and multi-tiered supports to meet the academic, behavioral, and social-emotional needs of all students . | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Collaborative | School staff offers targeted family workshops and meetings to help families develop skills to support their child’s learning. | Staff use a variety of methods to build family’s capacity to support student learning and development. | Families report that the school customizes learning opportunities based on family and student interests and needs. Staff and school leaders champion the importance of family and community engagement with internal and external stakeholders. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Parent in Leadership and Decision Making Roles | Staff inform parents of committees or parent leadership opportunities and encourage them to join. | Staff have a plan to recruit and train a broad and diverse set of family leaders to engage in committees or school councils. Training is provided at times and locations convenient for families and interpreters and translated materials are readily available. | Families, students, and the community actively engage in the education process at all levels by participating in councils or committees, family recruitment activities, and planning and improving school programs. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Honoring Parents’ Funds of Knowledge | Schools contact parents for information about their child when there are concerns about the child’s learning, behavior, and/or emotional well-being. | Schools intentionally implement two-way communication processes and strategies to access the valuable knowledge families can provide specific to their child that will contribute to student learning taking place in the classroom. | Schools intentionally implement two-way communication processes and strategies to access the valuable knowledge families can provide specific to their child that will contribute to student learning taking place in the classroom and partner with families to share their strengths and talents at the school and/or in the classroom. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |

Shared

Level 1 (0-7)

Level 2 (8-10)

Level 3 (11-12)

Total Points:

ADVOCACY

Staff identifies and supports a family member or another adult of each student who can take personal responsibility for understanding and speaking for that student's learning needs.

| Critical Attributes | Level 1 | Level 2 | Level 3 | Current Performance |
|------------------------------------|---|---|---|---|
| Equity | Staff know a family member or another adult who can speak up for most students regarding their academic goals and learning needs. | Staff know a family member or adult of every student who knows how or can be trained to advocate for the student's academic and learning needs. | Staff identify at least one caring adult in the school in addition to a family or community member (when possible) who advocates for each student. Teachers partner with all adult advocates to discuss, monitor and share successful strategies for meeting individual learning needs. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Students and Families as Advocates | Schools invite families to attend meetings to discuss individualized learning plans (IEP, ISFP, PSP) and intervention strategies. | Staff ensure that families and students are trained to serve as educational advocates or know how to access trained educational advocates to support students' needs. | The school, student, and family work together to develop individualized plans and intervention strategies throughout school including transitions and preparation for post-secondary options (where applicable). | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Student & Family Voice | The school has a policy and a process to resolve issues and/or student and family complaints. | Schools have processes that allow students and families to have authentic input into the educational process and problem solving. | Families and students report that the school empowers students and families as change agents working in partnership with educators to develop policies and procedures, track data, and identify improvement strategies. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |

COMMUNITY PARTNERSHIPS

Staff engages and partners with community members and families to plan and implement substantive work to improve student achievement and school improvement.

| Critical Attributes | Level 1 | Level 2 | Level 3 | Current Performance |
|--|---|--|--|---|
| Effective Partnerships Supporting Student and School Improvement | School leadership invites employers and community organizations to support student and family learning. | The school develops formal partnerships with businesses and community organizations to support student and family learning. | The school has a process for involving the community in educational planning and data-based decision making to support student and family learning needs and school improvement. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Sustainable Infrastructure and Resource Processes | Families receive information on resources and support available to students in school. | Staff help families & students access resources to address barriers to learning and to augment the educational process. | Schools have dedicated staff members who provide students and families with equitable access to school and community resources through an interconnected system of supports that include the element of collaborative problem-solving teams. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Meaningful Community Integration | The school has a family friendly space where staff inform families about services, programs, and school activities. | Community outreach services are made available to students and families within the school at various times. | School facilities act as community service centers for meeting the educational, social, health, cultural, and recreational needs of all students in partnership with their families. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |
| Systemic Wholeness Approach | The school has a system for addressing the academic needs of students and shares resources for social-emotional wellness, physical wellness, and basic need resources when parents request information. | The school provides a multi-tiered system of preventative supports that addresses the needs of the whole student and whole family by intentionally connecting families with resources for basic needs, physical wellness, and social-emotional wellness. | The school provides a multi-tiered system of supports and utilizes a comprehensive screening and assessment system that helps identify and establish intentional community partnerships aligned with identified needs, combined with a referral system that connects students and families to social-emotional wellness resources, physical wellness resources, and resources for basic needs. | <input type="checkbox"/> Not Here Yet (0) <input type="checkbox"/> Level 1 (1) <input type="checkbox"/> Level 2 (2) <input type="checkbox"/> Level 3 (3) |

Community
Performance

Level 1 (0-7)

Level 2 (8-10)

Level 3 (11-12)

Total Points:

TOTAL SELF-ASSESSMENT SCORE:

Overall

Level 1 (0- 40)

Level 2 (41 - 47)

Level 3 (48 -60)

Total Points:

Performance

What Does My Score Mean?

Level 1: The school has developed an introductory awareness of the objectives and critical attributes of Family Engagement and is starting to implement family engagement strategies that may or may not be aligned to a few or some of the Family Engagement objectives and critical attributes.

Level 2: The school has developed and implemented intentional family engagement strategies that are aligned to many of the objectives and critical attributes of Family Engagement.

Level 3: The school has developed and implemented an intentional and aligned family engagement plan which is aligned to all or most of the objectives and critical attributes of Family Engagement.

“Family Friendly School Certification”- Additional Steps to Complete before you can apply: [Process for applying and [Certificate Requirements: \(prichardcommittee.org\)](#)]

- Must score Level 3 overall and ready to provide evidence of practice through uploading documents and listing examples.
- Develop a Family Engagement Action Team. This can be a sub-group or responsibilities within an existing parent-school team (See Family and School Partnership Guide for ideas)
- Create an evaluation and continuous improvement process that includes historically marginalized families and those families that typically do not participate. You must be able to explain in narrative form how multiple perspectives are included in family and school partnership efforts
- Provide copies of any school improvement plans or quality assurance checks that incorporate Family Engagement as a core strategy for increasing student achievement
- Please allow up to one month for application review. A member of the Prichard Committee for Academic Excellence will notify you that your application has been received. Members of the KY Collaborative for Families and Schools Advisory Council will review your application.
- [Ready to Apply? Click here!](#) Allow up to 45 minutes to complete this form.
- Note: Schools must resubmit for “Family Friendly School” designation every year

More Ideas for Next Steps After Completing Your Self-Assessment:

Addition resources found in the “Kentucky Family and School Partnership Guide”

- Start where you are strong, align strengths as target areas with activities and strategies in the “Family Engagement Digital Playbook”
- Create a family engagement action plan and team and increase impact of current school councils

- Align your family engagement efforts with current school and district improvement plans and requirements such as Title 1 requirements, Title III requirements, school climate surveys and MTSS.