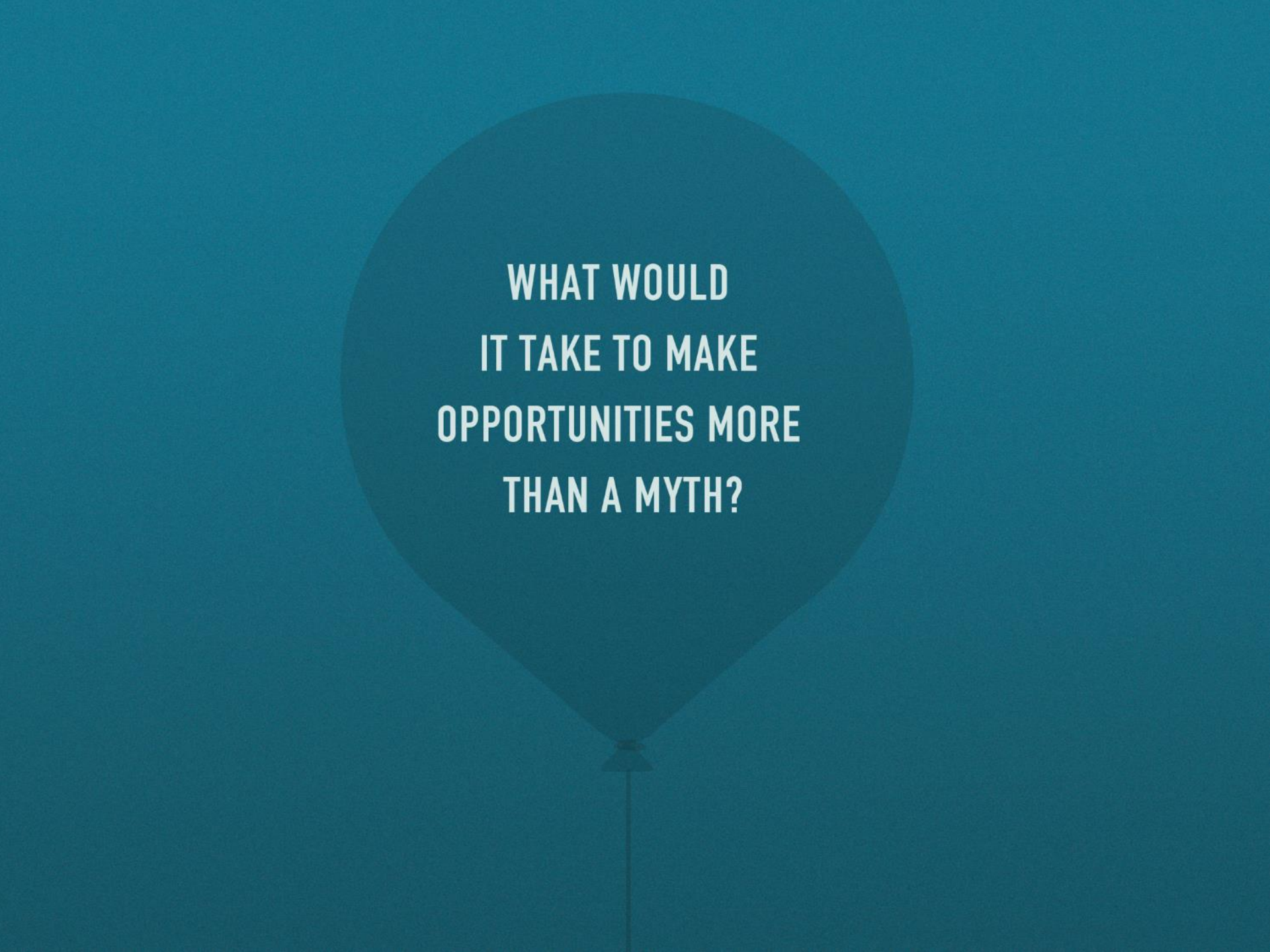


Authentic Community Engagement & the Home-School Partnership Spectrum

TNTP

December 2019



**WHAT WOULD
IT TAKE TO MAKE
OPPORTUNITIES MORE
THAN A MYTH?**

We're asking all adults whose choices affect students' experiences to make two big commitments—and follow through on them.

EVERY STUDENT SHOULD HAVE ACCESS TO...

...grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity, or any other part of their identity.

We will continually investigate the extent to which our students receive this access and report on our progress.

EVERY STUDENT AND FAMILY IS...

...an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about their child's progress, and have a legitimate role in decision-making.

We will continually seek feedback from all students and families about whether we're living up to this commitment.

Lasting change in schools and districts will only be possible if families and communities are deeply involved.

SUPERINTENDENT



3 years

SCHOOL BOARD



5 years

STUDENT/PARENT



18 years

COMMUNITY MEMBER



13-18 years

Average span of years of involvement in schools:

In addition to sustaining transformation efforts, authentic community engagement has a positive impact on student outcomes.

Increased family engagement in education is linked to improved school readiness, higher grades, higher test scores, better attendance/fewer tardies, decreased suspension and expulsion rates, and the increased likelihood of high school graduation.¹

A 15-year study of 400 Chicago schools found that schools with strong family and community ties, regardless of any other factors, were four times more likely to improve in reading and ten times more likely to improve in math.²

In a study of Title I schools, teachers who were “especially active” in engaging parents and sharing resources to support learning at home saw larger gains in student achievement, regardless of other factors.³

1. Xitao, Fan & Michael Chen. "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review* 13.1 (2001): 1–22. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Annual Synthesis. National Center for Family & Community Connections with Schools. Sheldon, S. B., & Epstein, J.L. (2002). Improving student behavior and school discipline with family & community involvement. *Education & urban society*, 35(1), 4-26.
2. Bryk, Anthony, et al. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010. Print.
3. Westat and Policy Studies Associates. 2001. *The Longitudinal Evaluation of School Change and Performance in Title I Schools*. Washington, DC: U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.

TNTP has identified four critical pillars for authentic community engagement.



SHARED VISION

Work with stakeholders to develop a common vision for student success



AUTHENTIC COLLABORATION

Share resources and data to help families and community organizations support student learning



INTENTIONAL CULTURE & DIVERSITY

Build trust by addressing bias and understanding the unique community context



360 - DEGREE COMMUNICATION

Prioritize ongoing communication and transparency and develop a healthy feedback loop

When teachers, school leaders, and district leaders engage students, families, and communities as true partners, everyone will reap the benefits.

While many schools employ an array of family engagement efforts, many of these efforts are focused on informing and consulting stakeholders versus creating opportunities for shared decision-making and collaboration.

Impact on Decision-Making

INFORMING

Providing balanced, objective information about new programs, and updates during implementation.

CONSULTING

Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Sharing how feedback has influenced decisions.

INVOLVING

Working with the community to ensure aspirations and concerns are considered at every stage. Sharing how their involvement has shaped decisions.

COLLABORATING

Enabling community members to participate in all aspects of planning and decision-making for new programs.

INCREASING AGENCY

Giving the community decision-making authority over new programs and honoring their expertise.

Traditional Engagement

Authentic Community Engagement

Adapted from the IAP2 Public Participation Spectrum, developed by the International Association for Public Participation. Note: Engagement activities can include community surveys, neighborhood outreach projects, partnerships with grassroots organizations, public meetings, and efforts to select community representatives.

How are families and community members engaged
in your school?

The Home-School Partnership Spectrum can act as a reference point for understanding how families and community members are viewing current engagement efforts.

The Home-School Partnership Spectrum

FORTRESS



COME-IF-WE-CALL



OPEN DOOR



PARTNERSHIP



This tool can aid in schools shifting from traditional community engagement to authentic community engagement. Understanding current placement is a necessary step in strengthen community engagement efforts.



Core Belief

Parents belong at home. If a student is not doing well, it's because their family is not giving them enough support. Our school, is an oasis in a troubled community and we want to keep it that way.

In action

- Curriculum & standards are considered too complex for parents to understand
 - *"Those parents need to learn English"*
 - *Principals pick a small group "cooperative parents" to help around the school*
-



Core Belief

Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do it help their kids at home. We know where to get community help if we want it.

In action

- More formally educated parents are actively involved
 - Staff are selective of which families are invited to participate in school events
 - *"We can't deal with 20 different languages. Parents can bring translators with them"*
-



Core Belief

Parents can be involved at our school in many ways-we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

In action

- Front office staff are friendly and provide good customer service
 - Curriculum nights are held 3-4 times a year
 - Parents can raise issues at PTA/PTO meetings and set the meeting agenda
-



Core Belief

All families and communities have something great to offer- we do whatever it takes to work closely together to make sure every single student succeeds.

In action

- Parent/ Family center is always open and full of interesting materials to borrow
 - All family activities connect to student learning
 - Students' work goes home with a scoring guide
-

Table discussion



Where do you believe your school currently is?

Where would you like your school to be?

The Home-School Partnership Spectrum

FORTRESS



COME-IF-WE-CALL



OPEN DOOR



PARTNERSHIP





Table Group Discussion

What policies and/or practices at your school would you like to have more say on?

Thank You!

Connect with us.



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