

**Parental Involvement Effectiveness Assessment  
For Elementary Schools  
Appleseed 2010**

**PARENT INFORMATION FORM**

Date: \_\_\_\_\_

School: \_\_\_\_\_

How many of your children attend(ed) this school? \_\_\_\_\_

How many years have you been connected to this school? \_\_\_\_\_

What is your role in this school?

- Parent
- School leadership (principal, assistant principal, etc.)
- Classroom teacher
- Other: \_\_\_\_\_

Do you serve on school committees or in other leadership capacities? \_\_\_\_\_

In what other ways are you involved at the school? (Check all that apply)

- I help out at this school (for example, volunteering).
- I attend special events at the school.
- I volunteer to go on class field trips.
- I attend Parent Teacher Association (PTA) or other parent organization meetings.
- I go to the school's open-house.
- Other: (please specify) \_\_\_\_\_

This series of questions will help parents, principals and teachers measure parental involvement effectiveness in elementary schools. It was not designed with middle or high schools in mind. Together, educators and parents can use these questions to gain initial insights into a school's parental involvement activities, and whether actions are properly connected to student learning. The parental involvement index below is based on the opinions of participants; therefore, individuals using the assessment should be knowledgeable about the school being measured.

Specific training or expertise in evaluating school environments is not necessary. However, honest and searching answers will provide parents, teachers, administrators and central office personnel with a sincere snapshot of how well parental involvement is working in a specific elementary school. The results should not be considered iron-clad without additional information. In addition, while the assessment is designed to be completed in its entirety, users can extract useful information by looking at the *Parent Engagement* section, *School Efforts* section and *Transition from Early Childhood Learning to Kindergarten* section as stand-alone items.

School officials and parents might reflect on whether questions here create a roadmap of sound practices that could inspire a more robust parent involvement scenario and ultimately raise student learning and achievement.

# PARENTAL INVOLVEMENT EFFECTIVENESS SCORING SYSTEM

TOTAL SCORE	ASSESSMENT
260-209	Exceptional Parental Involvement
208-157	Commendable (above average)
156-105	Adequate Parental Involvement
104-53	Improvements Needed
52-0	Inadequate Parental Involvement

This assessment received generous support from the W.K. Kellogg Foundation and was developed in conjunction with Professor Brian Perkins of Columbia University Teachers College and the Center for the Study of School Climate and Professor Joan Walker of Long Island University.

In addition, more than 100 parental involvement experts, teachers, principals, parents and others from across the U.S. gathered at a convening to provide Appleseed with input on how to measure what parents do at school and whether their involvement activities support student learning.

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**Part 1: Participation in Academics and Decision-Making**

**Section A: Parent Engagement** ~ Parents can participate in their children’s education in many ways. This section asks you to rate parents’ engagement in a range of academic and decision-making activities. For each activity, indicate *your knowledge* of parents’ engagement by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

1. Parents help develop a school-parent agreement that explains how parents, the entire school staff, and students will develop a partnership that supports student achievement.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

2. Parents help create and write the school’s yearly school improvement plan.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

3. School staff and parents work together to create a parental involvement policy.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

4. Parents are invited to speak at staff meetings on important issues & topics.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

5. Parents attend opportunities to learn about how to support classroom learning through home-based activities.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

6. Parents share in deciding how the school will be run.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

7. Parents help plan and review school activities (for example, field trips and extra-curricular events).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

8. Parents regularly participate in deciding how their children will be educated.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

9. Parents' expertise, interests and strengths are used in classroom activities.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

10. Parents work with school staff to lead after-school tutoring sessions, laboratories or study groups.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up the scores for each page in this section (pages 3-4) and write the total amount in the box provided. That number, out of a potential 50 points in this section, reflects your knowledge of *parents' engagement in academics and decision-making*.

**TOTAL for all items in SECTION A =**

**Section B: School Efforts** ~ This section asks you to rate the school's efforts to engage parents in a range of activities. For each item, indicate *your knowledge* of the school's efforts by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

11. Parents are welcome in the school and contribute to student learning.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

12. The school encourages parents' involvement by offering activities at convenient times.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

13. Parents are told in advance and in a variety of ways (flyers, spoken reminders, signs in the building, phone calls, the Internet, and more...) about upcoming events.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

14. Parents get a friendly greeting from all school employees.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

15. Parents are invited to stop by during the school day.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

**PAGE TOTAL = \_\_\_\_\_**

16. Parents whose first language is not English are provided with school information translated into a language they can understand.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

17. Interpreters are provided for parents during activities, including parent-teacher conferences.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

18. The school creates ways to address parents in their primary language, including asking other parents to help with interpreting.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

19. The school consistently recognizes and thanks parents for their participation.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

20. Where needed, family support services (such as medical, dental, mental health, job and after-school care) are easily available to parents within the school building.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

21. Parents are told in several ways (flyers, spoken reminders, signs in the building, phone calls, the Internet, and more...) about the availability of school-based family support services.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

22. Parents are given easy-to-understand information about student performance as required by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

23. Parents are given easy-to-understand information about school performance as required by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

24. The school has a plan for dealing with student learning issues before they become serious.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

25. Teachers are trained to identify learning problems early and to deal with them in effective ways.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

26. Teachers effectively use communication with parents to minimize student learning problems.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

27. The school always tells parents about students' positive academic performance.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

28. The school tells parents when a student's academic performance is above grade level, and helps to develop that student's talent.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

29. Teachers are trained how to involve parents from a variety of cultures and backgrounds.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up your ratings for each page in this section (Pages 5-8) and put the total in the box provided. That number, out of a potential 95 points in this section, reflects your knowledge of the *school's efforts to engage parents*.

**TOTAL for all items in SECTION B =**

**Part 2: Transition from Early Childhood to Kindergarten**

Entry to kindergarten is a critical time in children’s education. For each item, indicate *your knowledge* of the school’s efforts to support children and families’ transition into kindergarten by circling the number that best matches your opinion. Place that number in the space provided. Feel free to add comments in the margins.

1. Parents receive information (for example, in writing, by telephone and in person) about how to support their child’s move from pre-school to elementary school.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

2. The school tells parents of pre-school children how they can support learning at home (for example, by sending home materials and suggested activities).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

3. Parents are told, in their primary language, about how to help their child enter kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

4. The school sets up regular meetings for parents, pre-school teachers and elementary school staff to talk about what children will learn in kindergarten and how specific children are progressing.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

5. Parents attend workshops to talk about children’s “readiness” for school and the importance of early reading experiences at home and at school.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

**PAGE TOTAL = \_\_\_\_\_**

6. Before the school year begins, parents (of kindergarteners) are told which school their child will attend.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

7. Before the school year begins, parents are told who their child's kindergarten teacher will be.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

8. Parents of pre-kindergarten children are invited to visit a kindergarten class.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

9. Pre-school students visit kindergarten classes to meet teachers, parents and school staff.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

10. Parents are invited to attend a school-wide activity for their pre-kindergarten children.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

11. When allowed by the school, kindergarten teachers visit the homes of their future students.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

12. At the opening of the school year, Children's entry into kindergarten is eased by shortening the school day or by other steps.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

13. Parents help create policies for connecting children's pre-school and elementary school experiences.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

14. Materials about the kindergarten move are translated into the parent's first language.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

15. When a family's first language is not English, interpreters are used to talk about entry into kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

16. Workshops about how to prepare children to enter kindergarten are available in the parent's first language.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

17. Parents are told about the school's rank as measured by federal law.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

18. Parents are given information about student and school performance as measured by federal law

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

19. Federal law measurements and requirements are explained to parents during the move to kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

20. Federal law measurements and requirements are explained to parents in their own language during the move to kindergarten.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

21. Parents are told during the move to kindergarten about how the school prevents behavior problems.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

22. Parents are asked to describe their child’s preschool behavior as part of the changeover process.

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

23. Parents receive information (in writing and by telephone) about how to support their child’s move from elementary school to middle or junior high school (even if in the same building).

Not Evident	Slightly Evident	Moderately Evident	Evident	Strongly Followed
1	2	3	4	5

RATING = \_\_\_\_\_

PAGE TOTAL = \_\_\_\_\_

Now add up your ratings for each page in this part (Pages 9-13) and put the total for all items in the space provided. That number, out of a potential 115 points, reflects your knowledge of the *school’s efforts to ease the move to kindergarten*.

**TOTAL for all items in SECTION B =**

# SUMMARY SCORING SHEET

This sheet tallies your score for each section into a grand total score. Put the total score for each of the three subsections in the space provided. Then, add these three scores and divide by 3 (the number of sections). This final score is your school's overall rating on parent involvement effectiveness.

## Part 1: Participation in Academics and Decision-Making

### Section A: Parent Engagement

This rating indicates *your knowledge* of parents' engagement in a range of academic and decision-making activities.

Score for this section = \_\_\_\_\_

### Section B: School Efforts

This rating indicates *your knowledge* of the school's efforts to engage parents' participation.

Score for this section = \_\_\_\_\_

## Part 2: Transition from Early Childhood to Kindergarten

This rating indicates *your knowledge* of the school's efforts to support children and families as they transition into kindergarten.

Score for this section = \_\_\_\_\_

Total of all 3 Sections = \_\_\_\_\_ / 3

TOTAL SCORE =

*See Score Box on Page 2 to see what the overall number tells you about your school's parent involvement.*

# DEMOGRAPHIC INFORMATION

We understand that the following information may be sensitive or considered private. We ask because it will help your school determine the range of families in its response group. Please select the answer that best describes you and your family. You can choose not to respond to any of these items. When you have completed the form, please submit it, along with the survey results, to the appropriate administrator.

**What is your gender?**  Male  Female

**On average, how many hours do you work per week?**

0-5  21-40

6-20  41 or more

**What is your level of education? (please check highest level completed):**

less than high school  bachelor's degree

high school or GED  some graduate work

some college, 2-year  master's degree

**What is the first language spoken in your home?**

English

Spanish

Other: (please specify) \_\_\_\_\_

**Your Race/Ethnicity:**

Asian/Asian-American

Black/African-American

Hispanic/Hispanic-American

White/Caucasian

Other