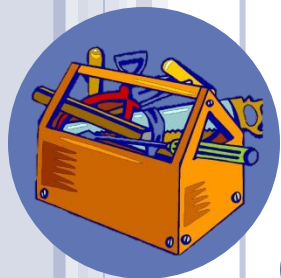


Parent Empowerment Toolkit



**For additional accountability
information, please contact
_____ at your local ESC**

Insert name of contact



PARENT EMPOWERMENT FRAMEWORK



- Strong family engagement is essential
- Home-school partnerships need to be ongoing, comprehensive, purposeful, and relentless
- Meaningful engagement has often been difficult to maintain
- Often limited to P-T conferences
- **Some** parents are involved
- Need a system in place that empowers parents in the life of the school



voice voice VOICE VOICE

Parent Involvement Continuum

Parents
=
Change
Agents

Decision Making:
Community
District
Campus

Parents Support School Community

Parent Leaders Teach Other Parents
Parents Mentor/Tutor Students

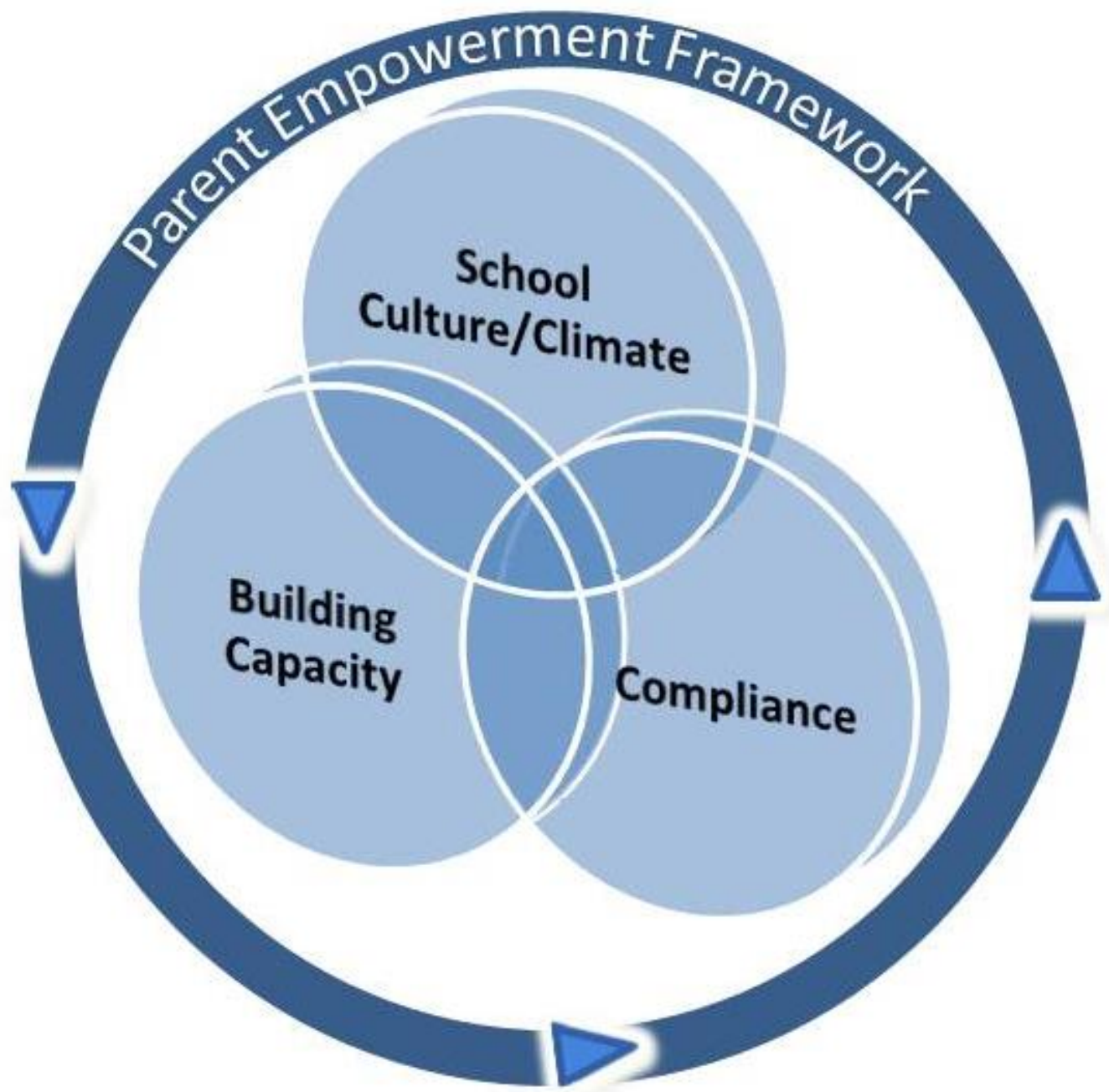
Parent Education

Parents Assist Teachers & Campus

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

- Jane D. Hull







Parent Empowerment Framework

School Culture/Climate:

Develop a family engagement system that cultivates and empowers adults to jointly support student achievement.

- Vision/Commitment
- Welcoming/Supportive Environment
- Meaningful two-way communication
- Include parents in decision-making
- Volunteering
- Collaborating with Community
- Surveys
- Parent and Staff Training
- Outreach
- Responsiveness

Building Capacity:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school...

MUSTS:

- Assistance to parents
- Educate teachers and staff
- Coordinate and integrate PI program-transition, resource center
- Information in a format and language parents understand
- Provide other reasonable support for PI activities

MAY:

- Literacy Training
- Transportation & Childcare
- Train parents to train parents
- Meetings at flexible time
- Model approach to improve PI
- Parent-advisory committee

Compliance:

Family Engagement has always been a centerpiece of Title I, and includes specific statutory requirements pertaining to effective family engagement.

- School-Parent Compact
- Written PI Policy
- Parent's Right to Know
- Language and Format
- Annual Report Card
- School Improvement Process



SCHOOL/CULTURE CLIMATE

- Ensure communication is regular, meaningful, and **two-way** regarding student achievement
- Include parents in decision-making processes, such as Site-based Committees and Parent Advisory Committees **
- Involve parents in the campus planning process **
- Volunteer in the classroom and/or the school
- Observe the activity in your child's classroom
- Warmly and professionally greet families when arriving at the school

**** REQUIRED**



BUILDING CAPACITY



MUST:

- Assist parents to understand state and district standards and assessments
- Provide materials and training to parents to work with their children
- Educate teachers and pupil services personnel to value parents and to develop better communication with families
- Provide information to families in a timely manner and in a uniform format and in a language parents can understand
- Provide reasonable support for parental involvement activities





COMPLIANCE

- Participate in annual Title I Meeting
- Participate in development, evaluation and review of Parental Involvement Policy
- Participate in development of School-Parent Compact
- Participate in Comprehensive Needs Assessment process – data analysis and compilation of findings
- Participate in Parent-Teacher conferences (required at Elementary)
- Request frequent reports on child's academic progress



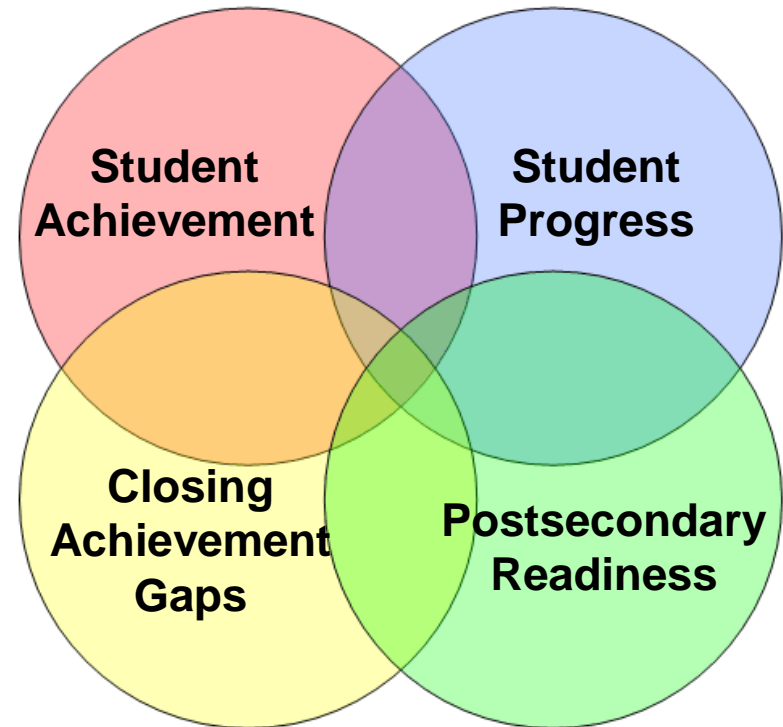
STATE ACCOUNTABILITY CAMPUS-LEVEL INTERVENTIONS: HISTORY

- Prior to 2013-14, two accountability systems:
 - Texas Accountability System
 - Federal Accountability System
- 2013, TEA submitted a waiver to USDE:
 - USDE approved waiver
 - Allow Texas to operate under one system that would meet state and federal requirements



NEW SYSTEM MEASURES FOUR INDICES

- **Index 1**
Student Achievement
- **Index 2**
Student Progress
- **Index 3** Closing
Performance Gaps
- **Index 4** Postsecondary
Readiness



INDEX 1:

STUDENT ACHIEVEMENT



**Student
Achievement**

***STAAR Satisfactory
performance***

- All students (only)
- Combined over all subject areas



INDEX 2:

STUDENT PROGRESS



**Student
Progress**

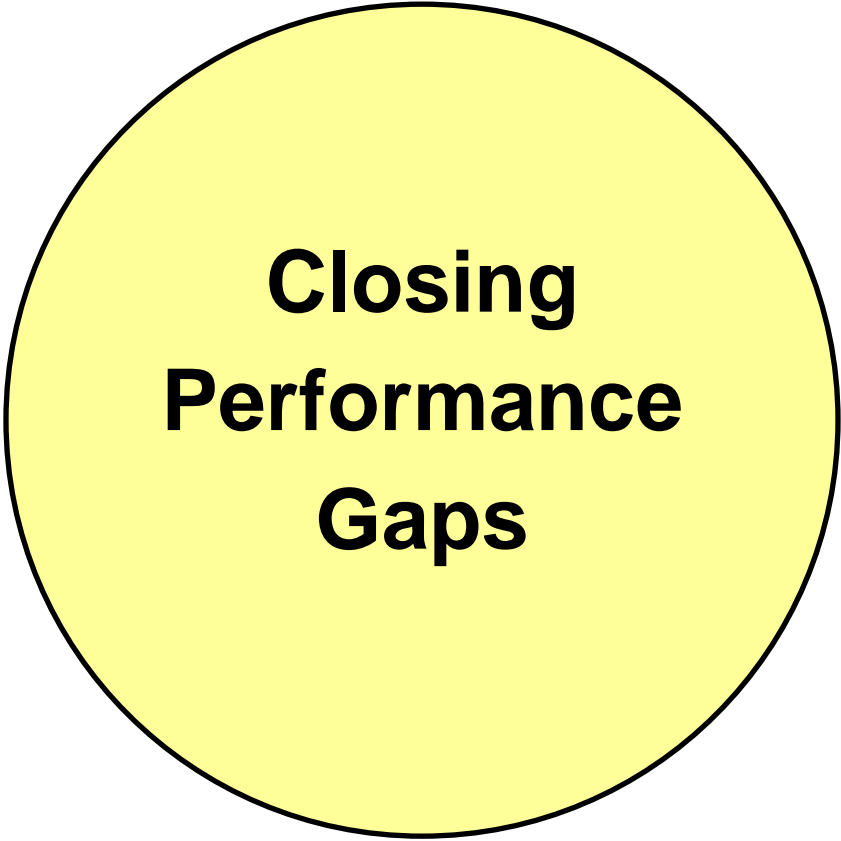
***Student progress to
satisfactory or advanced
performance levels***

- ☐ Ten student groups evaluated
 - All students
 - Each race/ethnicity
 - Students w/disabilities
 - English Language Learners (ELL)



INDEX 3:

CLOSING PERFORMANCE GAPS



Closing Performance Gaps

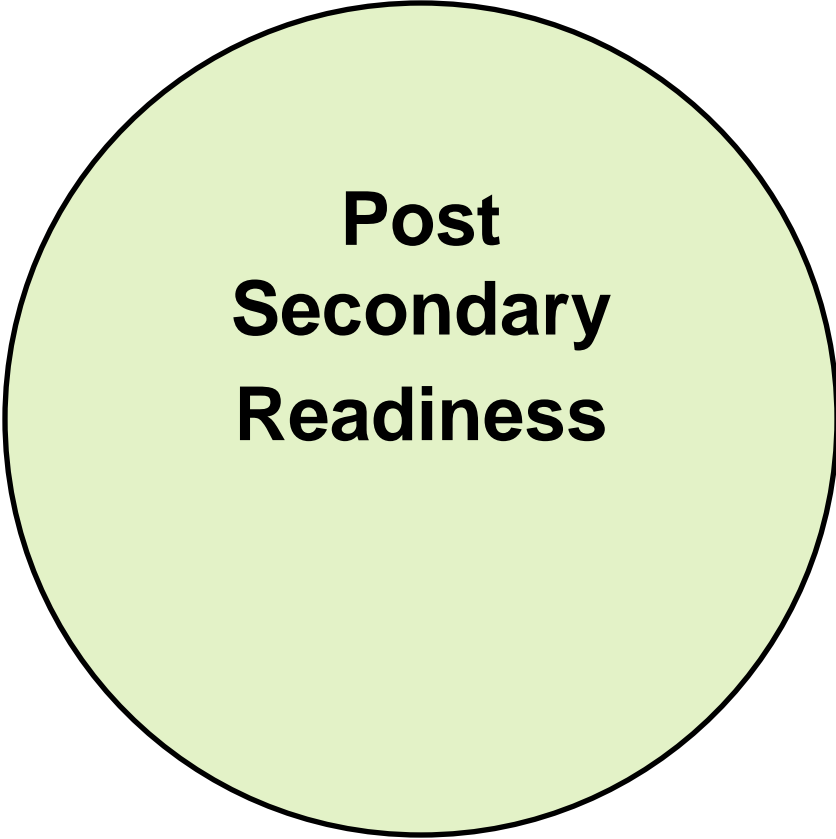
***Achievement gaps
measures for satisfactory
and advanced levels***

- ☐ All subjects (R, M, W, S, and SS)
- ☐ Economically disadvantaged always evaluated
- ☐ Two lowest performing race/ethnicity student groups



INDEX 4:

POSTSECONDARY READINESS



**Post
Secondary
Readiness**

***Measures postsecondary
readiness***

- ☐ Credit based on average of two postsecondary indicators:
 - ☐ Graduation rates/diploma plans
 - ☐ STAAR postsecondary readiness



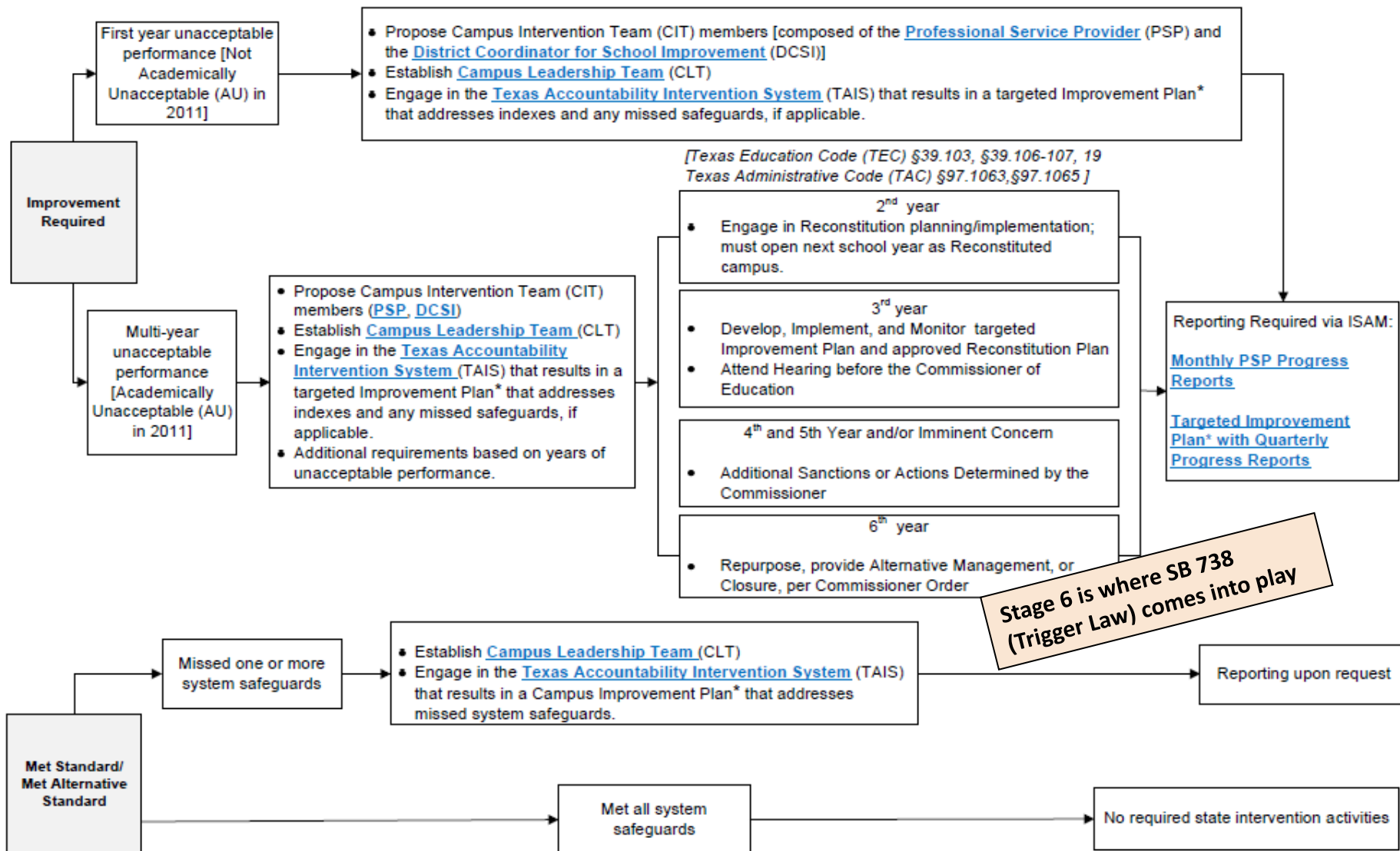
ASSIGNED RATINGS

Each year district/campus is assigned a rating:

- “*Met Standard*”
- “*Improvement Required*”



State Accountability Campus-Level Interventions



Please Note:

- Ongoing negotiations with USDE, regarding the ESEA flexibility waiver, could result in additional requirements based on missed system safeguards.
- Campuses that met standard but were academically unacceptable in 2011 have intervention requirements based on TEC §39.106(e)(1). Commissioner Williams has determined that the continued assignment of the Campus Intervention Team (CIT) is no longer required.
- Request access to ISAM via [TEASE/TEAL](#)

* While TEC §11.253 requires all campuses to develop a comprehensive campus improvement plan, the targeted improvement plan required by TEC §39.106 is specifically designed to address areas of low performance identified by the state accountability rating system.

6TH CONSECUTIVE YEAR

- Repurpose, or
- Provide Alternative Management, or
- Closure,
 - Per Commissioner of Education Order
Written petition is available for campuses in their 6th year of unacceptable performance that are subject to repurposing, alternative management or closure. A written petition is triggered by:
 - Parents of a majority of the students enrolled at the campus and comply with other requirements
 - Board of Trustees, if in disagreement with requested action by parents, can submit a new proposal



CONSIDER
THIS!

BEST PRACTICES

- Complete and return surveys
- Participate in parent organizations that support academic achievement
- Work with campus to plan enhanced family engagement activities
- Actively support community organizations that promote student development and success
- Establish a school-community partnership team
- Initiate positive conversations with your child about school activities and classroom learning
- Provide a consistent time and space for your child to complete his/her homework



SB 738 OVERVIEW

AKA “TRIGGER LAW”

The basic concept of the statute is that parents have the ability:

- To intervene in their child's school if it is performing poorly for five consecutive years
- On the sixth year, a written petition signed by the parents of a majority of the students enrolled at the campus, and specifying the action requested to remediate the low performing school



THREE INTERVENTION OPTIONS

- 1) Repurposing of the campus
- 2) Alternative management of the campus
- 3) Closure of the campus



DEFINITION OF A PARENT

- The parents of more than 50% of the students enrolled at the campus must provide the handwritten or typed name of the student and the parent, and an original signature of the parent on the petition.



WRITTEN PETITION TIMELINE

- A written petition must be finalized and submitted to the district superintendent no later than **October 15** for purposes of validation.



DETERMINATION OF A VALID WRITTEN PETITION

- Only a written petition determined to be valid in accordance with legal statute and TEA procedures may be submitted to the commissioner.



TEA MODEL FORMS



Texas Education Code Written Petition for Campus Sanction

Forms include:

- Written Petition for Campus Sanction
- Verification of Adopted Parent Petition for Campus Sanction Action
- Verification of Board Request for Campus Sanction Action
- Parent Petition for Campus Sanction Action (Sign in-sheet)
- Texas Administrative Code

www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769807717&libID=25769807719

Texas Education Code

Written Petition for Campus Sanction

Texas Education Code (TEC) §39.107(e) requires the commissioner of education to order repurposing, alternative management, or closure of a campus if the campus is considered to have an unacceptable performance rating for three consecutive school years after a campus is reconstituted*, and TEC §39.107 (e-1) allows the commissioner to waive the requirement for not more than one school year. Under requirements of §39.107(e-2), if a written petition, signed by the parents of a majority of the students enrolled at the campus and specifying the action requested under subsection (a) of this section, is presented to the commissioner in accordance with this section and related procedures adopted by the Texas Education Agency (TEA), the commissioner shall, except as otherwise authorized by this section, order the specific action requested. If the board of trustees of the school district in which the campus is located presents to the commissioner, in accordance with this section and related procedures adopted by the TEA, a written request that the commissioner order a specific other than the action requested by the parents in a valid petition, and provides a written explanation of the basis for the board's request, the commissioner may order the action requested by the board of trustees.

Rules for implementing these requirements are found at 19 Texas Administrative Code §97.1065(c)

Texas Education Agency

Verification of Adopted Parent Petition for Campus Sanction Action

District Name: _____

Campus Name: _____

County/District/Campus ID Number: _____

Campus Enrollment as of snapshot date: _____

Number of Validated Parent Signatures: _____



Texas Education Agency

Verification of Board Request for Campus Sanction Action

To be submitted with the written explanation of the basis for the board of trustee's request for a campus sanction action other than the one reflected in a valid parent petition.

District Name: _____

Campus Name: _____

County/District/Campus ID Number: _____

Date of Board Adoption: _____

Names of Board Members Voting for Adoption:



Texas Education Agency

Parent Petition for Campus Sanction Action

Campus name: _____

County/District/Campus ID Number: _____

This petition supports the campus sanction action marked below:

____ Repurposing ____ Alternative Management ____ Closure

#	Student Full Name	Parent Full Name	Enrollment Date	Verification
1				
2				
3				



SB 738 OVERVIEW

AKA “TRIGGER LAW”

The basic concept of the statute is that parents have the ability to intervene:

- BUT, a local school board may propose an alternate plan that the Commissioner of Education must consider.



The Commissioner of Education shall order repurposing, alternative management, or closure of a campus, if the campus is assigned an unacceptable performance rating for the third consecutive year after reconstitution is required to be implemented. This affects only a very small number of campuses each year. Individual correspondence describing the actions the commissioner will take is sent directly to those campuses.



REPURPOSING

- If a valid parent petition or board of trustees submission requests that the **commissioner order campus repurposing**, the district must submit a comprehensive plan, no later than January 30.



Commissioner Order

- The commissioner will order a sanction no later than February 15.
- The sanction shall be implemented for the subsequent school year regardless of the state academic accountability rating assigned to the campus in that school year.



UNDERSTANDING SB 738

- To understand SB 738, one must also carefully examine:
 - TEC 39.107
 - TAC 97.1065



SB 738 Overview

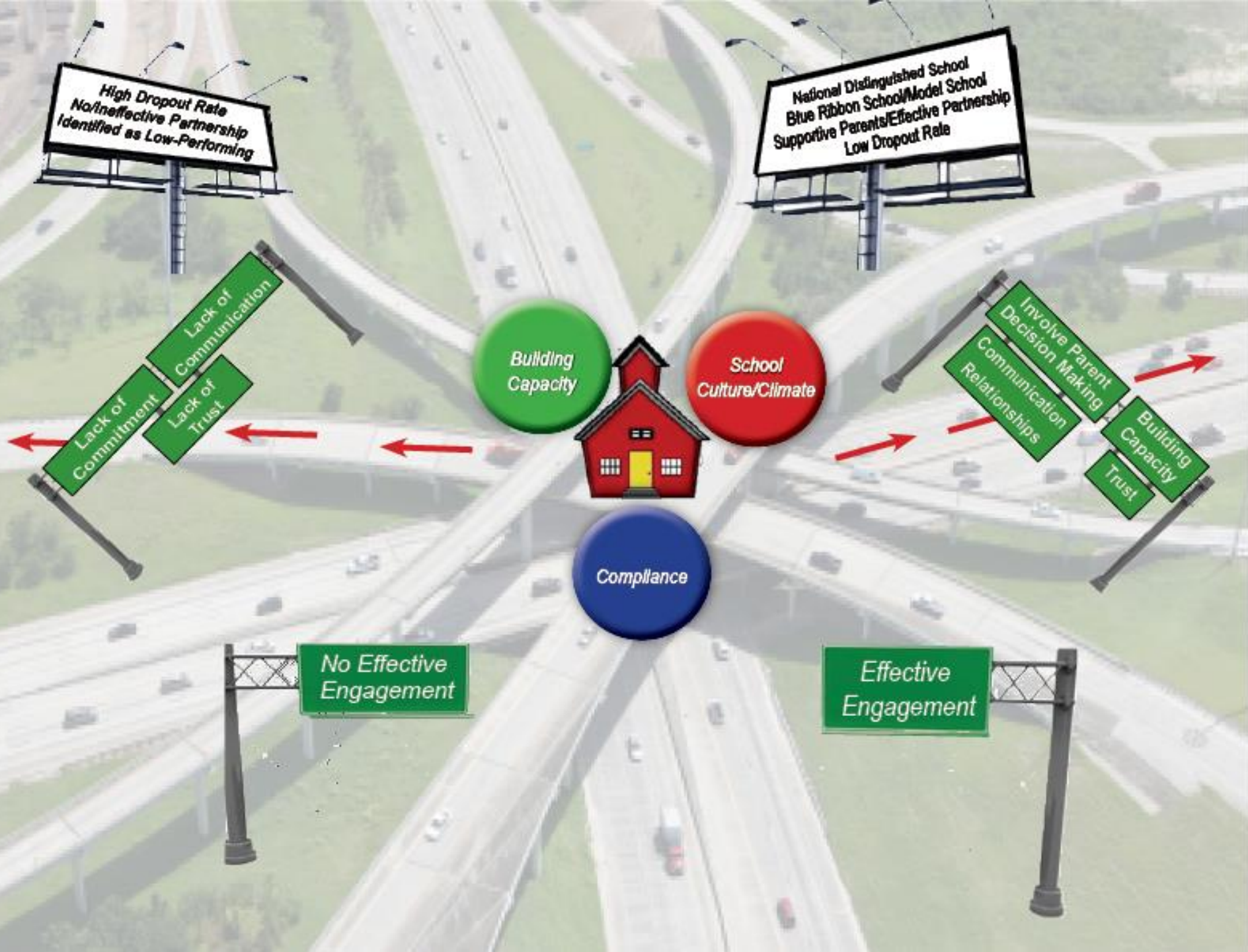
Enacted Bill	Qualifying Schools	% Signatures Required	Time to Collect Signatures	Intervention Options	Local Public Hearings	Local School Board Options	State Options
SB 738	Low-performing for 3 consecutive years after 2 years of reconstitution	Signed by the parents of a majority of the students enrolled	Not specified	<ul style="list-style-type: none"> -Repurposing of the campus -Alternative management of the campus -Closure of the campus 	Not required, but would be best practice	Recommend to Commissioner a different action than that specified by the parents' petition	Commissioner must order the action requested by parents unless school board requests a different intervention, the commissioner can choose to accept the board's request



“In this complex world it takes more than a good school to educate children. It takes more than a good home. It takes these two major educational institutions working together.”

-Dorothy Rich





Questions?



Put in contact information for your ESC or School District:

- **Name**
- **Phone number**
- **Email address**

