

Supporting Student Success School Level Reflection Rubric



Use this rubric to focus on your goals for sharing information with families about student progress and supporting learning by engaging families. Consider how everyone benefits when families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Think about where you see yourself in the process and strategies used for supporting student success. Mark the box that most clearly matches what you are doing now. The levels of quality build on each other, assuming that practices in the emerging and progressing levels will continue at the excellent level.

SUPPORTING STUDENT SUCCESS			
ELEMENT	EMERGING	PROGRESSING	EXCELLENT
Ensuring parent-teacher communication about student progress	<p>Parents can contact teachers through email, notes, and/or phone messages and receive a timely response.</p> <p><i>For example, teachers in high school send home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i></p>	<p>Teachers and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with teachers on a regular basis.</p> <p><i>For example, each classroom has a website where class assignments and other school wide events are posted. Parents can ask general questions or schedule meeting with teachers as needed.</i></p> <p><i>Grading system like PowerSchool or Gradebook is used to send home regular progress reports and grades are accessible by families online.</i></p>	<p>Teachers and parents discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.</p> <p><i>For example, the school has adopted a plan for parents, students, and teachers to establish education/career goals. Parents can contact teachers through e-mail, notes, or phone messages and receive a timely response.</i></p>



<p>Linking student work to academic goals</p>	<p>Student work is displayed throughout the school in a way that shows how it met academic standards.</p> <p><i>For example, teachers display students' writing assignments to demonstrate how students used skills such as clear and concise language, proper spelling, and expression of voice.</i></p>	<p>Teachers explain to parents through-out the year what students are learning and what good work looks like under the New Mexico Common Core State Standards for the student's age and grade level.</p> <p><i>For example, teachers maintain portfolios of students' work for parents to review and use during student-led parent teacher conferences. A family resource center includes copies of appropriate grade level Parents' Guides to Student Success.</i></p>	<p>Teachers and parents have regular discussions about how each school program or activity links to student learning through language and academic standards.</p> <p><i>For example, the teacher and families discuss the music curriculum goals before a student concert; parents of football players are offered opportunities to learn how the playbook relates to math and logic standards.</i></p>
<p>Using assessment and test results to engage families and support student success</p>	<p>Parents are informed about testing and assessments used with students.</p> <p><i>For example, the principal explains at an informational meeting when and which tests and assessments are given at which grade level and why they are being given. The principal presents the school's academic goals at the beginning of the school year and reports on progress made the previous year.</i></p>	<p>Families have opportunities to learn how to interpret testing and assessments including academic and language testing.</p> <p><i>For example, family members and teachers are invited to participate in workshops, sponsored by a parent group and the school, to learn how the school uses tests and assessments results to improve language and student achievement.</i></p>	<p>Parents are included on school improvement committees and discuss how to raise achievement for every student.</p> <p><i>For example, positions on school improvement teams are reserved for parents.</i></p>
<p>Engaging all families in student learning</p>	<p>Families and teachers work together to provide resources for upcoming units of study.</p> <p><i>For example, grandparents discuss life in boarding schools during a lesson on civil rights.</i></p>	<p>Families and teachers engage in innovative ways to collaborate on classroom learning.</p> <p><i>For example, teachers invite community groups and families to their classes to share information about their cultures and demonstrate how foods from their cultures are prepared, helping students learn history and culture, as well as math and chemistry skills.</i></p>	<p>A parent group helps organize a database of parent and family skills, expertise, and backgrounds, through which teachers can find resources.</p> <p><i>For example, a parent who is an artist is brought in to work with students to create a school mural.</i></p>



<p>Developing family ability to support student learning at home</p>	<p>The school and parent group offer programs on parenting skills that will help promote learning.</p> <p><i>For example, an expert is invited to give a presentation to help parents deal with parenting issues. Parent leaders and school staff hold informational sessions and workgroups in various home languages on resources available in the community that parents can access to assist them with needed support.</i></p>	<p>The school and parent group work together to provide families tools to support student learning at home.</p> <p><i>For example, a series of workshops teach parents strategies for supporting reading development for different grade levels.</i></p>	<p>Teachers and parent group plan regular family learning at local workplaces and community locations.</p> <p><i>For example, workshops on a variety of topics that help parents support learning are held during lunchtime at convenient locations.</i></p>
<p>Promoting after-school learning</p>	<p>The school informs parents of after-school opportunities.</p> <p><i>For example, fliers about school-based as well as community-based programs are sent home with the student. E-mail, Web announcements, and phone calls in families' home languages are also used.</i></p>	<p>The parent group and the school invite families to learn more about the value of after-school activities.</p> <p><i>For example, the parent group hosts an Afterschool Alliance Lights On Afterschool event to raise awareness about the importance of after-school programs.</i></p>	<p><i>The school partners with community organizations (including faith-based) to provide after-school programs for children and families.</i></p> <p><i>For example, the local Boys and Girls Club works with parents, students, and school staff to create a program that meets the recreational and academic needs of students. School staff and after school program providers use the New Mexico Out-of-School-Time Network (NMOST) Guiding Principles in planning and implementing services.</i></p>

Summarize strengths and needs here and use your results as you develop your Action Plan in Step Four of the Framework. The School-Level Reflection Rubrics can also be used to monitor progress in reaching goals, designing professional development for school staff, and/or conducting a school walk-through.

