Guidelines for Interpreting and Scoring Benchmarks

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

I. What does this benchmark indicate for school performance?

Benchmark 9.1 is about parent/guardian involvement with the school as partners with school leaders, faculty and other parents for purposes of enhancing educational experiences for the school community. Parents and guardians are welcomed and seen as resources for school personnel to help in analysis of what works for students and founts of creative and innovative concepts, processes and activities. Evidence indicates a respect for the role of parents/guardians in the enhancing experiences for students and for the entire school community. An atmosphere of parents as stakeholders and as collaborators with the school administration, teachers and other parents/guardians/families is evident. Examples of programs, experiences, and activities for parents/guardians beyond the required parent/teacher conferences may be evidenced by flyers, newsletters, photographs or videos of parent/guardian gatherings, minutes of meetings, and evaluations and/or reflections of parents/guardians after these experiences. Parents/guardians are regarded as partners with the school in the development of students.

II. As a review team member, what evidence do I look for?

Here are a few fundamental guiding questions for teachers or principals to ask (or to ask principals and teachers) in order to be able to point to examples of the extent to which parents are involved in the school:

- What kinds of programs, activities, and opportunities are offered to parents/guardians?
- Do these programs, activities, and opportunities enhance the educational experience of the school community? If yes, how? If no, why?
- What percentage of parents/guardians participated in programs, activities, and opportunities offered?
- Does the school have feedback from parents/guardians about their experiences? Does the school analyze feedback to better plan future programs, activities, and opportunities?
- Were opportunities offered mission driven? …service oriented? …impact the broader community? …recognized for excellence?

Benchmark 9.1 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

> programs for parents/guardians are school-wide and go beyond the required parent/teacher conference, and give parents/guardians opportunities to meet and collaborate with school leaders <u>and</u> faculty <u>and</u> other parents/guardians. Opportunities for all stakeholders to meet and cooperate are readily available, and many parents/guardians participate.

At level **4-Exceeds Benchmark**,

> a clear majority of parents/families participate in the life of the school. Programs, activities, and opportunities for parents/guardians are high quality, integrated with the mission of the school, service oriented, and/or recognized by the broader community as beneficial. Parents have a voice in designing, implementing and evaluating the programs.

At level **2-Partially Meets Benchmark,**

> some activities, programs, or opportunities for parents/guardians are offered. They are limited, infrequent, and often appear to be ad hoc.

At level **1-Does Not Meet Benchmark**,

> the school does not offer programs, activities, or opportunities beyond parent/teacher conference to promote parent/guardian involvement in the schools. There is no spirit of partnership or cooperation with parents/guardians.

Guidelines for Interpreting and Scoring Benchmarks

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Offer some programs for parents/guardians beyond the required parent/teacher conference.

To move from level 2 to level 3,
- Consistently offer programs, activities, and opportunities for parents/guardians to stimulate their interest in and opportunity for enhancing the school community.
- Respect all school leaders, faculty, and other parents as contributors and collaborators in the enterprise of the school, student development and learning. Intentionally build a culture to welcome parents/families.

To move from level 3 to 4,
- Review and when necessary improve the quality of programs, etc. for parents/guardians as mission driven or service oriented or as impacting the broader community and recognized by the broader community.
- Establish a pervasive culture of r for respect parents/guardians as contributors to the work and disposition of the school and the impact of the school on the broader community.
- Provide professional development for faculty and staff about productive ways to partner with parents/guardians.
- Give parents a voice in their child's educational experiences.

V. What are key terms for common understanding? (Refer to NSBECS Glossary for the key terms listed below.)

School community

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

I. What does this benchmark indicate for school performance?

Benchmark 9.2 is about the kinds of services and programs available to students and their parents and families that will provide support and opportunities to develop new and/or enhanced skills to assist a student with successful completion of the school program. These services and programs likely foster positive physical, social, and emotional development of individual students. With these positive supports in place for individuals the collective atmosphere of the school will be seen as conducive to learning for each student and for the learning community as a whole. Individual needs of students are taken into account as priorities are structured regarding variety, frequency and accessibility of activities and programs. Descriptions of programs and services intended to provide guidance, increase or maintain wellness, foster student behavior required for optimal learning, and/or by some means help a student complete academic work required at that grade level and in all content areas are readily accessible. Evidence would include the purpose and outcomes for these programs and services. Data and anecdotal records would indicate that these services and programs have made a positive difference in individual student academic achievement, in the achievement of select groups of students, and in the school learning community as a whole. Communication to students and parents/guardians about these services abounds. Newsletters in paper or electronic form, websites, minutes of parent/family organization meetings, church bulletins, newspaper articles and advertisements, radio or television advertisements or public service announcements are some examples of means of communication to promote and encourage enrollment in these programs and services.

Benchmark 9.2 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

II. As a review team member, what evidence do I look for?

Here are a few fundamental guiding questions for school personnel to ask in order to be able to point to examples of the extent to which the programs and services described in Benchmark 9.2 are actually supporting students in the successful completion of the school program:

- Does the school offer guidance and other ancillary services to facilitate students' academic success? If so, who provides these services? What are the purposes and intended outcomes of these services? How is a student referred for these services? Are criteria established by which a student is provided with service? Is data gathered before and after a student is the recipient of service? What are the means established to demonstrate effectiveness of services?
- What data exists to demonstrate student success as a result of guidance and ancillary services? Has the number of students completing the school program increased for individual students or at particular grade levels or for the school as a whole since the inception of a service or services?
- Do programs exist to foster wellness among the student body? If so, who provides these programs? What are the purposes and intended outcomes of these programs? How is a student referred for these programs? Are criteria established by which a student is enrolled? Is data gathered before and after a student is enrolled? What are the means established to demonstrate effectiveness of these programs?
- Do programs exist to help students manage behavior? If so, who provides these programs? What are the purposes and intended outcomes of these programs? How is a student referred for these programs? Are criteria established by which a student is enrolled? Is data gathered before and after a student is enrolled? What are the means established to demonstrate effectiveness of these programs?
- Are guidance and/or ancillary services and wellness and behavior management programs available for **all** students needing support to complete the school program? Is there data about which students access these opportunities? Are there students who are absent frequently? If so, how have these activities and programs been employed to maximize daily school attendance?
- Which forms of communication have been utilized to inform students, parents, families and guardians about guidance and ancillary services, wellness programs and behavior management programs? How can we be certain that all members of the school community are aware of these services and programs? What is the process for improving programming?

Benchmark 9.2 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

> guidance and ancillary services and wellness and behavior management programs are tied to student success. Consistency and constancy characterize the delivery of these services and programs and all students in the school have access to them. Students, parents, and guardians are all aware that the programs exist and know the purpose and expected outcomes for students when receiving services and/or participating in programs because communication has been clear and frequent.

At level **4-Exceeds Benchmark**,

> guidance and ancillary services and wellness and behavior management programs are tied to student success which is evidenced by data likely of a pre and post treatment nature. This data may be for individual students participating in such services and programs or the data may show changes for particular small groups of students at a grade level or of a group with common characteristics (for example, English Language Learners, student with two or more grades below "C-" at the quarter, etc). The data is shared among appropriate school personnel for purposes of program and service improvement particularly as it is shown to be effective or not in improving the successful completion of the school program. At this level of exceeding the benchmark a communication plan would be in place to assure regular, consistent, and frequent informational blasts that insure multiple means and forms of communication with assurances that **all** members of the community are aware of available services and programs and the purposes and intended outcomes of programs and services.

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

At level **2-Partially Meets Benchmark,**

> guidance and ancillary services and wellness and behavior management programs may exist but access is limited. These services may be restricted to certain populations and not all students in need of these services obtain them. Interruptions in programs and services may occur. It is not clear that these programs and services assist students in completion of the school program. Some students, parents, and guardians are aware of these programs and services but some are not aware that these are available or may not be aware of accessibility to these programs and services. Communication about these programs and services lacks clarity, frequency, and consistency as delivery of these services parallels the means for sharing information.

At level **1-Does Not Meet Benchmark**,

> guidance and ancillary services and wellness and behavior management programs do not exist or if they do are so minimal that evidence does not exist to demonstrate a link to these programs and services and completion of the school program. If the programs and services are offered there is no predictability or consistency and the effectiveness of these cannot be determined. Students, parents and families are not aware of the programs and services if they do exist as no means of communication has been attempted.

Benchmark 9.2 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

> **IV. What are some key suggestions for improvement?**

To move from level 1 to level 2,
- Survey teachers, parents and students about guidance and ancillary services, wellness programs, and behavior management programs that might be introduced or expanded to assist students.
- Use survey results to establish and/or expand services or programs starting with those that will have the greatest impact for students with the greatest need of assistance to successfully complete the school program.
- Implement strategies to begin to increase the number of students served in existing programs and/or new programs.
- Announce new and enhanced programs and services.

To move from level 2 to level 3,
- Link guidance and ancillary services and wellness and behavior management programs to successful completion of the school program.
- Establish ways to demonstrate a positive effect of ancillary program and services on the number of students successfully completing the school program.
- If necessary, tweak or revamp services and programs to build the bridge to success. Improve communication to students, parents and guardians to raise awareness of the programs and services available.

To move from level 3 to 4,
- Use data gathered from the development and implementation of guidance and ancillary services and wellness and behavior management to improve programs and services offered.
- Use pre and post treatment data to clarify how the programs and services enhance more student completions of the school program. (Consistent, extensive use of data is a primary difference between level 3 and 4.)
- Communicate to parents and families consistently, clearly, and frequently.
- Regularly and systematically analyze the pervasiveness, variety, and effectiveness of communication to assure that all community members are aware of these programs and services and know how to access them.
- Use data effectively and consistently.

Benchmark 9.2 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

Ancillary programs

Guidance services

Behavior management program

Wellness program

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

I. What does this benchmark indicate for school performance?

Benchmark 9.3 is about creating and sustaining a variety of programs and activities to expand the academic program and enhance education of the whole child -- creative, aesthetic, social/emotional, physical and spiritual capabilities. Activities aligned **with the curriculum** are defined as **co-curricular**; activities supplemental to the academic curriculum are **extra-curricular**. Evidence for this benchmark describes growth of students outside of the classroom as a result of participation in these activities.

A school that "fully meets" this benchmark offers a full range of co-curricular and extra-curricular activities to all students; descriptions of activities include clear outcomes that address one or more of the dimensions of learning -- creative, aesthetic, social/emotional, physical, and/or spiritual.

Data about the number of activities the school provides, activity outcomes connected to purposes for enhancing various capabilities, anecdotal reports of student development including self-report or reflection by students or significant adults, and numbers of students enrolled in and attending co-curricular and extra-curricular activities provide evidence for the robust and pervasive nature of these activities, their intended outcomes, and the growth and development of students participating in the activities. Activities of this sort are a priority for the school as evidenced by regular budgetary funds dedicated to these activities and regular staffing for these activities as noted in an organizational chart and or a strategic plan.

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

II. As a review team member, what evidence do I look for?

These are some questions which will help to frame this item:

- Are co-curricular and extra-curricular activities available for all students? How many students participate in co-curricular activities? Extra-curricular activities? Why are some students not involved in activities? How might all school personnel work to engage the uninvolved?
- What are the purposes and intended outcomes of co-curricular and extra-curricular activities? How are co-curricular activities aligned with the curriculum?
- How do co- and extra- curricular activities help students identify their gifts and talents?
- Considering categories of capabilities; creative, aesthetic, social/emotional, physical, and/or spiritual, which co- and/or extra-curricular activities connect to each of these capabilities?
- What kind of data is available to demonstrate the effectiveness of co- and extra-curricular activities? Does data indicate significant differences between academic achievement of students involved in co-curricular activities/extra-curricular activities and students not involved in these activities? Have surveys been distributed to students and parents/guardians to demonstrate growth in identification and development of students' gifts and talents? If so, what do these assessments indicate about the effectiveness of activities for student growth?
- In what ways have the administrators, teachers, and other school personnel collaborated with students and parents/guardians to be sure all categories of capabilities; creative, aesthetic, social/emotional, physical, and/or spiritual are represented among the variety of co- and extra-curricular activities? What are their purposes and intended outcomes?
- What contributions do parents/guardians make to the co- and extra-curricular activities? What percentage of co- and extra-curricular activities includes parent/guardian contributions?
- What means of communication are utilized to convey the availability of co- and extra-curricular activities to parents/guardians, students, and the broader community? How frequently are the communications delivered?
- How are students' accomplishments in co- and extra-curricular activities recognized? Are all accomplishments recognized equitably?
- Are funds allocated for these activities in the school budget on a regular basis? Which person or persons connected to the school are responsible for the creation, administration, maintenance, and improvement of these activities?

Benchmark 9.3 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

co-curricular and extra-curricular activities are available for all students. The purposes and intended outcomes of these activities are aligned with the curriculum and/or highlight and grow students' gifts and talents and enhance creative, aesthetic, social/emotional, physical and spiritual capabilities. At this level students, parents/guardians, and school personnel describe these activities as fully integrated into the life of the school.

At level **4-Exceeds Benchmark**,

co-curricular and extra-curricular activities are available and integrated into the mission and life of the schools for all students and communication of these opportunities is clear, regular, and consistent to all members of the school community. Activities are reviewed and evaluated for continuous improvement. Input from parents/guardians is solicited to assure that there is balanced and robust emphasis on the arts, faith based activities, and physical, likely athletic, activities. In addition, students who participate in these activities are recognized and evidence of this recognition is available by way of programs and flyers from events and notation of these events on the official school calendar. Such events are held on a regular basis.

At level **2-Partially Meets Benchmark,**

co-curricular and extra-curricular activities are available for some students and may exist in some areas and not others. The school culture does not engender participation for all students. The co-curricular and extra-curricular activities that exist do not foster capabilities in all areas; creative, aesthetic, social/emotional, physical and spiritual capabilities of students.

At level **1-Does Not Meet Benchmark**,

co-curricular and extra-curricular activities for the most part do not exist in the school or they are weighted in one area that unfairly dominates use of resources. Only a few select students have opportunities to participate.

Benchmark 9.3 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Explore student interests in co-curricular and extra-curricular activities and examine reasons not currently offered.
- Explore interests of faculty and parents to initiate these activities. If a few activities exist, explore means to expand participation for more students.
- Increase the number of students involved in co-curricular and extra-curricular activities and expand the variety of activities available.

To move from level 2 to level 3,

- Expand the number of students involved in co-curricular and extra-curricular activities so that all students are welcomed and invited and most participate.
- Clearly align the outcomes and purposes of the co- curricular activities with the curriculum and with the schools mission and vision.
- Define outcomes and purposes of extra-curricular activities clearly and enhance creative, aesthetic, social/emotional, physical and spiritual capabilities of students
- Create an organizational chart demonstrating the purposes, outcomes and connected category of capability.
- Budget for on-going financial support for co- and extra- curricular activities and designated personnel with responsibility for the initiation, development, maintenance, assessment and new programming.

To move from level 3 to level 4,
- Consistently recognize student participants through regularly scheduled events or sequence of events that take place in addition to opportunities for co-curricular and extra-curricular activities for all students.
- Balance the variety of co- and extra- curricular activities in terms of emphasis on the various categories of capabilities--creative, aesthetic, social/emotional, physical, and spiritual and parents/guardians assist with achieving the balance.
- Communicate about these activities to all members of the school community and the broader community in a systematic, planned, pervasive manner.

Benchmark 9.3 Developed by CHESCS Guidelines Taskforce 2014

Guidelines for Interpreting and Scoring Benchmarks

9.3: *Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.*

> **V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)**

Co-curricular activity
Extra-curricular activity
Gifts
Talents
Aesthetic
Spiritual Experiences
Community–wide communication

Benchmark 9.3 Developed by CHESCS Guidelines Taskforce 2014