



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Welcome to the Parent Involvement Analysis Orientation



Illinois State Board of Education



Academic Development Institute

COLLABORATION

Academic Development Institute (ADI)

- ISBE has a partnership for three years
- ADI awarded several research grants from the U.S. Department of Education for over 10 years
- Currently involved in 18 states with parental involvement research based models

Mission

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them.



about us

www.adi.org

Research and Development

One of ADI's central purposes is to stand between researchers and practitioners, converting research into procedural knowledge so that schools and families will be served with sound, effective, research-based programs and practices.

Academic Development Institute

PIA Purpose

The Parent Involvement Analysis online tool guides a school - based team through an inventory and self - assessment of parent involvement policies and practices, resulting in objectives for improvement that can become part of the school improvement plan.

The School Team

- ✓ The team may be an existing team (school improvement team) or a team formed especially to conduct the analysis.
- ✓ A typical team should include the principal, school staff, and parents.
- ✓ A least half of the members of the team should be parents of currently enrolled students and not employed by the school or district.

PIA Tools for the Team



The principal prints out the needed worksheets from the website



Makes copies for team members



The team discusses and completes the worksheets at the meeting



The principal records the completed version in the online system

Time Commitment

The time investment necessary to complete the analysis process is approximately 4 to 5 hours.



Meeting Options

- 🕒 Three meetings of 90 minutes each (one meeting for each of steps 3, 4, and 5 in the process).
- 🕒 Meet twice for longer amounts of time, maybe 2 1/2 hours each meeting.
- 🕒 Devote a day to the process and complete the analysis in one session.

**Walk Through the Parent
Involvement
Analysis Online Process**

To access the Parent Involvement Analysis Tool

The principal will log into

<http://www.isbe.net/grants/html/parent.htm>

The school will login using their RCDTS code, plus “09” (FY) and use the same for the password.

Solid Foundation®
Parent Involvement Analysis

Login example: 01-001-0010-26-0101-09

Login

Password

ENTER

[Login Instructions](#)

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If you are experiencing difficulties with this web page, please contact us at SolidFoundation@adi.org.

Login RCDTS Code – xx-xxx-xxxx-xx-xxxx-09
Password – same as login until changed

Steps to accessing the system and changing your password

Solid Foundation®
Parent Involvement Analysis

Login example: 01-001-0010-26-0101-09

Login

Password

ENTER

[Login Instructions](#)

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Parent Involvement Analysis

**You are required to create a password at this time.
Enter a new password, confirm, and Submit.**

New Password

Confirm New Password

Submit Password Change

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Solid Foundation®
Parent Involvement Analysis

Your Password has been successfully changed. Please make a note of it.
You must use your new Password to login.

Login: **00-000-0000-00-0000-09**

Password: **Password**

[Print](#)

Login

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http://www.isbe.net/grants/html/parent_adi.htm#parent



Illinois State Board of Education

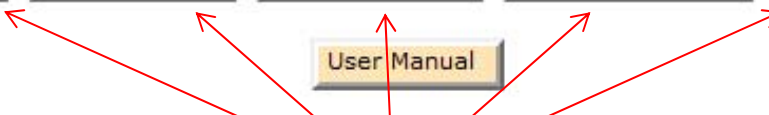
Academic Development Institute

Main Menu

<i>Steps and Printable Worksheets (pdf)</i>	<i>Entry Forms</i>	<i>Completed</i>
1. Complete School Information Form 	Input School Info Data	04/01/2009
2. Gather Key Documents	View Key Documents List	---
3. Complete Policy Analysis 	Input Policy Analysis	04/03/2009
4. Complete School Community Survey English Spanish	Input School Community Survey	04/06/2009
5. Complete Needs Assessment and Plan 	Input Needs Assessment	04/10/2009

Resources: [Effective Teaming](#) [Wise Ways™](#) [Web Resources](#) [Resource Manual](#) [Title I Guidance](#)

[User Manual](#)



Quality resources for the school and the team



Main Menu

Academic Development Institute
Solid Foundation®
Parent Involvement Analysis (PIA)

[What is PIA? \(pdf\)](#)

[PIA Brochure \(pdf\)](#)




User Name: xx sample 01
Read Elementary School

Welcome principal and school team!

Principal – complete steps 1 and 2.

School Team—complete steps 3-5.

PDF forms are printable for use in team meetings before entering completed work in the online system.

<i>Steps and Printable Worksheets (pdf)</i>	<i>Entry Forms</i>	<i>Completed</i>
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Resources: [Effective Teaming](#) [Wise Ways™](#) [Web Resources](#) [Resource Manual](#) [Title I Guidance](#)
[User Manual](#)

Once the School Information Form is completed the buttons for steps 3 & 4 will open. Once step 4 is completed step 5 will open.



Steps to submission:

Once a document has been submitted it is emailed as an attachment to the principal.

1

Almost finished...

To submit your School Information Form, please do the following:

1. View your School Information in pdf format.

[School Information Report](#)

(The PDF report will appear in a separate window; if it doesn't appear, please disable any popup blockers and try again.)

2. Read through your responses to be sure you've answered all questions appropriately.

3. If you have revisions to make to your responses, click the "Go back and change answers" button to do so. Then repeat steps 1-3.

[Go back and change answers](#)

4. When your responses meet your approval, print a copy of the pdf for your records.

5. To submit your final responses, click the "Submit School Information Form" button below.

[Submit School Information Form](#)

Thank you very much for taking the time to complete the School Information Form!

Once your responses have been submitted, if you have further changes, please contact us at solidfoundation@adi.org for assistance.

Thank you!
[Back to Main Menu](#)

Your responses have been successfully submitted.

Congratulations! You have now completed a needs assessment for your school community. The objectives you have chosen may become part of your school improvement plan. Add the details of target dates and action steps when you include the objectives in your plan.

Please proceed to the Illinois State Board of Education webpage.
[ISBE](#)

2

Thank you!

[Back to Main Menu](#)

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3

You have previously submitted your School Information Form.

If you would like to print a pdf of your report, click below.

[Click here to open your report in PDF format](#)

(The PDF report will appear in a separate window; if it doesn't appear, please disable any popup blockers and try again.)



If you need to change your responses, please contact us at solidfoundation@adi.org.

Thank you!

[Back to Main Menu](#)

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Once the information has been submitted it becomes a read-only pdf document.

What are the 5 steps in the Parent Involvement Analysis?



Step 1

The principal completes the School Information Form.

What is in the School Information Form?

- ✓ School and District Contact Information
- ✓ Demographics
- ✓ School Personnel
- ✓ School Grades Levels and Enrollment
- ✓ State Standards Assessment Scores
- ✓ Current Parent Involvement Practices
- ✓ Other information about the school



Step 2

The principal gathers copies of key documents for review by the school team.

Academic Development Institute
Solid Foundation®
Parent Involvement Analysis (PIA)

[What is PIA? \(pdf\)](#)

[PIA Brochure \(pdf\)](#)

User Name: xx sample 01

Read Elementary School

Step 2: Gather Key Documents

The principal gathers copies of the following documents, if available, for review by the school team when completing the Policy Analysis.

District parent involvement policy (Required Title I)
School parent involvement policy (Required Title I)
Compact (Required Title I)
Homework policy
Student report card
Classroom visit policy

In **Step 3: Complete Policy Analysis**, the school team scores the 6 key documents with the key document rubric (print out PDF copy of rubrics). The results are entered using "Input Policy Analysis," and a scored report is printed for the school team to review when completing the Needs Assessment and Plan.

[Back to Main Menu](#)



Step 3

The school team scores the key documents with the rubrics.

District Parent Involvement Policy Evaluation

DPI Page 1

Jump to Page: [School Parent Involvement Policy](#) [Compact](#) [Homework Policy](#) [Student Report Card](#) [Classroom Visit Policy](#)

Please complete this evaluation, then click **Next** to continue to DPI Page 2
(Changes are saved when you click Next)

Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met

Date Completed:
(Example - 01-08-07)

School has no policy

Required Activities (NCLB)	Score	Criteria for Scoring "2" assumes that criterion of "1" is met The written policy...
----------------------------	-------	---

A. Development of the Parent Involvement Policy

1. Conducts an annual meeting with parents to discuss program plan, implementation, and suggestions.	2	1 = States that an annual meeting with parents is held for this purpose. 2 = Requires agendas and minutes for meeting, maintained and reported from year to year.
2. Decides with parents how funds allotted for parent involvement activities shall be used.	1	1 = States that parents are included in deciding how funds for parent involvement are used. 2 = Includes procedures for selecting parents and how they are included in development of budget.

School Parent Involvement Policy

SPI Page 1

Jump to Page: [District Parent Involvement Policy](#) [Compact](#) [Homework Policy](#) [Student Report Card](#) [Classroom Visit Policy](#)

Please complete this evaluation, then click **Next** to continue to SPI Page 2
(Changes are saved when you click Next)

Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion 1 is met, 2 = evidence that criteria 1 and 2 are met

Date Completed:
(Example - 01-08-07)

School has no policy

Required Activities (NCLB)	Score	Criteria for Scoring "2" assumes that criterion of "1" is met. The written policy...
----------------------------	-------	--

1. Conducts an annual meeting with parents to discuss program plans, implementation, and suggestions at a convenient time for parents.	1	1 = States that the school conducts an annual meeting with parents to discuss program plans, implementation, and suggestions at a convenient time for parents. 2 = Requires agendas and minutes for meeting, maintained and reported from year to year.
2. Provides parents information in a timely manner about programs that includes a description and explanation of the school's curriculum, the forms of academic assessments used to measure children's progress, and the proficiency levels students are expected to meet.	2	1 = States that information about the school's programs, curriculum, assessments, and expected proficiency levels is provided in a timely manner. 2 = Includes timeline for providing information about the school's programs, curriculum, assessments, and expected proficiency levels and specifies how it is provided.

Compact Evaluation

Jump to Page: [District Parent Involvement Policy](#) [School Parent Involvement Policy](#) [Homework Policy](#) [Student Report Card](#) [Classroom Visit Policy](#)

Please complete this evaluation, then click **Next** to continue to Homework Policy
(Changes are saved when you click Next)

Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met

Date Completed:
(Example - 01-08-07)

School has no policy

Elements of a Compact	Score	Criteria for Scoring The school's Compact...
-----------------------	-------	---

1. The School's responsibility to provide high quality curriculum in a supportive and effective learning environment.		
a. Clearly states school goals to meet student academic achievement standards.	1	Lists key academic goals, typically based on state standards, for core subjects.
b. Lists the responsibilities of the parents/families, students, and teachers that support achievement goals.	1	Lists specific responsibilities related to each academic goal for each group-parents/families, students, and teachers.

Step 4

The School Team completes the School Community Survey.

- ❓ Each member of the team completes the survey independently.
- ❓ The team discusses each survey question and arrives at a consensus score for each question.
- ❓ Discussing each question will take time, but it simplifies the development of your objectives step 5.

Sample Survey Page

A School Community Survey for the School-Based Team

Page 1 of 7

Jump to Page: 1 2 3 4 5 6 7

Please enter Shared Leadership information, then click **Next** to continue to page 2
(Changes are saved when you click Next)

Answer the following sets of questions about your school.

Strongly Disagree = an area that definitely needs improvement in our school community

Disagree = an area where some improvement is needed in our school community

Agree = our school community is pretty good in this area

Strongly Agree = an area of great strength in our school community

N/A = Item not yet answered

Shared Leadership									
In our school...	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A				
1. The opinions of parents really count.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input checked="" type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
2. Parents have ample opportunity to voice their opinions.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
3. Parents are included in making important decisions at the school.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
4. Parents can make a real difference in the way this school operates.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
5. Parents know exactly what the school expects of them.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
6. Programs are provided for parents to assist them with their role in their children's education.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
7. The opinions of teachers really count.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
8. Teachers have ample opportunity to voice their opinions.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
9. Teachers are included in making important decisions at the school.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered
10. Teachers can make a real difference in the way this school operates.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input checked="" type="radio"/> 8	<input type="radio"/> Not Answered
11. Teachers know exactly what the school expects of them.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input checked="" type="radio"/> 8	<input type="radio"/> Not Answered
12. Programs are provided for teachers to assist them with their role in their students' education.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> Not Answered

Previous Next

Sample Report Page

Parent Involvement Analysis

A School Community Survey for the School-Based Team

05/13/08

Road Elementary School

Now that you have completed your School Community Survey, please review this report. This report is divided into the Building Blocks: Shared Leadership, Communication, Education, and Connection. Within each section the survey questions are sorted by the rating that you have given. The questions that were the highest ratings are your strengths. Those given the lowest ratings could be improved upon. Please review this report, along with your School Information Form and Policy Analysis, to formulate your "Action Plan".

Team Survey

Shared Leadership

Rating Question

- 8 10. Teachers can make a real difference in the way this school operates.
- 8 11. Teachers know exactly what the school expects of them.
- 7 1. The opinions of parents really count.
- 6 2. Parents have ample opportunity to voice their opinions.
- 6 4. Parents can make a real difference in the way this school operates.
- 6 5. Parents know exactly what the school expects of them.
- 6 12. Programs are provided for teachers to assist them with their role in their students' education.
- 5 3. Parents are included in making important decisions at the school.
- 5 6. Programs are provided for parents to assist them with their role in their children's education.
- 5 8. Teachers have ample opportunity to voice their opinions.
- 4 7. The opinions of teachers really count.
- 4 9. Teachers are included in making important decisions at the school.

Communication

Rating Question

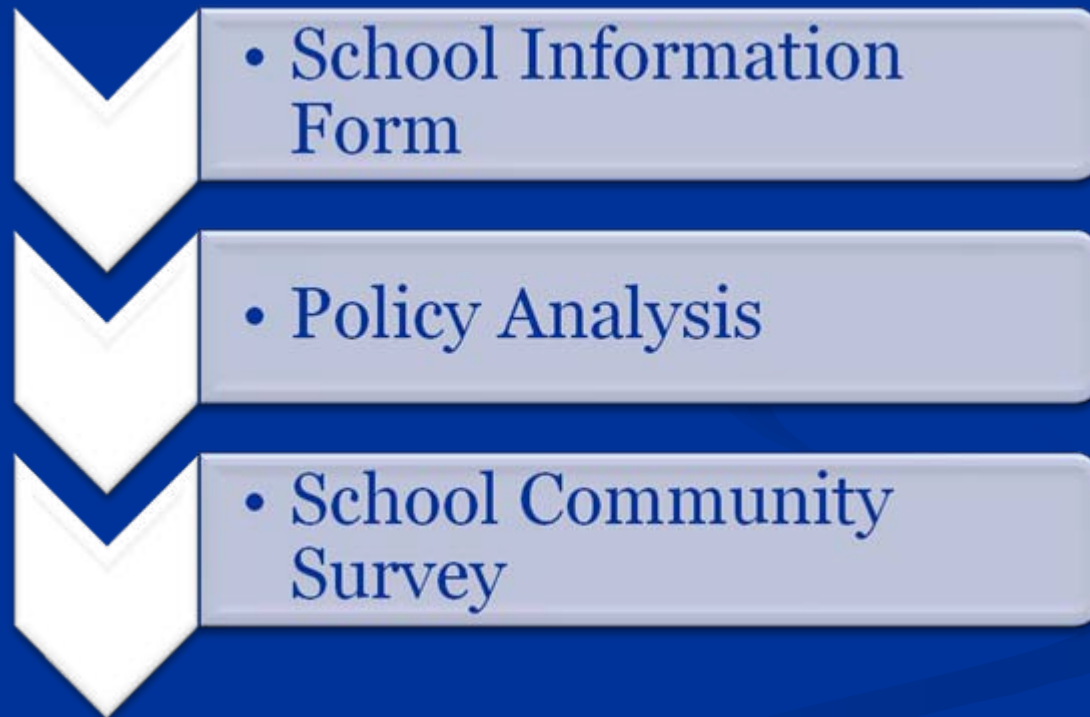
- 8 16. If a parent has a concern about a child, the teachers will listen and help.
- 7 13. Teachers contact parents to discuss their children's academic progress.
- 7 18. Teachers talk with parents on the telephone.
- 7 19. Teachers communicate with parents by e-mails or written notes.
- 7 20. Teachers let parents know good things their children have done.
- 5 14. Parents contact teachers to discuss their children's academic progress.
- 5 15. If a teacher has a concern about a student, the parents will listen and help.
- 4 21. Parents let teachers know when their children have benefited from their teaching.
- 2 17. Teachers visit the homes of students.

Page 1 of 3
Report Printed: 10/13/08

School Community Survey
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Step 5

The school team completes a needs assessment and develops objectives to include in the school improvement plan.



Needs Assessment

Needs Assessment Pages

User Name: xx sample 01
Read Elementary School
Needs Assessment
From Analysis to School Improvement Plan
Page 1 of 6
Jump to Page: 1 2 3 4 5 6

Please enter your Needs Assessment information, then click **NEXT** to continue to page 2
(Changes are saved when you click NEXT)

Date:

Review your self-assessment: Areas of Strength. Consider all sections of the School Information Form, Policy Analysis (rubrics), and school community survey results. Look for areas where you rated your school community the highest. Now list below the 5 areas of greatest strength the analysis reveals about your school community:

Strength 1:

Strength 2:

Strength 3:

Strength 4:

Strength 5:

Your areas of strength deserve celebration and communication. How will you let everyone in your school community know the special strengths of the school community revealed by the people who know it best—parents and teachers?

Needs Assessment (cont.)
From Analysis to School Improvement Plan
Page 2 of 6
Jump to Page: 1 2 3 4 5 6

Please enter your Needs Assessment information, then click **NEXT** to continue to page 3
(Changes are saved when you click NEXT)
Click the [WiseWays™](#) link, available for specific topics, to review research-based evidence and examples.

Review of self-assessment: Areas that need attention. What areas of your school community most need attention?

Now that you have reviewed the School Information Form, Policy Analysis (rubrics), and school community survey results, you will discuss ways to strengthen your school community. Listed below are 25 items that may be included in your School Improvement Plan. You will discuss them briefly and then decide what objectives to include in your plan for the year ahead.

Take a look at the list of items and rate each item below: **3 for Needs Attention/High Priority**, **2 for Needs Attention/Low Priority**, and **1 for Strength/No Improvement Needed**. Then write objectives for your school improvement plan to address areas that need improvement.

Building Block: Policies

The Policy Analysis includes an evaluation of each of your key policy documents. All of your policy documents should be reviewed and improved as much as possible. They will be high priorities unless the evaluation shows that they are already in good order.

- 1. District Parent Involvement Policy
- 2. School Parent Involvement Policy
- 3. Compact [Wise Ways™](#)
- 4. Homework Policy [Wise Ways™](#) ← **WiseWays®**
- 5. Student Report Card
- 6. Parent Visits to Classroom [Wise Ways™](#)

Building Block: Policies

List here objectives you are setting for the year ahead to address policies that need improvement.



Did you Notice the Wise Ways®?

The Wise Ways® are one of the many evidence-based resources available to the team while preparing their objectives.



Quality Resources for the School

Resource Menu
with additional resources from:
Beyond the Bake Sale
Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies

[Research](#) [Parent Resources](#) [School Resources](#) [Beyond the Bake Sale](#)

[How to use the Resource Menu](#)

🍪 - Links with *Beyond the Bake Sale* resources

<p>Building Block: Policies</p> <ul style="list-style-type: none">* District Parent Involvement Policy 🍪* School Parent Involvement Policy 🍪* School-Parent Compact* Homework Policy* Student Report Card* Classroom Visit Policy 🍪	<p>Building Block: Education - Parent Courses</p> <ul style="list-style-type: none">* Getting Started* Leadership Handbook for Group Leader <p>Training* Parent Courses</p> <ul style="list-style-type: none">Ready, Here I Come! (Pre-school)Reading at Home (Grades K-3)Raising Good KidsStudying at Home (Grades 4-12) <p>Special Education: Champions Together</p> <ul style="list-style-type: none">* Leadership Handbook for Parent Mentor Training <p>Parent Courses:</p> <ul style="list-style-type: none">My Child at HomeMy Child at School
<p>Building Block: Shared Leadership</p> <ul style="list-style-type: none">* The School Community Council* The Parent Teacher Organization* The School Improvement Team 🍪 <p>Additional Resources:</p> <ul style="list-style-type: none">* National PTA	<p>Building Block: Education - Parent Workshops</p> <ul style="list-style-type: none">* Storybooks and Storytelling* Family Reading Activities <p>Teacher Workshop</p> <ul style="list-style-type: none">* Parents and Learning* Power Point <p>Parent and Teacher Workshop</p> <ul style="list-style-type: none">* Working Together for Student Success* Power Point (English) (Spanish)* Workshop Materials (English) (Spanish) <p>Additional Education Resources:</p> <ul style="list-style-type: none">* More Education Resources* Community Building Ideas 🍪
<p>Building Block: Communication</p> <ul style="list-style-type: none">* School Community Compact and Self Rating 🍪* Homework Policy and Monitoring* Information Technology* Teacher to Parent Telephone Calls* Passing Notes* Newsletters 🍪* Parent Bulletin Boards* More Communication Resources* Community Building Ideas	<p>Building Block: Connection - School</p> <ul style="list-style-type: none">* Creating a Welcoming Place 🍪
<p>Building Block: Education - General</p> <ul style="list-style-type: none">* Learning Standards 🍪* Parent Child Interaction 🍪 Reading School Home Links* Parent Volunteers 🍪* Family Resource Library	



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Resources: [Effective Teaming](#) [Wise Ways™](#) [Web Resources](#) [Resource Manual](#) [Title I Guidance](#)
[User Manual](#)

As each document is submitted, a completion date will be added to the main screen.

When the Needs Assessment is submitted a full report will be submitted to the District Title I Director or Superintendent



NEED TECHNICAL ASSISTANCE?

Illinois State Board of Education

Marci Johnson at 217/524-4832

Division Supervisor

Grants and Programs marjohns@isbe.net

Academic Development Institute

Bernadette Anderson at 618/874-8150

Director of Institutional Advancement

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WEBSITE: solidfoundation@adi.org

District Personnel can contact RESPRO Staff



**“A fruitful connection between
the school and the home is
built upon purpose,
communication, education,
and association.”**

**Dr. Sam Redding - Executive Director,
Academic Development Institute**

