

Louisiana Believes

**Beyond the Parent-Teacher Conference:
Keeping Parents Engaged Throughout the
School Year**

Agenda

PARENT ENGAGEMENT:

What is good practice?

What is required?

What tools and resources are available to support schools?

What is a school that families *love*?



COMMITTED

It is fully focused on understanding and helping families achieve their goals for their children; it embraces these goals as its own.



COLLABORATIVE

It actively and authentically engages families as full partners, not service recipients.



RESPONSIVE

It anticipates families' priorities and needs, responds quickly to their concerns, and communicates effectively.



RESPECTFUL

It treats every family as worthy and important, acknowledging diverse perspectives and varying abilities.

Being Committed Means...

- Taking time to understand what families and students want
- Effectively communicating student expectations and performance
- Responding urgently to signs that a student is struggling
- Creating a school culture where kids feel safe, are respected, and can be themselves
- Thinking about student success holistically, not just in terms of academics



IN PRACTICE

Give parents report cards they can easily understand.

Track whether course grades match test scores.

Ask families about their long-term goals for their children and tell them honestly whether students are on track to meet them.

The Challenge: Parents' perception is not always reality.

Parents' perception of how kids are performing in school lags behind national data.



90%

Parents who believe their child is performing at or above grade level in reading



85%

Parents who say their child is on track to meet learning goals and grade level expectations



34%

Eighth graders reading at or above grade level, according to national data

Reading performance data from the National Assessment of Educational Progress 2015

Source: Learning Heroes, 2016

Problems Ed Navigators see:

- Test results are not interpreted or explained to parents
- Parents trust teachers more than test scores
- Teachers sometimes use soft language that fails to convey level of student struggle
- All parents want to believe their children are doing well and hear selectively

Being Collaborative Means...

- Treating families like allies and welcome guests
- Providing families with the information and supports they need to engage in their child's education
- Understanding how a decision will affect parents before making it (e.g., start times, calendar, etc.)
- Asking parents about how the school can help them, not just explaining how they can help the school
- Approaching problems and challenges as issues to be addressed together



IN PRACTICE

Having family service standards for front office team

Offering alternative ways to participate in conferences

Tell families *how* to help with homework.

The Challenge: Parents want more information about student performance and progress.

“What information are you most interested in receiving from your child’s teacher?”	Elementary	Secondary
Updates about how my child is doing in school and how I can help him/her do better.	83%	74%
Timely notices when my child’s performance is slipping.	67%	76%
Information about my child’s behavior and how he/she gets along with other students.	61%	37%
Information about what my child is expected to learn during the school year.	55%	43%
Homework and grading policies.	38%	48%
Classroom events calendar.	39%	33%
Best ways for communicating with the teacher (e-mail, phone, meetings, etc.).	27%	43%
Descriptions of daily instructional activities and how they meet the needs of my child.	36%	26%
Opportunities for parents to volunteer or be involved in the classroom or grade-level activities (field trips, special programs, etc.)	30%	16%

Source: National School Public Relations Association, Communications Survey. July 2011.

Being Responsive Means...

- Communicating with families regularly
- Making it easy for families to find contact information for teachers and staff
- Taking families' concerns seriously and addressing them quickly
- Publishing a clear calendar before the year begins and sticking to it
- Giving families regular opportunities to provide input and feedback



IN PRACTICE

Adopt a 24 hour responsiveness standard

Call with good news, not just bad.

Conduct an annual student and family survey

The Challenge: Parent and school interactions can be difficult.

- **When do parents hear from school?** Are teachers sharing the good news? Or do most phone calls home concern bad news?
- **What happens when they walk in?** Who greets families? How long are they typically asked to wait? What look do they have on their faces when they walk back out?
- **What happens when they call or email?** Is it common for families to ask for the same thing more than once before it happens?
- **What happens when there's a problem?** When a student is struggling, are educators reaching out to families to work toward solutions, or do educators wait for families to raise the alarm themselves?
- **What happens after a meeting?** How do families know whether next steps have been taken and are yielding positive results?

Being Respectful Means...

- Making *every* family feel like they belong
- Being attentive to basic priorities that can have a big impact on families, like bus scheduling and dependability, meal service, afterschool care
- Minimizing added costs for extracurricular activities, school uniforms, etc.
- Valuing and respecting parents' time by scheduling school events that are adaptive to their schedules
- Reducing the burden on parents whenever possible (e.g., pre-filling forms, making sure they know what paperwork they may need well in advance)
- Taking into consideration cultural and educational diversity of parents when designing communications and events



IN PRACTICE

Allowing families to bring children to meetings after hours.

Translating key documents into the language parents speak.

Scheduling meetings that don't require parents to miss work, if possible.

Summary/Questions

There are plenty of schools that parents **like**, but it takes true, deep engagement to create a school that parents **love**.

- **Are there practices your school is not using today that you would like to see it adopt?**
- **What barriers exist to implementing some of these practices in your school(s)?**

Agenda

PARENT ENGAGEMENT:

What is good practice?

What is required?

What tools and resources are available to support schools?

Parent and Family Engagement in ESSA

Parental involvement always has been a centerpiece of Title I, however ESSA provides greater clarity and direction to school systems on what meaningful parent engagement should look like, particularly around:

- conducting ongoing parent outreach;
- developing parent and family engagement policies that are grounded in evidence-based strategies;
- coordinating and integrating parent services and resources; and
- removing language, learning, or other parent involvement barriers.

Parent and Family Engagement: LDOE Responsibilities

State Education Agencies (SEA) are responsible for the following parent and family engagement activities:

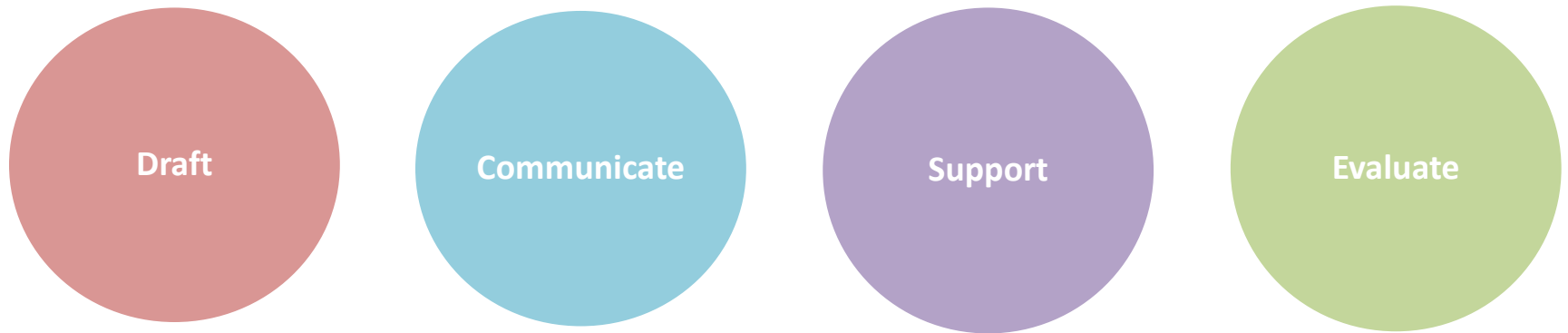
- Support the collection and dissemination of effective parent and family engagement practices to its LEAs and schools (section 1111(g)(2)(F)).
- Notify LEAs, Indian tribes and tribal organizations, schools, teachers, parents, and the public of the challenging state academic standards, academic assessments, and the state accountability system (section 1111(g)(2)(B)).
- Provide individual student reports to parents that allow parents to understand and address the specific academic needs of their student and that include information regarding their student's achievement on State assessments (section 1111(b)(2)(B)(x)).
- Review each LEA's Title I plan to determine if the LEA's parental involvement activities meet the requirements of section 1116 (section 1116(h)).

Parent and Family Engagement: School System Responsibilities

Title I school systems and schools must:

1. Conduct outreach to parents and family members and implement programs for involving parents and family members in Title I programs in consultation with parents.
2. Create a written parent and family engagement policy that shall be incorporated into the school system improvement plan under section 1112. The plan must identify expectations and objectives for meaningful parent and family involvement.

The law identifies four key steps in developing this policy:



Developing the Parent and Family Engagement Policy: Draft

Draft

Section 1116 (a)(2)

School systems **shall** develop a written parent and family engagement policy jointly with families that establish expectations and objectives for meaningful parent and family involvement. The policy shall be incorporated into the local educational agency's plan developed under section 1112, and shared with families.



Section 1116 (a)(1)

A school system may only receive funds if their plan is developed and implemented with the inclusion of ALL families and reaches beyond barriers of culture, language, disabilities, and poverty.



Section 1116 (a)(2)(C) and Section 1116 (e)(4)

School systems should coordinate and integrate parent and family engagement strategies, programs and activities, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Developing the Parent and Family Engagement Policy: Communicate

Communicate

Section 1116 (c)(4)

Requires school systems to provide parents with:

- timely information about parental involvement policies and programs;
- a description and explanation of each school's curriculum and assessments, and **the achievement levels of the state academic standards**; and
- opportunities for regular meetings (when requested) to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible.



Section 1116 (d)(2)(D)

Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language or format that family members can understand.



Developing the Parent and Family Engagement Policy: Support

Support

Section 1116 (a)(2)(B)

School systems should provide the support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

School systems **shall** provide materials and training to help parents support student learning at home and foster parental involvement such as literacy and technology training.



Developing the Parent and Family Engagement Policy: Evaluate

Evaluate

Section 1116 (a)(2)(D)

Conduct, with the **meaningful** involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of **all** schools served under this part.



Section (a)(2)(D)(i)

Evaluation method and tools need to identify the type and frequency of family interactions and the needs families have to better support and assist their child's learning at home. This includes ensuring that barriers to family engagement activities are removed from the evaluation process.



Section 1116 (a)(2)(E)

School systems should use the findings from the evaluation to design evidence-based strategies for more effective parental involvement, and revise, if necessary, their existing parent and family engagement policy.



Funding Parent and Family Engagement

Parental and Family Involvement:

Section 1116 (a)(3)(B): Parents and family members of children receiving services under Title I A shall be involved in the decisions regarding how funds are allotted for parental involvement activities.

Reservation of Funds:

- Section 1116 (a)(3): School systems must set aside at least 1% of its funds for parent and family engagement when they receive \$500,000 or more in Title I Part A funding.
- Section 1116 (a)(3)(B): Schools systems may not retain more than 10% of the 1% set-aside for administrative costs.

Use of Funds:

Section 1116 (a)(3)(D): Reserved funds shall be used to carry out at least one of the following parent and family engagement activities:

1. PD on effective parental involvement strategies
2. programs to reach families at home, in the community or at school
3. Dissemination of information on parent and family engagement best practices
4. Collaboration with community or other organizations to increase parent and family engagement (or providing grants to)
5. Engagement in any other activities the school system deems appropriate to execute its parent and family engagement policy.

Summary/Questions

ESSA requires and funds parent and family engagement polices that create opportunities for meaningful engagement with all parents and family members throughout the school year.

- **How will these new requirements change the way you draft or revise your parent and family engagement policy?**
- **What will be the biggest barriers in engaging all families in this process?**
- **What tools could the Department create to support you in this process?**

Agenda

PARENT ENGAGEMENT:

What is good practice?

What is required?

What tools and resources are available to support schools?

Supporting Parent and Family Engagement

In order to support schools and school systems in establishing meaningful parent and family engagement, the Department will release an **annual Parent and Family Engagement Calendar** that will include:

- key engagement opportunities between families and schools throughout the school year;
- resources that coincide with each parent and family engagement opportunity; and
- key questions both parents and educators should be asking each other during these engagement opportunities.

Parent Engagement Calendar

Month	Engagement Topic	Resources	ESSA Parent Engagement Support
August September	<ul style="list-style-type: none"> Back-to-School Parent-Teacher Conferences (focused on 2017 LEAP results and academic focus for the year) 	<ul style="list-style-type: none"> Questions to Ask in Parent/Teacher Conferences Parent and Teacher Guides to LEAP Results Parent Guide to Louisiana Student Standards 2017-2018 Back-to-School Guide for Educators 	<ul style="list-style-type: none"> Section 1116 (c)(4) Section 1116 (e)(2) Section 1111(b)(2)(B)(x)
Fall	School Performance Scores	<ul style="list-style-type: none"> School Finder/School Report Cards Parent Guide to School Report Cards video 	<ul style="list-style-type: none"> Section 1116 (c)(4) Section 1111(g)(2)(B)
December	Parent Engagement Policy	<ul style="list-style-type: none"> Guide to Meaningful Parent Engagement Practices 	<ul style="list-style-type: none"> Section 1116 (a)(2) & (h)
February	Preparing for the LEAP	<ul style="list-style-type: none"> Parent Guide to LEAP Tests Practice Tests Sample and Released Test items 	<ul style="list-style-type: none"> Section 1116 (e)(2)
May	<ul style="list-style-type: none"> 17-18 Closeout Preparing for Summer 	<ul style="list-style-type: none"> Academic Progress Snapshot 	<ul style="list-style-type: none"> Section 1116 (d)(2)(D)

Louisiana School Finder

The Department is in the process of developing an interactive school finder that allows families to explore schools in their area or an area where they are moving to.

This new system will provide families with the following information on the state's public or publicly funded schools and early childhood centers:

- **Overview:** school contact information, hours of operation, principal or director name, transportation information, before and after school options
- **School Offerings:** academic, enrichment, athletic, and extra-curricular offerings
- **Academic Performance:** data on how well a school is preparing students for the next level of study, including each metric used in calculating school performance scores

User begins by entering in an address, city, or zip code and the grade level or age of the child

The screenshot shows the Louisiana School Finder website interface. At the top left is the logo for the Louisiana Department of Education, "Louisiana Believes". At the top right are links for "View Favorites" and a settings gear icon. Below the header is a search area with a "Map" button and a "Satellite" button. A large white overlay box is centered on the screen. Inside this box, on the left, is an illustration of three location pins of varying sizes, with the largest one in the center having an orange dot. Below the illustration is the text "Welcome to the Louisiana School Finder!" in a teal font. Underneath that is the text "This site will help you search for schools or centers based on what's important to you." On the right side of the overlay box, there is a search input field with a location pin icon and the text "Enter a location" followed by a red asterisk. Below this is a dropdown menu with the text "Select an age/grade" and a red asterisk. To the right of the dropdown is a grey button with the text "VIEW SCHOOLS/CENTERS". Below these elements is the text "*Required". The background of the website is a map of Louisiana with various locations labeled, including Latanier, Chambers, Lecompte, Moecker, Lake Cove, Turkey Creek, Bayou Chicot, Pine Prairie, Reddell, Ville Platte, Grand Prairie, Thistlethwaite State Wildlife Management Area, and Melville. At the bottom of the map, there is a scale bar showing "4" miles and "Distance 0.2 miles". On the right side of the map, there is a vertical list of heart icons. At the bottom right of the page, there is a section for "Pre-K (3-4) - Grade 6 | Avoyelles Parish" and "K-12 School Letter Grade".

The user is then directed to the map and school results list

The screenshot displays a web application for finding schools. At the top left is the 'DEPARTMENT of EDUCATION Louisiana Believes' logo. The current location is 'Washington Ave, New Orleans, LA, USA'. A dropdown menu shows 'Age/Grade Level' set to 'Grade 10'. A 'MORE FILTERS' button is visible. The text 'Displaying 1-20 of 54 schools within 20 miles' is shown, along with a 'Change Distance' link. On the right, there is a 'View Favorites' link and a settings icon. The map on the left shows New Orleans with 20 numbered pins. The list on the right is sorted by 'K-12 School Letter Grade' and shows the following schools:

Rank	School Name	Grade Levels	Parish	Distance	Letter Grade
1	BELLE CHASSE HIGH SCHOOL	Grade 8 - Grade 12	Plaquemines Parish	8.9 Miles	A
2	BENJAMIN FRANKLIN HIGH SCHOOL	Grade 9 - Grade 12	Orleans Parish	5.9 Miles	A
3	CHALMETTE HIGH SCHOOL	Grade 9 - Grade 12	St. Bernard Parish	8.4 Miles	A
4	DESTREHAN HIGH SCHOOL	Grade 8 - Grade 12	St. Charles Parish		

User can select filters and preferences to customize their search

Washington Ave, New Orleans, LA, USA Age/Grade Level
Grade 10 CLOSE FILTERS Displaying 1-20 of 54 schools within 20 miles [Change Distance](#)

GRADE 10 FILTERS

School Letter Grade
Only display schools with the selected letter grade and above
A B C D E

Distance
Only display schools/centers within the number of selected miles
2 5 10 20 ANY

District/Parish
Only display schools/centers in the selected District/Parishes
Select a district or parish Clear All

GRADE 10 PREFERENCES

School Type

- Traditional public school
- Public charter school
- Magnet school
- Alternative school
- Scholarship school

CLEAR FILTERS

Sort By
K-12 School Letter Grade

1	BELLE CHASSE HIGH SCHOOL Grade 8 - Grade 12 Plaquemines Parish Distance 8.9 Miles K-12 School Letter Grade A	
2	BENJAMIN FRANKLIN HIGH SCHOOL Grade 9 - Grade 12 Orleans Parish Distance 5.9 Miles K-12 School Letter Grade A	
3	CHALMETTE HIGH SCHOOL Grade 9 - Grade 12 St. Bernard Parish Distance 8.4 Miles K-12 School Letter Grade A	
4	DESTREHAN HIGH SCHOOL Grade 8 - Grade 12 St. Charles Parish Distance K-12 School Letter Grade	

In this case, the user selected that they were interested in Advanced Placement, Jumpstart Pathways and Band.

Indicates if preferences have been met

The screenshot displays a school search interface. At the top left is the Louisiana Department of Education logo. The search location is set to Washington Ave, New Orleans, LA, USA. A filter for 'Age/Grade Level' is set to 'Grade 10'. A 'CLOSE FILTERS' button is visible. The search results show 1-20 of 54 schools within 20 miles. The 'Sort By' dropdown is set to 'K-12 School Letter Grade'. The search results list four schools, each with a distance, letter grade, and a 'Preferences Met' status. A blue arrow points to the 'Preferences Met' status for Belle Chasse High School.

DEPARTMENT of EDUCATION
Louisiana Believes

Washington Ave, New Orleans, LA, USA | Age/Grade Level: Grade 10 | CLOSE FILTERS | Displaying 1-20 of 54 schools within 20 miles | Change Distance | View Favorites | ⚙️

Scholarship school

Before and After School Opportunities

- After school programs
- Athletics
- Clubs
- Tutoring

School Offerings

- Offers all courses required for TOPS scholarship
- Advanced Placement
- Dual enrollment (college credit)
- Dual Language Immersion
- Foreign Language
- Gifted Programs
- Jumpstart Pathways (career focused)
- International Baccalaureate
- Technology focus (1:1 student/device ratio)
- Band
- Dance

Sort By: K-12 School Letter Grade

Rank	School Name	Grade Levels	Distance	Letter Grade	Preferences Met
1	BELLE CHASSE HIGH SCHOOL	Grade 8 - Grade 12 Plaquemines Parish	8.9 Miles	A	3 out of 3
2	BENJAMIN FRANKLIN HIGH SCHOOL	Grade 9 - Grade 12 Orleans Parish	5.9 Miles	A	3 out of 3
3	CHALMETTE HIGH SCHOOL	Grade 9 - Grade 12 St. Bernard Parish	8.4 Miles	A	3 out of 3
4	DESTREHAN HIGH SCHOOL	Grade 8 - Grade 12 St. Charles Parish			

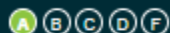
CLEAR FILTERS

[← Back to School Finder](#)

CHALMETTE HIGH SCHOOL



K-12 Report Card Grade



[ABOUT OUR SCHOOL](#)

[SCHOOL OFFERINGS](#)

[ACADEMIC PERFORMANCE \(COMING SOON\)](#)



1100 East Judge Perez Dr.
Chalmette, LA 70043
[View on Google Maps](#)

504-301-2600

Information coming soon!

Information coming soon!

OVERVIEW

GRADES SERVED
Grade 9-Grade 12

DISTRICT/PARISH
St. Bernard Parish

FEEDER SCHOOL
Not applicable

SCHOOL TYPE
Traditional public school

PRINCIPAL
Wayne Warner

EARLIEST DROP-OFF
Information coming soon!

LATEST PICK-UP
Information coming soon!

STUDENT POPULATION

TOTAL STUDENT ENROLLMENT

1732 Students

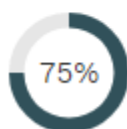
NUMBER OF STUDENTS PARTICIPATING IN

Gifted Programs [INFORMATION COMING SOON!](#)
Jump Start Pathways [INFORMATION COMING SOON!](#)

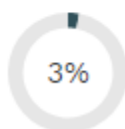
TECHNOLOGY

Student to Device Ratio **2.89**

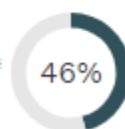
PERCENTAGE OF STUDENT GROUPS



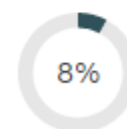
ECONOMICALLY
DISADVANTAGED



ENGLISH LANGUAGE
LEARNERS



MINORITY



STUDENTS WITH
DISABILITIES

CHALMETTE HIGH SCHOOL

K-12 Report Card Grade



[ABOUT OUR SCHOOL](#)

[SCHOOL OFFERINGS](#)

[ACADEMIC PERFORMANCE \(COMING SOON\)](#)



COLLEGE SCHOLARSHIP POTENTIAL

Does not offer all courses required for TOPS scholarship



ACADEMIC OFFERINGS

- ✓ [Advanced Placement Details >](#)
- ✓ [Foreign Language Details >](#)
- ✓ [Jumpstart Pathways \(career focused\)](#)



MUSIC/ART

- ✓ [Band Details >](#)
- ✓ [Dance](#)
- ✓ [Music](#)
- ✓ [Visual Arts](#)
- ✗ [Theatre](#)



BEFORE & AFTER-SCHOOL OPPORTUNITIES

Information coming soon!



CLUBS

Information coming soon!



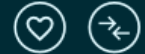
SPORTS

Information coming soon!

< Back to Finder

WHALE COAST PUBLIC SCHOOL

K-8 SCHOOL LETTER GRADE



ABOUT OUR SCHOOL

ACADEMIC PERFORMANCE

SCHOOL OFFERINGS

OVERALL PERFORMANCE

STUDENT PERFORMANCE

STUDENT PROGRESS

BREAKDOWN BY STUDENT GROUPS

QUALITY TEACHING

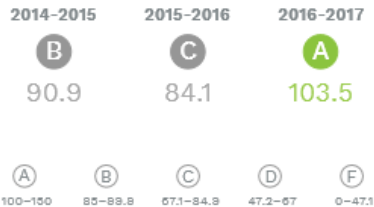
DISCIPLINE & ATTENDANCE

OVERALL PERFORMANCE

2016-2017 Letter Grade



Overall Letter Grade Performance Over Time



[Learn How Schools Are Rated >](#)



STUDENT PERFORMANCE

2 Indicators



[View Details](#)



STUDENT PROGRESS

5 Indicators



[View Details](#)



BREAKDOWN BY STUDENT GROUPS

9 Groups

[View Details](#)



QUALITY TEACHING

4 Indicators

[View Details](#)



DISCIPLINE & ATTENDANCE

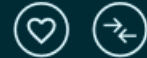
2 Indicators

[View Details](#)

**Note: this is a fictional K-8 public school*

WHALE COAST PUBLIC SCHOOL

K-8 SCHOOL LETTER GRADE



ABOUT OUR SCHOOL

ACADEMIC PERFORMANCE

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OVERALL PERFORMANCE

STUDENT PERFORMANCE

STUDENT PROGRESS

BREAKDOWN BY STUDENT GROUPS

QUALITY TEACHING

DISCIPLINE & ATTENDANCE



STUDENT PERFORMANCE

2016-2017 Letter Grade



This rating is based on students achieving mastery of key content. For schools that have an 8th grade, the rating also incorporates the degree to which middle schools have prepared students to be successful in high school based on middle school students' success in 9th grade.

INDICATORS

STUDENTS SCORING AT MASTERY



[View Details](#)

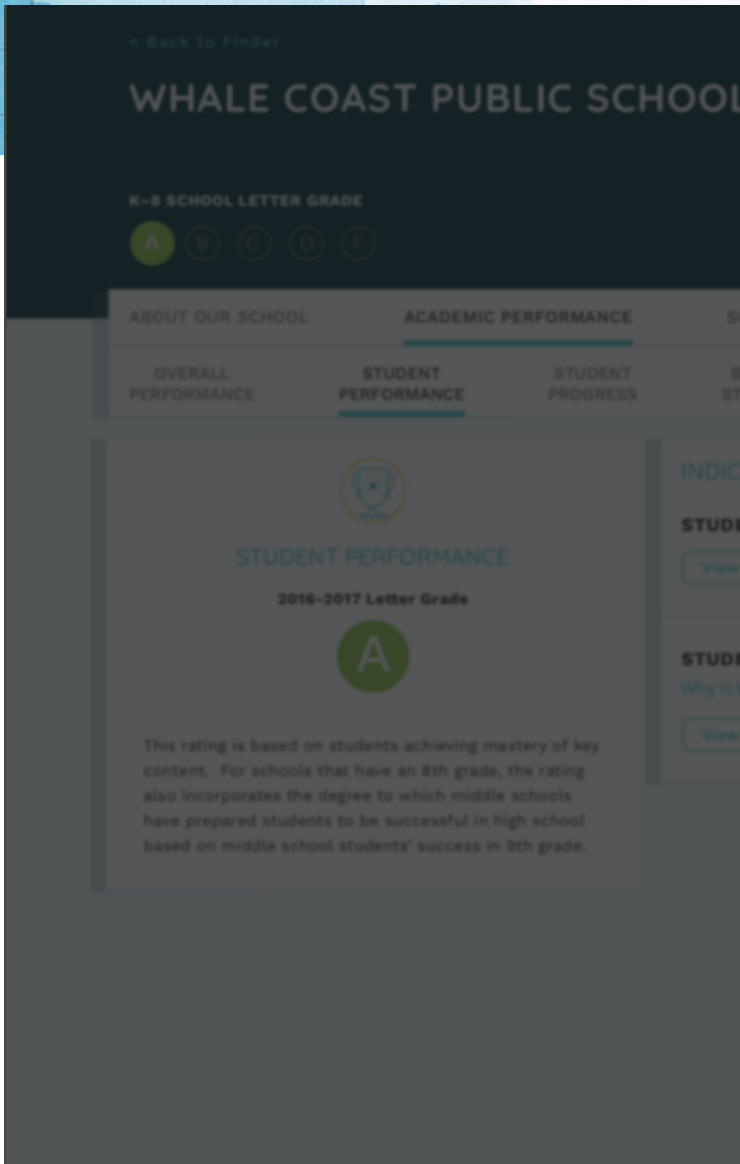
STUDENTS ON TRACK AT END OF 9TH GRADE



[View Details](#)

[Why is this important?](#)

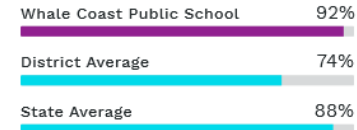
**Note: this is a fictional K-8 public school*



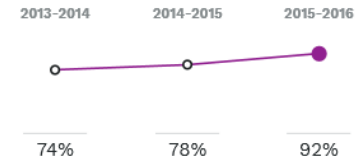
STUDENTS SCORING AT MASTERY



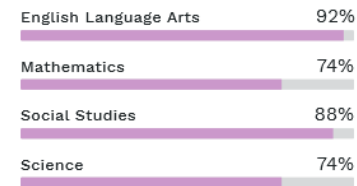
HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT & STATE?



HOW DID THE SCHOOL PERFORM OVER THE PAST 3 YEARS?



HOW DID THE SCHOOL PERFORM IN EACH SUBJECT?



HOW DID STUDENTS IN EACH GRADE LEVEL PERFORM?



**Note: this is a fictional K-8 public school*

WHALE COAST EARLY EDUCATION ACADEMY

EARLY EDUCATION PERFORMANCE

Approaching Proficient



ABOUT OUR SCHOOL

ACADEMIC PERFORMANCE

SCHOOL OFFERINGS

OVERALL MEASURES OF CLASSROOM QUALITY SCORE

2016-17 Site Score

4.11

OUT OF 7

2016-17 Rating

Approaching Proficient

High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

Unsatisfactory 1-2.99	Approaching Proficient 3-4.49	Proficient 4.5-5.99	Excellent 6-7
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[View Scoring Details >](#)

PrkK (3-6 Years)

EMOTIONAL SUPPORT	6.10 Excellent	District Average 5.80 Proficient	State Average 6.09 Excellent
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PrkK (3-6 Years)

CLASSROOM ORGANIZATION	4.60 Proficient	District Average 4.11 Approaching Proficient	State Average 4.58 Proficient
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PrkK (3-6 Years)

INSTRUCTIONAL SUPPORT	3.25 Approaching Proficient	District Average 4.11 Approaching Proficient	State Average 4.58 Proficient
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Toddler (1-2 Years)

EMOTIONAL & BEHAVIORAL SUPPORT	5.60 Proficient	District Average 5.25 Proficient	State Average 5.06 Excellent
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Toddler (1-2 Years)

ENGAGED SUPPORT FOR LEARNING	3.12 Approaching Proficient	District Average 3.30 Approaching Proficient	State Average 3.28 Approaching Proficient
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USE OF BEST PRACTICES

This is self-reported information that is not included in the rating.

ASSESSMENT ☆☆☆

Are teachers measuring child progress?

CHILDREN PER TEACHER ☆☆☆

Will my child receive close attention?

CURRICULUM QUALITY ☆☆☆

What is the quality of the curriculum?

PREPARED TEACHERS

What is the highest degree earned by Teachers?		How many teachers have Louisiana Teacher Certifications?	
No Degree	5%	Total Certified	65%
Child Development Associates	15%		
Associates	10%		
Bachelors	50%		
Masters +	20%		

Feedback

The Department is committed to providing schools and school systems with the tools they need to develop and implement quality parent and family engagement policies.

- **Will the new calendar better support schools in establishing meaningful parent and family engagement practices?**
- **Will the LDOE resources be helpful in accomplishing the parent and family engagement activities outlined in this presentation?**
- **What additional tools are needed?**
- **How helpful will the new school finder be in providing families with information about your schools?**

Contacts

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