

School Name: _____

Date: _____

Family Engagement School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Family Engagement Quality Indicators are designed to determine if a school has the necessary structures in place to ensure meaningful family engagement. These indicators are divided into 4 domains: Communication, Family Support, Decision Making, and Partnerships.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Communication	Not In Place	Partially In Place	In Place
1. A variety of methods such as phone calls, newsletters, or e-mail are used to communicate with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Families are informed of academic programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Families are informed of their student's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Families are offered a variety of ways to give feedback to the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The communication between the school and families supports students' learning and growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Family Support	Not In Place	Partially In Place	In Place
6. Documented policies and practices recognize diversity among families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Information and resources are made available to all families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Learning opportunities are provided to better meet the social and cultural needs of families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Families have access to information to support learning at home such as teachers' websites, course descriptions, weekly schedules, or assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Families are provided opportunities to participate in professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The support provided to families by the school supports students' learning and growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Decision Making	Not In Place	Partially In Place	In Place
12. Engaging families as partners in the decision-making process is supported.			
13. The diversity of families in the school is represented on the school leadership team and other committees.			
14. Families are provided current information regarding decision-making practices as well as their rights.			
15. The school's engagement with families in the decision-making process supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Partnerships	Not In Place	Partially In Place	In Place
16. An inviting and welcoming environment exists for all families.			
17. Families' interests, talents, and availability to support the school are identified.			
18. Opportunities such as career day or cultural celebrations are available for families to share their knowledge and experience with the school.			
19. Family members who are unable to be physically present in the school building have opportunities to contribute in other ways.			
20. School personnel are provided resources to create partnerships with all families.			
21. The partnerships that the school has with families support students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

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Culturally Responsive Practices School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Culturally Responsive Practices Quality Indicators are designed to determine if a school has practices in place to meet the needs of all students, regardless of their cultural background. These indicators are divided into 4 domains: Organizational Support, School Climate, Curriculum and Instruction, and Behavior Support.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Organizational Support	Not In Place	Partially In Place	In Place
1. The administration works collaboratively with faculty, staff, and families to ensure equitable treatment for all students.			
2. The school has professional development training in cultural competence (i.e., the ability to interact meaningfully and respectfully with individuals from culturally diverse backgrounds).			
3. Administration, faculty and staff are knowledgeable about differences in cultural practices that impact student behavior and achievement.			
4. The school has a two way communication process with families regarding academic and behavioral strategies.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Climate	Not In Place	Partially In Place	In Place
5. The school has a culture in which all students, including those with diverse cultural backgrounds, are involved in decision-making.			
6. The school's climate reflects a message of respect for all students and family members regardless of cultural background, ethnicity, and/or socioeconomic status.			
7. Cultural competence is reflected in curriculum, lesson planning, written materials, cultural/historical activities, community involvement, cultural celebrations, and other diversity markers.			
8. School data (achievement, behavior, placement, etc.) reflects that appropriate targets (including subgroups) are being met.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Curriculum & Instruction	Not In Place	Partially In Place	In Place
9. Teachers' instruction reflects diversity toward racial, ethnic, cultural, language, and ability groups.			
10. Lessons are relevant to students and their personal experiences.			
11. Teachers utilize instructional materials that reflect visuals and perspectives from diverse groups.			
12. Teachers use a range of assessment strategies that provide students from diverse backgrounds opportunities to demonstrate their knowledge and skills.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Behavior Support	Not In Place	Partially In Place	In Place
13. The school has procedures and strategies for addressing student behavior occur in a climate of respect and trust.			
14. Teachers are knowledgeable about behaviors that are consistent with students' cultural background.			
15. Teachers utilize strategies to address behavioral concerns that are consistent with students' cultural background.			
16. Administration, faculty, and staff are aware of the potential for bias and how these may affect their interactions with students and their families.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

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Inclusive Practices School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Inclusive Practices Quality Indicators are designed to determine if a school has the necessary structures in place to ensure inclusive practices are implemented. These indicators are divided into 6 domains: Foundations, Collaboration, Service Delivery, Instructional Practices, Behavior Support, and Administrative Responsibilities.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Foundations of Inclusive Practices	Not In Place	Partially In Place	In Place
1. Administration, faculty, and staff hold high expectations for students with disabilities.			
2. Decisions related to inclusive schooling incorporate frequent, timely, and meaningful input from families and other stakeholders.			
3. The school's data indicate that most students receive the majority of their education in the general education setting.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Collaboration	Not In Place	Partially In Place	In Place
4. Shared problem solving is reflected in school structures and procedures (e.g., co-teaching and other instructional teams, committees, school governance structures, pre-referral, eligibility).			
5. Administration, faculty, and staff use data (placement, achievement, graduation rate) as the basis for making decisions.			
6. Paraprofessional and support staff roles in general education classrooms (e.g., instruction and behavior support personnel) are articulated and implemented.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Service Delivery	Not In Place	Partially In Place	In Place
7. The school's schedule supports students with disabilities in general education classrooms.			
8. Service delivery options such as instruction, support services, extra-curricular, etc. are flexible based on students' needs.			
9. Co-teaching is utilized as a service delivery option.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Instructional Practices	Not In Place	Partially In Place	In Place
10. Students with disabilities have access and participate in academic activities with non-disabled peers.			
11. Supplemental aids and services are used to ensure that students access and progress in the general curriculum.			
12. Data-driven decisions are made based on the assessments before, during, and after instruction.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 5: Behavior Support	Not In Place	Partially In Place	In Place
13. The school uses positive behavior support strategies that include school-wide plans, classroom plans, and individual student plans.			
14. Students needing behavior intervention plans based on functional behavior assessment receive them, and all their teachers (i.e., general and special education) have a meaningful role in implementing such plans.			
15. Behavior intervention plans (BIPs) are written and implemented consistently. Data are reviewed frequently, with plans adjusted accordingly.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 6: Administrative Responsibilities	Not In Place	Partially In Place	In Place
16. The administration creates an inclusive school climate for students, families, and staff.			
17. The administration ensures inclusive schooling efforts using multiple instruments that assess academic outcomes, behavioral outcomes, and stakeholder perceptions.			
18. The administration provides resources to support teachers and other staff in creating and sustaining inclusive schooling.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			