

goal 8

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.



The single benchmark requires implementation and evaluation of a tiered, multifaceted school-home partnership program.

Parental PARTICIPATION

For our students to receive the maximum benefit from their educational experiences, parents must be full partners in their children's education. We must expand parent involvement in learning activities and decision-making.

DoDEA's School-Home Partnership (SHP) initiative fosters cooperation among parents and educators. By promoting change in both the way schools relate to parents and the way military families relate to their schools, DoDEA is creating learning environments that increase parental involvement in schools and enhance student achievement.

DoDEA's SHP program is based on a progressive Five-Tier Framework that encourages increasingly sophisticated collaborations between parents and educators over time. Tier 1 focuses on co-communication; Tier 2 on co-support; Tiers 3 and 4 on co-learning and teaching and Tier 5 on co-advocacy, advising and decision-making.

Increasingly stronger partnerships are documented in the overall findings from the second Site-Based Self-Evaluation of School-Home Partnership, conducted in spring 1998. Quantitatively, the evaluation showed significant growth in every tier from 1997 to 1998, with greatest growth in co-teaching.

TIER	96-97 RATING	97-98 RATING	% CHANGE
Co-Communicators	3.8	4.0	+4%
Co-Supporters	3.4	3.6	+5%
Co-Learners	3.1	3.2	+4%
Co-Teachers	3.4	3.6	+5%
Co-Advocates, Co-Advisors, Co-Decision Makers	3.2	3.3	+4%

- In 1998, all schools rated their progress toward SHP favorably. As a rule;
 - Schools rated their progress on the lower numbered tiers slightly higher than on the upper tiers (except on Tier 3, which was rated lowest of all);
 - DDESS rated their progress on all tiers slightly higher than DoDDS;
 - On all tiers, elementary schools rated their progress slightly higher than middle schools which rated their progress slightly higher than high schools;
- **Qualitatively, the study illustrated how schools use the five tiers to support military families and help children learn. For example:**
 - ON TIER 1, schools are engaging in two-way communication through parent response columns in newsletters, web-page surveys, and e-mail communication.
 - ON TIER 2, schools are collaborating with families by creating databases of services within and beyond the reach of the school and within parent centers.
 - ON TIER 3, parents and educators are developing co-learning projects through joint seminars in technology, language, and other parent-initiated topics of study.
 - ON TIER 4, schools are including parent contributions to curriculum and community-staffed computer labs in their co-teaching projects and mentoring projects.
 - ON TIER 5, schools are promoting joint policy-making committees of parents, educators, and community representatives.