



A Menu of Engagement Metrics that Matter

Below is a menu of potential family and community engagement indicators for use by schools, districts, or community teams. We recommend that a diverse group of families, educators, and community members collaborate to identify the most relevant metrics for their community or use this list as a starting point to create customized, locally defined indicators for measuring progress in engagement efforts. The Prichard Committee emphasizes that the ultimate goal of engagement efforts is to improve key student outcomes: Attendance, Behavior, and Course Academic Performance (the ABCs).

Non-Survey Indicators:

(1) Implementation/process-related indicators (i.e., how much metrics), and

- # of community and family hosted **events linked to a student learning outcome**
- #/% increase of **school alumni membership/events**
- #/% increase in **community business partners**
- #/% increase of **new community or family members** who participate in school leadership or feedback teams.
- #/% increase of **community service student** and/or family initiatives

(2) Outcome indicators (i.e., How well, and better off metrics).

- #/% increase of **schools that are Family Friendly Certified (includes a Community Partner Objective)**
 - % of schools that made growth in the area of relationship building from fall to spring
 - % of schools that made growth in the area of communication from fall to spring
 - % overall growth of all schools from fall to spring
- #/% increase in **Family Friendly District Score** fall to spring review¹
- #/% increase of community partner organizations **leading in-school and out-of-school activities** for students and families
- #/% families receiving support for **physical, mental, or basic needs** from community agencies or community supported in-school services.
- #/% of students receiving support for **physical, mental, or basic needs** from community agencies or community supported in-school services.
- #/% of classroom and school strategies utilizing **collaborative partnership with families**
- #/% of classroom and school strategies utilizing **collaborative partnership with community members/organizations.**
- #/% increase of teachers working with a community or family partner to ensure curriculum and instruction are aligned for **relevancy, inclusion, and effectiveness.**
- #/% of students involved in **career and leadership activities** supported by community or family partners
- #/% of students enrolled in **leadership activities** supported by community or family partnerships
- #/% of students enrolled in **AP and Dual Credit Classes** supported by community or family partnerships
- #/% increase of **student learning or mentorship experiences** provided in full or part by local community partnerships

¹ District Certification Coming 2026

- #/% increase in community and family partners organized **into working teams** to address issues identified in local asset mapping, surveys or other school needs assessments
- #/% of students meeting or exceeding learning objectives for participation in an **enriched or expanded learning time activities** (e.g., after-school tutoring, extracurricular activities, etc.)
- #/% increase in **shifts in school policies and practices** because of information learned in family or community conversations (e.g., flexible meeting times, improved communication strategies, family workshop location and topics.)
- #/% increase of **administrators implementing strategies to support classroom staff** to build trusting relationships (i.e. evidence of supporting time for two-way communication) with families and community partners.

Self-Report Surveys:

School or District Administrator Survey

- #/% of administrators who report an increase in district or school-wide **practices to support 2-way communication and relationship building** in classrooms
- #/% of administrators who report increased knowledge and skills in **how to engage community partners** in activities linked to learning.
- #/% of administrators who report increased knowledge and skills in **how to engage families** in activities linked to learning.
- #/% increase of administrators who report **increased job satisfaction** because of meaningful relationships with families and community partners.

Parent/Family Survey

- #/% of families who report the **school values and appreciate their ideas** on how to personalize learning for the real-world.
- #/% of parents who report the **school provides clear, accessible communication channels** that allow for regular, two-way dialogue with families
- #/% of families who report the **school values and appreciate their ideas** on how to improve the school experience for students.
- #/% increase of families of who can name at **least one adult at the school they feel comfortable reaching out to if they had a concern.**
- #/% of families who report **increase in trust and positive relationships** with the school.
- #/% of family members who report they have the **knowledge and skills** to support their child's education at home
- #/% of family members who report being **aware of various educational opportunities** available to their students (e.g., advanced placement courses, vocational programs, scholarships, college readiness resources)
- #/% families who report they know how to access, and feel comfortable accessing, **physical, mental, or basic needs** support from either community agencies or in-school services.
- #/% of families who report attending an event at the school, in the community or online that helped build an understanding of **how to support their children's social, emotional or mental health**
- #/% of families who report attending an event at the school, in the community or online that helped build an understanding of **how to support their academic success or success after high school**
- #/% of families who report attending an event at the school, in the community or online that helped build an understanding of **how to support their child's early learning for kindergarten readiness.**

- #/% of families who report attending an event at the school, in the community or online that help them **access an extra-curricular activity for their child**
- #/% of family members who report an increased **understanding of the Kentucky education system**, including local school outcomes and individual student performance data
- #/% of families who 'agree' or 'strongly agree' that **they play a significant role within the school**.
- #/% of families who 'agree' or 'strongly agree' that they **contribute to key school decisions, programs**, or events, including a notable rise in engagement from families who typically do not participate.

Educator Survey

- #/% of teachers who report strong family and community partnerships have **supported more vibrant learning experiences** in their classroom.
- #/% of teachers who report that more **non-academic needs of students are being met** allowing them to focus on higher quality classroom instruction.
- #/% of teachers who report strong family and community partnerships have made their job **more enjoyable**.
- #/% of teachers who report increased knowledge and skills in **how to engage community partners** in activities linked to learning.
- #/% of teachers who report increased knowledge and skills in **how to engage families in activities** linked to learning.
- #/% increase of teachers who report **increase job satisfaction** because of meaningful relationships with families and community partners.

Community Partner Survey

- #/% of community members who report **the school values and appreciate their ideas** on how to personalize learning for the real-world.
- #/% of new community partners who report strong support for the **validity of defenses/celebrations of learning**, including a notable rise in new community partnership efforts.
- #/% increase of community partners who report increased **use of services by families and students** because of school coordination efforts
- #/% of community members who report an increased understanding of **the Kentucky education system**, including local school outcomes and individual student performance data
- #/% of community members who 'agree' or 'strongly agree' that they play a **significant role within the school**.
- #/% of community partners who 'agree' or 'strongly agree' that they **contribute to key school decisions**, programs, or events.
- #/% increase community members who report **meaningful participation** in school and community improvement efforts, including a notable rise in new community partnerships.
- #/% increase of community partners who **report increase job/life satisfaction** because of meaningful relationships with the school community.

Student Survey

- #/% of students who report the **school values and appreciate their ideas** on how to improve the school experience.
- #/% students who report they know how to access, and feel comfortable accessing, **physical, mental, or basic needs** support from either community agencies or in-school services.

- #/% of high school students who report being **aware of various educational opportunities** available to them (e.g., advanced placement courses, vocational programs, scholarships, college readiness resources)
- #/% of high school students who report having **an established and meaningful relationship with a community partner** supporting their college and career planning.
- #/% increase of students of who ‘agree’ or ‘strongly agree’ that ‘**at least one adult at the school cares about me**’
- #/% of students who report there is a **supporting adult at home or in the community** supporting their learning and school experience (for high school might change to supporting them with career or college plans).
- #/% increase in students who **report meaningful participation in school and community improvement efforts**, including a notable rise in engagement from students furthest behind.
- #/% increase of students who report schools is **more engaging and relevant to life success** because of meaningful relationships with the community.

Indicators and performance measures are designed based on the Prichard Committee’s learnings from the local implementation efforts of the KCSI work.

Resources: A new wave of evidence: The impact of school, family, and community connections on student achievement. (Henderson, A. T., & Mapp, K. L., 2002); A review of tools measuring opportunity in the United States (Opportunity Nation and Child Trends, 2020); GuideStar common results catalog. (GuideStar. (n.d.) Standardizes nonprofit impact metrics, helping organizations measure and communicate outcomes effectively.