



Annual Progress Report  
**NATIONAL NETWORK OF PARTNERSHIP SCHOOLS**  
AT JOHNS HOPKINS UNIVERSITY  
RETURN BY **JULY 15, 2022** to RENEW MEMBERSHIP for the 2022-23 school year.

# 2022 DISTRICT UPDATE

Please complete this end-of-year **UPDATE** evaluation and renew your district membership in the **National Network of Partnership Schools (NNPS)** at Johns Hopkins University. The questions will help you and your colleagues reflect on this year's progress and will provide ideas for your plans for the 22-23 school year.

**By returning UPDATE, your district shows that it is important to EVALUATE its work and progress.** As an active member of NNPS, you will receive a copy of the new NNPS E-book *Promising Partnership Practices 2022*, monthly *E-Briefs*, website updates with member-only access to prior books of *Promising Partnership Practices* and all NNPS *Samplers*, free webinars, on-call consultation privileges with NNPS at any time, and the *Annual Report of 2022 UPDATE* data from all NNPS districts and schools. DISTRICTS with 8 schools or more in NNPS also receive a customized summary of **their own schools' UPDATE data** for use in local evaluation reports.

**NNPS requires a \$250 RENEWAL FEE sent with this UPDATE.** NOTE: NNPS pays a matching sum of \$250 to continue your district's membership benefits for the next year, and to process and report district UPDATE data.

## I. NETWORK CONTACTS. Please update the NNPS files with correct information for 22-23.

District \_\_\_\_\_

Name of Key Contact(s) for 21-22 (THIS YEAR) \_\_\_\_\_

Position(s) and E-mail address(es) \_\_\_\_\_

Will the same Key Contact(s) continue in 22-23? \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_ Don't Know

If NO, provide new name(s) \_\_\_\_\_

Position(s) and E-mail address(es) \_\_\_\_\_

District Mailing Address \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_ District Website \_\_\_\_\_

District Superintendent (21-22) \_\_\_\_\_ E-mail \_\_\_\_\_

## II. SCHOOL INFORMATION

1. Please **estimate** the following for the **21-22 school year (THIS YEAR)** to update information on your district.

District's total enrollment?	_____ # of Students
% who receive free or reduced-price meals (FARMS)?	_____ % FARMS
% English Language Learners (ELL)?	_____ % ELL
Number of languages other than English spoken by students' families?	_____ # of Languages

2. About what percent of the students in this district are:

_____ % African American	_____ % American Indian	_____ % Asian American
_____ % Latino/Hispanic American	_____ % White (non-Hispanic)	_____ % Other

Where is your district located? \_\_\_\_\_ Large central city \_\_\_\_\_ Other urban \_\_\_\_\_ Suburban \_\_\_\_\_ Rural

NNPS OFFICE USE ONLY

Year Joined \_\_\_\_\_ # Sch Members \_\_\_\_\_

Payment Rec'd Y N

Date \_\_\_\_\_ -

### III. PROGRAM COMPONENTS

1. How would you rate the **OVERALL QUALITY** of your district's program of partnerships **THIS YEAR**? Please check (✓) one that comes closest to a "portrait" of your district program this year.

- \_\_\_\_\_ (a) **NOT STARTED YET. PLANNING YEAR.** District will begin its work with NNPS in the **22-23** school year.
- \_\_\_\_\_ (b) **JUST BEGINNING.** We implemented a few district leadership activities this year. This district's program of partnerships needs some work. No schools are members of NNPS.
- \_\_\_\_\_ (c) **GOOD START.** District's program of family and community engagement has been implemented, including several leadership activities at the district level. **District leader(s) started to guide a few schools** to develop their partnership programs and a few schools are members of NNPS. This district's partnership program needs to improve and expand to include more school-based teams and more goal-linked involvement activities.
- \_\_\_\_\_ (d) **GOOD PROGRAM.** District's program of partnerships is **well developed** with many leadership activities. **District leaders actively guide some schools** to develop their partnership programs and some schools joined NNPS. Plans are in place for continued growth and improvement of partnerships.
- \_\_\_\_\_ (e) **VERY GOOD PROGRAM.** District's program of partnerships is **very well developed**. Leaders conduct many activities to improve partnerships at the district-level and systematically guide most schools to build comprehensive partnership programs. Most schools are members of NNPS. District leaders improve their plans and activities every year to sustain a good balance of district-level leadership *and* direct assistance to schools for their school-based programs of family and community involvement.
- \_\_\_\_\_ (f) **EXCELLENT PROGRAM.** District's program of partnerships has **ALL of the qualities of a "very good program"** (above) **PLUS:** All schools in the district are members of NNPS. The district's program of family and community involvement is **permanent**, has **adequate funding and support**, and **is likely to continue even if district leaders change**.

2. Districts in NNPS have different policies and plans for school, family, and community partnerships. Please note which activities your district conducted **THIS YEAR**, will conduct **NEXT YEAR**, or has **NO PLANS TO CONDUCT**. Circle one on each line.

Leadership Activity	Conducted THIS YEAR 21-22	NOT YET, will start NEXT YEAR	NO PLANS TO CONDUCT
a. Reviewed existing or developed a <b>district policy</b> on school, family, and community partnerships or parent involvement	1	2	3
b. Wrote a <b>Leadership Plan</b> for <b>21-22</b> (THIS year) that identifies and schedules district-level activities and your plans to guide schools to develop their own partnership programs	1	2	3
c. Identified a <b>budget</b> to implement activities for school, family, and community partnerships	1	2	3
d. Conducted <b>training workshops</b> for schools' Action Teams for Partnerships to help them initiate or improve their programs	1	2	3
e. Conducted other <b>staff development</b> on partnerships	1	2	3
f. Issued district <b>news, briefs, or bulletins on partnerships</b>	1	2	3
g. Disseminated information on <b>excellent programs and best practices</b> of family and community involvement	1	2	3
h. Provided or posted partnership program information on the <b>district's website</b>	1	2	3
i. Met with the Superintendent or other district leaders to <b>coordinate district-wide plans</b> for partnerships	1	2	3
j. Awarded <b>grants to schools</b> for school, family, and community partnerships (estimate average grant = \$_____)	1	2	3
k. Conducted <b>surveys</b> to obtain input from families on partnerships or school matters	1	2	3
l. Made connections with other district leaders to <b>coordinate district-wide plans</b> for partnerships	1	2	3
m. Conducted <b>workshops for parents</b> to help them build skills to help their children succeed in school	1	2	3
n. Led a <b>District Advisory Committee</b> or <b>Council</b> on partnerships.	1	2	3

## IV. FACILITATION OF SCHOOLS' ACTION TEAMS FOR PARTNERSHIPS

Districts in NNPS guide schools in different ways. This year, how did your office help schools' Action Teams for Partnerships (ATPs) to develop their school-based partnership programs?

(Check one on each line.)

☐ **NO direct assistance** was given to school teams in 21-22 (this year). **Skip to Section V.**

1. How well did your office assist schools in these ways THIS year?	Did NOT Do This in 21-22	Need to Improve	OK	Very Well
a. Helped schools <b>form or maintain Action Teams for Partnerships</b> of teachers, parents, and administrators.	1	2	3	4
b. Helped schools understand the <b>framework of six types of involvement</b> and select activities to implement.	1	2	3	4
c. Guided schools to write <b>One-Year Action Plans for Partnership</b> for 21-22 ( <u>this year</u> ) <b>linked to their own school improvement goals</b> .	1	2	3	4
d. <b>Collected schools' One-Year Action Plans for Partnerships</b> for your office's records and to assist schools.	1	2	3	4
e. Helped schools <b>develop a budget</b> and/or <b>obtain funding</b> for activities in their plans for partnerships.	1	2	3	4
f. Helped schools' Action Teams form <b>committees</b> to focus on <b>school goals</b> <u>or</u> the <b>six types of involvement</b> .	1	2	3	4
g. <b>Sent weekly or monthly communications</b> to all chair(s) of ATPs.	1	2	3	4
h. <b>Contacted school ATPs</b> on a regular schedule to check in, assist, or encourage them with their partnership plans and activities.	1	2	3	4
i. Convened <b>quarterly cluster meetings with ATP chairs from groups of schools</b> to share ideas on partnerships.	1	2	3	4
j. Provided schools with a <b>record keeping notebook or computerized system</b> to document their partnership plans and progress.	1	2	3	4
k. Conducted (or will conduct) an <b>end-of-year celebration, meeting, or activity</b> for schools to share best practices and ideas to improve programs.	1	2	3	4
l. Guided (or will guide) schools to write One-Year Action Plans for Partnerships for 22-23.	1	2	3	4

2. THIS year, **about HOW MANY SCHOOLS** did your office assist with the items checked above?

This office assisted about # \_\_\_\_\_ schools on partnership program development this year.

3. **OF THE SCHOOLS YOUR OFFICE ASSISTED**, about **HOW MANY** are making progress on partnerships? [Please estimate the **NUMBER (#)** of schools in each category.]

\_\_\_\_\_ # Making LITTLE or NO progress \_\_\_\_\_ # Making SOME progress \_\_\_\_\_ # Making GOOD progress

4. Please **GUESS-timate** how many families were engaged in their children's education THIS YEAR.

The schools that this office assisted engaged a TOTAL of ABOUT \_\_\_\_\_ FAMILIES this year.

## V. SUPPORT FOR PARTNERSHIPS

How much cooperation did you receive **THIS YEAR** for your office's program of school, family, and community partnerships from the following. Circle one on each line.

	HOW MUCH COOPERATION?				
	None	A Little	Some	A Lot	Does Not Apply
a) District Superintendent	1	2	3	4	5
b).Title I Administrators	1	2	3	4	5
c) School Board	1	2	3	4	5
d) Principals	1	2	3	4	5
e) School Improvement Teams	1	2	3	4	5
f) School Action Teams for Partnerships (ATPs)	1	2	3	4	5
g) Teachers	1	2	3	4	5
h) Parent Groups (e.g., PTA or PTO)	1	2	3	4	5

## NNPS BENEFITS AND SERVICES

In 21-22, how helpful were these NNPS benefits and services? Circle ONE on each line.

	Not Helpful	A Little Helpful	Helpful	Very Helpful	Did Not Use
a) NNPS <i>Handbook for Action</i>	1	2	3	4	5
b) <i>Promising Partnership Practices</i> (annual E Book)	1	2	3	4	5
c) NNPS website, <a href="http://www.partnershipschools.org">www.partnershipschools.org</a>	1	2	3	4	5
d) Monthly E-Briefs <u>from</u> NNPS facilitators	1	2	3	4	5
e) YOUR E-mail or phone calls <u>to</u> NNPS staff	1	2	3	4	5
f) This UPDATE Survey to evaluate progress	1	2	3	4	5
g) Poster on Six Types of Involvement	1	2	3	4	5
h) NNPS Free Webinars for Districts and School Teams	1	2	3	4	5

## VI. LOOK BACK/LOOK AHEAD. For the past two years NNPS has asked **UPDATE** questions on how ATPs are meeting COVID-19 challenges. Here are a few final questions to complete the **UPDATE** series.

### 1. COVID-19 affected districts in NNPS in different ways in the 2021-22 school year.

- a) In this district, how did schools provide instruction to students at the start of this school year? (Check one)
- \_\_\_\_\_ All schools conducted face-to-face classes for all students at the start of the 2021-22 school year.
- \_\_\_\_\_ All schools set hybrid schedule with students attending some days face-to-face and some days learning from home.
- \_\_\_\_\_ All schools conducted online learning from home with all students.
- \_\_\_\_\_ Mixed in this district. Some schools had face-to-face classes, some had hybrid schedules, and others conducted learning from home.
- b) How often did most schools change the location and schedule of students' classes during 2021-22?
- \_\_\_\_\_ Never \_\_\_\_\_ Once \_\_\_\_\_ Twice or more times
- c) This year, where did schools in this district conduct family engagement meetings and activities (e.g., open house, parent-teacher conferences, student presentations/performances, etc.)? (Check one)
- \_\_\_\_\_ All schools held face-to-face meetings and activities with families, just as before COVID-19.
- \_\_\_\_\_ All schools gave families a choice of attending meetings and activities face-to-face or online.
- \_\_\_\_\_ All schools held online meetings and activities with families this year. (Parents were not permitted into school buildings.)
- \_\_\_\_\_ Mixed in this district. Some schools held face-to-face meetings and activities; others were online; and schools varied formats for meetings with parents throughout the year.
- d) What is one change made to solve a COVID-19 challenge to family engagement that your district will maintain, even after COVID-19 disappears? \_\_\_\_\_
- Why does your district want to maintain this strategy? \_\_\_\_\_

## VII. OPINIONS and IDEAS Please provide your district's views on these questions.

### SPECIAL TOPIC 2022: Toward Equity—How Can Districts Help Schools Engage ALL Families as Partners in Education?

In NNPS, districts across the country serve highly diverse schools and communities. Some districts have found ways to help all schools engage all families at school or at home in their child's education. Others are working to solve this challenge. Please share some of this district's experiences on these issues. NNPS will share ideas to solve challenges.

**1. Please check (✓) if this district includes the following groups of families. (Check all that apply.)**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> diverse racial backgrounds              | <input type="checkbox"/> new immigrant families       | Other key family groups<br>in this district (please list)<br>_____<br>_____ |
| <input type="checkbox"/> diverse linguistic backgrounds          | <input type="checkbox"/> homeless families            |   |
| <input type="checkbox"/> families of children with special needs | <input type="checkbox"/> families in deep poverty     |   |
| <input type="checkbox"/> LGBTQ families                          | <input type="checkbox"/> military-connected families  |   |
| <input type="checkbox"/> grandparents raising children           | <input type="checkbox"/> diverse economic backgrounds |   |

2. Select three (3) groups of families from the list above who are the most challenging to engage as partners in education.	What is one factor that seems to limit this group's engagement?
a)	a)
b)	b)
c)	c)

3. Select three (3) groups of families from the list above that this district and its schools have successfully engaged as partners in education.	Describe one strategy or activity that has been helpful in successfully engaging this group? Give a short description.
d)	d)
e)	e)
f)	f)

**4. Toward Equity in Engaging ALL Families: How far along is this district in solving the challenge to engage ALL groups of families in their child's education at school and/or at home. (Check one.)**

☐ Just starting, ☐ Some progress. ☐ Good progress. ☐ Very good progress. ☐ Solved this challenge.

## VIII. Complete UPDATE

How can NNPS help your district strengthen its partnership program in 22-23?

\_\_\_\_\_  
Today's date: \_\_\_\_\_

☐ Check the box if you want a phone call or Zoom meeting to talk about next steps with an NNPS Facilitator.

Please save a copy of the 2022 DISTRICT UPDATE for your files.

Send UPDATE with the ATTACHED INVOICE and renewal fee to NNPS.

Questions? Contact Rachell Chappell, NNPS Coordinator, [nnps@jhu.edu](mailto:nnps@jhu.edu) or tel: 410-516-2318.

Need another copy? UPDATE will be posted at [www.partnershipschoools.org](http://www.partnershipschoools.org). Follow the link from the homepage.

**THANK YOU FOR YOUR DISTRICT'S LEADERSHIP ON PARTNERSHIPS!**





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Suite 420

Baltimore MD 21218  
E-mail: [nnps@jhu.edu](mailto:nnps@jhu.edu)

- ☐ **YES**, this DISTRICT wants to remain an active member of NNPS at Johns Hopkins University for the 22-23 school year (July 1, 2022-June 30, 2023) to receive on-going professional development, evaluation services, and benefits for improving district and school programs of family and community involvement.

### DISTRICT INVOICE

**NAME OF DISTRICT** \_\_\_\_\_

**NAME OF KEY CONTACT (this year, 21-22)** \_\_\_\_\_

**Position** \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **ZIP** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

ITEM	DESCRIPTION	NUMBER	COST
P22-RENEW DISTRICT 22-23 school year	Renew THIS DISTRICT's membership for professional development and evaluation services and materials from NNPS for the 22-23 school year. (July 1, 2022-June 30, 2023)	1 district	\$250.
Use this section if the district is paying for its schools' renewal fees.  P22-RENEW these NNPS SCHOOLS* for 22-23.  *Send with schools' 2022 UPDATE surveys and renewal fees.	ALSO, renew these SCHOOL memberships for professional development and evaluation services and materials from NNPS for the 22-23 school year.  <b>LIST the NAMES of school renewals paid by district:</b> _____ _____ _____  <b>Attach list with names of more schools, as needed.</b> <b>Contact Rachel Chappell, <a href="mailto:nnps@jhu.edu">nnps@jhu.edu</a> for a separate invoice from NNPS for renewals, if needed.</b>	____ schools  @ \$250 per school	\$ _____

**TOTAL DUE: \$** \_\_\_\_\_

**METHOD OF PAYMENT: Do not send cash.**

☐ **Purchase Order #** \_\_\_\_\_ (Attach a copy of P. O.)

☐ **Credit Card (circle one):**      **VISA**      **Master Card**      **DISCOVER**

Name on Card: \_\_\_\_\_

NOTE: Johns Hopkins University now requires additional security for credit card payments.

Your program may pay its renewal with credit card by calling:

**Rachel Chappell, NNPS Coordinator, 410-516-2318**

**Have ready your card number and expiration date.**

Rachel will complete the payment electronically with you online.

Please **SCAN** and **SEND**  
**E-MAIL the 2022 District UPDATE**  
**with a copy of your P.O. to NNPS at:**  
[nnps@jhu.edu](mailto:nnps@jhu.edu)

If your district requires a different method of payment, or if you have any questions, contact Rachel Chappell, NNPS Coordinator, [nnps@jhu.edu](mailto:nnps@jhu.edu). Tel: 410-516-2318.  
or Dr. Joyce L. Epstein, Director, NNPS, [jepstein@jhu.edu](mailto:jepstein@jhu.edu). Tel: 410-516-8807