

February 2012

Special Report

SUMMARY 2011 DISTRICT DATA

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NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

NNPS SUMMARY 2011

DISTRICT DATA

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National Network of Partnership Schools (NNPS)
Johns Hopkins University

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This report summarizes district leaders' progress in developing their programs of family and community involvement in the 10-11 school year. Data are from the NNPS 2011 District UPDATE survey.

HEADLINE for 2011

More District Leaders for Partnerships Evaluated the Quality of District and School Programs of Family and Community Involvement

64 district leaders for partnerships in NNPS guided more than 1800 schools to work systematically on family and community involvement in the 2010-11 school year.

85% of the reporting leaders evaluated their districts' partnership programs. This is up more than 10% from last year, indicating that more district leaders are becoming aware of the importance of evaluating their work and progress on partnership program development. Nearly 70% reported that they used the NNPS District UPDATE survey as one evaluation tool.

Over 80% of district leaders also reported that they evaluated the quality and progress of their schools' partnership programs, using UPDATE as one measurement and reporting tool.

This is good news! NNPS works to support, extend, and strengthen annual program evaluations so that district leaders and schools' ATPs assess and improve their programs of family and community involvement every year to reach more and different families in ways that support student success in school.

SAMPLE

In 2011, 64 district leaders for partnerships reported *UPDATE* data to NNPS and renewed district membership for the 2011-12 school year. Respondents included full-time and part-time leaders in small and large districts located in diverse communities in 21 states and Ontario, Canada.^{1,2}

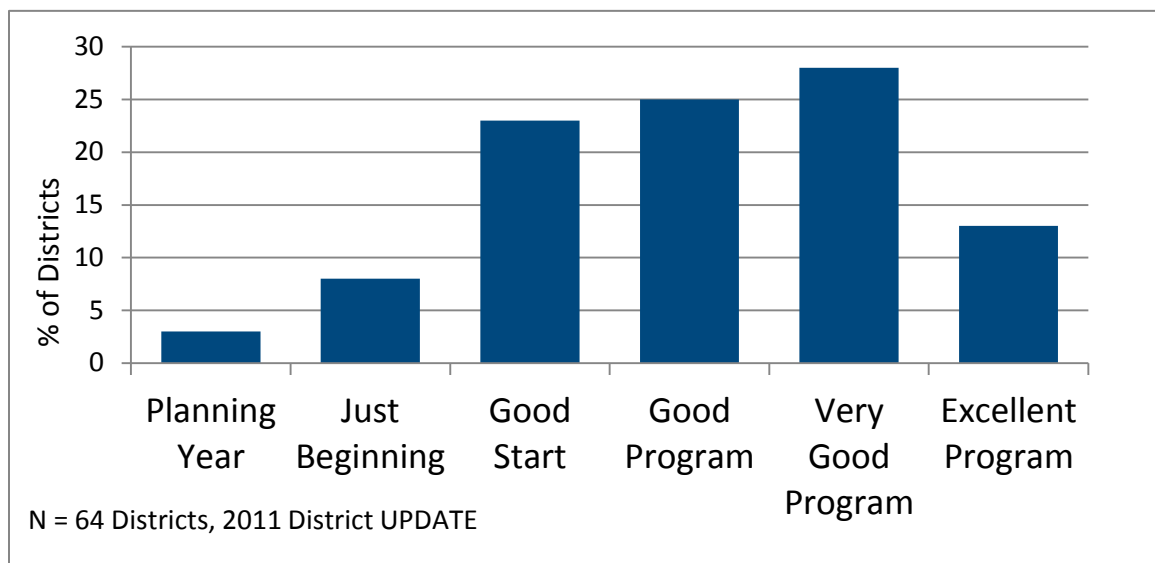
- Districts in NNPS are located in large cities (29%), small cities (19%), suburban (32%), and rural (19%) areas. The districts vary in size from 1 school to over 240 schools serving from 660 to over 240,000 students.
- Districts in the sample had been members of NNPS for from 1 to 14 years, with over 60% joining NNPS since 2007. About one fourth (28%) were new district leaders who joined in 2009 and 2010 to learn how to strengthen their partnership programs.
- Leaders for partnerships worked an average of 18.4 hours per week (about half-time) on partnership program development.

- Most district leaders (86%) reported that at least one colleague worked with them (full- or part-time) on improving district and school-level partnership programs, with more staff and more time spent on partnerships in large districts.
- 83% of the district Key Contacts to NNPS expected to continue their leadership in the 11-12 school year. Stable leadership for partnership program development contributes to higher quality programs, more assistance to schools' ATPs, and more engaged families from one year to the next.
- Districts served populations of students and families who spoke from one to over 100 different languages at home, with an average of 39 different languages spoken by students and families in schools within the districts.
- On average, across districts, 48% of the students were eligible for free or reduced-price meals in the 10-11 school year, ranging from 7% to 100% of students across schools in these districts.
- Academically, only about one-third (33%) attained Average Yearly Progress (AYP) at the district level, indicating that many district leaders were working to help their schools engage parents and community partners in ways that contributed to student learning and success in school.

Districts in NNPS are diverse. The districts in NNPS in the 2010-11 school year were diverse in size, demographics, geography, and academics. Highly affluent districts, economically-stressed districts, and those in between were working to improve their partnership programs.

OVERALL PROGRAM QUALITY

Figure 1: District Leaders' Reports of Partnership Program Quality in 2011



The *2011 District UPDATE* asked district leaders to identify a *portrait* of the quality of their partnership programs. Leaders selected one of six portraits of increasingly advanced quality that best matched their stage of program development. Figure 1 shows that a few districts rated their program quality *low* (about 11% were in a “planning year” or “just beginning”). Over half the districts rated their programs as *average* (48% had a “good start” or “good program”). The remaining districts reported their partnership program quality as *high* (41% had a “very good” or “excellent” program).³ Program quality varied based on districts’ starting points when they joined NNPS and different investments in time, funds, and human resources to continually improve their programs.

The two-year pattern of change in program quality for 48 district leaders who reported their *portraits* in 2010 and 2011 was dynamic and encouraging. Some moved from a planning period to “good start” and others improved from a “good program” to a “very good program” over two years. Few district leaders (12% in both 2010 and 2011) reported that they had “excellent programs,” which require that their offices

and programs are permanent and would be sustained *even if leaders changed*. This is a difficult but important goal that ensures that district superintendents and school boards recognize school, family, and community partnerships as a critical component of district and school organization for student success in school. Program portraits include features that require time to improve in quality. As a whole, then, in 2011 districts in NNPS were moving in the right direction.⁴

ESSENTIAL ELEMENTS OF EFFECTIVE PARTNERSHIP PROGRAMS

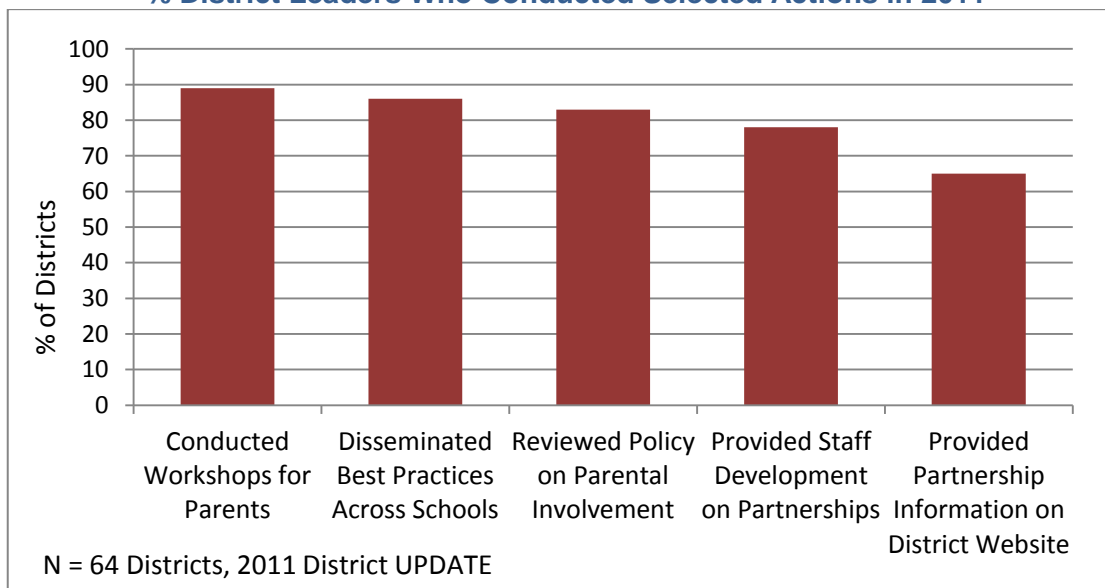
Districts join NNPS to use research-based approaches to develop leadership on partnerships and to guide their schools in implementing programs of family and community involvement that increase student success in school. Some district leaders move quickly with this work; others take time before assisting their schools.

Studies show that eight “essential elements” contribute to higher-quality partnership programs at the district and school levels: **leadership, teamwork, written plans, implementation, evaluation, collegial support, adequate funding, and networking** (Epstein, et al., 2009; Sheldon, 2009). The following sections summarize district leaders’ efforts to establish these elements in their work, according to the 2011 District UPDATE.

DISTRICT LEADERSHIP ON PARTNERSHIPS

Figure 2 shows five items from a 15-item scale ($\alpha = .72$)⁵ on the extent to which district leaders organized their offices, planned their work, and conducted basic activities on family and community involvement for the district as a whole. In 2011, district leaders for partnerships conducted an average of 10.5 of the listed district-level activities. Most conducted workshops for parents (89%), reviewed budgets for partnerships (88%) disseminated best practices across schools (86%), reviewed the district’s policy on parental involvement (83%), connected with other colleagues about this work (83%), and posted information on partnerships on their district website (65%). These percentages are impressive. They show that district leaders for partnerships were working to become recognized experts in family and community involvement in their organizations. Most items in this scale increased by 2%-4% from the prior year for the same group of district leaders, indicating on-going improvements—step by step—in the right direction.

Figure 2: District Leadership on Partnerships
% District Leaders Who Conducted Selected Actions in 2011

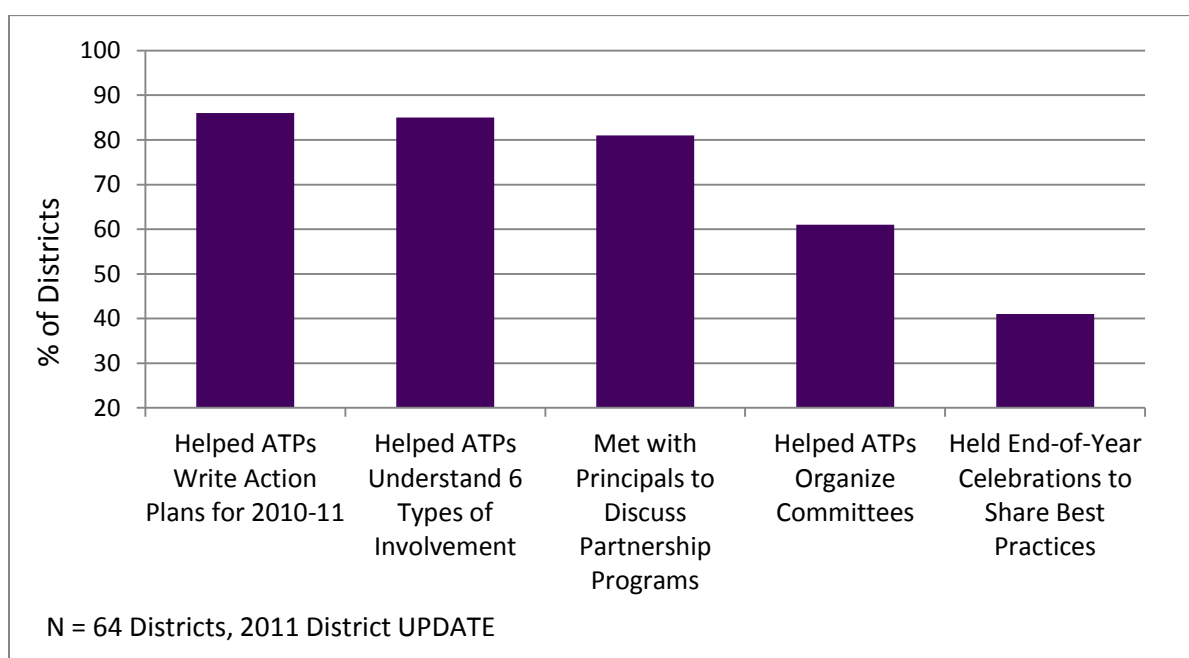


FACILITATION OF SCHOOLS ON PARTNERSHIPS

A recently published study using prior *UPDATE* data indicated that district leaders' facilitation of schools' Action Teams for Partnerships (ATPs) helped schools improve the quality of their programs of family and community involvement over and above principals' support and the ATPs' own actions (Epstein, Galindo, & Sheldon, 2011). That study also used *UPDATE* data collected over three years to show that schools that were guided by district leaders for at least three years had higher quality programs of family and community involvement than did schools with less consistent district support.

Figure 3 displays five items from an 18-item scale ($\alpha = .93$) that measured how well district leaders assisted schools' Action Teams for Partnerships (ATPs) to strengthen each school's program of partnerships linked to school improvement goals.

Figure 3: District Leaders' Reports of Direct Assistance to Schools' ATPs on Basic Team Structures and Plans, 2011



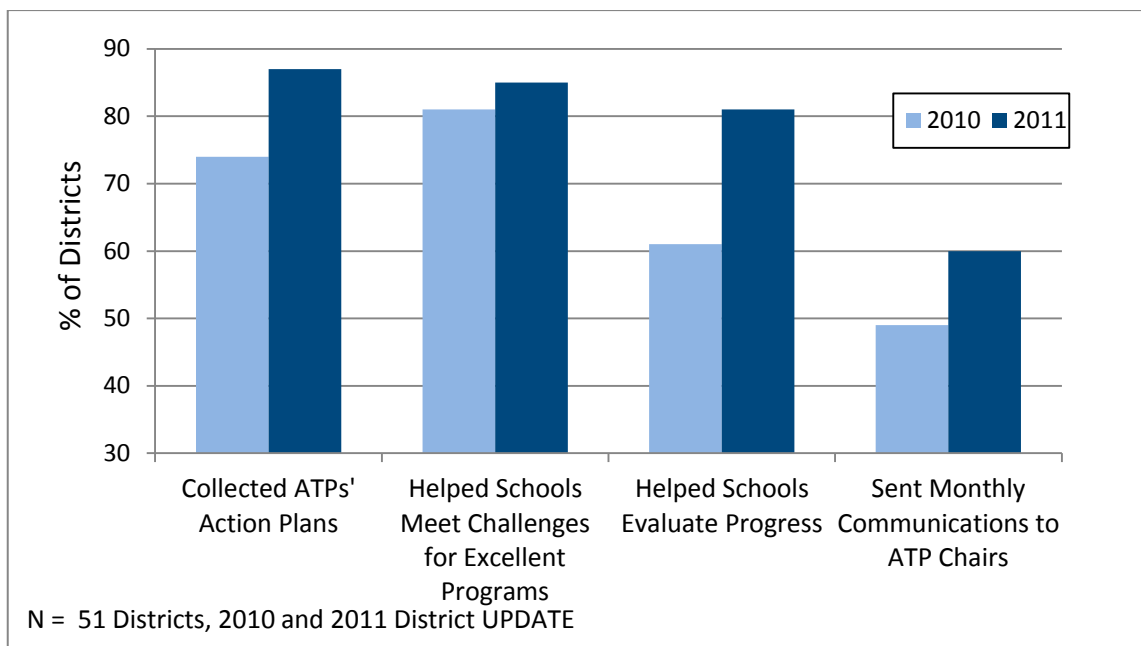
About 9% of the district leaders reported giving *no direct assistance* to schools in 10-11—mainly in districts in an early stage of work NNPS. On average, district leaders conducted 12.3 of the 18 facilitative actions *OK* or *very well* in the 10-11 school year. Others *need to improve* their work so that each school's ATP will build and improve its own capacities to work effectively with its students' families.

Figure 3 shows that about 86% of district leaders guided schools' ATPs to write their One-Year Action Plans for Partnerships. The majority also helped the ATPs understand the framework of six types of involvement (85%); met with principals to discuss the schools' ATP and the principal's support of the partnership program (81%); helped the ATPs organize committees to distribute leadership for scheduled activities (61%). Most (86%) reported that they disseminated best practices to their schools, but only 41% organized end-of-year celebrations for schools' ATPs to share best practices with each other, discuss challenges, and gather ideas for their next One-Year Action Plans for Partnerships. A gathering to display and discuss progress at the end of each school year helps ATPs improve plans for the next school year, as they strive to sustain their partnership programs.

Going deeper into the facilitation process, data from the same districts for two years reveals four patterns of leadership that changed dramatically from the 09-10 school year to the 10-11 school year. Figure 4 shows that more district leaders collected the ATPs *One-Year Action Plans for Partnerships* in 10-11 (87%) than

did last year (74%). This helps district leaders keep track of ATPs' planned activities. More district leaders helped their schools evaluate the quality of their work and progress in 10-11 (81%) than did in 09-10 (61%). This was an important "jump" in guidance for school teams to assess their work and to plan improvements. Finally, more district leaders made monthly contacts with schools' ATPs this year (60%) than did last year (49%). These figures are encouraging as studies show that with active district facilitation, school-based ATPs become more competent and confident about engaging families and community partners in goal-linked activities that improve student attitudes and learning.

Figure 4: District Leaders' Support for ATPs to Advance their School-Based Partnership Programs, 2010 and 2011



SUPPORT FOR PARTNERSHIPS

Figure 5 summarizes five items of a 13-item scale ($\alpha = .85$) that measured how much support district leaders for partnerships received from district, school, and community colleagues. Scored 1-4 for *no support*, *a little*, *some*, and *a lot of support*, district leaders averaged 3.2, indicating strong support from most colleagues and weaker support from a few.

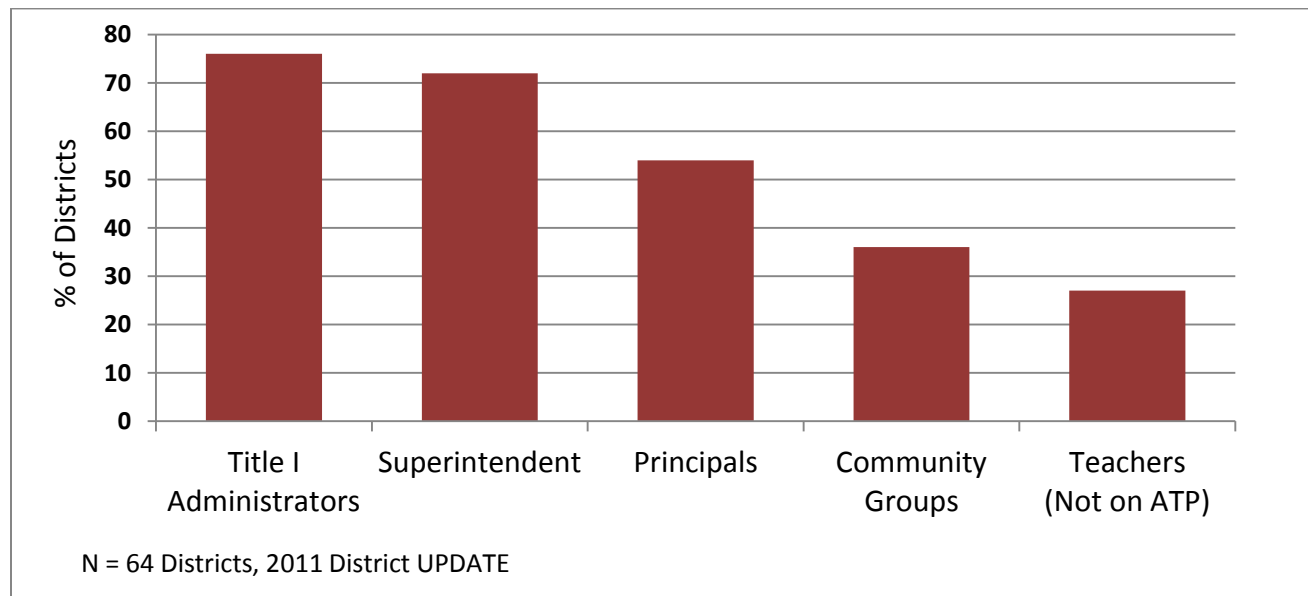
Figure 5 shows that most district leaders received the strongest support for partnership work from their Title I administrators (76%). In many districts, Title I funds are used to meet federal requirements for goal-linked partnership programs in districts and in schools. Most district leaders also reported receiving "a lot" of support from their Superintendents (72%), but fewer reported strong support from their School Boards (36%), community groups (36%) and teachers not on the Action Team (28%).

Combining "some" and "a lot" of support increased these figures dramatically, with 60%-90% of district leaders reporting some support from their district and school colleagues. Still, even with some support, many district leaders must continue to strengthen and sustain support for work on partnerships from their colleagues at the district and school levels. They may do so using NNPS materials to make presentations (a) at their Superintendent's monthly meetings with principals, (b) at faculty meetings in each school once or twice a year, (c) at periodic meeting of the School Improvement Team to encourage support for the ATP in each school, and (d) to other groups and organizations.⁶

District leaders also may use the new NNPS tool, *The Complete Picture*, which is on the CD in the 3rd edition of the *Handbook for Action* to account for all of the work that individual teachers and grade level teams do to engage their own students' families in many ways. By having their connections and activities

with their students' families accounted for, all teachers in the school will see that they are an important part of the school's partnership program.

Figure 5: District Leaders' Reports of "A Lot" of Support for the Partnership Program, 2011



SOLVE CHALLENGES TO INVOLVE ALL FAMILIES

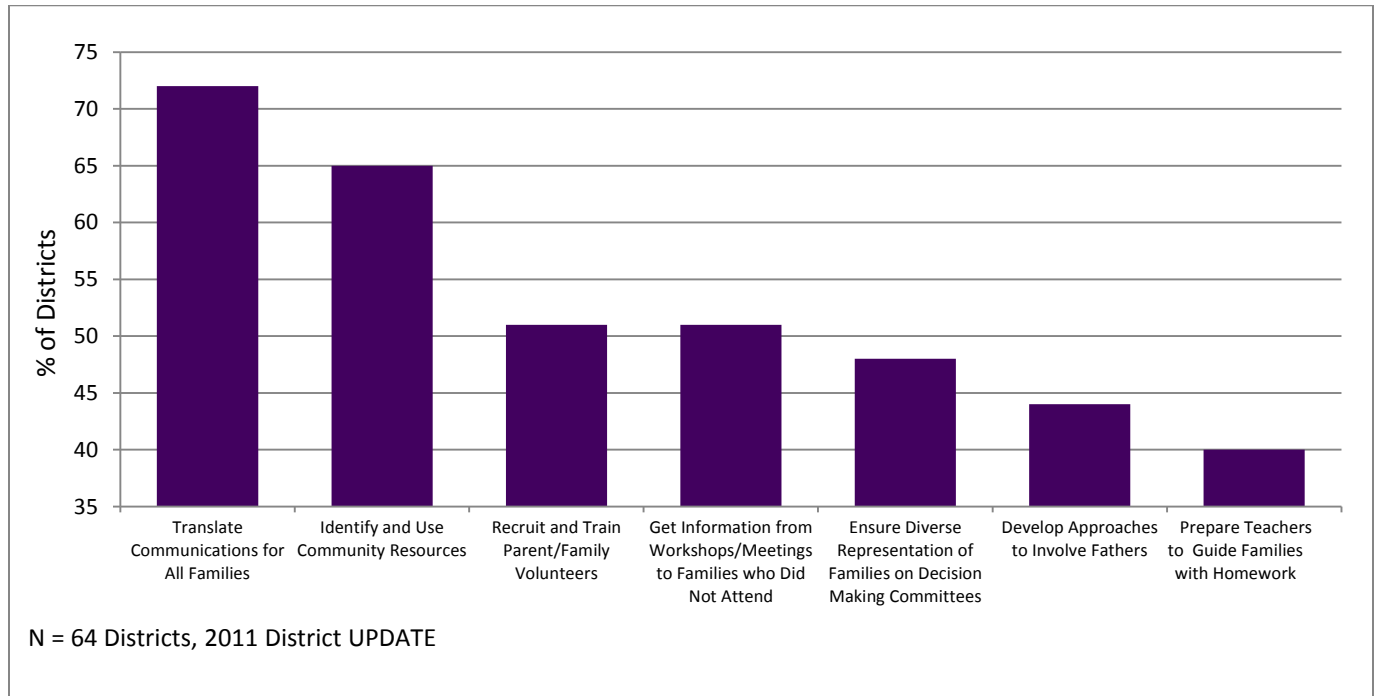
In NNPS, district leaders are expected to help schools' ATPs solve serious challenges to involve all families. Figure 6 shows the items in a 7-item scale ($\alpha = .78$) that measured whether district leaders for partnerships assisted their schools in addressing specific challenges or left these challenges up to schools to solve on their own. On average, district leaders reported working on 3.7 of the 7 challenges. About 13% of the districts in 2011 had not started to on the advanced outreach to address the listed challenges.

As one example, most district leaders for partnerships (72%) reported that they helped schools' ATPs find ways to communicate with families who did not speak English at home. This is a requirement in Title I legislation and is a priority in most districts whether schools receive Title I funds or not. Translating information for parents who speak a language other than English demonstrates the district's goal for *equity* in welcoming, communicating with, and engaging all families in their children's education, regardless of family backgrounds. Many districts employ translators for print materials and provide interpreters and equipment for school meetings. Others encourage schools to use volunteer translators and interpreters to communicate with and involve non-English speaking parents at school and in the community.

Figure 6 shows that in the 10-11 school year, more than half of the district leaders guided schools on advanced implementation activities to identify community partners (65%), recruit and train volunteers (51%), and get information to parents who could not attend district and/or school meetings (51%). Addressing challenges to reach all families requires extra effort but shows that schools not only attend to "the basics" but also are working for more equitable and effective partnership programs.

Some challenges are left up to school teams and leaders to solve, but even school-based topics (e.g., how teachers communicate with all parents about homework) may be guided by district leaders who share best practices among schools in the district and from other schools in NNPS that report their solutions to challenges in the annual books of *Promising Partnership Practices* (Hutchins, et al., 2011).

Figure 6: District Support to Schools to Solve Partnership Challenges, 2011

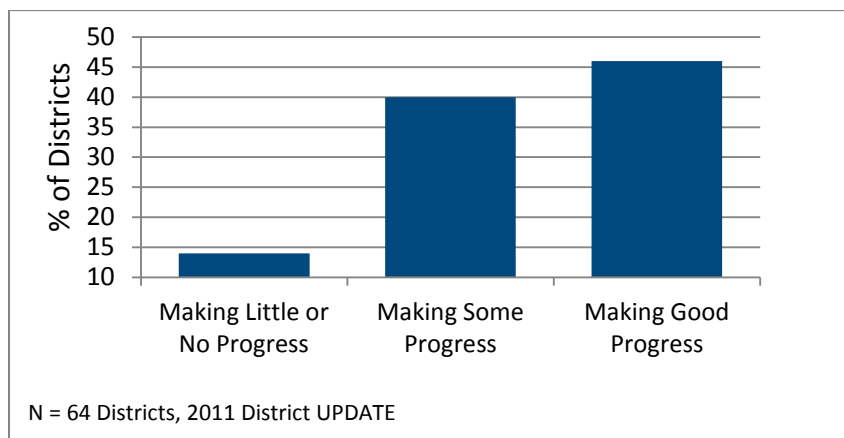


Within 2-3 years of joining NNPS, district leaders should be working with their schools’ ATPs to discuss and design activities to solve challenges to engage all students’ families in their children’s education. Recent growth in attention to the involvement of fathers, now reported by 44% of district leaders, illustrates how schools may be guided to address a common challenge that has been neglected in the past.

SCHOOLS’ PROGRESS ON PARTNERSHIPS

Figure 7 summarizes district leaders’ ratings of whether their schools were making *little*, *some*, or *good progress* on partnerships in the past school year.

Figure 7: District Reports of Schools Progress on Partnership in 2011



In 2011, district leaders noted that, with NNPS support, about 46% of the schools they guided were making *good progress* on partnerships; 40% of the schools were making *some progress*; and 14% were making *little progress* in developing effective partnership programs. The graph suggests that most district leaders are confident about guiding their schools, though more work is needed—every year—to help all schools’ ATPs continually improve the quality of their partnership programs.

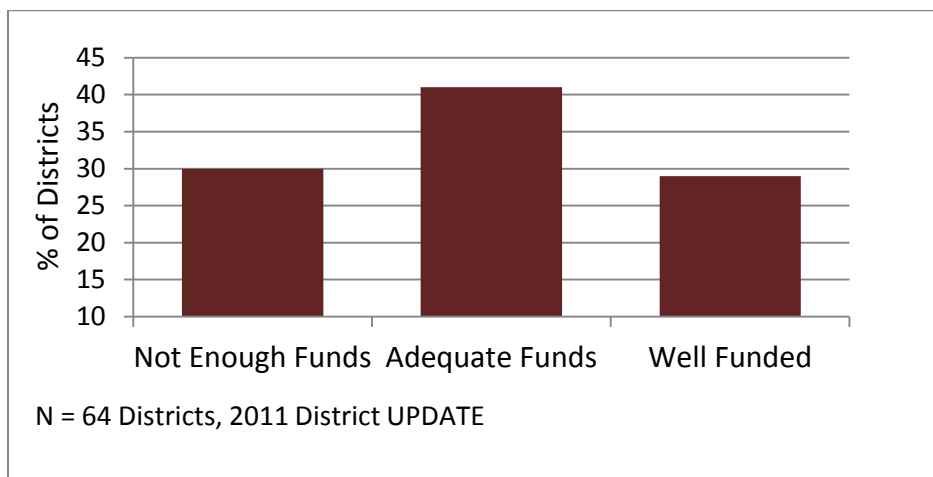
ADEQUACY OF FUNDING FOR PARTNERSHIPS

A single item asked district leaders whether their partnership programs were *poorly*, *adequately*, or *well funded*. Because districts vary greatly in size and in student and family needs, NNPS compares ratings of *adequacy of funding* in each location, rather than specific dollar amounts. Figure 8 shows that 70% of the district leaders reported that they were *adequately* or *well funded*, with slightly more leaders satisfied with funding than last year. Still, nearly one third (30%) reported inadequate funds for their work on partnership program development. The level of funding—adequate or not—helps to explain some other patterns of progress in this summary. For example, reports of more adequate funding are correlated with higher quality partnership programs overall ($r=.327$, $p<.01$) and more assistance to schools to meet challenges and engage all families ($r=.372$, $p<.01$). Clearly more can be done with adequate funds to communicate in multi-languages, engage fathers, and conduct other outreach activities.

District leaders for partnerships and their supervisors must actively negotiate for adequate funds or for more funds to support district-level and school-based activities to improve partnership programs each year. In 2011, Title I continued to be the primary source of funds for partnership programs reported. About 64% of the district leaders listed Title I and its required “set aside” for parental involvement as the major funding source for their family and community involvement programs. Other federal “titles” and district and local funds also are major supporters of district staff and program costs for family and community involvement.

Eleven district leaders (18% of this sample) reported writing proposals in the 2010-11 school year for extra funds for their partnership programs. Ten (91% of the proposal writers) reported that their proposals were funded for from \$250 to \$100,000, with an average grant of \$22,435. The proposals resulted in about \$224,000 for district-level and school-based projects on family and community involvement. NNPS serves as a catalyst for increasing districts’ funds for partnership programs and is happy to write a letter of support for members’ proposals for funding.

Figure 8: District Reports of Funding for Partnership Program

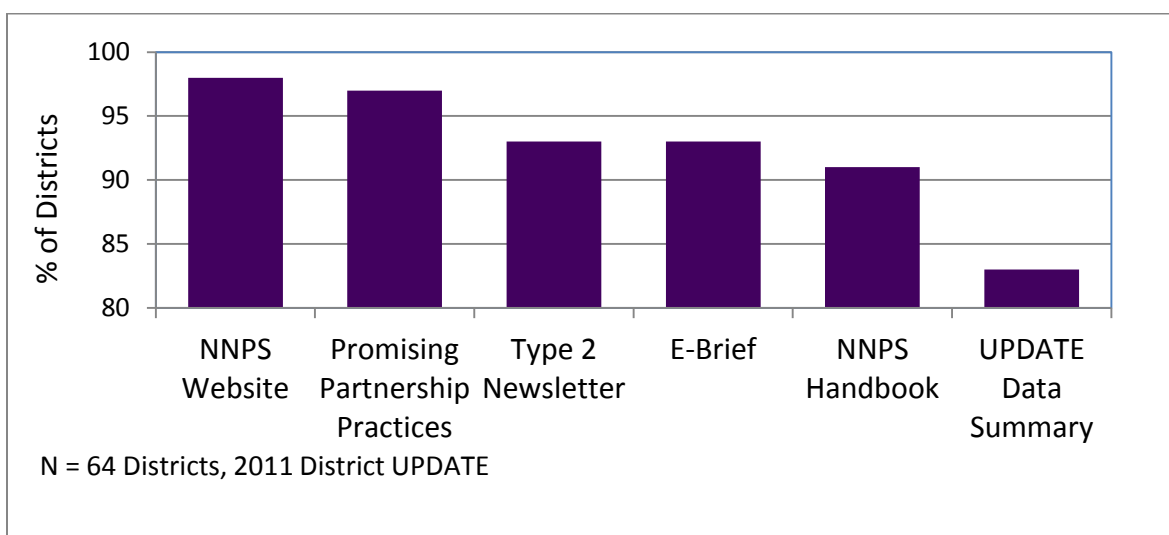


USE OF NNPS PROGRAM DEVELOPMENT MATERIALS

Figure 9 summarizes results of a 7-item scale ($\alpha = .87$) that measured how district leaders for partnerships rated the usefulness of major NNPS tools and materials. NNPS benefits and services—manual, newsletters, books of *Promising Partnership Practices*, conferences, consulting, and more—are designed as a *professional development package* to help district leaders increase the quality of their leadership and their assistance to schools’ ATPs. Most district leaders rated the NNPS resources that are provided to all members as helpful or very helpful.

- Over 90% of district leaders rated NNPS *Handbook for Action*, annual book of *Promising Partnership Practices*, *Type 2* newsletter, monthly *E-briefs*, and NNPS website *helpful* or *very helpful*. A growing number of district leaders (83%) reported that the NNPS UPDATE surveys helped them evaluate their district and school programs. More, too, reported using the UPDATE summary reports (i.e., this report) to understand and improve their plans and programs.^{7,8}
- Some NNPS services are not sent to all members, but are voluntary and require a financial investment (e.g., attending NNPS conferences in Baltimore, web conferences, and long distance calls to NNPS facilitators). These services were used by from 32% to 65% of the district leaders. More than 95% of these leaders reported that their consultations and training activities with NNPS staff were *helpful* or *very helpful*.

Figure 9 District Ratings of NNPS Resources as Helpful or Very Helpful in 2011



USE OF NNPS EVALUATION TOOLS

A greater percentage of district leaders reported that they evaluated the quality and progress of their districts' work on partnerships and their schools' efforts in 2011 compared with 2010. In the 2010 UPDATE Summary for district leaders, NNPS recommended that they give greater attention to the importance of evaluating progress. The 2011 data suggest that the leaders who sustained membership in NNPS responded to that call.

A new measure, Emphasis on Evaluation, was significantly and positively associated with other major measures of program quality as shown in Table 1. Districts' scores on a scale of 7 items on whether and how district leaders evaluated their own work and their schools' partnership programs ($\alpha = .71$) were significantly associated with district-leadership ($r=.483, p<.001$), facilitation of schools ($r=.474, p<.001$), and overall program quality ($r=.509, p<.001$). The results in Table 1 also show that the district leaders who emphasized evaluations aided schools on advanced outreach to meet challenges to reach all families ($r=.366, p<.01$).

Table 1 presents a *constellation of leadership measures* that characterize strong leaders and strong programs. It is useful to note that the quality of district programs overall is correlated with the number of years districts have worked with NNPS ($r=.420, p<.001$). This suggests that it takes time to build strong partnership programs. All of the leadership measures are interconnected, showing that strong leaders increase and improve their own leadership activities *and* guide their schools to increase and improve their capacities to work with more and different families.

It is particularly important to note that the demographics of districts (i.e., percent of students receiving free or reduced-price meals and number of languages spoken by students' parents) are *not* significantly associated with the overall quality of districts' partnership programs or district leaders' actions to improve their work at the district or school levels.

Table 1. Constellation of District Leadership Activities for Strong and Sustainable Programs of Family and Community Involvement

| | | District Level Ldrshp Activities | Facil. of Sch ATPs | Help Schs Meet Challs | Level of Collegial Support | Emph. on Eval. | Use of NNPS Services | Yrs. in NNPS | Free or Reduc'd Price Meals | Number o Langs. |
|--|---|----------------------------------|--------------------|-----------------------|----------------------------|----------------|----------------------|--------------|-----------------------------|-----------------|
| Overall Quality Portrait Rating | - | .392 ** | .541*** | .219# | .265* | .509*** | .337** | .420*** | NS | NS |
| Leadership of District-Level Activities | - | - | .440** | .531*** | .267* | .483*** | .275* | NS | NS | NS |
| Facilitation of Schools' Partnership Teams | - | - | - | .291* | .433*** | .474*** | .429*** | .225# | NS | NS |
| Help Schools Meet Challenges to Reach all Families | - | - | - | - | .298* | .366** | .300* | NS | NS | NS |

Source: 2011 DISTRICT UPDATE
 *** p<.001, ** p<.01, * p<.05, # p<.10

DISTRICT LEADERS' COMMENTS: PROGRESS ON PARTNERSHIPS

District leaders wrote open-ended comments to three questions. About 95% of the district leaders responded to the questions, indicating strong commitment to their work and to sharing ideas with NNPS. First, they provided information on “What changed most?” in the 2010-11 school year as a result of their leadership on partnership program development. Just about all listed a positive change that at the district level and in their schools. Here are a few typical responses.

Improved Leadership at the District Level

- With district leadership, principals and other administrators are starting to use the language of the six types of involvement. All schools are now expected to incorporate partnerships into their school improvement plans.
- We increased communications district-wide and were able to translate [communications] in Spanish, Chinese, and Korean for our families.
- More schools became members of NNPS this year.
- We conducted a district-level workshop [for parents] on technology.

Improved Work by Schools' Action Teams for Partnerships (ATPs)

- All schools became more family and community friendly.
- Action Teams are more committed—they now “get it” and can maintain plans and practices without my push.
- More schools connected parent engagement activities to their school improvement plans.

- Schools are . . . beginning to understand the value of sharing best practices district-wide. Parents have a better idea of what quality programming looks like...and how to spend Title I funds better.
- As a result of this collaboration, the number of action plans increased.
- We did a better job of getting information from parent workshops home to the families who could not attend.
- The biggest change has been the quality of the practices and activities in the schools. I can tell because I am so busy attending [many] events and evening meetings.

Major Improvement Needed

The same leaders (94%) addressed the next question: “What is one major improvement that you want to make in the 11-12 school year?” Many stated that they wanted to:

- Continue work they have been doing to scale up the number of schools with ATPs that are members of NNPS
- Help more schools write better plans for partnerships
- Work more with middle and high schools
- Continue to help schools involve fathers/father figures in their partnership activities
- Increase support from principals
- Get all teachers involved, not only those on the ATP
- Find more funds for their partnership programs

This year we asked district leaders to tell NNPS how *we* could help *them* build their expertise by focusing on topics and by addressing questions that will help them most. Most district leaders asked about how to best “scale up” their outreach to more families (69%). Others wanted more information on how to evaluate their district and school programs from year to year (42%). There are two answers to these questions that may help all district leaders move forward with their work on partnerships:

1. To engage more families at the district level and in all schools, district leaders may use NNPS resources such as books of *Promising Partnership Practices* to identify creative and tested ideas that may help schools reach more families with activities focused on the academic and behavioral goals for student success. In March 2012, NNPS will announce a new book, *Multicultural Partnerships: Involve All Families* (Eye on Education, 2012) to help NNPS members engage diverse families in ways that improve the school climate and increase student success.
2. To evaluate family and community involvement, district leaders should:
 - Use the annual UPDATE survey at the district and school levels to assess the quality and progress on essential components of well-organized partnership programs.
 - Discuss the items in UPDATE with colleagues
 - Encourage schools to complete UPDATE at an ATP meeting and discuss their responses to see what they accomplished each year and what needs to improve.
 - Keep assessments from year to year to compare actions and accomplishments from year to year

Remember that districts with 8 schools or more in NNPS (or all schools in smaller districts) receive a *customized summary* of your own schools’ data to compare with national patterns each year.

These common solutions may not go far enough to address some district leaders’ questions. They are encouraged to contact an NNPS facilitator to discuss specific questions that are linked to their local contexts and situations. Facilitators will talk with district leaders—one-on-one—to “map” a set of strategies and to discuss next steps to solve the issue at hand. This kind of customized, on-call assistance is one of the benefits of NNPS membership and should be used to help district leaders make progress.

SUMMARY and DISCUSSION

The 2011 District *UPDATE* data showed that active district leaders for partnerships who renewed membership in NNPS for the 11-12 school year are working hard to implement key components of effective partnership programs. Most are conducting basic and advanced leadership activities to build knowledge and skills—to increase capacity—at the district level and in schools to engage more and different families in ways that improve the school climate and increase student success.

The 2011 UPDATE data are encouraging because they show that district leaders in NNPS in very diverse communities are making real progress in using research-based approaches to develop their local programs of family and community involvement at the district and school levels. Their efforts show that other districts—indeed, all districts—can do the same.

Even programs making excellent progress can improve. This year, one important challenge for district leaders is to “scale up” the number of schools in their “local networks” that also are members of NNPS so that the schools know that they are part of a national agenda, can share best practices with others in the country, and learn the importance of evaluating their programs of family and community involvement.

Scaling up the number of schools in NNPS means that districts receive customized reports with better, more representative data on the progress and quality of their schools’ partnership programs. Further, scaling up the number of schools with well-organized partnership programs means that more families become involved in their children’s education in ways that contribute to student success. And that is the bottom line.

For helpful books, research reports, tools, examples, and professional development from NNPS

use the NNPS website, www.partnershipschools.org

- Read research summaries.
Click on Research and Evaluation <http://www.csos.jhu.edu/p2000/research.htm>.^{8,9}
- Register for professional development conferences or for web-conferences
- ✓ District Leadership Institute – **March 15-16, 2012** – for district leaders who are new to NNPS and those who are ready to conduct One-Day Team Training workshops with their schools’ Action Teams for Partnerships.
Click on http://www.csos.jhu.edu/p2000/Professional_Development/NNPS_RFT.htm.
- ✓ Leadership Development Conference – **October 11-12, 2012**
(Agenda and registration materials will be posted in April.)
- Find good ideas in the annual collections of *Promising Partnership Practices*
Click on Success Stories at <http://www.csos.jhu.edu/p2000/success.htm>.
- See archived editions of *Type 2* newsletters
Click on Publications and Products at <http://www.csos.jhu.edu/p2000/success.htm>.
- Send an e-mail to an NNPS Facilitator with questions about YOUR next steps at the district level to strengthen your program and assist your schools.
Click on Meet the Staff at <http://www.csos.jhu.edu/p2000/staff.htm>.
- Scaling up? See membership forms for schools in the section Join NNPS.

NOTES

- 1) In 2011, data are from NNPS districts in 21 states and Ontario, Canada: AR, AZ, CA, CT, FL, GA, ID, IL, LA, MD, MN, MO, NJ, PA, SC, TX, UT, VA, WA, WI, and WV.
- 2) 2011 was the first year that NNPS required all members to pay a renewal fee of \$200 to process UPDATE data and continue membership benefits and services for the new school year (11-12). Some prior members did not evaluate their work or continue as members, but the characteristics of districts in NNPS remained nearly identical to the 2010 sample in average number of schools, percent of students eligible for free- and reduced-price lunches, diversity of languages of students' families, and other demographics.
- 3) The portrait of an "excellent" program specifies that the district's partnership program is well developed with annual written leadership plans, many activities at the district level, direct facilitation of most or all schools' Action Teams for Partnerships, adequate funding, strong collegial support, and *evidence that the program would be "permanent" even if leaders changed*.
- 4) For examples of notable programs, see the reports and photos of districts that won NNPS Partnership District Awards and for books of *Promising Partnership Practices* at posted at www.partnershipschools.org. Click on Success Stories.
- 5) The *internal reliability* (α or alpha) of a scale indicates whether the items represent a common construct. Reliability coefficients of .6 or higher indicate that the items are related and consistent and that the scale is useful.
- 6) See *NNPS Workshops on the Road* for advanced topics to improve district and school-based partnership programs (http://www.csos.jhu.edu/p2000/Professional_Development/workshops.htm). Some of these workshops are offered each year at the NNPS Fall Leadership Development Conference, or can be contracted for on-site presentations in your district or region.
- 7) States and organizations in NNPS also are sent the summaries of school and district *2011 UPDATE* data. There are too few states and too diverse organizations in NNPS to summarize their *UPDATE* data systematically. NNPS will continue to review the annual *UPDATE* surveys from states and organizations and tailor individual assistance to these members as they develop partnership policies and programs.
- 8) Copies of this report and summaries of past years' *UPDATE* data are posted at www.partnershipschools.org. Click on Research and Evaluation for this year and for prior years' reports.

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