

Tool 34

Family/Community Focus Group

District/School:	Parent/Guardian	Children's Grade Level
Date:	1	
Time:	2	
Number Attending:	3	
Interviewer(s):	4	
	5	
	6	
	7	
	8	
	9	
	10	

Facilitator: Begin the focus group with an introduction of the team members. Ask the participants to introduce themselves; to mention if they work at the school; and, if they have children at the school, to tell their grade levels. Names do not need to be recorded. If there are staff members present, it is best to break into two groups, with a separate group for staff members.

Question #	Trait	Question	Response
1		What are the strengths of _____ School?	
2		Is the school meeting the academic needs of all children?	
3	2B1	Is the instructional program challenging for your children? What are some examples of challenging assignments?	
4	2D3	When your child needs extra help, does he or she know how to access it? What are these services? Are there barriers to your child's use of that help?	

REPRODUCIBLE

Question #	Trait	Question	Response
5	6E1	Are students from all races treated the same by teachers and students? What about children from richer and poorer families?	
6	7A1	How does the school help all students feel like they fit in at school?	
7	7C2	Are there barriers (e.g., transportation, cost) to student participation in after-school activities?	
8	8A2	How are students challenged to do their very best at this school?	
9	9A1	Do you think all families feel welcome and comfortable at the school?	
10	9B1	How could the school increase the involvement of all families?	
11	9B2	Are achievement data for your child presented in a way that is understandable?	
12	9B3	Is bilingual assistance readily available for parents whose language is other than English?	
13	9C1	Does family involvement reflect the broad diversity of the community?	
14	9D3	What information does the school give you about what your child is learning and how you can help him or her at home?	
15	9D4	What information does the school provide to help you in talking to your children about career and life goals and the importance of education?	
16	9E1	Have you been involved in determining the school's goals and rules? How would you like to be involved in this type of decision-making?	
17	10A2	When you need information or a problem arises, how do you know whether to contact the school, the district, or the board?	
18		Is there anything you think we should know about but have not asked?	