

## 2018-19 School-Parent Compact Documentation and Evaluation

| Requirement   | Yes<br>No   | Documentation   | Measure of Effectiveness |
|---|---|---|--------------------------|
| <b>1.</b> Does the school have a current year school-parent compact?<br><u>ESSA Section 1116 (d)</u>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |                          |
| <b>2.</b> Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?)<br><u>ESSA Section 1116 (b)(1)</u>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |   |                          |
| <b>3.</b> Was the school-parent compact jointly developed with parents/families?<br>➤ <i>Invitation to parents/families to attend meeting? Agenda for meeting? Sign-in sheet for meeting including name and title/position? Minutes of meeting?</i><br><u>ESSA Section 1116 (d)</u> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <b>Documentation:</b><br><input type="checkbox"/> Invitation to parents to attend meeting<br><input type="checkbox"/> Meeting agenda<br><input type="checkbox"/> Sign-in sheets/roles<br><input type="checkbox"/> Minutes<br><input type="checkbox"/> Other:  |                          |
| <b>4.</b> Was the school-parent compact distributed to parents/families?<br><u>ESSA Section 1116 (b)(1)</u>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | How was compact distributed?<br><input type="checkbox"/> Mailed to parents<br><input type="checkbox"/> Given out at Open House<br><input type="checkbox"/> Given out at P-T Conferences<br><input type="checkbox"/> Put in newspaper<br><input type="checkbox"/> Placed on district/school website<br><input type="checkbox"/> Sent home with the students<br><input type="checkbox"/> Put in Student Handbook<br><input type="checkbox"/> Placed in businesses/places of worship<br><input type="checkbox"/> Other:<br><br>How was distribution of compact documented? |                          |
| <b>5.</b> Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement?<br><u>ESSA Section 1116 (d)</u>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <b>Highlight</b> in the compact where it addresses how home and school share responsibility for improved academic achievement.  |                          |

## 2018-19 School-Parent Compact Documentation and Evaluation

| Requirement   | Yes<br>No   | Documentation   | Measure of Effectiveness |
|---|---|---|--------------------------|
| <p>6. Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help child achieve the State's high standards?<br/><b><u>ESSA Section 1116 (d)</u></b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Highlight</b> in the compact where it outlines how school will build partnerships to help child achieve the State's high standards.</p>                       |                          |
| <p>7. Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards?<br/><b><u>ESSA Section 1116 (d)(1)</u></b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Highlight</b> in the compact where it describes the school's high-quality curriculum and instruction.</p>   |                          |
| <p>8. Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards?<br/><b><u>ESSA Section 1116 (d)(1)</u></b></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Highlight</b> in the compact where it describes how the school provides a supportive learning environment to meet the State's high achievement standards.</p> |                          |
| <p>9. Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time?<br/><b><u>ESSA Section 1116 (d)(1)</u></b></p>                           | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Highlight</b> in the compact where it describes ways in which parents will be responsible for supporting their child's learning.</p>                          |                          |
| Requirement   | Yes<br>No   | Documentation   | Measure of Effectiveness |
| <p>10. Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand?<br/><b><u>ESSA Section 1116 (d)(2)(D)</u></b></p> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Highlight</b> in the compact where it addresses communication.</p> <p>In what languages was the compact provided?</p> <p>List communication methods:</p>      |                          |

## 2018-19 School-Parent Compact Documentation and Evaluation

| Requirement  | Yes<br>No   | Documentation   | Measure of Effectiveness |
|--|---|---|--------------------------|
| <p><b>11.</b> Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement?</p> <p><u><b>ESSA Section 1116 (d)(2)(A)</b></u></p> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p><b>Documentation:</b></p> <input type="checkbox"/> Sign-in sheets<br><input type="checkbox"/> Agenda where compact is addressed<br><input type="checkbox"/> How were parents notified about the P-T Conferences?<br><input type="checkbox"/> Flyers<br><input type="checkbox"/> Call tree<br><input type="checkbox"/> Other:   |                          |
| <p><b>12.</b> Does the school provide frequent reports to families on their child's progress?</p> <p><u><b>ESSA Section 1116 (d)(2)(B)</b></u></p>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <p>What types of reports provided to parents about their child's progress?</p> <p>How are the reports given to parents?</p> <input type="checkbox"/> Mailed<br><input type="checkbox"/> Telephone calls<br><input type="checkbox"/> Emails<br><input type="checkbox"/> Home visits<br><input type="checkbox"/> Take-home folders<br><input type="checkbox"/> Face-to-Face<br><input type="checkbox"/> Other <p>Frequency:</p> <input type="checkbox"/> Every 6 weeks<br><input type="checkbox"/> Two times a semester<br><input type="checkbox"/> Two times a year<br><input type="checkbox"/> Other: |                          |

## 2018-19 School-Parent Compact Documentation and Evaluation

| Requirement  | Yes<br>No   | Documentation   | Measure of Effectiveness |
|--|---|---|--------------------------|
| <p><b>13.</b> Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities?<br/><u>ESSA Section 1116 (d)(2)(C)</u></p> | <p><input type="checkbox"/> Yes<br/><input type="checkbox"/> No</p> | <p>Are parents told of the process for accessing staff?</p> <p>List types of volunteer opportunities provided:</p> <p>How are parents provided information about volunteering at the school?</p> <p><b>Documentation:</b><br/><input type="checkbox"/> Sign-in sheets for parent participation (Include name of parent, date, time and type of activity)</p>  |                          |
| <p><b>14.</b> Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school parent compact (at least annually)?<br/><u>ESSA Section 1116 (c)(3)</u></p>      | <p><input type="checkbox"/> Yes<br/><input type="checkbox"/> No</p> | <p>Is the compact reviewed and revised annually: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What tools were used to receive parent input?<br/><input type="checkbox"/> Invitation to parents to receive their input<br/><input type="checkbox"/> Surveys<br/><input type="checkbox"/> Interviews<br/><input type="checkbox"/> Focus Groups<br/><input type="checkbox"/> Other</p> <p><b>Documentation:</b><br/><input type="checkbox"/> Committee lists/roles<br/><input type="checkbox"/> Copy of flyer/invitation<br/><input type="checkbox"/> Agendas<br/><input type="checkbox"/> Sign-in sheets (names/roles)<br/><input type="checkbox"/> Minutes<br/><input type="checkbox"/> Copy of Compact</p> |                          |
| <p><b>Date document was completed:</b> _____</p>   |   |   |                          |

**Measure of effectiveness examples:** surveys, evaluations, focus groups, interviews, assessments, questionnaires, increased involvement of parents and families, decrease in discipline referrals, etc.