

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

Requirement	Yes No	Documentation	Measure of Effectiveness
<b>1.</b> Does the school have a current year school-parent compact? <u>ESSA Section 1116 (d)</u>	<input type="checkbox"/> Yes <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?) <u>ESSA Section 1116 (b)(1)</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>3.</b> Was the school-parent compact jointly developed with parents/families? ➤ <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> <u>ESSA Section 1116 (d)</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Documentation:</b> <input type="checkbox"/> Invitation to parents to attend meeting <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Sign-in sheets/roles <input type="checkbox"/> Minutes <input type="checkbox"/> Other:	
<b>4.</b> Was the school-parent compact distributed to parents/families? <u>ESSA Section 1116 (b)(1)</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	How was compact distributed? <input type="checkbox"/> Mailed to parents <input type="checkbox"/> Given out at Open House <input type="checkbox"/> Given out at P-T Conferences <input type="checkbox"/> Put in newspaper <input type="checkbox"/> Placed on district/school website <input type="checkbox"/> Sent home with the students <input type="checkbox"/> Put in Student Handbook <input type="checkbox"/> Placed in businesses/places of worship <input type="checkbox"/> Other:  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? <u>ESSA Section 1116 (d)</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Highlight</b> in the compact where it addresses how home and school share responsibility for improved academic achievement.	

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<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? <b><u>ESSA Section 1116 (d)</u></b></p>	<input type="checkbox"/> Yes <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? <b><u>ESSA Section 1116 (d)(1)</u></b></p>	<input type="checkbox"/> Yes <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? <b><u>ESSA Section 1116 (d)(1)</u></b></p>	<input type="checkbox"/> Yes <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? <b><u>ESSA Section 1116 (d)(1)</u></b></p>	<input type="checkbox"/> Yes <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>	
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<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? <b><u>ESSA Section 1116 (d)(2)(D)</u></b></p>	<input type="checkbox"/> Yes <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>	

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

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<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? <u>ESSA Section 1116 (d)(2)(C)</u></p>	<p><input type="checkbox"/> Yes <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> <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)? <u>ESSA Section 1116 (c)(3)</u></p>	<p><input type="checkbox"/> Yes <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?</p> <p><input type="checkbox"/> Invitation to parents to receive their input <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Focus Groups <input type="checkbox"/> Other</p> <p><b>Documentation:</b> <input type="checkbox"/> Committee lists/roles <input type="checkbox"/> Copy of flyer/invitation <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets (names/roles) <input type="checkbox"/> Minutes <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.