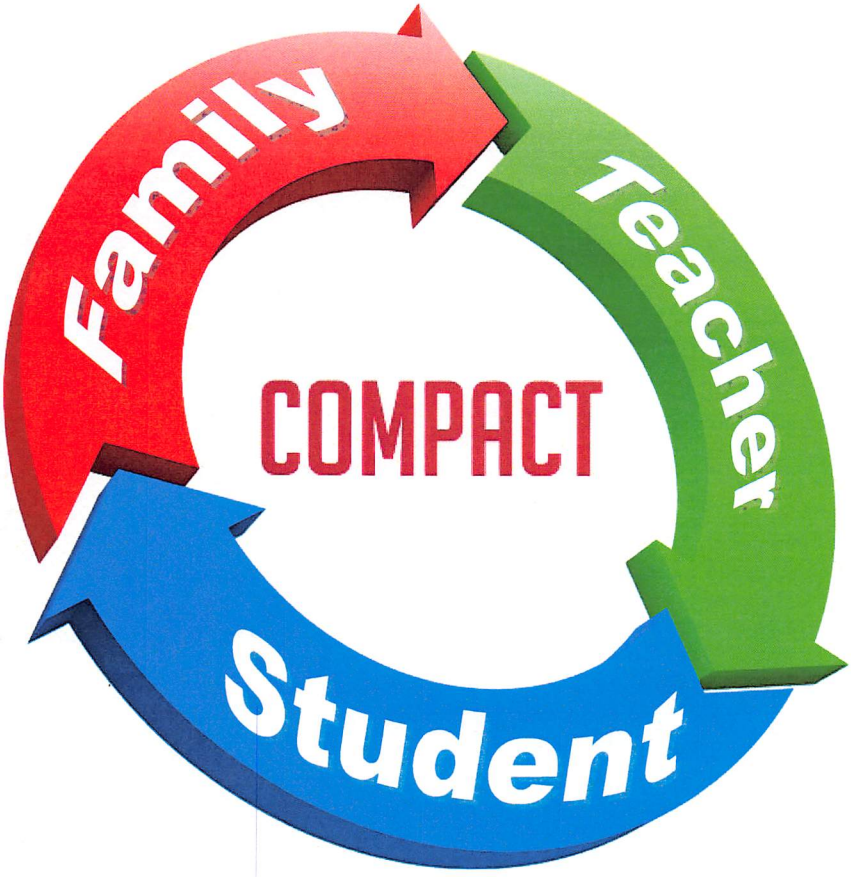
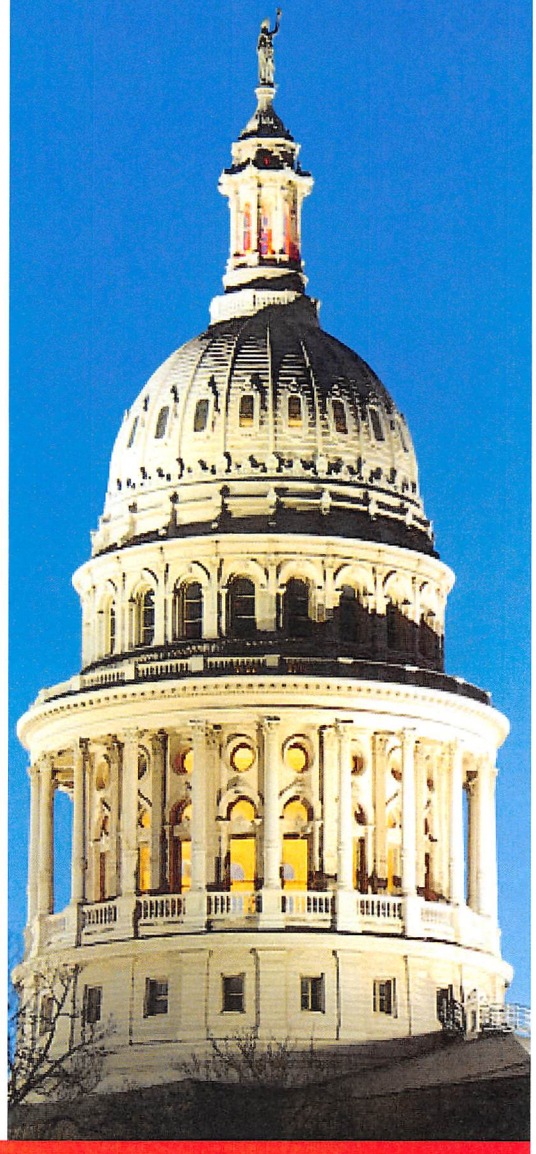
FIVE STEPS TO SUCCESS FOR DEVELOPING SCHOOL-PARENT COMPACTS





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We are the windows through which our children first see the world.
Let us be conscious of the view.
~ Katrina Kenison

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CONTENTS

FIVE STEPS TO SUCCESS FOR DEVELOPING SCHOOL-PARENT COMPACTS

Introduction 6

NCLB/ESEA Statute and Critical Success Factors 7

Let's Revive Our School-Parent Compact 8

A PowerPoint presentation that reviews the five step to success and gives the big picture on putting it all together.

Key Stakeholders in a Successful Family Engagement Program 9

Comprehensive Needs Assessment 10

Campus Improvement Plan 11

Data Pyramid 12

What Must a School-Parent Compact Include? 13

Six Tips on Compacts 14

Step 1. Motivate and Designate 15

A great school-parent compact starts with motivating the staff and designating a leadership team.

- Tool #1-A: Tips for the Compact Project Leader
- Tool #1-B: Timeline for Your Work and Compact Cycle
- Tool #1-C: Tips for Designing Effective Surveys and Questionnaires
- Tool #1-D: The Power of Partnerships Family Survey
- Tool #1-E: Getting to Know Our Students and Their Families Questionnaire
- Tool #1-F: Gathering Input from Students

Step 2. Gather and Align 29

Aligning the compact to school-wide data, identified needs and the goals of the campus improvement plan for each grade level or content area makes the compact a meaningful tool for involving all stakeholders as partners.

- Tool #2-A: Gather and Align Process
- Tool #2-B: Aligning Process Template
- Tool #2-C: Four Examples

Step 3. Design and Develop 37

This section contains five parts to help a compact committee translate the data, goals, and priorities into a meaningful school-parent compact.

Tool #3-A: Three Sample School Parent Compacts

Tool #3-B: Guide to Quality

Tool #3-C: School Parent Compact Template

Tool #3-D: School Parent Compact Checklist

Tool #3-E: Questions to Review Design and Develop Process

Step 4. Promote, Engage and Implement 51

This section has three intended outcomes - ***promote*** the compact to all stakeholders, develop relationships with families to ***engage*** them, and ***implement*** the tool to strengthen partnerships for student achievement.

Tool #4-A: Promote the Compact

Tool #4-B: Engage the Families

Tool #4-C: Implement the Compact

Step 5. Celebrate, Review and Revise 55

This section covers the importance of viewing the compact as a cycle of continuous improvement.

Tool #5-A: Summary of Evaluation Tools

Tool #5-B: Focus Group and Open Group Facilitation Template

Tool #5-C: School-Parent Compact Checklist

Appendix 63

Public Law 107-110 Section 1118

Critical Success Factors

Let's Revive Our School-Parent Compact (PowerPoint)

Resources

INTRODUCTION

The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence. Each campus receiving Title I, Part A funds is required to develop a compact. The compact serves as a clear reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards. It is a written commitment indicating how all members of a school community - families, teachers, principals and students - agree to share responsibility for improved student achievement.

The underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is implemented with fidelity, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and home. When developed with the input of all concerned parties, the compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students.

The school-parent compact, along with the parental involvement policy, is a keystone document for a school to provide an effective family engagement program. The compact is passion in print. It is like a compass pointing toward the destination "student success." The compact serves as a written reminder of shared responsibility for home and school to work together to improve student achievement. The school-parent compact is required by federal statute, it is time to blow the dust off the old compacts and breathe new life into a new, meaningful school-parent compact. This five step process will enable your school to design and develop a practical compact to partner with teachers, families, and students to improve student performance.

Bringing together a team to talk about your school's needs and the shared responsibilities of your school community can be as important as the task of developing a compact. As you build your team, reach out and think big; as you craft your compact be creative.

NCLB/ESEA STATUTE

Public Law 107-110, Section 1118(d)

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT - As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Such compact shall-

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, home work completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra curricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Legal Reference: Public Law (P.L.) 107-110 Section 1118 (see page 64)

Critical Success Factors (CSF): (see page 68)

1. **Improve Academic Performance**
2. **Increase the Use of Quality Data to Drive Instruction**
3. **Increase Leadership Effectiveness**
4. **Increased Learning Time**
5. **Increase Family and Community Engagement**
6. **Improve School Climate**
7. **Increase Teacher Quality**

Let's Revive Our School-Parent Compact: (See PowerPoint in appendix page 70)

This brief PowerPoint presentation describes:

- The purpose of the compact
- The importance of collaboration
- The five steps to develop a school-parent compact

The PPT is located on the Title I Statewide School Support and Family and Community Engagement Initiative website, click link....

Without a sense of caring, there can be no sense of community.

Anthony J. D'Angelo

KEY STAKEHOLDERS IN A SUCCESSFUL FAMILY ENGAGEMENT PROGRAM

- ☑ Strong school administrative leaders
- ☑ Teachers
- ☑ Parents and family members
- ☑ Community members

An effective parental involvement program requires a partnership among the key stakeholders. A healthy partnership exists when key stakeholders support one another in the achievement or attainment of a common goal. Successful partnerships build and enhance the capacity of staff and families;

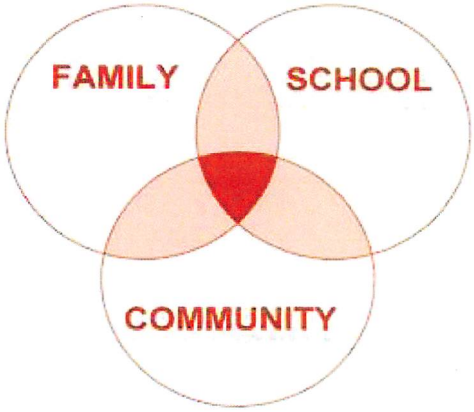
- Capabilities (skills and knowledge)
- Connections (networks and relationships)
- Cognition (beliefs and values)
- Confidence (self-efficacy)

Collaborative partnerships are required by the statute, but more importantly research shows that successful partnerships increase student achievement. It is crucial that the school establish a team composed with these key stakeholders prior to developing a school-parent compact. A school-parent compact expresses the desire of the entire school community to encourage and assist students as they strive to attain the state standards. See, *A Dual Capacity-Building Framework for Family-School Partnerships*, page http://www.ed.gov/family-and-community-engagement

Collaborative Partnership

Parental Involvement = Student Achievement

Implementation of Parental Involvement Programs & Resources



Community Resources and Programs Strengthen Parental Involvement Partnerships

COMPREHENSIVE NEEDS ASSESSMENT

Every year schools need to evaluate and review their progress toward attaining the state standards. A comprehensive needs assessment is a systematic effort to acquire an accurate, thorough picture of the strengths of a school that can be used in response to the identified academic needs of students. A comprehensive needs assessment is central to the planning process and provides the database from which the planning team develops its vision for the school and the parental involvement program.

Gathering the findings provided by a comprehensive needs assessment is not a one-time occurrence. The comprehensive needs assessment:

- Is an ongoing process.
- Begins with a thorough examination of multiple, relevant data sources.
- Identifies areas of success and areas for improvement.
- Provides vital information when defining priorities and setting goals and objectives.
- Identifies possible strategies or solutions to make improvements.
- Is reviewed and revised annually.

Developing a comprehensive needs assessment is a necessary and critical starting point when writing the school-parent compact. The data and information generated through the comprehensive needs assessment will guide the planning team as they review and compose a campus-specific, relevant school-parent compact.

Note: a Comprehensive Needs Assessment is required by statute, see...

Texas Education Code Section 11.252 (a)(1) and (2)

NCLB/ESEA, Public Law 107-110 Section 1114 (b)(1)(A)

For additional information, Comprehensive Needs Assessment
http://www.region10.org/r10website/assets/File/NCLB%20Comprehensive%20Needs%20Assessment(120314)(1).pdf

CAMPUS IMPROVEMENT PLAN

Each school district is required to ensure that effective planning occurs at every campus to support the improvement of student performance. Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan (CIP). TEC Section 11.253

The CIP serves as the blueprint for how a campus will address the needs identified within the comprehensive needs assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability. Using data from the CNA, the school must then develop a CIP to improve teaching and learning in the school, particularly for those students not demonstrating proficiency on the State's academic content and achievement standards.

For each campus receiving Title I Part A funds, the CIP must:

1. assess the academic achievement for each student in the school;
2. set the campus performance objectives based on the student achievement indicator system;
3. identify how the campus goals will be met for each student;
4. determine the resources needed to implement the plan;
5. identify staff needed to implement the plan;
6. set timelines for reaching the goals;
7. measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
8. provide for a program to encourage parental involvement at the campus and
9. include a description of how your campus will use Title I, Part A and other resources to implement the CIP, and include a list of the federal, state, and local programs that will be consolidated (if applicable), with the amount that each program will contribute to the schoolwide pool;
10. address the ten program components on a schoolwide campus, or address the eight program components on a targeted assistance campus.

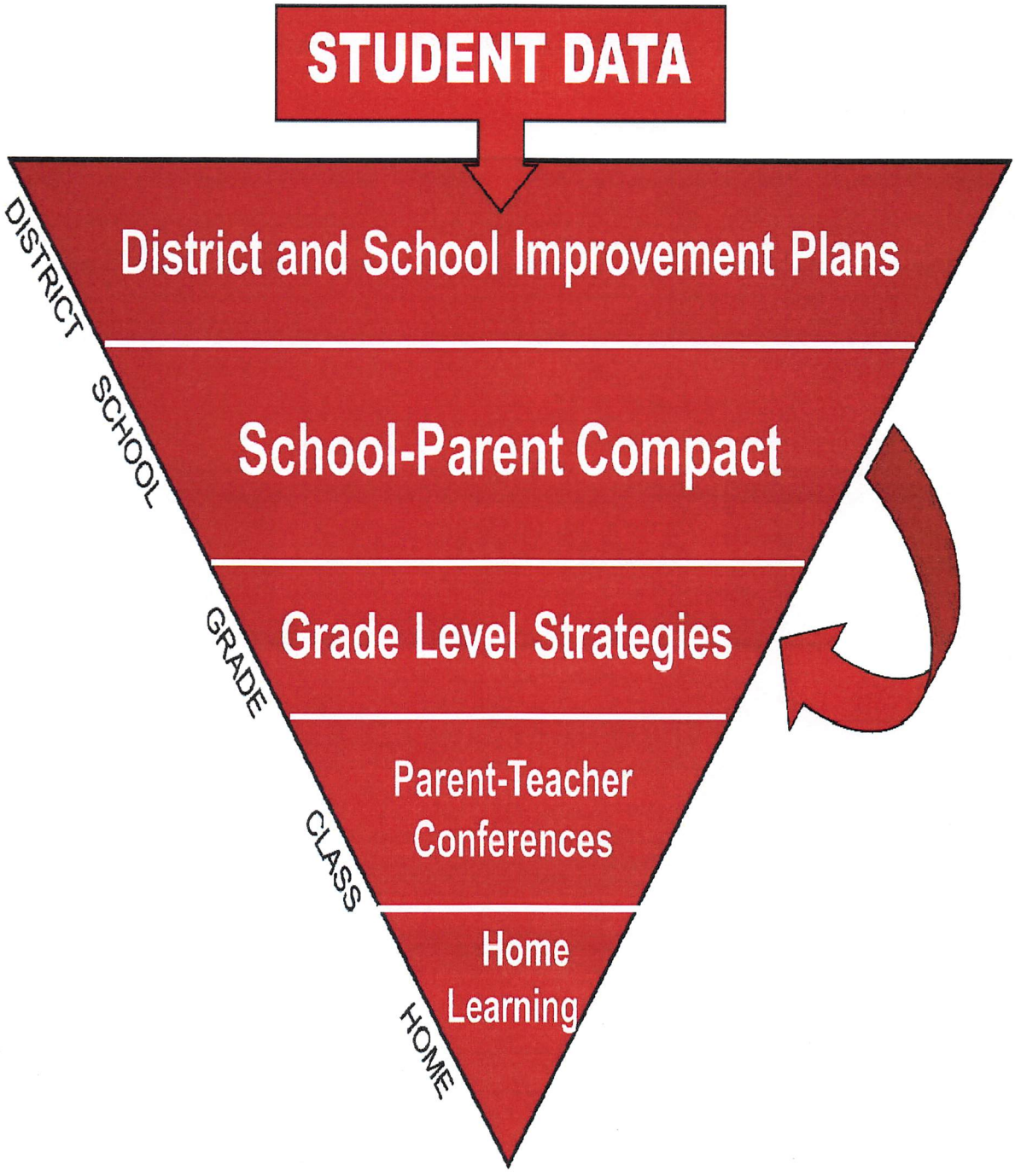
Texas Education Code Section 11.253(d)

Public Law 107-110 Section 1114(b)

For more information, NCLB/ESEA Improvement Plans http://www.region10.org/r10website/assets/File/NCLB%20Improvement%20Plans(120314)(1).pdf

Campus Improvement Plan (CIP) Checklist
http://www.region10.org/capacity-building-initiative/capacity-building-initiative-quicklinks/nclb-publications/

DATA PYRAMID



Raw data is just that, raw, until a committee identifies trends and patterns and discloses significant findings. Then the data can be used to develop targeted objectives in the improvement plans. Those objectives are refined further for the compact with explicit grade level strategies. The strategies are explained to families while they implement home learning techniques to promote the child's success.

WHAT MUST A SCHOOL-PARENT COMPACT INCLUDE?

- Describe the school's responsibilities to provide high quality curriculum and instruction in a supportive, effective environment. [P.L. 107-110, Section 1118, (d)(1)]

- Include ways parents can support their child's learning. Some examples of this are: school attendance, making sure homework gets done, volunteering in their children's classroom, and participating in decisions about the education of their children and positive use of after-school time. [P.L. 107-110, Section 1118, (d)(1)]

- Address the importance of on-going communication including:
  1. Annual parent-teacher conferences in elementary schools. [P.L. 107-110, Section 1118, (d)(2)(A)]
  2. Frequent reports to parents on their child's progress. [P.L. 107-11-, Section 1118, (d)(2)(B)]
  3. Reasonable access to school staff, including opportunities to volunteer and participate in their child's class, and observe child's classroom activities. [P.L. 107-110, Section 1118 (d)(2)(C)]

- Discuss the compact as it relates to student achievement at parent-teacher conferences in elementary schools at least one time per year. [P.L. 107-110, Section 1118, (d)(2)(A)]

- Be written and communicated in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. [P.L. 107-110, Section 1118, (b)(1)]

- Must be evaluated annually for effectiveness in improving the academic quality of the school and to meet the changing needs of parents and the school. [P.L. 107-110, Section 1118 (a)(2)(E) and (b)(1)]

SIX TIPS ON COMPACTS

As you move through this process in launching the Compact, keep these six ideas in mind:

1. ***Compacts are both a requirement and an opportunity.***
   Compacts are a requirement for schools serving Title I children, but a good idea for all schools. They keep the focus on high standards and academic success for every child. They provide a way for school policies, parent beliefs, and national goals to work together.

2. ***Compacts define responsibilities.***
   Compacts make sure that everyone "owns" the responsibility of helping children achieve high academic standards. Compacts specify roles that schools and families play in helping children learn. Compacts also set expectations for others throughout the community who have a stake in children's academic success.

3. ***Compacts share a vision for teaching and learning.***
   A meaningful compact links responsibilities to a consistent philosophy of what children need to learn and how they spend their learning time at school and at home.

4. ***A compact depends on many people believing in it.***
   A compact represents the ideas of the whole school community. Compacts can become powerful documents when many individuals and stakeholders agree on educational goals and fulfill their personal commitment to children's learning.

5. ***A compact is more than a piece of paper.***
   The piece of paper that lists responsibilities needs ongoing school-family-community interactions. The compact isn't the end goal. The compact is a practical tool for better communication and productive relationships between schools and families.

6. ***A compact needs to be used.***
   A compact is a "tool" that can be used to clarify expectations, solve problems, keep the focus on teaching and learning, and help clarify choices about how teachers, parents, and students spend their time. The compact's important function is to continually broaden the circle of people who become invested in education. Ultimately, the compact's and school's success depends on broad-based commitment to children's learning.

Source: RMC; From the upcoming handbook, Joining Together to Help Our Children Achieve, US Department of Education

Domain: LEARNING ENVIRONMENT	T-TESS OBSERVATION EVIDENCE SHEET 4th Grade ELA Lesson	
DIMENSION	**EVIDENCE**	**RATING**
Classroom Environment, Routines and Procedures 3.1		
Managing Student Behavior 3.2		