Are We Headed in the Right Direction? Developing Your Compact Compass

2014 GCEL Conference
February 24 – 26, 2014

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Parent Engagement Specialist
Georgia Department of Education
Are We Headed in the Right Direction?
Changes and Updates

Good News

No changes or updates!
The Year in Review
School-Parent Compact Review

Equal Responsibility

School Goals
School Improvement
Student Achievement

Parents

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
Title I School-Parent Compacts
A Review

(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.
Title I School-Parent Compact

The Process

Provide all parents of Title I students the opportunity to be involved in the development of the School-Parent Compacts

Outline how parents, school staff, and students will share responsibility for student academic achievement and how they will build and develop a partnership to help students achieve the state’s standards

Describe the district and school student performance standards as well as provide ways in which the School will support the student’s learning through high-quality curriculum and instruction
Title I School-Parent Compact

The Process

Describe the ways in which PARENTS will be responsible for supporting their children’s learning.

Describe the ways in which STUDENTS will be responsible for their learning.

Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum -
Title I School-Parent Compact

The Process

Parent-teacher conferences in elementary schools, during which the compact shall be discussed as the compact relates to the individual child’s achievement.

Frequent reports to parents on their children’s progress.

Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
Title I School-Parent Compact

The Process

Write in family-friendly language and to the extent practicable, in a language that parents can understand.

Distribute a copy of School-Parent Compact to parents, students, and school representative for review and signature (all compacts must be signed and dated by each party).

Develop a process for revising the compact annually with all parents of Title I students having the opportunity to provide input. Current school year and revision date (M/D/Y) must be listed on the compact.
Title I School-Parent Compact

The Results

Headed in the Right Direction

- Increase awareness and revisions
- Revise family-friendly format
- Reduce generic language
- Improve opportunities for parent, student and staff input
- Sign and date!
Title I School-Parent Compact

The Results

Recalculating the Route

- Connect strategies to academic goals
- Explain what teachers will do to support family learning
- Focus outside of the classroom
- Concentrate on the primary goals
- Gather teacher, parent and student input
- Ensure the compact is linked to learning
1. Talk with parents about their student’s achievement and suggestions
2. Identify a focus area for the compact
3. Collaborate with teachers to develop strategies for students and parents prior to meeting with the parents
4. Review and align with School Improvement Plan and Parent Involvement Plan
5. Utilize compacts throughout the year as a tool for learning at all parent events as well as seek unique input opportunities
Title I Parental Involvement
Compliance Implementation Rubric

Using the Compliance Implementation Rubric

This Compliance Implementation Rubric should be used by Georgia Title I schools and districts to assist them in understanding and meeting Title I Parental Involvement Compliance monitoring requirements. In addition, the implementation rubric will help schools in carrying out effective and strategic parent involvement actions tied to compliance mandates in an effort to build parent leadership and capacity. To use:

1. Identify whether you are completing the Compliance Implementation Rubric from the school or district level by checking in the appropriate box.
2. Read the identified parental involvement requirement and review the listed compliance monitoring documentation - check the boxes for documentation your program maintains.
3. Review the implementation rubric to determine your program’s level of implementation for the identified parental involvement requirement.
4. Rate each parental involvement requirement as not compliant, meets compliance, innovative implementation, or exceptional implementation.
5. Determine action steps to address each area that does not meet compliance and enhance current parent involvement plans to improve current compliance practices.

Compliance Implementation Rubric Rating System

- **Not Compliant**
  - Use this rating if the LEA/school is unable to provide evidence that all requirements for the section have been met. This includes partial completion for a requirement.

- **Meets Compliance**
  - Use this rating if the LEA/school is able to provide evidence and/or documentation that the requirements have been met. Evidence must be provided to be compliant.

- **Innovative Implementation**
  - Use this rating if the LEA/School has met all requirements to be considered compliant and has used innovative practices to go a step above what is required.

- **Exceptional Implementation**
  - Use this rating if the LEA/School has met all requirements to be considered compliant and has exceeded above and beyond the required expectations for the section.

Elementary and Secondary Education Act (ESEA), Title I, Part A
Section 1118 (d) (1) (2) (A) (B) (C)

School — Parent Compact

**District Level**

**School Level**

**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 child’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time, and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
   1. 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;
   2. Frequent reports to parents on their child’s progress; and
   3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

**Compliance Documentation**

- Copy of School-Parent Compact with all necessary compact requirements (see above)
- Evidence that the School-Parent Compact was developed jointly with parents (e.g., meeting agendas, meeting minutes, agendas, sign-in sheets, correspondence)
- Evidence that the School-Parent Compact was shared and utilized as a tool with all Title I parents
- Flyers, website announcements, message recordings, or other School-Parent Compact parent meeting advertisements/feedback opportunities
- Pictures, PowerPoint presentation, or handouts from School-Parent Compact meetings

**Meets Compliance**

- Have a School-Parent Compact uniquely developed for the school.
- Ensure each School-Parent Compact addresses the necessary requirements (please refer to the School-Parent Compact Checklist for a full list of requirements)

**Innovative Implementation**

- Utilizes the School-Parent Compact as a tool throughout the school year to evaluate the compact process and remind parents, students, and the school of their commitment to assist students in meeting district and school academic achievement goals.

**Exceptional Implementation**

- Develops a School-Parent Compact for each grade level or content area (for high school students) that is linked to student learning and success.
# Title I School – Parent Compact

## Traditional Timeline

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1. Review school/district goals and school-parent partnerships
2. Provide multiple ways for input
3. Hold meetings with:
   - Teachers
   - Parents
   - Students
4. Revise School-Parent Compact using feedback
5. Share School-Parent Compact and collect all necessary signatures
6. Publicize and utilize the School-Parent Compact
# Title I School – Parent Compact

## Innovative Timeline

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<td>6. Input from Students</td>
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<td>8. Align All Resources</td>
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<td>9. Market the Compact</td>
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<td>10. Review, Revise &amp; Celebrate</td>
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Title I School-Parent Compact

Asking for Directions

1. How many district and school goals should be listed on the compact?
2. What goals should be identified for high school?
3. How many strategies should be included under the parent, school, and student responsibilities?
4. Are we required to have parent conferences?

Other questions?
Title I School-Parent Compact

Peer Discussion

Divide into groups
Discuss overall compact development questions
Review sample school-parent compact
Evaluate content and sections of compact
Return to large group
Share compact evaluations with everyone
**Title I School-Parent Compact**

**Overall Questions**

- How do you involve teachers in the development of the compact?
- How are your compacts used during the school year?
- How do parents provide input on the compact?
- What timeline do you follow to revise and develop your compacts?
Title I School-Parent Compact

Evaluate Sample Compacts

Are the strategies directly connected to the goals?

Does it provide clear strategies that parents can follow?

How does the compact describe ways in which the school will strengthen parents’ skills?

Is it written in a family-friendly language?
Connecticut Department of Education, Dust off your old school parent compact: Ten steps to success for developing Title I family school compacts. Retrieved at http://schoolparentcompact.org

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Questions