



Clint Independent School District  
Federal Programs Department

2019-2020 School-Parent Compact Documentation and Evaluation Tool

Requirement	ESSA Policy	Documentation	Measure of Policy Effectiveness	Appendix (if applicable)	Discussion Notes/Comments
1. Does the school have a current year school-parent compact?	ESSA Section 1116 (d)		<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
2. Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?)	ESSA Section 1116 (b)(1)		<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
3. Was the school-parent compact jointly developed with parents/families? <ul style="list-style-type: none"> <li>➤ Invitation to parents/families to attend meeting?</li> <li>Agenda for meeting? Sign-in sheet for meeting including name and title/position?</li> <li>Minutes of meeting?</li> </ul>	ESSA Section 1116 (d)	Documentation: ___ Invitation to parents to attend meeting ___ Meeting agenda ___ Sign-in sheets/roles ___ Minutes Other: _____	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
4. Was the school-parent compact distributed to parents/families?	ESSA Section 1116 (b)(1)	How was compact distributed? ___ Mailed to parents ___ Given out at Open House ___ Given out at P-T Conferences ___ Put in newspaper	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		



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		___ Placed on district/school website ___ Sent home with the students ___ Put in Student Handbook ___ Placed in businesses/places of worship Other: _____ How was distribution of compact documented?			
5. Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement?	ESSA Section 1116 (d)	Highlight in the compact where it addresses how home and school share responsibility for improved academic achievement.	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
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?	ESSA Section 1116 (d)	Highlight in the compact where it outlines how school will build partnerships to help child achieve the State's high standards.	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
7. Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet	ESSA Section 1116 (d)(1)	Highlight in the compact where it describes the school's high-quality curriculum and instruction.	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		



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the State's academic achievement standards?					
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?	ESSA Section 1116 (d)(1)	Highlight in the compact where it describes how the school provides a supportive learning environment to meet the State's high achievement standards.	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
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?	ESSA Section 1116 (d)(1)	Highlight in the compact where it describes ways in which parents will be responsible for supporting their child's learning.	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
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?	ESSA Section 1116 (d)(2)(D)	Highlight in the compact where it addresses communication.  In what languages was the compact provided?  List communication methods:	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		
11. 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? <i>(The compact shall be discussed, at least</i>	ESSA Section 1116 (d)(2)(A)	Documentation: ___ Sign-in sheets ___ Agenda where compact is addressed How were parents notified about the Parent Teacher Conference ___ Flyers ___ Call tree Other:	<input type="checkbox"/> Met Requirement <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Requirement not met		



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<p><i>annually, during parent-teacher conference as the compact relates to the individual child's achievement.)</i></p>					
<p>12. Does the school provide frequent reports to families on their child's progress?</p>	<p>ESSA Section 1116 (d)(2)(B)</p>	<p>What types of reports provided to parents about their child's progress? How are the reports given to parents?  <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            Other: _____            Frequency:  <input type="checkbox"/> Every 6 weeks  <input type="checkbox"/> Two times a semester  <input type="checkbox"/> Two times a year            Other: _____</p>	<p><input type="checkbox"/> Met Requirement  <input type="checkbox"/> Needs Improvement  <input type="checkbox"/> Requirement not met</p>		
<p>13. Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities?</p>	<p>ESSA Section 1116 (d)(2)(C)</p>	<p>Are parents told of the process for accessing staff?             List types of volunteer opportunities provided:             How are parents provided information about volunteering at the school?             Documentation:  <input type="checkbox"/> Sign-in sheets for parent participation            (Include name of parent, date, time and type of activity)</p>	<p><input type="checkbox"/> Met Requirement  <input type="checkbox"/> Needs Improvement  <input type="checkbox"/> Requirement not met</p>		



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<p>14. 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)?</p>	<p>ESSA Section 1116 (c)(3)</p>	<p>Is the compact reviewed and revised annually:          ___ Yes ___ No          What tools were used to receive parent input?          ___ Invitation to parents to receive their input          ___ Surveys          ___ Interviews          ___ Focus Groups          Other: _____          Documentation:          ___ Committee lists/roles          ___ Copy of flyer/invitation          ___ Agendas          ___ Sign-in sheets (names/roles)          ___ Minutes          ___ Copy of Compact</p>	<p><input type="checkbox"/> Met Requirement  <input type="checkbox"/> Needs Improvement  <input type="checkbox"/> Requirement not met</p>		
<p>Date School-Parent Compact was evaluated and revised: _____</p>					