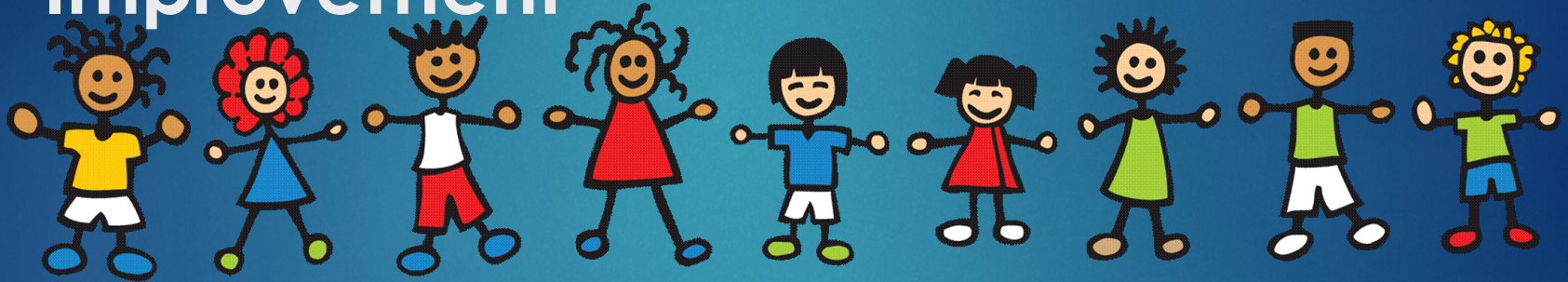


Title I School-Parent Compacts:

A Tool for Continuous School
Improvement



POOLVILLE ELEMENTARY SCHOOL

2021-2022

AUGUST 16, 2021

J. CHESLOCK

Agenda

- ▶ Family Connections
- ▶ School-Parent Compacts
 - ▶ Title I, Part A. Section 1118 (Parent Involvement)
 - ▶ A Tool for School Improvement
 - ▶ Quality Indicators
- ▶ An opportunity for 8 WV Title I schools



Research Findings

- ▶ Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.
- ▶ Family and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement.

Research Findings

- ▶ Families of all cultural backgrounds, education, and **income levels** can, and often do, have a **positive influence** on their children's learning.
- ▶ **Effective connections embrace a philosophy of partnership where power is shared**—the responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members.



How Important is Parent/Family and Community Partnerships?

Federal aid for family involvement under Title I

\$145 million

Average per state

\$2.9 million



Standard 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional, and academic growth, and forms positive connections to families and the community.

Function A: Positive Relationships

Positive relationships exist between the school staff and the students, families and larger communities.



School-Parent Compact

School-Parent Compact:



- ❖ A written agreement of shared responsibility
- ❖ A catalyst for collaboration and better communication between school staff and parents by translating goals for student achievement into shared action statements

One of the weakest areas of Title I Compliance (USDE 2008)

- ▶ **Compacts are not present**
- ▶ **Compacts are not meaningful**
- ▶ **Compacts are not specific**

School-Parent Compact

Title I, Part A

Section 1118 (Parent Involvement)



What are the Requirements?

Title I, Part A, Section 1118

- ▶ Jointly develop with parents a school-parent compact
- ▶ Outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement
- ▶ Outline the means by which the school and parents will build and develop a partnership to help children achieve State's high standards

What must be included?

Title I, Part A, Section 1118

- ▶ Describe the school's responsibility to provide high quality curriculum and instruction
- ▶ Describe the ways parents will be responsible for supporting their children's learning
- ▶ Address the importance of communication between teachers and parents on a continuous basis
 - ▶ Annual parent-teacher conference
 - ▶ Frequent reports on academic progress
 - ▶ Reasonable access to staff
 - ▶ Opportunities to volunteer and participate

Let's Take a Look

7 Quality Indicators

1. What teachers should do
2. What parents should do
3. What students should do
4. Communication about student progress
5. Activities to develop partnerships
6. Jointly developed with parents
7. Friendly format and language



That was then.....

This is now

Compliance: Focused on Behavior

- ▶ Generic
- ▶ Broad, general statements
- ▶ Mirrors language of the law
- ▶ Aimed at “fixing” parents
- ▶ Correct student behavior
- ▶ Developed by the Title I Director or Title I Teacher(s)



Partnership: Linked to Learning

- ▶ Student Data
- ▶ School Improvement Plan
- ▶ Specific
- ▶ Developed with Parents
- ▶ Aimed at student academic achievement

No significant learning occurs
Without a significant
relationship



Thank You!

Jason Cheslock
Poolville Elementary School
2021-2022

