

## **Peer Discussion**

During the group activity, answer the following questions to discuss other school's process to develop school-parent compacts and then evaluate the effectiveness of the sample school-parent compacts for your group.

**Overall Questions – Record answers and ideas from your group** 

1. How does your school involve parents and students in the development of the school-parent compact?

2. How are teachers at your school involved in developing the school-parent compact?

3. How is your school-parent compact utilized throughout the year?

## 4. How does your school evaluate the effectiveness of the school-parent compact?

| Sample Compact Evaluation  |   |   |   |   |   |   |   |   |                |  |
|--|---|---|---|---|---|---|---|---|----------------|--|
| 5. How well is the compact written in a format and language that is family-friendly for parents? |   |   |   |   |   |   |   |   |                |  |
| 1 – Not well   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 – Very well |  |
| Notes:   |   |   |   |   |   |   |   |   |                |  |

| 6. How easy is i   | it to unde                                    | erstand t                                     | he schoo                                     | l goals ar                                   | d focus a                                    | areas?                                    |  |   |  |
|--|---|---|--|--|--|---|--|---|--|
| 1 – Not easy   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very easy   |
| Notes:   |   |   |  |  |  |   |  |   |  |
| 7. How well do   | es the co                                     | mpact de                                      | escribe th                                   | ne require                                   | ed comm                                      | unicatio                                  | n betwe  | en pare                                   | ents and teachers?   |
| 1 – Not well   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   |   |   |  |  |  |   |  |   |  |
| 8. How well do   | es the co                                     | mpact co                                      | onnect th                                    | ie studen                                    | t's respo                                    | nsibilitie                                | es with ac                                     | ademic                                    | cachievement?  |
| 1 – Not well   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   |   |   |  |  |  |   |  |   |  |
| 9. How well do   | es the co                                     | mpact or                                      | utline the                                   | e educatio                                   | onal opp                                     | ortunitie                                 | es the sch                                     | nool affe                                 | ords parents?  |
| 1 – Not well   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   |   |   |  |  |  |   |  |   |  |
| 10. How well a   | re the sch                                    | nool's res                                    | sponsibili                                   | ties tied                                    | o studer                                     | nt learnii                                | ng?  |   |  |
| 1 – Not well   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   |   |   |  |  |  |   |  |   |  |
| 11. How well de  | oes the c                                     | ompact l                                      | ink the st                                   | tudent, p                                    | arent, ar                                    | nd schoo                                  | l respons                                      | sibilities                                | s together?  |
| 1 Notwall  |   |   |  |  | -  |   | •  |   |  |
| 1 – Not well   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   | 2   | 3   | 4  | 5  | 6  | 7   | 8  | 9   | 10 – Very well   |
| Notes:   |   |   |  |  |  |   |  |   | 10 – Very well<br>es with the goals?                                     |
| Notes:   |   |   |  |  |  |   |  |   |  |
| Notes:<br>12. How well de  | oes the c                                     | ompact a                                      | align the                                    | student,                                     | parent, a                                    | ind scho                                  | ol respor                                      | nsibilitie                                | es with the goals?   |
| Notes:<br>12. How well do<br>1 – Not well<br>Notes:  | oes the c<br>2                                | ompact a<br>3                                 | align the<br>4                               | student,<br>5                                | parent, a<br>6                               | nd scho<br>7                              | ol respor<br>8                                 | nsibilitie<br>9                           | es with the goals?   |
| Notes:<br>12. How well do<br>1 – Not well<br>Notes:  | oes the c<br>2                                | ompact a<br>3                                 | align the<br>4                               | student,<br>5                                | parent, a<br>6                               | nd scho<br>7                              | ol respor<br>8                                 | nsibilitie<br>9                           | es with the goals?<br>10 – Very well                                     |
| Notes:<br>12. How well de<br>1 – Not well<br>Notes:<br>13. Overall, how  | oes the c<br>2<br>w well do                   | ompact a<br>3<br>bes the so                   | align the<br>4<br>:hool-par                  | student,<br>5<br>rent comp                   | parent, a<br>6<br>pact focu                  | nd scho<br>7<br>s on imp                  | ol respor<br>8<br>proving a                    | nsibilitie<br>9<br>cademi                 | es with the goals?<br>10 – Very well<br>c achievement?                   |
| Notes:<br>12. How well do<br>1 – Not well<br>Notes:<br>13. Overall, how<br>1 – Not well                              | oes the c<br>2<br>w well do<br>2              | ompact a<br>3<br>bes the so<br>3              | align the<br>4<br>:hool-par<br>4             | student,<br>5<br>ent comp<br>5               | parent, a<br>6<br>pact focu<br>6             | nd scho<br>7<br>s on imp<br>7             | ol respor<br>8<br>proving a<br>8               | nsibilitie<br>9<br>cademi<br>9            | es with the goals?<br>10 – Very well<br>c achievement?<br>10 – Very well |
| Notes:<br>12. How well de<br>1 – Not well<br>Notes:<br>13. Overall, how<br>1 – Not well<br>Notes:<br>14. What is one | oes the c<br>2<br>w well dc<br>2<br>e feature | ompact a<br>3<br>bes the so<br>3<br>of the sa | align the<br>4<br>chool-par<br>4<br>mple sch | student,<br>5<br>rent comp<br>5<br>nool-pare | parent, a<br>6<br>pact focu<br>6<br>nt compa | nd scho<br>7<br>s on imp<br>7<br>act that | ol respor<br>8<br>proving a<br>8<br>you like t | nsibilitie<br>9<br>cademi<br>9<br>:he mos | es with the goals?<br>10 – Very well<br>c achievement?<br>10 – Very well |
| Notes:<br>12. How well de<br>1 – Not well<br>Notes:<br>13. Overall, how<br>1 – Not well<br>Notes:                    | oes the c<br>2<br>w well dc<br>2<br>e feature | ompact a<br>3<br>bes the so<br>3<br>of the sa | align the<br>4<br>chool-par<br>4<br>mple sch | student,<br>5<br>rent comp<br>5<br>nool-pare | parent, a<br>6<br>pact focu<br>6<br>nt compa | nd scho<br>7<br>s on imp<br>7<br>act that | ol respor<br>8<br>proving a<br>8<br>you like t | nsibilitie<br>9<br>cademi<br>9<br>:he mos | es with the goals?<br>10 – Very well<br>c achievement?<br>10 – Very well |

| 16. Based on | your ratin | gs, what | is your ov        | verall eva               | luation f | or the sa | ample co | mpacta | and why?     |
|--------------|------------|----------|-------------------|--------------------------|-----------|-----------|----------|--------|--------------|
| 1 - Lowest   | 2          | 3        | 4                 | 5                        | 6         | 7         | 8        | 9      | 10 – Highest |
| Notes:       |            |          |                   |                          |           |           |          |        |              |
|              |            | Dr.      | John D. Ba<br>Feb | arge, Stato<br>ruary 201 |           | •         | endent   |        |              |