

School-Family Compact Rubric



LEA Name: _____

Completed by (name of **LEA** administrator): _____

Compact of (name of school): _____

Title I, Part A of the Elementary and Secondary Education Act (ESEA) [1116\(d\)](#), requires that as a component of the school-level parent and family engagement policy, each school receiving Title I funding shall develop jointly with parents/family members, a school-parent compact. **As the Title I Director, work with each school administrator** to complete the rubric below based their school’s compact. If you are not able to complete this form electronically, please complete it by hand. Indicate the score (0, 1, or 2) for each component as well as the total score.

How to Use This Rubric

- For each required element (gold column), determine whether the component is missing, present, or present with detailed implementation/description in the current school-family compact. Check the box of the descriptor (blue columns) that most accurately reflects the level of compliance.
- Over this school year, aim for the fully “Detailed/Described” level across all categories to ensure strong implementation. Utilize this rubric to guide any needed revisions.

Required Compact Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
1. Shared Responsibility among parents, students, and school staff, for high student academic achievement.	No reference to a shared responsibility for student achievement	Mentions shared responsibility for student achievement	Compact outlines how parents, school staff, and students will share the responsibility of student academic achievement	

Required Compact Component	0 - Component Missing	1 - Component Present	2 - Component Implementation Detailed/Described	Score
<p>2. High Quality Instruction: the school describes how it provides high-quality curriculum and instruction in a supportive and effective learning environment that enables students served by Title I- A to meet Utah’s academic standards.</p>	<p>No mention of the school’s responsibility for providing high-quality curriculum or instruction</p>	<p>Compact states that the school will provide quality instruction but lacks detail on how this will occur</p>	<p>Compact clearly explains how the school provides high-quality curriculum and instruction, including specific strategies, supports, learning environment conditions, and alignment to state academic standards</p>	
<p>3. Ongoing Communication:</p> <p>A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed</p> <p>B. Frequent progress reports are provided to parents/family members</p> <p>C. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and other opportunities to observe classroom activities</p> <p>D. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language family members can understand</p>	<p>No mention of parent-teacher conferences</p>	<p>Mentions parent-teacher conferences will be held</p>	<p>Conferences are described; dates and purpose(s) may be included</p>	
	<p>No reference to progress reports</p>	<p>Indicates progress reports will be provided</p>	<p>Specifies how progress reports are provided (e.g., report cards, digital platforms, progress monitoring), including timelines and communication methods</p>	
	<p>No mention of parent/family access to staff or classroom activities</p>	<p>Mentions access to staff and/or volunteer opportunities</p>	<p>Clearly outlines how parents/family members can access staff, volunteer, participate in classrooms, and observe activities, including procedures, scheduling, and expectations.</p>	
	<p>No reference to two-way communication</p>	<p>Mentions communication but does not emphasize two-way or meaningful</p>	<p>Describes ongoing two-way, meaningful communication strategies, including multiple formats (e.g., meetings, digital tools), and ensures accessibility in languages families understand.</p>	
			TOTAL SCORE	/12

Reflecting on the Results

Score of 0-5 indicates the compact is missing components and/or lacks specific implementation information.

Score of 6-9 indicates the compact mentions most required elements but does not provide implementation details for many components.

Score of 10-11 indicates the compact includes most/all components and provides many details describing the shared responsibility.

Score of 12 indicates the compact meets ESEA requirements, details specific information, AND has the potential for strong implementation.