

Exploring Best Practices in Redesign: Cases from the Field Dodge Renaissance Academy – School Redesign Case 2

Tool Overview

This tool is comprised of case studies and support materials that highlight how five chronically under performing schools from around the country successfully “turned around”. All of the case studies come from the U.S. Department of Education who carefully screened each one to ensure the school modeled effective practice.¹ The support materials for each school were created by ESE staff and do three things:

1. Identify key practices that the school employed to achieve its reform goals.
2. Highlight existing connections between these practices and the *Essential Conditions for School Effectiveness* found at http://www.doe.mass.edu/boe/docs/0609/spec_item1_attach7.pdf.
3. Provide links to additional aligned resources to help facilitate Redesign/Reform efforts.

The primary audience for this tool is district and school leaders engaging in or considering school Redesign/Reform efforts. Indeed, this tool can provide insights into the complexity of the Redesign process and give districts and schools concrete ideas about how to move reform planning and goals forward. It is important to note, that the ESE does not advocate for the wholesale adoption of any of the interventions found within the cases. As such, we hope that these cases will give districts and schools some ideas about how to approach reform that most appropriately fits the specific needs of their students, families, teachers, and community at large.

The front page of each case summary contains information about the school’s academic performance, demographic information, and an overview of its redesign process. Additionally, there are a number of links that connect to the full case study and some supplementary materials. Note: each case is **less than 3 pages** in length. Next, there are probing questions to help guide analysis of the case and the potential areas of alignment between the reader’s Redesign/Reform efforts and those in the case. The rest of the summary materials are dedicated to highlighting areas of alignment where they exist² between the case and the *Essential Conditions for School Effectiveness*. Embedded in each condition there are **links to resources** that are:

1. Created or used by the school or district within the case.
2. ESE resources that directly link to the school’s reform efforts.
3. Research studies about best practice to supplement and extend information in the case taken from the ESE commissioned *Conditions on School Effectiveness Research Guide*.

Again, the purpose of these cases and supplementary resources is to provide districts and schools some ideas about to approach reform that most appropriately fits their needs and the needs of students, families, teachers, and community at large.

¹ See http://dww.ed.gov/profiles/?T_ID=21&P_ID=45&sID=-1 for site selection criteria.

² Some of the case study schools did not fully integrate all of the Conditions of School Effectiveness and could be strengthened in this way.

Using the Tool

This tool can be considered part of a larger toolkit to enhance school reform efforts. Specifically, the case studies will be enhanced when coupled with the *Essential Conditions for School Effectiveness* Self-Assessment. While there are a number of possible ways to collectively utilize these tools, we highlight two here.

1.) *For those most interested in a particular redesign model:*

- a. Look over the list of cases (on the next page) and identify cases that best fit current district/school needs.
- b. Read the case study in full to gain a comprehensive picture of how the multiple elements worked together to support the school's efforts.
- c. Use the *Essential Conditions for School Effectiveness* Self-Assessment to identify which Essential Conditions need the most intervention.
- d. Read the supplementary materials paying particular attention to those conditions that have been identified as the highest level of need.

Case Overviews → Specific Case Study → CSE Self-Assessment → Case Supplement

2.) *For those most interested in specific strategies for particular Essential Conditions for School Effectiveness:*

- a. Use the *Essential Conditions for School Effectiveness* Self-assessment to identify which conditions need the most intervention.
- b. Read the supplementary materials paying particular attention to those Essential Conditions that have been identified as the highest level of need.
- c. Identify a case(s) that have done a particularly effective job of addressing the identified Essential Condition(s).
- d. Read the case study in full to gain a comprehensive picture of how the multiple elements worked together to support the school's efforts.

CSE Self-Assessment → Case Supplement → Specific Case Study

What Next?

After utilizing the case study tool, a school and/or district should have a clearer sense of the practices that contributed to each school's reform efforts, and areas of convergence and divergence from their needs and the needs of their students. However, it is important to note that further diagnosis may be needed to better determine next steps for improvement. For example, a district or school might determine that it needs support in a particular *Essential Condition for School Effectiveness* and one of the case studies provides a compelling intervention in that area. That being said, it may not be the case that this particular intervention is the *most appropriate* for the district/school's needs. To determine this, the district/school would need to do further probing as to their needs and the degree to which a specific intervention would meet those needs. This tool is only one of many steps in identifying the best means of addressing issues

For more information or to provide feedback on this and other district support resources visit <http://www.doe.mass.edu> or email districtassist@doe.mass.edu.

The Five Schools: There are five schools highlighted in this tool. Aligned with the Federal Intervention Models, 3 of the schools are Transformations, 1 is a Restart, and 1 is a Turnaround.

Case	School	Redesign Type	Overview of Redesign Process
1	Edgemont Elementary School <i>Moreno Valley, CA</i>	Transformation	<ul style="list-style-type: none"> In 2005, Edgemont was placed in state <i>Program Improvement</i> and the district hired a new principal and granted her autonomy over the budget, professional development, and curriculum. The school received a high priority grant to aid in the reform efforts. The school also received money for school modernization. The principal did not lay off teachers. To increase learning time, the principal rearranged the school's daily (block schedule) and weekly schedule (flex day) to provide time for teachers to meet together. The principal also supported teachers to use instructional time more effectively.
2	Dodge Renaissance Academy K-8 <i>Chicago, IL</i>	Restart	<ul style="list-style-type: none"> In 2002, Dodge was closed due to persistent poor performance. It was reopened in 2003 partnered with the Academy for Urban School Leadership (AUSL). The school is also affiliated with the Teacher Advancement Program (TAP) – a comprehensive school reform. Dodge is financed through per pupil money and is supplemented in part through AUSL's fund raising efforts. As the school was closed and re-opened the school's staff was entirely new. The principal rearranged the school's schedule to provide time for teachers to regularly meet together, and created consistent discipline practices to minimize classroom disturbances.
3	Waterford High School <i>Waterford, CA</i>	Transformation	<ul style="list-style-type: none"> In 2001, the state labeled Waterford H.S. the lowest performing school in the county. In response, the district hired a new principal and granted him autonomy over budget, professional development, and curriculum. The school was not part of a mandated turnaround process, and received little, if any, additional funds to support its reform efforts. The principal did not lay off teachers. Based on consultant's findings the principal reorganized the master schedule to create instructional blocks and weekly times for teacher teams to meet thereby increasing average time-on-task from 65% to 85% across content areas.
4	Hardy Elementary School <i>Chattanooga, TN</i>	Turnaround	<ul style="list-style-type: none"> In 2000, Chattanooga learned that it had 9 of the state's lowest performing schools. In 2001, a group of philanthropists, district leadership, and the union came together to form the "Benwood Initiative" – a comprehensive school reform project. \$5.5 million was raised to lead reforms efforts and capital improvements in 7 schools for 5 years. As the initiative grew and was successful, it was able to draw additional funds. All of Hardy's teachers had to reapply for their jobs and many were not re-hired and were redistributed through the system or retired. The school adopted a year round schedule with a revised salary, an extended day, and a voluntary Saturday academy all of which were given union support.
5	Fairfield Court Elementary <i>Richmond, VA</i>	Transformation	<ul style="list-style-type: none"> In 2002, the state identified the school as one of a dozen persistently failing schools in Richmond. As a result, the district provided targeted support to these schools in the form of PD and data support. The school was not part of a mandated turnaround process, and received little, if any, additional funds with which to support its reform efforts. The newly appointed principal worked with the existing staff to build instructional capacity. The school created an extended day and Saturday academy to provide students with targeted additional support (note: Virginia is a right to work state). Teachers were paid regular hourly wages for these activities.

Dodge Renaissance Academy (K-8)

2651 W. Washington Blvd.

Chicago, IL 60612

Intervention Type: Restart (with the external partner AUSL)

In 2004, 22% of third-grade students were proficient in reading and 32% were proficient in math. In 2008, 67% of the students were proficient in reading and 76% were proficient in math.

School Data:

Approximately 432 Students 99% African American 12% Special Education
93% Free and Reduced-Price Lunch 0% English Language Learners

Overview of Redesign Process:

- In 2002, Dodge was closed due to persistent poor performance. It was reopened in 2003 as a **Renaissance 2010** school (<http://www.ren2010.cps.k12.il.us/faq.shtml>), received more autonomy and was partnered with the Academy for Urban School Leadership (<http://www.ausl-chicago.org>).
- The school is also affiliated with the Teacher Advancement Program (TAP) – a comprehensive school reform program that includes multiple career paths, ongoing applied professional development, performance-based compensation, and instructionally focused accountability.
- Due to its status as a Renaissance 2010 school, Dodge is financed through per pupil money and is supplemented in part through AUSL’s fund raising efforts.
- As the school was closed and re-opened **the school’s staff was entirely new**. The principal received autonomy over hiring and most new teachers attended AUSL’s teacher training program.
- To increase learning time, the principal rearranged the school’s schedule to provide time for teachers to regularly meet together. The school day was not extended. The principal worked to create consistent and clear discipline practices to minimize classroom disturbances.

Case Materials

Case: http://dww.ed.gov/media/SchoolRestructuring/ST/TopicLevel/case_dodge_final.pdf

Supplementary Slide Show: http://dww.ed.gov/see/see_slideshow.cfm?fID=791

School Website: <http://www.dodgeacademy.org>

Performance Data:

http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2009&code=1501629902927_e.pdf

Questions for Consideration:

- In what ways did the district and AUSL split responsibilities for school operations? How did this process affect the turnaround process? How might your district work to allow the principal greater ability to be an instructional leader?
- While TAP might not be available to your school, are their elements that might be able to replicate at your site? What resources/structures would need to be in place for this to occur?
- Partnerships play a big role in the turnaround of Dodge, are there organizations in your district or in the surrounding environs (e.g. universities, colleges, health organizations, job training, etc.) that are not currently being utilized by the school? How might you work to bring some of these organizations into the school?
- Similarly, the principal made a great deal of effort to make the school a welcoming place for parents. What district/school policies are in place to help such outreach succeed?

Effective District Systems for School Support and Intervention: *The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.*

District Supports	Policies and Procedures	<ul style="list-style-type: none"> • One of intervention options in Chicago for schools designated as <i>Renaissance 2010</i> (http://www.ren2010.cps.k12.il.us/faq.shtml) is that of a “contract” school in which district partners with an external organization to operate the school (in this case AUSL). • As a result of this partnership, Dodge was given autonomy on curricular, budgetary, and oversight policies including hiring criteria. Additionally, because AUSL has a teacher preparation program, Dodge had a built-in human capital pipeline that the principal was able to utilize to fill the school. • The school receives per pupil money and is supplemented in part through AUSL’s fund raising efforts. • AUSL (http://www.ausl-chicago.org) oversaw capital improvements over the summer. • The school serves primarily the same student population once the partnership with AUSL was put in place (the school was closed for a period during the transition to AUSL oversight and hence some students may have not returned). • In exchange for these autonomies, AUSL received a five-year Performance Agreement which holds Dodge accountable for to reach agreed upon goals and objectives.
	Technical Assistance	<ul style="list-style-type: none"> • AUSL heavily invests in developing teachers’ instructional proficiency through the organization’s training academies. • The school also partners with the Teacher Advancement Program (TAP) (http://www.tapsystem.org) which also provides technical assistance on instructional practice, effective teaming and data analysis.
	Monitoring Plan	<ul style="list-style-type: none"> • AUSL has developed special assessment tools for math, science, reading and writing, and assesses each student periodically throughout the year to determine progress and gaps in knowledge. • The district monitors the school through a Performance Agreement the school create when it first becomes a Renaissance 2010 School and includes frequent measurable benchmarks to track improvement.

Related ESE Resource: New Policy Standards for Principals, Superintendents, and Other Leadership Roles - <http://www.doe.mass.edu/edleadership/policy/>

Strategic Use of Resources and Adequate Budget Authority: *the principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.*

Financial and Asset Management	<p>Strategic Use of Resources</p> <ul style="list-style-type: none"> • The principal has budgetary autonomy and uses this money to make human resource decisions based on need as determined by student data. • AUSL also provides additional resources to the school via external funding that include ongoing support to improve teachers’ instructional practice as determined by evaluations and student needs. <p>Additional Resources on Strategic use of Resources: www.educationresourcestrategies.org/documents/rethinking-resources.pdf - New American Schools Brief on how transforming schools provides resources to increase learning time, teacher collaboration and targeted assistance for students.</p>
	<p>Budget Authority</p> <ul style="list-style-type: none"> • As a Renaissance 2010 school, the principal was given budget autonomy and makes spending decisions in collaboration with AUSL partners. <p>Additional Resources on Budget Autonomies: http://www.nyu.edu/steinhardt/iesp/pdb/PDB_final_rpt.pdf - evaluation of NYC budgeting authority initiative. http://www.ericdigests.org/2000-2/budgeting.htm - review of school-based budgeting.</p>

Effective School Leadership: *The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and goals.*

Effective School Leadership	Principal	<ul style="list-style-type: none"> The new principal at the school trained through New Leaders for New Schools (http://www.nlms.org/Index.jsp) a program specifically geared towards creating transformational leaders for low performing schools. Academy for Urban School Leadership (AUSL) provided ongoing support including hiring the principal (http://www.ausl-chicago.org/).
	Teachers	<ul style="list-style-type: none"> The school was closed and then reopened a year later with a new teaching staff. All new and existing staff was provided intensive professional development. Much of the new staff came from the AUSL ranks. Hiring Criteria included a model lesson that was evaluated by the administrators and teacher leaders in the building. <p>ESE Guidance Hiring Turnaround Teachers: http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</p>
	Evaluation System	<ul style="list-style-type: none"> The school website (http://www.dodgeacademy.org/index.htm) indicates that Dodge partners with the Teacher Advancement Program (TAP) (http://www.tapsystem.org). TAP schools must incorporate performance-based evaluations which include test scores (value-added for individual teachers and school performance) and teaching observations. The program also requires a career ladder for teachers and professional development clusters with data driven decision making. <p>For more information on Chicago TAP: http://www.cps.edu/PROGRAMS/DISTRICTINITIATIVES/Pages/ChicagoTAP.aspx</p> <ul style="list-style-type: none"> As part of his preparation in New Leaders for New Schools (see link in principal section) the Principal was trained in Walkthroughs and conducted them daily at Dodge. <p>ESE Learning Walkthrough Guide: http://www.doe.mass.edu/sda/ucd/walk/ImplementationGuide.pdf</p> <p>ESE Learning Walkthrough Materials Including Rubrics, Debriefing Protocols, and Scheduling Examples: http://www.doe.mass.edu/sda/ucd/walk/</p>
	New Governance Model	<ul style="list-style-type: none"> Teacher leaders support school governance via an instructional leadership team and disseminated new vision and goals to the larger school population. <p>Additional Resources on School Leadership Supporting Instructional Improvement: http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf - review of 30 years of research on the connection between school leadership and student performance.</p>

Principal’s Staffing Authority: *the principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions, and the approval of the superintendent.*

Staffing Authority	Identify	<ul style="list-style-type: none"> • Due to their partnership with AUSL (http://www.ausl-chicago.org/), the school was able to pull from the growing ranks of AUSL graduates to work within the school. • Additionally, the school has now become site for AUSL to train teachers. This allows for students to receive additional support and creates an ongoing pool of teachers knowledgeable and committed to enhancing instructional performance in turnaround schools. <p>ESE Guidance Hiring Turnaround Teachers: http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</p> <p>Additional Resources on Hiring Criteria: http://www.crpe.org/cs/crpe/download/csr_files/wp_crpe3_joyce_may08.pdf -study on the differing hiring criteria of 9 schools in a district and its effect on school performance.</p>
	Flexibility	<ul style="list-style-type: none"> • As a Renaissance 2010 school the principal receives hiring autonomy. • Hiring processes of new teachers were done in partnership with AUSL and with their criteria though the principal had the ultimate say in whether a teacher would be hired. <p>Additional Resources on Hiring Autonomies: http://www.tntp.org/files/MutualBenefits.pdf research on the benefits of a using a mutual consent model.</p>

Professional Development and Structures for Collaboration: *professional development for school staff includes both individually pursued activities and school-based, job-embedded, approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.*

Professional Development and Collaboration	Structures	<ul style="list-style-type: none"> Teachers participate in weekly cluster meetings led by master teachers as designed by TAP program (http://www.tapsystem.org/action/action.taf?page=oapg) Teachers receive common planning time each day through a reworking of the school schedule. <p>ESE Common Planning Time Self-Assessment Toolkit: http://www.doe.mass.edu/sda/ucd/CPTtoolkit.pdf</p> <p>ESE Guidance and Promising Practices on More Time for Teacher/Leader Collaboration: http://www.doe.mass.edu/sda/framework/level4/Time_TeachersLeaders.pdf</p> <ul style="list-style-type: none"> TAP has built-in tools to assess teacher’s satisfaction with the professional development model as well as the degree to which it is being utilized in the classrooms.
	High Quality	<ul style="list-style-type: none"> Incorporated a standards-based Balanced Literacy approach (http://www2.scholastic.com/browse/article.jsp?id=4315). Introduced Writers’ and Readers’ workshop (http://www.readingandwritingproject.com/) All professional development initiatives are data driven and teachers constantly refer to student performance to decide upon their next steps. <p>ESE PLC Supports: http://www.doe.mass.edu/sda/ucd/PLCguidance.pdf http://www.doe.mass.edu/sda/ucd/PLCstages.pdf</p> <p>Additional Resources on Professional Learning Communities: http://www.nsrffharmony.org/research.vescio_ross_adams.pdf - a review of the research on PLCs.</p> <p>Additional Resources on Data Driven Instruction: http://www.uknow.gse.harvard.edu/decisions/DD6-1-207.html - an introduction to the DataWise program focused on turning data into usable knowledge.</p>
	Content Based	<ul style="list-style-type: none"> The school has hired math (1) and literacy (2) coaches to supplement existing professional development Upper grades were departmentalized to allow for more content support for students and teachers alike.

Tiered Instruction and Adequate Learning Time: *The school schedule is designed to provide adequate learning time for all students in core subjects. For student not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.*

Tiered Instruction and Adequate Time	Differentiation	<ul style="list-style-type: none"> Students are required to fill in homework logs (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=782#cluster-3) and homework trouble sheet (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=781#cluster-3) so teachers can keep close track on student performance on a daily basis and offer differentiated support as necessary. While teachers provided targeted support to students via pull-out programs and tutoring as based on their performance outcomes, differentiation is not a prime focus of Dodge’s turnaround model. <p>ESE Tool on Tiered Instruction: Grounding Document and Self-Assessment Instrument - http://www.doe.mass.edu/sda/framework/level4/TieredInstruction.pdf</p>
	Increased Learning Time	<ul style="list-style-type: none"> Dodge partners with outside organizations to provide morning and evening extracurricular activities (e.g., http://www.dodgeacademy.org/joffrey.htm) The principal modified the school schedule to create a block schedule to limit student transitions and introduced measures to create a consistent behavior and discipline program to mitigate disturbances to learning time. <p>ESE Guidance and Promising Practices Expanding Learning Opportunities for Students: http://www.doe.mass.edu/sda/framework/level4/LearningOpportunities.pdf</p> <p>Additional Resources on Time and Student Achievement: www.educationsector.org/usr_doc/OntheClock.pdf - policy brief about the positive impact of additional learning time. www.wested.org/online_pubs/po-98-02.pdf - explores the factors that help to make extended time effective time. http://www.wested.org/online_pubs/pp-09-01.pdf - retrospective on lessons learned and new steps for extended learning time.</p>

Students’ Social, Emotional, and Health needs: *The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.*

<p>Students’ social, emotional and health needs</p>	<p>Student Support Systems</p>	<ul style="list-style-type: none"> • School has evolved discipline code to create stable and safe learning environment. This includes having all children wear uniforms to school. • Students are encouraged through award sheets (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=871#cluster-1) and rewarded for positive behavior. • AUSL partners with a number of community organizations that serve its schools including Dodge. These organizations include the YMCA, UCAN (http://www.ucanchicago.org), and After School Matters (http://www.afterschoolmatters.org). <p>ESE Guidance and Promising Practices on Addressing Students' Social, Emotional, and Health Needs: http://www.doe.mass.edu/sda/framework/level4/StudentsNeeds.pdf</p> <p>Additional Resource on Community Partnerships to Address Students’ Social, Emotional, and Health Needs: http://www.bc.edu/schools/lsoe/bostonconnects/home.html - overview of Boston’s highly effective City Connects program.</p>
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Family-School Engagement: *The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.*

Family-School Relationships	<p>Parent, Family and Community Engagement</p> <ul style="list-style-type: none"> • There is a parent council that advises the principal on school policy issues. • During the initial stages of redesign, the principal invited all parents to come to the school for an ice cream social and discuss the changes to the school. • Conducts bimonthly parent meetings to go over data and any potential changes in student performance. • Teachers are asked to be in constant communication with parents. • A variety of community groups help to support the school via financial donations, running after school programs, and helping at the school site. <p>Additional Resources on Family-School Relationships: http://www.sedl.org/connections/resources/evidence.pdf - Research connecting family and community engagement with increased student performance. http://www.educationcounsel.com/resources/files/It%20Takes%20a%20Parent.pdf – toolkit for district and schools in best practices for engaging parents and community members with schools.</p> <p>Parent and Community Education and Involvement Advisory Council Proposed Family and Community Engagement Guidelines: http://www.doe.mass.edu/boe/docs/0609/item7_PCEIguide.pdf</p> <p>***Supplementary Case on Family Engagement: click here for link</p>
	<p>Family Services</p> <ul style="list-style-type: none"> • While the school does not explicitly provide learning opportunities to parents, the principal is explicit about the school’s role in providing parents “professional development” about how to support their children’s learning. <p>PTA National Standards on Parent Engagement: http://www.pta.org/national_standards.asp</p>

Aligned Curriculum: *The school’s taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.*

Aligned Curriculum	<ul style="list-style-type: none"> • The school incorporated both reader’s and writer’s workshop (http://www.readingandwritingproject.com/) to increase students’ reading, writing, and critical thinking skills as promoted in the state standards. • The school utilizes a balanced literacy (http://www2.scholastic.com/browse/article.jsp?id=4315) approach and supplemented the program with two literacy coaches to ensure students were able to meet the state standards. • As the school decided to departmentalize the math program, it undoubtedly forced a conversation about vertical alignment of the math program and its alignment with the state standards. <p>ESE Mathematics, Science, and Technology Engineering (OMSTE) Instructional Resources: http://www.doe.mass.edu/omste/instructional.html</p> <p>ESE Guide for Developing Content-Based English as a Second Language (ESL) Curriculum: http://www.doe.mass.edu/ell/cdguide/?section=steps</p> <p>ESE PreK-12 Literacy Plan: http://www.doe.mass.edu/literacy/nga/</p> <p>ESE English Language Proficiency Benchmarks and Outcomes (ELBPO): http://www.doe.mass.edu/ell/benchmark.pdf</p> <p>Massachusetts Curriculum Frameworks: http://www.doe.mass.edu/frameworks/current.html</p> <p>MCAS Performance Level Descriptions: http://www.doe.mass.edu/mcas/tdd/pld/</p>
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Effective Instruction: *Instructional practices are based on evidence from a body of high-quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality, research-based instruction and a system for monitoring instructional practice.*

Effective Instruction	<ul style="list-style-type: none"> • Master teachers and coaches provide support for teachers in their classrooms via coaching and model lessons. • TAP uses an instructional rubric based on Charlotte Danielson’s work (http://www.danielsongroup.org/theframeteach.htm) to support teachers’ instructional practice. All teachers are trained on the rubric and are asked to evaluate themselves based on its components. • Through TAP, teachers also receive multiple evaluations throughout the year based on the rubric all of which include a post conference and a comprehensive plan for improvement. • Teachers use a standardized strategic instructional plan template (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=33&c2=780#cluster-2) to describe how they taught a particular lesson and quantify its success. This information can then be shared with other teachers. <p>ESE Standard-Based Characteristics of Teaching and Learning Sheltered English in Content Areas: http://www.doe.mass.edu/sda/framework/level4/SEIContentContinuum.pdf</p> <p>Characteristics of Standards-Based Teaching and Learning - Continuum of Practice: http://www.doe.mass.edu/sda/ucd/walk/</p> <p>Characteristics of a Standards-Based Mathematics Classroom: http://www.doe.mass.edu/omste/news07/mathclass_char.doc</p> <p>Characteristics of a Standards-Based Science Classroom: http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf</p> <p>Additional Resources on Developing Effective Instructional Practices: http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf - Marzano’s <i>What Works in Classroom Instruction</i>.</p>
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Student Assessment: *the school uses a balanced system of formative and benchmark assessments.*

Student Assessment	Teacher Led	<ul style="list-style-type: none"> Teachers use a standardized strategic instructional plan template (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=33&c2=780#cluster-2) to describe how they taught a particular lesson and quantify its success. Teachers use ongoing formative assessments to decide on the scope and details of their professional development via the cluster meetings. Students fill in homework logs (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=782#cluster-3) and homework trouble sheet (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=781#cluster-3) so that teachers are able to keep close track on student performance on a daily basis and offer differentiated support as necessary. <p>Additional Resource on Benefits of Formative Assessment: http://www.schoolsmovingup.net/cs/smu/view/rs/10762 - study outlying the positive effects of formative assessment on instruction and student performance.</p>
	Standardized	<ul style="list-style-type: none"> In addition to a number of assessments provided by the district, each student at Dodge has access to Study Island (http://www.studyisland.com) a web-based, standards-aligned, formative assessment and supplementary support program with which teachers, parents, and students can track their development.

Federal Way Public Schools

31405 18th Ave. S.
Federal Way, WA, 98003

Essential Condition for School Effectiveness: Family School Engagement ([click to return to case](#))

The Federal Way Public School District has taken a systematic approach to family engagement and created opportunities for parents to serve as decision makers about goals, act as advocates for their children, and provide high quality academic support at home.

District Demographic Data:

22,291 Students	13% African American	18% Asian/Pacific Islander
19% Hispanic	43% White	47% Free and Reduced-Price Lunch
13% Special Education		

Overview of Family Engagement Activities:

- The district created a new office dedicated to family advocacy and support activities called the Family Partner Advocacy office (FPA).
- Family engagement is considered central to district and school improvement efforts and FPA representatives are included in all strategy meetings and all initiatives have a parent component.
- A committee comprised of parents and teachers determines FPA goals and monitors its performance.
- FPA provides a range of services and supports to promote parent advocacy.
- Schools work closely with parents such that they drive the development of parental supports and workshops and give feedback to the school about its improvement efforts.
- All school employees (e.g. bus driver, janitorial staff, teachers, aides, etc.) are provided professional development through FPA on how to effectively communicate with parents.

Case Materials

Case (Pg. 5-6 only): <http://www.hfrp.org/family-involvement/publications-resources/seeing-is-believing-promising-practices-for-how-school-districts-promote-family-engagement>

District Website: <http://www.fwps.org/info/family>

District Performance Data:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=101&reportLevel=District&orgLinkId=101&year=2008-09>

Questions for Consideration:

- How would you describe FPA’s definition of parent advocacy? How does the district send the message that they want parents to be advocates? How does your district/school promote or dissuade parents from acting as advocates for their child(ren)?
- Federal Way invested in professional development for all school staff to improve their communication with parents. What do you think of this strategy? How can you ensure that there is a clear consistent message in the district about parents’ role at school?
- In Federal Way, parents drive the parental outreach agenda. What supports and processes would need to be in place for your district/school to engage parents as decision makers?
- How can your district make school pathways clearer to parents to allow for informed choice?

Family-School Engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.

Family-School Engagement	Strategic relationships	<p><i>District Level Parental Involvement</i></p> <ul style="list-style-type: none"> The district created a special office called The Family Partner Advocate (FPA) office (http://www.fwps.org/info/family/) that focuses on bringing parents voice into district and school decision-making and educating parents on how to best advocate for their child’s academic success. The superintendent includes FPA representatives in all strategic sessions on reform. A parent and teacher committee shapes FPA’s goals, creates agendas for meetings and parent trainings, and aides the schools to build better relationships with parents. FPA actively recruits parents from diverse backgrounds to serve on the committee. <p><i>Parental Supports</i></p> <ul style="list-style-type: none"> FPA runs a Parents Leadership Institute (For more information see http://www.fwps.org/info/family/parentleadershipinstitute.html) that includes parent workshops on how to advocate effectively for their child (See http://www.fwps.org/info/family/effectiveadvocacy.html for advocacy tips). FPA representatives work with parents to help them develop a one-page support plan (See http://www.fwps.org/info/family/parentsupportsheet.html for guiding questions) to communicate their child’s academic needs to teachers. FPA provides parents with a clear, explicit and user-friendly pathways guide to ensure their child is on an academic path for success (http://www.fwps.org/info/graduation/hsbeyond). There are specific ELL supports targeted for parents of ELL students (See http://www.fwps.org/dept/ell/elementary/index.html#parents for district supports). <p><i>Monitoring</i></p> <ul style="list-style-type: none"> FPA staff and the superintendent meet quarterly with parents and teachers from across the district to report progress on mutually defined goals and receive feedback from which adjustments are made.
	Communication	<ul style="list-style-type: none"> Parents partner with the principal to develop parental workshops called What Every Parent Wants to Know, (See http://www.fwps.org/info/family/whateveryparent.html for more information). These include feedback on the school plan and any other parent-related issues the organizing committee wishes to discuss. All school employees (e.g. bus driver, janitorial staff, teachers, aides, etc.) are provided professional development from FPA on how to effectively communicate with parents. All schools have translation capabilities in Korean, Spanish, and Russian. Schools and the district provide parent concrete ways to supplement students’ learning at home (See http://www.fwps.org/cur/piap/ for do at home activities). Parents are encouraged FPA to initiate and ask questions during parent/teacher conferences (see http://www.fwps.org/info/family/conferencequestions.html for question guide). The schools and district provide a range of workshops to support parents learning, connections with community organizations, and advocacy (See http://www.fwps.org/info/family/parentopportunities.html for more supports).

Additional Resources on Family-School Relationships:

- <http://www.sedl.org/connections/resources/evidence.pdf> - Research connecting family and community engagement with increased student performance.
- <http://www.educationcounsel.com/resources/files/It%20Takes%20a%20Parent.pdf> – toolkit for district and schools in best practices for engaging parents and community members with schools.
- http://www.doe.mass.edu/boe/docs/0609/item7_PCEIguide.pdf - Parent and Community Education and Involvement Advisory Council Proposed Family and Community Engagement Guidelines