

Exploring Best Practices in Redesign: Cases from the Field Edgemont Elementary School – School Redesign Case 1

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 through 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.

Edgemont Elementary School (K-5)

21790 Eucalyptus Avenue

Moreno Valley, CA 92553

Intervention Type: Transformation

In 2003, 11% of the students across grade levels were proficient in reading, and 16% were proficient in math. In 2008, 31% of the students were proficient in reading, and 44% were proficient in math. At the same time, the CPI score (a holistic measure of performance) increased from 581 to 714.

School Data:

Approximately 715 Students 9% African American 3% Special Education
85% Hispanic or Latino 95% Free and Reduced-Price Lunch 68% English Language Learners

Overview of Redesign Process:

- In 2005 Edgemont was placed by the state in *Program Improvement* and was required to create a comprehensive reform plan. To lead these efforts 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**, but rather focused on building existing teachers' capacity.
- The principal did not extend the school day. However, to increase learning time, she rearranged the school's daily (block schedule) and weekly schedule (introduced a flex day) to provide time for teachers to meet together, discuss student work, learn new, and improve existing instructional practices. The principal also supported teachers to use instructional time more effectively.

Case Materials

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

***Detailed PowerPoint of Turnaround Process (HIGHLY RECOMMENDED):**

http://relwest.wested.org/system/event_attachments/17/attachments/original/Edgemont_Doing_What_Works_4-29-09.pdf

School Website: <http://www2.mvUSD.k12.ca.us/schools/es/Edgemont>

Performance Data:

<http://dq.cde.ca.gov/dataquest/AcntRpt2009/2009APRSchAYPReport.aspx?allcds=33671246032304>

Questions for Consideration:

- From reading the case, it seems that the turnaround efforts at Edgemont took place in stages. What reform items were prioritized? Why? How does this influence your thinking about your reform process?
- It is clear that Edgemont developed many ways to track student performance. Does your school have such resources? If so, how might they be utilized more effectively? If not, how might you begin to build some of these tools at the school and district level?
- Without turning over a large number of teachers, the principal was able to dramatically change the school's culture and teachers' instruction. How did she accomplish this? What supports/resources does your district/turnaround school need to make similar changes?

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"> • The district has been through a tough economic period and has instituted a hiring freeze. Additionally, all schools including Edgemont Elementary had to lay off teachers. All decisions about lay-offs are made in collaboration with the principal. • The students at Edgemont have remained the same as the school became high performing. • The principal was granted some state funding to implement reform efforts and capital improvements. • As the school did not lay-off teachers as part of the reform efforts and extended learning time was accomplished without increasing the length of the school day, no special arrangements with the union were made.
	Technical Assistance	<ul style="list-style-type: none"> • The district allowed for curricular flexibility and supported the school in hiring a number of external consultants to support instructional growth in the teachers. This included a focus on reciprocal teaching, mind maps, and accelerated reader. • As the school was designated as a school in Program Improvement (see http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp for full description), it was given additional supports via the state department of education. • Although the district does not have a specific department dedicated to turnaround efforts, it provides a number of supports to all its schools including instructional coaching and data support. It has also worked hard to disseminate the good work at Edgemont to other sites by providing opportunities for Edgemont’s school leaders to visit and work with other schools in the district. • The district implements Peer Assistance and Review program (PAR) (http://www.gse.harvard.edu/~ngt/par) to assist tenured teachers who are referred due to an unsatisfactory performance evaluation or who volunteer for assistance. A specialist works with participants to improve their instructional skills, classroom management, content knowledge, or related aspects of the teaching profession. Tenured teachers may volunteer for assistance by sending a written request to the coordinator of Professional Development.
	Monitoring Plan	<ul style="list-style-type: none"> • The district used the school’s CPI rating as well as student test scores via benchmark assessments to monitor progress. • As the school has improved the district has granted it further autonomies including scheduling such that school now operates a summer academy for which teachers are paid according to the union contract for summer hours.

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"> • Due to its status as a <i>Program Improvement School</i>, Edgemont received a high priority grant from the state to use for professional development. It also received money for capital improvements. • The principal based budgetary decisions on 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"> • The principal has budget authority and, with the aid of the instructional leadership team, identified specific instructional interventions and professional development resources to bring to the school. <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"> • A new principal was hired from within the ranks of the district and had served as a teacher and assistant principal in other schools. • The district provided a variety of supports to the new principal including a retired principal mentor. <p>Additional Resource on Principal Mentorship: http://www.alliance.brown.edu/pubs/pln/prncpalmntrg.pdf - compilation from the Urban Alliance at Brown University on best practices regarding principal mentorship.</p>
	Teachers	<ul style="list-style-type: none"> • The original staff in the building was maintained with an explicit goal to build instructional capacity. • Teachers were given multiple opportunities to take on leadership positions. <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 principal was trained by the district to conduct daily walkthroughs. • Teachers are evaluated at least 3 times a year using both a comprehensive instructional rubric and their student achievement gains. <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 Leadership Model	<ul style="list-style-type: none"> • The principal created an instructional leadership team comprised of administrators and teacher leaders. The team met bimonthly, participated in summer planning sessions for which teachers were paid at the union rate, and focused specifically on improving instruction and student learning via the school plan. • The instructional leadership team utilized the voices of teachers, staff, and external stakeholders and assessment data to ensure plan was accurately meeting school needs. <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"> • The principal utilized existing teachers in the building and focused on building capacity at the site level. • A specific hiring criterion for teachers entering the school was not included in the case materials. <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"> • The principal received few if any autonomies regarding her ability to identify and hire teachers at her school. <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"> The leadership team participates in summer meetings (at union rates) to create the vision and strategies for the coming year and in bimonthly meetings to revise the vision based on student assessments and stakeholder feedback. The school has developed a flex day to allow for early release twice a month to create more time for teachers to meet in collaborative groups. Time is created within the daily schedule to allow for grade level team meetings and common planning time. (For examples of the school schedule: http://dww.ed.gov/see/?T_ID=21&P_ID=46&cID=30&c1=820#cluster-1) <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"> Teachers are evaluated at least 3 times a year using both a comprehensive instructional rubric and their student achievement gains as negotiated.
	High Quality	<ul style="list-style-type: none"> PD was used to enhance Accelerated Reader (http://www.renlearn.com/ar/overview) and Student Portfolios (http://www.ncrel.org/sdrs/areas/issues/students/earlyclcd/ea5l143.htm). Teachers received targeted support in Differentiated Instruction and Reciprocal Teaching (http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm). All teacher meetings adhered to protocols focused on student work (<i>for meeting agendas</i> - http://dww.ed.gov/see/?T_ID=21&P_ID=44&cID=32&c2=621#cluster-2) and strict norms (http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=35&c2=822#cluster-2) The school introduced professional learning communities (PLC) (http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=35&c2=821#cluster-2). <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"> In the initial stages of reform, the focus was on literacy and math with a lot of energy put into building teacher instructional capacity in these areas. <p>Additional Resource on Process Oriented Professional Development: www.bestevidence.org/word/begin_read_Feb_09_2009.pdf</p> <ul style="list-style-type: none"> A later focus on writing included vertical alignment to its program, Step Up to Writing http://store.cambiumlearning.com/Resources/ProgramOverview/pdf/sw_StepUp_overview01.pdf

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"> All teachers are trained in differentiated instruction techniques. Accelerated Reader (http://www.renlearn.com/ar/overview) is individualized in that each student has his/her own learning goals. Student portfolios (http://www.ncrel.org/sdrs/areas/issues/students/earlyclid/ea5l143.htm) move with the student from class to class and grade level to level. Students are monitored for progress and those struggling are targeted with additional supports. All 3rd and 4th graders met with the principal to set personal goals for the state achievement test. <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"> With district support, early on in its reform efforts the school was evaluated to assess teachers’ use of instructional time and found that teachers were often off task and transitions were problematic. Principal worked hard to increase teachers’ adherence to required instructional minutes, changed the schedule to blocks to decrease transitions, and held teachers to follow the district’s curriculum pacing guide. Students are monitored for progress and those struggling are identified and targeted with additional support (For examples of the school schedule: http://dww.ed.gov/see/?T_ID=21&P_ID=46&cID=30&c1=820#cluster-1). <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 introduced a prevention and intervention taskforce in which staff is trained to provide instructional and emotional-social support to students. • Students are involved in a character education program to help create a safe and nurturing environment for all students. • Teachers and administration make public displays of positive student behavior including an assembly that designates and celebrates the “Student of the Month.” <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"> • School has family nights and opens the school to the community. • The principal hired a full-time bilingual community liaison to increase parental and community involvement. • Parents and community members are given numerous opportunities to volunteer at the school site and are actively encouraged to do so. <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 to link</p>
	<p>Family Services</p> <ul style="list-style-type: none"> • School provides parental education programs coordinated by a full time community liaison. <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"> • All curricular decisions are based on student performance on state assessments (aligned to state standards) and ongoing, formative assessments. • School implements Accelerated Reader (http://www.renlearn.com/ar/overview) which includes a built in formative assessment tool. • Student Portfolios (http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea5l143.htm) are used to track student progress and make curricular decisions for both the individual student and the whole school. • Introduction of the school’s writing program Step Up to Writing (http://store.cambiumlearning.com/Resources/ProgramOverview/pdf/sw_StepUp_overview01.pdf) required the vertical alignment of student writing skills. • The staff meets bimonthly to review student work and make decisions about changes to curriculum and, hence, the aligned assessment. <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"> • Teachers participate in professional learning communities (PLC) and work to create transparency about their practice and serve to support each other to improve. <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> <ul style="list-style-type: none"> • The principal has invested heavily in a variety of types of professional development to target teachers’ areas of need as defined by student performance. Additionally, specific attention was paid to how to teach (i.e. process). <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> <ul style="list-style-type: none"> • In addition to utilizing the district’s comprehensive teacher evaluation process, and Peer Assistance and Review (http://www.gse.harvard.edu/~ngt/par) the Principal was trained through the district to conduct daily walkthroughs of classrooms. <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>
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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"> All students create and maintain Student Portfolios (http://www.ncrel.org/sdrs/areas/issues/students/earlycl/ea5l143.htm) that follow them from grade to grade and class to class. This information is used by teachers to ensure students make adequate progress and to provide targeted assistance when needed. Teachers use standards-aligned, ongoing, formative assessments to track student development and provide targeted assistance. <p>Additional Resource on Benefits of Formative Assessment: http://www.schoolsmovingup.net/cs/smu/view/rs/10762 - study outlining the positive effects of formative assessment on instruction and student performance.</p>
	Standardized	<ul style="list-style-type: none"> The school’s reading program, Accelerated Reader (http://www.renlearn.com/ar/overview), includes a computer-based assessment system to track student performance, and hence inform teachers’ instruction. School has recently incorporated Voyager Expanded Learning (http://www.voyagerlearning.com/passport/index.jsp) to further track student development and progress in reading. This information is used to guide specialized interventions for students. All 4th and 5th graders meet individually with the principal to set their testing goals, and receive targeted assistance to do so.

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