

## Exploring Best Practices in Redesign: Cases from the Field Fairfield Court Elementary School – School Redesign Case 5

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### **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.<sup>1</sup> 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](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 exist<sup>2</sup> 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.

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<sup>1</sup> See [http://dww.ed.gov/profiles/?T\\_ID=21&P\\_ID=45&sID=-1](http://dww.ed.gov/profiles/?T_ID=21&P_ID=45&sID=-1) for site selection criteria.

<sup>2</sup> 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](mailto: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"> <li>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.</li> <li>The school received a high priority grant to aid in the reform efforts. The school also received money for school modernization.</li> <li>The principal <b>did not lay off teachers</b>.</li> <li>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.</li> </ul>
2	Dodge Renaissance Academy K-8 <i>Chicago, IL</i>	Restart	<ul style="list-style-type: none"> <li>In 2002, Dodge was closed due to persistent poor performance. It was reopened in 2003 partnered with the Academy for Urban School Leadership (AUSL).</li> <li>The school is also affiliated with the Teacher Advancement Program (TAP) – a comprehensive school reform.</li> <li>Dodge is financed through per pupil money and is supplemented in part through AUSL's fund raising efforts.</li> <li>As the school was closed and re-opened <b>the school's staff was entirely new</b>.</li> <li>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.</li> </ul>
3	Waterford High School <i>Waterford, CA</i>	Transformation	<ul style="list-style-type: none"> <li>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.</li> <li>The school was not part of a mandated turnaround process, and received little, if any, additional funds to support its reform efforts.</li> <li>The principal <b>did not lay off teachers</b>.</li> <li>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.</li> </ul>
4	Hardy Elementary School <i>Chattanooga, TN</i>	Turnaround	<ul style="list-style-type: none"> <li>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.</li> <li>\$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.</li> <li>All of Hardy's teachers <b>had to reapply for their jobs</b> and many were not re-hired and were redistributed through the system or retired.</li> <li>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.</li> </ul>
5	Fairfield Court Elementary <i>Richmond, VA</i>	Transformation	<ul style="list-style-type: none"> <li>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.</li> <li>The school was not part of a mandated turnaround process, and received little, if any, additional funds with which to support its reform efforts.</li> <li>The newly appointed principal <b>worked with the existing staff</b> to build instructional capacity.</li> <li>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.</li> </ul>



**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.*

<b>District Supports</b>	<b>Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• As this was not a mandated turnaround process, the school received little, if any additional funds to implement its reform efforts.</li> <li>• The school served the same student population during and after the reform efforts.</li> <li>• The school did not lay-off teachers as part of the reform efforts. However, the district supported the principal to encourage teachers who were not able or willing to participate in reform activities to leave the school and/or retire.</li> <li>• The district supported the school’s choice to create an extended day and Saturday academy.</li> </ul>
	<b>Technical Assistance</b>	<ul style="list-style-type: none"> <li>• Richmond City Schools was actively involved in improving schools across the district. The district developed a system for collecting, organizing, analyzing, and using data on student learning and worked closely with schools to use these data in changing instruction. The district worked especially closely with the most challenged schools, such as Fairfield Court.</li> <li>• The principal was given budget, curriculum and hiring autonomy in return for increased accountability.</li> </ul>
	<b>Monitoring Plan</b>	<ul style="list-style-type: none"> <li>• The district uses traditional measures of performance via student assessments and other outcome based factors to assess the school’s progress.</li> </ul>

**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.*

<b>Financial and Asset Management</b>	<b>Strategic Use of Resources</b>	<ul style="list-style-type: none"> <li>• Spending decisions about professional development and other resources are aligned to student data and teacher evaluation results.</li> <li>• The school was not part of a mandated turnaround process, and received little, if any, additional funds with which to support its reform efforts.</li> </ul> <p><b>Additional Resources on Strategic use of Resources:</b>  <a href="http://www.educationresourcestrategies.org/documents/rethinking-resources.pdf">www.educationresourcestrategies.org/documents/rethinking-resources.pdf</a> New American Schools Brief on how transforming schools provides resources to increase learning time, teacher collaboration and targeted assistance for students.</p>
	<b>Budget Authority</b>	<ul style="list-style-type: none"> <li>• As part of Virginia’s turnaround process, the principal is given a great deal of budgetary oversight.</li> </ul> <p><b>Additional Resources on Budget Autonomies:</b>  <a href="http://www.nyu.edu/steinhardt/iesp/pdb/PDB_final_rpt.pdf">http://www.nyu.edu/steinhardt/iesp/pdb/PDB_final_rpt.pdf</a> - evaluation of NYC budgeting authority initiative.  <a href="http://www.ericdigests.org/2000-2/budgeting.htm">http://www.ericdigests.org/2000-2/budgeting.htm</a> - review of school-based budgeting.</p>

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

**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.*

<b>Effective School Leadership</b>	<b>Principal</b>	<ul style="list-style-type: none"> <li>A new principal with a proven track record was brought into the school to lead the transformation effort.</li> </ul>
	<b>Teachers</b>	<ul style="list-style-type: none"> <li>While a few teachers transferred with the shift to turnaround status, most of the original staff remained at the school. (See video for how <b>principal changed the school culture</b> (<a href="http://dww.ed.gov/see/?T_ID=21&amp;P_ID=47&amp;cID=35&amp;c2=819#cluster-2">http://dww.ed.gov/see/?T_ID=21&amp;P_ID=47&amp;cID=35&amp;c2=819#cluster-2</a>))</li> <li>The principal invested heavily in improving teachers’ instructional practice and hired master teachers to support teacher teams in data driven instruction.</li> <li>When new teachers had to be hired, the principal partnered with local organizations to create financial incentives (e.g., supermarket discounts, low interest rate home loans, etc.) to ensure the school could attract the best candidates possible.</li> </ul> <p><b>ESE Guidance Hiring Turnaround Teachers:</b>  <a href="http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf">http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</a></p>
	<b>Evaluation System</b>	<ul style="list-style-type: none"> <li>Virginia requires that all schools incorporate a rigorous, transparent, and equitable evaluation systems for teachers and principals that:                             <ol style="list-style-type: none"> <li>Takes into account data on student growth and other factors such as multiple observation-based assessments of performance</li> <li>Is designed and developed with teacher and principal involvement</li> </ol> </li> <li>The principal made frequent and often unannounced visits to teacher classrooms to provide feedback on time on task and instructional practice more generally.</li> </ul> <p><b>ESE Learning Walkthrough Guide:</b>  <a href="http://www.doe.mass.edu/sda/ucd/walk/ImplementationGuide.pdf">http://www.doe.mass.edu/sda/ucd/walk/ImplementationGuide.pdf</a></p> <p><b>ESE Learning Walkthrough Materials Including Rubrics, Debriefing Protocols, and Scheduling Examples:</b> <a href="http://www.doe.mass.edu/sda/ucd/walk/">http://www.doe.mass.edu/sda/ucd/walk/</a></p>
	<b>New Governance Model</b>	<ul style="list-style-type: none"> <li>Teacher leader roles were created to support principal in school governance and disseminate new vision and goals to the larger school population.</li> <li>Master teachers also facilitated teacher professional development in teachers’ weekly team meetings and provided one-on-one support to teachers in their classrooms.</li> </ul> <p><b>Additional Resources on School Leadership Supporting Instructional Improvement:</b>  <a href="http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf">http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf</a> - 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.*

<b>Staffing Authority</b>	<b>Identify</b>	<ul style="list-style-type: none"> <li>The original staff remained during Fairfield’s reform process and the principal invested heavily in professional development to improve teachers’ instructional capacity.</li> <li>While the school clearly went through a rigorous process of recruitment and provided a number of financial incentives to draw highly effective teachers to the school, the specific hiring criteria were not clear from the case materials.</li> </ul> <p><b>ESE Guidance Hiring Turnaround Teachers:</b>  <a href="http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf">http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</a></p> <p><b>Additional Resources on Hiring Criteria:</b>  <a href="http://www.crpe.org/cs/crpe/download/csr_files/wp_crpe3_joyce_may08.pdf">http://www.crpe.org/cs/crpe/download/csr_files/wp_crpe3_joyce_may08.pdf</a> -study on the differing hiring criteria of 9 schools in a district and its effect on school performance.</p>
	<b>Flexibility</b>	<ul style="list-style-type: none"> <li>As part of the Virginia Turnaround initiative, the principal was given operational flexibility on staffing, as well as calendars/time and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes.</li> </ul> <p><b>Additional Resources on Hiring Autonomies:</b>  <a href="http://www.tntp.org/files/MutualBenefits.pdf">http://www.tntp.org/files/MutualBenefits.pdf</a> - 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.*

<b>Professional Development and Collaboration</b>	<b>Structures</b>	<ul style="list-style-type: none"> <li>Teachers participate in weekly cluster grade-level teams aided by Instructional Coaches (i.e., Master Teachers) to analyze data, collaboratively develop lesson plans, and discuss specific instructional needs.</li> <li>Principal developed embedded, school-wide opportunities for teachers to discuss quality practice (e.g., book club).</li> <li>Summer retreat was created to allow teachers to review school data and participate in developing the school goals and intervention plan for the fall.</li> </ul> <p><b>ESE Common Planning Time Self-Assessment Toolkit:</b>  <a href="http://www.doe.mass.edu/sda/ucd/CPTtoolkit.pdf">http://www.doe.mass.edu/sda/ucd/CPTtoolkit.pdf</a></p> <p><b>ESE Guidance and Promising Practices on More Time for Teacher/Leader Collaboration:</b>  <a href="http://www.doe.mass.edu/sda/framework/level4/Time_TeachersLeaders.pdf">http://www.doe.mass.edu/sda/framework/level4/Time_TeachersLeaders.pdf</a></p>
	<b>High Quality</b>	<ul style="list-style-type: none"> <li>All professional development initiatives are data driven and teachers constantly refer to student performance to decide upon their next steps.</li> <li>To do so, the teachers use <b>Charting the Course</b> (see <a href="http://dww.ed.gov/see/?T_ID=21&amp;P_ID=45&amp;cID=34&amp;c3=865#cluster-3">http://dww.ed.gov/see/?T_ID=21&amp;P_ID=45&amp;cID=34&amp;c3=865#cluster-3</a> for a sample of the template) a data management tool to record three-year data trends, data from the previous year, bi-weekly data reports, and discipline issues. These data then help Fairfield Court staff to direct and improve instruction.</li> </ul> <p><b>ESE PLC Supports:</b>  <a href="http://www.doe.mass.edu/sda/ucd/PLCguidance.pdf">http://www.doe.mass.edu/sda/ucd/PLCguidance.pdf</a>  <a href="http://www.doe.mass.edu/sda/ucd/PLCstages.pdf">http://www.doe.mass.edu/sda/ucd/PLCstages.pdf</a></p> <p><b>Additional Resources on Professional Learning Communities:</b>  <a href="http://www.nsrffharmony.org/research.vescio_ross_adams.pdf">http://www.nsrffharmony.org/research.vescio_ross_adams.pdf</a> - a review of the research on PLCs.</p> <p><b>Additional Resources on Data Driven Instruction:</b>  <a href="http://www.uknow.gse.harvard.edu/decisions/DD6-1-207.html">http://www.uknow.gse.harvard.edu/decisions/DD6-1-207.html</a> - an introduction to the DataWise program focused on turning data into usable knowledge.</p>
	<b>Content Based</b>	<ul style="list-style-type: none"> <li>The school introduced a comprehensive reading program from <b>Voyager</b> (<a href="http://www.voyagerlearning.com/passport/index.jsp">http://www.voyagerlearning.com/passport/index.jsp</a>) that is focused on struggling readers. It targets the priority skills and strategies and includes based daily lessons, frequent progress monitoring, and Ticket To Read® technology.</li> <li>All interventions were targeted specifically to student content needs based on data results.</li> </ul>

**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.*

<b>Tiered Instruction and Adequate Time</b>	<b>Differentiation</b>	<ul style="list-style-type: none"> <li>All student interventions are based on student assessment results and hence are directly targeted to their particular needs.</li> </ul> <p><b>ESE Tool on Tiered Instruction: Grounding Document and Self-Assessment Instrument</b> - <a href="http://www.doe.mass.edu/sda/framework/level4/TieredInstruction.pdf">http://www.doe.mass.edu/sda/framework/level4/TieredInstruction.pdf</a></p>
	<b>Increased Learning Time</b>	<ul style="list-style-type: none"> <li>The school has an extended day where students are given intensive content-focused support based on their specific and individualized needs.</li> <li>A 30 minute reading block was instituted throughout the school.</li> <li>The school created a Saturday academy to provide students further targeted support.</li> <li>The principal focused a great deal of time and energy to improving time on task within each classrooms and does frequent, unannounced classroom checks. When teachers are successful in terms of effective instruction the principal creates public celebrations to build community and professionalism.</li> </ul> <p><b>ESE Guidance and Promising Practices Expanding Learning Opportunities for Students:</b> <a href="http://www.doe.mass.edu/sda/framework/level4/LearningOpportunities.pdf">http://www.doe.mass.edu/sda/framework/level4/LearningOpportunities.pdf</a></p> <p><b>Additional Resources on Time and Student Achievement:</b> <a href="http://www.educationsector.org/usr_doc/OntheClock.pdf">www.educationsector.org/usr_doc/OntheClock.pdf</a> - policy brief about the positive impact of additional learning time. <a href="http://www.wested.org/online_pubs/po-98-02.pdf">www.wested.org/online_pubs/po-98-02.pdf</a> - explores the factors that help to make extended time effective time. <a href="http://www.wested.org/online_pubs/pp-09-01.pdf">http://www.wested.org/online_pubs/pp-09-01.pdf</a> - 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.*

<b>Students’ social, emotional and health needs</b>	<p><b>Student Support Systems</b></p> <ul style="list-style-type: none"> <li>• The principal has built powerful relationships with families, community organizations and businesses to help bring resources to the school to support student learning and well-being.</li> <li>• The principal negotiated with the district and other partners to ensure that the food brought to the school would be healthy and that students participating in the extended day would receive an additional meal.</li> <li>• The school is in partnership with <b>Community in Schools</b> (<a href="http://cisofva.org/Default.htm">http://cisofva.org/Default.htm</a>). Community in Schools (CIS) places trained site coordinators directly inside public schools, where they target the students most at risk of low achievement or dropping out. Site coordinators provide students with intensive one-on-one support, while also working to improve the resources available to the entire student community.</li> </ul> <p><b>ESE Guidance and Promising Practices on Addressing Students' Social, Emotional, and Health Needs:</b> <a href="http://www.doe.mass.edu/sda/framework/level4/StudentsNeeds.pdf">http://www.doe.mass.edu/sda/framework/level4/StudentsNeeds.pdf</a></p> <p><b>Additional Resource on Community Partnerships to Address Students’ Social, Emotional, and Health Needs:</b> <a href="http://www.bc.edu/schools/lsoe/bostonconnects/home.html">http://www.bc.edu/schools/lsoe/bostonconnects/home.html</a> - 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.*

<b>Family-School Relationships</b>	<p><b>Parent, Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Community is encouraged to support the school in a variety of ways. The case highlighted a variety of ways businesses partnered for funding raising purposes and specifically to help create financial incentives for new teachers to work at the school.</li> <li>• School has family nights and opens the school to the community.</li> <li>• Parents and community members are given numerous opportunities to volunteer at the school site and are actively encouraged to do so.</li> </ul> <p><b>Additional Resources on Family-School Relationships:</b>  <a href="http://www.sedl.org/connections/resources/evidence.pdf">http://www.sedl.org/connections/resources/evidence.pdf</a> - Research connecting family and community engagement with increased student performance.  <a href="http://www.educationcounsel.com/resources/files/It%20Takes%20a%20Parent.pdf">http://www.educationcounsel.com/resources/files/It%20Takes%20a%20Parent.pdf</a> – toolkit for district and schools in best practices for engaging parents and community members with schools.</p> <p><b>Parent and Community Education and Involvement Advisory Council Proposed Family and Community Engagement Guidelines:</b>  <a href="http://www.doe.mass.edu/boe/docs/0609/item7_PCEIguide.pdf">http://www.doe.mass.edu/boe/docs/0609/item7_PCEIguide.pdf</a></p> <p>***<b>Supplementary Case on Family Engagement:</b> <a href="#">click here to link</a></p>
	<p><b>Family Services</b></p> <ul style="list-style-type: none"> <li>• The school provides mini-workshops for parents on how to support their child’s academic achievement.</li> </ul> <p><b>PTA National Standards on Parent Engagement:</b> <a href="http://www.pta.org/national_standards.asp">http://www.pta.org/national_standards.asp</a></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.*

<b>Aligned Curriculum</b>	<ul style="list-style-type: none"> <li>• The school introduced a comprehensive reading program from <b>Voyager</b> (<a href="http://www.voyagerlearning.com/passport/index.jsp">http://www.voyagerlearning.com/passport/index.jsp</a>) that is focused on struggling readers. It targets the priority skills and strategies and includes based daily lessons, frequent progress monitoring, and Ticket To Read® technology.</li> <li>• All curricular decisions are based on student performance on state assessments (aligned to state standards) and ongoing, formative assessments.</li> <li>• Teacher teams worked to create a coherent curriculum aligned to state standards and formative assessments where all teachers had a similar understanding of proficiency.</li> </ul> <p><b>ESE Mathematics, Science, and Technology Engineering (OMSTE) Instructional Resources:</b>  <a href="http://www.doe.mass.edu/omste/instructional.html">http://www.doe.mass.edu/omste/instructional.html</a></p> <p><b>ESE Guide for Developing Content-Based English as a Second Language (ESL) Curriculum:</b>  <a href="http://www.doe.mass.edu/ell/cdguide/?section=steps">http://www.doe.mass.edu/ell/cdguide/?section=steps</a></p> <p><b>ESE PreK-12 Literacy Plan:</b> <a href="http://www.doe.mass.edu/literacy/nga/">http://www.doe.mass.edu/literacy/nga/</a></p> <p><b>ESE English Language Proficiency Benchmarks and Outcomes (ELBPO):</b>  <a href="http://www.doe.mass.edu/ell/benchmark.pdf">http://www.doe.mass.edu/ell/benchmark.pdf</a></p> <p><b>Massachusetts Curriculum Frameworks:</b> <a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a></p> <p><b>MCAS Performance Level Descriptions:</b> <a href="http://www.doe.mass.edu/mcas/tdd/pld/">http://www.doe.mass.edu/mcas/tdd/pld/</a></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.*

<b>Effective Instruction</b>	<ul style="list-style-type: none"> <li>• Master teachers serve as coaches and provide support for teachers in data analysis and instructional practice.</li> <li>• Teachers collaboratively develop standards-aligned lesson plans.</li> <li>• Virginia requires that all schools incorporate a rigorous, transparent, and equitable evaluation systems for teachers and principals that:             <ol style="list-style-type: none"> <li>3. Takes into account data on student growth and other factors such as multiple observation-based assessments of performance</li> <li>4. Is designed and developed with teacher and principal involvement</li> </ol> </li> <li>• The principal made frequent and often unannounced visits to teacher classrooms to provide feedback on time on task and instructional practice more generally.</li> </ul> <p><b>ESE Standard-Based Characteristics of Teaching and Learning Sheltered English in Content Areas:</b> <a href="http://www.doe.mass.edu/sda/framework/level4/SEIContentContinuum.pdf">http://www.doe.mass.edu/sda/framework/level4/SEIContentContinuum.pdf</a></p> <p><b>Characteristics of Standards-Based Teaching and Learning - Continuum of Practice:</b> <a href="http://www.doe.mass.edu/sda/ucd/walk/">http://www.doe.mass.edu/sda/ucd/walk/</a></p> <p><b>Characteristics of a Standards-Based Mathematics Classroom:</b> <a href="http://www.doe.mass.edu/omste/news07/mathclass_char.doc">http://www.doe.mass.edu/omste/news07/mathclass_char.doc</a></p> <p><b>Characteristics of a Standards-Based Science Classroom:</b> <a href="http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf">http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf</a></p> <p><b>Additional Resources on Developing Effective Instructional Practices:</b> <a href="http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf">http://www.mcrel.org/PDF/Instruction/5992TG_What_Works.pdf</a> - 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.*

<b>Student Assessment</b>	<b>Teacher Led</b>	<ul style="list-style-type: none"> <li>• All professional development initiatives are data driven and teachers constantly refer to student performance to decide upon their next steps.</li> <li>• Teachers use <b>Charting the Course</b> (see <a href="http://dww.ed.gov/see/?T_ID=21&amp;P_ID=45&amp;clD=34&amp;c3=865#cluster-3">http://dww.ed.gov/see/?T_ID=21&amp;P_ID=45&amp;clD=34&amp;c3=865#cluster-3</a> for a sample of the template) a data management tool to record three-year data trends, data from the previous year, bi-weekly data reports, and discipline issues.</li> <li>• Instructional Coaches support teachers in learning how to analyze data and how to use this information to develop lessons that directly address identified student needs.</li> </ul> <p><b>Additional Resource on Benefits of Formative Assessment:</b>  <a href="http://www.schoolsmovingup.net/cs/smu/view/rs/10762">http://www.schoolsmovingup.net/cs/smu/view/rs/10762</a> - study outlying the positive effects of formative assessment on instruction and student performance.</p>
	<b>Standardized</b>	<ul style="list-style-type: none"> <li>• In addition to a number of assessments provided by the district, the school introduced a comprehensive reading program from <b>Voyager</b> (<a href="http://www.voyagerlearning.com/passport/index.jsp">http://www.voyagerlearning.com/passport/index.jsp</a>) that is focused on struggling readers. It targets the priority skills and strategies and includes based daily lessons, frequent progress monitoring, and Ticket To Read® technology.</li> </ul>

**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.

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

**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](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