

Exploring Best Practices in Redesign: Cases from the Field Hardy Elementary School – School Redesign Case 4

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.

Hardy Elementary School

2100 Glass St.

Chattanooga, TN 37406

Intervention Type: Turnaround

In 2002, only half the students were proficient in reading and math (55% in reading, 51% in math). In 2009, most students are proficient or advanced in these content areas (89% in reading, 80% in math).

School Data:

Approximately 567 Students 97% African American 7% Special Education
100% Free and Reduced-Price Lunch 0% English Language Learners

Overview of Redesign Process:

- In 2000, Chattanooga learned from the state that it had 9 of the state’s lowest performing schools. In response to this and public outcry, 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 via the Benwood Foundation and the Public Education Foundation (PEF) to lead reforms efforts and capital improvements in 7 schools for 5 years. As the initiative grew in its notoriety and success, it was able to draw additional funds from Benwood and PEF as well as new national funders.
- The union agreed to allow for the *reconstitution* of the schools participating in the initiative such that **all of Hardy’s teachers had to reapply for their jobs** and many were not re-hired. However, teachers who were not hired were redistributed through the system or retired.
- To increase learning time, 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.

Case Materials

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

10 minute Video on the Benwood Initiative: http://www.pbs.org/newshour/bb/education/jan-june06/chatanooga_06-20.html

School Website: <http://hardyelem.educatorpages.com/page.aspx?name=hardyelem>

Performance Data: <http://www.greatschools.org/modperl/achievement/tn/2184#from..HeaderLink>

Questions for Consideration:

- While your district may not be able to partner with a local foundation, are there elements of the Benwood Initiative that you could implement independently? If so, which elements do you see as the most important to produce effective reform?
- Embedded, ongoing professional development was a hallmark of the turnaround efforts at Hardy. How might you replicate some of these elements in your school/schools? What are some existing instructional strengths within your district that you can capitalize on?
- Hardy drastically changed its schedule to better accommodate student needs at the individual level. What changes to current the school schedules might you make to ensure teachers’ opportunities to directly target individual students’ learning needs?
- 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"> • Through initial foundation support of \$5.5 million for 7 schools, the district introduced the “Benwood Initiative” – a comprehensive school reform project focused on improving teacher quality in the district. This initiative was led by a local non-profit who, in collaboration with the district, set the reform agenda. • As a result of this partnership, the school oversight for instructional elements, including principal hiring, was transferred to the non-profit while the principal was given control over teacher staffing, calendar and, to a large degree, the school budget. • As part of the initiative, the district committed to giving Hardy a new facility. • The school served the same student population after the move to the new facilities. • The district negotiated with the union to allow for all teachers to reapply for their positions by securing positions for each of the non-renewed teachers in other schools or with retirement incentives.
	Technical Assistance	<ul style="list-style-type: none"> • The non-profit overseeing the Benwood Initiative (the Public Education Foundation (PEF) - http://www.pefchattanooga.org/initiatives/benwood-initiative) provided a number of supports to the schools including instructional coaches, hiring criteria for teachers, and principal supports. • The district worked in collaboration with PEF to ensure that district policies were flexible enough to allow the school to create its own reform agenda aligned with that of the Initiative, based on student data and could chose the resources (human, content, time, etc.) that would make the school most able to reach its goals.
	Monitoring Plan	<ul style="list-style-type: none"> • PEF has helped the school develop a number of formative assessments to track student achievement throughout the year.

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	Strategic Use of Resources	<ul style="list-style-type: none"> Through foundation support of approximately 5.5 million dollars for 7 schools, the district introduced the “Benwood Initiative” – a comprehensive school reform project focused on improving teacher quality in the district. Additional funds were at the joint discretion of those running the initiative and the principal and all decisions were made collaboratively and based on student data. <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>
	Budget Authority	<ul style="list-style-type: none"> The Benwood Initiative assisted the principal in utilizing the budget in the most effective way possible. The principal was given authority to decide on personnel, school schedule, and the substance of much of the professional development. <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"> In collaboration with PEF, the district hired a new principal with a proven track record of success. PEF provided the principal a leadership coach to support her leadership skills and school governance. In collaboration with PEF representatives, the district has now developed an urban leader academy to ensure a pipeline of high quality school leaders for the future.
	Teachers	<ul style="list-style-type: none"> The district made a deal with the union that allowed the principal to ask all teachers to reapply for their positions. All teachers who were not re-hired at Hardy found jobs elsewhere or chose to retire. Determined by the initiative leaders, the hiring criteria were rigorous and required an interview, a written test, and a classroom observation. <p>ESE Guidance for Hiring Turnaround Teachers: http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</p> <ul style="list-style-type: none"> Teachers were given a number of incentives to work in the district including housing stipends, an opportunity to earn a master’s degree paid for by the district, and performance bonuses.

<p>Evaluation System</p>	<ul style="list-style-type: none"> The principal initiated daily Walkthroughs using a comprehensive in-house observation tool that she developed in collaboration with teachers. (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=674#cluster-3 for Hardy tool) <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> <ul style="list-style-type: none"> Teachers use a comprehensive lesson plan template (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=737#cluster-1) and turn in their plans to the principal each week for feedback. All teachers are evaluated with TN’s Framework for Evaluation and Professional Growth that includes student growth and provides teachers with clear guidelines for improvement. (http://www.state.tn.us/education/frameval - for TN evaluation framework).
<p>New Governance Model</p>	<ul style="list-style-type: none"> The initiative introduced and paid for teacher leaders at each school to support the principal and to lead the professional development initiatives in the school. All new hires were paid to attend a summer workshop to collectively develop the school goals based on data and performance expectations. <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"> • Though the district mandated and the union agreed that all teachers had to reapply for their position, the principal was given ultimate authority over who would be (re)hired. • The hiring criteria was rigorous and required that the teacher participate in an extended interview, take a written test, and be observed teaching a lesson. • Teachers were given a number of incentives to work in the district including housing stipends, an opportunity to earn a master’s degree paid for by the district, and performance bonuses. <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 was given total staffing control over the school. • The decision to hire new faculty is based on student needs and evaluation results. • All new hires were paid to attend a summer workshop to collectively develop the school goals based on data and discuss the expectations for performance. <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 collaborative teams that meet weekly within the school day to analyze data, develop and revise curriculum, and ensure alignment to state standards (PD at Hardy http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=795#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"> These teams are led by teacher leaders identified for their expertise and ability to work effectively with adults. Coaches were hired to support new teachers through their induction process. Two model classrooms were established so teachers can observe master teachers and receive coaching in real time. Professional development is constantly revised to best address student needs.
	High Quality	<ul style="list-style-type: none"> All interventions are carefully aligned to student performance data, state standards and school goals. The professional development teams developed norms and protocols to ensure high quality discussions focused on improving student success. <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 principal hired a literacy consultant to support literacy instruction across all content areas during a new 2 hour literacy block and introduced new assessment tools to identify students’ needs in core subjects and provide targeted support. 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"> • During teachers’ weekly team meeting time, members use data to identify specific students’ areas of need and excellence. Students are then put into flexible groups to target those areas for support or extension. • Teachers were taught to use centers in their classrooms to target students’ different skill levels and learning styles. <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"> • During its first year in turnaround status, with union approval and changes to pay schedule, Hardy’s teachers opted to make the school year round, and to use the intersessions for additional instruction and support. • The school introduced an “early bird” literacy/math hour that starts the day at 6:30 a.m. • Saturday writing academies were introduced and, although they were voluntary, over 98% of the students attended. (In both cases, teachers were paid for additional hours as defined in the union contract). <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.*

Students’ social, emotional and health needs	<p>Student Support Systems</p> <ul style="list-style-type: none"> • School has an expansive discipline code to create stable and safe learning environment. This includes giving students daily reports on behavior (for the behavior sheet see - http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=33&c2=633#cluster-2) for parents to sign. • The school introduced daily morning assemblies during which students are taught short character education programs. • The school implements a program called “coordinated school health” which aims to bring together health resources and education at the school and classroom level. <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 Engagement	<p>Parent, Family and Community Engagement</p> <ul style="list-style-type: none"> • The principal has aggressively worked to improve the quality of the relationship between the school and the parents. This included working with teachers to reframe how they understood their relationship with parents. (see http://dww.ed.gov/see/?T_ID=21&P_ID=44&cID=32&c2=833#cluster-2 for the principal’s explanation of this process). • The school provides mini-workshops for parents to best support their child’s academic achievement. • The school introduced a variety of themed family nights to bring parents into the school and make them feel more welcomed. <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"> • The school provides mini-workshops for the parents on how to best support their child’s academic achievement. <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.*

<p>Aligned Curriculum</p>	<ul style="list-style-type: none"> • The school implemented a new literacy program that was later adopted by the entire district. • As the school decided to departmentalize the upper grades, it undoubtedly forced a conversation about vertical alignment of the curriculum its alignment with the state standards. • Teacher teams worked to create a coherent curriculum aligned to state standards and formative assessments where all teachers had a similar understanding of proficiency. • These same teams developed curriculum maps and pacing guides to facilitate ongoing discussion and adherence to the standards. • Through the teacher evaluation process, walkthroughs (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=34&c3=674#cluster-3 for Hardy tool) and lesson plan checks (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=737#cluster-1 for lesson plan template), the principal and teacher leaders were able to continually assess the curriculum and make changes when necessary to ensure it was best aligned to the needs of students and the school. <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"> • Teacher leaders and math and literacy coaches provide support for teachers in their classrooms via coaching and model lessons. • All teachers received support in differentiated instruction techniques. • Teachers use a standardized lesson plan template (http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=737#cluster-1) to ensure that the lesson is aligned with state standards. These plans are given to the principal weekly and teachers receive feedback. • Teachers work together to identify student needs and to plan interventions to best meet those needs. • All teachers are evaluated with TN’s Framework for Evaluation and Professional Growth. This measure includes student growth and provides teachers with clear guidelines for improvement. (http://www.state.tn.us/education/frameval - for TN evaluation framework). • Teachers were trained on the evaluation rubric and worked collectively with the administration to identify community standards to which everyone would be held accountable to ensure a productive professional environment. <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 ongoing formative assessments to decide on the scope and details of their professional development as delivered in their team meetings. • During teachers’ weekly team time, members use data to identify specific student areas of need and excellence. Students are then put into flexible groups to target those areas for support or extension. <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 Hardy 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. • Tennessee uses value-added calculations to determine individual teachers’ and schools’ performance. These measures are integrated into the teacher’s evaluation and are used to identify and target students’ and teachers’ areas of need.

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