

Exploring Best Practices in Redesign: Cases from the Field Waterford High School – School Redesign Case 3

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.

Waterford High School

121 South Reinway Ave.

Waterford, CA 95386

Intervention Type: Transformation

In 2001, Waterford was the lowest-performing school in its county, but by 2008, the school had demonstrated the fastest growth in the state. In 2003, 6% of the ninth graders were proficient in Algebra I and 28% of the ninth graders were proficient in ELA. In 2008, 72% of the ninth graders were proficient in Algebra I, 24% of the ninth graders were proficient in ELA and 25% of the same cohort was advanced in ELA.

School Data:

Approximately 656 Students	40% Hispanic or Latino	9% Special Education
50% White	46% Free and Reduced-Price Lunch	10% English Language Learners

Overview of Redesign Process:

- In 2001, Waterford H.S. was labeled the lowest performing school in the county. In response, the district hired a new principal and granted him autonomies over budget, professional development, and curriculum.
- 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 original staff remained during Waterford's reform process and the principal invested heavily in professional development to improve teachers' instructional capacity.
- The school was able to increase student's learning time without expanding the school day. To do so, the school worked with consultants to collect and analyze data about use of instructional time. The school then reorganized the master schedule to create instructional blocks and time for teachers to meet weekly in collaborative groups. This new schedule, along with the implementation of the new instructional norms, increased average time-on-task from 65% to 85% across content areas.

Case Materials

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

Powerpoint on Reform Efforts: http://www.waterford.k12.ca.us/Attachments/Sub_Menu/51.ppt

School Website: <http://www.waterford.k12.ca.us/index.asp?SiteID=1>

Performance Data: <http://www.greatschools.org/california/waterford/11195-Waterford-High-School>

Questions for Consideration:

- Reform efforts at Waterford began with an examination of how effectively instructional time was being used. Do you think this was a good place to start? Why or why not?
- Waterford developed its own school and instructional norms. What are the benefits of having teachers be part of this process? What are the potential challenges?
- While Waterford did not add time to its instructional day, the school was able to find alternative ways to provide students with additional targeted support. Are there ways to reorganize the current schedule to create similar opportunities in your school(s)?
- High school teachers often report that it is difficult for them to collaborate or critique each other's instruction due to differences in content knowledge. How did the teachers at Waterford address this issue?

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"> As this was not a mandated turnaround process, the school received little, if any additional funds to implement its reform efforts. The school served the same student population during and after the reform efforts. The district created a district leadership team comprised of principals across the district and district staff. This team worked to disseminate best practices across the school and to highlight school needs to the district. As a result, the district was more able to directly service schools’ needs and to provide the schools with greater autonomies (see http://dww.ed.gov/see/?T_ID=21&P_ID=44&cID=32&c2=677#cluster-2 for overview of this process). The school was given autonomy over its hiring procedures, budget, and professional development.
	Technical Assistance	<ul style="list-style-type: none"> Through a partnership with the state, representatives from the Regional System of District and School Support provided consulting services to the school. These services included an evaluation of teachers’ use of instructional time (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=628#cluster-1 for report) and recommendations for reform. Through the work of the newly formed district leadership team, the district recalibrated the type of assistance they provide to the schools to ensure it was closely aligned with Waterford’s identified needs. The principal was given the flexibility to use professional development funds to hire consultants to support teachers in their use of Explicit Direct Instruction (http://edtech.suhsd.k12.ca.us/PD)
	Monitoring Plan	<ul style="list-style-type: none"> Representatives from the Regional System of District and School Support provided ongoing monitoring to the school via instructional walkthroughs, teacher surveys, and follow up time audits. The district uses traditional measures of performance via student assessments and other outcome based factors to assess the school’s progress.

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"> • Spending decisions about professional development and other resources are aligned to student data and teacher evaluation results. • The school was not part of a mandated turnaround process, and received little, if any, additional funds with which to support its reform efforts. <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 was given budget autonomy over 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"> The district hired a new principal with a proven track record of success. In partnership with the state, the district provided regional support representatives to help the principal collect important data about instruction and particularly time on task. The regional support person then helped the principal develop an action plan to address the findings (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=628#cluster-1 for the report).
	Teachers	<ul style="list-style-type: none"> The original staff remained during Waterford’s reform process and the principal invested heavily in professional development to improve teachers’ instructional capacity. When new teachers are hired, the hiring committee, comprised of the principal and teachers, utilizes a rigorous application process that includes a model lesson and extended interview (see http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=31&c1=648#cluster-1 for interview questions for potential ELA teachers). <p>ESE Guidance for Hiring Turnaround Teachers: http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf</p>
	Evaluation System	<ul style="list-style-type: none"> Teachers worked together and with the community to identify values and instructional norms to which they all would agree to be held accountable (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=736#cluster-1 for an overview of these norms). The principal and teachers visit teachers’ classrooms during daily Walk Arouns to assess teachers’ adherence to the collectively defined instructional norms. See (http://dww.ed.gov/see/?T_ID=21&P_ID=46&cID=30&c1=638#cluster-1 for associated forms). <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"> The principal and teachers created a teacher performance rubric aligned to school norms (see http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=31&c1=649#cluster-1 for rubric).
	New Governance Model	<ul style="list-style-type: none"> Teacher leader roles were created to support the principal in school governance and to lead the professional development initiatives in the school. All teachers developed the school goals and norms based on data and performance expectations and feedback from parents, community members, and outside organizations. <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"> Teachers were not laid off as part of Waterford’s reform process, and the principal invested heavily in professional development and improving instructional capacity. When new teachers are hired, the hiring committee, comprised of the principal and teachers, utilizes a rigorous application process that includes a model lesson and extended interview (see http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=31&c1=648#cluster-1 for interview questions for potential ELA teachers). <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 control over school staffing and shares the responsibility for hiring new staff members with a committee comprised of teachers and administrators. The decision to hire new faculty is based on student needs and evaluation results. All new hires participate in an induction process where they learn about the school goals, norms, and 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 grade level teams that meet weekly within the school day to analyze data, develop and revise curriculum, build formative assessments, and ensure alignment to state standards. The math department meets each Friday morning to go over student assessment results and develop interventions for the week. <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"> Collaborative teams are led by teacher leaders identified for their expertise and ability to work effectively with adults. There are coaches to support new teachers through their induction process. All teachers participate in Instructional Tours with the principal to visit each other’s classrooms and reflect on their practice in relation to the school norms (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&c1=680&c2=684&c3=924#cluster-1 for more information). 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. <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> <ul style="list-style-type: none"> In addition to team PD, the principal hired consultants to provide instructional support in Explicit Direct Instruction (http://edtech.suhsd.k12.ca.us/PD) to ensure a base level of quality instruction at the site.
	Content Based	<ul style="list-style-type: none"> PD time is largely dedicated to ensuring that curriculum addresses and assessments reflect state content standards. Algebra has been an explicit area of focus for instructional improvement and Math teachers meet separately to learn interventions based on student need (see http://dww.ed.gov/see/?T_ID=21&P_ID=45&c1=33&c2=679#cluster-2 for a part of a meeting).

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"> The school worked to embed remediation (e.g., state assessment prep, algebra intervention) and extension (e.g., AP and Accelerated course) opportunities during the school day. To do so, 2 additional math teachers (1 bilingual) were hired. During teachers’ weekly team meeting time, members use data to identify specific students’ areas of need and excellence to ensure they access the right resources and that instruction matches student needs. <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"> In the earliest stages of Waterford’s reform efforts, the school worked with consultants from the Regional System of District and School Support to collect and analyze data about use of instructional time (see http://dwww.ed.gov/see/?T_ID=21&P_ID=45&cID=29&c1=628#cluster-1 for report). As a result, the school reorganized the master schedule to create instructional blocks. This new schedule along with the implementation of the new instructional norms, increased average time-on-task from 65% to 85% of class time across content areas. The school used time within the school day for students to receive remediation or extension of existing skills. <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"> • One of the school’s “Pillars” is to ensure that students become well-known by faculty and staff. As such, teachers are held accountable for these relationships through their evaluation process and by each other in more informal arenas. • The school incorporated homerooms to provide students with targeted assistance and personal attention. • The school partnered with the California Afterschool Network (http://www.afterschoolnetwork.org) to implement "Club Success." Developed by a "Success Committee" of parents and community representatives, the school has an after-school leadership club that develops new after-school interest clubs and helps maintain student accountability in the existing ones. The program also offers non-school day field trips, family events, and family literacy activities. <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/lsoc/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 worked aggressively to improve the school’s relationship with parents. This includes requiring teachers to be in contact with four to eight parents each week about their child’s performance. • Parents, community organizations, and local businesses were involved via focus groups in the development and ongoing assessment of the school goals and vision. <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 parents on how to 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.*

Aligned Curriculum	<ul style="list-style-type: none"> • 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 and vertical and horizontal alignment. • The school also changed its grading system (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&c1=680&c2=684&c3=924#cluster-1 for a fuller description) so all assessments were directly aligned to a standard. Students were then required to get at least an 80% on all assessments to get a B in the class. Students were given opportunity to retake assessments though the original score was factored into their grade. • The school focused heavily on ensuring that all students were proficient in core Algebra. This included developing remediation classes where specific Algebra standards were targeted to address identified student needs. Additionally, Math teachers meet each Friday morning to ensure alignment between the remediation and traditional classes (see http://dww.ed.gov/see/?T_ID=21&P_ID=45&c1=33&c2=679#cluster-2 for a vignette of one of these meetings). <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"> • Instructional coaches provide support for teachers in weekly professional development team meetings. • All teachers received support in Explicit Direct Instruction (http://edtech.suhsd.k12.ca.us/PD) to ensure a base level of quality instruction at the site. • Using formative assessment results, teachers work together to identify student needs and to plan interventions to best meet those needs. • The principal visit teachers’ classrooms during conducted daily Walk Arouns (i.e., walkthrough) to assess whether teachers are adhering to collectively defined instructional norms. (See http://dww.ed.gov/see/?T_ID=21&P_ID=46&cID=30&c1=638#cluster-1) <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"> • The principal and teachers created a teacher performance rubric with multiple outcomes that is specifically aligned to schools norms that were collectively developed (see http://dww.ed.gov/see/?T_ID=21&P_ID=47&cID=31&c1=649#cluster-1 for rubric). • All teachers participate in Instructional Tours with the principal to visit each other’s classrooms and reflect on practice based on school norms (See http://dww.ed.gov/see/?T_ID=21&P_ID=45&c1=680&c2=684&c3=924#cluster-1 for more information). <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 developed ongoing formative assessments aligned with specific standards and used the results to guide the scope and details of their professional development via their team meetings. • During teachers’ weekly team time, members use data to identify specific student areas of need and excellence. Students can then receive targeted support or enhancement based on those outcomes. • To build teachers effective use of formative assessment, all teachers were guided to include grade-level student work in all their lesson plans. This included worksheets or work using whiteboards, classroom assessment, and submitting lab work. Teachers were then aided in translating these materials into data to use to inform their daily practice. <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"> • The school uses the state yearly performance standards and benchmark assessment tools.

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