



Leadership Development Conference

Baltimore, Maryland

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SUMMARY OF IDEAS FROM ACTIVITY #1

The New ESEA and Family Involvement: Leave No Child and No Family Behind

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ACTIVITY 1 IDEAS.

HOW CAN NNPS MEMBERS LEAD THE WAY ON NEW NCLBA REQUIREMENTS?

| Brainstorm ideas with a partner or group at your table. | | HOW MIGHT YOUR SITE MEET THIS REQUIREMENT? | |
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| <p>SELECTED NCLBA REQUIREMENTS</p> <p>Use the summary sheets from this session to review the details on these requirements.</p> | <p>What is Challenging About This Requirement for YOUR School, District, State, or Organization?</p> | <p>Traditional Ideas/ Standard Formats</p> <p>What typical strategies might <u>your</u> school, district, state, or organization use to meet this requirement?</p> | <p>Novel Ideas/ Innovative Formats</p> <p>What new strategies might <u>your</u> school, district, state, or organization use to meet this requirement?</p> |

| SELECTED NCLBA REQUIREMENTS | What is Challenging About This Requirement for YOUR School, District, State, or Organization? | Traditional Ideas/ Standard Formats | Novel Ideas/ Innovative Formats |
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| <p>Annual report to parents of their child’s achievement test scores</p> <p>Epstein, J., McClure, P. & Gerne, K. (2002). Summary of ideas from National Network of Partnership Schools Leadership Development Conference. Baltimore: Johns Hopkins University.</p> | <p>Need to help families and communities understand the <i>No Child Left Behind Act</i> and all sections that pertain to children and parents.</p> <p>Need to have a meeting for parents to help them understand the state standards, federal testing requirements, state tests, and their children’s test scores. This includes the need to help parents understand what the test scores mean and to hear their questions.</p> <p>Need to keep the information simple, “parent friendly,” and very clear.</p> <p>Need to communicate in language(s) that families can understand. If some parents do not read any language well, need to find ways to provide information verbally by people who speak the language(s) of families.</p> <p>Need to be “proactive” – provide information in the form of likely questions and answers.</p> <p>Need ways to reach parents who are usually not involved or hard to reach.</p> <p>Need to plan how to interpret the rules and make reports to parents in year-round schools (July = start of new school year).</p> <p>Need to encourage parents’ input, questions, comments, and concerns to improve the annual reports and to respond to their questions.</p> | <p>Have school and district leaders work together to create a common format for reports of student test scores so that parents receive consistent information and messages from school to school. Decide ways to obtain parents’ input and questions. In all cases, remember translators, if needed.</p> <p>Share and explain test scores at individual parent-teacher meetings or conferences.</p> <p>Share and explain test scores at individual meetings of parent, teacher, and student. Together, write a plan to help students continue good work or improve scores (i.e., a student education plan for all students).</p> <p>Serve coffee, snacks, or breakfast at individual meetings with parents to distribute and discuss their own child’s test scores.</p> <p>Send home printed reports on individual student achievement with student, or by mail.</p> <p>Send student test data home with final report cards.</p> <p>Hold ice cream celebration for students who reach required proficiency levels and invite parents.</p> | <p>Create a common brochure for all schools in the district about state tests and requirements to accompany reports for parents of children’s test scores.</p> <p>Include parent response that report was received (2-way communication, e.g., reply postcard or tear off).</p> <p>Seek grants to fund outreach activities including home visits to deliver some reports and to support time for teachers, administrators, or translation experts to call parents to discuss students’ scores and their ideas.</p> <p>Schedule home visits by school social worker, psychologist, family advocate, or teacher to provide and discuss information that is difficult to explain.</p> <p>Conduct meetings with groups of families by grade level, proficiency level, or by neighborhood to discuss students’ test scores, parents’ questions, and actions to improve scores over time.</p> <p>Conduct meetings with all families about tests and scores to create a sense of community at school about helping students maintain good scores or improve their scores over time.</p> <p>Have bumper stickers for children who meet required proficiency levels or other recognition of high standards.</p> |

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| <p>Annual notice to parents that they may ask for the qualifications of their child’s teacher(s).</p> <p>Epstein, J., McClure, P. & Gerne, K. (2002). Summary of ideas from National Network of Partnership Schools Leadership Development Conference. Baltimore: Johns Hopkins University.</p> | <p>Need to explain the federal and state requirements for qualified teachers.</p> <p>May need to explain teacher shortages and the need for temporary teachers.</p> <p>May need to give information on how regular and temporary teachers are qualified in certain ways, certified in other states from which they came, or working toward certification to meet the specifications of the law.</p> <p>Need to discuss the requirement at school and at the district level to hear teachers’ of how to best notify parents and provide the information. Need systemized approaches for all schools in district.</p> <p>Need to consider including this topic in a series of public forums with families and the community.</p> | <p>NOTICE Send notice to parents in mail, or send home with students.</p> <p>Place notice in school and district newsletters.</p> <p>Place notice in local newspaper at start of school year or periodically.</p> <p>Work with local colleges and universities to ensure that credentialing programs are helping teachers meet the requirements for being “highly qualified.”</p> <p>QUALIFICATIONS Put certificates and diplomas (or notation of these) near the door of all teachers, or in their classrooms, or in the main office of the school.</p> | <p>NOTICE Place the notice to parents in grocery stores or other community locations, along with other major notices about school policies, goals, contact information.</p> <p>Include notice and other policies on school and district websites.</p> <p>QUALIFICATIONS Place the same categories of information about all teacher from all schools in district on school and district websites.</p> <p>Have photos of teachers along with their qualifications (list of degrees and certification) and on-going education (as needed) in central office, in school office, in student handbook, and/or on website.</p> <p>Include in school or student handbook each year.</p> <p>Consider incentives for low-performing schools to hire highly qualified teachers.</p> |

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| <p>Report to parents if child’s school fails to make adequate yearly progress (AYP)</p> <p>Epstein, J., McClure, P. & Gerne, K. (2002). Summary of ideas from National Network of Partnership Schools Leadership Development Conference. Baltimore: Johns Hopkins University.</p> | <p>Need to explain to faculty, students, and parents what it means for a school to make adequate yearly progress (AYP), or to be designated as in need of improvement, corrective action, or restructuring.</p> <p>Need to present information in writing or orally in “family friendly” language and vocabulary.</p> <p>Need to decide who will send this notice – school or district?</p> <p>Need to make sure that the identification of school status is accurate and that the data leading to identification is documented.</p> <p>Need to share information on the identification of the school’s status first with the faculty, staff, and parents at the school before the media.</p> <p>Need better timing of the return of state test scores to schools. Some are returned in the fall, which means that schools may be judged on scores from prior year. Parents need to know what progress was made in in new school year to help understand whether a failing school is taking steps to improve.</p> | <p>Send home report with students.</p> <p>Mail the report to parents.</p> <p>Make annual reports on the school’s status in the school, district, and local newspaper.</p> <p>Have school and district leaders work together to decide the content and format of the report to parents.</p> <p>Have district leaders issue the reports on all schools simultaneously as a district-wide activity.</p> | <p>Include a reply postcard with the report that is sent or mailed home to learn if the report was received and if parents have any questions.</p> <p>Follow up reports with a phone call if reply postcard is not returned or if parents had questions.</p> <p>Provide information in oral form on school phone system for parents who do not read English or other languages well.</p> <p>Discuss the report and related issues and plans on local radio or cable TV shows.</p> <p>Include information on how the school will work with families and community partners to improve the school and students’ success.</p> |

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| <p>Options for parents to choose a different school in the district if the child’s school fails to make adequate yearly progress (AYP)</p> <p>Epstein, J., McClure, P. & Gerne, K. (2002). Summary of ideas from National Network of Partnership Schools Leadership Development Conference. Baltimore: Johns Hopkins University.</p> | <p>Need to know the number of students who are eligible to change schools, and the number of schools with openings to receive them. Need to understand and report whether overcrowding will occur.</p> <p>Need to know the cost of transportation to support the students who may select new schools. This includes the location of schools that need improvement and the location of schools that may receive students whose families choose to change schools.</p> <p>Need to make sure that all teachers and administrators understand these regulations, and where to refer questions they cannot answer.</p> <p>Need to clearly explain all of the options to parents, including how the child’s current school plans to improve its programs for students.</p> <p>Need to make information about the status of the child’s school available to parents as early as possible so that families can make thoughtful decisions about which school will be best for their child. This will be better if done in the spring or end of school year, not right before school starts in the fall.</p> <p>Need to let parents know if the new school that they select will test students who transfer to determine their placement in grade levels and programs.</p> <p>Need to consider including this topic in a series of public forums with families and the community.</p> | <p>Send flyers or letters, followed by meetings with parents about options and procedures for choosing new schools.</p> <p>Have school and district leaders conduct the choice program as a district-wide activity.</p> <p>Provide one-on-one meetings for parents with counselors or advisors to guide parents who want assistance in deciding whether or not to choose a new school for their child to attend, and which school to select.</p> <p>Show graphs of test scores and trends over time for the child’s current school and for the schools that may be selected, so that parents can decide whether changing schools is the best option or if the current school is moving in the right direction.</p> | <p>Create a brochure for every school in the district to explain its programs, test scores, and plans for future. Or, use the School Report Card to provide information on all schools.</p> <p>Conduct “town hall” or community meetings in various locations at day and evening hours to explain school test scores and the choice options available to parents.</p> <p>Hold a “fair” for families to learn about the programs and specialties of the schools they may choose for their children.</p> <p>Present information to all parents about how the current school plans to improve its programs and how families and the community will be involved in the improvement process.</p> <p>Video tape and audio tape the meetings for parents about the options to change schools. Provide the information to parents who could not attend those meetings.</p> <p>Implement parent visitation schedule to help parents decide about school choice.</p> |

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| <p>Annual school, district, and state Report Cards for parents and the public on how schools are doing on tests and in other ways</p> <p>Include disaggregated test scores by proficiency level, race, and other subgroup characteristics</p> <p>Include trends in test scores on the school, district, and state Report Cards.</p> <p>Epstein, J., McClure, P. & Gerne, K. (2002). Summary of ideas from National Network of Partnership Schools Leadership Development Conference. Baltimore: Johns Hopkins University.</p> | <p>Need to make Report Cards very clear so that all parents will understand the information and comparisons that are provided.</p> <p>Need to include test scores, but also other information on academic programs, extra-curricular activities, after school programs, teacher qualifications, graduation rates, promotion rates, attendance, lateness disciplinary actions, awards and honors, and other basic information on school programs.</p> <p>Need to help teachers and parents interpret disaggregated data, and to understand that subgroup differences represent ranges of scores for students (not just average scores).</p> <p>Need to ensure that all schools in a district and all districts in a state make some data available in comparable terms and forms. The comparisons should account for the demographic characteristics of the schools, and the progress or changes in scores over time.</p> <p>Need to distinguish between scores and progress over time of students who have been in a school or district for many years vs. a short time.</p> <p>Need to know who, at the district or state levels will analyze trends in test scores and report them in understandable ways.</p> | <p>School and district leaders should work together on the format of the school and district Report Cards as a district-wide activity.</p> <p>State, district, and school leaders should work together on the contents, format, and language of the State Report Card.</p> <p>Send with student or by mail.</p> <p>Report school, district, and state report cards annually in the local newspaper.</p> <p>Work with the PTA/PTO to develop, edit, distribute and discuss this information with parents at each school, or for all schools at a district meeting.</p> <p>Report the highlights and positive work of schools, districts, and the state, not just negatives.</p> | <p>Use local tv, radio, or special newspaper sections or inserts to showcase each school in a district and each district in state.</p> <p>Conduct a “town meeting” at school with Power Point or multi-media presentations on the school, district, and state Report Cards.</p> <p>Follow up meeting with print version of information for those who could not come, and for those who want to review the information.</p> <p>In the school Report Card, include information on the school improvement plan and progress, and on the school, family, and community partnership activities for the year.</p> <p>Use graphs and charts that are easy to read, not just words and numbers.</p> <p>Put all information on school, district, or state websites. Publicize how parents and the public can access the websites at home, in library, at district or state offices or in other locations.</p> |

Websites of interest: www.nclb.gov – Homepage and gateway to information on the No Child Left Behind Act.

www.ed.gov -- Information and resources from the U. S. Department of Education.

www.partnershipschools.org -- Information and resources from the National Network of Partnership Schools at Johns Hopkins University

REMEMBER: Use the guidelines in *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition* to meet the requirements for parental involvement in NCLBA, Title I, Section 1118.