DOCUMENT RESUME

ED 468 974   UD 035 283

TITLE   Leadership Schools: The Second Year of Whole School Reform
                    Implementation, 2000-01 School Year. Findings from the
                    External Evaluation.
INSTITUTION   Abt Associates, Inc., Cambridge, MA.; Western Michigan Univ.,
                    Kalamazoo. Mallinson Inst. for Science Education.
PUB DATE   2001-11-00
NOTE   79p.; Prepared by the Schools of the 21st Century--Detroit
                    Annenberg Challenge External Evaluation Team, which also
                    included SAMPI (Science and Mathematics Program Improvement),
                    Abt Associates, Inc., and Roegan Enterprises.
AVAILABLE FROM   SAMPI, Western Michigan University, 1903 West Michigan
                    Avenue, Kalamazoo, MI 49008-5442. Tel: 616-387-3791; Fax:
                    616-387-3770; e-mail: jenness@wmich.edu.
PUB TYPE   Reports - Descriptive (141)
EDRS PRICE   EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS   *Educational Change; Educational Environment; Educational
                    Policy; Elementary Secondary Education; *Instructional
                    Leadership; Parent Participation; Participative Decision
                    Making; Public Schools; School Community Relationship; School
                    Districts
IDENTIFIERS   Detroit Public Schools MI; *Reform Efforts; Western Michigan
                    University
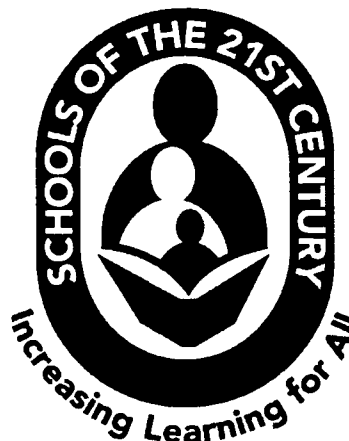
ABSTRACT
                    This report documents findings from site visits and other
data collected by the Schools of the 21st Century (S21C)-Detroit Annenberg
Challenge External Evaluation Team during the 2000-01 school year regarding
Detroit's Leadership Schools efforts. The S21C approach emphasized improving
student-teacher relationships, enhancing school-community relationships, and
redefining school and school district relationships. This whole school reform
effort involved 42 schools divided into 10 clusters sharing a vision and
collaborating on school reform. Technical assistance through the project
included the Technical Support Consortium at Wayne State University,
assistance through organizations that the S21C council represented,
assistance from S21C program staff via regular visits and other
communications, and visits from national and onsite facilitators representing
comprehensive whole school reform models. The school district had an
increasingly improved working relationship with S21C during the reform work.
This report describes (1) "Whole School Reform in S21C Leadership Schools";
(2) "Implementation of Whole School Reform Models"; (3) "Efforts to Involve
Parents"; (4) "External Partners and Community Participation"; (5) "Decision-
Making at the School and Cluster Level"; (6) "School Facilities: The Physical
Environment for Learning"; (7) "Impact of District Policies, Procedures, and
Programs"; and (8) "Assisting Schools in the Whole School Reform
Efforts." (SM)

Leadership Schools:

The Second Year of Whole School Reform Implementation—2000-01 School Year

FINDINGS FROM THE EXTERNAL EVALUATION

Prepared by the External Evaluation Team
SAMPI—Western Michigan University
Abt Associates, Inc.—Cambridge, MA
Roegan Associates, Inc.—Detroit, MI

SCHOOLS OF THE 21ST CENTURY
Increasing Learning for All

November 2001

Schools of the 21st Century – Detroit Annenberg Challenge

Leadership Schools – The Second Year of Whole School Reform Implementation
2000-2001

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About this Document

This document contains findings from site visits and other data collected by the Schools of the 21st Century—Detroit Annenberg Challenge External Evaluation Team during the 2000-01 school year about the Leadership Schools. It reports progress being made by the Leadership Schools during their second year of implementation of their whole school reform models and factors affecting that work. This document has been prepared for use by Schools of the 21st Century Board, Council, staff, Technical Support Consortium, Detroit Public Schools officials, and the Leadership Schools. A report, "At the Starting Point: As Clusters Begin Their Whole School Reform Journey..." was prepared in December 1999 and provided 'baseline' information about the Leadership schools as they began their whole school reform effort. In December 2000, a second report, "Progress in Implementing Whole School Reform: The Start-Up Year—1999-2000", was prepared describing the first year of implementation. Copies of those reports are available through the Schools of the 21st Century office.

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Background. The Schools of the 21st Century—Detroit Annenberg Challenge is a comprehensive systemic reform effort in the Detroit Public Schools. It began in 1997 with a focus on promoting school reform and identifying schools ready to undertake improvement activities. In Fall 1999, whole school reform implementation grants were awarded. Forty-two schools, 16% of all schools in DPS, in 10 clusters received grants ranging from $2.1 to $2.6. million. These schools, now in their second full year of implementation, are known as Leadership Schools. What follows is a summary of their work through June 2001.

The external evaluation team, a partnership among SAMPI at Western Michigan University, Abt Associates, Inc. of Cambridge, MA, and Roegan Enterprises of Detroit, has been gathering evaluative information about these Leadership Schools since the project began. In the 2000-01 school year, data were gathered through site visits to all 42 schools (including interviews), town meetings of parents, debriefing interviews with S21C staff and Technical Support Consortium (TSC) Support Partners, discussions with whole school reform model providers, and reviews of school reports and other documents.

The following is a summary of findings from evaluation work conducted during the 2000-01 school year. It is based on the complete report of Leadership School progress in the second full year of implementing whole school reform. Other reports about Leadership Schools are also available from the S21C office. Readers are encouraged to read the entire 2000-01 progress report, as well as past evaluation reports, to develop a full understanding of work being done in the Leadership Schools.

Whole School Reform. Whole school reform is about stimulating school-wide change—in concert with district-level improvement efforts—using a diverse set of strategies to bring coherence and focus to the work of schools. School reform must not be seen as a destination, but an on-going process. There is no single formula or template for reforming all schools. Although a shared vision is essential, it must also be framed as "a journey . . . continuously shaped and reshaped," as suggested by Michael Fullan and Mathew Miles in a 1992 paper on school reform. To realize the fruits of whole school reform—significant changes in teaching, learn-

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ing, and school operations—takes time, patience, and persistence. In a continuous improvement process, like school reform, there is no endpoint.

Schools of the 21st Century Strategy for Reform. The S21C approach to school reform is broad-based and not limited to implementation of comprehensive school reform models. To realize the S21C vision for reform—improving student-teacher relationships, enhancing the school-community relationship, and redefining school and district relationships—requires strategies beyond what a single model can provide.

Although the overarching goal is to improve student learning, S21C recognizes that one size and shape of school reform does not fit all. Schools and clusters devised multi-faceted proposals to address their own circumstances. The comprehensive reform models were one component of their plans. Equally important elements include parent and community involvement, collaboration with external partners, local decision-making, and on-going collaboration within clusters and across Leadership Schools. Some comprehensive school reform models weave some of these strategies into them, although primarily as a support for the model implementation. S21C has tried to help Leadership Schools incorporate the model into the larger school improvement effort.

Comprehensive School Reform Models. These models, developed by various educational institutes and organizations, are frameworks for schoolwide improvement, organized around a specific vision of teaching and learning. Eleven different models are being used across the 10 clusters. The models can be divided into broad categories based on their focus: 1) curriculum-focused models that tend to emphasize coherent strategies in instructional practices within and across content/subject areas and 2) organization-focused models that tend to center on school culture and structures that will lead to the redesign of teaching and learning. Although the developers have drawn on reliable research and effective practices to create the models, implementation of the full models in diverse school settings is less well studied. Model developers have employed research-based strategies and methods found to be effective in improving curriculum, teaching and learning, assessment, school management, professional development, parent and community involvement, and other elements of school life. The models are designed to bring these ideas together in a coherent approach for reform.

Much is being learned about how to effectively implement these models in the Leadership Schools.

What We Know So Far ... About Whole School Reform in S21C Leadership Schools

Implementation of Whole School Reform Models

Background. *Curriculum-focused models* tend to consist of curriculum prepared by or according to the specifications of the model developer. Because these models are somewhat prescriptive, changes in classroom practice are evident more immediately than with organization-focused models. *Organization-focused models* begin with the premise that school structures and processes and the way one organizes teaching are a more important starting point than a new replacement curriculum. As a result, it may be more difficult to observe results of these models in the earlier stages of implementation.

While about two-fifths of the schools (18) have indicated to evaluators that they are generally on track with reform efforts, results in other schools vary. A second group of schools (12) report that they are making slow, but steady progress. In these schools, although some progress has been made, there were reports that implementation is taking longer than expected. The remaining schools (12) reported being farther from meeting their projected goals.

Evidence of Progress. Curriculum-focused models (Success for All, Direct Instruction, Different Ways of Knowing, and High Schools That Work) were chosen by 15 schools. In those schools implementing the first two of these models, two major organizational changes have been made. First, model-specific lessons have required substantial changes in scheduling. For example, in Success for All, each morning, 90 minutes is now devoted to reading instruction. Second, because students are grouped by reading skills, they leave their regular homeroom and go to their skill group, which means multiple grade levels may work together. In schools implementing Direct Instruction, teachers also coordinate homogeneously grouped reading instruction, as required by the model, to accommodate grouping by skill level. They engage in cooperative planning of instruction, and rigidly adhere to the curriculum as it was

written by the developer. Features of other curriculum-focused models being implemented by schools include the introduction of school wide thematic units and arts-based collaborative presentations in several elementary schools (the Different Ways of Knowing curriculum), and the early stages of a career-based high school curriculum matched to a ninth grade advising system (the High Schools That Work curriculum).

Twenty-seven of the Leadership Schools selected organization-focused reform models, including ATLAS Communities, Modern Red Schoolhouse (MRSh), Comer School Development Program, and Accelerated Schools. Typically, these models do not require substantial changes in scheduling or curriculum per se, but they often require considerable changes in the way staff and administration work. In many of these schools, school personnel are involved in conversations about teaching and learning as part of the model implementation requirements. For example, the ATLAS model calls for Whole Faculty Study Groups (WFSGs) in which all teachers, administrators, and support staff engage in collaborative inquiry intended to enhance teaching and learning in the school. Typically, the WFSGs have drawn topics from their School Improvement Plans in identifying academic areas to be studied. In schools in which the ATLAS model has been effectively communicated, staff and administrators reported some positive outcomes from this process, such as increased staff collaboration and communication, materials development, and a greater focus on student work and student learning.

Factors Influencing Implementation. While changes are visible both in schools implementing curriculum-focused models and in schools implementing organization-focused models, they are not consistent across all schools and clusters. To understand the varying levels of visible changes in schools, it is necessary to explore the factors that influence the implementation of whole-school reform models.

• **School-level factors:**

1) **School Leadership--** In schools that appear to be on track with the implementation of the reform model, there is an individual or a group of individuals playing a strong leadership role as visible advocates for reform.

2) **Previous Experience with Major Reform Efforts--**Schools, principals, teachers, and other staff that have had experience with major improvement efforts clearly have an advantage. This previous work sets the stage for more effective and efficient decision-making, organization, and communication.

3) **Staff Buy-In--**It is clear that a large proportion of teachers and other staff must be committed to the school reform effort for it to be effective. As a group, teachers must agree with the decision for the reform and particular reform models.

4) **Staff Turnover--**Significant changes in staff are clearly an impediment to effective school reform and implementation of school reform models. Important capacities are lost. If replacements are not familiar with or committed to the model, implementation is hampered.

5) **Aligning All School-Level Improvement Efforts-**-Typically, schools have many different improvement efforts underway at the same time. Some have been in place for many years, others newly instituted. If whole school reform and/or implementation of comprehensive school reform models are seen as yet another program or an "add-on," their effectiveness is greatly diminished.

6) **Parent/Community Involvement--**An on-going challenge for schools is to actively engage parents and community members in the reform effort. Putting structures and programs in place to engage parents and community members is an essential element of school reform in Detroit.

• **Factors Related to the Reform Models:**

1) **Characteristics of the Model--**Organization-focused models provide flexibility to meet school needs, but require more guidance to tailor the model to the particular circumstances. Curriculum-focused models are more prescriptive and address very specific needs, making it more challenging to use a collaborative leadership approach.

2) **Role of the Model Providers/Developers--**Organization-focused models require a large amount of on-going staff development, often difficult to arrange and facilitate. Some model providers have had difficulty finding skilled facilitators to work with schools. Curriculum-focused model providers typically use a "train the trainer" approach buttressed with prescribed curriculum materials and teacher's guides.

3) **Role of In-School Coaches/Facilitators--**The presence of an effective on-site model facilitator or

coach with a large proportion of time allocated to the implementation of the reform model is extremely valuable to the reform process.

4) *Timely, Effective Professional Development*-- Regular, on-going, and timely staff development is essential to effective implementation of school reform models. Implementation is clearly handicapped when staff development is not provided in concert with the roll-out of the model. Likewise, inadequate or poor quality professional development negatively affects the reform effort.

5) *Access to Information*--All staff, especially teachers, must clearly understand the overall goals of the whole school reform effort and the associated school reform models. This is especially important with organization-focused reform models, where the aim is to foster systemic change. Everyone must be able to articulate the goals of the reform work.

• *External Factors:*

1) *Cluster Operations*--The S21C clusters can serve as an important support for the reform effort or they can be just another layer of activity that may or may not be useful. They provide an important forum for sharing ideas, problem-solving, and coordination of cross-site activities. Cluster-level activities appear to have been more important in the early stages of whole school reform in collaborating to develop plans and proposals.

2) *District Commitment/Support; Conflicting Policies and Procedures; Testing*--It is very clear that when district activities and expectations are in conflict with whole school reform efforts and/or comprehensive school reform models, the improvement effort is adversely affected. For principals and teachers, district expectations will always take precedence. This too often means that whole school reform efforts and school reform model implementation are set aside. Because model-specific testing is an integral part of the curriculum-focused models, there can easily be a conflict between district testing requirements and testing related to the models, especially in terms of time devoted to test-taking. Where district policies and procedures are supportive of building-level whole school reform models, implementation is both more effective and efficient.

3) *S21C Principal Network and Technical Support Consortium*--Whole school reform is a complex

and long-term process with many "unknowns." Opportunities for schools—principals, teachers, other staff, and parents—to collaborate with other schools engaged in school reform and with outside experts is important. The synergy that results from networking clearly enhances the work of individual schools.

4) *Community Stakeholders and Mutual Accountability*--S21C has assembled a large group of Detroit community stakeholders. They have recruited expertise to help schools improve operations, teaching, learning, and parent involvement. These groups have "stepped up to the plate" to address the needs of the children and schools in Detroit. They are vested in the improvement effort.

Efforts to Involve Parents

Introduction. An important element of the work of Leadership Schools is to define and establish new relationships between school, parents, and the community. S21C has focused a considerable amount of time, energy, and financial resources into helping schools bring parents into the planning, decision-making, and programming processes of the whole school reform effort.

Parent Engagement Strategies. Schools are implementing a variety of strategies to engage parents.

• **Parent Resource Rooms.** With the creation of parent resource rooms in several Leadership Schools, parents have been given their "own space." Parents rooms have been established in 18 schools and 15 others have created parent "spaces" or are in the process of establishing parent rooms.

• **Parent Liaisons.** Thirty-eight of the Leadership Schools have been identified as having paid parent liaisons to provide support and services in the parent engagement effort. In most of the Leadership Schools, parent liaisons were hired to work with particular schools, although in some cases the parent liaison works with all schools in the cluster, rotating between schools.

• **Activities to Engage Parents.** Schools are hosting a variety of activities, including weekly breakfast club meetings, parents workshops, book and blanket nights, "Parent University," parent appreciation dinners, Grandparents Day, parent retreats, Parent-Make-a-Difference Nights, Parents Night

Out, MEAP and MAT workshops, and Family Math and Family Science Nights.

- **Parent Roles in Whole School Reform Models.** Most of the whole school reform models have important parent involvement components. For example, Direct Instruction, ATLAS, and Comer models require parent membership on the decision-making committees. Success For All requires parent awareness sessions, as well as daily parent involvement with their child's reading and sign-off on homework.

Progress in Engaging Parents. "Schools are more welcoming to parents." Evaluators heard this more frequently this year from principals, teachers, and parents than in the past. It is clear that schools have focused energies and resources on reaching out to parents, creating user-friendly systems and activities, and honoring their ideas and feedback. One important factor leading to a more welcoming school has been the addition of parent liaisons.

Parent-Teacher Conference Participation. Eleven elementary Leadership Schools (out of 25) had between 76 and 100% of parents or guardians participated in at least one parent-teacher conference in the 2000-01 school year; 5 middle schools (out of 10) and 1 high school (out of 4) had similar participation.

S21C/District Collaboration to Involve Parents. S21C and DPS have embarked on a year-long campaign to generate support for academic standards in schools. The purpose of the collaborative is to create awareness and deeper understanding of what students should know and be able to do at various stages of their schooling, to more fully engage parents, families, and the community in supporting and being accountable for the academic achievement of all children, and to strengthen the relationship between schools and community through alliances and partnerships with community organizations.

Parent Training and Workshops. The S21C Technical Support Consortium continues to offer an array of workshops and training for parents, parent facilitators, and parent advocates. The purposes of the workshops are to assist parents in developing and enhancing their skills to improve participation in school governance, teaching and learning, mentoring, volunteerism, community activities and increasing collaboration between home and school.

External Partners and Community Participation

S21C External Partners vs. Community Participation. A variety of community organizations, businesses, government agencies, faith-based organizations, and other entities have been providing services and partnering with Detroit schools for many years. S21C has continued to encourage these community-school collaborations. It has also sought to formalize working relationships with some entities to directly support the whole school reform effort. These "External Partners" are public and private organizations selected by clusters to provide supportive services to students and their families.

Benefits of External Partners. External partners can provide programs and services in schools that would otherwise not be available. When the services of external partners are carefully matched with school needs related to whole school reform efforts, the benefits are clear. Among external partners and other community organizations there are five basic types of involvement: donating, contracting, decision-making, funding, and learning in the community. All five are present in Leadership Schools.

Limitations of External Partners. Although the expectation is that external partners will be represented on cluster and school-level planning and decision-making teams, external partners are not always present. Some are unavailable or are "stretched too thin" to attend cluster meetings. Others see their role as providing specific services and program based on requests from schools. In some schools external partners are integral and important components of their whole school reform effort; in others they are more peripheral.

Decision-Making at the School and Cluster Level

Encouraging School and Cluster-Level Decision-Making. From its inception S21C has encouraged collaboration at all levels. At the building and cluster level, all stakeholders—administrators, teachers, other staff, parents, community members, and students—have been supported in their work to coordinate their whole

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school reform efforts. As schools have actually implemented their whole school reform models and other improvement efforts, they have been encouraged to make decisions based on school-level needs and circumstances.

Balance Between District-Level and Building-Level Decision-Making in Detroit Schools. Finding an appropriate balance between decision-making at the district and building level in the Detroit Public Schools is an on-going process. As Superintendents have changed over the years, so have the frameworks for local decision-making. The current CEO, in his April 5, 2001, *Efficiency and Effectiveness Plan,* lays out some assumptions for what he calls "school-based management." He makes clear that school-based management is a goal for all schools. How and when they achieve it is yet to be determined. Although the CEO's vision for school-based management does not define who should be involved in local decision-making, it does not preclude a collaborative approach as advocated by S21C.

School-and Cluster-Level Decision-Making Structures. In all but two of the Leadership Schools there is some kind of school-level group (at least in name) that is supposed to be involved in helping make school-level decisions. These groups vary in composition, frequency with which they meet, the seriousness with which the principal sees these groups, and kinds of decisions with which they are concerned. At one end of the continuum, these committees are in name only; at the other end, these are broad-based committees of stakeholders whose advice and consent is actively sought by the principal. For decisions that relate directly to expenditure of funds from the S21C Implementation Grant, schools and clusters continue to make decisions about staffing (i.e., parent liaisons, model facilitators, external partners), professional development, daily schedules (especially in schools with curriculum-focused reform models), and academic support programs (after school programs, tutoring, etc.).

School Facilities:
The Physical Environment for Learning

Detroit Public Schools Upgrades and Plans. The previous DPS CEO began a repair and clean-up program in all schools, largely to address the most unsightly problems. The new DPS CEO has recognized the immediate need to address facilities problems in the Dis-

trict, from daily maintenance to renovation and replacement of schools. He is initiating a major renovation, repairs, and replacement program to help address some of the backlog of facilities problems. There is evidence in most Leadership Schools of the clean-up and refurbishing (painting, grounds clean-up, etc.).

Class Size Reduction. Overcrowding in some schools is also a problem that affects both teaching and learning. Large class sizes are also problematic. The District has engaged in a class-size reduction effort, part of a national program to reduce the teacher-student ratios in lower elementary classes. For Detroit, class size reduction has been challenging because of lack of space to organize new classrooms. Space in most Leadership Schools to accommodate class-size reduction is at a premium.

Leadership Schools Facilities. Most of the Leadership Schools are several decades old. School interiors (halls and classrooms), although worn from many years of use, are generally clean. There is evidence of recent cosmetic improvements in most schools, including painting and minor repairs. School exteriors are somewhat more variable, although there is also evidence of external repairs and clean-up around many schools.

Teaching and Learning Spaces. Since most were not designed to support standards-based teaching and learning styles, school personnel have had to be creative in the use and configuration of space they have available. Many schools are clearly overcrowded, so not all teaching and learning is occurring under optimal conditions. In several schools, hallways must be used for tutoring and other instruction. Several Leadership Schools have been unable to establish parent resource rooms or on-site health facilities because of lack of space.

Impact of District Policies,
Procedures, and Programs

Changing Relations Between S21C and the District. A basic premise of the National Annenberg Challenge as conceived in the early 1990s was that school reform would be a collaborative effort between communities and school districts. The Detroit Annenberg Challenge proposal was developed as a collaboration between several major community stakeholder organizations and the Detroit Public Schools. By the time the Annenberg funding was received, major changes in the

District were underway. Some of the key district personnel who helped plan and agreed to the proposal, including the Superintendent, had left or were about to leave the District. For the subsequent Interim Superintendent and Interim CEO, S21C was not a high priority. The former was often hostile toward the Initiative; the later had other issues on his agenda and took a "wait-and-see" attitude toward the Initiative. Despite strained relations between the District and the Initiative, S21C continued to implement the Annenberg Challenge grant, often working under difficult conditions.

With the installation of a new CEO, the working relationship between the District and S21C has steadily improved. The new CEO, in a presentation to the S21C "Report to the Community" event in January 2001 made it clear that he was supportive of the Initiative and would help support the work of the Leadership Schools. The CEO is a member of the S21C Board and he or a representative regularly attends meetings. District-level representatives are becoming more active in S21C Council and Operations Team meetings. Communications between S21C staff and District staff at all levels is improving. There are the beginnings of coordinated efforts between the District and S21C.

Tension Between District Policies/Procedures/ Programs/and S21C Whole School Reform Efforts at the School Level. Although cooperation and coordination between S21C and the District is increasing on district-level improvement efforts, there continues to be conflicting efforts at the Leadership School level. Policies, procedures, directives, and programs of the District clearly take precedence over the whole school reform work of S21C.

It is clear from principals, teachers, and others in Leadership Schools that they do not feel well supported by the District in their S21C work. Without exception, they indicate that District requirements take priority over the S21C whole school reform expectations. As a result, implementation efforts are often sidelined to meet district mandates.

The area about which evaluators heard the most concern (and complaints) was testing. What appear to teachers to be constant testing demands makes it very difficult to focus on the specific objectives of the school reform work. Implementation of the whole school reform models are repeatedly disrupted by MEAP, MAT,

and ESAT testing. Staff meetings focused on the tests also take time away from professional development and faculty study group meeting time. Time to prepare students for tests and the actual administration of them takes considerable time away from the teaching specified in the reform models. District-level decision-makers are responding by eliminating the MAT testing and reducing the ESAT testing for the 2001-02 school year.

Assisting Schools in Their Whole School Reform Efforts

Technical Assistance. A strong feature of S21C has been the nature and level of technical assistance provided to schools. This has been evident from the very beginning of the work. Even as the proposal was being developed, it was recognized that schools, principals, teachers, parents, and other stakeholders would need an array of direct assistance in their whole school reform efforts.

S21C Technical Support Consortium. The TSC, housed at Wayne State University, provided a variety of programs and direct assistance in the 2000-01 school year. TSC Support Partners, individuals assigned to specific Leadership Schools, are a primary vehicle for providing direct technical assistance. Another major component of TSC is organizing and conducting professional development through its School Improvement Institute. TSC facilitated the Principals Leadership Academy and School/Family/Community Partnership Academy.

Whole School Reform Model Providers. Whole school reform models were developed by various educational organizations and institutes across the country. These organizations are making the model materials available to schools, including Leadership Schools, on a fee-for-service basis. This payment includes on-going professional development, on-site technical assistance, electronic access to experts, and direct feedback from providers based on analysis of the work of the school. As schools began their reform work, it became clear that some providers did not have adequate capacity to serve all the Detroit schools that had "signed on." School expectations were not being met. Providers did respond and many of the problems have been alleviated.

S21C Council. During the 2000-01 school year, the Council was organized into three teams around the three

primary goals of the Initiative. On a quarterly basis, these teams visited selected Leadership Schools, then met as teams to discuss what they had learned, and subsequently met as a whole Council to compare findings. This system had mixed results, since Council participation in site visits was quite variable. Some Council members did provide resources and contacts for some Leadership Schools to assist them in their whole school reform efforts. As the Initiative enters the end of the implementation phase in the 2001-02 school year, the Council has reorganized to focus on sustainability of the whole school reform effort .

S21C Staff. At the same time that the S21C staff monitors the work of the Leadership Schools, they provide a variety of services and other kinds of assistance to them. Staff have developed procedures to help Leadership Schools report on their progress in implementing school reform. The staff, in collaboration with the S21C Council and school personnel, developed a rubric for assessing overall progress toward whole school reform. The staff facilitates regularly scheduled "Principal Network" meetings, in which principals from the Leadership Schools meet to address site-specific and common issues.

Schools of the 21st Century—Detroit Annenberg Challenge LEADERSHIP SCHOOLS

The Second Year of Whole School Reform Implementation 2000-01 School Year

Findings from the External Evaluation

BACKGROUND

❑ **Schools of the 21st Century—Detroit Annenberg Challenge**

The Schools of the 21st Century—Detroit Annenberg Challenge is a comprehensive systemic reform effort in the Detroit Public Schools. It began in 1997 with a focus on promoting school reform and identifying schools ready to undertake improvement activities. In Fall 1999, whole school reform implementation grants were awarded. Forty-two schools, in 10 clusters, received grants ranging from $2.1 to $2.6 million. These schools, now in their second full year of implementation, are known as Leadership Schools. Their work, through June 2001, is the focus of this report.

❑ **About the Leadership Schools**

The 42 Leadership Schools comprise 16% of all schools in the Detroit Public School District. The 10 clusters are made up of three to seven schools that share a vision and work collaboratively on school reform. Four clusters are made up of all elementary schools. Five clusters include combinations of elementary and middle and/or high schools. One cluster is made up of one elementary, one middle school, one high school, and two special education schools. The 10 clusters (and their schools) are:

Cluster	Schools
CLUSTER 9: New Global Learning Pathway	Butzel Elementary/Middle School, Kettering High School, Scripps Elementary, Nichols Elementary
CLUSTER 10: Motown Top Ten	McGregor, Maya Angelou, Burbank*, Carleton, and Hanstein Elementaries
CLUSTER 22: Rocket Cluster	Crockett High School, Boynton Middle School, Mark Twain Elementary/Middle, and Phoenix Elementary
CLUSTER 27: UJIMA	King ES, Bethune Academy, and Crary Elementary Schools

Cluster	Schools
CLUSTER 33: Super Cluster 33	Detroit Day School for the Deaf, Edmonson Elementary, Murray Wright High School, Pelham Magnet Middle School, and Poe Development Center
CLUSTER 41: Eastside Detroit Whole Schooling	Bellevue, Howe, and Hutchinson Elementary Schools
CLUSTER 45: Central Pathways	Central High School, Durfee Middle School, Glazer Elementary/Middle School, Longfellow Elementary, and Stewart Elementary
CLUSTER 50/58: Northern Constellation	Davison Elementary, Foreign Language, Hutchins Middle School, Loving Elementary, Sanders Elementary, Sherrard Elementary, and Northern High School*
CLUSTER 54: White Cluster	White, Cooper, and A.L. Holmes Elementary Schools
CLUSTER 57: ABLE Cluster	Academy of the Americas, Beard, and Logan Elementary Schools

*Northern High School and Burbank Middle School withdrew from the Initiative by the end of the 2000-01 school year.

❏ **Supporting Leadership Schools in their Improvement Efforts**

A core element of the Schools of the 21st Century—Detroit Annenberg Challenge whole school reform effort has been the extensive provision of external technical assistance to the Leadership Schools. S21C recognized from the outset of the Initiative that schools need more than just additional funding. They need substantive and sustained external advice, encouragement, and expectation setting, and they need to know they are not alone in their school improvement efforts. Progress being made by Leadership Schools is clearly affected by the effectiveness of technical assistance provided to them.

There are four primary sources of technical assistance:

- The Technical Support Consortium (TSC) at Wayne State University provides assistance through its Support Partners (individuals who work directly with clusters and schools on reform issues), professional development programming (for principals, teachers, parents, and others involved in the reform effort), facilitation of contractual arrangements between schools and whole school reform model providers, and advisory committee members who have adopted individual schools and clusters.

- S21C Council provides assistance through the organizations they represent. In the 2000-01 school year Council teams also visited schools to learn about school successes and limitations firsthand.

- S21C program staff provide assistance as they regularly visit and maintain other communications with schools to assess progress, assist with reporting expectations, identify problems and issues, monitor implementation of the grants, and provide direct feedback to schools about progress toward Initiative goals.

- National and on-site facilitators from comprehensive whole school reform model developers provide a variety of services and materials to the Leadership schools. They conduct professional development and other kinds of training, supply printed materials, assist with assessing progress toward goals, consult with school leaders, and conduct periodic on-site visits.

❏ **School District Role in the Whole School Reform Effort**

The 2000-01 school year saw an increasingly improved working relationship between S21C and the Detroit Public Schools. The CEO expressed his support for the whole school reform work of S21C at the "Report to the Community" event in January 2001. District staff have been working more closely with S21C staff on a variety of efforts to support Leadership Schools as well as other schools in the district. Although there is still much to be done at the school level to align S21C and district expectations, there is evidence of some progress toward greater coordination of the work of S21C and DPS at the district-level. A good example is the "Achievement for All—Families and Community Working Together for High Standards" joint effort to generate support for academic standards in city schools.

❏ **Evaluation Data Gathering**

The external evaluation team has been gathering information about participating schools since the beginning of the Initiative in 1997. Through site visits, surveys, interviews, observations, and document gathering, a variety of data has been collected about the Leadership Schools and the Initiative's support of them. A report, *At the Starting Point*, was prepared in December 1999 that provided baseline data about the Leadership Schools as they began "their whole school reform journey." In December 2000, a second report, *Progress in Implementing Whole School Reform: The Start-Up Year--1999-2000*, was prepared about the first year of implementation. The external evaluation team is a partnership among SAMPI—Western Michigan University, Kalamazoo, MI; Abt Associates Inc., Cambridge, MA; and Roegan Enterprises, Inc., Detroit, MI.

ABOUT THIS REPORT

❏ **Organization of This Report**

This is a report on progress of Leadership Schools during the 2000-01 school year as they continued to implement their whole school reform plans. It focuses on what external evaluators learned about how schools are progressing during the second year of implementation and factors affecting their work. The report is organized around the following major themes: Whole School Reform, Implementation of Whole School Reform Models, Efforts to Involve Parents, External Partners and Community Participation, Decision-Making at the School-and Cluster-Level,

School Facilities to Support Whole School Reform, Impact of District Policies & Procedures, and Assisting Schools in Their Whole School Reform Efforts.

❑ **Sources of Information for This Report**

This report is based on data collected by the external evaluation team between September 1, 2000 and August 31, 2001. The primary source of data was site visits to all Leadership Schools in Spring 2000. Additional data came from parent town meetings, interviews with Technical Support Consortium (TSC) Support Partners, debriefings of S21C program staff, discussions with whole school reform model providers, review of printed reports and documents, and compilations of indicators of success for Leadership Schools.

In Spring 2000, site visits were made to all 42 Leadership Schools. Site visits included interviews with principals, assistant principals, teachers, whole school reform model on-site facilitators, and parents. The evaluation team interviewed 358 people, including 39 principals, 25 assistant principals, 40 Detroit Federation of Teachers representatives, 60 lead teachers and non-lead teachers, 30 chairs of local decision-making committees, 40 whole school reform model coaches/facilitators, 43 parents, 27 support staff/paraprofessionals, 28 external partner representatives, 20 cluster coordinators, and 6 others.

Section I: Whole School Reform in S21C Leadership Schools

❑ **Whole School Reform**

Whole school reform is about stimulating school-level change—in concert with district-level improvement efforts—using a diverse set of strategies to bring coherence and focus to the work of schools. An underlying tenet is to align the work of schools—curriculum, instruction, assessment, school operations, professional development, resource allocation, and policies and procedures. It differs from past school improvement efforts that were largely piecemeal in nature, focused only on particular elements of school life. Whole school reform requires an in-depth examination of all aspects of school operations—from the classroom to the district boardroom. Meaningful engagement of a wide array of stakeholders—students, teachers, building and district-level administrators, school board members, parents, and community members—is a necessary ingredient of whole school reform.

❑ **School Reform Is Not a Destination, But An On-going Process**

According to Michael Fullan and Mathew Miles in a Kappan article (June, 1992), school reform must be seen as "a guided journey, not a blueprint." There is no single formula or template for reforming all schools. Although a shared vision is essential, it must also be framed as "a journey . . . continuously shaped and reshaped" (p. 749). This should not suggest that solid goals, objectives, and strategies are not necessary. However, plans and actions must be flexible enough

to meet the changing needs and circumstances in which the reform is taking place. "Reform requires continuous planning, focusing, monitoring, adjusting, and working together to address implementation issues and new problems as they arise." (National Clearinghouse for Comprehensive School Reform, 2001, Nrwel.org)

❏ **Whole School Reform Takes Time—It's Not a Quick Fix**

To realize the fruits of whole school reform—significant changes in teaching, learning, and school operations—takes time, patience, and persistence. Based on his school change research, Michael Fullan suggests that to "turnaround" an elementary school takes 3-5 years of consistent and sustained effort; for a middle school, 5-8 years; and for a high school 8-10 years. In a continuous improvement process, however, like whole school reform, there is no endpoint. There are, however, measurable benchmarks along the way. Those benchmarks provide a framework for evaluating progress toward goals. Significant improvements in student outcomes are not likely to be seen in the early years of a reform effort.

❏ **Comprehensive School Reform Models**

These models, developed by various educational institutes and organizations, are frameworks for school wide improvement, organized around a specific vision of teaching and learning. They vary in their approaches. Some require training and implementation on very specific curricula and instructional strategies. Others engage school staff in identifying their own strategies designed to assure improvement. Although the developers have drawn on reliable research and effective practices to create the models, implementation of the full models in diverse school settings is less well studied. Model developers have employed research-based strategies and methods found to be effective in improving curriculum, teaching and learning, assessment, school management, professional development, parent and community involvement, and other elements of school life. The models are designed to bring these ideas together in a coherent approach for reform.

❏ **Schools of the 21st Century Strategy for Reform**

The S21C approach to school reform is not limited to implementation of a comprehensive school reform model. To realize the S21C vision for reform—improving student-teacher relationships, enhancing the school-community relationship, and redefining school and district relationships—requires strategies beyond what a single model can provide.

From the beginning of the Initiative, *collaboration* has been a key strategy for school reform. The original proposal for the Initiative emerged from a cooperative effort of many community stakeholders and the school district. A wide array of community organizations and agencies have continued to play an active role in the S21C improvement effort. As the Initiative unfolded, participating schools formed clusters to work together to develop plans and proposals to realize comprehensive school improvement.

Leadership Schools were at different starting points when the S21C reform effort began. Although the overarching goal is to improve student learning, S21C recognizes that one size and

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shape of school reform does not fit all. Schools and clusters devised multi-faceted proposals to address their own circumstances. The comprehensive reform models were one component of their plans. Equally important elements include parent and community involvement, collaboration with external partners, local decision-making, and on-going collaboration within clusters and across Leadership Schools. Some comprehensive school reform models weave some of these strategies into them, although primarily as a support for the model implementation. S21C has tried to help Leadership Schools incorporate the model into the larger school improvement effort.

Section II: Implementation of Whole School Reform Models

❏ Introduction

The focus of this section is on assessing the extent to which S21C clusters and schools have implemented their chosen comprehensive school reform models and to examine factors that have facilitated or hindered implementation. Across the ten clusters and 42 schools, eleven different models are being implemented, as shown in the chart below.

CLUSTER	WHOLE SCHOOL REFORM MODEL
Cluster 9: New Global Learning Pathway Butzel Elementary/Middle School, Kettering High School, Scripps Elementary, Nichols Elementary	ATLAS High Schools That Work
Cluster 10: Motown Top Ten Burbank Middle School, McGregor, Maya Angelou, Carleton, and Hanstein Elementaries	Success for All Different Ways of Knowing
Cluster 22: Rocket Cluster Crocket High School, Boynton Middle School, Mark Twain Elementary/Middle, Phoenix Elementary	ATLAS Success for All
Cluster 27: UJIMA King, Bethune Academy, and Crary Elementaries	Direct Instruction
Cluster 33: Super Cluster 33 Detroit Day School for the Deaf, Edmonson Elementary, Murray Wright High School, Pelham Magnet Middle Schools, and Poe Development Center	ATLAS
Cluster 41: Eastside Detroit Whole Schooling Bellevue, Howe, and Hutchinson Elementaries	Accelerated Schools Strategic Teaching and Reading Project

Cluster 45: Central Pathways Central High School, Durfee Middle School, Glazer Elementary/MiddleSchool, Longfellow Elementary, and Stewart Elementary	ATLAS
Cluster 50/58: Northern Constellation Davison Elementary, Foreign Language, Hutchins Middle School, Loving Elementary, Sanders Elementary, Sherrard Elementary, and Northern High School	Different Ways of Knowing Microsociety Talent Development
Cluster 54: White Cluster White, Cooper, and A.L. Holmes Elementaries	Modern Red Schoolhouse
Cluster 57: ABLE Cluster Academy of the Americas, Beard, and Logan Elementaries	School Development Program (COMER)

Presented here is a review of the implementation of the whole school reform models across schools and across clusters as of Spring 2001. Included is a discussion of the status of the implementation efforts, visible changes in the schools, factors that have affected implementation, and some intermediate outcomes.

❑ **Status of Implementation in Leadership Schools**

There are two major categories of models based on their primary focus: 1) curriculum-focused models—models that emphasize specific instructional practices within and across content/subject areas, and 2) organization-focused models—models that center on school culture and structures that will lead to the redesign of teaching and learning. The chart below summarizes the models.

Curriculum-focused models tend to consist of curriculum prepared by or according to the specifications of the model developer. They require a brief initial training followed by use of the curriculum in the classrooms. These models often include follow-up, continuous training, and monitoring of classroom progress. Because these models are somewhat prescriptive, changes in classroom practice are evident more immediately than with organization-focused models. Organization-focused models begin with the premise that school structures and processes and the way one organizes teaching are a more important starting point than a new replacement curriculum. As a result, it may be more difficult to observe results of these models in the earlier stages of implementation.

The terms, curriculum-focused and organization-focused denote the driver of the reform model, but it is possible for both types to include both curricular change and organizational change. A curriculum-focused model may require organizational changes such as changes in scheduling and student placement in classes. Similarly, structures that arise as part of an organization-focused model may bring about changes in curriculum and instruction.

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Model Implementation Summary Chart
Curriculum—Focused Models

Model	Training Activities	Programmatic Activities	Planned Activities
Success for All (SFA) (5 schools: 5 elementary schools in 3 clusters)	• Model specific training • SFA conference	• Daily 90 minute reading classes with student assessment every 8 weeks • Model provider conducts site visits to schools, provides oral and written feedback • Staff development • Full-time on-site facilitator • One-on-one tutoring introduced in some schools • Class sizes reduced for reading instruction	• Continued training • Develop Family Support Teams in each school • Tutorial component to be reintroduced in one school, introduced in others, and strengthened in others
Different Ways of Knowing (DWoK) (6 schools: 5 elementary schools, 1 PK-8; in 2 clusters)	• Model developers conduct four on-site visits during '00-'01 • Model developers teach and model lessons	• Model facilitator observes lessons • Materials provided by developers • Modules are used in classroom	• August school-wide professional development • Additional modules to be introduced to classrooms
Direct Instruction (DI) (3 schools: 3 elementary schools in one cluster)	• Coach receives direct off-site training from model provider ("train the trainer" approach) • On-site training of teachers, led by coaches	• Model developer convenes weekly conference calls • Model developer meets with schools monthly for 3 days to assess progress • Model developer reviews student data and provides suggestions	• Additional training for coaches and teachers
High Schools That Work (HSTW) (one high school)	• Summer orientation and training – (2-day, summer 2000) • Off-site workshops	• Initial assessment by Visiting Team (model developer), follow-up visits • Site visits (for select individuals to view HSTW at work)	• Group of ten to attend HSTW national conference (summer '01) • Peer trainers will guide implementation • Improve areas identified by Visiting Team

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Model	Training Activities	Programmatic Activities	Planned Activities
ATLAS Communities (18 schools: 7 elementary schools, 4 PK/K-8, 3 middle schools, 4 high schools; in 4 clusters)	• TFU seminars – off-site • Whole-school training • Principals' Institute in Florida	• Model developer provided *Teaching for Understanding* texts • Monthly coaches' meetings facilitated by model developer • Site visit for some individuals in one cluster to see ATLAS at work • Teachers meet in WFSGs • Introduced protocol for looking at student work • Instructional Council meetings	• Summer institute of intensive training in Teaching for Understanding – teams from each school • Summer training institute in Detroit (summer 2001) • Training in performance-based assessment • Look at students' work • Student exhibition
Comer School Development Program (Comer) (3 schools in one cluster)	• Comer Model training • Summer professional development • On-going training for teachers	• School Improvement Teams established and operational • Student Support Teams (SST) established and beginning to be operational	• Additional professional development • Continue efforts to involve parents and community, including strengthening SSTs
Modern Red Schoolhouse (MRSh) (3 schools in one cluster) Used with: **Core Knowledge** curriculum	• Extensive training by model providers: teachers have received 36 days of training	• All staff sit on one of several school improvement committees • Staff working on aligning curriculum, instruction, and assessment • Improvements to technology infrastructure made in all three cluster schools	• Increase training to 40 days • Prepare model classrooms • Continue to align curriculum
Accelerated Schools (AS) (3 schools in one cluster) Used with: **Strategic Teaching and Reading Project (STRP)**	• Training for administration • Training for staff • Trained teachers act as mentors • Staff site visits to other schools implementing AS	• Steering committee and cadres in place • "Taking Stock" process underway in May	• Workshop on Multiple Intelligences • Implementation of Inquiry Process (start fall '01)

Note: Talent Development, a curriculum-focused model, is currently not in use by any Leadership school. It was being implemented in one high school (9th grade only) and one middle school, but the high school voluntarily withdrew from the Initiative and the middle school has maintained its focus on the organization-focused reform model (they had been attempting to implement two models).

Although there is evidence of progress among the Leadership Schools, in some cases schools have fallen short of their goals for the year. Schools implementing organization-focused models were more affected by the District's late release of the allotted annual professional development days. Thus, Leadership Schools could not schedule their model-related professional development in a timely or appropriately sequenced manner. For example, among most schools implementing ATLAS, the delayed professional development resulted in late training in Teaching for Understanding—one of the components of the ATLAS model—and incorporation of its key concepts.

While about two-fifths of the schools (18) have indicated to evaluators that they are generally on track with reform efforts, results in other schools vary. A second group of schools (12) report that they are making slow, but steady progress. In these schools, although some progress has been made, there were reports that implementation is taking longer than expected. The remaining schools (12) reported being farther from meeting their projected goals. In one of these schools, a teacher stated that although new ideas are introduced, "I haven't seen anything local happen with it." The general sense in another of these schools is that they are not as far along as they would have expected and individuals involved in the reform efforts are unsure about their chances of successfully implementing the reform. Among the schools in which reform is not progressing according to schedule, late professional development and turnover of administration and staff were cited among the reasons for delay.

Analysis of the schools' annual implementation reports for 2000-2001 provides another means of judging schools' progress in implementation. Underspending of S21C funds may have been an important factor related to the extent to which schools were able to implement their reform models, especially underspending on model-related materials, professional development, and on-site staff. Based on a review of financial reports across the ten clusters, three spent at least 88 percent of their budgets, but three others spent only about three-quarters of their budgets (between 76 and 82 percent), and four of the clusters spent less than 60 percent of their budget.

Budget Expenditure Summary

Percent of budget spent in 2000-2001	Number of clusters and schools	Comments
88% or more	3 clusters, 14 schools	• Spending essentially as intended
76-82%	3 clusters, 9 schools	• Delays in District release of professional development time forced some clusters to postpone training until year 3 and project funds for it to year 3.
Less than 60%	4 clusters, 19 schools	• One cluster was still billing for services at the end of the second half of the school year. Even if the model developer was paid in full, the cluster would have spent no more than 75 percent of its funds. • One cluster had a school that was being reorganized, so it had moved its year 2 funds to year 3. • One cluster had extreme *under*-spending in professional development.

❏ Evidence of Progress in Implementation

Curriculum-focused models: Curriculum-focused models (Success for All, Direct Instruction, Different Ways of Knowing, and High Schools That Work) were chosen by 15 schools, including three schools that also selected an organization-focused model. In those schools implementing the first two of these models, two major organizational changes have been made. First, model-specific lessons and modules have required substantial changes in scheduling. For example, in Success for All (SFA) schools, each morning, 90 minutes is now devoted to reading instruction. Second, because students are grouped by reading skills, they leave their regular homeroom and go to their skill group, which means multiple grade levels may work together (lower elementary and upper elementary grade levels are sometimes mixed).

Both SFA and Direct Instruction (DI) require reorganization of the schools' schedules (setting aside 90-minute blocks in the morning for literacy instruction) as well as training and coordination of staff. In one SFA school all teachers teach reading—including the physical education teacher. This was, in fact, one of the aspects of the model that appealed to the principal when the school was reviewing models prior to selecting one for this initiative. On the other hand, it is worth noting that this would present a challenge for a school with higher staff turnover and/or less willingness on the part of staff to teach outside their own area.

At one SFA school, teachers reported being pleased with both homogeneous grouping for reading instruction (i.e., grouping by reading skill level, according to the child's score on the assessments administered every eight weeks) and with the potential for reassignment (when a student's assessment indicates that she has mastered the material at one level, she can move to a higher reading group). This school has also implemented one-on-one tutoring for first- and second-grade students. Class sizes for reading instruction have been reduced in this school (as is typical of SFA schools) through the use of all certified personnel in teaching the reading block.

Evaluators heard from many teachers about their dissatisfaction with particular aspects of a model. For example, they complain that the criteria for student placement (in different skill level groups) are too narrowly defined—often based on a single test—and result in younger students' being placed in groups with older students based on their performance on the assessment irrespective of whether they are socially ready to be with older students. Other teachers are uncomfortable with restrictions on what content they may teach in their lessons—their school-based facilitator instructs them that they must adhere to the script of the materials as they receive it from the model developer. Several teachers commented that they would really like to be able to do the themes from the basal readers that they had used in the past, be creative at times, or even simply to re-teach a skill. They felt constrained by the SFA model, but most felt that the positives (improvement in students' reading achievement and students' increased enjoyment of reading) outweighed these negatives at this point.

In schools implementing the Direct Instruction (DI) model, teachers also coordinated homogeneously grouped reading instruction, as required by the model, to accommodate grouping by skill level. They engage in cooperative planning of instruction, and rigidly adhere to the curriculum as it was written by the developer.

Features of other curriculum-focused models being implemented by schools include the introduction of school wide thematic units and arts-based collaborative presentations in several elementary schools (the Different Ways of Knowing curriculum), and the early stages of a career-based high school curriculum matched to a ninth-grade advising system (the High Schools That Work curriculum).

Organization-focused models: Twenty-seven of the Leadership Schools selected organization-focused reform models, including ATLAS Communities, Modern Red Schoolhouse (MRSh), Comer School Development Program, and Accelerated Schools (AS). This number includes three schools that also selected a curriculum-focused model. Typically, these models did not require substantial changes in scheduling or curriculum, per se, but they often require considerable changes in the way staff and administrators work. (Note: The two exceptions are 1) MRSh, whose developer highly recommends the concurrent adoption of the Core Knowledge curriculum, and 2) AS, for which the model developer strongly suggests adoption of a curriculum that matches the pedagogical goals of the models.)

In many of these schools, school personnel are involved in conversations about teaching and learning as part of the model implementation requirements. For example, the ATLAS model calls for Whole Faculty Study Groups (WFSGs) in which all teachers, administrators, and support staff engage in collaborative inquiry intended to enhance teaching and learning in the school. Typically, the WFSGs have drawn topics from their School Improvement Plans in identifying academic areas to be studied. Faculty select the area in which they are most interested and join that WFSG. In schools in which the ATLAS model has been effectively communicated, staff and administrators reported some positive outcomes from this process, such as increased staff collaboration and communication, materials development, and greater focus on student work and student learning. Similarly, the Accelerated Schools model calls for changes in school governance that, when effectively implemented, can promote greater collaboration among staff and between staff and administration. Leadership schools are still just experiencing the early stages of these benefits.

At one ATLAS school, WFSGs meet during the day while students take part in Title I-funded arts/cultural programming. Each staff member (including computer, physical education, and art teachers) belongs to one of five different core subject-based groups—reading, writing, social studies, math, and science—and focus on teaching strategies, investigating issues, and developing materials within the subject area of their group. Once a month, an Instructional Council (comprising the principal and one representative from each WFSG) meets to exchange ideas across the five WFSGs. The ATLAS model holds that by looking closely at student work and reflecting on the instruction provided to help students learn, teachers can support each other in modifying their own teaching. This school was beginning that process.

One high school has formed study groups around the 16 curricular objectives of the other (curricular) reform model that they are implementing. This school also had four administrative WFSGs in which administrators could pool their resources in addressing whole-school administrative issues.

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Yet another school organized their WFSGs within three main areas—literacy, technology, and authentic learning—each of which has two to four groups within it. The groups have been conducting research in such issues as: computer literacy; development of learning strategies across the curriculum and through multisensory learning; literacy development in the special needs child; math software; software to support special student learning needs; "hands-on" lessons in the content areas; the development of phonemic awareness through meaningful authentic learning experiences; and linking teaching intentions, lesson plans, student work, and rubrics for assessment. In addition to the three main areas of inquiry, another WFSG at this school is investigating test construction and looking at how teachers can construct classroom tests to give maximum carryover to the MEAP and MAT. This school's principal, ATLAS coach, and the majority of the faculty are working together productively to take charge of their own professional development and improve teaching and learning in their building.

Finally, two middle schools have made significant progress in their WFSGs. Staff interviewed in one middle school reported that staff collaboration has increased a great deal since the start of the ATLAS program. The seven groups in this school indicate the diversity of interests that can be represented when everybody in the school is included. One group studies math across the curriculum, another reading across the curriculum, while a third looks at writing across the curriculum. The Brain Research Team studies Multiple Intelligences theory, while the Safe and Clean Environment group—which includes the school's Engineering staff—is developing plans for keeping the school safe and clean. The Self Discipline group includes an external partner, a social studies teacher, a counselor, and a parent and helps troubled students improve their academic achievement. The Literacy group combines the work of the other groups and shares it via a power point presentation, a play, a speech, or some other creative way to show what they have done to improve their students' achievement. Once a month, a different group presents its findings to the entire staff at a full staff meeting.

Here is an example of the work in one whole faculty study group at another middle school:

Using the Whole Faculty Study Groups

One teacher expressed an interest in authentic assessment. She said she had been "dabbling in rubrics for grading projects ...and [was] trying to ask students different questions to make sure they are doing what I want." She had assigned her students to conduct a research project on minorities in science, with the thoroughly researched and documented report serving as a more authentic assessment than the typical test. "I had to decide what it was that I wanted my children to bring away. I decided it was the contribution of minorities to science and technology fields." Although the students learned about the contributions of minorities to science and used the Internet and library extensively, they had also plagiarized. This experience highlighted "the need to teach children about writing and paraphrasing." This teacher also reported that Teaching for Understanding (one of the components of ATLAS) had gotten her to look for central themes that would unite instruction throughout the year. Her WFSG's inquiry was guided by what she and other teachers found in looking critically at their students' work and thinking about what they could do that would enhance their students' learning. For example, her WFSG identified that students had a limited vocabulary; then the WFSG members began to study ways to improve their students' vocabulary in writing, reading, and presentation.

Schools implementing other organization-focused models, such as Accelerated Schools (AS), also showed notable progress in fostering collaboration.

❑ **Factors Influencing Implementation**

While changes are visible both in schools implementing curriculum-focused models and in schools implementing organization-focused models, they were not consistent across all schools and clusters. To understand the varying levels of visible changes in schools, it is necessary to explore the factors that have influenced the implementation of whole-school reform models.

The factors that have influenced the implementation in Leadership Schools can be divided into three categories: school-level, model-related, and external support. School-level factors are characteristics, circumstances, or challenges specific to a school site. Model-related factors are specific to the chosen model and the model provider/developer. Factors related to external support include those connected to entities outside the school whose action, resources, and support impact how well implementation takes hold in the schools.

School-level factors. At the school level, leadership and previous successful experience with reform were the two key factors that influenced implementation of the reform. Effective leadership that is linked to advocacy of reform efforts fostered staff participation in the efforts and promoted sustainability of the reform. Lack of such leadership undermined individual and collective efforts at the school level.

- *School Leadership*. In schools that appear to be on track with the implementation of the reform model, there is an individual or a group of individuals playing a strong leadership role as visible advocates for reform. This characteristic of successful implementation is necessary whether the reform is curriculum- or organization-focused. In many cases, principals play the major leadership role, but there were a few cases where the school was progressing with reform in the absence of strong leadership from the principal. In most cases where the staff senses a lack of support from the principal, however, implementation efforts are not progressing or progressing very slowly.

At one school, the principal and the full-time model facilitator together had generated commitment among the staff about the Different Ways of Knowing (DWoK) model. Staff were enthusiastic about being on the same page and using the same theme. One teacher indicated that he appreciates the training and the ability to approach teaching differently. He said, "It's refreshing!" Another teacher noted that there is excitement and enthusiasm among the students themselves. In this case, even teachers who may be resistant to change were able to come together through the reform model's organizing principles with the guidance and leadership of the principal and the model facilitator.

Similarly, at an ATLAS school, the half-time model facilitator said, "The WFSGs are doing fine. We didn't want a whole new program [when we selected ATLAS]. We wanted a framework for ourselves, to talk together more and get along more about teaching." And this is what they have done. Staff interviewed at this school reported that the most significant change was the increased teacher collaboration. Teachers were seeing more tangible proof that students have different learning styles, and the WFSGs gave them the structure and the support they needed to assess their students' work, discuss guiding questions, and understand learning styles. The model facilitator and the principal sharing leadership in implementation has stimulated the grassroots-level change.

Interestingly, tensions arose in one school, accustomed to working together and negotiating curricular and instructional decisions, after they chose a rather prescriptive, curriculum-focused model to address the reading needs of its students. While the staff were happy with their students' learning, they were unhappy about the prescriptive nature of the reform model. Their reduced autonomy had a negative impact on the work climate that could ultimately undermine reform efforts.

Successful implementation has been possible in the absence of strong support from the principal as long as other individuals have stepped into the leadership role. The loss of key personnel does not necessarily signify the end of reform, but it may present a large obstacle. Nine Leadership Schools had new or interim principals for the 2000-01 school year. In most cases, the previous principal had played an important role in leading the S21C efforts. Those who appear to have successfully faced this challenge are the schools in which a knowledgeable and committed individual took the place of the outgoing principal. In three schools, the new principal was promoted from within the school or from another school within the cluster, so these individuals were already familiar with the reform efforts, required no time to learn about it, and could begin leading the school's reform efforts immediately. In

one school, conversations between the current principal and the previous principal helped ease the transition as well.

In another school, where the principal came from outside the cluster, it was made explicit during the interview process that the school wanted a principal with a vision for reform and one who was willing to continue the reforms that had been started. Implementation has continued smoothly. In other instances (five), where discussion of the ongoing reform was not explicit in the interview process, principals may have entered their new schools expecting to be able to have a greater say in planning changes (rather than entering mid-way in a project). As a result, these schools have experienced greater difficulties.

Finally, at another school, the transition to a new administration was not smooth. The former principal, who had initiated the reform efforts, had not shared the details of the implementation with others. When this principal left, there was no one remaining at the school who had the knowledge to continue leading the reform efforts. The change in leadership at this school has stalled the implementation of the reform model.

The Leadership Schools have shown that progress in reform can continue if leadership and commitment to the reform are shared within the school and by the new principal; conversely, lack of shared leadership and/or lack of commitment to the reform can set reform efforts back.

- *Previous Experience With Reform.* A successful history of reform with models such as the Coalition of Essential Schools and Middle Start has set the stage for successful progress in several schools. As part of the ATLAS model, one school conducted a School Quality Review. This School Quality Review is intended to provide staff with the information they need to identify school-wide goals and to show them how to assess their progress toward achieving these goals. They identified a need to improve students' vocabulary. They set about formulating learning objectives for the students, studying ways to improve students' active vocabulary—for written and oral presentation—and their passive vocabulary—for reading. As part of Michigan's Middle Start reform, this school's staff and students had responded to surveys that helped assess trends in teaching and learning environments. This school had also had a week-long external evaluation conducted by the Coalition of Essential Schools (with whom they had previously been involved through another grant). That evaluation also culminated in a report to the school, which the ATLAS coach views as another opportunity to see where the school might improve. These previous experiences with reform created an atmosphere of self-review and provided data for planning improvements.

Former DPS Empowerment Schools also seemed to have an advantage when it comes to implementing new reforms. One elementary school, for example, had been an Empowerment School for about five years, so structures and mechanisms for staff involvement in decision making had already been in place before they began their current reform efforts. All major decisions at this school—which is implementing the Modern Red Schoolhouse (MRSh) model—come through the Site Based Management Team/MRSh Leadership task force. One member said, "The principal does not make any decision without going through the [Leadership task force]." This group's composition has also been essentially stable for

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several years, consisting of the principal, the union representative, grade level representatives, representatives from counseling, technology, physical education, community, parents, and the MRSh facilitator. This year, the team has addressed such issues as the budget, hiring, training, graduation, celebratory events, and discipline policies. "No decision in the school is made by one person. It's always a group decision," a Leadership task force member told us. While site based management is not a new idea, schools that have been empowered to make their own local decisions in the past—such as this school—seem to have greater success in implementing reforms that demand local governance.

While prior success with long-term reform facilitated current efforts in some schools, other schools have had to overcome piecemeal efforts. Because of the many changes in the district over the recent years, district initiatives introduced one year were withdrawn the next leaving schools reluctant to engage fully in new reform efforts.

Factors Related to the Reform Models. Beyond the factors that the school itself contributes, the model's characteristics, its developers, and its on-site facilitators/coaches all play an important role in influencing the success of implementation. In addition, the professional development and technical assistance provided to school personnel affect the extent to which they have access to the information and skills needed to successfully implement the reform model.

- _Characteristics of the Model._ Organization-focused models provide schools with the flexibility to meet their specific needs. In many instances, schools that were attracted to these models require additional guidance in tailoring the model to their own circumstances. In several cases, the organization-focused model providers have been faulted for not being available or prepared to help address the unique concerns of an individual school. For example, schools in which the principal is new or in which there are unique needs of a large special education population require particular guidance. Because curriculum-focused models were often chosen to address a very specific need, such as increasing students' reading achievement test scores, these models require less customization. The prescriptive nature of the curriculum-focused model, however, provides a challenge in schools that try to employ a more collaborative approach to leadership.

- _The Role of the Model Providers/Developers._ Organization-focused models require a large amount of staff development to move all faculty forward in the reform. Partly because staff development days were not made available by the District until late in the year, staff development was not provided in a timely manner. Some ATLAS schools were also critical of the developers for not having enough well-trained staff to meet the needs of the more than 20 ATLAS schools in Detroit. ATLAS is seeking feedback from the schools to address these concerns. One cluster, dissatisfied with the process of training a small group of teachers who would then bear a large part of the responsibility for training other teachers (i.e., the "train the trainer" approach to professional development), refused to pay the ATLAS bill until ATLAS agreed to train *all* the teachers on-site. Similarly, complaints that the model provider needs to be more supportive arose in one school implementing the Accelerated Schools program. In contrast, the curriculum-focused model providers were seen as more able to provide necessary support, typically through a "train the trainer" approach buttressed with the curriculum materials and teachers' guides.

Model developers were the largest category of S21C funding, and fully half of the clusters spent less than 80 percent of the funds they had budgeted for model developers (3 clusters spent 60 to 80 percent, while 2 clusters spent less than 50 percent of what they had budgeted). Although schools have various reasons for not using all available funds, underspending in this category impacts the nature and level of model implementation.

- *The Role of the In-school Coaches*. The presence of an on-site model facilitator or coach with a large portion of time allocated to the implementation of the reform model is extremely valuable to the reform process. Yet, fewer than one-half of Leadership Schools have half- to full-time in-school model specialists. Four of the ten clusters had significant underspending on personnel (i.e., in-school staff to help implement the model).

   Many of the most effective coaches are either teachers who have substantial release time to concentrate on the implementation of the reform model in their schools or individuals who have no teaching responsibilities who work with the model. Model facilitators who are full-time classroom teachers find little time to dedicate to model implementation.

- *Timely, Effective, Professional Development.* Implementation grants were awarded in Fall 1999, with preliminary implementation of the models in Spring 2000. During the 2000-01 school year, Leadership Schools were scheduled to receive additional training designed to build on the portions of the selected whole-school reform models in place. Due to the late release of district professional development days, some schools did not receive significant additional training until late in the 2000-01 academic year. As a result, these schools did not progress as far as they had originally planned. Schools that have chosen models entailing the creation of new structures and systems within the schools stood to benefit most from the staff development days because these models require continued staff development. Because much of the training had previously been completed in schools that chose less training-intensive models, they were less affected by the late release of professional development days.

   Eight of the clusters spent less in the area of professional development (i.e., funds for school staff rather than funds to the model providers) than they had originally budgeted for the year, and one cluster significantly underspent. Without in-school supports (e.g., on-site model facilitators) and a breadth of knowledge among all staff, implementation is hampered.

- *Access to Information.* In schools that are struggling with the reform, there was a sense that the staff did not fully understand the larger reform model. The importance of understanding the overall goals of a model is particularly evident with organization-focused reform models, where the aim is to foster systemic change. In many of the schools that were struggling with the implementation of organization-focused reform, few people are able to articulate the goals of the model. Instead, most respondents focused on just one component of the model. In schools implementing curriculum-focused models, which typically address specific needs that the schools have identified, the general picture is smaller and easier to grasp. Understanding of the models is greater in these schools. Lack of complete information from the model developers, lack of in-school coaches/facilitators, and lack of timely, effective, professional development all impede access to information about the model.

- *Two Major Initiatives in One School.* For eight of the 42 schools, the implementation of two whole-school reform models was written into their S21C grant proposals. The experiences of these schools raise the question of whether it is possible to successfully introduce two reform models in a school. One of the schools implementing two reform models withdrew from the S21C Initiative at the end of the year, while another dropped its organization-focused model. In each of the schools attempting to implement two reform models, both a curriculum-focused model and an organization-focused model were chosen.

  Because of the nature of the reform models, classroom changes associated with the curriculum-focused model are visible earlier than changes associated with the organization-focused model. As a result, where two models are being implemented, more effort typically goes toward the curriculum-focused model (in spite of the fact that conflicts with district standards have hampered efforts to carry out the curriculum-focused model in some schools).

External support. Resources external to the school, such as the cluster, the district (DPS), S21C, the TSC Support Partners, and External Partners were also very important factors in the success of model implementation. These will be discussed briefly below.

The Cluster

- *Cluster Operations.* The current initiative consists of 40 schools in 10 clusters (two schools withdrew by the end of the 2000-01 school year, one voluntarily and the other at the request of the District administration). All clusters continued to meet regularly this year, and most schools felt that it was beneficial to be able to share ideas with other schools. Although schools overall felt that their relationships with the other schools in the cluster have been strengthened as a result of the reform, most activities were focused at the school level. Schools may recognize the potential of being part of a cluster, but the many demands they face leaves them with little time for efforts targeted at the cluster level.

- *Cluster Coordinator.* Over one-half (6) of the clusters have hired a cluster coordinator; including two former principals. Cluster coordinators' responsibilities include submitting progress reports, collecting data on schools' progress, assisting with keeping track of finances, scheduling meetings, and setting agendas for meetings. Cluster coordinators help ease the burden on principals by taking over some of the principals' S21C-related responsibilities.

  While cluster coordinators facilitate cluster-level efforts, one cluster of three schools has established a strong operational entity without the assistance of a cluster coordinator. Instead, the principals in this cluster view the coordination of efforts as their collective responsibility. One principal in this cluster, when interviewed, reiterated the importance of S21C's precondition that schools not undertake this reform alone.

The District

- *Support from the District.* Leadership School principals and staff frequently do not feel supported by the district in their S21C reform efforts. The district can have a serious negative

effect on the implementation of the models. Without exception, principals indicated that district requirements take priority over model expectations. As a result, implementation efforts at many schools were sidelined to meet district requirements, specifically testing requirements. In addition, several principals noted that the loss of the Initiative's district liaisons left them with no link to the district structure or support for S21C reform at the district level. On the other hand, a few principals have found that the new Executive Directors have helped schools better understand new testing requirements and district expectations not related to the S21C Initiative.

- *Conflicting Policies and Procedures*. Conflicts between district policies and model features continued this year. S21C, through its alignment project, has helped schools identify gaps between model curriculum and DPS curriculum, although optimal use of this information has been limited. In several schools, model providers have also helped with curriculum alignment where there were discrepancies between district standards and model-specific curriculum. For example, one cluster is implementing a curriculum model (Core Knowledge) that does not cover all of the DPS standards. The cluster is working to resolve the discrepancies without abandoning the Core Knowledge curriculum (which many teachers like). One school also mentioned frustration that DPS would not allow them to modify their reporting schedule so that they could include data from the SFA assessments.

- *Testing.* School personnel feel the pressure associated with participation and performance on standardized tests and face the challenge of remaining focused on the goals of the reform in the presence of the constant testing demands. Implementation efforts were repeatedly disrupted by the requirement to test students on the MAT, MEAP, and ESAT tests, seemingly on a monthly basis. Staff meetings focused on the tests took time away from professional development or faculty study group meeting time. Student preparation for tests and the actual administration of the tests took considerable time away from teaching efforts specified by the reform models. The repeated use of standardized testing is also in direct conflict with some models that highlight the need for authentic assessment of students. Note: The district has reduced testing requirements for the 2001-02 school year by eliminating the MAT and scaling back the ESAT

- *S21C.* While time is at a premium for all individuals involved in the reform, many of the principals felt that the S21C-sponsored Principals' Network meetings were useful. These meetings provided the principals with an opportunity to share with other principals and bring ideas back to their schools. One principal mentioned that the meetings help address "collaboration, team building … all the things that will help us succeed."

- *S21C Technical Support Consortium (TSC).* Most of the TSC Support Partners were viewed positively, although there were some individual concerns. Support Partners provided general assistance with school reform that ranged from asking probing questions, providing relevant research, providing useful suggestions to tackle specific problems, organizing workshops, assisting with budget and grant writing, and attending cluster meetings. For one cluster, the TSC Support Partner created a system for keeping track of its reform model-related activities.

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❏ **Intermediate Outcomes**

The factors described in the previous section, in combination, affect the level of model implementation in Leadership Schools. In schools where implementation has been successful, intermediate outcomes are visible. The following discussion of intermediate outcomes provides evidence of success in Leadership Schools.

Student outcomes. Five Leadership Schools were awarded the Michigan Merit Award Golden Apple, which is awarded in recognition of continued improvement in student achievement over three consecutive years. The schools that received the Golden Apple awards are involved in implementing different reform models (one is working with two models). It is very significant to note that all of these schools had a paid, in-school model facilitator (the school with two models had a paid facilitator for one model). In four of the five schools, the staff expressed a sense of unity in moving forward with the reform efforts and strong support from the principal. In addition, three of these schools have local decision-making bodies, and staff in a fourth school claim that decision making is done collaboratively in staff meetings.

Staff already report positive results from two of the curriculum-focused models.

Reading More, Reading Better

The three teachers interviewed at one SFA school indicated they had seen results from the SFA effort. Students are more enthused and interested in reading—especially the children in the higher skill level groups. "They really like being able to work with other kids at their same level." At least one teacher said, "Students are doing a lot more writing than before SFA, and it is better writing." This school has had parent sessions to raise awareness of the program. A very successful "Safe Night Banquet" was held that attracted a large number of parents to hear about the SFA program. Parents indicated that they have seen their children doing much better in reading this year and feel it is because of the SFA program, especially because it seems to provide structured learning. One parent who works as an aide at the school reported that she had seen a great response from her own son who is now reading at home and reading to her, and she is doing more to help him by reading to him and reading herself to model for her son.

Improving Reading Achievement

A school that is using the Direct Instruction (DI) model reports that MEAP scores and reading have improved in the school. In addition to the school's test data, one teacher noted, "Children are reading for enjoyment." Another teacher attributes the school's accomplishment to the consistency imposed by the prescriptive model: "The DI structure lends itself to change; we are all on the same page at certain hours of the day, which has produced a noticeable change. The school's climate has improved."

The excitement at this school was echoed many times by other staff's comments: "We're very excited! More importantly, students are reading!" said one teacher, while another noted, "staff has significantly improved the way in which they discuss student work and how best to improve it." The chair of the school's local decision-making body noted, "We've reduced the gap in the reading range. More students are reading at or above grade level."

Collaboration Among Teachers in Schools Implementing Curriculum-Focused Models. The Direct Instruction (DI) model stipulates that teachers meet to discuss instructional strategies and student learning. At one DI school, the model facilitator told us, "Grade-level meetings are convened weekly. Here, teachers make up their own agenda for each meeting and decide what they will teach their children, according to the DI guidelines." The chair of this school's building level decision making body observed, "Grade-level and group meetings help develop trust, collaboration, and cohesiveness. Administrators are careful about moving teachers. We now have low staff turnover, and most teachers are staying with the same grade." Thus, even within a prescriptive model, if teachers are given some power to work collaboratively, and decisions regarding teacher assignment are made carefully, it is possible to achieve greater staff stability, and more efficient delivery of instruction.

Collaboration Among Teachers in Schools Implementing Organization-Focused Models. Schools implementing organization-focused models are arrayed on a continuum regarding the extent to which they have truly established operational mechanisms for working collaboratively in a meaningful way. In several examples above, we saw that Whole Faculty Study Groups (WFSGs) in some ATLAS schools meet regularly and work on issues that really affect teaching and student learning. On the other hand, in many ATLAS schools the groups either met infrequently or did not accomplish meaningful work through their meeting. Collaboration on school governance and decisions about the School Improvement Plan goals were typical aims of staff and administration working together in schools using the Accelerated Schools, Comer, Modern Red Schoolhouse, or ATLAS models. In the example below, we can see how school governance has begun to change in AS schools.

Toward Collaborative Decision Making

In AS schools, staff are organized into cadres, each of which includes certified staff, non-certified staff, and parents. In place of what might have been a Site-Based Management Council in the past, AS schools have a Leadership Team consisting of representatives from each cadre and representatives from the major stakeholder groups of the school. The Leadership Team meets regularly and uses an advisory or shared decision-making process. The decision makers gather input from others in the school before making a decision and often make decisions through consensus rather than by voting. The Leadership Team can effectively deal with critical issues. For example, at one AS school, the Leadership Team re-wrote the School Improvement Plan to offer an alternative to the planned school closing. Rather than disperse students and faculty, they proposed to keep them intact at the new location. This plan was accepted, and stakeholders believe that there will be less disruption among students and teachers with the move than there might otherwise have been.

Such efforts at establishing and developing governance structures and collaboration are still in the early stages in most cases, however, as schools struggle with a variety of other challenges.

❑ Background

The need for increased parental involvement in substantive ways has been a major emphasis of the Initiative from the beginning. The belief is that more parents must be engaged in their children's education in meaningful ways if total school reform is to be realized. Research findings provided by TERC in their Spring 1998 Regional Alliance Newsletter suggests that when parents are actively involved with their child's learning, they are more likely to earn higher grades, receive higher test scores, have better attendance, complete homework more regularly, present more positive attitudes and behavior, and graduate from high school. They are also more likely to pursue post-secondary education.

The National PTA has identified four common underlying beliefs that characterize effective parent involvement programs.

- Parents want what is best for their children.
- Parents, regardless of their background or circumstances, can be a key resource in their children's education.
- All children can learn, and the focus of the educators' efforts needs to be on children's success.
- Together, educators, families, and communities can succeed in educating children and preparing them "to lead healthy, happy, and productive lives."

Although most Leadership Schools believed in the importance of parent involvement prior to participating in the Initiative, resources to address the issue were scarce. With S21C funding, however, Leadership Schools have been able to develop and implement strategies to increase parental involvement.

❑ Leadership School Strategies to Engage Parents

Leadership Schools are engaged in challenging work as they transform their schools. An important element of their efforts to improve student achievement has been to define and establish new relationships between school, parents, and the community. S21C has focused a considerable amount of time, energy, and financial resources to help Leadership Schools bring parents into the planning, decision-making, and programming processes of the whole school reform efforts.

Schools clearly understand the level of commitment—in time, creative effort, and "undivided attention"—necessary to actively engage parents in their children's learning. Several Leadership Schools began this effort by conducting needs assessments and then developing activities to address the needs. As a result, schools are implementing a variety of strategies to engage parents. What follows is a description of that work.

Parent Resource Rooms. With the creation of parent resource rooms in several Leadership Schools, parents have been given their "own space." Resource rooms are used for conducting parenting workshops, parent networking—allowing parents to share both formally and informally with each, and to obtain information and materials about resources and services for them and their families. They provide a home base for parent activities and serve as a recruitment center for parent volunteers. Resource rooms have allowed schools to become more open and inviting for parents; creating a school environment that sends the message, "parents are valued and welcome in this school."

Parent resource rooms have been established in 18 schools and 15 other schools have created parent "spaces" or are in the process of establishing parent rooms. The layout and amenities are quite variable across schools. Some are spacious, comfortable, and well equipped. In one of the schools the parent room has several computers, a television, coffeepot, and comfortable chairs. In another school, the room has a large table, chairs, computers, a phone, a refrigerator, and sink. Space limitations have prevented some schools from creating parent rooms. Despite this, most have designated areas to display information and resource materials for parents.

Parent Liaisons. Thirty-eight of the Leadership Schools have been identified as having paid parent liaisons to provide support and service in the parent engagement effort. In most of the Leadership Schools, parent liaisons were hired to work with a particular school, although in some cases the parent liaison works with all schools in the cluster, rotating between schools.

Schools/Clusters With Parent Liaisons

Schools	Schools
Cluster 9: Butzel, Kettering, Nichols, Scripps	Cluster 41: Bellevue, Howe, Hutchinson
Cluster 10: McGregor, Angelou, Burbank, Carleton, Hanstein	Cluster 45: Durfee, Longfellow, Glazer, Central, Stewart,
Cluster 22: Crockett, Boynton, Mark Twain, Phoenix,	Cluster 50/58: Foreign Language, Loving, Sherrard, Sanders, Hutchins, Northern, Davison
Cluster 27: King ES, Bethune, Crary	Cluster 54: White
Cluster 33: Detroit Day, Edmonson, Murray Wright	Cluster 57: Academy of Americas, Beard, Logan

Parent liaisons are charged with the important task of working with schools to increase the level of parent involvement in schools and in their children's learning. Specific examples of functions performed by parent liaisons include:

- Communicating regularly through newsletters, letter writing, phone calls, and personal contacts with parents to ensure that they are informed of cluster and school level activities.
- Encouraging parents to become involved in the schools and the clusters.
- Actively recruiting parents to participate in school activities.
- Assisting in the development and implementation of parent workshops.
- Assisting parents in securing services or resources to address personal/family needs.
- Collaborating on projects and sharing ideas with other liaisons within a cluster.

- Serving as translators for parents and the school staff.
- Visiting parents at their homes.
- Participating in whole school reform model training.

Communities In Schools (CIS), a community based organization and external partner to 25 Leadership Schools, is involved with schools and clusters in a variety ways. In particular, CIS has worked with some of the Leadership Schools in the hiring and training of their parent liaisons. The CIS coordinator has also assisted parent liaisons in securing community resources for parents and their families. CIS has provided prizes and other incentives to encourage parent involvement.

In most schools, parent liaisons are viewed as an asset. They have been able to interact daily with parents and stress the importance of their involvement. They facilitate connections between schools and parents. In some schools, they also provided the "parent voice" in school operations.

In several schools, parent liaisons have been credited with helping to increase parent involvement. For example, several people in one school said the parent liaison has been diligent in working with and meeting the needs of parents, and that because of her work they have observed an increase in parent participation. A principal of one of the elementary schools believes there has been some increase in parent involvement since the beginning of the Initiative and believes that the parent liaison has contributed to it. In another school, expectations are that the new parent liaison will help increase parent involvement. The staff says there is much to be done to increase parent activity.

Based on a review of parent liaisons across Leadership Schools, the following profile has been prepared.

Characteristics of Parent Liaisons

✓ Most have children who attend or have attended the Leadership School (or another in the cluster) in which they are employed.

✓ Most were involved in S21C from the beginning stages through award of the Implementation Grant.

✓ Many have been or are involved in the LSCOs, volunteer in classrooms, chaperone or assist in schools where needed.

✓ All demonstrate a sincere commitment to helping schools reach unengaged parents.

✓ They are committed to enhancing their own education and skills. Many have participated in the ongoing parent facilitator workshops and trainings conducted by the S21C Technical Support Consortium.

✓ They continue to be active participants in the clusters and are knowledgeable about the school reform models that are being implemented.

Activities to Engage Parents. Schools are hosting a variety of activities, including:
- Weekly breakfast club meetings
- Parent workshops (computers, self-esteem, adult education classes, etc.)
- Book and blanket nights
- "Parent University"
- Parent appreciation dinners
- Grandparents Day
- Parent retreats
- Parent-Make-a-Difference-Nights
- Parents Night Out
- MEAP and MAT workshops
- Informational sessions about reform models

Many schools also conduct Family Math/Science Fun nights in an effort to make parents aware of what their children are being taught and demonstrating ways that parents can reinforce math and science concepts and skills in the home. Below is an example of how one Whole Faculty Study Group organized a Family Math night.

"A Huge Turnout...and Not Just for Pizza and Pop"

Sixty families were invited. Everyone intended the event to be small. The goal was to bring together the principal, teachers, and fourth grade students and their families in an informal setting to engage in a fun "academic" activity. Perhaps the activities could also help prepare students for the MEAP test. 125 people joined in the event!

A Faculty Study Group organized the Family Math Night. Fifth grade students supervised each of the activity stations. In preparing for the event, teachers selected math activities and then "tested them out" on the 5th graders. If they weren't well received by the 5th graders, different activities were identified. The 5th graders then practiced the activities so they could help parents and the 4th graders at the activity stations.

Family Math Night began with opening activities for which families were seated at "home tables." After about 20 minutes, they moved to a different station. Each activity was designed to engage students and parents in "doing math." Many were "math games" and other hands-on, investigation activities.

One of the teachers commented, "We just observed; we didn't have to step in at all...it's so good when everyone gets excited about learning!" Another said, "It was wonderful." We had a huge turnout and not just for pizza and pop. It was great to see the parents hunkered over with the kids doing math games."

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Clusters have hosted parent/family functions. Below is an example.

Collaboration to Engage Parents

One cluster of Leadership Schools is working closely together to promote parent and community participation in the school improvement effort. Parent representatives from the four schools meet once each month to plan activities. One of their major activities was a series of parent workshops, called "Parents-Make-A-Difference" nights. One workshop was held at each school aimed at "helping parents understand how they can make a difference, " as one principal put it.

A variety of topics were identified by parent leaders based on feedback from a parent survey. In fall, one workshop focused on parent self-esteem. Later in the year, the topic was on parent literacy skills. At this workshop, there were stations where parents could use computer labs, learn about the Internet, as well as ways to help their children with homework. Students served as learning station attendants and baby sitters. There was entertainment from the band and choir. The evening events also included a motivational speaker and refreshments.

Attendance at the workshops ranged from 300 to 400 people. Parents who attended 3 out of the 4 sessions were eligible for a small "incentive payment." The parent leaders who organized the series all said how pleased they were with the success of the activities.

Parent Roles in Whole School Reform Models. Most of the whole school reform models being implemented by Leadership Schools have important parent involvement components. For example, Direct Instruction, ATLAS, and Comer models require parent membership on the decision-making committees. Other models, such as Success For All, require parent awareness sessions, as well as daily parent involvement with their child's reading and sign-off on homework. High Schools That Work stress the importance of parents being meaningfully involved and helping their children in making academic and career-related decisions.

In schools using the Direct Instruction model, parents have participated in workshops to become acquainted with the model and are members of local decision-making committees. They also volunteer as tutors during the school day and for the after-school program; participating in academic related workshops or training (e.g. phonics) to learn various ways to provide support and help for their children in the areas of math and reading. In schools implementing Success For All, parents (or some other adult) spend 20 minutes each day engaged in reading or listening to their child. With the Comer model, parents are members of School Improvement Team, the decision-making group for Comer activities. In one of the Modern Red Schoolhouse schools seven parents make up a 12-member community involvement task force.

Consistently, principals, teachers, parents, and external partners agree that more parents need to become involved in their children's education at school and at home. Leadership Schools continue to have dedicated, but small, cadres of parents involved in the implementation of whole school reform. They are working hard to expand parent involvement. Progress toward that goal was clearly made in the 2000-01 school year.

Hurdles to Engaging Parents. Most Leadership Schools have been diligent in their efforts to increase and strengthen parent involvement. At the same time, they express dissatisfaction with the number of parents who are involved and the degree to which they are engaged. Principals, teachers, and parents identified several barriers: language and culture issues, parents living outside the school district, times when activities are scheduled, and inflexible schedules of working parents.

One of the external partners remarked that because of time constraints and the demands placed on single-parent families and working parents, "we're asking parents to do the impossible." He suggests that one of the ways to increase the likelihood of engaging parents in school activities is to schedule them during "non-traditional" times, such as Sunday afternoons.

Another challenge for Leadership Schools has been to help parents understand their role in the whole school reform efforts, especially their role in implementing the whole school reform model.

Progress in Engaging Parents. "Schools are more welcoming to parents." Evaluators heard this frequently this year from principals, teachers, and parents than in the past. It is clear that schools have focused energies and resources on reaching out to parents, creating user-friendly systems and activities, and honoring their ideas and feedback. One important factor leading to a more welcoming school has been the addition of parent liaisons. Their work as ambassadors, facilitators, nurturers, and role models is beginning to pay off. Principals and teachers have said that parent liaisons deserve credit for helping increase parent involvement. One assistant principal said, our parent liaison "provides an abundance of information to parents, makes phone calls to them, keeps them informed about school activities, and generally encourages them to be involved in their children's learning." A lead teacher in one Leadership School said she believes "the hiring of parent liaisons have resulted in an increase in communications between parents and the schools . . . and that parents feel more comfortable relating to other parents than to teachers."

Many schools are using social and recreational events as a "hook" to engage parents in more academic activities. Schools are working to integrate social/recreational activities and academic-oriented events. They are also making academic events more recreational.

Asking parents to volunteer for specific activities or tasks also appears to be a successful strategy. Offering activities after regular school hours, such as parent-teacher conferences, has also met with considerable success.

Schools are actively seeking parent feedback, advice, and counsel. They are listening more carefully to what parents have to say about the school and their own needs. Schools are now less likely to believe they "know what parents need." They are offering workshops and other activities and services based on parental feedback.

In some schools, the reform models themselves have increased parental involvement in their children's learning. This is particularly true for schools that have implemented Success For All. In these schools, parents are expected (essentially required) to spend at least 20 minutes a day engaged in reading activities with their child. One school reports that 85% of parents are participating as requested.

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Parent Participation. Evaluators gathered information about two aspects of parent participation: 1) Parent-Teacher Conference attendance and 2) degree to which parents are engaged in school activities to support student learning.

Percent of Parents/Guardians Attending
at Least One Parent-Teacher Conference in 2000-01 School Year

	No. Schools w/0-25% attendance	No Schools w/26-50% attendance	No. Schools w/51-75% attendance	No. Schools w/76-100% attendance
Elementary*	2	2	10	11
Middle School	0	2	3	5
High School*	1	1	1	1

* No data available for 2 elementary and 1 high school

To determine degree to which parents are engaged in school activities, evaluators combined information from several sources to create a rating on a 7-point scale, with 1 = low score and 7 = high score. The graph below shows evaluator ratings.

Degree of Parent Engagement
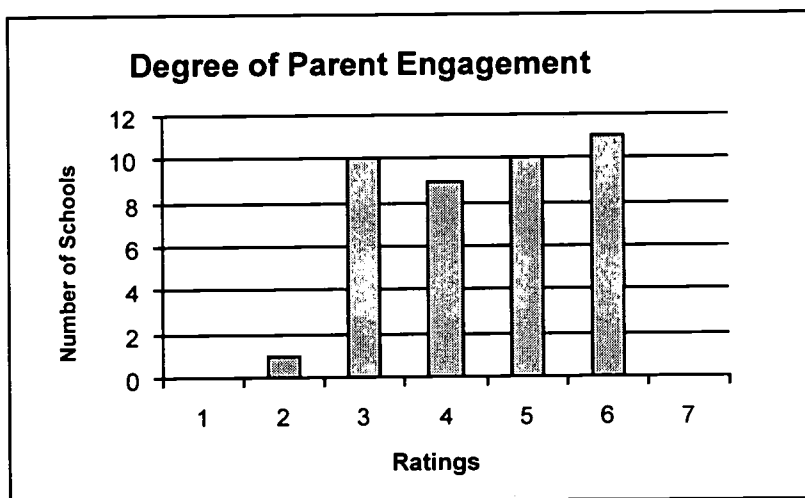
The chart below shows average ratings by grade level.

	Elementary	Middle School	High School
Parent engagement	5.3	4.1	4.7

❑ **District-Level Parent Involvement Efforts**

The Detroit Public Schools' CEO in his April 2001 *Efficiency and Effectiveness Plan*, clearly indicates that parent involvement must be a priority at the District and school level, and that systems and processes should be established to address low parent involvement. This is a clear signal to all schools of the importance of parent involvement. It also represents a consistent message from S21C and the District.

S21C/District Collaboration to Involve Parents. Schools of the 21st Century and the Detroit Public Schools have embarked on a year-long campaign to generate support for academic standards in all schools. There are three basic elements to the campaign: 1) distribution of a full color brochure, "Achievement for All: Families and Community Working Together for High Standards," 2) a series of workshops for parent facilitators (parents who work with other parents to engage them in their children's learning and promote academic achievement), and 3) a homework initiative, "Shh! Our Students Are Working."

The basic purposes of the collaborative effort are:

-To create an awareness and deeper understanding throughout the Detroit community of what students should know and be able to do at various stages of their schooling.
-To more fully engage parents, families, and the community in supporting, and being accountable for, the academic achievement of all children.
-To strengthen the relationship between schools and community through alliances and partnerships with the faith-based community, local businesses, and community organizations.

Parent Perceptions. One of the ways that the District gathers feedback from parents and the community is through its annual Community Survey. This provides the district with information about parent and community perceptions of district activities and progress. Several findings from the survey related directly to parents, include the following:

- Eighty-seven percent of DPS parents have had a conference with a teacher during the last school year, with nine out of ten being "very" or "somewhat satisfied" with the meeting.
- Eight out of ten parents indicated helping their children with homework or special school projects daily, checking their children's homework for completion daily, and talking to their children daily about school activities.
- Eighty-three percent of all parents were satisfied with how the schools communicate with them about their child's or children's progress.
- Over half of the parents have met with their children's teachers or school staff to discuss their children's progress more than three times in the past year.
- Fifty-four percent graded the safety of DPS as "A," "B," or "C", up significantly from the past four years.
- Nearly six out of ten graded DPS "A," "B," or "C" in promoting and maintaining a healthy environment.

❑ **Parent Training and Workshops**

The Technical Support Consortium continues to offer an array of workshops and training sessions for parents, parent facilitators and parent advocates. In the 2000-01 school year, TSC offered 3 different series of workshops: New Parent Facilitators Training, Parent Facilitator Refresher Session, and the Parent Facilitator Training Series. Specific topics included: roles and responsibilities, organizing parent groups, effective communication, conducting successful meetings, linking with the community, seeking additional resources, and strategies to increase parental involvement.

The purpose of the workshops were "to assist Parent Facilitators with developing and enhancing skills to improve the participation of parents in school governance, teaching and learning, mentoring, volunteerism, community activities and increasing collaboration between home and school." The parent facilitator workshops offer participants an opportunity to dialogue and learn more from experts, as well as other parent facilitators, about ways of engaging parents and how to assist and help parents in addressing their needs. In addition, participants received best practices information about parent involvement.

Based on end-of-session questionnaires, participants have found the sessions useful. Organizers have indicated that attendance has been above expectation and that a high proportion of participants have attended most sessions.

Section IV: External Partners and Community Participation

❑ **S21C External Partners vs. Community Participation**

A variety of community organizations, businesses, government agencies, churches, and other entities have been providing services and partnering with schools in Detroit for many years. S21C has continued to encourage these community-school collaborations, which vary from support of medical clinics to neighbors and parents helping maintain flower beds in school yards.

S21C has, however, sought to formalize working relationships with some entities to directly support the whole school reform effort. These "External Partners" are public and private organizations selected by clusters to provide supportive services to students and their families. They include corporations, local businesses, government agencies, non-profit groups, human service organizations, and others that specialize in providing services to the community. S21C Implementation Grant Proposal Guidelines also said that external partners had to be members of the cluster team and actively participate in cluster meetings, be actively involved in the development of the Implementation Grant Proposal, be committed to and actively involved in implementation of the whole school reform effort, and provide donations or paid services to the schools.

❑ Nature of Programs and Services Provided by External Partners

S21C has used the Joyce Epstein model for school/family/community partnerships. In this model, there are five basic types of community involvement: donating, contracting, decision-making, funding, and learning in the community. The chart below provides examples of programs and services provided by community partners based on these categories.

Donating	Contracting	Funding	Learning in the Community	Decision Making
➢ Mentoring Students ➢ Tutorial services ➢ Space for cluster and/or school-level events or activities ➢ Time to assist schools in identifying their needs and volunteers to address those needs ➢ Time to organize and involve students in community service projects ➢ Guest speakers ➢ Materials/supplies such as books ➢ Computer workshops for parents and students	➢ Medical and/or mental health services are provided for students and families ➢ Mobile dental service for students ➢ Assistance in wiring and networking schools for updated technology ➢ Working with and training parent liaisons ➢ Social services and family counseling ➢ After school programming ➢ Arts enrichment programs ➢ Summer camp experiences	➢ Scholarships and incentives are provided for students and parents ➢ Funds donated for computers and software ➢ Funds donated for school entrepreneurial program ➢ Assistance to support after school programs	➢ External partners have assisted in coordinating and participating in career days ➢ Internships, direction, and training have been provided to help students make career choices ➢ Support and assistance for students involved in Junior Achievement programs	➢ External partners are represented as members of the cluster ➢ Some external partners are represented on local school decision-making committees

❑ External Partners Receiving Funding through the S21C Implementation Grant

According to reports provided to external evaluators, each cluster has included funding for external partners in their budgets ranging from $22,000 to $368,000. About half of the clusters have made extensive use of those funds to support the work of external partners. The other half had a large proportion of this budget item unspent at the end of the year. As noted in the section below, some schools continue to be unsure about how best to use external partners to support their whole school reform efforts. S21C staff are working with them to find ways to make effective use of external partners and the funds to support them.

Based on annual fiscal reports from clusters, external partners for the 2000-01 school year included the following: Northeast Guidance Clinic, DCI (Computers), Concept Redirect, Neighborhood Foundation Tutors and Community Outreach, DHDC Parent and Community Outreach, DHDC Violence Prevention and Recreation Program, Guidance Center After School Tutorial Center, Communities in Schools, Wayne County Children's Services, Children's Aid Society, Ace Partnership, Inside Out, Neighborhood Artists, Detroit Repertory Theater, Focus: Hope, Family Place, Girl Scouts, Black Family Development, and Summer Peace Camp/Portable Peace Place.

❑ Benefits of External Partners

External partners can provide services to schools that would otherwise not be available. When the services of external partners are carefully matched with school needs related to whole school reform efforts, the benefits of the relationship are clear. Students are exposed to positive role models who can help reinforce the importance and value of education. Families can take advantage of support services readily accessible in schools.

Benefits are not one-sided. Not only do schools receive resources to support their work, but external partners are able to help realize their missions by partnering with schools. Schools facilitate partner's missions by providing ready access to their targeted audiences.

Examples of external partner activities include:

- In one school, a local agency provides on-site children and family counseling to help students better focus on their school work and parents to support the academic work of their students. Teachers, the model facilitator, and the principal refer students and families to the counselors who try to work in concert with teachers in helping student's function more successfully in their classrooms. The agency also conducts parent and family workshops, identifies other student and family needs, and tries to match needs with available resources. The principal says the partner "has helped us do things we just couldn't do before. I have somewhere to refer students and families who need help. They have been an important addition to our school."

- Both the Mobile Dentists and Michigan State University College of Osteopathic Medicine have teamed up with one of the Leadership Schools to give students first-hand training in the medical field. These partners are providing students with invaluable "real career"

experiences that will ultimately impact decisions students will make about their future careers.

• To address student behavior and discipline problems, one of the Leadership Schools created the "PEACE Club Room"; giving students a place to learn how to manage their behaviors and an outlet to participate in fun activities. Many of the students who were experiencing problems have become student leaders, transferring their skills to the classroom. In some cases, they have become "PEACE Makers", according to one of the teachers interviewed. One of the students said "I help kids when they're having problems- we talk about PEACE Makers rules." Other students stated that they try to help stop fights and that the PEACE club offers an outlet for sharing and expressing their feelings, and that "it's fun being a PEACE Maker."

❑ **Limitations of External Partners**

Although the expectation is that external partners will be represented on cluster and school-level planning and decision-making teams, external partners are not always present. Some are unavailable or are "stretched too thin" to attend cluster meetings. Others see their role as providing specific services and programs based on requests from schools. In some cases, schools and clusters do not always know how best to engage external partners or encourage their continued involvement. However, limited or non-participation at cluster meetings does not seem to interfere with partners fulfilling their responsibilities to schools and students.

There also continues to be some confusion among Leadership Schools as to just what constitutes an external partnership. In some schools external partners are integral and important components of their whole school reform effort; in others they are more peripheral. S21C staff continue to work with schools to make more effective use of external partners and the funds available to support them.

It is clear from financial reports that several clusters did not make full use of available funds to support work of external partners. This may be due, in part, to lack of understanding of how funds can be used to support external partners.

Section V: Decision-Making at the School and Cluster Level

❑ **Encouraging School and Cluster-Level Decision-Making**

From its inception, S21C has encouraged collaboration at all levels. At the building- and cluster-level, all stakeholders--administrators, teachers, other staff, parents, community members, and students--have been supported in their work to coordinate their whole school reform efforts. As schools have actually implemented their whole school reform models and other improvement efforts, they have been encouraged to make decisions based on school-level needs and circumstances.

Building Level Administrators. It was noted in an earlier section of this report that school leadership is a key factor in the effectiveness of whole school reform. The building principal is often the individual who provides that leadership. The chart below shows the changes in principals in Leadership Schools over the course of the whole school reform implementation.

No. Different Principals Since Beginning of Implementation	No. Schools
Same Principal	27
2 Different Principals	11
3 Different Principals	4

❑ **Balance Between District-Level and Building-Level Decision-Making in Detroit Schools**

Finding an appropriate balance between decision-making at the district level and building level in the Detroit Public Schools is an on-going process. As Superintendents have changed over the years, so, too, have the frameworks for local decision-making.

The current CEO, in his April 5, 2001 *Efficiency and Effectiveness Plan,* lays out some assumptions for what he calls "school-based management." The plan says, "The District's goal is not the implementation of school-based management concepts, rather implementation of school-based management is a means to the end of improving student performance and achieving the CEO's goals. If schools are to be the focal point for implementing the CEO's four goals, appropriate school-based staff must be given the authority to make decisions and the resources to implement them. The authority to make such decisions, however, is a privilege that is earned not a right that is bestowed on all schools. Only schools that have demonstrated the ability to achieve desired results should be granted broad decision-making authority. Consequently, clearly defined performance expectations--and a system to measure performance against those expectations--must precede the broad implementation of school-based management."

The CEO makes clear that school-based management is a goal for all schools. How and when they achieve it is yet to be determined. Although the CEO's vision for school-based management does not define who should be involved in local decision-making, it does not preclude a collaborative approach as advocated by the Schools of the 21st Century Initiative.

❑ **School and Cluster Level Decision-Making Structures**

In all but two of the Leadership Schools there is some kind of school-level group (at least in name) that is supposed to be involved in helping making school level decisions. These groups vary in composition, frequency with which they meet, the seriousness with which the principal sees these groups, and kinds of decisions with which they are concerned. Some of these groups are School Improvement Teams who focus on implementation of their School Improvement Plans (SIPs) as required by the State of Michigan. Others are Site-Based Management Teams left over from a previous Superintendent (or SBM Teams reconstituted).

At one end of a continuum, these committees are in name only. They seldom, if ever, meet and have little real decision-making authority. At the other end, these are broad-based committees of stakeholders whose advice and consent is actively sought by the principal. Some committees are mostly made up of teachers; others include parents and community members; a few include students.

For decisions that relate directly to expenditure of funds from the S21C Implementation Grant, schools and clusters do make major decisions about staffing (i.e., parent liaisons, model facilitators, external partners), professional development, daily schedules (especially in schools with curriculum-focused reform models), and academic support programs (after school programs, tutoring, etc.). Although one principal tends to serve as the lead fiscal manager for a cluster, cluster-level decisions are coordinated across schools.

❑ **Nature of Local Decision-Making in Leadership Schools**

The level of attention given to local decision-making varies from one school to another, and, thus, the strength of collaborative local decision making is variable. Evaluators have looked at local decision-making from three perspectives: 1) degree to which decision-making is collaborative among all stakeholders, 2) nature of decisions being made at the building level, and 3) the degree to which parents are involved in local decision-making. For each category, schools were rated on a 7-point scale, with 1 = low score and 7 = high score.

Collaborative Decision-Making. S21C has encouraged collaborative decision-making at the building level, involving all key stakeholders. The 7-point scale below defines the low and high anchor points. The graph that follows shows evaluator ratings for degree of collaborative decision-making among Leadership Schools. The ratings are based on an analysis of all data gathered during evaluator site visits.

1 School-level decisions are made largely by the principal with little or no input from teachers, parents, or other staff	2	3	4	5	6	7 School-level decisions are made cooperatively among all stakeholders--principal, teachers, parents, non-teaching staff, and with student input when appropriate

Collaborative Local Decision-Making
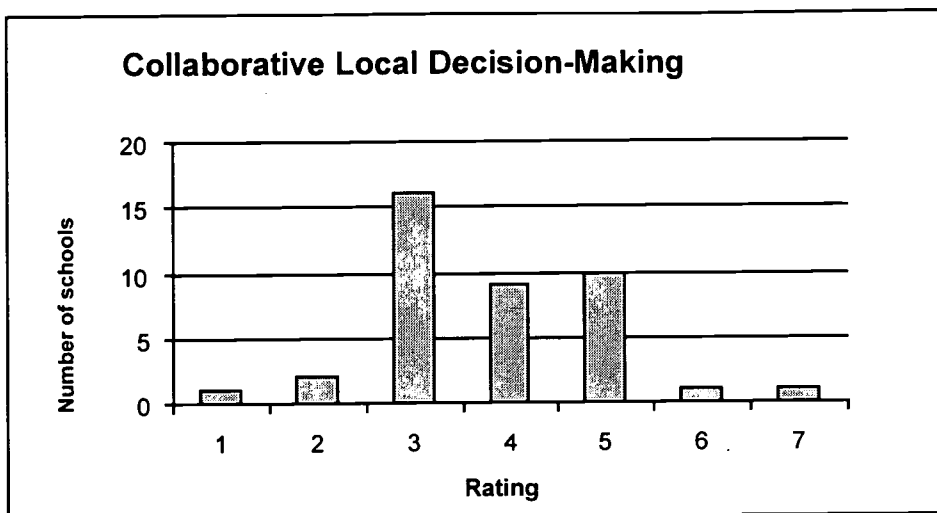
Nature of Local Decision-Making. Many different kinds of decisions are made at the local school level. The 7-point scale below defines the low and high anchor points. The graph below shows evaluator ratings for the nature of decisions being made. The ratings are based on an analysis of all data gathered during evaluator site visits and other available information.

1 School-level decisions are largely procedural in nature and with little or no deviation from prescribed rules.	2	3	4	5	6	7 Major decisions are made at the school level about personnel, budgeting, academics and daily/annual procedures.

Nature of Local Decision-Making
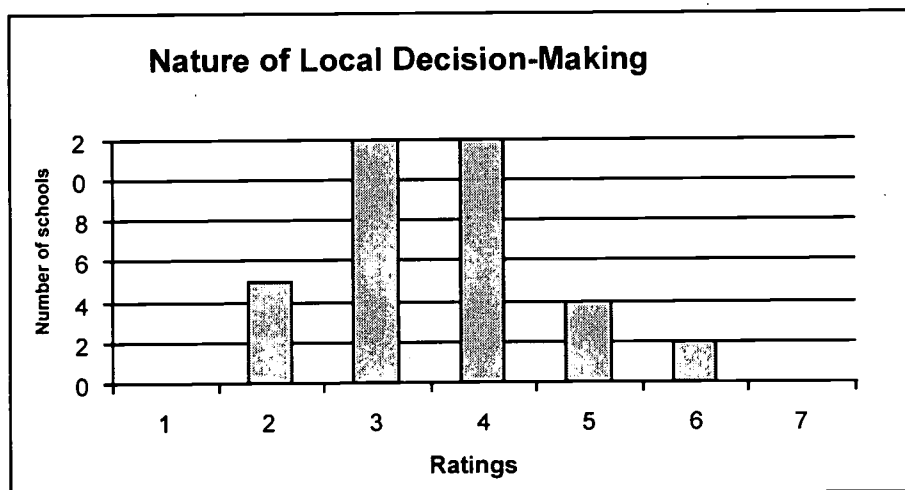
Examples of decisions made at the local school level include:

- A School Improvement Team (SIT) serves as the decision-making group at one school. This group has made decisions that affect the entire school. SIT decisions included the hiring of first grade teachers; placing aides in classrooms to assist students with the school reading programs; and programming relative to parents and students. The SIT was also involved in reviewing the school's Quality Survey results and, based on the data, are developing programs to more actively engage parents.

- In another school, the local decision making committee makes a special effort to receive input from all stakeholders. As a result, this committee has focused on development of a uniform discipline policy, systems for recognizing and rewarding good student work, increasing parent involvement, revising school schedules to better support the program, upgrading the school's technology, and organizing grade level meetings.

- The local decision-making committee in another school is made up of teachers, administrators, and parents. One person in this school told evaluators that "teachers are really involved in decision-making and that the principal will act upon the suggestions from the committee." Examples of decisions from this group include: expenditures of funds to assist teachers in their classrooms, professional development for teachers in the area of technology, developing a system for looking at data, and aligning the curriculum by grade level.

Parent/Community Involvement in Decision-Making. The degree to which parents and community members have input into building-level decision-making is shown below. The 7-point scale defines the level of involvement. The graph shows evaluator ratings based on an analysis of all data gathered during evaluator site visits and other available information.

1 Parents/community members have little or no role in building-level decisions.	2	3	4	5	6	7 Parents and other community members have significant input into decisions made at the building level.
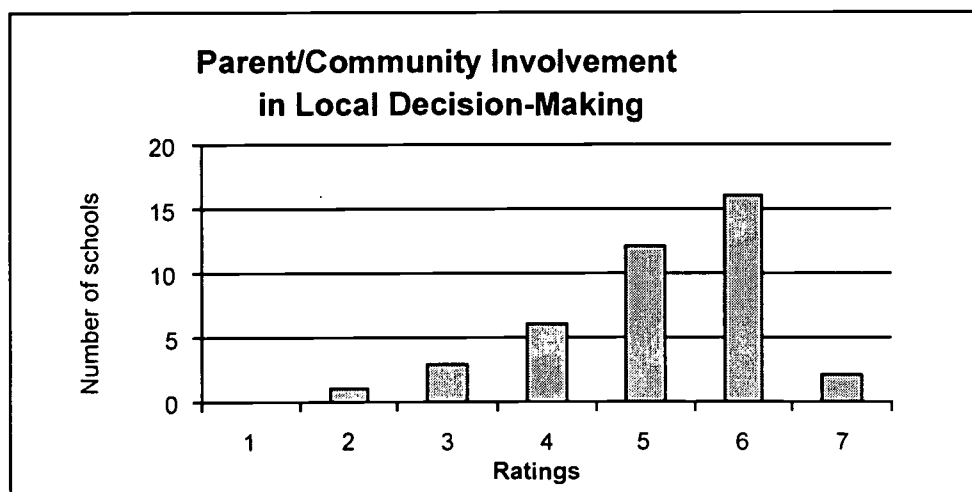
Parent/Community Involvement in Local Decision-Making

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❑ **Importance of the Physical Environment for Learning**

Educators have long recognized the importance of the physical environment to children's learning. The Detroit Public Schools CEO, in his April 2001 *Efficiency and Effectiveness Plan,* says, "Research strongly suggests that the learning environment affects the quality of learning that takes place." In the same report, the CEO lays out a plan for addressing the "overall poor condition of District facilities."

Learning is also significantly affected by the level of access students have to high quality facilities and equipment, including technology. The ability to provide appropriate facilities and technologies is greatly affected by the age and conditions of buildings. Standards-based teaching and learning requires new teaching and learning styles which must include flexible instruction areas, laboratories, multimedia centers, and a variety of technological resources. With only 9 school buildings in DPS built since 1980, retrofitting schools to accommodate new teaching and learning strategies will be a major challenge for the District.

Although it has not been a component of S21C to address major issues related to physical facilities, the condition of school buildings and availability of equipment and space clearly impact the work of the Initiative to improve teaching and learning.

❑ **Detroit Public Schools Upgrades and Plans**

The DPS CEO has recognized the immediate need to address facilities problems in the District, from daily maintenance to renovation and replacement of schools. At the same time, he recognizes the long-term nature of this effort. In 1994, Detroit voters authorized the sale of construction bonds for renovations and repairs, construction of new buildings, upgrading of learning facilities and technology. A variety of factors have delayed use of this money, although the previous Interim CEO began a major repair program in all schools. According to the Detroit Free Press, this was largely to fix "the most unsightly problems." The new CEO is initiating a major renovation, repair, and replacement program to help address some of the backlog of facilities problems. These efforts will impact Leadership Schools.

❑ **Class Size Reduction**

Overcrowding in some schools is also a problem that affects both teaching and learning. Large class sizes are also problematic. The District has been engaged in a class-size reduction effort, part of a national program to reduce the teacher-student ratios in lower elementary classes. For Detroit, class size reduction has been challenging because of a lack of space to organize new classrooms. Space in most S21C Leadership Schools to accommodate class-size reduction efforts is at a premium. In some schools, two teachers with reduced class sizes are sharing the same classroom space with temporary partitions serving to divide the room. In others,

"makeshift" classes are held in hallways or basements or other non-classroom space. School renovations and reorganizing school boundaries may help this situation.

❑ **Leadership School Facilities**

Evaluator site visits included observation of school facilities, particularly those related directly to teaching and learning. Most of the Leadership Schools are several decades old. School interiors (halls and classrooms), although worn from many years of use, are generally clean. There is evidence of recent cosmetic improvements in most schools, including painting and minor repairs. School exteriors are somewhat more variable, although there is also evidence of external repairs and clean-up around many schools. In some cases, schools have obviously invested considerable time and energy to making the exterior of their buildings and the grounds around them more inviting. Most buildings have attractive signs in their school yards identifying their school. At one school, for example, there was obvious improvements to the lawn and trees were recently planted in the front school yard. A large "Welcome to Our School" sign and banner announcing it as a Leadership School were prominently displayed on the front of the school.

Cleanliness and Repair. Evaluators gathered information about two aspects of school repair and cleanliness: 1) the degree to which the interior of the building was well maintained, attractive, and clean and 2) the degree to which the building exterior and school grounds were well maintained, attractive, and clean. For each category, schools were rated on a 7-point scale, with 1 = low score and 7 = high score.

The graphs below show evaluator ratings for interior appearance and exterior appearance.

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External Conditions
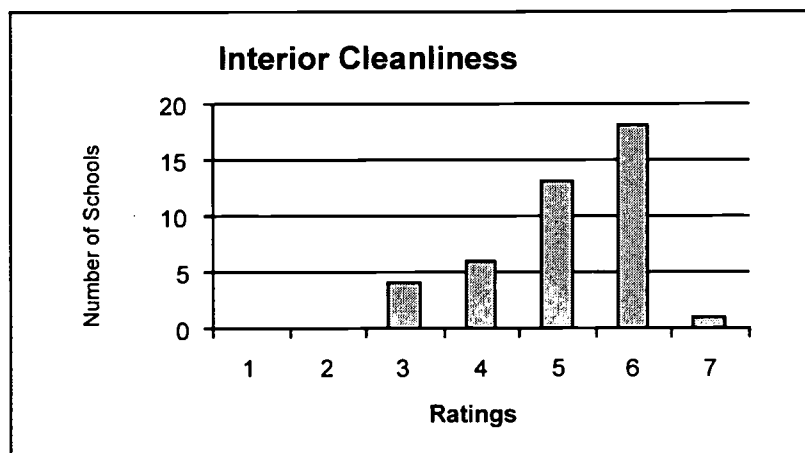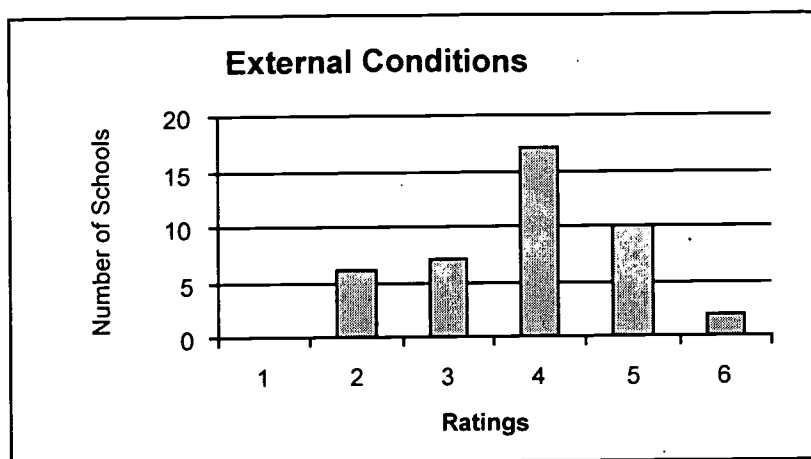
The chart below shows ratings by grade level.

Evaluator Ratings for School Conditions (n = 40*)

	Elementary	Middle School (8)	High School
Cleanliness of interior	5.7	4.7	4.5
Conditions of exterior	5.5	4.4	4.9

* Does not include the two special services schools

As part of the S21C Youth Nonviolence School Infusion Project, assessments were conducted by the Michigan Institute for Nonviolence Education (MINE) in the 42 Leadership Schools related to cleanliness, safety, and attention to student and staff health issues. These assessments included on-site observations and interviews with principals and other school-level stakeholders. Principals were asked to rate cleanliness of their school and overall conditions of the physical plant. The chart shows scores on a 7-point scale by grade level for the 33 schools in which principals rated conditions of the physical plant.

Principal Ratings of School Conditions (n = 33)

	Elementary	Middle School (8)	High School
Overall cleanliness of school	5.7	5.7	5.3
Overall conditions of physical plan	5.8	5.1	5.3

Teaching and Learning Spaces. Since most were not designed to support standards-based teaching and learning styles, school personnel have had to be creative in the use and configuration of space they have available. This has presented a major challenge in many schools, since space is at a premium. Many schools are clearly overcrowded, so not all teaching and learning is occurring under optimal conditions. In several schools, hallways must be used for tutoring and other instruction.

Information technology infrastructure is also quite variable, affected by both the amount of technology available and the compatibility of old buildings to accommodate it. Some schools, however, are doing all possible to retrofit for technology.

Several Leadership Schools have been unable to establish parent resource rooms or on-site health facilities because of lack of space. In one school, the parent liaison works in a space created in a hallway. In another school, a custodian closet has been converted into a space for a social worker to meet with students.

District-level efforts to upgrade, refurbish, and replace schools, and reconfigure attendance areas will, over time, alleviate some of these overcrowding problems. In the meantime, schools will continue to "make-do" with their situation.

Section VII: Impact of District Policies, Procedures and Programs

❑ **Changing Relations Between S21C and the District**

A basic premise of the National Annenberg Challenge as conceived in the early 1990's was that school reform would be a collaborative effort between communities and school districts. An external organization would serve as the facilitator, coordinating community-school district collaboration.

The Detroit Annenberg Challenge proposal was developed as a collaboration between several major community stakeholder organizations and the Detroit Public Schools. Working sessions that included representatives of the District and a variety of community stakeholders were facilitated by the Skillman Foundation. The District, along with 17 other stakeholders, signed formal agreements to support the Schools of the 21st Century Initiative. A combination of Annenberg funds, local private funding, and local district funds (i.e., Title funds) were to be used to finance the work of the reform effort.

By the time Annenberg funding was received, major changes in the District were underway. Some of the key district personnel who helped plan and agreed to the proposal, including the Superintendent, had left or were about to leave the District. For the subsequent Interim Superintendent and Interim CEO, the Schools of the 21st Century Initiative was not a high priority. The former was often hostile toward the Initiative; the later had other issues on his agenda and took a "wait-and-see" attitude toward the Initiative. Despite strained relations between the District and the Initiative, S21C continued to implement the Annenberg Challenge grant, often working under difficult conditions.

With the installation of a new CEO, the working relationship between the District and S21C has steadily improved. The new CEO, in a presentation to the S21C "Report to the Community" in January 2001 made it clear that he was supportive of the Initiative and would help support the work of the Leadership Schools. It appears that the new CEO has both an understanding of and

commitment to the underlying premises of whole school reform. He is a member of the S21C Board and he or a representative regularly attends meetings. District-level representatives are becoming more active in S21C Council and Operations Team meetings. Communications between S21C staff and District staff at all levels is improving. There are the beginnings of coordinated efforts between the District and S21C.

❑ Partnering to Involve Parents

Schools of the 21st Century and the Detroit Public Schools have embarked on a major cooperative effort to engage parents in their children's' learning, with a goal of raising student achievement to new levels. The year long effort is designed to generate support for academic standards in city schools. Distribution of "Achievement for All--Families and Community Working Together for High Standards," to all schools and households of every student, is one of several strategies being used in the joint effort. This publication was produced by S21C through funds provided by the McGregor Fund. It is part of a larger S21C effort to build understanding among principals, teachers, parents, students, and community members about the role and importance of academic standards. The full color booklet lays out the standards for every grade level to help parents understand what is expected of their students. Another important strategy is a series of workshops for parent facilitators (parent leaders who communicate with other parents) to enhance their skills in working with parents on how to help them improve their children's academic performance. A third strategy is a homework initiative, called "Shh! Our Students Are Working," that promotes the value of homework in improving student achievement.

❑ Tension Between District Policies/Procedures/Programs and S21C Whole School Reform Efforts at the School Level

Although cooperation and coordination between S21C and the District is increasing on district-level improvement efforts, there continues to be conflicting efforts at the Leadership School level. Policies, procedures, directives, and programs of the District clearly take precedence over the whole school reform work of S21C.

Evaluators have identified a series of factors that impact both positively and negatively on the whole school reform efforts of the Leadership Schools. These issues have been more fully discussed in the earlier section of this report on the status of implementation of the comprehensive school reform models. It is clear from principals, teachers, and others in Leadership Schools that they do not feel well supported by the District in their S21C work. Without exception, they indicate that District requirements take priority over the S21C whole school reform expectations. As a result, implementation efforts are often sidelined to meet district mandates.

There is a well-defined Detroit Public Schools curriculum based on the Michigan Curriculum Framework that specifies grade level expectations. These are not always consistent with whole school reform model expectations, especially the curriculum-focused models, such as Success For All and Direct Instruction. S21C has conducted an analysis of the District curriculum and those of the various comprehensive school reform models to identify gaps and other discrepancies. They have prepared guides for principals and teachers about the differences

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between the whole school reform model curricula and the District curriculum and how to adjust the curriculum accordingly. This helps teachers decide what else they need to cover to meet district expectations. There continues to be mixed messages received by principals and teachers about the compatibility of curriculum-focused whole school reform models and the District curriculum.

The area about which evaluators heard the most concerns (and complaints) was testing. What appear to teachers as constant testing demands makes it very difficult to focus on the specific objectives of the school reform work. Implementation of the whole school reform models are repeatedly disrupted by MEAP, MAT, and ESAT testing. Staff meetings focused on the tests also take time away from professional development or faculty study group meeting time. Time to prepare students for tests and the actual administration of them takes considerable time away from the teaching specified in the reform models. Evaluators have also learned that District-level decision-makers have also heard the concerns and are responding by eliminating the MAT testing and reducing the ESAT testing. This should help alleviate some of the frustration. It remains to be seen if it will help resolve conflicts between District expectations and those of the whole school reform models.

The overall goals of the District and S21C are clearly the same--improved teaching and learning. Many strategies for accomplishing the goal are consistent. However, there is still considerable tension between S21C expectations for realizing school reform and District policies, procedures, and programs. This clearly puts principals and teachers "between-a-rock-and-a-hard-place." S21C and the District must continue to find ways to more fully coordinate their efforts at the school level, if the whole school reform effort is to have maximum results.

Section VIII: Assisting Schools in Their Whole School Reform Efforts

❑ **Background**

A strong feature of the Schools of the 21st Century—Detroit Annenberg Challenge has been the nature and level of technical assistance provided to schools. This has been evident from the very beginning of the work. Even as the original proposal was being developed, it was recognized that schools, principals, teachers, parents, and other stakeholders would need an array of direct assistance in their whole school reform efforts. As the Initiative has unfolded, several important reasons for technical assistance have been identified:

- School improvement must be a collaborative effort that includes outside experts; technical assistance providers can be partners in school improvement.
- Technical assistance helps build capacities of schools, principals, teachers, parents, and others to sustain school improvement efforts.
- On-going and regular contact with principals, teachers, and others is necessary to keep the momentum of school improvement on track.

- At the same time that principals, teachers, and others are engaged in the on-going operation of a school, they are also expected to be involved in whole school reform efforts; this clearly creates a "time crunch"; technical assistance providers can help alleviate some of these pressures.
- Schools need access to up-to-date information about research-based school improvement strategies and best practices.
- The Initiative is in a better position to access the needed expertise than individual schools.
- Those providing technical assistance can facilitate some of the actual work of school improvement, including facilitating professional development.
- Principals and teachers need opportunities to network across schools to share successes and common challenges; technical assistance providers can facilitate these activities.
- Schools may lack specific administrative skills necessary for the reform effort (i.e., proposal development, report writing, financial management, contractual arrangements); technical assistance providers can help schools develop these skills.

S21C technical assistance has taken many forms, from intensive professional development to opportunities for networking to on-site consultation to assistance with report writing. Through the work of the S21C Technical Support Consortium (TSC), the whole school reform model providers, the S21C Council, and S21C staff, schools have received a wide array of programs and services designed to meet the specific needs of schools, principals, teachers, and parents.

❏ S21C Technical Support Consortium

The Technical Support Consortium (TSC), housed at Wayne State University, provided a variety of programs and direct assistance in the 2000-01 school year. TSC Support Partners, individuals assigned to specific Leadership Schools who provide direct, and often on-site, help are a primary vehicle for technical assistance. They attended cluster meetings, made presentations at Leadership School events, attended model provider workshops, facilitated school and cluster-level meetings, and provided "best practices" resources. TSC also acted as a liaison between model providers and the Leadership Schools and the District. The Consortium also provided extra customized assistance to two clusters identified as falling behind in their implementation efforts.

Another major component of TSC is organizing and conducting professional development through its School Improvement Institute. TSC facilitated the Principals Leadership Academy, a series of workshops focused on issues pertinent to building administrators. The School/Family/Community Partnership Academy included a series of Parent Facilitator workshops focused on building leadership capacities of school-level parent facilitators whose role is to increase and improve parent involvement in supporting schools and their children's learning.

TSC also facilitated planning sessions between S21C and District offices, facilitated meetings of the TSC Steering Committee, participated in a North Central Regional Education Lab session on how to identify resources to address educational technology needs, and facilitated a series of Youth Nonviolence Workshops with the Michigan Institute for Nonviolence Organization.

Perspectives of Support Partners. This cadre of 5 people are assigned to work with specific clusters and schools, assisting principals, teachers, and others in their whole school reform efforts. Evaluators interviewed them in summer 2001 about their work. As a group they believe their role is to "help schools become empowered and more knowledgeable" as they implement whole school reform. Their role is not to "tell schools what to do," but to support them in their work. They believe that most of the schools willingly accept assistance from them, although a few principals tend to "guard their turf" and, thus, benefit less from the Support Partners (SPs). The SPs are generally satisfied with their work, believing they are effective in meeting needs of clusters. One observed, however, that without regular ongoing communications and contacts with the schools, there is a tendency for principals and teachers to "revert to old habits." The SPs try hard to be in schools often to maintain a "noticeable presence in the schools."

The SPs have developed strong working relationships with the model providers. SPs have become knowledgeable of the models being implemented in their schools so they can help principals and teachers when model providers are unavailable.

SPs indicate that principal and teacher commitment to the whole school reform models is greatly affected by the level of understanding they have of the model. Those who know the most about the model are more likely to be committed to implementing it. In most schools, SPs believe there is a small core group with strong commitment who are working to deepen the involvement of all teachers.

SPs attend most cluster meetings. Principals and teachers are the primary attendees. Parents and external partners are not well represented at most cluster meetings. One cluster combines the cluster meeting with the LSCO meeting so they can involve more parents. They find the efficiency and effectiveness of the meetings quite variable. Some principals or other meeting leaders facilitate the sessions so that much is accomplished; in others, issues "go round and round." One cluster has a timekeeper to keep meetings on track.

❏ **Whole School Reform Model Providers**

Whole school reform models were developed initially by various educational organizations and institutes across the country. These organizations are making the model materials available to schools, including Leadership Schools on a fee-for-services basis. This payment includes on-going professional development, on-site technical assistance, electronic access to experts, and direct feedback from providers based on analysis of the work of the school. Formal arrangements were made with model providers as to what they would do to assist schools. As schools began their reform work, it because clear that some providers did not have adequate capacity to serve all the Detroit schools that had "signed on." School expectations were not being met. Providers did respond and many of the problems were alleviated. However, the nature and extent of services available from model providers clearly affects the quality of implementation of the models. There is a more detailed discussion of how model provider activities affect the implementation of the whole school reform effort in an earlier section of the report.

❏ S21C Council

The Council is a 44-member advisory group representing a variety of Detroit community organizations, agencies, and institutions, as well as District personnel. The Council has been an integral part of the Initiative from the beginning and represents the "grass-roots" nature of S21C. They were actively involved in helping raise awareness about the Initiative in the community, select Leadership Schools and clusters, and advise on technical assistance provided to schools. As the Initiative transitioned into the whole school reform implementation phase, the role of the Council changed.

During the 2000-01 school year, the Council was organized into three teams around the three primary goals of the Initiative. On a quarterly basis, these teams visited selected Leadership Schools, then met as teams to discuss what they had learned, and finally met as a whole Council to compare findings across teams and formulate strategies to meet needs of schools. This system had mixed results, since Council participation in site visits was quite variable. Some Council members did provide resources and contacts for some Leadership Schools to assist them in their whole school reform efforts. Some organizations represented on the Council became external partners with particular clusters and schools. For those Council members who were able to participate in the school site visits, much was leaned about the activities of the schools and issues and problems they were encountering.

As the Initiative enters the end of the implementation phase in the 2001-02 school year, the Council has reorganized to focus on sustainability of the whole school reform effort with three committees focusing on the core goals of the Initiative. They meet regularly to discuss pertinent issues, identify strategies for sustainability, think about how to convey S21C accomplishments, and make recommendations about the future of the Initiative.

❏ S21C Staff

At the same time that the S21C staff monitors the work of the Leadership Schools, they provide a variety of services and other kinds of assistance to them. Staff have developed procedures to help Leadership Schools report on their progress in implementing school reform. This includes updates on programmatic accomplishments, as well as financial reports. They have trained principals and others on how to complete and submit required reports. They provide direct feedback to schools based on the reports and on-site visits.

In the 2000-01 school year, the staff, in collaboration with the S21C Council and school personnel, developed a rubric for assessing overall progress toward whole school reform. This system is based on the core objectives of the Initiative and includes a variety of measures for assessing the work of the Leadership Schools.

S21C staff are readily available to assist schools at their request. Additionally, the staff facilitates regularly scheduled "Principal Network" meetings, in which principals from the Leadership Schools meet to address specific and common issues, share successes and problems, and identify needs and issues. Leadership School Principals have identified this "networking" as

particularly useful to them. They are able to glean ideas and problem solve with others engaged in school reform.

The staff have also coordinated the work of aligning whole school reform model curricula with the District curriculum; developed the materials about academic standards for the S21C-District collaboration to engage parents; and worked with the District on developing programs and materials to help schools make better use of data.

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APPENDIX

<div style="border:1px solid black; padding:10px;">

Schools of the 21st Century (S21C)--Detroit Annenberg Challenge

Leadership Schools

SUMMARY OF
SELECTED STANDARDIZED TEST SCORES
2000-01 SCHOOL YEAR

</div>

MEAP TEST SCORES

❑ Elementary and middle school reading test scores. The percent of students scoring proficient in Leadership Schools is compared with proficiency scores at the district and state levels. The Reading MEAP test is administered at the fourth and seventh grades.

- 10 out of 28 schools were above the district average in 2000-01 at 4th grade
- 5 out of 29 schools were above the state average in 2000-01 at 4th grade
- 5 out of 9 schools were above the district average in 2000-01 at 7th grade
- 1 out of 9 schools were above the state average in 2000-01 at 7th grade
- 6 out of 28 schools improved their 4th grade reading scores from 1999-00 to 2000-01
- 4 out of 9 schools improved their 7th grade reading scores from 1999-00 to 2000-01

❑ Elementary school mathematics test scores. The percent of students scoring proficient in Leadership Schools is compared with proficiency scores at the district and state levels. The Mathematics MEAP test is administered at the fourth grade level. Mathematics MEAP was not administered at the seventh grade level in 2000-01 as in the previous years. The Mathematics MEAP is to be administered in the 8th grade in 2001-02.

- 9 out of 28 schools were above the District average in 2000-01
- 4 out of 28 schools were above the State average in 2000-01
- 5 out of 28 schools improved their 4th grade math scores from 1999-00 to 2000-01

❑ Elementary and middle school science test scores. The percent of students scoring proficient in Leadership Schools is compared with proficiency scores at the district and state levels. The Science MEAP test is administered at the fifth and eighth grades.

- 10 out of 26 schools were above the district average in 2000-01 at 5th grade
- 3 out of 26 schools were above the state average in 2000-01 at 5th grade
- 2 out of 10 schools were above both district and state average in 2000-01 at 8th grade
- 5 out of 26 schools improved their 5th grade science scores from 1999-00 to 2000-01
- 1 out of 10 schools improved their 8th grade science scores from 1999-00 to 2000-01

❑ Elementary and middle school writing test scores. The percent of students scoring proficient in Leadership Schools is compared with proficiency scores at the district and state levels. The Writing MEAP test is administered at the fifth and eighth grades.

- 14 out of 26 schools were above the district average in 2000-01 at 5th grade
- 10 out of 26 schools were above the state average in 2000-01 at 5th grade
- 5 out of 10 schools were above the district average in 2000-01 at 8th grade
- 2 out of 10 schools were above the state average in 2000-01 at 8th grade
- 11 out of 26 schools improved their 5th grade writing scores from 1999-00 to 2000-01
- 2 out of 10 schools improved their 8th grade writing scores from 1999-00 to 2000-01

❑ The graphs that accompany this appendix show 4th grade reading MEAP test scores by school for the period 1996 through 2001, comparing school proficiency scores with state and district scores.

METROPOLITAN ACHIEVEMENT TEST (MAT) SCORES

The MAT is a nationally norm-referenced test taken every year in Detroit schools at all grade levels, first through tenth, in three subject areas: reading, mathematics, and science. The national norm is a score of 50. Schools scoring higher than 50 is above the national norm. NOTE: The District has decided that 2000-01 is the last year MAT will be administered.

Below is a summary of reading MAT test scores for 2000-01. Note that the number of schools varies because the test may not be administered in the school or data are not available.

❑ Leadership Schools scoring at or above grade level in 2000-01 school years in READING:

- 45% of schools scored above grade level at 1st grade
- 25% of schools scored above grade level at 2nd grade
- 14% of schools scored above grade level at 3rd grade
- 18% of schools scored above grade level at 5th grade
- 33% of schools scored above grade level at 8th grade
- No schools scored above grade level at 10th grade

❑ Leadership Schools improving their scores between 1999-01 and 2000-01 school years in READING:

- \# schools improved from being below grade level to above grade level: 2 out of 31 (1st grade); 6 out of 31 (2nd); 3 out of 31 (3rd); 0 out of 28 (5th); 1 out of 7 (8th); 0 out of 5 (10th)
- \# schools improved while remaining above grade level: 8 out of 31 (1st); 2 out of 31 (2nd); 1 out of 31 (3rd); 3 out of 28 (5th); 1 out of 7 (8th); 0 out of 5 (10th)
- \# schools improved but remained below grade level: 6 out of 31 (1st); 12 out of 31 (2nd); 10 out of 31 (3rd); 7 out of 28 (5th); 1 out of 7 (8th); 0 out of 5 (10th)
- \# schools remained above grade level but % of students at grade level decreased: 4 out of 31 (1st); 0 out of 31 (2nd); 1 out of 31 (3rd); 1 out of 28 (5th); 0 out of 7 (8th); 0 out of 5 (10th)

❑ Comparison of Leadership Schools and Non-Leadership Schools in the Detroit Public Schools in READING for 2000-01 school year: Proportion of schools meeting or exceeding national norm (score of 50). Number in parentheses is percent of schools meeting or exceeding percent of students across the nation who are at or above grade level. LS = Leadership Schools; Non-LS = other schools in DPS.

First Grade:	LS (39%)	Non-LS (54%)
Third Grade	LS (17%)	Non-LS (24%)
Fifth Grade	LS (14%)	Non-LS (20%)
Eighth Grade	LS (29%)	Non-LS (17%)
Tenth Grade	LS (0%)	Non-LS (9%)

Schools of the 21st Century
4th Grade Reading MEAP Charts

Scripps 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Scripps	32	45	25	59	43	26		

Year — MEAP Score

Carleton 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Carleton	42	51	44	34	56	30		

Year — MEAP Score

Butzel 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Butzel	3	93	61	38	71	78		

Year — MEAP Score

Nichols 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Nichols	47	47	100	82	66	39		

Year — MEAP Score

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Schools of the 21st Century
4th Grade Reading MEAP Charts

Boynton 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Boynton	45	43	80	72	31	34		

Hanstein 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	49.9	49	58.6	59.4	58	60.4		
District	46.6	46.7	52.6	45.4	51.7	40.4		
Hanstein	48.1	41.5	59.6	52.8	64	36.7		

Mark Twain 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Mark Twain	68	28	48	57	56	52		

McGregor 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
McGregor	47	18	36	31	46	38		

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Schools of the 21st Century
4th Grade Reading MEAP Charts

King 4th Grade Reading

MEAP Score vs Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
King	17	62	48	36	54	43		

Pelham 4th Grade Reading

MEAP Score vs Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Pelham			71	100	100	0		

Bethune 4th Grade Reading

MEAP Score vs Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Bethune	22	69	61	31				

no scores in 2000-2001

Crary 4th Grade Reading

MEAP Score vs Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Crary	66	30	45	27	44	47		

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Schools of the 21st Century
4th Grade Reading MEAP Charts

Bellevue 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Bellevue	30	12	39	12	22	18		

Howe 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Howe	29	30	33	58	55	25		

Edmonson 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Edmonson	89	81	53	52	81	63		

Hutchinson 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Hutchinson	6	5	18	23	22	19		

Stewart 4th Grade Reading

MEAP Score vs. Year

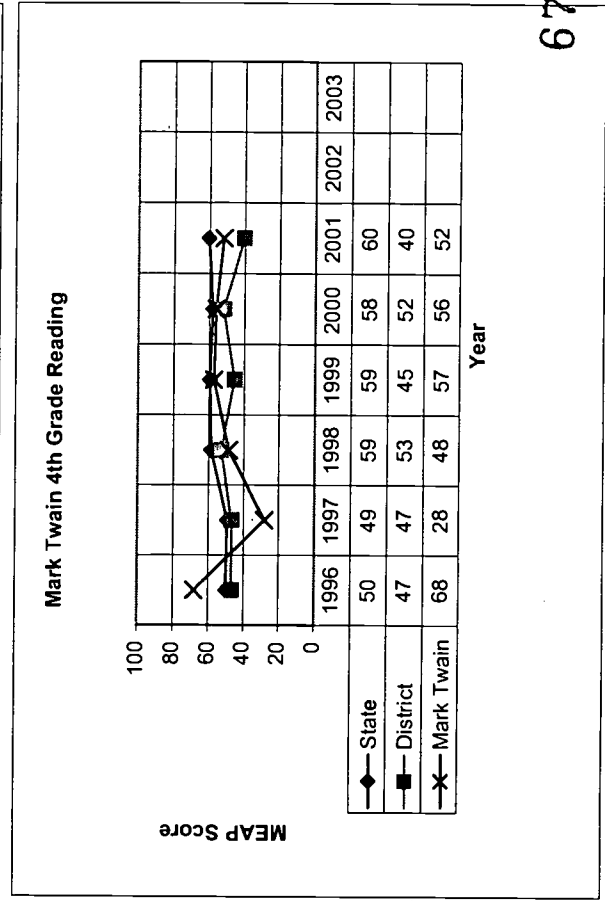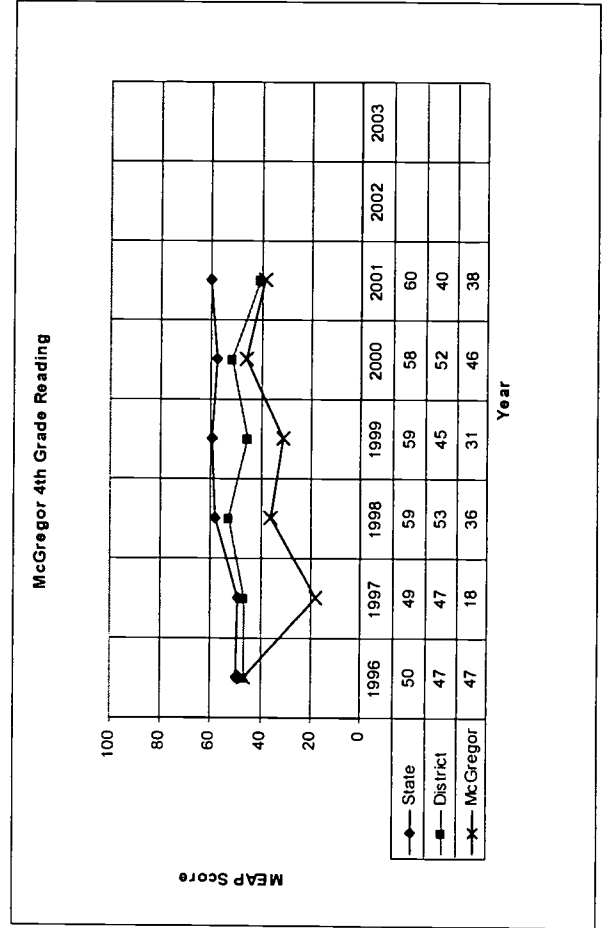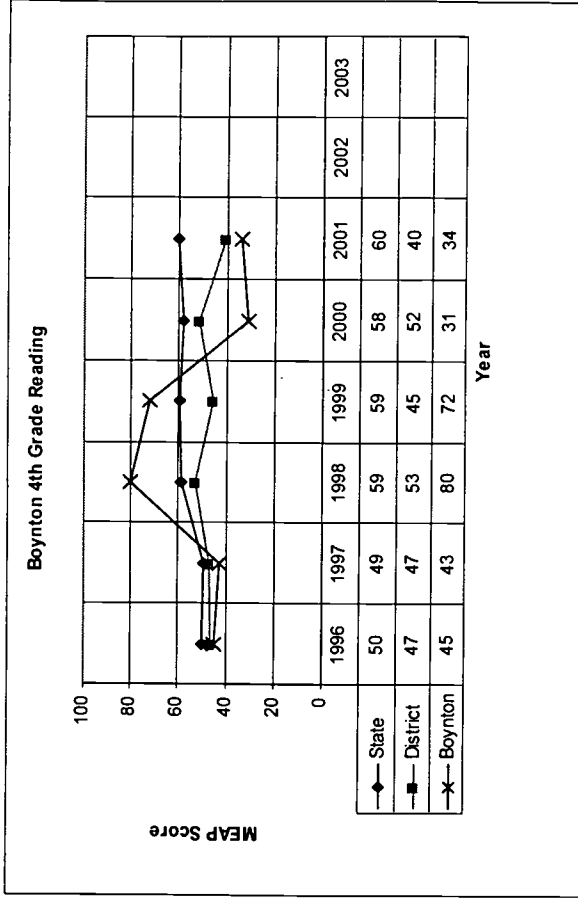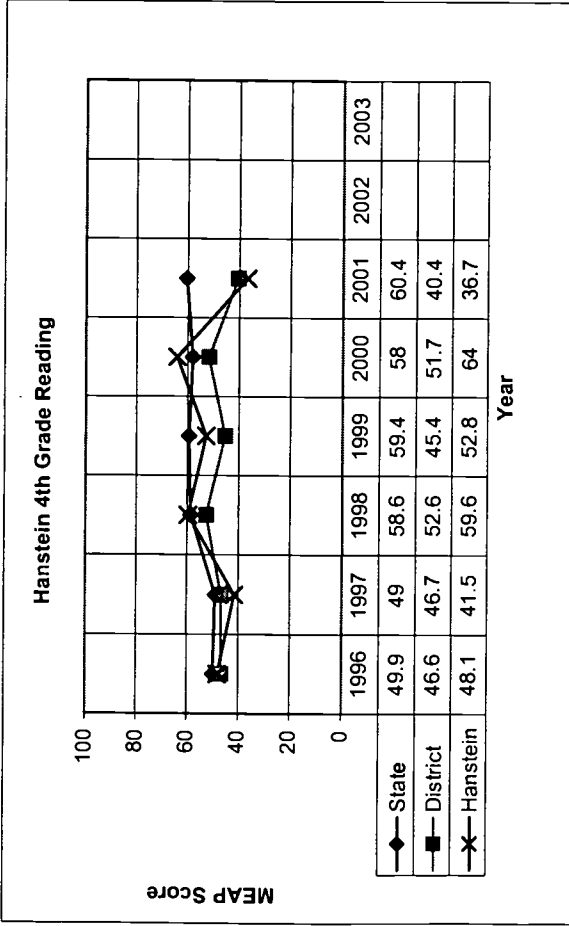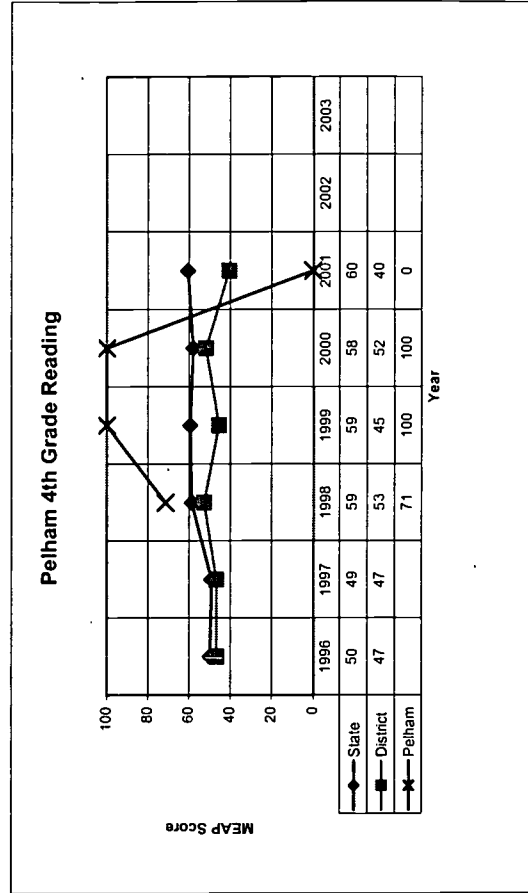|	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Stewart	82	63	66	39	33	17.9		

Davison 4th Grade Reading

MEAP Score vs. Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Davison	85	79	71	33	84	64		

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Durfee 4th Grade Reading

MEAP Score vs. Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Durfee	63	86	87	41	95	59		

Glazer 4th Grade Reading

MEAP Score vs. Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Glazer	19	64	81	46	48	30.9		

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Schools of the 21st Century
4th Grade Reading MEAP Charts

Sherrard 4th Grade Reading

MEAP Score — Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	49.9	49	58.6	59.4	58	60.4		
District	46.6	46.7	52.6	45.4	51.7	40.4		
Sherrard	15.8	48.6	2.9	5.2	21	9.1		

Cooper 4th Grade Reading

MEAP Score — Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	49.9	49	58.6	59.4	58	60.4		
District	46.6	46.7	52.6	45.4	51.7	40.4		
Cooper	28	18	26	23	24	14		

Foreign Lang. 4th Grade Reading
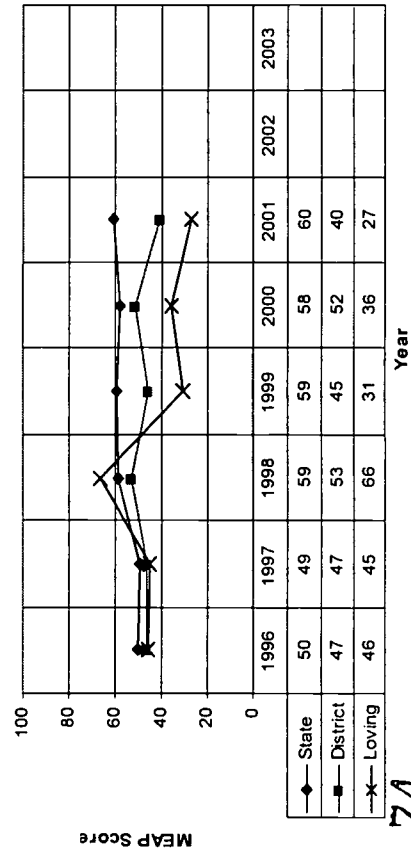
MEAP Score — Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Foreign Lang.	38	40	39	55	55	65		

Loving 4th Grade Reading

MEAP Score — Year

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Loving	46	45	66	31	36	27		

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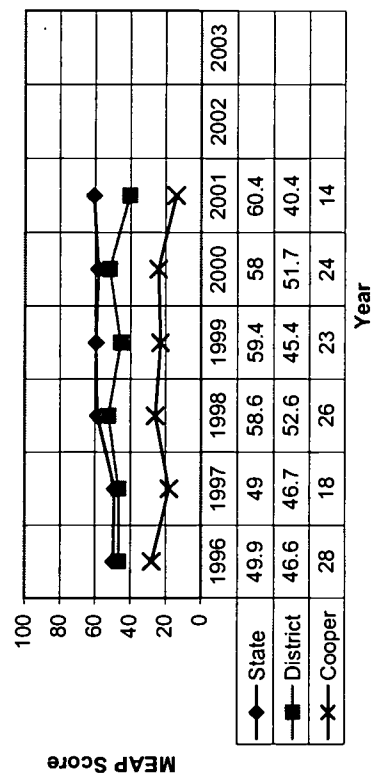
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4th Grade Reading MEAP Charts
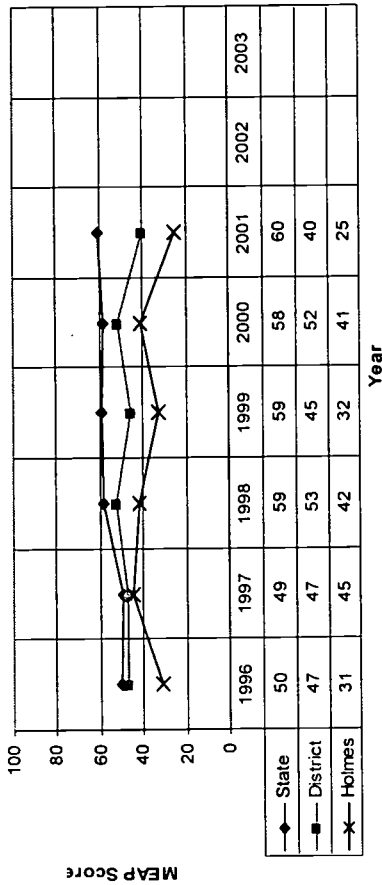
Academy of the Americas 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Academy	20	12	24	27	36	28		

MEAP Score — Year

Beard 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Beard	88	71	78	58	68	43		

MEAP Score — Year

Holmes 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Holmes	31	45	42	32	41	25		

MEAP Score — Year

White 4th Grade Reading

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
White	16	12	18	24	21	24		

MEAP Score — Year

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Schools of the 21st Century
4th Grade Reading MEAP Charts

Sanders 4th Grade Reading

MEAP Score

	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Sanders	38	18	46	27	29	26		

Year

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Logan 4th Grade Reading

MEAP Score

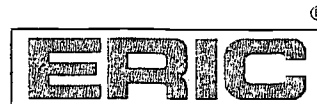|	1996	1997	1998	1999	2000	2001	2002	2003
State	50	49	59	59	58	60		
District	47	47	53	45	52	40		
Logan	65	49	58	61	63	64		

Year

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