

Making Adequate Yearly Progress: Family Friendly Schools in Action



Increased student success is a common goal for families and school personnel. It was in this spirit that RIPIN presented the conference, *Making Adequate Yearly Progress: Family-Friendly Schools in Action*.

"The information presented at the conference applied to everyone who truly cares about children and improving schools," said one of the conference attendees.

One of the highlights was **Dr. Steven Constantino's** keynote address. In the address, he discussed both the importance of family engagement and concrete ways to make family engagement a reality. "Have high expectations for families. Hear what parents say, don't just listen to their voices. Never give up," advised Constantino.

Dr. Constantino outlined his 5-step process to family engagement (get more information on this from www.familyfriendlyschools.org). Constantino's process of family engagement is based on five "forces for engagement" -- desire, attitude, motivation, behaviors, and actions.

"Schools can promote the engagement of students by

encouraging the involvement of families in the educational lives of students and by supporting program offerings both of an instructional and non-instructional nature," said Constantino. "Families of students do have influence on their children's relationships with peers and there is significant interaction between students and the families of their peers."

According to conference evaluations, educators who attended were inspired by Constantino's words and vision.

"As the primary Family Advocate in our school, I am always looking for new/better ways to ensure parent influence in my school," said one conference participant. "Achievement and high standards can only be reached with engaged families."

"Barriers that I thought were insurmountable are really not. I will go forward with the belief that change is possible," said another participant.

In reflecting on the conference itself, as well as the evaluations from nearly 120 participants, RIPIN staff said they saw the conference as a success. RIPIN staff will continue to provide support and training to schools working to further engage parents. For more information, please contact Gladys at 401-727-4144 x154 or tiede@ripin.org.

Parent Involvement initiatives of RIPIN are provided through funding from the US Department of Education.

Understanding Adequate Yearly Progress

Adequate yearly progress is a term that comes from the No Child Left Behind Act.

"In general, [adequate yearly progress] works like this: Each state begins by setting a 'starting point' that is based on the performance of its lowest-achieving demographic group or of the lowest achieving school in the state, whichever is higher. The state then sets the bar -- or level of student achievement -- that a school must attain after two years in order to continue to show adequate yearly progress.

"Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading/language arts and math."

Information taken from the US Department of Education's publication No Child Left Behind: A Parents Guide