



# Far Northeast Community Committee (FNECC)

September 1, 2010



# Agenda

1. Welcome Back!
2. Fall 2010: Schedule and Deliverables
3. FNE Updates
4. Turnaround Strategies
5. National Learnings
6. Turnaround Strategies in FNE
7. Table Exercise
8. Report Out
9. Next Meeting



# Fall 2010: Schedule and Deliverables

FNECC Work Products/ BOE Decisions	Timeline	Description
Options: Benefits and Challenges	September 1 <sup>st</sup> – Noel September 14 <sup>th</sup> – MLK	FNECC members will examine a variety of school options for FNE and develop a list of benefits and challenges for each.
Scenarios: Benefits and Challenges	September 28 <sup>th</sup> – Noel	FNECC will have worked through the progression of options, now viewing them as “Regional Scenarios”.
All-Community Meeting	October 12 <sup>th</sup> – MLK	FNECC representatives will share and gather input on the list of proposed scenarios with the broader FNE community.
Final Report	October 26 <sup>th</sup> – Noel	FNECC to finalize its report on benefits and challenges of FNE proposed scenarios.
BOE Decisions	November 4 <sup>th</sup> – Staff Recommendations Nov 8 <sup>th</sup> – Public Comment Nov 15 <sup>th</sup> – Public Comment Nov 18 <sup>th</sup> – BOE Vote	BOE votes on: 1. Turnaround strategies for lowest performing schools in FNE. 2. Location of new schools approved in 6/10: DCIS (K-12); SOAR II (K-5) 3. Location of previously approved school: KIPP (5-8)

# Far Northeast Updates since June

## New Principals in FNE

- Green Valley Ranch – Gwen Henderson Gethers is interim principal
- Oakland – Rachel Massey is a bridge principal
- Ford – Mariellen Hoffman is a bridge principal

## New schools to open in FNE for 2011-12

- SOAR II elementary (K-5) – approved in June 2010
- DCIS K-12 – approved in June 2010
- Vista Academy, a multiple pathways center (6-12), will open at Evie Dennis – approved in Fall 2009
- KIPP 5-8 – approved in June 2009
- ECE Center-approved Spring 2010
- Envision intends to postpone opening a second school in the FNE until Fall 2012 – approved in June 2009



# Far Northeast Updates (cont.)

## Evie Dennis Campus Opened

- SOAR I & DSST
- Update: MLK 6<sup>th</sup> grade moving to Evie campus

## 2008 Bond Update:

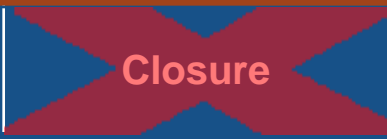
- Original bond includes \$20M to support opening of new performance schools (i.e. DCIS) and facility modifications to co-locate school
- Bond Oversight Committee responsible for prioritizing distribution of savings across the city

## FNE Projects added as a result of savings (initial projections):

- \$6.3 M for Vista Academy
- \$3.5 M for Early Ed Center
- \$0.25 M for preliminary design of FNE school to be included in next bond
- Educational technology
- Additional maintenance projects and school specific projects requested by principals
- Full accounting to be provided and discussed at separate meeting



# Turnaround Strategies

Continuous Improvement	Transformation	Turnaround	Replacement	 <b>Closure</b>
<ul style="list-style-type: none"> <li>Intensify support &amp; professional development for existing principal and staff</li> </ul> <p>The additional support is provided to:</p> <ul style="list-style-type: none"> <li>improve quality of instruction and leadership</li> <li>strengthen school culture</li> </ul>	<ul style="list-style-type: none"> <li>Leave the current staff, including (where appropriate) the principal in place</li> <li>Provide operating flexibility and extended learning time where possible</li> <li>Change or modify the academic program</li> </ul>	<ul style="list-style-type: none"> <li>Select a strong new leader and staff (if school has new leadership, leadership may not be replaced)</li> <li>Provide operating flexibility and extended learning time where possible</li> <li>Adopt a stronger governance structure</li> <li>Strengthen instructional program</li> </ul>	<ul style="list-style-type: none"> <li>Select a new school which holds more promise of a successful change</li> <li>New school phases in as old school is phased out and replaced.</li> </ul>	<p>Closure is not an option in the FNE due to capacity constraints.</p>

# Turnaround Strategy: Continuous Improvement

**Best Fit:** Good School with minor challenges

**Poor fit:** Severely Challenged School

## Benefits:

1. Consistent leadership and culture
2. Builds upon existing strengths

## Challenges:

1. Unlikely to dramatically change culture or outcomes



# Turnaround Strategy: Transformation

**Best Fit:** Good School with a few challenges

**Poor fit:** Severely Challenged School

## Benefits:

1. Same staff
2. Similar culture
3. Spending flexibility for training and curriculum
4. More time for teaching and learning

## Challenges:

1. Unlikely to dramatically change culture or outcomes
2. Limited staffing flexibility



# Turnaround Strategy: Turnaround

**Best Fit:** Severely Challenged School

**Poor fit:** Good to Great School

## Benefits:

1. New leadership
2. Provides a clean start for the school and its culture
3. New Staff
4. Easier to implement innovations and new strategies
5. More time for teaching and learning
6. More likely to bring sustained change than Transformation

## Challenges:

1. Significant disruption
2. Replaced staff have to apply for new jobs at the District
3. A new beginning does not guarantee improved outcomes
4. Costly to implement



# Turnaround Strategy: Replacement

**Best Fit:** Severely challenged school with a strong replacement option available

**Poor fit:** Good to great school or no viable replacement option

## Benefits:

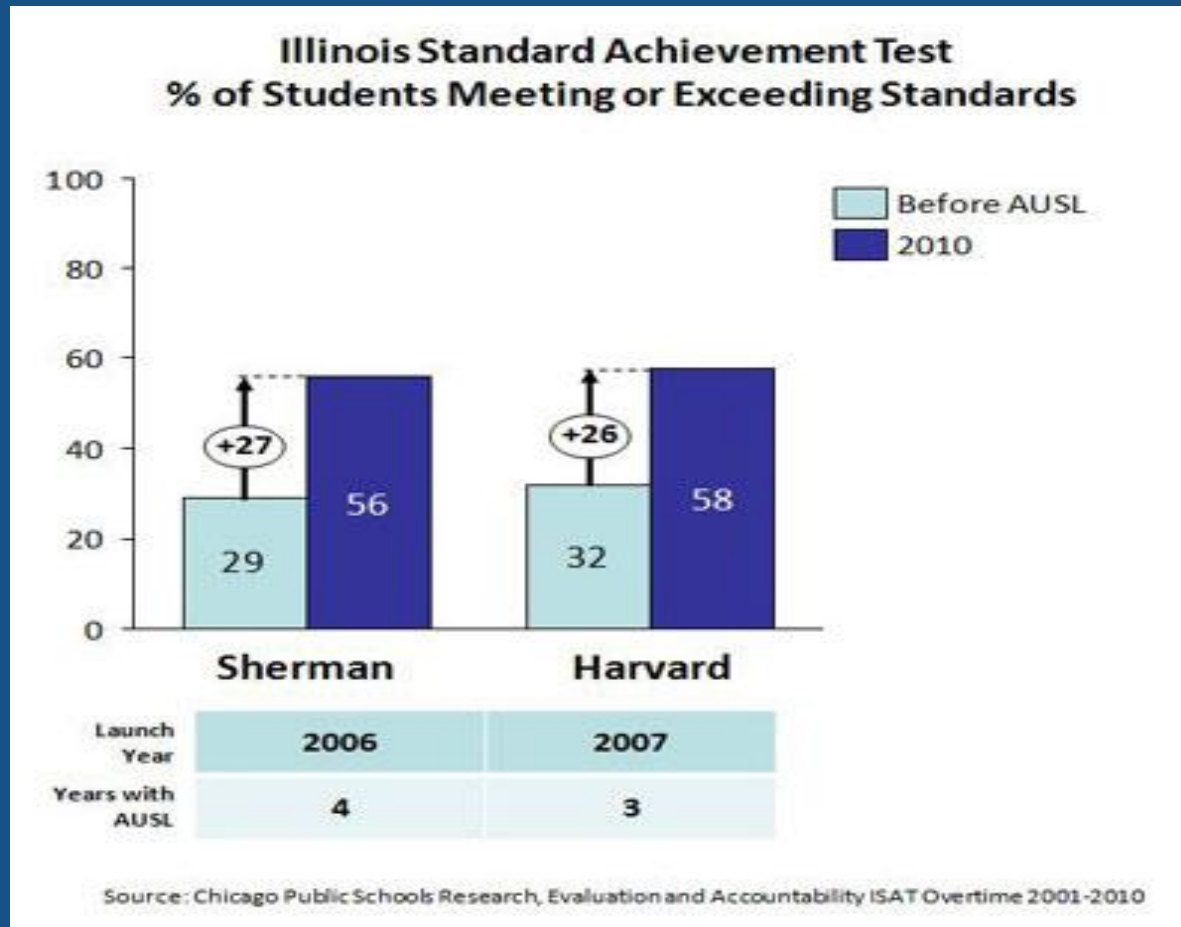
1. Fresh start with proven school model
2. Completely new culture and approach
3. New School Leader
4. New Staff
5. Additional options for families

## Challenges:

1. Finding viable replacement option
2. Significant disruption
3. Replaced staff have to apply for new jobs at the District
4. Limited experience of new school in community
5. Phase in/Phase out challenges
6. A new beginning does not guarantee improved outcomes



# Spotlight on Successful Turnaround: Chicago's Academy for Urban School Leadership (AUSL) (PreK-8 Grade)



*In order to achieve their outcomes, AUSL's strategy is to align assessments to instruction, implement a positive culture, and replace staff with ones they train and certify.*



# Spotlight on Transformation: New York's Bushwick High School in 1990s

- 1996: NY State takes over control of school for persistent poor performance
  - New Leader - New plan - \$ for additional classes
  - \$ for new positions, including full-time staff developers
  - Additional support from state and district
  - Same staff
  - Same culture
- Graduation rates:
  - 1996: 22%
  - 2002: 23%
- *Though students and staff enjoyed more attention and resources and a new, energetic leader, the outcomes did not improve significantly*



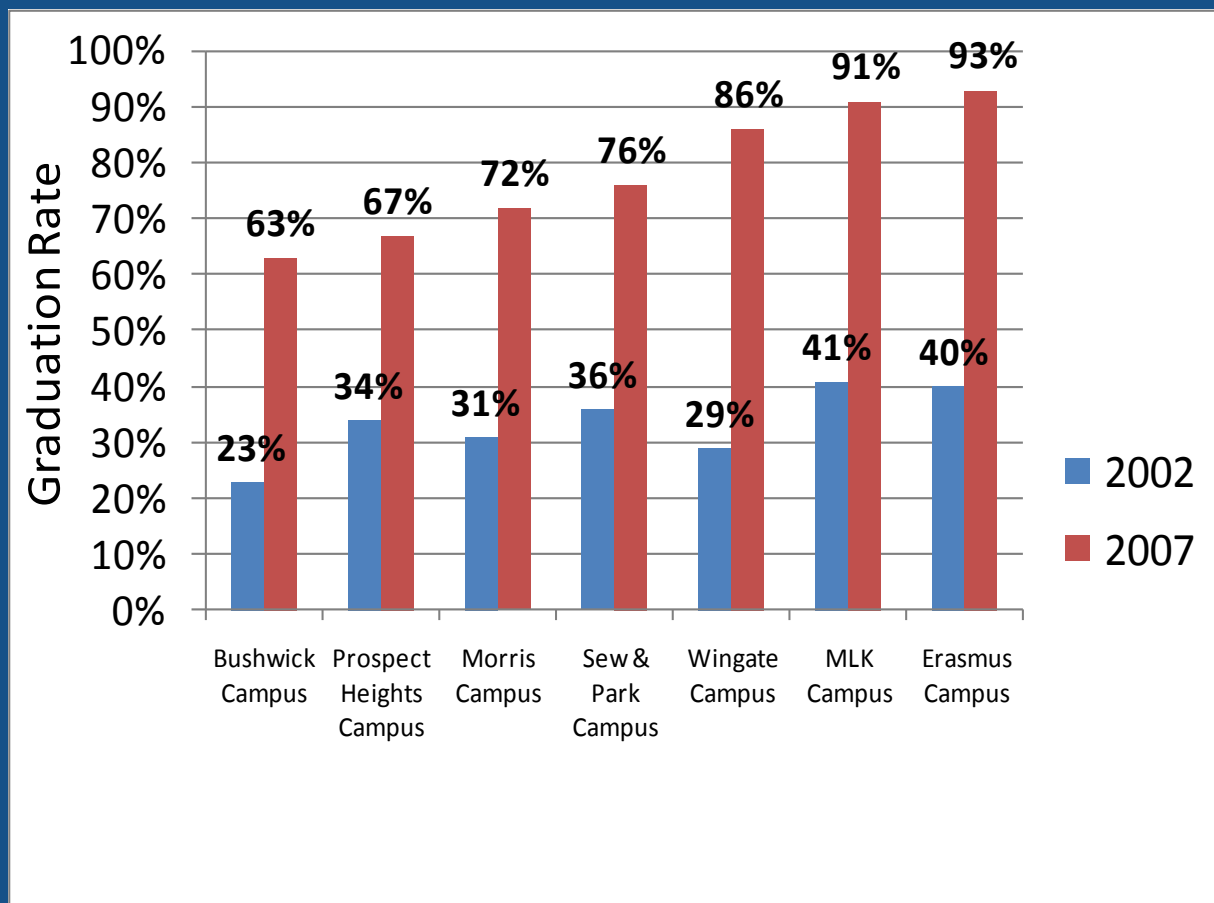
# Spotlight on Successful Replacement: New York's Bushwick High School in 2000's

- School replaced in 2003 by four smaller schools—each with its own model and program—becoming the Bushwick Campus:
  - (1) The Bushwick School for Social Justice;
  - (2) The Academy of Urban Planning;
  - (3) The Academy for Environmental Leadership; and
  - (4) The New York Harbor School.
- The remaining HS got smaller and improved, matching its new neighbors graduation rate, and phased out fully in 2006.
- Graduation rates:
  - 2002 Bushwick HS: 23%
  - 2007 Bushwick campus: 63%



# Rich Return on Replacement Strategy: New York City's Improved Graduation Rate

“We intend to change the school system into a system of high performing schools.” – Chancellor Klein



# Learnings from my experiences

- Success requires a courageous approach that is a significant structural shift from the status quo; it signals to everyone – students included – seriousness of purpose and determination to persist through inevitable challenges.
- Cultivating a positive, disciplined, nurturing school culture is necessary to significantly improve outcomes– and it is not possible without a significant structural shift.



# Turnaround Strategies in FNE

	Meets or Exceeds Expectations		Turnaround Strategies					
			Continuous Improvement	Transformation	Turnaround	Replacement	Closure	
<b>Strategy</b>			-Intensify support & professional development to improve leadership and quality instruction	-Most staff remains in place -Focused Instructional Improvement	-Select a strong new leader and staff (if school has new leadership, leadership may not be replaced) -Dramatic Instructional Improvement	-New school phases in while old school phases out	-Closure is not an option in the FNE due to capacity constraints	
<b>Rationale for Strategy</b>			-Most of the quality indicators are present but fidelity to the program is lacking	-Healthy school culture -Effective teaching -High quality leadership -Program is not demonstrating increased improvement	-Leadership unable to drive improvement -School culture needs improvement -Quality of instruction needs improvement	-Poor academic performance -Availability of high quality replacement		
<b>SPF Ranking</b>	Blue	Green	Yellow (↑)	Yellow (↑)	Yellow (↓)	Red	Yellow (↓)	Red
<b>Far Northeast Schools</b> (2009 SPF results)	Archuleta Maxwell Omar D. Blair Greenwood			Amesse Marrama Pitt-Waller Howell MLK		Ford McGlone Green Valley Ranch Oakland Noel (in Transformation) Montbello (in Transformation) NEAC* (in Turnaround)		

# Table Exercise: Benefits and Challenges of Implementing Turnaround Strategies

- Provide us with the benefits and challenges you see for each of the proposed options
  
- Six Tables:
  1. Ford and Green Valley Elementary
  2. Oakland and McGlone Elementary
  3. Montbello High School
  4. Montbello High School
  5. Noel Middle School
  6. Noel Middle School
  
- You have been assigned to a table for this evening
  - At the next meeting, you will have an opportunity to be at a different table or you can continue the conversation on your same table topic



# Table Exercise: Sample Activity Sheet

## Montbello High School: Options\* for 11/12 School Year

### Convert to Turnaround

### Add Additional Programs (i.e. Career Technical Education, etc.)

Benefits	Weight	Challenges	Weight
Total Benefits	Total	Total Challenges	Total

Benefits	Weight	Challenges	Weight
Total Benefits	Total	Total Challenges	Total

Aligns with what FNECC Principles:  
Other Considerations/Implications?

Aligns with what FNECC Principles:  
Other Considerations/Implications?

### Right-size Montbello Program/Co-Locate DCIS (6-12) at Montbello

### Your Idea!

Benefits	Weight	Challenges	Weight
Total Benefits	Total	Total Challenges	Total

Benefits	Weight	Challenges	Weight
Total Benefits	Total	Total Challenges	Total

Aligns with what FNECC Principles:  
Other Considerations/Implications?

Aligns with what FNECC Principles:  
Other Considerations/Implications?

# Table Exercise: Instructions

(6:35pm – 7:20pm)

- Use the data sheets, EDR's, new school's summaries, and national learnings to populate and weight the benefits and challenges for the various options
  - Also space for you to identify other options not listed
- Write down Benefits and Challenges on your personal sheet for each of the options for your schools
  - Provide a ranking of 1-5 for the significance of those benefits and challenges
- Discuss Benefits and Challenges with each option with your tablemates
- Identify a table reporter to report out to the committee at the end of your table exercise about areas of agreement, debate, and open questions



# Table Exercise: Report Out

(7:20pm – 7:50pm)

- **5 Minutes Total**
- **Name your table's Schools and Options**
- **Describe:**
  - Key points of agreement
  - Areas of debate
  - Other New Ideas
  - Additional information Needed



# Next Meeting: MLK

## Tues, Sept. 14<sup>th</sup>, 6pm

- We will compile the individual benefits and challenges sheets and report out the results to the full committee
- The next meeting will provide more time to continue these same table conversations

**Location: MLK**

**Tuesday, September 14<sup>th</sup> at 6pm.**

