

**NOEL: Summary of table output from mtg1****Option 1: Turnaround**

- For FNECC, benefits outweighed challenges slightly. FNECC stated alignment with more than half FNECC principles (1,2,3,4,5,6,7,9,12,17). Community did not provide output on turnaround.
- Benefits stated that are consistent with FNECC Principles include: “diversity,” and “new initiatives,” and “innovations.” “New leadership” is stated as a benefit (twice: 4 & 5) and a challenge (once: 1) – but its benefit is weighted significantly higher (see #s in parentheses). “More time for teaching,” “new staff,” and “clean start” are emphasized, and “easier to implement new strategies,” is given significant weight.
- One respondent crossed out the table, writing: “Don’t Do.” Challenges given significant weight include: “no guarantee,” “costly,” “replaced staff,” “new beginning,” “significant disruption,” and “IEP support to ESL.” “Replaced teachers looking for new positions” is stated as a challenge but given a weight of 1.

**Option 2: Right-size program**

- For FNECC, benefits and challenges were equal in weight. FNECC found alignment with principles 5 & 14. The community did not weigh in on benefits and challenges but posed question about a recent federal grant application to “become a full blown” community school and how it relates to proposed options.
- One stated benefit is an opinion that there should be “no lotto,” rather there should be ‘boundaries for accepting students’. Benefits stated: “established,” “costly,” and “provides clear strategy.”
- The biggest challenge stated is “competition between schools.” Others include: “not always proven,” phase-in/phase-out,” and “significant disruption.”

**Option 3: Change Grade Structure**

- For FNECC, benefits significantly outweighed challenges. FNECC stated alignment with more than half the principles (2,3,4,5,9,10,12,15,16). Community members did not weigh in.
- Significantly weighted (5) benefits stated by FNECC: “smaller learning environment,” “more focused on student needs and success,” “examining a 6-12 arts focus,” smaller classes,” and “give all schools the freedom and flexibility as charters.”
- One respondent crossed out the table, writing: “Don’t do – would compete with Montbello, MLK, DSST.” The most significant stated challenge: “Very challenging.” Other challenges stated by FNECC: “Numerous requirements to comply with high school requirements,” “How does this improve achievement?” and “room for all who want to attend.”

**Option 4: Change program, i.e. Arts Program**

- FNECC stated benefit: “Provide new leadership.”
- A community member stated that it is an “exciting opportunity for youth and option for the community. It would be helpful to have more info and then react.”

### **Option 5: Your ideas**

- FNECC suggested strongly bringing in “high standards programs,” e.g. “IB,” and “must have strong IEP support, 1 on 1 time.” “6<sup>th</sup> grade, 7<sup>th</sup> grade academy,” “pairing 5<sup>th</sup> grade with Noel,” and “give transformation a chance” were stated as benefits but not weighted.
- Referring to current transformation initiative, community posed question: “What is not working about this ‘2 week’ plan? Is this not an option?”

Important Note: “Small classes” is stated numerous times for multiple options as a benefit – but these options will not guarantee smaller class sizes. It is important to clarify small schools as distinct from small classes. (Also, there is no evidence that smaller class size improves outcomes in high school.)