

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

- For FNECC, challenges significantly outweighed benefits. But FNECC did find alignment with the option and more than half of the principles (1,3,5,6,7,9,10,11,13,17). There is no community output.
- FNECC stated twice as a benefit: “Too many areas of improvement at this time.” One respondent stated with regard to benefits: “can’t think of any with changes that have already been made since April.” Also stated as a benefit: “Current admin has taken over – ¼ staff has turned over/new.”
- Significantly weighted (5) challenges include: “another change in leadership,” “already lost some excellent teachers,” “atmosphere and culture has significantly changed since Ms. Massey took over,” “more turmoil for students and families,” along with 3 questions: “where to start?”; “who to keep?”; and “who to exit?” Stated but not weighted challenges include: “would lose 3 center base programs,” “new admin staff disrupts excellent PBS program,” “new curriculum already implemented,” disrupt a new school culture for the 3<sup>rd</sup> straight year,” “beginning to show growth at lower levels,” “126 students would lose spots; has 1/3 new staff; innovative before/after school program,” and “it is a problem of curriculum or instruction.” The meaning of many of these stated challenges is not clear.
- One respondent states: “We have, in my opinion, identified a strong leadership team.”

**Option 2: Replacement**

- For FNECC, challenges slightly outweigh benefits. Alignment was found with 12 of the 18 FNECC Principles (1,2,3,4,5,6,7,9,10,11,14,17). Community members did not weigh in.
- FNECC states “provides options for area children” as a highly significant benefit. Other benefits stated are largely consistent with Principles and are specific to DCIS as the replacement option, including: “strong leadership,” “program implementation,” “new culture,” “new curriculum,” and “effective teachers.” Other benefits stated but not weighted – and not stated as specific to DCIS – include: “art instruction each day” and “teaches students decision making.”
- FNECC stated highly significant challenges: “can displace many area students cause for busing;” “enrollment process understanding;” “traffic in and around area can and will increase, creating safety concerns;” “finding the right leaders;” “culturally appropriate;” “effective teachers – which?;” and “finding best teachers.” Other stated challenges include: “Not configured to handle 3 center-based programs;” “displaces 126 students;” “duplicates love and logic already in place;” and “duplicates shelter ESL language immersion.” The meaning of some of these stated challenges needs clarification or explanation.

**Option 3: Your ideas**

- An idea is presented for a “modified turnaround . . . with less than 50% staff turnover.” Complexity and urgency is also stated: “It will be difficult to target root cause – there are too many areas of improvement. Difficult decision/not popular – however, there is not time to waste.”

- FNECC stated benefits: “keep current leadership in place – give them a chance;” “some staff changes;” and “communication has improved significantly.”
- Challenges stated are: “Getting and keeping everyone on board – eliminating past negative culture, which is being done” and “Oakland can handle adding on another center based program.”