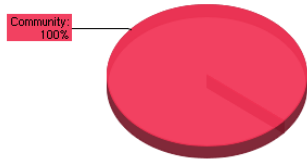




Summary Report - Committee Report Sep/26/2010

Survey: Challenges and Benefits of Turnaround Options

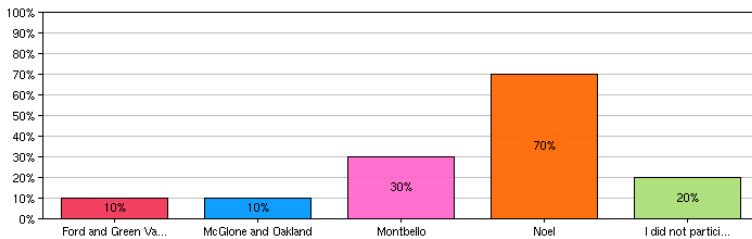
Are you part of the FNECC committee or the community?/¿Es usted miembro del comité FNECC or miembro de la comunidad?



Value	Count	Percent %
Committee		0%
Community	21	100%

Statistics	
Total Responses	21

Which school(s) were the focus at your table during our September 1 and September 14 meetings?/(En la junta del 1o de Septiembre y el 14 de Septiembre, ¿Cuál era la escuela en la que se enfocaron en su mesa de trabajo?



Value	Count	Percent %
Ford and Green Valley Ranch	1	10%
McGlone and Oakland	1	10%
Montbello	3	30%
Noel	7	70%
I did not participate in a round table discussion	2	20%

Statistics	
Total Responses	10

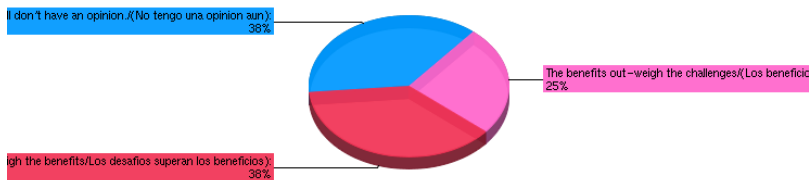
Rank order the following:Ford - Turnaround Benefits/(Arregle estos en orden de prioridad FORD-Beneficios de Cambio/Transformación profunda)

	1	2	3	4	5	6	7	8	9	10	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count		
An opportunity to create a new parent/community engagement plan (5)/(Una oportunidad para crear un nuevo plan de trabajo conjunto con la comunidad y los padres)	4 57.1%	2 28.6%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 14.3%	~ 0%	~ 0%	2.29	1
Provide discipline (Proveer disciplina)(3)	~ 0%	1 16.7%	3 50%	~ 0%	~ 0%	~ 0%	1 16.7%	~ 0%	~ 0%	1 16.7%	4.67	5
New, strong Leadership (Nuevo liderazgo)(3)	2 40%	~ 0%	~ 0%	1 20%	2 40%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.20	2
Leave principal he knows staff and students (Dejar al director, él conoce al personal y los estudiantes)(2)	~ 0%	~ 0%	1 16.7%	1 16.7%	~ 0%	1 16.7%	~ 0%	~ 0%	2 33.3%	1 16.7%	6.83	8
New Staff (Nuevo personal)(1)	~ 0%	1 20%	~ 0%	~ 0%	~ 0%	~ 0%	1 20%	2 40%	~ 0%	1 20%	7.00	9
More likely to bring sustained change than transformation (Con mayores probabilidades de provocar cambios duraderos, que la Transformación)	~ 0%	~ 0%	~ 0%	1 20%	~ 0%	1 20%	~ 0%	1 20%	1 20%	1 20%	7.40	10
Parent involvement (Participación de los padres)	1 16.7%	2 33.3%	1 16.7%	~ 0%	1 16.7%	~ 0%	1 16.7%	~ 0%	~ 0%	~ 0%	3.33	3
Clean Start for School & Culture (Permite a la escuela y a su cultura, comenzar desde cero)	~ 0%	1 20%	1 20%	~ 0%	1 20%	2 40%	~ 0%	~ 0%	~ 0%	~ 0%	4.40	4
More time for teaching and learning (Más tiempo dedicado a la enseñanza y al aprendizaje)	1 14.3%	~ 0%	1 14.3%	2 28.6%	~ 0%	~ 0%	2 28.6%	1 14.3%	~ 0%	~ 0%	4.86	6
Easier to implement innovations and new strategies (Es más fácil aplicar innovaciones y nuevas estrategias)	~ 0%	~ 0%	~ 0%	2 33.3%	2 33.3%	1 16.7%	~ 0%	~ 0%	1 16.7%	~ 0%	5.50	7
TOTALS	8	7	7	7	6	5	5	5	4	4		

**Rank order the following:Ford - Turnaround Challenges/(Arregle estos en orden de prioridad FORD-Desafios del Cambio/Transformación Profunda**

	1	2	3	4	5	6	7	8	9	Avg. Rank	Rank
Hiring effective committed teachers and administration (Contratar profesores y administrativo eficaz y comprometido)(2)	1 16.7%	1 16.7%	3 50%	1 16.7%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.67	1
Resistance to change (Resistencia al cambio)(1)	2 33.3%	2 33.3%	1 16.7%	~ 0%	~ 0%	~ 0%	1 16.7%	~ 0%	~ 0%	2.67	2
Less time for professional development (Menos tiempo para el desarrollo profesional)	~ 0%	~ 0%	~ 0%	1 16.7%	1 16.7%	~ 0%	2 33.3%	1 16.7%	1 16.7%	6.67	8
Not enough communication with parents (No hay suficiente comunicación con los padres)	~ 0%	1 20%	1 20%	1 20%	1 20%	1 20%	~ 0%	~ 0%	~ 0%	4.00	3
New staff learning curve (la curva de aprendizaje del nuevo personal)	1 16.7%	~ 0%	1 16.7%	~ 0%	~ 0%	2 33.3%	~ 0%	2 33.3%	~ 0%	5.33	6
Significant disruption (Interrupción significativa)	~ 0%	2 33.3%	~ 0%	1 16.7%	2 33.3%	1 16.7%	~ 0%	~ 0%	~ 0%	4.00	5
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	1 16.7%	~ 0%	~ 0%	~ 0%	~ 0%	1 16.7%	1 16.7%	1 16.7%	2 33.3%	6.67	9
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	3 37.5%	1 12.5%	~ 0%	1 12.5%	1 12.5%	~ 0%	~ 0%	~ 0%	2 25%	4.00	4
Costly to implement (La aplicación es costosa)	~ 0%	~ 0%	~ 0%	1 16.7%	1 16.7%	1 16.7%	2 33.3%	1 16.7%	~ 0%	6.17	7
<b>TOTALS</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option./(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opcion?**



Value	Count	Percent %
The benefits out-weigh the challenges	2	25%
The challenges out-weigh the benefits	3	37.5%
They are about equal		0%
Still don't have an opinion.	3	37.5%

Statistics	
Total Responses	8

**Comments on turnaround at Ford/(comentarios sobre el Cambio/Transformacion profunda en Ford)**

ID	Response Data
115	The listed benefits appear to be off target.
117	DPS/A+Denver have NO accountability and should not continue to blame schools and teachers for their failure. Where are the Accountability Reports for the neighborhood school, Ford, and justification reports for recommendations to convert public school to charter?
126	for the purposes of this survey, you should have reminded participants what the different terms mean (turnaround, transformation, replacement). also, your questions assume that everyone agrees that all options in the "benefits" section are indeed benefits -- I don't agree with many of them, but even if I rank them low, it still looks like I think they have some value...
150	For all schools we need to consider longer school days. I know that this is not on any list, but as we look at the most successful schools they have a common thread that they have a longer school day.
162	no tengo informacion de esa escuela, en realidad no tengo una respuesta.
165	I don't have enough knowledge about Ford to make suggestions.

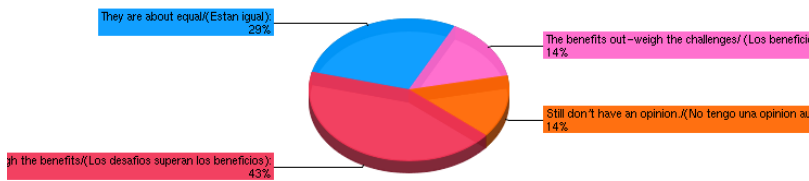
**Rank order the following:Ford - Replacement Benefits/(Ordene estos en orden de prioridad. Ford- Beneficios del Reemplazo)**

	1	2	3	4	5	6	7	8	9	10	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count		
Organization: structure, cohesiveness - staff working together (Organización: estructura, cohesión)(3)	2	~	1	~	~	1	~	1	~	~	3.80	2
Exposure to real life application (Exposición a aplicaciones de la vida real)(3)	~	1	~	~	~	~	1	~	1	1	7.00	9
New school leader and New Staff (Nuevo personal)(3)	~	~	2	~	~	~	1	~	1	~	5.50	8
Fresh start with proven school model (Un nuevo comienzo, con un modelo escolar de eficacia comprobada)(2)	~	1	1	2	2	~	~	~	~	~	3.83	4
Extended learning hours (Horario de aprendizaje extendido)(1)	2	~	1	~	~	1	~	1	~	~	3.80	3
clean start/phase out old (Inicio limpio sacar lo viejo)(1)	~	2	~	1	1	~	~	1	~	1	5.17	7
New culture and approach (Una cultura y enfoque completamente nuevos)(1)	1	1	~	2	1	~	~	~	~	~	3.20	1
2 year replacement benefit for SOAR ( 2 anos de reemplazo es un beneficio para SOAR)(1)	~	~	~	~	~	1	~	~	1	2	8.75	10
Consistent program development (Un programa consistente para el desarrollo)	1	~	1	~	1	~	2	~	~	~	4.60	5
Additional options for families (Opciones adicionales para las familias)	1	1	~	1	1	1	~	1	1	~	5.00	6
	14.3%	14.3%	0%	14.3%	14.3%	14.3%	0%	14.3%	14.3%	0%		
TOTALS	7	6	6	6	6	4	4	4	4	4		

**Rank order the following:Ford - Replacement Challenges/(Ordene estos en orden de prioridad. Ford- Reemplazo)**

	1	2	3	4	5	6	7	8	9	10	11	12	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count		
Determining if the replacement option is a good fit for the community (Experiencia limitada de la nueva escuela en la comunidad)(1)	2	1	1	2	~	~	~	~	~	~	~	~	2.50	1
Overcrowding (Sobre población)	~	~	~	~	1	~	~	~	2	2	~	~	8.60	11
Culture shock (Choque cultural)	~	1	~	~	1	~	1	1	~	1	~	~	6.40	8
Quality teachers (Maestros de calidad)	~	~	2	1	1	~	~	~	~	~	~	1	4.67	5
Meet the needs of language learner (Satisfacer las necesidades de las personas que están aprendiendo el idioma)	1	~	~	~	~	~	~	~	~	~	~	~	6.00	7
Resistance by parents and students (La resistencia por los padres y estudiantes)	~	1	2	~	3	~	~	~	~	~	~	~	3.83	3
Significant disruption (Interrupción significativa)	~	~	1	~	~	2	~	1	~	~	~	~	5.75	6
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	1	~	~	~	~	~	~	~	~	~	~	3	9.25	12
Phase in/Phase out challenges (Los retos que generan los procesos progresivos de inicio y cierre)	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3.60	2
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	1	2	~	~	~	1	1	~	~	~	~	~	4.00	4
Money- unsure of the cost...(Dinero- no sabemos cuanto cuesta)	16.7%	16.7%	16.7%	16.7%	0%	16.7%	0%	16.7%	0%	0%	0%	0%		
Mostly ELLs (En su mayoría ELLs (estudiantes que están aprendiendo inglés)	1	~	~	~	~	~	1	~	1	~	2	~	7.80	9
	20%	0%	0%	0%	0%	0%	20%	0%	20%	0%	40%	0%		
	~	~	~	1	~	~	1	~	1	~	2	~	8.40	10
	0%	0%	0%	20%	0%	0%	20%	0%	20%	0%	40%	0%		
TOTALS	7	7	7	6	6	5	4	4	4	4	4	4		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option. (Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opcion?)**



Value	Count	Percent %
The benefits out-weigh the challenges	1	14.3%
The challenges out-weigh the benefits	3	42.9%
They are about equal	2	28.6%
Still don't have an opinion.	1	14.3%

Statistics	
Total Responses	7

Comments on this replacement at Ford (Comentarios sobre el reemplazo en Ford)

ID	Response Data
115	When choosing optional programs/charters for communities the choice should be data driven. There is no data supporting SOAR's success. It is a brand new charter MODELED after another program!
117	If DPS/A+Denver has any interest in all is all community members why are SO FEW making decisions without knowing the ALL? When SOAR is in the hood where will the "unwants" go? (There is something wrong with your ranking order. Individual picks were returned to left hand list and complete list ranking order was decided by program. Is that an example of choice?
126	again, many of the choices you offer just don't make sense. how does "overcrowding" figure into this -- the replacement option won't address that, will it?
150	SOAR is not a proven school model in Denver. They are in their first semester of their first year on the Evie Dennis Campus. With all my heart I hope them success but they have not proven their model will work. On the Evie Dennis Campus they have been provided with every tool possible to be succesful. They will not have the same support as they move into another school.
162	no tengo una respuesta aun

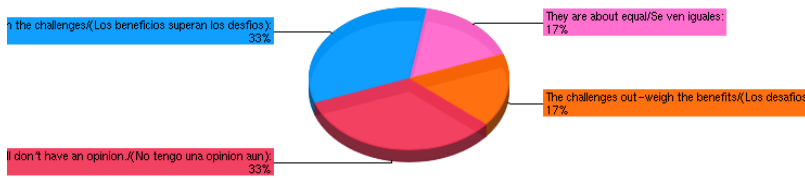
**Rank order the following:GVR - Turnaround Benefits/(Ordene estos en orden de prioridad. GVR- Beneficios del Cambio/Transformacion Profunda**

	1	2	3	4	5	6	7	8	9	10	11	12	Avg. Rank	Rank	
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count			
Turnaround builds a bridge between teachers, parents, and strong leaders. Gives incentive to take stronger action, like programs on a Saturday.(el cambio/transformacion profunda construye un puente entre los maestros padres y lideres. Da un incentivo para tomar acciones mas fuertes como programas los sabados.)(7)	1 20%	2 40%	~ 0%	~ 0%	1 20%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 20%	4.40	4
Turnaround would bring stronger governance. Staff on board that could outline best practices. People would take more accountability.(cambio/transformacion profunda traera mejor control y personal que puede establecer las mejoras practicas. las personas tomara una mayor responsabilidad)(5)	1 25%	~ 0%	1 25%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 25%	~ 0%	4.75	5
High expectations for student achievement (altas expectativas para los logros de los estudiantes)(2)	1 25%	2 50%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	1
New parent engagement that comes with turnaround(Una involucracion nueva de parte de los padres que viene con la transformacion profunda)(2)	~ 0%	~ 0%	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 33.3%	~ 0%	6.33	10
New Leadership, "stronger leadership" (Nuevo liderazgo, "liderazgo más fuerte")(2)	1 50%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	2
Parent engagement is critical for success, no matter what option you pursue. (la involucracion de los padres es critica para el exito, sin importar la opcion que se persigue)(2)	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	5.33	8
More likely to bring sustained change than transformation (Con mayores probabilidades de provocar cambios duraderos, que la Transformación)(2)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	10.00	12
Opportunity to build new partnerships between parents and teachers( una oportunidad para construir nuevas relaciones entre los padres y los maestros)(1)	1 16.7%	1 16.7%	1 16.7%	1 16.7%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2 33.3%	~ 0%	~ 0%	5.00	6
New Staff (Nuevo personal)	~ 0%	1 50%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.50	3
Clean Start for School & Culture (Un nuevo comienzo para la escuelaPermite a la escuela y a su cultura)	~ 0%	~ 0%	~ 0%	~ 0%	1 25%	2 50%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	6.00	9
More time for teaching and learning (Más tiempo dedicado a la enseñanza y al aprendizaje)	~ 0%	~ 0%	~ 0%	2 50%	~ 0%	1 25%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	5.25	7
Easier to implement innovations and new strategies (Es más fácil aplicar innovaciones y nuevas estrategias)	~ 0%	~ 0%	1 20%	~ 0%	1 20%	~ 0%	1 20%	1 20%	1 20%	~ 0%	~ 0%	~ 0%	~ 0%	6.40	11
<b>TOTALS</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>			

**Rank order the following:GVR - Turnaround Challenges/(Ordene estos orden de prioridad. GVR Desafios del Cambio/Transformacion Profunda)**

	1	2	3	4	5	6	7	8	9	Avg. Rank	Rank	
	Count	Count	Count	Count	Count	Count	Count	Count	Count			
Students uncomfortable with curriculum change (los estudiantes estan incomodos con los cambios del plan de estudios)(1)	~ 0%	1 33.3%	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	~ 0%	~ 0%	4.33	5	
Commitment (Compromiso)	~ 0%	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	2	
High teacher turnover. Students see their favorite teachers leave. (Hay mucho cambio de maestros. Los estudiantes ven a sus maestros irse)	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 33.3%	4.00	4	
EDR - hard to decipher but if look at CSAP's I can see some improvements. (los EDR son dificiles de decifrar pero si se ve el CSAP se ven mejoras)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	1 50%	8.00	9
There needs to be a strong partnership between teachers and parents. Real work begins when the student gets home. Does getting rid of teachers change this? (Hay la necesidad de que haya una relacion mas directa entre los padres y los maestros.El trabajo fuerte empieza cuando el estudiante llega a la casa. El correr a los maestros cambia esto?)	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	5.00	6
Significant disruption (Interrupción significativa)	~ 0%	1 33.3%	~ 0%	2 66.7%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.33	3	
Costly to implement (La aplicación es costosa)	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	1 50%	~ 0%	~ 0%	6.00	7	
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	4 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1	
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	1 50%	7.50	8	
<b>TOTALS</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>			

Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option. (Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opcion?)



Value	Count	Percent %
The benefits out-weigh the challenges	2	33.3%
The challenges out-weigh the benefits	1	16.7%
They are about equal	1	16.7%
Still don't have an opinion.	2	33.3%

Statistics	
Total Responses	6

Comments on turnaround at Green Valley Ranch (Comentarios sobre el Cambio/Transformacion Profunda en GVR)

ID	Response Data
117	What is the use of this survey if we can't rank issues by our conclusions?
126	no answer as I'm not part of that community.
162	en realidad nose
165	Again I don't have enough knowledge about this school to make a a suggestion.

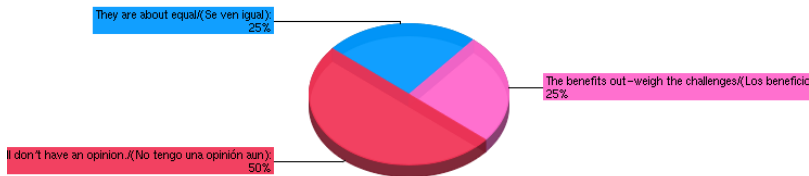
Rank order the following: GVR - Replacement Benefits (Ordene estos en orden de prioridad. GVR- Beneficios del Reemplazo)

	1	2	3	4	5	6	7	8	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count		
New culture and approach (Una cultura y enfoque completamente nuevos)(4)	~ 0%	~ 0%	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	3.50	6
Fresh start with proven school model (Un nuevo comienzo, con un modelo escolar eficaz comprobado)(2)	1 33.3%	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	~ 0%	~ 0%	3.33	5
New school leader (Un nuevo líder escolar)(2)	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
Options include SOAR II and DCIS. (las opciones incluyen SOAR II y DCIS)	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	5.00	8
Every kid in this region, if SOAR was the replacement, would have a place in SOAR (Cada niño en esta region, si SOAR es el reemplazo los niños tendrían un lugar en SOAR)	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	4.50	7
New and energized culture within the school; new curriculum, new leaders, new teachers, etc. (Nueva y energizada cultura dentro de la escuela, nuevo curriculum, nuevos lideres etc.)	1 25%	1 25%	1 25%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	3
Additional options for families (Opciones adicionales para las familias)	1 20%	2 40%	1 20%	~ 0%	~ 0%	1 20%	~ 0%	~ 0%	2.80	4
New Staff (Nuevo personal)	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	2
TOTALS	5	4	4	3	1	1	1	1		

**Rank order the following:GVR - Replacement Challenges/(Ordene estos en orden de prioridad. GVR - Opcion de Reemplazo)**

	1	2	3	4	5	6	7	8	Avg. Rank	Rank
Phase in/Phase out challenges (Los retos que generan los procesos progresivos de inicio y cierre)(2)	~ 0%	~ 0%	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	4.00	6
Significant disruption (Interrupción significativa)(1)	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	5.33	7
RE: phasing and phasing out GVR has one of the largest percentages of special ed (14%) students. They are also near capacity. What happens to extra students with phase in? Any new school is responsible for ELL and special education students currently in the school.(el como entran y salen los estudiantes en GVR que tiene uno de los mas altos porcentajes de estudiantes con discapacidades (14%)Tambien estan casi al limite. Que pasa con los estudiante que van entrando? Una escuela nueva debe ser responsable por los estudiantes ELL y los estudiantes con discapacidades en la escuela.	2 50%	~ 0%	~ 0%	1 25%	~ 0%	~ 0%	1 25%	~ 0%	3.25	4
School must be a good fit for the community, need good information about the school to make a decision on where it would thrive (Las escuelas deben encajar con la comunidad, se necesita buena informacion para poder hacer una decision en donde le iria mejor)	1 25%	2 50%	~ 0%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	2.25	1
GVR has improved considerably on their CSAP scores. Is replacement going to slow down the improvements made over the last year? (GVR ha mejorado considerablemente en sus numeros de CSAP. El reemplazo va a detener las mejoras que se han hecho durante el año?)	~ 0%	1 33.3%	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	3.33	5
Limited experience of new school in community (Experiencia limitada de la nueva escuela en la comunidad)	~ 0%	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	3.00	2
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	2 50%	~ 0%	~ 0%	~ 0%	1 25%	1 25%	~ 0%	~ 0%	3.25	3
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	8.00	8
<b>TOTALS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option./(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opcion? )**



Value	Count	Percent %
The benefits out-weigh the challenges	1	25%
The challenges out-weigh the benefits		0%
They are about equal	1	25%
Still don't have an opinion.	2	50%

Statistics	
Total Responses	4

**Comments on replacement at Green Valley Ranch/(Comentarios sobre el Reemplazo en Green valley Ranch)**

ID	Response Data
126	no answer as I'm not part of that community.
162	en realidad no tengo una respuesta

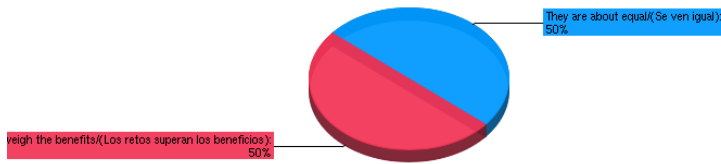
**Rank order the following:McGlone - Turnaround Benefits/(Reordene estos en orden de prioridad. McGlone- Beneficios del Cambio/Transformación Profunda)**

	1	2	3		
	Count	Count	Count	Avg. Rank	Rank
High expectations for student achievement/(Altas expectativas para los logros de los estudiantes)(4)	1 50%	1 50%	~ 0%	1.50	2
Strong instructional practices/(Prácticas de instrucción fuertes)(4)	~ 0%	~ 0%	~ 0%		
New Leadership/(Nuevo liderazgo)(3)	~ 0%	~ 0%	~ 0%		
Easier to implement innovations and new strategies/(Es más fácil aplicar innovaciones y nuevas estrategias)(2)	~ 0%	~ 0%	~ 0%		
Students currently attending have a guaranteed space at the school(1)/(Los estudiantes que estan hoy registrados tiene un espacio asegurado en la escuela)	~ 0%	~ 0%	~ 0%		
Clean Start for School & Culture/(Nuevo comienzo para la escuela y a su cultura)(1)	~ 0%	~ 0%	~ 0%		
Keep consistency with good practices, and data is used /(Mantener la coherencia con las buenas prácticas y que se utilicen datos)	~ 0%	~ 0%	~ 0%		
Basic structure in place and equitable resources/ (Estructura básica en el lugar y recursos equitativos)	~ 0%	~ 0%	~ 0%		
Community still sees the school as a viable option./(La comunidad aun ve la escuela como una opción viable)	1 100%	~ 0%	~ 0%	1.00	1
New Staff/(Nuevo personal)	~ 0%	~ 0%	~ 0%		
More time for teaching and learning/(Más tiempo dedicado a la enseñanza y al aprendizaje)	~ 0%	1 100%	~ 0%	2.00	3
More likely to bring sustained change than transformation/(Con mayores probabilidades de provocar cambios duraderos, que la Transformación Ligera)	~ 0%	~ 0%	1 100%	3.00	4
	TOTALS	2	2	1	

**Rank order the following:McGlone - Turnaround Challenges/(Ordenen estos en orden de prioridad. McGlone- Desafios del Cambio/Transformación Profunda.**

	1		
	Count	Avg. Rank	Rank
Allocate an expert in data analyzing/(Asignar a un experto en el análisis de datos)(4)	~ 0%		
Disrupts stable staff/(perturba al personal estable)(1)	~ 0%		
lack of capacity for students reinvesting in the school(1)/(Los estudiantes no tienen la capacidad de reinvertir en la escuela)	~ 0%		
Inventory of resources and use/(Inventario de los recursos y uso)	~ 0%		
Significant disruption/(Interrupción significativa)	1 100%	1.00	1
Replaced staff have to apply for new jobs at the District/(El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%		
A new beginning does not guarantee improved outcomes/(Un nuevo inicio no garantiza mejores resultados)	1 100%	1.00	2
Costly to implement/(La aplicación es costosa)	~ 0%		
	TOTALS	2	

Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option. (Reconociendo que hemos caminado un largo camino en el pensamiento de todas las opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)



Value	Count	Percent %	Statistics	
The benefits out-weigh the challenges		0%	Total Responses	2
The challenges out-weigh the benefits	1	50%		
They are about equal	1	50%		
Still don't have an opinion.		0%		

Comments on turnaround at McGlone (Comentarios sobre el Cambio/Transformación profunda de McGlone)

ID	Response Data
126	no answer as I'm not part of that community.
162	nose en realidad
165	Again dont have enough knowledge about this school to make suggestions.

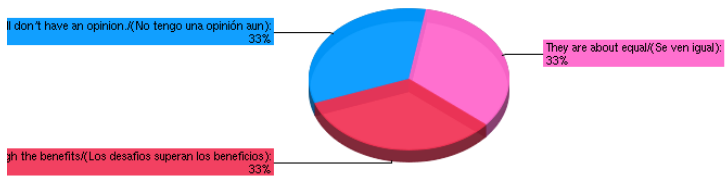
Rank order the following: McGlone - Replacement Benefits (Ordene estos en orden de prioridad. McGlone- Beneficios del Reemplazo)

	1	2		
	Count	Count	Avg. Rank	Rank
Fresh start with proven school model (Nuevo comienzo, con un modelo escolar de eficacia comprobada)(6)	~ 0%	~ 0%		
Location of the facility and the population served (Lugar de las instalaciones y la poblacion a la que sirve)(5)	~ 0%	~ 0%		
Additional options for families (Opciones adicionales para las familias)(3)	1 50%	1 50%	1.50	2
Global education and curriculum choices (Educación global y opciones de plan de estudio)(3)	~ 0%	1 100%	2.00	3
Culturally diverse, strong curriculum (Opciones para los estudiantes, culturalmente diverso)(2)	1 100%	~ 0%	1.00	1
New Staff (Nuevo personal)(1)	~ 0%	~ 0%		
New culture and approach (Una cultura y enfoque completamente nuevos)(1)	~ 0%	~ 0%		
New school leader (Un nuevo líder escolar)	~ 0%	~ 0%		
Flow of students from elementary to middle; a nice feeder pattern (Hay un flujo entre los estudiantes de la primaria a la secundaria)	~ 0%	~ 0%		
Benefits list should be the same as Oakland's list (La lista de los beneficios debe ser la misma que la lista de Oakland)	~ 0%	~ 0%		
TOTALS	2	2		

**Rank order the following:McGlone - Replacement Challenges/(Ordene estos en orden de prioridad. McGlone- Desafios del Reemplazo.**

	1	2		
	Count	Count	Avg. Rank	Rank
Replaced staff have to apply for new jobs at the District /(El personal reemplazado debe solicitar nuevos empleos en el Distrito)(3)	~ 0%	~ 0%		
Making sure no students are displaced as a new school takes over.(3)/(Asegurarse que ningun estudiante sea desplazado conforme la nueva escuela toma posesion)	1 50%	1 50%	1.50	2
Displaces 125 students/(Desplaza 125 estudiantes)(2)	~ 0%	~ 0%		
Phase in/Phase out challenges/(Los retos que generan los procesos progresivos de inicio y cierre)(1)	~ 0%	1 100%	2.00	3
Maximizing the space with the program(1)/(Maximizar el espacio con el programa)	~ 0%	~ 0%		
A new beginning does not guarantee improved outcomes/(Un nuevo inicio no garantiza mejores resultados)	1 100%	~ 0%	1.00	1
Significant disruption/(Interrupción significativa)	~ 0%	~ 0%		
Limited experience of new school in community/(Experiencia limitada de la nueva escuela en la comunidad)	~ 0%	~ 0%		
Strong curriculum/(Plan de estudios fuerte)	~ 0%	~ 0%		
Staff that understands diversity and effective teachers and leadership (Personal que entiende la diversidad y maestros y lideres eficaces)	~ 0%	~ 0%		
Duplicates sheltered ESL language immersion. (Duplica la inmersión de idioma ESL protegido)	~ 0%	~ 0%		
<b>TOTALS</b>	<b>2</b>	<b>2</b>		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option. /(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %	Statistics
The benefits out-weigh the challenges		0%	Total Responses 3
The challenges out-weigh the benefits	1	33.3%	
They are about equal	1	33.3%	
Still don't have an opinion.	1	33.3%	

**Comments on replacement at McGlone/(Comentarios sobre el reemplazo de McGlone)**

ID	Response Data
126	no answer as I'm not part of that community.
162	en realidad nose

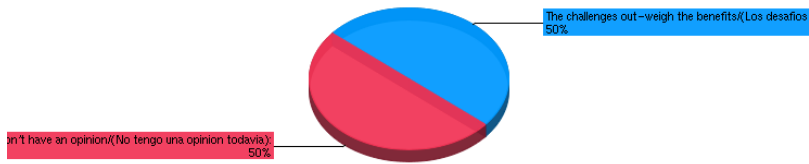
**Rank order the following:Oakland - Turnaround Benefits'(Ordenelos en el order de prioridad. Oakland- Beneficios del Cambio/Transformación Profunda)**

	1	2		
	Count	Count	Avg. Rank	Rank
Students currently in the Far North East will choose to stay rather than opting out./(Los estudiantes que estan en el extremo noreste van a escojer el quedarse en lugar de irse a otro lado)(7)	1 100%	~ 0%	1.00	1
High expectations for student achievement/(altas expectativas para los logros de los estudiantes)(5)	1 50%	1 50%	1.50	2
New Leadership/(Nuevo liderazgo)(2)	~ 0%	~ 0%		
Can't think of any with changes that have already been made since April./(No puedo pensar en ningún cambio que no se ha realizado desde abril)	~ 0%	1 100%	2.00	3
Current admin has taken over – ¼ staff has turned over/new./(El administrativo actual ha tomado el mando – ¼ del personal es nuevo)	~ 0%	~ 0%		
Clean Start for School & Culture/(Permite un nuevo comienzo para la escuela y a su cultura)	~ 0%	~ 0%		
More likely to bring sustained change than transformation/(Con mayores probabilidades de provocar cambios duraderos, que la Transformación ligera)	~ 0%	~ 0%		
New Staff/(Nuevo personal)	~ 0%	~ 0%		
Easier to implement innovations and new strategies/(Es más fácil aplicar innovaciones y nuevas estrategias)	~ 0%	~ 0%		
More time for teaching and learning/(Más tiempo dedicado a la enseñanza y al aprendizaje)	~ 0%	~ 0%		
TOTALS	2	2		

**Rank order the following:Oakland - Turnaround Challenges/(Ordenelos en orden de prioridad. Oakland- Desafios del Cambio/Transformación Profunda)**

	1	2	3		
	Count	Count	Count	Avg. Rank	Rank
Disrupt a new school culture for the 3rd straight year. (Disturba una nueva cultura escolar por el tercer año consecutivo)(7)	1 100%	~ 0%	~ 0%	1.00	2
New admin staff disrupts excellent PBS program (Nuevo personal de administración interrumpe excelente programa de PBS)(2)	~ 0%	~ 0%	~ 0%		
Too many areas that need improvement at this time; not enough of a foundation to build on (Hay muchas áreas que necesitan mejora en este momento)(1)	~ 0%	1 100%	~ 0%	2.00	4
Another change in leadership, already lost some excellent teachers (Otro cambio en el liderazgo, ya se han perdido algunos profesores excelentes)(1)	~ 0%	~ 0%	~ 0%		
Significant disruption (Interrupción significativa)	~ 0%	~ 0%	~ 0%		
Atmosphere and culture has significantly changed since Ms. Massey took over (Ha cambiado el ambiente y la cultura considerablemente desde que asumió la Sra. Massey)	~ 0%	~ 0%	~ 0%		
More turmoil for students and families/(Más confusión para los estudiantes y las familias)	~ 0%	~ 0%	1 100%	3.00	5
Where to start?; who to keep?; and who to exit? (Dónde empezar?; que mantener?; y quién debe salir?)	1 100%	~ 0%	~ 0%	1.00	1
New curriculum already implemented/(Nuevo plan de estudios ya implementado)	~ 0%	~ 0%	~ 0%		
It is a problem of curriculum or instruction or leadership/ (Es un problema con la instrucción del plan de estudios)	~ 0%	~ 0%	~ 0%		
Students currently in the Far North East will choose to stay rather than opting out/(Los estudiantes que estan en le extremo noreste se van a quedar en lugar de irse a otro lado)	~ 0%	~ 0%	~ 0%		
There needs to be a continued focus on strong options for second language learners/(Debe existir un enfoque muy fuerte en las opciones para los estudiantes que estan aprendiendo ingles)	~ 0%	1 100%	~ 0%	2.00	3
A new beginning does not guarantee improved outcomes/(Un nuevo inicio no garantiza mejores resultados)	~ 0%	~ 0%	~ 0%		
Replaced staff have to apply for new jobs at the district /(El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%		
Costly to implement (El implemetarlo es costoso)	~ 0%	~ 0%	~ 0%		
TOTALS	2	2	1		

Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option/(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)



Value	Count	Percent %
The benefits out-weigh the challenges		0%
The challenges out-weigh the benefits	1	50%
They are about equal		0%
Still don't have an opinion.	1	50%

Statistics	
Total Responses	2

Comments on turnaround at Oakland/(Comentarios sobre el Cambio/Transformacion Profunda de Oakland)

ID	Response Data
126	no answer as I'm not part of that community.
162	en realidad nose
165	Don't have enough knowledge to make a suggestion.

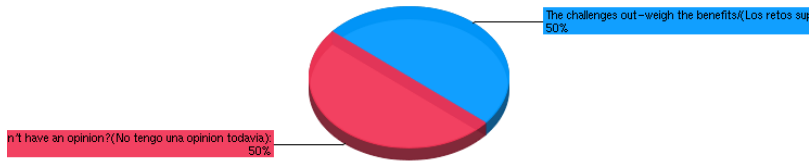
Rank order the following:Oakland - Replacement Benefits/(Ordenelos en orden de prioridad. Oakland- Beneficios del Reemplazo)

	1	2	3		
	Count	Count	Count	Avg. Rank	Rank
New culture and approach (Una cultura y enfoque completamente nuevos)(6)	~ 0%	~ 0%	~ 0%		
Additional options for families (Opciones adicionales para las familias)(3)	1 50%	1 50%	~ 0%	1.50	1
Fresh start with proven school model (Un nuevo comienzo, con un modelo escolar de eficacia comprobada)(2)	~ 0%	~ 0%	~ 0%		
Provides options for area children (Proporciona opciones para los niños del area)(2)	~ 0%	1 100%	~ 0%	2.00	3
New culture (Una nueva cultura)(1)	~ 0%	~ 0%	~ 0%		
Strong leadership (Un liderazgo fuerte)	~ 0%	~ 0%	~ 0%		
Program implementation (Ejecución del programa)	~ 0%	~ 0%	~ 0%		
New curriculum (Nuevo plan de estudios)	~ 0%	~ 0%	~ 0%		
Effective teachers (Maestros eficacez)	~ 0%	~ 0%	~ 0%		
Art instruction each day (Instrucción de arte cada día)	~ 0%	~ 0%	~ 0%		
Teaches students shape decision making. (Enseñarle a los estudiantes la toma de decisiones.)	1 50%	~ 0%	1 50%	2.00	2
New school leader (Un nuevo líder escolar)	~ 0%	~ 0%	~ 0%		
New Staff (Nuevo personal)	~ 0%	~ 0%	~ 0%		
increase cultural diversity by bringing in a DCIS/(Se incrementa la diversidad cultural al traer a DCIS)	~ 0%	~ 0%	~ 0%		
TOTALS	2	2	1		

**Rank order the following:Oakland - Replacement Challenges/(Ordene estos en orden de prioridad. Oakland- Desafios del Reemplazo)**

	1	2		
	Count	Count	Avg. Rank	Rank
Not configured to handle 3 center-based programs (No está configurado para manejar 3 programas bases)(5)	1 50%	1 50%	1.50	2
Enrollment process understanding (El entendimiento del proceso de inscripción)(4)	~ 0%	~ 0%		
Can displace many area students cause for busing (Puede reemplazar a muchos estudiantes del área debido al transporte)(1)	1 100%	~ 0%	1.00	1
Displaces 126 students (Desplazar a 126 estudiantes)	~ 0%	~ 0%		
Finding the right leaders (culturally appropriate/effective teachers) (Encontrar a los líderes correctos, (culturalmente apropiados/maestros eficaces))	~ 0%	1 100%	2.00	3
Significant disruption (Interrupción significativa)	~ 0%	~ 0%		
Duplicates love and logic already in place (Duplica el amor y la lógica que ya está en pie)	~ 0%	~ 0%		
Duplicates shelter ESL language immersion (Duplica el programa de inmersión ESL protegido)	~ 0%	~ 0%		
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	~ 0%	~ 0%		
Phase in/Phase out challenges (Los retos que generan los procesos progresivos de inicio y cierre)	~ 0%	~ 0%		
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%		
Limited experience of new school in community (Experiencia limitada de la nueva escuela en la comunidad)	~ 0%	~ 0%		
Traffic in and around area can and will increase, creating safety concerns (El tráfico alrededor y dentro del área va a aumentará, creando problemas de seguridad)	~ 0%	~ 0%		
	TOTALS	2	2	

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option/(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %
The benefits out-weigh the challenges		0%
The challenges out-weigh the benefits	1	50%
They are about equal		0%
Still don't have an opinion.	1	50%

Statistics	
Total Responses	2

**Comments on replacement at Oakland/(Comentarios sobre el reemplazo de Oakland)**

ID	Response Data
126	no answer as I'm not part of that community.

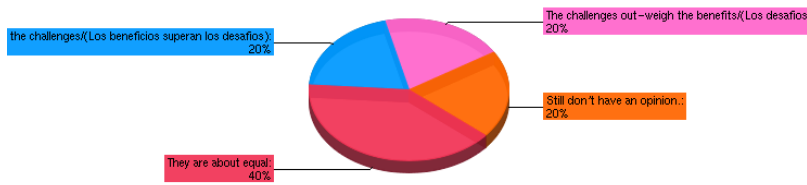
**Rank order the following:Montbello - Turnaround Benefits/(ordene estos en orden de prioridad. Montbello- beneficios del cambio/Transformacion profunda)**

	1	2	3	4	5	6	7		
	Count	Count	Count	Count	Count	Count	Count	Avg. Rank	Rank
New school must look different than old school /(La escuela nueva se debe ver diferente a la escuela vieja)(3)	3 75%	~ 0%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	1.50	1
Easier to implement innovations and new strategies/(Es más fácil aplicar innovaciones y nuevas estrategias)(3)	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	3
More time for teaching and learning/(Más tiempo dedicado a la enseñanza y al aprendizaje)(3)	~ 0%	1 50%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	3.50	6
Clean Start for School & Culture/(Permite un nuevo comienzo a la escuela y a su cultura)(2)	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	1 33.3%	~ 0%	4.33	7
Want to be sure that Montbello can stack up to other competition.(2)/Asegurar que Montbello este al nivel de la competencia)	1 25%	2 50%	~ 0%	1 25%	~ 0%	~ 0%	~ 0%	2.25	4
Opportunities for teacher collaboration (oportunidades para la colaboracion entre profesores)(1)	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	2
New Leadership; (Nuevo liderazgo)(1)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
New Staff (Nuevo personal)(1)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Constant data gathering (constante recopilacion de datos)	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	1 50%	6.00	8
High expectations for student achievement (altas expectativas para los logros de los estudiantes)	~ 0%	1 25%	1 25%	1 25%	1 25%	~ 0%	~ 0%	3.50	5
More likely to bring sustained change than transformation (Con mayores probabilidades de provocar cambios duraderos, que la Transformación ligera)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
<b>TOTALS</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>		

**Rank order the following:Montbello - Turnaround Challenges/(Ordewne estos en orden de prioridad. Montbello- Desafios del Cambio/Transformacion profunda)**

	1	2	3	4	5	6	7	8	9		
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Avg. Rank	Rank
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)(5)	2 50%	~ 0%	1 25%	1 25%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.25	4
Significant disruption (Interrupción significativa)(3)	~ 0%	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.00	6
Lots of assessments (muchos analisis)(3)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	6.00	9
Perception of Montbello. (la percepcion de montbello)(2)	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	4.67	8
Fear of change/not knowing what a new Montbello would look like.(temor al cambio/no saber como se vera una nueva Montbello.(2)	1 33.3%	~ 0%	~ 0%	~ 0%	2 66.7%	~ 0%	~ 0%	~ 0%	~ 0%	3.67	7
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)(1)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Something being done TO school/community not FOR school/community (Algo que se le esta haciendo a la escuela/comunidad sin ser para la escuela/comunidad)(1)	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
Costly to implement (La implementacion es costosa)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	8.00	11
Finding staff that is invested in community (Encontrar personal que esta comprometido con la comunidad)	~ 0%	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	5
Fear of turnaround of Montbello will look like Manual. (Hay un temor de que el cambio/transformacion profunda de Montbello se vera como Manual)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Diverse teaching staff at Montbello currently and students/parents trust them. (Hay personal diverso en Montbello y hasta ahora los padres y los estudiantes les tienen confianza)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Teachers interested in learning process and communicate this to parents.(Los meastros estan interesados en el proceso de enseñanza y les comunican esto a los padres)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	1 50%	7.50	10
Too much change with principals at the school. (Different from start of Montbello experience to end of Montbello experience.)/(Mucho cambio de directores de la escuela)	~ 0%	3 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	2
Extended day.(el día es mas largo)	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	3
<b>TOTALS</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>		

Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option./(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)



Value	Count	Percent %
The benefits out-weigh the challenges	1	20%
The challenges out-weigh the benefits	1	20%
They are about equal	2	40%
Still don't have an opinion.	1	20%

Statistics	
Total Responses	5

Comments on turnaround at Montbello/(Comentarios sobre este opción)

ID	Response Data
126	no answer as I'm not part of that community.
146	In the research I've done regarding Montbello, it seems like the current leadership has a plan in place for turnaround and a grant to support those efforts. There seems to be a lot of need at that school, but it appears that it is headed in the right direction. It would be great to see the full impact of the turnaround grant before making the final decision, but I understand that is tricky as parents/students are anxious to improve the school
162	bueno este pues tengo un comentario acerca de los tres diferentes programas que ivan a poner en la preparatoria montbello

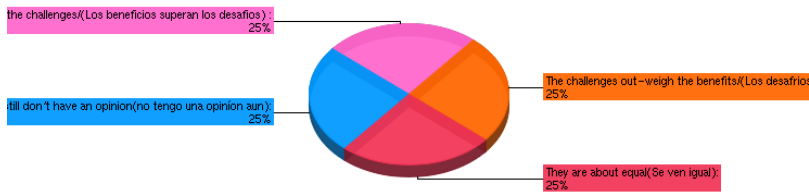
Rank order the following:Montbello - Right-size benefits/(Ordene estos en orden de prioridad. Montbello- beneficios del cambio de tamaño.

	1	2	3	4	5	6	7	8	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count		
New school must look different than old school. (la escuela nueva se debe ver diferente a la escuela vieja)(3)	1 50%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	3.00	6
Want to be sure that Montbello can stack up to other competition.(2)//Asegurarse que Montbello este al nivel de la competencia.	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	4.00	7
Need to understand new curric and what you're offering under new Montbello brand. (Necesidad de entender el nuevo plan de estudios y que ofrecen sobre la nueva marca de Monbello)(1)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	6.00	10
Smaller school easier to manage (es mas facil administrar una escuela mas pequena)	~ 0%	~ 0%	2 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.00	5
Easier to implement innovations and new strategies (Es más fácil aplicar innovaciones y nuevas estrategias)	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.50	2
Addition of proven school model (adicion de un modelo escolar de eficacia comprobada)	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	4.00	8
New culture and approach (Una cultura y enfoque completamente nuevos)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Additional options for families (Opciones adicionales para las familias)	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	1 50%	~ 0%	5.50	9
Community minded (en de acuerdo con la comunidad)	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	1 50%	6.50	11
Cultural diversity and awareness (diversidad cultural y la toma de conciencia)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Emphasis on academic achievement (enfasis en rendimiento academico)	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.50	3
Increased graduation rates (incrementar el numero de graduados)	~ 0%	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	4
Positive spotlight on Montbello/ perception of change (poner un enfoque positivo sobre el cambio y la percepcion de Montbello)	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
TOTALS	4	4	3	2	2	2	1	1		

**Rank order the following:Montbello - Right-size Challenges/(Ordenen estos en orden de prioridad. Montbello- Desafios del Cambio de tamaño)**

	1	2	3	4	5	6	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count		
Perception of Montbello. (la percepcion de montbello)(2)	1 50%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	2.50	4
Something being done TO school/community not FOR school/community (Algo que se le esta haciendo a la escuela/comunidad sin ser, para la escuela/comunidad)(1)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Fear of turnaround of Montbello will look like Manual. (Hay un temor de que el cambio/transformacion profunda de Montbello se vera como Manual)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Diverse teaching staff at Montbello currently and students/parents trust them. (Hay personal diverso en Montbello y hasta ahora los padres y los estudiantes les tienen confianza)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Significant disruption (Interrupción significativa)	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	1 33.3%	3.33	6
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	3.00	5
Rivalry between schools (rivalidad entre escuelas)	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
Co-location challenges (desafios de coubicación)	~ 0%	2 100%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	3
Fairness (equidad)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Community acceptance (aceptacion de la comunidad)	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	2
May not be inclusive to all kids (podria no sentirse inclusivo para todos los ninos)	~ 0%	~ 0%	1 50%	~ 0%	1 50%	~ 0%	4.00	7
TOTALS	3	3	3	1	1	1		

**Recognizing we have come a long way thinking about the options for our schools but that we're still in the middle of this process, what is your gut feeling about this option. /(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %
The benefits out-weigh the challenges	1	25%
The challenges out-weigh the benefits	1	25%
They are about equal	1	25%
I don't know	1	25%

Statistics	
Total Responses	4

**Comments on right-sizing at Montbello/(Comentarios sobre este opción)**

ID	Response Data
114	Please ensure that down sizing a school is part of a thoughtful plan, and not done to make room for an approved charter school.
126	no answer as I'm not part of that community.

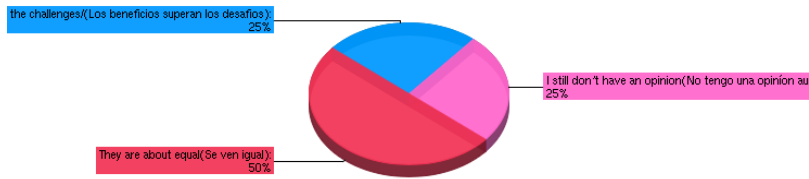
**Rank order the following:Montbello - Add programs Benefits/(Ordene estos en orden de prioridad. Montbello- Beneficios de Agregar Programas)**

	1	2	3	4	5	6	7	8	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count		
New school must look different than old school. (la escuela nueva se debe ver diferente a la escuela vieja)(3)	1 50%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	3.00	4
Show me a shared school. Can't visual what 3 schools in one looks like.(Enseñame una escuela compartida. No puedo visualizar como se ven 3 escuelas en una)(2)	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	4.00	6
Want to be sure that Montbello can stack up to other competition.(2)/(Asegurar que Montbello pueda estar	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	6.00	9
Need to understand new curric and what you're offering under new Montbello brand. (Necesidad de entender el nuevo plan de estudios y que ofrecen sobre la nueva marca de Montbello)(1)	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	3.33	5
Allows students to accelerate acquisition of college degree	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Increased graduation rates (incrementar el numero de graduados)	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	4.50	8
High Achievement (alto logro)	1 50%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	1
Provides early college program and college course credit/(Provee un program de antes de la universidad-College y cursos que den creditos de la universidad-College)	1 33.3%	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	2.33	2
Cultural diversity (diversidad cultural)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Provides additional choices for students and parents (mas opciones para los estudiantes y padres)	~ 0%	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	3
Community excitement (emocion en la comunidad)	~ 0%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	1 50%	6.00	10
Retain neighborhood kids (retener a los niños del vecindarios)	~ 0%	1 25%	1 25%	~ 0%	1 25%	~ 0%	1 25%	~ 0%	4.25	7
<b>TOTALS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>		

**Rank order the following:Montbello - Add programs Challenges (Ordene estos en orden de prioridad. Montbello- Desafios de Agregar Programas)**

	1	2	3	4	5	6	7	8	Avg. Rank	Rank
	Count	Count	Count	Count	Count	Count	Count	Count		
Perception of Montbello. (la percepcion de montbello)(2)	1 50%	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	2.50	3
Infrastructure at Montbello would require modifications. (la infraestructura de Montbello va a requerir modificaciones)(1)	1 33.3%	1 33.3%	~ 0%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	2.67	4
Something being done TO school/community not FOR school/community (Algo que se le esta haciendo a la escuela/comunidad sin ser para la escuela/comunidad)(1)	1 33.3%	1 33.3%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	2.33	2
Fear of turnaround of Montbello will look like Manual. Hay un temor de que el cambio/transformacion profunda de Montbello se vera como Manual)	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	5.00	9
Diverse teaching staff at Montbello currently and students/parents trust them. (Hay personal diverso en Montbello y hasta ahora los padres y los estudiantes les tienen confianza)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
Teachers should have more freedom to use different methods of teaching the curriculum.(Los maestros necesitan mas libertad para usar diferentes metodos de ensenanza del plan de estudios)	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	3.00	6
Students need more than an ELA program. ( Los estudiantes necesitan mas que un progrmama de ELA)	~ 0%	1 33.3%	~ 0%	~ 0%	1 33.3%	1 33.3%	~ 0%	~ 0%	4.33	7
Change what's negative and back about Montbello and keep it as one school. (Cambiar lo que es negativo para Montbello y dejarla como una escuela)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	7.00	10
Co-location challenges (desafios de coubicación)	~ 0%	~ 0%	2 66.7%	~ 0%	~ 0%	~ 0%	~ 0%	1 33.3%	4.67	8
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	1 33.3%	~ 0%	1 33.3%	1 33.3%	~ 0%	~ 0%	~ 0%	~ 0%	2.67	5
Staffing of program (el personal uno de los retos)	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	1
<b>TOTALS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>		

**Recognizing we have come a long way thinking about the options for our schools but that we're still in the middle of this process, what is your gut feeling about this option. ((Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %	Statistics
The benefits out-weigh the challenges	1	25%	Total Responses 4
The challenges out-weigh the benefits		0%	
They are about equal	2	50%	
I don't know	1	25%	

Comments on adding programs at Montbello/(Comentarios sobre este opción)

ID	Response Data
114	Increased graduation rates must be accompanied by increased student achievement; otherwise we are graduating students who are not prepared for career, college and beyond
126	no answer as I'm not part of that community.

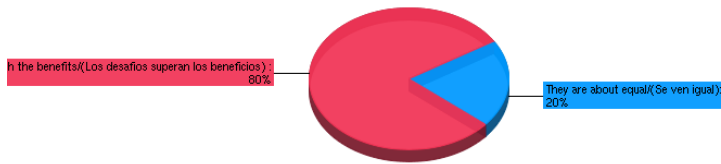
**Rank order the following:Noel - Turnaround Benefits.(Ordenen estos en orden de prioridad. Noel - Beneficios del Cambio/Transformacion Profunda)**

	1	2	Avg. Rank	Rank
	Count	Count		
Building healthy school culture (i.e. the launching/unveiling of a new set of high expectations for parents and students; reinventing perception of school in community, and increasing accountability for the success of the new school) (Construir una cultura saludable- el iniciar o redescubrir una nueva serie de expectativas para los padres y maestros, reinventar la percepcion de la escuela en la comunidad y un aumento de la responsabilidad de la escuela en la comunidad)(4)	2 100%	~ 0%	1.00	1
More likely to bring sustained change than transformation (Con mayores probabilidades de provocar cambios duraderos, que la Transformación profunda)(4)	~ 0%	~ 0%		
Urgent; focus on creating dramatic change in a short period of time (Urgente; se enfoca en crear un cambio dramatico en un periodo de tiempo muy corto)(3)	~ 0%	~ 0%		
New Staff (Nuevo personal)(3)	~ 0%	~ 0%		
Build something brand new with a brand new team (construir algo nuevo con un equipo nuevo)(1)	~ 0%	~ 0%		
Easier to implement innovations and new strategies (Es más fácil aplicar innovaciones y nuevas estrategias)(1)	~ 0%	~ 0%		
Clean Start for School (Permite a la escuela comenzar desde cero)	~ 0%	~ 0%		
More time for teaching and learning (Más tiempo dedicado a la enseñanza y al aprendizaje)	~ 0%	2 100%	2.00	2
<b>TOTALS</b>	<b>2</b>	<b>2</b>		

**Rank order the following:Noel - Turnaround Challenges/( Ordene esots en orden de prioridad. Noel- Desafios del Cambio/Transformacion Completa)**

	1	2	3	4	Avg. Rank	Rank
	Count	Count	Count	Count		
Principal/leadership turnover - lack of stability (Un cambio del director o del personal-le quita estabilidad)(4)	2 66.7%	1 33.3%	~ 0%	~ 0%	1.33	1
Significant disruption (Interrupción significativa)	2 50%	2 50%	~ 0%	~ 0%	1.50	2
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%	~ 0%		
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	~ 0%	1 100%	~ 0%	~ 0%	2.00	3
Costly to implement (La aplicación es costosa)	~ 0%	~ 0%	2 100%	~ 0%	3.00	5
IEP support to ESL (IEP apoyo a ESL)	1 50%	~ 0%	~ 0%	1 50%	2.50	4
<b>TOTALS</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>1</b>		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option./(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %
The benefits out-weigh the challenges		0%
The challenges out-weigh the benefits	4	80%
They are about equal	1	20%
Still don't have an opinion.		0%

Statistics	
Total Responses	5

**Comments on turnaround at Noel/(Comentarios sobre este opción)**

ID	Response Data
114	This option is costly to implement because Noel already has a turnaround grant of approx. \$800,000 per year, which has already increased learning time and turned over nearly 1/3 of the staff
126	no answer as I'm not part of that community.
143	I think that there has not been clear, definitive information shared around this. From my understanding there are 2 differences between the current Transformation work and this proposed Turnaround work - (1) 50% of teaching staff let go and (2) Principal could be (but does not have to be) replaced. What is DPS going to do about #2 - replace the principal or not? When will we know their stance? This is important information that would influence people to either support or not support Turnaround as an option. Furthermore - it would be extremely helpful to have public information shared regarding the goals, thresholds, etc. (what by when) need to be reached at Noel to show that it is "on track". At the last community meeting (FNECC), a DPS person shared that what Noel was doing was not "good enough" - where is the shortfall? This information, shared with all - admin, faculty, staff, parents, youth, community, etc. is essential. Without knowing the grading rubric, expectations, etc. how are those at Noel supposed to be effective? The "by when" piece is also critical. I recall Hill Middle School being highlighted (on DPS website and Denver Post) as being a turnaround success... and, remember that the article said that it took 5 years. What is the timeframe that Noel stakeholders are being held to? Information such as this provides clear communication, transparent processes, enables many to "get on board", etc. It is the opposite of this - not knowing what is happening, when, who is making the decisions, what the "grading system" is, etc. that deteriorates trust, hope and undermines both actual and potential strides forward.
146	To some degree turnaround is already underway at Noel. One third of the staff is new and everyone is really fired up about the turnaround grant. All staff - from teachers to admin to support staff - is working very hard to make sure every decision works toward the greater goal of supporting student achievement. So it seems like turnaround would be a great option if it could support the efforts already under way.
153	In the midst of transformation, Noel has initiated changes that are leading to change in the culture and achievement of the students. Significant effort has been established to create a positive learning environment with the addition of quality staff, targeted professional development..
165	A significant Turnaround has already begun at NOEL. Staff percentage of change is about 5 percent of teaching staff. Many changes in culture and climate are in place and working very well. Overall staff attitudes are positive and aggressively progressive. The atmosphere is one of academic success as you walk down the halls. Let NOEL continue with the forward progress and enhanced pace of progress.

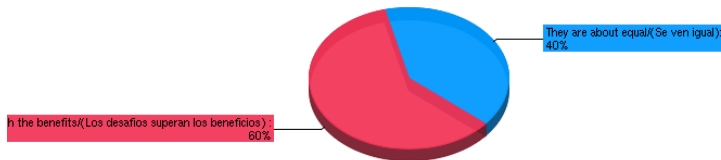
**Rank order the following:Noel - Right-size Benefits/(Ordene en orden de prioridad. Noel- Beneficios del Cambio de Tamaño)**

	1	2	3	Avg. Rank	Rank
	Count	Count	Count		
The smaller size could make it easier to implement innovations and new strategies (Es más fácil aplicar innovaciones y nuevas estrategias)(1)	1 50%	1 50%	~ 0%	1.50	3
Smaller school easier to manage (es mas facil administrar una escuela mas pequena)(1)	1 50%	1 50%	~ 0%	1.50	2
New culture and approach (Una cultura y enfoque completamente nuevos)(1)	~ 0%	~ 0%	~ 0%		
Addition of proven school model (adicion de un modelo escolar de eficacia comprobada)	~ 0%	~ 0%	~ 0%		
Additional options for families (Opciones adicionales para las familias)	~ 0%	~ 0%	1 100%	3.00	4
Provides accommodation for location of another high quality MS program into building, using building to maximum capacity (Provee el acomodar a otro programa de Middle School de alta calidad dentro del edificio y se usa el edificio a su maxima capacidad)	1 100%	~ 0%	~ 0%	1.00	1
TOTALS	3	2	1		

**Rank order the following: Noel - Right-size Challenges/(Ordene estos en orden de prioridad. Noel- Desafios del Cambio de Tamaño).**

	1	2	3	4	5	6	Avg. Rank	Rank
Perception of the community that some kids will be displaced or "gotten rid of" (percepcion de la comunidad de que algunos niños seran despalzados o practicamente eliminados)	2 66.7%	~ 0%	1 33.3%	~ 0%	~ 0%	~ 0%	1.67	3
KIPP model may be unappealing or inaccessible to some families (el modelo KIPP tal vez no sea atractivo o sea inaccesible para algunas familias)	1 50%	1 50%	~ 0%	~ 0%	~ 0%	~ 0%	1.50	2
If you co-locate a district school and a charter school, there would be an equity issue in the building (inequities in learning time, resources, extracurricular)/(Si se comparte la ubicacion con una escuela del Distriot y una excuela Charter habra un problema con la igualdad (desigualdades en el tiempo de enseñanza, recurso, extras en el plan de estudios)	~ 0%	1 33.3%	1 33.3%	~ 0%	1 33.3%	~ 0%	3.33	5
Difficult to assign a boundary for KIPP (dificultad al asignar una division o limite para KIPP)	~ 0%	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	2.00	4
Significant disruption (Interrupción significativa)	1 100%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
Replaced staff have to apply for new jobs at the District (El personal reemplazado debe solicitar nuevos empleos en el Distrito)	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%	~ 0%		
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)	~ 0%	~ 0%	1 50%	~ 0%	~ 0%	1 50%	4.50	10
Phase in/Phase out challenges (Los retos que generan los procesos progresivos de inicio y cierre)	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	4.00	8
Co-location challenges (desafios de co-ubicación)	~ 0%	~ 0%	1 33.3%	1 33.3%	1 33.3%	~ 0%	4.00	9
Competition between schools (competencia entre las escuelas)	~ 0%	~ 0%	~ 0%	1 100%	~ 0%	~ 0%	4.00	7
The budget for the new school will be "right-sized" too. (El presupuesto de la nueva escuela sera "adaptado" tambien.	~ 0%	1 33.3%	~ 0%	1 33.3%	1 33.3%	~ 0%	3.67	6
<b>TOTALS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1</b>		

**Recognizing that we have come a long way in thinking about the options for our schools but that we're still in the middle of this process, what is your current feeling about this option. /(Reconociendo que hemos caminado un largo camino en el pensamiento de todas la opciones para nuestras escuelas pero, aun estamos a la mitad del proceso, cual es su sentimiento en este momento sobre esta opción?)**



Value	Count	Percent %
The benefits out-weigh the challenges		0%
The challenges out-weigh the benefits	3	60%
They are about equal	2	40%
Still don't have an opinion.		0%

Statistics	
Total Responses	5

**Comments on right-sizing at Noel/(Comentarios sobre este opción)**

ID	Response Data
114	Right sizing will not necessarily make innovations easier to manage, as the school staff will also down size. The Noel turnaround grant is in its first few months of implementation and staff, students and parents are optimistic about its potential. The Noel community seems to want a more traditional, comprehensive middle school.
126	no answer as I'm not part of that community.
143	Shrinking Noel also means shrinking available resources available to youth, faculty, etc. The number shared at the last FNECC meeting was 500 - what is the magic difference to be realized when downsizing the school by 220 youth? Colocation of another middle school - particularly if it's one that does not abide by DPS rules 'n regs for "typical" schools would only further complicate the situation. The virtual colocation of Kipp next to Rishel Middle School did not assist Rishel students at all. Rather, many of the youth whose families were able to participate in the more intense Kipp model relocated to that school - leaving many youth whose families (good reasons or not good reasons) could not abide by the model at Rishel. And - at the end of the day - when a school such as Kipp is able to have many more student contact hours/week (as opposed to DPS which is limited due to teacher contracts, etc.)... results are going to favor that model. Which then, makes Noel look worse. It often negates the strives Noel is making. Even when folks are not openly acknowledging that the comparison is apples to oranges - due to school structure.
146	This option seems equal to me at this point. I think it would be helpful to understand exactly what a co-location could look like and understand where all of current students fall into that plan.
153	Again with transformation, right sizing, could potentially, displace families and teachers.
165	Dont believe Right Size is relevant at Noel. Leave Noel in Transformation as we have already completed much of a Turnaround Process with Admin., staff, culture and climate.

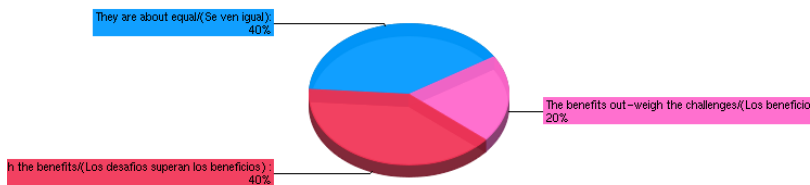
**Rank order the following:Noel - Change program Benefits/(Ordene estos en orden de prioridad. Noel- Beneficios por el Cambio de Programa)**

	1	2	3	4	5	Avg. Rank	Rank
	Count	Count	Count	Count	Count		
Replication of DPS models that are successful(3)/(Replicacion de los modelos del DPS que tiene exito)	2 100%	~ 0%	~ 0%	~ 0%	~ 0%	1.00	1
Positive perception in the community that FNE is focus(2)/(Percepcion positiva de la comunidad de que el area del FNE esta enfocada)	~ 0%	1 50%	1 50%	~ 0%	~ 0%	2.50	3
Potential opportunity for themed school to provide well-rounded "non-academic" learning experiences. (1)/(Oportunidades potenciales para escuelas tematicas para proveer oportunidades "No academicas" que son completas.	2 50%	1 25%	1 25%	~ 0%	~ 0%	1.75	2
Provides additional choices for students and parents (mas opciones para los estudiantes y padres)(1)	~ 0%	1 50%	~ 0%	1 50%	~ 0%	3.00	4
Exciting option for the community (una oportunidad emocionante para la comunidad)	~ 0%	~ 0%	1 50%	~ 0%	1 50%	4.00	5
<b>TOTALS</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>		

**Rank order the following:Noel - Change program Challenges/(Ordene en orden de prioridad. Noel- Desafios en el Cambio del programa)**

	1	2	3	4	Avg. Rank	Rank
	Count	Count	Count	Count		
A new beginning does not guarantee improved outcomes (Un nuevo inicio no garantiza mejores resultados)(3)	1 50%	1 50%	~ 0%	~ 0%	1.50	1
Acceptance of new changes(3)/(Aceptacion de los nuevos cambios)	~ 0%	~ 0%	~ 0%	~ 0%		
Challenge to come to consensus on a new program and then to market it(2)/(Existe un reto en encontrar un acuerdo general en un nuevo programa y despues en hacer la mercadotecnia)	1 25%	1 25%	2 50%	~ 0%	2.25	3
Short timeline for development of new program, including hiring of new staff to plan and implement(1)/(El tiempo es muy corto para desarrollar un nuevo programa incluyendo el contratar al personal para implementar el plan)	1 33.3%	2 66.7%	~ 0%	~ 0%	1.67	2
Demand for new program/(Se pide de un nuevo programa)	~ 0%	~ 0%	1 100%	~ 0%	3.00	5
Reluctance of parents currently attending school if new program is not desirable; need to change to new school/(Una negativa de los padres que sus hijo asisten a la escuela si el progrmam no es deseable, se van a querer cambiar a otra escuela)	1 33.3%	~ 0%	~ 0%	2 66.7%	3.00	6
Costly to plan and implement/(Es costoso para planear e implementar)	~ 0%	~ 0%	1 100%	~ 0%	3.00	4
<b>TOTALS</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>		

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Value	Count	Percent %
The benefits out-weigh the challenges	1	20%
The challenges out-weigh the benefits	2	40%
They are about equal	2	40%
Still don't have an opinion.	0	0%

Statistics	
Total Responses	5

Comments on changing programs at Noel/(Comentarios sobre este opción)

ID	Response Data
114	Adding a new program, especially an arts program, is a viable option but not if that means that the transformation plan ends and the new school begins fresh. Students at an arts program will still need to reach proficiency in reading and writing. A solid instructional foundation will still be required. It does not make sense to dismantle the transformation components that are working, particularly given Noel's gains before the turnaround grant even began.
126	no answer as I'm not part of that community.
146	Again, these options seem equal to me. I agree that the community would welcome a focused program in this community, it would just need to be done to ensure students/families don't feel misplaced. In addition, even with the addition of another program (ie arts, etc) the school still needs strong instruction. I wonder if the school could continue with the turnaround grant, and slowly add the additional program as it makes sense. I also agree with the comment above that it seems like a quick timeline to roll out something like this by next year. So lots of positives to this option in my opinion, I think the community just needs more info.
153	With the transformation, the opportunity to bring in a new program along with the existing efforts could be very promising.
165	Leave Noel in Transformation as we have already completed much of a Turnaround Process with Admin., staff, culture and climate.

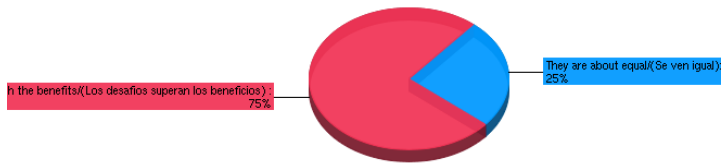
Rank order the following:Noel - Change grade structure Benefits/(Ordene estos en orden de prioridad. Noel- Beneficios en el Cambio en la estructura de los grados)

	1	2	Avg. Rank	Rank
	Count	Count		
Work with students over extended time for 7 years rather than 3; better able to focus on individual student needs, develop relationships, and make a bigger impact over time (if that's the right thing for that student)/(Trabajar con los estudiantes por periodos largos de tiempo por 7 años en lugar de 3;mejorar el enfoque personal en las necesidades del estudiante, desarrollar relaciones, y hacer un impacto mas fuerte a lo largo del tiempo-Si es que eso es lo mejor para el estudiante)	2 100%	~ 0%	1.00	1
Smaller learning environment/(Un ambiente mas pequeño para el aprendizaje)	~ 0%	1 100%	2.00	3
More focused on student needs and success/(Mas enfoque en las necesidades de los estudiantes y su exito)	~ 0%	~ 0%		
Provides an additional HS option for the FNE/(Provee una opcion mas para la preparatoria-high School para el area noreste.	1 100%	~ 0%	1.00	2
	TOTALS	3 1		

Rank order the following:Noel - Change grade structure Challenges/(Ordene estos en orden de prioridad. Noel- Cambiar la estructura de los grados)

	1	2	3	4	Avg. Rank	Rank
	Count	Count	Count	Count		
Ensuring every student has a high quality school to attend as this may displace MS students(1)/(Asegurar que cada estudiante tiene una escuela de alta calidad adonde asistir y esto tal vez desplace a estudiantes de secundaria)	3 60%	2 40%	~ 0%	~ 0%	1.40	1
How to be inclusive and equitable in terms of access to the program(1)/(Como ser inclusivo y equitativo en terminos de acceso al programa)	1 50%	1 50%	~ 0%	~ 0%	1.50	2
Would compete with Montbello, MLK, DSST/(Competiria con Montbello, MLK, DSST)	~ 0%	1 100%	~ 0%	~ 0%	2.00	3
Numerous requirements to comply with high school requirements/(Muchos tramites para cumplir con los requisitos de la escuela preparatoris-High School)	~ 0%	~ 0%	~ 0%	~ 0%		
Doesn't necessarily result in improved student outcomes/(Como esto ayuda a mejorar el rendimiento?)	1 33.3%	~ 0%	2 66.7%	~ 0%	2.33	4
Room for all who want to attend/(lugar para todos los que quieran asistir)	~ 0%	~ 0%	1 100%	~ 0%	3.00	6
Some students do not want to stay at the same school for MS and HS/(Algunos estudiantes no se quieren quedar en lamisma escuela para la secundaria o la preparatoris -High School)	~ 0%	1 33.3%	1 33.3%	1 33.3%	3.00	5
	TOTALS	5 5	4 4	1 1		

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Value	Count	Percent %
The benefits out-weigh the challenges	0	0%
The challenges out-weigh the benefits	3	75%
They are about equal	1	25%
Still don't have an opinion.	0	0%

Statistics	
Total Responses	4

Comments on changing grade structure at Noel/(Comentarios sobre este opción)

ID	Response Data
126	no answer as I'm not part of that community.
143	Not knowing much about the regional needs of FNE, it is hard to respond to this. I do believe that Noel should either stay true to serving 6-8 grades OR if DPS/FNECC needs for other grades to be served out of Noel... that the colocation/grade change should be with grades other than 6-8 (so, either colocate/add an elem. or a high).
153	What options do parents have for the traditional model of middle school?
165	Leave Noel in Transformation as we have already completed much of a Turnaround Process with Admin., staff, culture and climate.