Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

Fighting Privatization of Education and Winning Community Schools: Of, By, and For the People

Kyle Serrette, Portia White, Emily Heath, Christine DonFrancesco
NEA Leadership Competency for this session:

• NEA Leadership Competencies:
  • Foundational and Level 2: Mobilizing & Power Building

• NEA Leadership Competency themes.
  • Utilizes best practices in advocacy and political efforts
  • Leads public education policy reform
NEA Strategic Goal and NEA Organizational Priority of this session:

• NEA Strategic Goal
  - advancing opportunities that will identify, organize, and engage new and early career educators; amplify the voices of all educators, support our members’ professional growth, and promote social justice for our students, communities and our nation;
  - securing a pro-public education environment for students, educators, and families; and
  - building the capacity of the local, state and national union to ensure the success of public education.

• NEA Organizational Priorities
  - Early Career Educator
  - Racial Justice in Education
  - My School, My Voice
  - Supporting Professional Excellence
Session Outcomes (Second to last slide)

The content from this session can be used in the following ways in your current position/role:

• Outcome #1: Deepen understanding of school improvement strategies that can be used in your district.

• Outcome #2: Deepen understanding of organizations and strategies used to privatize public schools.

• Outcome #3: Deepen understanding of how ESSA can be used as a tool to push for Community Schools.
SEMI-QUICK LEVEL SET
In 1846, Semmelweis had just started his new job at the maternity clinic at Vienna General Hospital.

At that time, women were dying at staggering rates in hospitals shortly after giving birth from “childbed fever,” a disease also called puerperal fever.

He studied two maternity wards in the hospital. The Doctors' ward had five times the mortality of midwives' ward.

Semmelweis proposed the practice of washing hands with chlorinated lime solutions in 1847 while working in Vienna General Hospital's First Obstetrical Clinic.

In 1865, when he was only 47 years old, Ignaz Semmelweis was committed to a mental asylum.
Students express difficulty relating to the material. We lack a full body of helpful assessment and a layered delivery system. There seems to be no time for these courses. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. The instructional model of our current ELA delivery is one size fits all. Student cannot get individualized attention needed with large class sizes.

Students express low motivation or drive—"self-identified reason" to attend. Some students have academic needs for supports or scaffold needed. Students express lack of belonging. Teachers report low participation. Students arriving late or leaving early. The instructional model of our current ELA delivery is one size fits all. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support.

Our curricular resources lack cultural relevancy. Some students have academic needs for supports or scaffold needed. Students express lack of belonging. Teachers report low participation. Students arriving late or leaving early. The instructional model of our current ELA delivery is one size fits all. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support.

We lack of intervention trained staff/specialists. We lack of full body of helpful assessment and a layered delivery system. There seems to be no time for these courses. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support.

Mismatch between curricular demand level and student independent level. Limited curricular resources. Teacher professional development needs. Underdeveloped intervention systems.
In school:

1000 waking hours

4,500 waking hours outside of school
<table>
<thead>
<tr>
<th>Education Landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>By The Numbers</td>
</tr>
<tr>
<td>99,328</td>
</tr>
<tr>
<td>6,900</td>
</tr>
<tr>
<td>13,631</td>
</tr>
<tr>
<td>4000</td>
</tr>
<tr>
<td>50,040,000</td>
</tr>
<tr>
<td>3,100,000</td>
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<tr>
<td>5,100,000</td>
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<tr>
<td>$652,235,760,000</td>
</tr>
<tr>
<td>$46,164,240,000</td>
</tr>
<tr>
<td>$580,000,000,000</td>
</tr>
<tr>
<td>$3,300,000,000,000*</td>
</tr>
</tbody>
</table>
## Education Landscape
### By The Numbers

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 100 students</td>
<td>852</td>
</tr>
<tr>
<td>&gt; 10,000 students</td>
<td>12700</td>
</tr>
<tr>
<td>10,000 to 14k</td>
<td>355</td>
</tr>
<tr>
<td>15,000 to 19k</td>
<td>163</td>
</tr>
<tr>
<td>20,000 to 29k</td>
<td>176</td>
</tr>
<tr>
<td>30,000 to 39k</td>
<td>88</td>
</tr>
<tr>
<td>40,000 to 49k</td>
<td>52</td>
</tr>
<tr>
<td>50,000 to 74k</td>
<td>52</td>
</tr>
<tr>
<td>75,000 to 99k</td>
<td>16</td>
</tr>
<tr>
<td>100k to 199k</td>
<td>21</td>
</tr>
<tr>
<td>200k to 299k</td>
<td>3</td>
</tr>
<tr>
<td>300k or more students</td>
<td>5</td>
</tr>
</tbody>
</table>

10,377,458

Top 100 largest school districts

= 10,551 smallest districts
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
</table>
| 26,000,000  | • Low income students  
• E.g. Single parent with annual income of less than $19,669  
• Source: National Center for Educational Statistics (NCES) |                                                        |
| 16,000,000  | • Students living in poverty.  
• Source: National Center for Educational Statistics (NCES) |                                                        |
| 6,400,000   | • Students in extreme poverty  
• Students in family of four ($11,746)  
• Source: National Center for Educational Statistics (NCES) |                                                        |
| 1,260,721   | • Total number of homeless students in public education  
• Source: National Center for Educational Statistics (NCES) |                                                        |
Children of color are:

- 2x more likely to be **poorer** than white children.
- 2x more likely to be **food insecure** than white children.
- 2x as likely to have NOT received preventative dental and medical care.
- 2x more likely to attend schools with poor students than white children.
- 3x to 10x more likely to have an unqualified teacher than students in majority white schools.
- African Americans and Native Americans are the least likely to be enrolled in schools that offer a full range of math and science courses;
1. Milwaukee Marshall High School English offerings compared to Menomonee Falls High School English offerings:

<table>
<thead>
<tr>
<th>Marshall High School</th>
<th>Menomonee Falls High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>94% students of color</strong></td>
<td><strong>21% students of color</strong></td>
</tr>
<tr>
<td>Course Offerings in English:</td>
<td>Course Offerings in English:</td>
</tr>
<tr>
<td>American Authors</td>
<td>English 9 – World Perspective</td>
</tr>
<tr>
<td>British Authors</td>
<td>English 9 – Honors</td>
</tr>
<tr>
<td>English 9</td>
<td>English 10 – The American Experience</td>
</tr>
<tr>
<td>English 10</td>
<td>English 11 – Contemporary Issues</td>
</tr>
<tr>
<td></td>
<td>English 12 Options:</td>
</tr>
<tr>
<td></td>
<td>Science Fiction and Fantasy</td>
</tr>
<tr>
<td></td>
<td>Literature of Conflict and War</td>
</tr>
<tr>
<td></td>
<td>Mystery and Suspense</td>
</tr>
<tr>
<td></td>
<td>Novel and Film</td>
</tr>
<tr>
<td></td>
<td>Honors AP Literature and Composition</td>
</tr>
</tbody>
</table>
2. Language and career path offerings at South Oak Cliff High School in Dallas compared to Centennial High School in Frisco, Texas

<table>
<thead>
<tr>
<th>South Oak Cliff High School</th>
<th>Centennial High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100% students of color</strong></td>
<td><strong>39% students of color</strong></td>
</tr>
</tbody>
</table>

- **AP Courses Offered:**
  - South Oak Cliff High School: 7
  - Centennial High School: 22

- **Language Options:**
  - South Oak Cliff High School: Spanish, French
  - Centennial High School: Spanish, French, Chinese, American Sign Language

- **Career Path Offerings:**
  - South Oak Cliff High School: Law enforcement, STEM, Business and Industry.
  - Centennial High School: Journalism and Communications; Agriculture, food and natural resources; Floral Design/Landscaping; Architecture and Construction; Arts, Technology and Communication; Audio & Video Production; Graphic Design and Illustration; Fashion Design; Business Management and Administration; Education; Finance; Health Sciences; Hospitality and Tourism; Government and Public Administration; Human Services; Information Technology; Marketing; Law, Public Safety, Corrections and Security; Science Technology, Engineering and Math; Introduction to Welding; Transportation Distribution and Logistics.
3. Languages and arts opportunities at Manual High School in Denver, compared to those at Cherry Creek High School in Greenwood Village

<table>
<thead>
<tr>
<th>Manual High School</th>
<th>Cherry Creek High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>96% students of color</strong></td>
<td><strong>33% students of color</strong></td>
</tr>
<tr>
<td><strong>AP Courses Offered:</strong> 7</td>
<td><strong>AP Courses Offered:</strong> 27</td>
</tr>
<tr>
<td><strong>Foreign Languages Offered:</strong> Spanish</td>
<td><strong>Foreign Languages Offered:</strong> Spanish, French, German, Latin, Chinese</td>
</tr>
<tr>
<td><strong>Arts:</strong> Drawing and Painting; Digital Design; Drama; Music Composition; Choir</td>
<td><strong>Arts:</strong> Acting; Directing; Technical Theater; Ceramics; Drawing; Jewelry/Metal Working; Painting; Photography; Sculpture; Video Production; Broadcast Journalism; Band; Symphonic Band; Wind Ensemble; Jazz Band; Concert Orchestra; Chamber Orchestra; Symphonic Orchestra; a cappella; Jazz choir; Piano (and more).</td>
</tr>
</tbody>
</table>
What is equity?

Is there equity in education?

Was there ever equity in education?
Are charter schools public or private?
Public Education Trends
PUBLIC EDUCATION TRENDS

Confidence in Public Schools

- 1973: 58%
- 2012: 19%

"Failing Schools" NYTimes

- 1990s: 30%
- 2000s: 66%
Charter Student Enrollment

National Enrollment in Charter Public Schools, 2006-07 to 2016-17

Source: Data for 2006-07 through 2014-15 are from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey. Data for 2016-17 are estimated from prior year data and calculated average growth rates (see methodology).
Despite low market share nationally, charter schools have achieved significant market share in major cities.

Many of the nation’s largest school districts have more than 10 percent of students in charter schools.
15 states account for over 80 percent of new charter schools in the past five years

New Charters Opened, by State, from School Years 2010 to 2014

Top 15 states:
~2,260 new schools

Nationwide:
~2,600 new schools
Broward, Florida Enrollment Trends

### Public Enrollment

<table>
<thead>
<tr>
<th>County</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward County</td>
<td>226000</td>
<td>224000</td>
<td>222000</td>
<td>220000</td>
<td>218000</td>
<td>218000</td>
</tr>
</tbody>
</table>

### Charter Enrollment

<table>
<thead>
<tr>
<th>County</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward County</td>
<td>41500</td>
<td>38000</td>
<td>34500</td>
<td>31000</td>
<td>27500</td>
<td>24000</td>
</tr>
</tbody>
</table>
Miami, Florida Enrollment Trends

### Public Enrollment

- Miami-Dade 2013-14
- Miami-Dade 2012-13
- Miami-Dade 2011-12
- Miami-Dade 2010-11
- Miami-Dade 2009-10

### Charter Enrollment

- Miami-Dade 2013-14
- Miami-Dade 2012-13
- Miami-Dade 2011-12
- Miami-Dade 2010-11
- Miami-Dade 2009-10
- Miami-Dade 2008-09
New Orleans, LA Enrollment Trends

**Public Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public 2013-14</td>
<td>4152</td>
</tr>
<tr>
<td>New Orleans Public 2012-13</td>
<td>9414</td>
</tr>
<tr>
<td>New Orleans Public 2011-12</td>
<td>10098</td>
</tr>
<tr>
<td>New Orleans Public 2010-11</td>
<td>12149</td>
</tr>
<tr>
<td>New Orleans Public 2009-10</td>
<td>14335</td>
</tr>
<tr>
<td>New Orleans Public 2008-09</td>
<td>15379</td>
</tr>
</tbody>
</table>

**Charter Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public 2013-14</td>
<td>40547</td>
</tr>
<tr>
<td>New Orleans Public 2012-13</td>
<td>36126</td>
</tr>
<tr>
<td>New Orleans Public 2011-12</td>
<td>32597</td>
</tr>
<tr>
<td>New Orleans Public 2010-11</td>
<td>27728</td>
</tr>
<tr>
<td>New Orleans Public 2009-10</td>
<td>22681</td>
</tr>
<tr>
<td>New Orleans Public 2008-09</td>
<td>20068</td>
</tr>
</tbody>
</table>
Milwaukee, WI Enrollment Trends

**Public Enrollment**

- Milwaukee 2013: 60000
- Milwaukee 2011: 62000
- Milwaukee 2010: 64000
- Milwaukee 2009: 66000
- Milwaukee 2008: 68000
- Milwaukee 2007: 70000

**Charter Enrollment**

- Milwaukee 2013: 18500
- Milwaukee 2011: 18000
- Milwaukee 2010: 17500
- Milwaukee 2009: 17000
- Milwaukee 2008: 16500
- Milwaukee 2007: 16000
Los Angeles, CA Enrollment Trends

**Public Enrollment**

**Charter Enrollment**
Los Angeles officials are taking action, laying off and reassigning some employees…” – Bloomberg, July 5, 2017.
Chicago, IL Enrollment Trends

**Public Enrollment**

- Chicago 2013: 320,000
- Chicago 2012: 330,000
- Chicago 2011: 340,000
- Chicago 2009: 350,000

**Charter Enrollment**

- Chicago 2013: 50,000
- Chicago 2012: 45,000
- Chicago 2011: 40,000
- Chicago 2009: 35,000
Enrollment Trends – The Cost

• Los Angeles, CA found district public schools lost $591 million due to dropping enrollment rates among students who leave and go to charters.
• In New York, a study found that in just one academic year the Albany school district lost $23.6 - $26.1 million.
• In New York, a study found that the Buffalo district lost $57.3 - $76.8 million to charter schools.
• Bethlehem Pennsylvania superintendent estimated that charters cost his taxpayers $20 million a year.
WHO IS BEHIND THE GROWTH OF VOUCHER AND CHARTERS?

IS THE PUBLIC SCHOOL “FAILING” NARRATIVE ORGANIC?
The Education-Industry Complex

**Funders**
- Walton Fdn
- Gates Fdn
- Dell Fdn
- Broad Fdn
- DeVos Fdn
- Arnold Family Fdn
- Robertson Fdn
- Bradley Fdn
- Koch

**Accelerators**
- New School Venture Fund
- Charter School Growth Fund

**Charter Operators**
- K12 Inc
- Whitehat
- Success Academy

**Human Capital**
- The New Teacher Proj.
- New Leaders for New Schls

**Facility Financing**
- Local Initiatives Support Corp.
- Civic Builders

**Think Tanks**
- State Policy Network (SPN)
- Center for Ed Reform
- Education Sector
- EdVoice
- American Federation for Children

**Advocacy**
- BAEO
- ERNA/Dems For Ed Reform
- Stand for Children
- ALEC
- Libre Initiative

**Charter-Related Associations**
- Natl. Alliance for Public Charter Schools
- New York Charter School Assn
- Education Cities

**Think Tanks**
- State Policy Network (SPN)
- Center for Ed Reform
- Education Sector
- EdVoice
- American Federation for Children
What are their goals:

• Advance charter schools and other options for parent choice (vouchers, tax credits).
• Increase number of Portfolio School Districts
• Eliminating teacher tenure
• Lots more testing
• Grading schools (A to F).
• Much more...
Each year, the PIE Network Team surveys members to understand needs and priorities.

In 2015, they were:
1) Charters and Choice
2) Standards and Accountability
3) Educator Voice and Policy
The PIE Network’s core strategy is to amplify and accelerate the reform movement by connecting our members to one another, to our many national partners, and to the resources they need to work smarter. Through in-person outreach, webinars, conference calls, and direct visits to the cities where our members live and work, we’ve never been better positioned to connect members with each other to learn from one another and echo each other’s campaigns. Over the past year, PIE has significantly increased its capacity as an information hub for the network, both as a source of information on policies and lessons from the advocacy work of network organizations and as a one-stop-shop for leading policy tools from national thought leaders.
2007
12 Organizations
10 States
Colorado Succeeds
ConnCAN
The Education Trust-West
EdVoice
Employers for Educational Excellence (E3)
KidsOhio.org
Massachusetts Business Alliance for Education
Oklahoma Business and Education Coalition
Rhode Island Education Partnership
Rodel Foundation of Delaware
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio
2010
23 Organizations
18 States

Advance Illinois
Chalkboard Project
Colorado Succeeds
ConnCAN
The Education Trust-Midwest
The Education Trust-West
EdVoice
Foundation for Florida’s Future
KidsOhio.org
League of Education Voters
Massachusetts Business Alliance for Education
Mississippi First
Oklahoma Business and Education Coalition
Partnership for Learning
Prichard Committee
RI-CAN
Rodel Foundation of Delaware
Stand for Children Arizona
Stand for Children Colorado
Stand for Children Oregon
Stand for Children Washington
Tennessee SCORE
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio

2013
45 Organizations
28 States & D.C.

A+ Education Partnership
Advance Illinois
California Business for Education Excellence
Chalkboard Project
Colorado Succeeds
ConnCAN
Connecticut Council for Education Reform
DC School Reform Now
The Education Trust Midwest
The Education Trust-West
EdVoice
Educate Texas
Expect More Arizona
Foundation for Florida’s Future
Georgia Partnership for Excellence in Education
Idaho Business for Education
KidsOhio.org
League of Education Voters
MarylandCAN
Massachusetts Business Alliance for Education
Mississippi First
MinnCAN
NYCAN
Oklahoma Business and Education Coalition
Partnership for Learning
PennCAN
Prichard Committee
Public School Forum of North Carolina
RI-CAN
Rodel Foundation of Delaware
Stand for Children Arizona
Stand for Children Colorado
Stand for Children Illinois
Stand for Children Indiana
Stand for Children Louisiana
Stand for Children Massachusetts
Stand for Children Oklahoma
Stand for Children Oregon
Stand for Children Tennessee
Stand for Children Texas
Stand for Children Washington
Tennessee SCORE
Texas Institute for Education Reform
Thomas B. Fordham Institute - Ohio
• PIE Network connects 77 education reform organizations in 34 states and the District of Columbia.
• Since 2007, the PIE Network has tripled quintupled.
Big Money Wins In L.A.: Billionaires’ Hand-Picked Candidate Nick Melvoin. Melvoin’s backers spent $6.6 million (to $2.7 million to Zimmer).

Big donors behind Melvoin included:

- Alice Walton, Jim Walton, Carrie Walton Penner - $2 million
- Reed Hastings, CEO of Netflix (net worth: $1.9 billion) - $5 million
- Doris Fisher (net worth: $2.7 billion), co-founder of The Gap, who lives in San Francisco:
- Texas resident John Arnold (net worth: $2.9 billion), who made a fortune at Enron
- Jeff Yass, who lives in the Philadelphia suburbs, and runs the Susquahanna group, a hedge fund;
- Frank Baxter, former CEO of the global investment bank Jefferies and Company that specialized in “junk” bonds;
- Michael Bloomberg (net worth: $48.5 billion)
- Eli Broad (net worth: $7.7 billion), who hatched a plan to put half of all LAUSD students in charter schools by 2023
For years, charter champions in Alabama tried and failed to pass legislation authorizing charter schools. Thankfully, PIE Network members never give up.
The Alabama Coalition for Public Charter Schools was formed, including Network members Alabama BAEO, StudentsFirst Alabama, A+ Education Partnership, and other organizations.
The Alabama coalition coordinated 1,200 students and teachers for the state’s largest education rally and advocacy day in support of charter schools. That action, and many others the coalition organized, made 2015 the year the Alabama legislature passed into law SB45: The School Choice and Student Opportunity Act, hailed as one of the strongest charter school laws in the nation.
Nebraska Educate Nebraska Nevada Nevada Succeeds New Jersey JerseyCAN New Jersey BAEO New York Educators 4 Excellence NY Families for Excellent Schools NY NYCAN StudentsFirstNY North Carolina BEST-NC North Carolina Public School Forum Ohio KidsOhio! Thomas B. Fordham Institute of Ohio Oklahoma Stand for Children Oklahoma Oregon Chalkboard Project Stand for Children Oregon Pennsylvania PennCAN Rhode Island RI-CAN South Carolina Students First South Carolina Tennessee Campaign for School Equity; State Collaborative on Reforming Education; Stand for Children Tennessee; Students First TN Texas Educate Texas Stand for Children Texas Texas Aspires Libre Washington League of Education Voters Partnership for Learning Stand for Children Washington Washington, D.C. Democrats for Education Reform DC DC School Reform Now
INCREASED LOBBY POWER
THE TENNESSEE FIGHT CLUB
LOBBYING PRESENCE 2017

- TennesseeCAN (formerly Students First)- 6
- Tennessee Federation for Children- 7
- Tennessee Beacon Center- 2
- Catholic Memphis Urban Schools (Jubilee Schools)- 3
- Excellence in Education in Action- 1
- Rocketship Charters- 2
- Tennesseans for Student Success- 6
- Tennessee Charter School Center- 7
- Tennessee Eagle Forum- 1
- Tennessee SCORE - 2
NOT ONLY PIE
NOT ONLY PIE

The City Fund
Albuquerque, NM Excellent Schools; New Mexico Baton Rouge, LA New Schools for Baton Rouge Boston, MA Boston Schools Fund Empower Schools Chicago, IL New Schools for Chicago Chicago Public Education Fund Cincinnati, OH Accelerate Great Schools Denver, CO Gates Family Foundation Donnell-Kay Foundation Detroit, MI Excellent Schools Detroit The Skillman Foundation Indianapolis, IN The Mind Trust Kansas City, MO Ewing Marion Kauffman Foundation Las Vegas, NV Opportunity 180 Los Angeles, CA Great Public Schools Now Memphis, TN Memphis Education Fund Minneapolis, MN Minnesota Comeback Nashville, TN Project Renaissance New Orleans, LA New Schools for New Orleans Oakland, CA Educate78 Great Oakland Public Schools Leadership Center Rogers Family Foundation Philadelphia, PA Philadelphia School Partnership Phoenix, AZ New Schools for Phoenix Providence, RI Rhode Island Mayoral Academies Richmond, CA Chamberlin Family Foundation Rochester, NY E3 Rochester San Jose, CA Innovate Public Schools Washington, DC Education Forward DC CityBridge Foundation Wilmington, DE Rodel Foundation of Delaware
NOT ONLY PIE

Alabama Alabama Opportunity Scholarship Fund; Alabama Policy
Arizona Arizona School Choice Trust Arizona School Tuition Organization Association
Goldwater Institute Arkansas Arkansans for Education Reform Foundation
Florida Florida Federation for Children Step Up for Students
Georgia Georgia Center for Opportunity Georgia Parent Advocacy Network
Georgia Public Policy Foundation Illinois Educational Choice Illinois
Indiana Indianapolis Urban League Institute of Quality Education
Iowa Iowa Alliance for Choice in Education Louisiana Louisiana Federation for Children
Black Alliance for Educational Options – Louisiana The Urban League of Greater New Orleans
Mississippi Empower Mississippi Mississippi Center for Public Policy
Missouri Children’s Education Alliance of Missouri
New Hampshire Network for Educational Opportunity
New Jersey Excellent Education for We Can Do Better NJ New Mexico Educate New Mexico
North Carolina Parents for Educational Freedom in North Carolina
Oklahoma Oklahoma Council of Public Affairs Ohio School Choice Ohio
Pennsylvania REACH Foundation Students First Pennsylvania
Rhode Island Rhode Island Scholarship Alliance
South Carolina South Carolinians for Responsible Government
Tennessee Beacon Center of Tennessee Tennessee Federation for Children
Texas Texas Public Policy Foundation Utah Parents for Choice in Education
Virginia Thomas Jefferson Institute for Public Policy Wisconsin Hispanics for School Choice
School Choice Wisconsin
“We have more grass-roots members in Wisconsin than the Wisconsin teachers’ union has members,” he said. “That’s how you change a state!”

- Tim Phillips, the president of Americans for Prosperity, highlighted field operations that the network has built in 36 states to advance its agenda, including on education.
Washington Post, January 2018: **Koch network laying groundwork to fundamentally transform America’s education system**

Making a long-term play, the billionaire industrialist Charles Koch and his like-minded friends on the right are increasingly focused on melding the minds of the next generation by making massive, targeted investments in both K-12 and higher education.

**Changing the education system as we know it** was a central focus of a three-day donor seminar that wrapped up late last night at a resort here in the desert outside Palm Springs.

“We’ve made more progress in the last five years than I had in the last 50,” Koch told donors during a cocktail reception. “The capabilities we have now can take us to a whole new level. ... We want to increase the effectiveness of the network ... by an order of magnitude. If we do that, we can change the trajectory of the country.”
Declare that schools are failing

$652,000,000,000

Billionaire Funders
- Walton Fdn
- Gates Fdn
- Dell Fdn
- Broad Fdn
- Arnold Family Fdn
- Robertson Fdn
- Koch

More charter schools/vouchers

***$46,000,000,000+

Close more public schools

*New harder tests

*4000 since 2008

EDUCATION INDUSTRIAL COMPLEX STRATEGY

$652,000,000,000
ONE MORE THING...
The Office of Innovation & Improvement

- Charter School Program State Educational Agencies (SEA)
- Charter Schools Program Non-State Educational Agencies (Non-SEA)
- Charter Schools Program Non-State Educational Agencies (Non-SEA) Dissemination Grant
- Charter Schools Program Grants for Replications and Expansion of High-Quality Charter Schools
- Credit Enhancement for Charter School Facilities Program
- Charter School Exemplary Collaboration Awards
- National Leadership Activities Grant
- State Charter School Facilities Incentive Grants

$3.3 billion in grants
President Barack Obama’s proposed budget for fiscal year 2016 includes $375 million specifically for charter schools (a 48 percent increase over last year’s actual budget).
2015 Grant Winners

- DC: $20 million.
- AZ: $23.6 million
- NV: $16.5 million
- SC: $30.4 million
- CO: $36.3 million
- IL: $42.3 million
- OH: $71 million
- OR: $8.8 million
2016 Grant Winners

- CA: $27 million
- FL: $58 million
- GA: $24 million
- LA: $4.8 million
- MA: $12.5 million
- TN: $15 million
- TX: $30 million
- WA State: $4 million

Total: $177,391,931
2017 Grant Winners

- IN: $59 million
- MD: $17 million
- MN: $45 million
- MS: $15 million
- NM: $22 million
- OK: $16 million
- TX: $59 million
- RI: $6 million
- WI: $95 million

Total: $337,896,501
Trump/DeVos 2018 budget proposal:

- Federal tax credit scholarship program that cost as much as $20 billion.
- $9.2 billion cut to the Education Department's budget for next year
  - Cuts include $2.4 billion in Title II, Part A funding -- helps schools and districts boost teacher and principal quality through professional development; and $1.2 billion for the 21st Century Community Learning Centers program, which helps fund after-school programs.
  - It includes a $168 million increase (from $333 million in 2017) for Charter Schools Program grants ($501 million in 2018).
- New $250 million private school choice program.
SO WHAT IS SO BAD ABOUT NO PUBLIC SCHOOLS?

SCHOOL SYSTEM VS. SYSTEMS OF SCHOOLS
CHARTER RESULTS

• MICHIGAN: 70 percent of Michigan charters were in the bottom half of the state’s rankings (2016; Education Trust-Midwest)

• OHIO – Over 75 percent of Ohio's charter students were in schools graded D or F in 2015–2016 (25% public D or F) - Credo Study.

• CHICAGO - “...charter schools, which on average score lower that the Chicago public schools...” (University of Minnesota Law School Study).

• INDIANA: Nearly half the state’s charter schools received grades of “D” or “F” in 2015-16.
Seven years ago, as part of Tennessee’s Race To The Top plan, they launched The Achievement School District (ASD). With a price tag of over $100 million, their mission was to take schools that were in the bottom 5% of schools and, within five years, raise them into the top 25%. Charter operators took over the management. The original 6 ASD schools were:

1. Brick Church College Prep,
2. Cornerstone Prep — Lester Campus,
3. Corning Achievement Elementary School,
4. Frayser Achievement Elementary School,
5. Humes Preparatory Academy — Upper School,
6. Westside Achievement Middle School.

Results:

- Humes Prep was shut down for poor performance two years ago.
- Of the remaining five, all five remain on the priority list after seven years (bottom 5%).
Michigan: Education Achievement Authority

- In Michigan, in 2011 Governor Rick Snyder in 2011 created a statewide Education Achievement Authority.
- 15 Detroit Schools chosen; 10,000 students.
- Michigan Educational Assessment Program (MEAP) results show that a high majority of EAA students are either stagnating in terms of reaching math and reading proficiency, or falling even further behind.
**Louisiana Achievement district results:**

- Over 21,000 LA children in D & F charter schools.
- Over $700 million spent on charters that currently have D & F ratings.
- No system to help struggling schools move from F → D → C → B → A.
- Authorizers have bad record of choosing charters that will be able to carry out the promises within their charter applications.
- Authorizers set high expectations, but do not provide hands on support that is needed to help struggling schools.
- Authorizers close D & F schools and then authorize more D & F schools.
2013/2014 LOUISIANA CHARTER PERFORMANCE

- 42% D & F
- 31% C
- 18% B
- 9% A

- 100 or more
- 99 - 85
- 84 - 69.5
- 69.1 - 49.9
- 49.7 - 13

6,657
14,875
• National Suspension Rate:
  • Black students are four times as likely to be suspended from charter schools as white students
  • Students with disabilities, the study found, are suspended two to three times the rate of nondisabled students in charter schools.

The analysis of charter school data from the Department of Education’s Office for Civil Rights of close to 5,000 charters was done by the Center for Civil Rights Remedies at the UCLA.
• New York, Success Academy
  • Success Academy schools suspend students at about seven times the rate of New York City public schools.
  • Success Academy, New York City’s largest charter school network, loses more than 10% of its enrolled student population each year once testing starts, compared to 2.7% at nearby schools.
  • 4 times the rate of comparable public schools

• Washington DC
  • In 2017, GAO “found that the rates of suspension for Black students in D.C. charter schools were about six times higher than the rates for White students and the rates for students with disabilities were almost double the rates for students without disabilities.”
Charter Schools Are Driving Segregation in Charlotte-Mecklenburg Schools (North Carolina).

- Overall, the state’s charters have become bi-modally racially imbalanced.
- In 2014, more than 70% of the state’s charters were either predominantly white (enrolling more than 80% white students) or predominantly students of color (enrolling more than 80% students of color).
Students with disabilities enrolled in charter schools are three times as likely to be disciplined as students in public schools (14% vs. 5%).

91.3% of the districts with the highest rates of disciplinary actions for students with disabilities are charter schools.

Students with disabilities are 2.4 times more likely to be suspended at charter schools than at public schools.

80% of the districts with the highest rates of suspension/expulsion of students with disabilities are charter schools.
INVESTING IN GROWTH & DISRUPTION

Cumulative Number of Charter School Closures 2001-2013

- Cumulative Charter Closures
- Cumulative Student-Year Disruptions due to Closures

Cumulative Number of Charter Schools Closed

Cumulative Student-Year Disruptions Due to Closures

INVESTING IN GROWTH & DISRUPTION
BROKEN ACADEMIC OVERSIGHT

Stage 1: High bar authorization

Stage 2: High bar authorization

Stage 3: High bar authorization

support
All Voucher Programs: Center for Tax and Budget Accountability Report

- “None of the independent studies performed of the most lauded and longstanding voucher programs extant in the U.S. – Milwaukee, Wisconsin; Cleveland, Ohio, and Washington D.C. – found any statistical evidence that children who utilized vouchers performed better than children who did not and remained in public schools.”

Indiana: Center for Tax and Budget Accountability

- “…rather than improve student performance and the overall public education system in Indiana, the Indiana Choice Legislation may actually impede student achievement specifically and harm the education system generally.”
Ohio: Fordham Institute Study

“The students who use vouchers to attend private schools have fared worse academically compared to their closely mated peers attending public schools...Such impacts also appear to persist over time...”

Louisiana:

“The program had a negative impact on participating students’ academic achievement in the first two years of its operation, most clearly in math.”
RETHINKING SCHOOL IMPROVEMENT

Networked Improvement Communities (NICs)
The Federal Department of Education’s Institute of Education Sciences (IES) has 1000+ evidence based studies.
Why do so many evidence based programs fail?

The history of American education includes a graveyard of good ideas condemned by pressure for fast results.

- Dr. James Hiebert
LESSONS FROM YEARS OF SCHOOL IMPROVEMENT SCIENCE

1) Academic has an idea
2) Designs an intervention
3) Field trial
4) Evidence it can work
5) Reviewed by What Works Clearing House – goes on approved list
6) Districts adopt

“Research, policy, and practice all tend to focus on averages...we take this average difference as evidence that the program works...to be a bit more precise, it is actually evidence that it can work. – Dr. Tony Bryk
“Reading Recovery” 1st grade literacy intervention program
Why do so many evidence based solutions fail?

1. Jump to implement a solution to solve a problem before fully understanding the exact problem to solve.
2. Scale too fast and learn too slow.
3. Poor problem solving.
4. Lack of stakeholder engagement.
5. Adding more pieces without attend to how all of the pieces join productively together.
Aims/Goals

- 100% of students will transition successfully to college or work after high school without the need for remediation.
- 100% of our students will identify they feel they belong in our schools.
- Build and sustain a fully integrated culture for learning and improvement.

Outcomes:

- Build a culture for improvement and expert problem solving.
- Build a system for engagement, learning, support, and performance.
- Network partners focused on improvement, innovation, and quality outcomes.
- Improve outcomes for children, families, and communities.
COMMUNITY SCHOOLS & ESSA
Under the Every Student Succeeds Act (ESSA), Community Schools can be implemented as a targeted or comprehensive intervention for improving student and school outcomes. There is a sufficient research to satisfy the ESSA evidence-based standard.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Evidence</td>
<td>Moderate Evidence</td>
<td>Promising Evidence</td>
<td>Emerging Evidence</td>
</tr>
<tr>
<td>At least one well-designed and well-implemented experimental study</td>
<td>At least one well-designed and well-implemented quasi-experimental study</td>
<td>At least one well-designed and well-implemented correlational study with statistical controls for selection bias</td>
<td>Demonstrates a rationale based on high-quality research findings or positive evaluation that the intervention is likely to improve student outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Includes ongoing evaluation efforts</td>
</tr>
</tbody>
</table>
ESSA & COMMUNITY SCHOOLS

Community Schools

An Evidence-Based Strategy for Equitable School Improvement

Jeannie Oakes  
Learning Policy Institute  
National Education

Anna Maier  
Learning Policy Institute

Julia Daniel  
National Education Policy Center
ESSA & COMMUNITY SCHOOLS

- **Title I ($15 billion)**
  - Allowable uses: community school coordinator, coordination of school and community resources

- **Title IV**
  - 21st Century Community Learning Centers ($1 billion)
    - Allowable uses: Afterschool programming, community school coordinator,
  - Student Support and Academic Enrichment ($1.6 billion)
    - Allowable uses: Dollars can go to Community School Coordinators and various other uses.
  - Full Service Community Schools ($5 million)
    - FSCS is administered via a competitive grant process. School districts and schools and Community School coordinators apply to federal government
### Schoolwide Program Plan

- A school with at least 40% of students enrolled in the Free and Reduced Lunch program shall develop a plan in collaboration with stakeholders and the LEA.
- The plan must be based on a needs assessment.
- The plan shall be developed during a 1-year period unless less time is needed.
- Some sample strategies that may be found in a plan:
  - A preschool program,
  - School-based mental health programs,
  - Professional development,
  - Specialized instructional support services,
  - Additional learning time,
  - Advanced courses.

### Comprehensive Support & Improvement Plan

- A school that has been identified as one of the lowest performing 5%, a school with a graduation rate below 67%, or a school that had been identified for targeted improvement and has failed to improve within a state-determined number of years.
- Shall develop a plan in collaboration with stakeholders and the LEA.
- The plan must be based on a needs assessment.
- The plan must be approved by the school, LEA, and state.
- The school will have a state-determined number of years to demonstrate improvement (a maximum of 4 years, which may include a planning year).

### Targeted Support & Improvement Plan

- A school that has been identified with one or more student subgroups in the lowest performing 5% in achievement scores, with a graduation rate below 67%, or with other state-mandated indicators.
- Does not require a needs assessment, but the plan must include evidence-based strategies and be in collaboration with stakeholders.
- The plan must be approved by the school and local education agency (LEA).
- The school will have a state-determined number of years to demonstrate improvement (a maximum of 4 years, which may include a planning year).
COMMUNITY SCHOOLS DELIVER STRONG RESULTS

A few examples
Austin, Texas—Webb Middle School
Austin, Texas—Reagan High School
Orlando, Florida—Evans High School
Baltimore, Maryland—Wolfe Street Academy
Baltimore, Maryland—The Historic Samuel Coleridge Taylor Elementary School
Los Angeles, California—Social Justice Humanitas Academy (section below by permission from the Coalition for Community Schools 2015 Awards for Excellence Profiles)

Minneapolis, MN—Brooklyn Center Full-Service Community Schools District
Cincinnati, OH Public Schools’ Community Learning Centers—District-Wide Model
City of Portland and Multnomah County, Oregon—Schools Uniting Neighborhoods (SUN) Community Schools
Kentucky’s State-wide Family Resource and Youth Service Centers (FRYSCKY’s)
California
## EFFECTS OF COMMUNITY SCHOOLS
**SAN FRANCISCO, CA**
**MLK MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Scores: Increased 9%</td>
<td>Discipline Referrals: 175</td>
</tr>
<tr>
<td>Math Scores: Increased 9%</td>
<td>SUSPENSIONS: 16</td>
</tr>
<tr>
<td>8th grade math scores increase more than 10%</td>
<td>22 (out of 23) teachers retained at MLK</td>
</tr>
<tr>
<td>Discipline Referrals: 2,128</td>
<td>SUSPENSIONS: 118</td>
</tr>
<tr>
<td>Suspensions: 118</td>
<td>Only 30 students received additional support</td>
</tr>
<tr>
<td>Only 9 (out of 23) teachers retained at MLK</td>
<td>Over 380 students are receiving additional academic, health and mental health support</td>
</tr>
<tr>
<td>Only 30 students received additional support</td>
<td></td>
</tr>
</tbody>
</table>

FREE Dental Clinic on site • More youth are eating breakfast - From 20 youth per day to approximately 180 students DAILY • 6th grade orientation from 0% → over 87% families attending • Back to School Night - Over 90% families attending
MLK 5-Year Suspension Data: 2013-2018

Total and African American

Community School Implementation
8% growth for all students
14% growth for 8th graders
11% growth for African American youth
### Math

Almost 10% growth for all students

Almost 24% growth for 8th graders

Almost 10% growth for African American youth

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Tested</th>
<th>2017-18 Proficient</th>
<th>2016-17 Proficient</th>
<th>2015-16 Proficient</th>
<th>2014-15 Proficient</th>
<th>Prof % Change 1718-1617</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Tests Grades 6 to 8</td>
<td>486</td>
<td>31.7%</td>
<td>33.1%</td>
<td>30.1%</td>
<td>21.1%</td>
<td>-1.44%</td>
</tr>
<tr>
<td>Grade 06 Math Summative</td>
<td>170</td>
<td>21.8%</td>
<td>26.3%</td>
<td>31.2%</td>
<td>24.4%</td>
<td>-4.52%</td>
</tr>
<tr>
<td>Grade 07 Math Summative</td>
<td>151</td>
<td>34.4%</td>
<td>36.2%</td>
<td>34.0%</td>
<td>23.6%</td>
<td>-1.76%</td>
</tr>
<tr>
<td>Grade 08 Math Summative</td>
<td>165</td>
<td>39.4%</td>
<td>36.8%</td>
<td>25.2%</td>
<td>15.5%</td>
<td>2.62%</td>
</tr>
<tr>
<td>Female</td>
<td>240</td>
<td>35.0%</td>
<td>34.7%</td>
<td>33.5%</td>
<td>23.1%</td>
<td>0.33%</td>
</tr>
<tr>
<td>Male</td>
<td>246</td>
<td>28.5%</td>
<td>31.7%</td>
<td>26.8%</td>
<td>19.1%</td>
<td>-3.27%</td>
</tr>
<tr>
<td>African American</td>
<td>41</td>
<td>9.8%</td>
<td>4.1%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>5.87%</td>
</tr>
</tbody>
</table>
### Effects of Community Schools

**Oakland, CA**

**Roosevelt Middle School**

**2012** | **2016**
--- | ---
Reading Proficiency: 20% | Reading Proficiency: 37%
Chronic Absence: 15% | Chronic Absence: 7.5%
Suspensions: 18% | After School Participation: 8%

**Roosevelt students are:** Asian/Pacific Islander 45%, Latino 34%, African American 17%, White 2%, and other 2%. Twenty different languages are spoken in students’ homes including English, Spanish, Vietnamese, Cantonese, Arabic and Khmer.
Texas
## EFFECTS OF COMMUNITY SCHOOLS IN AUSTIN, TX – WEBB K-8 SCHOOL

<table>
<thead>
<tr>
<th>2009</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 485 (97% FARM; 50% ELL)</td>
<td>Enrollment – 1000 (98% FARM; 60% ELL; 90% Latino, 9% African American)</td>
</tr>
<tr>
<td>Lowest performing middle school in Austin; on verge of closure.</td>
<td>Highest performing Title 1 Middle School of 14 other Middle Schools</td>
</tr>
<tr>
<td>Graduation Rate – 48%</td>
<td>Graduation Rate – 78%</td>
</tr>
</tbody>
</table>

***2016: Now a K to 8 school with 1000+ students enrolled***
<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 600 and on verge of closure</td>
<td>Enrollment – 1300</td>
<td></td>
</tr>
<tr>
<td>Attendance – 88%</td>
<td></td>
<td>Attendance – 95%</td>
</tr>
<tr>
<td>Graduation rate - 48%</td>
<td></td>
<td>Graduation Rate - 90%</td>
</tr>
<tr>
<td>Student Mobility - 41%</td>
<td></td>
<td>Student Mobility - 30%</td>
</tr>
<tr>
<td>Students earning dual college credit – 0</td>
<td>Students earning dual college credit – 200+ (12 earned Associates Degrees)</td>
<td></td>
</tr>
</tbody>
</table>
Ohio
CINCINNATI

- 33,000 students
- 52 neighborhoods
In August 2010, CPS became Ohio’s 1st urban school district to earn an Effective rating.
## EFFECTS OF COMMUNITY SCHOOLS IN CINCINNATI

<table>
<thead>
<tr>
<th>2006</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Community Schools</td>
<td>46 out of 63 schools are community schools</td>
</tr>
<tr>
<td>Black/white achievement gap 14.5%</td>
<td>Black/white achievement gap 4.5%</td>
</tr>
<tr>
<td>Graduation rate 51%</td>
<td>Graduation Rate 82%</td>
</tr>
<tr>
<td>School Performance Index 72.1</td>
<td>School Performance Index 87.3</td>
</tr>
<tr>
<td>(Ohio’s Highest Achieving Urban District)</td>
<td>(Ohio’s Highest Achieving Urban District)</td>
</tr>
<tr>
<td>85% of students drop out by end of 10th grade (Lower Price Hill Stat)</td>
<td>62% of students attend college (Lower Price Hill Stat)</td>
</tr>
</tbody>
</table>
Kentucky
In the 1980s,
- Kentucky had the most illiterate adult population in the country, with Appalachia at 48.4 percent;
- It was 43rd in the country in per-pupil education spending;
- 47th in per capita state and local spending;
- 49th in post-high school college enrollment, last in rates of adults having a high school diploma, and;
- 48th in Education Week’s annual Quality Counts report of key education indicators.

Supreme court mandate in equity lawsuit, *Rose v. the Council of Better Education*

Kentucky Education Reform Act (KERA) 1990
- Equalized funding across diverse districts
- Revised how schools work
- Reorganized how funds were spent, not amount spent
- Allowed school districts to access other state funds for community schools
Kentucky has risen to 27th in Education Week’s annual Quality Counts report;
9th highest graduation rate;
13th lowest high school dropout rate;
The 2015 *Building a Grad Nation* report, called Kentucky “a beacon to all other states” for its ability to all but eliminate the opportunity gap between low income students and all other students to graduate on time. There is only a 1.4 percent difference, the lowest in the nation by far.
On the National Assessment of Educational Progress (NAEP), Kentucky 4th- and 8th- graders continue to outperform their peers nationally in reading and mathematics.

One of the keys to Kentucky’s success has been the implementation of the Community School strategy (in 93 percent of their schools)
New Mexico
### Lynn Community Middle School

<table>
<thead>
<tr>
<th></th>
<th>2017/2018</th>
<th>2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Grade</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>Serious Discipline Infractions</td>
<td>73</td>
<td>29</td>
</tr>
</tbody>
</table>

Distributed over 2,500 diners to hungry kids, hosted over 20 resource fairs/community food distributions, implemented eight after-school programs and three mentorship programs.
Tennessee
## TENNESSEE CURRENT COMMUNITY SCHOOL EFFORTS

<table>
<thead>
<tr>
<th>School</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall TN State Snapshot for existing Community Schools</td>
<td>Saw an average of a 5 point gain in the percentage of students testing proficient/advanced in Math achievement</td>
</tr>
<tr>
<td>Pond Gap, Knox County</td>
<td>School Attendance Rate moves from 25% to 93% since 2009</td>
</tr>
<tr>
<td>Pond Gap, Knox County</td>
<td>80% of students involved in at least one after school activity, Saturday class or summer program activities</td>
</tr>
<tr>
<td>Buena Vista, MNPS, Nashville</td>
<td>Discipline referrals down 234 students last year</td>
</tr>
</tbody>
</table>
Maryland
## EFFECTS OF COMMUNITY SCHOOLS
**BALTIMORE, MD**

**WOLFE STREET ACADEMY ELEMENTARY**

<table>
<thead>
<tr>
<th>2005</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Ranking: 77</strong></td>
<td><strong>Academic Ranking: 2nd</strong></td>
</tr>
<tr>
<td><strong>Chronic Absence: 10%</strong></td>
<td><strong>Chronic Absence: 1.5%</strong></td>
</tr>
<tr>
<td><strong>After School Participation: 50%</strong></td>
<td><strong>After School Participation: 84%</strong></td>
</tr>
<tr>
<td><strong>Student Mobility – 46.6%</strong></td>
<td><strong>Student Mobility – 8.8%</strong></td>
</tr>
<tr>
<td><strong>Morning Meeting: Few</strong></td>
<td><strong>Morning Meeting: 40 parents every day</strong></td>
</tr>
</tbody>
</table>
**EFFECTS OF COMMUNITY SCHOOLS**  
**BALTIMORE, MD**  
**BENJAMIN FRANKLIN HIGH SCHOOL**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment –</td>
<td>226</td>
<td>437</td>
</tr>
<tr>
<td>21% math proficient</td>
<td></td>
<td>71% math proficient</td>
</tr>
</tbody>
</table>
Minnesota
## MINNEAPOLIS, MN
### MIDDLE & HIGH BROOKLYN CENTER

<table>
<thead>
<tr>
<th>2009</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment – 723</td>
<td>Enrollment – 964</td>
</tr>
<tr>
<td>College enrollment – 61%</td>
<td>College enrollment– 78%</td>
</tr>
<tr>
<td>Graduation rate – 74%</td>
<td>Graduation Rate - 87%</td>
</tr>
<tr>
<td>Student absences from one class period or more – 9,000</td>
<td>Student absences from one class period or more – 6,500</td>
</tr>
<tr>
<td>Low student involvement in after-school</td>
<td>80% of middle and high-schoolers involved in at least one after school activity</td>
</tr>
<tr>
<td>District-wide behavioral references: 5,113</td>
<td>District-wide behavioral references: 2,495</td>
</tr>
</tbody>
</table>
Florida
## Evans High School

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>1975</td>
<td>2485</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>64%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>D</td>
<td>B/C</td>
</tr>
<tr>
<td><strong>International Baccalaureates</strong></td>
<td>47</td>
<td>198</td>
</tr>
</tbody>
</table>
Oklahoma
## EFFECTS OF COMMUNITY SCHOOLS

TULSA, OK

Union Public School District

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>74%</td>
<td>89%</td>
</tr>
</tbody>
</table>

70 percent receive free or reduced-price lunch
QUICK WORD ABOUT JOINING COMMUNITY SCHOOL SPACE
AN IMPORTANT COMMUNITY SCHOOL FACT

Transformational
4 mechanism
6 pillar

5,000 Community Schools
AN IMPORTANT COMMUNITY SCHOOL FACT

Transformational
4 mechanism
6 pillar

Scaling transformational model

5,000 Community Schools
WHAT ARE COMMUNITY SCHOOLS?

CPD's Definition
The Community School strategy remodels schools by developing a deep understanding of an individual school’s needs and assets, uses improvement science tools to problem solve with key stakeholders, and forms strategic partnerships with businesses, non-profits, and various government agencies to meet the needs that are identified. At Community Schools, most problems are solving without partnerships, but many are solved with partners.
WHAT ARE COMMUNITY SCHOOLS

1. Community School Coordinator
3. Strategic Plan/Form Problem Solving Teams
4. Stakeholder/Partner Community School board
COMMUNITY SCHOOL IMPROVEMENT
SCIENCE MICRO-CREDENTIAL

CSC Hired

CSC joins CSMC Cohort in the fall

Asset Mapping

Deep needs & asset assessment

Low hanging fruit and/or immediate need problem solving

Identification of top priorities of students, families, staff, and community

Choose high leverage items from fishbones to do driver diagrams & PDSA

Fishbone top priorities

Focus groups, surveys, forums, 1-on-1's, etc. on top priorities
Step 1

NEEDS/ASSET ASSESSMENT
COMMUNITY SCHOOL STRUCTURE

Leadership Team (weekly)
Principal
AP
Community School Coordinator
Educator

Community School Coordinator (Lead)
Family team
Staff/Educator team
Student team
Community team

75% to 100% engagement

Stage 1: Determine Top Priorities
2-3 months
Teams develop tactics to achieve engagement targets. Coordinator drives this.

Stage 2: Deep Dive into Top Priorities
2-3 months
E.g. Chronic tardy, Safety, Teacher PD, Low Math scores
NEEDS/ASSET ASSESSMENT
FOCUS ON AT LEAST 6 PILLARS

1. Strengthened curriculum and academic programs (culturally relevant and engaging).
2. An emphasis on high-quality teaching, not on high-stakes testing.
3. Coordinated & integrated wrap-around supports such as health care, eye care and social and emotional services.
4. Positive behavior practices such as restorative justice.
5. Transformational family, student and community engagement.
6. Shared leadership philosophy.
COMMUNITY SCHOOL STRUCTURE

STEP 1 (OPTION 1)

**Leadership Team (weekly)**
- Principal
- AP
- Community School Coordinator
- Educator

**Weekly progress reports**

- **Community School Coordinator (Lead)**
- **Family Team**
  - Lead (parent)
  - Member (teacher)
  - Member (parent)
  - Member (parent)
  - Member (student)
  - Member (CSC)
- **Staff Team**
  - Lead (educator)
  - Member (parent)
  - Member (guard)
  - Member (social worker)
  - Member (CSC)
- **Student Team**
  - Lead (CSC)
  - Member (student)
  - Member (student)
  - Member (parent)
  - Member (student)
  - Member (CSC)
- **Community Team**
  - Lead (member)
  - Member (YMCA)
  - Member (teacher)
  - Member (parent)
  - Member (parent)
  - Member (Rabbi)
  - Member (CSC)

**Step 1: 6 months**
Teams develop tactics to achieve engagement targets. Coordinator drives this.

- 75% to 100% engagement
COMMUNITY SCHOOL STRUCTURE
STEP 1 (OPTION 2)

**Step 1: 6 months**
Teams develop tactics to achieve engagement targets. Coordinator drives this.

- **Community School Coordinator (Lead)**
  - 75% to 100% engagement
  - Weekly progress reports by CSC

- **Leadership Team (weekly)**
  - Principal
  - AP
  - Community School Coordinator

- **Family, Staff, Student, Community Team**
  - Lead (CSC)
  - Member (teacher), member (parent), member (parent), member (student), member (AP), member (support staff), member (community member), etc.
LAS CRUCES EXAMPLE
STUDENT ENGAGEMENT
Las Cruces Example
Student Assessment Results

Lynn Middle School Student Survey 2016-2017

<table>
<thead>
<tr>
<th>How many students took the Survey?</th>
<th>What types of activities for students do you think would be MOST important to have at this school?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>471 students participated 64%</td>
<td>#1 A safe place to talk, like a room with punching bags to relieve stress and a person that students can talk to.</td>
</tr>
<tr>
<td>45% of respondents were girls</td>
<td>#2 Students get a vote on some school issues.</td>
</tr>
<tr>
<td>50% of respondents were boys</td>
<td>#3 Health and mental health resources.</td>
</tr>
<tr>
<td>5% chose “prefer not to say”</td>
<td>#4 Student led group to stop bullying./ Student bully watch.</td>
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<tr>
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<td>#5 6th and 7th grade school sanctioned sports; supported the same way 8th grade sports are.</td>
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</table>

Who Helps Most with Students' Homework?
Parents & Relatives

What are the main reasons students miss school?*

**Sickness**
They don’t want to go.
A family member needs them at home.

What else?

Notes: * Types of activities data represents the top 5 activities students reported as being “really important” to have at Lynn. Answers in quotes represent themes from the comments section.

Notes: Survey results are preliminary. *School absences data represents the top 3 reasons students reported being absent “almost always.”
Source: Center for Community Analysis, New Mexico State University
Las Cruces Example
Student Assessment Results

Lynn Middle School Student Survey 2016-2017

Do you participate in after-school activities at Lynn?

54% YES!

46% NO.

Why not?

I have responsibilities at home.

Nothing interests me.

What is one thing you would change about Lynn to help you do well in school*?

More creative, hands-on learning

More help/explanations from teachers

LESS HOMEWORK!

BETTER FOOD!!!
<table>
<thead>
<tr>
<th></th>
<th>2017/2018</th>
<th>2018/2019</th>
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</thead>
<tbody>
<tr>
<td>School Grade:</td>
<td>F</td>
<td>D</td>
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<tr>
<td>Serious Discipline</td>
<td>Infractions: 73</td>
<td>Infractions: 29</td>
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<tr>
<td>Distributed over</td>
<td>2,500 diners to hungry kids,</td>
<td>hosted over 20 resource fairs/</td>
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<tr>
<td></td>
<td>hosted over 20 resource fairs/</td>
<td>community food distributions,</td>
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<td></td>
<td>implemented eight after-school</td>
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<td></td>
<td>programs and three mentorship</td>
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COMMUNITY SCHOOL STRUCTURE (STEP 1)

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- Principal
- AP
- Community School Coordinator
- Educator

Community School Coordinator (Lead)
- Family team
- Staff/Educator team
- Student team
- Community team

Step 2
Needs/Asset assessment turned into Problem Solving Teams

75% to 100% engagement achieved
LOW 10th GRADE MATH SCORE

Why?

Groups:
• students;
• families;
• school staff;
• community

No monoliths
HIGH CHRONIC ABSENCE

Why?

Groups:
• students;
• families,
• school staff,
• community

Categorize the reasons

No monoliths
HIGH SUSPENSIONS

Why?

Groups:
- students;
- families,
- school staff,
- community

No monoliths
NEEDS/ASSET ASSESSMENT
FOCUS ON AT LEAST 6 PILLARS

1. Strengthened curriculum and academic programs (culturally relevant and engaging).

2. An emphasis on high-quality teaching, not on high-stakes testing.

3. Coordinated & integrated *wrap-around supports* such as health care, eye care and social and emotional services.

4. Positive behavior practices such as restorative justice.

5. Transformational family, student and community engagement.

6. Shared leadership philosophy.
Students express difficulty relating to the material. We lack of full body of helpful assessment and a layered delivery system. There seems to be no time for these courses. Schedules are tight and rigid. The instructional model of our current ELA delivery is one size fits all. Student cannot get individualized attention needed with large class sizes. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Student cannot get individualized attention needed with large class sizes. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all. Lack of transportation options. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support. Unaddressed or under supported chronic illnesses. Student cannot get individualized attention needed with large class sizes. Schedules are tight and rigid. The overall workload of teacher makes this complex analysis of student work difficult. The instructional model of our current ELA delivery is one size fits all.

**LOW LITERACY PROFICIENCY RATES AT MIDDLE SCHOOL (MS)**

- **Literacy proficiency rates on MS MAP**: 51% overall and 25% for African American students.

- **Mismatch between curricular demand level and student independent level**
- **Limited curricular resources**
- **Teacher professional development needs**
- **Underdeveloped intervention systems**

- **Students express lack of belonging. Teachers report low participation.**
- **Teachers report low participation.**
- **Teacher workload - demands on time and mind space**
- **Teacher workload - demands on time and mind space**

- **Texts/instructional resources are old outdated in format - non-digital.**
- **Our curricular resources lack cultural relevancy.**
- **Some students have academic needs for supports or scaffold needed.**
- **Some students have academic needs for supports or scaffold needed.**

- **Unaddressed or under supported chronic illnesses.**
- **Unaddressed or under supported chronic illnesses.**
- **Student express low motivation or drive - self-identified reason to attend.**

- **Students express lack of belonging. Teachers report low participation.**
- **Students express lack of belonging. Teachers report low participation.**

- **We lack of intervention trained staff/specialists.**
- **We lack of intervention trained staff/specialists.**
- **We lack of full body of helpful assessment and a layered delivery system.**
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- **Students arriving late or leaving early**
- **Students arriving late or leaving early**
- **The overall workload of teacher makes this complex analysis of student work difficult.**

- **We lack of intervention trained staff/specialists.**
- **We lack of intervention trained staff/specialists.**
- **There seems to be no time for these courses. Schedules are tight and rigid.**

- **Schools and staff face competing professional development needs for a very limited time.**
- **Schools and staff face competing professional development needs for a very limited time.**

- **Mismatch between curricular demand level and student independent level**
- **Limited curricular resources**
- **Teacher professional development needs**
- **Underdeveloped intervention systems**
STRATEGIC PLAN & FORM PROBLEM SOLVING TEAMS
## Oyler Community Learning Center Partner Teams

### COORDINATING PARTNER

**CLCI**
- Jami Luggen
  - 363.4167
  - 709.9550
  - harrjam@cpsboe.k12.oh.us

### PARTNER TEAMS

<table>
<thead>
<tr>
<th>Community Engagement Team</th>
<th>Mental Health 0-5, Prek-12 Team</th>
<th>Mental Health 0-5, Prek-12 Team</th>
<th>Primary Health Team</th>
<th>Primary Health Team</th>
<th>Vision Team</th>
<th>Dental Team</th>
<th>After School Team</th>
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</thead>
</table>
| **School Community Coordinator**
  - Cathy Glatt
| **CPS Counselor**
  - Marsha McDonald
  - Wheeler
| **SBHC Nurse Practitioner**
  - Dilruba Rahman
  - 363.4177
  - RN
| **Health Assistant**
  - Marlene Waggal
  - 363.4121
| **Casework Associate**
  - Megan Wilson
  - 363.4182
| **Optometrist**
  - Dr Laura Theimann
| **Dentist**
  - Dr. Russell
| **K-1 Girls**
  - Jazmine Profitt
| **K-1 Boys**
  - Ryan Preston
| **2-3 Girls**
  - Karen Preston SR
| **2-3 Boys**
  - Gary Thomas
| **4-6 Girls**
  - Tasha Daniels
| **4-6 Boys**
  - Steve Stanley
| **ALT**
  - Karen Preston Jr
| **Varsity HS**
  - Volleyball
| **Basketball**
| **Softball**
| **Jr High Volleyball**
| **Jr High Basketball**
| **HS Glee Club**
| **HS WatchWriteNow**
| **HS ACT Prep**
| **Kids Café**

### Contact Information

- **E.W. Scripps**
  - Partner in Ed
  - John Sherman
- **National Market Share Grp**
- **LPHC**
  - Sedansville CC
  - EPHCC
- **PayCor**
- **Kiwanis**
- **Price Hill Will**
- **Santa Maria**
- **Urban Appalachian Council**
- **Santa Maria**
- **Beech Acres**
- **Deloitte Inc.**
- **Northlich**
- **Christ Church Cathedral**
  - CRC
  - MSD
  - dunnhumby
  - LPH Comm/ Ed Matters

### Addresses

- **Cincinnati Health Department**
  - Barb Wiley-Kroner
  - 357.2809
  - 293.6310
  - Barb.wiley-kroner@cincinnati-oh.gov

- **Cincinnati Health Department**
  - Cari Van Pelt
  - 363.4195
  - 363-4196
  - Cari.VanPelt@cincinnati-oh.gov

- **Cincinnati Health Department**
  - Barb Wiley
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  - 293.6310
  - Barb.wiley-kroner@cincinnati-oh.gov

- **Cincinnati Health Department**
  - Tiifaney Hamm
  - 363.4135
  - Tiffaney.hamm@cincinnati-oh.gov

- **Growing Well**
  - Dr Laura Theimann
- **Optician**
  - Cari Van Pelt
  - Ophtalmic Tech
  - Mary Mullins
  - Karen McAnish
  - Caseworker
  - Lou Anderson
  - Americorp Staff
  - Karen Preston Jr
  - K-1 Girls
  - Jazmine Profitt
  - Varsity HS
  - Volleyball
  - HS Glee Club
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# Oyler Community Learning Center Partner Teams

**Resource Coordinator:** Jami Luggen, Community Learning Center Institute

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<th>COORDINATING PARTNER</th>
<th>Oyler Tawanna Applegate 363.4167 <a href="mailto:appletg@cpsboe.k12.oh.us">appletg@cpsboe.k12.oh.us</a></th>
<th>CPS Mentoring Coordinator Wanda Neville 363.4168</th>
<th>CPS School Community Coordinator Cathy Glatt 363.4166 <a href="mailto:glattca@cpsboe.k12.oh.us">glattca@cpsboe.k12.oh.us</a></th>
<th>CPS School Community Coordinator Cathy Glatt 363.4166 <a href="mailto:glattca@cpsboe.k12.oh.us">glattca@cpsboe.k12.oh.us</a></th>
<th>Project Connect Adam Wickert Office: 363-4747 Fax: 363-4720 <a href="mailto:wickera@cpsboe.k12.oh.us">wickera@cpsboe.k12.oh.us</a></th>
<th>Clci Adelyn Hall Office 513.559.5814 Cell 513.581-0304 <a href="mailto:Adelyn.hall@clci.org">Adelyn.hall@clci.org</a></th>
<th>CPS School Community Coordinator Cathy Glatt 363.4166 <a href="mailto:glattca@cpsboe.k12.oh.us">glattca@cpsboe.k12.oh.us</a></th>
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<th>Sabreen Robinson</th>
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<td>CELC Tracy Rowe 244.2777 <a href="mailto:trowe@celcinc.org">trowe@celcinc.org</a></td>
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<td>K-3 Lead Teacher Debbie Talbert 363.4125 <a href="mailto:talberd@cpsboe.k12.oh.us">talberd@cpsboe.k12.oh.us</a></td>
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<tr>
<td>Early Childhood Team External</td>
<td>4C for Children Lisa Garofalo 513-758-1306 <a href="mailto:LGarofalo@4cforchildren.org">LGarofalo@4cforchildren.org</a>&gt;</td>
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<tr>
<td>Summer Programs</td>
<td>CLCI Jami Luggen 363.4167 709.7550 <a href="mailto:harrjam@cpsboe.k12.oh.us">harrjam@cpsboe.k12.oh.us</a></td>
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<td><strong>Keep Cincinnati Beautiful</strong></td>
<td><strong>Barb Wriston-Ruddy</strong></td>
<td><strong>SRO</strong></td>
<td><strong>Tracy Rowe</strong> 244.2777 <a href="mailto:trowe@celcinc.org">trowe@celcinc.org</a></td>
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<td><strong>Powerpacks</strong></td>
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<td><strong>Pantry</strong></td>
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<td><strong>Uniforms/Clothes:</strong></td>
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<td><strong>Madera Moms</strong></td>
<td><strong>Incentives:</strong></td>
<td><strong>Rec Center</strong></td>
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**Coalition Coordination**: Keeping Cincinnati Beautiful, SRO Sabreen Robinson, Early Childhood Team Internal CELC Tracy Rowe 244.2777 trowe@celcinc.org, Early Childhood Team Internal CELC Tracy Rowe 244.2777 trowe@celcinc.org, Early Childhood Team Academic K-3 Lead Teacher Debbie Talbert 363.4125 talberd@cpsboe.k12.oh.us, Early Childhood Team External 4C for Children Lisa Garofalo 513-758-1306 LGarofalo@4cforchildren.org>.

**Summer Programs**: CLCI Jami Luggen 363.4167 709.7550 harrjam@cpsboe.k12.oh.us.

**Resources**: Powerpacks, FSFB, Childhood Food Solutions, La Soupe, Pantry, FSFB, School Supplies: Feast of Love Scripps Madera Moms, Coats: Kroger Madera Moms, Uniforms/Clothes: NKOA Madera Moms, Incentives: Rec Center, Holiday donations SCRIPPS CELC Beech Acres Toys for Tots Adopt A Class.
# Oyler Community Learning Center Partner Teams

## Resource Coordinator: Jami Luggen, Community Learning Center Institute

<table>
<thead>
<tr>
<th>COORDINATING PARTNER</th>
<th>PARTNER TEAMS</th>
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<tr>
<td>CPS Rachel Tapp</td>
<td>CPS Sage Talbert Wahl White Gleberman Friend Brunswick Berndsen Randolph Hamilton County Ben Zimmerman Grad Cincinnati Jeffers-Coly</td>
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<td>CPS Kari Mellott</td>
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**Table Notes:**
- Attendance Correlate
- PSC Correlate
- High Expectations Correlate
- Sunshine Correlate
- Writing Correlate
- Parent Involvement Correlate
- My Tomorrow
Students express difficulty relating to the material. We lack a full body of helpful assessment and a layered delivery system. There seems to be no time for these courses. Schedules are tight and rigid.

The instructional model of our current ELA delivery is one size fits all. Students cannot get individualized attention needed with large class sizes. The overall workload of the teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support.

Unaddressed or under supported chronic illnesses. Students express low motivation or drive—“self-identified reason” to attend. Students arriving late or leaving early. Students arriving late or leaving early.

The instructional model of our current ELA delivery is one size fits all. The overall workload of teacher makes this complex analysis of student work difficult. The class make up varies greatly from groups with a few students needing literacy support to an almost complete class needing support.

Some students have academic needs for supports or scaffold needed. Students express lack of belonging. Teachers report low participation. Students express lack of belonging. Teachers report low participation.

Lack of transportation options. Students arrive late or leaving early. The instructional model of our current ELA delivery is one size fits all.

We lack of intervention trained staff/specialists. We lack of intervention trained staff/specialists.

Texts/instructional resources are old outdated in format - non-digital. Teacher workload demands on time and mind space. Teacher workload demands on time and mind space.

Our curricular resources lack cultural relevancy. Mismatch between curricular demand level and student independent level. Mismatch between curricular demand level and student independent level.

Limited curricular resources. Teacher professional development needs. Teacher professional development needs.

Lack of full body of helpful assessment and a layered delivery system. Limited curricular resources. Teacher professional development needs.

Students have under addressed underlying emotional need. Students express difficulty relating to the material. Some students have academic needs for supports or scaffold needed.

Unaddressed or under supported chronic illnesses. Students express low motivation or drive—“self-identified reason” to attend.

Our curricular resources lack cultural relevancy. Mismatch between curricular demand level and student independent level.

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Students have under addressed underlying emotional need. Students express difficulty relating to the material. Some students have academic needs for supports or scaffold needed.

Unaddressed or under supported chronic illnesses. Students express low motivation or drive—“self-identified reason” to attend.
Students express low motivation or drive—“self-identified reason” to attend. Literacy proficiency rates on MS MAP: 51% overall and 25% for African American students.
We aim to increase the average number of students who are on time to school and attend all day from 80% to 95% by May of 2019.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Primary Driver</th>
<th>Secondary Driver</th>
<th>Change Ideas</th>
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<tbody>
<tr>
<td>Increase number of chronically absent kids in afterschool activities from 20% to 55% by May of 2019</td>
<td>Increase participation in after school sports</td>
<td>Increase # of students with up to date physical exams</td>
<td>Make physicals free and done at school</td>
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<td></td>
<td>Increase safety and access to transportation</td>
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<td>Create direct communications with families about how, when and where to get physicals</td>
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<td></td>
<td>Increase culturally responsive and engaging instruction</td>
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<td>Have insurance representatives (private and public) at community events</td>
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Community Schools Improvement Science

Community School Coordinator Responsibility

- Physicals provided at school at the right time
- Sign MOU with new partner to provide physicals

Change Ideas

- Make physicals free and done at school
- Consult asset map for potential partners
- Meet with potential partners
Increasing attendance

- Attendance rises
- Scores increase
- 25% rise in afterschool participation

**Act**
- What changes are to be made?
- Next cycle?

**Plan**
- Objective.
- Questions and predictions.
- Plan to carry out the cycle (who, what, where, when).

**Study**
- Complete the data analysis.
- Compare data to predictions.
- Summarize what was learned.

**Do**
- Carry out the plan.
- Document problems and unexpected observations.
- Begin data analysis.

- Make physicals free and done at school
- Create direct communications with families about how, when and where to get physicals
- Have insurance representatives (private and public) at community events
COMMUNITY SCHOOL STRUCTURE

Problem Solving Team
(bi-weekly or as needed)

Lead
Members

Fishbone

Driver Diagram

PDSA

Solve internal problems & Partnerships established to solve problems
(If needed)
COMMUNITY SCHOOL STRUCTURE (STEP 2)

**Leadership Team (weekly)**
- Principal
- AP
- Community School Coordinator
- Educator

**Problem Solving Team (bi-weekly)**
- Lead member
- Members

**Problem Solving Team (bi-weekly)**
- Lead member
- Members

**Problem Solving Team (bi-weekly)**
- Lead member
- Members

**Academic Team 1 (weekly)**
- Principal
- Members

**Academic Team 2 (weekly)**
- Principal
- Members
**Leadership Team (weekly)**
- Principal
- AP
- Community School Coordinator
- Educators, etc.

**Problem Solving Team (bi-weekly)**
- Lead member
- Members

**Academic Team 1 (weekly)**
- Principal Members

**Academic Team 2 (weekly)**
- Principal Members

**Community School Coordinator (CSC) Head of Problem Solving**

**Stakeholder Board (monthly)**
Member partners fill strategic needs identified by Problem Solving Teams

**Step 3, set up stakeholder board**
FORM PARTNER/STAKEHOLDER BOARD
COMMUNITY SCHOOL STRUCTURE (STEP 3)

**Leadership Team (weekly)**
- Principal
- AP
- Community School Coordinator
- Educators, etc

**Community School Coordinator (CSC) Head of Problem Solving**

**Stakeholder Board (monthly)**
- Member partners fill strategic needs identified by Problem Solving Teams

**Student**
- Non-profit partner (E.g. before school care)
- Principal
- Funding partner (E.g. United Way)

**City Partner**
- Non-profit partner 2 (E.g. YMCA afterschool)
- Educator
- School staff member

**University Partner**
- Business partner
- Family (E.g. PTA)
COMMUNITY SCHOOL
MICRO-CREDENTIAL
COMMUNITY SCHOOL IMPROVEMENT
SCIENCE MICRO-CREDENTIAL

1. Asset Mapping
   - Low hanging fruit and/or immediate need problem solving

2. Deep needs & asset assessment
   - 2, 3, 4, 5

3. Identify top priorities of students, families, staff, and community

4. Fishbone top priorities

5. Focus groups, surveys, forums, 1-on-1’s, etc. on top priorities

6. Item 1
   - Choose high leverage items from fishbones to do driver diagrams & PDSA

7. Item 2

8. Choose high leverage items from fishbones to do driver diagrams & PDSA
Adding macro capacity to support various schools (Step 4)
District or Regional Community School Coordinator District

School 1
Problems Being Solved
A
B
C

School 2
Problems Being Solved
Z
X
A

School 3
Problems Being Solved
R
Y
A

School 4
Problems Being Solved
A
Y
Z

School 5
Problems Being Solved
A
B
C

Problems being solved across schools (NIC)
A = 5; B = 2; C = 2; Z = 2; Y = 2
SCHOOL IMPROVEMENT

Foundational elements needed to support school improvement strategies

Accurate & Current Data Systems

Strong Problem Solving Skills

Deep Stakeholder Engagement

Community School Strategy

Improvement Science Tools

Fishbone Diagrams, PDSA, Driver Diagrams, etc.
SCHOOL IMPROVEMENT

- Accurate & Current Data Systems
- Strong Problem Solving Skills & Problem Solving Culture
- Deep Stakeholder Engagement

- Shared Leadership
- Dual Language Immersion

- Improvement Student Assessment
- Coordinated & Integrate Wraparound Supports
- Magnet School Curriculum

- Culturally Relevant Curriculum
- Professional Development
- Restorative Practices
- Etc.

- Dual Language Immersion
SCHOOL IMPROVEMENT

- Shared Leadership
- Improvement Student Assessment
- Culturally Relevant Curriculum
- Restorative Justice Coordinated & Integrate Wraparound Supports
- Magnet School Curriculum
- Professional Development
- Etc.
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App! (Allow at least 5 minutes at the end of the session.)

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment
APPENDIX
OUR MODEL
OUR MODEL

Exemplar Community School Model

Powerful coalitions, deeply engaged memberships
Our Model’s Goldilocks Zone

Exemplar Community School Model

Powerful coalitions, deeply engaged memberships
OUR MODEL, DISTRICT LEVEL

Deep Engagement & Organizing

Build AROS coalition
Bargaining for the Common Good
Members

Opportunity Check List
Opportunity Audits
Other Tactics

Member
OUR MODEL, DISTRICT LEVEL

School Board

School Board
OUR MODEL, DISTRICT LEVEL

Schools Our Children Deserve

- Community Schools
- Magnet Schools
- Immersion schools
- Strengthened curriculum (culturally relevant and engaging).
- Improved student assessments.
- Reduced testing.
- Coordinated & integrated wrap-around supports such as health care, eye care and social and emotional services.
- Restorative practice investments.
- Transformational family, student and community engagement strategies.
- Shared leadership training.
- More revenue.
- And beyond...(GPS indicators)
OUR MODEL, DISTRICT LEVEL

DeVos Style Corporate Ed Strategy

(protect against bad ideas)
3 Key Questions to get Needs Assessment Started:

1. What do you like about your school?

2. What do you want your school to be? What does your dream school look and feel like?

3. What does your school need in order to be the school you want it to be?
Diagramming out all causes of the problem
Fishbone Diagram - Version 2

Growing poverty means children come to school with:
- Developmental delays—social-emotional, oral language and vocabulary, pre-reading skills
- Neglect, abuse, exposure to drugs, violence and crime, foster care, episodes of homelessness, separation from incarcerated parents, raised by grandparents
- Limited home/community literacy experiences
- Malnutrition, asthma, allergies, autism
- Don’t know why or how to read, sing, talk, play with their children

Parents may not be able to support children’s reading:
- Don’t prioritize reading; are unresponsive, disengaged, don’t have time

Student’s school behaviors impact learning:
- A growing number don’t speak English
- A growing number are uneducated and illiterate
- Few books, print and writing materials in home
- Transience/student mobility
- Chronic absenteeism
- Unaddressed health/mental health needs
- Lack of goal alignment with kindergarten

Pre-K programs are problematic:
- Pre-school spots are insufficient; lack of clarity about value of pre-school
- Teachers need coaching/PD

Preparation and training is inadequate:
- Certified day-care is absent or insufficient
- Teacher induction is weak, inefficient or nonexistent

Many children fail to read well by grade 3:

Weak or inexperienced teachers assigned to K - 2

Confusion about how all assessments fit together to accelerate student proficiency

Weak or inexperienced teachers assigned to K - 2

Inefficient time for lesson planning

Lack of knowledge how to guide core instruction/RTI

Inefficient time for all subject, all students

Apathy, lack of urgency

Low expectations for students and teachers

Inefficient time for professional development

No one owns the problem

Lack of vision

Doing it the way we’ve always done; hanging onto old habits

Inefficient time for effective teacher collaboration

Inefficient time for collaboration with social workers, health staff, etc.

Inefficient time for effective teacher collaboration

Resistance to new ideas

Meeting all mandated time requirements not possible

Leadership concerns include:
- Time constraints

Core Instructional concerns:
- General attitudes, beliefs and expectations

RTI System concerns:
- ELL’s needs & assets are not known or met
- Many ELLs struggle with English, literacy and American culture
- Many have no experience to English, literacy and American culture
- Don’t know how to teach grades or different instruction for ELLs

June 2016
Growing poverty means children come to school with:
- Developmental delays—social-emotional, oral language and vocabulary, pre-reading skills
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- Don’t prioritize reading; are unreceptive, disengaged, don’t have time
- Don’t know why or how to read, sing, talk, play with their children

Many children fail to read well by grade 3
RELATIONSHIP WITH PRINCIPAL

- Lack of attention to relational practices in the induction and development of principals.
- Weak or absent culture of trust district-wide
  - High principal turnover
  - New teachers low priority on principals' time

FEEDBACK

- No common language about good teaching
  - Feedback is experienced as isolated and/or evaluative events
  - Processes not timely
  - Mismatch between teacher background and initial assignments
  - Lack of communication between prep programs and districts
  - Lack of clarity around roles and responsibilities (e.g., HR, principal, etc.)

- Those giving feedback lack expertise
  - Not connected to resources to improve
  - “It’s not my job”

- No breaks
  - Facilities inadequate
  - Environment not safe

WORKING CONDITIONS

- No concept of arc of teacher development
- Not connected to student learning
- Not differentiated by needs of individual teachers

TURNOVER RATES FOR NEW TEACHERS ARE HIGH AND NEW TEACHERS ARE NOT EFFECTIVE FAST ENOUGH

- Lack of information necessary for good school-teacher match
- Processes not timely
- Mismatch between teacher background and initial assignments
- Lack of communication between prep programs and districts
- Lack of clarity around roles and responsibilities (e.g., HR, principal, etc.)

HIRING, RECRUITING & PLACEMENT SYSTEMS

PROFESSIONAL COMMUNITY

PROFESSIONAL DEVELOPMENT
After fishbone, take one cause after the other and do a driver diagram.

Next step: Develop clear aim.
What problem are we trying to solve?
Why is it happening?
How can we improve the situation?
Who can we partner with?
How do we know we are doing better?

Aim
Primary & Secondary Drivers
Measurement

Texas Community Schools Summit 2016
3 Key Questions for Problem Solving Teams:

1. What specifically are we trying to accomplish? (Aim in Driver Diagram)
2. What change might we introduce and why? (Change ideas)
3. How will we know that change is actually an improvement? (Measurement of outcomes)
Working Theory of Practice Improvement

Aim

By 2022, 80% of students in core districts will be proficient in 3rd grade literacy.

Primary Drivers
- Standards-aligned instruction
- Support for struggling students
- School, family, and community engagement
- Coherent state guidance

Secondary Drivers
- Improve Communication & Coordination

Change Ideas
- Literacy Behavior Protocol
- Huddles on Student Progress
- Google Doc Meeting Template
- PLC Meeting Template

How?

Why?
Focused on a well-specified common aim

What specifically are we trying to accomplish?

- **What will be improved?** (clear operational definitions)
- **How much?** (measureable, specific, numerical goals)
- **By when?** (time frame)
- **For what/whom?** (target population/setting or system/process)
Examples of Aim Statements

In triads, review the examples provided:

(A) Increase the percentage of district students who enroll in college.

(B) Reduce monthly absences to fewer than 2 absences per student by November 30, 2016.

(C) By June 2018, increase low-income students in the district who complete the FAFSA from 35% to 80% the percent.

(D) By May, 2017, increase 5th grade math proficiency from 17 to 51%.

(E) Increase the number of students who achieve college math credit within one year of enrollment.

Is it a well specified aim statement? If not, how would you improve it?

Use this checklist:

1. What will be improved?
2. How much?
3. By when?
4. For what/whom?
Changes:
- Specific work practices or interventions.
- An alteration to how work is done.
Working Theory of Practice Improvement

Aim

By 2022, 80% of students in core districts will be proficient in 3rd grade literacy.

Primary Drivers

- Standards-aligned instruction
- Support for struggling students
- School, family, and community engagement
- Coherent state guidance

Secondary Drivers

- Improve Communication & Coordination

Change Ideas

- Literacy Behavior Protocol
- Huddles on Student Progress
- Google Doc Meeting Template
- PLC Meeting Template

How?

Why?
LESSONS FROM YEARS OF SCHOOL IMPROVEMENT SCIENCE

Driver Diagram

Outcome
Clearly defined aim that has a specific time frame, a target audience, and can be measured.

Primary Drivers
System components needed to achieve our aim.

Secondary Drivers
Specific items that will impact their associated primary driver.

Aim

Component 1
Item 1 change to be tested

Component 2
Item 2 change to be tested
Item 3 change to be tested
Item 4 change to be tested
LESSONS FROM YEARS OF SCHOOL IMPROVEMENT SCIENCE

Driver Diagram

Outcome
Clearly defined aim that has a specific time frame, a target audience, and can be measured.

Primary Drivers
System components needed to achieve our aim.

Secondary Drivers
Specific items that will impact their associated primary driver.

30% fewer overweight Students

Decrease Calories In

Component 1
Item 1 change to be tested

Component 2
Item 2 change to be tested

Increase Calories Out

Component 3
Item 3 change to be tested

Component 4
Item 4 change to be tested

Change meal menu

Longer gym time
AUSTIN PROBLEM SOLVING
What problem are we trying to solve?

Why is it happening?

How can we improve the situation?

Who can we partner with?

How do we know we are doing better?
YOU’VE COMPLETED YOUR DRIVER DIAGRAM

HYPOTHESIS

USING PDSA TO TEST

Move on to PDSA
LESSONS FROM YEARS OF SCHOOL IMPROVEMENT SCIENCE

PDSA

Problem Solving Teams

- **Plan**
  - Objective.
  - Questions and predictions.
  - Plan to carry out the cycle (who, what, where, when).

- **Do**
  - Carry out the plan.
  - Document problems and unexpected observations.
  - Begin data analysis.

- **Study**
  - Complete the data analysis.
  - Compare data to predictions.
  - Summarize what was learned.

- **Act**
  - What changes are to be made?
  - Next cycle?
Tool: The PDSA Cycle

**ACT**
- Next steps: Adapt, adopt, abandon

**PLAN**
- What's your change?
- What's your prediction?
- Plan to conduct test

**STUDY**
- Compare results to prediction
- What did you learn?

**DO**
- Execute test
- Collect data, document observations

Making your theories, assumptions and hypotheses explicit

Revealing gaps in our understanding
Focused on a well-specified common aim

What specifically are we trying to accomplish?

- **What will be improved?** (clear operational definitions)
- **How much?** (measurable, specific, numerical goals)
- **By when?** (time frame)
- **For what/whom?** (target population/setting or system/process)
RE-THINKING SCALE
Most define scale in unidimensional ways, involving solely or predominantly the expansion of numbers of schools reached by a given reform effort.

Scale comprises four interrelated dimensions:
- Depth
- Sustainability
- Spread
- Shift in reform ownership
COMMUNITY SCHOOLS WINS
COMMUNITY SCHOOL WINS
(2015 TO PRESENT)

- NYC: 140+ (mayor)
- NY: $250 million (state)
- Newark: South Ward (mayor)
- Philly: 25 by 2020 (mayor/soda tax)
- Pittsburgh: Community School school board, superintendent and new policy.
- Baltimore: Doubled funding (mayor)
- Baltimore County: Zone 4 (district)
- Memphis: 3 schools
- Milwaukee: 7 (district)
- Minnesota: 14 (state)
- Chicago: 55 @$500k per (district via union contract);
- Austin: 12 (district, federal)
- Dallas: 1 & CS School Board (district)
- Las Cruces: 1 (school board policy & district)
- Pomona: 2 (new school board policy & district)
Winning Community Schools is not the hard part.

Hard part is:
- successfully transforming schools to achieve their vision &
- Anchoring the policies through superintendent/mayoral/other changes.

Need strong coalition and strong school results via best practices to do this.

Define multi-measure success (i.e. not just test scores!) in the beginning.
LESSONS FROM YEARS OF SCHOOL IMPROVEMENT SCIENCE

- Adding more parts has resulted in mostly disappointing outcomes:
  - High drop out rates and weak student engagement → new small high schools (away from comprehensive HSs.
  - Weak in-service PD → in instructional coach.
  - Weak principal leadership → intensive principal development programs to become instructional leaders.
  - Slow rate of improvement on tests → high-stakes accountability schemes such as value-added assessments for teachers.
Why didn’t these efforts work?

- Each instance, there was a real problem to solve, a nugget of a good idea, and in most cases, a research base supporting the idea.

- Unusually we blame the victim – it is the fault of teachers, parents, or communities, instead of approaching as a design problem to attack.
A FEW MORE FACTS ABOUT COMMUNITY SCHOOLS
Community Schools Across USA

- **Large School Districts:** Baltimore; Chicago; New York City (200 by 2017); and Oakland, California;

- **Medium-size Districts:** Cincinnati; Evansville, Indiana; Lincoln, Nebraska; and Salt Lake City.

- **Smaller Districts:** Vallejo, California; Evanston, Illinois; and Allentown, Pennsylvania)
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