

Fact-Base for DCPS Reform
Appendix

December 2006



THE PARTHENON GROUP

Boston • London • San Francisco

- **Interview Quote Catalog**

- District Profile Summary
- Appendix: Additional Back-up

Interview Quote Catalog

Leading Pain Point: Lack of Clear Accountability

Leading Pain Point

Lack of Clear Accountability

Supporting Quotes

- “Federal Grants need to be taken away from the Board . . . It’s a conflict of interest for DCPS to oversee itself . . . monitoring and using those dollars”
- “How does the system hold itself accountable . . . it’s hard to put one hat on and then the other”
- “We need an independent entity to build schools – separate from the superintendent, with the goal to obtain confidence to attract more federal funding”
- “Data is a huge problem within our system and because it is housed in the central office downtown, the data is not being shared with the rest of the city”
- “Teachers and principals must be held accountable for their students’ achievement”
- “There is no coordination between DCPS and charter schools in regard to facilities, standards, and teaching training and quality”
- “There is no one on a day-to-day basis with expertise in facilities management”
- “DC is a power struggle, and people do not want to give up any responsibilities that they already have”
- “With multiple layers of oversight, there are too many fingers in the governance pile”
- “Some assistant superintendents were promoted because they did their time but did not turn around their school”
- “If you try to do a good job, you’re seen as too rash, too pushy, too arrogant”
- “Whenever new plans are announced, there is never any structure, implementation process, criteria, or timeline”
- “There are too many chiefs who are never aligned and never in agreement”
- “There is a need for an accountability structure that points to one person”

Interview Quote Catalog

Leading Pain Point: Lack of Systemic Emphasis on Basic Teaching and Learning

Leading Pain Point

Lack of Systemic Emphasis on Basic Teaching and Learning

Supporting Quotes

- “There is a true lack of coherency around what teachers are supposed to teach”
- “Quality of teaching is the leading pain point, if teaching is occurring at all”
- “Teachers have so much churn, turnover, instability. It wears them down after a number of years”
- “Literacy is a big issue in DC that we’re still not addressing at any scale. We still have a significant number of adults who can’t read”
- “There is supposed to be a standard curriculum throughout the system, but it is not actually the case that there is standardization”
- “The training to implement standards at the classroom level has not taken place”
- “Teachers are not given the resources to be successful teaching children”
- “There is a need to break the model that DCPS ‘was and still is an employment agency’ and instead focus on teacher quality”
- “Schools can be specialized, but there still needs to be a focus on the core of math, science, social studies, and reading”
- “The central office still does not realize that they are dealing with kids, teachers, and schools. They think schools are there to serve them, not the other way around”
- “Currently, adult job-saving is prioritized over student achievement”
- “DCPS needs to establish rigor in academics”
- “Professional development is inconsistent – strong in some areas, weak in others, so there is no consistent ability to develop teachers”

Interview Quote Catalog

Leading Pain Point: Operational, Management and Implementation Inefficiencies

Leading Pain Point

Operational, Management and Implementation Inefficiencies

Supporting Quotes

- “DCPS is full of mid-level to just below political or Superintendent appointees who are just not capable”
- “The HR system is a mess . . . DCPS cannot track teacher certification or payroll”
- “The current governance structure is a ‘Ben-Hur Cast of Thousands’”
- “Teaching core lacks strong and consistent professional development”
- “DC CAS performance data takes 6 months to get back to the schools.”
- “Implementation is not a part of DCPS’ culture”
- “The central administration office is hugely bloated”
- “DCPS would get a better superintendent if they would change the structure to not hamstring a talented superintendent”
- “The operations side is in shambles—procurement, personnel, and labor negotiations are a mess”
- “Be it a capacity or allocation problem, there is a very slow pace of response from DCPS in implementing on commitments”
- “I still hear about projects that have been on hold for months because of procurement delays”
- “DCPS seems incapable of capitalizing upon low-hanging fruit”
- “DC is moving in the right direction educationally, but it is hampered by inefficient management systems”

Interview Quote Catalog

Leading Pain Point: Inability to Serve and Support Special Education Students

Leading Pain Point

Inability to Serve and Support Special Education Students

Supporting Quotes

- “We now have lawyers getting suburban families to move into the city so that their kids fail to be assessed in time and then are shipped outside of the district on the district’s money”
- “DCPS is not even capable of getting the required representation to IEP hearings”
- “Transportation for Special Education is around \$75MM per year plus costs for litigation, private school tuition etc.”
- “Special Education has not been addressed at an appropriate level as resources are appropriated arbitrarily by Janey, not by which departments need the most support”
- “Not every kid ins Special Ed needs to be there. A tremendous amount of training is needed in the classroom and Central Office in terms of challenging children that are not necessarily special education kids”
- “For 9 months Janey did not have a Director of Special Education”
- “Special Education is the open, sucking chest wound in this district”
- “Special Education is the unspoken elephant in the room that no one has taken on”

Interview Quote Catalog

Leading Pain Point: Widespread Facilities Disrepair and School Safety Concerns

Leading Pain Point

Widespread Facilities Disrepair and School Safety Concerns

Supporting Quotes

- “Schools are tough to close down, bathrooms don’t work, crumbling paint”
- “DCPS is hemorrhaging money from facilities”
- “DCPS is operating too many schools with 30% excess space, not to mention paying for the additional staff needed to operate these schools”
- “DCPS has never been able to attract a quality superintendent for many reasons, one of which is facilities”
- “The biggest pain points with facilities are space planning and maintenance. DCPS should give control to schools for their maintenance and custodial plans and act as an overseer”
- “If facilities are in such a bad state, it makes it very likely that wi-fi and other technology infrastructure does not work”
- “For short-term easy fixes, Fenty should make changes that do not require an entire new modernization, such as landscaping, painting, furniture”
- “Some of the buildings don’t have necessary wiring to have a computer in every classroom – teachers are required to put their attendance information in, and often don’t have the computers to input”
- “No working water fountains and no toilet paper are the most tangible things parents can see”
- “Several of the schools are dangerous. Schools that flood and are moldy and mildewy (sic.) contribute to the health of the highly asthmatic population”
- “There used to be DCPS crews that were skilled plasterers, painters, etc. – they no longer exist”
- “DCPS lacks the capacity and creativity to manage facilities renovation and modernization”
- “The superintendent and principals should not have to focus as much on maintenance and facilities as what is taking place in their classrooms”
- “If DCPS doesn’t modernize all schools in the next 7-10 years, they will never keep up their portfolio”
- “Facilities is a pain point, but I have a lot of confidence that in the next 6-8 months we will see a very different picture with facilities. The funding is there, they have the right people, and it will depend on Dr. Janey to pull the trigger to let them start, make decisions on prioritization, and get the execution done”

Interview Quote Catalog

Leading Pain Point: Insufficient Community Engagement and DCPS Responsiveness

Leading Pain Points

Insufficient Community Engagement and DCPS Responsiveness

Supporting Quotes

- “DCPS does not answer the phone, their voicemail is always full and they never return calls”
- “DCPS is incapable of communicating to anybody the good things that the district is doing”
- “Making parents feel more connected to the school district would go a long way to improving community morale”
- “DCPS never holds public hearings; currently there is no mechanism in place to ensure that public complaints are addressed”
- “There is a public perception that ‘B’ candidates get the school job, while ‘A’ candidates get the city job”
- “Public perception of problems in many areas is worse than they actually are”
- “The mayor should focus on mobilizing resources from the local business community and national players (Gates etc.)”
- “Fenty and Janey need to shift the current public sentiment that their relationship is contentious and present a united front. Weekly Mayor/Superintendent meetings and communication would go a long way to gathering community support”
- “For years the Central Office has been a closed system-Janey is willing to open it up to help from third-parties”
- “Beyond town hall sessions, there isn’t an ongoing engagement between the School Board and the DC community”
- “Citizens will come directly to the School Board with complaints because they know that no one at DCPS will respond or take action”
- “The State of the Schools address was the *first* time that Superintendent Janey directly informed the public of his plans in such a manner”

Interview Quote Catalog

Leading Pain Point: Leadership Challenges

Leading Pain Points

Leadership Challenges

Supporting Quotes

- “Janey is bright and innovative but he is a poor communicator and has not built the type of team that he needs to support his weaknesses”
- “The central administration is hugely bloated with many vacant positions”
- “Dr. Janey is a deliberate, thoughtful (not strategic) guy, but it takes him a while to make decisions. I have seen the hesitation and delay and I hear there is a stack of decisions on his desk to be made”
- “There is a tremendous lack of morale amongst Janey’s team. They feel a lack of direction, lack of action. Common feeling is that ‘change is around the corner-again’”
- “Dr. Janey has made some progress in laying a foundation for improvement. He brought in world class standards, assessment tests, and adopted subject area standards”
- “The superintendent has surrounded himself by people who are unqualified and not focused on students
- “Janey is a great thinker but doesn’t have implementers surrounding him”
- The inner circle mentality in the central office is such that they don’t consult with the important actors in policies etc.”
- Janey has put a lot of things on paper, but he has not visited the faculty and students at his largest school since he’s been on staff”
- “There is an acceptance of failure and a lack of initiative to change the status quo- ‘we are just an urban district that fails’”
- “Janey cannot handle anyone criticizing him”
- “We are fortunate to have Dr. Janey after a long struggle to get a Superintendent of quality that has an understanding of how to move minority children forward”

Appendix

- Interview Quote Catalog

- **District Profile Summary**

- Appendix: Additional Back-up

District Case Studies – Reform Progress

Governance Changes in Large Urban Districts - Precedence for Mayoral Control

	Boston	Chicago	New York	Miami
Previous Governance	<ul style="list-style-type: none"> Schools were controlled by a 13-member elected board 	<ul style="list-style-type: none"> 15 member elected board Prior to 1988, the mayoral had had some power to appoint members The legislature removed all mayoral influence in 1988 	<ul style="list-style-type: none"> 32 local school boards across the city in addition to a city-wide Board of Education The mayor appointed two members of the Board and the presidents of the five boroughs appointed the others 	<ul style="list-style-type: none"> No history of mayoral control Superintendent oversees district 9 member elected school board <ul style="list-style-type: none"> 2 members added in 1996 to nine, based on court order to represent the ethnicity of the district
Year of Change in Governance	<ul style="list-style-type: none"> 1992 	<ul style="list-style-type: none"> 1995 	<ul style="list-style-type: none"> 2002 	<ul style="list-style-type: none"> N/A
New Governance	<ul style="list-style-type: none"> Currently, the mayor appoints all seven school committee members to four year terms Mayoral control determined in 1992 by city council approval and state legislation 70% voted in favor of mayoral control in citywide referendum in 1996 to renew mayoral control Relatively stable political environment (in both the mayor's office and the superintendent) led to unprecedented 10 year tenure by Tom Payzant 	<ul style="list-style-type: none"> Legislature makes a dramatic shift, giving the mayor power to appoint all five members of the board, the board president and the CEO to head CPS At the same time, the legislature limited the rights of the union to strike and redefined a number of issues as "non-bargainable" 	<ul style="list-style-type: none"> Bloomberg gained control of the city schools in 2002 through state legislation Mayor appoints seven members of an advisory board who serve at the pleasure of the mayor This power gives the mayor, in effect, complete control over education decisions In 2004, when the board was posed to vote against the mayor's initiative on social promotion, two members of the board were replaced 	<ul style="list-style-type: none"> Superintendent Crew appointed in Aug 2004 Crew initiated aggressive reforms across curriculum, facilities, finance, etc. focused on increased accountability

District Case Studies – Reform Progress

Boston – “Methodical Reform Pursued Over Longer Timeframe”

Teaching & Learning:
“Relentless Focus on Instruction”

Human Capital: “Recruit and Retain The Best Teachers and Leaders”

Operations: “Invest in Systems, Capacity, and Facilities”

Partnerships / Relationships: “Engage Families and Partners”

Kick-Off Initiatives

- **Renegotiated Teachers Contract**
 - Signed in June 1994 and included school-based management, pilot schools, and learning standards
- **Launched Reading Initiative**
 - Introduced in 1995, focused on early literacy
 - Involved over 1,000 volunteers and distributed over 200,000 books to BPS schools
- **Appointed Superintendent Payzant in 1995**

Longer Term Reforms

- **Established citywide learning standards**
- **Extended length of school day**
 - Moved from half-day to full-day kindergarten in 1998
- **Invested in Textbooks and Programs**
 - Spent more than \$11MM in new textbooks from 1996-2000
 - Invested \$4MM to expand mandatory summer school programs in 2000
- **Implemented Strict Attendance Policy in 1998**
- **Improved Teacher Support Structures**
 - Began offering residency programs to develop skills of teachers and principals without previous teaching experience
 - In 2005, launched online teacher application and hiring system
 - Compressed teacher-transfer process from three months to four weeks
- **Fully networked every school with high speed internet access (1998)**
- **Reorganized Central Office**
 - Established Chief Operating Officer position
 - Created Deputy Supt. for Family and Community Engagement position in 2003 to support parents
- **Created Boston Pilot Schools**
 - Established in 1994 as part of district but with flexibility over curriculum, staffing, and financing
- **Established Horace Mann Charter Schools**
 - Created by initiative of the Massachusetts Department of Education

District Case Studies – Reform Progress

Chicago – “Accelerated Reform under Extended Tenure”

Teaching & Learning: “Relentless Focus on Instruction”

Kick-Off Initiatives

- **Created Academic Accountability Council to ensure school's progress**
- **Ended Social Promotion**
 - Established promotion gates at 3rd, 6th, and 8th grades using scores on standardized reading and math tests
- **Negotiated 4-year contract with Chicago Teachers Union in 1995**
 - Eliminated the threat of a teachers' strike
- **Conducted Facilities Facelift**
 - Spent \$80MM to clean up schools (fix windows, plant trees etc.)
- **Eliminated \$150MM budget deficit**
 - Outsourced maintenance services saving \$30MM
- **Began “Good News” media campaign**
 - CEO coordinated with the Chicago media to communicate reform efforts and improvements in the school system
- **Formed interagency relationships**
 - Public agencies began working together for the benefit of Chicago's children
 - Schools started working closely with park services, police department, welfare department and public libraries

Human Capital: “Recruit and Retain The Best Teachers and Leaders”

Operations: “Invest in Systems, Capacity, and Facilities”

Partnerships / Relationships: “Engage Families and Partners”

Longer Term Reforms

- **Started \$31MM reading initiative**
 - Required elementary students to receive 2 hours of literary instruction a day
 - Hired 114 reading specialists to be assigned to elementary schools and established classroom libraries for kindergarten through 3rd grade
- **Increased district support for teachers**
 - Allocated \$123MM to professional development
 - Won a \$27.6MM federal grant to pilot a merit pay program for teachers in November 2006
- **Formed business service centers**
 - Supported principals in budgeting, purchasing, contracts, facilities and security
 - Implemented first in 38 probationary schools; salary range for personnel ranges from \$55-70K
- **Overhauled IT systems**
 - Used data to identify cause of the problem and measure effectiveness of potential solutions
- **Designed Renaissance 2010 Initiative**
 - Created 100 new schools to replace troubled schools for an estimated cost of \$100MM
 - 2/3 privately run (charter and contract) and 1/3 run by CPS

District Case Studies – Reform Progress

Miami – “How to Leverage Opportunities Without Mayoral Control”

Kick-off Initiatives

Teaching & Learning: “Relentless Focus on Instruction”

- **Creation of the School Improvement Zone**
 - 39 lowest performing schools with extended school day, increased instruction time, and targeted PD
 - Teachers recruited with 20% more time for 20% more pay
- **Standardized curriculum for “STELLAR” schools**
 - Targeted reading and math program for 3rd graders

Human Capital: “Recruit and Retain The Best Teachers and Leaders”

- **Elimination of non-essential staff to reallocate funds**
 - 707 non-instructional positions removed, freeing \$35.6MM to dedicate to teacher raises, programs, etc.

Operations: “Invest in Systems, Capacity, and Facilities”

- **Implementation of three-year District Strategic Plan**
 - 2005-2008 progress from the school to district level measured against a scorecard of 5 metric-based goals and 12 system-wide initiatives
- **Redesign of Facilities Management**
 - Creation of Office of School Facilities for oversight
 - Reallocation of school maintenance by regional teams to increase efficiency and accountability
 - Tracking of construction timelines and spending

Partnerships / Relationships: “Engage Families and Partners”

- **“Town hall” meetings**
 - Community gatherings during first weeks of tenure with Supt. Crew to solicit ideas and hear concerns
- **Weekly email communication between Superintendent Crew & School Board**

Longer Term Reforms

- **Piloting Secondary Reform Plan**
 - Three phases between 2004 and 2011 implementation at 11 Miami middle and high schools
 - Goal to ensure graduates are prepared for college or careers
 - School schedule change provides for internship opportunities and more personalized instruction
- **Secured long-term teacher’s union contract**
 - Union contracts transition from annual to three-year contracts (as of fall 2006), with additional PD resources and salary increase
- **Five-Year Facilities Capital Campaign strategy**
 - \$3.7B for construction and maintenance, goal of adding 82,000 seats by 2010
 - Shortened construction timelines and increased accountability with vendors
- **New metric-driven evaluation system**
 - Implemented teacher / staff metric-based evaluation system (IPEGS) to improve upon prior qualitative version
- **Implementation of 3-year \$38MM IT strategic plan**
- **Creation of The Parent Academy**
 - Partnerships with local community colleges for parents to enroll in GED and general parenting, financial awareness, etc. courses
 - \$1.3MM in first year (2004) for 18,000 parents
 - \$1.5MM budget (2005) for 28,000 parents
- **Health Teams added to every campus by 2008**
 - Partnership with Department of Human Services

District Case Studies – Reform Progress

New York City – “Accelerated Reform within Limited Timeframe”

Teaching & Learning: “Relentless Focus on Instruction”

Human Capital: “Recruit and Retain The Best Teachers and Leaders”

Operations: “Invest in Systems, Capacity, and Facilities”

Partnerships / Relationships: “Engage Families and Partners”

Kick-off Initiatives

- **Standardized literacy and math curriculum**
 - Grades K-8 at a cost of \$62MM, dictating amount of time for instruction and course of instruction
- **Ended social promotion of third grade students**
 - \$33MM invested in 2004-2005 for enhanced summer school programming for lowest performing students
- **Launched Small Schools Initiative**
 - Increased interaction between students and administration
- **Creation of the Leadership Academy**
 - Provide training for current and aspiring principals in instructional and organization techniques, costing \$13MM for 90 principals in the first year
- **Enhanced professional development**
 - To principals through regional and local instructional superintendents, and to teachers through math and literary aides, \$145MM in spending on aides
- **Regional consolidation and reorganization**
 - Reorganized 32 community school districts into 10 regional school districts with greater centralization of curriculum responsibility
- **Centralized school construction process**
 - Restructured the School Construction Authority in lieu of two previously separate bodies, saving 350 positions and \$1B
- **Dedicated parent liaison placed in each school**
 - Increased parent involvement, costing \$38MM in the first year

Longer Term Reforms

- **Targeting off-track high school students**
 - Launched efforts to standardize literacy and math instruction
- **Addition to weekly instruction time**
 - Increased weekly instruction time as part of a collective bargaining with teachers
- **Creation of the Empowerment Zone**
 - Provide increased budget, programming, and hiring discretion in exchange for increased accountability for student performance
 - Launched in Sept. 2006, schools receive ~\$100K in additional unrestricted funds and ~\$150K in additional discretionary funds
- **Improvements to teacher recruitment incentives**
 - \$15K in housing support to qualified science, math, and special education teachers
- **Revised high school admissions process**
 - Increased school choice, allowing students to rank up to 12 schools, up to 70% receive a top-three choice
- **Development of private sector relationships**
 - Established the Fund for Public Schools to increase private sector support of education in NYC, raising \$150MM in system contributions

What Key Levers Should Be Used?

Core Levers for Education Reform (P-20): Summary

- Low investment range
- Medium investment range
- High investment range

Key Reform Levers	"Quick Wins" (0-6 Months)	Foundation for Change (6 -24 Months)	Sustained Reform (24+ Months)
<p>Create Relentless Focus on Instruction so <u>All</u> Students Succeed</p>	<ul style="list-style-type: none"> • Intervene at lowest-performing schools (including charters) • Initiate comprehensive review of charter school performance and capacity • Ongoing investment in math/literacy coaches 	<ul style="list-style-type: none"> • Reinforce citywide standards • Explore options for universal pre-K and early education • Increase number of seats in recuperative school models • Invest in gifted and talented programs 	<ul style="list-style-type: none"> • Optimize school structures / portfolio design (small schools, charters, new models, etc.) • Pursue broad subject area curricular reform • Increase weekly instruction time (Teacher Union Contract)
<p>Recruit the Best Teachers and Leaders to Serve <u>All</u> Students in <u>All</u> Schools</p>	<ul style="list-style-type: none"> • Increase investment in TFA and NTP for recruitment and retention of quality principals and teachers 	<ul style="list-style-type: none"> • Create city incentives to attract retain workforce (housing subsidies, parental supports) • Expand existing and create new Principal and Teacher "residencies" 	<ul style="list-style-type: none"> • Explore incentive pay for content expertise and performance
<p>Invest in Systems, Capacity, and Facilities to Ensure Equity of Options for <u>All</u> Students</p>	<ul style="list-style-type: none"> • Invest in facilities facelift (painting, planting, window repairs) • Create/centralize Facilities Mgmt. / Construction Authority • Initiate immediate review of SPED programs and spending (trans, tuition) • Initiate comprehensive review of central office and streamline, as relevant (reallocate savings to schools) • Build capacity to transfer state education functions to "true" SEA 	<ul style="list-style-type: none"> • Provide school-based supports for business services • Support central office professional development • Outline SPED reforms and strategy • Continue transfer of state education functions to SEA • Follow through on post-secondary strategies recommended by "Double the Numbers" study 	<ul style="list-style-type: none"> • Conduct ongoing evaluation of explicit strategic goals vs. plan • Continue long-term facilities modernization • Upgrade DCPS IT system and link to other city agencies to create seamless P-20 system
<p>Engage Families and Community to Strengthen our <u>School</u> Communities</p>	<ul style="list-style-type: none"> • Establish community feedback mechanism (i.e. "311") • Create liaisons from Mayor's Office to parks & rec (grounds, access hours), police (in-school safety and attendance outreach), youth and family services, health, etc. • Ongoing co-location of community centers and health clinics in DCPS facilities • Increase focus on building private sector support (corp., higher ed, etc.) 	<ul style="list-style-type: none"> • Coordinate with local universities for scholarships for qualified students • Determine appropriate strategy, role and resources for UDC • Create "Parent Academy" for adult literacy, business skills, etc. • Follow through on post-secondary strategies recommended by "Double the Numbers" study 	<ul style="list-style-type: none"> • Continue investment in schools as community centers (i.e. health centers, parent academies, etc.)

Appendix

District Profile Summary

- **Boston Public Schools**

- Chicago Public Schools
- Miami Public Schools
- New York City Public Schools
- Other District Mini-Profiles
- Governance Snapshot: Harrisburg
- Governance Snapshot: Los Angeles
- Governance Snapshot: Oakland
- Governance Snapshot: Philadelphia

District Governance and Reform Profile: Boston

Pathway to Governance Structure

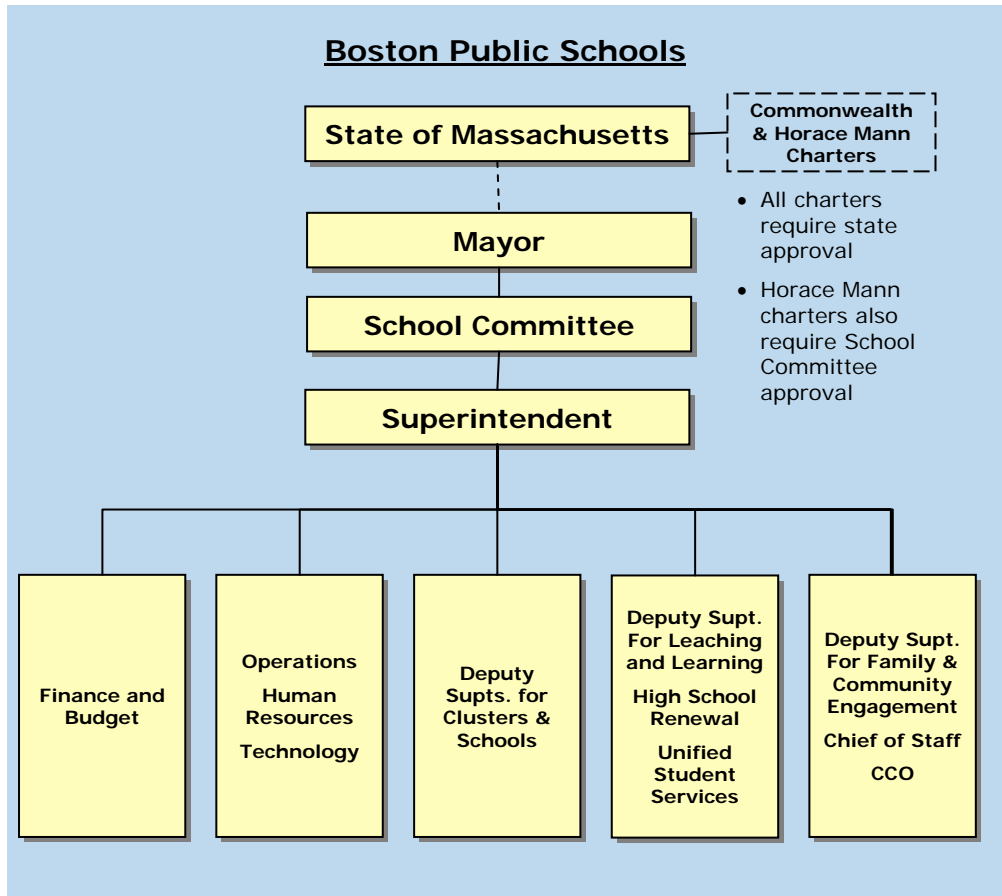
- Boston Public Schools has operated under Mayoral control since 1991

Year	Structure	Impetus for Change	Process for Change
2006	Today, the 7 members of the school committee are appointed by the Mayor to serve 4-year staggered terms		
November 1996	Referendum to return to elected committee defeated decisively by a 70% to 30% margin	Vote required by state officials when they approved the change to appointed committee in 1991	Citywide referendum vote
August 1995	Thomas Payzant chosen as new superintendent		Appointment by Mayor Menino and board
Early 1995	Superintendent Harrison-Jones, who had been hired in mid-1991 by the old elected committee, was informed that her contract would not be renewed	Mayor and citizens increasingly critical of superintendent	Menino decision
November 1993	Menino won 64% of the vote and 18 of the city's 22 wards in the Mayoral election after taking over as acting Mayor in July 1993		Citywide vote
January 1992	Seven appointed school committee members begin their new terms		Appointed by Mayor Flynn
July 1991	First meeting of the 13-member nominating committee		
July 1991	Mayoral control and appointed board structure authorized and Chapter 108 enacted under which the Mayor "shall strive to appoint individuals who reflect the racial, ethnic, and socioeconomic diversity" of the city		Governor and State Legislature approval
April 1991	Efforts for mayoral control resumed and city council voted for a seven member board appointed by the mayor	Continuation of dissatisfaction with school system	City council vote
1989	Mayoral control movement temporarily shelved after referendum achieved mixed results: 37% favored appointed committee, 36% opposed, 26% did not vote	Mayor Flynn "became more vocal in his criticisms and began to propose changes in governance"	Citywide referendum vote
1989	A commission appointed by the mayor concluded that governance change was required	History rife with conflict and poor results and high turnover among superintendents	
Pre-1991	Governed by a 13 member school board		

District Governance and Reform Profile: Boston

Overview of Current District Governance Structure

Distribution of District Power



- The mayor, school committee and superintendent work in partnership to provide leadership and oversight of education reform efforts
- **Mayor**
 - Has overall fiscal and political responsibility
 - Appoints the school committee
 - Submits the BPS budget to the Boston city council
- **School Committee**
 - Has fiduciary and policy oversight of the system
 - Is responsible for hiring and evaluating the superintendent
 - Approves allocation of budget
- **Superintendent**
 - Tenure:
 - Outgoing: Payzant (1995-2006)
 - Interim: Contompasis (2006-2007)
 - Incoming: Rivera (Beginning 2007)
 - Develops and recommends the long- and short-term goals to be pursued with basic strategies for achieving them and milestones for measuring progress
 - Is accountable for effective implementation of strategies and for achievement of the goals and objectives established
 - Recommends allocation of school budget
 - Recruits, develops, and evaluates teachers, administrators and staff

District Governance and Reform Profile: Boston

Governance Selection and Reporting Structure

District-State Relationship

- In July 1991, the Governor and State Legislature signed petition submitted by the mayor and city council granting the mayor the power to appoint the Boston School Committee
- Office of Educational Quality and Accountability (EOA), an independent office budgeted within the Department of Education (DOE) but not subject to its control, evaluates the effectiveness and efficiency of public school districts in promoting student achievement
 - Works under five-person citizen council, the Educational Management Audit Council (EMAC), appointed by the governor
 - Conducts mandatory reviews which include:
 - Comprehensive evaluation of a school district's performance
 - Annual reports on student performance in each district
 - Monitoring of statewide public education performance to inform policy decisions
 - Publishing information for public access that helps hold districts and schools accountable
 - Prepares reports and findings on schools and districts focusing on low-performing systems, that will inform local and statewide policymakers

Charter School Oversight

- Five-year charters granted by Massachusetts Board of Education
 - Commonwealth charters are governed by traditional charter guidelines and receive per-pupil tuition allocation from the state
 - Horace Mann charter schools must also have charters approved by the local school committee and the local teacher's union
 - Horace Mann charter funding comes directly from the school district in which the school is located, through a Memorandum of Understanding with the district

Leadership Selection

- Mayor Menino appoints 7-member school committee that oversees the district
- School Committee hires and evaluates superintendent
- Superintendent appoints all other key members of the leadership team: CFO, COO, Chief of Staff, Deputy Superintendents

District Governance and Reform Profile: Boston

Key Reform Activities

Teaching & Learning

Focus on the Children Reforms

- Total school improvement plan started in 1996, a year after the Menino-Payzant partnership began
- New attendance policy, instated in 1998, faced delay as school officials met with police, State Department of Youth Services, and community officials to define ways to enforce the policy
- To eliminate social promotion, district retains students in grades 3, 6 and 9 unless students have reached district-wide benchmarks in reading and mathematics by the end of summer school

Textbook and Program Initiatives

- Has received investments of \$143 MM in public and private funds for school technology
- In 1995, launched early literacy campaign, bringing 1,000 volunteers and 200,000 new books to schools
- Created the 2-to-6 Initiative in 1998 to expand after-school programming, opening 41 new programs
- The 2006-2007 budget approved by the Boston School Committee and Mayor Menino includes an additional \$3MM investment in early childhood education
- Boston teachers and principals at every grade level are participating in a \$4MM training initiative in math instruction
- District mandates the amount of time spent daily on instruction in reading and mathematics
 - Elementary students have 120 minutes of language arts and 70 to 90 minutes a day of mathematics instruction
 - Double blocks of math and reading in transition grades 6 and 9 exceed instructional time required by the state

District Governance and Reform Profile: Boston

Key Reform Activities

Operations

Central Office Reorganization

- Deputy Superintendent positions redefined to directly support schools and principals and helped to connect schools
- In late 2003, Payzant hired a new HR director and changed organization structure for the HR director to report directly to the superintendent, in addition to the COO like previous directors

Increased Facilities Investment

- Between 1995 and 2001, facilities improvements helped high schools upgrade their accreditation status to “fully accredited”
- In the 2005-06 school year, began installing a system to monitor dropouts, attendance, and suspension, in addition to the MyBPS web-based system already in place. Allows administrators and teachers access to assessment results, report cards, and links to state standards
- By 2001, over 11,000 new computers added to classrooms, improving the computer to student ratio from 1:63 to 1:6.

Human Capital

Improved Teacher Quality and Support Structures

- Superintendent tenure increased from 3.3 years before mayoral control to Payzant’s 10 year tenure*
- Payzant removed school principals from collective bargaining within his first year as superintendent, giving himself the ability to fire poor performers
- A change in the teacher’s contract now gives principals the opportunity to fill some teacher vacancies with teachers of their own choice. Previously, principals were required to take surplus teachers or teacher transfers, even if an individual was considered a poor fit for the school
- Since 2004, BPS offers residency programs to develop teachers and principals aimed at attracting people with strong leadership skills but who have not had experience in teaching
- In 2005, launched a new online application and hiring system which has since tripled the number of applications for teaching positions
 - The teacher-transfer process has been compressed from 3 months to 4 weeks
- Curriculum implementation reviews conducted for middle and high schools that are similar to “mini accreditation visits.” Deputy Superintendents observe academic departments to give feedback to every teacher on his or her classroom instruction

District Governance and Reform Profile: Boston

Key Reform Activities

Partners / Relationships

Creation of Boston Pilot Schools

- Formed in 1994 as a partnership between the mayor, school committee, superintendent, and teachers union as a development site for urban public schools
 - Teachers union and school district both give up some power in order to allow school administrators more school-based decision-making authority
- Operate with same per pupil budget as district schools, plus a startup supplement
- Control own budget, staffing, curriculum and assessment, governance, and schedule, in exchange for increased accountability
- 79% of Pilot graduates are enrolled in post-secondary education, compared to 67% of district high school graduates

Established Charter Schools

- Commonwealth charters governed by traditional charter regulations
- Horace Mann charters are approved and funded by BPS, and employees remain members of the local collective bargaining unit and continue to accrue seniority

Breakdown to Small Schools

- Beginning in 2001, with Gates Foundation grants, has divided four large high schools into 13 smaller schools so students are “less likely to slip through the cracks”
- Each small school organized around a unifying theme, many with a career or specific learning focus (project-based learning, college preparatory curriculum or leadership development)

District Governance and Reform Profile: Boston

Staging of Reform Activities Leads to Change

Key Short Term Changes*

- Primary focus under Menino's control internal personnel organization:
 - New superintendent (August 1995)
 - New teachers' contract (June 1994)
 - School-based management (June 1994)
 - Appointed school committee (January 1992)

Key Long Term Initiatives

- Whole School Improvement
 - District sets 4 to 6 goals annually for the system and individual schools which reflect district and state goals for performance
 - In 2005, the schools and district were required to submit implementation and outcome benchmarks for curriculum and academic goals
- Citywide Learning Standards
 - All teachers receive district-wide curriculum standards and pacing guides at the beginning of the year
 - District expanded assessment program in 2005 to include year-end, mid-year and end-of-chapter tests
- Promotion and Attendance
 - With full parental support, new promotion policy was adopted in June 1998, the first since 1983
- Early Childhood Education
 - Moved from half-day to full-day kindergarten for all 5-year olds in 1998
- Assessment
 - Stanford 9 and the Massachusetts Comprehensive Assessment System (MCAS) used to benchmark student progress

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District Governance and Reform Profile: Chicago

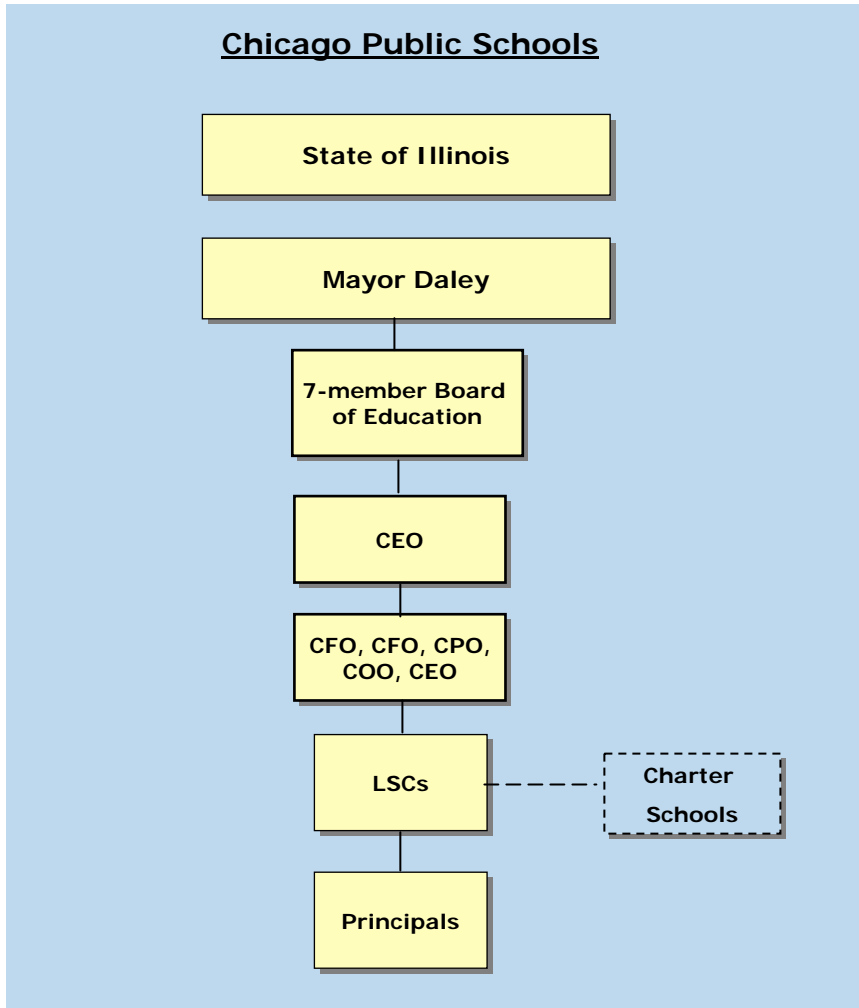
Pathway to Governance Structure

- Chicago Public Schools has operated under Mayoral control since 1995

Year	Structure	Impetus for Change	Process for Change
1995	<ul style="list-style-type: none"> Mayor Daley gains direct control over the Chicago school system through his appointed 5-member Board of Education <ul style="list-style-type: none"> Daley also appoints the first CEO to head CPS Reform act establishes stronger central control support functions and accountability mechanisms New “corporate style” of governance 	<ul style="list-style-type: none"> \$150MM Budget Deficit Frequent teacher’s strikes were consistently causing schools to close doors at start of academic year Low public confidence in existing school board Declining levels of participation in LSCs 	<ul style="list-style-type: none"> Approved by Illinois State Legislature Chicago School Reform Amendatory Act (June 1995)
1989	<ul style="list-style-type: none"> Decentralization of decision-making power to the Local School Councils (“LSCs”) Each LSC is comprised of the school principal, 6 parents, 2 teachers and in high schools, 1 student School Nominating Board created with 23 parent and community representatives from LSCs across the city and 5 members appointed by the Mayor 	<ul style="list-style-type: none"> In 1987, US Education Secretary William Bennett called Chicago’s schools “the worst in the nation” A series of newspaper reports in <i>The Chicago Tribune</i> fueled the citywide debate on the quality of schooling in the City and jumpstarted the Reform movement Student dropout rates were reportedly greater than 40% 	<ul style="list-style-type: none"> Approved by Illinois State Legislature Chicago State Reform Act (July 1989) after 4 months of negotiations between the legislature, the mayor’s office, teachers, and corporate lobbyists

District Governance and Reform Profile: Chicago

Overview of Current Governance Structure



Distribution of District Power

- Mayor Daley appoints all 7 members of the Board of Education who oversee the entire CPS system
 - First Board of Directors selected in 1995 included no educators
 - First CEO selected by Daley (Paul Vallas); now CEO is selected by Board
- Tenure:
 - Current Superintendent Arne Duncan has been in office since 2001
- Current Board of Education includes 5 business executives, 1 lawyer and 1 physician
- Board of Education/CEO has control over:
 - State and local funds
 - Hiring/firing of principals
 - Outsourcing of district jobs
 - General courses of study
 - Disciplinary action against schools failing to meet expectations
- LSCs still retain power over:
 - Local discretionary budget and school improvement plans
 - Community outreach programs
 - Curriculum guidelines

District Governance and Reform Profile: Miami-Dade

Governance Selection and Reporting Structure

District-State Relationship

- State legislature turned the Chicago school system over to Mayor Daley in 1995
 - Illinois Board of Education approves state funding for CPS and monitor's school performance with the Illinois Public School Report Card
 - Mayor Daley and Chicago Board of Education operate autonomously and do not directly report to Illinois Board of Education

Charter School Oversight

- In 1996, the State Legislation passed a law allowing for the creation of charter schools
 - In January 2006, the limit on charter schools was removed (charter schools had been limited to 60 total in Illinois with 30 of those in Chicago)
 - Charters are granted for a period of not less than 5 but not more than 10 years; a charter may be renewed in incremental periods not to exceed 5 years
 - Charter schools applications approved by LSCs; however, applications denied by LSCs may be appealed to State School Board

Leadership Selection

- Mayor Daley appoints 7-member Board of Education that oversees the school system
- Board of Education appoints all other key members of the leadership team: CEO, CFO, Chief Education Officer, Chief Purchasing Officer, and Chief Operating Officer

District Governance and Reform Profile: Chicago

Key Reform Activities

Teaching & Learning

Ended Social Promotion

- Established promotion gates at 3rd, 6th, and 8th grades using scores on standardized reading and math tests
- Students that fail to advance had the option of attending summer school to catch up

Reading Initiative

- Required all elementary students to receive 2 hours of balanced literary instruction a day
- Hired 114 reading specialists to be assigned to elementary schools (goal is to have a reading specialist in every probationary school)
- Funds also set aside to set up classroom libraries in every kindergarten through 3rd grade classroom; total cost of Reading Initiative=\$31MM

Math and Science Initiative

- \$14.5MM to hire math and science coaches to help teachers bolster instruction
- Elementary schools required to spend an additional 20 minutes a day on math

Operations

Capital Improvement Plan

- Immediate \$806MM capital improvement plan implemented in 1995 for the construction, upgrade, replacement and renovation of school buildings and other CPS facilities
- Current spend of over \$4BN to reduce overcrowding, make needed capital repairs and improve learning through technology enhancements

Create business service centers

- Support principals and area instructional officers in areas such as budgeting, purchasing, contracts, facilities, and security
- Implemented first in 38 probation schools; salaries range from \$55-70K

Overhauled IT systems

- Use data to identify cause of the problem and measure effectiveness of potential solutions

Balanced budget

- Eliminated \$150MM budget deficit
- Outsourced district jobs to private firms to save money on union costs

District Governance and Reform Profile: Chicago

Key Reform Activities

Human Capital

Increased district support for teachers

- \$123MM professional development budget, \$55.7MM of which is spent on 8 teacher development and institute days
- Nov 2006: Won a \$27.6MM federal grant to pilot a merit pay initiative for teachers
- Includes \$4-5K bonuses for improving student performance and includes additional professional development and a career ladder for teachers that want to stay in the classroom

Teachers contract

- Negotiated 4-year contract with Chicago Teachers Union in 1995
 - Eliminated the threat of a teacher's strike

Partnerships/Relationships

Improve Interagency Relationships

- Moved district headquarters to City Hall to facilitate closer interaction with other Chicago city agencies
- Coordinated with park services, public libraries and welfare services to improve services for children

Good News Media Campaign

- CEO Vallas coordinated with Chicago media to ensure that reform efforts and school system improvements were communicated to the public

Renaissance 2010

- Creating 100 new schools to replace troubled elementary and high schools
- 2/3 will be privately run (charter and contract) and 1/3 will be run by CPS
- Estimated cost of \$100MM (\$1MM per school)

District Governance and Reform Profile: Chicago

Staging of Reform Activities Leads to Change

Key Short Term Changes

Short term changes focused primarily on “bricks and mortar reforms” such as fiscal stability, facilities improvements, increased accountability, union contracts, and creating public support for the new administration

- Eliminated \$150MM budget deficit
- Capital improvement plan upgrades school facilities across the district
- 4-year teachers union contract signed
- Business service centers created in schools
- Increased coordination with other city agencies
- End to social promotion
- Created Accountability Council
- “Good news” media campaign orchestrated by CEO Vallas is hugely helpful in generating public support

Key Long Term Initiatives

Long term initiatives focused mainly on teaching and learning reform

- Revamped student improvement plans created with principals and area instructional officers input
 - Includes numerical objectives for student achievement, attendance, and graduation rate
- Replace 6 regional officers (responsible for over 100 schools) with 24 area instructors responsible for 18 to 44 schools each
 - Work closely with principals on improving teaching in the schools and are held accountable for improving student performance
- Standardized the curriculum in elementary and high schools throughout the district
- Focused on recruiting good teachers and administrators and supporting them with intensive training and professional development
- Renaissance 2010
- Reading Initiative

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District Governance and Reform Profile: Miami-Dade

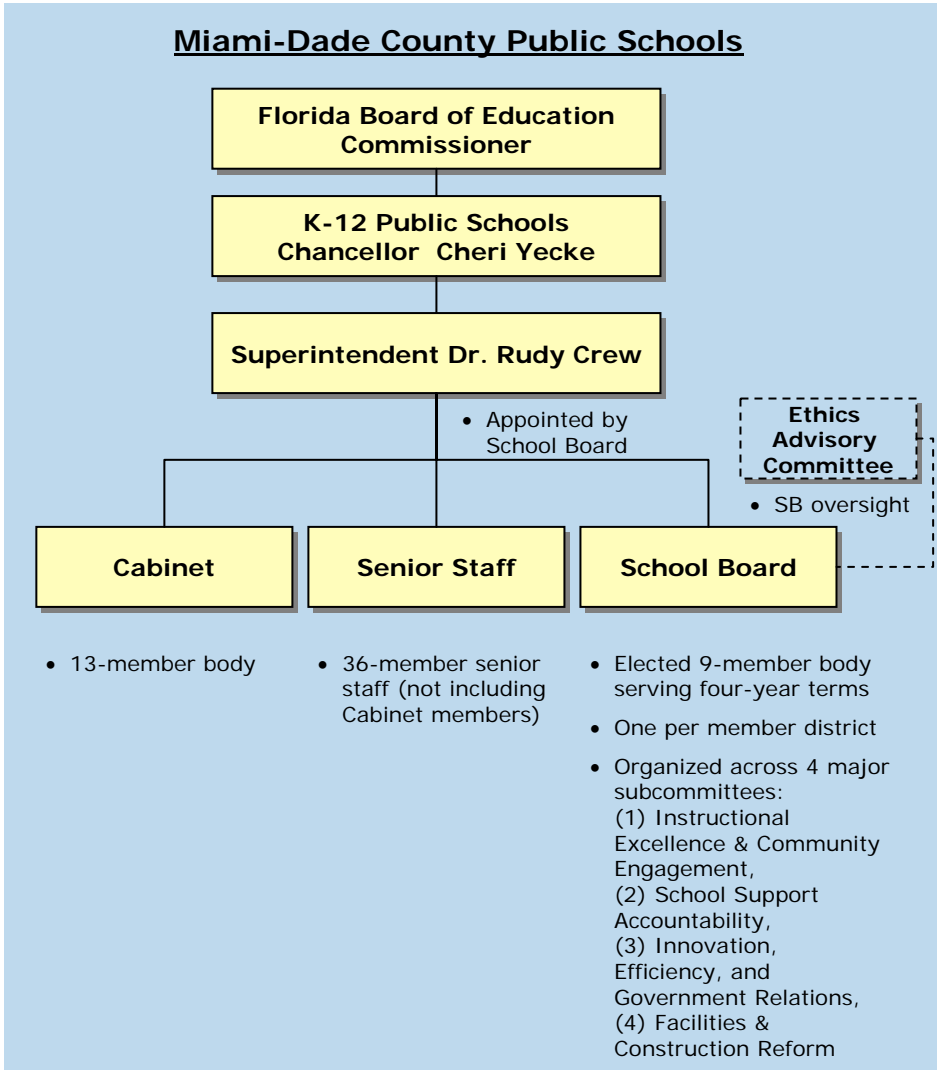
Pathway to Governance Structure

- Miami-Dade has operated under the same governance structure with strong superintendent control

Year	Structure	Impetus for Change	Process for Change
August, 2004	Dr. Rudy Crew appointed to Superintendent after nationwide search	Fill full-time superintendent position	Unanimous appointment and approval by school board
2001	<p>Merrett Steirheim, former county manager, appointed as interim superintendent.</p> <p>Previous Superintendent Cuevas's contract was terminated after his performance was deemed unsatisfactory</p>	Interim superintendent in place due to poor district performance under prior leadership	Vote by school board

District Governance and Reform Profile: Miami-Dade

Overview of Current Government Structure



Distribution of District-Level Power

- **Dr. Rudy Crew, Superintendent**
 - Tenure:
 - Appointed as superintendent on July 1, 2004
 - Oversees district management and drives towards meeting goals
- **Augustin Barrera, Chairman of the School Board**
 - Serving one-year term as Chairman, elected in 2002
 - Became the liaison school board committee member to the audit committee
 - Prior background on the business and financial services committee, district athletic advisory committee, and vice-chairman of the facilities management committee

District Governance and Reform Profile: Miami-Dade

Governance Selection and Reporting Structure

District-State Relationship

- Superintendent Crew reports to the Chancellor of K-12 schools
- Chancellor office falls under the Florida State Department of Education, overseen by the Commissioner

Charter School Oversight

- Charter schools must be sponsored by a single school board member and voted upon by the entire school board before opening in a district
 - All charter schools are public schools
 - All charter schools must participate in state assessment (FCAT, etc.) and meet state graduation requirements

Leadership Selection

- School board votes to appoint Superintendent
 - Superintendent appoints senior staff members
- School board members are elected to staggered four-year terms
 - Board comprised of nine voting members
 - 4 main subcommittees, each with a community non-voting member

District Governance and Reform Profile: Miami-Dade

Key Reform Activities

Teaching & Learning

Creation of the School Improvement Zone

- Crew grouped 39 lowest performing schools together with longer school day and increased support resources for students and teachers
- Teachers recruited receive 20% more pay for 20% more of their time

Standardized Curriculum for “STELLAR” Schools

- Program created to target 3rd to 4th grade promotion
- Students must demonstrate reading and math proficiency before starting 4th grade

Metrics in Place to Track Progress Towards Academic Achievement

- Crew establishes 20+ priorities each year with benchmarks to meet, with linked incentive pay upon delivering against those targets
- Crew increased prioritized minority enrollment in AP classes as part of district target, resultant increase in both Hispanic and African-American populations

Piloting Secondary Reform Plan

- Three phases between 2004 and 2011, implementation at 11 Miami middle and high schools
- Goal to ensure graduates are prepared for college or careers
- School schedule change provides for internship opportunities and more personalize instruction

District Governance and Reform Profile: Miami-Dade

Key Reform Activities

Operations

Implementation of three-year District Strategic Plan

- 2005-2008 progress from the school to district level measured against a scorecard of 5 metric-based goals and 12 system-wide initiatives

Five-Year Facilities Capital Campaign

- Creation of first five-year, focused Capital Campaign focused on adding seats
 - \$3.7B for facilities construction and maintenance
 - District currently ahead of schedule for adding seats to respond to increases in student population (goal of adding 82,000 seats by 2010)
- Teacher pay increase in 2004 with recent reorganization in 2006 union contract
 - Recently determined union contract includes base pay raise, additional PD support and training

Implementation of three-year \$38MM IT strategic plan

- \$38MM technology plan over three years (2003-2006) to bring internet and computers to schools across district
- IPEGS teacher / administration evaluation system intended to remove subjective teacher evaluation and rate teachers against defined metrics

Redesign of facilities management

- Creation of Office of School Facilities, distributing maintenance staff by regional teams

Introduction of new metric-driven teacher and staff evaluation system

- Instructional Performance Evaluation and Growth System (IPEGS) piloted in 30 schools in 2006, includes observation and student achievement, with the goal of focusing on accountability and professional growth

District Governance and Reform Profile: Miami-Dade

Key Reform Activities

Human Capital

Internal Overhaul of Senior Staff

- Superintendent Crew recruited members of his senior staff from previous national education organization and continues to shift around staffing to align with district priorities
 - E.g. Staffing for implementation of Facilities Strategic Plan

Teacher / Staff Reorganization

- 100 teachers were replaced when continuing education credits were discovered as false

Elimination of non-essential staff to reallocate funds

- 707 non-instructional positions removed, freeing \$35.6MM to dedicate to teacher raises, programs, etc.

Secured long-term teacher's union contract

- Union contracts transition from annual to three-year contracts (as of fall 2006), with additional PD resources and salary increase

Partnerships / Relationships

"Town Hall" meetings

- Superintendent Crew held local "town hall meetings" to introduce both himself, his staff to the district to solicit ideas and hear concerns

Creation of The Parent Academy

- Partnerships with local community colleges for parents to enroll in coursework towards GED, continuing education, etc.
 - \$1.3MM in first year (2004) for 18,000 parents
 - \$1.5MM budget (2005) for 28,000 parents

Health teams added to every campus by 2008

- District partnership with Department of Human Services

Weekly email communication between Superintendent Crew and School Board

District Governance and Reform Profile: Miami-Dade

Staging of Reform Activities Leads to Change

Key Short Term Changes

- Internal management staff overhaul
 - Recruited Cabinet and senior staff members both externally and internally
- Elimination of 707 non-instructional positions freeing \$35.6MM to dedicate to teacher raises, etc.
- Budgetary overhaul, specific to construction spending and timelines
- Redesign of facilities management
 - Creation of Office of School Facilities for oversight
 - Reallocation of school maintenance by regional teams to increase efficiency and accountability
 - Tracking of construction timelines and spending

Key Long Term Initiatives

- Focus on low-performing schools
 - Establishment of "School Improvement Zone" targeting low-performing schools
 - STELLAR program targets elementary reading and math skills for 3rd grade promotion and FCAT achievement
- Investment in technology systems
 - Student and teacher performance tracking
- Secondary reform focused on college or career readiness
 - Secondary School Reform Plan to be rolled-out across district middle and high schools
 - Three phases between 2004 and 2011 implementation
 - Goal to ensure graduates are prepared for college or careers
 - School schedule change provides for internship opportunities and more personalized instruction

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District Governance and Reform Profile: New York City

Pathway to Governance Structure

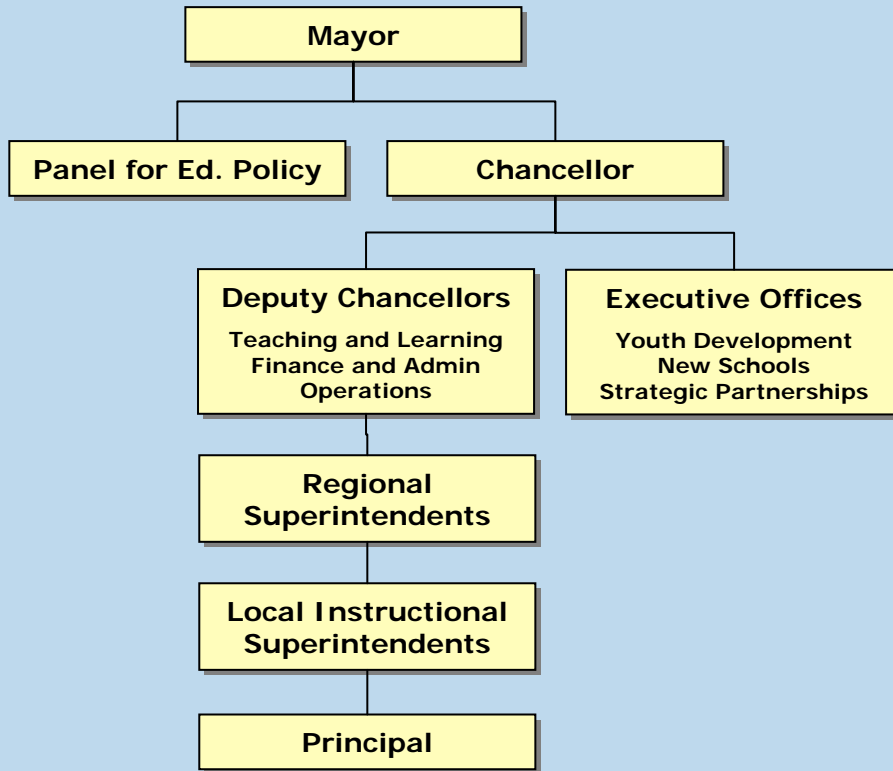
- New York City Public Schools have operated under Mayoral control since 2002

Year	Structure	Impetus for Change	Process for Change
2006	Today, there are 13 members of the Panel for Educational Policy: one member appointed by each of the five borough presidents, seven appointed by the mayor, and the Chancellor, also appointed by the mayor		
March 2003	Reorganization of 32 community school districts into 10 regional school districts	Reduction of bureaucratic overhead	Mayoral decision
July 2002	Joel Klein appointed Chancellor of New York City Department of Education		Mayoral appointment
June 2002	State Legislature amends education law to provide mayoral oversight for education in New York City	Efforts to increase mayoral accountability by Mayor Bloomberg	State Legislature amendment
January 2002	Michael Bloomberg elected Mayor of New York City		Citywide vote
Pre-2002	Governed by multiple levels of administration, at the top a 7 member board of education where one member was appointed by each of the borough presidents and two members were appointed by the mayor		
Pre-2002	Multiple mayors attempted to gain mayoral control of education in New York City but failed to gain control		

District Governance and Reform Profile: New York City

Overview of Current Government Structure

New York City Public Schools



Distribution of District Power

- The Mayor has ultimate authority for educational policy through a council with an appointed majority and a chancellor serving at the pleasure of the mayor
- Mayor
 - Has overall fiscal and political responsibility
 - Appoints the Panel for Educational Policy and the Chancellor
 - Submits the DOE budget to the New York City Council
- Superintendent
 - Recommend and implement educational standards and curriculum requirements for all schools throughout the city, as well as evaluate schools and programs for compliance
 - Responsibility for developing budgetary requests on a yearly basis
 - Develop and implement a facilities master plan
- Panel for Education Policy
 - Chancellor is the chair of the Panel
 - Approves policies and regulations proposed by the chancellor that are directly related to student achievement and performance
 - Approves contracts that have significant impact on the provision of educational services within the district, including labor union negotiations
 - Adopt the yearly budget and approve dissemination of funds to community districts

District Governance and Reform Profile: New York City

Governance Selection and Reporting Structure

District-State Relationship

- Mayor Bloomberg pushed for mayoral control of New York City education and was granted control in June 2002
- Under the new school governance law, the elected Board of Education in New York City was abolished and replaced by a panel on which the mayor appoints the majority of seats
 - The current governance structure is scheduled to sunset in June 2009
- NYC DOE administrators meet each month with the state commissioner of education to discuss state and city decisions and align objectives

Charter School Oversight

- Chancellor Klein may approve start-ups and conversions, and the State University of New York board of trustees and the State Board of Regents may approve start-ups (*Is this actually the University of the State of New York?*)
 - The State Board of Regents must also approve any charter application approved by another entity

Leadership Selection

- Mayor appoints the Chancellor, who serves at the pleasure of the Mayor and reports directly to the Mayor
- Mayor appoints 8 of the 13 members of the Panel for Education Policy, including the Chancellor, who serve at the pleasure of the Mayor
- Chancellor appoints heads of offices and agencies at the DOE
- Chancellor appoints the superintendents for the local school districts

District Governance and Reform Profile: New York City

Key Reform Activities

Teaching & Learning

Standardized Curriculum

- In January 2003, Chancellor Klein announced a system-wide approach for standardization of the curriculum in New York City for grades K-8
- Grades K-3 use *Month by Month Phonics*, grades 4-8 have a 90-minute literacy block, and students in grades 9-12 who scored level 1 or 2 on reading assessments participate in a Ramp Up program
- Grades K-2 use *Everyday Mathematics*, while grades K-5 supplement curriculum with *Math Steps*
- *Impact Mathematics* was implemented in 2003 for grade 6 and phased into grades 7 and 8 over the two following years, and the high school curriculum involves three mandated semesters of *Math A and B*

End to Social Promotion for Third-Grade Students

- In March 2004, ended social promotion by requiring proficiency in reading and math in third grade before promotion to fourth grade (in 2003, nearly 7,300 third-graders were promoted to fourth grade with scores in the bottom level of the English and math exams)
- Budgeted \$33MM in the 2004-05 school budget to pay for summer school and tutoring for students in danger of being held back; in school year 2005-06, nearly 22,600 students participated in Saturday Preparatory Academy to prepare for testing
- In February 2006, Chancellor's Regulation A-501 established promotion standards for grades 3-8, one provision of which requires students to score at level 2 or above on the yearly standardized English and mathematics examinations to be eligible for promotion

Launched Small Schools Initiative

- Has led to the opening of nearly 200 new small high schools
- Involvement of the Gates Foundation has led to increased support for new small schools in New York City, with Gates pledging ~\$125MM for the city's new small schools initiative
- First graduation class of the new small schools graduated students at 73%, significantly higher than the overall city rate of 58%

Empowerment Zone

- Began as Autonomy Zone in fall 2004 with ~30 schools agreeing to stricter accountability (90% attendance and 80% graduation in 5 years) in exchange for increased budget authority and additional authority over personnel decisions
- Expanded into Empowerment Zone program, with 331 schools participating in the program for the 2006-7 school year; schools receive ~\$100K in additional unrestricted funds and ~\$150K in additional discretionary funds

Increased Support for Off-track Students

- Established new programs in the Office of Multiple Pathways to Graduation for students who fail to progress in traditional high schools and are at risk of dropping out
- 20 Young Adult Borough Centers provide evening academic programs that serve students who are academically behind or who might be considering dropping out because of adult responsibilities during the day
- 31 Transfer School locations are designed to re-engage students who have already dropped out or are overage and under-credited for their grade level

District Governance and Reform Profile: New York City

Key Reform Activities

Operations

Regional consolidation and reorganization

- Eliminated the 32 community school districts and associated local school boards and replaced with 10 regions headed by a regional superintendent overseeing 12 supervisors, each of whom oversees a cluster of 10-12 schools and principals
- In January 2006, Chancellor Klein announced continued plans to cut nearly \$200MM from the Central and Regional budgets and to make those resources available directly to schools, continuing the goals of reducing the size of the administration and increasing funding directly to schools

Centralized school construction processes

- In October 2002, the School Construction Authority merged with the Division of School Facilities to form a single school construction agency
- Goal of reducing costs by cutting per-square foot building costs from \$438 to \$325
- Cut 350 positions at SCA and reduced SCA budget by \$1B
- In April 2006, Mayor Bloomberg announced that the city and state had agreed on a plan under which the state will fund 50% of New York City's \$13.1B School Capital Construction Plan

Increased School Choice

- The high school admissions process was redesigned at the beginning of 2003 to introduce increased equity and choice
- Students rank their top 12 high school choices and the high schools rank their top students in a blind match of students to their top ranked high schools
- For the 2006-7 school year, 43% of students received their top choice, an increase of 9% since 2004, with much of the improvement attributable to greater choice of new small schools

District Governance and Reform Profile: New York City

Key Reform Activities

Human Capital

Creation of the Leadership Academy

- Founded in July 2003, the cost of \$13MM for its annual operation is paid for by grants from the Partnership for the City of New York, the Wallace Foundation, and the Broad Foundation
- First class of aspiring principals included 90 entrants, educated at a cost of \$160-\$180K per entrant
- The program has experience mixed success: after two years, 113 of 180 entrants are working as principals

Enhanced Professional Development

- Focused support to principals and teachers
 - Principals: training through regional and local instructional superintendents
 - Teachers: training through math and literacy aids, \$145MM in spending on aides

Teacher and Principal Recruitment

- In April 2006, DOE and United Federation of Teachers announced \$15K in housing support incentives to attract qualified math, science, and special education teachers

Partnerships / Relationships

Increased Parent Involvement

- As part of Children First, Chancellor Klein announced his plan to place a parent coordinator in every school to serve as a liaison between parents and the school to address parent concerns and maintain contact with community organizations involved with the schools
- The cost of the program in its initial year was \$43MM, approximately \$36K for the parent coordinator in each of the city's 1200 schools

Development of private sector relationships

- Fund for Public Schools established to increase private sector support for education in NYC, raising in \$150MM in system-wide contributions

District Governance and Reform Profile: New York City

Staging of Reform Activities Leads to Change

Key Short Term Changes

- Consolidation of responsibility under the auspices of the Office of the Mayor
 - Ability to set education agenda through control of the Panel for Educational Policy
- Standardized curriculum
 - Immediate focus on literacy and math has helped increase the city's standardized testing scores and close the racial gap at the primary school level

Key Long Term Initiatives

- Improved Leadership
 - Development of new and current principals through the Leadership Academy
 - Improved top-down leadership will increase achievement through better instruction and management
- Increased Empowerment
 - Through the expansion of the Empowerment Zone, allows individual principal to tailor budgetary and instructional methods to their student population in exchange for commitments of increased performance
- Accountability Initiative
 - Use of yearly school report cards to ensure performance at school with underperformance carrying the threat of school restructuring or closing
- School Choice
 - Increased the number of available schools, especially at the high school level, with the addition of a large number of academically small schools and charter schools

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Other District Mini-Profiles

	Detroit	Cleveland
Context for Change	<ul style="list-style-type: none"> 1998, Michigan Governor John Engler focused in on Detroit's plummeting test scores and skyrocketing dropout rate 	<ul style="list-style-type: none"> \$152MM budget deficit leads district to declare a fiscal emergency High school graduation rate dropped 10% in 5 years down to 34.8%
Reform Details	<ul style="list-style-type: none"> 1998: Replaced existing elected School Board with mayor Denis Archer in 1998 Mayor Archer appoints a School Board who then selects a CEO (similar to Chicago) Mayor Archer and his Deputy Mayor Freman Hendrix were both against having control of the school district from the start 	<ul style="list-style-type: none"> 1998: State legislature granted the mayor the power to appoint a nine-member school board and district superintendent Legislation included a 2002 referendum on whether to retain the appointed board
Challenges	<ul style="list-style-type: none"> Mayor Archer did not have forceful control of the city council so he was unable to obtain the additional funds necessary to rebuild the infrastructure No definitive process that the newly appointed board would use to relieve the district of its problems People in Detroit have elevated sense of voter empowerment so they were upset when Governor Engler removed the all elected board 	<ul style="list-style-type: none"> No broad grassroots support Lack of trust in the School District's ability to properly allocate district funds Dissatisfaction among some African-Americans who were particularly concerned about losing the right to vote
Successes	<ul style="list-style-type: none"> District became easier to manage (easier to audit and track district funds) Reading scores increased from 36.3% to 57.4% but math scores decreased 	<ul style="list-style-type: none"> Test scores have improved in both elementary and secondary schools, though the racial achievement gap persists
Outcome	<ul style="list-style-type: none"> On Nov. 8, 2005, Detroit voters chose to return power to an elected school board "In the end, it became a voting rights issue. The voting rights issue usurped everything else in a largely African-American city" 	<ul style="list-style-type: none"> Cleveland voters decided in 2002 to keep mayoral control Barbara Byrd-Bennett served as CEO until 2006, from the onset of mayoral control and through two subsequent mayors

Other District Mini-Profiles

Philadelphia

Harrisburg

Context for Change

- Chronically low academic achievement
- \$200MM budget deficit
- Declining population, worsening poverty conditions and proven corruption across the school board membership
- Harrisburg ranked last out of Pennsylvania's 501 school districts in standardized tests

Reform Details

- 2001: PA Republican Governor Mark Schweiker and Democratic Philadelphia Mayor John Street brokered an agreement:
 - Allowed for hostile takeover that created a new 5-member governing board, the School Reform Commission
 - 3 members appointed by the Governor and 2 by the Mayor
 - SRC selects the District's CEO (2002 selected former Chicago CEO Paul Vallas)
- 2000: Empowerment Act (state initiative to improve schools) was designed to put school districts with historically low PSSA test scores under direction of a "board of control"
- As part of the Empowerment Act, Harrisburg was immediately placed under mayoral control
- Mayor Stephen Reed assembled a five-member, appointed control board
- Superintendent meets with the mayor at least twice a week, and the two often speak daily

Challenges

- A \$73MM budget deficit which is over 3% of the districts \$2.04B operating budget in 2006
 - "The district talks about accountability, but administrators and the SRC dug this budget hole by approving extravagant private contracts and hiring their cronies for administrative positions," Ted Kirsch, president of the Philadelphia Federation of Teachers said
- Some tension between CEO Vallas and the SRC
- Mayor appointed under contentious terms of the Education Empowerment Act which differentially allowed for mayoral control provisions for Harrisburg and no other districts in the state
- Some Board of Control members assert that their role in school district affairs has diminished too much

Successes

- Student performance on Pennsylvania System of School Assessment (PSSA) tests have improved steadily since 2002, with district gains increasing faster than state averages
- In May 2004, Vallas lead the District to the first balanced budget in 7 years
- Removed threat of violence by placing police back in schools and establishing new alternative school programs to remove disruptive students from classroom
- In 5 years of Superintendent Reed's leadership the graduation rate is up 71%, test scores up 20% and enrollment is up 34%

Outcome

- 2006-2007 school year is the 4th year operating under the joint oversight of the state and the city of Philadelphia
- 2005: Mayoral control re-considered after five-year contract and approved for an additional five years (up for reconsideration in 2010)

Other District Mini-Profiles

Key Takeaways

Detroit

- Detroit faced plummeting test scores and growing dropout rate
- In 1998, Governor replaced existing elected School Board with Mayor Denis Archer who appointed a School Board
- Mayor Archer was against mayoral control from the start – lack of initial consensus around mayoral control significantly undermined necessary focus on education
- On Nov. 8, 2005, Detroit voters chose to return district oversight power to an elected school board

Cleveland

- Large budget deficit and superintendent's resignation left the school district in need of assistance
- In 1998, state legislature granted the mayor the power to appoint a 9-member school board and district superintendent
- Test scores have improved in both elementary and secondary schools, though the racial achievement gap persists

Philadelphia

- In 2001, faced hostile state takeover due to chronically low academic achievement and a \$200MM operating deficit
- Created new 5 member governing board, the School Reform Commission (SRC), with governor appointing 3 members and mayor appointing 2
- Student performance on the Pennsylvania System of School Assessment (PSSA) tests has improved steadily since 2002, with District achievement gains increasing faster than state averages

Harrisburg

- Faced declining population, worsening poverty conditions and proven corruption across school board membership
- Mayoral control granted under The Empowerment Act, a state initiative to improve schools with historically low PSSA test scores
- In 5 years of Superintendent Reed's leadership the graduation rate is up 71%, test scores up 20% and enrollment is up 34%

Agenda

District Profile Summary

- Boston Public Schools
- Chicago Public Schools
- Miami Public Schools
- New York City Public Schools
- Other District Mini-Profiles
- **Governance Snapshot: Harrisburg**
- Governance Snapshot: Los Angeles
- Governance Snapshot: Oakland
- Governance Snapshot: Philadelphia

District Governance and Reform Profile: Harrisburg

Pathway to Governance Structure

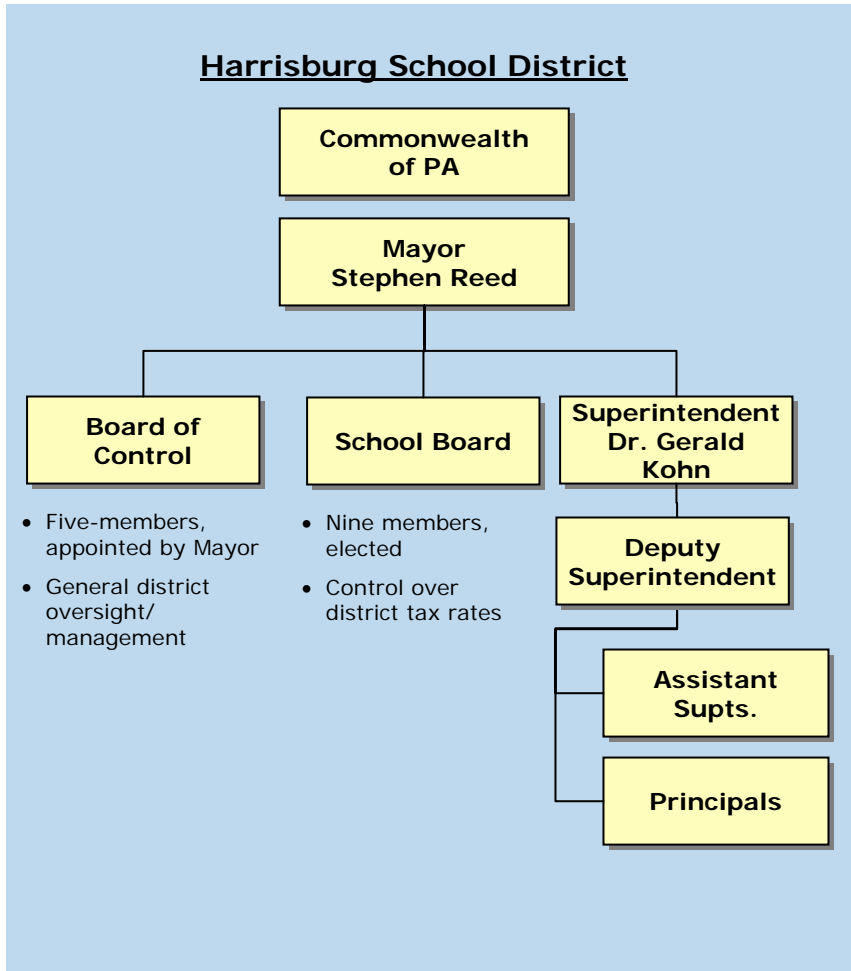
- Harrisburg Public Schools have operated under mayoral control since 2000

Year	Structure	Impetus for Change	Process for Change
2005	Mayoral Control again approved after five-year contract expiration (now through 2010)		
2001	<p>Superintendent Gerald Kohn, PhD named after nationwide search.</p> <p>Mayor Reed allowed Kohn to select his staff and did not allow the board to be involved in personnel decisions to avoid district micromanagement</p>	Prior Superintendent placed on probation, deemed unsuccessful	Mayoral decision
2000	<p>Full mayoral control decreed upon Mayor Stephen Reed, as part of the Empowerment Act of 2000</p> <p>- Empowerment Act of 2000 was a state-wide initiative to highlight low performing school districts. While 12 districts were named and placed under a three-year improvement "watch", Harrisburg was immediately placed under mayoral control</p> <p>Reed appointed five-member Control Board for overall district management (through 2010), while elected nine-member School Board maintained control over local taxes</p>	Harrisburg identified as low-performing district, with weak leadership at the superintendent and School Board levels	State-level legislative intervention

District Governance and Reform Profile: Harrisburg

Overview of Current Government Structure

- Under mayoral control, there is an apparent conflict of interest between the appointed Board of Control (general oversight of reform implementation) with the elected School Board (controls district tax rate)



Distribution of District Power

- Mayor Stephen Reed
 - Overall fiscal and political responsibility for district
 - Has served as mayor of Harrisburg since 1976
 - Appoints Control Board members, as part of PA Empowerment Act
- Superintendent Dr. Gerald Kohn
 - Oversees standards and curriculum changes
 - Accountable to the mayor
- Control Board
 - Oversees district improvement and reform efforts
 - Accountable to the mayor
- Elected School Board
 - Holds authority to set the tax rate for the district, by state law
 - Currently comprised of 6 appointed members (out of 9) by Mayor Reed due to member dismissal

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- Governance Snapshot: Oakland
- Governance Snapshot: Philadelphia

District Governance and Reform Profile: LAUSD

Pathway to Governance Structure

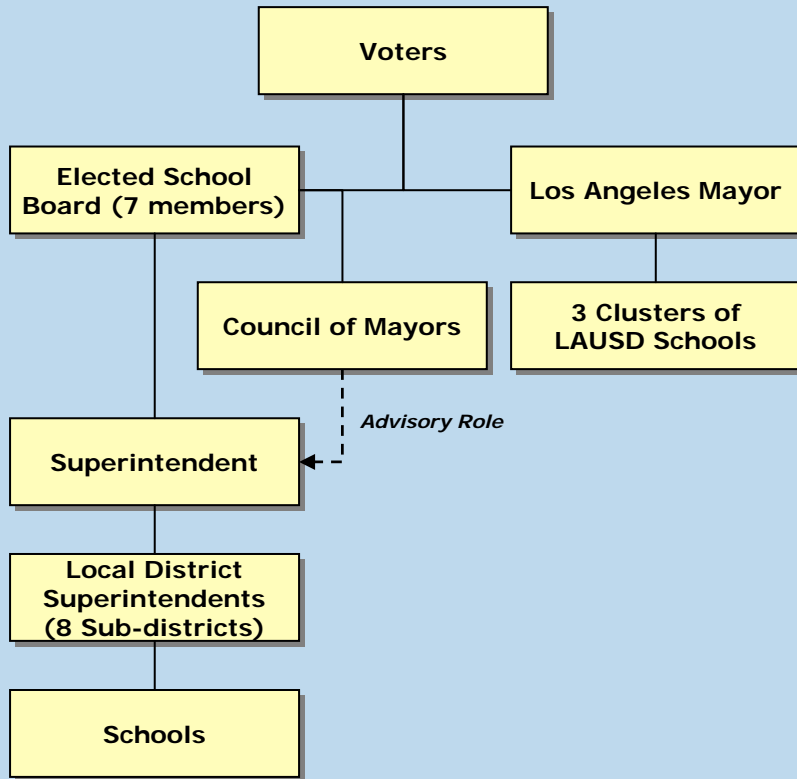
Year	Structure	Impetus for Change	Process for Change
2007	Senator Gloria Romera Educational Reform Act of 2006 (Bill 1381) effective as of January 1, 2006		
2006	Brewer hired as Superintendent of LAUSD while Mayor Villaraigosa was out of the country	School Board held secret meetings to hire new Superintendent defying Mayor Villaraigosa's plea to be informed of relevant developments in the process	School board selected Superintendent
2006	Senator Gloria Romera Educational Reform Act of 2006 (Bill 1381) passed giving the Council of Mayors some influence over the LAUSD school district including opportunity to provide feedback on the school district budget and the hiring / firing of the Superintendent. Mayor of L.A. also given authority to directly oversee three clusters of schools within the district.	Mayor Villaraigosa wanted to have full control over the school district, but faced too much opposition from the L.A. teachers' union in addition to state education advocates forcing him to compromise	Mayor Villaraigosa bypassed local voters by going to the state legislature with the Senator Gloria Romera Educational Reform Act of 2006 (Bill 1381)
2005	Villaraigosa elected Mayor of Los Angeles		
1999	Mayor Riordan's "Slate" of four school board candidates won representing a majority on the Board of Education and giving Mayor Riordan some influence in the school district	Mayor Richard Riordan wanted to have some influence over the school board	Mayoral endorsement and financial support for "Slate" of school board candidates
1978	Governed by an all-elected, seven member school board by District	City wanted to improve local control over schools	L.A. voters approved Proposition M
1903 - 1978	Governed by an all-elected, seven member school board elected at large	Need to separate the district and city politics after school district corruption. City attempted to centralize the district by abolishing the ward system and giving the school board more of an administrative role	City charter changed by voters

District Governance and Reform Profile: LAUSD

Overview of Current Government Structure

- Villaraigosa compromised with legislature and teachers' union giving him some authority over LAUSD, but not as much control as he had originally sought

Villariagosa's Legislated LAUSD Governance Plan



Distribution of District Power

- Gloria Romera Educational Reform Act of 2006 (CA Bill 1381) was passed on August 28, 2006 and was signed by Governor Schwarzenegger on September 18, 2006
 - Bill gave Council of Mayors some influence over the school district
- Board of Education
 - Power to hire / fire a superintendent
 - Final budget approval authority on categorical spending
- Superintendent
 - Greater control over budgeting, contracts, and the ongoing construction and building program
- Council of Mayors
 - Council must have 90 percent of the weighted vote of its membership to pass a motion
 - Representative of Council is designated to participate in selecting and evaluating superintendent candidates
 - Able to comment on school district budget
- L.A. Mayor
 - Permitted to lead a community partnership to oversee three clusters of low-performing schools

Agenda

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District Governance and Reform Profile: Oakland

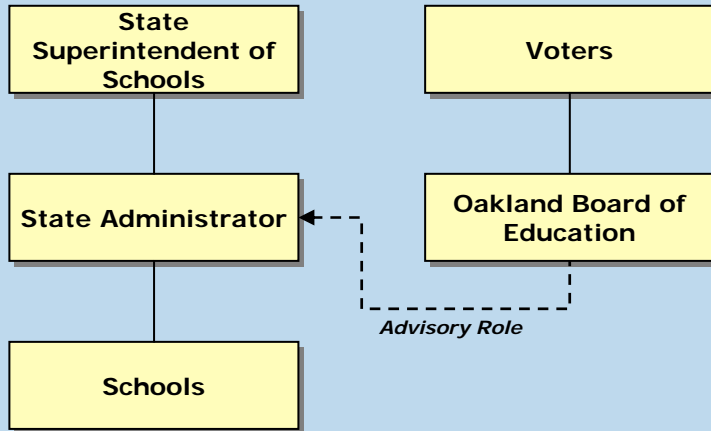
Pathway to Governance Structure

Year	Structure	Impetus for Change	Process for Change
2006	Kimberly Statham appointed State Administrator for Oakland Unified School District	Randy Ward accepted job as San Diego County Superintendent	
2004	Governed by an all-elected, seven member school board	Mayor Brown did not seek renewal to appoint 3 members to the school board	
2003	Randy Ward appointed State Administrator for Oakland Unified School District	State fired Dennis Chaconas	Appointed by State Superintendent of Schools
2003	State of California took over the Oakland Unified School District and appointed a State Administrator to oversee all aspects of the district	State of California took control of OUSD after extending an emergency \$100MM line of credit to the district	State Superintendent of Schools took over district
2000	Oakland voters approved a ballot initiative giving Mayor Jerry Brown the power to appoint three school board members in addition to the seven elected school board members	Mayor wanted to take over school board in order to have more control over the Oakland school system	Oakland voter approved ballot initiative
2000	Dennis Chaconas hired as Superintendent of Oakland Unified School District		School Board Voted 6-1 in favor of Chaconas
Prior to 2000	Governed by an all-elected, seven member school board		

District Governance and Reform Profile: Oakland

Overview of Current Government Structure

Oakland's Current Governance Under California



Distribution of District Power

- State of California / State Superintendent of Schools:
 - Took over district in 2003 after OUSD needed a \$100MM emergency loan
 - State Superintendent of Schools appointed a State Administrator to oversee district
 - OUSD will be under state control until it meets passing grades in all school success areas
- State Administrator:
 - Oversees all aspects of school district – budget, hiring, curriculum, school reform strategies, and district personnel
- School Board:
 - Relegated to an advisory board after state take over
 - Returned to an all-elected board in 2004 when the Ballot Initiative from 2000 granting the mayor the ability to appoint 3 out of 10 school board members was not put up for renewal

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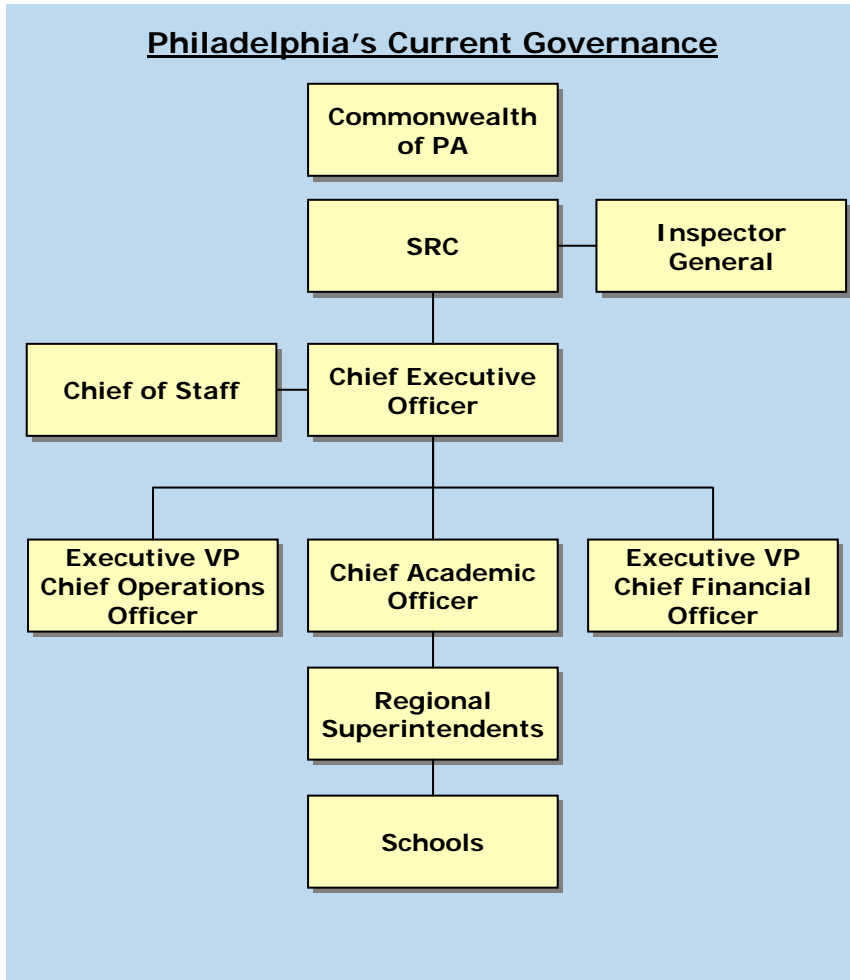
District Governance and Reform Profile: Philadelphia

Pathway to Governance Structure

Year	Structure	Impetus for Change	Process for Change
2005-2006	3 rd year operating under the joint oversight of the state and city of Philadelphia		
July 2002	School Reform Commission appointed its first Chief Executive Officer, Paul Vallas	Experience having served as the CEO of Chicago Public Schools from 1995 to 2001	
December 2001	Hostile state takeover created a new 5 member governing board, the School Reform Commission	Chronically low academic achievement and a \$200 MM operating deficit	Then Republican Governor Mark Schweiker and Democratic Philadelphia Mayor John Street brokered the shared agreement

District Governance and Reform Profile: Philadelphia

Overview of Current Government Structure



Distribution of District Power

- The School Reform Commission (SRC), the 5 member governing board, is comprised of 3 members appointed by the governor and 2 by the mayor
 - Oversight of District by Commonwealth of Pennsylvania
- The SRC selects the District's CEO, assumes fiduciary responsibility, and has gained some extraordinary powers under Act 46 of the Pennsylvania School Code, including the ability to:
 - Suspend the Pennsylvania School Code
 - Suspend the State Board of Education regulations
 - Hire, or delegate its power to, for-profit corporations to manage the school district
 - Turn over public schools to private groups and corporations
 - Hire non-certified teachers and managers
 - Reassign, suspend, or dismiss professional employees
 - Terminate collective bargaining agreements
 - Levy taxes and incur debts

Appendix

- Interview Quote Catalog
- District Profile Summary

- **Appendix: Additional Back-up**

Appendix

DCPS Per-Pupil Cost Analysis: Key Assumptions

Model Assumptions:

Enrollment Assumptions:

- Total D.C. Public Education enrollment declines at -0.2% each year ('96-'05 CAGR) at the expense of DCPS
- Charter school enrollment increases by 800 students each year
 - Resulting annual decline in DCPS enrollment averages 946 students each year
- Special Education:
 - Total special education students in district fixed at FY07 enrollment level
 - Charter school special education fixed at 9.8% of total charter school enrollment
 - Special education private placement students decline by 87 students each year (avg. annual decline, '03-'06) and students are added proportionally to DCPS Level 3 and Level 4 enrollments
 - DCPS special education students constitute remainder from total fixed D.C. public education special education enrollment
- DCPS mix of non special education students projected forward at historical growth rates ('02-'06) for four years and then held at fixed FY11 levels
- Summer schools students projected forward at FY07 proportion of DCPS enrollment

D.C. UPSFF Assumptions:

- Foundation amount increases at 4% each year

Facilities:

- Facilities is budgeted at \$107MM for FY07 and includes facilities / infrastructure, custodial, and utilities expenses
- Facilities is projected to grow at the same rate as the foundation amount (4%)

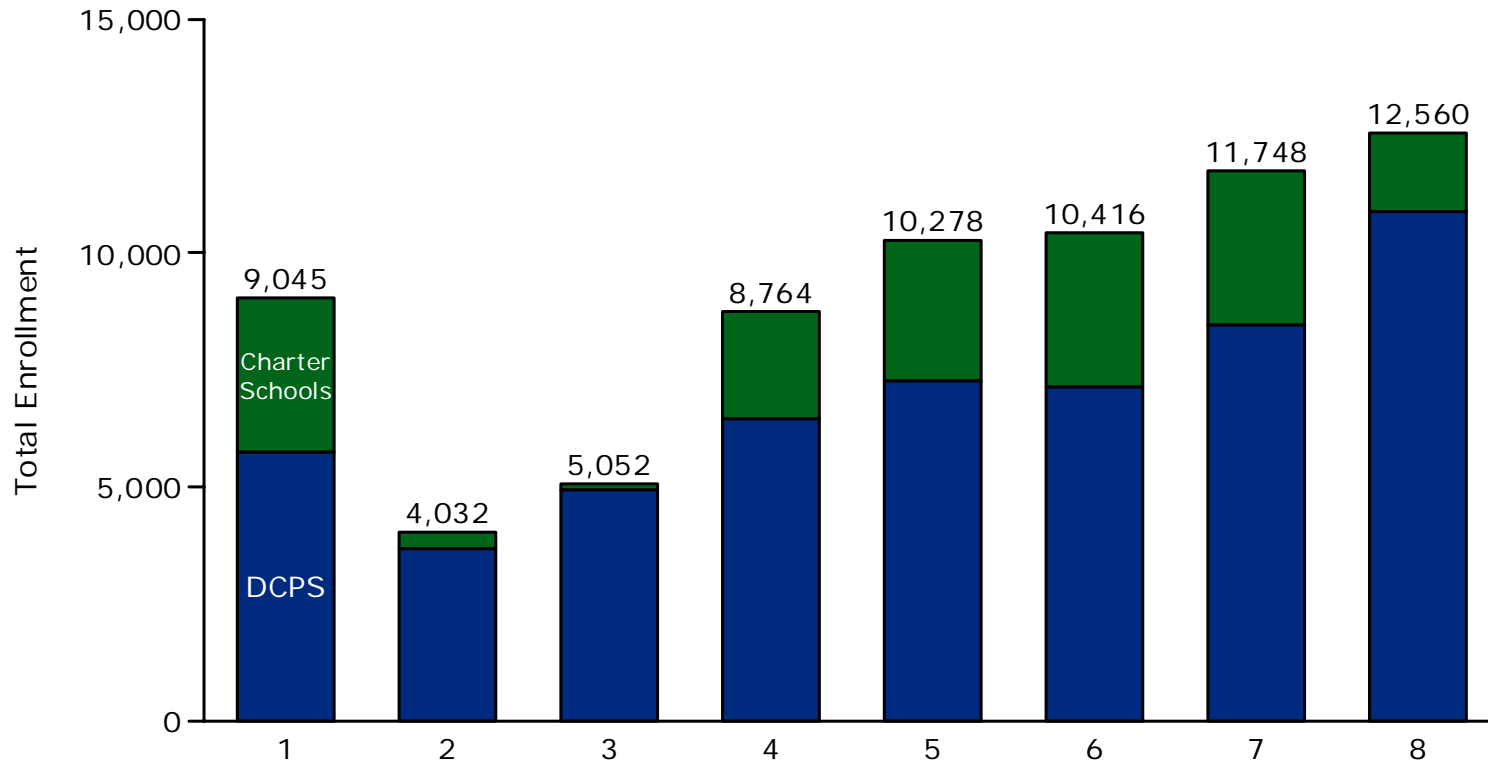
Central Office

- Central office is budgeted at \$61MM in FY07 and is composed of central administration, central operations, and instructional support
- Central office is projected to grow at the same rate as the foundation amount (4%)

Appendix: What Is the Need for Reform?

Charter School Penetration Is Inconsistent Across the District

Total DCPS & Charter School Enrollment by Ward¹, SY 2005-2006



Charter School Share	37%	9%	2%	26%	29%	31%	28%	13%
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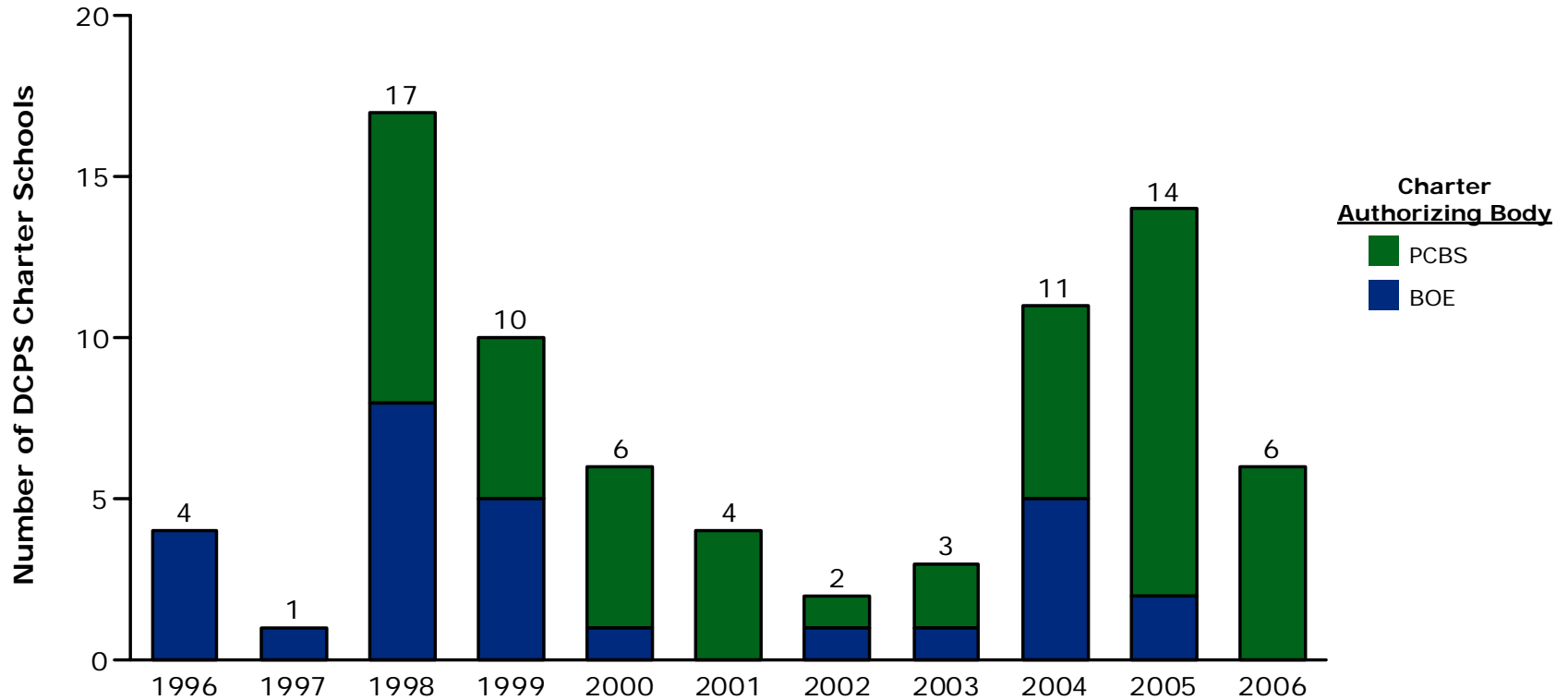
¹ Numbers reflect unaudited enrollments
Source: 21st Century School Fund

Appendix: What Is the Need for Reform?

DCPS Charter Schools Have Grown Steadily Since 1996

- Charter school growth has been driven by the those approved by the PCSB, created in 1996

DC Public Charter Schools Chronology (1996-2006)

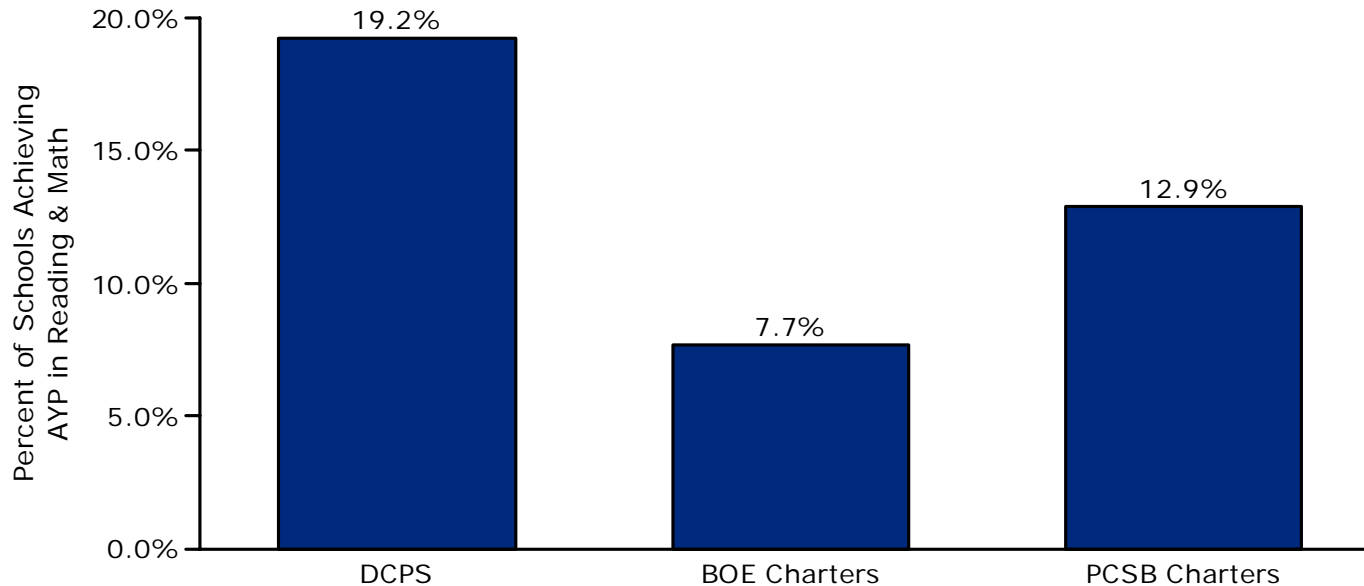


BOE Closing		1	1		1	3		1	1	
PCSB Closing							1		1	2

Appendix: What Is the Need for Reform?

In Fact, A Higher Percentage of DCPS Schools Achieved AYP in 2006 As Compared to Charters

Percent of Schools Achieving AYP in Math & Reading (2006)

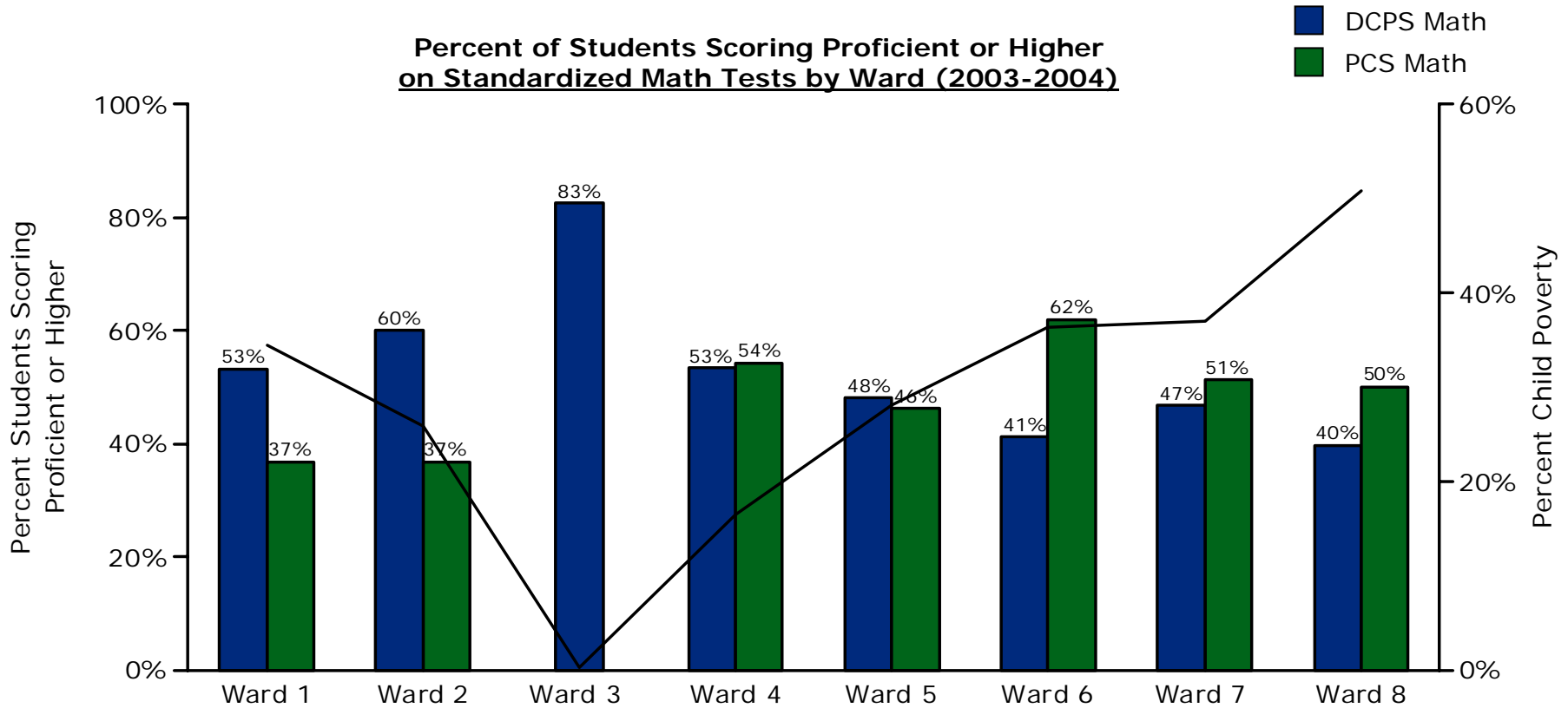


Schools Making AYP in Reading and Math	28	1	4
Number of Eligible Schools	146	13	31

Appendix: What Is the Need for Reform?

Charter School Performance is Mixed Across Wards

- ...whereas charter schools performed better than DCPS schools in math proficiency in four out of seven wards



DCPS Student Share %	82%	90%	96%	91%	75%	79%	76%	76%
PCS Student Share %	18%	10%	4%	9%	25%	21%	24%	24%

Note: * No charter schools operate in Ward 3, although students have the option to attend charters outside of the ward. Standardized test scores reflect the appropriate standardized tests for their grade level

Source: Fannie Mae and Urban Institute, *Housing in the Nation's Capital (2006)*