CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

BCG

CMSD Strategic Development Initiative

Preparation Materials for Offsite

October 2009

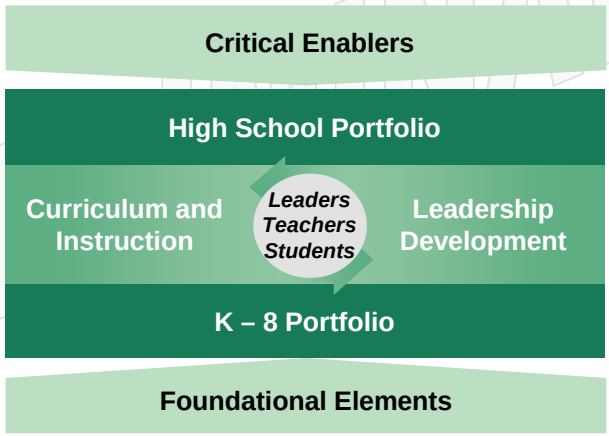
Funding for CMSD Strategic Development Initiative provided by:
The Cleveland Foundation and The George Gund Foundation

Transformation goals and school decisions converge to create CMSD strategic framework

Goals for transformation

- 21st century Graduates
- Quality schools in every neighborhood
- Accountability for all
- High-quality principals and teachers
- Expand what works, rethink what doesn't
- Attract and retain students and families
- Right-size the district

Strategic framework



School decisions

1. **Maintain**
2. **Intensively support**
   - Academy HS
   - Transformative K8
3. **Restructure**
   - District led model
   - New / innovative
   - Charter / EMO
4. **Close school**

CMSD strategic framework for transformation

Preliminary: for discussion

Critical Enablers

Innovation: Embrace new and innovative models, policies, practices and procedures
Partnership: Partnering with parents and community to support student achievement
Fiscal Stability: Executing strategies in fiscally responsible manner to ensure sustainability

High School Portfolio

- Portfolio of schools to meet the diverse needs of students and families
- Intensive 9th grade supports
- Focus on college and career readiness

Curriculum and Instruction

- Scope and Sequence
- Math and Literacy Coaches
- Data Usage (Schoolnet)
- Annual Achievement Plans
- Clustering for Support
- Transition Year Planning for students

Great Leaders

Great Teachers

Exceptional CMSD Students

Leadership Development

- McRel Balanced Leadership
- Instructional Rounds
- Redesign Hiring and Placement Processes
- Build Principal Pipeline
- Teacher and Principal Evaluation and Development

K – 8 Portfolio

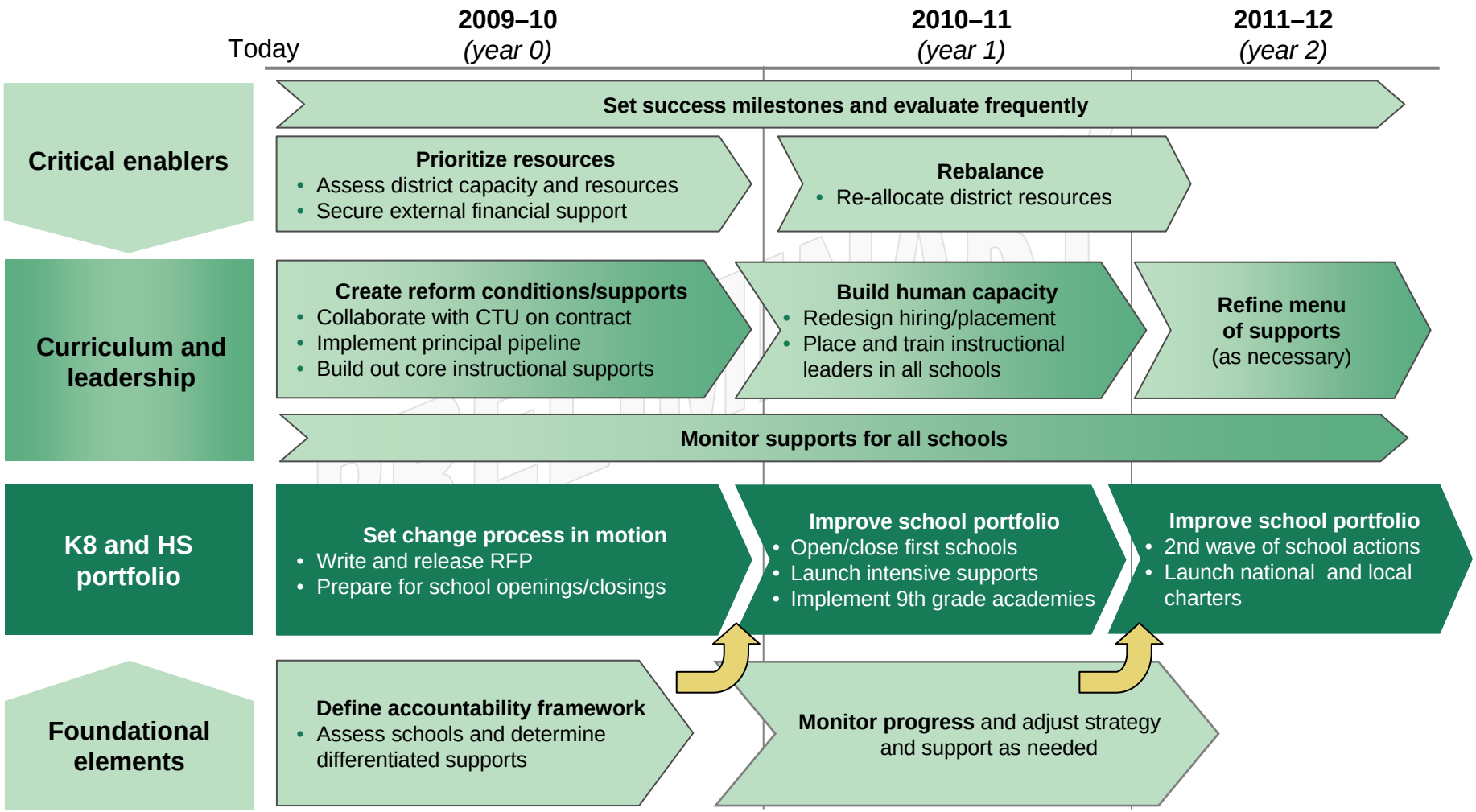
- Portfolio of schools to meet the diverse needs of students and families
- Focus on early intervention to adequately prepare students for upper grades
- Ensuring sufficient scale to deliver true middle school experience in safe environment

Foundational Elements

Robust Accountability System: Sets high expectations, rigorously monitors progress, establishes differentiated support and clearly defines rewards and consequences

Sequence strategies to build change platform, quick wins

Budget constraints also necessitate sequencing transformation efforts



Barriers to transformation we are considering

These can be overcome; require careful planning and collaboration

Barrier	Detail
Union contract	• **Reconstitution guidelines** - must proceed through Academic Intervention Teams (AIT) and can only be reconstituted following the end of a school year • **Seniority placement** - Reconstituting schools (ie, those changing teaching staff) will be limited in choice, based on bumping rules
Ohio charter regulations	• **Timing -** Charter must be adopted by sponsor board by March 15 (Resolution HB-66) • **Eligibility** - State moratorium only allows existing, successful operators to open new schools, where success is defined as "C" or above an state rating system (HB-119) • **OH charter climate** - Recent budget constraints have taken charters "out" of governor's funding model, putting them at risk of funding inequities
Financial resources	• **Budget shortfall** - $50M projected for 2010-11 school year – Note: one-time 2009 stimulus funding closed 2009-10 budget gap
Human capital bandwidth	• **Lean central office structure** - limits ability to handle dramatic increase in workload and additional initiatives

PRELIMINARY

Multiple sources available to help fund transformation

Source	Description	Requirements / considerations
School closings	Annual dollars saved from maintenance and administration of closed buildings	• Year one savings often less than expected (offset by transition costs)
CMSD resource reallocation	Re-alignment of current budget to transformational priorities	• Requires audit and reprioritization
Stimulus funding	Four sources available: • Race to the Top funds • School improvement grants • Statewide data systems funding • State-wide assessments funding	• Early and frequent alignment with OH state educators increases likelihood of success
Philanthropic support	Human and financial capital from private corporation and public foundations	• Can energize funding base with vision for CMSD and clear plan for how money will be spent

PRELIMINARY

Recall: US Ed Dept. proposing four options for turnarounds

$3.5B available through School Improvement funding; requires "rigorous interventions"

Severity of intervention

Intervention	***Proposed***[1] **funding stipulations from DoE**
1. Transformational approach ("Intensively support")	Must address 4 areas • Develop teacher and leader effectiveness, includes replacement of prior principal • Implement comprehensive instructional reform strategies • Extend learning and teacher planning time, creating community oriented schools • Provide operating flexibility and sustained support
2. Reconstitute with district-led model	• Replace principal and minimum 50% of school staff • Adopt a new governance structure • Implement a new or revised instructional program
3. Restart school with external operator	• Close failing school • Scope and release RFP seeking external providers • Reopen as charter or education management organization • New school required to re-admit all prior students
4. Close school	• Re-enroll students in a better academic school option • Repurpose building for alternative community use

Funding will be available for efforts that start this year, continue to dialogue with State DoE to ensure linkage

1. Subject to federal and state review
Source: Department of Education framework for turnaround school models, August 26, 2009; Ed Weekly reports on school turn around efforts

Four options exist for addressing K8 school portfolio

Severity of intervention

	Description	Range
1 **Maintain**	• Maintain current students and staff • Reward excellence with autonomy	15-20 schools
2 **Intensively support**	• Provide additional, intensive supports not scalable across entire district	?? schools
3 **Restructure** – a **District-led model**	• Replace leadership and staff • Implement a new or revised instructional program	?? schools
3 **Restructure** – b **New / innovative model**	• Replace leadership and staff • Replicate existing models, or attract new models	
3 **Restructure** – c **Convert to charter or EMO**	• Run RFP for 3rd party providers • Reopen school as charter	
4 **Close school**	• Close building and re-enroll students • Re-purpose building	10-15 schools

PRELIMINARY

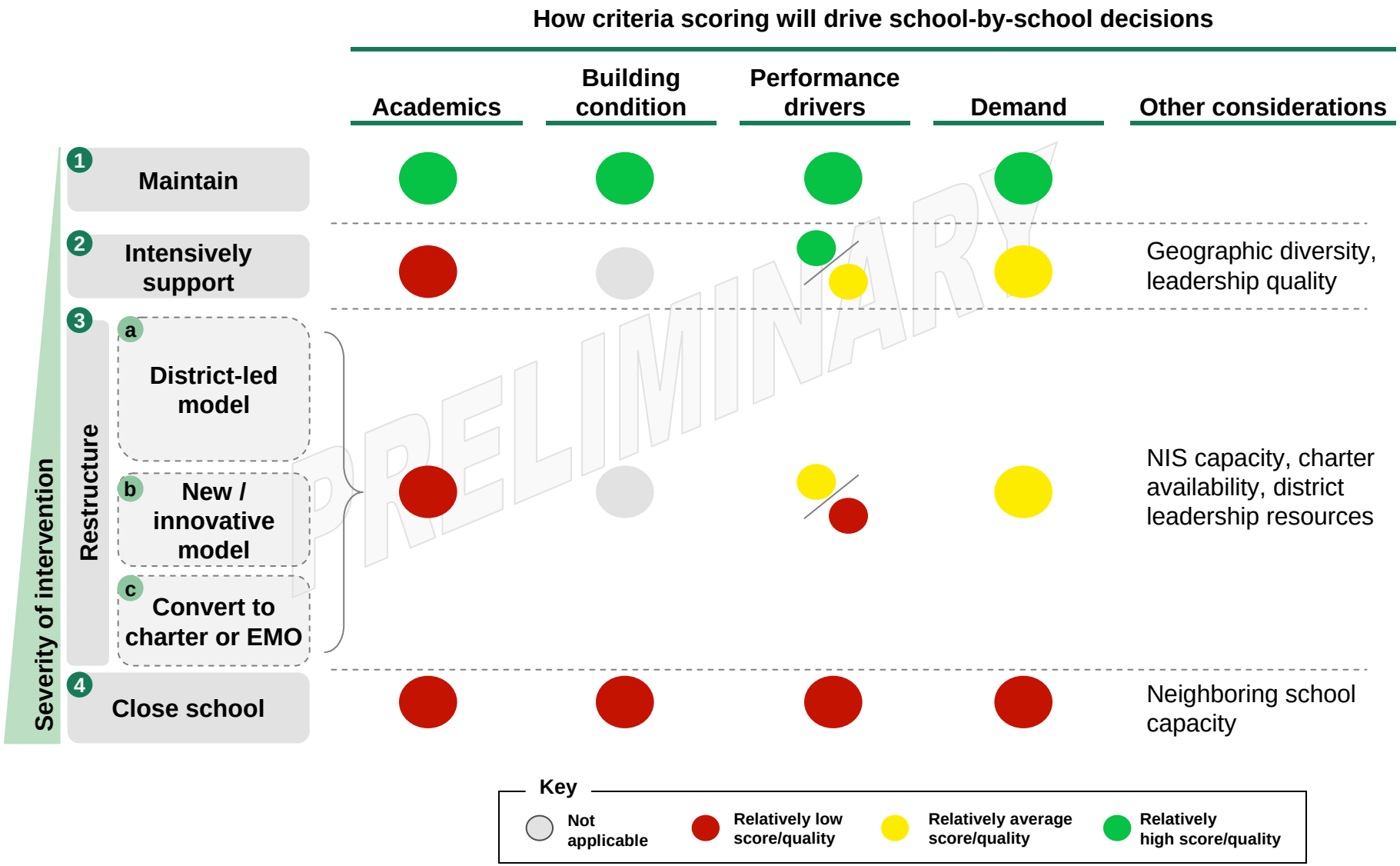
Recommended decision process for K8 neighborhoods

Repeat for every neighborhood

Step	Decision process	Considerations
1	**Identify top assets from a facilities perspective and <u>anchor neighborhood</u> on these buildings** – Recently remodeled or rebuilt	• Decision based on scoring tool "building condition"
2	**Identify lowest performing schools across all dimensions (academics, building, etc) and determine if schools can be <u>closed by shifting capacity</u>**	• Consider geographic proximity and neighborhood dynamics • Ensure remaining neighborhood capacity is sufficient to meet demand
3	**Determine improvement plan for remaining schools** – <u>Maintain</u> high performing schools 'as is' – <u>Intensive support</u> where performance drivers strong – Target for <u>restructuring</u>, where demand exists but performance drivers are weakest	• Strong leadership needed for intensive support • Restructuring includes charter, New/innovative, reconstitution – Most appropriate choice likely TBD depending on supply of new schools
4	**Revisit K8 system and determine if "decision set" needs altering based on mix / volume of actions** – After completing process for every neighborhood	• Closings should "right size capacity" • Some schools tabbed for improvement plans will need to "wait and see" until 2010, based on limited resources

How the decision tool will help inform K8 decisions

Performance against "rule of thumb" criteria will help guide schools into each option



Bulk of K8s will need intensive support or restructuring

Options are resource intensive, constrained by supply of new models and ability to support

Likely need	Requirements for success
1 ***Maintain*** *~15-20 schools (~20%)*	**Maintaining requires...** • learning best practices from high performers • a system that continually transitions "maintained" low performers into transformation
2 ***Intensively support*** *?? schools*	**"Intensive support" requires significant resources, such as...** • high quality differentiated support (eg, professional development / coaching) • faith in existing school staff • district capacity to implement and significant financial resources
3 ***Restructure*** *?? schools*	**Restructuring requires...** • strong leadership pipeline (eg, individuals willing/able to expand innovative models) • ability to attract highly motivated teaching staff • resources to plan and build transformational instructional programming
4 ***Convert to charter*** *?? schools*	**Conversion to charters requires...** • district capacity to manage RFP (eg, write, release and evaluate) • supply of proven charters willing to open in Cleveland • political support for conversions
5 ***Close*** *~10-15 schools (~15%)*	**Closure requires...** • district capacity to manage timeline • re-assigning students and setting teacher placement strategies • managing closed facilities

60-70 schools (~75%)

Some schools will need to "wait and see" until year two, with accountability framework prioritizing actions

PRELIMINARY

Four options exist for addressing high school portfolio

Severity of intervention

		Description	Range
1	Maintain	• Maintain current students, staff and programming, • Consider additional autonomies and incentives	5 - 8 schools
2 a	Institute academies: Institute 9th grade academy	• Institute structural / instructional reforms supporting transition to high school	*Year 1*: 8 - 10 freshmen academies
2 b	Institute academies: Year 2: Open upperclass academies	• "Soft-track" upperclassmen in 1-3 separately-governed academies in second year and phase-in over time	*Year 2*: 2 - 4 upperclass academies[1]
3 a	Restructure: Reconstitute with new / innovative (NIS) model	• Expand niche programs and attract new models to supplant low performing high schools	0 - 2 schools
3 b	Restructure: Convert to charter or EMO	• Release RFP to local and national providers • Convert school to district-sponsored charter or EMO	0 - 2 schools
4	Close school	• Re-enroll students in a better academic school option • Repurpose building for alternative community use	0 - 2 schools

PRELIMINARY

1. Where freshmen academies are already in place

Recommended decision process for HS system

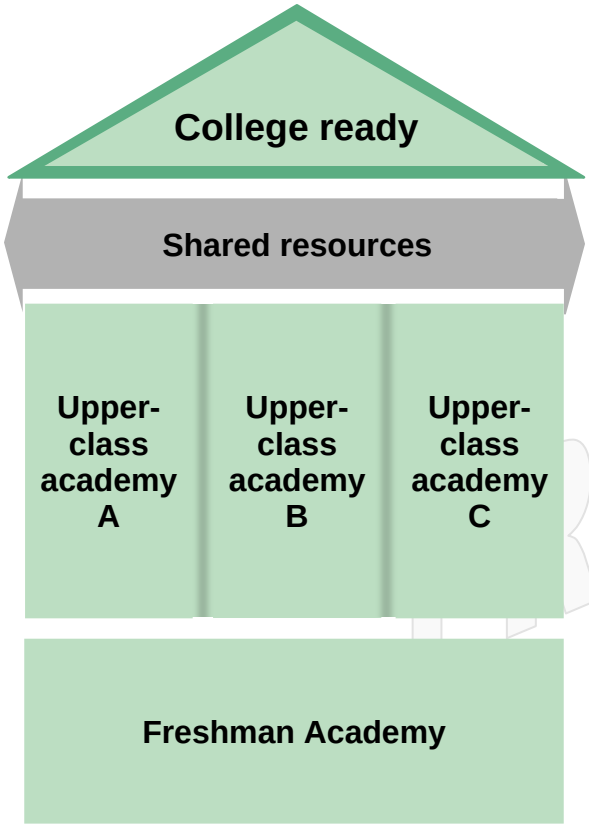
Discussion will address all HS as a system (lower importance on neighborhood geography)

Step	Decision process	Considerations
1	**Identify top assets <u>to maintain</u> as operating today** – High performing schools – New and innovative schools – New facilities	
2	**Determine if any <u>closures</u> are possible** – Lowest performing across all dimensions	• Consider geographic proximity and neighborhood dynamics • Ensure remaining neighborhood capacity is sufficient to meet demand
3	**Identify schools to implement 9th grade academies** – Likely to represent largest bucket of HSs	• Year one will focus on 9th grade only • Subsequent years targets sub-set of schools to build upperclass academies • Impact on city-wide draws?
4	**Determine improvement plan for remaining schools** – Target lowest for <u>reconstitution</u> with new and innovative or <u>charter</u> – <u>Maintain</u> and delay restructuring decision until subsequent years	• Determine what is possible year one • "Soft target" schools for year two • More schools may receive this action in future years, depending on performance and available supply of models/leaders

PRELIMINARY

Approach to HS: build smaller themed learning communities

Schools "soft-track" freshmen into separate academies in the 10th grade



Description

- Ensure college-ready core curriculum for all students

- Collaborate for activities (eg, sports)
- Share human resources to support core curriculum (eg, calculus)

- Create autonomous academy within facility
- Cluster each academy around a theme(s) or pedagogy; note: some schools may only have one theme
- Partner with local business to provide hands-on learning opportunities
- Ensure schools are "soft tracks", allowing mechanisms for students to change schools at year-end

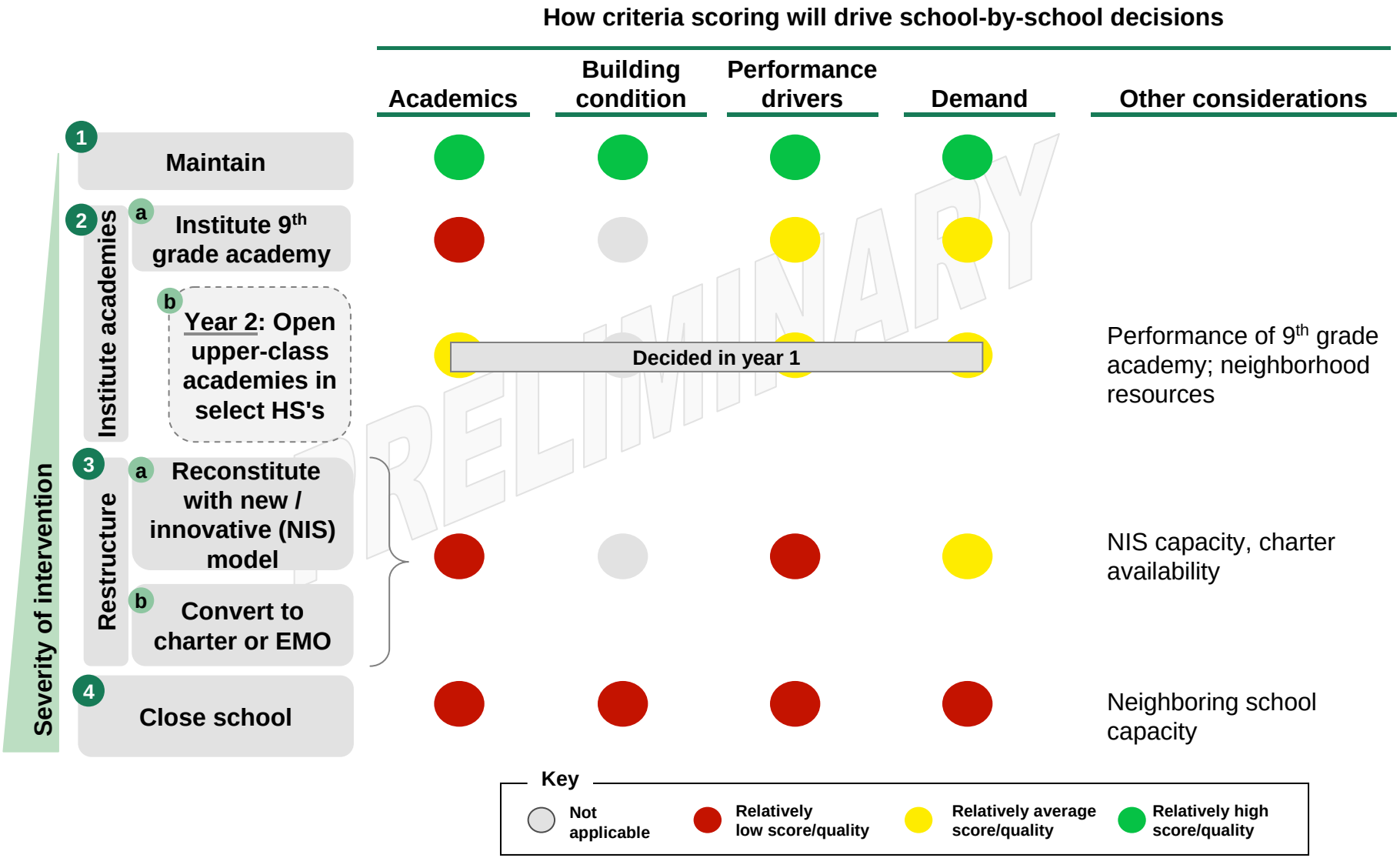
- Separate freshmen from rest of building
- Empower separate leadership team
- Additional elements likely to include block scheduling, freshman "advisories", and data-driven reports to support incoming freshmen

Institute freshmen academy first – allow upperclass academies to phase-in over later years

PRELIMINARY

How the decision tool will help inform HS decisions

Performance against "rule of thumb" criteria will help guide schools into each option



School decision offsite materials

PRELIMINARY

Preliminary agenda for October 17th off-site

Saturday 8am-5pm at the Crowne Plaza

Time block	Time allocated	Topic
8-8:30am	30 minutes	• Set-up facilitation plan for the day • Discuss any questions arising from pre-read of neighborhood data
8:30-9:00	30 minutes	• Collinwood neighborhood (7 schools)
9-9:45	45 minutes	• Glenville neighborhood (8 schools)
9:45-10	15 minutes	• Break
10-11	1 hour	• East neighborhood (13 schools)
11-12	1 hour	• East Tech neighborhood (9 schools)
12-12:30	30 minutes	• Lunch
12:30-1pm	30 minutes	• South neighborhood (5 schools)
1-1:45	45 minutes	• John Adams neighborhood (8 schools)
1:45-2:15	30 minutes	• Kennedy neighborhood (4 schools)
2:15-2:30	15 minutes	• Break
2:30-3:15	45 minutes	• Lincoln West neighborhood (9 schools)
3:15-4	45 minutes	• Marshall neighborhood (16 schools)
4-4:15	15 minutes	• Rhodes neighborhood (4 schools)
4:15-5pm	45 minutes	• Review of district-wide K8 decisions • Prioritize actions • "Sanity check"

What we will decide today

Focus first on K8 system

Today's decisions

School closings
- Which schools will close
- To which schools (roughly) will students move

Improvement plan for remaining schools
- Maintain
- Intensively support
- Restructure

Prioritization / sequencing of improvement plan across district

Today's decisions only if time remains

Specific school models that will be the <u>outcome of restructuring</u> in each neighborhood
- Includes reconstitution, charter, and new and innovative models
- Will start the conversation today about what each neighborhood/school needs...
- **...Must finalize before presenting to the board**

Decisions for another day

HS closings and district improvement plan

Detailed student assignment and re-districting plan

PRELIMINARY

Our goal is to facilitate in a <u>structured manner</u> to ensure we successfully complete today's decisions

Checklist for school closings

A school can be closed if and only if...

- ❑ **Ranks low on scoring tool dimensions**
- ❑ **Surrounding schools can absorb the capacity (<90% total capacity)**
- ❑ **Students have an option in close proximity (ie, less than 2 miles)**
- ❑ **For schools scheduled in the master plan, the master plan can be adjusted**
- ❑ **Programmatic, special ed / special needs assets, other key school assets (eg, arts / science program) are transferable**
- ❑ **Building is not of historical / cultural significance to the city**
- ❑ **"Receiving schools" are equal or better options, or receive investments or restructuring as part of the transformation plan**

Should also be open to considering moving "soft assets" (ie, an academic program could change physical location)

PRELIMINARY

Definition of terms

What we mean by our school options

Severity of intervention

	Description
Maintain	• Maintain current building, program, students and staff; and with lesser degree of oversight than other schools • Designated for schools with strong overall performance
Intensively support	• Provide additional, intensive supports not scalable across entire district (eg, financial resources, additional instructional leaders, principal and teacher training, knowledge sharing networks, curriculum support, etc)
Restructure / repurpose	• Replace school leadership and large % of instructional staff – Options to restructure include charter, reconstitute with a district led model, or restructure as a new/innovative school
Close school	• Close building and re-enroll students in another school • Re-purpose building

In the end, will revisit list and place schools in "wait and see" bucket as we prioritize actions for 2010

PRELIMINARY

How the decision tool will help inform K8 decisions

Performance against "rule of thumb" criteria will help guide schools into each option

How criteria scoring will drive school-by-school decisions

Severity of intervention		Description	Aca-demics	Building con-dition	Perfor-mance drivers	Demand	Other considerations
1	**Maintain**	• Maintain current students and staff • Reward excellence with autonomy					
2	**Intensively support**	• Provide additional, intensive supports not scalable across entire district					Geographic diversity, leadership quality
3 – Restructure / repurpose	a **District-led model**	• Replace leadership and staff • Implement a new or revised instructional program					NIS capacity, charter availability, district leadership resources
	b **New / innovative model**	• Replace leadership and staff • Replicate existing models, or attract new models					
	c **Convert to charter or EMO**	• Run RFP for 3rd party providers • Reopen school as charter					
4	**Close school**	• Close building and re-enroll students					Neighboring school capacity

Key

- Not applicable
- Relatively low score/quality
- Relatively average score/quality
- Relatively high score/quality

PRELIMINARY

School models we have discussed in our planning process

	K8 Model	HS Model
Locally successful models	**Montessori** (eg, Tremont)	**Academy/SLC's** (eg, John Hay)
	Arts-themed (Dike Campus)	**Arts-themed** (eg, CSA)
	Girls/Boys academy (Warner, Valleyview)	**Boys academy** (eg, Ginn)
	Local charter (eg, E-Prep)	**Math, science, engineering** (eg, McSTEM)
Other successful models	**Math and science** (eg, Mabel Hoggard Magnet School, Las Vegas)	**9th grade academy** (eg, Talent Development)
	Language immersion (eg, Fairfax county immersion programs)	**Charter and EMO** (eg, KIPP, Sac High, Edison)
	National charter (eg, KIPP, Achievement First)	**Early college/dual enrollment**
	International Baccalaureate (eg, IB Primary Years Program)	**Project-based learning** (eg, New Tech High)
	Community school (eg, Children's Aid Society)	**Choice schools** (eg, Boston Pilot schools)

PRELIMINARY