Renaissance Schools

Uniting Schools and Communities for Student Success

RENAISSANCE SCHOOLS ADVISORY BOARD: Final Report

December 2009

Imagine 2014

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I. Overview of Renaissance School Advisory Board

Introduction

The purpose of this report is to document the process and recommendations of the Renaissance School Advisory Board (RSAB). These recommendations are intended to inform the School District of Philadelphia's strategy for implementing the Renaissance Schools Initiative, as articulated in the District's 5-year *Imagine 2014* strategic plan. In addition to the RSAB recommendations, the District received feedback from parents, students and other members of the Philadelphia community as part of 8 community feedback sessions conducted between November 2 and November 24, 2009. (A summary of community feedback is available on the District's website: www.philasd.org/renschools).

What are Renaissance Schools?

The Renaissance Schools initiative is articulated as a key part of the District's **"Imagine 2014"** strategic plan (http://webgui.phila.k12.pa.us/offices/s/strategic-planning) and is predicated on the belief that the District has chronically underperforming schools that are not serving the needs of students and families, and that these schools need fundamental change that facilitates a transformation of the learning environment, not simply school improvement. Thus, Renaissance Schools are intended to *"transform historically failing schools and embrace bold new educational approaches with proven track records of success".* The initiative is also aligned with the educational reform agenda of President Obama and the Secretary of Education 's effort to turnaround the nation's 5,000 lowest performing schools; please see http://www.ed.gov/news/pressreleases/2009/08/08262009.html.

The District believes that the Renaissance Schools initiative should be perceived as an **opportunity** for school communities to rally around the transformation of their neighborhood school because:

> (1) Students, parents, and the community will be engaged in a transparent and inclusive decision-making process when transforming Renaissance Schools;
>
> (2) Qualified internal and external teams will be identified and recruited to utilize their proven expertise and knowledge in transforming schools;
>
> (3) There will be a matching of the proposed solutions from turnaround teams to the specific needs of the schools and communities;
>
> (4) School communities will be integrally involved in the entire process, including the ongoing monitoring of school progress once turnaround solutions have been determined.

Because of the urgency to dramatically improve the learning environment in these underperforming schools, the District will provide greater degrees of autonomy in school management in exchange for a high degree of accountability for performance. Schools will be identified as Renaissance Schools based on thorough assessment of academic

performance and growth, and will be matched with providers who have demonstrated capabilities and competencies to undertake the substantial challenges of a whole school turnaround process. Renaissance Schools will remain public, neighborhood schools, and will be subject to high District standards for academic achievement, safety, instruction, and financial controls.

Expected Goals of Renaissance Schools

The District expects the following outcomes, at a minimum, from the Renaissance School approach:

1. Improvement in student academic achievement for all students, including English Language Learners and Special Education students, as measured by results on the Pennsylvania System of School Assessment (PSSA).

2. Improvement in rates of student graduation and promotion.

3. Implementation of instructional practices that will transform schools into high achieving learning environments.

4. Attainment of positive school climates, as measured by reductions in serious incidents, student suspensions, and student absenteeism, and improvements in perceptions of safety by students, staff and families.

Overview of Renaissance School Advisory Board

The Renaissance Schools Advisory Board (RSAB) was conceived and convened by Superintendent Ackerman as an essential component to informing the transformation process and making recommendations for its implementation. The RSAB was composed of approximately **70** volunteering individuals representing a diversity of perspectives and communities from across Philadelphia. The RSAB included a wide array of educators, business and community leaders, parents and District personnel. The names of each RSAB member are listed in **Appendix A.**

The RSAB was co-chaired by Dr. Lori Shorr (Chief Education Officer, Office of the Mayor), Ms. Patricia Coulter (Chief Executive Officer of the Urban League of Philadelphia), and Dr. Robert Peterkin (Francis Keppel Professor of Educational Policy and Administration Director, Urban Superintendents Program, , Harvard University, Graduate School of Education). The co-chairs headed three subcommittees focused on developing recommendations on the topics of School Selection, Community Engagement and Communications, Turnaround Team Selection. The RSAB was staffed by the District's Office of Charter, Partnership and New Schools, led by Chief Officer Benjamin Rayer, with the responsibility of providing technical and logistical support, research and preparatory reading materials, and communicating with each RSAB member.

In order to conduct its work, the RSAB conducted 3 full-committee meetings and 10 sub-committee meetings between the dates of August 20, 2009 and October 8, 2009; had a dedicated website that held links to research on transformation efforts in other cites and on sub-committee progress; and used a series of e-mail and telephonic communications to keep all members fully informed of RSAB meetings, presentations, and sub-committee progress.

In addition to having a specific charter, each of the sub-committees was charged with answering a series of initial guiding questions. As the sub-committees convened, additional clarifying questions were developed and more background information was requested, enabling them to sharpen their recommendations.

The RSAB's work was done on time, and as designed. This report captures the major details around considerations and recommendations on the process, timeline, and specific strategies for implementation in Fall 2010 and beyond. A Summary of Recommendations was presented to the School Reform Commission on October 21, 2009 (http://webgui.phila.k12.pa.us/offices/r/renaissance-schools/news--events).

Guiding Principles of the Renaissance Schools Initiative

Superintendent Ackerman established the following guiding principles for the RSAB as it undertook its work of developing recommendations:

1. Chronically failing schools should be transformed to provide all families and students in Philadelphia with high quality school options that include great leaders and teachers, effective instructional practices, high parent engagement, comprehensive supports for students, and a safe, nurturing learning environment.

2. Community engagement is integral to the process of successfully implementing choice in Philadelphia. Renaissance School communities will play an active role in the selection of Renaissance School providers and the transformation of these schools into high performing learning environments.

3. The selection process for identifying high and low performing schools will be objective, transparent, and based on a rigorous analysis of school performance data.

4. The process for identifying Renaissance School Providers will be based on objective, rigorous, and transparent criteria and will be open to a wide range of internal and external partners that have a proven track record of success.

5. The process of creating quality choice for families and students and transforming low performing schools must be reasonable and managed to ensure success.

6. Renaissance Schools will be held to the same high performance standards as all Philadelphia schools.

7. The timeline for implementation should result in the conversion of a first set of schools for the 2010-2011 school year.

In addition to the Guiding Principles, the RSAB developed these 3 expected outcomes for the initiative:

1. Renaissance Schools will serve the same neighborhoods, and educate all children (and all grades), including English Language Learners and Special Education students.

2. Renaissance Schools should operate with sufficient autonomy to fully implement the vision, mission, and program they articulate in their RFP response. By design, the schools will have distinctive approaches in school staffing; allocations of budgeted funds; use of facilities to optimize learning; professional development; curriculum scope and sequence; work rules; and the structure of school day, among other areas.

3. The District must maintain high expectations for improvements in student learning and school safety, monitoring each school's progress on an ongoing basis. Renaissance Schools are expected to accelerate the students' value-added growth. Using the School Performance Index and other accountability frameworks, student achievement will be regularly tracked and reported to the District to see if the school is meeting the goals established by the turnaround team. Additionally, the accountabilities at the school should be contractually binding and clearly delineated for the selected turnaround team.

The RSAB operated under a set of directional protocols that enabled it to undertake this important set of tasks. Given the highly sensitive nature of the RSAB's work, the "rules of engagement" gave basic guidance to each member on the perspective of his/her participation, the anticipated interactions with the media and the public, and acknowledgement to the level of trust needed to take on the work:

- A "big picture" perspective: RSAB members were encouraged to participate in the initiative as representatives for the whole body of Philadelphia schoolchildren, so that the diverse perspectives would help shape the totality of recommendations.

- An advisory role: RSAB members understood that their purpose was to form recommendations, but not make final decisions, on how the District would eventually implement the Renaissance Schools plan.

- An "agreement" on confidentiality ": In order to fully engage in this highly sensitive nature of the RSAB's work and to foster open exchanges on how schools would be determined for transformation, or which models would be employed to affect change, RSAB members recognized that there could be unintended consequences if there were breaches of confidence. Information from each subcommittee was shared with all RSAB members through an RSAB web portal, including readings, presentations, and meeting notes.

- A call for constructive engagement: RSAB members were encouraged to voice their opinions, and constructively debate all pertinent issues. While each subcommittee strove for consensus around major decisions, the groups fully recorded dissenting

opinions and viewpoints so that the final recommendations could be fully representative of each member's input.
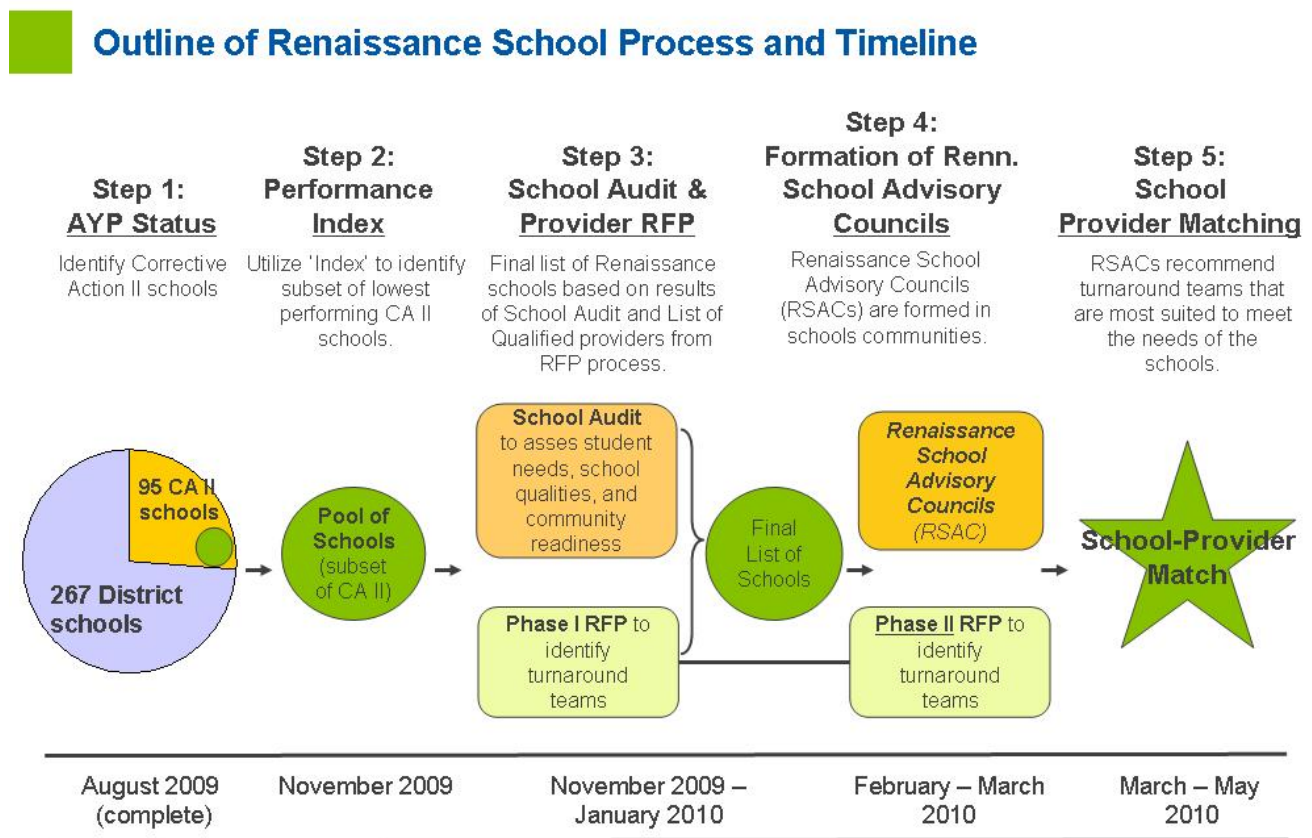
- Press relations and communications: Starting with its initial meeting on August 20, the District provided information to the public on the RSAB's progress, through answers to "Frequently Asked Questions", press availabilities to RSAB co-chairpersons, press releases, a summary presentation at the School Reform Commission's October 21st meeting, and community feedback sessions held during November 2009 across the City.

Following the last plenary meeting on October 8, several RSAB members indicated their willingness to continue participation in the implementation of the Renaissance School process. As of this writing, several RSAB participants have been involved in the Community Feedback sessions that were scheduled around the city to inform and get feedback from the public on the RSAB recommendations.

II. Summary of RSAB Recommendations

Overall Process and Timeline for Renaissance School Implementation

Based on the collective recommendations of the three sub-committees, the RSAB was able to recommend an overall process and timeline for implementing the Renaissance Schools Initiative. The preliminary timeline for the implementation of the Renaissance Schools is presented below, and is based on recommendations completed October 8, 2009. The actual implementation timeline should be modified (as necessary) by the District to reflect the final implementation plan and time constraints. The details of the process steps are described more thoroughly as part of the specific sub-committee recommendations.

Outline of Renaissance School Process and Timeline

Step 1: AYP Status	Step 2: Performance Index	Step 3: School Audit & Provider RFP	Step 4: Formation of Renn. School Advisory Councils	Step 5: School Provider Matching
Identify Corrective Action II schools	Utilize 'Index' to identify subset of lowest performing CA II schools.	Final list of Renaissance schools based on results of School Audit and List of Qualified providers from RFP process.	Renaissance School Advisory Councils (RSACs) are formed in schools communities.	RSACs recommend turnaround teams that are most suited to meet the needs of the schools.

95 CA II schools

267 District schools

Pool of Schools (subset of CA II)

School Audit to asses student needs, school qualities, and community readiness

Phase I RFP to identify turnaround teams

Final List of Schools

Renaissance School Advisory Councils (RSAC)

Phase II RFP to identify turnaround teams

School-Provider Match

August 2009 (complete)	November 2009	November 2009 – January 2010	February – March 2010	March – May 2010

Recommendations of the RSAB Sub-Committees

In order to promote efficiency and to allow the RSAB to focus on specific recommendations, RSAB members were assigned to one of three sub-committees. The guiding questions and recommendations of each sub-committee are presented below.

1. School Selection Subcommittee Recommendations

Scope/Charter:

Define a process for identifying Renaissance Schools that includes an objective and rigorous assessment of school performance data and facilitates community engagement in the Renaissance school transformation process.

School Selection Guiding Questions

- What quantitative and qualitative school performance data should be included in the selection process?

- In addition to existing school performance data, should the school selection process include new data collected from school visits?

- How is an evaluation system made transparent, objective, fair and easy to understand?

- How is this selection system integrated with the process of selecting providers and the broader quality choices initiative in the District's strategic plan?

- Should final decision about school selection be influenced by which Renaissance Providers are selected by the RFQ/RFP process?

- How many schools should be identified by using the School Performance Index? Should there be a mix of high schools and middle/elementary schools?

- How do we ensure sufficient time and resources to integrate the school audit process into the Renaissance implementation timeline?

- Do we use the school audit process to narrow pool of Renaissance schools? Or does this create opportunities for subjective and political factors to interfere with integrity of selection process?

- Do we select a POOL of eligible schools or FINAL LIST of schools to participate in the school-provider matching process?

- If we select a pool of schools, what happens to schools that are not ultimately selected for Renaissance schools?

- How do we minimize short-term disruption of being selected as a Renaissance school?

- What should be measures of success for evaluating the school selection process?

Summary of School Selection Recommendations

The following recommendations from the School Selection subcommittee were based upon intensive discussions around how to identify and select each Renaissance School:

- Overall, the subcommittee agreed that a pool of potential Renaissance schools would be identified only after the major criteria of student needs, community readiness, and quality options were satisfied. These criteria were deemed critical to ensuring the success of the identification and selection process, and to implementing a comprehensive transformation. Thus, Renaissance Schools must be school-oriented and student-focused, not driven by providers or political pressures. With a school-centric approach, solutions for transforming each school would be customized to the needs of the students.

- The pool of potential Renaissance Schools should be a subset of **Corrective Action II schools**, which totaled 95 as of the beginning of the 2009-10 academic year. All school districts are required to restructure CA-II schools as part of federal No Child Left Behind (NCLB) legislation.

School Performance Index

- The District should utilize an **Index** to identify a subset of the lowest performing Corrective Action II schools. The School Selection subcommittee received and reviewed quantitative and qualitative information from the District's Office of Accountability, particularly on the District's construction of a School Performance Index. The School Performance Index (SPI) will be built using quantitative data on student performance over time to identify schools where students are not learning and academically advancing. The School Performance Index (SPI) will:

- Identify the subset of schools that have demonstrated low student growth and absolute performance over multiple years;

- Include a wide range of school performance indicators that are based only on performance "outcomes" such as: PSSA achievement, student growth on standardized tests, graduations **rates, college enrollment, stu**dent attendance, and parent and teacher satisfaction surveys

- Establish a different methodology for high schools, K-8, elementary and middle schools in order to account for different test years and to incorporate promotion/drop-out rates into the high school analysis;

- Provide a documented approach to communicating how Renaissance Schools were selected as part of contemplated community feedback sessions and public announcements, and methodology to subsequently measure the progress of each school.

The sub-committee reviewed a wide variety of student outcome measures, and supported the District's development of an Index that included the following elements:

Type of Indicators	Measures	Description
1. Student Achievement - Status	% PSSA Proficiency/Advanced	Percentage of students scoring proficient or advance on the PSSA in Math/Reading; 2-year average.
	% PSSA Below Basic	Percentage of students scoring below basic on the PSSA in Math/Reading; 2-year average.
	Achievement Gap	Difference in the percent of African American and Latino students proficient at the school versus the school average for White students.
2. Student Progress over time - Growth	Student growth percentile, All Students	'Value-added' measure of student performance on PSSA relative to previous year scores. This measure estimates how much a school contributes to student-level improvement using scaled scores, regardless of proficiency level.
3. Post Secondary Readiness (high schools only)	Graduation rate	Percentage of first-time 9th graders who graduate by the end of the summer of their fourth year of high school.
	On track to graduation	Percentage of finishing 9th graders with at least 5 credits, including Algebra I and English I.
	PSAT Scores	2-year average PSAT Scores
	SAT Participation rate	Percentage of 11th grade students who have taken the SAT by the end of the 11th grade.
	College enrollment rate	Percentage of graduates who enroll in a two- or four-year degree-granting college or university within one year of graduating from high school.
4. Parent/Student Satisfaction and Engagement	Parent Satisfaction	Parent survey response giving overall grade to their child's school.
	Student Satisfaction	Student survey response giving overall grade to their child's school.
	Parent response rate	In the annual district-wide survey, percentage of parents who returned a completed survey.
	Student Attendance	Average daily attendance for the school year (September - June).

School Audits

The District should conduct a **school audit** on the subset of the Corrective Action II schools that are at the bottom the School Performance Index in order to gather additional qualitative and quantitative data on schools. The Audits should be scheduled prior to the final designation of any school under the initiative, and is deemed to be a critical part of the identification process. The school audit will provide additional information to: (a) narrow the pool of eligible schools, and (b) inform appropriate strategies for school transformation (matching process). The audit should also provide a baseline diagnosis of school needs to inform future evaluations of Renaissance school success.

Each Audit would include multi-day site visits and comprehensive review of school performance data and student/community needs.   Each audit team would be composed of District and non-District representatives. The audit should also assess the community's readiness for turnaround reform, ascertaining from stakeholders what type of issues should be contained in the transformation solution.

The Sub-committee recommended that (at a minimum) the following qualitative and quantitative data be included in the audit process.
- o Teacher & principal turnover
- o Parental involvement
- o Assessment of student, family, community needs
- o Serious incidents (violence)
- o Strong instructional practices
- o Teacher and principal quality
- o Quality of professional development and other faculty supports
- o Clarity of school mission/vision/goals
- o Student voice
- o Physical space
- o Community support/engagement (including faculty, students, parents, community members)
- o Student grades and culture of high expectations
- o Impact of feeder patterns on school performance

- o

School Selection Process Steps

The School Selection sub-committee recommended that final selection of Renaissance schools should proceed in multiple steps. The first two steps will identify a pool of Renaissance schools. Steps 3 -5 occur simultaneously in order to select list of Renaissance schools (Step 6).

1. A subset of schools should be selected based on Corrective Action II status (95 schools currently);
2. A pool of eligible Renaissance schools will be further narrowed based on School Performance Index that includes outcome-based school performance measures;

3. The District will facilitate school audits for each eligible Renaissance school to assess student needs and school weaknesses/strengths, using non-District expertise to objectively audit the pool of schools;
4. The District will facilitate the formation of Renaissance School Advisory Councils (RSACs) in each eligible Renaissance School. The RSAC members will receive training and technical assistance to fully participate in the school-provider matching process and other responsibilities (Please see the Community Engagement section for more information);
5. The District will initiate an RFP process to recruit and select turnaround teams to lead Renaissance school transformation;
6. Turnaround teams that meet the qualifications and needs of the designated Renaissance Schools will be matched with schools from the final pool depending upon the results of school audit, community readiness, and the mix of qualified turnaround teams that are selected from Phase I of the RFP process;
7. A transition period will occur during which turnaround teams and RSACs will work towards opening in September 2010.

Other Recommendations from the School Selection Sub-Committee

School Mix

Because there are elementary and middle schools that feed into many Philadelphia high schools, the subcommittee felt that Renaissance Schools should encompass each level of school.

Clustering

The District should identify 'clusters' of low performing schools in the pool of eligible Renaissance Schools, which would mean including failing high schools and its respective feeder elementary/middle schools. In this way, adverse problems stemming from subpar instruction or poor school climates would be addressed on behalf of the schoolchildren who would likely continue in the established feeder system. The subcommittee recommended initially identifying a low performing high school (based on the School Performance Index), and then matching it with a low performing middle/elementary school that also is among the lowest performing in the District (based on SPI). The prospective turnaround teams would then work towards more comprehensive solutions for the designated clusters. The subcommittee considered the several pros and cons of cluster recommendation, including how:

Pros:

- Clustering could facilitate a comprehensive approach (K-12) to addressing neighborhood schools;

- Clustering would allow the District to consolidate community engagement around multiple schools;

- Clustering should provide opportunities for turnaround providers to create innovative and comprehensive school reform for a defined student population (K-12).

Cons:

- Clustering might reduce the number of communities that experience (and benefit from) transformation in each Renaissance school cycle, and

- School performance index data may not identify pairings of high schools-elementary/middle schools that are both at the bottom of the Index.

The subcommittee strongly recommended that the ultimate selection of Renaissance Schools should depend on the results of school audit, community readiness, and the mix of qualified turnaround teams that are selected from the RFP process. Additionally, the group felt that a communications strategy aimed at informing all stakeholders would be essential to the initiative's success. In particular, the announcement of eligible Renaissance Schools would need to be accompanied with a massive community outreach effort. Finally, the subcommittee recognized that the urgency of failing schools would call for quick action, but also expressed concerns about the District's capacity to fully implement the recommendations. Therefore, the subcommittee felt that the District should start "small", i.e., with a limited number of Renaissance Schools, in order to maximize success of the initiative. The group envisioned that the initiative would be an iterative effort, with a number of eligible schools designated each year for transformation.

2. Turnaround Team Recruitment and Selection Sub-Committee

The Turnaround Team Recruitment and Selection Sub-Committee was originally called the "Renaissance School Provider Selection Sub-Committee". As the work ensued, the group determined that there needed to be a clear separation from the District's previous EMO and outsourcing efforts, and that the terminology of "provider" was perceived as pejorative. The "Turnaround Team" label was selected so that there would be a distinction between the accountabilities for organizations that were serving to lead or support Renaissance Schools, and to mitigate any confusion in the mind of the public.

Scope/Charter:

To define and approve criteria for evaluating proposals from interested individuals and organizations to operate Renaissance Schools.

Turnaround Team Guiding Questions

In its first subcommittee meeting, the Turnaround Team subcommittee expanded its list or initial questions because greater definition was needed in identifying, qualifying, and selecting the appropriate solutions for the transformation process. The major questions studied by the sub-committee are as follows:

- What qualifications for internal and "external" providers are necessary as a baseline for being eligible to participate? How does the District address challenges presented by applying the "big tent" theory where a wide variety of individuals and organizations are encouraged to apply to fully operate schools or provide partial services?

- What are the most critical elements in the transformation models?

- What are the autonomies and accountabilities of Renaissance Schools?

- How does the District ensure that Renaissance Schools offer high quality educational options that reflect the community's needs and interests?

- Are the conceptualized solutions -- innovation schools (schools that use District staff under terms of current labor contracts), contract, or charters the right solutions for turnarounds?

- How does the District establish a review process that is fair, transparent and incorporates community input?

- What major interim steps need to be considered in order to meet the District's timetable (as outlined)?

- In line with the "big tent" inclusion philosophy, and assuming there are a number of services needed to successfully transform a school, should there be separate RFP

processes depending upon types of providers (i.e., community groups, for-profit organizations, non-profit organizations, etc.)?

- If so, what major qualifications should be established for the various provider types (i.e., are the expectations different for each type of provider)? Should these services be separately contracted?

- What structure or agreement should be required to assure that multiple organizations can work towards transformation?

- Should the District consider "incubating" or giving technical assistance to certain bidding providers for engagement in future years?

- Design a review process for Provider proposals: Prioritize your criteria for selection.

    o   How would you weight the criteria?
    o   How and when should the Renaissance School community become engaged in the review of Provider proposals and due diligence

- What is the exit strategy for providers?

- What criteria should be used to determine if their engagements are continued, or are terminated?   For example, if Community Engagement "scores" are low, then should a turnaround team be given time to cure the deficiency?

- What is the recommended amount of time for a contract for a turnaround team? Is 3 years enough to demonstrate a turnaround?

- What specific measures of success should Providers be asked to achieve within their multi-year engagement, for example:

    o   Percentage improvements in PSSAs?
    o   Percentage improvements in PVAAS?
    o   Lower truancy rates?
    o   Lower grader retention rates?
    o   "High" parent satisfaction scores?
    o   "High" student satisfaction scores?

- Will there be access to non-District funding sources to support programs?

Key Findings and Recommendations for Turnaround Team Sub-Committee

The Turnaround Team Subcommittee met 4 times during the August 20 – October 8, 2009 period to address the most critical questions. At the crux of its discussions were two main issues: (1) Defining what a turnaround should look like, and (2) Outlining how to

effectively select organizations and/or individuals who could provide the necessary experience to affect a turnaround.

Definition of a Turnaround

The group agreed that defining the outcomes for a Renaissance School was a critical first step in setting the parameters for the entire initiative. Without the definition, the subcommittee felt that the standards for qualifying turnaround teams would be compromised, and that the selection process would be too subjective. Also, a clearer definition would enable all stakeholders to understand the expected differences in quality and performance from the transformation, especially because Renaissance Schools will have a short timeframe to prove evidence for performance improvement.

The group felt that a 'wide range' or 'big tent' theory, i.e., including a range of organizations from and outside of Philadelphia that may have the type of credible experience to operate a Renaissance School, would signal that a variation of models could be considered. A two-tiered method, similar to the Chicago Public Schools Turnaround Model, was recommended by the subcommittee to be implemented to vet qualifications of lead (full-service) and support (partial-service) organizations. This framework would allow the District to tailor the selection, monitoring and evaluation protocols for each category of responding organization. Since the stated goal is to commence with the first Renaissance Schools in 2010, the subcommittee suggested that the first cohort of Renaissance School only include organizations with proven experience in achieving desired outcomes. Assuming a new group of Renaissance Schools would be determined in succeeding years, the selection process would be iterative and the subcommittee felt that a lengthy incubation process would be necessary for those organizations that were not ready for a fall 2010 implementation and would require both technical and financial expertise for future Renaissance School cycles. This process will include a longer lead-time to develop and mentor non-traditional organizations.

After a great deal of discussion, the committee defined a successful transformation for a Renaissance School as follows:

A. Renaissance Schools will have a short time frame to improve performance with the desired outcomes, such as:

   o Improvements in student value-added growth
   o Accelerated performance expected, i.e., more than 1 year's growth in a year (Performance improvements should be immediate, e.g., at the completion of the first year. Test scores may not be applicable for year one, so alternative benchmarks should be instituted, with potential indicators such as attendance, school climate, professional development, and governance).
   o Renaissance Schools should meet or exceed performance metrics defined by the District (e.g., School District of Philadelphia's Empowerment School Accountability Plan).

- Organizations must demonstrate how they will meet its defined goals as well as outline its plans for the future. Strategic goals should outline academic growth as well as improvement its school operations.
- Student performance that will meet/surpass the District's and the Commonwealth's average
- Improvements for all students in all categories, including special education and ELL students
- Improvements in parent involvement and engagement
- Improvements in community engagement
- Additional support for children attending Renaissance Schools, including mentors e.g., Eagle Academy in New York City where the 100 Black Men of New York act as mentors for each student. Community groups and faith-based organizations also could be involved in mentoring.

B. A school with several autonomies or direct controls over:

- Hiring and staffing of all school instructional and non-instructional personnel: High quality educators are essential to the success of the initiative. Teachers must inspire and motivate children to do well, using innovative programs that go beyond the core curriculum, and use 'outside of the box' thinking to engage students in the learning process.
- School-level standards (e.g., code of conduct, standards for behavior and school culture)
- Professional development programs
- Work rules for all school employees
- Budget
- Facilities usage
- Curriculum and structure of the school day
- "Clout" to fully implement their programs
- Teachers who inspire and motivate the children to do well, using innovative programs that go beyond the core curriculum, and use outside of the box thinking to engage students in the learning process.

The group also considered that since Renaissance Schools would remain "District schools", i.e., under the overall guidance of the District, the delineation of accountabilities was an essential part of the effort. Each of the subcommittee's recommendations contemplated that further delineation was required in order to give turnaround teams the appropriate level of direction.

Performance Measurement and Oversight

In order to effectively and transparently measure the success of a turnaround team, the subcommittee recommended that the District consider creating an accountability rubric that incorporates the 'must have' criteria for evaluating lead and support organizations. All goals for the Renaissance Schools and the turnaround teams should be challenging, yet realistic. More importantly, the group stated that District central office administrators must

buy-in to and stand by Renaissance School performance standards so that the initiative would have ongoing support and continuity. Furthermore, the evaluation process has to be objective, transparent and incorporate feedback from key stakeholders and performance expectations have to be clearly communicated to lead and support organizations. For example, the academic growth performance expectations could include improvements in test scores and the stretch goal of objectives of attaining significant growth (e.g. +1.5 years' worth of growth in 1 academic year).

Annually, the selected organizations performance metrics should be reviewed and one of the subcommittee's core concerns was about having "independent oversight" via a third party organization with the specific responsibility for monitoring the progress of each turnaround team, in addition to effective and regular interaction between the District and the turnaround team. The team suggested that an independent party evaluate the following: accelerated performance based on a baseline; meeting or exceeding Pennsylvania standards; teacher/support staff evaluations; parent/community satisfaction; student retention rates; and student academic achievement on standardized tests before and after the transformation process.

The oversight organization would be contracted by the District to conduct evaluations of each Renaissance School turnaround team. The oversight process would provide the District with information on how to "select, monitor, evaluate, and exit" providers who are or are not performing according to expectations and their contractual obligations. The subcommittee did not designate whether the oversight group should be for-profit or non-profit, or whether the organization should be based in Philadelphia.

Lead and Support Organizations

The subcommittee wrestled with how to accommodate the varying types of organizations that were likely to respond to the RFQ/RFP. It determined that there were two basic categories to consider: Lead and Support organizations. "Lead" organizations would be entities that can deliver an entire turnaround solution for a school or group of schools in 2010 – 2011 or be the primary entity that leads a coordinated team that presents a comprehensive suite of educational and supplemental services. "Supporting" organizations are defined as those with specialized solutions that will be essential for school transformation, but without capacity to lead the transformation. The subcommittee thought that supporting organizations would fill the voids in capacity that a Lead organization might have, such as in literacy and numeracy instruction, professional development, after-school or mentoring programs, etc. The subcommittee felt strongly that there should be a matching process for "Lead" and "Supporting" organizations, possibly through a bidders' conference, once organizations from each category were qualified in Phase 1 of the RFQ/RFP process.

Lead organizations would be undertaking the most critical role in a school turnaround, and would the primary contact with the District. It was understood that some Lead organizations would have the competencies to operate on their own, but partnerships with Supporting organizations would be encouraged. Each Lead organization would have to fully

demonstrate its capacities and competencies to perform as the primarily responsible organization, and have had some success in partnering with other organizations to deliver results. The District would have to ensure that terms and conditions for collaborations are clearly established, e.g., the responsibilities and accountabilities for each party and the team's budget allocations.

Length of Contract

The subcommittee recommended that a turnaround team should have 3 - 5 years to improve student achievement. If an organization is not meeting minimum expectations, as determined in the Year 2 audit, the SDP should consider creating an exit strategy. An organization with consecutive 'not meeting expectations' rating will risk losing its actively manage status.

Comparison of Provider Selection Models

The subcommittee sought research on how other urban districts had undertaken their school transformation initiatives, with particular attention to the efforts in Chicago, New York City, Washington DC, Baltimore, Denver, and Los Angeles. Additionally, the group wanted to understand which were the most feasible and effective ways to contract with external service providers, and what strategies other large urban school districts used to engage those providers.

From a broad base of available research and literature, the subcommittee learned that "diverse provider" or "portfolio" approaches have been used by a number of large districts as part of their NCLB restructuring initiatives. In districts that employed moderate interventions, 42 percent appointed an outside expert to advise the restructuring school; 24 percent extended the school day or year; 14 percent "restructured the internal organization of the school" (Center on Education Policy, 2006a). Virtually all of those districts using moderate strategies decided against using private firms or state agencies to take over restructuring schools or reopening failing schools as charter schools. The subcommittee also learned that the most drastic reforms were to staff in the affected schools: fourteen percent of all restructuring schools replaced some or all staff members in 2004-05 (CEP, 2006a; Dibiase, 2005, and the Handbook on Restructuring and Substantial School Improvement, Herbert J. Walberg, Editor 2007). Because of the long-standing nature of Philadelphia's chronically failing schools, the subcommittee determined that a "moderate" approach would not achieve the desire goals of transformation, and instead looked towards more "aggressive" recommendations for Renaissance Schools.

The group also learned that there must be substantial rigor in the process of identifying and selecting turnaround teams: "[Districts should have] formalized processes and thoroughly evaluate each application [in order to] have the most success minimizing conflicts during and after the selection process (Rhim 2004, Rhim 2005)…[they should also] closely evaluate providers' expertise and financial credentials, and contact multiple references before committing to a particular EMO." Additionally, the subcommittee found

that the process, guidelines, and expectations had to be transparent in order to ensure an effective process: "... [The] EMO will want to be satisfied about the intangible aspects of the contract that cannot readily be documented but can be seen, such as the condition of the school facilities (Domberger, 1998).

Lastly, the comparative analysis allowed the Turnaround Team subcommittee to understand the parameters on which other cities had implemented their reforms. The group found a mixture of intra-district and extra-district solutions. For example, New York City uses an "empowerment school" program that grants principals broad control over budget and other matters. Its "providers" are called School Support Organizations (SSO), a network of entities approved by the NYC DOE. There are 523 schools within 22 networks. Principals in collaboration with their school community determine how the school's budget should be spent. Principals and School Leadership Teams (including parents and teachers) consider the unique characteristics and needs of their school, including their student population, teaching staff, and school community. While many of the SSO's are external to the New York City DOE (including universities and non-profits entities that specialize in certain areas, such as literacy or ELL), New York also provides a robust internal option called the Empowerment Support Organization, which are district-run, in-sourced solution providers, leveraging the District's capacities for a broad range of technical assistance. In Boston, the transformation and turnaround strategies are built around "Pilot Schools", which are developed jointly by Boston Public Schools and the Boston Teachers Union. Pilot Schools are open to all students in accordance with the Boston Public Schools controlled choice plan. They operate with an average school–based per pupil budget, plus a startup supplement, and have greatly increased decision–making authority, including exemptions from all Union and School Committee work rules. The RFP process is developed and reviewed by the BPS/BTU Steering Committee, which selects which teams will be assigned to transform schools.

The subcommittee used the comparative analysis to shape its final recommendations for the appropriate processes and guidelines for turnaround team engagement.

RFP Process and Timeline

Based upon the Superintendent's mandate that the Renaissance Schools initiative begin in fall 2010, the sub-committee recognized the necessity for structuring an RFP process which would be streamlined and efficient. Following plenary sessions with the entire RSAB, the group agreed that the timeline shown in the School Selection would be feasible if certain conditions were met.

The subcommittee recommended that the District establish a two-phased Request for Proposal process. The first Phase, which would commence in November 2009, would seek responses from any organization, group, or individual that could provide evidence for its qualifications to assume responsibility for a Renaissance School. The qualifications would need to be broad enough to allow organizations of various capacities to respond, yet also be specific to the task of transforming schools. Phase 1 would be open to District or non-District organizations. Once reviewed against the qualifications, Phase 2 would begin,

requesting that qualified turnaround teams submit a detailed plan that covers the team's capabilities and competencies in the instructional, financial, academic, behavioral and community aspects for accomplishing a school transformation. Phase 2 would likely begin at the beginning of 2010, and would conclude in early March 2010.

The broad qualifications listed by the subcommittee were:

- Organizations must believe that all children can and will learn.
- High expectations for student learning are established.
- A proven track record of successful management is apparent.
- A research-based instructional design is presented.
- Strong leadership skills are apparent.
- Organization must exemplify a history of financial responsibility.
- Administrative capacity must be demonstrated.
- Organization should be familiar with the student demographics as well as the school-level needs.
- Capability to effective engage parents and community advocates.
- Experience with creating, leading and managing internal and external partnerships.
- Aptitude to recruit and hire highly qualified teachers.
- Ability to effectively train and develop administrative and academic staff.
- An understanding of various school support services available such as interventions and wrap-around services.
- Willingness to cooperate with ongoing monitoring.
- All agreements should be contractually binding.

The sub-committee also wanted to see:

- The submission of a well-written and powerful proposal citing specific examples of transformed schools in similarly situated school districts and demonstrating that the turnaround team can consistently provide the solutions for the students at each school. In fact, the subcommittee believed that an acceptable proposal would demonstrate that a turnaround team would be able to meet, or exceed, the accountability criteria.

- Detailed proposals on the implementation of qualifications with the specific goal of synergizing the solutions to benefit the students. A complete proposal would include comprehensive and definitive academic, behavioral, social, community, and administrative solutions.

- Providers must have demonstrated progress over time of students performing at basic or above. The previous "track record" of the provider must demonstrate the following:

  - Sensitivity to the needs of the community school in reference to economic level, cultural diversity, and educational outcomes (e.g. graduation rates, literacy, fluency, etc.).
  - A unique plan that is tailored to the individual needs of each Renaissance School and its particular community environment and student population. The subcommittee expressed concern that some providers might not propose specific solutions for each school or schools and advised that there cannot be one generic blueprint or blanket approach.
  - Knowledge of how to improve school retention of staff and students.
  - A real passion for educating children, particularly those who are likely to have more economic, social, or cultural challenges in achieving their educations.
  - An ability to recruit powerful, qualified, and experienced teachers.
  - On-going training and communication with the key stakeholders including school administration, staff, families, and students on the plans and progress of the school.
  - Many opportunities for community volunteers, and identifying and utilizing for-profit and non-profit organizations that will benefit of the school's population.
  - Awareness of inherent and documented problems encountered in established schools and the proven success of solutions.
  - Anticipation of problems needed to be solved with strategies for solutions in readiness before the problems surface.
  - A process orientation that will ensure accomplishment of the mission of educating students to the highest of standards with great care into the crafting of the process.

RFP Review and Evaluation

The subcommittee thoroughly discussed the potential political and social issues that might complicate the selection of turnaround team. It determined that only a methodical, thorough, and rigorous evaluation of RFQ and RFP respondents would validate the overall process, and mitigate the risks of having under-qualified or unqualified participants.

Community Engagement in the Selection Process

In answering the question about how the District could establish a review process that incorporated community input, the subcommittee felt that the District should consider a protocol that allows community input in selecting organizations that meet the needs of the schools and the community. This step was considered necessary to getting more buy-in at the school and community level for the changes that would be part of the turnaround

team's solutions. Also, the subcommittee considered that the District should request community input in the RFQ/RFP selection processes, engaging school community representatives to meet with the qualified respondents to the RFQ and RFP. The Turnaround Team subcommittee felt that the school audit process (as suggested by the School Selection subcommittee), would positively present a unique opportunity for students, parents and community advocates to provide feedback on specific needs of the children in the school and the neighborhood.

The group recommended an accountability rubric, which would include components from the District's report card, which captures community input (via surveys) and allowed the District to combine that input with the turnaround team's overall performance metrics. Once Renaissance Schools are selected, the District should consider identifying a community advocate to help deliver and manage the message. Also, the District should consider leveraging community groups (e.g., 9 EPIC stakeholders) to channel information and manage message.

Additionally, the group felt that a Renaissance School Performance Index/Scorecard (including AYP data) should be created and shared with each turnaround team. The performance index would include a review of teacher evaluations, the nuances of subgroups, parent surveys, etc. The selection process would be better informed with the scorecard because turnaround teams would have a full picture of the issues they would face throughout their engagements.

Draft Form of Potential Renaissance Schools Types
The subcommittee discussed the range of Renaissance School models that had been suggested by the District's Office of Charter, New and Partnership Schools: the Innovation Model (District managed with District employees as the "design team"); the Contract Model (externally managed with non-District employees); and the Charter School Model (under a modified charter agreement). Profiles for each of the models is presented below. After lengthy discussion, the subcommittee agreed that the Innovation and Contract models were feasible as described, but it struggled with the "charter school" option at this time, unless the existing charter practices of enrollment, catchment area, and accountability could be resolved.

The group also discussed a number of alternatives, including if certain Renaissance Schools might be hybrid models, housing both charter and contract operations (possible for a large high school where more targeted solutions and interventions were needed, or as a way for the turnaround team to gradually phase in its plans). No final alternative recommendations were made by the subcommittee, so the group felt that the District should ultimately decide upon which alternatives or combinations were feasible.

	"Innovation Schools"
General Description	• Innovation Schools are schools that operate with significant autonomy from SDP policies and PFT contract provisions in exchange for increased accountability. Schools use this autonomy to create a school culture and academic program that support high expectations and achievement. • Innovation Schools have school level control of their budget, staffing, curriculum and assessment, and school schedule. Schools remain under the governance of the SRC, but also operate with a school-based council that is responsible for important decisions related to the mission and policies of the school. • SDP and PFT enter into an agreement to waive certain provisions of the CBA for Innovation Schools. Individual schools establish "Election to Work Agreements" that define working conditions for employees.
Staffing	• Staff are District employees and remain members of their respective unions. • Existing school staff must apply to remain in the school. • Full-site selection for all positions at the school • Schools have freedom to rehire or transfer staff on a yearly basis (or as defined in 'election to work agreements'. • Schools decide on staffing patterns/positions that best meet needs of students
Budget	• Schools receive lump sum per pupil payment (equivalent to other schools) to cover most if not all operating expenses for the school • School staff are charged based on actual (not average) salaries • Schools have option to purchase discretionary services from District or to receive equivalent value as part of lump sum per pupil payment
Curriculum & Assessment	• Freedom to implement curriculum and assessment practices to meet student learning needs • Decide on professional development for faculty and staff
Schedule	• Freedom to modify school day and calendar year to align with school mission

Governance	• Remain under SRC governance
	• School-based councils (consisting of faculty, parents and community members) are responsible for
	    o Setting and maintaining school vision
	    o Select and evaluate principal (with final approval by Superintendent)
	    o Approve the annual school budget
	    o Set policies that school community feels will help students to be successful

	Contract Schools
General Description	• Contract schools are schools operated by independent, external organizations in accordance with a contract with the District • Pursuant to the Contract and the public school code, school operators are free to create an innovative, academically and culturally enriching program for students • Contract schools operate with similar autonomies and independence as a Charter school, but remain under the governance of the SRC, and are held to rigorous accountability standards defined in their contract • The Contract school form most resembles the District's current portfolio of alternative education schools, but will serve as a neighborhood school (not a discipline or special support school)
Staffing	• Staff are employees of the Contract organization (not SDP employees)
Budget	• Schools receive lump sum per pupil payment (equivalent to other District schools) to cover most if not all operating expenses for the school • Contract organizations have option to purchase discretionary services from District or to receive equivalent value as part of lump sum per pupil payment
Curriculum & Assessment	• Freedom to implement curriculum and assessment practices to meet student learning needs • Decide on professional development for faculty and staff
Schedule	• Autonomy over school day and calendar year
Governance	• Remain under SRC governance

	Charter Schools
General Description	• Charter schools are independent schools that are managed and governed by an independent board of directors in accordance with the Pennsylvania Charter school law • Pursuant to the Charter agreement and Charter Law, the school operator is free to create an innovative, academically and culturally enriching program for students • As defined in their Charter agreement, Renaissance Charter Schools will provide guaranteed admission to students residing in a defined catchment area, thus serving the function of a neighborhood school
Staffing	• School principal and staff are employees of the Charter organization
Budget	• Schools receive lump sum per pupil payment as defined by PA charter school law; charter schools are also eligible for Title I and other entitlement grants
Curriculum & Assessment	• Freedom to implement curriculum and assessment practices to meet student learning needs
Schedule	• Autonomy over school day and calendar year
Governance	• Charter schools are governed by independent board of directors (defined by Charter Law)

3. <u>Community Engagement and Communications Subcommittee:</u>

The recommendations of the Community Engagement and Communications sub-committee were tightly aligned to the sub-committee's guiding questions, and are therefore presented together in this report.

Scope/Charter:

Define the process for community engagement within the Renaissance School Initiative.

<u>**Guiding Questions**</u>

A. How does the District incorporate community voice in process of transforming schools?

    Recommendations:
- Formation of Renaissance School Advisory Councils (RSACs) will include members of the community around the surrounding school. RSACs will be formed once schools are chosen.
- RSACs will participate in 1) identifying qualified and capable teams to operate the selected Renaissance School, 2) participate in the matching process of schools with appropriate turn-around solution, and 3) support the incubation and transition periods.
    a. RSAC members will work with District staff to organize and engage community members to participate in feedback sessions, community forums, and turnaround team presentations.
    b. RSAC members will sign a work agreement to volunteer for approximately 10 hours a month for one year.
- District should host feedback sessions in various communities to receive feedback from community on the Renaissance School Initiative and recommendations provided by the Renaissance Schools Advisory Board members. The District needs to be transparent from the start and be clear at what point will it begin engaging the community.

B. How do we define community for each targeted Renaissance School?

Community is defined as the local community that services the school which may include, but is not limited to:

    a. Parents
    b. Community-based organizations
    c. Faith-Based organizations
    d. Local/business community owners
    e. Elected officials
    f. Community residents
    g. Educators
    h. Student Leaders

       i.   University Community
       j.   Economic Development Organizations

- Committee agreed that parents should be a large part of any RSAC and they should be intentional part of the process. **Otherwise, there should not be a predetermined composition of types of members.**

C. What requirements should there be for community engagement at a Renaissance School?

Recommendations:
- RSACs will be advisory in nature and not governing boards.
- Any RFP utilized to select turnaround teams must require turnaround team to identify a proven list of past performance in successfully engaging communities. Items of importance include:
    a. District will have to follow-up on level of community engagement.
    b. Turnaround teams should indicate in any RFP what community engagement looks like to the team, how they maintain it over time, and how is it tracked?
    c. There should be monitoring and tracking of turnaround team outcomes throughout the year. Quarterly and annual reports delivered to CEO/Superintendent and quarterly meetings with turnaround team are recommended.
    d. Committee agreed that the District should identify benchmarks or targets to measure progress along the way for each Renaissance School so that communities can determine if the new turnaround team is on target or not with its reform of the school.

D. What mechanism do we use to establish community advisory and selection committees for each targeted school?

Recommendations:
- Recruitment of RSAC members should be accomplished through multiple communication sources.
    a. Messaging will be key to get parents and community to be involved and support process.
    b. Make sure to engage with existing local community organizations, advocacy and stakeholder groups in the identified school communities
    c. Work with PTAs, Home & School Associations, Parent Ombudsmen and EPIC Stakeholder groups
    d. The District should not use cookie-cutter approach. Every community is different and engagement of community will look different across potential Renaissance Schools
    e. School audit data should be available to broader community and RSAC members
    f. Need to ensure there are multiple mechanisms for parents to   hear the District is recruiting members for RSACs.

g. Include page on District's website with information that parents can access at any time.
h. Need to call on partners (including faith-based) to help or to be surrogates. Surrogates will need enough information and understanding of the process and outcomes in order to be able to help and to really dive deep on details.
i. The decisions around selection of RSAC members should not be divorced from the Renaissance Schools Advisory Board (RSAB). RSAB chair (and/or a select few members) should be part of review of applications and interviews.

E. How does the District ensure that the Renaissance Schools offer high quality educations options that reflect the community's needs and interests?

Recommendations:

- RSACs should be part of the selection and matching process, as well as the incubation and transition periods of schools in order to ensure that Renaissance Schools offer high quality educational options that reflect the community's needs and interests.

  a. The District will need to build the capacity of RSAC members to understand turnaround reform efforts, review and analyze school audit   data, review RFP proposal content and interview turnaround teams to   make informed recommendations.

- Turnaround initiatives for specific Renaissance Schools should address the specific needs of schools identified through the school selection process including reviews of data and any school audits.

  a. Identified schools should be announced prior to release of RFP, in order to ensure turnaround teams are describing their turnaround model in the context of a specific school community.

  b. The District needs to assess the level of community engagement that already exists within the school community

  c. Include in school audit an assessment of what existing supports the school has from parents, community, and other partners. Audit should define capacity and identify gaps of community engagement.

  d. Audit data should be utilized by design teams to propose a curriculum and model that supports needs of the school and to identify appropriate organizations to partner with to provide supportive services

- Potential turnaround teams should exceed the number of potential Renaissance Schools in order to ensure there are multiple turnaround solutions for the community to choose from.

F. What is the ideal way to match providers and schools?

Recommendations:

An ideal match will occur when a school is matched with a team that addresses the needs of the school community, as identified through school performance data and school audits, and has been recommended by a school RSAC.

a. Design teams should identify in which school they would like to implement their turnaround model.

b. RSACs will have design teams present to the broader school community their reasons for choosing their school and how they will effectively implement their turnaround model.

c. Schools that are not chosen in this process or an ideal match cannot be identified will continue to receive additional resources via their empowerment school designation.

d. Messaging in this process is key to success. It will be important to note that all failing schools receive empowerment type resources until they are potentially selected as a Renaissance School. A smaller subset of the most failing schools will receive additional support through the Renaissance Schools Initiative.

G. What messaging should be published to key constituents and the general public about the Renaissance Schools?

Recommendations:

Messaging is critical and needs to be rolled out to all stakeholders.

a. Need to let stakeholders know what Renaissance Schools is (an opportunity to dramatically improve a school), how will it be done and what the results of the transformation will lead to (higher student achievement).

b. Suggestion to use the District's infrastructure as a tool to share how we are doing things related to this Initiative (ex. Imagine 2014 roadmap to community engagement).

c. Suggestion to have feedback sessions with the community using breakout rooms. Committee agreed town hall format would not be effective.

d. Feedback sessions would give community opportunity to discuss RSAC recommendations and serve as a recruitment tool for RSACs. Concern it might be impractical to have feedback sessions considering the tight timeline.

e. Messaging suggestions:
   o District needs to communicate process before schools are announced
   o Be honest that this process will cause a huge disruption. *It will be the hardest thing the School District, schools, parents, community will have to do*
   o Should ensure communications strategy seeks to address the issue that the *community needs to know as soon as you know*

- In order to build trust, here is what I know so far, here is what in unfolding, and here are the next steps
- This initiative will provided transformation change to the education future of our children in Philadelphia by 2014
- Renaissance Schools Initiative owes the community a voice in the planning
- Renaissance Schools Initiative is about process and student outcomes
- *This is not going to be easy but it is needed*
- Use concept such as "No School Left Behind"

H. How can the school community help to minimize immediate, short term disruption once Renaissance Schools are announced?

Recommendations:
- Renaissance School Initiative needs clear communications plan to properly disseminate information to the community and to minimize immediate, short term disruption once Renaissance Schools are announced and selection and matching process is underway.
- RSAC members will be part of the transition and incubation periods and RSAC membership will remain constant enough to ensure schools are adequately supported through transition period.
- RSAC members will commit to one year membership which will include participation in quarterly and annual reports delivered to CEO/Superintendent of School District.
- The District should seek to immediately gain buy-in from all folks, even if they are not directly affected by this process
- Needs to be clear messaging around what happens to schools that are identified in the pool but are not included in the final list of schools for 2010-2011. What will happen to them?
- District should identify a finite number of schools for this round and future rounds. How many by 2014? What is the budget?
- Should be very clear in the beginning that if there will be 5 schools chosen this round (for example) that the broader public understands these schools are *the first 5 of more to come versus these are the 5*
- District should conduct school-based meetings with parents, students, and community for all schools identified within the pool of schools. School-based meetings should be held the day of the Announcement of Schools or very shortly after.
- Separate school-based meetings should be conducted for District Personnel (teachers and administration) before official public Announcement of Schools to ensure they are aware of how this will impact them in short and long-term and give them time to react

I. What should be the measures of success for determining if the District has effectively engaged the community?

Recommendations:

Measures of success for determining if the District has effectively engaged the community in the Renaissance School Initiative will include:

    a. Parent and student satisfaction surveys
    b. Online surveys, emails and/or blog postings
    c. Tracking panel - call to parents once a month
    d. On-the-spot surveys of parents (ex. In the schoolyard during parent drop-off and pick-up times)
    e. Reports from School Parent Ombudsman
    f. Success of and level of engagement of RSACs - how well were they organized, were the recommendations successful, did members continue to participate in the incubation and transition periods.

Appendix A: Renaissance Schools Advisory Board Members

School Selection Sub-Committee:

Lori Shorr (Chair)	Chief Education Officer, Mayor's Office of Education
Ralph Burnley	Assistant Regional Superintendent, South Region
Shawn Crowder	Deputy, Strategic Partnerships, School District of Philadelphia
Thomas Darden	Deputy, Process Improvement and Compliance, School District of Philadelphia
Patricia De Carlo	Executive Director, Norris Square Civic Association
Eloise Dupree	Principal, Spring Garden School
Carol Fixman	Executive Director, Philadelphia Education Fund
Tomás Hanna	Chief of Staff, School District of Philadelphia
Rosalind Jones-Johnson	Director of Education, Philadelphia Federation of Teachers
Folasshade Laud-Hammond	Manager, Civic Partnerships, Philadelphia Youth Network
Patricia McDermott	Teacher, Andrew J. Morrison School
Sean McGrew	Director, School Innovation and Best Practices, School District of Philadelphia
Robin Millhouse	Teacher, Southwark School
Cecil Parsley	Parent, Germantown, Lawton & Saul Schools
Randolph Sanders	Administrator of Community-Based Programs, Northern Homes for Children
Barbara Saverino	Vice President, Greater Philadelphia Chamber of Commerce
Randolph Sanders	Administrator of Community-Based Programs, Northern Homes for Children
Simran Sidhu	Executive Director, YouthBuild Philadelphia Charter School
Leroi Simmons	Coordinator, Germantown Clergy Initiative, Enon Tabernacle Baptist Church
Sylvia Simms	Parent, T.M. Peirce School
LaVerne Wiley	Regional Superintendent, Southwest Region

APPENDIX A (continued)

Community Engagement and Communications:

Patricia A. Coulter (Chair)	President & CEO, Urban League of Philadelphia, Inc
Darlene Callands	President, CEO, Philadelphia Chapter of the BAEO
Rev. Bonnie Camarda	Director of Partnerships, The Salvation Army
Kimberly Turner Dixon	Chief of Staff, The Honorable Dwight Evans
Karren Dunkley	Deputy, Parent & Family Services, , School District of Philadelphia
Lucy Feria	Regional Superintendent, North Region
Rev. Kevin R. Johnson	Senior Pastor, Bright Hope Baptist Church
Barbara Grant	Partner, Cárdenas- Grant Communications
Michele Lawrence	Senior Vice President, Wachovia Bank N.A.
Estelle G. Matthews	Chief Talent Development Officer, School District of Philadelphia
Joseph C. Meade	Government & Public Relations, , School District of Philadelphia
William R. Miller, IV	CEO, Ross Associates, Inc.
Lisa J. Nutter	President, Philadelphia Academies, Inc.
Lois Powell-Mondesire	Principal, Strawberry Mansion High School
R. Victoria Pressley	Asst. Regional Superintendent, East Region
Evelyn Sample-Oates	Chief Communications Officer, School District of Philadelphia
Qaadirah Sharif	Parent, Dr. Ethel Allen School
Cecelia Thompson	Parent, Samuel Gompers School, Chairperson, Philadelphia Right to Education Task Force
Michael A. Walker	Senior Advisor, Advocacy & Policy, Urban League of Philadelphia

APPENDIX A (continued)

Turnaround Team Selection Sub-Committee:

Robert S. Peterkin (Chair)	Director, Urban Superintendents Program, Harvard University Graduate School of Education
Courtney Collins-Shapiro	Director, Multiple Pathways to Graduation, School District of Philadelphia
Patricia De Carlo	Executive Director, Norris Square Civic Association
Francisco Durán	Regional Superintendent, Central East Region
Ann B. Gardiner	Principal, Bodine, High School for International Affairs
Nancy Hopkins-Evans	Deputy, High School Reform, School District of Philadelphia
Karen Kolsky	Asst. Regional Superintendent, Northeast Region
Michael J. Masch	Chief Business Officer, School District of Philadelphia
C. Kent McGuire	Dean, College of Education, Temple University
Erlene Nelson	Retired Teacher, Parent University
Maria Pitre-Martin	Chief Academic Officer, School District of Philadelphia
Charlene Samuels	Parent, Central High and Thomas Creighton Schools, Coordinator, Logan Olney EPIC Stakeholders
Laura Shubilla	President, Philadelphia Youth Network
Sara Vernon Sterman	Managing Director, Community Facilities, The Reinvestment Fund
Traci Teasley	Asst. Regional Superintendent, High School Region
Andy Thach	Parent, Northeast High & Solis-Cohen School, Social Services Liaison Specialist, Thurgood Marshall School
Sharon Gaskins	Deputy, Chief Education Officer Mayor's Office of Education
M. Christine Wiggins	Founder and CEO, Imhotep Institute Charter High School
Steve Wray	Executive Director, Economy League of Greater Philadelphia