



# **A Blueprint for Transforming Philadelphia's Public Schools**

**Safe, high-quality schools.  
Fiscal sustainability.**

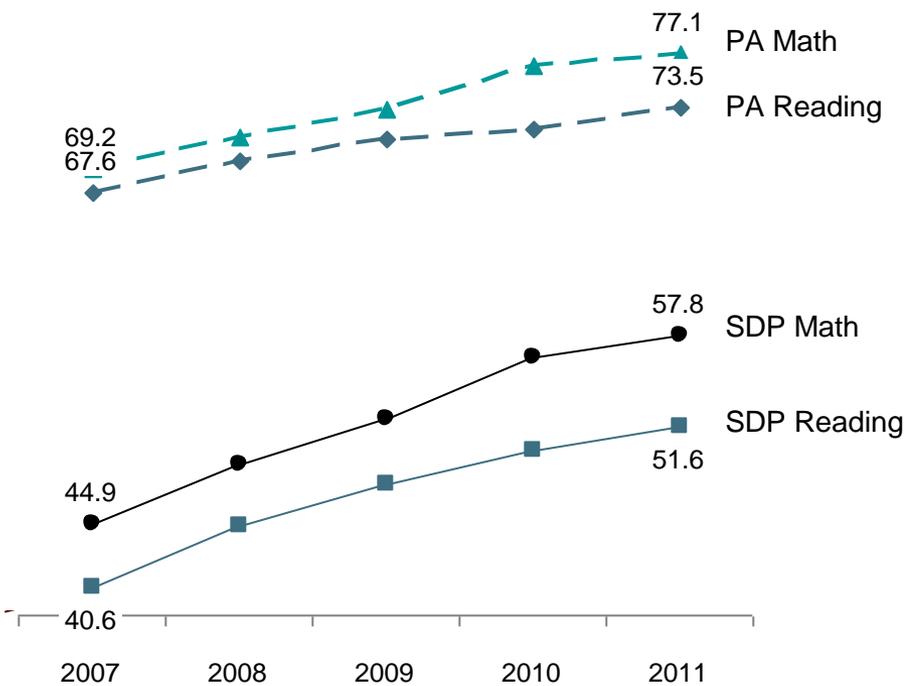
# Four Guiding Questions

- 1** What's the problem?
- 2** What can we do about it?
- 3** How long will this take?
- 4** What happens next?

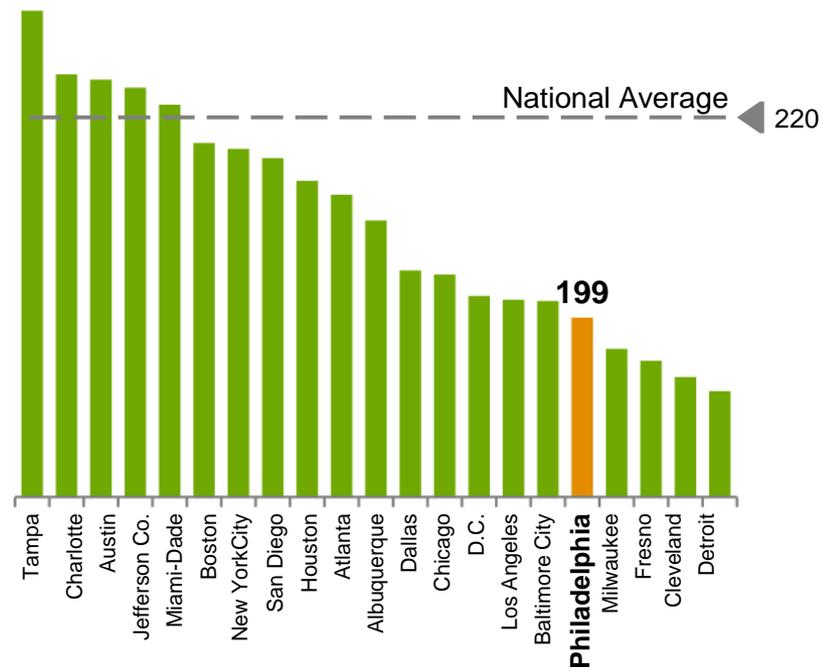
# **1 WHAT'S THE PROBLEM?**

# In spite of progress, we are not improving nearly fast enough

% of Students Advanced/Proficient PSSA



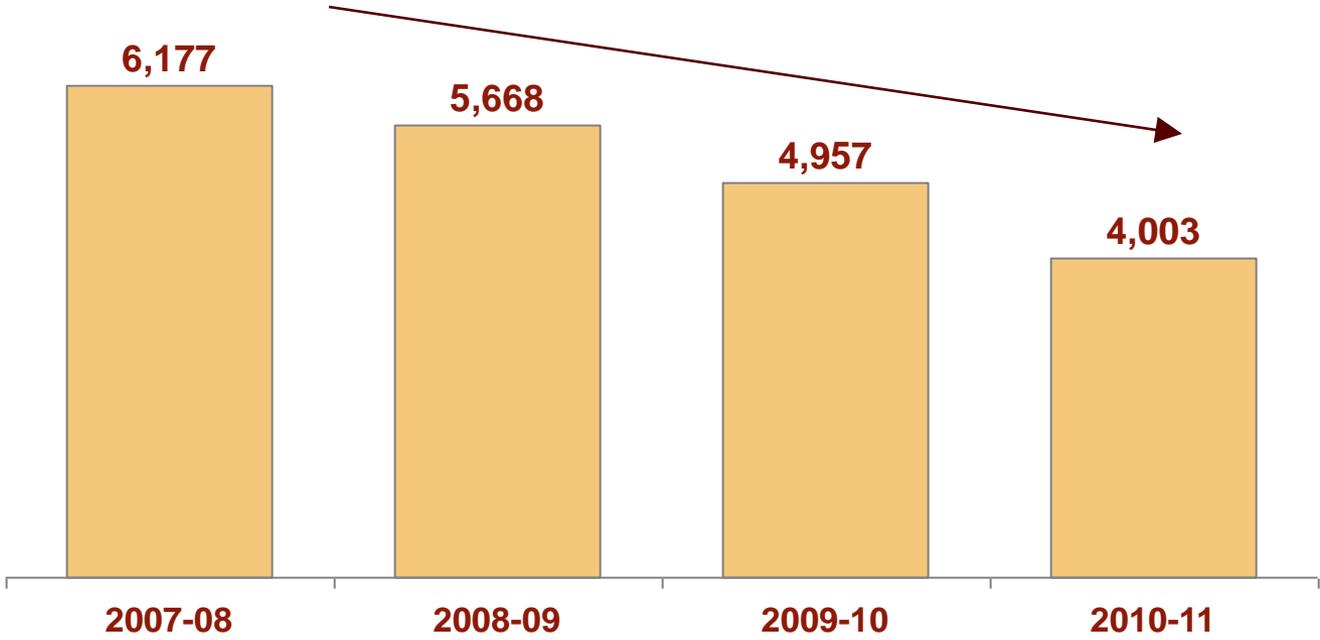
National Assessment of Educational Progress  
4th Grade Reading (2011)



Source: National Center for Education Statistics, 2011 National Assessment of Educational Progress, EPE Research Center (Link to Philadelphia data: <http://www.edweek.org/apps/gmap/details.html?year=2011&zoom=6&type=2&id=4218990>)

# Our efforts to reduce violence are paying off, but it continues to plague our schools

36% reduction in violent incidents



Incidents per 100 students



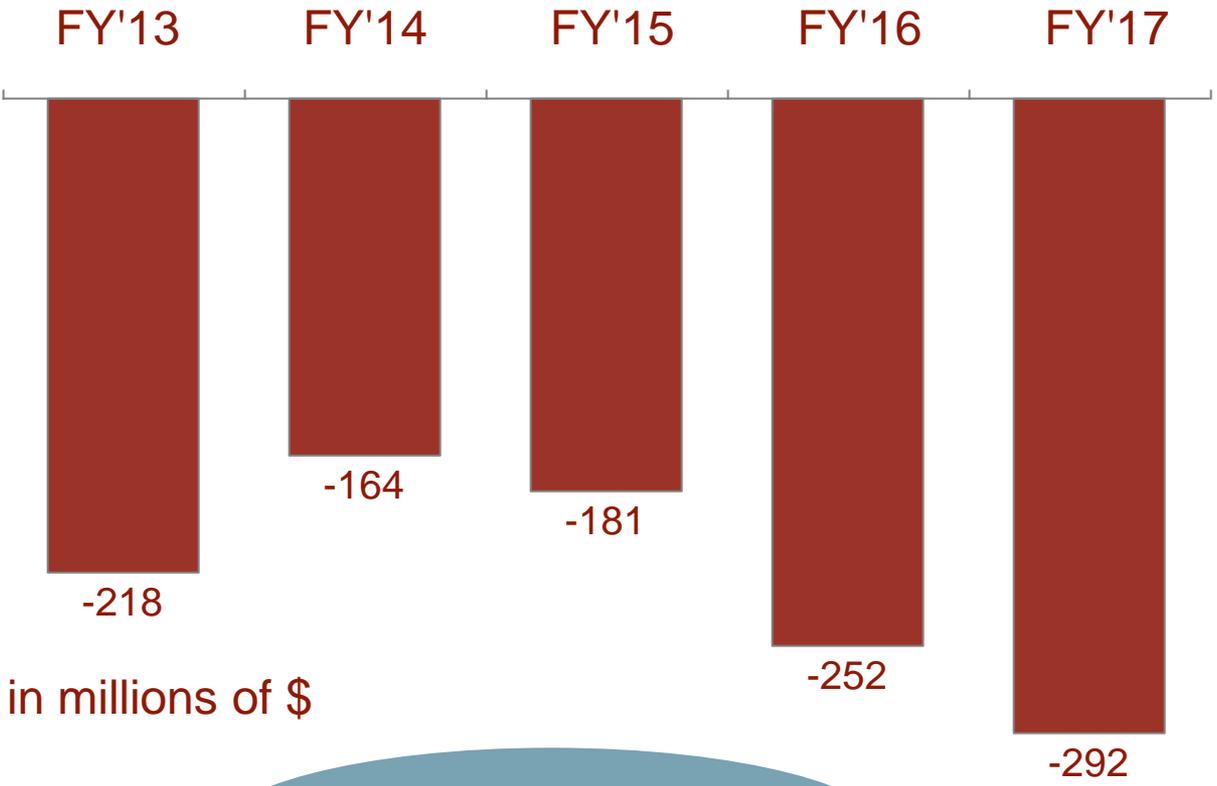
3.7

3.5

3.1

2.6

# We face severe long-term deficits if nothing is done



Assumes \$94 million in value captured through Actual Value Initiative

Cumulative deficit of ~\$1.1 billion

in millions of \$

## **2 WHAT CAN WE DO ABOUT IT?**

# Two Simple Goals, Five Clear Strategies

**GOAL 1**  
Safe, high-  
performing  
schools  
throughout  
the city

**GOAL 2**  
Budget balanced  
by FY'14

1. **Establish a culture of safety and achievement for all students**, by choosing great **principals and teachers** and empowering them to get results
2. **Promote equal access to quality choices for parents** by expanding high performing district and charter programs and turning around or closing unsafe or low-performing schools.
3. **Develop a strong college- and career-ready curriculum** that is aligned with rigorous PA Common Core standards, while providing schools and teachers with the flexibility to meet students' individual needs.
4. **Make the system responsive** to school and parent/community needs by moving responsibility for providing support and direction out of the District center and into small Achievement Networks of 20-30 schools. Ensure **equity and accountability** by setting performance contracts for every Network.
5. **Right-size and streamline** by shrinking the **central office** at 440 North Broad Street, closing excess school buildings, and modernizing operations to deliver better performance at lower cost.

# Why We Believe This Will Work

*We were very deliberate about the work and the process...*

## Evidence-Based Framework

We reviewed research and case studies to identify promising practices.

## Data-Informed Decisions

We utilized School District of Philadelphia's student data to inform our decisions.

## We've Listened

We shared information about the reorganization process with the community and our principals. More importantly, we listened to their concerns and incorporated their thoughts and feedback.

## Open Process

The work of the sub-committees led to a set of Academic Priorities and an Academic Plan for FY 13. The subcommittees had representation from members of the community, -- parents, caregivers, advocates -- our principals, teachers and District staff.

# Why We Focus on Principals

*Second to teachers, principals have the largest direct impact on student achievement. Effective principals are vital for school success.*

<b>Set the Culture and Climate for Success</b>	<ul style="list-style-type: none"><li>❖ They establish a school's vision, mission and help shape its climate</li><li>❖ They are uniquely positioned to ensure school safety and that excellent teaching and learning are spread school-wide</li><li>❖ They use data to inform their decisions</li></ul>
<b>Ensure Talented Staff</b>	<ul style="list-style-type: none"><li>❖ They are central to attracting and retaining talented teachers and school staff</li><li>❖ They lead instructional improvement</li><li>❖ They are the first line of support for school staff</li></ul>
<b>Act as Entrepreneurs</b>	<ul style="list-style-type: none"><li>❖ They mobilize resources for learning</li><li>❖ They engage and partner with parents and the community</li></ul>

# Strategy 1: Establish a culture of safety and achievement

A culture of safety and achievement is a culture of high expectations  We will set aggressive goals for Philadelphia's public schools

	TODAY		By 2014
College and career success	36%	of graduates earn a BA within 6 years of high-school graduation	50%
College and career readiness	47%	of high-school graduates enroll in college within 1 year	65%
High-school graduation	61%	graduate with a standard diploma within 4 years	80%
Students on track	58%	score at proficient or above in Math	85%
	52%	score at proficient or above in Reading	
Student safety	2.6	violent incidents per 100 students	TBD

Source: Council for College and Career Success metrics; goals are draft only. Final goals for 2017 under review, to be published by June.

# Strategy 1: Establish a culture of safety and achievement

Principals and teachers determine school culture, climate and safety, which drive student achievement.



We will ensure effective leaders and teachers for all students by recruiting the best principals and teachers, providing them with supports, holding them accountable and retaining our talent.

## Talent magnet

Attract, recruit and hire the best talent internally, locally and nationally



## Strong coaching and support

Performance assessment will be accompanied by robust coaching and support



## Performance-based assessment

All principals, teachers and staff will be held accountable for *student achievement*



## Retention and Succession Strategy

Retain the best talent in our schools and exit those who are unable to perform.

# Strategy 1: Establish a culture of safety and achievement

To succeed, principals and teachers need flexibility to adjust to their students' needs and support to help them when challenges arise.



We will empower principals and schools by providing them with increased autonomy and support to make decisions that are best for their students.

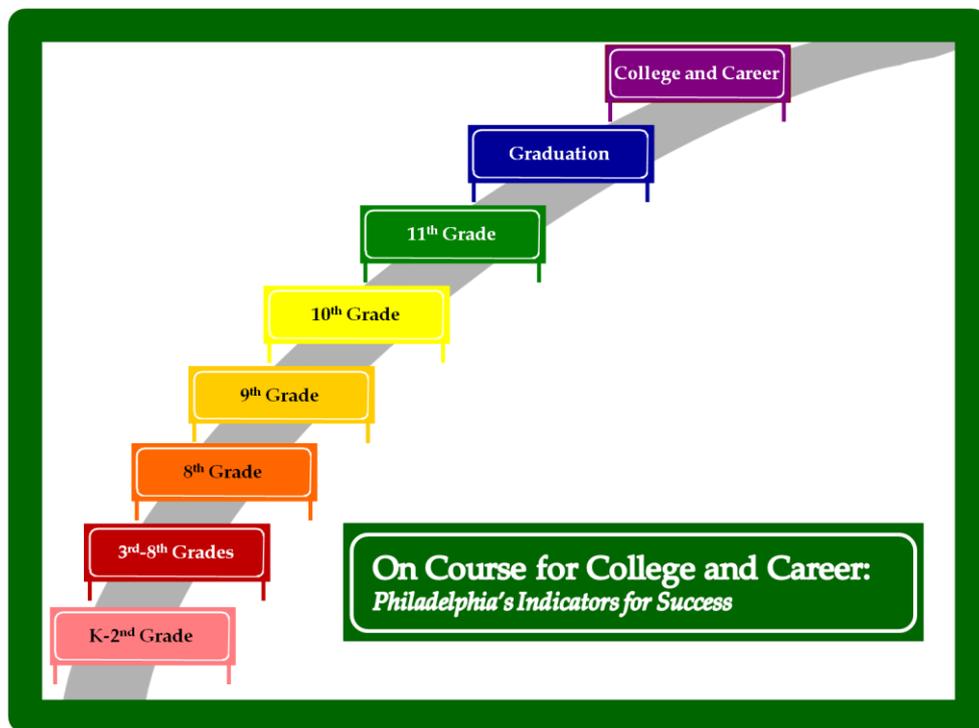
Full Autonomy	Support	Intervention
<p>Schools will have full control over:</p> <ul style="list-style-type: none"><li>❖ Curricular materials/ instructional programs</li><li>❖ School climate and safety strategies</li><li>❖ Professional development</li><li>❖ School Budget</li><li>❖ Schedule/roster</li></ul>	<p>Schools will have control over the identified autonomies but will receive additional support and guidance on the utilization of those autonomies as required by the state.</p>	<p>Schools will be provided with intensive, targeted support that are individualized to the needs of the leaders and the school.</p> <p>Schools that do not show immediate improvement will be eligible for turnaround.</p>

# Strategy 1: Establish a culture of safety and achievement

Like all professionals, principals and teachers perform best when there are clear standards tied to rewards and consequences



We will hold principals and schools accountable for providing a safe climate for learning, improving their students' achievement and ensuring equity.



- ❖ Schools will be held accountable for helping all students achieve at a high level, which means ensuring that they are ready for college and/or careers.
- ❖ Accountability for ensuring student are prepared for college and career will be distributed across the entire K-12 continuum.

# Strategy 1: Establish a culture of safety and achievement

Principals and teachers need training and tools specifically designed to help them address safety and climate. →

We will make strategic investments in people and programs that support safer school climates.

## Training

- Three-day "Summer Safety Summit" for principals
- Summer training for teachers on school climate
- School opening training for counselors and school police
- Follow-up and coaching throughout the year



## Prevention

- Implement Positive Behavioral Interventions & Supports in persistently dangerous schools
- Identify the most at-risk students via data analysis and engage them to defuse potential violence
- Amplify student voices with safety activities, social networking

Model Summary

Model	Adjusted R-Square	Probability of Success
Model 1	0.1234	0.85
Model 2	0.1567	0.92

Overview Table of Model Contributions

Model	Adjusted R-Square	Probability of Success
Model 1	0.1234	0.85
Model 2	0.1567	0.92

Variables in the Model

Variable	Model	Adjusted R-Square	Probability of Success
Controlled	2.052	0.00	15.200
Age	0.000	0.00	0.000
Gender	0.000	0.00	0.000
SES	0.000	0.00	0.000
SES squared	0.000	0.00	0.000
SES cubed	0.000	0.00	0.000
SES 4th power	0.000	0.00	0.000
SES 5th power	0.000	0.00	0.000
SES 6th power	0.000	0.00	0.000
SES 7th power	0.000	0.00	0.000
SES 8th power	0.000	0.00	0.000
SES 9th power	0.000	0.00	0.000
SES 10th power	0.000	0.00	0.000
SES 11th power	0.000	0.00	0.000
SES 12th power	0.000	0.00	0.000
SES 13th power	0.000	0.00	0.000
SES 14th power	0.000	0.00	0.000
SES 15th power	0.000	0.00	0.000
SES 16th power	0.000	0.00	0.000
SES 17th power	0.000	0.00	0.000
SES 18th power	0.000	0.00	0.000
SES 19th power	0.000	0.00	0.000
SES 20th power	0.000	0.00	0.000
SES 21st power	0.000	0.00	0.000
SES 22nd power	0.000	0.00	0.000
SES 23rd power	0.000	0.00	0.000
SES 24th power	0.000	0.00	0.000
SES 25th power	0.000	0.00	0.000
SES 26th power	0.000	0.00	0.000
SES 27th power	0.000	0.00	0.000
SES 28th power	0.000	0.00	0.000
SES 29th power	0.000	0.00	0.000
SES 30th power	0.000	0.00	0.000
SES 31st power	0.000	0.00	0.000
SES 32nd power	0.000	0.00	0.000
SES 33rd power	0.000	0.00	0.000
SES 34th power	0.000	0.00	0.000
SES 35th power	0.000	0.00	0.000
SES 36th power	0.000	0.00	0.000
SES 37th power	0.000	0.00	0.000
SES 38th power	0.000	0.00	0.000
SES 39th power	0.000	0.00	0.000
SES 40th power	0.000	0.00	0.000
SES 41st power	0.000	0.00	0.000
SES 42nd power	0.000	0.00	0.000
SES 43rd power	0.000	0.00	0.000
SES 44th power	0.000	0.00	0.000
SES 45th power	0.000	0.00	0.000
SES 46th power	0.000	0.00	0.000
SES 47th power	0.000	0.00	0.000
SES 48th power	0.000	0.00	0.000
SES 49th power	0.000	0.00	0.000
SES 50th power	0.000	0.00	0.000

## Accountability

- Develop, test, and introduce safety indicators as part of the Facilities Master Plan process
- Close schools that fail to improve

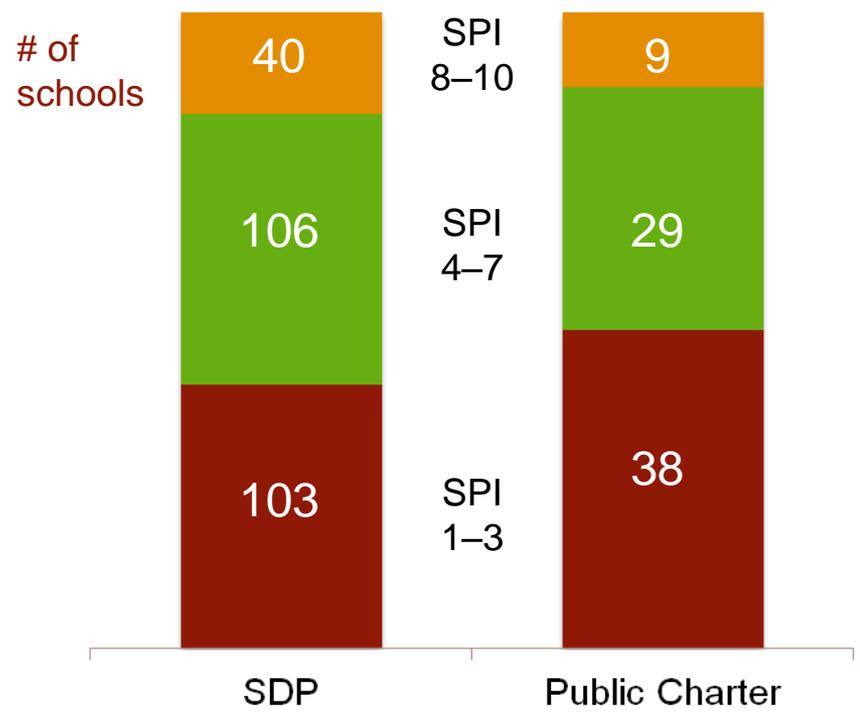


# Strategy 2: Promote equal access to quality choices

In 2009-2010, there were 45,000 students in unsafe and/or low-performing schools



We will act decisively to move students into safe, high-performing schools



1 Expand high-performing District and Public Charter schools

2 Turnaround: Promise Academy or Renaissance Charter

3 Close persistently unsafe, low-performing programs, and move students to higher-performing programs

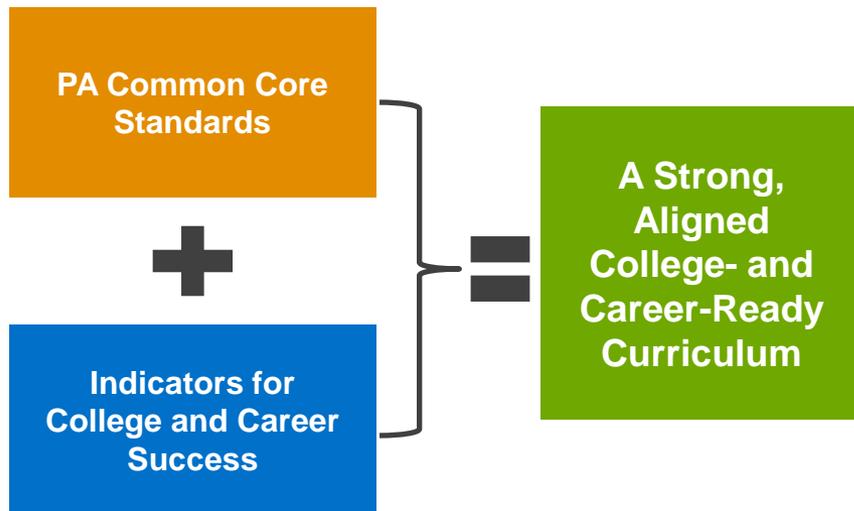
# Strategy 3: Develop a strong college- and career-ready curriculum

Principals and teachers need a curriculum that prepares all students for success as well as supports to meet the needs of the students they serve



We will establish a strong college- and career-ready curriculum that is aligned with the PA Common Core standards and college- and career- readiness goals.

## A curriculum that sets high expectations



## With customized supports to ensure success for all students

Additional resources and supports are provided to help students in specialized programs meet the same standards as their peers

- Alternative Education
- Career and Technical Education
- English Language Learners
- Special Education

Pre-K learning expectations will be aligned with more rigorous kindergarten expectations

Current funding levels will be maintained for these programs

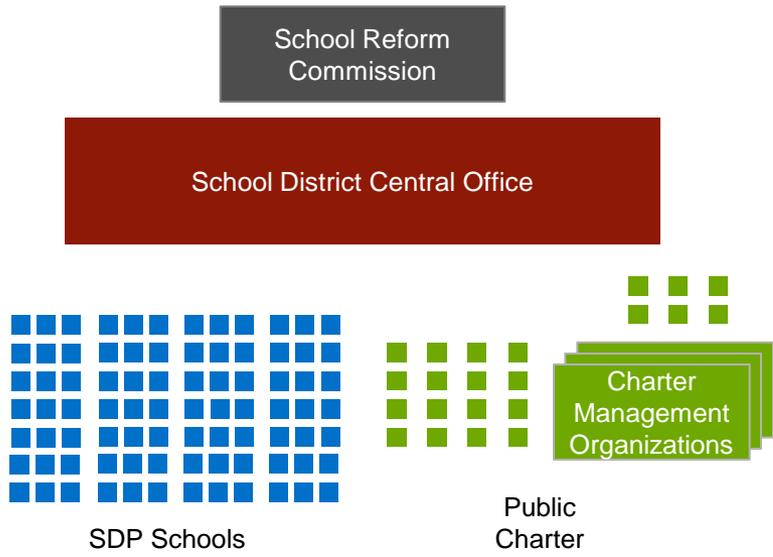
# Strategy 4: Make the system responsive

Both support and guidance for schools are most effective when placed as close to the classroom as possible.

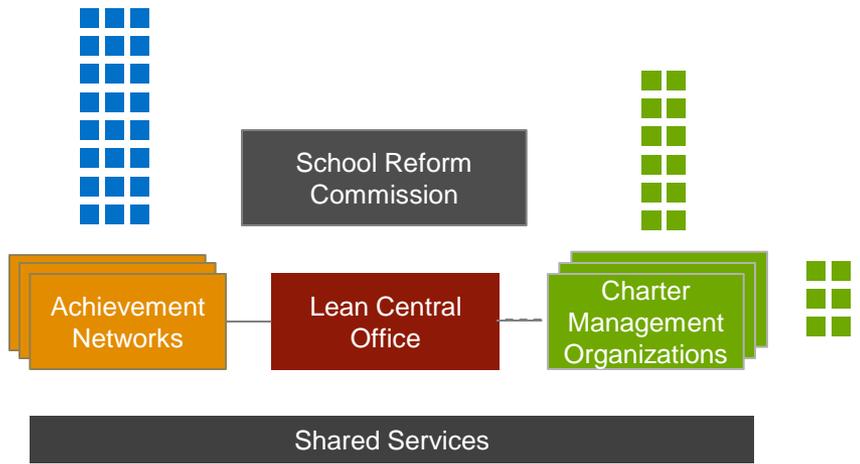


We will shrink the District's Central Office and move supports to Achievement Networks that will guide small groups of schools.

## TODAY



## FUTURE



# Strategy 4: Make the system responsive

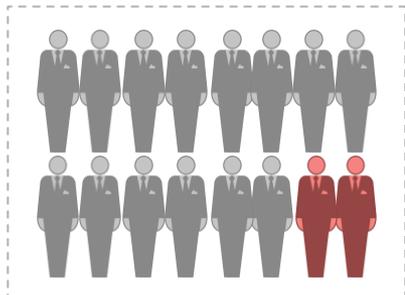
Achievement Networks must be adaptable enough to serve different kinds of schools



We will establish different kinds of Networks, based on the best proposals we see. Every Network will be held to a contract to ensure performance and equity.

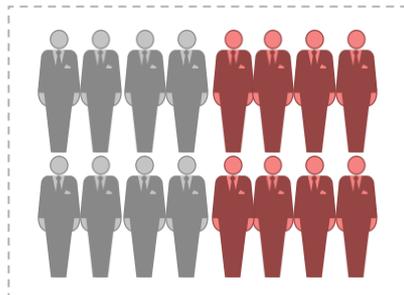
## "Best of the district"

Network operated mostly by current district employees, under performance contract



## "Best of SDP + new recruits"

Network run by combination of current district employees and external hires, under performance contract



District staff (internal hire)



External hire

## "Partner-operated"

Network contracted to non-profit organization (eg, community group, university, Charter Management Organization)



## Key Components of Every Network

Open, public competition to choose Network managers

Network contracts include:

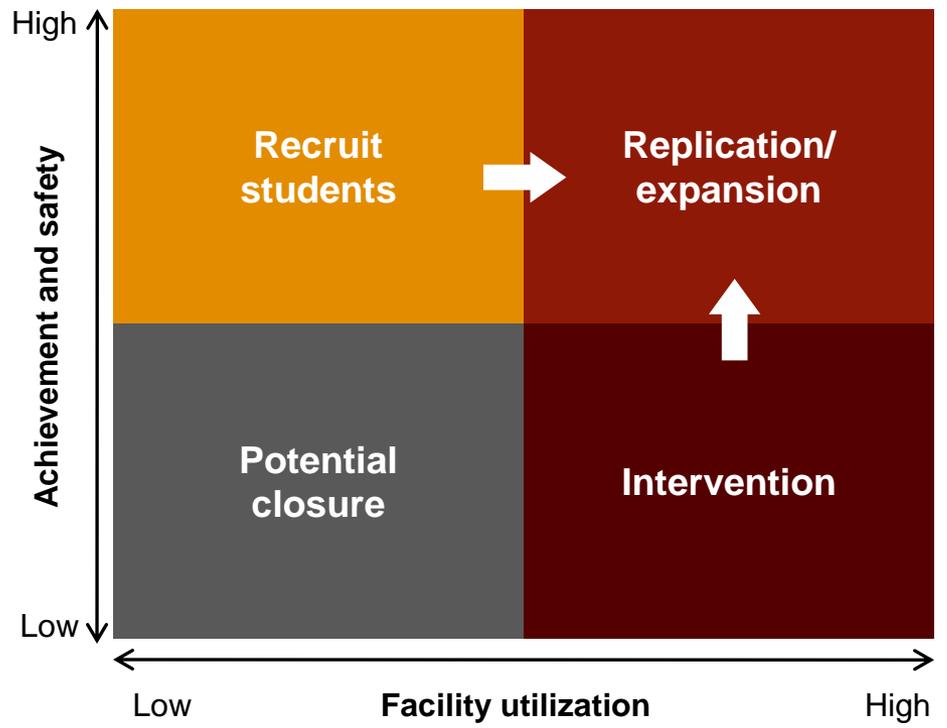
- Performance goals tailored for that group of schools
- Equity requirements (must educate students with special needs)
- Network managers who fail to meet these requirements will be replaced

# Strategy 5: Right-size and streamline

Today only 67% of our school building capacity is utilized. This is not financially sustainable. →

We will move decisively to close excess school buildings, saving as much as \$33 million annually by 2014.

Facilities Master Planning process to continue focus on low-achieving, unsafe school programs and underutilized facilities as candidates for closure, with students moving to higher-performing schools



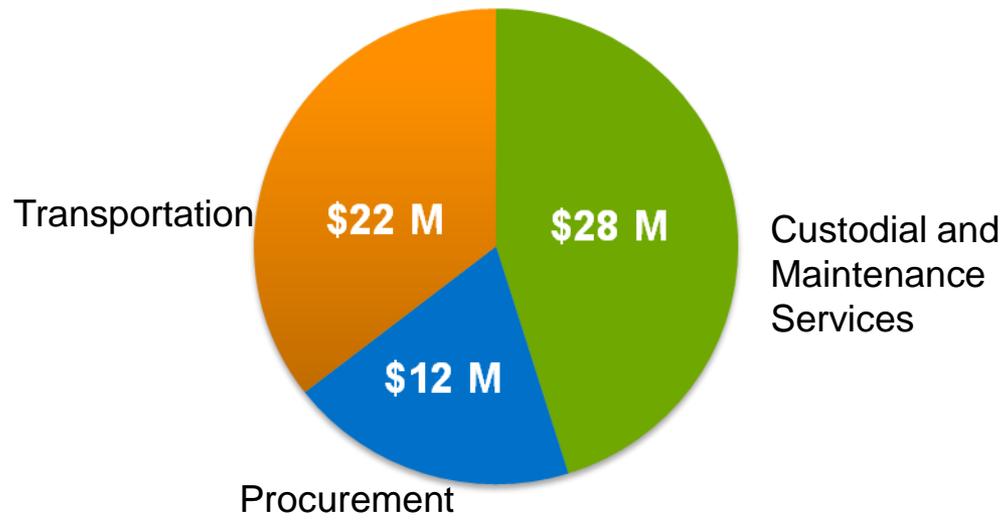
# Strategy 5: Right-size and streamline

While district operations have become more efficient in recent years, they are still costly relative to similar services in the private sector.



We will modernize these operations to cut costs while improving customer service.

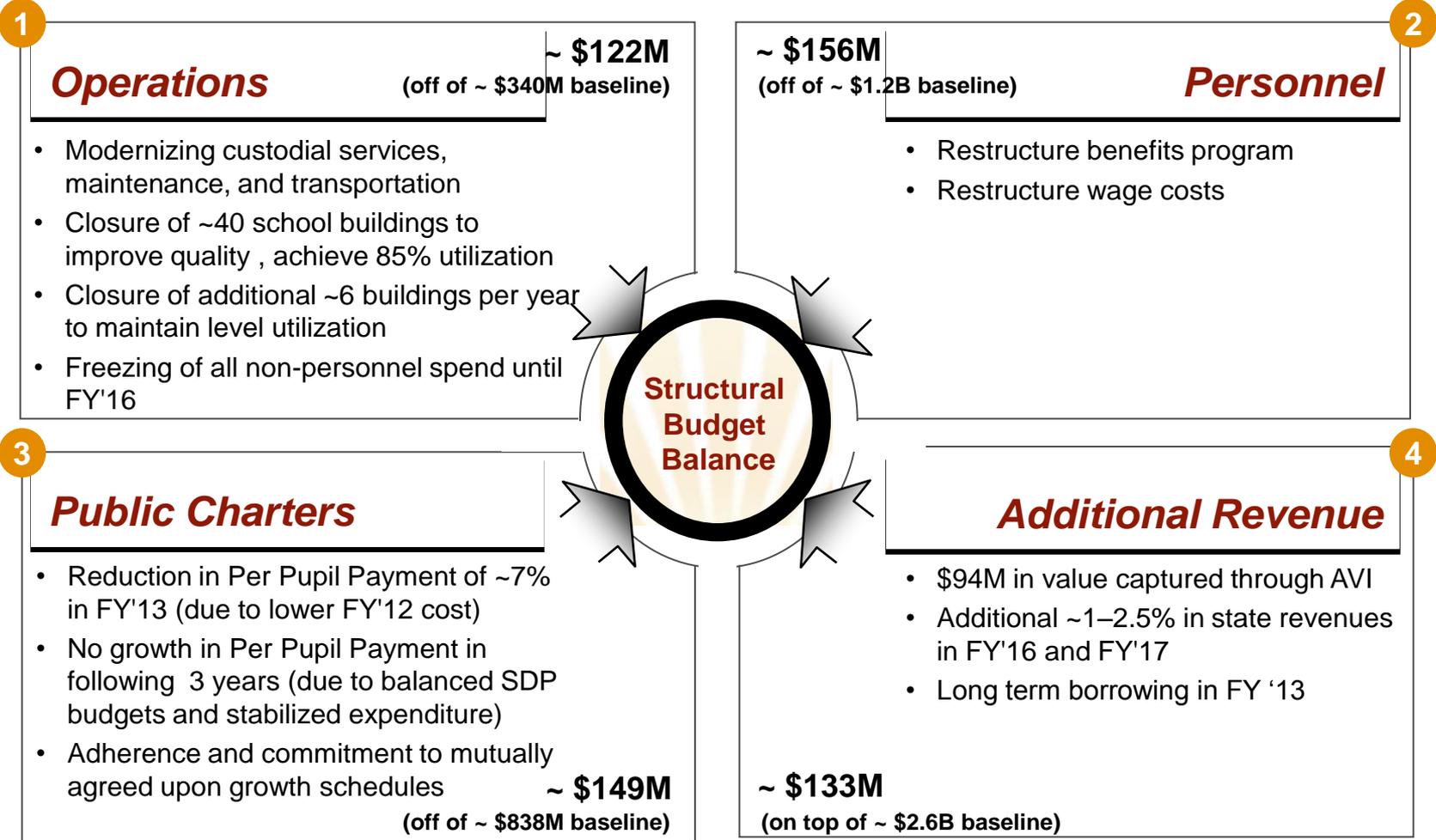
## Projected Annual Savings



**Total ~ \$62 million**

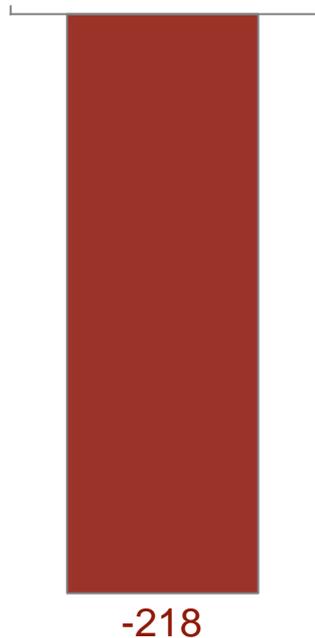
# Five-year plan brings budget into balance

Requires substantial concessions from all stakeholders



# 2012-2013 will be a transitional year

**Still facing a \$218 million deficit in FY2013 ...**



**... while we implement change on a massive scale**

- Empower, train, recruit and retain the best principals and teachers
- Develop new college- and career-ready curriculum
- Implement new safety initiatives
- Build and launch Achievement Networks
- Institute rigorous accountability standards for principals, teachers, and central office
- Expand high-performing schools
- Execute school turnaround strategies
- Better engage families, communities and partners
- Modernize Transportation and Facilities operations
- Close ~40 unsafe, low performing, underutilized schools
- Negotiate new collective bargaining agreements

# **3 HOW LONG WILL THIS TAKE?**

# Transforming the Philadelphia public schools will take time, but we must start now

	Phase I: Apr. – Aug. 2012	Phase II: Sept. 2012-Apr. 2013	Phase III: May-Sept 2013
<b>High-performing, safe schools throughout the city</b>	Implement new autonomy guidelines	Train principals, teachers and staff on new autonomies	Expand autonomies and train principals
	Establish portfolio management process	Identify additional district and public charter schools for expansion	Close unsafe, low performing schools
	Train principals and teachers on the higher standards	Develop a strong college and career-ready curriculum	Increase accountability to ensure students are reaching the new standards
	Develop RFP for Achievement Networks	Select and begin building achievement networks to launch in September 2013	
<b>Budget balanced by FY2014</b>	Establish interim organization structure	Restructure into lean district center	
	Modernize custodial & transportation services	Develop and execute school consolidation plan	

# **4 WHAT HAPPENS NEXT?**

**Community input on draft budgets and plans  
before they are finalized**