

CMS Transformation Team Update

November 17, 2016

Preliminary Meeting

Monday, November 14

Attendees

Council

Norma Jeanne Ready

Ted Cribari

Derek Mitchell (Outside Consultant)

Discussed several candidates

Carol Carlson: Schools to Watch

Marty Krovetz: Coalition of Essential Schools

Meeting Highlights

Discussed the “Why”

Three models were presented each with several iterations

School Closure Model

Phase-out Model

Phase-in Model

Next Steps

Board Study Session

Tuesday, November 29

Monday, December 12

Confirm Transformation Team Participants

Schedule First Meeting

Derek S. Mitchell, Ph.D.
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EDUCATION

GRADUATE SCHOOL OF EDUCATION

University of California at Los Angeles

Doctor of Philosophy in Educational Psychology, 2001

Project 1988 Fellow

Doctoral Dissertation: *Decision-making, Student Achievement & Equity: The Role of Causal Attributions for Student Success*

UC Accord Post Doctoral Fellow 2001-2002

POMONA COLLEGE

Claremont, California

Bachelor of Arts Degree, English 1989

THE TAFT SCHOOL

Watertown, Connecticut

A Better Chance (ABC) Scholarship

EMPLOYMENT EXPERIENCE

PARTNERS IN SCHOOL INNOVATION

1060 Tennessee Street, 2nd Floor

San Francisco, CA 94158

(415) 824-6196 x 109

Position: Chief Executive Officer, June 2009 – Current

RESPONSIBILITIES:

- Leading PartnersSI to achieve breakthrough student learning impact on a national
- Shaping and executing the strategic growth plan of the organization scale
- Providing senior leadership and strategic guidance to a high caliber team of education reform professionals across all the major functions of the organization including school and district partnerships, organizational performance, development /external relations, finance and operations.
- Stewarding the Board of Directors to achieve organizational objectives by communicating clearly and often and leveraging the collective wisdom and contributions of the group.
- Working closely with the development team and the Board to generate significant funding from public(23%) and private (77%) sources with an entrepreneurial and disciplined approach to generating the capital necessary for organizational expansion.
- Establishing productive working relationships with community leaders, educators, policymakers, funders, and leaders of partner organizations to ensure organizational visibility and viability and, where appropriate, strategic partnerships.
- Holding full profit and loss accountability at PartnersSI. The CEO bears ultimate responsibility for the efficient and effective use of capital.

ACHIEVEMENTS:

- Successfully redesigned organization to put in place systems needed for going to scale, including internal accountability mechanisms, human resource systems, and performance management systems and structures.
- Effectively maintained organizational momentum through leadership transitions while building the internal processes needed to refine the PartnersSI Approach to school and district support.
- Recruited and successfully hired leadership needed to take program to scale.
- Significant increase in the organization budget from 3.1M to 5.4M over the last 3years.
- Implementing best of class performance management infrastructure implemented in a non-profit organization.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

14201 School Lane Rm 211
Upper Marlboro, MD 20772

Position: Executive Director Opportunity Zone, Fall 2007 – Summer 2009
Manager(s): Dr. John Deasy, Superintendent

RESPONSIBILITIES:

- Direct responsibility for leading the 'Opportunity Zone,' the district school support unit responsible for 10 District Schools of Choice, (4 Charter Schools & 6 Thematic, Program schools).
- Led, managed, evaluated, and built leadership capacity of school principals in the Opportunity Zone
- Developed and managed the district school choice process, including new more equity-focused lottery process.
- Developed, implemented and managed district New Schools Choice Initiative including solicitation recruitment and development of charter schools and contract schools.
- Managed Department of Pupil Accounting & School Boundaries.
- Managed development of educational specifications for all new school construction.
- Managed budgets of 3 departments with over 300 employees including schools.

ACHIEVEMENTS:

- Successfully developed District Contract School Process
- Successfully designed and developed New School Choice Initiative that increased the number of parents choosing schools by 30%, while increasing participation of meal-program eligible students by 17%.
- Developed plan to increase the number of schools of choice by 200% within 3 years, using charter schools, contract schools and replicating popular district-developed schools.
- Opened 9 new schools of choice.
- Reorganized pupil accounting & school boundaries in order to deliver more efficient and effective customer service.
- Developed district-wide plan to transform 18 elementary and middle schools into k-8 schools.

THE STUPSKI FOUNDATION

Two Belvedere Place
Mill Valley, CA 94941
(415) 384-2400

Position: Program Manager, District Alliance Program, 2003 - 2007
Manager(s): Dr. Rudy Crew, 2003 - 2004,
Dr. Jane Hammond, 2004 - 2005
Dr. John Simpson, 2005 - 2007

RESPONSIBILITIES:

- Managed Foundation relationships with leadership of partner districts in Jackson Public Schools (MS), Gilroy Unified Schools District (CA), Elgin/U46 (IL) & the Baltimore City Public School System (MD).
- Developed Scope of Work and Memoranda of Understanding between Foundation and district leaders in regards to supporting district-wide reform in partner districts assigned.
- Managed Foundation fiscal and human resources in support of district reform efforts.
- Led the implementation of the Stupski Approach to district-wide reform in partner districts noted.
- Developed capacity of district leadership to effectively plan, implement and evaluate reform efforts in the following focal areas:
 - Leadership Development (Jackson, Baltimore, Elgin/U46)
 - Curriculum & Instruction in Literacy (Jackson, Elgin/U46, Gilroy)
 - Assessment & Accountability (Jackson, Gilroy)
 - Technology & Data Infrastructure (Jackson, Elgin/U46)

- Governance (Jackson)
- Constituent Engagement (Jackson)
- Operations (Jackson, Gilroy)
- Human Resources (Elgin/U46)

ACHIEVEMENTS:

- Successfully implemented reforms in partner districts resulting in the highest 2 year gain on Foundation Evaluation instrumentation.
- Managed \$9.7M in implementation of reform in multiple districts over 5 years.
- Designed and piloted a process for knowledge capture that has led to better understanding of the role that the Foundation's approach plays in impacting new district behaviors.
- Managed the team in Jackson to the highest 2-year increase in elements on the Organization Assessment of all of our core teams (+61), with an increase in 6 of 7 elements, demonstrating not only a deepening of capacity-building, but also an increase in effectiveness.
- Developed the Foundation's first deep collaboration where significant resources from a partner foundation were deployed in the implementation of the Stupski Approach
- Developed a process that integrated project-management and knowledge management methodologies for evaluating value-add of foundation investments.
- Pioneered a process for evaluation of foundation staff utilizing the district personnel to assess the degree to which individual team members contributed successfully to their work

OAKLAND UNIFIED SCHOOL DISTRICT

Department of Student Achievement
1025 2nd Avenue
Oakland, CA 94608

Positions: Director of Research & Equity, 2000 - 2001
Director of Technology & Student Achievement, 2001-2002
Acting Chief Information Officer, 2002-2003

Manager(s): Louise Waters, Associate Superintendent, 2000 - 2002
Dennis Chaconas, Superintendent. 2002-2003

RESPONSIBILITIES:

- Managed Office of Research & Equity
- Constructed and implemented evaluation program for district educational initiatives including Open Court, High Point, Urban Dreams Writing Project, and Project SOAR.
- Designed Oakland Accountability & Compliance components of the district's strategic plan.
- Train school site leadership to use data to inform decisions, monitor progress and demonstrate institutional impact.
- Monitored district implementation of the Voluntary Resolution Plan
- Developed and implemented strategies to measure equal access to core curriculum, to evaluate teacher expectations of student achievement and to insure equal access to high quality educational interventions.
- Designed and then managed the development of a district database management infrastructure.
- Developed the policy for research in the district and supported the structure for fielding and responding to data requests.

PAST ACHIEVEMENTS IN POSITIONS:

- Restructured OUSD Technology Services Division including a 20% reduction in staff.
- Developed technology plan for increasing the scope and equal distribution of district technology resource using the ERATE process.
- Developed the Autonomy for Accountability Compact that governed the first phase of the OUSD Small School Initiative.
- Designed and implemented equity technologies that helped district clear consent decrees and track equal access to Rigorous coursework (Equitycheck)
- Developed rollout plan and training regimen for implementation of the Quality School Portfolio Process district-wide.

- Trained core set of external evaluators in the use of the tool and the continuous improvement model supported by CRESST.
- Managed the district pilot of Online Assessment technologies including Open Court and NWEA Measures of Academic Progress (MAP)

NATIONAL CENTER FOR RESEARCH ON EVALUATION STANDARDS AND STUDENT Testing (CRESST)

Quality School Portfolio
301 GSE&IS, Box 951522
Los Angeles, CA 90095-1522

Position: Project Director 1997 - 2001
Manager: Dr. Eva L. Baker, (310) 206-1532

Duties: Managed 3 research projects totaling \$7,000,000 over four years; projects included development of software support for schools, creation of survey and questionnaire measures, and database report-building and manipulation products. Research methodologies consisted of focus group testing, model-building activities, guided observations and additional qualitative methods like portfolio assembly and interviews. Managed seven graduate students engaged in work in schools in three states, and 4 computer software programmers: designing interfaces and software functionality, writing product specifications and revisions, and analyzing data using SPSS, SAS and Excel. Wrote extensively, including proposals, technical reports and congressional policy briefings.

MAUMEE VALLEY COUNTRY DAY

1715 S. Reynolds Rd.
Toledo, OH. 43620

Position: Upper School Humanities Teacher/Wrestling Coach, 8/89- 6/92
Manager: Dick Cadigan, Headmaster

Duties: Taught writing, literature, ethics and current events to 10th and 11th grade students. Designed, built and supported the school's Macintosh writing laboratory. Taught word processing seminars and provided college guidance to Black students. Coached wrestling and track teams.

Professional References:
Available upon request

Personal Reference:
Available upon request

ASSOCIATIONS

Member of Urban League, Member of National Dropout Prevention Network, Member of Independent Producers Association, American Educational Research Association (AERA), Member of American Association of School Administrators (AASA)

SAMPLE PROFESSIONAL DEVELOPMENT CONFERENCES, PAPERS & PRESENTATIONS

Mitchell, D.S. (1998, April). *The CRESST Quality School Portfolio Process*, conference presentation and product demonstration at the Annual American Educational Research Association Conference, San Diego, CA.

Mitchell, D.S. (1999, January). *Schools and Data: Tools to Support Continuous Inquiry and Accountability*, Quality School Portfolio Data Manager paper and demonstration at the National Center for Educational Statistics, Data Conference, Washington, D.C.

Mitchell, D.S. (1999, February). "Accountability a Reality?" Presentation and demonstration of the CRESST Quality School Portfolio toolset at the American Association of School Administrators (AASA) Conference, New Orleans, LA.

Mitchell, D.S. & Lee, J. J., Boscardin, C.K. (1999, April). *Can technology facilitate data-driven decision-making in schools?* Roundtable presentation and paper delivered at the American Educational Research Association Annual Meeting, Montreal, Canada

Mitchell, D.S, Lee, J.J., & Herman, J. (2000, October) Computer Software Systems & Using Data to Support School Reform; Policy Brief for the Wingspread Conference on Technology's Role in Urban School Reform., Racine, WI.

Mitchell, D.S. (2001, June) Doctoral Dissertation: Decision-making, Student Achievement & Equity: The Role of Causal Attributions for Student Success.

Suggested School Closure Time Line*

Task Name	Duration	Start	Finish	Month						
				One	Two	Three	Four	Five	Six	Seven
Board workshop to scope the project				X						
Appoint 7/11 District Advisory Committee				X						
Ensure curriculum and instruction are included				X						
Appoint a subcommittee to serve as research group for 7/11 committee				X						
Sub-committee begins facility and demographic research					X	X				
Report progress to Board. Allow for community discussion at board meeting					X	X				
Present 7/11 committee progress report to Board. Public discussion						X				
Begin dialogues with various community groups that may be affected						X				
Begin discussions with staff at site that may be affected						X				
Present 7/11 committee final report with recommendation to Board							X			
Board discussion and community member discussion							X			
Continue to meet with school site groups of potential sites affected							X			
Receive public input at affected school sites							X			
Continue Board discussion								X		
Continue public input								X		
Arrange special Board meeting (large enough area to accommodate all participants)									X	
Board announces decision									X	
visitations for affected staff, students, parents									X	
Discuss facilities options and requirements at site(s) to accommodate displaced students									X	
District sends letter to parents to inform students of new school assignments									X	
Plan for needed facilities									X	
Announce actual date of closures										X
Appoint District Transition Team (DTT)				As long as needed						
DTT conducts inventory of essential facilities										

*The size and unique issue in your district will affect the time line

PLAN OF ACTION

Priority Strategy I(a)

STRATEGY: Reconfigure the district into four PK-8 magnet schools, a comprehensive high school education complex, and an alternative-options learning center all strategically designed to create the conditions for all students and staff to thrive and realize their potential.

DESIRED OUTCOME: Reduce the number of students who transfer out of the district or leave the district after being enrolled.

Actions						
I) Priority Strategy		Suggested Implementation Timeline				
		2016-17	2017-18	2018-19	2019-20	2020-21
a) Reduce the number of students who transfer out of the district or leave the district after being enrolled.						
1) Provide overall vision.		X	X	X	X	X
2) Designate adequate quality and quantity of human resources to effectively accomplish the result.		X	X	X	X	X
3) Study and analyze inter- and intra-district transfers, enrollment projections, demographics, trend analysis, enrollment verification, and school boundary assignments.		X	X	X	X	X
4) Update inter-district transfer policy		X				
5) Study the district's boundaries and school of residence (choice) policies and update the intra-district transfer policy.		X				
6) Create new boundaries for PK-8 schools.			X	X	X	X
7) Develop and implement a comprehensive communications plan to increase visibility, improve reputation, and promote the successes of the district.		X	X	X	X	X
8) Provide oversight and accountability.		X	X	X	X	X
9) Communicate effectively with all key stakeholders.		X	X	X	X	X
10) Ensure regular and effective communication with and feedback from school site staff.		X	X	X	X	X
✓ Responsible Person: Superintendent						

COST-BENEFIT ANALYSIS

Priority Strategy 1(a)

STRATEGY: Reconfigure the district into four PK-8 magnet schools, a comprehensive high school education complex, and an alternative-options learning center all strategically designed to create the conditions for all students and staff to thrive and realize their potential.

DESIRED OUTCOME: Reduce the number of students who transfer out of the district or leave the district after being enrolled as an elementary school student.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> ✓ Promotional materials and support materials to market the change ✓ Reconfiguration of facilities from K-6 to K-8 ✓ Upgrade and modernization of Duarte High School <p>Intangible:</p> <ul style="list-style-type: none"> ✓ Social and political capital loss due to interest-based agendas ✓ Pressure to designate the right people to carry out this plan ✓ Managing change is difficult and chaos often accompanies significant change ✓ Inevitable criticism that things are not done the way some would like ✓ Short term challenges inherit in reconfiguration 	<p>Tangible:</p> <ul style="list-style-type: none"> ✓ Annual operating costs that drop off with the Northview site repurposed are approximately \$800,000 in general funds ✓ Annual operating costs that drop off with the closure of one PK-6 are approximately \$500,000 in general funds <p>Intangible:</p> <ul style="list-style-type: none"> ✓ The real possibility to change the culture of DUSD and enter a new era for the organization ✓ Become a destination school district for families shopping for PK-8 magnet schools ✓ Community involvement at a level that has never been observed in DUSD ✓ The unification of all stakeholders in the renaissance of DUSD