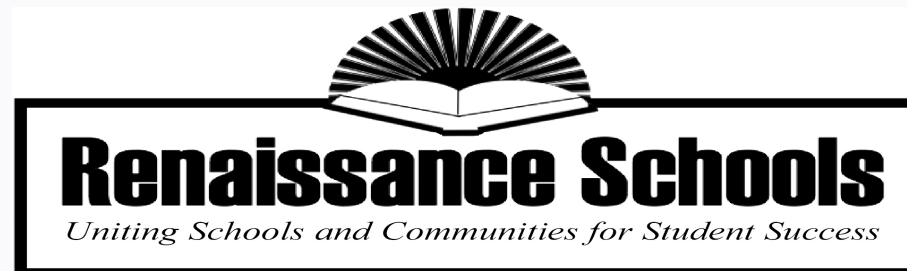




Overview of Renaissance Schools Initiative – Year III

RFP 317 Pre-Bid Conference January 11, 2012





A System of Great Schools Serving All Children

Where...

- High performing schools are given additional autonomies
- Struggling schools are given extra supports
- The lowest performing schools are transformed



Alignment with U.S. Department of Education Initiatives

USDOE Reform Area	PDE Primary Objective	SDP Initiative
Turnaround the Lowest Achieving Schools	Turnaround the lowest performing schools	Renaissance Schools



System of Great Schools

- The District created its School Performance Index (SPI) as tool to categorize all schools on a spectrum of high to low performance
- The District has used the SPI to focus its efforts on rewarding high performing schools with greater autonomy and transforming low performing schools



Renaissance Schools

- The District remains committed to making dramatic improvements in underperforming schools
- The Renaissance Schools initiative is an **opportunity** for communities to participate directly in the transformation of neighborhood schools
- Year III of the Renaissance Initiative aims to build off of the successes of Years I & II which included identifying high-quality Turnaround Teams to lead school transformations and ongoing community involvement throughout all stages of the process



Guiding Principles of Renaissance Schools Initiative

1. Our lowest performing schools should be transformed to provide families and students with high quality education options
2. All children currently in a school must continue to be served by the school
3. Parents and community members must play an active role in the Renaissance Schools process
4. Process for identifying Renaissance School turnaround teams must be based on objective, rigorous and transparent criteria



Renaissance Match School Models

- **Charter Schools**
 - Governed by charter school board; staff are employees of charter school
 - Guaranteed admission for students who attended the school prior to the turnaround, as well as students who live in the neighborhood served by school
 - Charter agreements require School Advisory Council (SAC) support to be renewed

- **Contract Schools**
 - Externally managed schools with non-District employees
 - Contract establishes autonomies and accountabilities of school



Accountability for Renaissance School Performance

- Renaissance schools will be held to a performance agreement, contract or charter that sets performance targets including but not limited to the following:
 - PSSA scores
 - School climate
 - College readiness
 - Student retention
 - Satisfaction of parents, students and teachers
 - Success in implementing their proposed turnaround model
- Turnaround teams will enter into 5 year agreements that include annual performance targets



Renaissance School Process and Timeline

RFP to solicit
Turnaround Team
Qualifications and
Strategies



SAC meetings and
Community forums



SACs makes match
recommendation to
Superintendent



Jan 2012-Feb 2012

Feb 21-Mar 22
2012

Mar 23, 2012

Mar 29, 2012



Turnaround Team Recruitment and Selection

- Phase I: RFP released to qualify Turnaround Teams as Finalists to participate in Matching Process
- Phase II: Evaluation of written RFPs; and possible site visits and oral presentations
- Phase III: Turnaround Team Finalists qualified through the RFP will be eligible to go through the Matching Process with the Renaissance Schools and School Advisory Councils (SACs)



Turnaround Team Eligibility

- District is committed to attracting a diverse pool of applicants to participate in the Renaissance Initiative
- District encourages responses from the following types of individuals and organizations with proven track records:
 - Educators (e.g. successful teachers and principals)
 - Community-based organizations
 - Colleges or Universities
 - Professional services organizations
 - School management organizations
 - Charter management organizations



Elements of School Design for Turnaround Teams

- PA aligned curriculum
- Programs to address ELL, Special Education, and mentally gifted students
- After school enrichment activities
- Parent involvement including a parent association and at least quarterly parent/teacher meetings/conferences
- Access to foreign language
- Longer school day and year
- Programming for college readiness
- Specialized services for social, emotional, and behavioral issues
- Programming that promotes a safe learning environment
- Community involvement including a defined role for parents and community
- Assessments of student performance and data driven instructional program
- Professional development for all staff
- Targeted academic supports for students performing below grade level
- Plan for incorporating technology to support a rigorous instructional program
- School uniforms for all students