

If we want to dramatically change student outcomes in Detroit, we need to build strong, quality central offices in educational institutions.

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Lessons learned from 7 years of work with Detroit high schools



# MICHIGAN FUTURE SCHOOLS

The High School Accelerator for Metro Detroit

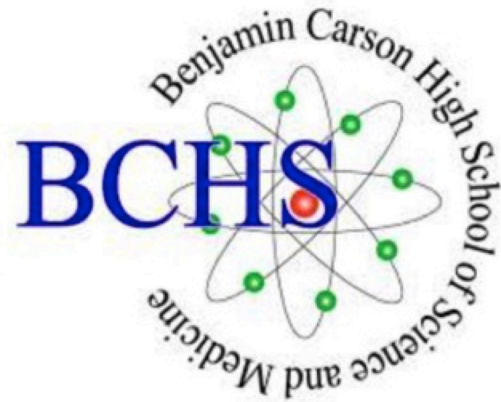
Patrick Cooney & Sarah Szurpicki

March 2, 2017

# OUR PLAN FOR TODAY

1. What we learned about the importance of building strong central offices--from our experience and the experiences of others.
2. What a strong central office looks like and what its functions are.
3. What role we think you could each play in building strong central offices in Detroit.
4. Discussion
5. Next Steps

# MFS HIGH SCHOOLS



**Detroit Leadership Academy High School**

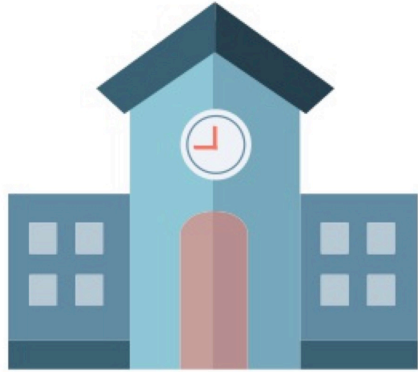


**DETROIT EDISON PIONEERS**

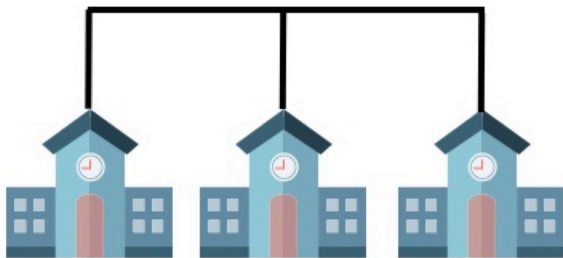


**VOYAGEUR  
COLLEGE PREP**

# OUR EXPERIENCE



From working at the building level.



To working at the CMO/network level.

# Where we looked for lessons:



**IDEA**  
Public Schools

**Un**common  
Schools



**yes prep**  
PUBLIC SCHOOLS



**NOBLE**



Achievement **First**

# WHAT WE'VE LEARNED

## The defining characteristics and actions of a quality central office:

Is committed to / obsessed with an ambitious, post-secondary goal for students

Collects data on progress toward that goal

Designs and redesigns continuously

Provides capacity-building supports schools need to implement design

Hires and develops talent

# WHAT WE'VE LEARNED

- Building quality central offices is critical.
- What should a central office do?
- How is this applicable to you and your organization?



# Makeup of a Central Office

Uncommon  
Schools

Home  
Office  
Staff

## K-12 Content Development

**David Deatherage**

Associate Director of Leadership

**Sarah Engstrom**

Associate Director of Humanities

**Althea Hoard**

Director of STEM

**Dana Lehman**

Director of Content Development

**Biz Lynch**

Operations Coordinator

**Amy Parsons**

Associate Director of Humanities

**Tasha Saavedra**

Associate Director of STEM

**Alyssa White**

Professional Development Writer

## Curriculum, K-8

**Anne Albrecht**

Director of K-2 Curriculum & Assessment

**Stephen Chiger**

Director of 5-12 Literacy

**Sari Fromson**

School Support Specialist, Camden, Newark and New York City

**Christy Lundy**

Director of English Language Arts, 5-8

**Katie McNickle**

Director of Math, 5-8

**Erin Michels**

Director of Curriculum & Assessment

**Jessica Simmons**

Director of Curriculum Management

**Alisa Summerour**

Associate Director of Curriculum Management

**Jennifer Wynn**

Director of Curriculum Management

# Makeup of a Central Office

Uncommon  
Schools

Home  
Office  
Staff

## School Management, 9-12

**Jesse Corburn**

Associate Managing Director of High Schools

**Paul Powell**

Associate Managing Director

## School Management, K-8

**Nikki Bridges**

Associate Managing Director

**J.T. Leaird**

Associate Managing Director

**Paul Powell**

Associate Managing Director

**Maya Roth-Bisignano**

Associate Managing Director

**Serena Savarirayan**

Associate Managing Director

**Juliana Worrell**

Associate Managing Director

# Makeup of a Central Office

Uncommon  
Schools

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Office  
Staff

## Data Analytics

**Erin Grand**

Associate Director of Data Analytics

**Ken Herrera**

Director of Data Analytics

**Ying Liang**

Senior Associate Director of Data Analytics

**Gabriela Ochoa**

Data Analyst

**Shranu Reddy**

Associate Director of Data Analytics

## Recruitment

**Kevin Bryant**

Director of Recruitment

**Cassandra Castillo**

Associate Director of Recruitment

**Malcolm Davis**

Associate Director of Recruitment

**Maureen Forsys**

Associate Director of Recruitment

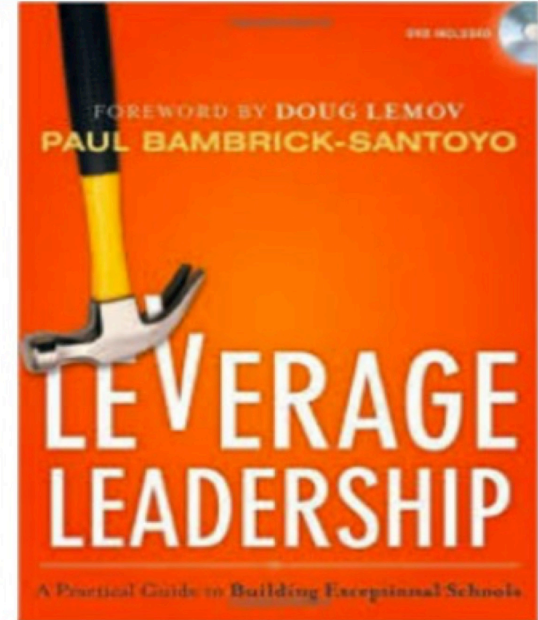
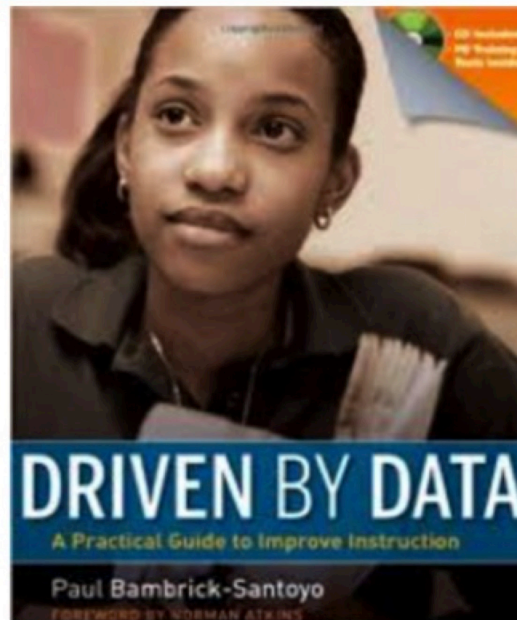
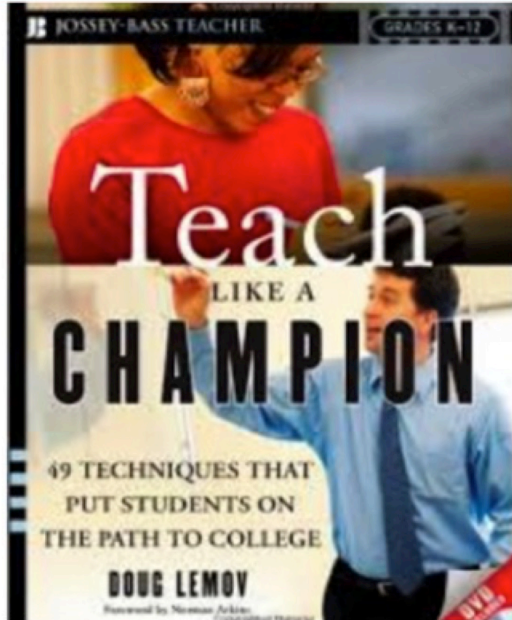
**Anthony Fowler**

Associate Director, Recruitment

**Daniel Grimes**

Associate Director of Recruitment

# LESSONS FROM Uncommon Schools

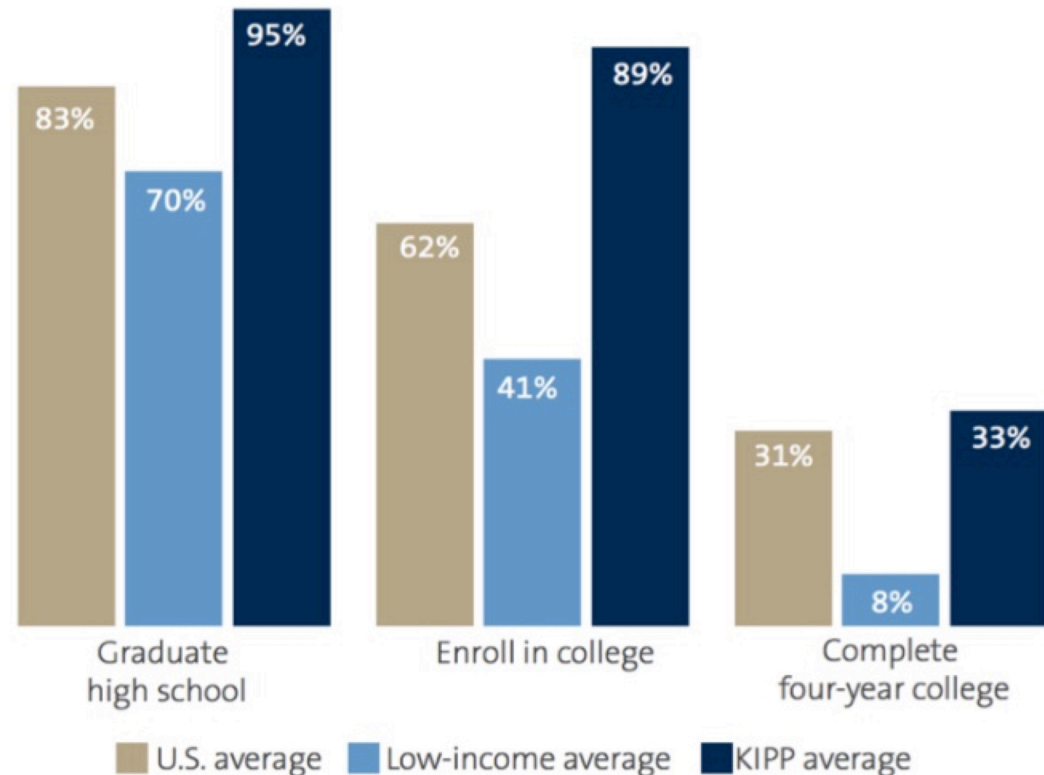


Uncommon  
Schools

# LESSONS FROM KIPP

**KIPP:**  
Work hard. Be nice.

KIPP STUDENTS START AND FINISH COLLEGE AT HIGHER RATES THAN THE U.S. AVERAGE. BUT WE ARE FAR FROM OUR GOAL.<sup>16, 17</sup>



*Note: An additional 5% of KIPP students complete two-year colleges*

# LESSONS FROM KIPP



**Gratitude**



**Social Intelligence**



**Optimism**



**Self-control**



**Zest**



**Curiosity**



**Grit**

# LESSONS FROM YES PREP



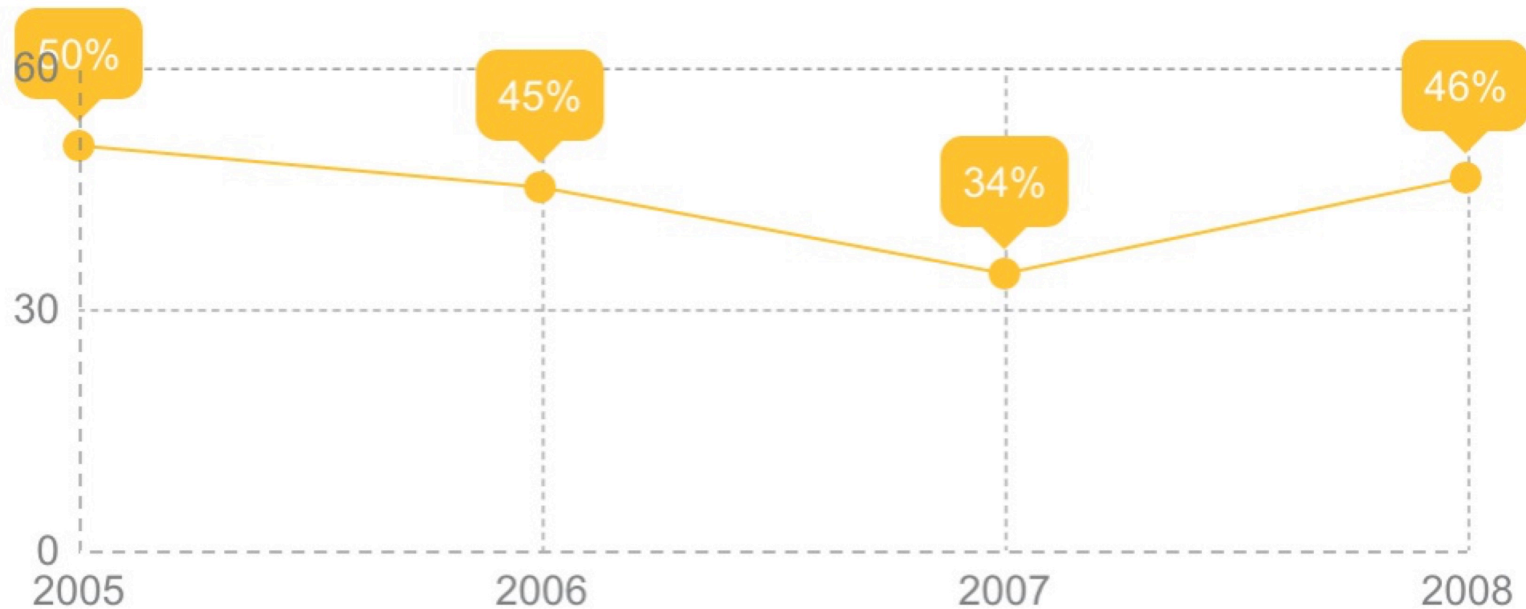
## College Initiatives Redefined

A RESPONSIVE APPROACH TO  
COLLEGE COUNSELING & ALUMNI SUPPORT



# LESSONS FROM YES Prep

## Six-year College Graduation Rates



Only half of YES Prep's first class of graduates received a bachelor's degree.



# LESSONS FROM YES Prep

## What We Thought

*College access is our students' biggest barrier*

*If our students are academically prepared for college, they will be successful in college.*

*We can and will provide whatever supports our alumni need in order to graduate.*

*College affordability is pivotal.*



## What We Learned

**College access  $\neq$  college success**

**Non-academic skills are often the determining factor in our students' success.**

**We can't provide every support at scale; partnerships are key.**

**College affordability is still pivotal.**

# LESSONS FROM YES Prep



Developing these eight non-academic capacities in students is a focus of YES Prep's network.

- **Self-Concept:** Possessing confidence, strong 'self' feeling, strength of character, determination, and independence
- **Realistic Self-Appraisal:** Ability to assess one's strengths and weaknesses to allow for self-development
- **Understands How to Handle Racism; Navigate the System:** Ability to deal with policies, procedures and barriers, intentional or not, that interfere with the development of people
- **Long-Range Goals:** Developing long-range goals and understanding the relationship between efforts and ultimate practice of their professions
- **Strong Support Person:** Utilizing a person of strong influence who provides advice, particularly in times of crisis
- **Leadership:** Ability to organize and influence others
- **Community:** Involvement in a community, often based on race and/or gender, from which support is received
- **Nontraditional Knowledge Acquired:** Ability to learn outside of school

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# MFS Matrix of College Success

**The School:**

**Is committed to the goal of college graduation for its students.**

Fosters  
Owner-  
ship  
Among  
Students

Builds  
Effort &  
Engage-  
ment

Provides  
Rigorous  
Academic  
Instruc-  
tion

Teaches  
College  
Level  
Writing

Matches  
Students  
to  
Best-Fit  
Colleges

Provides  
Support  
for Alumni

**DESIGN**

**IMPLEMENTATION**

# MFS DESIGN HANDBOOKS

Turning on the Light Bulb (addressing student motivation)

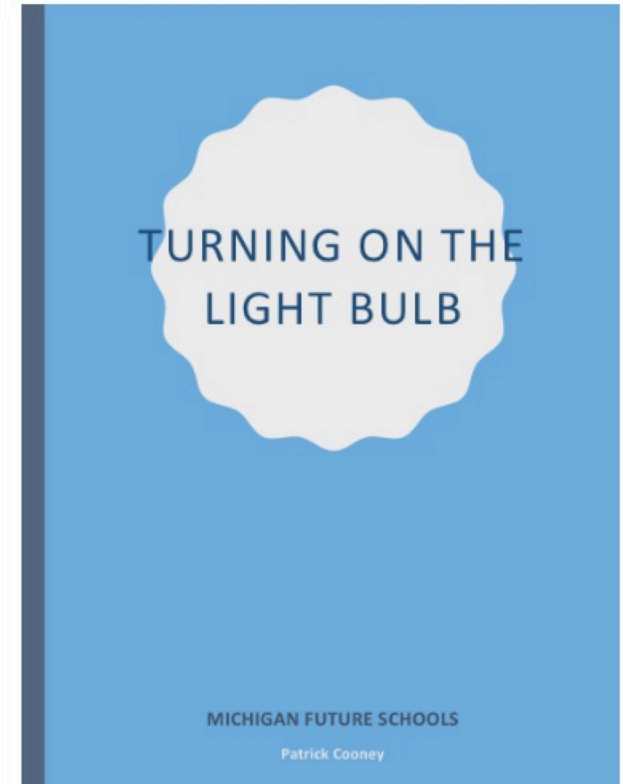
Developing a Strong Academic Program

College Success

College Writing: How to Transform a High School Writing Program Into Real College Preparation

Developing a Successful Operations Model

Recruiting and Retaining Students



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# WHAT WE'VE LEARNED

- Building quality central offices is critical.
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# Potential Paths for Action

## Charter Networks / DPSCD

Ensure that your team is aligned around a shared vision for student success after they leave you.

Redefine your job to be learning about what predicts success and then doing design work.

Reallocate time and resources to prioritize design around building broad skills in students.

Measure what's important.

# Potential Paths for Action

## Authorizers

Strategically authorize networks, not schools.

Serve as a "virtual" central office committed to redesign and capacity-building.

Expand your accountability standards.

Select for authorization schools that will organize themselves around post-secondary success.



# Potential Paths for Action

## Capacity Builders

Build the capacity of a school's central office, rather than that of individual teachers or coaches.

Ensure that your work is integrated with a plan for building broad college and career readiness skills in students.

# Potential Paths for Action

## Funders

Invest in and support strong central offices.

Invest in capacity builders that build central office--not school--capacity.

Hold your educational investments accountable to building broad skills in students that will lead to college and career readiness. Ensure your metrics measure those broad capacities.

# DISCUSSION

# WHAT WE'RE OFFERING

To share the specifics of our school design work.

To talk through the design of the central office itself; what roles need to be filled?

To talk through a strategy for sustainably funding this important work.

To discuss metrics and accountability for broader skills.

