

**newschools**  
venture fund  
**2005**  
SUMMIT

**AGENDA**

**Thursday, May 5, 2005**

**7:30 am – 8:30 am**                      **Registration and Breakfast**  
*Ballroom Foyer*

**8:30 am – 10:30 am**                  **Welcome and Plenary Session**  
*Grand Ballroom*

Opening Remarks:

**Kim Smith**, Co-Founder and CEO, NewSchools Venture Fund

**Plenary – The Most Difficult Task: Creating Dramatic Change in Urban School Systems**

For too long, many of our nation's large urban districts have failed to provide high-quality public education for *all* students. Across the country, district leaders are taking dramatic steps to transform their districts, in the hopes that these systemic changes will dramatically improve student outcomes. In this session, the leaders of the Chicago and Oakland public school systems will reflect on the work they have done so far, the key levers they believe will create sustainable system change, the key challenges they face in doing so, and their visions for the future of these districts.

Moderator:

**Dan Katzir**, Managing Director, The Broad Foundation

Speakers:

- **Arne Duncan**, Chief Executive Officer, Chicago Public Schools
- **Randy Ward**, State Administrator, Oakland Unified School District

**10:30 am – 11:00 am**                  **Networking Break**  
*Ballroom Foyer*

11:00 am – 12:30 pm

Morning Breakout Sessions

**Becoming a Performance-Driven System**

*Grand Salon*

Organizational change is a complex process. Public school systems – and the people within them – are in the midst of a massive cultural shift, from a focus on measuring *inputs* toward an emphasis on measuring *results*. What are the strategies that district leaders can use to accelerate this transformation? What does this process of change look like inside of these districts? This change process entails much more than just new programs or information systems – it also requires rethinking systems, processes, resources and support across the organization. This session will explore the key practices districts adopt in becoming performance-driven school systems, using concrete examples to illustrate the complexity of this dramatic change.

Moderator:

**Anthony Bryk**, Spencer Professor of Education, Stanford University School of Education, and Professor of Organizational Behavior, Stanford University Graduate School of Business

Speakers:

- **Larry Stupski**, Chair, Stupski Foundation
- **Merrill Vargo**, Executive Director, Bay Area School Reform Collaborative
- **Dale Vigil**, Superintendent, District 6, Los Angeles Unified School District

**Addressing Chronically Failing Public Schools: District-Charter Partnerships**

*Blue Room*

For several decades, public education has been shifting towards increased accountability. Meanwhile, over the past ten years, charter schools have increased the availability of choice as a key reform lever – increasing the supply of new schools while also introducing the concept of flexibility and autonomy in exchange for accountability for performance. Now, state-level accountability efforts and the federal No Child Left Behind act are both highlighting the existence of chronically failing schools and creating greater pressure to address them. Against this backdrop of chronically failing schools, the accountability movement and the charter school movements are increasingly converging. Districts, states, and charter school operators are investigating opportunities to work together to address the challenge of replacing or re-starting chronically failing schools. This session will explore some current examples of this convergence and identify some of the opportunities and challenges this poses for each of the stakeholders involved.

Moderator:

**Mike Petrilli**, Associate Assistant Deputy Secretary, Office of Innovation and Improvement, U.S. Department of Education

Speakers:

- **Leslie Fausset**, Deputy Superintendent, San Diego City Schools
- **Deborah McGriff**, Chief Communications Officer, Edison Schools
- **Margaret Fortune**, Director, California Governor's Initiative to Turn Around Failing Schools

**Attracting and Preparing High-Quality Teachers to Work in Urban Schools**

*Salon I*

There is widespread consensus that teachers are a critical factor in raising student achievement. Over the next ten years, researchers estimate that US public schools will need to recruit more than two million teachers in order to compensate for growing enrollment, shrinking class sizes, and teacher attrition. This session will address potential strategies for attracting individuals to teach in urban and other low-income schools, and preparing them to be high-quality instructors. Panelists will explore such topics as: what qualities and qualifications render teachers successful in high-need schools, the impact of modernizing licensure, the challenge of building the supply of high-quality minority teachers, and the potential for attracting more qualified teachers into the profession through improved working conditions and new compensation models.

Moderator:

**Andy Rotherham**, Director of the 21<sup>st</sup> Century Schools Project, Progressive Policy Institute

Speakers:

- **Wendy Kopp**, President and Founder, Teach For America
- **Susanna Loeb**, Associate Professor of Education, Stanford University School of Education and Associate Professor of Economics, Stanford University Graduate School of Business (by courtesy)
- **Kate Walsh**, President, National Council for Teacher Quality

**How Good Is Good Enough? Reframing the Debate on Charter School Quality**

*Salon IV*

Over the past year, the academic performance of charter schools has come under increased scrutiny. Emerging availability of data on charter school performance and the evolution of how charter schools are authorized and evaluated have spurred conversations about charter school quality and fueled recent debates in the press. This session will examine how key stakeholders in the charter school movement should proactively frame the debate about charter school quality. In addition, panelists will explore whether charter schools are effectively meeting the needs of underserved children and how they can raise the bar for excellence among all public schools.

Moderator:

**Frederick Hess**, Director of Educational Policy Studies, American Enterprise Institute

Speakers:

- **Macke Raymond**, Director, Center for Research on Educational Outcomes, and Research Fellow, Hoover Institution
- **Greg Richmond**, President, National Association of Charter School Authorizers
- **Johnathan Williams**, Co-Director, Accelerated Charter School, and Member, California State Board of Education

**12:30 pm – 2:00 pm**                      **Lunch and Keynote Address**  
*Grand Ballroom*

Speaker:

**Kevin Johnson**, Founder, St. HOPE Academy

**Keynote Address**

In 1989, Kevin Johnson founded St. HOPE Academy, a nonprofit community development corporation based in Sacramento, California, and designed to revitalize inner-city communities through public education, civic leadership, economic development, and the arts. Toward that end, St. HOPE has established St. HOPE Public Schools, a pre-kindergarten through 12<sup>th</sup> grade public charter school system in Kevin's hometown neighborhood of Oak Park. Following 12 seasons with the Phoenix Suns, Kevin retired from the NBA in 2000; he now dedicates himself full-time to spearheading St. HOPE's efforts in Sacramento and speaking to a variety of audiences about economic development and public policy issues, as well as on the importance of being a good neighbor and giving back to communities.

**2:00 pm – 2:30 pm**                      **Networking Break**  
*Ballroom Foyer*

**2:30 pm – 4:00 pm**                      **Afternoon Breakout Sessions**

**Redesigning the School District**

*Grand Salon*

A number of district and charter school systems are rethinking the role of the central office in supporting schools and staff. Traditional districts are exploring which services the central office should provide to schools -- including independent charter schools and schools managed by outside providers -- and in which areas school leaders should have greater autonomy. At the same time, many school systems are exploring how outsourcing management functions or "back-office" services to an external partner might reduce costs and enable greater focus on instructional quality. As these systems strive to serve schools in an effective and valuable way, a variety of models are emerging. This session will explore the continuum of redesign efforts through a discussion with leaders at the forefront of this change process.

Moderator:

**Maisie O'Flanagan**, Principal, McKinsey & Company

Speakers:

- **Cathy Minberg**, CEO, Center for School District Effectiveness
- **Natalye Paquin**, COO, School District of Philadelphia
- **Katrina Scott-George**, Special Assistant to the State Administrator, Oakland Unified School District

**From Schoolhouse to Statehouse: Shaping Charter School Policy**

*Blue Room*

In the United States, our system of public education was created with the goal of local governance in mind, with many key decisions about education policy and resource allocation made at the state rather than the federal level. As such, the opportunities and constraints created by state level policy shape the development of charter school laws and regulations and the landscape in which district leaders, entrepreneurs, philanthropists, and business leaders operate. In this context, charter school advocates have tried a variety of tactics in championing their goals at the statehouse, including advocacy, grassroots organizing, and legal action. This panel will focus on different strategies that have been effective in shaping state-level policy and in addressing the various forces opposed to the charter school movement.

Moderator:

**Jim Peyser**, Partner, NewSchools Venture Fund, and Chair, Massachusetts State Board of Education

Speakers:

- **Mike Feinberg**, Co-Founder and Superintendent, Knowledge Is Power Program (KIPP)
- **Anita Nelam**, President and CEO, Harte Crossroads Public Schools, and Chair of the Board, Ohio Charter School Association
- **Caprice Young**, CEO, California Charter Schools Association

**Integrating Quality Schools into Urban Renewal Strategies**

*Salon I*

Traditionally, community development organizations and other civic leaders have sought to create vibrant urban neighborhoods primarily by addressing housing and employment opportunities. Increasingly, however, they are recognizing the important role that quality public schools play in supporting these community revitalization efforts, since good schools can attract mixed-income residents and help develop the human capital necessary to support strong local economies. This linking of education and economic development is an important step toward ensuring that these efforts to improve neighborhoods and cities are sustainable and effective. The panel will examine how community development organizations and city leaders are working more closely with district and charter schools, and will identify emerging opportunities and challenges in this collaborative work.

Moderator:

**Bryan Hassel**, Co-Director, Public Impact

Speakers:

- **Sharmain Matlock-Turner**, President and Executive Director, Greater Philadelphia Urban Affairs Coalition, and Board President, Ogontz Avenue Revitalization Corporation
- **Deborah McKoy**, Director, Center for Cities & Schools, University of California – Berkeley
- **Jeremy Nowak**, President and CEO, The Reinvestment Fund, and Board Chair, Mastery Charter High School

**Working Session - Juvenile Justice and Education \***

*Salon II*

When public school systems fail to serve at-risk students, those students often make unfortunate choices as they grapple with what they perceive to be limited options for their future. As a result, more and more children have entered a juvenile justice system that is unprepared, on its own, to successfully rehabilitate them. The juvenile justice and public education systems must work together to align their resources and meet the needs of our nation's underserved children. Further, money spent effectively on schools can decrease that spent on prisons and detention programs. Given that context, this working session will explore how the concerns of the public education and juvenile justice systems overlap. It will also investigate the roles of various stakeholders in transforming the system, and set the stage for future discussions on this topic.

Moderator:

**Carroll Stevens**, Senior Fellow, Foundation Legacy Development, Stupski Foundation

Discussant:

- **Roger Warren**, Scholar-in-Residence, Supreme Court of California

**Working Session - Teacher Professional Partnerships: Collective Responsibility for School Success \***

*Salon III*

A key requirement for improving teaching and learning is for teachers to develop a sense of responsibility for the success of all the school's students. One promising model for encouraging this collective authority and responsibility is the organization of teachers into professional partnerships. These cooperatives – which originated in Minnesota in the mid-1990s – grant teachers both the authority and responsibility for a school's success, offering an alternative to the traditional employer/employee model. As school systems across the country explore the best ways to involve teachers in the startup and ongoing management of schools, there is much to be learned from the practitioners who have developed such teacher cooperatives. This working session will explore how these teacher partnerships are set up, how the culture of the school changes, and how this management approach relates to sponsoring districts and to teachers' unions.

Moderator:

**Ted Kolderie**, Senior Associate, Center for Policy Studies and Education | Evolving

Discussants:

- **Dee Grover-Thomas**, Director of EdVisions Cooperative's Leaders Center and Teacher Advisor at Minnesota New Country School
- **John Parr**, Director of Teacher Professional Practice Project, Education | Evolving

\* Working sessions are limited to those registrants who signed up in advance. If you'd like to participate, please check at the registration table to find out if there is still space available.

**4:00 pm – 6:00 pm**

**Closing Remarks and Cocktail Reception**

*Poolside/Patio*