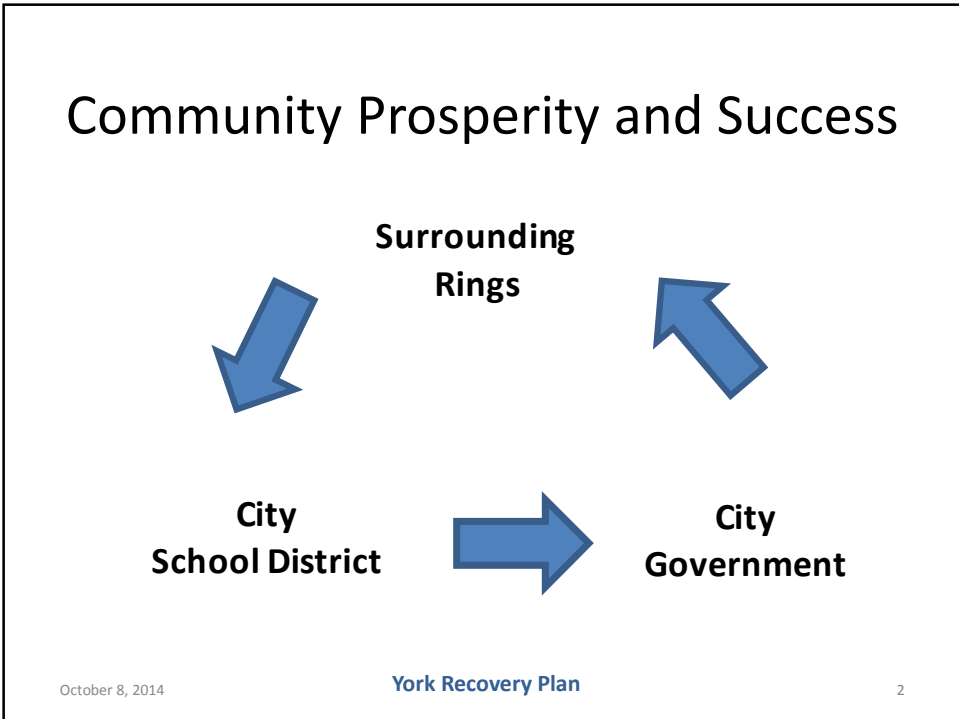


York Recovery Plan
CEC Meeting
October 8, 2014

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School District of the City of York



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Act 141

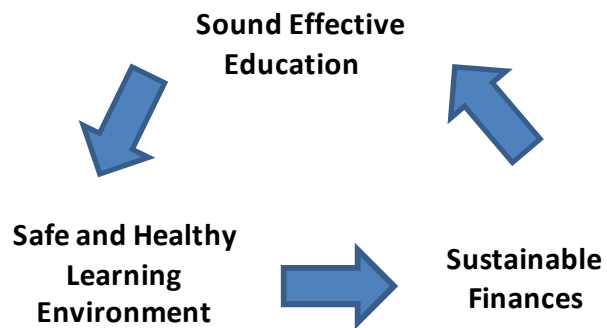
- Declaration of moderate financial distress December 12, 2012
- Chief Recovery Officer appointed
- PDE – Pennsylvania Department of Education
- PFM – Consulting Group
- Recovery website
<https://www.ycsdrecoveryplan.org>

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Measures of Success



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Key Issues Driving the Recovery Plan

- Implementation within the current financial and legislative constraints
- Immediate change with long term improvement
- A balanced scorecard to measure success
- Broad supportive governance system

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Key elements of the Recovery Plan:

- Community participation in planning and oversight
- Balanced scorecard to measure performance
- Performance standards with consequences
 - If buildings do not meet standards, outside providers will be utilized
 - If standards are met and students come back to the District, employees will benefit
- Internal and external options

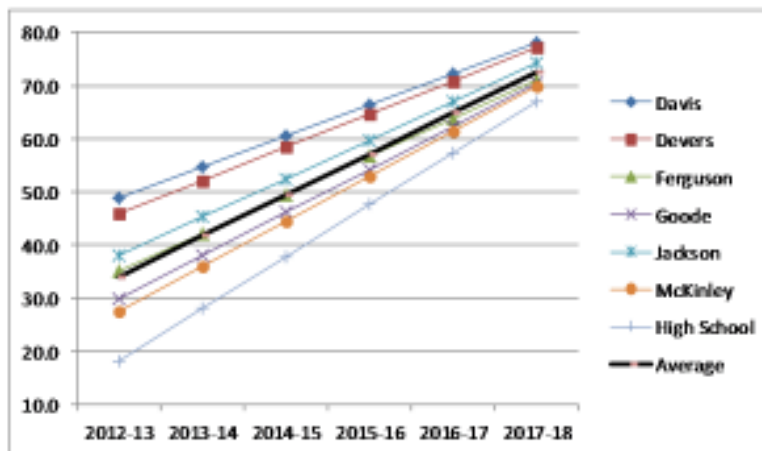
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Community Education Council

Achievement Test Score Goals



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Community Education Council Safety/Discipline

The 12 Dimensions of School Climate Measured by the CSCI

Dimension	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical safety; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students are protected safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and isolation.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to doing and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective learning, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision-making.
Interpersonal Relationships	
6 Respect for Diversity	Maximal respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—students-students, adult-student, adult-adult, and overall norms for tolerance.
7 Social Support—Adults	Patterns of supportive and caring adult relationships for students, including high expectations for students' success, willingness to take on students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Patterns of supportive peer relationships for students, including: friendships for socializing, for problem-solving, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

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Internal Improvement Plan

- Specific changes to academics and safety/discipline
- Improvements will bring students back to the District
- New labor agreements with unions
 - Financial provisions of the Recovery Plan
 - Other provisions impacting education
 - Duration of the Recovery Plan
- Align risk and reward

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Internal Improvement Plan Update

- Union negotiations have produced a proposed two draft collective bargaining agreements:
 - One with the provisions of the Plan
 - One without all the provisions of the Plan
- Both overwhelmingly rejected by the Union
- It is not possible to balance budgets and include the new items identified in the internal plan without a revised CBA

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External Provider Option

- CEC and School Board approved a process for identifying and selecting External Providers in 2013
- External providers can be engaged under a number of conditions outlined in the Recovery Plan

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Outside Provider Option Update

- RFEI (Request for Interest) was initiated
 - Meeting held on May 15 – 13 providers were represented
- A filter for continuing discussions was:
a proven track record with geographic conversion charters with similar demographics
- Based on the RFEI response, the School Board voted to issue an RFP

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Outside Provider Option Update

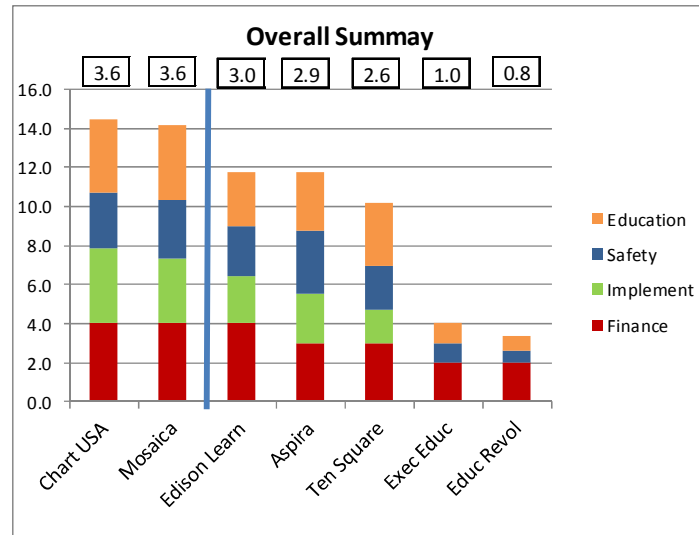
- RFP's were submitted by 7 outside providers by August 1, 2014
- Presentations were made with follow-up Q&A
- The CEC ranked the initial group and targeted two finalist for further investigation

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CEC Preliminary Evaluation



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Outside Provider Option Update

- A finalist review team was formed with 6 CEC members, 4 school board members, the superintendent and CRO
- Site visits were made to schools operated by both CSUSA and Mosaica
- Small group meetings have been held with the CRO and the finalist review team members and all school board members to discuss options:
 - Move forward with the internal plan
 - Move forward with CSUSA
 - Move forward with Mosaica
 - Consider another option

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Summary Comparison

	District	
Sound effective education	PVAAS data indicate less than one year annual growth for students. District Recovery Plan goals were not met.	
Safe healthy learning environment	From 2007 to 2013 25% of the District's students left to attend charter schools.	
Finances	Currently there is not a viable financial structure to implement the internal plan.	
	The enrichment provision allocates any additional revenue among: restoring an adequate fund balance, increasing teacher/student ratio, additional educational materials, and increasing wages/fringes.	
Implementation	Internal plan progress has been minimal.	

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Summary Comparison

	District	CSUSA
Sound effective education	PVAAS data indicate less than one year annual growth for students. District Recovery Plan goals were not met.	In turnaround schools annual student growth is 1.5 years. Academic performance improving over time.
Safe healthy learning environment	From 2007 to 2013 25% of the District's students left to attend charter schools.	Parent satisfaction is over 90%. All contracts which have come up for renewal, have been renewed.
Finances	Currently there is not a viable financial structure to implement the internal plan.	A viable financial structure with appropriate manpower is assured.
	The enrichment provision allocates any additional revenue among: restoring an adequate fund balance, increasing teacher/student ratio, additional educational materials, and increasing wages/fringes.	The reinvestment provision allocates any additional revenue among: property tax rebates, other charities at the direction of the school board.
Implementation	Internal plan progress has been minimal.	Implementation at turnaround schools has occurred on budget and on time.

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Summary Comparison

	District	CSUSA
Sound effective education	PVAAS data indicate less than one year annual growth for students. District Recovery Plan goals were not met.	In turnaround schools annual student growth is 1.5 years. Academic performance improving over time.
Safe healthy learning environment	From 2007 to 2013 25% of the District's students left to attend charter schools.	Parent satisfaction is over 90%. All contracts which have come up for renewal, have been renewed.
Finances	Currently there is not a viable financial structure to implement the internal plan.	A viable financial structure with appropriate manpower is assured.
	The enrichment provision allocates any additional revenue among: restoring an adequate fund balance, increasing teacher/student ratio, additional educational materials, and increasing wages/fringes.	The reinvestment provision allocates any additional revenue among: property tax rebates, other charities at the direction of the school board.
Implementation	Internal plan progress has been minimal.	Implementation at turnaround schools has occurred on budget and on time.

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CRO Conclusion

The students of the School District of the City of York would be best served with a District wide Charter operating all buildings in the District starting July 2015 with an operating agreement with Charter Schools USA.

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Considerations

- Board consensus for moving forward remains a goal in the Recovery Plan
- In discussions with school board members there are concerns with the risk of change for all buildings at one time
- An alternative to the 100% charter has been discussed with both the school board and a representative for the teachers' union

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Alternative Option Concept

- Starting with the 2015-16 school year the District would have two educational models:
 - One model will operate under a new charter school
 - The second model will be a substantially different internal model
- District would operate 5 buildings, the charter school 3 buildings.
- Two primary performance measurements would be:
 - Average student growth per year using NWEA
 - Parent satisfaction using an approved survey

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Alternative Option Concept

- During years 2-4 the number of buildings operated under each model will change based on performance
- District funds will be allocated on a per/student basis
- Funding, measurements, goals, and support services would be the same for both creating an even playing field
- Starting in the 5th year, the District would move forward with one model for all buildings – based on their proven track record within the District

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Alternative Option Timeline

- October 15, 2014 – School board approval of the alternative option concept
- November 3, 2014 – Agreement in principle for a CBA with the teachers' union and a revised Recovery Plan (changes to financial projections, performance goals/consequences, and internal plan)
- November 19, 2014 – School board approval of a revised internal plan, a revised Recovery Plan, and a CBA with the teachers' union that reflects the provisions of the new Recovery Plan

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Alternative Option Timeline

- If agreement cannot be obtained, by November 19, 2014, I will ask the board to vote on the following recommendation:

Execute an agreement to create a District wide charter utilizing Charter Schools USA effective July 1, 2015, with a minimum of 3 buildings adding the balance of buildings over the next two years.

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Moving Forward

- There is broad consensus that continuing on the current path will produce unacceptable results
- If the milestones for the alternative option can be agreed on, there will be a solid platform of School Board, administration, and teacher support
- The alternative option will provide an option for students to get the best education available with objective measurable performance

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Moving Forward

The children in this District need our help now. They cannot and should not have to wait for improvements, wait for a sound effective education, or wait for change in their schools.

I urge the School Board and all employees of the District to work with creativity, speed, and diligence to produce a revised Internal Plan and endorse a plan to move the District forward with two educational models for the benefit of the students.

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Questions

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