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

Lessons learned from 7 years of work with Detroit high schools.
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
OUR EXPERIENCE

From working at the building level.

To working at the CMO/network level.
Where we looked for lessons:

IDEA Public Schools
Uncommon Schools
KIPP
yes prep Public Schools
Achievement First
NOBLE
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

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

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

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 Forys
Associate Director of Recruitment

Anthony Fowler
Associate Director, Recruitment

Daniel Grimes
Associate Director of Recruitment
LESSONS FROM Uncommon Schools

Teach Like a Champion
49 Techniques that Put Students on the Path to College
Doug Lemov

Driven by Data
A Practical Guide to Improve Instruction
Paul Bambrick-Santoyo

Leverage Leadership
A Practical Guide to Building Exceptional Schools

DATA DRIVEN INSTRUCTION
Collect Data
Analyze Data
Make Instructional Decisions
Plan
Reflect
Uncommon Schools
LESSONS FROM KIPP

KIPP students start and finish college at higher rates than the U.S. average. But we are far from our goal.¹⁶,¹⁷

Note: An additional 5% of KIPP students complete two-year colleges.
LESSONS FROM KIPP

- Gratitude
- Social Intelligence
- Optimism
- Self-control
- Zest
- Curiosity
- Grit
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

<table>
<thead>
<tr>
<th>What We Thought</th>
<th>What We Learned</th>
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<tbody>
<tr>
<td>College access is our students’ biggest barrier</td>
<td>College access ≠ college success</td>
</tr>
<tr>
<td>If our students are academically prepared for college, they will be successful in college.</td>
<td>Non-academic skills are often the determining factor in our students’ success.</td>
</tr>
<tr>
<td>We can and will provide whatever supports our alumni need in order to graduate.</td>
<td>We can’t provide every support at scale; partnerships are key.</td>
</tr>
<tr>
<td>College affordability is pivotal.</td>
<td>College affordability is still pivotal.</td>
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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
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
MFS Matrix of College Success

<table>
<thead>
<tr>
<th>The School:</th>
<th>Is committed to the goal of college graduation for its students.</th>
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<tbody>
<tr>
<td>Fosters Ownership Among Students</td>
<td>Builds Effort &amp; Engagement</td>
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<tr>
<th></th>
<th>DESIGN</th>
<th>IMPLEMENTATION</th>
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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

TURNING ON THE LIGHT BULB

MICHIGAN FUTURE SCHOOLS
Patrick Cooney
Building quality central offices is critical.

What should a central office do?

How is this applicable to you and your organization?
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.
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.