

Characteristics of Schools Under Diverse Providers 2002-03

Under new management: schools affected by the takeover		
(listed by manager or management model for 2003-04)		
EMO Schools		
	Grade configuration	Region
Edison Schools Inc.		
Alcorn	K-8	South
Anderson	K-5	Southwest
Barratt	5-8	South
Comegys	K-5	Southwest
Gillespie	6-8	Central
Harrity	K-5	Southwest
Kelley, W.	K-5 (K-6 in 03-04)	Central
Kenderton	K-8	Central
Locke	K-5	West
Ludlow	K-8	Central East
McMichael	K-8	West
Munoz-Marin	K-8	Central East
Penn Treaty	5-8	Central East
Potter-Thomas	K-8	Central East
Shaw	5-8	Southwest
Stetson	5-8	Central East
Stoddard-Fleisher	6-8	Central
Sulzberger	6-8	West
Tilden	5-8	Southwest
Waring	K-5 (K-6 in 03-04)	Central
Foundations Inc.		
Fulton	K-5	Northwest
Kinsey	K-5	Northwest
Lewis, Ada	6-8	Northwest
Pastorius	K-5	Northwest
Pickett	5-8 (5-9 in 03-04)	Northwest
*King	9-12	Northwest
Temple University		
Duckrey	K-6 (K-7 in 03-04)	Central
Dunbar	K-5 (K-6 in 03-04)	Central
*Elverson	6-8 (7-8 in 03-04)	Central
Ferguson	K-5 (K-6 in 03-04)	Central
Wanamaker	6-8 (7-9 in 03-04)	Central
*Meade	K-6 (K-7 in 03-04)	Central
University of Pennsylvania		
Bryant	K-5 (K-6 in 03-04)	Southwest
Lea	K-8	Southwest
Wilson, Alexander	K-5	Southwest
Universal Companies		
Peirce, W. S.	6-8	South
Stanton, E. M.	K-5	South
Vare, Edwin	5-8	South
(transitional charter managed by Universal)		
Victory Schools		
Bethune	K-6	Central
FitzSimons	6-8 (6-9 in 03-04)	Central
Pepper	5-8	Southwest
Pratt	K-5	Central
Wright	K-5	Central
*Rhodes	5-8 (6-9 in 03-04)	Central
Restructured Schools		
Barry	K-5 (K-6 in 03-04)	Southwest
Blankenburg	K-5	West
Cassidy	K-5	West
Cleveland	K-5	Central
De Burgos	K-8	Central East
*Durham	closing in 2003	South
Emlen	K-5	Northwest
Gideon	K-5	Central
Hartranft	K-5 (K-6 in 03-04)	Central
Hill, L.P.	K-7 (K-8 in 03-04)	Central
Huey	K-5 (K-6 in 03-04)	Southwest
Leidy	K-5	West
Logan	K-5	Northwest
McKinley	K-6 (K-7 in 03-04)	Central East
Roosevelt	6-8	Northwest
Sayre	6-8 (7-9 in 03-04)	Southwest
Stanton, M.H.	K-5	Central
Steel	K-5	Central
Vaux	6-8 (7-9 in 03-04)	Central
Washington, M.	K-8	West
*Bluford	K-6	West
*Clemente	5-8	North
*Daroff	K-6	West
*Sheridan	K-6	Central East
*Shoemaker	7-8	West
Charter/Transitional Charter Schools		
Belmont Charter	K-5	West
Central East	5-8	North
Morris	K-5 (K-6 in 03-04)	Central
Vare, Edwin (see Universal)		
*Schools undergoing a change in management or status in Summer 2003		
*Bluford, Clemente, Daroff, Sheridan, and Shoemaker were managed by Chancellor Beacon in 2002-03.		
*Rhodes was a restructured school in 2002-03.		
*King, Meade were under District management in 2002-03.		
*Elverson is being phased out one grade per year starting in 2003.		

Name of provider	Edison Schools Inc. "A World Class Education for All Students"	Foundations Inc. "Success Is the Only Option"	Office of Restructured Schools (Philadelphia School District)	Temple University	Universal Companies "Academic Excellence for All Students"	University of Pennsylvania	Victory Schools Inc.
Type of provider	For-profit private manager Contract through June 30, 2007	Nonprofit private manager Contract through June 30, 2007	Restructured Schools are run by the School District, Office of Restructured Schools (ORS)	University partnership Memorandum of Understanding, in effect through June 30, 2005	Nonprofit private manager Contract through June 30, 2007	University Partnership Memorandum of Understanding, in effect through June 30, 2005	For-profit private manager Contract through June 30, 2007
Number, location and level of schools	6 elementary, 8 middle schools, 6 K-8 schools (2002-2003) No change (2003-2004) Schools in five regions of School District	3 elementary, 2 middle schools (2002-2003) 3 elementary, 2 middle schools, 1 high school (2003-2004) Most Foundations schools in Northwest Region of School District	16 elementary, 4 middle schools, 1 K-8 (2002-2003) 13 elementary, 3 K-8, 1 middle school. 2 middle schools transitioning to high schools; ORS will be in charge of grades 7-8, and district will oversee 9th (2003-2004). Schools in five regions of School District	3 elementary, 2 middle schools (2002-2003) 4 elementary, 2 middle schools (2003-2004) (One middle school slated for conversion to a high school and one middle school slated to be phased out) Schools located in the immediate vicinity of Temple's Main Campus	2 elementary, 1 middle school – "transitional charter" school managed by Universal (2002-2003) No change (2003-2004) Stanton school, originally proposed to close next year, will remain open Schools all in South Region of School District	2 elementary, 1 K-8 (2002-2003) No change (2003-2004)	3 elementary, 2 middle schools (2002-2003) 3 elementary, 3 middle schools (2003-2004) Victory schools mainly in the Central Region of School District
Extra funding allotted	\$881 per pupil \$750 per pupil to Edison, an additional \$131 per pupil expended directly by the School District	\$667 per pupil to Foundations	\$550 per pupil	\$450 per pupil to Temple University (Only a portion of funding was used in this "planning year;" remaining funds will be carried over to 2003-2004)	\$656 per pupil to Universal	\$450 per student to UPenn Memorandum of Understanding says "a minimum of \$450" will be allotted yearly for duration of the partnership	\$857 per pupil \$700 per pupil to Victory; an additional \$157 per pupil expended directly by the School District
Staffing changes	<ul style="list-style-type: none"> Achievement Directors working with all schools (responsible for monitoring student achievement and quality of teaching and learning) Curriculum Coordinators for core subjects at each school Lead Teachers (classroom teachers with additional responsibilities) Eliminated Literacy Intern positions 	<ul style="list-style-type: none"> Principals redeployed existing staff to reduce class size Curricular coaches in all subject areas and Special Ed who rotate among Foundations schools 	<ul style="list-style-type: none"> Assistant Principal at each school School Nurse (full-time) An ORS coach assigned to each school; teams of ORS coaches work with schools to support instruction in math, science, and literacy School Operations Officer 	None	School to Community Coordinator	University faculty coaches for math, literacy and science	<ul style="list-style-type: none"> School-based coaches Specialized subject matter coaches for Victory Schools group Deans for gender-separated middle school Eliminated Literacy Interns to hire more teachers Librarians became Technology Coordinators
Class size reduction	Reduced class size in reading, using Success for All ¹ program	<ul style="list-style-type: none"> K-1 classes have approximately 17:1 student-teacher ratio Some class size reduction in upper grades by school 	<ul style="list-style-type: none"> Student-teacher ratio (22:1) in K-3 Some class size reduction in upper grades, in some schools and some grades 	None	None	None	Class size reduction to 18:1 in grades K-2
Core curricula in literacy and math	<ul style="list-style-type: none"> Success for All¹ Choices in Literature (middle school)² Everyday Math (elementary)³ Transition Math (middle school)⁴ 	<ul style="list-style-type: none"> Early Balanced Literacy⁵ Middle Grades Literacy SIPPS⁶ Everyday Math³ Math in Context⁷ 	<ul style="list-style-type: none"> Comprehensive Literacy⁵ Trophies⁸ Elements of Literature⁹ Everyday Math³ Math in Context⁷ 	Used existing school curricula in 2002-2003	<ul style="list-style-type: none"> Early Balanced Literacy⁵ 100 Book Challenge¹⁰ Everyday Math³ Used existing materials in middle grades in math and literacy (Talent Development) 	<ul style="list-style-type: none"> Everyday Math³ Connected Math¹³ Balanced Literacy⁵ with an emphasis on guided reading, using a variety of texts 	<ul style="list-style-type: none"> Direct Instruction¹¹ Balanced Literacy⁵ Used existing school curricula for math in 2002-03
Behavior management/character education programs	<ul style="list-style-type: none"> Core Values – provides a common set of attributes to frame lessons, explain rules, and apply to students' own behavior Positive Incentives Plan – for rewarding good behavior "caught in the act" Comprehensive Management Plan, including Code of Conduct procedures 	<ul style="list-style-type: none"> Foundations Academic Model of Excellence (FAME) Code of Conduct – caring school community based on fairness, responsibility, helpfulness and respect Reading for Real – literature focusing on moral and ethical choices, diversity and values 	Positive Action Program – self-concept enhancement activities integrated across the curricula	None	<ul style="list-style-type: none"> Psychomotricity Initiative – a conflict resolution program, emphasizing a "students at play" approach Student Code of Conduct – focused on development of positive school environment 	In collaboration with the PFT, developed classroom management strategies that enable differentiated instruction	Using School District Code of Conduct
Assessments (in addition to PSSA and TerraNova)	<ul style="list-style-type: none"> "Benchmarks" program (monthly computer-based quizzes with multiple choice and open-ended questions used diagnostically to assess student progress and adjust instruction) Success for All¹ assessments every eight weeks for regrouping students in reading 	<ul style="list-style-type: none"> DIBELS¹² NCS Learn – computer-based assessments for low-performing students 	<ul style="list-style-type: none"> Bi-monthly ORS tests – aligned with the standards and PSSA DIBELS¹² DRA – Developmental Reading Assessment, K-3 	<ul style="list-style-type: none"> DIBELS¹² Schlegel Test of Reading and Spelling 	"Lightspan" testing program – computer-based testing program providing immediate results on student and school performance in reading and math	<ul style="list-style-type: none"> DIBELS¹² DRA – Developmental Reading Assessments for K-3 Math assessments for 5th and 8th grades using open-ended mathematical tasks TUNING Protocol – systematic procedure for assessing authentic student classroom work 	Direct Instruction ¹¹ assessments on a regular basis for regrouping students
Special features/initiatives	<ul style="list-style-type: none"> Site-designed afterschool tutoring and Saturday programs Professional development for all teachers during summer and school year in all core subjects and in establishing a safe and effective learning environment Edison-sponsored national conferences in leadership, teamwork, and all areas of curriculum 	<ul style="list-style-type: none"> "Advocate" program for 10-15 percent of low-performing students in a school (8 students with one teacher) Development of an ISP (Individual Student Program) for students Advisory Councils – representing all stakeholders, meet monthly Professional development for teachers (two hours on 2nd and 4th Wednesday of each month during last two hours of regular school day, plus one extra hour, paid, on 2nd Wednesday of each month) Summer Institute (week-long professional development for teachers) 	<ul style="list-style-type: none"> Extended Day program for low-performing students using Voyager curricula (literacy) and Princeton Review curricula (math); emphasis on basic skills and test prep (four days a week for two hours) District-mandated core curricula that will be districtwide in 2003-2004; reading, 120 minutes in K-3, and math, 90 minutes Professional Development – 2nd and 4th Fri. of each month during last two hours of regular school day Quarterly ORS site visits to each school, using a common "walk through" protocol 	<ul style="list-style-type: none"> Continued pre-existing relationships with partnership schools; Temple student teachers, interns, tutors, special programs to enhance instructional focus at the school level Semester-long Temple courses in literacy (spring semester) and math (summer session) for teachers in partnership schools. Temple faculty also observed and coached on site in classrooms of teachers in literacy course during the spring. School leadership teams worked with faculty to identify an instructional focus for next year. All schools chose a literacy focus and started a process for implementation. 	<ul style="list-style-type: none"> "Lightspan Network" – an Internet-accessible set of standards-based lessons, curricula, teaching resources and family resources Substantive partnerships between schools and faith-based organizations in the community Site-designed before- and after-school support programs for low-performing students Connection of students and families to services provided by Universal Companies Universal Institute for Professional Development (sessions on weekends and after school) 	<ul style="list-style-type: none"> Continued pre-existing relationships with partnership schools – student teachers, student tutors, and workshops by Penn faculty 120 hours of professional development required for all teachers – options for fulfilling required hours include District professional development sessions and six Penn-led study groups in math, literacy and writing – 30 hours each Penn Education School faculty provide support for individual school-level initiatives in curriculum and pedagogy Dental screening services for students 	<ul style="list-style-type: none"> Separate Gender Academies at FitzSimons Facilities improvements 40 hours of required professional development for teachers during summer and school year (paid) Optional workshops for teachers on Direct Instruction, Step up to Writing, and Core Knowledge (sessions after school and Saturdays, paid) Afterschool programs

Notes:

Except for Number of Schools, which has counts for both 2002-03 and 2003-04, all information on this chart is for the 2002-03 school year. In most cases, the information applies to all schools run by the provider, but there may be exceptions in individual schools.

Chancellor Beacon Academies managed 5 schools during the 2002-03 school year. In April, the School District terminated its contract with the company. Schools managed by Chancellor Beacon in 2002-03 will be managed by the Region in which they are located.

Footnotes:

- Success for All – partially scripted elementary grades reading curriculum that focuses on phonics, phonemic awareness, vocabulary, and reading comprehension, and uses cooperative learning strategies. (Spanish version available.)
- Choices in Literature – middle school anthology that emphasizes multicultural literature, both fiction and non-fiction, and extends reading strategies used in Success for All.
- Everyday Math (McGraw Hill) – elementary grades math curriculum that encourages mathematical thinking, problem solving, and appreciating math in everyday life.
- Transition Math – middle school math curriculum that extends approaches used in Everyday Math (mathematical thinking, problem solving and appreciation of math in context).
- Early Balanced Literacy/Comprehensive Literacy – elementary grades program to develop reading skills in conjunction with guided reading, shared reading, and independent reading.
- SIPPS – systematic instruction in phonemic awareness, phonics, sight words, and decoding.

- Math in Context (Holt) – middle school math curriculum that challenges students to discover math concepts and skills through engaging problems and meaningful context.*
 - Trophies (Harcourt Brace) – elementary grades reading program that focuses on development of reading skills, comprehension, grammar and writing. (Spanish version available.)*
 - Elements of Literature (Holt) – thematic middle school program that includes literature from a variety of genres (poetry, short stories, non-fiction, etc.).*
 - One Hundred Book Challenge – elementary grades reading program that utilizes trade books at the student's level to foster independent reading.
 - Direct Instruction – fully scripted elementary grades reading curriculum with explicit, teacher-directed instruction focusing on phonics, phonemic awareness, and fluency.
 - DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – assessment of basic early literacy skills.
 - Middle school mathematics curriculum integrating authentic problem solving, algebraic thinking skills and basic computations with rational numbers.
- * Beginning in 2003-2004, these curricula will be mandated for all schools run by the School District.



This chart was produced as part of **Learning from Philadelphia's School Reform**, a research and public awareness project that will assess the effectiveness of key aspects of the state takeover and the multiple provider model currently in place in Philadelphia's public schools. Research for Action, a nonpartisan, nonprofit organization focused on providing sound research on school improvement efforts for a broad public, has followed school reform in Philadelphia since 1992. For this project, Research for Action has brought together a team of well-known scholars to develop a broad-based research agenda, with lead funding from the William Penn Foundation and additional support from The Pew Charitable Trusts, the Samuel S. Fels Fund and others, for the benefit of educators, policymakers, and the community. The original version of this chart appeared in the Summer 2003 issue of the *Philadelphia Public School Notebook*. www.thetenetbook.org.