

Understanding the Context of Urban Schooling


[01] 10:05AM Tue, Jan 13, Aldrich Hall 208

[02] 11:40AM Tue, Jan 13, Aldrich Hall 208

TOPIC

KIPP National (A)

MATERIALS

 [KIPP National \(A\) \(Abridged\) \(805068\)](#)

EC Weeks 1 & 2 Packet

 [Note on Student Outcomes in U.S. Public Education \(307068\)](#)

EC Weeks 1 & 2 Packet

 [Entrepreneurship in Education Reform Course Description](#)

ASSIGNMENT

Please read the KIPP case and the Note on Student Outcomes in preparation for the class discussion. The EER Course Description is available electronically for your information.

1. What problem is KIPP designed to solve?
2. Based on evidence from the case text and exhibits, is KIPP Houston a good school? Be prepared to discuss the criteria you used to come to a conclusion and why they are relevant to the definition of a good school.
3. What elements must be present for a school to be a KIPP school? Are these replicable? If so, should KIPP go national?? Why?
4. What advice do you have for Feinberg, Levin, and Hamilton about the opportunities and risks associated with expansion?

[01] 10:05AM Thu, Jan 15, Aldrich Hall 208

[02] 11:40AM Thu, Jan 15, Aldrich Hall 208

TOPIC

Thurgood Marshall High School

MATERIALS

 [Thurgood Marshall High School \(494070\)](#)

EC Weeks 1 & 2 Packet

 [The Tools of Cooperation and Change \(R0610D\)](#)

EC Weeks 1 & 2 Packet

ASSIGNMENT

1. Assess the situation at Thurgood Marshall High School. What problems confront Kane?
2. What are the similarities and differences between TMHS and KIPP? What are the implications for Kane?
3. What should Kane do? Please be prepared to recommend and defend a detailed course of action for Kane. Feel free to consult the [Tools of Cooperation and Change](#) in developing your action plan.

[01] 10:05AM Tue, Jan 20, Aldrich Hall 208

[02] 11:40AM Tue, Jan 20, Aldrich Hall 208

TOPIC

Finding a New CEO at the School District of Philadelphia

MATERIALS



[Finding a CEO for the School District of Philadelphia: Searching for a Savior? \(803072\)](#)

EC Weeks 1 & 2 Packet



[Note on U.S. Public Education Finance \(A\): Revenues \(307069\)](#)

EC Weeks 1 & 2 Packet



[Note on U.S. Public Education Finance \(B\): Expenditures \(307070\)](#)

EC Weeks 1 & 2 Packet

ASSIGNMENT

1. Please acquire a thorough understanding of the context into which the SRC will place a new CEO. What are the defining attributes of this context? How have they changed since the Hornbeck era? Please consider the financial profile of the district, the demographic and achievement characteristics of the students, the stakeholder configuration that influences and governs the district, and the state and local political environment. Based on your review of the two assigned finance notes, how does Philadelphia match up with national trends in public district finance?
2. Based on your analysis of question 1, what's the problem in Philadelphia? Why are the schools performing poorly?
3. Why did David Hornbeck fail? Could he have succeeded?
4. Who should be the next superintendent? Why?
5. In order of priority, what are the first three things you would do if you were hired for the job? Why?

[01] 10:05AM Wed, Jan 21, Aldrich Hall 208

[02] 11:40AM Wed, Jan 21, Aldrich Hall 208

TOPIC

Compensation Reform at Denver Public Schools

NOTE: Please allow ample time in your preparation process for acquiring a working understanding of the relationships and process that were utilized in developing the compensation plan, as well as the key aspects of the plan itself.

MATERIALS



[Compensation Reform at Denver Public Schools \(PEL002\)](#)

EC Weeks 1 & 2 Packet



[Note on Organized Labor in U.S. Public Education \(804018\)](#)

EC Weeks 1 & 2 Packet



[Compensation Reform research summary](#)

ASSIGNMENT

1. What key factors sustained Denver's compensation reform initiative over 5 years and 5 superintendents?
2. In your estimation, which of ProComp's components (detailed in Exhibits 9 & 11) are the most effective? The least effective? Why?
3. Evaluate the teachers union's role in the design process. Did anything surprise you about it?
4. Assuming DPS can raise \$25 million from Denver voters, what are the biggest challenges for successful implementation? What advice would you give Wartgow for overcoming these challenges?

End of Understanding the Context of Urban Schooling

Tackling the People Problem

[01] 10:05AM Mon, Jan 26, Aldrich Hall 208

[02] 11:40AM Mon, Jan 26, Aldrich Hall 208

TOPIC


Teach for America 2005

Kevin Huffman, Executive Vice President of Growth, Strategy, and Development, will be in class.

MATERIALS

 [Teach for America 2005 \(805094\)](#)

EC Weeks 3 on Packet

 "The Real Value of Teachers," The Education Trust, Winter 2004; pp. 36-37 REQUIRED; remainder is optional.

EC Weeks 3 on Packet

ASSIGNMENT

Please read the short Ed Trust article "The Opportunity Gap" as part of your preparation of the TFA case -- this is page 36-37 in "The Real Value of Teachers" in your course pack. The piece will help you understand the larger context of the U.S. teaching force. The rest of the publication is recommended, not required.

1. Has TFA been successful in its first 15 years? If so, why? If not, why not?
2. Analyze and evaluate the proposed growth plan for 2005 through 2010 in terms of its implications for recruiting, organizational capacity, and financial sustainability. What are the similarities and differences between the growth from 2000-2004 and the preliminary projections for the next five years? What are the key constraints?
3. What would you be worried about if you were Jerry Hauser? What specific advice can you give him to increase the impact of TFA over the next five years, while retaining the strength of the organization?

[01] 10:05AM Tue, Jan 27, Aldrich Hall 208

[02] 11:40AM Tue, Jan 27, Aldrich Hall 208

TOPIC

Boston Teacher Residency

MATERIALS

 Boston Teacher Residency: Developing a Strategy for Long-term Impact (309043)

EC Weeks 3 on Packet

[01] 10:05AM Mon, Feb 2, Aldrich Hall 208

[02] 11:40AM Mon, Feb 2, Aldrich Hall 208

TOPIC

New Leaders for New Schools

REQUIRED - New Leaders Poll to be completed by 11:59 p.m. the night before class: link is below under materials

"Educating School Leaders" by Arthur Levine, pp. 11-19 REQUIRED. Remainder is optional.


John Schnur and Michael Johnston from NLNS will be in class.

MATERIALS

 [REQUIRED - New Leaders Poll to be completed by 11:59 p.m. the night before class.](#)
[REQUIRED](#)

 [New Leaders for New Schools \(803073\)](#)
EC Weeks 3 on Packet

 [New Leaders Spreadsheet](#)

 ["Educating School Leaders" by Arthur Levine, pp. 11-19 REQUIRED. Remainder is optional.](#)
EC Weeks 3 on Packet

 [Note on the "Theory of Change" Concept](#)

This note is in draft form, so please do not cite or circulate without author permission.

ASSIGNMENT

(Exhibits 7, 9, and 10 are available for download.)

1. What problem is NLNS trying to solve? How would you articulate their theory of change? What is your assessment of the strategy NLNS has developed to put the theory into practice?
2. Investigate NLNS's financial model and growth options. What challenges might NLNS face as it grows?
3. Should NLNS go broad? or go deep?? What are the opportunities and risks associated with each choice? Or, do you believe neither option is best? Be prepared to defend your choice in class.

[01] 10:05AM Tue, Feb 3, Aldrich Hall 208

[02] 11:40AM Tue, Feb 3, Aldrich Hall 208

TOPIC

Memphis City Schools: The Next Generation of Principals

MATERIALS



[Memphis City Schools: The Next Generation of Principals \(PEL-027\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. What is the role of a principal? What does it mean to be an instructional leader? Is this separate from, or part of, being the general manager of a school?
2. What is the full nature of the principal problem in Memphis? How did it develop? Why does it present itself on such a large scale?
3. Analyze the strengths and limitations of the two principal training programs at work in Memphis. What are the programmatic and financial implications of using each at scale? Be prepared to present an analysis of how you might compare the cost/benefit of the two programs over time.
4. If it became unfeasible to continue both programs, which one would you recommend to the superintendent? Why?

End of Tackling the People Problem

Focusing on Performance

[01] 10:05AM Wed, Feb 4, Aldrich Hall 208

[02] 11:40AM Wed, Feb 4, Aldrich Hall 208


TOPIC

Learning to Manage with Data in Duval County Public Schools: Lakeshore Middle School (A)

MATERIALS

 [Learning to Manage with Data in Duval County Public Schools: Lake Shore Middle School \(A\) \(PEL-008\)](#)

EC Weeks 3 on Packet

 [No Child Left Behind Act of 2001, Executive Summary](#)

 [NCLB Fact Sheet, U.S. House of Representatives](#)

ASSIGNMENT

1. To what extent do the elements of the performance management system at DCPS help principals improve student achievement at the building level in accordance with NCLB and Florida accountability systems?
2. How is Principal Wright doing? Is Lakeshore Middle a good school?
3. How should Wright approach her meeting with Mary Brown? What should Brown's goals be for the meeting? Be prepared to defend your recommendation

[01] 10:05AM Mon, Feb 9, Aldrich Hall 208

[02] 11:40AM Mon, Feb 9, Aldrich Hall 208

TOPIC

SchoolNet

Jonathan Harber, CEO of SchoolNet, will be in class.

MATERIALS



[SchoolNet: Pursuing Opportunities Beyond Federal Mandates \(806-050\)](#)

EC Weeks 3 on Packet



[School District of Philadelphia student performance data, 2001 -- 2005](#)

ASSIGNMENT

1. Describe and evaluate the product SchoolNet delivers to K-12 public school systems. Why is it valuable?
2. Evaluate the unique challenges to selling and implementing technology products in public school systems. What sales strategies might successfully overcome these challenges?
3. How is SchoolNet doing financially? What other metrics might you use to evaluate the company's effectiveness? How is SchoolNet doing along those criteria?
4. Please prepare a sales pitch according to the following criteria:
 - Your Last Name = A-L: Prepare a sales pitch of up to 5 minutes to persuade Philadelphia to extend SchoolNet's contract.
 - Your Last Name = M-Z; Prepare a sales pitch of up to 5 minutes to persuade Supt. Fryer from Duval County to replace his home-grown data system with a SchoolNet Solution.

[01] 10:05AM Tue, Feb 10, Aldrich Hall 208

[02] 11:40AM Tue, Feb 10, Aldrich Hall 208

TOPIC

Wireless Generation

Gregg Gunn, Co-founder and Chief Scientist at Wireless Generation, will be in class.

MATERIALS



[Wireless Generation \(307049\)](#)

EC Weeks 3 on Packet



[REQUIRED: Review these mCLASS 3D product slides along with the Wireless Generation case.](#)



["K-12 Entrepreneurship: Slow Entry, Distant Exit", by Larry Berger and David Stevenson of Wireless Generation - Available after class \(Optional\)](#)

ASSIGNMENT

1. Compare and contrast Wireless Generation's product line with SchoolNet's IMS. Are these competitive or complementary technologies?
2. Evaluate the strengths and limitations of Wireless Generation's partnership with Montgomery County Public Schools. Going forward, does this seem like a viable model for developing new products for the K-12 market?
3. What advice would you give Larry Berger and Gregg Gunn for developing and selling a new mathematics product, given the lack of a federal mandate in math similar to Reading First?
4. Could additional products such as professional services and mCLASS:SEE distract Wireless Generation from its core business of developing mobile assessment tools for teachers, or do they make strategic sense to you? Be prepared to support your position in class.

[01] 10:05AM Tue, Feb 17, Aldrich Hall 208

[02] 11:40AM Tue, Feb 17, Aldrich Hall 208

TOPIC

Focusing on Results at the New York City Department of Public Education

Jim Liebman, Chief Accountability Officer, will be in class.

MATERIALS

 [Focusing on Results at the New York City Department of Education \(PEL-054\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. Evaluate the strategy driving the new structures and systems described in the New York case. Does the theory of change that underpins the strategy resonate with you? Why or why not?
2. Examine the quality indicators in exhibit 7 very carefully. If a school demonstrates each of those indicators with a high level of quality, is it reasonable to predict that student performance will improve dramatically? Why or why not? Would you add anything to the 5 quality statements to increase the likelihood that student performance will improve?
3. What are the biggest risks to the implementation of the new systems? If you were a principal, what would you be most worried about? How would you advise Liebman and Klein to mitigate those risks?


[01] 10:05AM Wed, Feb 18, Aldrich Hall 208

[02] 11:40AM Wed, Feb 18, Aldrich Hall 208

TOPIC

If we blew it up, then we could....

MATERIALS

 ["If We Blew it Up, Then We Could...: A thought experiment for students of entrepreneurship in education"](#)

ASSIGNMENT

Download the exercise "If We Blew it Up, Then We Could...." from the course platform. Read and follow the instructions in the document. After you have completed the exercise, log on to the course poll and choose an option to support in class by 5:00 am, Monday March 3rd.

End of Focusing on Performance

Confronting the Achievement Gap

[01] 10:05AM Mon, Mar 2, Aldrich Hall 208

[02] 11:40AM Mon, Mar 2, Aldrich Hall 208

TOPIC

Pursuing Educational Equity at San Francisco Unified School District

NOTE: Regarding the ELL weighted student formula factors in the SFUSD case, Table 1 on page 8 is correct: The k-5 ELL formula is .0794. Exhibit 7 on 21, is incorrect: Example A lists the ELL formula as .794, which is a typo.

MATERIALS

 [Pursuing Educational Equity: Aligning Resources at San Francisco Unified School District \(PEL-005\)](#)

EC Weeks 3 on Packet

 [Note on the PELP Coherence Framework \(PEL-010\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. Evaluate SFUSD's theory of change and strategy.
2. What activities must SFUSD be good at? in order to execute this strategy across the district? At the central office? At schools?
3. How are the weighted student formula and the academic planning process linked? How do they work? Be prepared to explain each in detail in class.
4. What are the biggest barriers to the effectiveness of the weighted student formula and site-based budgeting system? What advice would you give to Ackerman and her team for addressing these barriers?

[01] 10:05AM Tue, Mar 3, Aldrich Hall 208

[02] 11:40AM Tue, Mar 3, Aldrich Hall 208


TOPIC

Seattle Public Schools

MATERIALS

 [Rethinking Political Correctness \(R0609D\)](#)

EC Weeks 3 on Packet

 [Seattle Public Schools, 1995-2002 \(C1\): Race, Class, and School Choice \(803039\)](#)

EC Weeks 3 on Packet

 [Seattle \(A\) Case excerpt: Freedom Agenda and Olchefske bkgrd -- 2 1/2 pages \(optional\) \(Optional\)](#)

 [Seattle \(B\) Case excerpt - Performance Agenda Background - 1 page \(optional\) \(Optional\)](#)

ASSIGNMENT

Read the HBR article Rethinking Political Correctness, which includes useful guidelines for talking about the kinds of issues that might emerge over the next few days of class.

Read the Seattle(C1)case which will ground our discussion today. Because we are starting with the C case, I have posted short excerpts of the A and B case which are optional. They are not core to our discussion, but some students in prior years have asked for this background info.

1. Please master the various interrelated and sometimes technical topics in the case, including the nature of the achievement gap in Seattle (across schools and across populations), the successive desegregation plans in the district, and the mechanics of Olchefske's open enrollment plan. Have any of these seem to have worked better than others? Why or why not?
2. In the short- and long-term, what are the likely effects of the open enrollment plan on student composition of high schools in Seattle? Be specific.
3. Is the open enrollment plan a good idea? What defenses of the plan are offered by Olchefske? What counter-arguments exist?

[01] 10:05AM Mon, Mar 9, Aldrich Hall 208

[02] 11:40AM Mon, Mar 9, Aldrich Hall 208

TOPIC

Race, Accountability, and the Achievement Gap (A)

MATERIALS

 [Race, Accountability, and the Achievement Gap \(A\) \(PEL-043\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. Evaluate Montgomery County Public Schools efforts to "raise the bar" and "close the gap" between 1999 and 2005.
 - a. How would you evaluate their strategy?
 - b. Have they made meaningful progress?
2. Based on the data in the case, should Frieda Lacey and Jerry Weast be alarmed? Are MCPS's efforts inadequate to close the gap?
3. What are the most significant obstacles to accelerating their efforts to close the gap?
4. To what extent are race and racism significant issues in this case?
5. Develop an action plan for Lacey, Weast and MCP's executive team. Be as explicit as possible about how they should approach the problem.

[01] 10:05AM Tue, Mar 10, Aldrich Hall 208

[02] 11:40AM Tue, Mar 10, Aldrich Hall 208

TOPIC

Race, Accountability, and the Achievement Gap (B)

Superintendent Jerry Weast, Deputy Superintendent Frieda Lacy, and case author and HBS professor David Thomas will be in class.

MATERIALS



[Race, Accountability, and the Achievement Gap \(B\) \(PEL-044\)](#)

Available in class and online. (Singleclick version available from link after 10:00 a.m. on 3/13.)

Classroom



[Education Week Article "When Unequal is Fair Treatment"](#)



[How to Manage Urban School Districts \(R0611B\) \(Optional\)](#)

EC Weeks 3 on Packet



[Jerry Weast Remarks on "Raising the Bar and Closing the Gap" \(9/14/2005\)](#)

ASSIGNMENT

1. Evaluate the success of the strategic changes put in place after the July retreat?
2. What is the underlying nature of the challenges that district leaders faced in their attempts to create systemic change to close the achievement gap?
3. What skills and competencies are required to lead an initiative in which issues of race and class are at stake?

[01] 10:05AM Mon, Mar 16, Aldrich Hall 208

[02] 11:40AM Mon, Mar 16, Aldrich Hall 208

TOPIC

College Summit

[01] 10:05AM Tue, Mar 17, Aldrich Hall 208

[02] 11:40AM Tue, Mar 17, Aldrich Hall 208

TOPIC

Posse Foundation

End of Confronting the Achievement Gap

Creating New Schools

Creating New Schools

[01] 10:05AM Wed, Mar 18, Aldrich Hall 208

[02] 11:40AM Wed, Mar 18, Aldrich Hall 208

TOPIC

Minneapolis Federal Reserve - Early Childhood

[01] 10:05AM Mon, Mar 30, Aldrich Hall 208

[02] 11:40AM Mon, Mar 30, Aldrich Hall 208

TOPIC

Gates Foundation

Adam Tucker, who runs the Gates Foundation's east coast program investments, will be in class.

MATERIALS[Gates Foundation and Small High Schools, The \(803110\)](#)*EC Weeks 3 on Packet*[Small Schools Research Bibliography \(Optional\)](#)[High School Reform research bibliography \(Optional\)](#)**ASSIGNMENT**

1. In the course of making his first set of investments, what did Vander Ark learn and how did he learn it?
2. Consider Vander Ark's defense of small schools. Is it persuasive? How does it differ from the "house" system at Thurgood Marshall that we saw in the first week of class?
3. What has to go right for Vander Ark's plan to work? What is the likelihood of success?
4. If you were Bill Gates, would you invest in Vander Ark's plan?

[01] 10:05AM Tue, Mar 31, Aldrich Hall 208

[02] 11:40AM Tue, Mar 31, Aldrich Hall 208

TOPIC

Bronx Lab School

Marc Sternberg, founding principal of Bronx Lab, will be in class along with other special guests from the school.

MATERIALS

 [Launching the Bronx Lab School \(805093\)](#)

EC Weeks 3 on Packet

 [Evaluation of the Bill & Melinda Gates Foundation's High School Grants \(Optional\)](#)

 [Small schools research literature review, Kathleen Cotton \(Optional\)](#)

ASSIGNMENT

1. Is Bronx Lab a good school?
2. If you were Marc, what would keep you up at night?
3. Evaluate Bronx Lab's educational model. How dependent is its execution on creating what Marc calls "a culture of success"? Is it possible to create this culture as a sub-unit inside one of New York's most dysfunctional high schools?
4. What are the biggest challenges to sustainability after the initial four-year support from Gates and the ISA expires?

[01] 10:05AM Mon, Apr 6, Aldrich Hall 208

[02] 11:40AM Mon, Apr 6, Aldrich Hall 208

TOPIC

Codman Academy

Thabiti Brown and Meg Campbell will be in class.

MATERIALS



[Codman Academy: Beyond the Start-up Phase \(308072\)](#)



[Haberman, Martin. "The Pedagogy of Poverty Versus Good Teaching", Phi Delta Kappan, December 1991. pp. 290-294.](#)

This article is required along with the Codman Academy case.

ASSIGNMENT

1. Evaluate Codman Academy's theory of change. What do you have to believe for the theory to have merit? Before the change in the state's accountability policy, would you consider Codman Academy a good school? Why or why not?
2. In the "Pedagogy of Poverty" article, Haberman asserts several characteristics of "good teaching". Is there evidence in the text and exhibits of the Codman case that these characteristics exist at the school? Be specific. What are the implications for student success?
3. How should Thabiti respond to the shift in the state accountability requirements? Is it possible to preserve Codman's instructional point of view and culture while improving state test scores?

[01] 10:05AM Tue, Apr 7, Aldrich Hall 208

[02] 11:40AM Tue, Apr 7, Aldrich Hall 208

TOPIC


Frederick Douglass Charter School

Jim Peyser, former chair of the MA state board of education, will be in class.


MATERIALS

 [Frederick Douglass Charter School: The Renewal Decision \(806063\)](#)

EC Weeks 3 on Packet

 [American Federation of Teachers: Charter School Achievement on the 2003 National Assessment of Educational Progress; pp. i-iv](#)

REQUIRED: Executive Summary Only, pages i - iv; Remainder is optional. Only available electronically.

 [Hoxby: Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences, pp. 1-6 only.](#)

REQUIRED: Pages 1-6 only; Remainder is optional. Only available electronically.

ASSIGNMENT

The FDCS case is the primary reading for the day. Pages i-iv (exec summ) of the AFT report and pages 1-6 of the Hoxby report are also required to provide a national context for charter school performance, and are only available electronically.

1. Review the 4 options facing Peyser and the state school board at the end of the case. Log on to today's course poll and pick the one you are most willing to support. Be prepared to defend your choice in class.
2. Evaluate the actions of the founders in the start-up phase and first year of operation. What did they do well? What could they have done differently?
3. Analyze the actions of the charter school office of the state DOE. What would you have to believe to support the role they've chosen to play with MA charter schools?
4. Is FDCS a good school? How do you know?

[01] 10:05AM Tue, Apr 14, Aldrich Hall 208

[02] 11:40AM Tue, Apr 14, Aldrich Hall 208

TOPIC

New Schools for New Orleans

Sarah Usdin, Founder and President, and Matt Candler, CEO, will be in class.

MATERIALS

 [New Schools for New Orleans 2008 \(308-074\)](#)

 [Rebuilding the New Orleans Public Schools: Turning the Tide? \(Abridged\) \(808045\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

Quickly read Rebuilding the New Orleans Public Schools: Turning the Tide? in order to familiarize yourself with the challenges of public education before and immediately following Hurricane Katrina. Read carefully the case for today, New Schools for New Orleans N9-308-074. This will be the primary reading for today's discussion.

1. Evaluate the degree to which NSNO has the potential to achieve their vision of an excellent public school for every child in New Orleans - in particular, since they do not run or govern schools, how effective is their theory of change likely to be even if they execute well?
2. If you were Sarah or Matt, how would you sort out the strategic choices in the case?
 - a. Would you shift NSNO's approach and work more closely with the RSD superintendent to improve his existing non-charter schools?
 - b. Would you continue to incubate new schools and create more open seats even though the system as a whole already has unused capacity?
 - c. Would you formalize your relationship and services to the charter schools that NSNO incubates as they mature?
 - d. What criteria would you use to make the decisions and communicate the choices to your stakeholders?

[01] 10:05AM Wed, Apr 15, Aldrich Hall 208

[02] 11:40AM Wed, Apr 15, Aldrich Hall 208

TOPIC

Kevin Johnson, Founder and CEO of St. HOPE Academy, will be in class.

MATERIALS

 [St. HOPE Academy: The Expansion Decision \(307080\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. Evaluate St. HOPE's theory of change and strategy for improving urban education. What do you see as the strengths and limitations of their approach? Does the organization that they've built seem well aligned to implement the strategy successfully? Are they successful in Sacramento?
2. What criteria would you use to evaluate expansion opportunities? Given these, how would you advise Kevin Johnson and his team about the New York expansion decision? Should they: a) pass on the opportunity and stay focused on Sacramento, b) commit to transforming the Choir Academy in NY next year, or c) remain open to expansion, but not to NY?

Be prepared to explain and defend the criteria you used and the conclusion you reached.

[01] 10:05AM Tue, Apr 21, Aldrich Hall 208

[02] 11:40AM Tue, Apr 21, Aldrich Hall 208

TOPIC

Edison Schools

MATERIALS



[Edison Schools, Inc.: From the Candle to the Light Bulb? \(806166\)](#)

EC Weeks 3 on Packet



[Edison Schools, Inc. financials 1996 -- 2003: Income Statement, Balance Sheet, Cash Flow Statement](#)

The case contains selected financial data; this spreadsheet contains complete financial statements for 1996 through the management buyout in 2003. It might be useful to your analysis of one or more of the assigned questions.



[Gair, Cynthia. "If the Shoe Fits: Nonprofit or For-profit? The Choice Matters," REDF, 2005. \(Optional\)](#)

This reading is available after class and optional. The author proposes a guiding framework to help social entrepreneurs decide whether to organize their ventures as nonprofit or for-profit.



[Final Exam Information](#)

Stacey will spend the first 10 minutes of class taking questions about the final exam. Please review the info doc before class.

ASSIGNMENT

1. Why has Edison struggled to make a profit? Is it the strategy or the business model? the company's execution? something else?
2. Are Edison schools, in aggregate, academically successful? Does their performance level justify the level of financial investment in Edison Schools, Inc. through 2003? What kind of analysis might you do, either absolute or comparative, to determine this? **It is highly likely that a couple of people will be cold-called to share this analysis in class**
3. Near the bottom of page 2, Whittle uses a West Berlin/East Berlin analogy to describe his original vision. Does the theory embedded in the analogy have merit? Does it apply to the strategy Edison eventually implemented in 1995? Why or why not?
4. Given what you know from our prior 26 class discussions, is it possible to create sustainable financial and academic value in a whole school management model? Why or why not?
5. What is your personal tolerance for profit-making in public education? Be prepared to explain and defend your point of view.

[01] 10:05AM Wed, Apr 22, Aldrich Hall 208

[02] 11:40AM Wed, Apr 22, Aldrich Hall 208

TOPIC

Green Dot Public Schools: Collaboration or Competition?

Marco Petruzzi, Chief Operating Officer of Green Dot Public Schools, will be in class.

MATERIALS

 [Green Dot Public Schools: To Collaborate or Compete? \(307086\)](#)

EC Weeks 3 on Packet

ASSIGNMENT

1. Log on to the course poll by 5:00am Wednesday and indicate whether you would pursue the Locke or Crenshaw option at the end of the case.
2. How do you explain the fact that Green Dot high schools seem to outperform LAUSD high schools with similar demographics? What implications does your explanation have for scaling the Green Dot model?
3. If you were Steve Barr, would you pursue the opportunity to collaborate with LAUSD (Locke)? Or would you compete directly against LAUSD in keeping with Green Dot's strategy to date (Crenshaw)? Be prepared to explain your answer in terms of Green Dot's long-term goal of improving student achievement at scale in LA, and to identify the biggest risk to your recommended course of action along with its benefits.

[01] 10:05AM Mon, Apr 27, Aldrich Hall 208

[02] 11:40AM Mon, Apr 27, Aldrich Hall 208

TOPIC

KIPP 2007: Implementing a Smart Growth Strategy

Richard Barth, President of the KIPP Foundation, will be in class.

Review your notes from our KIPP discussion on the first day of class.

MATERIALS



[KIPP 2007 Implementing a Smart Growth Strategy \(803073\)](#)



[Electronic versions of Exhibit 1 a, b & c. Please use these to analyze the data in preparation for discussion question 2.](#)

ASSIGNMENT

Review your notes from our KIPP discussion on the first day of class, read today's case, download and analyze case exhibits 1 a, b, & c.

1. Given the criteria set out in the stage-gate process, would you "green-light" University Prep? If not, why not? If you would approve it with some additional conditions, what would those be? Why?
2. Analyze closely the supplemental data exhibits. What is the narrative that goes with the numbers? In other words, what story can you tell about KIPP's first decade based on the data in the exhibits?
3. If you conclude that KIPP schools in aggregate are successful, why would the organization change its approach to growth? What are the risks to their success so far if they move from organic growth to managed "smart" growth? Are the risks worth the benefits?
4. Evaluate the benefits possible through a regional support structure. How would you advise Richard Barth on making the most out of regions based on our last few class discussions. Keep in mind that school leaders and regional executive directors report to their local nonprofit boards, not to the KIPP foundation.

End of Creating New Schools

Course Conclusion

Course Conclusion

[01] 10:05AM Tue, Apr 28, Aldrich Hall 208

[02] 11:40AM Tue, Apr 28, Aldrich Hall 208


TOPIC

Course Conclusion

Stacey will give more guidance and take questions regarding the final exam. Log on to the course poll and give a short description of what you would do to create change in preK-12 public education.

Come prepared to describe your EER experience in a few sentences.

MATERIALS

 [What Would You Do?](#)

 [Exam Guidelines](#)

 [Course wrap-up](#)

ASSIGNMENT

1. Fill out the poll: What Would You Do?
2. Come prepared to describe your EER experience in a few sentences.

End of Course Conclusion