



The "Original 86"

Research for Action (RFA) is leading a multi-year research and public awareness study called *Learning from Philadelphia's School Reform*. Researchers at RFA are looking at many aspects of the current reform, including governance issues, civic and community engagement, teacher quality and student outcomes. We are also tracking changes in the 86 schools identified as "low-performing" and targeted for intervention following the state takeover of the School District of Philadelphia in 2001.

This document outlines some of the numerous changes that have occurred in these "Original 86" schools, including changes in their providers, their grade configurations, leadership turnover, and the amount of additional per-pupil funding directed to providers/schools.

This document is intended to help the public and educators alike to better understand and follow the twists and turns of the current reform initiative. For more information on the implications of the takeover, the "diverse provider model," and other aspects of the current reform effort, please visit www.researchforaction.org to view RFA's research reports and briefs and to be kept abreast of coming publications.



Tracking Changes to “Original 86” Philadelphia Public Schools Initially Targeted for Intervention Following the 2001 State Takeover

A change in color indicates a change in provider. N/A indicates that information was not available at time of printing. Per pupil funds and grade configurations remain constant from year to year, unless otherwise indicated.



Provider	School	Per Pupil Funds				Grade Configuration				# of Principals	Overall AYP Status
		Fall 02	03	04	05	02	03	04	05	02 - 05	04 - 05
CHANCELLOR- BEACON	Bluford	\$650	\$100		N/A	K-6				1	CA 2 (2nd year)
	Clemente	\$650	\$100		N/A	5-8				1	CA 2 (3rd year)
	Daroff	\$650	\$100			K-6		K-7	K-8	2	Warning
	Sheridan	\$650	\$100			K-6		K-4		3	CA 2 (3rd year)
	Shoemaker	\$650	\$100			7-8				2	CA 2 (2nd year)
EDISON	Alcorn	\$881	\$750			K-8				1	Met AYP
	Anderson	\$881	\$750			K-5				1	Making Prog (CA 2)
	Barratt	\$881	\$750			5-8				1	Met AYP
	Comegys	\$881	\$750			K-5				3	Warning
	Gillespie	\$881	\$750			6-8			7-8	2	CA 2 (3rd year)
	Harrity	\$881	\$750			K-5				2	CA 2 (2nd year)
	Kelley, W.	\$881	\$750			K-5	K-6	K-7	K-8	1	Met AYP
	Kenderton	\$881	\$750			K-8				2	CA 2 (2nd year)
	Locke	\$881	\$750			K-5				3	CA 2 (3rd year)
	Ludlow	\$881	\$750			K-8				3	CA 2 (2nd year)
	McMichael	\$881	\$750			K-8				2	Met AYP
	Munoz-Marin	\$881	\$750			K-8				1	CA 2 (3rd year)
	Penn Treaty	\$881	\$750			5-8				1	CA 2 (3rd year)
	Potter-Thomas	\$881	\$750			K-8				3	CA 2 (3rd year)
	Shaw	\$881	\$750			5-8			6-8	2	CA 2 (2nd year)
	Stetson	\$881	\$750			5-8				3	CA 2 (3rd year)
	Stoddart-Fleisher	\$881	\$750			6-8			7-8	1	CA 2 (2nd year)
	Sulzberger	\$881	\$750			6-8				2	Met AYP
	Tilden	\$881	\$750			5-8				2	CA 2 (3rd year)
	Waring	\$881	\$750			K-5		K-6	K-7	1	Met AYP
EXTRA FUNDS ("SWEET SIXTEEN")	Blaine	\$550	\$450		N/A	K-7	K-8			1	CA 2 (2nd year)
	Clymer	\$550	\$450			K-5	K-6	K-7	K-8	2	CA 2 (3rd year)
	Cooke	\$550	\$450			5-8			K-8	1	CA 2 (3rd year)
	Cook-Wissahickon	\$550	\$450			K-5		K-6	K-7	2	Met AYP
	Cramp	\$550	\$450			K-5			K-6	1	Making Prog (CA 2)
	Dick	\$550	\$450			K-7	K-8			1	Warning
	Harrison	\$550	\$450			K-5	K-6	K-7	K-8	1	Met AYP
	Heston	\$550	\$450			K-6		K-7	K-8	1	Met AYP
	Longstreth	\$550	\$450			K-5			K-6	2	Met AYP
	Marshall, T.	\$550	\$450			K-8				1	CA 2 (2nd year)
	Mifflin	\$550	\$450			K-8				1	Met AYP
	Nebinger	\$550	\$450			K-8				1	Making Prog (CA 2)
	Peirce, T.M.	\$550	\$450			K-5		K-6		2	Warning
	Pennypacker	\$550	\$450			K-5		K-6		2	Met AYP
	Reynolds	\$550	\$450			K-7	K-8			2	Met AYP
	Walton	\$550	CLOSED			K-6	CLOSED			1	

KEY TO AYP ABBREVIATIONS

Making Prog = "Making Progress" / (parentheses) = indicate school's 03-04 AYP status
 SI 2 = School Improvement Level Two
 CA 1 = Corrective Action Level One
 CA 2 = Corrective Action Level Two / (parentheses) = indicate # of years school has had Corrective Action 2 status

For more information on AYP and how AYP status is determined, please see RFA documents "Making AYP: The Game (Pennsylvania Edition)" and "Adequate Yearly Progress: Where Philadelphia Public Schools Stand (2004)."

Provider	School	Per Pupil Funds				Grade Configuration				# of Principals	Overall AYP Status	
		Fall 02	03	04	05	02	03	04	05	02 - 05	04 - 05	
FOUNDATIONS*	Fulton	\$667	\$750			K-5			K-6	2	Warning	
	Kinsey	\$667	\$750			K-5			K-6	2	Met AYP	
	Lewis, A.	\$667	\$750			6-8				2	CA 2 (2nd year)	
	Pastorius	\$667	\$750			K-5				1	CA 2 (2nd year)	
	Pickett	\$667	\$750			5-8			6-8	2	CA 2 (3rd year)	
OFFICE OF RESTRUCTURED SCHOOLS (ORS)	Barry	\$550	\$450		N/A	K-5	K-6	K-7	K-8	2	CA 2 (3rd year)	
	Blankenburg	\$550	\$450		\$0	K-5		K-6	K-7	1	Met AYP	
	Cassidy	\$550	\$450		\$0	K-5				1	Making Prog (SI 2)	
	Cleveland	\$550	\$450		\$0	K-6				2	Making Prog (CA 2)	
	De Burgos	\$550	\$450		\$0	K-8				2	Making Prog (CA 2)	
	Durham	\$550	CLOSED			K-5	CLOSED				1	
	Emlen	\$550	\$450		\$0	K-5			K-6	2	Met AYP	
	Gideon	\$550	\$450		\$0	K-6		K-7	K-8	2	Met AYP	
	Hartranft	\$550	\$450		\$750	K-5	K-6	K-7	K-8	2	Met AYP	
	Hill, L.P	\$550	\$450		N/A	K-7	K-8			1	CA 2 (3rd year)	
	Huey	\$550	\$450		\$750	K-5	K-6	K-7	K-8	3	CA 2 (1st year)	
	Leidy	\$550	\$450		\$0	K-5		K-6	K-7	1	Met AYP	
	Logan	\$550	\$450		\$0	K-5			K-6	2	Met AYP	
	McKinley	\$550	\$450		\$0	K-6	K-7	K-8		1	Met AYP	
	Rhodes	\$550	\$750		\$0	5-8	6-9	6-10	6-11	3	CA 2 (3rd year)	
	Roosevelt	\$550	\$450		\$0	6-8			7-8	4	CA 2 (3rd year)	
	Sayre	\$550	\$450		\$0	6-8	7-9	8-10	9-11	1	CA 2 (2nd year)	
	Stanton, M.H.	\$550	\$450		\$0	K-5		K-6		1	Met AYP	
	Steel	\$550	\$450		\$0	K-5			K-6	2	CA 2 (2nd year)	
	Vaux	\$550	\$450		\$0	6-8	7-9	8-10	9-11	1	CA 2 (3rd year)	
Washington, M.	\$550	\$450		\$0	K-8				3	Met AYP		
PENN	Bryant	\$450			\$0	K-5	K-6	K-7	K-8	2	CA 2 (2nd year)	
	Lea	\$450				K-8				1	Making Prog (CA 2)	
	Wilson, A	\$450				K-5			K-6	3	Warning	
TEMPLE*	Duckrey	\$450				K-6	K-7	K-8		2	Warning	
	Dunbar	\$450				K-5	K-6	K-7	K-8	2	CA 2 (3rd year)	
	Elverson ¹	\$450			converted	6-8	7-8	8	converted	1	CA 2 (2nd year)	
	Ferguson ²	\$450				K-5	K-6	K-7	K-8	2	Making Prog (CA 2)	
	Wanamaker	\$450			CLOSED	6-8	7-9	8	CLOSED	2	CA 2 (3rd year)	
TRANS- ITIONAL CHARTER	Belmont ³	\$0				K-5	K-6	K-7	K-8	1	Warning	
	Central East	\$550	\$100		N/A	5-8				2	Making Prog (CA 2)	
	Morris ⁴	\$550	\$450			K-5	K-6	K-7	K-8	2	Warning	
UNI- VERSAL	Peirce, W.S.	\$656	\$650		\$750	6-8			7-9	1	CA 2 (2nd year)	
	Stanton, E.M.	\$656	\$650		\$750	K-5			K-6	1	Met AYP	
	Vare, E. ⁵	\$550	\$650		\$750	5-8				3	CA 2 (3rd year)	
VICTORY	Bethune	\$857	\$750			K-6				1	Making Prog (CA 2)	
	FitzSimons ⁶	\$857	\$750			6-8	6-9	7-10	6-11	6	CA 2 (2nd year)	
	Pepper	\$857	\$750			5-8				2	CA 2 (2nd year)	
	Pratt	\$857	\$750			K-5		K-6		1	Making Prog (CA 2)	
	Wright, R.	\$857	\$750			K-5		K-6		1	Met AYP	

* In Fall 03, Foundations (MLK High School) and Temple (Meade Elementary) were assigned additional schools.

¹ In Fall 05, Elverson was converted to Military Academy at Elverson.

² In Fall 05, Ferguson was assigned to joint management by Temple and CEO Region.

³ In Fall 02, Belmont adopted full charter status.

⁴ Morris Elementary's Transitional Charter status has not been confirmed.

⁵ In Fall 02, E. Vare was designated a Trans. Charter to be managed by Universal.

⁶ From Fall 02 to Fall 04, FitzSimons had separate principals for boys and girls academies. In Fall 05, FitzSimons has only a boys academy with a single principal.

PROVIDER KEY					
	Chancellor-Beacon		ORS		Universal
	Edison		Penn		Victory
	Extra-funds		Temple		District
	Foundations		Transitional Charter		CEO Region (CAR)

How We Got Here

The No Child Left Behind Act (NCLB), signed into law in 2002, includes provisions that allow states to intervene and even take over a school or district that is chronically in need of improvement. In Pennsylvania, two pieces of state legislation were passed in the years before NCLB. One allows the state to take over districts with serious fiscal and/or academic problems and one targets eleven districts with low levels of student achievement for radical interventions. In December 2001, the Commonwealth of Pennsylvania and the city of Philadelphia agreed to a "friendly takeover" of the School District of Philadelphia and together appointed a School Reform Commission (SRC) to replace the existing school board. The five-member SRC voted to implement a complex "diverse provider model," identified 86 Philadelphia public elementary and middle schools as "low-performing," and targeted them for special interventions. These interventions involved providing new management structures and/or additional resources for these 86 schools.

The "Original 86" schools were assigned as follows:

- 45 schools managed by seven external management organizations (EMOs): three for-profit, two non-profit, and two universities, and receiving between \$450 and \$881 per pupil in extra funding
- 21 schools managed by the School District's newly-created Office of Restructured Schools (ORS), and receiving \$550 per pupil in extra funding
- 4 schools designated as "transitional charter schools" and receiving \$550 per pupil in extra funding
- 16 additional schools designated as the "Sweet 16" and receiving \$550 per pupil in extra funding, but no intervention, to continue their successful change effort

Learning from Philadelphia's School Reform

Research for Action (RFA) is leading *Learning from Philadelphia's School Reform*, a comprehensive, multi-year study of Philadelphia's complex and radical school reform effort. RFA researchers are working with colleagues from the University of Pennsylvania, Montclair State University, Swarthmore College, and the Consortium on Chicago School Research to examine the impact of state takeover, the efficacy of a diverse provider model, the success of district-level leadership in managing a complex set of reforms, the engagement of civic and community groups with district policy and school improvement, and the key factors influencing student outcomes under various school conditions and school management models.

Learning from Philadelphia's School Reform includes a multi-faceted, vigorous public awareness component that engages leaders and citizens in the process of educational change, and informs and guides the national debate on school reform. The project disseminates information broadly through public speaking, RFA website, reports, research briefs, and journal articles featuring clear, timely, and credible analysis of the real impact of school improvement efforts.

The project is supported with lead funding from the William Penn Foundation and related grants from Carnegie Corporation of New York, The Charles Stewart Mott Foundation, The Pew Charitable Trusts, Surdna Foundation, the Spencer Foundation, and others.

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Research for Action (RFA) is a Philadelphia-based, non-profit organization engaged in education research and evaluation. Founded in 1992, RFA works with public school districts, educational institutions, and community organizations to improve the educational opportunities for those traditionally disadvantaged by race/ethnicity, class, gender, language/cultural difference, and ability/disability.

Research for Action is funded through grants from foundations and contracts for services from a range of organizations, including the School District of Philadelphia. For more information about RFA please go to our website www.researchforaction.org.

Mission Statement

Through research and action, Research for Action seeks to improve the education opportunities and outcomes of urban youth by strengthening public schools and enriching the civic and community dialogue about public education. We share our research with educators, parent and community leaders, students, and policy makers with the goals of building a shared critique of educational inequality and strategizing about school reform that is socially just.

Individual copies of this poster can be obtained without charge (\$5 shipping and handling for orders of 5 or more) by contacting: Research for Action, 3701 Chestnut Street, Philadelphia, PA 19104, 215-823-2500, ext. 508, or info@researchforaction.org or may be downloaded from the RFA website, www.researchforaction.org.