Index

Academic tasks and cognitive demand
academic tasks defined, 207
cognitive demand described, 211–212
high school history, 217–220, 220–221
high school math, 212–215, 215–217
middle school language arts, 208–212
Academy of the Pacific Rim Charter School
advisory system, 78–79
assessment data use, 188, 189, 190
attitude toward retention, 161
basis of success, 88
boundary objects use, 184
college prep focus, 137
commitment to continuous improvement, 142
community meeting, 79–80
culture, 75–77, 127
Culture Guidebook, 75–76, 85
demographics, 73
expectations for staff, 140
expectations for students, 136
faculty workroom, 85–86
formal positive reinforcement, 193
high school learning environment, 71–72
hiring from within, 153
hiring process, 155–156, 162
instructional methodology, 75
internal accountability system, 83–86
KG-PRIDE program, 76, 87, 193
MCAS results, 80
merit bonuses for teachers, 83–86
middle school learning environment, 72–74
mission statement, 131, 132–133
scaffolding students’ development, 86–88
student-teacher interactions, 176
systems used, 182
teacher induction and mentoring, 157, 158
teacher peer observation, 84–85
teachers’ commitment to students, 81–83
teachers’ typical day, 82–83
time allocation, 179, 180–181
vertical alignment of curriculum, 87–88
willingness to fire poor performers, 162, 186
Achievement First, 116
Aims, 41
AmeriCorps, 98
Applegate, B., 159
Blackboard configuration (BBC), 200–201
Bloom’s Taxonomy, 207, 211, 220
Blue Binders at Community Day, 28, 29–31, 189, 205
Bosetti, L., 163
Boston Collegiate Charter School
academic support system, 67
achievement recognition, 56
advisory activities, 54
assessment data use, 188, 189
attitude toward retention, 160–161
basis of success, 58–59
boundary objects use, 184
Code of Conduct, 66
college prep focus, 59–60, 137
commitment to continuous improvement, 142
culture, 66–69
daily assembly, 53
daily routine, 54–58
demographics, 53
disciplinary system, 65–69
Boston Collegiate Charter School (continued)
evaluating “fit,” 150
expectations for staff, 140–141
focus on study habits, 56–57
formal evaluation systems, 187
formal positive reinforcement, 193
hiring from within, 153–154
hiring process, 156, 162
MAPP score, 55, 193
MCAS results, 58
mechanism to ensure parental cooperation, 166
merits and demerits system, 191
mission statement, 131
morning routine, 51–53
student-teacher interactions, 55, 68, 176
systemized observation of teachers, 184
teacher development and acculturation, 62–63
teacher induction and mentoring, 157
teacher observation form, 185
teacher recruitment and hiring, 61
teacher retraining, 63–65
time allocation, 178
willingness to fire poor performers, 162
Boudett, K.P., 188
Boundary practices and boundary objects, 183–184
Bradach, J., 120, 124
Carter, S.C., 114
Center for Education Reform, 96
Charter management organizations (CMOs), 116
Charter School Coherence Model (CSCM)
culture and, 123–124
described, 122–123
interrelationships of elements, 123
people fit and, 124
presence of a clear mission, 150
structures and systems, 124
student outcomes and instruction, 124–125
Charter School Coherence Model around Instruction (CSCMI), 232–233
Charter schools
basis of success, 11, 136–138, 228
beginning of movement, 115–116
coherence model (see Charter School Coherence Model)
commitment to continuous improvement, 141–143
common characteristics, 116–117
concept of dilemmas, 229–231
demographic data, 5–9
focus on test scores, 231
frequently cited concerns about, 4, 6, 9
high expectations as a common success element, 136–138
lack of long-term data, 139–140
notion of coherence, 228
opportunity to embrace new outcomes and measures, 232–233
PELP Framework and, 122, 173
question on how they serve the public, 230
replicable and non-replicable features, 146–147
sense of nimbleness, 143–144
study description (see Charter schools study)
traditional public versus, 3
variations in results achieved, 1–2
See also individual schools
Charter schools study
data analysis, 236–237, 242–243
data collection, 235–236
MCAS results, 239
methodology, 4
observation methodology, 241–242
results meeting protocol, 238
SAT results, 240
school selection criteria, 3–4
threats to validity, 237, 243–244
Childress, Stacey, 118, 121, 134
City, E.A., 188
CMOs (charter management organizations), 116
Code of Conduct, Boston Collegiate, 66
Code of Conduct, MATCH
content, 100–101, 192–193
demerits and detention system, 106–107
enforcement strategies, 103–104
purpose, 102–103, 191
screening students and parents for culture fit, 105–106
screening teachers for culture fit, 104–105
summer academy, 105

Cognitive demand. See Academic tasks and cognitive demand
Coen, D., 222, 224

Coherence in charter schools
coherence model (see Charter School Coherence Model)
importance to urban schools, 117–118
instructional practice and, 198
notion of, 150, 228
strategic coherence, 11, 128–129, 144–146
systems used and, 194
Collins, James, 149, 154
Communiti Day Charter Public School
assessment data use, 29–31, 189
assessments preparation, 205
attitude toward retention, 161
background, 16–17
basis of success, 31–32
behavior management, 194
boundary objects use, 184, 186
college prep focus, 137, 138
culture, 22–25, 26
curricula planning, 202
curriculum maps, 28
data compiled for parents, 31
demographics, 13, 15
end of the day routine, 21
evaluating “fit,” 150
expectations for families, 139
expectations for staff, 140
expectations for students, 137
focus on the individual child, 25–28
formal evaluation systems, 187
hiring process, 155, 156, 162
instructional leaders use, 174
learning environment, 14–16
MCAS data presentation, 29–30
mechanism to ensure parental cooperation, 166
mission statement, 17, 131–132, 133
morning routine, 13–14
organizational chart, 175
parent group, 23
parents’ view of culture, 22
parent-teacher relationship, 23, 165
professional relationships among staff members, 24
student learning assessments, 30–31
student-teacher interactions, 24–25, 176
systemized observation of teachers, 183
teacher induction and mentoring, 157
teachers’ monitoring of own effectiveness, 190
theory of action, 134
typical day described, 17–21
Creed Deeds, Roxbury Prep, 47, 193
CSCM. See Charter School Coherence Model
CSCMI (Charter School Coherence Model around Instruction), 232–233
Cuban, Larry, 229

Culture
Boston Collegiate, 66–69
coherence and, 145–146
commitment to continuous improvement, 141–143
Community Day, 22–25, 26
in CSCM, 123–124
definitions of, 128
expectations for families and, 139
expectations for staff and, 140–141
high expectations as a common success element, 136–138
importance of, 129–130
MATCH, 104–106
Pacific Rim, 75–77, 85, 127
Roxbury Prep, 127
sense of nimbleness, 143–144
strategic coherence and, 11, 128–129, 144–146
systems and, 182, 186
values and expectations and, 135–136
ways to understand a school’s, 130
See also Mission statements
Culture Guidebook at Pacific Rim, 75–76, 85–86
Curriculum-alignment template (CAT), 39, 40
Darling-Hammond, L., 199, 203
Deal, T., 128
Demographics
  Boston Collegiate, 53
  Community Day, 13, 15
data for public and charter schools, 5–9t
  MATCH, 91
  Pacific Rim, 73
  Roxbury Prep, 35
Diamond, J.B., 183
Dilemmas in school management, 229–231
Discipline systems in schools
  behavior management at Community Day, 194
  behavior management at Roxbury Prep, 46–47
  Boston Collegiate system, 65–69, 191, 193
  Code of Conduct at MATCH, 103–104, 106–107
  formal positive reinforcement, 193–194
  merits and demerits, 191
  written behavioral management system, 191, 193
Do-Nows
  Boston Collegiate, 54
  Community Day, 17, 20
  creative work with standards-based model, 40
curricula planning and, 40
  lesson plans and, 41–43
MATCH, 91–93
Pacific Rim, 75
Roxbury Prep, 33, 39, 41, 42, 45
  as a structural element, 200, 201
Drucker, Peter, 118, 130, 142, 232
Education Trust, 115
Elmore, Richard, 140, 173, 188, 198, 224
Family Accountability Contract, Boston Collegiate, 166
Feinberg, Mike, 113
Filby, Nicola, 116
Frederick Douglass Academy, 41
Gill, B., 139
Goldstein, Michael, 97, 98, 108
Graham, Patricia Albjerg, 114
Grossman, A., 118
Hawkins, D., 206
Hiebert, J., 206
Homework Club at Boston Collegiate, 142
Instructional leaders, 174, 175
Instructional practice
  academic tasks and (see Academic tasks and cognitive demand)
  assessments preparation, 203–206
  blackboard configuration, 200–201
  cognitive demand and (see Academic tasks and cognitive demand)
  coherence and, 198
  common elements across classrooms, 221–222
  concerns about kids being overwhelmed, 223–224
  curricula planning, 202–203
  lessons for replication, 224–226
  level and rigor of engagement, 224
  pedagogical challenges, 224
  time on task maximization, 201–202
  variation in instruction and, 198–199, 222–233
Instruction Guidebook at Pacific Rim, 75, 84, 190
Kendall, J.S., 211, 216, 220
Kennedy, Mary, 201
KG-PRIDE program at Pacific Rim, 76, 87, 193
Knowledge Is Power Program (KIPP), 113
Koretz, D., 231
Lake, Robin, 155
Letts, C., 118
Levin, David, 113
Lightfoot, Sara Lawrence, 135
Lubienski, C., 163
Lubienski, S.T., 163
Mad Minutes, 42
MAPP score, Boston Collegiate, 55, 193
Marzano, R.J., 211, 216, 220
Marzano and Kendall’s Taxonomy, 211
Massachusetts Charter Public School Association, 3–4
Massachusetts Comprehensive Assessment System (MCAS)
Boston Collegiate results, 58
Community Day results, 29–30
curricula planning for, 202
MATCH results, 1
Pacific Rim results, 80
preparation for, 203–206
results table, 239
Roxbury Prep results, 38
variations in results achieved, 1–2
Massachusetts Education Reform Act (1993), 2
MATCH Charter School
afternoon instruction routine, 91–92
assessment data use, 188–189
attitude toward teacher retention, 160–161
Code of Conduct, 100–107
college prep focus, 138
commitment to continuous improvement, 143
demerits and detention system, 106–107
demographics, 91
expectations for students, 136
formal evaluation systems, 187–188
hiring from within, 152
hiring process, 156, 162
MATCH Core program, 95–96, 98–99, 138
MCAS results, 1
merits and demerits system, 191, 192–193
mission statement, 96–97, 132
morning routine, 89–91
phone calls home, 100
relationship tripod, 97–98, 165
screening students and parents for culture fit, 105–106
screening teachers for culture fit, 104–105
student of the month program, 100–101
student-teacher interactions, 100, 101, 176
summer academy, 105
systemized observation of teachers, 184, 186
teacher induction and mentoring, 158
teachers’ monitoring of own effectiveness, 190
teachers’ sense of urgency, 107–109
time allocation, 179
tutoring sessions, 93–94
MATCH Core program, 95–96, 98–99, 138
MCAS. See Massachusetts Comprehensive Assessment System
Miron, G., 159
Mission statements
Boston Collegiate, 131
cohesion and, 145
Community Day, 17, 131–132, 133
criteria for effective statements, 131–133
functions of, 130–131
MATCH, 96–97, 132
Pacific Rim, 131, 132–133
Roxbury Prep, 37–38, 132
Monroe, Lorraine, 41, 200
Murnane, R.J., 188
Nadler, David, 119, 120
No Child Left Behind Act of 2001 (NCLB), 3, 114–115
Oliver Wyman Group, 11
O’Reilly, C.A., 120
Organizational models
congruence model, 120
CSCM (see Charter School Coherence Model)
described, 119–120
instructional core element, 120–121
PELP Framework, 173
Oster, S., 130, 145
Pacific Rim Enrichment Program (PREP), 79–80
Parents
culture at Community Day and, 22–23
data compiled for parents at Community Day, 31
Parents (continued)
influence of parental choice on success, 163–165
mechanisms to ensure parental cooperation, 166
parent-teacher relationship at Community Day, 165
schools' expectations for families, 139
screening students and parents for culture fit at MATCH, 105–106
See also Students and families
PEGs (Personal Education Goals), 31
PELP Coherence Framework, 120–122, 173
People
being willing to fire poor performers, 161–162
downside to internal hiring, 154
evaluating "fit," 149–150
homegrown leadership use, 152–154
leadership retention, 151–152
lessons for replication, 167–168
mission-oriented leadership, 151
students and families (see Students and families)
teachers (see Teachers)
Personal Education Goals (PEGs), 31
Peters, T.J., 120
Peterson, K., 128
Phillips, J.R., 120
Porter, Andrew, 206, 215
Porter, Michael, 129, 142
Public Education Leadership Project (PELP), 120–122, 173
Purkey, S., 112
The Red Book, Boston Collegiate, 184, 189
Reeves, D., 114
Roxbury Preparatory Charter School
academic support system, 47–48
assessments preparation, 203–206
blackboard configuration, 200–201
blackboard configuration, 200
boundary objects use, 184
college prep focus, 138
culture, 127
curricula planning, 38–40, 202
daily schedule, 47
demographics, 35
effects on families, 139
effects on staff, 140, 141
effects on students, 136–137
expectations for families, 139
expectations for staff, 140, 141
expectations for students, 136–137
formal positive reinforcement, 193
group work implementation, 42–43
high school prep efforts, 48–49
hiring from within, 153
hiring process, 155, 156, 157, 162
lesson execution, 45–46
lessons plans, 41–43
MCAS results, 2, 38
mechanism to ensure parental cooperation, 166
merits and demerits system, 191
mission statement, 37–38, 132
mission statement, 37
mission statement, 38
student-teacher interactions, 176
systemized observation of teachers, 183
teacher induction and mentoring, 157, 158
teacher inquiry groups, 44–45
time allocation, 178
typical day described, 33–36
weekly assembly, 36–37
willingness to fire poor performers, 162
Ryan, W., 118
SAT tests, 60, 204, 205–206, 240
Schein, Edgar, 128
Shulman, L.S., 222
Sizer, T., 222
Smith, M., 112
SOAPS analysis, 217–218, 220
Spillane, J., 183
Spirit Stick, 47
Staff. See Instructional leaders; Teachers
Stein, M., 206
Structures in high-performing charters
assessments preparation, 203–206
blackboard configuration, 200–201
curricula planning, 202–203
instructional leaders use, 174, 175
lessons for replication, 195–196
monitoring of individual students, 174, 176
number of school days and hours, 177
time allocation, 177–182
time on task maximization, 201–202
traditional schools’ separation of duties, 173–174

**Student and Family Handbook, Boston Collegiate, 191**

Students and families
importance of student fit, 167
influence of parental choice, 163–165
mechanism to ensure parental cooperation, 165–167

See also Parents

Student-teacher interactions
Boston Collegiate, 55, 68, 176
Community Day, 24–25, 176
MATCH, 100, 101, 176
Pacific Rim, 81–83, 176
Roxbury Prep, 176

Systems in high-performing charter schools
assessment data use, 188–190
cohere and, 194
contribution to culture, 182, 186
formal evaluation systems, 187–188
internal accountability, 182–183
lessons for replication, 195–196
observation of teachers with feedback, 183–184
student management, 191–194
systems described, 182

Teacher Retention Committee, Boston Collegiate, 64, 161

Teachers
annual turnover rates, 158–159
charters’ willingness to fire poor performers, 161–162
commitment to students at Pacific Rim, 81–83
cost of attrition, 160
culture at Community Day and, 23
development and acculturation at Boston Collegiate, 62–63
evaluating “fit,” 149–150
formal evaluation systems, 187–188
hiring process, 155–157
importance to school success, 154–155
induction and mentoring, 157–158
inquiry groups at Roxbury Prep, 44–45
link between teacher improvement and firing, 186
merit bonus at Pacific Rim, 84
monitoring of own effectiveness, 190
observation of teachers with verbal feedback, 183–184
peer observation at Pacific Rim, 84–85
professional relationships among staff members, 24
recruitment and hiring at Boston Collegiate, 61
retraining at Boston Collegiate, 63–65
schools’ expectations for staff, 140–141
student-teacher interactions (see Student-teacher interactions)
teachers-turned-leaders in charter schools, 152–154
test data analysis and use at Community Day, 29–31
use of group work at Roxbury Prep, 42–43

Teach for America, 113
Theories of action, 134–135
Tushman, Michael, 119, 120

Urban schools
business strategy applied to education, 118–119
charter school movement, 115–116
definition of nonprofit, 118
importance of coherence, 117–118
organizational models (see Organizational models)
problems with element-by-element approach, 117–118
research into effectiveness of, 112–113
school reform through standardization, 113–115
success elements, 116–117

Walser, Nancy, 232
Waterman, R.H., 120