



CONSIDER THE HEROIC TALENTED TEACHERS AND ADMINISTRATORS OF CHRISTOPHER COLUMBUS HIGH SCHOOL, FORMERLY A “FAILING” SCHOOL NOW A PHASING OUT SCHOOL. COLUMBUS TEACHERS/LEADERS, “...TOOK ALL COMERS” NO MATTER THE BAGGAGE, SPECIAL NEEDS, OR NUMBER OF SCHOOLS A CHILD HAD BEEN TURNED AWAY FROM BECAUSE THEY REPRESENTED “BAD DATA.” AMONG COLUMBUS’S MANY SUCCESSES? ITS Six year graduation rate WAS CLOSE TO 60%...IMPRESSIVE BECAUSE 43% OF THEIR POPULATION IN 08/09 WERE ENGLISH LANGUAGE LEARNERS, MANY WITH SPECIAL NEEDS

NOW APPLY THREE OF PARTNERSHIP FOR STUDENT ADVOCACY’S A.C.T. RECOMMENDATIONS

- Put six-year graduation rates back on the table as viable data for school PROGRESS/success.

Make mandatory AND enforce enrollment of a cross-section of Level 1-4 students in all LOCAL high schools, ending the practice of “warehousing” students who require remediation – and happen TO be the neediest and most academically challenged.

- Revamp the Policy regarding Investment in At-Risk High Needs Populations, LIKE:
 - English Language Learners
 - Special Education STUDENTS
 - Homeless Students
 - Students OF UNDOCUMENTED PARENTS
 - High Poverty Schools
- Stop the overused practice of transferring Over-the-Counter students.

CONSIDER ANOTHER “FAILING” BRONX SCHOOL THAT FORMED ITS OWN COMMITTEE OF COMMUNITY STAKEHOLDERS. THE COMMITTEE OPENED UP A MUCH NEEDED LIBRARY, A SPACE THAT WENT UNUSED IN ITS CO-LOCATED/CAMPUS BUILDING FOR YEARS.

THE COMMUNITY AND PARENT LEADERS WORKED EXTREMELY HARD AND FINALLY OPENED THE LIBRARY. TRY TO VISUALIZE FOR YOURSELF “FAILING” STUDENTS SITTING IN A BEAUTIFUL ROOM AMONGST BOOKS



AND COMPUTERS WORKING ON PROJECTS IN TEAMS WITH THE HELP OF A LIBRARIAN.

THIS VISION WAS A REALITY FOR ONLY A FEW MONTHS UNTIL IT WAS DECIDED THE LIBRARY WASN'T NECESSARY IN THIS UNDERSERVED, POOR NEEDY COMMUNITY. A WIN FOR "FAILING" STUDENTS AND OUTCOMES WAS IN THE END A LOSS.

NOW APPLY PFSA'S ACHIEVE COMMUNITY TRANSPARENCY. RECOMMENDATIONS

- Wrap-around services should be available to enhance the scholastic experience for students with enhanced needs.
- Re-evaluate the current status and wisdom of:
 - Co-locations
 - RE-CREATE Mid Size Schools / Comprehensive Large Schools

- Identify community leaders as partners.

- Return middle management TO THE DOE as a connection to the community:
 - Link Community/City planning with All School decisions/Building
 - GIVE Community Education Councils Power TO VETO ILL ADVISED POLICY THAT HURT COMMUNITY PROGRESS AND STUDENT OUTCOMES

REVIEW THESE AND OTHER PFSA A.C.T. RECOMMENDATIONS THEY ARE ACTIONABLE SOLUTIONS THAT WILL IMPROVE STUDENT OUTCOMES WHILE ALSO RESPECTING THE TAXPAYER

INCREASING DISTANCE LEARNING, FOR EXAMPLE, WILL NOT IMPROVE OUTCOMES OR SPARE THE TAXPAYER. Online schools charge states almost as much as traditional schools AND use TAXPAYER DOLLARS to pay for advertising and lobbying state officials.