



Paula Evans and the Redesign of the Cambridge Rindge and Latin School (A)

Paula Evans, principal of Cambridge Rindge and Latin School (CRLS), was still reeling from the evening's School Committee meeting on the "choice" issue as she drove home late on the night of January 23, 2001. She and the Superintendent, Bobbie D'Alessandro, had put forth a recommendation to continue to suspend parental choice as part of the assignment criterion for incoming students in the newly restructured "small schools" at CRLS. (See Exhibit 1 for the recommendation.) After a contentious meeting, the School Committee had voted against the recommendation, four to three. Evans felt the reinstitution of choice threatened to dismantle all the changes made in the past year.

Evans had arrived as principal a year and a half ago. She spent her first eight months working with the faculty and community to develop a redesign plan for CRLS. Last February the School Committee had voted unanimously in support of the plan, which divided the high school into five equal small schools of 400 students each. Under the new system, students were assigned randomly to one of the five small schools balanced by test scores, gender, and ethnicity, rather than being allowed to select the house to which they would belong, as was the case in the previous structure. Random assignment was meant to ensure a diverse mix of students and teachers and to foster collaboration rather than competition between schools. CRLS had re-opened in September 2000 with the new structure. Now Evans and her new leadership team were involved in the process of developing the new small schools to provide a high level of learning for all CRLS students, not just those students in the high-achieving houses, as had occurred in the former house system. They were working with the faculty on new ways of teaching and learning and on building a new sense of community. She had identified many successes, but a number of significant challenges remained.

The most critical challenge was the "choice" issue. For some parents, choice had become a euphemism for getting their kids into the "best" programs at CRLS. But Evans did not want a school that had simply one "best" program into which all of the savvy parents shepherded their kids. She wanted all the small schools to be excellent, so choice would not be an issue. But choice was firmly ingrained in the Cambridge mindset and important to some parents' sense of control and empowerment in shaping their children's education. These parents appeared to have influenced members of the School Committee in voting to reinstate choice. School Committee member Alice Turkel in particular had a strong base of active constituents who were vocal in their demands to retain choice.

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At the end of the meeting, Evans had threatened to resign. She felt that if choice were reinstated, it would re-segregate the high school within a year and undo the purpose of the redesign. As she drove home, Evans wondered how she would approach her faculty the next day.

Background: Evans's Vision for CRLS

Evans's mandate was to address issues of equity and excellence at CRLS. When she first arrived in Cambridge in June 1999, she heard people suggest that since the elementary schools were feeding students into CRLS with wide disparities in experience, achievement level, and reading skills, it was "working backwards" to begin by addressing equity and quality of program at the high school. But Evans firmly believed that they had to move immediately. She spent her first months in Cambridge figuring out what she had inherited, recognizing that unlike most so-called "failing" urban high schools facing reform, CRLS had many pockets of excellence, such as the sense of community in the Pilot house. But only 13% of CRLS students, for example, were in Pilot. Evans wanted to implement changes that would allow *all* kids to have access to equally successful programs. She felt that they could create "five Pilots within CRLS," so that all the students could be part of a respectful community of learners. From the beginning, she repeated her mantra:

This school is too big as one school; too many kids are anonymous. We will create a setting with small schools so each child is known well by at least one adult, all are challenged academically, and all have the experience of being in a community of learners. We want to address the achievement gap, and to figure out ways to be more challenging to all students, including the higher-achieving students.

Maintaining small schools, as opposed to one comprehensive high school, was important to Evans as a vehicle for fostering a sense of community that seemed to be missing in many of the houses. A growing body of research confirmed that small schools promoted student and faculty engagement in the academic process and in community building, and resulted in improved attendance, performance, discipline, and civility. Evans did not foresee that this would be a contentious issue, because CRLS had already made an initial foray into small schools with the current house system. But Evans felt that the present system, in which eleventh and twelfth graders cross-registered for courses across houses, undermined the benefits of the personal relationships and community building of small schools. She therefore wanted the small schools to be self-contained for all four years. This would mean limiting course selections, since they could not provide every single elective—including photography, modern dance, and theater—in each small school. She anticipated that parents, teachers, and students alike would protest these limitations. She would therefore need to convince the CRLS community that what they would rebuild together would provide a higher quality learning experience.

The student achievement data at CRLS suggested that small school size was a necessary, *but not sufficient*, condition for creating a better learning environment and better student achievement. Small size would have to be combined with new ways of teaching, learning, and working with students. Evans noted that "CRLS had had a culture that endorsed privacy and a culture of blame. We weren't used to working collaboratively, to being public about work, to having discussions about race and class." She wanted to provide significant planning time in the new schedules so teachers could collaborate more effectively, sharing ideas about their work and learning from each other. Evans also wanted to develop an advisory program for students, with the goal of having each student known well by at least one adult, so that students would no longer be "slipping through the cracks." Advisors would work with students throughout their four years at CRLS and serve as their advocates in the building. These new ways of working with colleagues and students would require further

professional development for teachers. Evans did not anticipate a great deal of resistance, since these ideas and goals were consistent with what the Cambridge community had been considering for the past few years.

Evans felt it would not be enough to simply add these elements to the current house structure, because the inequities it had fostered ran too deeply. She believed CRLS would make no progress in reaching all kids unless it abolished the ongoing practice of "tracking"—grouping kids by ability level—which was occurring within some houses, and the *de facto* tracking occurring across houses. Her reading of the research suggested that when implemented properly, heterogeneously mixed classrooms led to better learning for all kids. She believed that students in a classroom rich with varied talents, experiences, cultural backgrounds, learning styles, and income levels could challenge one other both academically and socially. Lower-achieving kids needed high-achievers as role models, and successful kids could be further challenged by interacting with low-performance kids. She wanted to re-divide students and teachers into five new small schools that would reflect the demographic diversity of CRLS. In order to gain support for this, she would need to devise a redesign plan that would distribute resources and programs fairly and equitably. She hoped to reduce the current competition between the schools and encourage in its place shared goals of collaboration and excellence.

This would mean asking the community to accept the dismantling of existing programs that were popular or successful. Perhaps more importantly, it would mean asking parents to give up controlled choice, since students would be assigned randomly to schools balanced by test scores, ethnicity, and gender. Abolishing choice would clearly be difficult to sell to parents and the School Committee, since choice had been an important tenet of the school system for 20 years. Evans anticipated that parents would feel they were losing control over their children's education, particularly those parents who had learned to "work" the system. Evans' plan would only succeed if in the long-run "each school was as good as any other" and there was no one school that students and parents would *not* want to choose.

Driving for Change

Evans had a vision of what CRLS should be. She needed to work with her constituencies to develop and refine a strategy, then implement it to fulfill the vision. But she knew they needed to move quickly. She remembered:

The reason I felt we could move quickly and had to is because this faculty had been thinking about change for years. This wasn't new. If I had come in and people hadn't known what I was talking about in terms of heterogeneous classrooms and small schools, then it would have been a different story, then I would have taken more time. These people had read everything I'd ever read, they'd put together a school reform tome, three and a half inches thick, that I read over the summer. At the end of it, I thought, "What do they need me for?" That process had included faculty, parents, and students. It was the most inclusive process I'd ever seen, thoughtful, with lots of good ideas. I knew if I waited a year, we'd never move. The faculty said they didn't want another process. So I said, "Fine, we're going to move." I'm a little too driven and a little too action-oriented for some people. But we were losing tons and tons of kids. Kids only go through high school once. We don't have a chance to say "Come back in five years, we'll be ready then."

We knew it was going to be busy, it was going to be hard, and we had a tight timeline. I felt the biggest challenge the school would face would be to get used to thinking differently about what we might do here. We were all used to working in a particular way, with particular

structures, even if they didn't produce. And it would be hard to change our collective mindsets because no one knew what it was going to look like, and there was bound to be distress about major change.

Some community members believed that Evans was just the outside push the community needed to make the change. As one CRLS administrator told her, "If you don't do this in the next six months, it will never happen." But she knew it would not be easy. "This is a community where if you were ordering pencils, people wanted a committee to decide what kinds of pencils to order," another administrator explained. She knew some felt that she had an "underdeveloped sense of fear."

What worried Evans was that she would not have her leadership team in place during this first critical year. She would have to wait until the redesign plan was passed to hire anyone new; realistically, not until the spring. She wanted to change the leadership structure because she felt the current structure was inconsistent in terms of titles, levels of administrative support, continuity in leadership, and levels of compensation associated with different job titles. The functional responsibility of the leadership positions had, for a variety of reasons, evolved to a primary focus on managerial issues rather than educational planning and leadership. She wanted to give each small school a Dean of Curriculum and Program and a Dean of Students. (See **Exhibit 2** for current and proposed organizational structures.) Evans also wanted to hire a new assistant principal. She would allow current administrators to apply and be considered, but did not want to guarantee the positions to them. She also knew that hiring a new team would require complex negotiations with the union.

The First Year: Developing and Passing the Plan

Mobilizing the CRLS Faculty

Throughout the first year, rather than frame it as a "reform," Evans preferred to think of the proposed plan as a "redesign." She explained her rationale for the redesign to teachers in a faculty meeting in the first weeks of school. In order to engage them in the process, she invited interested faculty to come together in five "design teams" to start working on preliminary designs for the new small schools. A sixth team worked on the physical redesign of the building. These design teams, involving a total of 40 teachers, met once a week for three hours to consider questions of structure, staffing, and curriculum design. (See **Exhibit 3** for timeline.)

Unable to hire her own leadership team, Evans decided from the beginning to ally herself with people who knew the dynamic and culture of the school. She hired Rob Riordan as a consultant to work with her on development, and later implementation, of the plan. Riordan had been a teacher in Pilot, had run a schoolwide writing center, and had led programs for several years in the Rindge School of Technical Arts. He was well-respected by the faculty and community and had been a key player in prior redesign efforts. Evans asked Riordan to take the lead in handling the tough decisions around the programs that were generating the most faculty concern—particularly vocational education (RSTA) and the bilingual program. Riordan facilitated hours of conversations, some with Evans and some without. Riordan proved adept at coping with the rampant rumors and misinformation.

Starting in her first week, Evans spent part of every day visiting classrooms, finding out what kinds of teaching and learning were occurring. As she got to know teachers and administrators better, she became concerned about the apparent lack of accountability. Some teachers, for example, left the building early without regard for the 2:30 end of the school day. This was discouraging to

other teachers who worked regular hours or stayed late. Evans spent a few afternoons in the first weeks of school waiting in the parking garage when school let out. She also wrote notes to teachers who called in sick when they were not allowed to take personal days, such as the day before a school vacation. This made her some quick enemies; others, however, found it empowering that she was addressing these issues and setting standards for behavior.

A month into the school year, Evans's relationship with the union became adversarial. She held a full faculty meeting to give a progress report and solicit feedback. The design teams decided that at this meeting they wanted to distribute draft versions of the new small school plans in order to get broader faculty input. After the meeting, a teacher filed a grievance through the union based on the hours outlined in one of the proposed schedules. Evans and Riordan felt frustrated that they had shared documents in order to promote clear communication and some teachers had misinterpreted their intent. Evans explained, "We were getting in trouble because we hadn't written 'draft' on a document. It could have been handled in a better way. I don't see the union as full partners on this." Others felt that Evans could have done more to try to mobilize the union, rather than pushing them into making the change. To further complicate matters, the union was involved in negotiations for a new contract, their current contract having expired at the end of August. D'Alessandro eventually had to call in an outside mediator.

The struggle with teachers continued throughout the fall; one School Committee member described it as an "in-house revolution" by the faculty. Some teachers would only meet with Evans if the union representative were present. This was unfortunate, as she had always been viewed as a teacher advocate. Some teachers were actively supportive, though, and would testify for the redesign plan at School Committee meetings.

Winning Over the Parents

Evans made a point from the beginning to be proactive about listening to the community. All fall and winter she, Riordan, D'Alessandro, and the design teams held evening meetings in the elementary schools and other community venues three times a week in an effort to talk to parents about the proposed changes. Riordan explained:

It was a space for parents to meet Paula, to learn about the redesign. We didn't have a final design at that point. We were talking then about their aspirations, our aspirations. We had some parents who followed us from meeting to meeting to hear what we were saying, and raise questions. We had one who said, "I've been listening for three nights now. I was very skeptical at the beginning, but now I see what you are up to, and I'm for it." People were really trying to listen.

Evans recalled, "We were trying to be very clear and up front about what we were trying to do, trying to be convincing, trying to maintain integrity."

Some parents observed that it was a very difficult, even divisive, process. One reported, "From the beginning, some were vocally in favor, some vocally opposed. It divided neighborhoods and communities. Given Cambridge's history, I don't think it could have been otherwise." Issues involving equity ran as undercurrents in the whole city; it was difficult to bring them up for discussion. Evans had arrived in Cambridge on the heels of a racially charged issue involving a principal at one of the elementary schools, and there remained a great deal of distrust. D'Alessandro was quoted in the *Boston Globe* as saying, "I think there is tension within the city about trust and

equity and racism. But I think the city is ready and willing to address them and needs to address them."¹

Many parents felt Evans was moving too quickly and not soliciting sufficient input, and disagreed with her rationale for dismantling functioning programs such as Pilot. One parent explained, "I think [Paula] is very sincere. I also believe she's not in touch with the reality of CRLS. As a parent, I feel I'm in the dark, and I'm not being listened to."² Riordan remembered:

Paula could be impatient with stop-messages, or messages to go slower, which could be perceived by others as not listening. But I saw her do an enormous amount of listening, responding to emails, listening to parents. If she disagreed, she'd let you know. She's very direct. She would say, "This is where we're going for all the kids. What you're suggesting might be good for some, but would hurt these kids." She was able to stay focused on the big picture.

As the fall progressed, Evans started to see more and more parents speaking in favor of the redesign. Many of the parents listened to student and teacher testimonials at the School Committee meetings. In November, Evans and D'Alessandro presented the initial design plan and an overview of the process to the School Committee. During a public comment period, parents and teachers expressed more support than opposition to the ideas.

Engaging the Students

Evans, whom a colleague described as "first and foremost a kid person," went out of her way to get to know students informally and formally. The more time she spent with them, the more it confirmed her sense that the changes should be made. Evans observed that students were segregated largely by race not only in classrooms, but also in the hallways and cafeteria. As one student described it, "If you go outside during lunch, you see people hanging out as it breaks down by class, where you're from in Cambridge. Dominicans with Dominicans, Puerto Ricans with Puerto Ricans, et cetera." Evans also observed that there was not a culture of respect among the students or between the students and teachers. A primary goal of the redesign was to create a diverse community of respectful learners, though she knew it would not happen immediately. Evans explained:

We have to change the student culture. I don't expect the kids to understand and really internalize what this is all about immediately. I don't expect kids to immediately say "I don't want to hang with my guys, I want to be in the most challenging courses in the school." How would they get from here to there? Even with multiple explanations, they are going to have to experience it, they are going to have to have lots of conversations, they are going to have to examine their own assumptions about themselves and their friends and other kids in the school.

Evans tried to solicit student input on the redesign and to explain her rationale so students could understand why the changes were being made. Some students became very involved in the debate on one side or the other. One student, for example, started a petition in opposition to the proposed redesign, eventually garnering 900 signatures. Others spoke out at School Committee meetings against dismantling functioning programs. At the same time, more and more students became advocates of the restructuring. Many Pilot students testified at School Committee meetings about the

¹ Tatiana with Ribadeneira, "A Superintendent's Education," *Boston Globe*, June 21, 1998.

² Mary Hurley, "Redesign of Rindge Unsettles Community Principal," *Boston Globe*, June 25, 2000.

benefits of their program and how important it was to create that opportunity for all kids. A number of parents indicated that it was the Pilot students who ultimately convinced them to be supportive. Some teachers and administrators alleged that much of the student activism was being manipulated by parents, observing that there was a great deal of overlap between vocal kids and vocal parents.

Convincing the School Committee

Shortly after the November elections, the newly elected School Committee began soliciting information from Evans and her colleagues regarding the high school redesign. (See **Exhibit 4** for brief biographies of the new School Committee members.) Evans knew that sometimes the members felt they did not receive sufficient information from the Central Office and CRLS. Evans also knew that as a "sounding board for parents who are upset," the School Committee often received a disproportionate number of complaint phone calls, while people rarely sought them out to offer positive commentary. She did her best to pass along documents concerning the evolution of the proposal, as well as relevant research supporting the choices she and the design teams were making. She tended to interact directly with School Committee members only at their bi-monthly meetings, preferring to have D'Alessandro serve as their contact most of the time. As Evans explained, "We strategized about School Committee. I quickly found that I had to have direct conversations with them so that they clearly understood my point of view. I tended to want to be much more direct than Bobbie. We sometimes complemented each other well; at other times, I think we sent mixed messages." D'Alessandro explained, "I backed Paula on every decision. We wrestled on some of them, but came out and presented a united front." Evans and D'Alessandro tended to speak several times a week, sometimes including weekends, usually briefly and, as Evans explained, "too often around a crisis." They had agreed initially to meet for dinner once every six weeks, but so far it had proven too difficult to find the time.

D'Alessandro and Evans developed a CRLS redesign plan that D'Alessandro submitted to the School Committee on January 11. This plan was quite detailed, covering rationale, common design elements, architectural redesign, administrative structure, teacher assignment, curriculum and schedule, phased implementation, timeframe, outreach, budget, and summary of relevant research on small schools.

A one-page recommendation accompanied the plan, in which, in simple and straightforward language, the Superintendent proposed five actions: (1) restructuring the current houses into five schools; (2) basing the school assignment process for incoming ninth graders on gender, ethnicity, elementary school district of residence, and academic achievement indicators; (3) replacing the current administrative structure with a Dean of Curriculum and Program and a Dean of Students in each school; (4) offering an Early Retirement Incentive Program for teachers and administrators; and (5) conducting impact bargaining with the Cambridge Teachers Association as required.

The School Committee rewrote the Superintendent's recommendation and asked her to resubmit it. Whereas the original recommendation had five simple provisions, this rewritten version contained six lengthy provisions and 20 sub-provisions. Foremost among the School Committee's concerns was the issue of choice, which they wished to have included as a factor in student assignment beginning with the 2001-2002 school year. Another important issue for the School Committee was ongoing engagement and consultation with different constituencies as the redesign moved forward. The School Committee was also concerned that the faculty receive the training necessary to develop effective teaching strategies, and that they be held accountable for setting and meeting the high standards that the redesign was intended to bring about. D'Alessandro and Evans submitted a revised recommendation based on the School Committee's draft on February 3. (See **Exhibit 5** for a graphical comparison of the current vs. proposed CRLS.) Evans had argued against compromising on

the inclusion of "choice" in this recommendation, but D'Alessandro convinced her that "choice" was open to interpretation and did not necessarily mean "small school choice," and hence did not require a return to the old system in which choice was the determining factor in assignment of students to small schools.

On the evening of February 3, the School Committee met to vote on the revised recommendation submitted by D'Alessandro. The CTA leadership led off the meeting with a statement in support of the redesign, contrary to the position they had taken thus far. Over 100 community members attended the meeting, and over one third spoke during the public comment period. After five hours of comments and deliberation, the School Committee voted unanimously in support of the recommendation. (See Exhibit 6 for the recommendation as approved by the School Committee.) The unanimous vote was a very dramatic public statement. Some felt the School Committee, without any concrete data that the redesign would lead to increased student achievement, took a "leap of faith" that this would produce the results it wanted. School Committee member Fred Fantini, the most veteran member, reflected:

Having gone through a failed effort to reform RSTA 12 years ago, I was particularly sensitive around this one. I knew the consequences of failed reform. I talked to a change agent CEO at a company in Cambridge about the change process, how to make it successful. He told me, you really are supporting a change agent in Paula Evans. The first people to run from change are elected officials, because the tendency is to flee from the hard decisions. He said, if you can support 70%-80% of the change, you need to support 100%. Because you'll never support all of it, but it's key that in this environment you are perceived as supportive. As an elected official, you have to stay on board. It's important that people looking to the School Committee see us as united, a sense of strength. I told other members that it was important that our vote be unanimous, otherwise we would be perceived as weak.

Vice-Chair Denise Simmons, who cast her vote with "grave reservations," remained unconvinced:

I voted for it to say "I won't stand in the way of whatever it is you're doing, but I'll be looking over your shoulder the whole time." This was Paula Evans's plan, not the School Committee's plan or the Superintendent's plan. Minority parents were left out of the decision making process. No one seemed to know the inner workings. I'm not convinced. You gave me nothing in writing to show how you are going to turn achievement around, so I feel I have nothing to hold you accountable to. If you say restructuring means every child will be known by at least one adult, smaller schools—tell me how that impacts student achievement. All the good warm fuzzies can't get you a job or get you into a good college. I think they should be accountable for student achievement. "Every child will be known by at least one adult" is not a goal worthy of turning the high school on its head.

Most constituencies, including parents, teachers, and the School Committee, did not seem to understand the extent to which Evans had compromised on three key aspects of this plan. First, she had wanted five completely autonomous schools, but agreed to allow limited cross registration across schools because the community was unwilling to restrict course offerings to the degree she proposed. Second, she had wanted to regroup the students immediately across all four grades, but agreed to begin with only ninth and tenth grades because the community was wary of moving too quickly. In order to maintain some continuity for eleventh and twelfth graders, each existing house (except Pilot, which was smaller) would be divided into two equally balanced groups of upperclassmen, which would then be mixed with other groups to form the new schools (for example, half of Leadership would be in School 2 mixed with half of Academy, and the other half would be in School 5 mixed with half of Fundamental). And third, she had compromised on the inclusion of the word "choice" in the revised plan.

Physical Renovation

Before implementing the more significant elements of the new plan, Evans and her colleagues had to get through the nuts and bolts of the physical restructuring. They had to regroup both the teachers and the students into small schools, and find an equitable way to split up the physical space. Evans worked closely with Riordan on all these decisions. It was not easy; faculty reactions came, as Riordan described, like "waves of hysteria sweeping over the bow." Evans and Riordan did their best to include faculty input at every step. Evans still did not have her leadership team together, which frustrated her, but the process had to keep moving forward if the small schools were to be ready by the time CRLS opened in September.

Assigning the teachers to the different small schools proved to be a stressful time for everyone. Evans tried to accommodate teacher requests to stay together while still balancing faculty among schools by subject area, experience, gender, and ethnicity. The day after the new school-by-school faculty lists were posted, Riordan was available to speak with teachers. One staff member told Riordan, "I can't pick one single school I'd most like my kid to go to, or any school I wouldn't like my kid to go to." These equivalent schools were exactly the intended outcome.

David Stephen, an architect and former RSTA teacher, created a plan dividing CRLS into five spaces of similar size and resources. Since there was so much anxiety around the physical space issue, Evans and Riordan allowed teachers to work together within their new small schools to decide how to divide up the space. Ultimately, nearly every teacher switched classrooms, some after decades of being in the same place. The process was "excruciating," according to one teacher. Riordan recalled: "I said to teachers, we're aiming for as little upset as possible, and hopefully at the end of all these decisions, we'll have a good batting average." Meanwhile, they had teams of teachers working together to design the program and curriculum for the small schools. About 50% of teachers became involved.

In April, Evans posted the openings for the new deans. The hiring committee interviewed over two dozen candidates from around the country, as well as more than a dozen internal candidates. The hiring committee was composed of Evans, teachers, parents, and students. Evans was thrilled with the team she ended up hiring, 10 new deans and a new Assistant Principal. (See Exhibit 7 for brief biographies of the assistant principal and new deans.)

The 1999-2000 school year ended in June. For many, it was a difficult time. The closing of the Pilot program was particularly difficult, even for those who supported the redesign. Riordan explained, "Pilot was the longest running public alternative high school in the country. And it's gone. It is no more. That was a really tough decision." The teachers were vocal about how hard it was; community newspapers ran several stories indicating their uneasiness. Linda S. Lipkin, an English teacher in Pilot, explained, "The faculty is walking around like the air is poisonous. Everybody's anxieties are coming out because there's so much uncertainty."³

There was not the usual time to pause over the summer. Teachers packed and the custodial staff physically relocated the contents of nearly every classroom. Several professional development opportunities for faculty, particularly around working with heterogeneously mixed classrooms, were offered. Overall, the process was exhausting. There were many people on board, but others were resisting it at every step. Evans remembered:

I've never worked this hard in my life. And I've always been a hard worker, putting in ten hour days, but I've never worked like this. This has consumed me entirely in a not-so-healthy

³ Holbrook, "Cambridge schools lick wounds after a year of painful decisions," *Crimson*, June 8, 2000.

way. It's been incredibly challenging, and very exciting, very anxiety-provoking, too intense. I've stopped sleeping and eating, lost eight pounds in the first month and a half of school. I don't talk about anything else. It's a bit like having a first newborn. It's the first six weeks—everything is focused only on that experience, there's nothing else. That's what this year has been like. I'm hoping this next year won't be a duplicate. I can't keep this up. One person can't make it happen.

The Second Year: The New CRLS

School re-opened in September 2000 with the new design. Evans knew they had to make sure the five small schools operated smoothly and provided better opportunities for learning than the previous house system. And they had to do it quickly. If not, some parents would feel their kids were being "sacrificed"—kids only went through high school once, and parents would not wait patiently through a "transition period" until details got straightened out. She also had to ensure that all the small schools developed equally well, so that parents would not see the reinstatement of "choice" as the solution to any challenges that arose in the new system.

During the fall, it became clear that there were many successes, but also numerous obstacles. Evans' new leadership team was developing new ways of working among teachers and with students and parents. Significant challenges remained, however, particularly around heterogeneous classes.

Successes

In the first few weeks and months, Evans identified some clear successes. Evans was particularly pleased with her "leadership team," as she referred to the assistant principal and ten deans. She explained, "The team I work with is exceptional, and I've worked with leadership teams around the country. They are smart, sensitive, and creative, and are really able to be helpful with their colleagues. Different ones have different strengths, and they know it. We're working as a fabulously cohesive group." Even though there still existed some antagonism between many teachers and Evans, all reports about the deans were positive. She saw them working hard with faculty in their schools and together across schools. Several of the deans mentioned how empowered they felt by the autonomy of the small school structure. As Meg Anderson, a dean in School 4, observed, "the beauty of the autonomy of small schools is that people can get excited about ideas that grow in an organic way out of the experiences of people in the schools. People are open to trying new things."

Evans heard from her leadership team that teachers were beginning to work together differently. As Anderson reported, "The staff in the school are starting to learn to work in different ways. They are used to being isolated, not asking questions, but that's starting to change. They are meeting more, and having substantive conversations about teaching and about student work." In most schools, core teams with teachers primarily from language arts and social studies, and in a few cases science, were working together to integrate their separate curricula. That way, for example, when the tenth grade social studies teacher was teaching the French Revolution, the English teacher could assign *Les Misérables*. School Five in addition offered an innovative year-long program that integrated the fine and technical arts. In some schools the advisors were beginning to collaborate on their approaches to students as well. Evans continued to visit classrooms regularly, monitoring progress and ensuring that teachers remained focused on academic rigor. She and her deans were constantly on the lookout for ways to support teachers. She remembered, "I visited a biology class where the teacher was working brilliantly with students. All she needed was a teacher's aid in the classroom, and the class would absolutely sing. So we worked on ways to get her an aide."

Together, teachers and deans were working differently—and more creatively—with students around academics and behavior. For the first time they opened the school year with a one-day freshman orientation and a freshman barbeque, both of which were well-attended and well-appreciated. They found innovative ways to evaluate students and showcase their work. For example, several small schools held “coffee houses” where students shared artwork and writing projects with parents and teachers. The advising program, according to students, teachers, and parents, was helping faculty to connect with more students one-on-one. Deans and teachers were also proactively seeking new ways to address discipline issues. Deb Socia, a dean in School 2, explained:

We have changed some ways of disciplining kids. For example, we had a student who was depressed, and having trouble with his medications. He just couldn't get up in the morning. So we changed around his schedule, rearranged everything so he can come in at 10:00a.m.. We didn't make a big deal about it, we just did it. It's a question of making it happen. We've done a few of these things. We have some kids who can't get up in the morning—so we call them every morning, and say, “Come to school, we really want you here.” We had a student with some serious behavior problems. We gave her a pass to carry in her pocket. If she had a problem, she could give her teacher the pass and come to see me before she escalated. So she could come in, we'd shut the door, she could yell and scream a little, get it all out, then go back to class. She's a great kid, we didn't want to lose her. Since we gave her the pass, she hasn't come once.

The leadership team was also focused on improving parental involvement. They were trying both to connect with previously silent parents and to be more receptive to active parents, some of whom believed that their voices were not always sufficiently heard at CRLS. One dean explained, “If we had a student who was failing a course, his or her parents got a letter with a list of support options, suggestions for the family, times they could come in and talk to the teacher. We were inundated by parent calls after we sent those letters.” Some parents reported that this was the first time their dealings with the high school had been a “humane experience.”

Ongoing Challenges

Alongside these successes remained numerous challenges. From the beginning of the school year, there were the usual complaints about new teachers and about students being unable to get all their first choices in course selection. Of even more significance were the huge problems that resulted from the second year of implementing a new software system for scheduling (some students received blank schedules, for example, or were given six periods of gym). Administrators began addressing these problems in August when they first became apparent, but their impact was a shaky start to the first school year under the redesign.

A few months into the school year, many teachers were still having trouble coping with the change. Anderson explained, “It's as if someone had died. It takes people time to change, to adjust to something new. They're working towards something, but they miss what they had before. There's an enormous amount of new learning.” Some worried that teacher morale was low; others pointed out that morale had been low before the redesign. As one said, “There would have been a morale problem no matter who did it, or how they did it.” Meanwhile, Evans was faced with the possibility of losing up to 25 out of 185 teachers in the next two years because of a new statewide early retirement package. She made an early effort to recruit new teachers, particularly minorities.

Teaching to heterogeneous groups was proving to be an extremely difficult issue for nearly all faculty members. Teachers needed additional professional development because they were now dealing with students reading on a range of levels, from fourth grade to college. Some parents

suggested that heterogeneous grouping was leading to “dumbing down,” or teaching to the lowest common denominator. Deans and teachers were trying to find ways to ensure that courses were still challenging to all students. Evans knew it was important to find ways to build trust and provide support for the teachers. Larry Aaronson, a veteran teacher who had taught in the Pilot program, explained:

At the age of 60, I'm in a startup. The issue is heterogeneity. We don't know how to do it; it's so difficult. The restructuring changed the quality of teacher conversations: now we're all saying, “They can't read!” We used to just shuffle off the kids who couldn't read, praise the teachers who dealt with them. The school successes were living off the back of the failures. Now we're forced to deal with how much of it doesn't work. We feel scared. What if it doesn't work? Suppose the whole thing is wrong? Then what have we done? That's why there's such resistance.

Deans were constantly focused on supporting teachers. Some were developing non-evaluative mentoring programs among the teachers, while others made a point to cover classes for teachers so they could observe one other teaching.

All fall, Evans heard repeatedly from parents with ongoing concerns. Most of the parents supported the need to address the equity issue, but remained unconvinced that it had been worth dismantling what had been working well. The School Committee held a “public forum” in November, two months into the redesign, to hear reactions and opinions. The meeting was well attended, but as usual did not accurately reflect the demographic diversity of CRLS; attending parents were predominantly white mothers. Evans listened to their comments, most of which expressed anger and frustration around scheduling errors at the beginning of the year and dissatisfaction with heterogeneous classes. Many parents explained that their previously successful students were no longer being challenged; several tenth-grade parents reported that their children were “reading books they'd read in the fifth grade.” Some felt betrayed. As one mother explained:

I feel like this is the story of the Emperor's New Clothes. Last year I sat through all the School Committee meetings about the restructure. I felt like it was really interesting ideology, but that it never connected with reality. Once it got voted, I said I really hope I just didn't understand it, these professionals will pull it off, my daughter will come to school and it will be wonderful. Things will need work here and there, but it'll be exciting. But with all the confusion, I feel very little has changed, except to add additional confusion. Teachers and deans are drowning in bureaucratic confusion, trying to rebuild while trying to run a school and deliver education.

Parents also mentioned that since the small schools were not implementing identical policies, some might be “better” than others. This increased Evans's concern around choice. It was clear that parents were trying to figure out which schools were “better” and wanted the opportunity to work the system in order to get their children into them.

Evaluating the Redesign

Meanwhile, the School Committee was still clamoring for additional data. After the November parents' meeting, they held a meeting with Evans and her leadership team to hear their responses to particular complaints. Evans allowed her deans to respond as individual small schools and to address the majority of the School Committee's questions. Evans knew that the School Committee members were pushing hard on accountability and wanted hard and fast indicators, even though CRLS was

only two-and-a-half months into the redesign. This was consistent with a national trend that emphasized standardized tests as indicators of student achievement. Simmons explained:

The School Committee needs to get updates. I want to see on a chart goals and achievement and how they relate to the redesign. I hear that more kids are going to homework centers—let me see what MCAS says, whether the percentage of children failing courses changes. Then the number of students in the homework centers means something to me. Some of the School Committee members are saying, “Be hands off, let them run the high school.” I don’t want to run it; I know I’m not qualified for that. But I am an elected official, and I’m supposed to write policy around the education of children. I want quarterly reports. That way, if we see a problem area, we can meet with people and help them figure out how to fix it.

With all the hard work on the redesign, there were still not many of the hard “quick wins” that could be touted; for example, no enormous leap in test scores. Evans was not surprised, since the goals of the redesign were around changing behaviors. Caroline Hunter, Assistant Principal, explained:

We’re changing how achievement is defined. We can’t promise results in one year collectively—we need to look at it one student at a time. Can we reach individuals before it’s too late? How can we change the services so we get support to the people who need it? I want to raise some caution around quantitative versus qualitative results. Quantitatively, it’s too soon to know. To look for results right now means you don’t quite understand what the job is. Some of the problems go back to the elementary schools—the fact that so many kids arrive reading two levels below grade level. We want students to feel excited about school, challenged, have good relationships with their peers. Those are better measures of success.

There is no magic wand. It’s one thing to provide a good education for a child who goes home to parents who are involved, and to a well-lit workdesk. The bigger challenge of education is for the kid who doesn’t have it all, to provide the incentive and environment for that child. We don’t need to tell parents “wait 10 years.” I just want to tell them there’s no magic. It will take time.

In terms of qualitative or “soft” indicators, Evans believed that their unqualified success in constructing and renovating the physical facility, moving without incident three-fourths of the faculty, hiring and orienting a brand new administrative team, and holding one whole school and five small school assemblies at the beginning of the school year represented some important but hard-to-quantify quick wins.

The Choice Issue

By December 2000, the School Committee was pressing D’Alessandro to revisit the choice issue, which remained contentious. Members requested a working paper on how choice would be added to the criteria for making assignments of incoming ninth grade students to small schools for the upcoming school year. D’Alessandro and Evans discussed it and agreed that choice should not be included in the assignment criteria. Evans nevertheless held informal meetings with School Committee members to explore the issue. On January 23, 2001, D’Alessandro submitted her recommendation to the School Committee that choice be suspended through the next three school years, with re-assessment after the second year.

Advocates for choice felt that it remained key to parental involvement and empowerment in shaping their children’s education. School Committee member Alice Turkel explained, “I am a deep

believer in choice. When the parents, community, and faculty all believe in the same program, whatever the program is, then it works. We need to empower parents to help them figure out what works for the community. Choice allows parents to feel that we're addressing their needs. I hope we will see five vibrant, different schools with real equality." Advocates also felt choice was critical to keeping kids from affluent families in the public schools, rather than having them pulled out and placed in private schools. As one explained, "You can't have diversity and heterogeneous groups if parents won't send their kids to the school."

Critics felt choice was against the mentality of the change. Evans, D'Alessandro, the deans, and the current mayor were all in agreement that reinstituting choice would undermine the current redesign by resegregating the schools by race and socioeconomic status. Evans explained, "The School Committee members still want choice, even though all the schools are the same. We want the deans working together right now. Over time, they may develop different characters; not now. Now we're a community, all trying to change the culture together."

The School Committee met that evening to consider D'Alessandro's proposal. After a combative five hour meeting, the School Committee voted 4-3 to reject the proposal. Segat, Simmons, Turkel, and Walser voted against; Fantini, Grassi, and Mayor Galluccio voted in support. Evans announced that she would resign unless the School Committee reversed its decision and allowed the current system of random assignment to continue. She explained:

This is something I can't live with, because of what I saw existed in this school prior to my arrival: essentially, the racial and class segregation in the school. It's natural for kids to want to be with their friends. I feel certain that within a year's time the school would resegregate itself into what it had been prior to this year, in which case we will have wasted enormous human resources, financial resources, trying to make this change. We have a wonderful mix of kids in the ninth grade in each one of the small schools, and everyone will attest to that.

Evans had to figure out what to do. She understood that the only means for a revote on the measure was if a School Committee member on the prevailing side called for it. She wondered how she should communicate with the faculty the next day. She wondered if it was better to handle it herself, or to let her leadership team speak with the faculty within each of the small schools? Should she call a staff meeting? If so, what should she say?

Exhibit 1 Recommendation on Choice

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141



January 23, 2001

To The Honorable Members of the School Committee:

Cambridge Rindge and Latin School—Ninth Grade Student Registration and Assignment Process:

Recommendation: That the School Committee receive the following information regarding the Cambridge Rindge and Latin School 9th grade student registration and school assignment process for school year 2001-02 beginning September 2001:

1. February 2000, the School Committee approved the CRLS Redesign plan which included restructuring the High School into five new schools within CRLS.
2. As part of that redesign, the process of assigning students to the new schools was changed from the previous house choice/assignment process to not include choice. This was done in support of the following:

"That the Cambridge School Committee believes that there are educational benefits to providing students the opportunity to attend school with students from diverse backgrounds and to avoiding the educational harms of racial isolation. The Cambridge School Committee defines diversity broadly to include a variety of factors, such as race, ethnicity, gender, socioeconomic status, geographic district of residence and achievement. Because the high school redesign plan assigns each high school student to one of five schools, for the 2000-2001 school year, the Superintendent may use the above diversity factors to assign students to one of the five schools."

3. The redesign plan also stated that:

"Beginning with the 2001-2002 school year, the Superintendent will include choice as one of the factors in assigning students."

4. The original recommendation was made based on student demographic and performance data in the old house system that showed significant disparities among houses in racial and socioeconomic demographics and student performance indicators.

The Cambridge School Department is an equal opportunity/affirmative action employer

5. The change was designed to break from the patterns of the past and seek a broader definition of diversity and implementation, in practice, that definition [should read "in practice, of heterogeneous groupings of students"]. This direction was very strongly recommended by CRLS Principal, Paula Evans, and supported by the CRLS staff and School Counsel.
6. The High School Principal and school leadership have strongly recommended to us that we continue the assignment process initiated last year, in order to continue making a strong effort at practicing diversity across all five schools to the maximum extent feasible. She believes, as do we, that the new assignment process has had insufficient time to develop the desired efforts.
7. We are therefore recommending to continue the current assignment process for the next two school years (2001-02 and 2003-03), and to reassess the results at that time. This will give us a three-year window to monitor and assess the effectiveness of this initiative. Data such as that provided in the attachments will be updated and provided to the School Committee each year.
8. The high school will continue to attempt to accommodate first choices for world languages and for other electives for incoming 9th grade students, including allowing some course selections/assignments outside of a student's small school where spaces are available and the core program is not compromised, as was done this past year. This does not guarantee every student will receive their first choice (nor has this ever been the case).

Description: Attached is a snapshot of CRLS demographic data as of 11/13/00, including both 9th grade student data and 9-12 data by small school. Also attached is a one-page description of the current assignment process, and a copy of the letter and survey form sent to parents for the Eighth Grade Family Information Night at CRLS on Tuesday, January 30, 2001.

Supporting Data: School Committee Order C00-407 dated 2/3/00 (attached).

Respectfully submitted,

Bobbie D'Alessandro

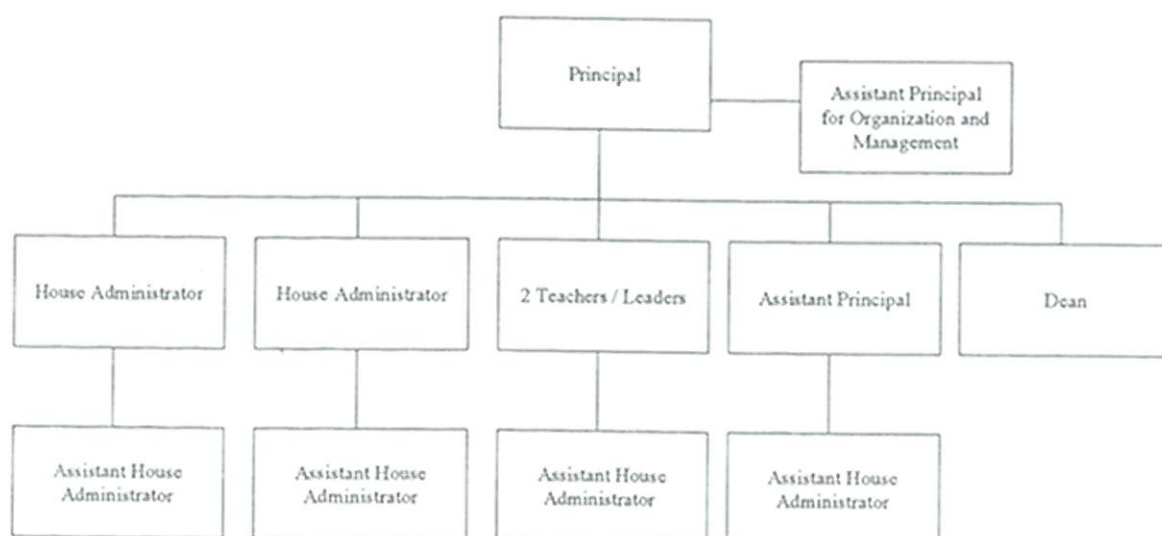
Bobbie D'Alessandro
Superintendent of Schools

BD/th

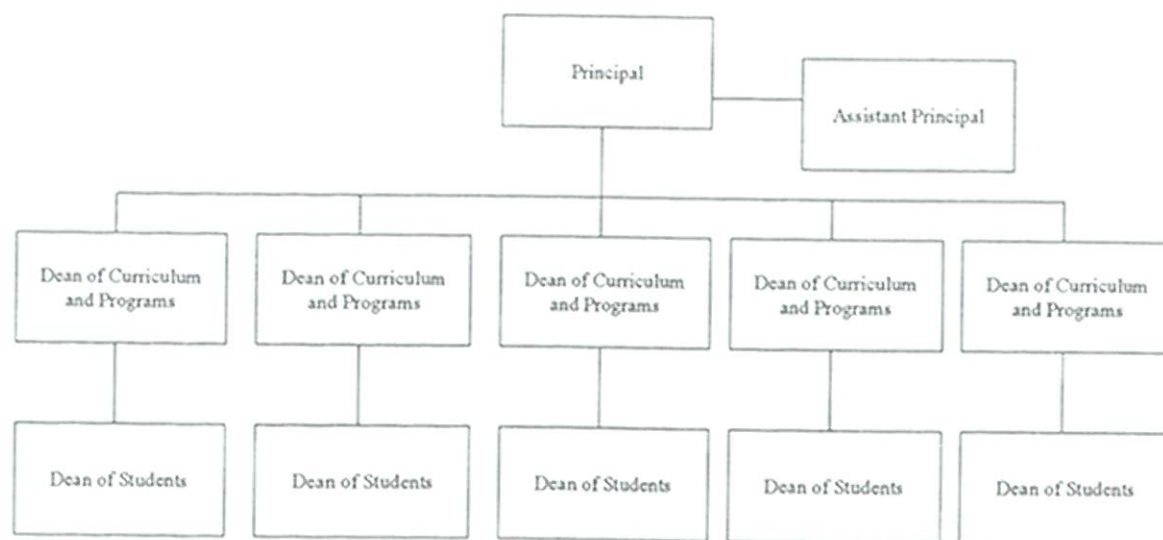
Source: Cambridge Public Schools.

Exhibit 2 CRLS Administrative Structure: Current and Proposed

Current (1999)

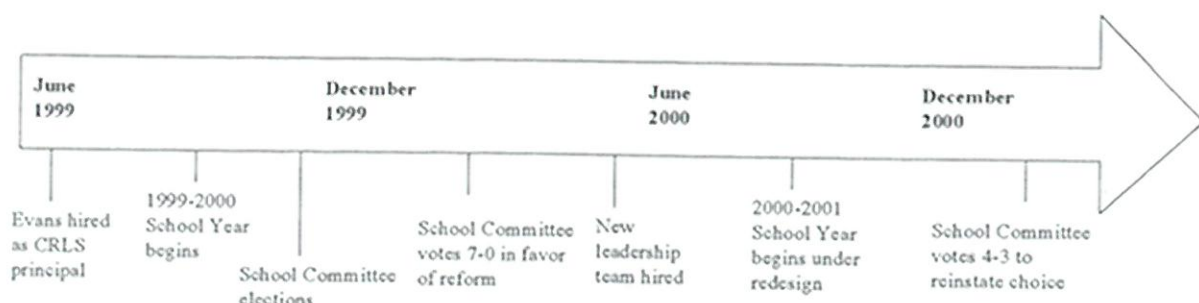


Proposed



Source: Cambridge Public Schools.

Exhibit 3 Timeline



Source: Created by author.

Exhibit 4 Brief Biographies of New School Committee Members

Fred Fantini Fantini, a lifelong resident of Cambridge, and graduate of the Cambridge Public Schools, was the senior member of the Committee, serving his ninth term. An Assistant Treasurer and Assistant Tax Collector for the Town of Arlington, Fred received his Master's Degree in Management in May of 1999 from Cambridge College, and his undergraduate degree from Bentley College.

Nancy Walser Walser was serving her first term on the School Committee. She was known in the community as author of the annual "Parents Guide to Cambridge Schools." She was also a founding member of Cambridge United for Education (CUE), a city-wide parents organization dedicated to excellence in public schools. Walser had worked as a newspaper reporter for many publications, including States News Service in Washington D.C., the Boston Globe, and the Boston bureau of the New York Times. Since 1994, Walser had worked part-time as a freelance writer and as a consulting editor for the Harvard Education Letter. She held a B.A. with honors in English from the University of Texas at Austin. Walser and her husband had two children who attended Cambridge elementary schools.

Ken Reeves A Cambridge native and a lawyer by trade, Reeves was first elected to the Cambridge City Council in 1989 and succeeded in keeping his seat in every subsequent election. He served as Vice Mayor in his first term (1990-92) and as Mayor in the following two terms (1992-1995). He had the distinction of being both the first African-American mayor in Massachusetts history and the first openly gay African-American mayor in the United States. He was serving as Acting Mayor and Acting Chairman of the School Committee when the Committee voted on the CRLS redesign plan on the evening of February 3, 2000.

Anthony Galluccio Galluccio became Mayor of Cambridge in February 2000. His family had been active in Cambridge politics—his father, an Italian immigrant from Avellino, Italy, had served four terms on the Cambridge School Committee. Galluccio graduated from Cambridge Rindge and Latin in 1985 and Providence College in 1989. In 1996 he graduated cum laude from Suffolk Law School. He was admitted to the Massachusetts Bar in December 1997. He became a City Council member in 1993.

Source: <http://www.cps.ci.cambridge.ma.us/scomm/SComm.htm> and other public sources.

Exhibit 5 Selected Features of CRLS redesign

	Current Year	2000-2001	2002-2003
Structure	Five houses of varying size.	Five schools of similar size, common elements, evolving programs.	Five schools of similar size, common elements, customized programming, rich field experiences connected to academics.
	Uneven distribution of students by race, class, and academic achievement.	Even distribution of students. Bilingual students distributed across 3 schools.	Even distribution of students. Bilingual students distributed across 3 schools.
	Students take courses across the houses.	Grade 9-10 students take courses within their own schools. Grade 11-12 students take courses across CRLS.	Grade 9-12 students take most courses within their own schools. Extensive field learning, some schoolwide offerings.
Space	Two houses have "common" area.	Each small school has "common" area. International Student Center for bilingual and mainstream students.	Even distribution of staff, flexible scheduling.
Staffing	Uneven distribution of staff by subject area, special needs, etc.	Even distribution of staff.	Even distribution of staff, flexible scheduling.
Curriculum	Grade 9 or 9-10 cores; core classes often take place outside of house.	Grade 9 or 9-10 core courses take place within small school.	Grade 9 or 9-10 cores and most upper-level courses take place within or through small school. "Customized" curriculum.
Teaching	Some faculty/staff do not teach.	All faculty/staff teach.	All faculty/staff teach. Community partners teach, too.
	Very little common planning time.	Common planning time for teacher teams.	Common planning time for teacher teams.
	Wide variation in teacher loads.	Maximum teacher load of 80 for grade 9.	Maximum teacher load of 80
Guidance	Advising for ninth grade only.	Advising for grades 9-10.	Advising for grades 9-12.
	Guidance counselor load of 160+.	Guidance counselor load of 160+, supported by teacher-advisor groups, grades 9-10.	Guidance counselors support and are supported by teacher advisors, grades 9-12.
	Contact person: guidance counselor, administrator	Contact person: advisor, guidance counselor, administrator.	Contact person: advisor, guidance counselor, administrator, community mentors.
Activities	Schoolwide: sports teams, band, orchestra, drama festival, clubs and other teams, service groups, etc.	Schoolwide: sports teams, band, orchestra, drama festival, clubs and other teams, service groups, etc., plus small school drama, arts, intramural sports.	Schoolwide: sports teams, band, orchestra, drama festival, clubs and other teams, service groups, etc., plus small school drama, arts, intramural sports.

Source: Cambridge Public Schools.

Exhibit 6 CRLS Redesign Plan as Approved by the Cambridge School Committee

ORDERED:

That Superintendent's Recommendation, Cambridge Rindge and Latin School Redesign, be adopted as amended as follows: that the School Committee approve the following action relating to the redesign of Cambridge Rindge and Latin School to effectively support student learning and achievement and the attainment of secondary education goals and objectives.

- That the current five houses within the Cambridge Rindge and Latin School (C.R.L.S.) be restructured as five Schools within C.R.L.S., effective September 1, 2000, consistent with the Proposal for Organizational Redesign to Effectively Support Student Learning and Achievement.
- That the Cambridge School Committee believes that there are educational benefits to providing students the opportunity to attend school with students from diverse backgrounds and to avoiding the educational harms of racial isolation. The Cambridge School Committee defines diversity broadly to include a variety of factors, such as race, ethnicity, gender, socioeconomic status, geographic district of residence and achievement. Because the high school redesign plan assigns each high school student to one of five schools, for the 2000-2001 school year, the Superintendent may use the above diversity factors to assign students to one of the five schools. In addition, for the 2000-2001 school year, additional information from the family questionnaire will be taken into account. By April 18, 2000, the Superintendent shall advise the School Committee regarding further details of how students will be assigned to each school. Beginning with the 2001-2002 school year, the Superintendent will include choice as one of the factors in assigning students.
- That the current secondary level House Administrator, Assistant House Administrator, Assistant Principal of Organization and Management, Dean, and Teacher/Leaders be eliminated effective June 30, 2000, to be replaced by the position of a Dean of Curriculum and Program, and Dean of Students to head each of the five new schools within C.R.L.S., and, a restructured Assistant Principal position that reports directly to the Principal of C.R.L.S., as described in the Proposal for Organizational Redesign to Effectively Support Student Learning and Achievement.
- That the School Committee authorize the Superintendent to bargain with the Cambridge Teachers Association about an Early Retirement Incentive Program for C.R.L.S. teachers and administrators for the current school year, which may be part of a broader Early Retirement Incentive Program throughout the system.
- That the Cambridge School Committee will engage in bargaining with the Cambridge Teachers Association concerning the high school redesign, as required by law.
- The Cambridge School Committee agrees with the Cambridge Teachers Association on the necessity of bargaining relating to the high school redesign, and supports the parties' intention to commence such bargaining at the scheduled mediation session on February 4, 2000 between the Cambridge Teachers Association and the Cambridge School Committee, and to continue such bargaining on an expedited basis. It is the desire of the Cambridge School Committee, in concurrence with the Cambridge Teachers Association, to complete such bargaining by February 29, 2000.
- That consistent with the Proposal for Organizational Redesign to Effectively Support Student Learning and Achievement, the redesign will include:
- There will be ongoing engagement with School Council, students, parents, and community.
- The School Committee will meet with the High School Principal and School Council no fewer than three times a year, starting this spring, to report progress and discuss concerns relative to the C.R.L.S. redesign.
- The Executive Director of R.S.T.A., the High School Principal, the C.R.L.S. School Council and the R.S.T.A. parent representatives will meet with the School Committee in the Spring to discuss a vision and plan for technical, business and career education.

- The roles of advisors and guidance counselors will be clarified. Training will be created and implemented for advisors. A system for accountability in advising will be developed.
- Although course offerings will change over time, in depth sequential strands of courses will continue to be accessible to students throughout C.R.L.S.
- The transition for current students will be designed to maximize continuity of student/staff relationships. Wherever possible, students will continue to have the same advisor, as well as the same guidance counselor, and will be placed in a new school with a group of faculty from their previous house.
- A school-based management model will be developed so that budget and hiring decisions can be based in each of the new small schools subject to the approval of the C.R.L.S. Principal, and consistent with State Law, School Department policy, and contractual obligations. Each school will undertake aggressive staff recruitment consistent with the goals of the Settlement Agreement.
- Hiring practices will be initiated that support the goals of the Settlement Agreement so that the new administration of C.R.L.S. will be diverse because of the educational benefits that diversity offers all students.
- There will continue to be ongoing means for input from the entire C.R.L.S. staff members so that the redesign can benefit from their professional expertise.
- The School Committee will continue to work with the Cambridge Teachers Association on the impact of the redesign plan on C.T.A. members.
- Assistance will be provided to families in filling out the C.R.L.S. ninth-grade questionnaire and outreach will be provided to all parents to keep them informed as redesign plans unfold.
- Relevant after-school, summer school, and other academic support programs will be developed.
- A student achievement plan will be developed and monitored for every C.R.L.S. student who is not performing at full potential or who is identified by elementary teachers as "at risk."
- C.R.L.S. will continue to create and implement professional development training programs to include multicultural competency, advising, issues of race and class, assessment, special needs integration, parent engagement, interdisciplinary curriculum, and other relevant areas of need.
- To create a school climate of high expectations for all students, specific training will be designed to help all faculty develop perspectives and strategies and hold them accountable for setting high expectations and achieving high standards for all students.
- Inclusion training for all staff will be developed and implemented to ensure that C.R.L.S. is a school that welcomes and works for children with special needs.
- C.R.L.S. will continue to review and refine its policies for student's behavior to ensure a safe and respectful learning environment.
- The teams designing each of the five new schools will be representative of color, linguistic minorities, SPED, R.S.T.A., and faculty of core and elective disciplines.
- Each of the five schools, in consultation with and under the supervision of the Principal, will develop grouping practices that assure the advanced academic content and a broad range of teaching practices are made accessible to all students, with sufficient supports for students and teachers to succeed.
- The C.R.L.S. transition budget will be subject to discussion and approval by the School Committee, Superintendent and City Manager.

Source: Cambridge Public Schools.

Exhibit 7 Brief Biographies of New Deans

Caroline Hunter, Assistant Principal Hunter graduated from Xavier University in New Orleans and earned an Ed.M. from Harvard, where she was currently a Doctoral Candidate. Since arriving at CRLS in 1977, Hunter taught mathematics and chemistry, worked in the Title I program, and directed the Student Service Center. She was the recipient of both an NAACP Education Award and a Principal's Outstanding Service Award in 1996.

School One

Chris Saheed, Dean of Curriculum and Program Saheed graduated from Tufts University in Boston, and earned an Ed.M. from Harvard and a law degree from Suffolk University. He came to CRLS in 1974, serving most recently as Acting Coordinator of Language Arts, K-12. He was also credited with developing the CRLS Student Teacher Program and managing the dropout prevention program. In addition to work at CRLS, he was a Lecturer and Supervisor at Tufts University where he taught graduate level courses in the MAT Program.

Florinda Hilger, Dean of Students Hilger graduated from Central Connecticut State University and earned an M.Ed in Administration from Boston College. She came to CRLS from Brookline High School, where she taught history and completed her Principalship Practicum. Hilger was named a Scholar by the National Endowment for the Humanities in 1997.

School Two

Debra Socia, Dean of Curriculum and Program Socia came to CRLS from the Old Rochester School District in New York, where she was the K-12 curriculum coordinator and earlier managed the district's Mentor Program. Prior to that, Socia was Project Director for the Coalition of Essential Schools at the Center for Collaborative Education in Boston, where she worked with approximately sixty different schools. Socia was also a teacher of algebra and physical science in a full inclusion classroom.

Rasheed Meadows, Dean of Students Meadows graduated from Yale University and received his Ed.M. from Harvard. Since arriving at CRLS in 1997, he taught Science and Technology in the Fundamental School and led the saxophone section of the CRLS jazz ensemble. During the summers he served as Coordinator and Computer Network Administrator of the MIT/Wellesley College Upward Bound Program.

School Three

Beth Graham, Dean of Curriculum and Program Graham, a classically trained pianist, received her bachelor's and master's degrees in Music Education from the University of Massachusetts. She also received a Certificate of Advanced Study in Learning and Teaching from Harvard. She came to CRLS from the Danvers Public School System outside Boston, where she was the Director of Unified Arts K-12. She co-authored an article entitled "School Leaders Look at Student Work" in the March 1999 issue of *Educational Leadership*.

Filomena Silva, Dean of Students Silva came to the United States from Lisbon, Portugal when she was 17. She graduated from the University of Massachusetts and received an M.Ed. from Boston State College. She arrived at CRLS in 1974 to teach mathematics and became the Assistant House administrator of Academy in 1991. She also worked extensively with bilingual students.

School Four

Meg Anderson, Dean of Curriculum and Program Anderson graduated from Allegheny College in Pennsylvania and received an M.A. from the University of Michigan. Prior to assuming her position as dean, Anderson directed the East Lansing Alternative Program in Michigan. Her accomplishments there included creating an Internet connection between her program and South Africa and developing a Junior Achievement Program in international business and trade for her students and students in South Africa. In 1999, as a Fulbright-Hays Scholar, she spent five weeks in South Africa living with a Zulu family and studying the educational system.

Les Kimbrough, Dean of Students Kimbrough graduated from Winston-Salem State University and received master's degrees from Cambridge College and Harvard University in Administration. He came to CRLS in 1970 as a Social Studies teacher and assumed many roles over the years, including Assistant House Administrator of the Leadership School. The multi-grade, multi-level course he designed in African-American History was still taught and attracted diverse students.

School Five

Benadette Manning, Dean of Curriculum and Program Manning graduated from the University of Wisconsin and held an M.Ed. in Teaching and Curriculum from Harvard University. She was a National Board Certified Teacher in Mathematics—the first teacher in Boston to receive that honor. Before her career as an educator, she was the president and founder of a company that manufactured and distributed ethnic greeting cards. Manning came to CRLS from Boston's Fenway School, where she taught mathematics and served as a House Coordinator.

Al Weinstein, Dean of Students Weinstein graduated from Dartmouth, and held three degrees from Harvard: an M.Ed. in Human Development and Organizational Behavior, and a master's and doctorate in Administration. Weinstein joined CRLS in 1976 as a biology teacher in the science department. His most recent position was as a Teacher Leader in Academy House. He was a consultant to the WGBH television series called "The Secrets of Life" and served on the Simmons College Science Advisory Board.

Source: <http://www.cps.ci.cambridge.ma.us/crls/Welcome/leadership/index.html>, June, 2001.