



100-Day Plans: Recommendations to the Superintendent

Board of Education Meeting • January 12, 2017

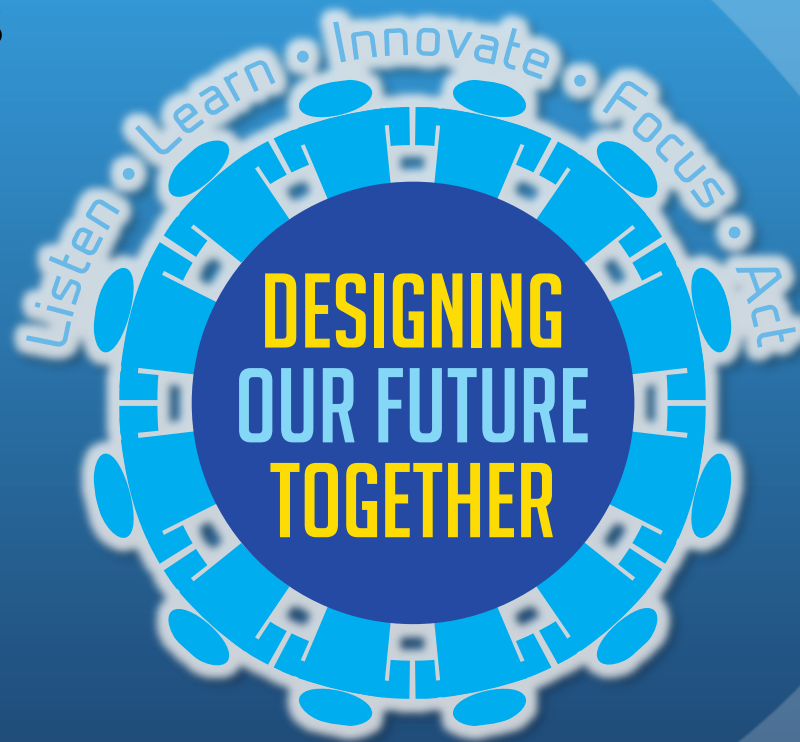


THANK YOU!



Recommendations to the Superintendent

- Central Office Services
- Communications and Engagement
- District Finances
- Instructional Data
- School Climate



We Are Building Toward a Strategic Framework

Attendance

Early Childhood Education

Students with disabilities

Curriculum

English Language
Learners

Social-emotional learning

Bilingual education

Reading by third grade

Multiple systems of support

School choice

Community schools

Trauma-informed
education

Neighborhood
schools

Mental health

Enrollment systems

Educational partnership organizations



[Todaysmeet.com/rcsd100day](https://todaysmeet.com/rcsd100day)



100-Day Plan: CENTRAL OFFICE REDESIGN

Recommendations to the Superintendent
Presentation to the Board of Education
Beverly Burrell-Moore, Dr. Ray Giamartino, Harry Kennedy
January 12, 2017

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- Team Members
- Introduction
- Theoretical Foundations
- Executive Summary
- Findings
- Recommendations



Team Members



- Beverly Burrell-Moore, Chief of Elementary Schools
- Dr. Ray Giamartino, Chief Accountability Officer
- Harry Kennedy, Chief of Human Capital Initiatives
- Wilhelmina Glover, Interim Chief of Schools
- Sandra Simpson, Interim Chief of Schools

*Project Manager:
Michele Alberti White,
Executive Director of School Innovation*

Introduction



Critical Challenge:

Strengthen the District Central Office supports to deploy human and instructional resources in a timely, equitable fashion ensuring grade level achievement and on-time graduation for every student.

Desired Outcome:

Providing RCSD centralized services and supports matched to school, student and family needs by working more efficiently, cross-functionally and transparently to produce effective results.

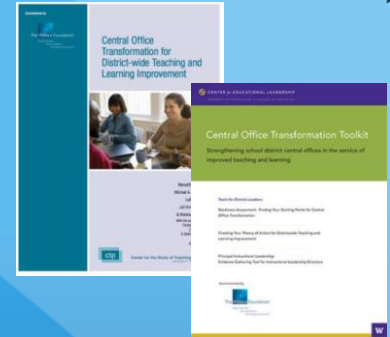
Research Frame



A series of surveys, focus groups and interviews in various forums included parents and families, school and District staff

This feedback and data informed the process and guided the team to a theoretical foundation, along with findings and recommendations that aligned with District needs

Theoretical Foundations



Theory of Relational Coordination (2012)

Jody Hoffer Gittell, Ph.D.

- Frequent communication
- Timely communication
- Accurate communication
- Problem solving communication
- Shared goals
- Shared knowledge
- Mutual respect

Central Office Transformation for District-wide Teaching and Learning Improvement (2010)

Meredith I. Honig, Ed.D.

- Equitable opportunities
- Outcomes for each and every student

Executive Summary



By working through this process, we aligned the feedback and research with the District's key focus areas of:

- Educational Equity
- Relational Capacity
- Nurturing Innovation
- Creating Coherence
- Establishing Accountability for Action

Executive Summary

Drawing from the feedback from the multiple constituencies and aligning that information with national research, we have concluded that leaders of transformational central offices:

- Create learning-focused partnerships between executive-level Central Office leaders (often known as Instructional Leadership Directors) and Principals, dedicated to helping Principals grow as instructional leaders who lead powerfully for improved instruction in every classroom.
- Redesign the rest of the Central Office so it functions as a high-performing service organization providing high-quality, relevant and differentiated instructional, human resources, business, and other services that support the learning-focused partnerships and other results for schools.
- Lead by teaching and learning — engage all Central Office staff in continuously finding, designing and implementing progressively more effective services and supports for Districtwide teaching and learning improvement.

Findings



- Responsiveness to needs of schools and students
- Communication and transparent processes
- Urgent and equitable deployment of resources
- Increased participation in decision making
- Accountability for results and customer service

Recommendations

- Provide more support for schools.
- Redeploy Central supports directly to schools to improve student performance. Consider a bounded autonomy, and include these positions:
 - School counselors
 - Registrars
 - School psychologists
 - Reading intervention support
 - Math intervention support
- Provide customer-service and relationship training and increase explicit District office level professional development to improve relational capacity across divisions with the focused intent to provide service to students, families, schools and the community. Develop specific goals, measures and strategies that align with student outcomes for all District office divisions.
- Re-establish the Department of Research and Evaluation in collaboration with the Office of Accountability and Information Management and Technology. This would streamline data requests, reporting and dissemination of work flow.
- Create communication protocols, documented and trackable process checklists associated with goals for timely and equitable student programming and placement.



100-Day Plan: COMMUNICATIONS AND ENGAGEMENT

Recommendations to the Superintendent
Presentation to the Board of Education
Eva Thomas, Keith Babuszcak, Chip Partner
January 12, 2017

Objective and Challenge

- Our objective is:

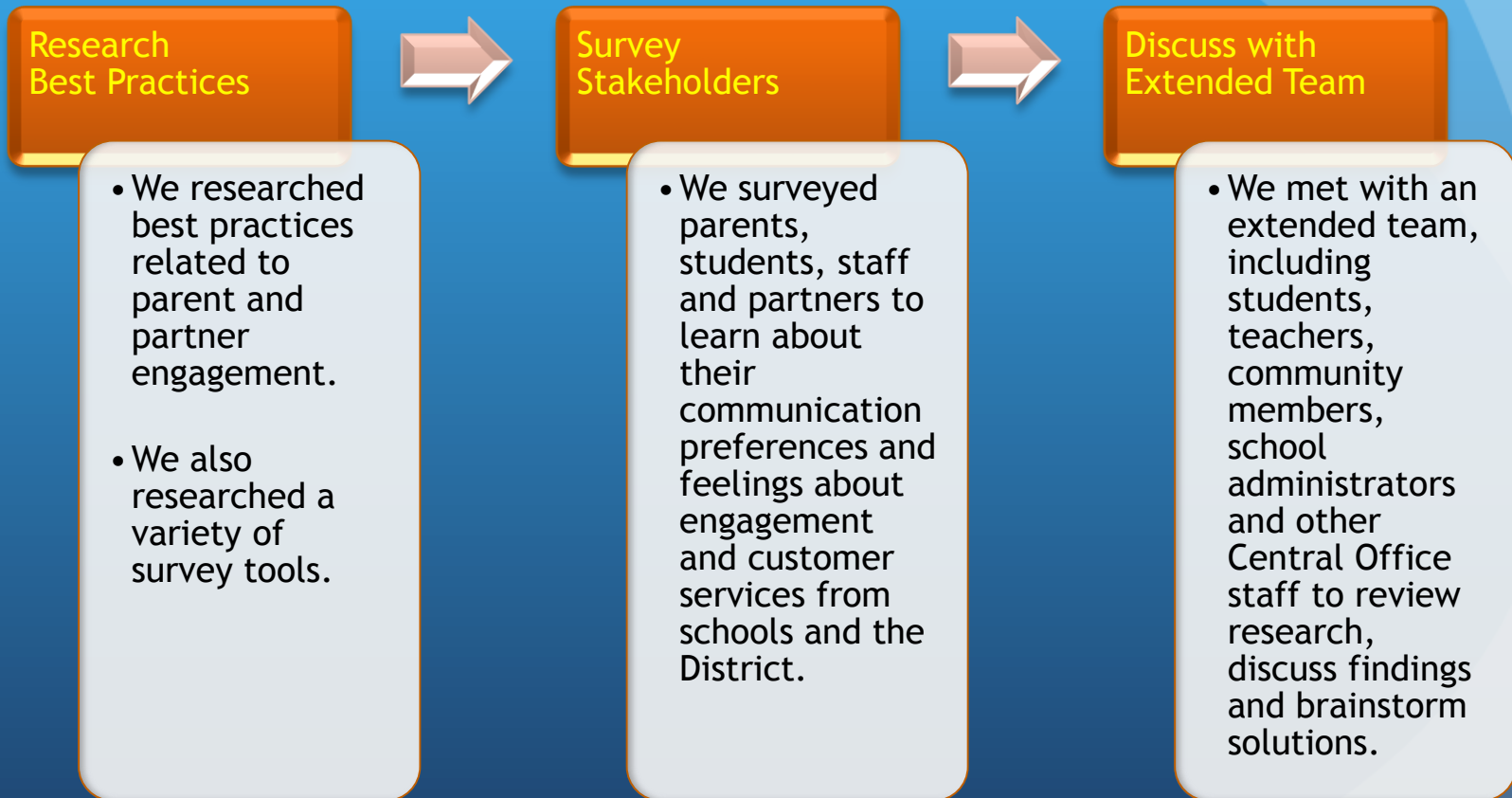
To ensure that the schools and District ensure timely communication and quality engagement opportunities to build community understanding and involvement.

- Our critical challenge is:

How might we improve communication, customer service and public engagement through digital media and enhanced two-way communication with staff, students, families and community?



Understanding the Problem



Model Surveys and Plans

School Surveys

Illinois 5 Essentials Survey
Township HS District 211 (IL)
Montgomery Township School District (NJ)

Best Practices

Communications Plans from the Council of Great City Schools
PTA National Standards for Family-School Partnerships
City of Rochester Communications Department

Policies

District Social Media and Cell Phone Policies
Other District Communication Policies

Partner Surveys

DeHaviland Coalition
Broward County School District (FL)

Out of 1,168 Survey Responses



Students

360 students responded to the survey:
88 Middle Grades
272 High School



Parents

141 parents responded to the survey, representing all grade levels.



Staff Members

610 staff members responded to the survey:
59 Administrators
378 Teachers
43 Instructional Support Staff
130 Other Support Staff



Partners

57 partners responded to the survey, supporting all grade levels.



Student Survey Findings

- Nearly 9 out of every 10 students reported positive, respectful interactions when they reached out to a teacher or their Principal.
- 74% of students reported that word-of-mouth is the method by which they learn what's going on in their school.
- 81% of students reported that they attend performances and athletic events, but half reported a lack of awareness of these events as a reason they are not as involved in school as they want.
- Specific student complaints related to food and the collection of cell phones.
- Students preferred to receive information through e-mail, from teachers/Principals, and via text message.



Parent Survey Findings

- 100% of parents reported that their child's academic performance was important.
- Parents preferred the same top three methods of communication as students:
 - E-Mail (67%)
 - Teacher/Principal (43%)
 - Text Message (35%)
- 68% of parents reported that communication on the Code of Conduct was "very important" and an additional 19% reported that it was "somewhat important."
- 58% of parents stated that it is important for them to know about school resources available to help support their child and family.
- In general, parents reported greater satisfaction with school-level interactions than District-level.



Staff Survey Findings

- 93% of staff felt that they contributed to their school or department, but 66% felt their thoughts and opinions were important to leadership.
- Many staff communicated that changes in leadership have created inconsistencies in practices and communications from the District.
- 21% of staff reported a high rating to the District or school in providing information about resources available to support them in their jobs.
- Responses included comments about improving Central Office/school communication, the District website and staff safety.



Partner Survey Findings

- The most important student outcomes for partners are:
 - Academic Skills
 - Grades/Achievement
 - Employability Skills
 - Graduation Rate
 - Early Literacy
 - Attendance
- Most partners reported that the District is a positive place in which to work/volunteer.
- The top challenges for partners include:
 - Achieving clear results/outcomes
 - Finding the right contact person
 - Inconsistent communications
 - Too much “red tape”
 - Struggles working with students (e.g. attendance)
 - Differing priorities
- Partners identified a lack of training and coordination in their work with schools and the District.

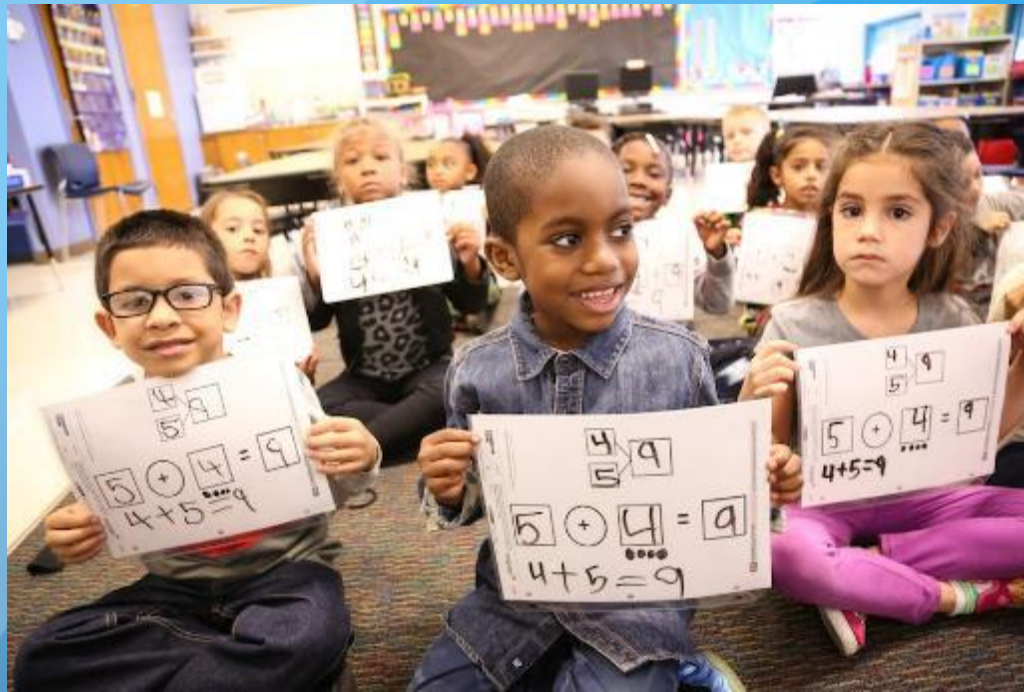


Common Findings

- Academic Performance was the most important topic that students, parents, staff and partners wanted to know about.
- All stakeholders identified e-mail and personal connections as their preferred method of communication.

Recommendations

- Improve utilization of existing tools by improving processes and practices.
- Address the mixed satisfaction ratings between schools and Central Office.
- Engage students, parents and staff to develop comprehensive and inclusive policies and regulations on social media and student cell-phone use.
- Provide partners coordinated support.
- Improve communication and engagement on controversial or complex issues by adapting the City of Rochester model.
- Initiate an ongoing process to review communication and customer service satisfaction levels in schools and District offices.



100-Day Plan:

DISTRICT FINANCES

Focus and Align Resources for Results

Recommendations to the Superintendent
Presentation to the Board of Education
Everton Sewell, Chief Financial Officer
January 12, 2017

Focus and Align Resources for Results Team

Team Leader

- Everton Sewell,
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Project Manager

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Writer & Editor

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Executive Asst. to the CFO

Introduction

- “Designing Our Future Together” is a 100-day plan for listening, learning and creating focus for 2017-2018 and beyond
- The District Charge: Challenge leaders to find different approaches to achieving higher-performing schools and improving District efficiencies
- Finance Department Charge: Garner stakeholder input to **Focus and Align Resources for Results**
- The Team used national research studies and input from stakeholders via: discussions, focus groups, surveys and interviews
- Key Areas of Research: Academic Return on Investment (AROI), Weighted Student Funding (WSF), School-Based Budgets - Autonomy Continuum, Budget Process, Centralized vs. Decentralized Central Office School-Based Positions

Research Methodology & Stakeholders



Government
Finance Officers
Association



Council of the Great City Schools



District Management Council



McKinsey & Company



Parthenon EY

Interviews

- School & Program Principals
- Teaching & Learning Directors
- Central Office Chiefs
- Central Office Directors

Group Discussions

- Parent Advisory Council (PAC)
- Bilingual Council
- Dept. of Operations Directors
- School Chiefs

Surveys

- Elementary Principals
- Secondary Principals
- Alternative Program Principals
- School Chiefs
- Cabinet Members

Key Areas of Research

Academic Return
on Investment
(AROI)

Weighted Student
Funding (WSF)

School-Based
Budgets
Autonomy
Continuum

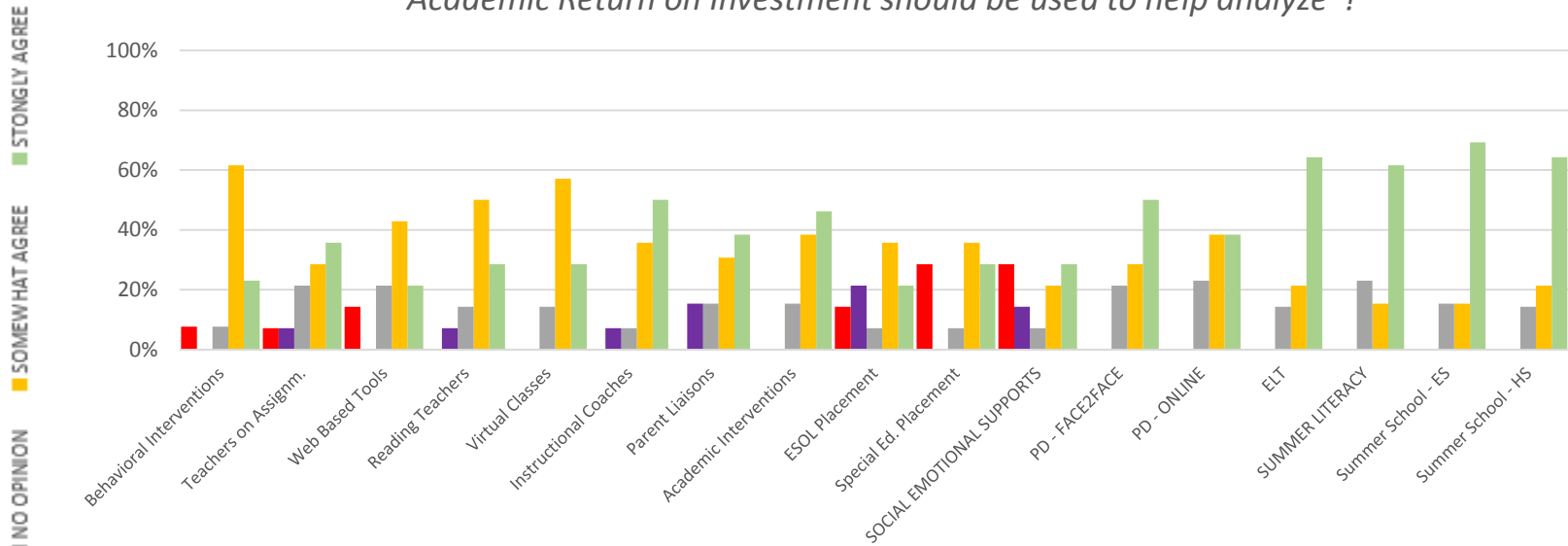
Budget Process

Centralized vs.
Decentralized
CO School-Based
Positions

Academic Return on Investment

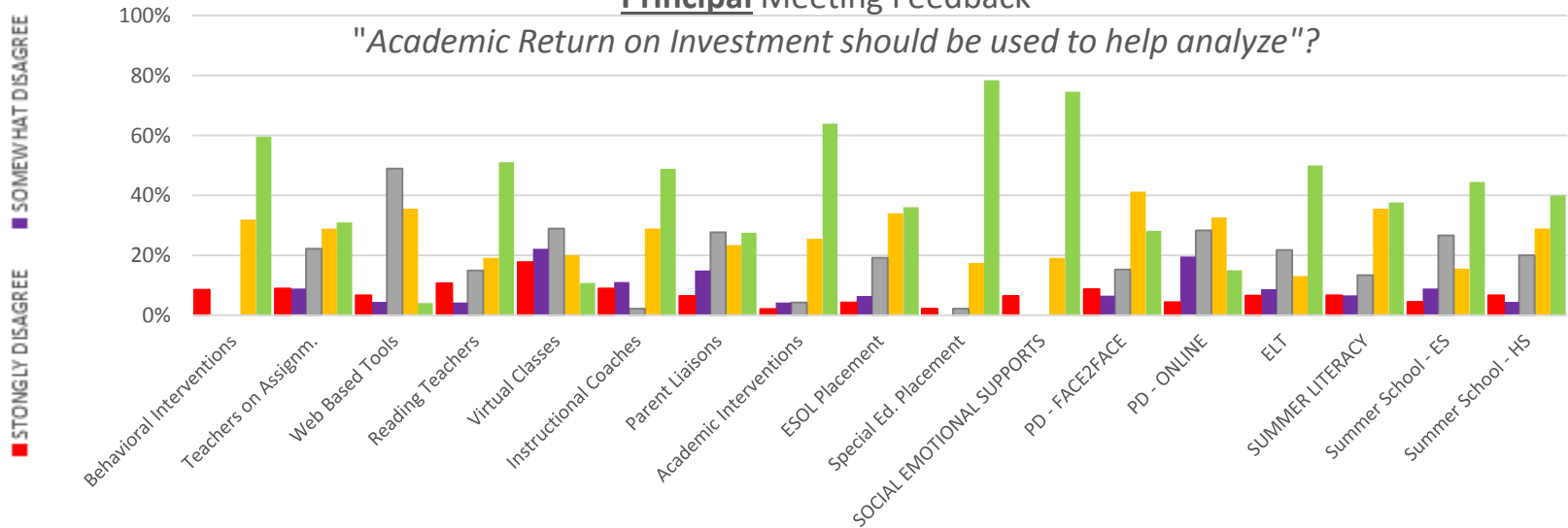
Cabinet Meeting Feedback -

"Academic Return on Investment should be used to help analyze"?



Principal Meeting Feedback -

"Academic Return on Investment should be used to help analyze"?



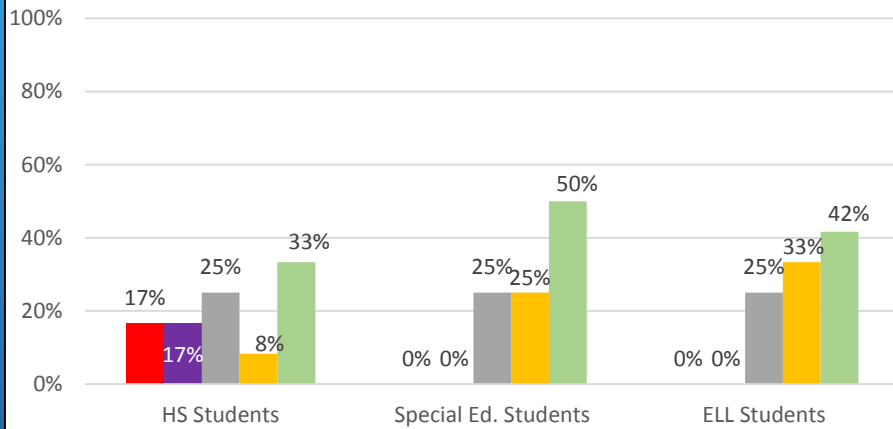
Weighted Student Funding

- Weighted student funding allocates funding to the buildings based on enrollment, students' needs, grade levels and any other factor deemed significant to provide appropriate services for students
- Improves equity - The *weight* that is placed on varying student groups is integral to determining the equitable alignment of resources
- For example: educating Students With Disabilities (SWD) and English Language Learners (ELL) requires more staff, services and resources
- There is overwhelming consensus that certain student groups, such as SWD and ELL, need more dollars and should, therefore, have additional weight

Weighted Student Funding

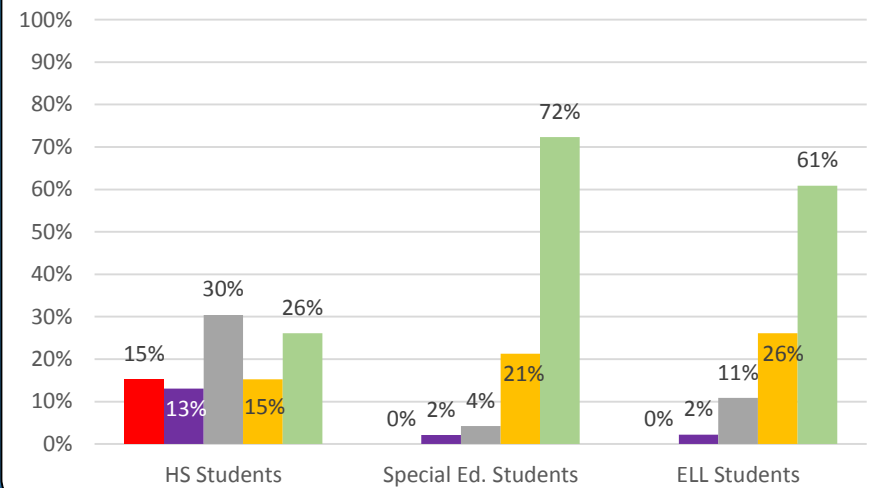
Cabinet

Equitable Funding - *Additional Weighting?*



Principals

Equitable Funding - *Additional weighting?*

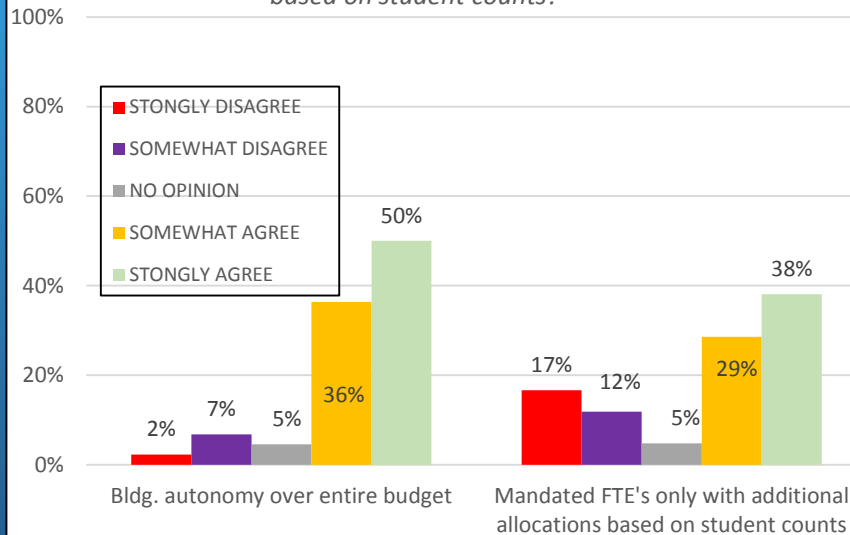


■ STRONGLY DISAGREE
 ■ SOMEWHAT DISAGREE
 ■ NO OPINION
 ■ SOMEWHAT AGREE
 ■ STRONGLY AGREE

School-Based Budgets Autonomy Continuum

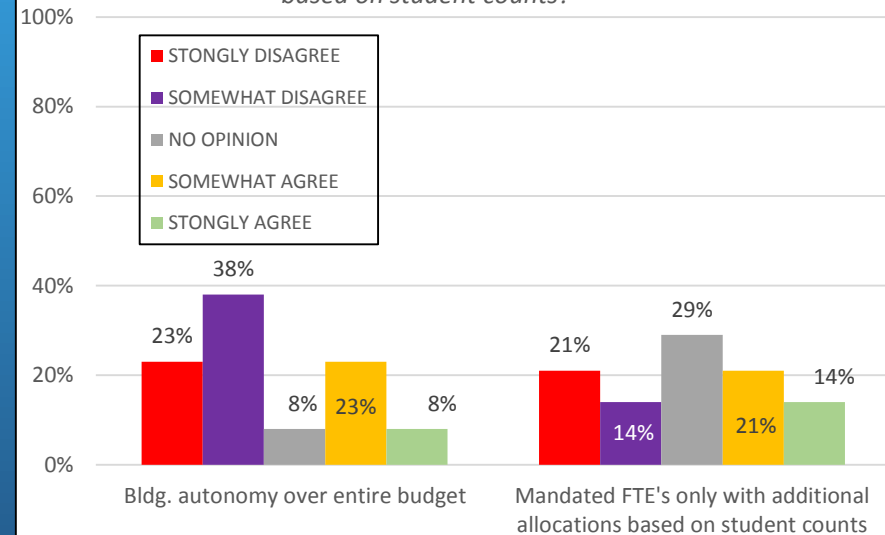
Principals - Equitable Distribution -

Autonomy vs. Mandated FTE w/ additional allocations based on student counts?



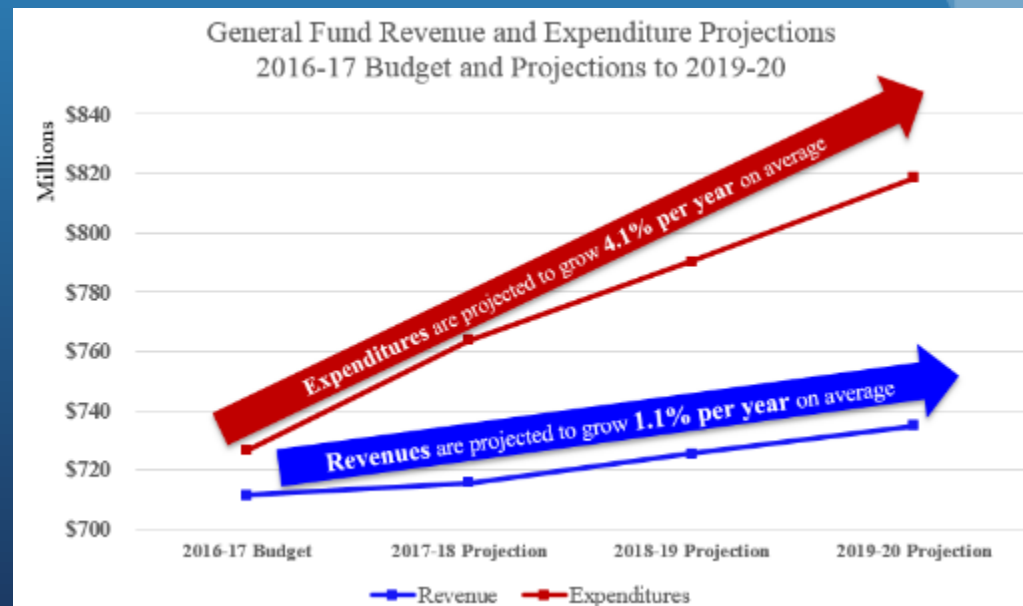
Cabinet - Equitable Distribution -

Autonomy vs. Mandated FTE w/ additional allocations based on student counts?



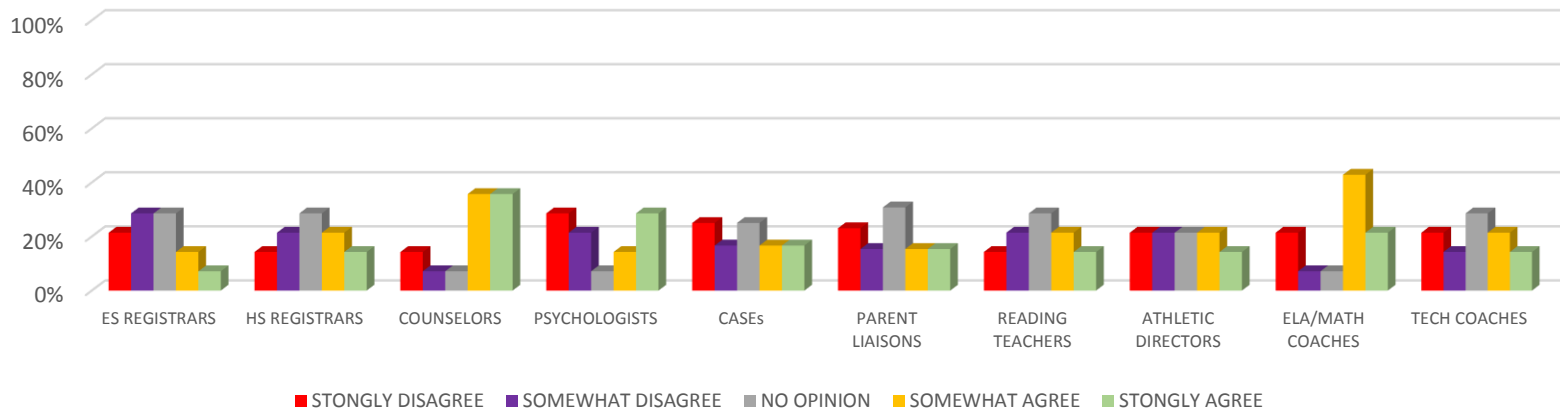
Budget Process

- Redesigned to support the alignment of resources for equity, student achievement, increased communication, stakeholder involvement and include steps for making data-driven decisions.
- Provide timely and accurate data, feedback and support to the decision makers, work cohesively with the academic leaders to analyze programs for effective use of resources and provide a very transparent mechanism that will be accessible to the staff, the Board and the community.
- A comprehensive assessment of our strategies is critical in districts such as Rochester that face the uncertainty of funding streams and limited resources. The structural deficit has to be addressed with thoughtful and thorough analysis of the academic return on our investments in programs in order for our schools to be successful.
- Long-range planning supports the stabilization of programs, retention of high quality staff and the maintenance of the fiscal health of the District. Identifying the strategic goals of the District and Focusing on the Alignment of Resources for Results is necessary and vital to the success of our students.

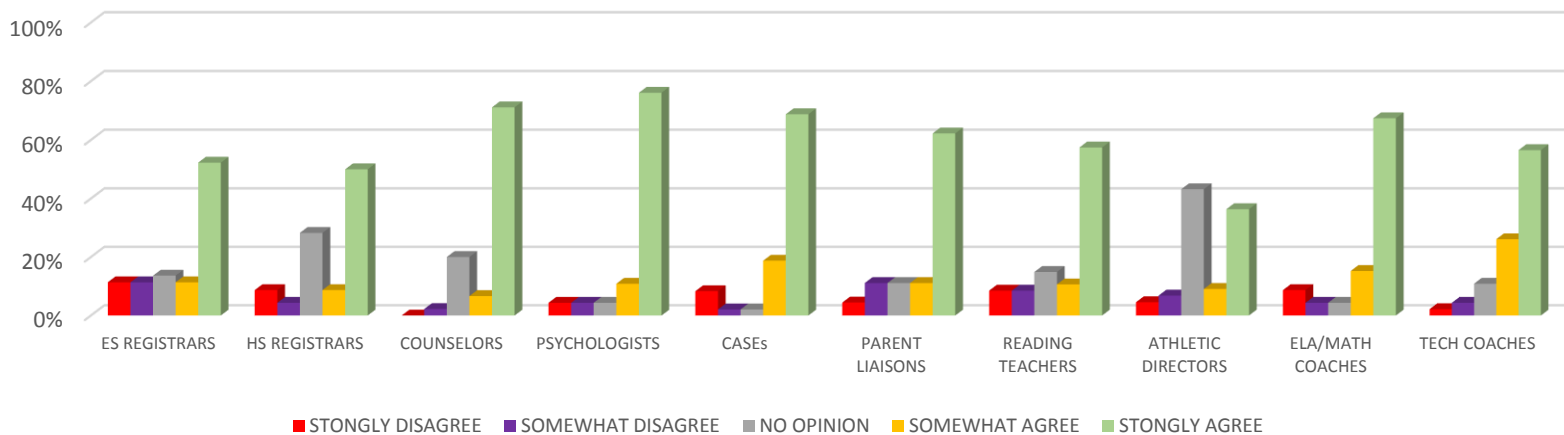


Centralized vs. Decentralized Central Office School Based Positions

Cabinet Feedback -
Should these positions be Decentralized?



Principal Meeting Feedback -
Should these positions be Decentralized?



Recommendations

Academic Return on Investment

- Convene a multi-disciplinary workgroup to further research AROI, identify and prioritize opportunities, define measures of success and make recommendations.

Weighted Student Funding

- Convene a focus group to further research WSF, analyze our current weights and make recommendations for changes.

School-Based Budget Autonomy Continuum

- Convene workgroup to explore the various configurations of autonomy and bounded autonomy. Make recommendations as to the level of autonomy that could be granted while meeting the students' needs.
- Design the process for implementation.

Budget Process

- Review the budget line-by-line for thorough examination for opportunities to garner efficiencies.
- Improve Communication - Involve Principals and stakeholders earlier in the process and allow them to have more input in decision making. Improve transparency.

Centralized vs. Decentralized

- Review and analyze the school-based positions that are budgeted in Central Office but assigned to schools. Make determination and recommendations regarding alignments that will maintain compliance and support the schools.



100-Day Plan: INSTRUCTIONAL DATA

Recommendations to the Superintendent
Presentation to the Board of Education
January 12, 2017



100-Day Plan: SCHOOL CLIMATE

Equity Through Relationships: Together We Can

Recommendations to the Superintendent
Presentation to the Board of Education
Ruth Turner, Amy Schiavi, Jerome Underwood
January 12, 2017

Together We Can

Superintendent Deane-Williams charged her Executive Cabinet to build coherence by listening and learning to the community and District needs.

The overarching objective of the School Climate Team is to provide equity and access to all students and work to eliminate opportunity gaps within our current structure that are evidenced by achievement data, suspension data and attendance data.



Executive Summary



The foundation of creating equity within the District must begin with addressing racism. The Relationship Model of Educational Intervention developed by Dr. Joy DeGruy and adapted by the District is designed to address racism, historical and current trauma, while building the types of relationships that instill respect and appreciation for students and families' heritage and culture.

Restorative Practices are being implemented to proactively build relationships, create welcoming school climate, positive culture and also restore harmony when this climate and culture is breached.

The Code of Conduct, Restorative Practices and anti-racism were seen as separate projects, yet intersect frequently as they cumulatively lay the groundwork for relationship repair and edification.

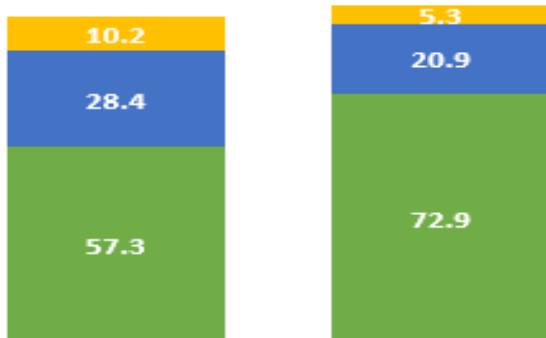
Investigation

15-16: One out of every 10 RCSD students was suspended



2015-16: DISPROPORTIONATE SUSPENSIONS

■ Black or African American ■ Hispanic ■ White



% Enrollment

% Suspensions

Black students comprised 73% of suspensions but 57% of enrolled students.

"Staff and students in my school listen to each other."



AGREED: 62%

40%

51%

"Students treat each other with respect."



AGREED: 41%

26%

28%

"In this school students can give their opinion and help make decisions."



AGREED: 66%

42%

53%

Findings



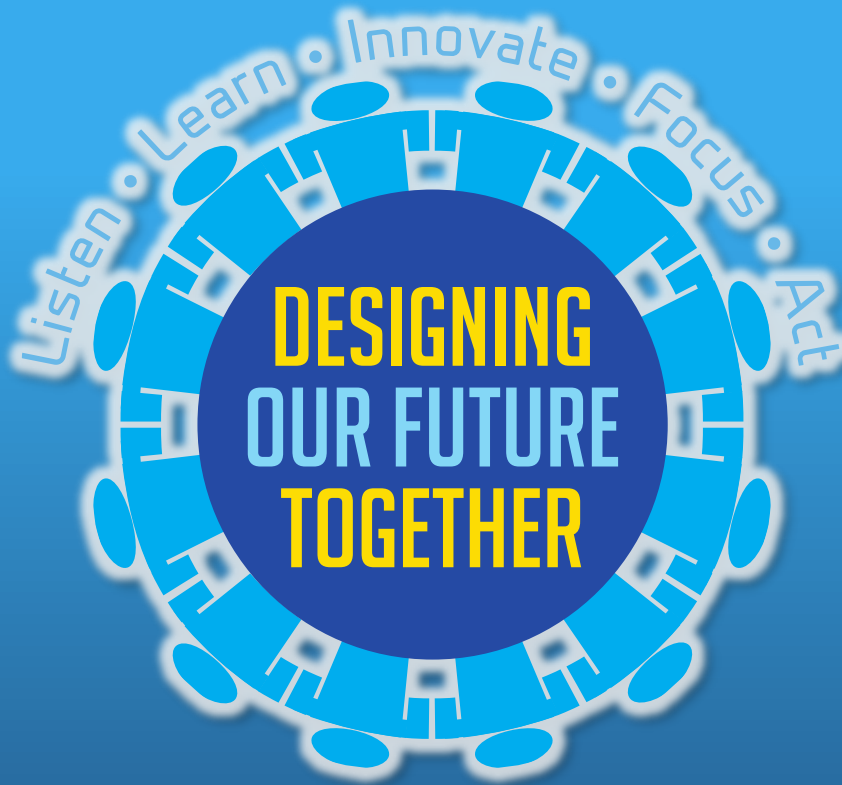
- School climate varies greatly across schools.
- District and/or school practices are not culturally responsive.
- Schools do not have a valid, consistent tool to monitor and improve school climate.
- Inadequate responses to trauma.
- Systems and resources in each building are not yet adequate to implement progressive discipline.

Recommendations

- Champion a coherent message about restoring relationships as the bedrock of school climate.
- Develop and implement a unified Professional Development strand that engages all District staff over the next three years. This PD should focus on understanding ourselves and our students by addressing implicit bias, cultural responsiveness, and trauma.

“Equity Through Relationships: Together We Can!”





100-Day Plans:

Observations from the Superintendent

Board of Education Meeting • January 12, 2017