School Governance Council Update;

Status Report to the BOE

November 17th, 2009

HARTFORD Public Schools

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Our focus today

I. Crystallize the Vision for School Governance Councils

II. Give an Update on Training Thus Far

III. Highlight Short-Term Wins

IV. Bring Light to Challenges Ahead

V. Discuss the next 6 Months for SGCs

Agenda	Vision	Training	The Good	Challenges	The Future	Q & A

The vision for School Governance Councils are Critical to the Reform

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HPS Reform Pillars

Managed
Performance
Empowerment
Theory of Action

An "All Choice"
System of Schools

School-level empowerment and choice calls for school-level governance

The concepts of Autonomy, Consensus, and Inclusion guide our work

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Truly Autonomous Schools

- No hard rules other than the policy guidelines

- Free to establish own processes for recruitment, meeting norms, and conflict resolution

- Must support SGC decisions as final

Consensus versus voting

- The goal of consensus has been well communicated

Inclusive/Participatory Decision-Making

- The school is a microcosm of the community and all voices need to be heard

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Fast forward five years at HPS...

At this time in 2014, the BOE has fresh school & community-level perspective after the annual meeting with the SGC Co-Chairs...
- Co-Chairs and SGC members feel supported in their work, and have made recommendations for policy improvement
- Data in-hand, they persuade the Board to consider a change to the Data Dashboard that would more closely reflect a priority for the schools

We have begun to see correlations in our data...
- Schools with SGCs that meet at least 6 times a year and achieve an 80% or better rate of attendance have the highest OSI scores or gains
- In our annual school surveys, response rates , and indicators for positive school climate are higher in these same schools

All but 2 schools have an effective council in place...
- Each school has established its own process for selecting its members
- The process has been very competitive over the last 2 years, as an average of 20 parents vie for 6 seats at each school

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Effective, high quality training has been our singular focus thus far

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Base Training

26 schools have begun training, and 11 have completed the modules
- Module 1: Getting to know each other
- Module 2: Participatory Decision-Making, Conflict Resolution
- Module 3: Enneagram (personal & group styles)
- Module 4: SGC Policy, Accountability Plans, SBB, Compacts

Coaching Framework

Each school has been assigned a Process Coach that is helping the council to...
- Plan the year ahead & assist co-chairs in planning meetings
- Establish team norms & coach teams to integrate those norms
- Identify potential future training needs

Anticipated Needs

A few areas are emerging as specific gaps in this first year
- Recruitment & Retention of Members
- Providing additional makeup or in-depth training
- Generally, "differentiating" the needs of each council

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There are early signs that SGCs are going well

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Engagement Levels
- High levels of energy and participation are evident at training sessions
- Removal of barriers has been key (childcare and transportation)

Steady attendance
- The overall attendance rate through 11/12 is 70%
- Standouts have been Breakthrough 2 (93%) and Simpson Waverly (87%)

Very Positive Feedback

"I'm really glad you focused on letting us get to know each other first"
- *Nursing Academy Community Member*

"This session was very thoughtful"
- *WISH Parent*

"I have never done anything like this before – thank you for the opportunity"
- *Culinary Parent*

It was very valuable to learn more about people I will be on the team with"
- Unidentified

Feedback Data

Comfort and Readiness

- In the first two cohorts that have completed the initial training, <u>97%</u> of the participants agreed or strongly agreed with the following statements:
  1. *"I believe our Council has begun to develop a cohesive team and will work together."*
  2. *"I understand the value of participatory decision making and feel prepared to work in that context"*
  3. *"I fell that I have the basic information I need to contribute to the decision making of the council"*

On a Scale of 1 – 10...

- "I am looking forward to my work as a council member"...
  Cohort 1: <u>9.00</u>
  Cohort 2: <u>8.88</u>
- "I am ready to go to work"...
  Cohort 1: <u>8.50</u>
  Cohort 2: <u>8.88</u>

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The news is not all good....

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Wide ranges of membership & attendance
- Recruitment efforts & methodology are unclear
- Membership & attendance rates may be a signal of leadership or lack thereof (ranges: 4 - 18 members, 28% - 88% attendance)

We have only just begun
- Difficult to gauge the ongoing meetings and ongoing work of the councils

It will never be perfect...

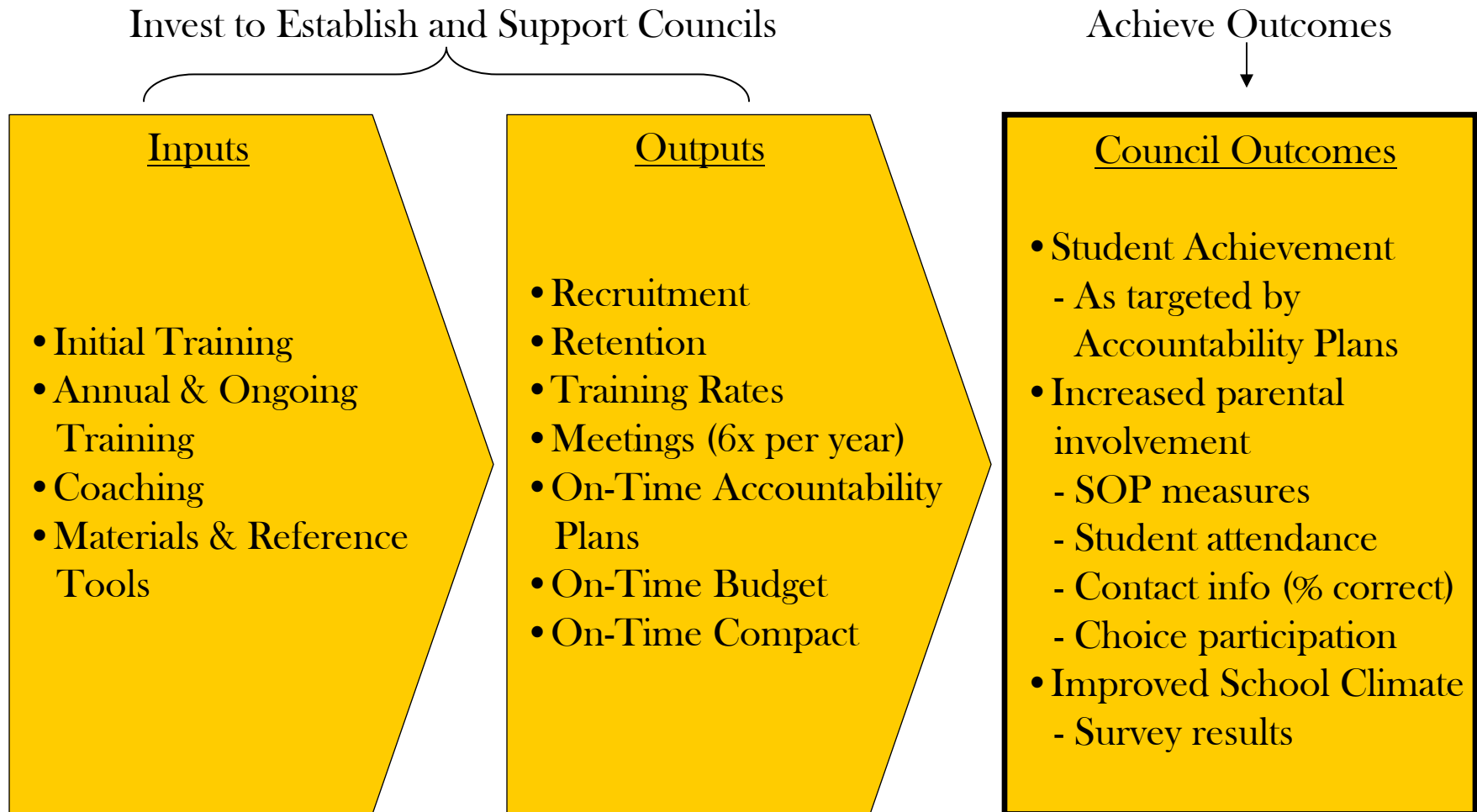"There were too many topics to cover in depth."
- Culinary Member

"Bilingual Parents in attendance. Need to provide material in Spanish."
- Parkville Member

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How we will measure success for School Governance Councils [1]

Invest to Establish and Support Councils

Achieve Outcomes

Inputs

- Initial Training
- Annual & Ongoing Training
- Coaching
- Materials & Reference Tools

Outputs

- Recruitment
- Retention
- Training Rates
- Meetings (6x per year)
- On-Time Accountability Plans
- On-Time Budget
- On-Time Compact

Council Outcomes

- Student Achievement
  - As targeted by Accountability Plans
- Increased parental involvement
  - SOP measures
  - Student attendance
  - Contact info (% correct)
  - Choice participation
- Improved School Climate
  - Survey results

(1) Logic Model adapted from the University of Wisconsin-Extension PDE program (Taylor-Powell & Henert, 2008)

| Agenda | Vision | Training | The Good | Challenges | The Future | Q & A |

The next 6 months

Monitor the councils themselves
- Check-in on meetings
- Continue to "solve" recruitment challenge

Focus on (Year 1) Key Performance Indicators
- # of meetings per month (Target: 13)
- Average % attendance at meetings (Target: 80%; 70% Actual)
- % parent makeup (Target: 50%; 43% Actual)

Institutionalize the program (find a home for SGCs)
- Centralized vs. Decentralized approach
- Fund annual training needs through SBB

Provide more communication tools
- Enhance the website & promote as a central location for info & updates (www.hartfordschools.org/councils)
- Use member list strategically (240 members & 198 email a/c)

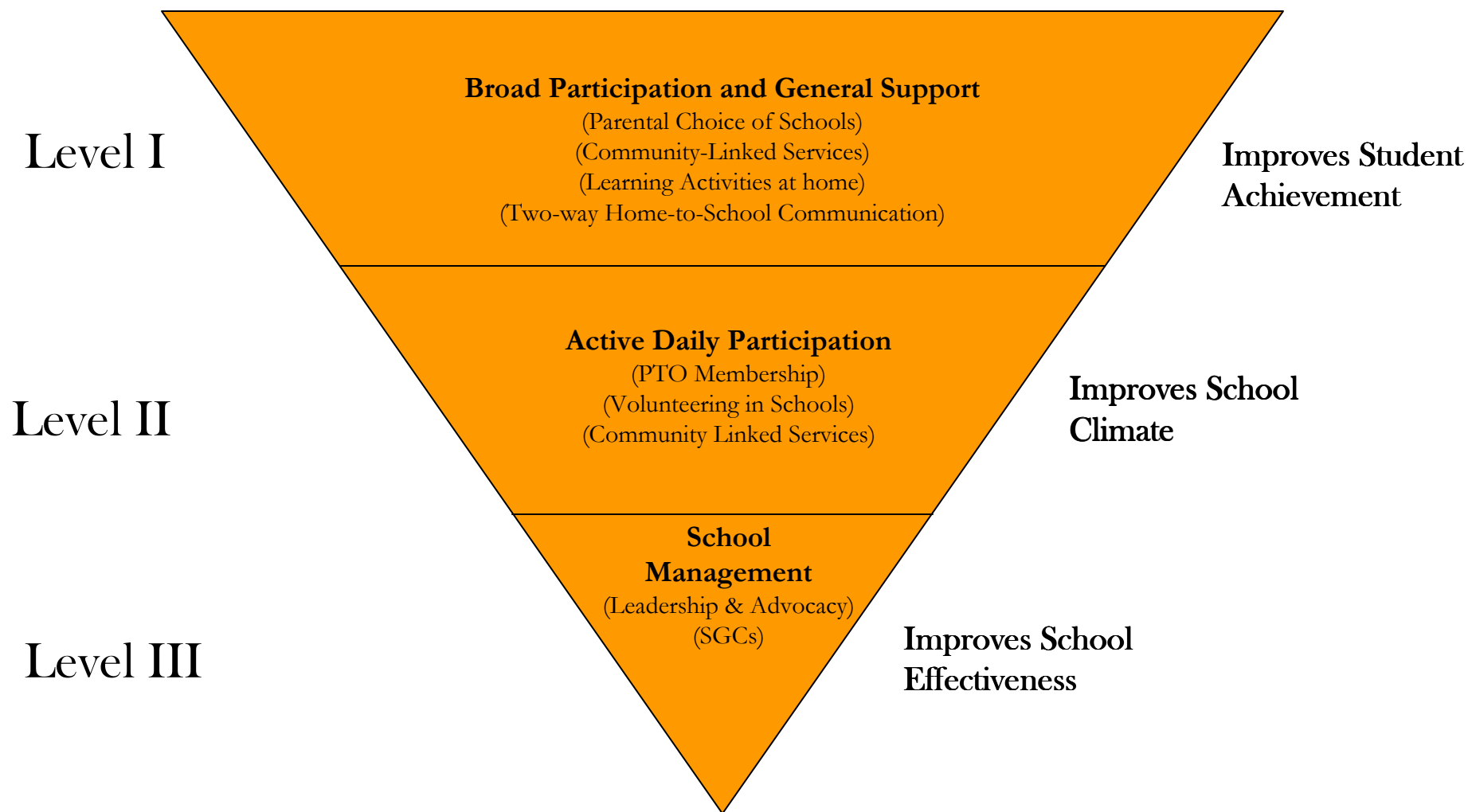| Agenda	Vision	Training	The Good	Challenges	The Future	Q & A

Questions?

For current information, find SGC on the web at
www.hartfordschools.org/councils

Or Email at Councils@hartfordschools.org

| Agenda | Vision | Early Signs | Training | The Good | Challenges | The Future | Q & A |

APPENDIX

HPS' Conceptual Framework for Parental Involvement

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Level I

Broad Participation and General Support
(Parental Choice of Schools)
(Community-Linked Services)
(Learning Activities at home)
(Two-way Home-to-School Communication)

Improves Student Achievement

Level II

Active Daily Participation
(PTO Membership)
(Volunteering in Schools)
(Community Linked Services)

Improves School Climate

Level III

School Management
(Leadership & Advocacy)
(SGCs)

Improves School Effectiveness

Pyramid Chart adapted from James P. Comer's School Development Program (SDP)

Summary Policy Review

- ## Definition

  "The School Governance Council (SGC) is the primary, local school decision-making body of an autonomous school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources and programmatic and operational changes which enhance the quality of the school and the achievement of its students. "

- ## Scope
  - Autonomous Schools (71% of our schools today)
  - If schools lose their autonomy, SGCs will become Advisory Councils

- ## Membership & Participation Norms
  - Maximum of 12 members
  - Parents/Legal Guardians shall be 50% or more
  - Teachers, Support Staff, Community, Higher Ed Partners, Business Partners, Students, Lead Agencies
  - Principals may draft norms tailored for their school and have them approved by their Assistant Superintendent

Seven Key Duties of SGCs

1. **Analysis of student achievement data** and school needs relative to the development and approval of the school's Accountability Plan.

2. Development and approval of the **school's annual resource allocation plan** (budget) in support of the school's improvement goals.

3. In the event of a vacancy in the Principalship or School Director's position, the Council shall **recommend to the Superintendent of Schools a successor** from among a slate of qualified candidates provided by the District.

4. **Advice and assistance to the principal regarding programmatic and operational changes** which foster the school's improvement goals consistent with state statute, Board policy and contracts made by the Board. This may include major program changes, adjustment of the school's focus, hours and days of operation and the school's enrollment goals.

5. Promotion of the school as **a parental choice relative to its enrollment goals.**

6. Ongoing development and approval of a **School Compact** for parents or legal guardians and students outlining the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus.

7. Advice and assistance to the principal on **matters of importance to parents or legal guardians.** Such advice shall be informed by an annual survey of parent satisfaction with aspects of school quality and student achievement and annual parent forums. Such forums shall be conducted by the principal and parent representatives