

## **AGENDA**

### **MANCHESTER PROUD WORKSHOP MEETING**

**October 16, 2019**

**5:30 p.m.**

**Institute of Art and Design – New England College  
(Formerly NH Institute of Art)  
French Hall, 148 Concord Street, Manchester**

- 1.** Refreshments, introductions, and an overview of Manchester Proud's progress and timeline for remaining work (5:30 p.m. – 5:50 p.m.)
- 2.** Presentation of Reaching Higher NH's Community Engagement findings and discussion (5:50 p.m. – 7:00 p.m.)
- 3.** Break (7:00 p.m. – 7:05 p.m.)
- 4.** Presentation of 2Revolutions' findings from analysis in teaching & learning, finance, governance, organizational effectiveness, and community partnerships and discussion (7:05 p.m. to 9:00 p.m.)
- 5.** Adjournment

# 2Rev Update to MSD BOSC

*October 16, 2019*



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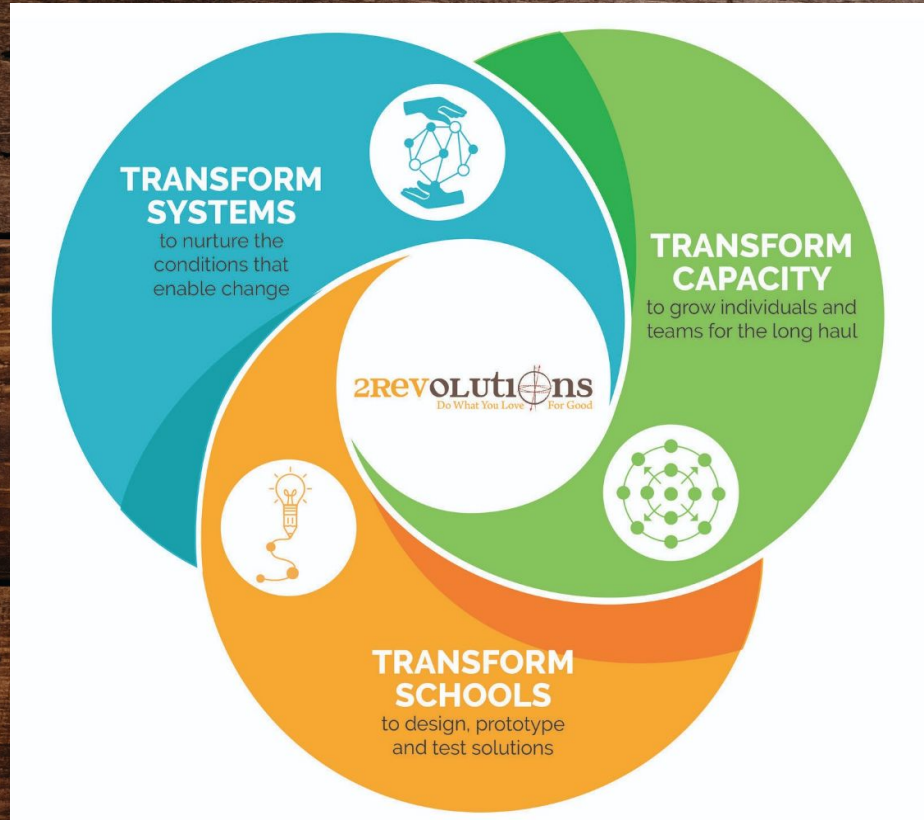
# 2Revolutions

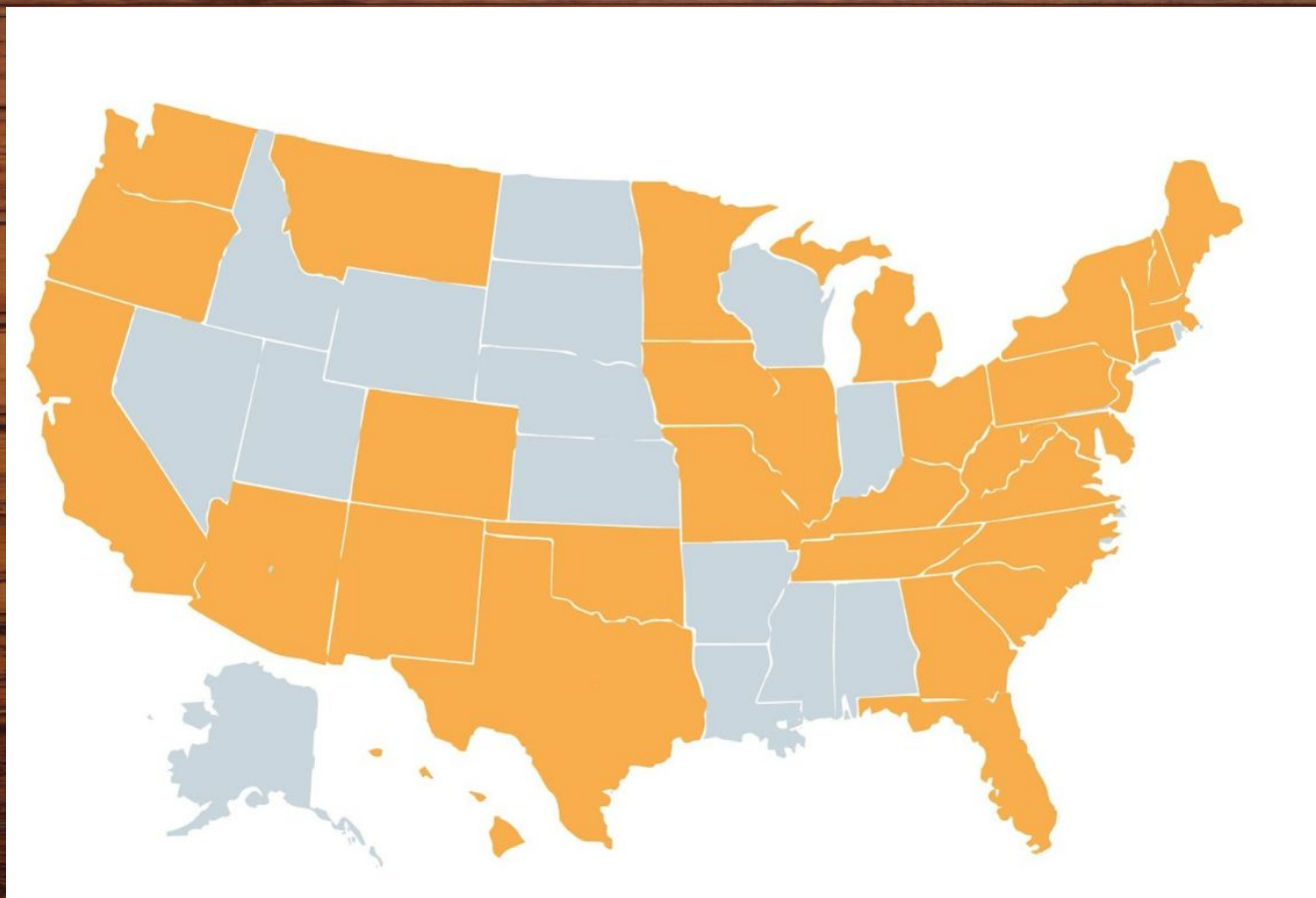
Do What You Love For Good

is a national education design lab that helps  
imagine, launch, and support innovative learning  
models and systems



# 2REV'S WORK









**Rachel Lopkin, Consultant**



**Adam Rubin, Owner + Partner**



# Norms

- **Share your air time:** ensure everyone gets a chance
- **Honor the debrief:** create space for the group to process
- **Be present:** avoid distractions
- **Respect all voices**



# Visioning



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# A Vision for MSD

What does learning look like in MSD?  
How do we all learn & grow?

How does our system serve the vision for our students?

How do we work & operate?



What do MSD students need to know & be able to do to be successful in the future?



## Visioning

# Why does visioning matter?



# Visioning Sessions By The Numbers

- **To date...**
  - **Nine sessions held**
    - Two public
    - Two City Year events
    - Chamber business community event
    - Two for new immigrants/refugees
    - Two school-based
  - **1500+ people represented (mix of parents, students, community members, MSD employees/educators)**
- **Ongoing...**
  - **Additional surveying and sessions for all principals and assistant principals, outreach to parents, students, all teachers and staff, senior centers, the Manchester Young Professionals Network, and local college admissions officers**



# Visioning

**Take the survey!**

**[tinyurl.com/MSDVision](https://tinyurl.com/MSDVision)**





## Visioning

What do all MSD students *need to know and be able to do* in order to succeed in the future? What are the *key skills and dispositions* they require?



# Portrait of a MSD Graduate: Themes In Progress

- **Work & Life Ready “Basics”**
- **Growth Mindset/Resilience & Adaptability**
- **Critical Thinking & Problem Solving**
- **Equity Mindset/Cultural Competency & Empathy**
- **Communication**
- **Collaboration**
- **STEM/technology skills**



# Research



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## Our Goal:

- Data-rich
- Inclusive
- In partnership with district
- Future-forward

= ● Strategic planning process

## Process:

Research, Analysis and Synthesis

- incorporates existing and new data



Integrated  
Analytic  
Framework

Visioning

- community engagement work to bring a shared definition of student success

Targeted  
Recommendations  
to Inform...

## Governance:





## Driving Research Question

What is currently enabling or inhibiting a ***transformational learning experience*** and ***high quality postsecondary options*** for **ALL** Manchester kids?



# Research Lens

In our work, we interrogate systems through a lens of Structure, Culture and Practice. We define them as follows:

- **Structure** - Policies and procedures that support a function/process
- **Culture** - Social behavior and norms within a group
- **Practice** - The act of doing the work

# time







# Teaching & Learning



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# T&L: What We Looked At

- Vision and Supports for *High Quality Instruction*
- *Curriculum and Assessment Infrastructure*
- *Professional Learning Culture and Conditions*
- *Professional Learning Infrastructure*
- Analysis and deeper investigation of *SPED policy & practice*



# T&L: What We Looked At

Dimension	<b>To what extent does curriculum and assessment infrastructure provide a coherent foundation for all students to successfully demonstrate proficiency across a broad range of competencies, so that they have the opportunity to engage in high quality postsecondary learning experiences?</b>
General Look Fors	<ul style="list-style-type: none"><li>• Evidence of a cohesive portrait of a graduate that clearly articulates a broad range of competencies, including 21st century skills and dispositions</li><li>• Evidence of a vertically and horizontally cohesive competency framework that aligns to the portrait of a graduate</li><li>• Evidence of clear learning progressions/continua aligned to competencies that enable students to move on when ready</li><li>• Evidence of quality scoring rubrics</li><li>• Evidence of understanding of formative assessment design and ability to analyze and act upon data</li><li>• Evidence of use of high quality performance assessments aligned to competencies</li><li>• Evidence of grading and reporting policies and structures that clearly reflect where learners are currently performing against competencies and aligned continua</li><li>• Evidence of curriculum exemplars that model learning experiences that engage a diverse set of learners across a range of levels and that enable students to develop a broader range of competencies</li><li>• Evidence of tools and structures that are in service of personalizing learning for a diverse range of learners</li></ul>



# T&L: What We Looked At

Dimension	<b>To what extent is there a clear, compelling, and equitable vision for high quality instruction? To what extent are there aligned supports so that educators can build capacity to realize this vision for high quality instruction?</b>
General Look Fors	<ul style="list-style-type: none"><li>• Evidence of learning experiences aligned to competencies that are relevant, engaging, challenging, for a diverse range of learners</li><li>• Evidence of continuous feedback loops that leverage formative assessment data and feedback to support learning in a timely and ongoing manner</li><li>• Evidence of being able to facilitate learning in timely, deeply differentiated ways</li><li>• Evidence of intentional skill/disposition building/scaffolding such that learners are increasingly taking ownership of their learning</li><li>• Evidence of integration of student reflection throughout the learning cycle</li><li>• Evidence of being able to facilitate instruction such that learners are collaborating meaningfully and often</li></ul>



# T&L: What We Looked At

Dimension	<b>To what extent is there a professional learning infrastructure in place that enables all educators to build their capacity in service of transforming educational opportunities and outcomes for all Manchester learners?</b>
General Look Fors	<ul style="list-style-type: none"><li>• Evidence of a schedule of professional learning opportunities that allows time for educator capacity building, continuous improvement, and meaningful collaboration</li><li>• Evidence of innovation culture and learning orientation look fors (see above) integrated in professional learning vision and supports</li><li>• Evidence of a vision for professional learning that models the kind of learning we expect educators to design and facilitate for students, i.e. competency-based and personalized</li><li>• Evidence of professional learning community structures and processes that maximize the value of ongoing professional collaboration</li><li>• Evidence of collaborative processes that aid colleagues in developing deeper understanding of designing instruction and assessment vertically &amp; horizontally (validation)</li><li>• Evidence of collaborative processes that aid colleagues in developing deeper understanding of assessing student work both vertically &amp; horizontally and within varying scopes of demonstration of learning (calibration)/(summative task/demonstration of competency)</li></ul>



## T&L: What We Learned

- **Lack of a district vision** and curriculum creates a confused hodgepodge of strategies
- Fear of retribution and a **lack of safety** for risk-taking permeates all buildings
- Many exciting instructional and professional learning “**bright spots**” exist, such as:
  - Student-centered instructional climate (in pockets)
  - K-5 ELA & Math curriculum & assessment
  - Trauma-informed teaching (in pockets)
  - Hunger among many educators for new ideas to energize practice
  - Project Based Learning training and implementation
  - PLC (Professional Learning Communities) training
- A growing sense of urgency to **rethink leveling**





## T&L: What We Learned

“There is a long history of distrust here.”

“I’m guarded... - very careful who I talk to, when and how. I know past alliances... I’ve been burned enough here to go real slow and very cautious. It comes from all sides here.”

“Welcome to the city - just a tone of doom. To fight the culture here we’re going to have to shift the culture away from victimization.”

“The advice I got was ‘keep your building off the radar, keep your head down, and you might survive.’”



# Comparative Time Spent in PD

## National Data:

"A typical teacher **spends 68 hours each year**—more than a week and a half—on professional learning activities typically directed by districts. When self-guided professional learning and courses are included, the **annual total comes to 89 hours.**" (Boston Consulting Group)





# Manchester Data on Time Spent in PD

- Contractually, teachers have 5 total PD days (~30 hours), 2 of which must be spent on packing/unpacking materials, and 1 of which must be entirely self directed, bringing the total number of admin-controlled PD down to **a max of 12 hours**
- Limit of 10-13 hours per year of time outside of the school day for staff development
- Board must approve any additional paid out of school PD; limited to \$500/teacher/yr

"There are a lot of initiatives that get started that fizzle out because we don't have teacher time to continue them."

"I'd love to see more time built into the day so that we can work collaboratively. At the elementary level, teachers only have one prep period a day. It's intended for prep at their discretion. Contractually, it's self-directed, so you can't ask teachers to do anything during their prep."

""Where we [as a district] fall on our face is the time and money for the professional development of the staff."



# Organizational Effectiveness



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# Org. Effectiveness: What We Looked At

- Effective district and central office research on structure and culture
- Organizational chart benchmarking
- Data infrastructure research and benchmarking
- School safety benchmarking
- Multiple/repeated qualitative interviews with central office leaders and employees



## Org. Effectiveness: What We Learned

- MSD is **missing a “middle tier” of leadership** and non-teaching staff - directors and assistant superintendents do the jobs of **full departments**
- Given the “reactive” and “crisis-driven” nature of the central office staff's workload, the **lack of time for strategy development** and role/responsibility clarity appears to make the understaffing issue feel even more severe
- MSD has a **very high incident report rate** for assault and battery (nearly 10%). While many of the incidents are certainly real, this may also be due to a lack of cohesion/duplication in incident reporting as this is done at the school level.
- A **technology crisis** affects all levels of the system - from instruction to reporting





# Effective district structure

*The research on effective school district structures lacks conclusive evidence on what specific type of district structure is more/most effective. There is evidence of success in many formats. Where the research converges, however, is around a key set of guiding principles that enable successful district transformation. They are:*

- Whole-district alignment on a **clear vision** and **system-wide goals for success**, especially around student achievement
- **Infrastructure/resource alignment** in support of these goals
- A **culture of collective responsibility** and **balanced autonomy**, coupled with clarity of roles and responsibilities
- An **investment in principals** as instructional leaders
- **Data-driven** decision making, using data from multiple sources
- District-wide, **job-embedded PD** for all
- A **policy-oriented** school board



# What did we learn?: Organizational Chart Benchmarking

We first looked at a comparison of total non-teaching staff and district administrators in our analog districts and in Nashua (our "neighboring district"). While Manchester, Nashua, and Analog District III have similar numbers of district administrations, we wanted to know more about the total non-teaching staff differences, which in some cases are double that of Manchester's, as well as how individual departments were structured.

		<b>Non-Teaching Staff (FTE)*</b>	
	<i>Total Students</i>	<i>Total</i>	<i>District Administrators</i>
Manchester	13,887	683.5	52
Nashua	11,132	779.3	57
Analog District I	17,030	1361.74	74.47
Analog District II	16,279	1125.7	127.54
Analog District III	16,981	828.8	56.63

\*Source - National Center for Education Statistics, 2016-17 SY



# Organizational Chart Benchmarking

For the purposes of this benchmarking, we used technology and student services (including SPED staff even if in a separate department in other districts) as these were two areas we routinely heard were understaffed in our interviews in Manchester.

	<i>Technology Dept Staff</i>	<i>Student Services + SPED Dept Staff</i>
<b>Manchester</b>	5 (+3 unfilled)	10
<b>Nashua</b>	15	16
<b>Analog District I</b>	10	19
<b>Analog District II</b>	20	23
<b>Analog District III</b>	15	20

As you can see in the above chart, **Manchester had the lowest staffing, by far, in these two departments of any district investigated..**

\*Source - District websites and payroll reports, 2019



# What did we learn?: Data Infrastructure Deep Dive

IT Benchmark Metric	Council of Great City Schools Ranges SY 2016-2017	Nashua School District SY 2018-2019	MSD SY 2018-2019
Average Age of Computers	3.06 - 4.18	4.728	~5 to 6 (estimated)
Devices per Student	0.69 - 0.93	0.918	0.66 [83% at end of life]
IT Spending Percent of District Budget	1.66% - 2.72%	1.01%	0.69%
IT Spending per Student	\$209 - \$305	\$97	\$87
Computers per Employee	0.91 - 1.49	---	1 (estimated)
Advanced Presentation Devices per Teacher	1.43 - 2.30	---	.05 (estimated)



# Data Infrastructure Deep Dive

- “We have **multiple competing systems for data and reporting** - lots of duplication in reporting, we're using spreadsheets to capture data from multiple systems that are not talking to one another, and [we have an] inability to leverage systems to their fullest given capacity issues - there is some movement here but it is not sufficient.” - *central office employee*
- “**Throwing a bunch of Chromebooks at people isn't going to solve the problem - we need the right infrastructure and the right people.** You can throw as much technology as you want at us but we don't have the capacity to make effective changes. If you have the right people in place and the right structure, you can eliminate legacy systems and improve.” - *central office employee*
- “We're **20-30 years behind** in terms of what teachers have available to them for instruction.” - *central office employee*
- “There's no plan for retiring hardware; **we're probably at a 6:1 or 7:1 device ratio** because of the number that have failed.” - *central office employee*
- “There's no way for us to know who's on our network or not, **the security loopholes are pathetic.**” - *central office employee*



# Finance



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# Finance: What We Looked At

- Financial diagnostic investigation, research, and analysis
- Potential state-led pension relief
- MSD financial projection model development & staff training
- Different strategies to generate higher enrollment



# Finance: What We Learned

- Manchester has a negative net position in governmental funds of approximately \$(165M) due to its pension liability accrual.
- There is a \$0 balance in the General Fund as of FY17 Audit.
- There is no long-term debt, as the School District does not have the legal authority to issue debt. The City of Manchester issues debt on behalf of the School District.
- The District has steadily increasing revenues and expenditures, approaching \$200M annually.
- Primary sources of revenue are Local Taxes, State Adequacy Aid, and State Taxes.
  - Food Services are consistently profitable
- Building utilization ranges from 38-90%, with total utilization at 62%



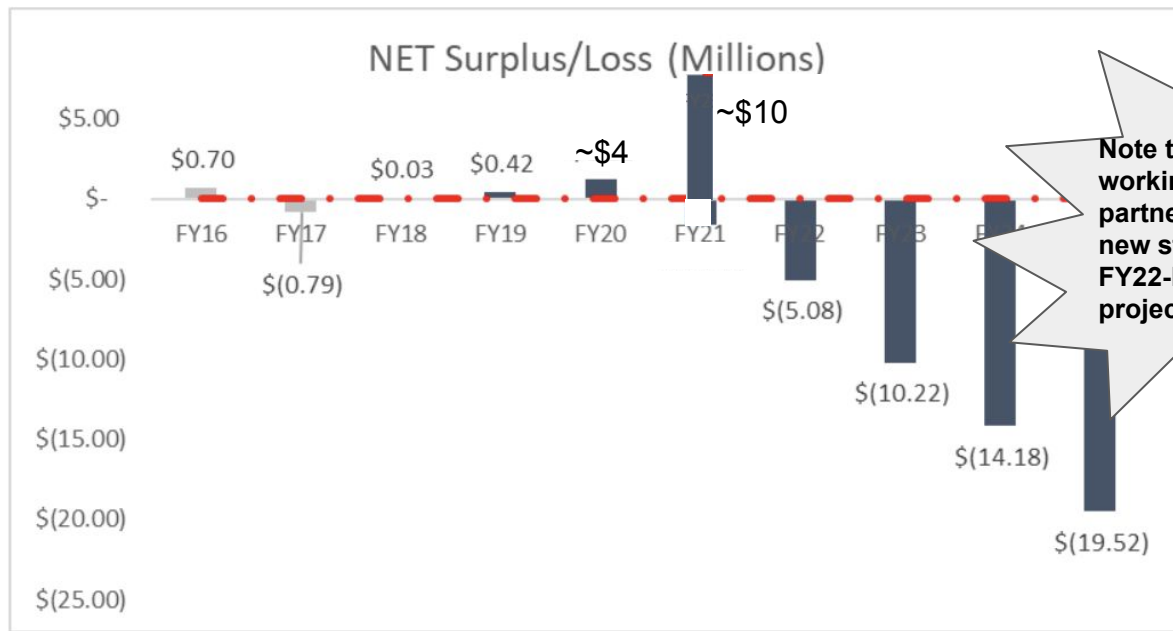
# Finance: What We Learned

- **Enrollment is steadily decreasing**, having fallen 16.8% in the past decade; **while charter school enrollment has tripled in the same time period**
- The district's **spend on certain populations – including SPED and Charters** (and by extension, transportation) – **has increased** in recent years
- **Salaries and benefits represent 75%** of total expenditures
- Despite enrollment declines, **teaching staff has increased by 2.7%**
- There is **large variance in teacher-student ratios across all schools**
  - Elementary schools have a 52% difference in teacher-student ratios
  - Non-teaching staff ratios have a 350% difference across all schools



# Finance: What We Learned

At the current projections (including recent news on FY20 & FY21 state fiscal aid), **MSD has about another 12 to 18 months of being “above the waterline” before a sharp decline will begin to severely impact MSD.**

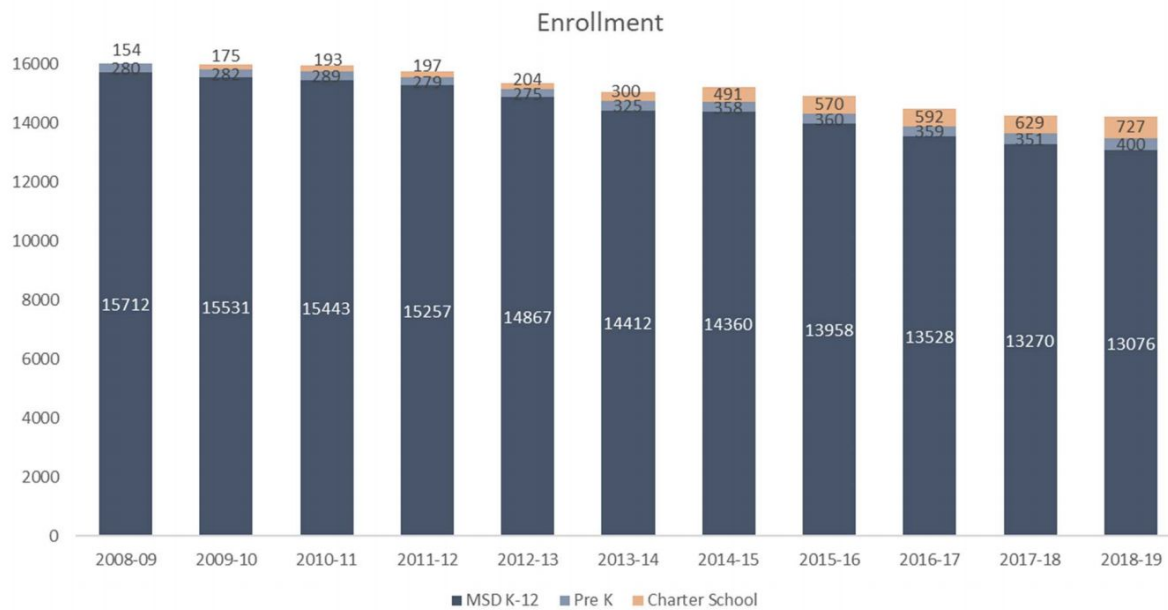


Note that we're currently working with our finance partner to see how this new state aid impacts FY22-FY25 projections



# Finance: What We Learned

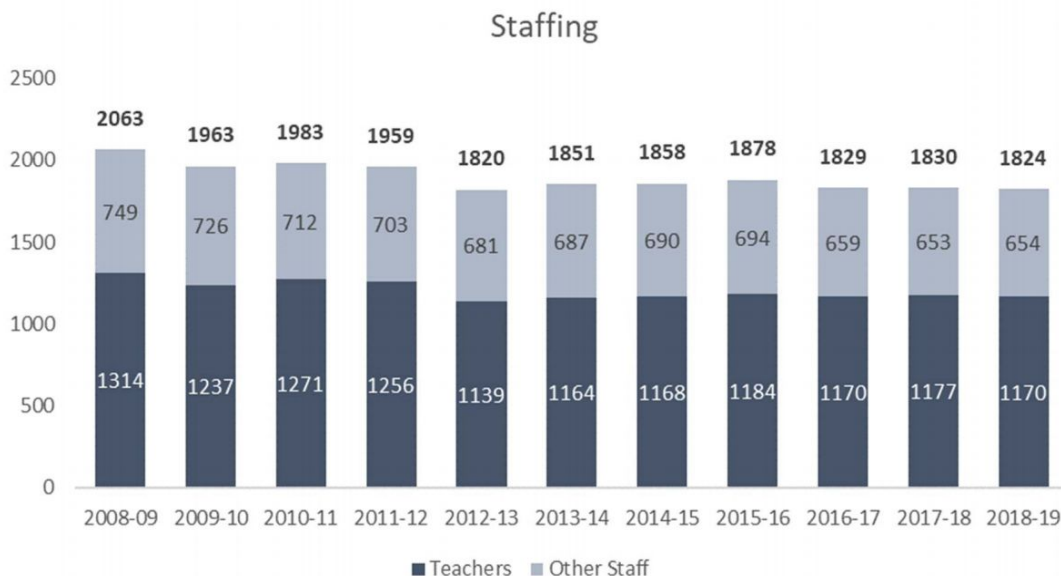
MSD K-12 Enrollment has **declined 16.8%** over the past **decade** (6.3% decline in the last three years)





# Finance: What We Learned

**Current district staffing levels are roughly equal to FY13.** Though total staffing levels are similar to FY13, non-teaching staff has declined by 4%, while teaching staff has increased by 2.7%.

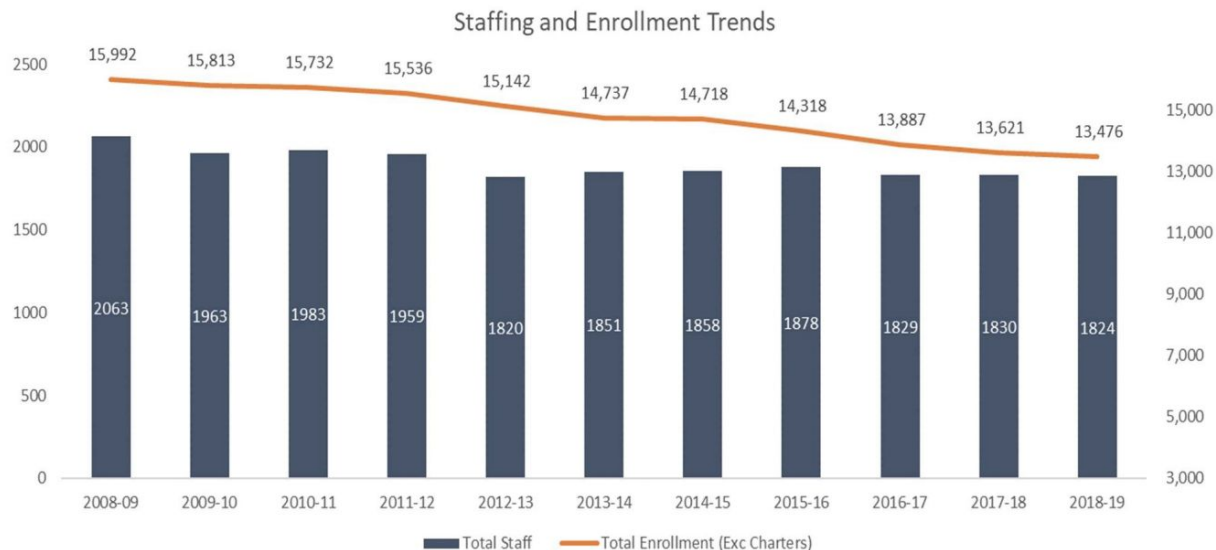






# Finance: What We Learned

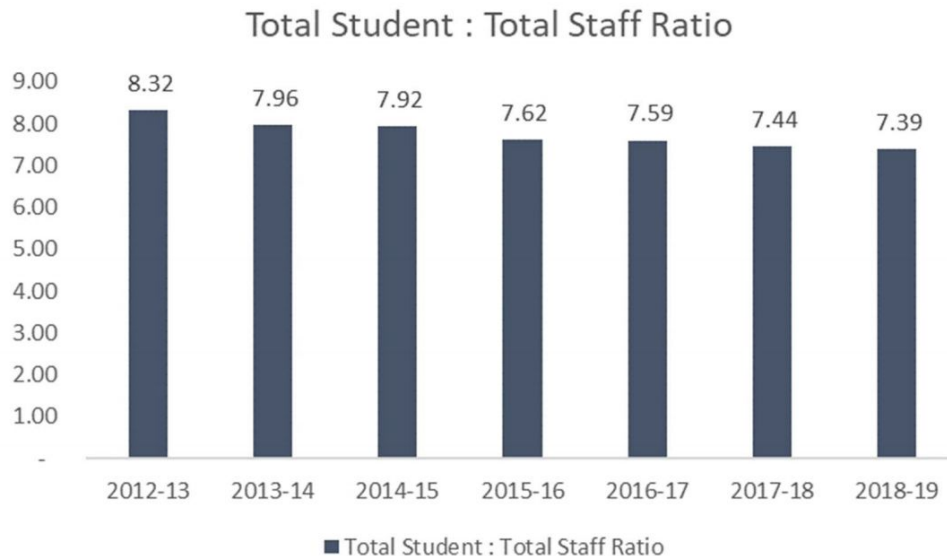
Since FY13, enrollment levels have declined by 11%.





# Finance: What We Learned

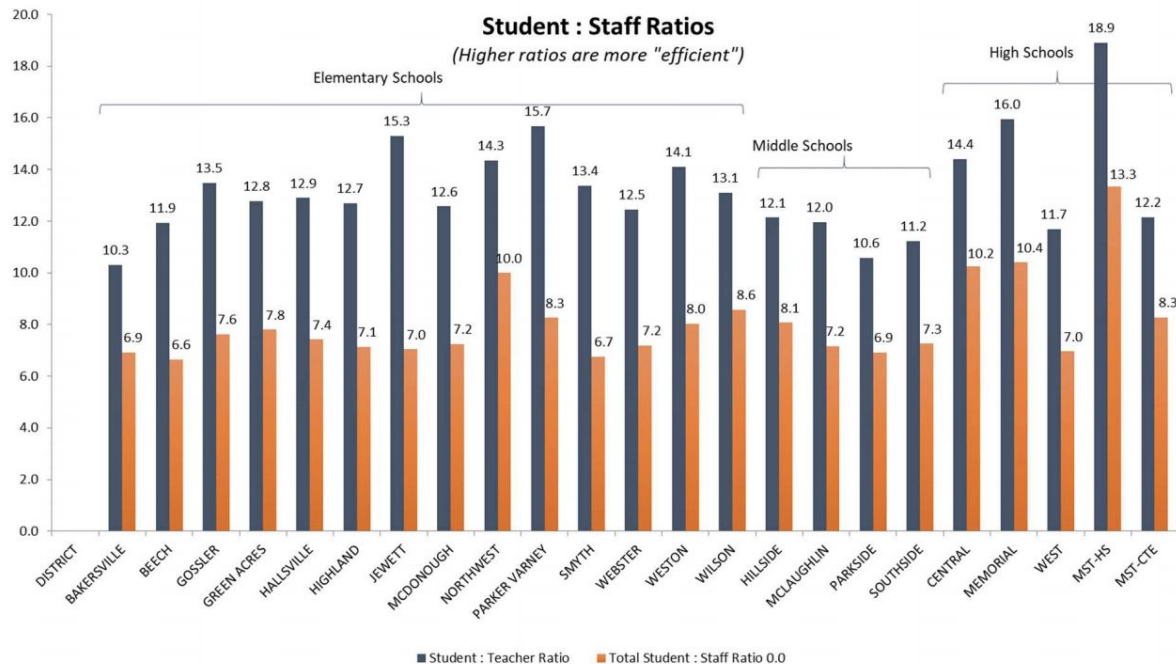
As a result, staffing ratios are **11.2% lower than FY13** (the last year of major staffing reductions).





# Finance: What We Learned

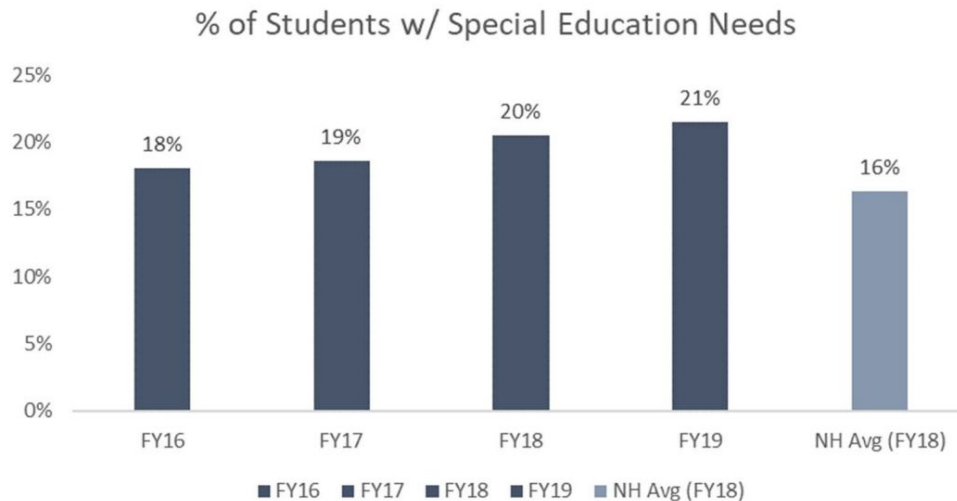
Staffing ratios vary significantly across schools.





# Finance: What We Learned

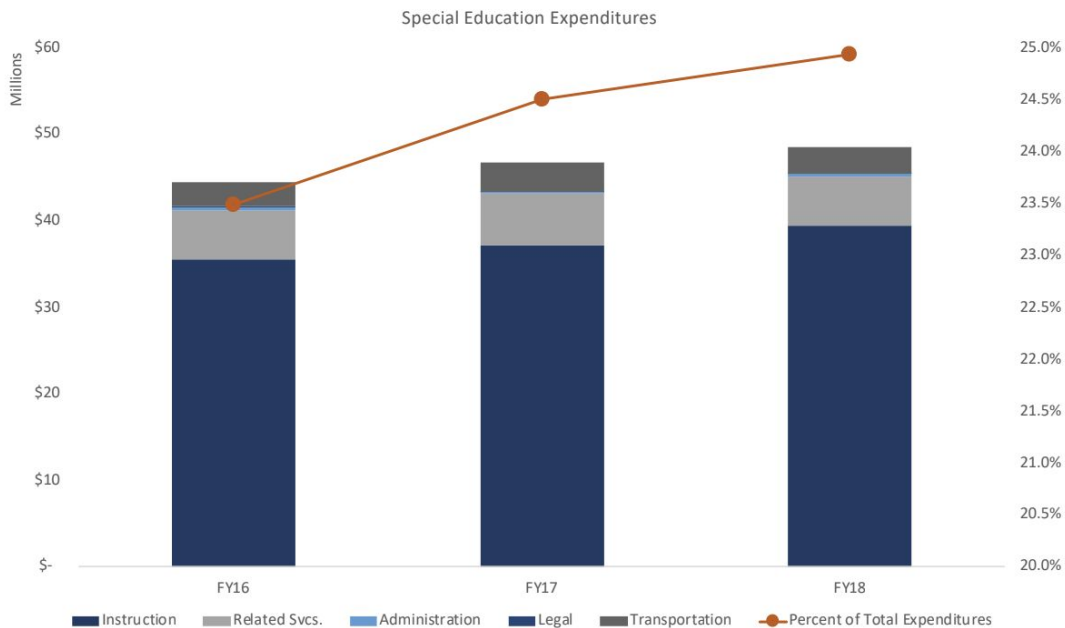
**Students with special education needs increased from 18% in FY16 to 21% in FY19.**





# Finance: What We Learned

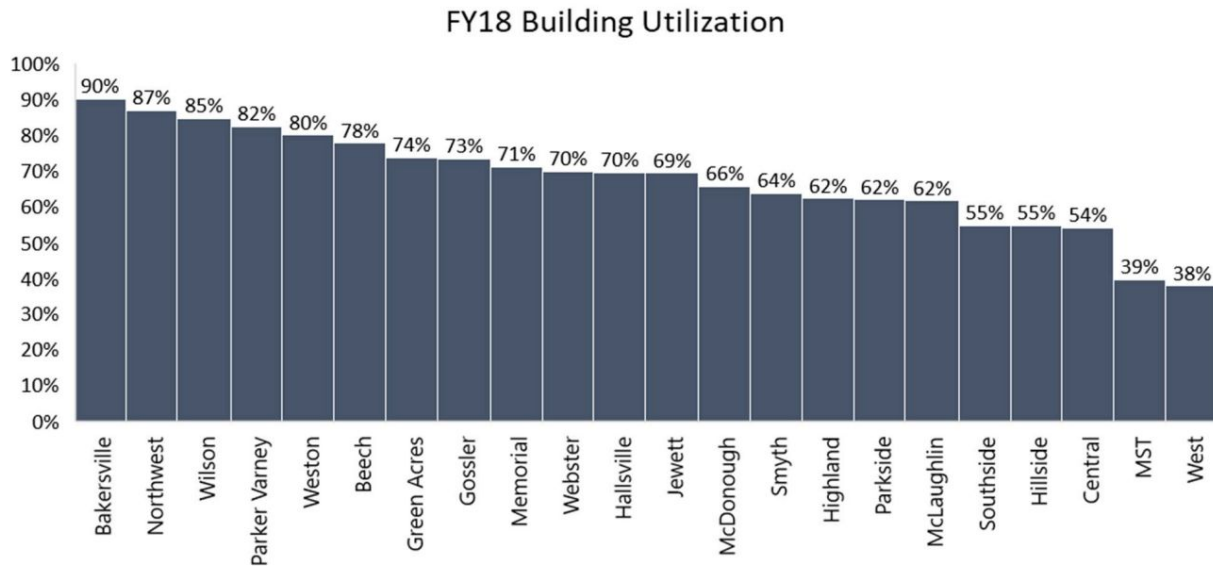
**Total spending on Special Education increased to \$48.6M, or 25% of total district expenditures, in FY18**





# Finance: What We Learned

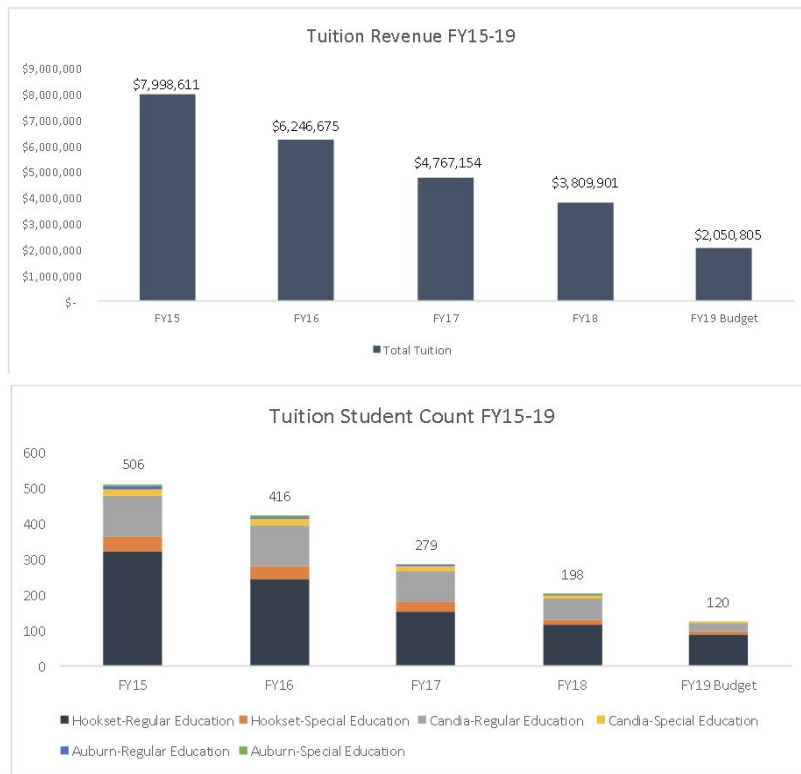
Building utilization ranges from 38-90%, with total utilization at 62%.





# Finance: What We Learned

- Tuition-in students have been steadily declining, with 120 budgeted in FY19 vs. 506 in FY15
- Most students come from Hooksett
- Revenues have decreased from \$8M in FY15 to just over \$2M in FY19 budget





# Finance: Base Case Projections

**The base case assumes current trends are maintained in future years.**

Key assumptions include:

- Enrollment continues to decline at approximately 1.5% per year
- Special education increases at 0.5% per year
- Staffing continues to remain constant despite enrollment declines
- Tax cap increases 2% per year; Adequacy Aid remains flat per pupil; federal special revenues decline 2% per year
- Salaries and benefits increase 2% per year







## Finance: Base Case Projections

### Scenario Analysis:

***How would various strategic options under consideration impact MSD financials?***



# Finance: Base Case Projections

**Model Overview: This is a dynamic model, with the ability to change inputs that drive outcomes**

- Enrollment inputs: school count, enrollment change by grade span (pre-k, ES, MS, HS), demographic percentages (including SPED, FRL, ELL)
- Revenue inputs: Adequacy Aid formulaic inputs, tax cap rate, tuition-in students and rates, kindergarten aid, percentage change in all other revenue sources
- Expenditure inputs: position count changes, salaries and benefits rate changes by bargaining unit, building square footage changes, transportation student count and rates (district, charter, SPED), debt service levels

Model Assumptions	FY2019 (Actuals)	FY2020 (Prelim Budget)	FY2021	FY2022	FY2023	FY2024	FY2025
<b>Enrollment and School Assumptions</b>							
Count of Schools							
ES	14	14	14	14	14	14	14
MS	4	4	4	4	4	4	4
HS	4	4	4	4	4	4	4
Total School Count	22	22	22	22	22	22	22
<b>Enrollment Change</b>							
% Change (Pre-K)		-1.5%	-1.5%	-1.5%	-1.5%	-1.5%	-1.5%
% Change (ES)		-1.5%	-1.5%	-1.5%	-1.5%	-1.5%	-1.5%
% Change (MS)		-1.5%	-1.5%	-1.5%	-1.5%	-1.5%	-1.5%
% Change (HS)		-1.5%	-1.5%	-1.5%	-1.5%	-1.5%	-1.5%
<b>Total Enrollment</b>							
Pre-K	400	394	388	382	377	371	365
ES	6,181	6,088	5,997	5,907	5,818	5,731	5,645
MS	2,921	2,877	2,834	2,792	2,750	2,708	2,668
HS	3,974	3,914	3,856	3,798	3,741	3,685	3,629
Total	13,476	13,274	13,075	12,879	12,685	12,495	12,308
<b>Student Demographics</b>							



# Governance



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# Governance: What We Looked At

- Governance research and benchmarking on structure, policy, and strategy; including:
  - Benchmarking against successful peer districts' organizational structure and board policies
  - Landscape review of effective governance strategies applicable to Manchester
- Manchester policy and structure review
- A deeper exploration of the root causes of MSD culture



## Governance: What We Learned

- “Board policies are not comprehensive enough and **lack the specificity necessary to set expectations for responsibilities** of the district and schools. There is a similar disconnect between the district and schools, so much so that many participants have said **each school often acts as its own independent entity**. Certain functions (monitoring and formal review of curriculum and other processes) are not performed either at all or as frequently as they should be, likely due to this **ambiguity in what each party is responsible for**.”  
- *adapted from 2013 MSD Curriculum Audit*
- “If you get a Board member’s ear, they’re **not looking at what’s good for the district but what’s good for their neighbor**.” - *district employee*



# Governance: What We Learned

- A deep sense of mistrust and fear permeates all levels of governance and leadership
- A lack of common vision and beliefs prevent a unified front
- In places that experienced similar governance issues, the business/funding community has played a pivotal role in driving transformation
- The combination of two year terms, 15 board members and a multi-committee approval process create a difficult BOSC structure impeding success

Manchester	Analog District 1	Analog District 2	Analog District 3
15 members <ul style="list-style-type: none"> <li>12 ward-based, 2 at-large, 1 mayor</li> <li>2 year terms</li> </ul>	7 members <ul style="list-style-type: none"> <li>Ward-based</li> <li>4 year terms</li> </ul>	7 members <ul style="list-style-type: none"> <li>All at-large</li> <li>4 year terms</li> </ul>	5 members <ul style="list-style-type: none"> <li>All at-large</li> <li>4 year terms</li> </ul>
13,387 students	17,030 students	16,279 students	16,981 students
Mayor is always the chair of the board; the board can only elect their Vice Chair, Clerk/Secretary, and Treasurer. Board has permanent committees.	Board members elect board officers from their own membership. Board creates committees as needed, which often dissolve after submission of a final report. Superintendent plays a policy coordinating role, serving as gatekeeper and primary point of contact between members of the community/district and the school board.	Board members elect board officers from their own membership. Board creates committees as needed, which often dissolve after submission of a final report.	Board members elect board officers from their own membership (superintendent is always the Board secretary). Board creates committees as needed, which often dissolve after submission of a final report. Superintendent plays a policy coordinating role, serving as gatekeeper and primary point of contact between members of the community/district and the school board.
Multiple committees plus the full board must review & approve policies.	New or amended policies are only reviewed and approved by the full board or by <b>one</b> committee, often the Policy Committee, rather than engaging various subcommittees.		



## Governance: Research Base

*There is a research base about School Board effectiveness. It is relatively young (past ~15 years) and thin. The bulk of it has looked at characteristics of an effective board, and has begun to try to correlate board effectiveness with student outcomes (particularly in higher need districts). We share these perspectives to inform the broader conversation around what we should be striving for, and for what has worked elsewhere. Some key perspectives to consider:*

- **Balanced Governance**, a principle that most generally "balances the authority of a superintendent to lead a school district with the necessary oversight of a locally engaged and knowledgeable board." Balanced Governance is a model that recognizes that the most effective approach to school board work is through balance, avoiding extremes in structure, role and function. We see this as an important gap to examine.
- 2012 PISA test results indicates that "school systems that **grant more autonomy** to schools to define and elaborate their own curriculum and assessments perform better than systems that don't" and "there is a positive correlation in school autonomy for resource allocation and improved student performance" (Alsbury, 2015) Important to understand, especially over time in MSD.





## Governance: Research Base

*Some key perspectives (continued):*

- Districts that are more successful academically have **board members who assign high priority to improving student learning**. (Fordham, 2014) An important wonder we have about the centrality of this in the work of BOSC.
- Demand that school board members and school superintendents **measure their own effectiveness** by one and only one measure: according to how well their students achieve. (Fordham, 2014) We have questions about shared accountability in the context of the BOSC.
- Emerging research suggests that improving student achievement across a district will only occur under leaders who are **collaborative rather than confrontational** and know how to use politics to bring about change (EWA, 2003). This speaks to some clear cultural gaps at play with regard to BOSC-Superintendent relationship.
- **At-large, on-cycle elections are associated with districts that beat the odds**. But given the import of recruiting board members, a system that holds off-cycle, ward-based elections is, at best, counterproductive—and, at worst, harmful to kids. (Fordham, 2014) This speaks to ways to think differently about the politicization of BOSC. In districts with enrollments of 5,000 to 24,999, 64.5 percent of boards were elected at large and only 35.3 percent by sub-district.



# What did we learn?: Research Base

*The “Eight Characteristics of Effective School Boards” (2011) by the Center for Public Education is considered a seminal work. We present a summary of their findings below as further food for thought:*

1. Effective school boards commit to a **vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.** Effective boards make sure these goals remain the district's top priorities and that nothing else detracts from them. In contrast, low-achieving boards “were only vaguely aware of school improvement initiatives” (Lighthouse I). “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level,” researchers said. (Lighthouse I)
2. Effective school boards have **strong shared beliefs and values about what is possible for students and their ability to learn,** and of the system and its ability to teach all children at high levels. In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. (Lighthouse I)
3. Effective school boards are **accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.** In interviews with hundreds of board members and staff across districts, researchers Goodman, Fulbright, and Zimmerman found that high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.
4. Effective school boards have a **collaborative relationship with staff and the community** and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals. In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers. Findings and research were shared among all board members. (Lighthouse I; Waters and Marzano) By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. Staff members from low-achieving districts often said they didn't know the board members at all.



# What did we learn?: Research Base

5. Effective school boards are **data savvy**: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. The Lighthouse I study showed that board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative. By comparison, board members in low-achieving districts tended to greet data with a “blaming” perspective, describing teachers, students and families as major causes for low performance. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret the data and recommend solutions.
6. Effective school boards **align and sustain resources**, such as professional development, **to meet district goals**. According to researchers LaRocque and Coleman, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint.” In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification.
7. Effective school boards lead as a **united team with the superintendent**, each from their respective roles, with **strong collaboration and mutual trust**. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment. (MDRC/Council of Great City Schools)
8. Effective school boards take part in **team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments** for their improvement efforts. High-achieving districts had formal, deliberate training for new board members. They also often gathered to discuss specific topics. Low-achieving districts had board members who said they did not learn together except when the superintendent or other staff members made presentations of data. (Lighthouse I; LFA; LaRocque and Coleman)



# Governance: Research Base

*A set of core functions for a school board and key questions to be asking:*

- Creating a culture of high academic expectations and positive relationships. *What are the implications for school board members?*
- Establishing a shared vision and communicating it to all constituent groups. *What should the school board's role be?*
- Aligning organizational structures and systems to the vision. *How can the school board help align district structures/systems to the vision and monitor the results?*
- Aligning teacher/leader selection, support and evaluation. *What influences on staffing issues should school board members exert and share?*
- Supporting decision making with relevant data systems. *How can data enhance the work and responsibilities of the school board?*



# Community Partnerships



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# Community Partnerships: What We Looked At

- Community resource/asset mapping investigation
- Exploration of the range of MSD student supports
- Deeper investigation with a subset of existing community partners (local funders, youth-serving nonprofits, city agencies) on data sharing and better integration



# Community Partnerships: What We Learned

- A willingness amongst many community partners to better integrate coupled with new strategies at the central office to unify services provides a **promising starting point for greater impact**
- A clear vision from the district can help drive this integration; currently, the district is reactionary to community funder and youth service organizations - **while well-meaning, it lacks cohesion**
- Services/supports are currently often driven by individual principals' requests versus a cohesive, district-wide focus



# Effective partnerships

While there are many different ways in which to engage school-community partnerships, research is largely agreed on the following **core elements of effective partner strategy**:

- Ensure that all partners **share a common vision**. The entire community and all involved partners should agree on the **same goals and expectations**.
- Establish **formal relationships and collaborative structures** to engage stakeholders, with structured opportunities (i.e., formal agreements, task forces) for initiating and sustaining partnerships.
- Encourage **open dialogue** about challenges and solutions in order to **foster shared ownership**
- **Share data** with partners
- Create and **empower central-office capacity** at the district level to sustain community school work, such as through a dedicated office or management position.
- Leverage community resources and **braid funding streams** to capitalize on the financial assets of community partners aligned with the common vision.





# What did we learn?: Sample Deep Partnership Models

Here, we present a few archetypes of deep partnership models from across the country.

Example	Characteristics	Sample Results
Strive Together	<ul style="list-style-type: none"><li>• Wide cross-section of community (incl. businesses and investors) involved</li><li>• Partners commit to a shared community vision and a culture of continuous improvement</li><li>• Evidence-based decision making to advance equity</li></ul>	<ul style="list-style-type: none"><li>• San Antonio TX<ul style="list-style-type: none"><li>◦ District graduates earning diplomas from local colleges increased by 10%</li><li>◦ 3rd grade reading levels increased 5%</li></ul></li><li>• Albuquerque, NM<ul style="list-style-type: none"><li>◦ On-time graduation increased by 5%</li><li>◦ College completion increased by 6%</li></ul></li></ul>
Promise Neighborhoods	<ul style="list-style-type: none"><li>• Mix of private/public funding</li><li>• Norming around a common set of outcomes and indicators for youth with all partners</li><li>• Nonprofits shift from providing individual supports to a "cradle to career" strategy that integrate community supports and education, developing a continuum of solutions for all high-need kids</li></ul>	<ul style="list-style-type: none"><li>• Buffalo, NY<ul style="list-style-type: none"><li>◦ School safety increased by 11%</li><li>◦ Kindergarten readiness increased to 97%</li></ul></li><li>• Roxbury, MA<ul style="list-style-type: none"><li>◦ HS math proficiency went from 36% to 63%</li><li>◦ Graduation rate increased 31%</li></ul></li></ul>
Say Yes to Education	<ul style="list-style-type: none"><li>• City government plays a critical convening role in cross-government and cross-sector collaboration</li><li>• 100% tuition scholarships for graduates and \$15M in seed capital raised locally through the launch of a city scholarship fund</li></ul>	<ul style="list-style-type: none"><li>• Syracuse, NY<ul style="list-style-type: none"><li>◦ 43% reduction in foster care placements</li></ul></li><li>• Buffalo, NY<ul style="list-style-type: none"><li>◦ 15% increase in on-time HS graduation</li><li>◦ 8% increase in college matriculation</li></ul></li></ul>



# Asset Mapping

*In Fall 2018, Manchester Proud led an “asset mapping” workshop, where community members and service providers from across Manchester gathered for a half-day workshop focused on mapping the city’s resources. We share some of the key findings here from that session and subsequent analysis as additional context for the strategic planning work.*

Data from that workshop found the following:

- There are **25 distinct types of services provided**, ranging from mentoring and meals to mental health supports and job training
  - Most common services provided were **mentoring, tutoring, and job training**
- Over **30 different outcomes are tracked** by these service providers, from attendance and discipline to parent engagement and substance use
  - Most common outcomes tracked were attendance, discipline, graduation rates, drug use, and parent engagement.



# Asset Mapping SNHU Analysis

*SNHU also analyzed the data from the asset mapping workshop. Their recommendation, upon review, is below. We present it as another archetype for your consideration.*

"If Manchester is to be successful in creating and sustaining these beneficial community-school partnerships, it will be necessary to **break down the silos** that are present, both within MSD but also the natural silos throughout the community. Coordinating the efforts of multiple community entities where there is service overlap will increase efficiency and improve the reach and benefit of these services. On the school side, multi-school workshops may be appropriate here, and the conversations about the possibility of a cross-school liaison for partnerships should continue. Perhaps better than both of these solutions is a position for a **community-school liaison** which would work not only across each of the schools but also to coordinate with the community partners."



# What's Next



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# Strategic Plan Timeline

