

Structure and Staffing of the Minneapolis Public Schools

Analysis of Structure and Recommendations

Tasks:

1. **Benchmark and evaluate** the organization of **the District in comparison to** the most effective practices and organization of **high performing districts** of similar size and complexity nationwide;
2. **Assess and evaluate the organizational culture of the District** in its effectiveness in delivery of services, its alignment with board, district and superintendent priorities, and its readiness to meet the expectations of the superintendent and the challenges the district is facing;
3. **Identify any and all redundancies** in current assignments (professional certified and support staff) and **streamline the organization** to assure more effective and efficient operations and support to schools; and,

OBSERVATIONS:

The organizational structure in 2009-2010 was different from the one now in effect. The former superintendent had two staff assistants reporting directly: the Assistant to the Superintendent who served as Board Liaison and also coordinated the Youth Coordinating Board; and a Special Advisor to the Superintendent who was responsible for the Strategic Plan Implementation. (This position was/is not funded by MPS). There were five (5) direct line reports, each heading up a Division: Policy and Operations, Finance; Human Resources and Accountability; Communications, and The Deputy Superintendent who was responsible for all aspects of the academic programs and the Associate Superintendents for the Schools.

When a comparison is made of the 2009-2010 and the 2010-2011 MPS Organizational Charts, it shows some significant shifts. Superintendent Johnson recognized the functions of Government Relations, Policy Development and General Counsel/Legal Services should be in the domain of the Board of Education and not combined with operational functions under the Chief of Policy and Operations. She moved these functions and accordingly named it a Division of Legal, Policy & Government Relations. It

relationship to the Board (dotted lines traditionally on an coordinating function whereas a solid line represents a supervisory function). Generally speaking, those who report in a staff and not a line function are usually dubbed an Office and not a Division.

Superintendent Johnson moved the Offices of Race & Equity as well as Equal Opportunity from the Division of Policy and Operations to the Office of the Superintendent and combined these into an Office of Equity & Diversity. The Executive Director reports to the Liaison to the Board/Superintendent.

The Superintendent moved two Divisions from direct line reports to the Superintendent, (Finance/Chief Financial Officer as well as Human Resources & Accountability/Chief Human Resources Officer), to a reporting relationship to the Chief Operations Officer. The Superintendent changed the line reporting relationship of the Chief Communications Officer to a staff report to the Liaison as part of the Office of the Superintendent. The Superintendent determined to have the Associate Superintendents for the Schools report directly to her as a Division of Schools in lieu of having them report to the Deputy Superintendent.

In 2009, two Associate Superintendents were responsible for the elementary and the K-8 schools (one also had early childhood education as an assignment) while the third Associate Superintendent was responsible for secondary 6-12 grades, athletics, alternative programs and charters, AVID, area learning centers, athletics, career/technical education and drop out prevention.

The Superintendent sought a Chief Academic Officer (in lieu of a Deputy Superintendent) for several months, but abandoned the search. A Deputy Chief Academic Officer was hired instead. In creating a Division of Academics with the Deputy Chief Academic Officer, several functions that had been previously supervised by the Deputy were moved: Family & Community Engagement was shifted to the Office of the Superintendent coordinated by the Liaison. Community/Government partnerships and Achieve Minneapolis were shifted to the Office of the Superintendent: the former to be coordinated by the Liaison and the latter coordinated by the Superintendent (note: this position is not a MPS funded enterprise.) In addition, Funded Programs was shifted to the Finance Division. Research, Evaluation & Testing was shifted to the Special Advisor to the Superintendent and a new Division, as a direct line report to the Superintendent was created and named as Division of Accountability, Planning & Innovation.

FINDINGS:

The 2009-10 organizational structure, on paper, provided the Superintendent with direct line reports of the five critical features of management and leadership:

1. Finance
2. Human Resources



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Services

4. Operations/Support Services

5. Communications

6. Academics

The 2010-2011 structure eliminated the direct line report to the Superintendent of two functions, Finance/Budget and Human Resources, and placed them within a newly defined Division of Business & Operational Excellence. The revised structure did consolidate services/functions that are truly staff functions and most closely related to the Board: legal, policy and legislative services. The revised structure consolidated a number of offices/divisions/departments scattered throughout the five Divisions into an Office of the Superintendent to become staff functions and for coordination by the Board Liaison; thus, redefining the role/function of that position in a significant manner. The Superintendent determined to separate the supervision/coordination of the schools from the academic group, (CAO/Deputy) and have the three Associates report directly to her on a daily basis. The Superintendent decided to create a new division, the Division of Accountability, Planning & Innovation, as a line report and consolidate these functions along with Research and Evaluation under the Special Advisor to the Superintendent (position continues to not be funded by MPS).

Department of Internal Auditing

OBSERVATIONS:

The overall 2009-2010 organization chart did not represent an Internal Auditing function. The submitted organization chart for the Division of Finance illustrates a reporting of the Internal Auditor to the Chief Finance Officer.

An agency's internal audit function is most effectively used as an internal management tool to improve the delivery of services and ensure that public funds are spent in the most efficient and effective manner in accordance with laws, rules, and regulations.

An internal auditing function includes activities such as: reviewing the soundness, adequacy and application of accounting, financial and operating controls; ascertaining the extent of compliance with established policies, plans, and procedures; ascertaining the extent to which agency assets are accounted for and safeguarded from loss; determining the reliability of management data; recommending operating improvements ensuring agencies are being run efficiently and effectively; and assessing risk to help ensure that fraud and abuse are minimized.

FINDINGS:

All of the referent districts have an office of Internal Audits. Most of the offices of the Internal Auditors directly report to the Board of Education and/or a relevant

solid line. Most of the districts show a link to the member for administrative coordination and

communications. This is represented by a dotted line reporting relationship. In many states, there is a regulatory citation creating a firewall between Board oversight by the internal auditor office and the district/financial functions being audited. Internal auditors are involved in an independent appraisal activity as a service to the agency with the objective to assist management with effectiveness and efficiency, and the minimization of risk.

Currently, the MPS has its Department of Internal Auditing reporting indirectly to the Board of Education as represented by a dotted line and directly, with a solid line, reporting to the Chief Financial Official. There is one employee in the office.

RECOMMENDATIONS:

The Superintendent and Board could review the recommendations of the IIIA (*International Institute Internal Auditors Research Foundation*) regarding a dual reporting relationship of the function of the Internal Auditor for appropriate administrative support and Board oversight. The Superintendent and Board could consider adopting the organizational chart/structure and job description that ensures the position of Internal Auditor reports directly to the full Board of Education (by way of a solid line) and indirectly, for administrative coordination to the Superintendent, only. The Internal Auditor, whose work is mainly in the area of the functions contained within the Chief Business Officer should not report or be supervised by the Chief Business Officer in order to maintain necessary firewalls and avoid any conflicts.

The Superintendent/Board should evaluate the workload of the Internal Auditor to determine if the current staffing level is appropriate.

Division of Legal, Policy, & Governmental Relations

OBSERVATIONS:

This new Division is comprised of three departments: legal services, policy services, and legislative services, all of which in 2009-2010 were located in the Division of Policy & Operations supervised by its Chief. In July 2010, the Superintendent transferred the oversight for these functions from the Chief Operations Officer, created a new Division, and placed the Division reporting to the Board in a dotted line (coordinating) relationship and a solid line (direct supervisory representation) to the Superintendent. The General Counsel is a member of the Superintendents executive cabinet. The department does not employ any paralegals at this time, but the General Counsel can make a strong case for the need to hire one paralegal for 2011. The GC reports that she provides the Board of Education with an annual overview/summary litigation report and is setting up a technological on-line reporting tool for timelier reporting. The GC reports that in addition to the in-house legal staff, that she coordinates the use of legal firms and experts who are external to MPS for special issues and detailed litigation matters.

supervises/coordinates each of these areas and the
level did not supervise all areas. There are three

Assistant General Counsels: One is mainly responsible for special education, alternative programs, care and treatment programs; a second Assistant is charged with contracts, data privacy, student discipline, 504 compliance, and real estate; the third Assistant is responsible for litigation/subpoenas, employee issues, agency investigations, and immigration.

FINDINGS:

Most districts do not have the administration of 504 compliance issues as an assignment to an attorney.

A review of similar size districts shows a mixture of those with in-house legal staff and general counsels and those who do not have in house staff but contract out for all services. The MPS legal staff of four attorneys is larger than that of SPPS, which has more students.

One staff member is assigned to handle policy review, development of new policies, and offer policy interpretation assistance to staff. The Director of Policy development is not an attorney. Most school districts the size of MPS have had an individual who carries a similar portfolio. However, in the past several years due to economic conditions and budgetary cutbacks this position has increasingly been eliminated.

At a Board meeting (January 25) this consultant observed the Board presentation and ensuing discussion of new policy items as well as the Board approval of revisions to the existing policies as a regular matter brought before it. It is clear that the Director of Policy worked closely with the Director of the Division responsible for the coordination of New Schools in the development of the policies and administrative regulations in this area. It is assumed that the Director of Policy works closely with other Chiefs and Staff as needed. The reporting relationship of the Director of Policy in MPS is with the Division of Legal, Policy, & Government Relations. In SPPS, for example, a similar position is located within the domain of the Division of Planning, Policy, and Accountability reporting as part of staff to the Superintendent. The SPPS Legal Division of SPPS stands separately reporting to the Board.

In this Division, an individual serves to coordinate district legislative efforts and legislative testimony, interface with elected officials and the Department of Education, lobbying efforts with the Legislature, and to advocate for MPS. A review of districts in the representative referent group show about half of them with such a full time position. For example, SPPS hires an external legislative/lobbying firm for less than the cost of the MPS in-house staff person. Coordination of legislative matters internally in SPPS takes a small amount of time by a staffer in its Department of Planning, Policy, and Accountability. However, in the past several years due to economic conditions and budgetary cutbacks in districts this type of position has increasingly been eliminated.

the Board of the Division of Legal Services as well as appropriate. Maintaining the Director of Policy within this Division is at the discretion of the Superintendent/Board.

RECOMMENDATIONS:

MPS should conduct a review of the total costs of legal services including in house staff salaries and benefits as well as the costs for external contracting for legal services for the past five years. Once that data is secured a cost benefit analysis should be made whether or not continuation of the current hybrid model of in-house and external contracting system for legal services is the most efficient and effective model.

Before a paralegal is added to the 2011-12 budget to assist with the real estate matters of MPS, an analysis needs to be made of workload of each Assistant and the General Counsel to determine if adding the paralegal would be effective use of money and the added value the position would bring to the district.

The MPS would be wise to consider the transfer of the responsibility for the 504 matters to another staff member and free up the time of the attorney by being relieved of the associated 504 administrative matters.

The Superintendent should review whether or not she feels most comfortable with maintaining the position of Director of Policy within the Division of Legal, Policy & Government Relations or would prefer to consolidate Policy and Planning and Accountability into one Division.

It is recommended that a coordinating (dotted line) relationship be between the Superintendent and this division, and with a solid line relationship to the Board.

It is recommended that for staff functions the use of the name office in lieu of division would be a more accurate representation for staff functions and that the name departments be used as titles for the policy, legal, and legislative services.

It was appropriate that these three functions, policy, legal services and legislative services were transferred to Board/Superintendent oversight. These are functions in the Board domain. However, Board members have concerns that they do not know what the staff in legislative services is working on or positions being taken as they get telephone calls about his testimony and they are not informed enough to comment.

The change made by Superintendent Johnson several months ago to change the reporting relationship of the Internal Auditor and assigned the responsibility to the Board was important and correct. It would be an equally important move to make the reporting relationship to the Board depicted by a solid line and change the reporting relationship for coordinating purposes from the CFO to either the Chief Operations Officer or to the proposed, new position of Deputy for the reasons cited (firewall etc.).

...counsel in MPS is remarkable for the size of the ...
...ded, if undertaken, would allow you to analyze the
costly nature of legal services and make some decisions accordingly regarding internal
staff and external contracting for legal services as well as to evaluate the validity of
request by staff to augment the legal staff with a paralegal.

There is a need, as expressed by the General Counsel, for the Internal Auditor and the
office of the General Counsel to interface more regularly so as to best coordinate some
of the investigations and follow through on findings. This is a small example of the silo-
like effect in MPS wherein the need for communication and for someone to be
responsible for assuring that people in different departments work together. Another
example is that the General Counsel believed, as expressed in the interview, that MPS
does not have a risk management function whereas the Chief Operations Officer
maintains that such a function and position exists in his area.

Please consider what I have recommended in the shared services chapter regarding
legislative services as a way to move in the future.

The General Counsel serves on the Cabinet and has a 45-minute per week standing
meeting with the Superintendent. Almost 10 percent of her time is spent with such
meetings. I would advise rethinking the value of the use of her time sitting at cabinet as
opposed to what she may be able to do with that time in her legal field and
responsibilities.

Liaison to the Board and Superintendent

OBSERVATIONS:

The role of an individual serving as a liaison to the Board of Education and to the
Superintendent is a very important one.

Many mid sized districts like MPS do not all enjoy the benefits of such a position,
especially in the past few years with budgetary cutbacks. Many superintendents have
eliminated the position for budgetary cutbacks in districts the size of MPS.

In MPS, the Superintendent has consolidated many staff functions and
offices/departments under the domain of the Liaison to the Board/Superintendent in an
Office of the Superintendent.

FINDINGS:

The current individual in the role handles the complexities of the position adroitly given
his years of experience and wisdom.

Based on the dynamics of the new Board and the many demands the Board has placed
on staff with committees, among other duties, the need for the position in MPS needs
careful consideration. In the event there is turnover in the position of Liaison in the

with great clarity the role and responsibilities of the
ual understands the boundaries of the position.

It is not easy to have someone in a blended role serving two, distinct entities: the Board and the Superintendent. It is further complicated if the individual has the added responsibilities of a de facto Chief of Staff. It may be a more effective and efficient alternative for the Superintendent to consider being the direct link to all board members instead of having an intermediary. In regard to having five new board members, the need for the Superintendent to be closely knitted and available to all board members becomes acute.

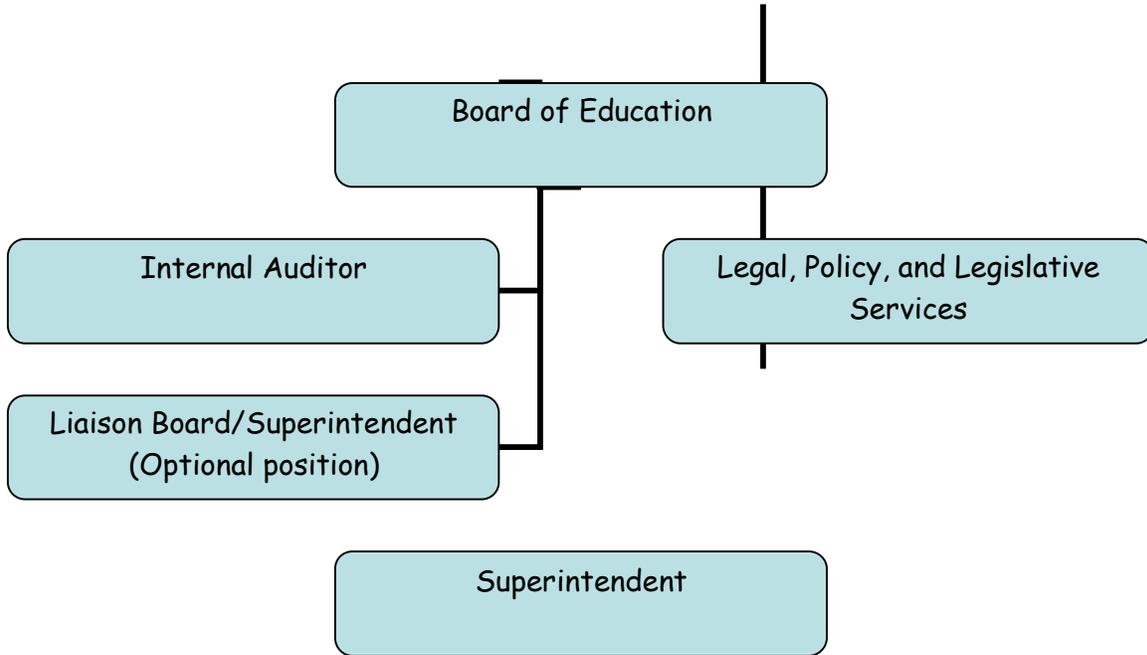
RECOMMENDATIONS:

As part of the overall organizational reorganization of those departments/staff reporting to the Board as cited below, it is recommended that if such a position is deemed necessary, then the position of Liaison to the Board/Superintendent have its role separated from that of coordinator/supervisor of the Office of the Superintendent so as to focus solely on the demands of the Board and the linkage with the Superintendent.

The many committees of the Board that need staffing, the many informational tools requested by the Board, the need to facilitate the flow of communications among nine board members and between the Board members and Superintendent is a full time job.

Overlaying the supervision/coordination of six departments/offices, as it is the current situation, is overburdening the position as Liaison (serving as a de facto Chief of Staff), clouding the main function for the position, and can cause conflicts in roles and loyalties and confidentiality.

On the other hand, it may be that the Superintendent should attend personally to the needs of board members, as is the case in most districts of comparable size.



Ombudsperson

The Office of the Ombudsperson is staffed with a single person who reports to the Superintendent. However, there is, on paper, within the Office of Family Engagement, three Community liaisons who report to the Ombudsperson. Please see below section on the Office of Family Engagement for discussion.

FINDINGS:

The position of Ombudsperson plays a critical role in an urban district the size of MPS. In the organization chart of the Office of Family and Community engagement, the position of Ombudsperson reports to the Executive Director. On the most recent MPS organization chart, the position stands apart from that Office of Family Engagement and is a part of the Office of the Superintendent coordinated by the Liaison. There is a need to clarify the reporting relationship of the Community Liaisons and the Ombudsperson.

RECOMMENDATIONS:

The Superintendent needs to make a decision if she wishes the Ombudsperson position should be a single, direct report to the Superintendent or be coordinated through the

Community Engagement (or if the proposed position of Liaisons report to that position). In addition, the role and reporting relationships of the Community Liaisons need to be clarified. Please refer to the section below on the Office of Family Engagement.

ACHIEVE Minneapolis

OBSERVATIONS:

The coordinator of Achieve Minneapolis (a strategic partner), (who is not a MPS staff member), works directly with the Superintendent. The current organization chart depicts the coordinating relationship with a dotted line. A major role is interfacing between the district and the public to assist with raising money to advance the Achieve Minneapolis agenda to improve the district.

FINDINGS:

The MPS is fortunate to have a strategic partner like Achieve Minneapolis. Maintaining a close connection between the Superintendent/Board and the Executive Director is vital and cannot be delegated.

This auxiliary, external group is the only one of its type that appears on the MPS organization chart.

RECOMMENDATIONS:

Maintain an active linkage between Achieve Minneapolis and the Superintendent/Board. Perhaps, have the relationship, if needed to be on the organization chart at all, be a shared one between the Board and Superintendent. The Superintendent should consider whether Achieve Minneapolis should be reflected on the Organization chart at all, as it may suggest additional staff when in fact it is not a funded staff position. There is no other such position or group/association reflected on the organization chart. I would suggest the Superintendent to consider if the position appearing on the organization chart should demonstrate a relationship to the Board of Education as well as the Superintendent.

OFFICE OF THE SUPERINTENDENT

Currently the following staff/departments/offices report to the Superintendent and are contained within the Office of the Superintendent: Department of Communications, Assistant to the Superintendent, Ombudsperson, Department of Family & Community Engagement, Department of Office of Diversity, and Resource Development. These staff are supervised/coordinated by the Liaison to the Superintendent (see above discussion).



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The Assistant to the Superintendent is a new position. Chief among the duties of the position is coordinating any special projects for the Superintendent and Liaison, coordinating the cabinet agenda, maintaining the time logs and calendar for the Superintendent, advising the Superintendent and taking on a myriad of responsibilities as determined by the Superintendent and/or Liaison.

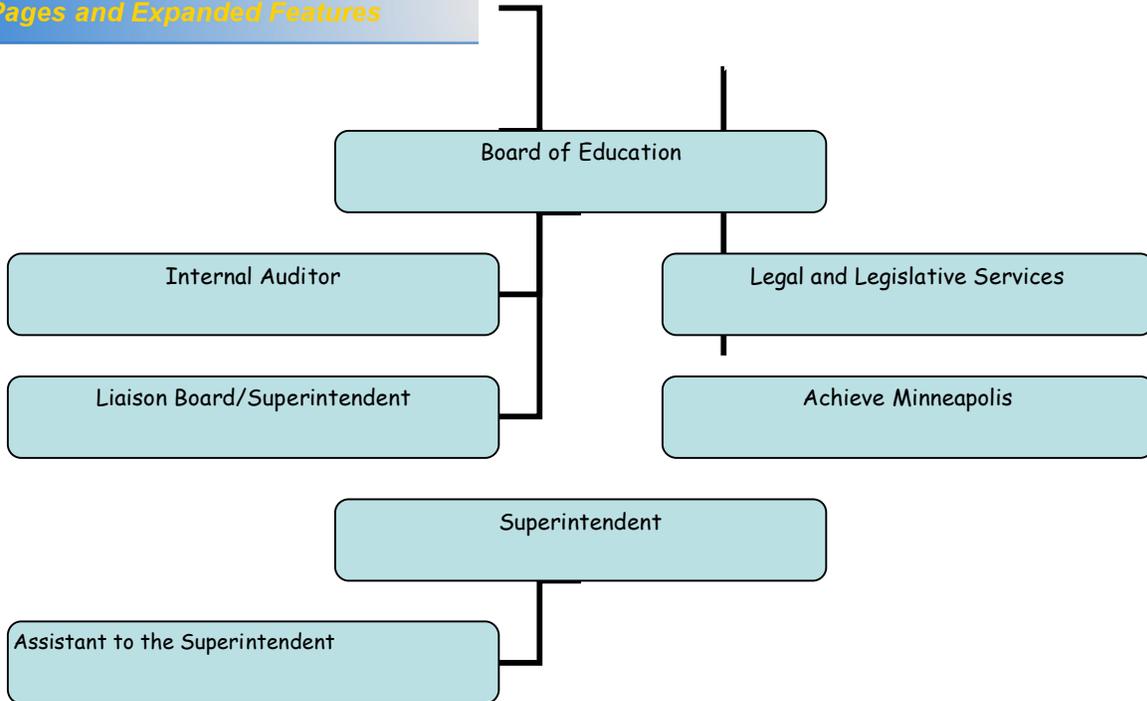
FINDINGS:

The position of the Assistant to the Superintendent is one that most Superintendents want and need in order to assure that their needs and special assignments are met. The portfolio is an evolving one and difficult to define. Unfortunately, this position is one that has been frequently cutback due to budgetary constraints in many districts. As pointed out above, SPPS, for example, eliminated the position for the FY 2011. Due to the nature (confidentiality) of the position, this position cannot be combined with the position of Liaison to the Board/Superintendent, but should remain distinctive for obvious reasons.

RECOMMENDATIONS:

The need for a special Assistant to the Superintendent can be a determination and decision made only by the Superintendent. As a comparative point, the Superintendent in SPPS had to eliminate the position due to budgetary constraints in 2010-2011, but very much needs such a position. Should Superintendent Johnson deem that the experience with such an Assistant during the past several months is of great value and can be funded in 2011-12, then it is recommended that the position report directly to the Superintendent only. However, there is a need for the duties of the position to be clearly specified so that the role is well understood by all. (Please see proposed reporting relationship below in the Exhibit).

ing relationship between the Assistant and the



The Office of Resource Development

OBSERVATIONS:

This two person office explores private funding opportunities for MPS and assists schools with linkages to funders.

FINDINGS:

Most referent districts have a similar office with limited staffing. For example, SPPS has an individual who serves as a Director of Fund Development and Innovation. This individual interfaces with potential funders, develops Philanthropic Partnerships, coordinates competitive grant opportunities, and serves as the liaison to foundations.

There has been a shift in referent districts to make the salary of the staff in this office somewhat dependent upon acquisition of new funding to the district.



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The placement of this Office in close association with the Superintendent is important as often the Superintendent is called upon to meet with potential and on-going funders and foundations.

The Department of Communications

OBSERVATIONS:

The Executive Director of Communications, appointed to his position by Superintendent Johnson, serves on the Superintendent's cabinet. Clearly, the role played by this office is vital to the mission of the district.

The Executive Director of Communications sees the functions of his Office separated into three primary areas: Marketing, Internal Communications, and Media/Public Communications. As part of his vision, he sees a need for a new position to be created to serve as the Coordinator of Marketing and Production. This department would be responsible for the radio station (KBEM 88.5), video production (Channel 15), an assistant for video production and graphics, and a part-time position for the website, castnet, and Channel 15 programs (this is a shared time position (1/2) with the IT department). In addition, he has identified an existing position of coordinator of marketing content to supervise the assistant for video production and the website.

The Executive Director envisions having a Coordinator to administer the Internal District Communications supervising two employees, to provide customer service (the receptionist at the 807 headquarters), and a staff member to assist with crisis management. The Executive Director is proposing the hiring of a new position to fill the role as Office Manager to the Office of Communications reporting to the Coordinator of Internal Communications.

In effect, the Coordinator of Internal Communications, as proposed by the Executive Director in his reorganization, would be responsible for supervising two staff: the district receptionist and the new position of Office Manager. The Executive Director is proposing that the Assistant Director of Media Relations/Public Affairs supervise an Outreach Coordinator who, in turn, supervises/coordinates three translators (Somali, Spanish, and Hmong languages).

FINDINGS:

All school districts have such an office of communications in their organization and most referent districts have the numbers of staff that is approximately comparable to MPS Office of Communications. However, most offices comparable in size have a broader span of control than the ones so proposed by the Executive Director.

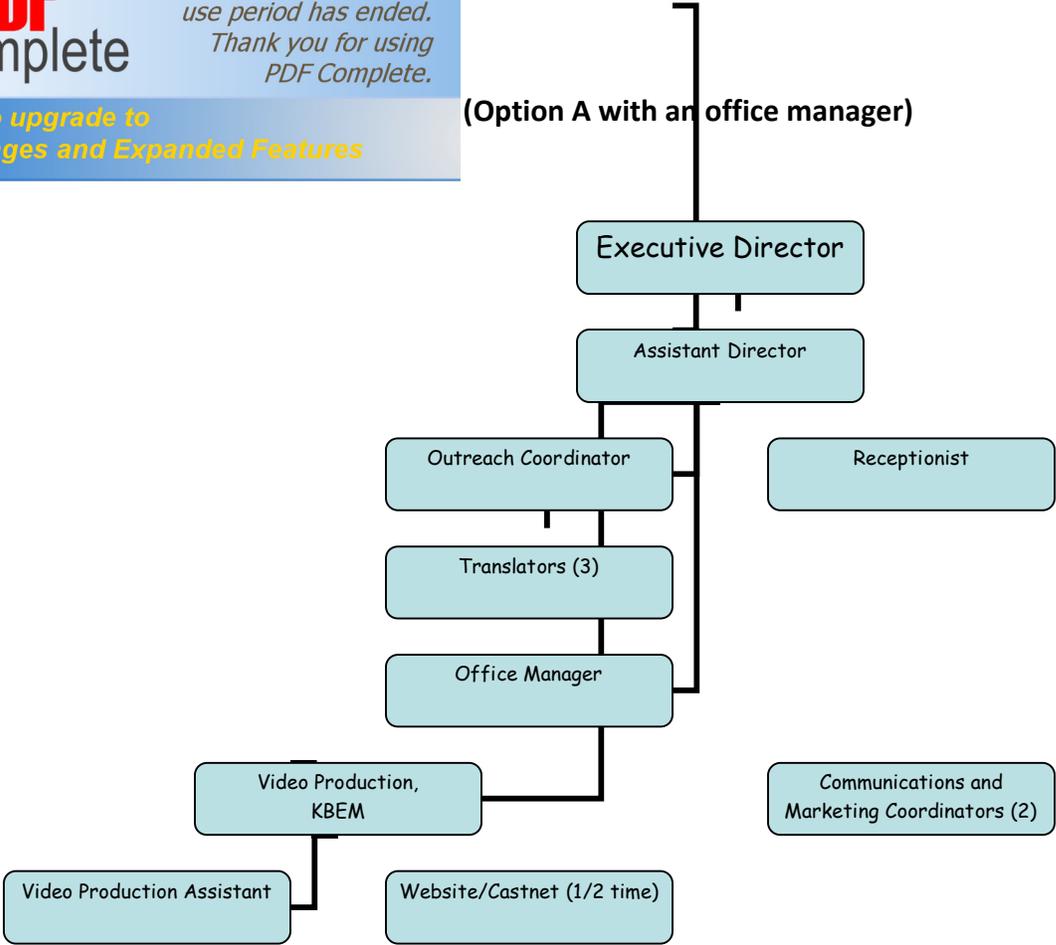
The Executive Director should be commended for his preliminary efforts to reorganize his Office. He recognizes and articulates clearly the mission of his office and the vision he has for making communications an effective, proactive unit in support of the Superintendent and Board.

The Executive Director should rethink his proposed organization of the Office and the level of staffing needed so as to make the span of control broader, to make full use of the role of his Assistant Director, and to ensure fewer silos and greater integration of services.

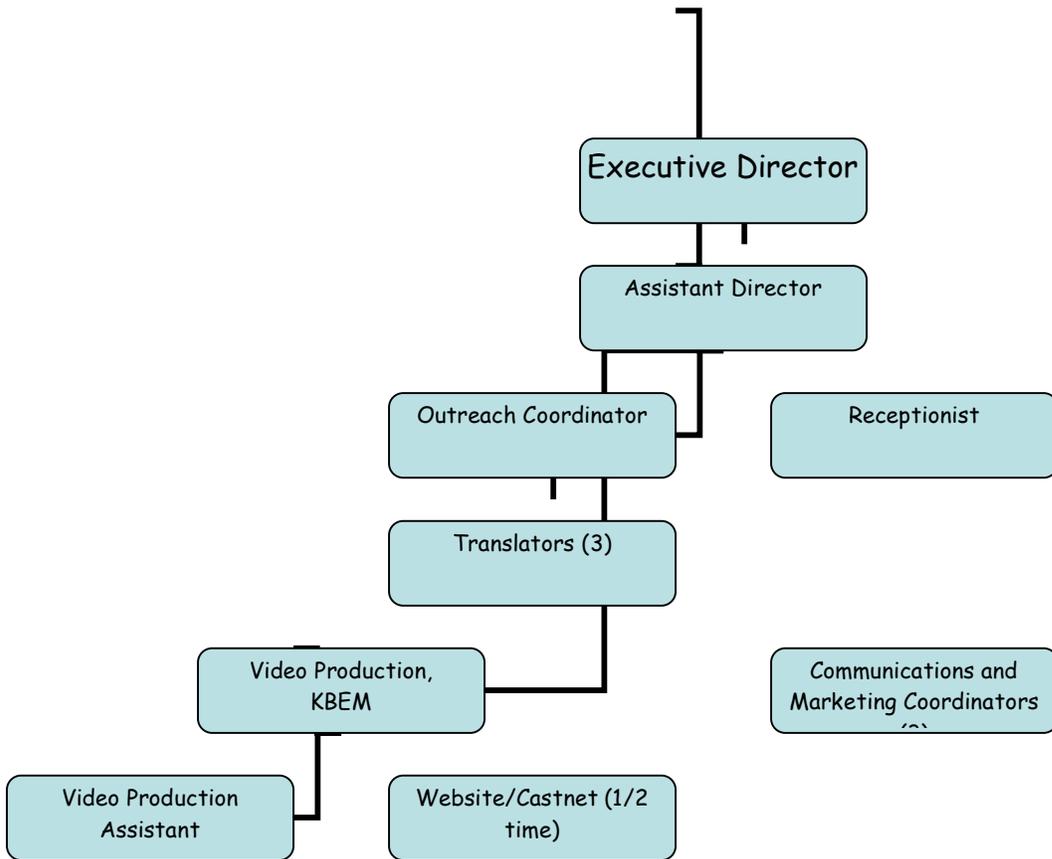
He needs to be wary of establishing an organization with narrow spans of control, and more silos. For example, it appears that creating a new position as coordinator of marketing/production to coordinate and supervise 3½ staff and KBEM, as well as maintaining a coordinator of marketing content is too narrow of a span of control. It appears that the span of control for the Coordinator of Internal Communications (two staff) is far too narrow to be justified. The span of control 1 to 1 of the Assistant Director to the Outreach Coordinator again is very narrow.

It is recommended that the Executive Director tweak his proposal and reconsider consolidating all functions of the Office under the Assistant. This move would allow the Executive Director to serve in a strategic capacity so that his time with the Superintendent, at events, and at cabinet meetings will not interfere with or compete with the time for the administration of the daily and minute operations of his Office. In addition, it is recommended that the proposed new position of Coordinator of Marketing is justified, but such a position would best be represented as below. It appears that the need for an Office Manager may be qualified. However, it is recommended that the Executive Director carefully construct the job description and then make a decision is such a position or, perhaps another staff position in communications/marketing would better serve the Office.

(Option A with an office manager)

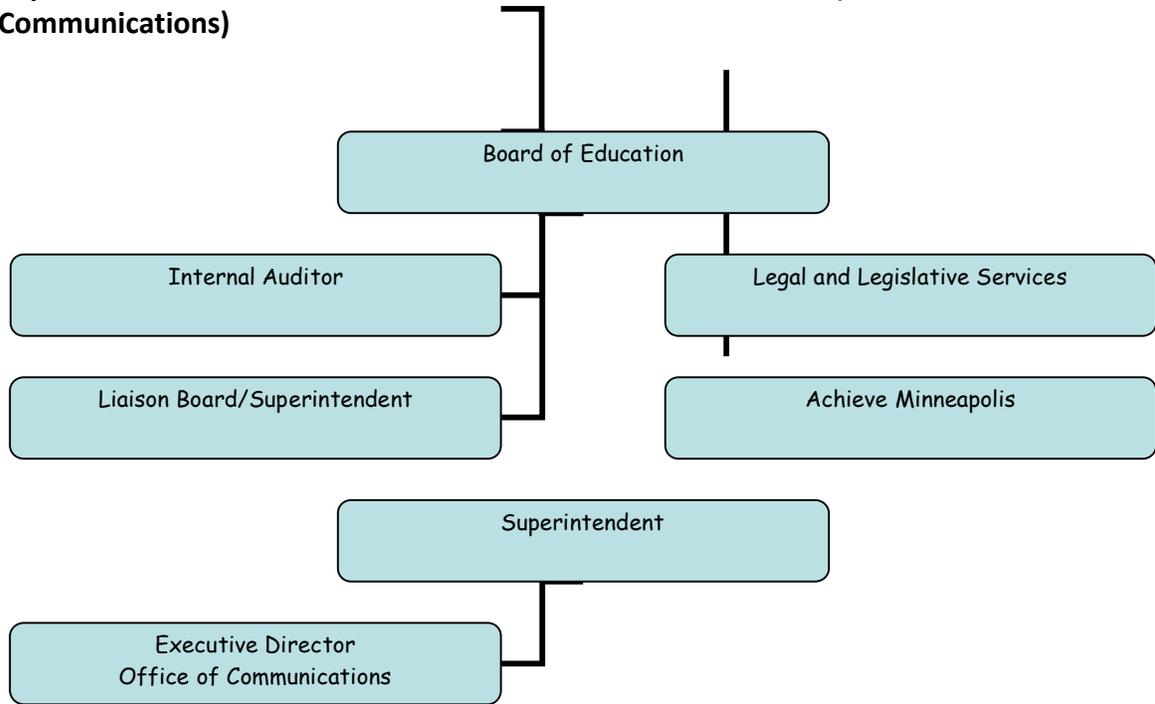


Office Manager but with a third Communications



Most importantly, the need for the Executive Director of Communications and the Superintendent to work closely together is critical. Therefore, it is recommended that this position and its Office report directly to the Superintendent and unfiltered through another level or position.

EXHIBIT: Proposed Recommended Direct reporting relationship between the Superintendent and the Executive Director of Communications (Office of Communications)



In light of the need to re-brand the MPS, to strengthen its image in the broader community, and to expand the Superintendents presence as the CEO of MPS in the wider community, the need to staff the Office of Communications with additional communications coordinators/specialists is recommended. Ordinarily, given the difficult economic times districts are facing, adding more positions to central office would not be advised, but given the critical needs of improving communications and rebuilding a positive image then the addition of staff is essential.

I would advise that you take a hard look at the money being expended on external contracts with communications consultants and determine the value of their work in light of using that money to reinvest in staff.

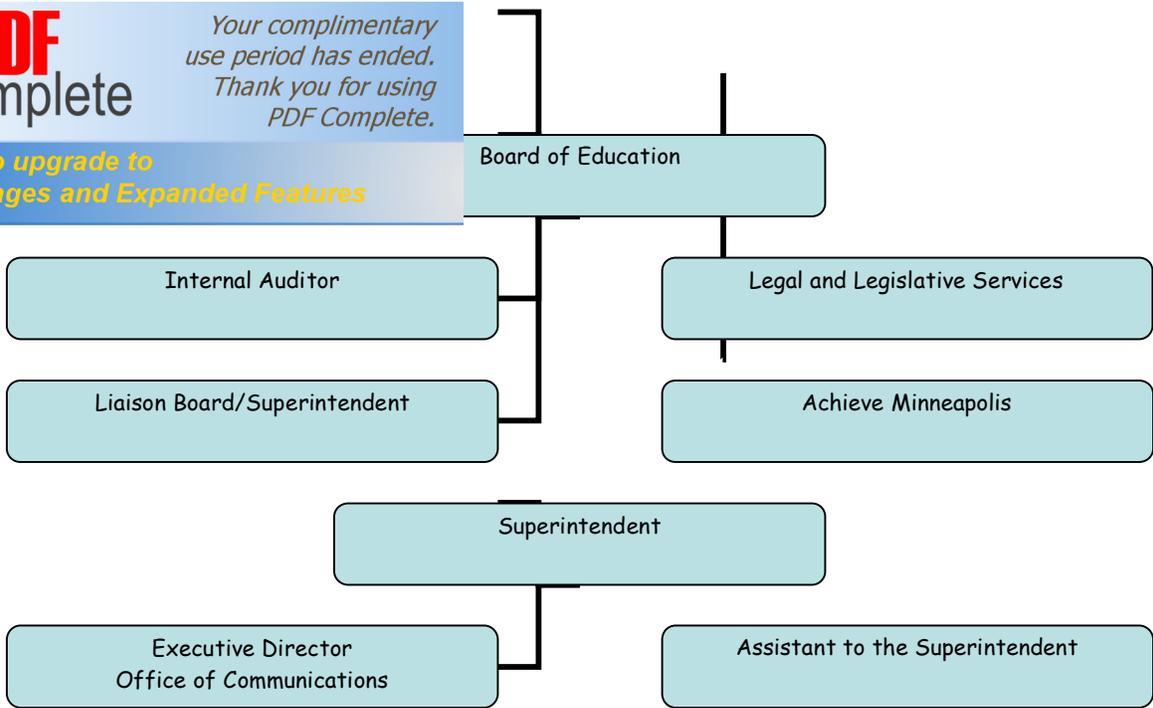
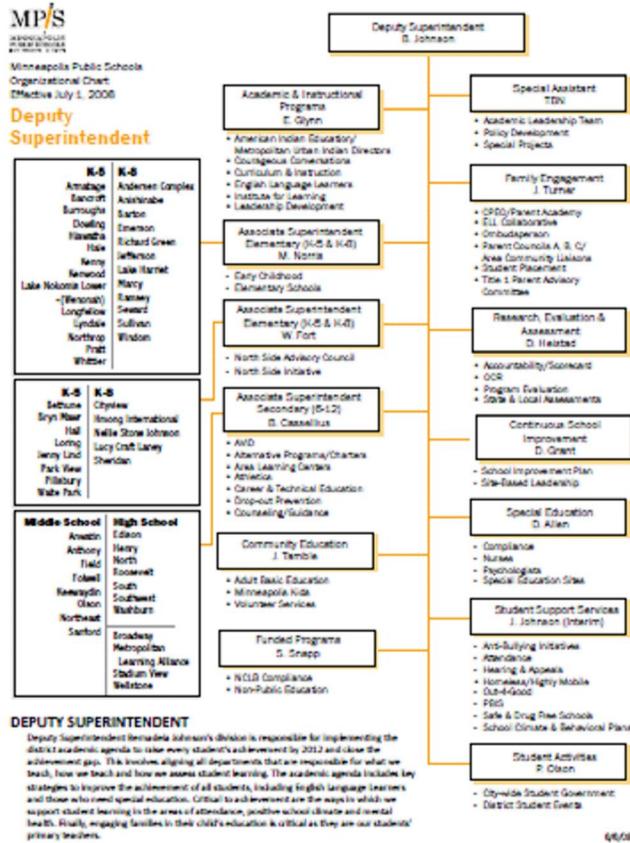


EXHIBIT: Organization Chart 2009-2010 Division of Academic/Deputy Superintendent



OBSERVATIONS:

In 2009, The Deputy/Chief Academic Officer had thirteen Departments as direct reports:

1. In 2009, there were four Associate Superintendents. Each Associate Superintendent had a number of departmental reports and responsibilities: early childhood education was affiliated with one Associate for Elementary Schools along with some elementary schools; several initiatives for the north side were assigned to an Associate along with some elementary schools; all of the related secondary programs and services were assigned to the Associate Superintendent for Secondary; and the Associate Superintendent for Academic and Instructional programs supervised the Departments of: Indian Education, Curriculum and Instruction, English Language Learners and a number of programs and services. The position of Associate Superintendent for Academic and Instructional Programs was eliminated for 2010-2011 and, presumably in its place the position of Deputy Chief Academic Officer was created. The portfolio of the

ment for Secondary Programs was converted into an erintendent decided that the Associates should be assigned to a vertical cluster of schools in three, geographic areas. The Three Associate Superintendents in 2010-11 now report directly to the Superintendent. Their principal responsibilities are in supervision of the schools/principals, k-12, in respective areas A, B and C.

2. The Department of Student Activities was transferred to one of the Associate (Area) Superintendents for 2010-2011. The Department of Athletic was assigned to another Associate. The third Associate works closely with the Office of Turnaround Schools as the majority of the identified schools are in his assigned area.

3. The Department of Research, Evaluation and Assessment was transferred to the Division of Planning, Accountability and Innovation in 2010-2011

4. The Department of Funded Programs was transferred to the Division of Finance in 2010-11.

5. The Department of Family Engagement was transferred to the Office of the Superintendent,

6. The Department of Community Education

7. The Department of Early Childhood Education

8. The Department of Student Support Services

9. The Department of Special Education

10. The Special Assistant

In 2010-2011, there are eleven departments reporting directly to the Deputy Chief Academic Officer in the Division of Academics and one Office (Turnaround Schools) that has a dual report to the Deputy Chief Academic Officer and the Associate Superintendent for Area A: (see below)



Deputy Chief Academic Officer
Emily Puetz

Alternative & Extended Learning
Mary Barrie

Community Education
Jack Tamble

Curriculum & Instruction
Char Myers

Early Childhood Education
Maureen Seiwert

English Language Learners
Jana Hilleren, Interim

Gifted & Talented
Melanie Crawford

Indian Education
Danielle Grant

Magnet Schools
Leann Dow

Office of Turnaround Schools
Eric Molho

Secondary Education
Ken Simon

Student Support Services
Jim Johnson

Special Education
Ann Casey

The interviewees see that the Superintendent is their educational leader. Clearly, a Superintendent sets the vision and states the course for the educational program of a district, serves as the guiding voice for its implementation of higher standards, sets the compass for educational due north, so to speak. However, due to the diverse and time consuming demands on a superintendent, she must have, as her key driver on a daily basis, a single person who is responsible for all of the pieces that make up the educational program, all of the initiatives in the educational program, and assuring progress is being made with the program and agenda each day, in fulfilling the Superintendent's educational vision.

A superintendent needs to have as her key, educational assistant someone who is respected, who has high credibility, and works tirelessly to articulate and implement the superintendent's educational vision. A superintendent needs to have an individual in that role focusing on curriculum, instruction, programs, and its implementation in the schools, and who has been charged with the daily responsibilities and authority to lead

its varied aspects, seeing how it all falls in place, and agenda on a daily basis. This individual needs to be seen as very effective as an instructional leader and as a communicator.

The challenge for the newly appointed Deputy Chief Academic Officer is to determine a way to organize and structure these diverse departments/offices and coordinate them to work cohesively; thus, trying to breakdown multiple silos. This challenge has been exacerbated by the realignment of the roles and reporting relationships that existed in 2009-2010 and the formerly defined roles of the Associate Superintendents that included program and school supervision.

Another challenge is to address the perceptions that during the past few years that “silver bullet /band-aid” or “flavor of the month” approach is used whenever a new initiative is thought to be needed at the schools. In fact, a major perception of the interviewees is that the initiatives are not systemic, but inconsistent. Further, there is a “one-size fits all” mentality and not whether the school needs it or not. It is perceived by the interviewees that too much direction is top-down and with not enough input from the staff regarding new initiatives. It has become very prescriptive and teachers/principals (even some department directors and managers) feel excluded.

Department of Alternative & Extended Learning

OBSERVATIONS:

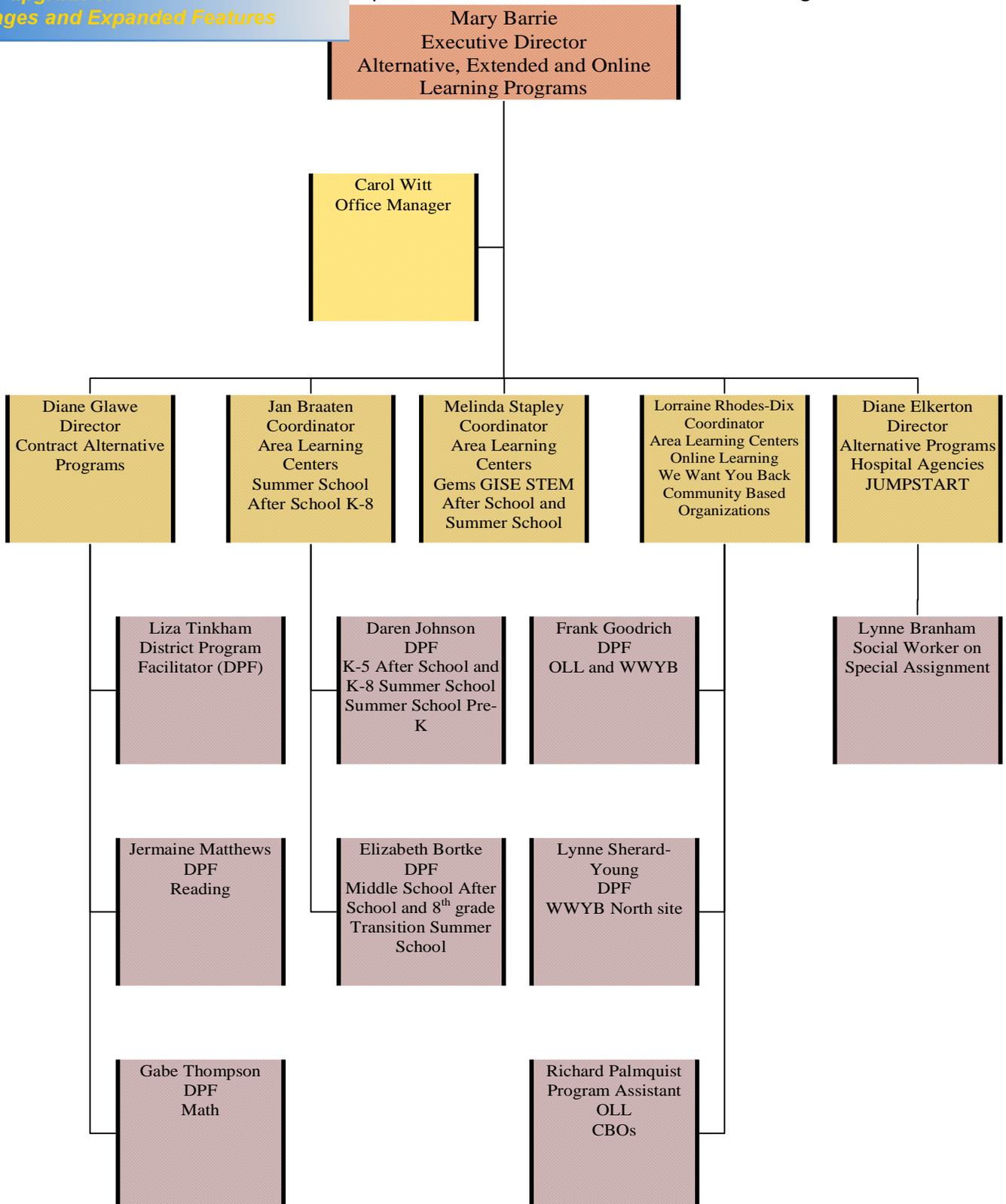
An Executive Director administers this Department with five offices, three of which are administered by Coordinators and two are administered by Directors.

One of her Offices, lead by a Director, oversees 1200 students in 16 contract Alternative Schools.

Another Director oversees an Office of Alternative Programs that includes hospital agencies, home schooled students, and an afterschool Jumpstart program located on a college campus whereat students may get dual credit for coursework.

There are three Coordinators for Area Learning Centers: There is a Coordinator for Area Learning Centers whose focus is on extended day and year programs and some specific programs (STEM, GISE, and GEMS) which emphasize attention in the sciences, math and technology. In total, the various programs and services extend to approximately 10,000 students in afterschool programs and 900 students in the specialized technology programs. In addition, there is a second Coordinator for Area Learning Centers whose responsibilities are with the MPS six week summer school (serving about 10,000 students in grades k-12: pre k is planned as an offering in 2011 Summer School) and with after school programs for grades k-8. And there is a third Coordinator of Area Learning Centers whose responsibilities focus on a credit recovery program, a developing drop out recovery initiative (we want you back of campus initiative) and a growing online program that offers courses to over 1000 students.

Department of Alternative & Extended Learning



Titles of positions are inconsistently used despite comparability in salary and range of responsibilities.

There is a lack of clarity in the names of offices. For example, there are two Offices/Coordinators for Alternative Learning Centers

The titles/names of the Department and offices are not reflective of their responsibilities in all cases.

This Department interfaces with Departments of Human Resources and facilities as well as Information Technology on a regular basis and reports high levels of cooperation with these other departments.

This Department works closely with the TOSAs in the Department of Curriculum and Instruction.

The organization/structure of this department is consistent with similar departments found in referent districts.

Given its unique range of responsibilities, a Department of this nature is usually a standalone Department with a Division of Academics. However, there are a number of examples of districts that have integrated career and technology offices within this Department.

Now, the Department of Department of Alternative & Extended Learning reports directly to the Deputy Chief Academic Officer

RECOMMENDATIONS

Maintain the structure of having the Department of Alternative & Extended Learning report directly to the Deputy Chief Academic Officer in the Division of Academics.

There is a need to standardize titles (Coordinators and Directors) in this Department and throughout the District. Staff may be paid at about the same levels, have comparable ranges of responsibilities, but titles vary.

There is assure that the Department and offices are named appropriately.



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ation

EXHIBIT: Organization chart for the Department of Career & Tech Education

Not available

OBSERVATIONS

Please be advised that the consultant does not have access to the organization chart for this Department in time for the writing of this report and defers consideration.

FINDINGS

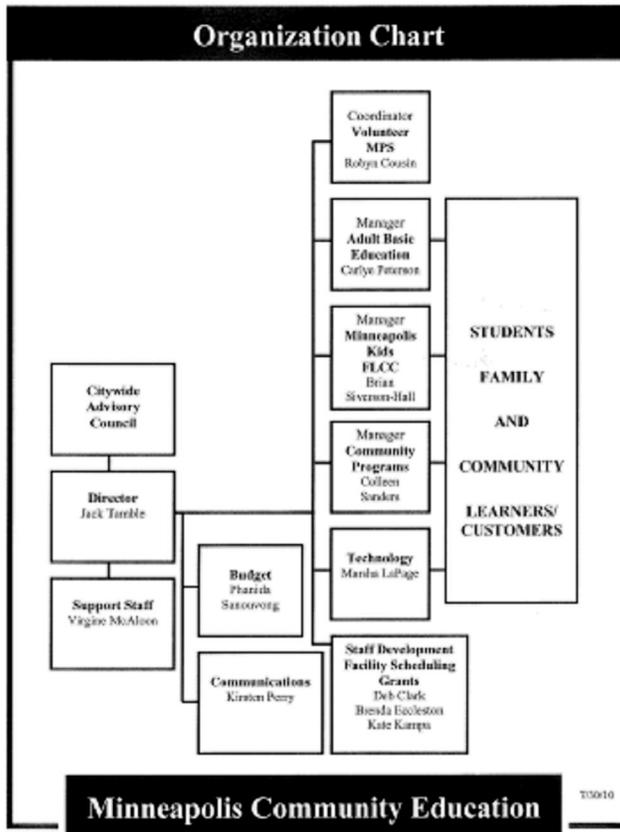
Please be advised that the consultant does not have access to the organization chart for this Department in time for the writing of this report and defers consideration.

RECOMMENDATIONS

Please be advised that the consultant does not have access to the organization chart for this Department in time for the writing of this report and defers consideration.

In general, placement of this Department as an office in a Department of Curriculum and Instruction is the model most often found.

Department of Community Education



OBSERVATIONS

In most referent districts , Departments whose range of responsibilities are similar to the Department of Community Education are comparably organized and, like the Department of Alternative and Extended Learning, stand alone, within the Division of Academics. For example, in St. Paul Public Schools, the Department of Community Education and the Department of Alternative Learning Programs are two individual departments in the Division of Academic Services and report directly to the Chief Academic Officer.

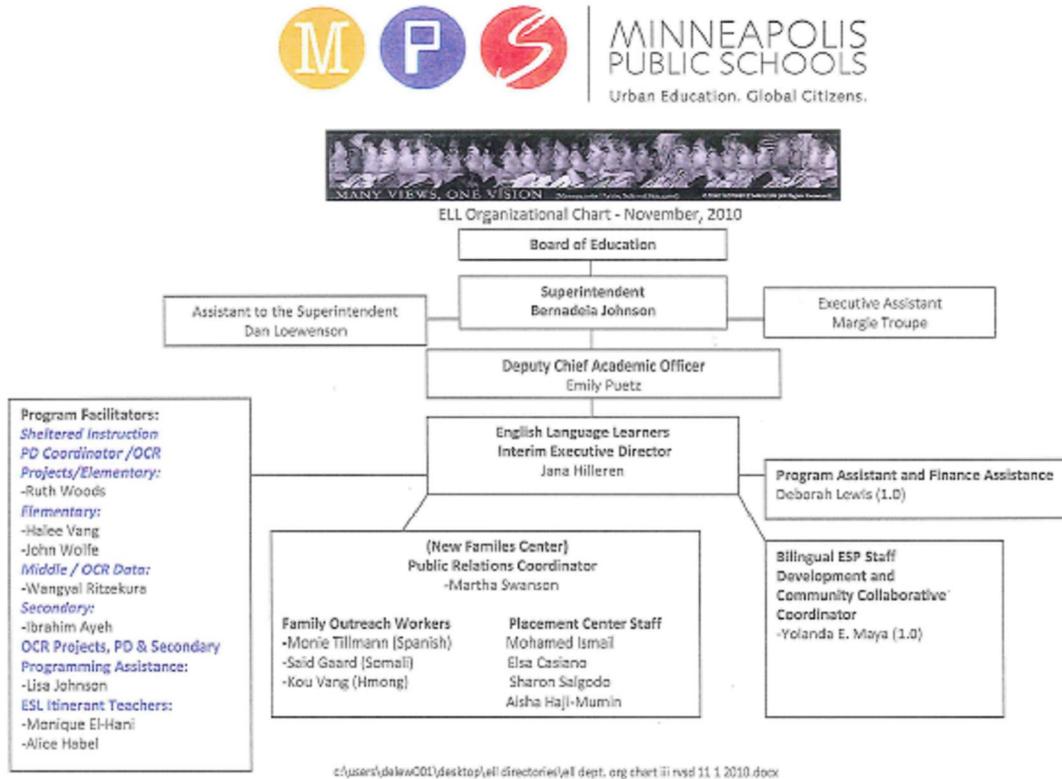
FINDINGS

Now, the Department of Community Education reports directly to the Deputy Chief Academic Officer

RECOMMENDATIONS

Maintain the structure of having the Department of Community Education reporting directly to the Deputy Chief Academic Officer in the Division of Academics.

EXHIBIT: Organization Chart of the Department of English Language Learners



OBSERVATIONS

23.2% of the students are English language Learners in MPS.

In 2009-2010 organization of the Division of the Deputy Superintendent, the Department of ELL was contained within the domain of the Associate Superintendent for Instruction and Programs, along with another department serving an identified population, the Department of Indian Education. At this point in 2010-2011, The Department of ELL stands as a direct report to the Deputy Chief Academic Officer.

FINDINGS

There is always a challenge in school districts with populations of ELL students exceeding 10% of all students to assure that these services are integrated within the total program of Curriculum and Instruction. Often these Departments of ELL do standalone (as it is the case in SPPS for comparative purposes), due to their nature of special services and diversity of offerings.

ed with the Department of Curriculum and
 e Associate Superintendent. That is not now the case
 in MPS.

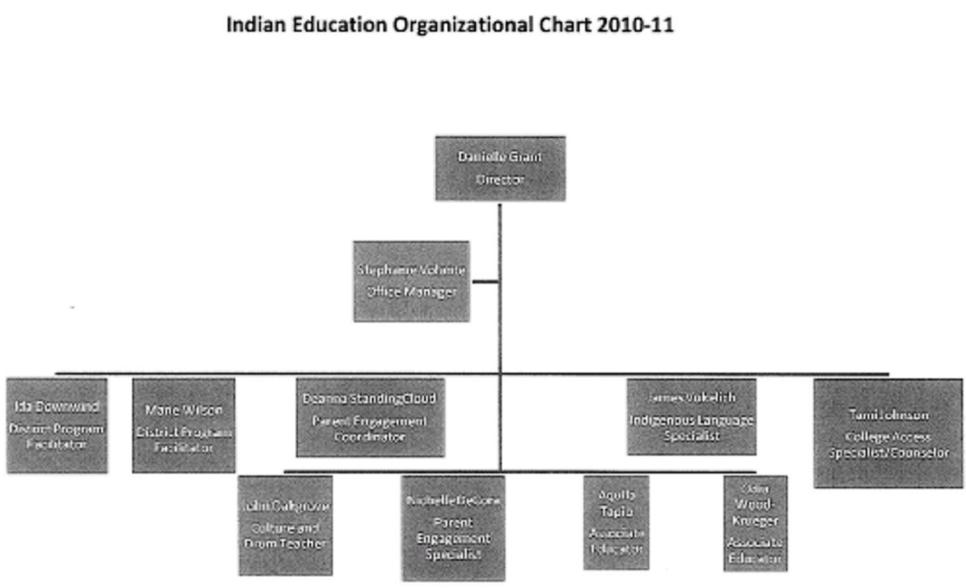
There is a need for MPS to evaluate if the prior experience was positive with the Department of ELL integrated within The Department of Academic & Instructional Programs or if the current arrangement of a separate Department of English Language Learners has worked more effectively in 2010-2011. A decision needs to be made for the 2011-2012 school year.

RECOMMENDATIONS

It is the consideration of this consultant that departments serving specialized k-12 populations are best integrated with the whole of the Academic & Instructional Programs and for coordination purposes. It also serves to break down any stigmas or labeling as well as the silos that exist.

Department of Indian Education

EXHIBIT: Organization Chart of the Department of Indian Education



The American Indian population in MPS being served is 4.5% of the total student population.

FINDINGS

The findings and recommendations that follow align with the findings and recommendations pertaining to the Department of English Language Learners.

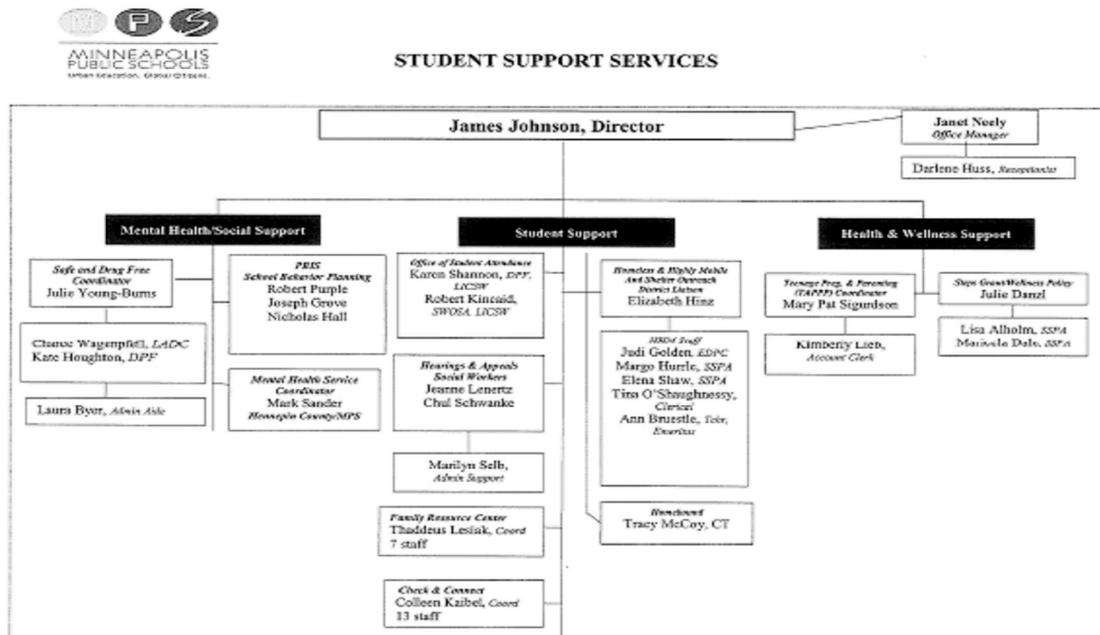
There is a need for MPS to evaluate if the prior experience with the Department of Indian Education integrated with The Department of Academic & Instructional Programs was positive or if the current arrangement of a separate Department of Indian Education has worked more effectively in 2010-2011. A decision needs to be made for the 2011-2012 school year.

RECOMMENDATIONS

It is the consideration of this consultant that departments serving specialized k-12 populations are best integrated with the whole of the Academic & Instructional Programs and for coordination purposes. It also serves to break down any stigmas or labeling as well as the silos that exist.

Department of Student Services

EXHIBIT: Organization Chart of the Department of Student Services





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The functions of this Department are found in referent school districts. The staffing levels are comparable as well.

In 2009, this Department reported to the Deputy Superintendent. In 2010-2011, this Department is in the Division of Academics and reports to the Deputy Chief Academic Officer.

FINDINGS

A challenge for districts is the determination of the best placement in the organizational structure for the services that this departments provides. There is no consistent placement of this department in the referent school districts. Some superintendents see it as a staff function reporting to the Office of the Superintendent. Some see it as a service function to schools, students, and principals and a reporting relationship to whomever supervises the schools. Still other districts see it as a function to be interfaced with the Curriculum and Instructional Programs Division.

An evaluation needs to be made in MPS by MPS staff to determine with whom the Director and his staff most often interface within the organization and then the appropriate reporting relationship.

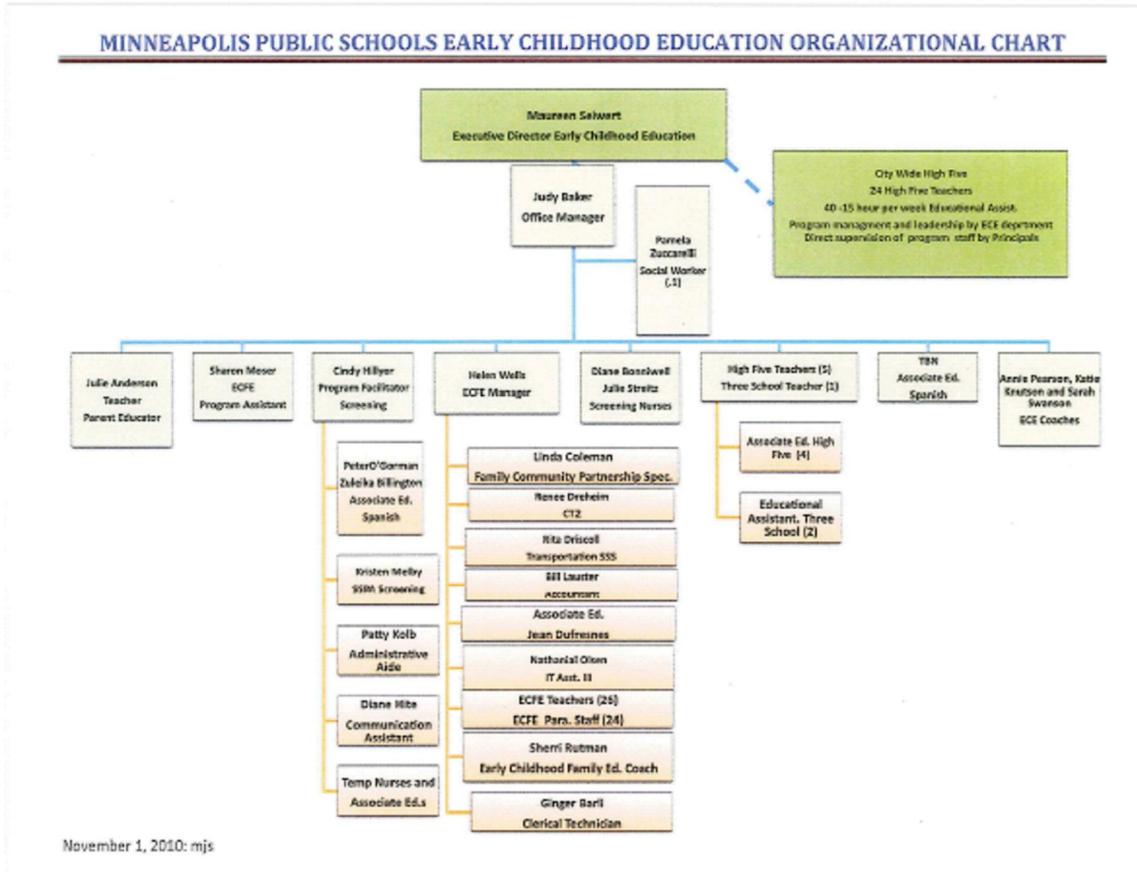
RECOMMENDATIONS

The MPS Associate Superintendents and Deputy Chief Academic Officer need to discuss with the Director of Student Services to discuss where it is most advantageous for a reporting relationship as the services offered in this department are cross cutting.

It is the consideration of this consultant that the placement of this department may be best in a reporting relationship to work closely with the Associate Superintendents. In the event that the recommendation is accepted to create a position of Deputy/Chief Operating Officer and have the Associate Superintendents report to the Deputy/COO, then it would seem appropriate for this department of student support services to report to the Deputy/COO.

Education

EXHIBIT: Organization Chart of the Department of Early Childhood Education



OBSERVATIONS

In 2009-2010, this Department reported to one of the Associate Superintendents who also had responsibility for supervision of some of the elementary schools.

In 2010-2011 this department reports directly to the Deputy Chief Academic Officer

FINDINGS

The functions of this Department are found in referent school districts. The staffing levels are comparable as well.

RECOMMENDATIONS

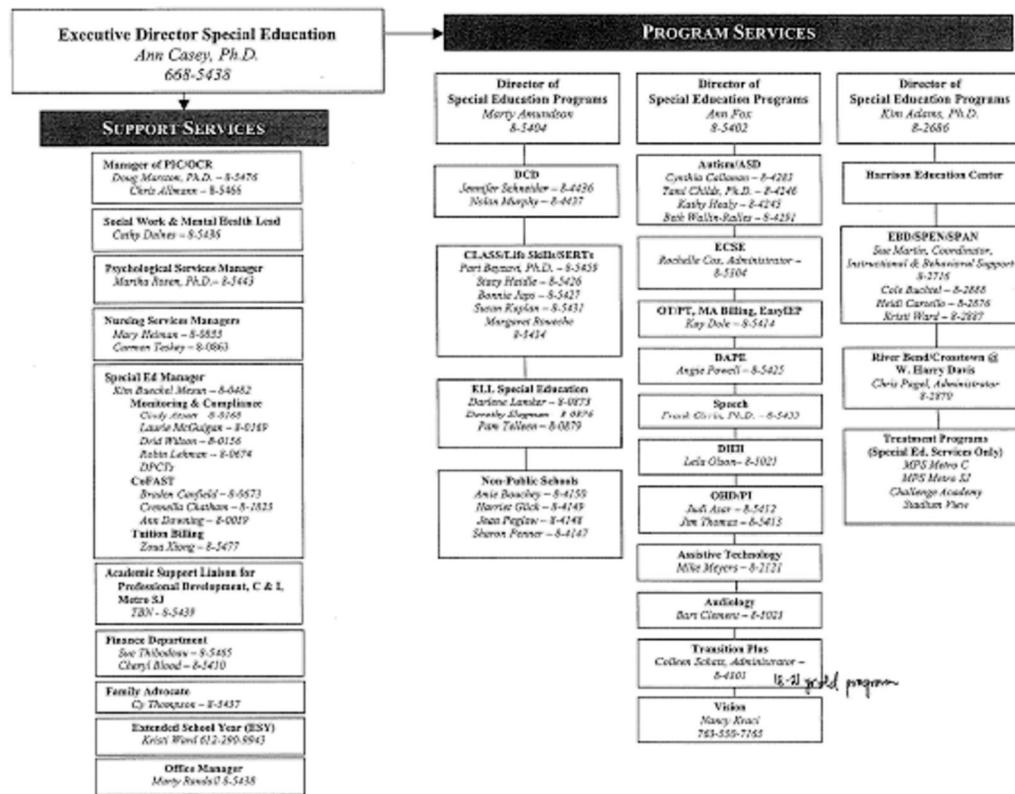
There is a need for MPS to evaluate if the prior experience with the Department of ECE integrated within the responsibilities if an Associate Superintendent was positive or if the current arrangement of a separate Department of ECE reporting directly to the

worked more effectively in 2010-2011. A decision 2 school year.

It is the consideration of this consultant that departments serving specialized k-12 populations are best integrated with the whole of the Academic & Instructional Programs and for coordination purposes. It also serves to break down any stigmas or labeling as well as the silos that exist. In addition, the supervision of 17-20 schools is a fulltime responsibility for an Area Superintendent. Trying to coordinate a department of ECE is a difficult challenge of time.

Department of Special Education

EXHIBIT: Organization Chart of the Department of Special Education



OBSERVATIONS

Nearly 20% of the population of MPS (including transition programs) is students with special needs.

The organization and staffing levels of the Department of Special Education is commensurate with the percentage of the student population that the staff support and comparable to referent districts.

ents whose range of responsibilities are similar to the Department of Special Education are comparably organized and, like the Department of Special Education, stand alone, within the Division of Academics. For example, in St. Paul Public Schools, the Department of Special Education is an individual department in the Division of Academic Services and the Executive Director reports directly to the Chief Academic Officer.

FINDINGS

Now, the Department of Special Education reports directly to the Deputy Chief Academic Office

It is reported that SE, ELL and ECE Department leaders work collaboratively.

There is always a challenge in school districts with populations of Special Education students exceeding 20% of all students to assure that these unique services are integrated within the total program of Curriculum and Instruction. Often these Departments of Special education do standalone due to their nature of special services and specificity of offerings. That is the case in MPS, and it is the case in SPPS for comparative purposes.

RECOMMENDATIONS

There is a need for MPS to evaluate if the experience with the Department of Special Education standing alone best serves the total population of students and schools or if there is a need to have this department integrated with the Department of Curriculum & Instruction could work more effectively in 2011. A decision needs to be made for the 2011-2012 school year.

It is the consideration of this consultant that departments serving specialized k-12 populations are best integrated with the whole of the Academic & Instructional Programs and for improved coordination purposes. It also serves to break down any stigmas or labeling as well as the silos that exist.

Department of Gifted & Talented Education

OBSERVATIONS

The Department of Gifted & Talented Education reports directly to the Deputy Chief Academic Office.

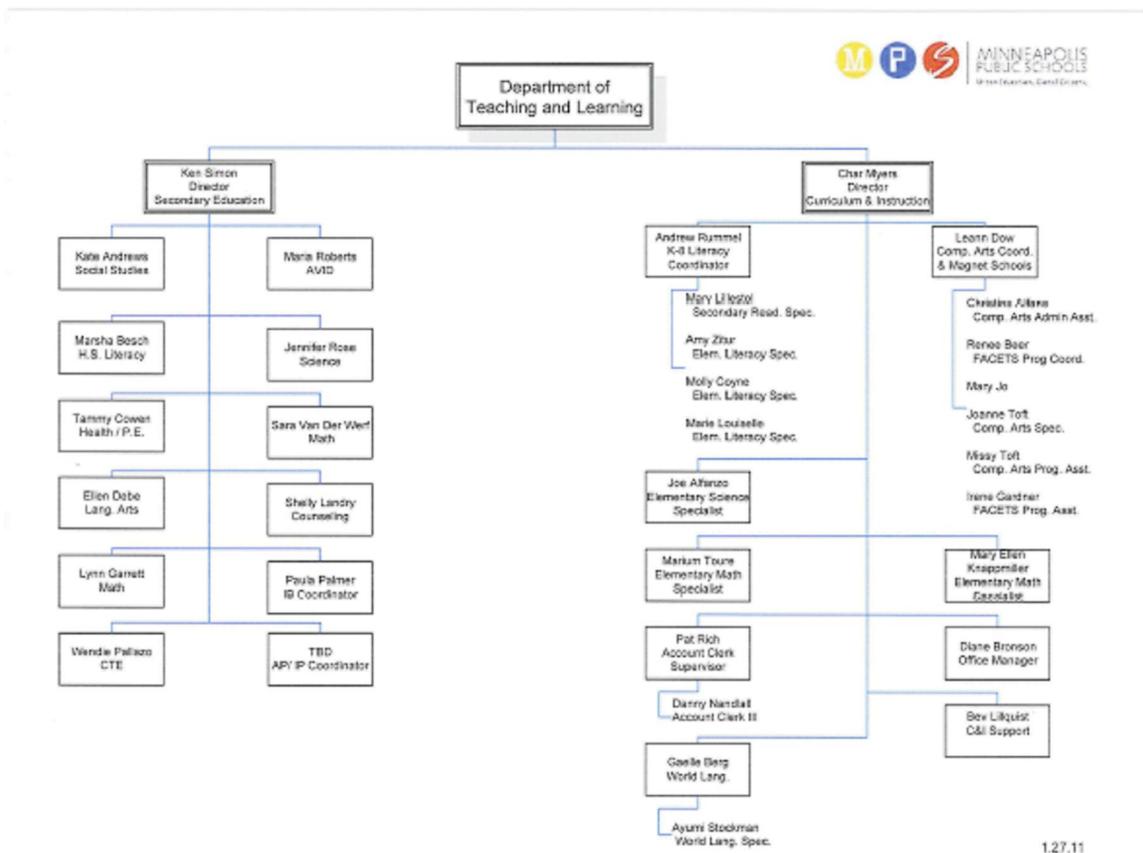
Given the fact that this is a one person Department it is best to integrate the position within the whole of the Department of Curriculum and for improved coordination purposes. It also serves to break down any of the silos that exist.

RECOMMENDATIONS

It is recommended that it be restored to the position as a pre-k to 12 Specialist as it had been in 2009.

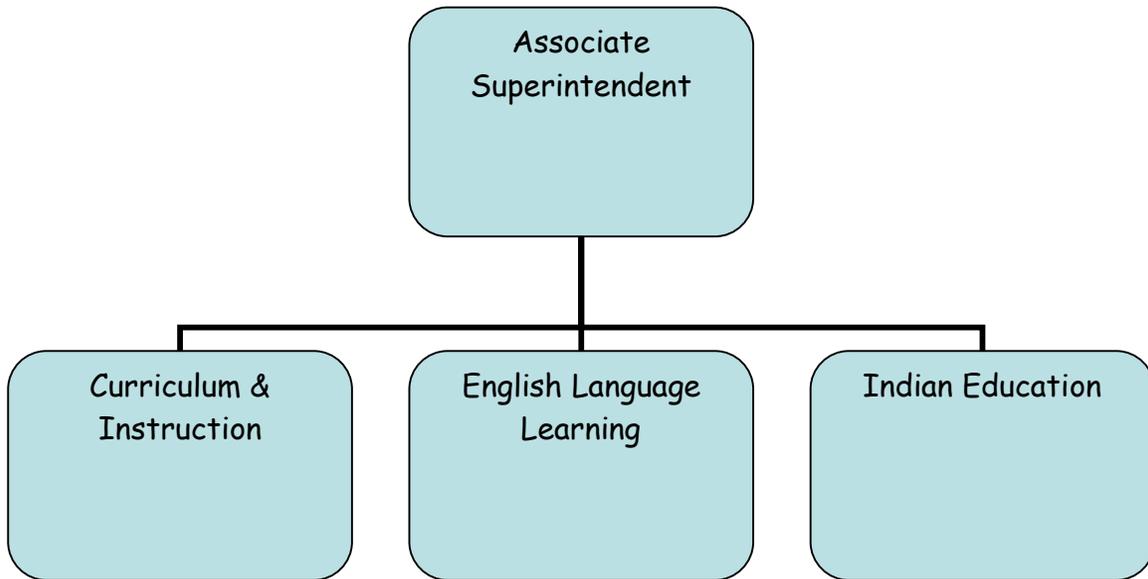
Department of Curriculum and Instruction/ aka Teaching and Learning

EXHIBIT: Organization Chart of the Department of Curriculum and Instruction



In 2009, The Departments of English Language Learning and Indian Education had been included in this Department. Each had a director and the four directors reported to an associate Director of Teaching and Learning. The position of associate Superintendent was eliminated

EXHIBIT: 2009 Department of Teaching and Learning



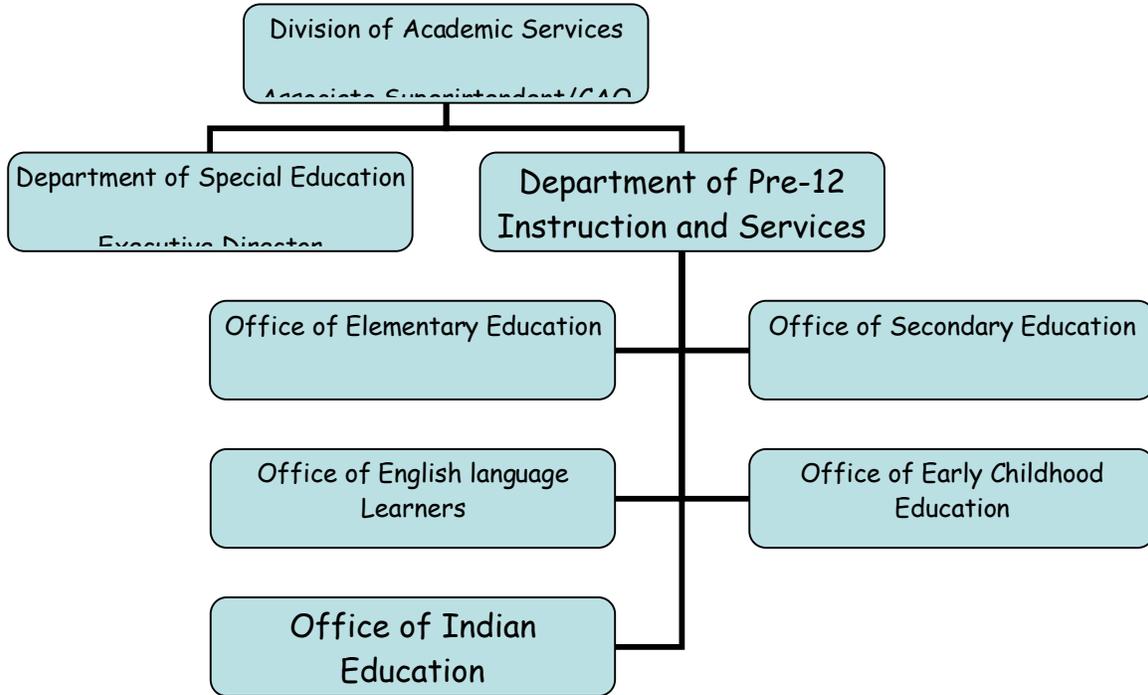
FINDINGS

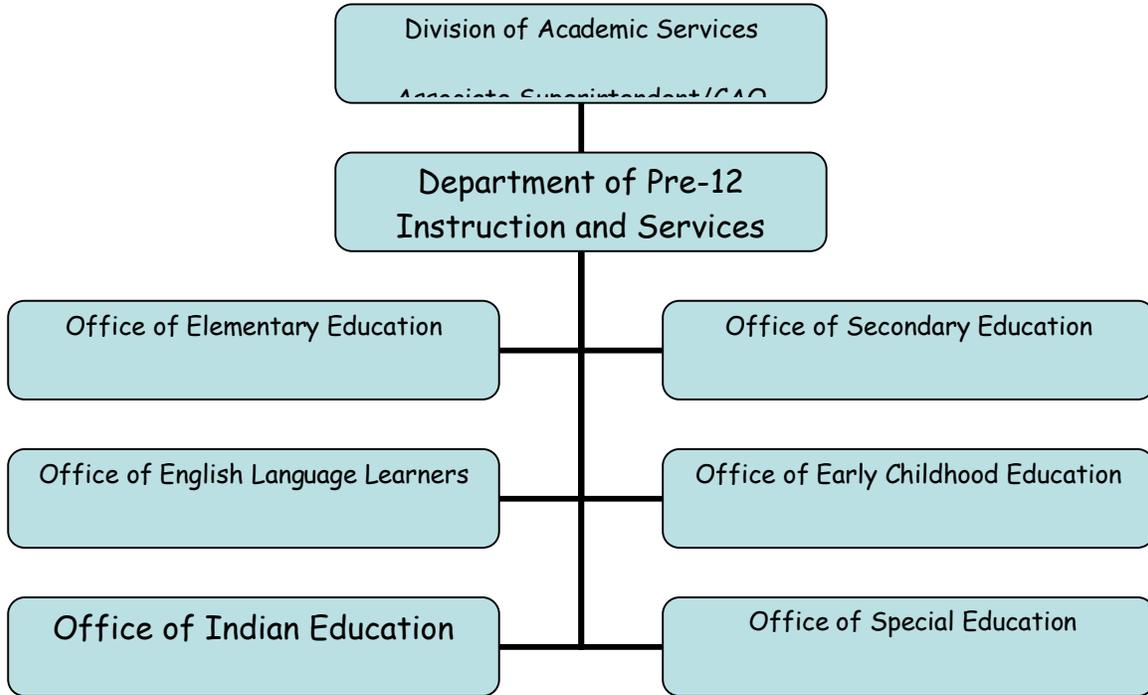
The span of control of the division in 2011 is too broad and lends itself to a silo mentality for effective management and focus.

There is a need to revise the job description and title of the individual who holds the position as Director of Professional Development and Assessment to bring it into alignment with current (elementary education) duties.

There may be a need to have someone serve as a coordinating director who reports to the Deputy given the number of (proposed) offices in this department: Elementary, Secondary, English Language Learners, and Indian Education, Early Childhood Education.

The Superintendent is viewed by interviewees as trying to continue in her previous role as Deputy/CAO while serving as Superintendent simultaneously and not empowering someone else to fulfill that role of CAO.





RECOMMENDATIONS for the Division

Maintain a Division of Academics.

Consider a title change for the Deputy Chief Academic Officer as the (suggested) Associate Superintendent for Educational Programs and Services or Chief Academic Officer.

Eliminate the position of Deputy Chief Academic Officer.

Reduce the span of Control in the Division of Academics for the Chief Academic Officer.

Maintain discreet Departments of Community Education, and Alternative Programs as direct reports within the Division of Academics.

Transfer the Department of Student Support Services to the proposed Deputy Superintendent/COO.

Instruction (name is optional), that also includes an Office of Indian Education, Office of Elementary Education, Office of Secondary Education, Office of English Language Learners

Incorporate the Office of Gifted & Talented Education within the grouping of Pre k-12 specialists.

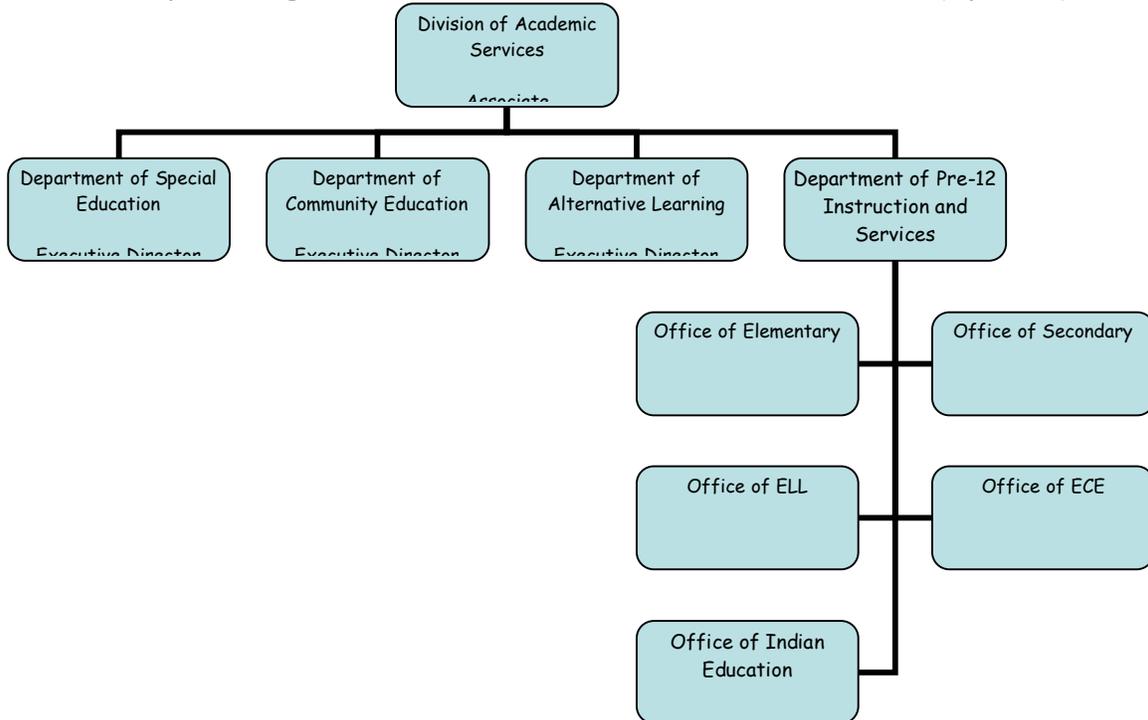
Maintain a discreet Department of Special Education as a direct report to the Deputy within the Division of Academics. Look to integrate this department within the single Department of pre k 12 Curriculum and Instruction (name optional) in 2012, once the groundwork is developed and better articulation, communications and coordination among these entities are established.

Determine if the Department of Research, Evaluation and Testing should be restored to the Division of Academics.

Restructure the offices/staff within the Department of pre k 12 Instruction (name is optional). Determine if having coordinators replace Teachers on Special Assignment gives the Deputy more flexibility regarding selection and supervision of staff.

Empower the selected Academic Officer/Associate Superintendent for Academics, and encourage her appointee to take a fresh look at how all of the programs and initiatives fit together.

EXHIBIT: Proposed Organization Structure for the Division of Academics (Option 1)



Structure for the Division of Academics (Option in 2012-

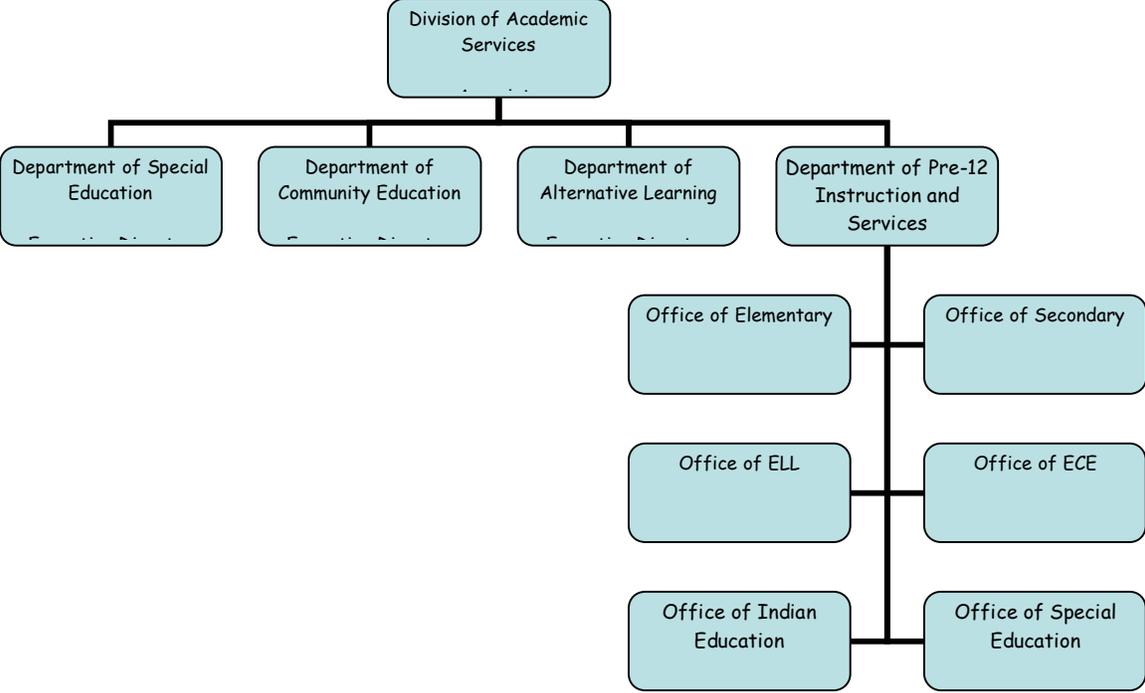
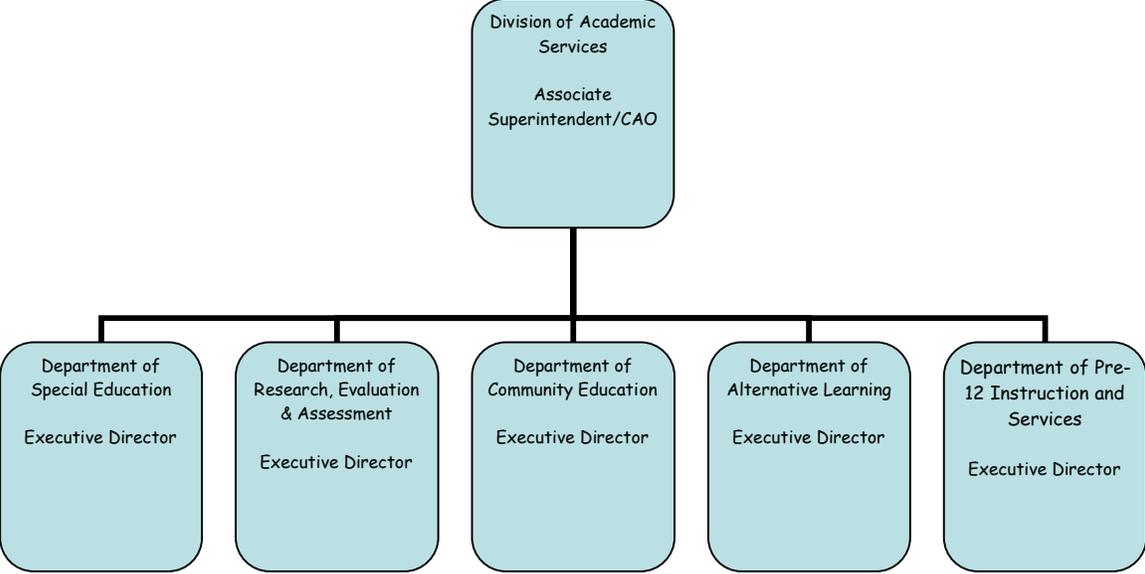


EXHIBIT: Proposed Organization Structure for the Division of Academics (Option 3) - the transfer of the Department of Research, Evaluation & Assessment to the Division of Academics.



The Department of Equity & Diversity

OBSERVATIONS:

This Office, administered by a Director, was recently reassigned from the Chief Operations Officer to the Office of the Superintendent for supervision and direction. The Director reported that this change has made a huge difference as he now has the ear of the Superintendent, more influence, is coordinated by the Liaison to the Superintendent/Board, and now is a member of the Cabinet.

The Director has responsibility for legal compliance (ADA/EEO) Diversity Training, Partnerships, Business Partner Diversity, and the Integration Plan. The Office is staffed with a Coordinator for the Out4Good initiative, diversity training and diversity partnerships.

The Office is staffed with an Assistant director for legal compliance, business partner diversity, training and partnerships. There are two additional staff: one associate is responsible for legal compliance, training and partnerships and the other associate is involved with the Out4Good initiative as well as training and partnerships.

FINDINGS:

The Office is staffed appropriately for its mission as compared with benchmarked districts. The scope of responsibilities all fall within the parameters of such an office. ADA and EEO compliance are handled in this office while the 504 compliance is currently handled in the Legal Department. The line staff relationship is somewhat misleading as individuals holding different titles (Coordinator, Assistant Director, and Associates are represented as being equal in rank on the organization chart.

RECOMMENDATIONS:

Consider reassigning the responsibility for 504 compliance matters from the legal department to this office so as to consolidate responsibility for 504, ADA and EEO matters.

Consider establishing hierarchical reporting relationships that take into consideration the various levels and titles of staff. Typically, an assistant director reports to a Director, a coordinator reports to an assistant director, and associates report to coordinators.

The Office of Family and Community & Engagement

OBSERVATIONS:

of Family and Community Engagement has been in
He had been appointed from outside the MPS. The
Executive Director is a member of the Cabinet. The Director reports to the Liaison to the
Superintendent/Board for coordination purposes and meets weekly with the Liaison. He
reports that he holds bi-weekly meetings with his direct reports in his Office.

As pointed out in the section on Ombudsperson, this position shows a reporting
relationship on the organization chart of the Office to the Executive Director, but on the
overall MPS organization chart, it shows an individual reporting relationship to the
Liaison as part of the Office of the Superintendent. When asked about this issue, the
Executive Director could not answer it because of his recent appointment.

On the organization chart, there are three positions of Community Liaison, each
assigned to an Area. The positions were created in 2007, with the goal of building
relationships and enhancing communications. These three people, who are contracted
hourly and work from their homes, appear on the organization chart to report to the
Ombudsperson. During the interviews with the Community Liaisons, they thought that
the Coordinator of Family Engagement was their direct report. Each of the three see
their roles and work in totally different contexts. For example, in Area C the Community
Liaison sees her role in forging communications and pathways between parents and the
district, developing and nurturing advocacy, especially among parents of special
education students. A particular focus is to engage parents of minority students who live
in this area.

Meanwhile the Liaison in Area A is very focused on chasing down issues and assisting
individuals and organizations with resolution of problems. She claims to refer many of
the problems and telephone calls she gets immediately to the Ombudsperson. In Area
B, the Liaison sees her role in support of the Area Superintendent and Superintendent
and gives examples of scheduling meetings, setting up and publicizing meetings with
flyers and emails, recruiting individuals to serve as representatives to council meetings.
She pointed out a recent initiative of Soup with the Superintendent as a way to facilitate
communications and engagement.

The Office has been designed around its five primary functions of 1). The New Families
Center; 2). Student placement; 3).CPEO; and 4).Family Engagement, and
Ombudsperson.

The Department of the New Families Center has nine (9) staff, as reported by the
Executive Director and represented on the 2/23/10 organization chart. The roles of the
staff include 1). A school nurse, 2). A shot nurse, 3). Two Public Information assistants
(Spanish, Somali), 3). Two Communications Assistants, 4). Three refugee grant
educators.

ment there are two coordinators responsible for the
ars that these two coordinators share responsibility
for the staff. There are three (3) program facilitators for contract alternatives, special
education, and high school choice, respectively; one (1) administrative aide; one (1)
graphic designer; one (1) administrative aide; one (1) student placement assistant; two
(2) communications assistants; and two (2) public information assistants;

The Department of CPEO has five (5) staff: four (4) associate educators and one (1)
community liaison. This position of community liaison is distinct from that of the three
community liaisons reporting to the Ombudsperson.

The Coordinator of the Department of Family Engagement (recently appointed) appears
not to have staff, according to the organization chart, but is responsible for such matters
as Title 1 schools parent liaisons, the district family improvement plan, the Title 1
Advisory Committee. Although not reported on the organization chart submitted, the
three Community Liaisons indicated that they thought that they reported to the
Coordinator of Family Engagement.

There is one other Department with a Coordinator for Family Resources. However, this
Department and the seven (7) staff were crossed off the organization chart and the
Executive Director did not account for the change.

FINDINGS:

The reporting relationship of the Ombudsperson and the expected relationship between
the three Community Liaisons and the Ombudsperson needs to be clarified.

Each of the Three Community Liaisons reporting to the Areas runs her own portfolio and
acts independently without specific direction from anyone. There is a lack of clarity as to
reporting responsibilities.

There needs to be a determination as to the role of the Community Liaison in the
Department of CPEO.

The level of staffing in the New Families Center and Student Placement is higher than
referent group districts.

Having two coordinators, in what appears to be a shared and equal role regarding staff,
in Student Placement needs clarification. It appears that their roles are different, but
lack of clarity regarding staff reporting is evident.

The former Department of Family Resources and its staff no longer report to the
Executive Director. The reassignment of this Department was unreported.

The Office of Family Engagement is the title given on the Organization chart of 2/23/10, but the 1/11 district organization chart adds the word Community to the title. There is a need to standardize the title, and as such, its mission.

It is recommended that the Ombudsperson report either to the Executive Director of the Office of Family & Community Engagement or to the Coordinator of Family Engagement for coordination purposes in the revised organizational structure. (Please also see section on Associate Superintendents).

There is a need to rethink the focus, mission and use of staff in the Office to align with the Board and Superintendents priorities.

There is a need to clarify, focus and align the roles and staff serving as Community Liaisons to the three areas. There is a need to determine appropriate reporting relationships of these positions. (Please see section on Associate Superintendents).

There is a need to verify the staffing levels in all of the Departments of Family Engagement and to audit the roles /job descriptions to determine appropriate workload and staffing.

There is a need to review the working relationship and supervisory functions of the two coordinators in the Department of Student Placement.

Board members expressed deep concern and keen interest in the focus and effectiveness in community/family engagement. It would behoove the Superintendent to convene a working group of staff and stakeholders and charge them with defining the mission and focus for this area. In addition, the Executive Director should contact districts nationwide who have a reputation for quality engagement initiatives in order to compare MPS with their efforts. In addition, as the focus is being defined, the Executive Director must examine the roles and staffing levels of his Departments/Office and work toward clarity of those roles and staffing levels in alignment with a revised mission and focus.

Having two coordinators responsible for the 11 staff in the Department of Student Placement needs further analysis. Although the responsibilities seem distinct, one person for student placement and one person coordinating communications, clarity of reporting roles and the reporting relationships would benefit the staff and Department. Another example is the role of the (3) Community Liaisons, which vary widely among themselves and the Executive Director, was unsure of what they do. The role of Community Liaison in the CPEO Department lacked clarity, as well.

It may be that the staffing is appropriate for the work in MPS to be done by this Office, but the overall staffing levels is much higher than other referent districts. The new Executive Director should be charged with doing an in-depth analysis of the staff and their roles and report on his findings.



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a) Superintendents

It is all about the schools: Improving performance of the schools, students and staff!

Central office functions and services are intended to support the needs of the schools. To this end, as MPS moves from a system of schools in an autonomous environment to a more structured school system, there is a critical need to provide direct supervision to the school sites and principals on a daily basis, which is all encompassing and time consuming when done well. Day to day effective leadership and supervision of principals and school sites is a full time job. Across the nation in school districts over 12,000 students, most districts have specific individuals from the central office who are solely dedicated to the leadership/supervision of principals and schools.

The referent school districts demonstrate a range in their organization and groupings of schools. There is no single, distinct pattern. One of the major considerations seems to lie with the capacities of those who serve as the supervisors. Some districts have the supervisor responsible for all levels (elementary, middle, and high schools) to assure vertical articulation and often the schools are geographically linked. However, the drawback to this approach, as reported by the districts, is that finding a general supervisor with the range of experience at all three levels is rare. Despite the issue of a supervisor's lack of comprehensive experience, the clustering of schools into vertical alignments has shown good results primarily in the area of articulation among the levels. There is no research known to this consultant that has demonstrated a link between grade level organization for supervisory purposes and student performance.

Some of the referent districts prefer to have supervisors who are grade level specific to be responsible for the supervision of the schools/principals and array their schools in the distinct and traditional levels of elementary, middle, secondary and special schools. This was the case for MPS prior to 2010-11. The districts that organize in this manner feel that their experience is positive as their supervisors bring expansive experience to the table with the principals they supervise (assuming that supervisors are selected for that experience and are not mismatched) and have higher credibility levels with the principals due to the specific expertise of the supervisor.

In the referent group of districts nationally, the average ratio of supervisor to principal/schools on the elementary level is 1:15-19 and 1:12-14 at the secondary school level. It is expected, of course, that the schools, which require the greatest attention due to performance, needs, and other factors, will receive the bulk of the time from the supervisors. Therefore, the general pattern is to establish a workable ratio when assigning the number of schools to a supervisor, and then adjust /differentiate accordingly for the needs of the schools and principals.

l structure, each of the three Area (Associate) 17 to 20 pre k-12 schools with the lowest ratio of supervision being in Area A where four of the schools are classified as Turnaround.

In 2009-2010, there was a separate Associate Superintendent for Secondary Schools and all related secondary programs, as well as two Associates for the elementary schools.

Superintendent Johnson determined to move to a vertical pre k-12 Area model.

Districts that have schools that are not meeting annual performance targets have separated these high priority schools into special groupings with an assigned supervisor to lead their turnaround. Most notably in the past twelve years, New York City and Miami-Dade school districts have set the pace for these turnaround efforts. There is some findings that indicate that the Hawthorne Effect alone of this organizational structure has brought about short-term improvements in the schools, but the long term impact related to the schools improving is less convincing. Rather, a districts thoughtful and systemic school improvement strategy with focused intervention that is tailored to the school and such a strategy lead by a dynamic principal and staff seems to be the most fruitful of efforts toward school improvement.

MPS has developed a Turnaround Schools Office, and has an appointed individual responsible for its strategies to improve specific schools and five staff. MPS has maintained the schools in their respective areas for supervision by the Associate Superintendent for that area, rather than culling them out into a separate area. The Turnaround Office administrator works intimately with the Associate Superintendents as well as the Division of Academics and the Deputy Chief Academic Officer in an effort to link program design and implementation.

In about one half of the referent districts the immediate supervisors of the respective cluster of schools and principals also report directly to another layer of administration, an individual who is responsible for coordinating, supervising all of the immediate supervisors of the schools in the specific area or region. This position also serves as a direct report to the Superintendent or to a Deputy/Chief Academic Officer.

Having all curriculum and school services report to a CAO/Deputy instead of splitting the Instructional and School Services into separate silos had been the structure used by MPS prior to 2010-2011 when Dr. Johnson served as CAO and Deputy. In districts of comparable size (and larger) and with the complexity of MPS, consolidation of all academic services and the supervision of the schools can be accomplished within the realm of a single individual so long as the individual holding such a position has the skill set and experience to effectively carry out both of these roles (school principal leadership and the educational program leadership), as well as adequate support at the department levels. Integration of the leadership of all aspects of the educational program (the curriculum and instructional programs and services, professional development, assessment, accountability, etc.), and the daily responsibilities of the oversight of the schools allows the individual so responsible to be focused on leading

as well as the execution of the education program. Someone responsible solely for all aspects of the educational program, the operations and functioning of the schools and related support services, may provide a higher level of accountability at the schools site regarding fidelity of the implementation of programs and accountability.

The business of supporting schools, raising student /school performance and their effectiveness as well as assuring accountability of the principals and schools is of foremost importance to Superintendent Johnson and the Board members interviewed. It is all about improving the performance of schools.

Of the core referent districts whose characteristics are most directly comparable to MPS, the vast majority of the districts have the individual who supervises the schools report to a position of Deputy or Associate Superintendent or a Chief Academic Officer (the title varies) as the intermediary between the Superintendent and the schools. In MPS, Superintendent Johnson has required the Associate Superintendents report solely to her in 2010-2011 instead of the Chief Academic Officer as it had been previously. (This decision was largely predicated upon not having an immediate successor appointed to fill Dr. Johnson's previous role and the desire for the Superintendent to keep her finger on the pulse of school functions.

The three Associate (Area) Superintendents are new to their roles in 2010-2011. The individual serving Area B was the former Associate Superintendent for Teaching and Learning. The individual serving Area A was promoted from a principalship. The Area C Associate was appointed from outside MPS shortly after the start of the school year.

FINDINGS:

The historical reputation and credibility of the role of Area/Associate Superintendents, as reported by interviewees, has been low. The credibility at this time varies depending upon the attitude and work to date of the three newly appointed individuals.

There seems to be a lack of clarity among the three Associates as well as the principals regarding the expected roles of the Associate Superintendents in this administration. The decision to align the schools pre-k to 12 in each area appears to be an effort to make the Associate more area centered than specific grade level and program oriented as it was in 2009. However, the transition to being an Area Superintendent (mini-superintendent) for all of the schools seems not to have taken hold as limited time has been devoted to being in schools on a daily basis and more time is devoted to handling crises and being focused on central office functions and meetings. They are physically located in 807 and try to be in the field at least two days a week. In addition to their responsibilities for the schools, two of them have district wide responsibilities for the district athletic program or student activities. The third associate, who has most of the turnaround schools in the area, interfaces most frequently with the Office of Turnaround Schools staff.

There is limited capacity to assist secondary schools. The former model of having an Associate Superintendent for secondary schools was more effective.

Having the Associate Superintendents report directly to the Superintendent, given her responsibilities for being highly external in her role and the newness of the Associates in their positions, has not provided the level of oversight, direction, and development needed for the Associates to be as effective as needed. Not having an Associate for the Secondary Schools has been criticized by some interviewees.

Although the Superintendent allocates several hours each week to a meeting with the Deputy CAO and the Associate Superintendents, it was perceived that the lack of follow through and execution and oversight for results is problematical due to sheer lack of time available by the Superintendent. The culture of MPS for lack of execution, implementation, follow through and accountability contributes to this dysfunction, as well.

The limited amount of time, as reported by the Associates, that they are able to spend in the schools and with the principals brings into sharp question the type of impact they can have with the schools. The lack of time and visibility in the schools as well as their physical location in 807 makes the Associate to be perceived as bureaucratic and part of the 807 malaise and dysfunction as opposed to being an asset, field based, and an advocate and problem solver for the schools/principals.

The span of control, although within the national ratios, of Associate Superintendents to schools/principals and their respective experiences at specific grade levels provides a difficult challenge to provide a full range of services to all schools at all three levels. The need to focus time and attention in a differential fashion, yet keeping all principals engaged and informed is a challenge.

The interface between the Associate Superintendents and other Divisional leaders is not seen as tightly coupled.

RECOMMENDATIONS:

There is a need to bring some laser-like focus to the role of the Associate Superintendents, and provide clear expectations. Once the role is established, then align/apportion resources accordingly.

There is a need for professional/ personal development for the professionals in their new roles.

There is a need to assure that those who serve in these roles are best matched for the role and are capable of meeting the expectations of the Superintendent and principals.

There is a need to strengthen the supervision and direction of the Associates, as well as their follow up, execution, and implementation functions. There is a need to strengthen

other Divisions and staff and their accountability for

There is a need to determine if the role of the Office of Turnaround Schools and the funds invested in the staff in that office are bringing added value and having the impact so needed. There is a need to examine if repositioning the funds now supporting the Turnaround Schools Office would better be used to fund another Associate Superintendent, regroup the high priority schools, and lower the overall ratio of associate to principals for improved coordination and supervision.

There is a need to rethink the direct reporting relationship of the Associates to the Superintendent in light of the time demands placed on the Superintendent and the transformational and external role she must play.

There is a need to determine the adequacy of the support to the secondary (especially the high schools) schools under this structure.

There is a high need to accelerate the improvement of high priority, low performing schools. The time that it takes for someone with authority and responsibility for the improvements to be onsite, working intimately with low performing schools on a daily basis, is significant. The Associate in Area A is trying to be all things to his schools, especially the low performing ones.

The Superintendent would be wise to reconsider use of resources supporting the Office of Turnaround Schools and rethink the organizational structure to group the 6-9 neediest schools together and to have a new position of Associate (with a track record of improving the lowest performing schools) totally focused on that role.

There is a need to be mindful of the perception of interviewees that the support for and attention to high schools is not a priority for the Superintendent under this organization. There needs to be communications with the principals to explain why such a change has been made and how the new organization of vertical integration and coordination is a superior model.

The Superintendent is spread too thinly across her leadership and managerial responsibilities. It is admirable for the Superintendent to want to keep the schools closely connected to her through the direct reporting of the Associate Superintendents as well as keeping the details of the academic program close at hand.

The reconsideration of the complexities and realities of time required of being a true Chief Executive Officer (not the Chief Operating Officer and Chief Academic Officer simultaneously) and the overall needs of this organization to operate more effectively is needed. To remedy this situation and to address a myriad of other organizational and culture issues in MPS, a very strong recommendation is being made for the Superintendent to establish a position of a Deputy Superintendent/Chief Operating Officer (using the funds of the vacant Chief Academic Officer position). There is a need

experienced, (the best fit would be someone who has at least the size of 15,000 students) and responsible for all divisions: academics, schools, operations, human resources, and finance. This recommendation is made later in this report. See proposed structure below:

EXHIBIT: Proposed model with a Deputy Superintendent/Chief Operating Officer

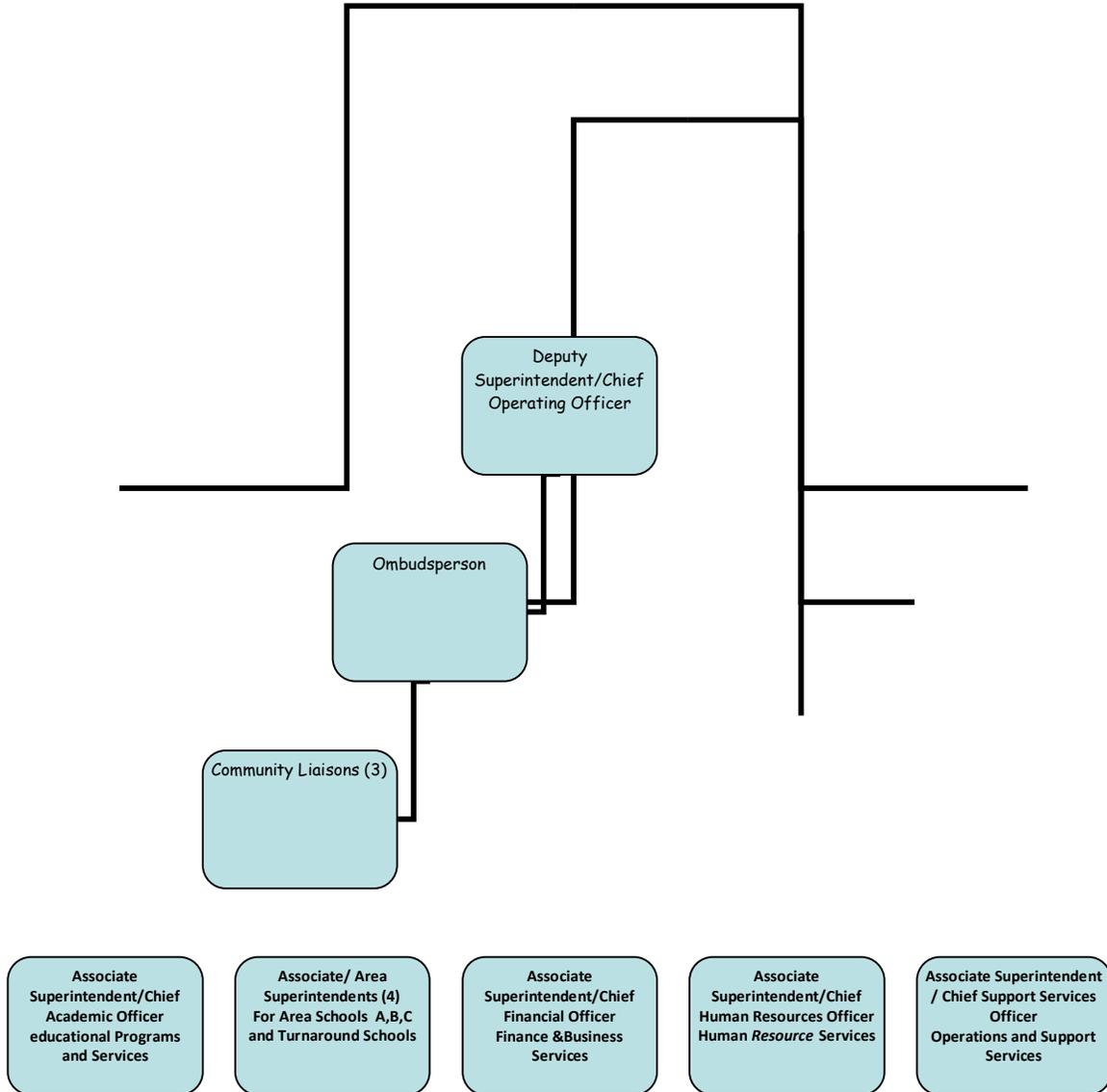
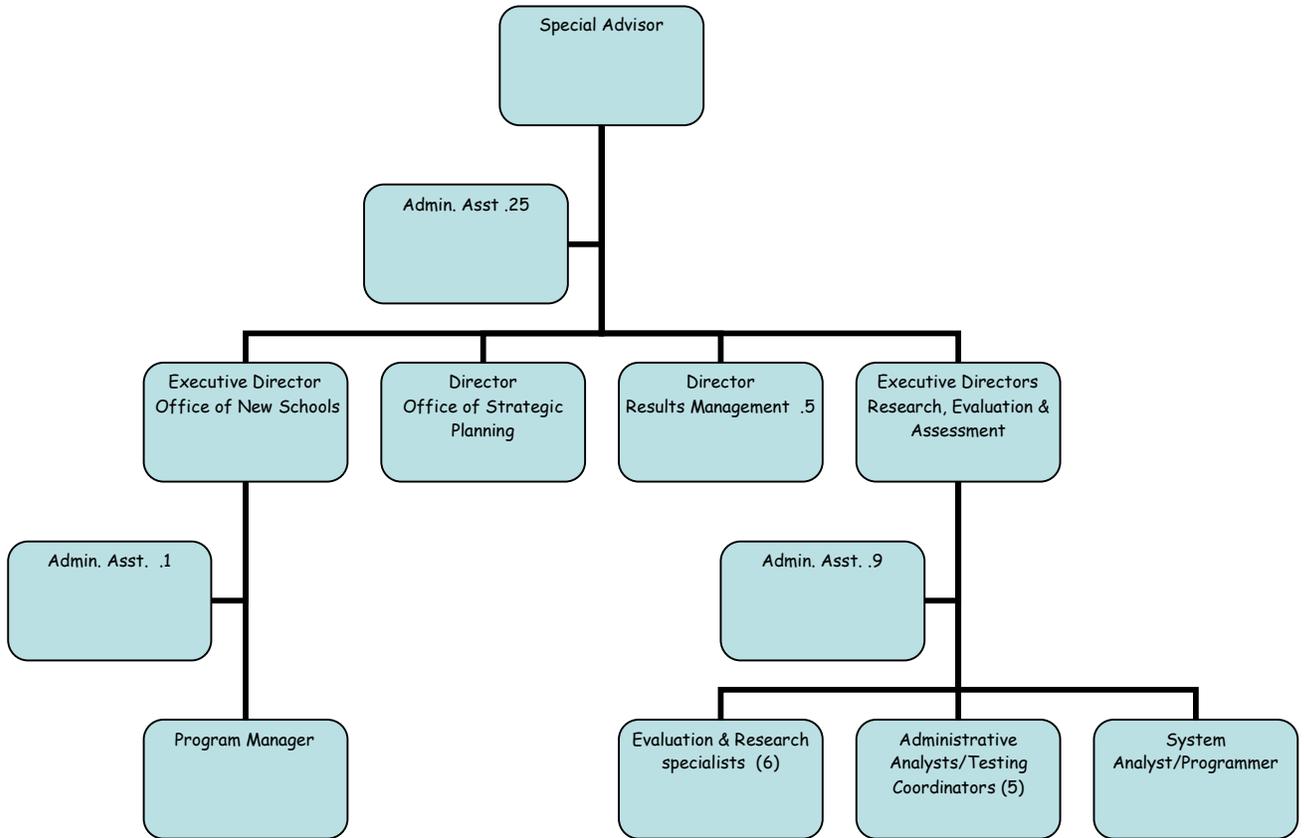


EXHIBIT: Organization Chart of the Division of Accountability, Planning and Innovation



OBSERVATIONS:

As pointed out in the discussion of comparison of the 2009 and 2010 organization charts, the district has enjoyed the services of an individual serving as a Special Advisor to the Superintendent, who is externally funded. In 2009, this position focused on the Strategic Plan and was a direct, staff report to the Superintendent.

In 2010, Superintendent Johnson created a new Division as a line report. This Division assumed responsibility for the Department of Research and Evaluation and Assessment, previously located within the purview of academic programs and the Deputy Superintendent, and renamed it as a Department of Innovation. The Office of New Schools was also transferred from Academics/Deputy to this new Division. The Division



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ation is the new title. The Special Advisor is a
re Team Member.

There is one staff member responsible for Strategic Planning.

The Office of New Schools was formerly located in the Academic Division is comprised of a Director and a Program Manager.

There is a part-time (shared with the City of Minneapolis) position who focuses upon Results Management for MPS.

FINDINGS:

The number of staff in the Research and Evaluation department exceeds that of comparable staff in referent districts. In fact, most referent districts do not enjoy a level of funding to support such an office.

There is a need to determine if having an Executive Director as well as a Program Manager in the Office of New Schools is commensurate with the workload.

The staff level in assessment office is comparable to referent districts.

In most instances of the referent group, planning and accountability is found as a staff function and not a division or line function.

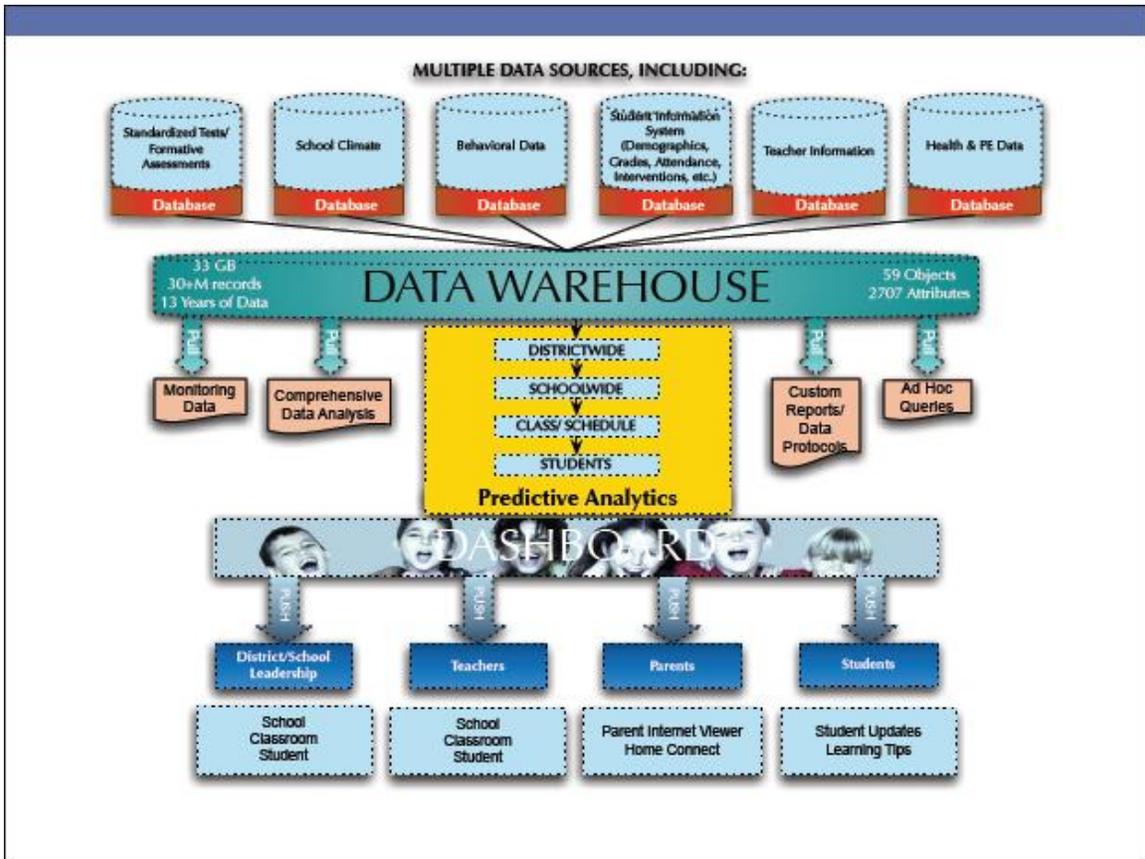
There is a healthy debate nationally whether or not research, evaluation and assessment should be embedded in the academic program and divisions so as to best integrate/interface daily with the program people and schools (as was the case prior to 2009) or to be seen as a staff function as part of planning and accountability.

The concept of integrating planning, accountability, and REA is sound: SPPS, as a comparative reference point, has been functioning in 2010-2011 effectively with a reorganized staff to the Superintendent (previously a line report) of an Office of Planning and Policy that includes Research, Evaluation & Assessment and Policy and Planning. Placement in the organization is a matter of the preference and philosophy of the Superintendent.

A review of the extensive documents submitted by staff regarding MPS Strategic Planning process and its Performance Management System shows excellent staff work in these two areas. A commendation is in order for the design. Execution of the Performance Management System in the Divisions and departments is uneven.

ment of teaching and learning in MPS has been reported. The San Jose (CA) Unified Schools District has one of the more sophisticated data warehouses in the nation.

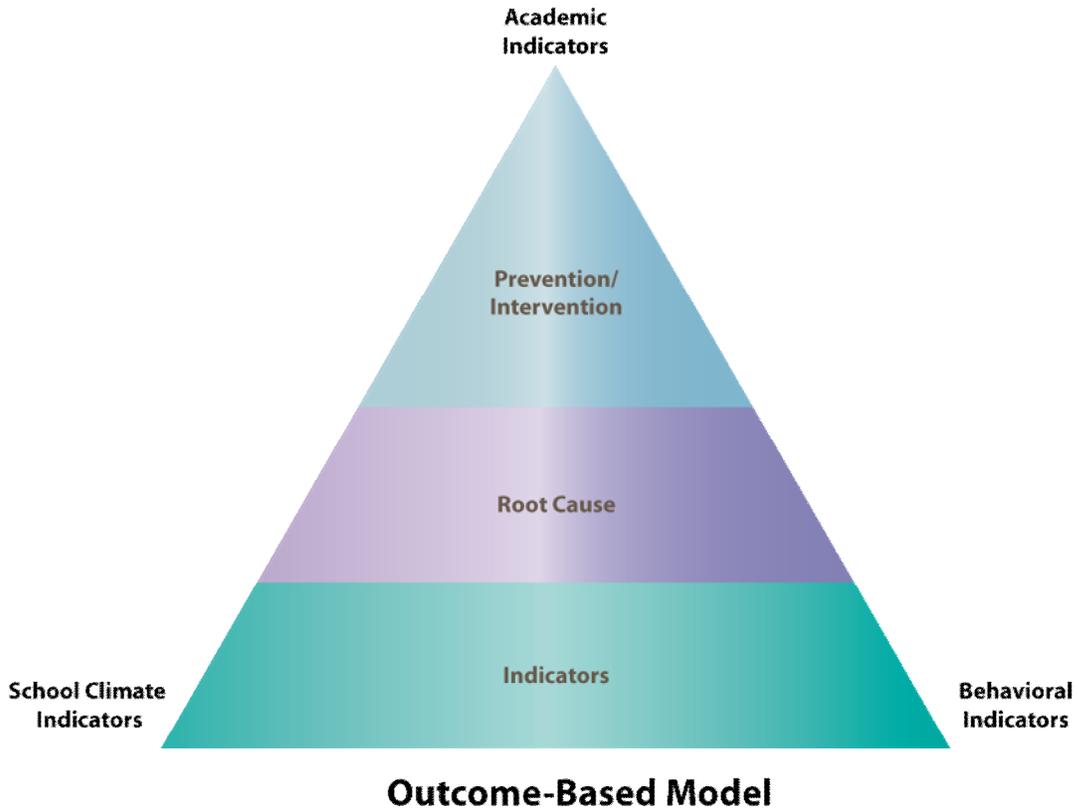
Exhibit: SJUSD Data Warehouse Graphic



7

The San Jose Unified District is recognized for its use of data, and especially in predictive analytics.

System Graphics:



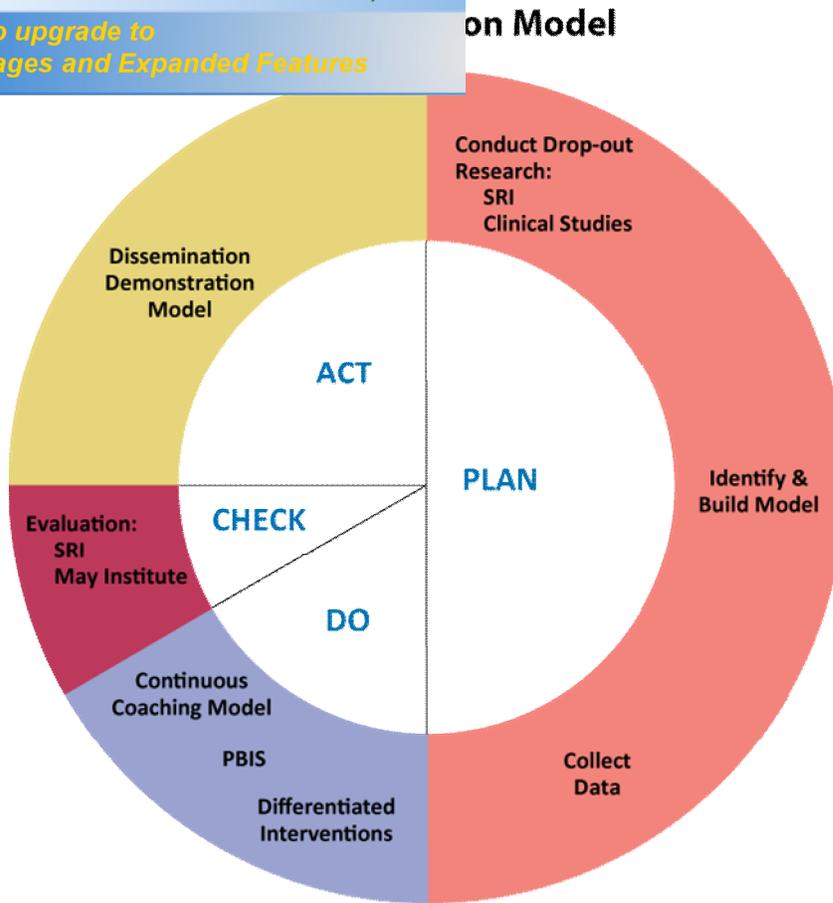


EXHIBIT: SJUSD Student Risk Assessment & Management Protocol (RAMP) Project

Project Information

Name of Project Student Risk Assessment & Management Protocol (RAMP) Project
Project Location City of San José
Project Summary The RAMP longitudinal data management project provides for earlier and more accurate identification of students at-risk of school failure & increased capacity for delivery of evidence-based interventions that may be proactively monitored for impact.

Expanded Project Summary

advancement regarding the development and utilization of a data-driven approach to educational reform. The San Jose Unified School District (SJUSD) and the Unified School District of the East Bay Silicon Valley (UWSV) Alternative Education Collaborative are partners in this endeavor, with additional financial support provided from technology leader Applied Materials.

Given limited resources to address a wide range of issues and extensive needs, it is imperative for school districts to develop their capacity to intervene early and effectively with students, to deter student failure and dropout prevention. Many student, system and curricular interventions are designed without adequate monitoring and evaluation to determine their impact and efficacy, and are often reactively applied from a limited menu in a harm reduction model, rather than as a prescriptive and targeted set of interventions to proactively ensure student success.

With the utilization of a scientific approach, based on a statistically robust set of predictive data indicators, SJUSD will now be able to assign students to low, medium and high-risk categories based on cluster analysis of predictor variables contained in one of the premiere database systems in the country.

These at-risk students will be identified early by the district data management system, before school failure, frustration, and hopelessness arrive, in an effort to more efficiently and effectively guide students toward successful mastery of their academic challenges and social development. As students are identified through predictive statistical analysis, communication and training will be provided to school-based Student Study Teams (SST) to assist in the matching of students in need of support with effective interventions, and the monitoring of the impact of these strategies. What is unique about the RAMP approach is the heavy reliance on statistical analysis of a comprehensive array of data, including demographic, academic, social-behavioral, environmental factors. This approach will yield protocols tailored to each school level (elementary (K-5), middle (6-8) and high (9-12)). The same statistical approach that identifies at-risk students is also available and appropriate to monitor the impact of the interventions that are applied to assist the student in making progress, whatever the type or focus of the intervention. As the system is implemented district-wide, it will be possible to compare the impact of different reading programs, counseling approaches and other strategies and also identify for which subgroup what intervention(s) are most effective.

Start-up funds have been secured and the RAMP project is quickly taking shape. By September 2009, it is our intention to pilot this approach in two vertical slices within the SJUSD (six schools ó 2 each of elementary, middle and high), with full implementation throughout the district the following school year.

Statutory Authorization

The SJUSD has been recognized as an educational leader, with a systematic, data-driven continuous improvement approach to parental/community involvement to improve student achievement and a system-wide culture valuing shared goal setting, collaboration and trust.

Project Benefits

The RAMP Project is intended to provide for earlier and more accurate identification of students at-risk of school failure and increased capacity for the delivery of evidence-based interventions that may be proactively monitored for effectiveness and impact. There are numerous anticipated benefits to be realized from the project, including:

- A cutting edge data management system with longitudinal and comparative capacity that allows for proactive early student intervention, efficient quality management and



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informed and data-driven process for educational system

- The determination of which data variables related to student, school, staff and program performance are relevant and useful in predicting both academic failure and success;
- An essential tool to engage the school community in an objective process to identify and deter potential dropouts from school failure;
- An ongoing process of review and quality improvement to determine the efficacy of these predictor variables, as well as the evaluation of other variables that may add predictive power, so as to further improve the ability of the district to predict as early and efficiently as possible students who may require additional intervention;
- The determination of an accepted set of predictor variables will be paired with a concomitant set of performance benchmarks and outcomes that will establish a common platform for the evaluation of all potential interventions;
- Determination of a common evaluation scheme will not only form the basis of comparison of the impact of all intervention strategies but also provide a perspective for comparison of effectiveness across, between and within subgroups (thus facilitating determination of which intervention, or set of interventions, works best with which particular student group);
- Increased capacity for targeted organizational and staff development regarding application of a systematic approach to increasing and supporting student performance;
- A streamlined referral and tracking system that may accommodate and link together multiple intervention programs (such as educational, behavioral, social, environmental, and special services); and
- A management tool that will allow and encourage closer collaboration between the district office and individual schools, while also serving to foster a progressive learning environment that allows for creative approaches to solving particular student needs and the sharing of accomplishments and replication of successful endeavors.

This project is both innovative and far-reaching, with significant implications for all public school systems. Our research has failed to identify other school districts with such an advanced and scientific approach to at-risk student identification within an evaluative framework that also provides the capacity for monitoring the impact of academic, social and systemic interventions. As the RAMP project becomes fully realized, we anticipate multiple benefits, including increased student achievement, reduced school failure (dropouts), more efficient school district operations, and the sharing and dissemination of a unique and innovative model with other school districts.

The San Jose Unified School District (SJUSD), in partnership with the United Way Silicon Valley (UWSV) Alternative Education Collaborative, has designed a multi-phase longitudinal data management project for immediate implementation. The first phase of this project has been underwritten by a grant to the UWSV from Silicon Valley technology leader Applied Materials.



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RECOMMENDATIONS:

Because of a variety of factors, especially related to the employment /funding status of the Special Advisor, it is recommended that the Research, Evaluation and the Assessment Department be transferred back to the Division of Academics; unless the position of Special Advisor is converted to a MPS funded and appointed staff position.

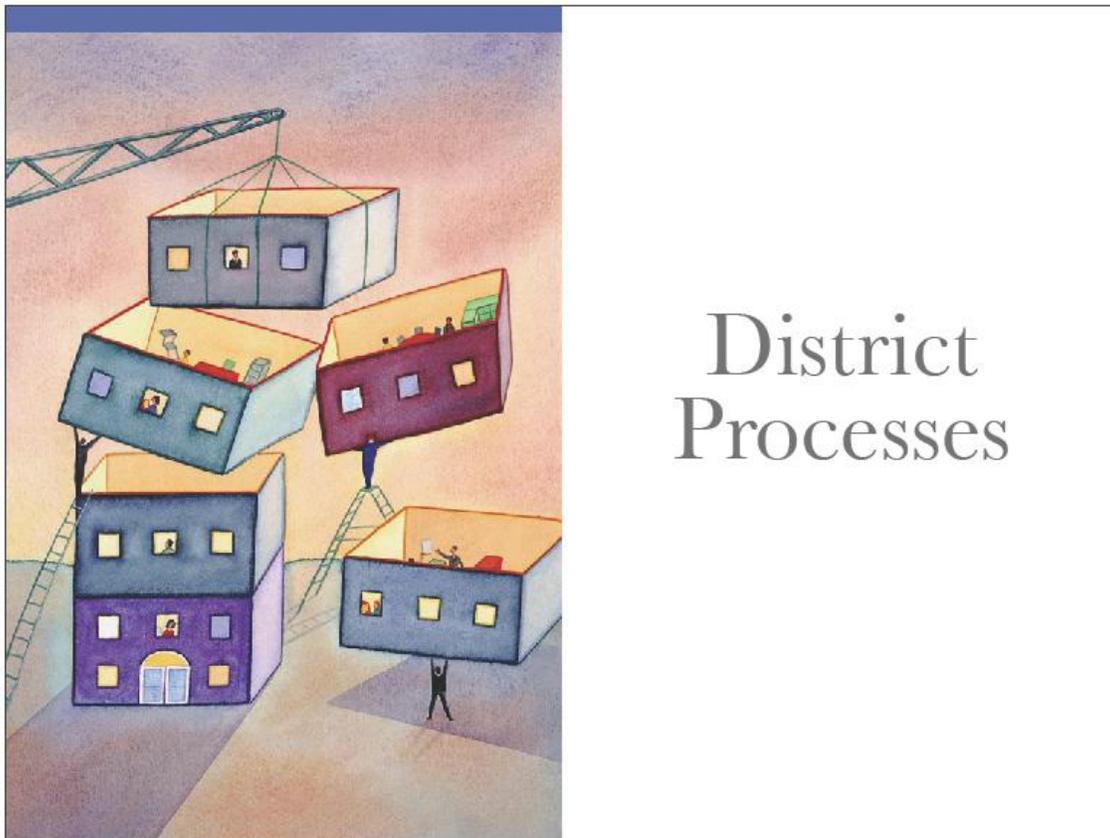
Disband the Division of Accountability, Planning & Innovation as a division and recreate it as an office. The Special Advisor can better serve the Superintendent and MPS in a staff function as a direct report to the Superintendent managing the critical projects of Strategic Planning and the Performance Management System.

Determine if the MPS can continue to fund the level of staff (6) in the evaluation and research office.

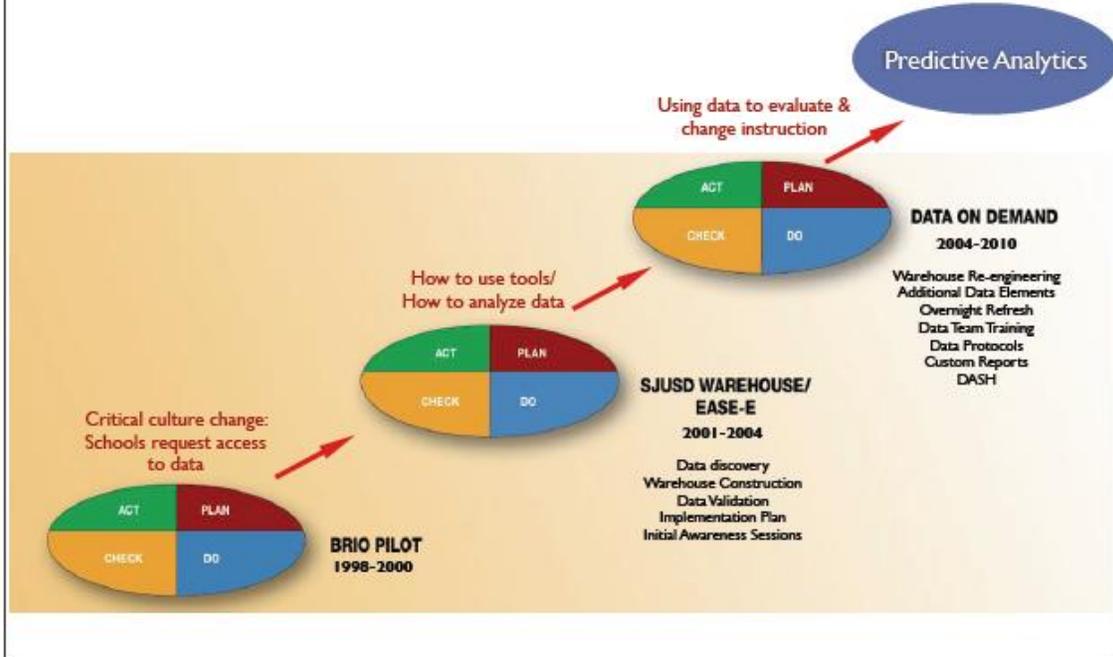
Determine if it is appropriate to maintain the Office of New Schools under the direction of a non MPS supervisor.

It is suggested that staff in MPS contact their peers (Mary Lauck) in San Jose Unified School District (Department of Continuous Improvement) to find out if some of the ways that San Jose is using its data can be applied to MPS.

EXHIBIT: San Jose Unified School District Sample Information Regarding Use of Data



Data Culture Timeline



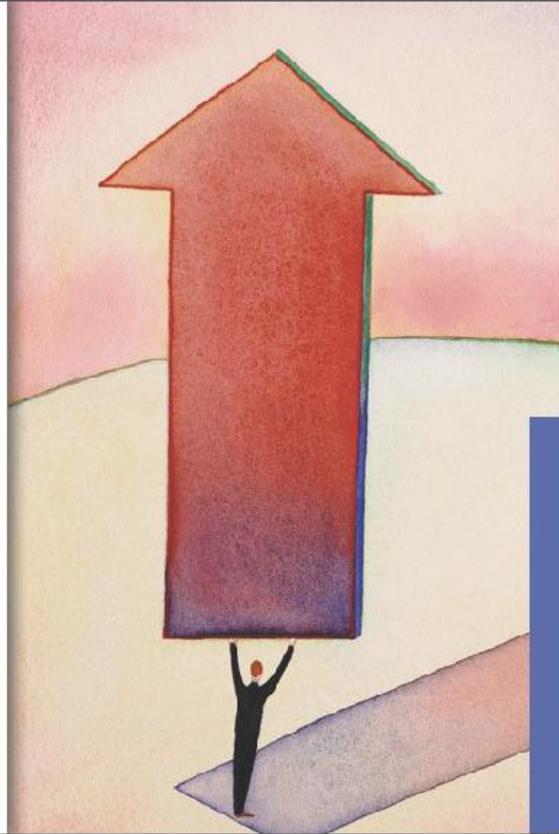
SJUSD's Early Warning System

- Identifies students in time for effective interventions
 - Supports evidence-based, system-wide improvements
 - Incorporates data that research suggests influence students' decisions to drop out
 - Engages critical partners in developing innovative solutions
 - Determines key factors leading to student success/failure
-

Setting the Data Culture

- Shared Vision for Closing the Gap
 - Measurable Goals
 - Standard Reports
 - I:I Data Conversations
 - Superintendents & Principals
 - Principals & Teachers
 - Coaches and Teachers
 - Grade Level/Subject Area Teams
 - Data Protocols & Instructional Planning
 - Data Walls
-

9



9

Data Protocols

- Looking Back Protocol
- Looking Forward Protocol
- Benchmark Protocol
- Standards Protocol
- End of Year Reflection

IO

Looking Back Protocol

6th Grade Math Looking Back Instructional Planning Protocol

Teacher Name: _____, Course: _____, Date: _____

Outcome: Analyze grade level data to determine strengths and challenges on the CST, identify strategies that supported CST assessments and determine new strategies and needed professional development to implement in 2015-16.

Grade Level and Classroom Analysis: CST Proficiency
Using the CST Profile Report, answer the following questions:

2015-16 AYP Math Goal: **58.0% Proficiency**

	Yes	No	What was the percentage gained or lost compared to the AYP target?
1. Do our courses meet the NCLB (2002) target?	<input type="checkbox"/>	<input type="checkbox"/>	4% _____ %
2. Do our courses meet the 12% growth target (2004-05-06 and 09-10)?	<input type="checkbox"/>	<input type="checkbox"/>	4% _____ %
3. Do my classes meet the NCLB (2002) target?	<input type="checkbox"/>	<input type="checkbox"/>	4% _____ %

Subgroup Analysis
Which course student subgroup gained from 08-09 to 09-10? _____
Which course student subgroup decreased from 08-09 to 09-10? _____

Compare your 2008-09 subgroup to your 2009-10 subgroup for achievement gap (What's your goal is 4% closer)

2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
White, 44% _____ %					
Hispanic, 34% _____ %					
African American, 24% _____ %					

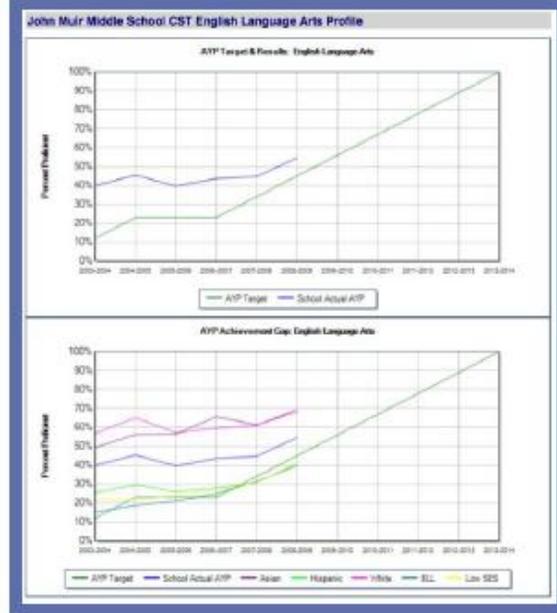
Reference between the 2: _____ % Reference between the 2: _____ % Reference between the 2: _____ %

Based on the above analysis, choose 2 subgroups to be your course team's focus for this school year:

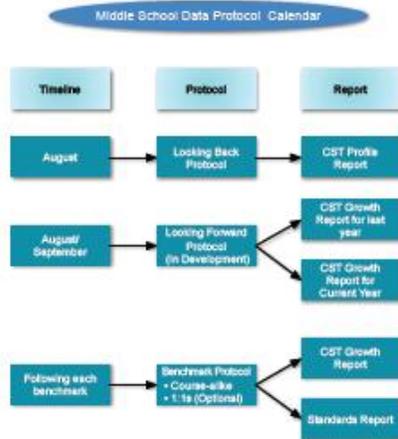
1. _____ 2. _____

Reflect
What did you notice about the data for your course? For your class?
Record at least one plus and one minus in the space below:

_____ + _____ -



Protocol Calendars



II

Profile Report Gainers, Stickers & Sliders

Simonds Elementary School CST ELA Gainers, Stickers, & Sliders

OVERALL 2008-2009 Results

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	n=	
2007-2008 Results	Far Below Basic	0	0	1	2	0	3
	Below Basic	2	2	3	2	0	9
	Basic	0	5	11	17	13	46
	Proficient	1	1	17	33	37	89
	Advanced	0	0	0	34	126	160
							307

2008-2009 Results	
% of GAINERS: Simonds	65 %
% of GAINERS: District ES	48 %

2008-2009 Results	
% of SLIDERS: Simonds	20 %
% of SLIDERS: District ES	19 %

Looking Forward Protocol

Grade 3 CST ELA Looking Forward Action Plan

Add Purpose

Teacher Name: _____ Date: _____

2009-10 AYP Goal: ELA 56.8% Prof/Adv

Cluster Analysis and Ongoing Instructional Focus: *(Use Growth Report)*

Grade 2 Clusters	Number of Students NOT Prof/Adv	Grade 3 Blueprint Cluster Weight	Choose 2 Cluster Areas for Instructional Focus
Word Analysis		31% (20 Questions)	
Reading Comprehension		23% (15 Questions)	
Literary Response		12% (8 Questions)	
Writing		20% (13 Questions)	
Language Conventions		14% (9 Questions)	

Guiding Questions for Analysis and Team Discussion

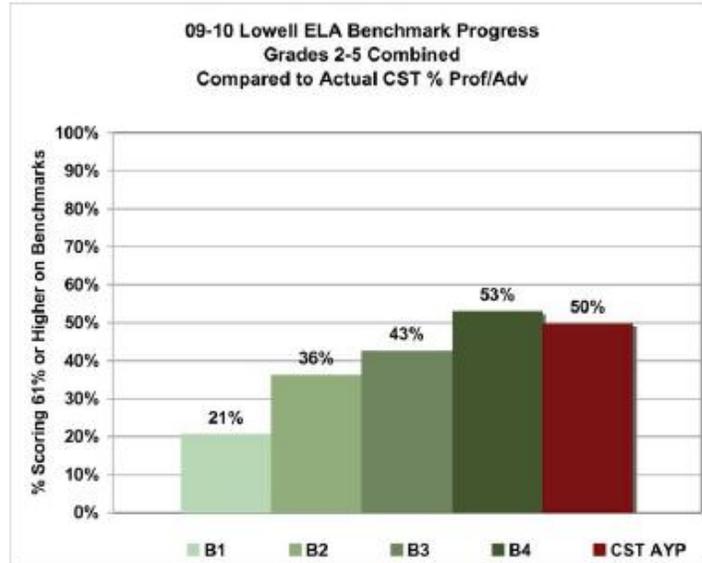
1. In which cluster areas did students perform best?
2. In which cluster areas were students at or approaching proficiency?
3. Which areas have the highest number of students who did not meet the proficient (or advanced) target?

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Growth Report Data By Teacher & Student

Teacher	Grade	ID	Date Enrolled District	Date Enrolled US	Gender	Ethnicity	Language Proficiency	Socioeconomic Status	Special Education	Gifted	CELD: Latest Sealed Score	CELD: Latest Prof Level	Reclassification Date	CSST ELA Current Score	CSST ELA Current Level	CSST ELA Next Level	% Correct Word Analysis	% Correct Reading Comprehension	Mean % Correct Reading Comprehension	% Correct Literary Response & Analysis	Mean % Correct Writing	% Correct Writing Structure	Writing Structure & Mechanics Score	Writing Structure & Mechanics Level	CSST ELA % Correct	
TEACHER A	Grade 4	06668	2009-9-28	2009-9-1	F	HISP	ELL	LSES			413	BEG		371	7	PRDF	75	80	68	77	88	88	42	55		
TEACHER A	Grade 4	09813	2009-4-26		F	HISP	EO	LSES																		
TEACHER A	Grade 4	07881	2009-8-8	2009-8-1	M	HISP	RF	LSES			551	EARLY ADV		196	-27	FBB	15	27	0	15	22	20	21			
TEACHER A	Grade 4	73480	2009-10-19		M	BLACK	EO	LSES	SPED																	
TEACHER A	Grade 4	02146	2009-9-2	2009-9-1	F	HISP	ELL	LSES			572	ADV		810		BAS	20	40	50	77	64	56	66	37		
TEACHER A	Grade 4	81525	2009-8-16	2009-8-1	F	HISP	EO	LSES																		
TEACHER A	Grade 4	06730	2003-4-28		M	HISP	ELL	LSES	SPED		480	INT		806	7	BAS	60	60	50	69	33	47	45			
TEACHER A	Grade 4	72603	2009-8-26		F	HISP	EO	LSES	SPED					237	-40	FBB	25	27	25	23	33	18	16			
TEACHER A	Grade 4	91830	2009-8-27	2009-8-1	F	HISP	ELL	LSES			442	EARLY INT		281		BB	45	35	25	62	07	38	32			
TEACHER A	Grade 4	08733	2009-8-25	2009-8-1	F	HISP	ELL	LSES																		
TEACHER A	Grade 4	65237	2004-8-12		M	ASIAN	ELL	LSES			476	INT		258		FBB	50	20	13	54	33	20	42			
TEACHER A	Grade 4	05940	2004-8-25		F	HISP	EO	LSES						269	-25	BB	40	47	25	46	54	37	34			
TEACHER A	Grade 4	76815	2009-10-4	2009-9-1	M	HISP	ELL	LSES	SPED		436	EARLY INT		245	-46	FBB	25	40	25	51	44	34	54			
TEACHER A	Grade 4	09770	2005-4-26		M	HISP	ELL	LSES	SPED		410	BEG		228	-30	FBB	15	13	38	31	56	32	21			
TEACHER A	Grade 4	75277	2006-4-5		F	HISP	ELL	LSES			481	INT		206	-121	BAS	55	52	38	77	66	42	61			
TEACHER A	Grade 4	72139	2009-8-16		M	HISP	EO	LSES	SPED					342	-6	BAS	75	73	63	62	78	42	66			
TEACHER A	Grade 4	72044	2005-8-17		M	HISP	EO	LSES						361	41	PRDF	85	73	63	77	76	37	63			
TEACHER A	Grade 4	71407	2005-7-25		F	HISP	ELL	LSES			483	INT		318	-42	BAS	65	47	63	69	97	46	37			
TEACHER A	Grade 4	70911	2009-9-26		F	HISP	ELL	LSES	SPED		437	EARLY INT		236	29	FBB	20	27	38	62	33	32	24			
TEACHER A	Grade 4	70906	2005-9-14		F	HISP	EO	LSES						303	22	BAS	55	40	63	54	89	42	50			
TEACHER A	Grade 4	02979	2008-11-5	2008-8-25	M	ASIAN	ELL	LSES			506	BEG		174		FBB	10	7	0	35	22	21	34			

Progress by Benchmark



Standards Protocol

BLUEPRINT STANDARDS MASTERY: GRADE _____ TEACHER _____

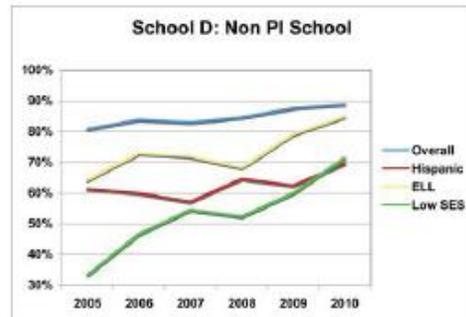
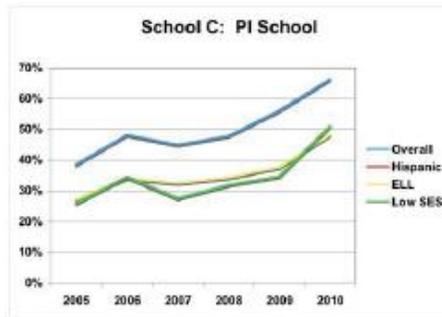
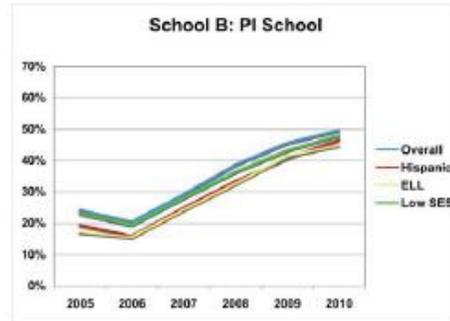
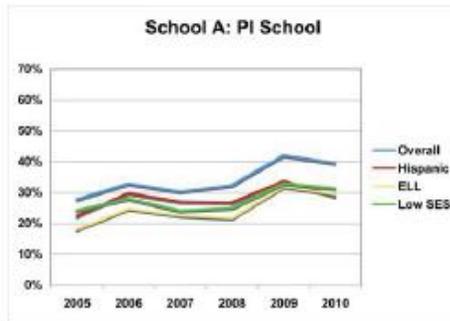
1. Turn to Page 2 of the Standards Report for Teacher/Class average scores.
2. For this exercise, the average score for the class should be at/about 75% of mastery.
3. Identify and record the Heavyweight Standards that students mastered/did not master. (The Heavyweight/High Priority standards are those that are colored deepest blue. Mid-weight standards are lavender blue and light-weight standards are aqua.)
4. Identify which standards need to be retaught. Choose at least 4 areas.
5. Map out one heavyweight standard per week that you will teach through April 3rd.
6. Then using Page 1 of the report, identify which students are under 60% mastery, which students are at 60-79% proficiency, and which students are at 80-100% mastery. This range may change depending on the school. Record each group in the appropriate box on the table.

Standards of Strength 80-100%	Standards that Need to be Taught / Retaught (Heavy Weight, and lowest percentage of mastery)	Calendar for Retaughting	Reassess Standard (mini assessment/ check for understanding)
		Week of 3/1	Date:
		Week of 3/8	Date:
		Week of 3/15	Date:
		Week of 3/22	Date:
		Week of 3/29	Date:
		Week of 4/5 (Testing Window Opens)	Date:

Standards Report Progress by Standard

			% Current BM	% Current BM	% Current BM
HERNANDEZ, DAVID	1.0 Language Conventions	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	52	57	52
HERNANDEZ, DAVID	1.0 Language Conventions	1.2 Identify and correctly use verbs that are often misused, modifiers, and pronouns	77	52	75
HERNANDEZ, DAVID	1.0 Language Conventions	1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so	30	32	45
HERNANDEZ, DAVID	1.0 Language Conventions	1.4 Use correct capitalization	22	53	38
HERNANDEZ, DAVID	1.0 Language Conventions	1.5 Spell more, suffixes, prefixes, contractions, and syllable constructions correctly	57	76	43
HERNANDEZ, DAVID	1.0 Word Analysis	1.2 Understand and explain frequently used synonyms, antonyms, and homographs	47	38	70
HERNANDEZ, DAVID	1.0 Word Analysis	1.4 Know abstract, derived roots and affixes from Greek and Latin and use the knowledge to analyze the meaning of complex words	37	50	52
HERNANDEZ, DAVID	1.0 Word Analysis	1.5 Understand and explain the figurative and metaphorical use of words in context	59	43	77
HERNANDEZ, DAVID	1.0 Writing Strategies	1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, substituting, clarifying, and reordering words and sentences	45	52	39
HERNANDEZ, DAVID	2.0 Reading Comprehension	2.1 Understand how text features make information accessible and usable	73	59	50
HERNANDEZ, DAVID	2.0 Reading Comprehension	2.2 Analyze text that is organized in sequential or chronological order	43	46	32
HERNANDEZ, DAVID	2.0 Reading Comprehension	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	73	41	58
HERNANDEZ, DAVID	2.0 Reading Comprehension	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	41	46	56
HERNANDEZ, DAVID	2.0 Reading Comprehension	2.5 Distinguish facts, supported inferences, and opinions in text	30	35	30
HERNANDEZ, DAVID	3.0 Literary Response	3.2 Identify the main problem or conflict of the plot and explain how it is resolved	64	74	27
HERNANDEZ, DAVID	3.0 Literary Response	3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	73	76	73
HERNANDEZ, DAVID	3.0 Literary Response	3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes in sample works	55	13	23
HERNANDEZ, DAVID	3.0 Literary Response	3.6 Describe the function and effect of common literary devices	38	29	41
HERNANDEZ, DAVID	3.0 Literary Response	3.7 Evaluate the author's use of various techniques to influence readers' perspectives	36	43	23

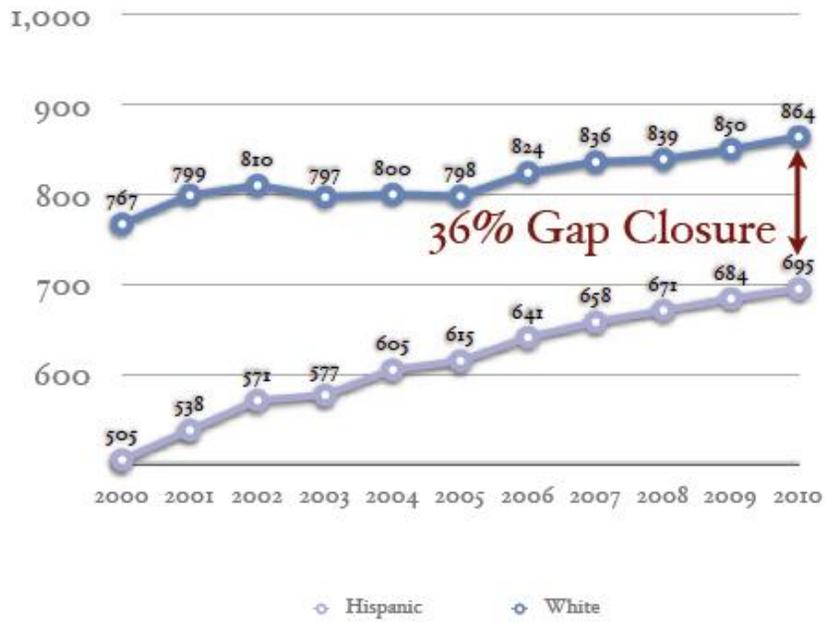
Case Studies



Economic Performance Index Results

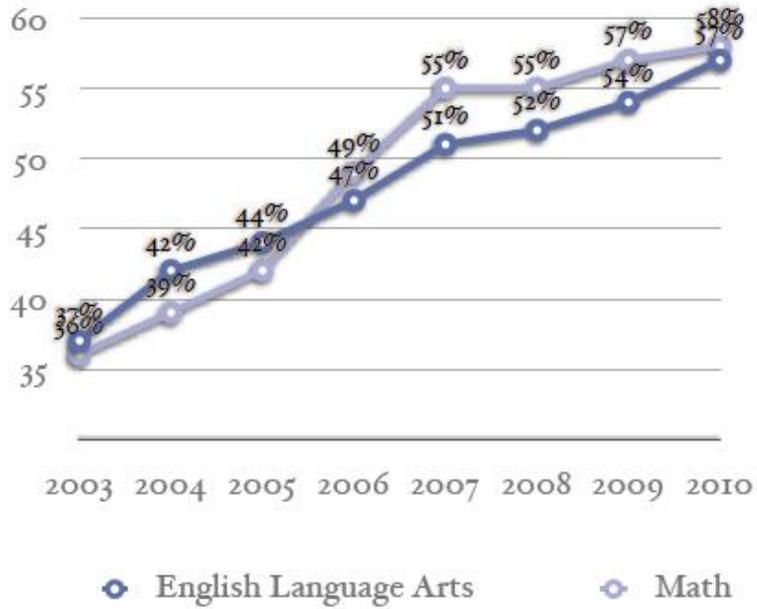


AFT: Closing the GAP

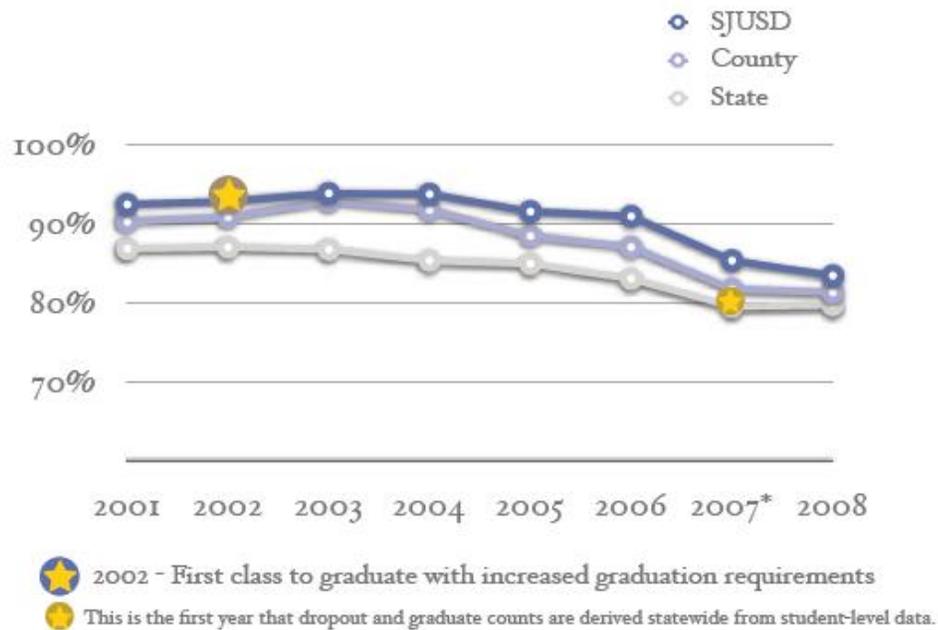


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AYP Progress



NCES Graduation Rates



28

Recommended Direct Staff Reports to the Superintendent

Typically, it is advisable to limit the number of staff reports to the Superintendent. It would be recommended that there be four (4) staff reports: the Assistant to the Superintendent; the Executive Director of Communications; the Office of Resource Development, and the Special Advisor for Planning and Accountability. However, since the Board has identified Family/Community Engagement as a priority and Equity/Diversity is important to the community and district it would be advisable for the Superintendent to keep these offices as direct, staff reports. The drawback is that it brings the number of staff reports to six. (see Option 1 below).

This is not a wide span of control if the Superintendent accepts the recommendation made later in this report that a position of Deputy Superintendent, who would serve as the Chief Operating Officer and have all of the Divisions (academics, finance, human resources, schools, and support services) is created and solely reports to the Deputy Superintendent.

beneficial.

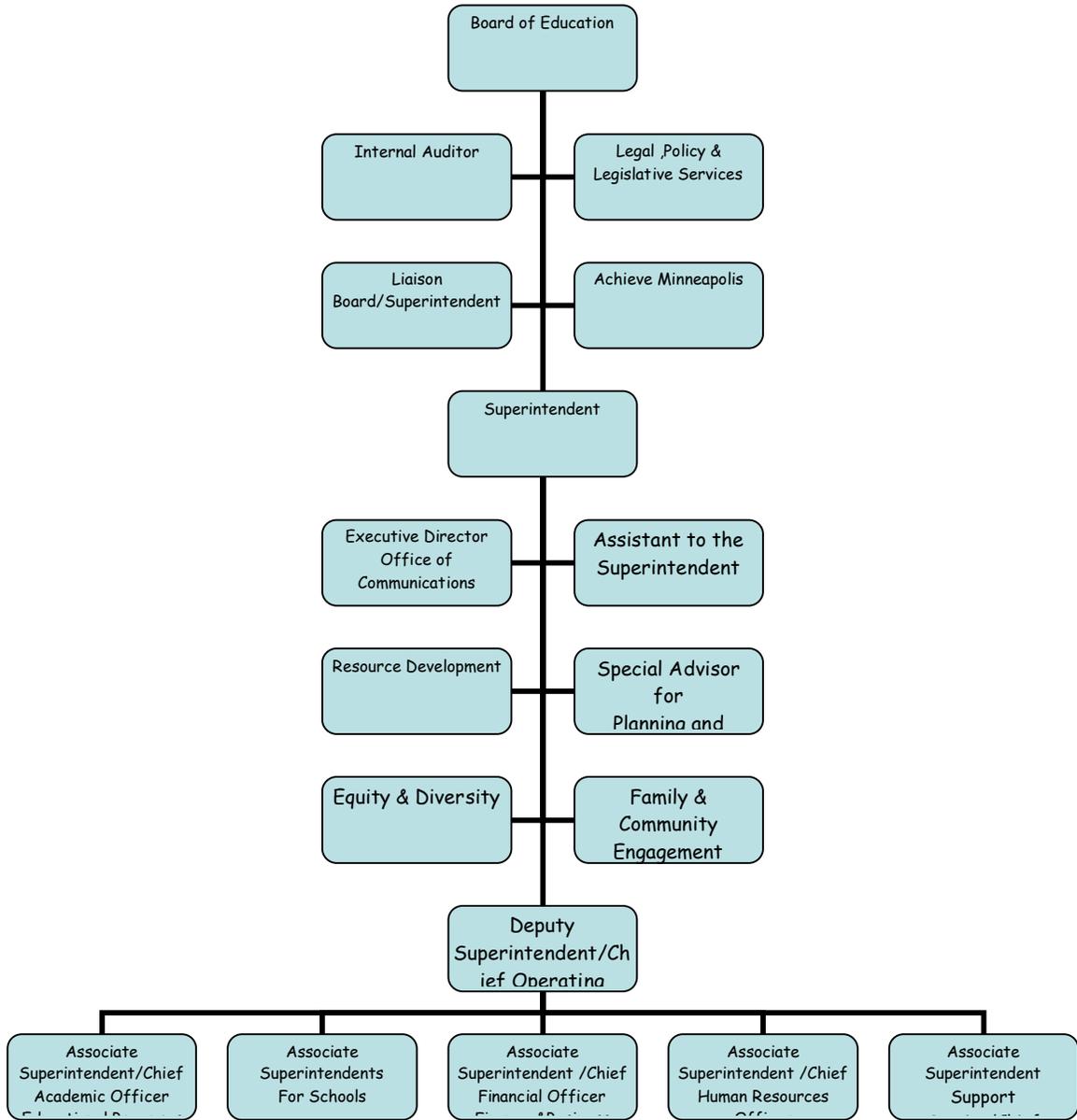


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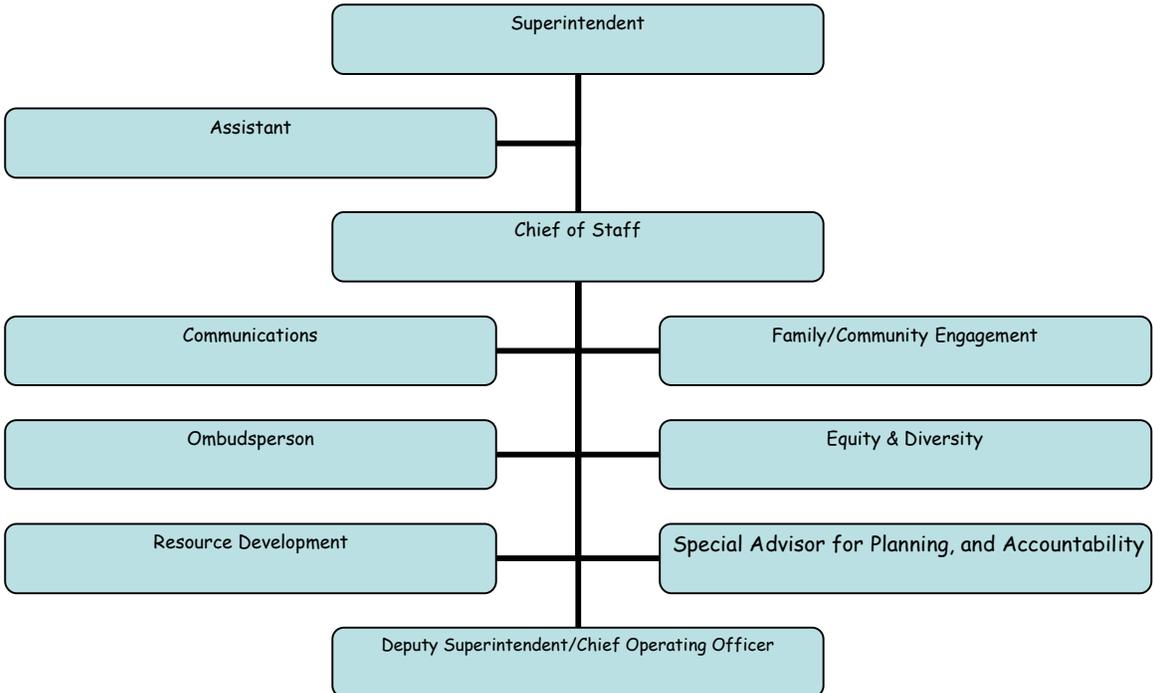
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correct when she identified most of these above the Office of Superintendent in her reorganization when taking office. Having someone coordinate these various offices was smart, as well. Appointing the Liaison to the Board to serve in the dual capacity may have been the best option at the time. However, for reasons spelled out in the section pertaining to the Liaison, this may not be the best and wisest decision for the future. If the Superintendent had the funding available, an appointment of a Chief of Staff to coordinate all of the various departments for the Office of the Superintendent (please see Option 2 below) would be very

to the Superintendent (Option 1)



to the Superintendent and with a Chief of



Division of Business & Operational Excellence

OBSERVATIONS:

As pointed out previously, in July 2010, this Division was formed when the Superintendent transferred several departments from the domain of the Chief Policy and Operations Officer: the Department of Race and Equity as well as the Department of Equal Opportunity to the Office of the Superintendent; and, the Departments of the General Counsel, Government Relations, and Policy Development to the Board of Education/Superintendent.

In 2010-2011, the Division of Finance and its component Departments as well as the Division of Human Resources and its component Departments were placed under the supervision and coordination of the Chief Business/Operations Officer. The Chief Business and Operations Officer has a span of control of 1:6 (Executive Director of



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of Technology, and Executive Director of Facilities, Human Resources, and a Director of Purchasing.

Division of Human Resources

OBSERVATIONS:

The strategic planning exercise for the Division of Human Resources in 2009 resulted in a thorough analysis of its functions, mission, vision, values and norms. It resulted in reorganization with a newly defined mission, vision, and structure into four departments: Employee Relations, Organization & Professional development, Strategic Workforce Management, and Total Compensation. Each of the four departments has a clearly defined focus.

The Chief Human Resources Officer reports that the Division is moving from being transactional to strategic.

The MPS has had a number of studies completed: the New Teacher Project in 2009, which have provided the district with a wealth of information and recommendations for improvement.

The Chief Human Resources Officer identified herself as the chief negotiator on behalf of MPS at the bargaining table.

The teacher induction program needs revamping to become more effective.

FINDINGS:

The organizational structure of the Division of Human Resources is rational and the functions clearly defined.

Based on the interviewees' perceptions and comments, a close look at the implementation/execution of services in the Division is warranted.

The Chief Human Resources Officer also serves as the Chief Negotiator for collective bargaining. This responsibility should be evaluated.

As a consequence of the 2010-2011 reorganization, the Chief Human Resources Officer and her Division no longer have a direct reporting relationship to the Superintendent. This change has resulted in a perception on behalf of the interviewees of some disconnects between Human Resources and other Divisions.

Little progress has been made in the areas of teacher initiatives (for improving the core) during the past four years. A critical need is to focus on this project and execute.

Job descriptions for many positions need revision.

... study needs to be completed and implementation

There is a hybrid of management/administrators that are on administrative contracts and those who are classified as ELT.

The morale of at-will employees has been hurt when the Board reduced the benefits of the at-will employees and froze the salaries for that group, but these changes were not extended to other employees.

OBSERVATIONS:

The Division of Finance is organized in a traditional, functional fashion.

The staffing levels seem appropriate for the functions and compare favorable to staffing levels in referent districts.

In some districts, the functions of purchasing are within the domain of the Chief Financial Officer as a department. In MPS, the purchasing director reports to the Chief of Operations.

As can be seen in the organization chart of the 2009 Division of Finance, the Internal Auditor is depicted as reporting to the Chief Finance Officer. Please refer to the earlier discussion of Internal Auditing regarding appropriate reporting relationships and firewalls.

FINDINGS:

Because of the reorganization, the Chief Financial Officer no longer has direct access to the Superintendent and no longer scheduled for one-on-one meeting with the Superintendent as she now reports to another Chief who is in charge of coordinating and supervising this division, the Division of Human Resources, as well as the Division of Operations.

Although some referent districts group the departments of human resources and finances along with all other support services in a single division (SPPS, for example), best practices indicate that the critical functions of human resources and finance are direct reports to the CEO or COO/Deputy.

Interviewees often cited a lack of a strong infrastructure in the areas of both the Finance and Human Resources and a high need to reengineer the processes and systems in these areas to improve the delivery of services.

Interviewees report a long-standing problem in the human resources and financial/budget areas in that they are unable to access the information and tools that

monitoring, planning and decision making. This issue
ears.

Interviewees cite low levels of customer service in some of the departments in human resources and finance, most frequently noting issues with the payroll department.

There is an inconsistent use of titles for positions as well as for divisions, offices, and departments.

The MPS has had a number of studies completed, the New Teacher Project in 2009, which have provided the district with a wealth of information and recommendations for improvement, but more attention is needed regarding implementation and project management.

The departments offering school/district support and operations services (transportation, nutrition, plant operations, safety & security/emergency management, facilities) are perceived to offer high quality services.

There is an inconsistent view of interviewees pertaining to the quality of services provided by the Department of Information Technology. The most frequently cited concern rests in the area of the software used to support business and human resources and the inability to generate the needed reports on a timely basis.

The implementation of the Performance Management System is quite advanced in the Division of Operations in each of the departments; such is not the case in the Divisions of Human Resources and Finance.

A review of the organizational structure of the Nutrition Services Department shows an appropriate level of staffing for the size of its operation in comparison to referent districts.

Although on paper it appears that the Division of Finance is staffed within the range of other departments of finance in the referent group, a closer inspection is warranted to analyze support staffing levels as well as systems and processes in that Division. The information provided at the time of the visit did not permit such an analysis.

The Department of Emergency Management has a staff of an Executive Director, an Assistant Director, one administrative aide, and one program specialist. It appears on the surface level that the workload in this department may not warrant a position of Assistant Director.

There is a need to do a deeper analysis of the staffing levels in several of the operations departments.

There is a need to analyze the staffing levels more deeply in the Division of Human Resources. A closer inspection is warranted to analyze support staffing levels as well as systems and processes in that Division.

There is a need for an intensive, efficiency and effectiveness audit in the areas of human resources and finance/budget and, a re-engineering of processes and systems in areas determined to need an overhaul.

Complete a deep dive analysis of the staffing levels in the departments of Information technology, facilities, purchasing, transportation, and plant operations

The transfer of the Chiefs of the Human Resources and Finance Divisions within the domain of the Chief Business & Operations Officer and Division of Business & Operational Excellence has not been viewed as successful and has not provided the most effective information flow to the Superintendent. This needs to be revised.

There is a need to implement/execute the strategies/initiatives for improving the core. Define priorities, be laser focused and streamline.

There is a need to document concerns/issues with the customer service levels in the departments of the finance and human resources divisions to determine the accuracy of the perceptions of poor service levels in these two areas.

Determine if the workload of the Department of Emergency Management warrants having an Assistant Director.

Reconsider the overall reporting relationships of line functions to the Superintendent or designee.

Standardize and appropriately use titles positions (Executive Director, Director for example) to differentiate roles, levels of reporting, responsibilities.

Standardize and appropriately use titles for Divisions, Offices, and Departments. There are many inconsistencies.

The scope of this study permitted only a cursory organizational review of the Operations Division. The thorough, deep dive, evaluation and analysis into all of the departments to examine processes and procedures as well as staffing levels are needed.

Indications point to having the Chief Financial Officer and the Chief Human Resources Officer and their respective Divisions reporting to the Chief Business & Operations Officer has not been effective. It is believed that the lack of direct contact between the Superintendent and these two Divisions has been eliminated and filtered through the Chief Business Officer. SPPS has a roll up of all these diverse operational areas in one division. However, it is not often a district can find someone who is highly experienced, proficient and organized to lead all of these diverse areas.

Interviewees point to the areas of finance and human resources as the chief problem areas and that their processes and systems need overhaul. They also point to low levels of customer service. Interviewees doubt whether these two divisions are capable/willing

re-engineering of their areas and have the capacity to and personnel, where needed. I concur with the need for an external review of the effectiveness and efficiency of these areas.

There is some sense that the intention/knowledge and direction of the Division of Human Resources is on target and the information provided to the consultant by the Chief Human Resources Officer lends credence to this focus. However, there seems to be overwhelming agreement that the execution/implementation in the Division of Human Resources is substandard. An external, thorough efficiency and effectiveness review in this area of human resources is needed.

It is strongly recommended that the Superintendent/Board consider outsourcing the at-the-table collective bargaining /negotiations.

There is an overwhelming need and requests for appropriate information tools to manage the budget and provide policy makers and managers the tools they need on a timely basis. However, very little has been done to remedy the problem for several years. Rectifying this problem needs to be owned by someone. At this time no one owns the problem or the solution. The Division of Finance is in need of a thorough analysis of the processes and systems, especially in payroll.

Insufficient information was provided to this consultant to complete an analysis of the Department of Purchasing. This crucial area needs further review as to its functioning before any recommendations can be made.

It appears that the operations side of the Division provides reasonably good service levels, according to the interviewees.

The work of the Division Chief and staff in the area of the implementation of the Performance Management System for the operations areas warrants commendation.

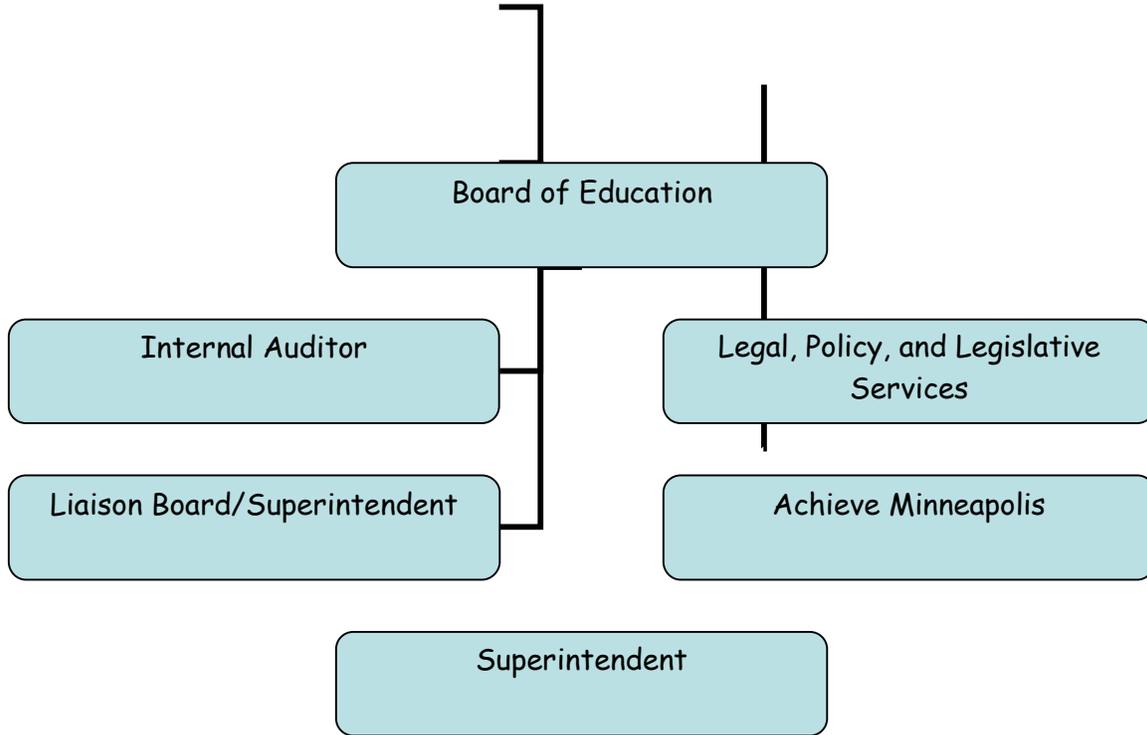
It is the judgment of and the strong recommendation by this consultant that the Division of Finance and the Division of Human Resources return to their status as distinct and separate Divisions. More so, it is recommended that these two divisions serve in a direct reporting relationship to the proposed position of Deputy Superintendent. If the Superintendent determines not to create the proposed Deputy Superintendent then I would still recommend that Human Resources and Finance report directly to her. A \$600M budget and over 5,600 employees demand the personal attention of either the CEO.

When the interviewees were asked, “who is the person that serves to assure all aspects of the districts operations and programs are running smoothly and are coordinated?” most answered that there isn’t any one person that they can look to for that leadership. No one acknowledged that there was a strong and designated administrator who was responsible for assuring that all of the pieces (educational program, operations, human

ordinated, effective fashion to support the
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RECOMMENDED ORGANIZATION CHARTS FOR MPS

1. Board and Superintendent Reports



Direct staff reports to the Superintendent (Option 1) without a Chief of Staff

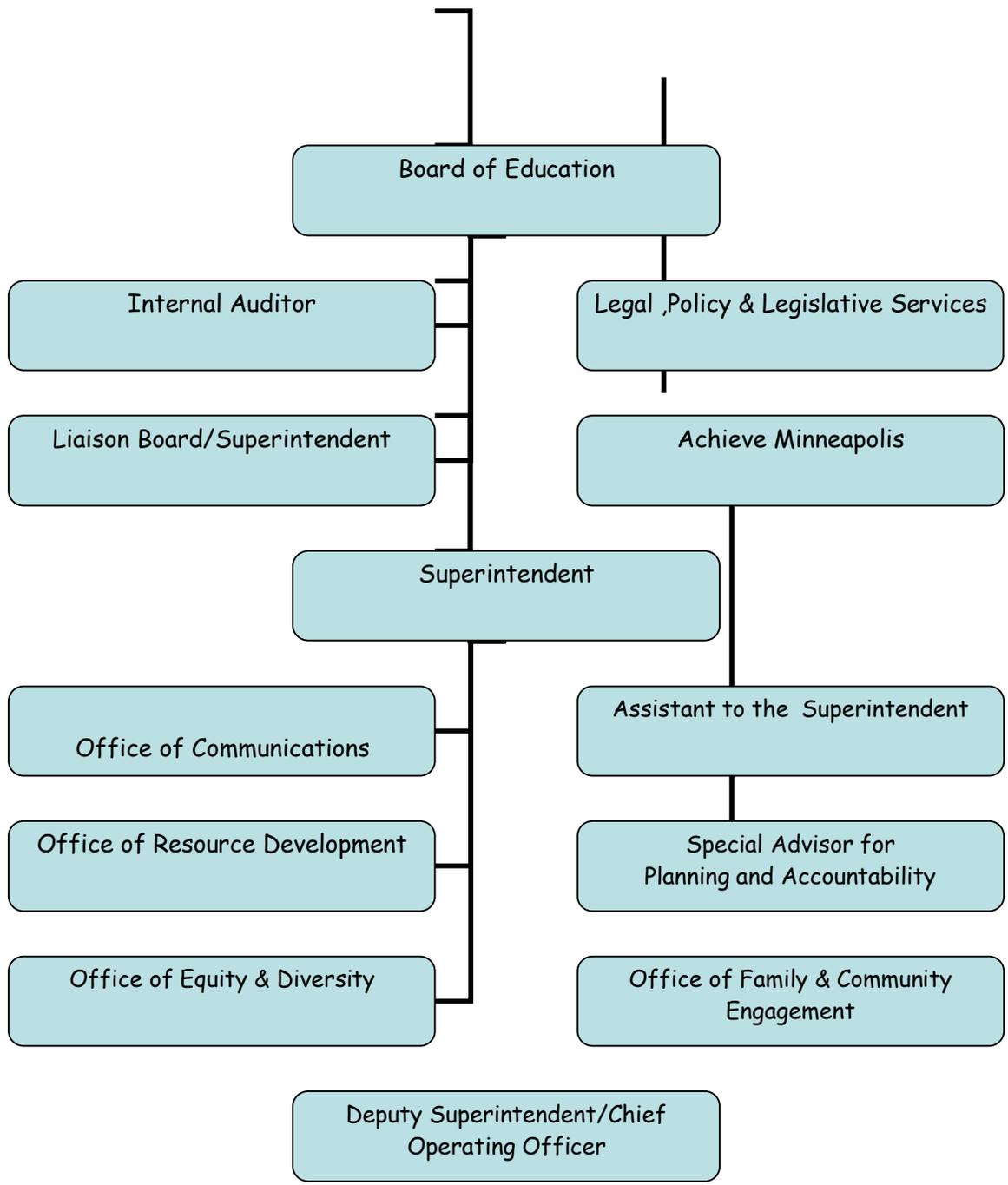
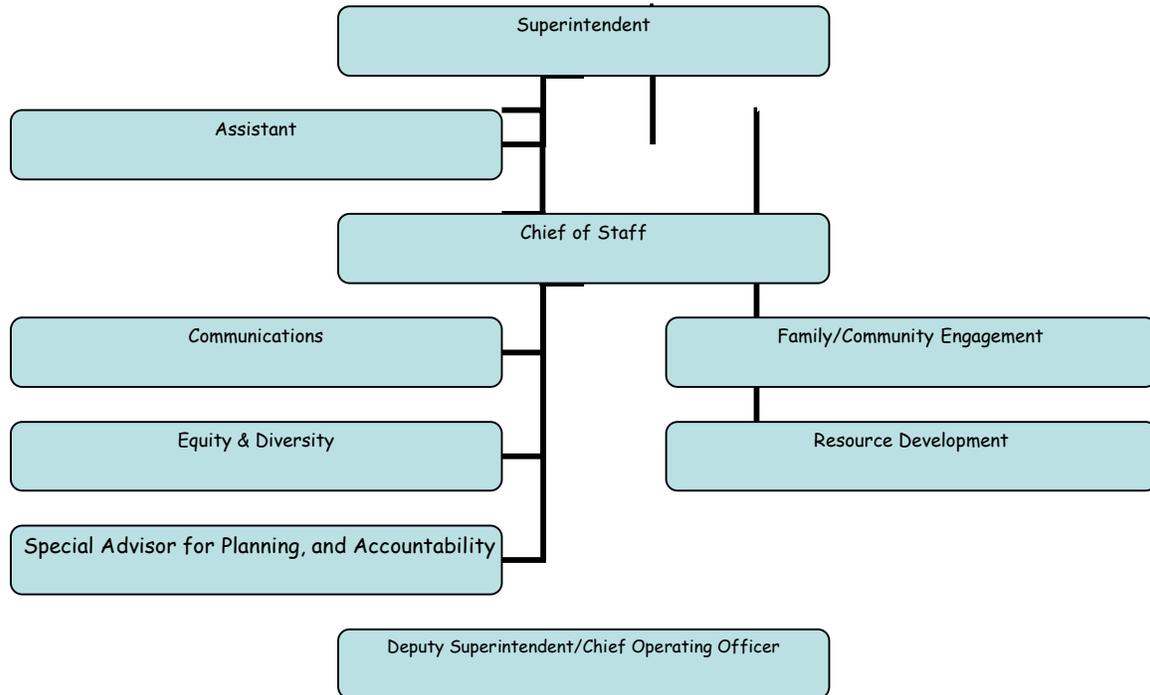


EXHIBIT: Direct Staff Reports to the Superintendent and with a Chief of Staff (Option 2)



ORGANIZATION STRUCTURE WITH A DEPUTY SUPERINTENDING OFFICER

