

## Characteristics of Effective Urban School Governance

Leadership Training Workshop  
Council of Urban Boards of Education  
44<sup>th</sup> Annual Conference  
Thursday, October 6, 2011

Phil Gore, M.Ed.  
Director, Leadership Development Services

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### Is this accurate?

"The local school board, especially the elected kind, is an anachronism and an outrage.... We can no longer pretend it's working well or hide behind the mantra of 'local control of education.' We need to steel ourselves to put this dysfunctional arrangement out of its misery and move on to something that will work for children."

Chester E. Finn Jr., President, Thomas B. Fordham Institute

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### Who can lead reform in urban districts?

"I can state unequivocally, that as important as is the role of state and federal policy makers, neither state nor federal policy makers can redesign urban school districts. Only those leading urban districts can. Board members, because they represent the people and have the power to act, and superintendents, because they have professional knowledge and the responsibility to lead and manage, are close enough to communities and schools to see what needs to be done and powerful enough to do it."

*(Former Houston, Texas School Board Member and Secretary of Education, Rod Paige, McAdams, 2006, p. xi)*

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### Session focus

- Eight characteristics of effective school boards
- Attitudes, knowledge and practice of highly effective school boards
- Policies and practices that foster success for all students

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### How locally elected school boards can support student achievement

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|--|-----------------------|
| 1. High expectations                     | 5. Use of data        |
| 2. Strong beliefs about what is possible | 6. Resource alignment |
| 3. Accountability driven                 | 7. Visionary teamwork |
| 4. Collaborative relationships           | 8. Team development   |

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### High expectations

- Commit to high expectations for student achievement
- Expect quality instruction and define clear goals toward that vision
- Ensure these goals remain the district's top priorities and that nothing else detracts from them

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### **Strong beliefs about what is possible**

- What is possible for students
- Their ability to learn
- The system and its ability to teach all children at high levels
- Poverty, lack of parental involvement and other factors are challenges to be overcome, not excuses
- Expect to see improvements in student achievement quickly

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### **Accountability driven**

- Focus on policies to improve student achievement
- Focus on establishing a vision supported by policies that targeted student achievement
- Avoid to micro-management

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### **Collaborative relationships**

- With staff and the community
- Strong communications structure to inform and engage stakeholders
- Specific examples of how boards connect and listen to the community
- Receive information from many different sources
- Share findings and research among all board members

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### Use of data

- Embrace and monitor data, even when the information is negative
- Use it to drive continuous improvement
- Identify specific student needs through data
- Justify decisions based on data
- Seek appropriate data and discuss it, even if negative

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### Resource alignment

- Align and sustain resources, such as professional development, to meet district goals
- Maintain high standards, even in the midst of budget challenges
- Support extensive professional development for administrators and teachers

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### Visionary teamwork

- Lead as a united team with the superintendent
- Maintain strong collaboration and mutual trust
- Define the vision and seek a superintendent who matches the vision

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### Team development

- Pursue team development and training
- Develop shared knowledge, values and commitments
- Have formal, deliberate training for new members
- Focus on specific topics around improved teaching learning

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### Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts




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### What school boards can do

- Student assignment policies
- Site selection of new schools
- Staff assignment policies
- Staff recruitment and retention policies
- Community engagement
- Communicate and represent

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**The future, TBD**



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## Jefferson Parish Public School System

### Jefferson Parish

- A rural parish comprised of farmland and vast undeveloped tracts
- New Orleans' first suburb from the 1950's to the 1970's
- Current status as an urban business center and the most populous parish in the state.

- Jefferson Parish is located in southeast Louisiana stretching 60 miles between the south shore of Lake Pontchartrain and the shores of the Gulf of Mexico.



## 2011

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46,411 Students

47% Black

31% White

16% Hispanic

5% Asian

## 2011

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76%  
Free/Reduced

12%  
Special Education

8%  
Limited English

70.4%  
Minorities

### JPPSS - AT A GLANCE

- Largest district in the state
- Ranked in the top 100 for student enrollment
- 89 state designated school sites
- Over 6,500 employees
- JPPSS A+ Credit Rating
- JPSB/JPPSS are multi-year recipients of THE ASBO and GFOA Certificate of Achievement Awards for Excellence in Financial Reporting – Comprehensive Annual Financial Reports

## JPS - AT A GLANCE

- Over 24,000 Jefferson Parish students attend one of the 83 state approved **nonpublic schools** in Greater New Orleans area.

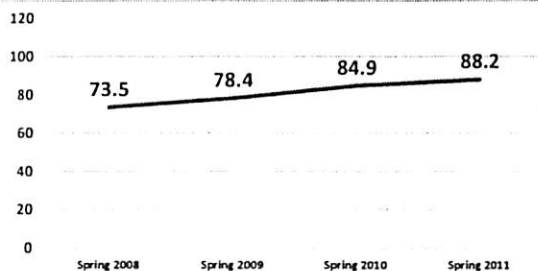
## JPPSS - Schools

School Structure	Number
K - 12 School	1
Elementary	52
2 Alternative Schools	
2 Montessori Schools	
2 School for the Arts	
3 Advanced Study Schools	
5 TAP Schools	
1 Incentive Based/Extended Year School	
Middle	17
1 Advanced Study School	
3 Alternative Schools	
1 Charter	
2 Academies for High School Preparation	
1 IBO School	
1 Future IBO School (In training)	

## JPPSS - Schools

School Structure	Number
Middle/High	3
1 Advanced Study School	
1 Alternative School	
1 Science and Technology School	
High	15
1 Advanced Study School	
2 Alternative Schools	
Pre-GED/Skills Option	
School to Career	1
TOTAL	89

## District Performance Score (DPS)



## JPPSS - AT A GLANCE

- Formerly rated as 2 Star District
- District Letter Grade - D 88.2 pts.
  - 1.8 points from the District Letter Grade C

## JPPSS - AT A GLANCE

- 69 schools improved. (80.2%)
- 18 schools met the state established growth target. (21%)
- 17 schools scores declined by 0.1 point or more. (19.8%)



## JPPSS - LETTER GRADES

Letter Grade	SPS Range 2010 - 2011	Number of JPPSS Schools	Additional Notes
A	120.0 – 200.0	8	
B	105.0 – 119.9	5	
C	90.0 – 104.9	14	
D	65.0 – 89.9	50	18 Academic Watch 1 Charter Alternative
F	0 – 64.9	9	2 Traditional 5 Alternative 1 Charter Alternative

JPPSS Fall 2011

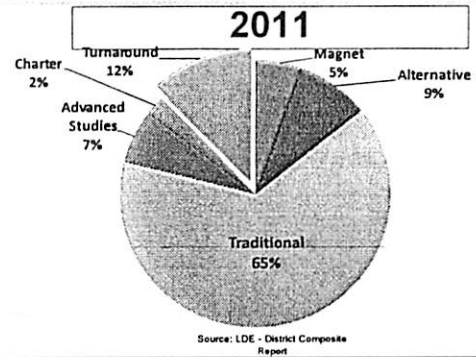
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## Jefferson Parish Public School System Transformation

## JPPSS – Current Structure

- Dr. James Meza, Jr.
  - Acting Superintendent
- Richard Carpenter
  - Deputy Superintendent
- 2 Regional Assistant Superintendents
  - Eastbank/Westbank
- 9 Member School Board
  - 5 newly elected members

## Types of Schools



To effectively support its schools:

The district will adopt a system of **Portfolio Management** whereby differentiated supports are allocated to different schools.

Jefferson Parish has an increasing number of school types with high needs populations:

Charter schools	Alternative schools
Turnaround schools	Academics
Advanced Studies schools	Traditional public schools

Reorganize the central office to meet needs of diverse portfolio of schools, establish the conditions for their success, and hold them all accountable to high standards

Create a Turnaround Zone of the district's lowest performing schools, offer targeted resources and support, and modify their operating conditions to enable turnaround

Build support and strategic partnerships to drive a unified vision for change

## School Visits

Bunche Academy for HS Preparation

Johnson Gretna Park Elementary

## JPPSS – School Visits

**Bunche  
Academy  
for  
HS Prep  
EASTBANK**

- Alternative School
- Grades 6-8
- Jan Somoza – Principal
- Limited Enrollment
- Student/Parent Contract
- Extended Day
- Passed Subgroup AYP
- F/R Lunch – 90.5%
- Growth SPS – 57.2

## JPPSS – School Visits

**Johnson  
Gretna Park  
Elementary**

**WESTBANK**

- Elementary School
- PreK – 5
- Elizabeth Wren – Principal
- 587 Students
- SIG School
- Extended Day
- Passed Subgroup AYP
- F/R Lunch – 95.9%
- Growth SPS – 74.6

## ENJOY YOUR VISIT!

### Contact Information

**Karen Herndon**

Director of Accountability

[karen.herndon@jppss.k12.la.us](mailto:karen.herndon@jppss.k12.la.us)

Jefferson Parish Public School System

# ORLEANS PARISH SCHOOL BOARD



## Council of Urban School Boards of Education (CUBE)

Darryl C. Kilbert, Superintendent

October 8, 2011



## DR. DARRYL C. KILBERT, SUPERINTENDENT

Orleans Parish School Board  
New Orleans, Louisiana



*A native of New Orleans, Darryl Charles Kilbert was educated in the New Orleans Public School System. He's a graduate of McDonogh #35 Senior High School, earned a Bachelor of Arts Degree in Education from Dillard University in New Orleans and a Master's Degree in Education Administration from Ohio State University. On June 7, 2011, he received an Honorary Doctorate Degree from Christian Bible College of Louisiana.*

*Darryl Kilbert previously served in many capacities in the Orleans Parish School System; as a Teacher, Department Chairperson, School Business Manager, Athletic Coach (basketball, tennis and track), Band Director, School-Site Administrative Assistant, Human Resource Assistant, Administrative Coordinator of the Community Resource/Truancy Center, Director of Transportation, Assistant Principal, Principal, Area Superintendent and Assistant Superintendent.*


*In December 2006, Darryl Kilbert was appointed Superintendent of the Orleans Parish School Board. As Chief Academic/Administrative Officer, he is responsible for the effective operations of the District for general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Education with respect to such activities. Under his direction, the school district has received an unprecedented three (3) consecutive annual unqualified financial audits, achieved an average ninety-five percent (95%) daily attendance, instituted model technology classrooms for over fifty percent (50%) of the classes, reduced teacher pupil ratios, and reached over a ninety-five percent (95%) rate of eligible graduates for each year.*

*Currently, Superintendent Kilbert serves as a Trustee on the Board of the Teacher Retirement System of Louisiana. He is a member of the Louisiana Association of School Principals, Louisiana Association of School Executives, National School Board Association, National Association of Black School Executives, Greater New Orleans Association of Black School Executives, Louisiana Association of School Superintendents, South Central Louisiana of School Superintendents, School Leadership Center of Greater New Orleans, and is very active with many other programs and organizations around the Greater New Orleans area.*


*Superintendent Darryl Kilbert is the husband of Mrs. Patricia B. Kilbert and the father of two children.*

*His district's motto is, "Success is the ONLY OPTION."*





# ORLEANS PARISH SCHOOL BOARD



**Council of Urban School Boards of Education  
(CUBE)**

Darryl C. Kilbert, SuperIntendent

**October 8, 2011**

## Orleans Parish School Board

An Elected Board that is Transparent, Accessible and  
Accountable to the Public:

*Lourdes F. Moran*  
*President*  
*District #4*

*Thomas A. Robichaux, J.D.,*  
*Vice-President*  
*District #7*

*Ira H. Thomas, Sr.*  
*District #1*

*Brett A. Bonin, J.D.*  
*District #3*

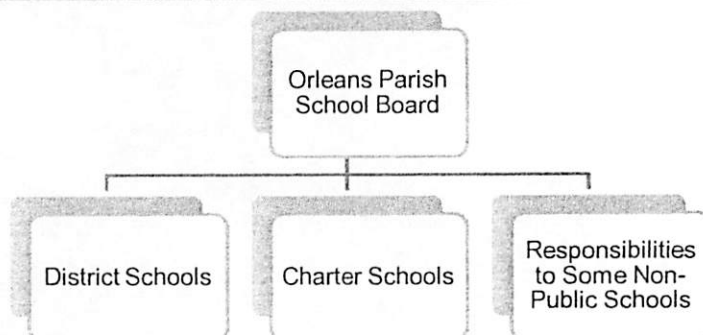
*Cynthia H. Cade*  
*District #2*

*Seth J. Bloom, J.D.*  
*District #5*

*Woody Koppel*  
*District #6*

## Orleans Parish School Board

### Student Achievement



### How do we know we are Succeeding?

- 1 Learning is not dependent on time and place
- 2 Content, curriculum and tools are current and relevant
- 3 Instruction adapts to the needs of the individual student

# TECHNOLOGY

Learning is not Dependent on Time and Place

A+nywhere Learning
Achieve 3000
Adobe Photoshop Elements
Blackboard Community System
Blackboard Learning System
Compass Odyssey Learning
PowerSchool
INFORM
Inspiration
Kidspiration
LearnKey
Lexia Learning

netTrekks (Scantron)
OnCourse
PD 360
Print Shop (Broderbund)
Rede Set Grow
Scantron - Achievement Series
Scantron - Performance Series
Student Writing Center
Teachingbooks.net
The Graph Club
Time liner
United Streaming
iCORE (coming soon)

## MODEL CLASSROOMS

Interactive Whiteboard (mounted)  
 Activ Slate  
 LCD Projector (mounted)  
 Docked laptops (7)  
 Color Laser Printer  
 Document Camera  
 Audio Enhancement - No Preferential Seating  
 Student Response System  
 Digital Video Camera  
 Digital Still Shots (2)  
 Networked/Powered Cart with Multi Media Audio  
 WebCam

## Curriculum Enhancement and Alignment to the Comprehensive Curriculum

Content, curriculum and tools are current and relevant:

- Louisiana Comprehensive Curriculum
- Alignment to resources
- Pacing of units
- Improving the sequencing based on student data and teacher input
- Prioritize concepts based on student data and teacher input
- Filled Gaps in Curriculum based on data
- Moving to the Common Core Standards

[www.corestandards.org](http://www.corestandards.org)



## Instructional Support

- Instructional Coaches to support teachers; high school curriculum coordinators; Reading/Math Interventionists and Para-Educators provide direct instruction to students
- 120 minute uninterrupted Reading blocks K-6
- *Student Academic Reviews* conducted to examine classroom data, review portfolios, plan student interventions and support teachers
- Diagnostic Assessments (Fall and Spring) administered to assess students' reading, math and language arts abilities
- Benchmark Assessments and Universal Screening to monitor student progress

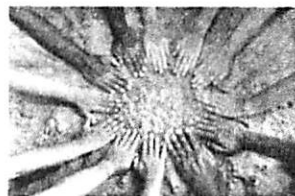


## Instructional Support

- Progress monitoring in reading/ELA and mathematics K - 11
- Response to Intervention (RTI) implemented to identify at risk students, monitor their progress and provide interventions
- Technical Assistance Teams established a uniform process for monitoring teaching and learning
- Data Summits held to analyze student data and make informed decisions about student learning

## Assessments

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT)
- Performance Series
- District Quarterly Assessments  
Achievement Series
- Compass Odyssey Learning
- A+nywhere Learning
- Terra Nova
- Really Great Reading
- System to Enhance Educational Performance (iSTEOP)



## Additional Time on Task

### English/Language Arts

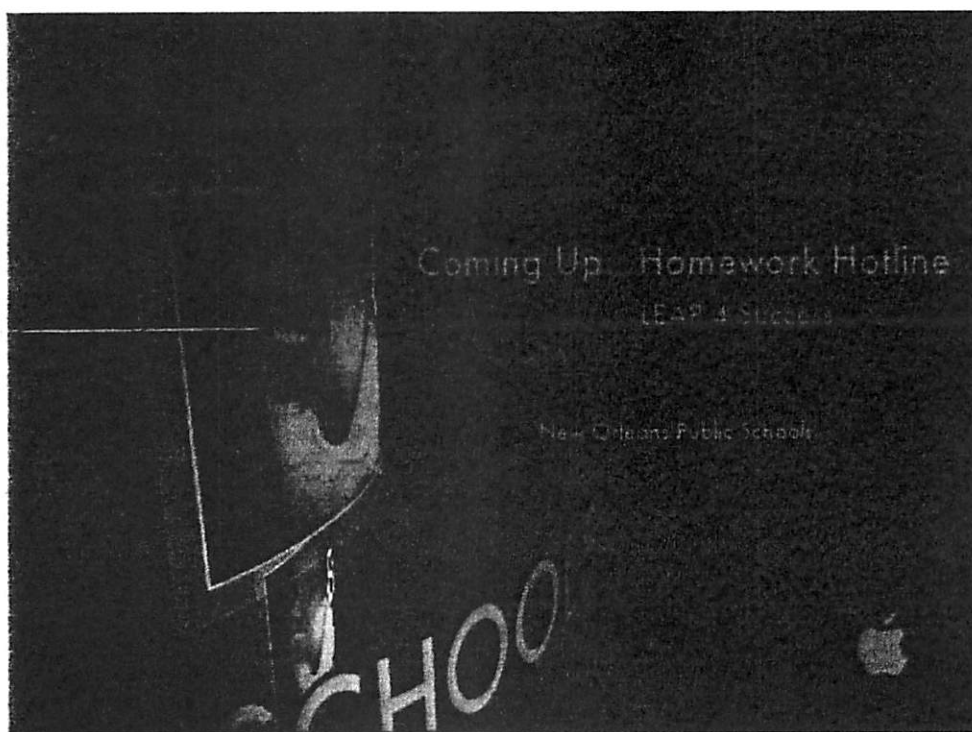
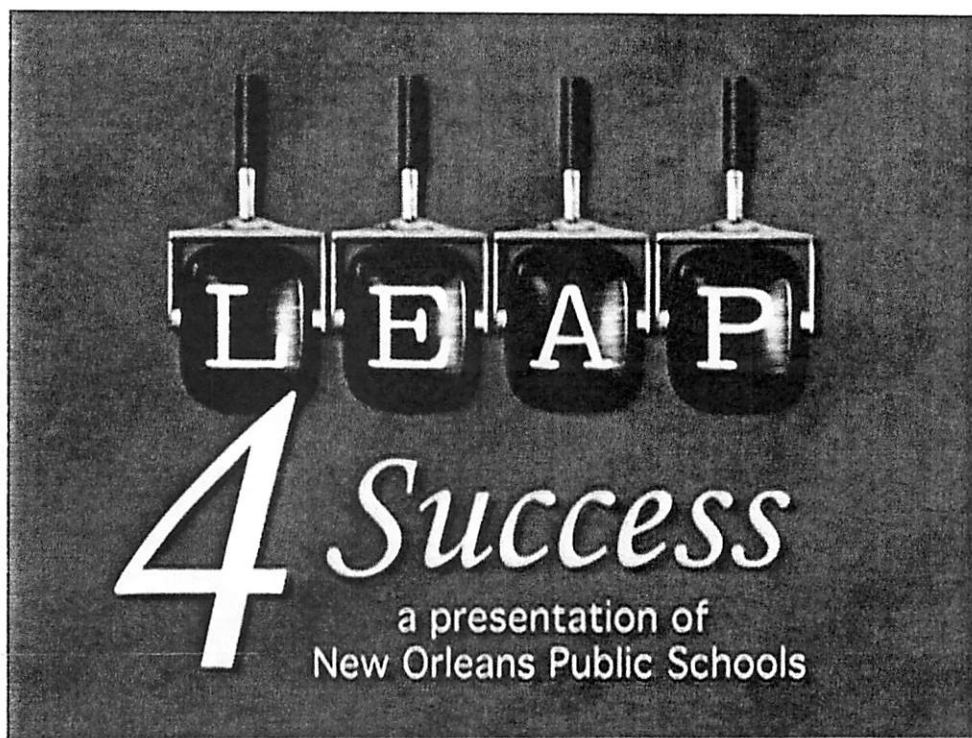
- "Catch-Up" Course
  - 9<sup>th</sup> Grade
  - Strategic Reading

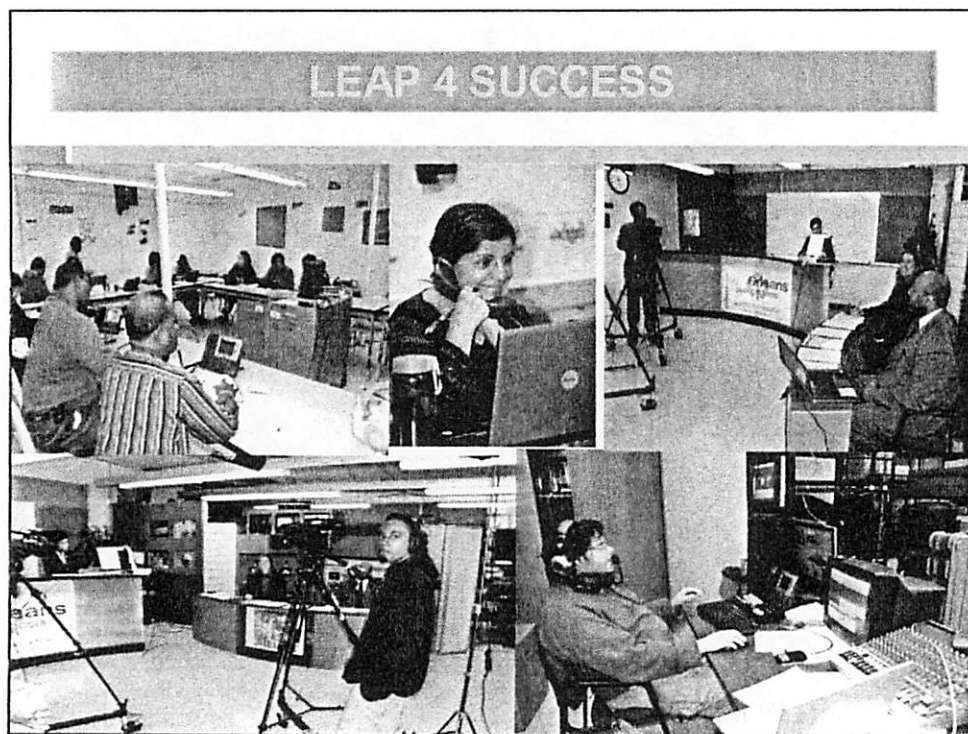
### High School Mathematics

- 8<sup>th</sup> Grade Double-Dosing
- "Catch-Up" Courses
  - Middle School
  - High School

## Extended Learning Opportunities

- Adolescent Literacy Program
- Afterschool Tutorials
- Credit Recovery
- Summer Remediation and Enrichment
- Blackboard





## Job-Embedded Professional Development

### **Job-Embedded Professional Development**

- 4 hours monthly Job-Embedded Professional Development
- Common-Planning Time Meetings
  - Elementary teachers meet 45 minutes bi-weekly
  - High school teachers meet 90 minutes a month
- Professional Learning Communities
- District-Wide Professional Development
- Summer Institutes

## How do we know we are Succeeding?

### OUTCOMES

Students are excited about academics

- Student Attendance Daily Rate of **95%**
- Student discipline improves as evidenced in Power School and site-based observations
- Student engagement increases as evidenced in site-based observations

Teachers are excited about academics

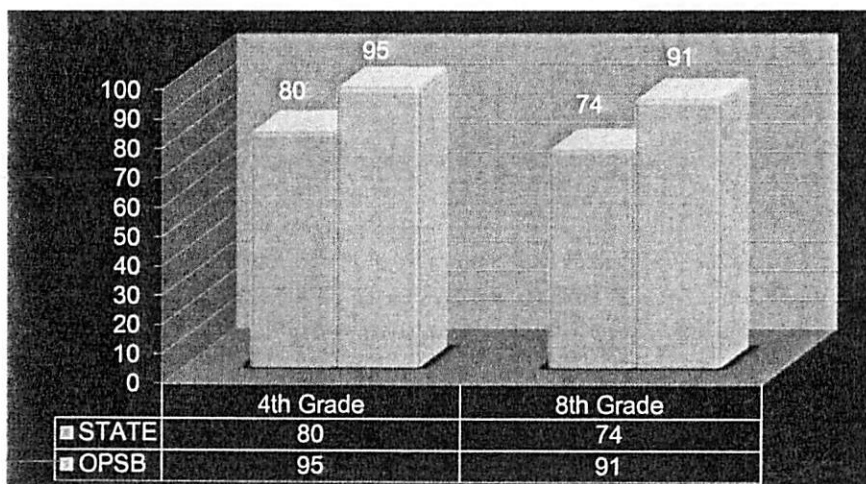
- Teacher Attendance Daily Rate of **95%**
- Teacher retention increases as evidenced in MUNIS
- Teacher satisfaction improves as evidenced in site based observations

## How do we know we are Succeeding?

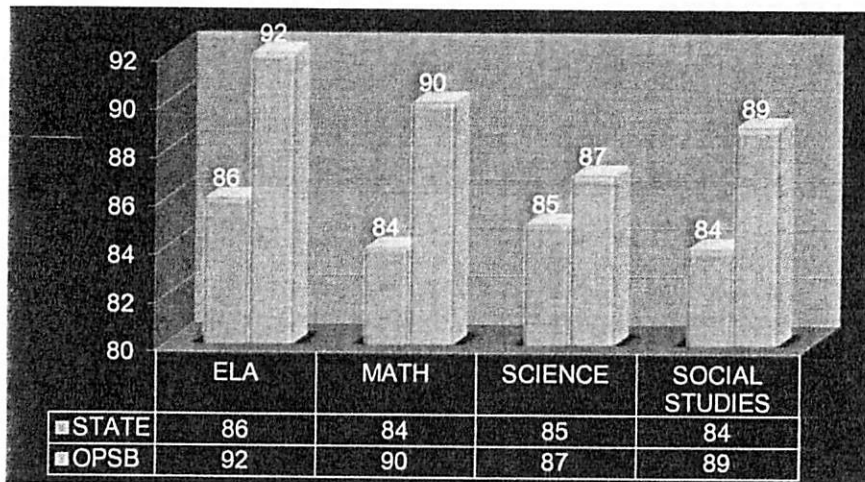
### OUTCOMES

- Opening of a Parent Center
- 12-15% of Students Served are Special Needs Students who Rank Number 1 in the State Accountability Measures for Students with Disabilities
- Students with Disabilities Earned Diplomas at **Twice** the State's Graduation Rate
- **90%** Cohort Graduation Rate
- Collaboration with BARD College New York and Southern University in New Orleans (SUNO)
- Opening of Mahalia Jackson Early Childhood Learning Center

**SPRING 2011 COMPARISON  
PERCENT OF STUDENTS PASSING ELA & MATH  
4<sup>th</sup> & 8<sup>th</sup> Grade**



**SPRING 2011 COMPARISON  
PERCENT PASSING BY CONTENT  
HIGH SCHOOL**

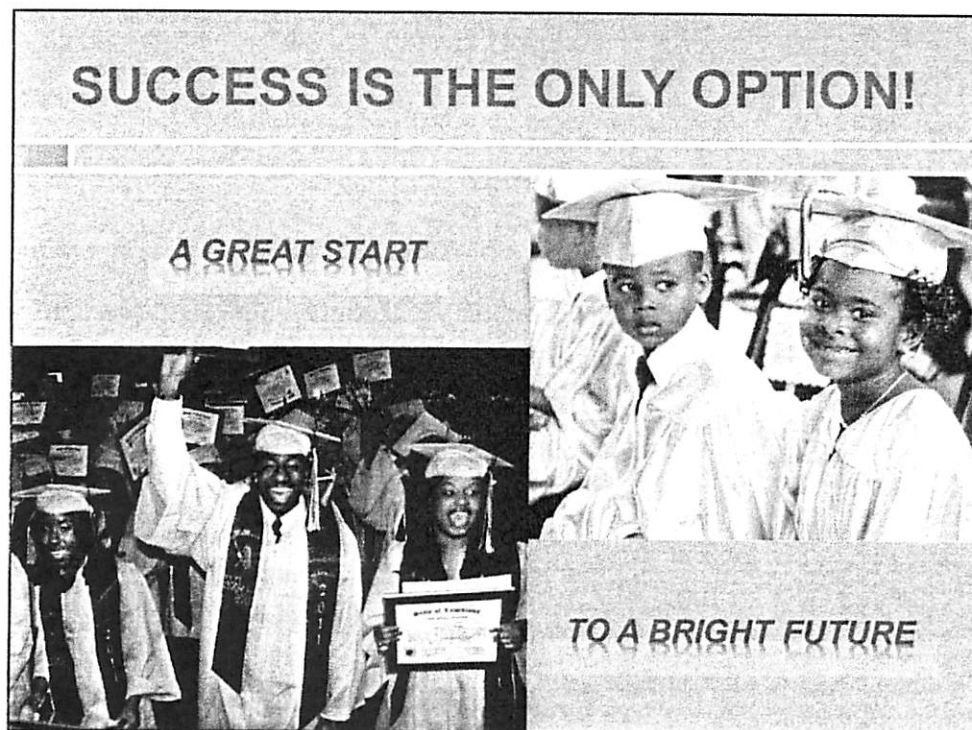


## How do we know we are Succeeding?

Student achievement increases as measured by standardized tests:

**OPSB Ranks Number 2 in the State of Louisiana**

**District Performance Score of 118**





Jefferson Parish Public  
School System

**STUDENT ENROLLMENT**

GRADE 6 — 28  
GRADE 8 — 118

**SCHOOL PROFILE**

LEP 4.1%  
504 22.0%  
SPED 22.0%  
REG. 51.9%

**STUDENT POPULATION**

Black 65.9%  
Hispanic 11.9%  
Two/More Races 2.8%  
White 19.4%  
F/R Lunch 90.5%

**WELCOME**

- **Jan Somoza**  
Principal
- **Jerry Riggs**  
Dean of Students
- **Dr. James Meza, Jr.**  
Acting Superintendent
- **Richard Carpenter**  
Deputy Superintendent

**BUNCHE ACADEMY FOR  
HIGH SCHOOL PREP**

**ADDRESS**

8101 Simon Street  
Metairie, Louisiana 70003-6493

Office: 504.737.3132  
Fax: 504.737.7606  
<http://www.jpss.k12.la.us>

**BUNCHE ACADEMY  
FOR HIGH SCHOOL  
PREPARATION**

Bunche Academy is specially designed for middle school students who are in the 5<sup>th</sup> through 7<sup>th</sup> grades and are at least two academic years behind their expected grade placement.

Bunche Academy has limited enrollment. Selected students and parents sign a contract. An extended day focusing on additional ELA and math instruction is implemented for grades 5, 6, 7 and 8.

When academically ready to pursue 8<sup>th</sup> grade GLEs, students are promoted to 8<sup>th</sup> grade and administered the spring LEAP Test. As any other 8<sup>th</sup> grader, students are promoted to the 9<sup>th</sup> grade based on successfully passing the LEAP Assessment and their 8<sup>th</sup> grade required course work. Students who are addressing 5<sup>th</sup>, 6<sup>th</sup> and/or 7<sup>th</sup> grade GLEs will be administered the spring iLEAP. These promotion criteria only apply to those students enrolled in an Accelerated Academy.

**Subgroup Component AYP**

Subject	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
ELA	~	~	Passed	~	Passed
Math	~	~	Passed	~	Passed

**School Performance Scores (SPS)**

SPS	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Growth	~	~	~	~	57.2
Baseline	~	~	52.8	NR	53.8
Performance Label	~	~	Academically Unacceptable	~	F





DRC  
*Diane Roussel Consulting, LLC*  
8702 Chretien Point Place  
River Ridge, LA 70123  
dianerousselconsulting.com

## **Diane Roussel Consulting, LLC**

### **Innovative Educational Solutions and Coaching**

**Proven Strategies Customized to Specific Needs: Interviews with key staff and survey of needs occur before any specific actions are recommended**

#### **AREAS of SERVICE**

**Evaluation: Improved evaluation of the superintendent, central office staff, principals and teachers,**

**Goal Setting: Surveying the public, creating public and business forums, becoming a team with the Board, becoming competitive with alternative types of schools; reforming public schools from within**

**Academic: Establishing academics as the number one goal of the system, empowering principals and holding them responsible, becoming a 21<sup>st</sup> century school system**

**Financial : Becoming fiscally sound and astute about pooling resources**



DRC

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8702 Chretien Point Place  
River Ridge, LA 70123  
dianerousselconsulting.com

**Administrative:** Eliminating needless tasks and paperwork, empowering central office, streamlining for efficiency and effectiveness; re-evaluating roles and responsibilities of all involved

**Community and Business Involvement:** Forming true partnerships for authentic improvement

**Superintendent/Board Relationships:** Clarifying and negotiating roles and responsibilities with the Board, including authentic evaluations of the actual work of the Superintendent

**Grant Implementation and Oversight:** Either done in house or by DRC, establishing what must be evaluated and the methods of evaluation

**School System Recovery After a Disaster:** How to garner resources, communicate, and help people to return to re-build what is necessary; temporary change in roles for the Board and Superintendent

**Desegregation Court Case Settlement as Related to the Administration and Board**

Dianerousselconsulting.com

8702 Chretien Point Place

River Ridge, LA70123

504-442-1939

**38 years of experience in the educational environment**



**DRC**

**Diane Roussel Consulting, LLC**

**dianerousselconsulting.com**

**504-442-1939**

## **Desegregation Court Case Settlement**

**Reviewing the original document**

**Securing attorneys**

**Creating the position of Compliance Officer**

**Interpreting what the original document means in the 21<sup>st</sup> century**

**Writing the proposed elements/standards for the conclusion**

**Negotiating with the plaintiffs for an agreement on the elements/standards**

**Appearances in federal court**

**Creating an appeals committee**

**Re-establishing school attendance boundaries**

**Defining what makes individual schools "equal"**

**Forms that will be needed for student placement**

**Forms that will be needed for appeals**

**Public and parental meetings/input**

**Dealing with angry people on both sides**

**Accusations and misunderstandings**

**Elements of the court case that become policy**

# National Affiliate Webinars

To register, go to: [www.nsba.org/webchannelNA](http://www.nsba.org/webchannelNA)

## *The Power of One: What you can do to change what is happening on Capitol Hill*

**Date:** Wednesday, September 21, 2011 Time: 4:00 p.m.-5:00 p.m. EDT  
During this webinar, the NSBA Advocacy team will discuss the latest information on the reauthorization of the Elementary and Secondary Education Act (ESEA), federal funding, and other education legislation efforts in Washington, D.C. NSBA's Advocacy team is working hard, but your involvement is essential to our success. In addition to providing the latest "inside the beltway" information and the potential impact on your district, we will also share how you can become more involved in these discussions. There is too much at stake to be a silent observer; your school district's voice needs to be heard loud and clear.

## *New Technologies for Enrollment Planning, Resource Management & Transparent Decision Making*

**Date:** Thursday, September 29, 2011 Time: 2:00 p.m.-3:00 p.m. EDT  
Rapidly changing demographics raise difficult questions for school boards and administrators: Where are our students? Are our programs located correctly to serve them? How can we respond faster to a changing population by streamlining our planning process? Can we do more to contain costs and optimize our resources? How do we analyze options like closing schools and redistricting with complete transparency? Join Roger Giroux, former superintendent of Minnesota's largest school district, as he frames the critical questions facing school leaders and introduces GuideK12, a new technology enabling districts to make difficult decisions, in less time, with more accuracy and increased transparency.

Join us each month for a new topic and an expert guest as we discuss school leadership concerns nationwide. These webinars are a benefit of the National Affiliate program and are free to those districts.

## *A Million Voices: The Power of Students to Improve School Climate*

**Date:** Tuesday, October 4, 2011 Time: 3:00 p.m.-4:00 p.m. EDT  
Educators can improve today's teaching and learning by listening to students to understand their aspirations and foster achievement. That's why the Pearson Foundation supports My Voice. During this webinar you will learn about the My Voice program and how it helps educators genuinely engage students so that they feel encouraged and capable of achievement. You'll also learn about resources made available by the Pearson Foundation for school grades 6-12. Join us to learn about a program that reaps many benefits, one voice at a time.

## *School Districts, off-campus speech, and the U.S. Supreme Court ... a Decision in the Wings*

**Date:** Tuesday, November 8, 2011 Time: 3:00 p.m.-4:00 p.m. EST  
Are school districts responsible for students' off-campus speech? With some recent appellate court rulings, that issue may be heard by the Supreme Court this term. NSBA Senior staff attorney, Sonja Trainor, will discuss these cases and the possible implications they will have on school board policies.

## *School Boards can be effective catalysts in improving student achievement: Learn how.*

**Date:** Thursday, November 10, 2011 Time: 3:00 p.m.-4:00 p.m. EST  
What makes an effective school board—one that positively impacts student achievement? The research is clear: Boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do? This webinar will build your understanding of the board's most powerful roles in leveraging positive change district wide. You'll also take away practical tools to use at your board table to fulfill those roles.

**Disciplinary Committee Schedule  
October 2011 – January 2012**

<b>Meeting Day/Date</b>	<b>Time</b>	<b>Board Member</b>
Thursday – October 20, 2011	1:00 – p.m. – 5:00 p.m.	Donald Coleman Maurice Henderson  Alternate:
Thursday – November 3, 2011	1:00 – p.m. – 5:00 p.m.	Donald Coleman Maurice Henderson  Alternate:
Thursday, November 17, 2011 <b>THIS DATE MAY CHANGE DUE</b>	1:00 – p.m. – 5:00 p.m.	Donald Coleman Maurice Henderson  Alternate:
Thursday – December 1, 2011	1:00 – p.m. – 5:00 p.m.	Donald Coleman Maurice Henderson  Alternate:
Thursday – December 15, 2011	1:00 – p.m. – 5:00 p.m.	Donald Coleman Maurice Henderson Norma Murdoch-Kitt  Alternate:
Thursday – January 5, 2012	1:00 – p.m. – 5:00 p.m.	   Alternate: