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CENTRAL SCHOOL DISTRICT¹



A Review of the Guilderland Central School District Leadership Structure

Leadership: Making a Difference

Prepared by

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Superintendent of Schools

January 10, 2012





INTRODUCTION

- There may never be a time when a school district must be more certain of its values than during a financial crisis.
- When resources are limited and difficult decisions must be made our mission, vision, and goals, must take center stage.
- This is one of those times.



Previous Leadership Reviews



- A series of studies of the organizational structure of the district have been done over the last several years.
- Most recent by Capital Area School Development Association (2009).
- Since 1997, every 2 to 3 years by superintendents and/or consultants.



Questions Previously Considered



- How many administrators do we have?
- How does that number compare with our neighboring school districts?
- What are the costs associated with those positions?
- How well are our students doing? How well compared to others?
- What is our enrollment? What will our enrollment be in the future?





Current Review

- Includes information regarding these practical benchmarks; and
- Considers additional information to help us make thoughtful decisions about how best to deploy *our* leadership resources in order to achieve mission, vision, and goals of *this* school district at *this* particular point in time.



Additional Questions Considered



- What functions do we want our leaders to perform? And perform well?
- What functions will they be required to perform based on new state mandated initiatives, like APPR?
- How much time will those mandated requirements take?

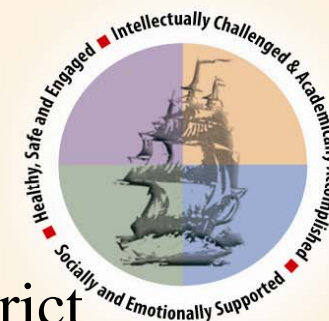


A Guiding Principle:



*“FORM FOLLOWS
FUNCTION”*

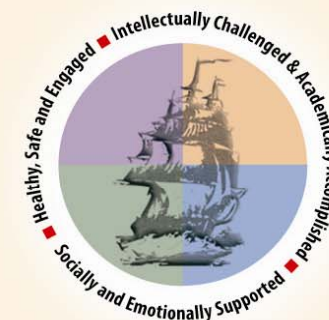




Information Reviewed

- Summary of research on the effect of school and district leadership on student achievement;
- Current and projected student enrollment;
- Comparable data from Suburban Council school districts on enrollment, achievement, numbers of administrators;
- Organizational charts from several neighboring school districts;
- Summary of changes in leadership structure at G.C.S.D.;
- Notes from a series of focus group meetings with like groups of administrators in the district; and
- Directed and indirect observations by the Superintendent over last 14 months.





This report includes:

- A brief review of the research on school and district leadership;
- A summary of a variety of data including enrollment projections, student achievement, administrator/student ratios, etc.;
- Overview of observations of functions of administrative positions in the district;
- Short-term recommendations; and
- Long-term options with pros and cons.





Brief Review of Research

- Mid-Continent Research for Education and Learning (McREL)
- Highly regarded, widely cited meta-analysis of close to 40 years of research to determine characteristics of effective schools, leaders, and teachers
- *School Leadership that Works* by Tim Walter and Sally Grubb
- *District Leadership that Works* by Robert Marzano and Tim Walters



Does School Leadership Matter?



- The result of the analysis of 69 studies (selected for design quality, rigor, reliability and relevance of data) is a resounding:

YES!



21 Responsibilities of School Leaders



Each of the following has statistically significant correlations to student achievement:

1. Fosters shared beliefs and a sense of community;
2. Establishes a standard set of operating procedures;
3. Protects teachers from issues and influences that would detract from their teaching time or focus;
4. Provides teachers with materials and professional development necessary for the successful execution of their jobs;
5. Is directly involved in the design and implementation of curriculum, instruction and assessment practices;
6. Establishes clear goals and keeps those goals in the forefront of the school's attention;

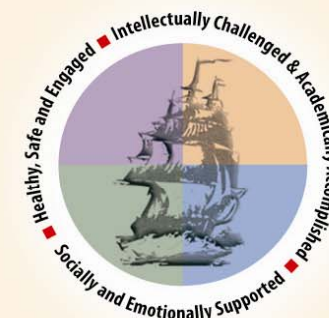




21 Responsibilities, cont.

7. Is knowledgeable about current curriculum, instruction and assessment practices;
8. Has quality contact and interactions with teachers and students;
9. Recognizes and rewards individual accomplishments;
10. Establishes strong lines of communication with teachers and among students;
11. Is an advocate and spokesperson for the school to all stakeholders;
12. Recognizes and celebrates school accomplishments and acknowledges failures;
13. Demonstrates an awareness of the personal aspects of teachers and staff;
14. Inspires and leads new and challenging innovations;
15. Communicates and operates from strong ideals and beliefs about schooling;





21 Responsibilities, cont.

16. Monitors the effectiveness of school practices and their impact on student learning;
17. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent;
18. *Is aware of the details and undercurrents in the running of the schools and uses this information to address current and potential problems;*
19. *Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture;*
20. *Involves teachers in the design and implementation of important decision and policies; and*
21. *Is willing to and actively challenges the status quo.*



Does District Leadership Matter?



- The result of the analysis of 27 studies (selected for design quality, rigor, reliability and relevance of data) including 2817 school districts and the achievement scores of 3.4 million students, resulted in another resounding:

YES!



District Leadership Findings



1. There is a statistically significant relationship between district leadership and student achievement
2. Effective superintendents focus their efforts on creating goal-oriented districts which:
 - Are set collaboratively;
 - Include non-negotiable goals for achievement and instruction;
 - Are aligned and supported by Board;
 - Are monitored for achievement and instruction; and
 - Have resources aligned to support goals.



District Leadership Findings, cont.



3. Superintendent tenure is positively correlated with student achievement
4. Superintendents provide buildings with “defined autonomy” (establish the “what” is to be accomplished, but leave the “how” to the building)





Research Shows

- Leadership **DOES** make a difference
- If and when it has the ability and will to fulfill “responsibilities” that can make a significant difference in the quality of the learning for our students





Key Information about G.C.S.D.

Mission:

It shall be the mission of the Guilderland Central School District to inspire all students to be active live-long learners, able to achieve their highest potential in a demanding and ever-changing community.

Vision Statement:

We will provide for all a safe and welcoming environment, where students, parents and staff are joined in the pursuit of academic excellence and personal growth. Thus, we shall provide a rich and rigorous education for all learners so that, upon graduation, they are poised, capable and ready to meet the developments, challenges and opportunities of the future.

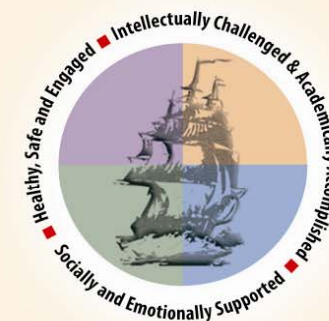


District Goals



1. Embrace innovative approaches to instruction that strategically focus on student needs and maximize the potential of technology and interconnectivity;
2. Develop and enhance opportunities for high quality, interactive communication within and throughout the district;
3. Develop and support leadership focused on transforming the district to thrive in a challenging educational, fiscal and political environment; and
4. Strategically deploy resources to meet student needs in the most cost-effective manner possible.





Current Leadership Structure

- Serving 5,122 students, 416 teachers and 977 total employees, the district currently employs 30 individuals (29.4 FTEs) in leadership positions.

Title	Level	Admin/Student**	Admin/Teachers***
Superintendent of Schools	K-12		
Assistant Superintendent for Business	K-12		
Assistant Superintendent for Instruction	K-12		
Assistant Superintendent for Human Resources	K-12		
High School Principal	Grades 9-12	1:422	1:142
Assistant High School Principal	Grades 9-12	1:422	
Assistant High School Principal	Grades 9-12	1:422	
Assistant High School Principal	Grades 9-12	1:422	



Structure, cont.



Title	Level	Admin/Student***	Admin/Teachers***
Farnsworth Middle School Principal	Grades 6-8	1:298	1:114
Hiawatha House Principal	Grades 6-8	1:298	
Seneca House Principal	Grades 6-8	1:298	
Tawasentha House Principal	Grades 6-8	1:298	
Guilderland Elementary Principal	Grades K-5	1:548	1:44
Westmere Elementary Principal	Grades K-5	1:445	1:37
Altamont Elementary Principal	Grades K-5	1:294	1:31
Lynnwood Elementary Principal	Grades K-5	1:427	1:40
Pine Bush Elementary Principal	Grades K-5	1:445	1:36
Administrator for Special Programs	K-12		
Special Education Administrator-Elementary	Grades K-5		
Special Education Administrator-High School	Grades 9-12		
Coordinator for Elementary Programs and Prof. Dev.	Grades K-5		



Structure, cont.



Title	Level	Admin/Student**	Admin/Teachers***
Instructional Administrator (IA for Art)	K-12 (.8 FTE)		1:13
IA for Music/Business	K-12		1:25
IA for ELA/SS/Reading/Library	Grades 6-8		1:31
IA for ELA/SS/Reading	Grades 9-12		1:37
IA for Math/Science/Tech	Grades 6-8		1:29
IA for Math/Science/Tech	Grades 9-12		1:42
IA for World Language and ESL	K-12		1:28
Director of Health, PE & Interscholastic Athletic	K-12		1:34
Asst. Director of Health, PE & Interscholastic Athletics	K-12 (.6 FTE)		1:34



How the leadership structured has changed



Titles	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Total Certificated Administrators	29.40	31.00	30.40	31.40	30.80	30.13	32.08	32.08	31.75
Year-to-Year Change	-1.60	0.60	-1.00	0.60	0.68	-1.96	0.00	0.33	
Cumulative Change	-2.35	-0.75	-1.35	-0.35	-0.95	-1.63	0.33	0.33	

Positions Added:	0.50	GHS Assistant Principal	2007-08
	1.00	Career & Tech	2007-08
	0.60	Director of Guidance	2008-09
	1.00	IA Elem C & I	2010-11
Total	3.10		
Positions Reduced:	2.00	Elementary Assistant Principal	2006-07
	0.45	GHS Social Studies Supervisor	2007-08
	1.00	Career & Tech	2009-10
	0.40	Asst. Dir PE / Athletics	2010-11
	1.00	Sp. Ed. Admin	2011-12
	0.60	Director of Guidance	2011-12
	5.45	Reductions	



Student/Teacher/Administrator Ratios



	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Enrollment	5122	5236	5274	5323	5365	5425	5551	5645	5664
Administrator to Student Ratio	174.2	168.9	173.5	169.5	174.2	180.1	173.0	176.0	178.4
Teacher to Student Ratio	12.3	12.0	11.8	12.3	12.4	12.6	12.9	13.0	13.1
Teacher FTE (Actual)	416.23	436.75	445.50	432.70	433.35	430.30	431.75	433.70	433.95
Administrator to Teacher FTE	14.2	14.1	14.7	13.8	14.1	14.3	13.5	13.5	13.7
							Note: 2009-10 ARRA positions added		





Suburban Council Administrative Comparisons

District	Enrollment	# of Schools in District	Total # of Administrators (FTEs)	Administrator to Student Ratio
Guilderland	5,122	7	29.4	174.2
D	3,300	5	18.8	175.5
I	5,490	8	31	177.1
C	4,945	7	26.2	188.7
G	3,075	4	14.7	209.2
L	9,827	13	44	223.3
E	4,400	7	19	231.6
M	5,300	8	22	240.9
A	3,400	5	14	242.9
J	6,700	8	27	248.2
B	4,322	6	16	270.1





Student Achievement Comparisons

School District	2011 ELA 3	2011 ELA 4	2011 ELA 5	2011 ELA 6	2011 ELA 7	2011 ELA 8	'09-10 ELA Regents	'09-10 Math Regents	'09-10 Graduation Rate
A	69.6	73.3	65.7	69.2	70.8	55.5	85	87	92
B	67.9	49.6	53.6	56.1	55.4	61.1	87	90	82
C	73.7	75.3	78	73.3	72.7	74.3	94	95/ (1 st)	92
D	76.4	73.7	74	77.6	74.6	69.1	90	93	93
E	77.1	77.8	73.5	71.5	70.3	67.9	91	93	83
Guilderland	73.3 (5th)	74.8 (5th)	76 (2nd)	78.3 (3rd)	70.4 (8th)	68.2 (7th)	95 (1st)	95 (1st)	92 (4th)
G	70	57.3	50.4	60.6	49.6	49	83	89	80
H	77.3	76.1	72	78.7	74	71.4	94	95 / (1 st)	94
I	66.8	58.1	67.3	72.4	71.4	76.5	92	95/ (1 st)	93
J	68	76.2	74.7	78.4	72.1	77.5	87	90	82
K	58.6	57.6	57.9	70	49.2	50.7	85	88	80
L	71.2	73.4	69.4	78.3	71.5	70.3	93	94	89
M	65.5	65.6	54	66.9	62.8	61.6	92	90	87
Average	70.4	68.4	66.7	71.6	66.5	65.6	89.8	91.8	87.6

Enrollment Trends



ENROLLMENT HISTORY FROM 2002-03

<u>School Year</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>	<u>Total</u>	<u>Percent Change</u>
2002-03	2397	1365	1845	5667	
2003-04	2318	1405	1885	5664	-0.1%
2004-05	2259	1396	1934	5645	-0.3%
2005-06	2185	1428	1880	5551	-1.7%
2006-07	2140	1362	1873	5425	-2.3%
2007-08	2108	1300	1903	5365	-1.1%
2008-09	2141	1222	1907	5323	-0.8%
2009-10	2144	1239	1844	5274	-0.9%
2010-11	2133	1236	1816	5236	-0.7%
2011-12	2049	1193	1691	5052	-3.5%



Enrollment Projections



<u>Projections</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>	<u>Total</u>	<u>Pct Chg</u>
2012-13	2089	1145	1639	4994	-4.6%
2013-14	2109	1123	1628	4981	-0.3%
2014-15	2053	1158	1627	4959	-0.4%
2015-16	2060	1187	1579	4947	-0.2%
2016-17	2067	1202	1536	4926	-0.4%
2017-18	2073	1137	1599	4930	0.1%
2018-19	2067	1144	1574	4906	-0.5%
2019-20	2071	1152	1593	4937	0.6%
2020-21	2072	1156	1614	4963	0.5%
2021-22	2066	1156	1558	4901	-1.2%



Average Salary with Benefits by Title



ADMINISTRATIVE TITLE	2011-2012 AVERAGE COST PER FTE WITH BENEFITS
Superintendent	\$ 212,680
Assistant Superintendent	\$ 163,210
Principal	\$ 138,520
Special Education Administrators	\$ 142,270
Instructional Administrator	\$ 126,800
Assistant/House Principals	\$ 119,870





Additional Observations by Title

- Direct and indirect observation by Superintendent over 14 months
- Input from series of focus group meetings with school district leaders, by level and title
 - Formal job description
 - Management/leadership balance
 - Advantages/Disadvantages Site-based model
 - Time





Principals

- Elementary and Secondary Principal positions are very different
- Elementary principals are the only regularly assigned administrator to a building
- Responsible for all aspects of management and leadership for the building
- Challenge to initiate and manage change, complete evaluations that transform practice, be out of the building for meetings, professional development, networking, etc.
- When away from building, leadership duties fall to others (secretaries, social works, school psychologists); “visibility” becomes a challenge



Secondary Principals



- Have robust teams of assistant/house principals and instructional administrators with whom to collaborate and to whom to delegate duties
- Play a relatively minor role in the evaluation of staff (although this is likely to change with new APPR)
- Have conditions within which to focus on the bigger picture, challenging the status quo, thinking about the future
- Need to meet often for planning and for response to issues
- Reap the benefits of a deep talent pool and multiple perspectives in problem solving, planning, brainstorming





Assistant/House Principals

Assistant Principals (GHS)

- 1700 students
- 340,000 square feet
- 2,937 separate discipline matters (2010-2011)
- Each has responsibility for significant aspects of overall operation (master schedule, testing, Focus program, co-curriculars, summer school, data management, building safety, etc.)



FMS House Principals



- 1193 Students
- 250,000 square feet
- Each has responsibility for significant aspects of overall operation (master schedule, testing, special education supervision, co-curriculars, data management, etc.)



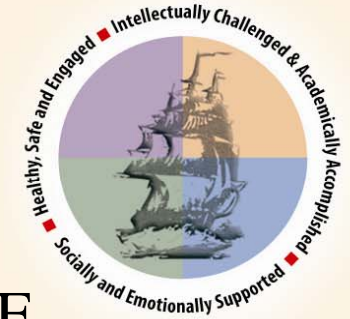
Building Level Instructional Administrators



- Talented group of leaders who have gained a thorough and nuanced understanding of the content of the curriculum at their respective grade levels
- Time to devote to thoughtful and thorough staff evaluations
- Time to understand curriculum, instruction, and assessment deeply; track changing requirements and expectations
- Truly know teachers, students, programs
- Are parts of high functioning teams at middle and high school
- K-12 continuum in ELA/ Social Studies/Reading and Math/Science/Technology has gaps, despite excellent work of the curriculum cabinets



K-12 Instructional Administrators



- Lead the district's programs in Art, Music, Health, PE, Interscholastic Sports, World Languages and ESL
- Perform similar duties to the building level IA
- Also have significant community outreach roles: concerts, interscholastic athletic events, art show openings, ESL extravaganza
- Significant public and media attention on student performance and district facilities
- Significant time commitments beyond the regular working day, week and school year
- Some of our most celebrated programs!



Special Education Administration



- Subject of recent Futures Education review
- Already in transition with the elimination of the middle level special education administrative position; FMS house principal has assumed those duties
- Elementary Special Education Administrator currently does not perform duties that require administrative certification;
- Response to Intervention (RtI) and Instructional Support Team (IST) are gateways to student identification through the Committee on Special Education; these teams are under review for expansion (RtI) and consolidation (IST)





Coordinator for Elementary Programs & Professional Development

- Position was created two years ago to assist elementary principal in a variety of curricular and instructional areas
- Broadly defined job description has proven to be a challenge, but there has been significant success with the position regarding RtI and professional development with classroom teachers in literacy instruction
- These are critical investments and eventually cost-saving strategies for the district





District Office Team

- Each Assistant Superintendent (Business, Instruction, Human Resources) manages and leads a system within the school district system
- All have K-12 responsibilities and work together with the superintendent to assure that all three systems work well together to best serve the needs of students
- All three assistant superintendents play a significant role in creating, supporting, reinforcing and communicating the mission, vision and goals of the district - key to helping sustain a high achieving district



Considerations: Current Success



- G.C.S.D. is fortunate to have such a talented and committed group of leaders; the quality of their work is not at issue; we get results.
- Can we continue to afford all of the positions that we have?
- If we make changes, are we certain about which functions we value enough to support?





Further Considerations

- Enrollment is declining
 - Will decrease 5.3% in the next three years
 - 5.9% in five years
 - 6.4% in ten years
- Expectation for student achievement is increasing
 - Common Core Curriculum
 - State Assessments
 - Data Collection and Analysis
 - Annual Professional Performance Review (APPR)

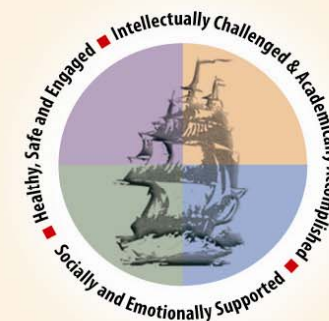


Consideration: Impact of APPR



- Significant changes in teacher and principal evaluations
- The particulars of those changes are still very unclear
 - Unresolved court case
 - Ongoing subject of negotiations
 - Governor's involvement in statewide implementation
 - Will certainly result in a greater time commitment to complete the evaluation process at the local level; how much remains to be seen





Consideration: Revenue Shortfalls

Resources are limited and likely to remain so

- Slow economic recovery
- Stagnant state aid to schools
- Tax levy limit legislation in place until at least 2016-2017
- Increasing fixed costs in the absence of meaningful mandate relief
- School districts around the state are all in the position of having to make difficult choices

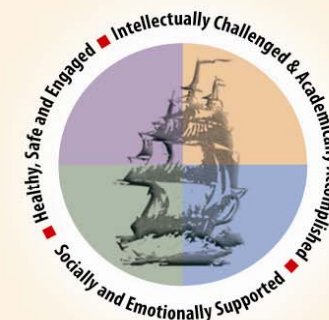




Recommendations: Short Term

- Eliminate Assistant Director of Health, PE & Interscholastic Athletics
- Eliminate Elementary Special Education Administrative position; reassign duties to a non-administratively certified individual with requisite skills (10-month teacher/psychologist on special assignment)
- Maintain coordinator of Elementary Programs, but refocus roles and responsibilities to RtI and professional development in reading for classroom teachers
- Revise and update all leadership position job descriptions

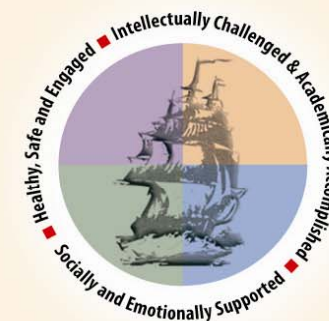




OPTIONS for Future Consideration

- Transition building level Instructional Administrators to a K-12 role, leave core areas clustered; consider consolidation of special areas (encore) areas;
- Reduce Instructional Administrators and Assistant and House Principals to 11-month employees;
- Eliminate a house principal at the middle school;
- Eliminate an assistant principal at the high school;
- Consolidate Elementary Schools; and
- Time these changes to coincide with retirements/resignations to maintain district's high quality, relatively newly-hired leadership staff.





“Form Follows Function”

- Research tells us that certain leadership functions result in high student achievement;
- We must create the structure (the form) that makes it possible for our leaders to attend to those functions; and
- Resources may be limited, but too lean in leadership is not the answer.



Questions?

