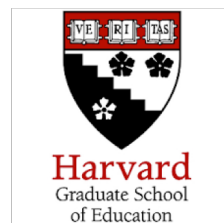
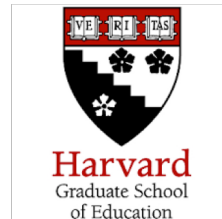


Portfolio Project Conversation
New Haven Public Schools
Board of Education
January 14, 2019



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Office of Mayor Toni N. Harp



Agenda

1. Session Objectives
2. Project Introduction
3. What is a portfolio strategy?
4. Is New Haven a portfolio district?
5. Principal Perspective
6. Implications
7. Discussion

Session Objectives

- Introduce Board of Education to Portfolio Project
- Share Preliminary Findings
- Provide Board of Education with an opportunity to provide input

Project Introduction

- Ed.L.D. Residency and Capstone
- Project in partnership with district leadership
 - Portfolio Strategy Assessment
 - Autonomy and Accountability
 - Root Cause Analysis
 - Theory of Action
 - Strategy Design
 - Strategy Launch

What is a portfolio strategy?

Centralization-Decentralization Continuum

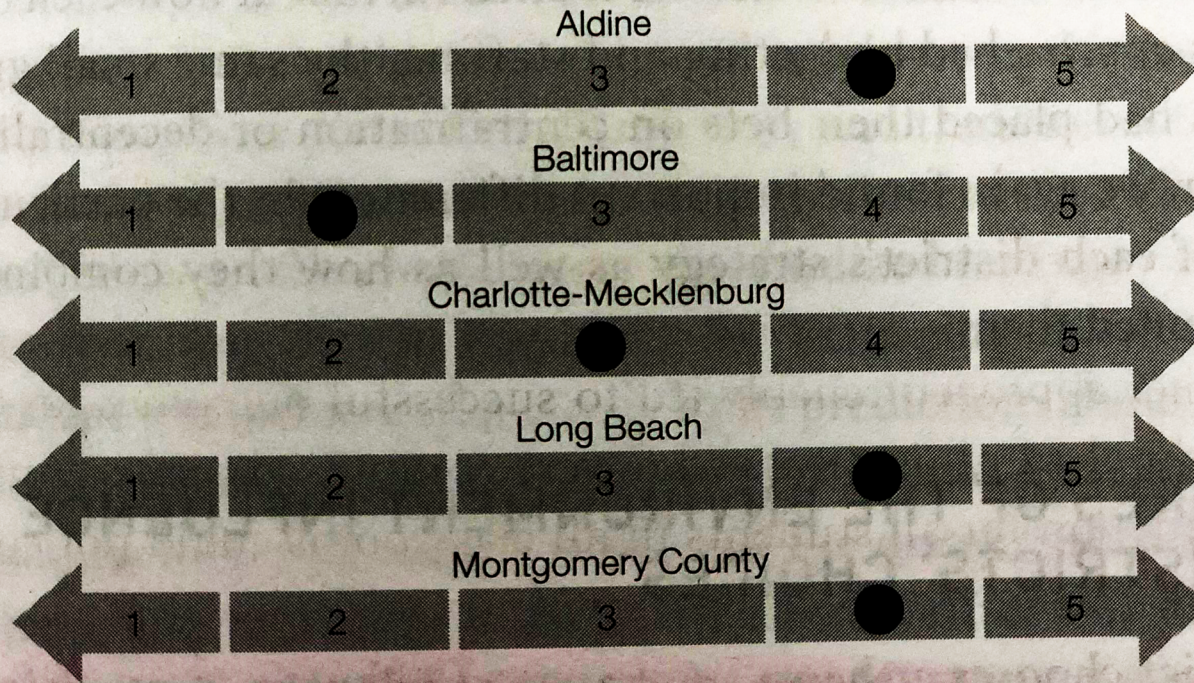
FIGURE 2.1 Centralization-Decentralization continuum for five districts

Radical decentralization

Schools in system operate autonomously, closely resembling independent charter schools.

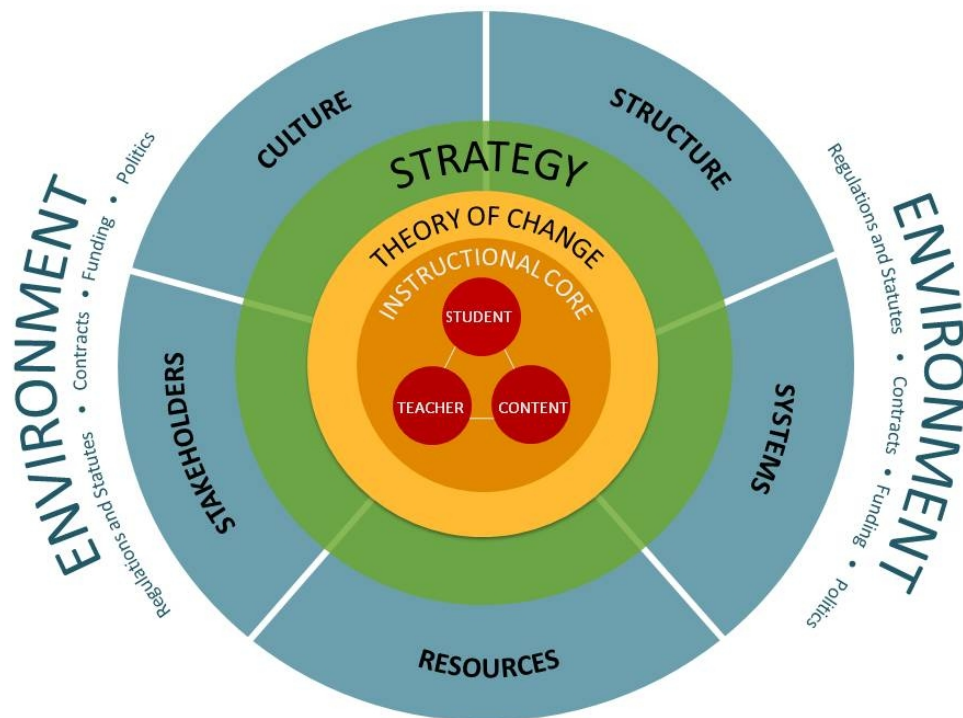
Rigorous centralization

Central office makes all budgeting, curriculum and instruction, staffing, and scheduling decisions.



Coherence Framework

Achieving Coherence in District Improvement



“What mattered most was achieving coherence, and we found that districts could do that while relying on a theory of change based on either centralization or decentralization. The essential ingredient to improvement was whether a district could effectively implement whatever theory of change it chose.”

Sources:

-Johnson, Marietta, Higgins, Mapp, Grossman, Marietta, Geoff, Johnson, Susan, Grossman, Allen. (2015). *Achieving coherence in district improvement : Managing the relationship between the central office and schools*. Cambridge, Mass.: Harvard Education Press.

-Public Education Leadership Project, Harvard University.

The How and The What

Achieving Coherence in District Improvement

The How

Resources - dollars, human capital, staff time

Systems - processes and procedures used to move the work forward

Structures - positions, roles, and responsibilities



The What

Academic Programming

Budgeting

Staffing

Model Differences

Traditional Model

Views current schools as permanent investments

Seeks “one best system” of schooling

Expects school district to be sole provider

Portfolio Model

Views school operation as contingent on performance

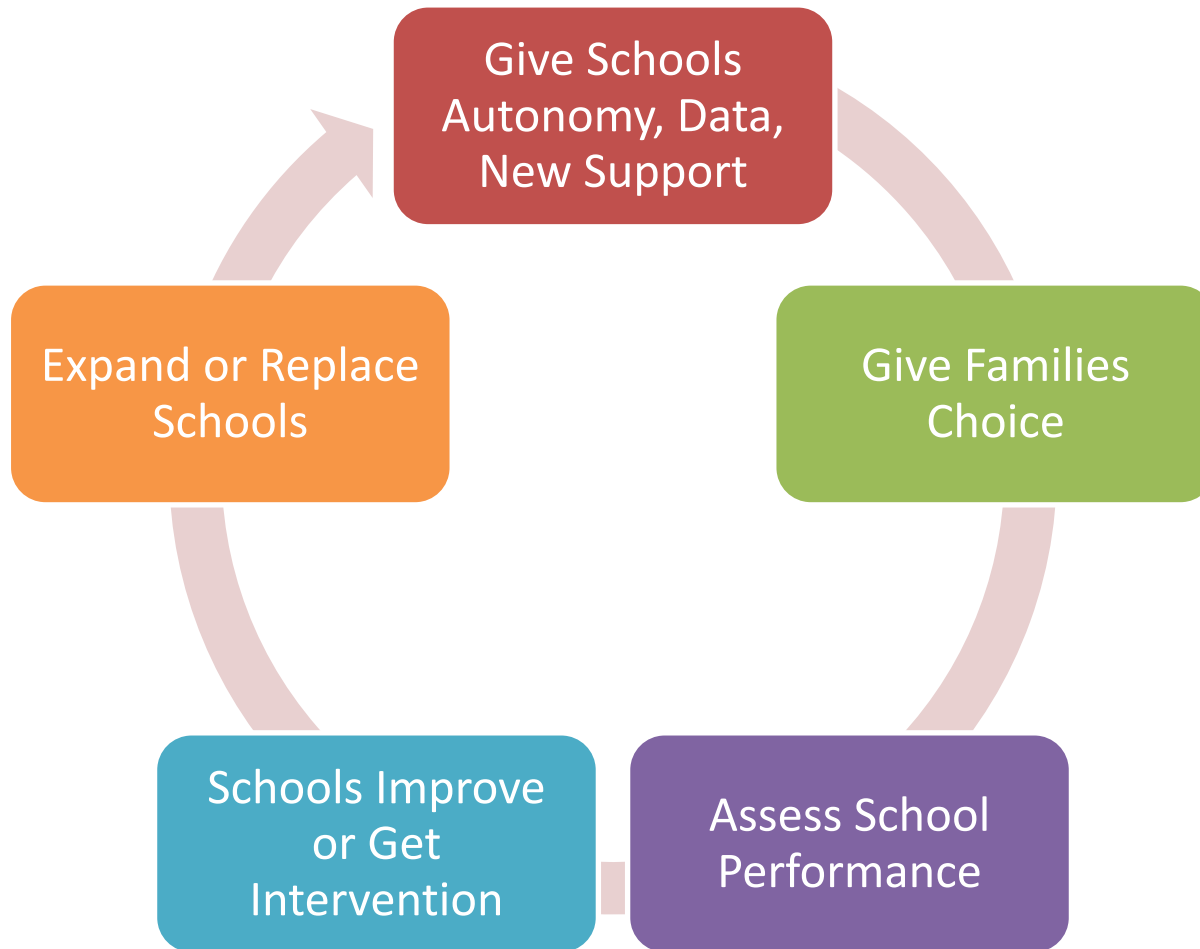
Seeks a diverse set of schooling options to address diverse needs and interests of students

Expects new ideas and solutions to come from many sources

Portfolio Strategy



Improvement Framework



School Autonomy

- Pure Definition – Site-based management
 - School as unit of change
 - “Principal is the center of the reform” (Hill et al, 2013).
 - Agnostic to process, schools are held responsible for outcomes

	Within District Purview	Beyond District Purview or Labor Agreements
Spending	Require reports, audits	Require schools to spend minimum or maximum amounts on any item; forbid transfer of funds to partners
Staffing	Require teacher certification	Review, delay or comment on hiring and assignments
Time and Methods	Choose school proposals	Impose new requirements midstream or require a school to use a particular instructional “package”
Improvement Resources	Suggest a struggling school use a particular resource	Review, delay or block schools’ choices
Back Office Services	Advise and provide information on provider track records	Block or delay a schools’ choices

Is New Haven a portfolio district?

- **Good Options and Choices for Families and Children**
 - Most developed of the elements
 - Defined choice - geography and equity
 - School design and development process
 - Choices not tied to accountability framework
- **School Autonomy**
 - Some control over staffing and curriculum
 - No control over budget
 - No freedom to opt out of central office services (e.g. professional development, technology, etc.)

- **Pupil-Based Funding for All Schools**
 - Considered by NHPS
 - N/A
- **Talent-Seeking Strategy**
 - Some elements in place
 - Alternative talent pipelines
 - Evaluation system – TEVAL and CEVAL
 - Compensation – AFT Contract

- **Sources of Support for Schools**
 - Unified assessment and data system
 - Some ability to select outside support providers
 - Limited by budget control
- **Performance-Based Accountability for Schools**
 - Some elements in place
 - Currently tied to state accountability system
 - Tiering system no longer applied
 - No articulated framework for school expansion, intervention, replacement/closure decisions

- **Extensive Public Engagement**
 - Some elements in place
 - Superintendent has engaged public in entry process
 - Developing public goals
 - No process for soliciting input on school options
 - No common performance framework for all schools, including charters (measuring student performance, student progress, school climate, student engagement, equity and access, long-term student outcomes, etc.)

Principal Perspective Preliminary Findings

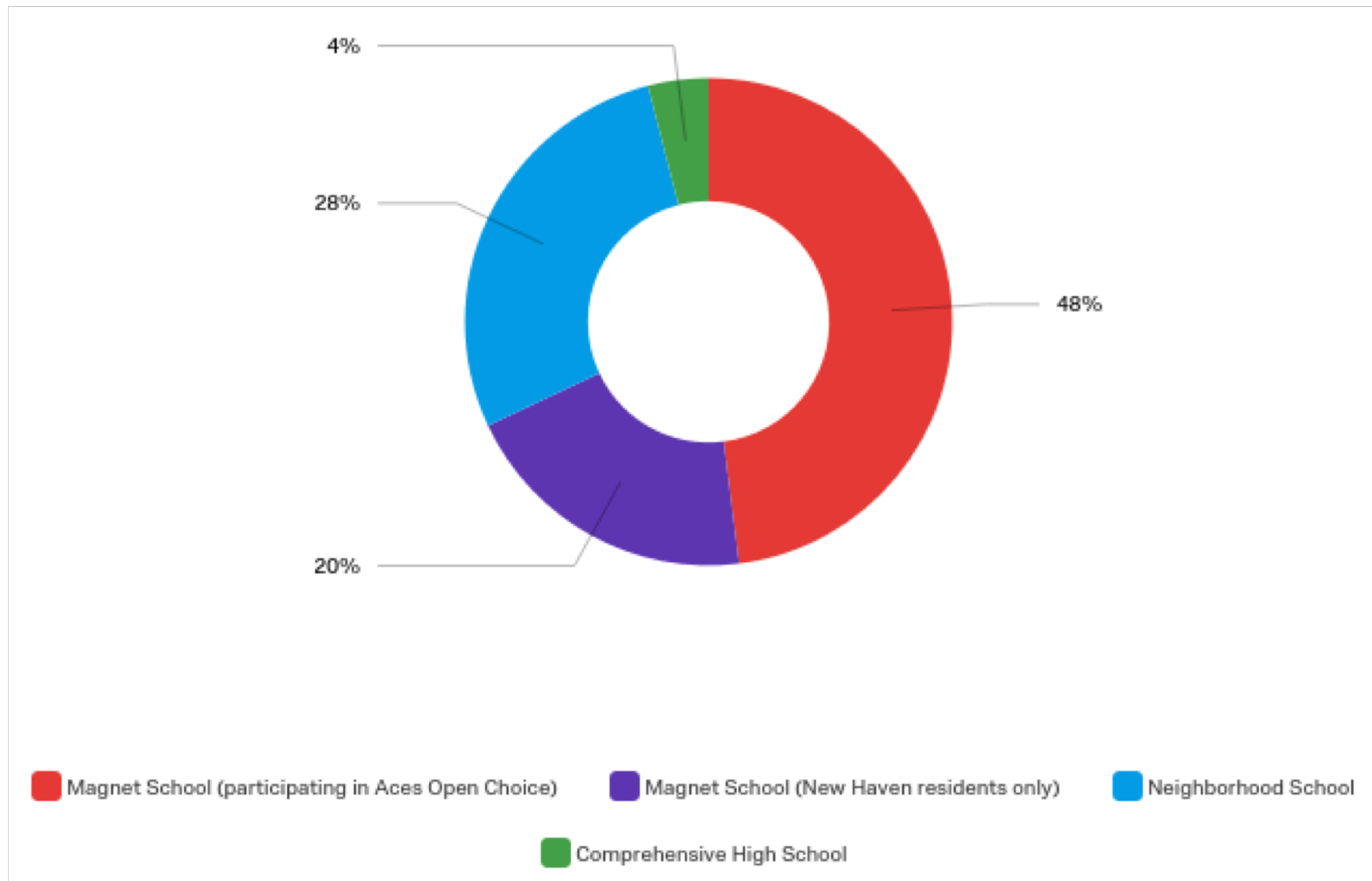
Note: The original version of the survey was designed by the Center on Reinventing Public Education, University of Washington. It has been adjusted for application in the New Haven Public Schools context.

Survey Overview

- Goal - understand school autonomy from the perspective of the principal
- 62% response rate
- Principal Tenure
 - Average building tenure → 5.35 years
 - Average NHPS tenure → 5.60 years
- Inconsistent views in how principals perceive responsibilities around budgeting, staffing, curriculum and overall decision-making
- Varied budget development approaches
- Most principals reported having little autonomy over their ability to opt out of central office services
- Most principals feel like they have autonomy over “overall” decision-making in their schools

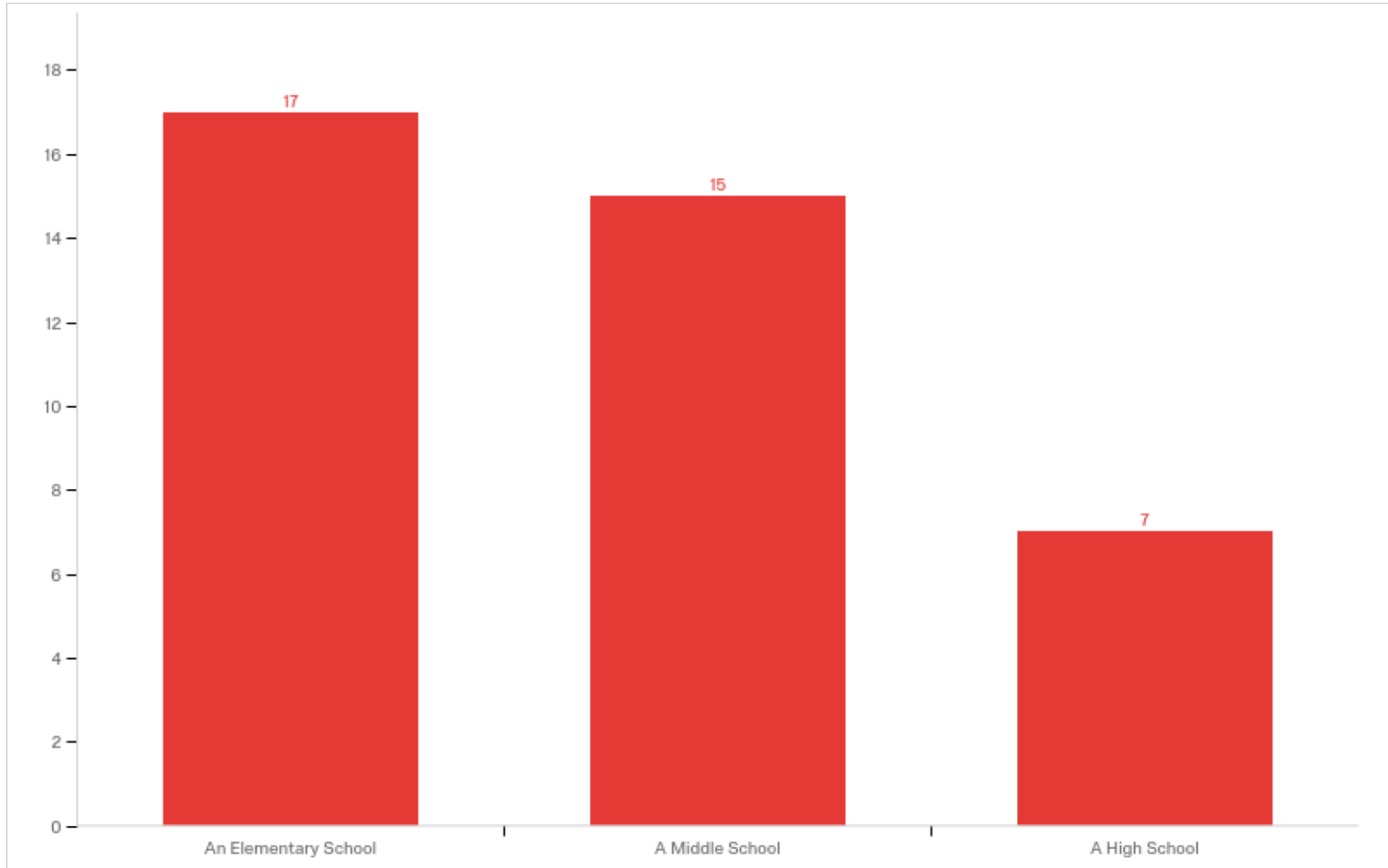
Select Questions

Response Rate: 62% (26 / 42)



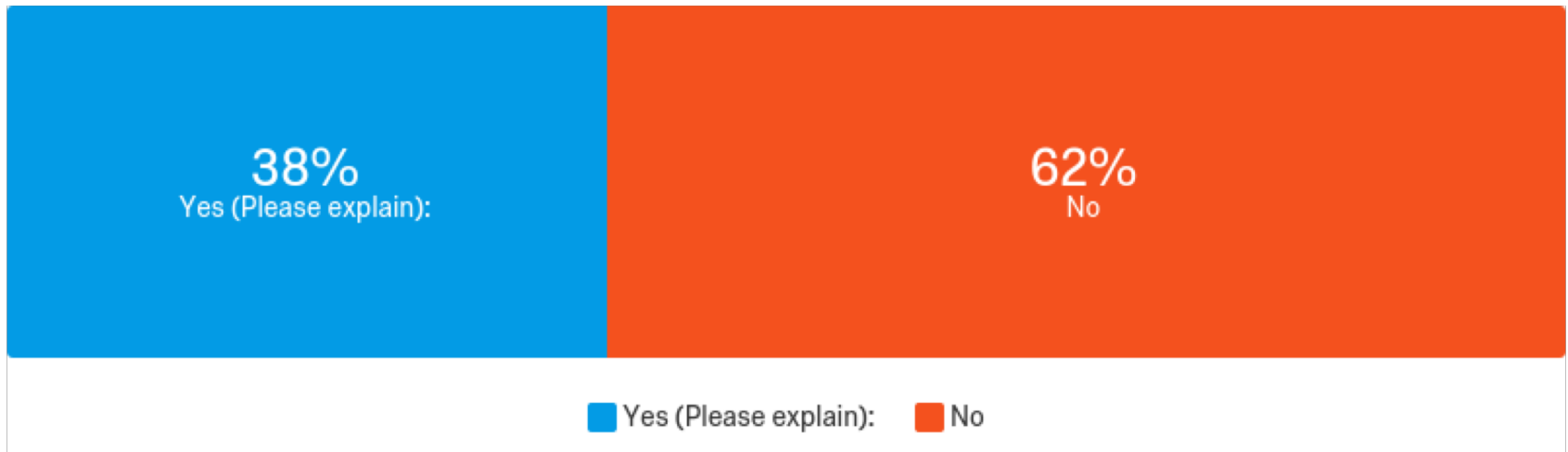
Select Questions

I am the principal of:



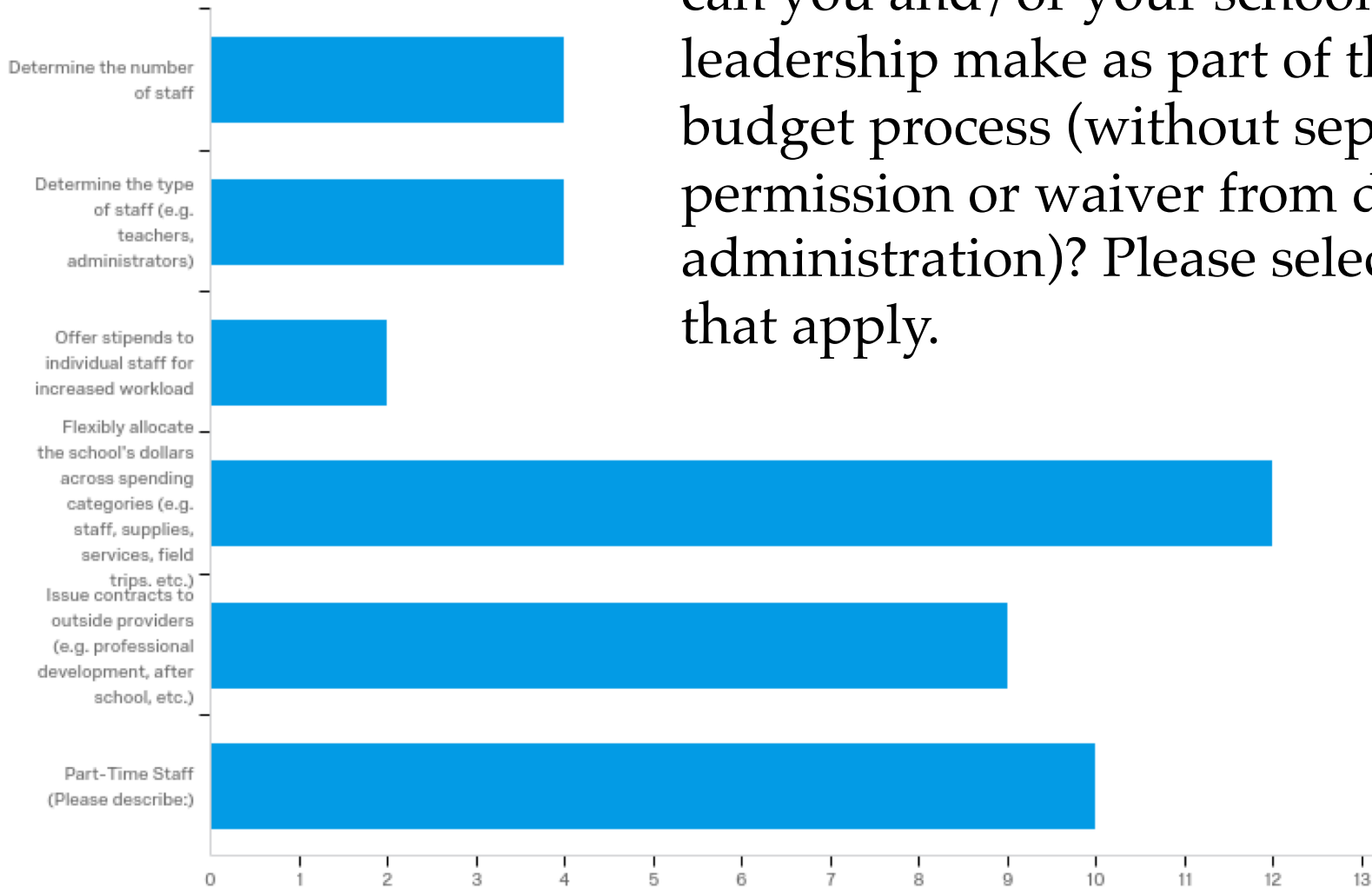
Select Questions

Does your school currently have a designation that offers some type of autonomy?



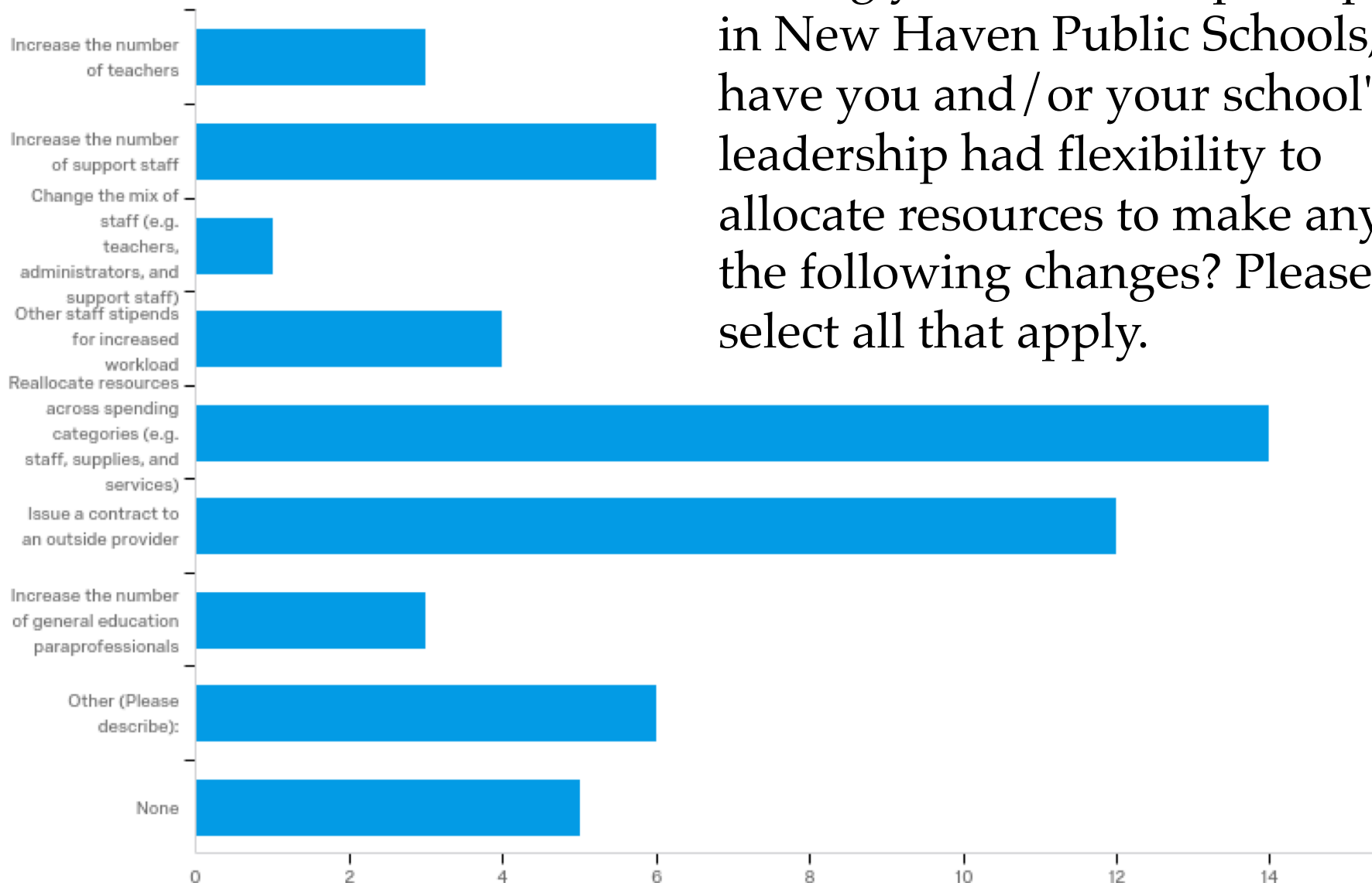
Select Questions

Which of the following decisions can you and/or your school's leadership make as part of the budget process (without separate permission or waiver from district administration)? Please select all that apply.



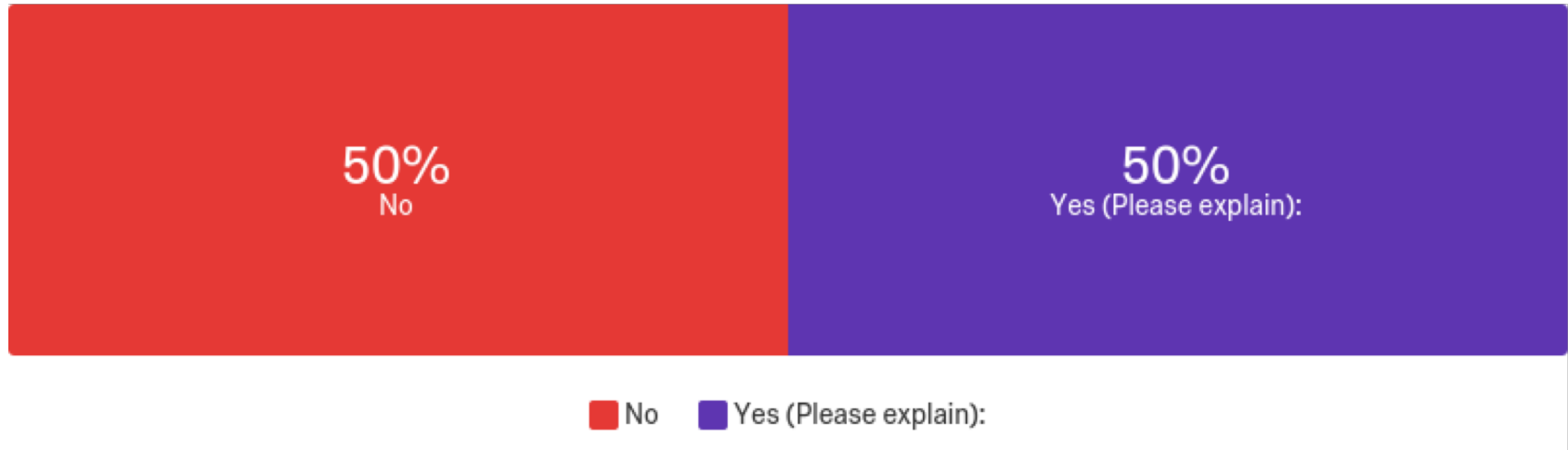
Select Questions

During your time as a principal in New Haven Public Schools, have you and/or your school's leadership had flexibility to allocate resources to make any of the following changes? Please select all that apply.



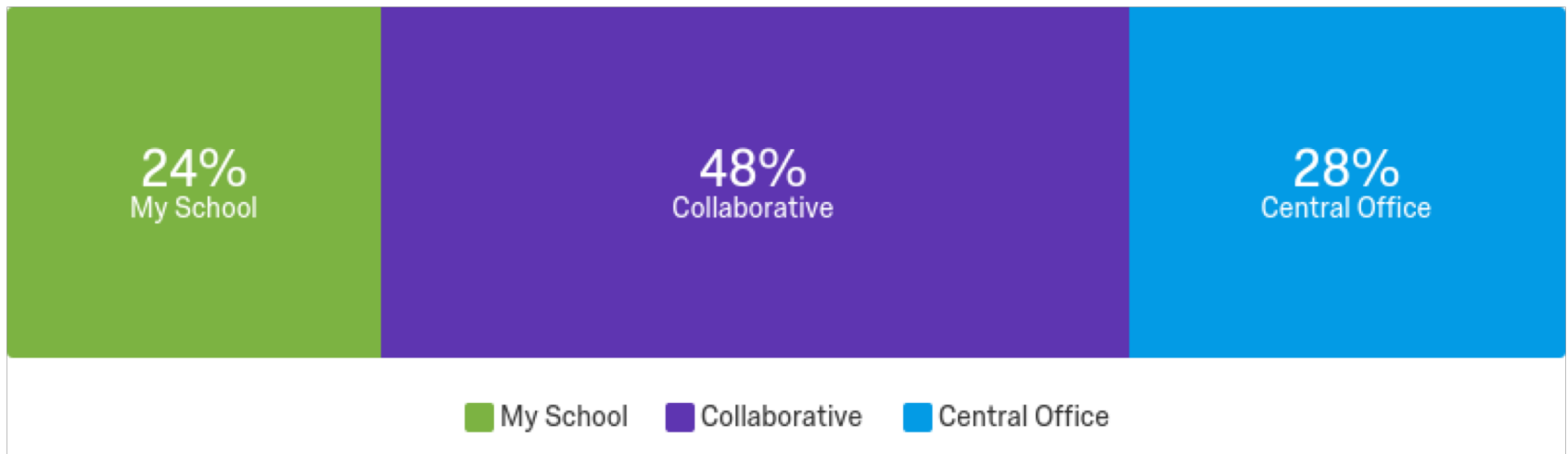
Select Questions

I have control over special funds.



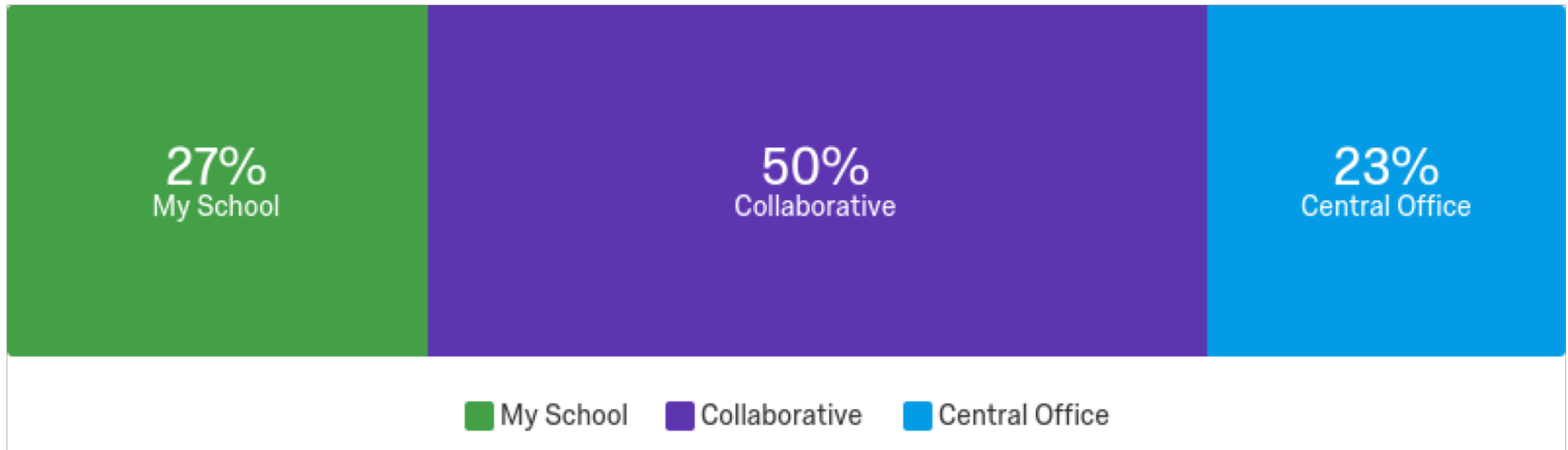
Select Questions

Where are budgeting decisions made?



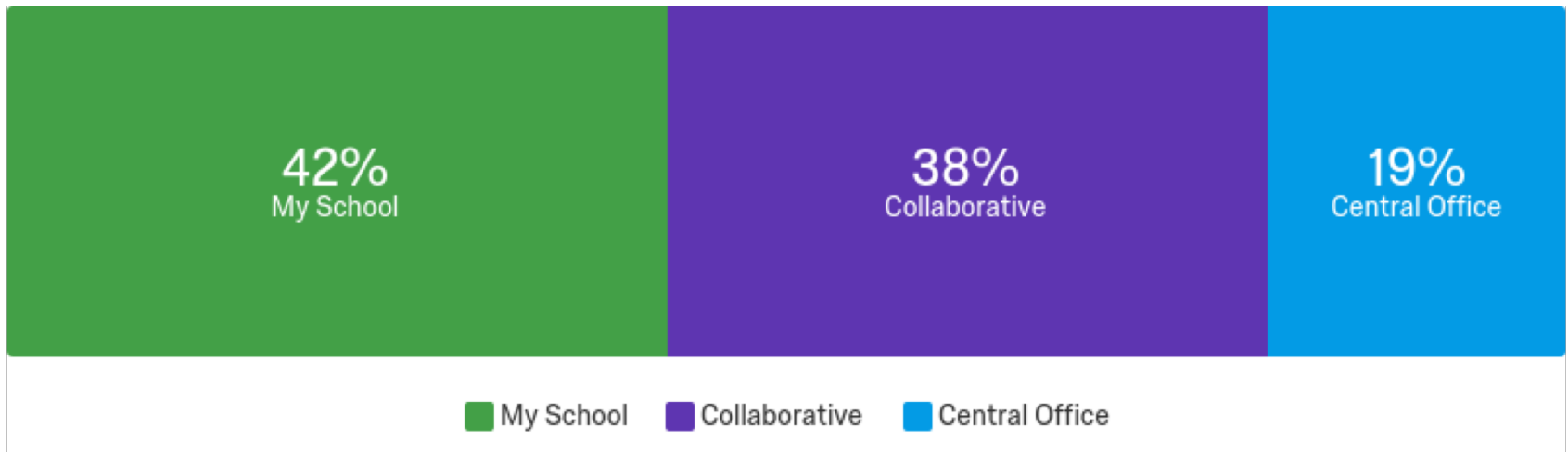
Select Questions

Where are staffing decisions made?



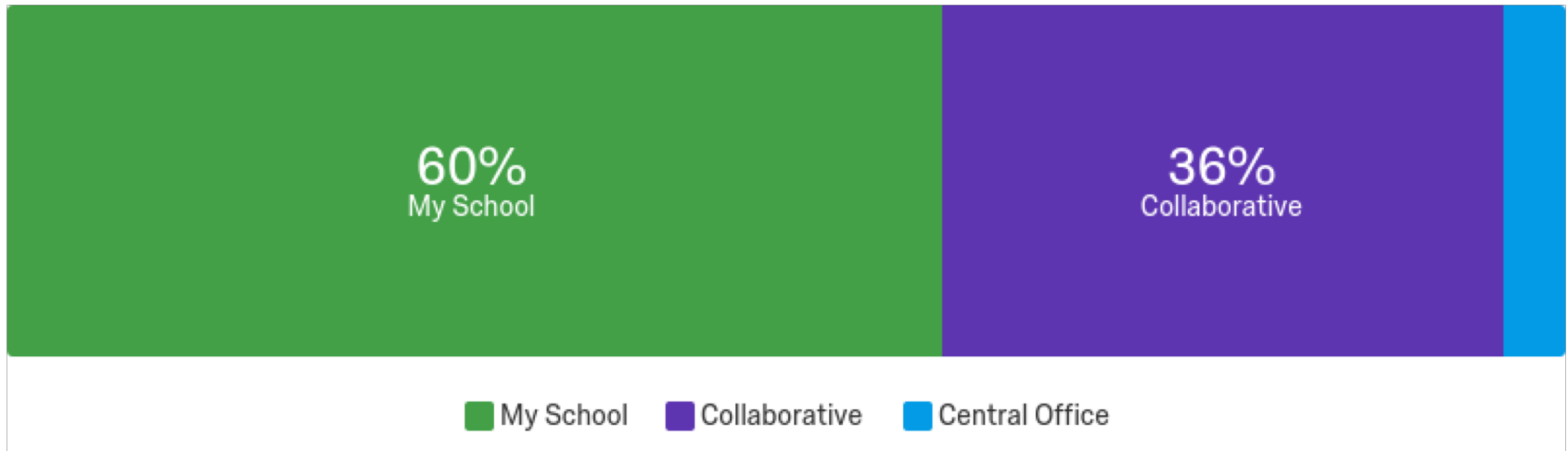
Select Questions

Where are academic program decisions made?



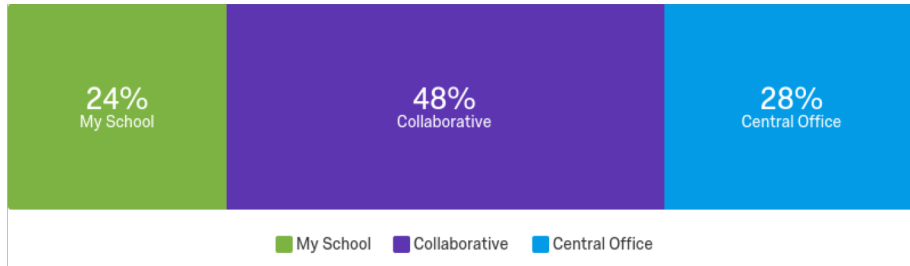
Select Questions

Where are overall decisions made about my school?

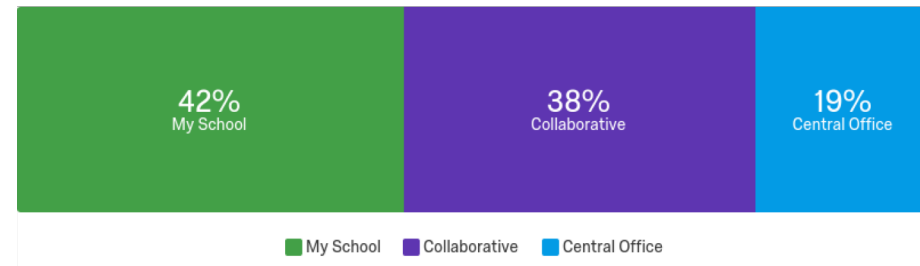


Select Questions

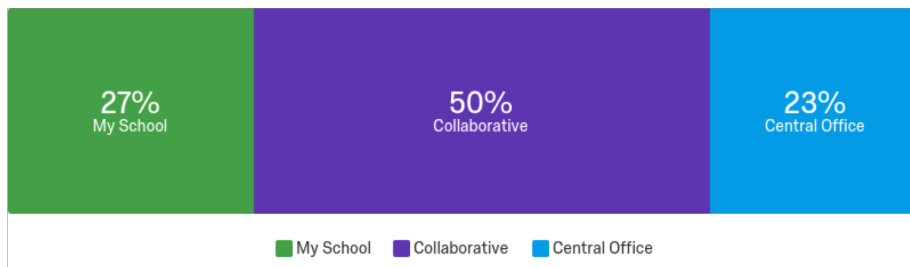
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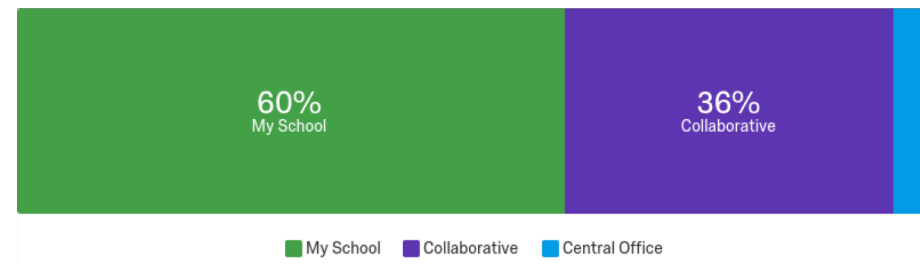
Where are academic program decisions made?



Where are staffing decisions made?



Where are overall decisions made about my school?



Implications

- Principal tenure in New Haven makes a strong case for school autonomy
- District must have defined parameters for autonomy (In progress)
 - What is negotiable? What is not negotiable?
 - What do principals have autonomy over?
- There is a need for a focused conversation regarding the portfolio strategy (consistent with Transition Report)

Thank you!

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