Leading With Resolve and Mastery in the First 100 Days

Friday, July 20th

New Superintendent's Academy

COSA

"School district accountability for excellence starts with the superintendent."

** Excellence **

"Many inside and outside of the public school system lack a deeper understanding of the scope and substance of the role of the superintendent."

The Phases and History of the Superintendency

Time Period	Phase	Superintendent Responsibilities
1837-1910	Supervisor of Instruction	Superintendents were scholars, responsible for working directly with teachers on matters of instruction.
1911-1944	Business Official	Business operations became the primary focus, with the particular emphasis on efficiency of operation.
1945-Present	Shared Leadership	The superintendency aligned with emerging management theories. Began sharing leadership with professional organizations. Judicial rulings had extensive impact over schools in the second half of the century. School board control began diminishing as unions, pressure groups and external government agencies usurped their traditional powers.

Major Reform Initiatives Altering the Politics of Superintendents and School Boards

Year	Reform Initiative
1965	Elementary and Secondary Education Act
1983	A Nation at Risk
2001	No Child Left Behind
2005	Standards Based Reform
2009	Common Core Standards, Race to the Top
2015	Every Student Succeeds Act (ESSA)

The effective superintendent will be expected to serve as the primary instructional leader of the district, a leader of learners, prioritizing student achievement and effective instructional practices as the most important goal of the district. The superintendent must commit the entire organization to a culture of continuous improvement. (DiPaola & Strong, 2003; Waters and Marzano, 2007).

Core Competencies for Superintendents

#	Competency	Description
1	School Governance	Managing schools and leading school board to craft policy and govern the district. Collaborating with the school board to move the district forward.
2	School Law	A broad but working knowledge of the legal issues that may impact district policies and operations. Build a culture where all personnel understand and respect the need to follow laws.
3	Instructional Leadership	Must know how to identify modern and relevant curriculums, best instructional practices, the most authentic assessments, and technology systems to support these elements.
4	Resource Management	The ultimate responsibility for the proper use of financial resources. Consider "first who, then what" (J. Collins, Good To Great).
5	Vision Leadership	The ability to imagine what those in the district can accomplish together. Recognize that vision drives the plan, not the other way around.
6	Change Leadership	Understand the nature of change and its effect on the entire school community.

Core Competencies, continued . . .

#	Competency	Description
7	Communication	Clearly articulate information and their vision, and to inspire the organization to follow.
8	Strategic Planning	Educate, guide and lead the board, staff and community in developing and setting educational goals and a plan for the district.
9	School Data Mgmt.	Managing, interpreting, and using data and assessment information.
10	Community Relations	Leveraging the power of community involvement to enhance district improvement and support.
11	Diverse Learner Strategies	Providing effective instruction for ALL students.
12	Collaboration	Articulate what it truly means to be a professional learning community and foster collaboration across the district.

"Any superintendent who worships at the altar of data while failing to recognize the value of the other evidence will likely experience an erosion of confidence and trust among the the very professionals who are tasked with acting on the data. Savvy superintendents know that human intelligence, not numbers alone, is a vital component of measuring the high performing school. They also know that relentless reliance on data can demoralize the professionals who serve children. The effective superintendent must be able to balance the use of both." (p. 28)

Four Critical Questions to Lead Learning

1. What do we want … our students to know and be able to do?

2. How do we know … our students know it and can do it?

3. What do we do when … our students don't know and can't do it?

4. What do we do when … our students already know it and can already do it?

Leaders are the ones who run headfirst into the unknown.

They rush toward the danger.

They put their own interests aside to protect us or to pull us into the future.

Leaders would sooner sacrifice what is theirs to save what is ours.

And they would never sacrifice what is ours to save what is theirs.

This is what it means to be a leader.

It means they choose to go first into danger, headfirst toward the unknown.

And when we feel unsure they will keep us safe,

We will march behind them and tirelessly to see their visions come to life, And proudly call ourselves their followers (Sinek, 2014)
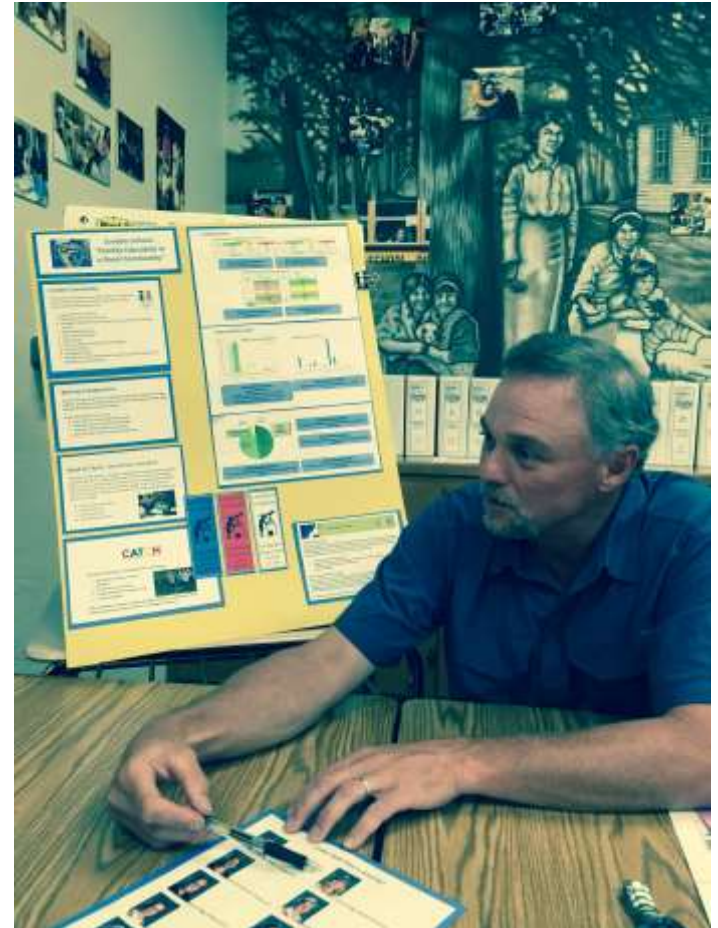
Leading with Intent

- Direct involvement in instruction is among the least frequent activities performed by administrators of any kind at any level.

- While superintendents are interested in curriculum and instruction and believe they are important, the daily realities of their work often subvert even the most committed professional.

- The contemporary superintendent is expected to be the chief educational officer, the primary leader of learning.

Key Indicators of Teaching and Learning

- There is evidence of continuous progress toward achieving mandated academic proficiency goals for ALL groups of students.
- Teachers use best practices based on data analysis and research.
- Key metrics such as graduation rates, truancy, and dropout rates are monitored.
- Disciplinary data are monitored for frequency and fairness.
- Extra curricular offerings meet the needs of all students.
- There are procedures for implementing and assessing new programs.
- There is an effective, collaborative professional development program for staff.
- Teachers are included in decisions affecting classroom management and teaching.
- Resources are used efficiently and effectively to promote teaching and learning.
- The financial plan reflects the instructional needs.

New School v. Old School

NEW SCHOOL	OLD SCHOOL
Collaboration	School Law
Vision Leadership	Resource Management
Instructional Leadership	Communication
Strategic Planning	School Data Management
Community Relations	

Decision making is student centered.
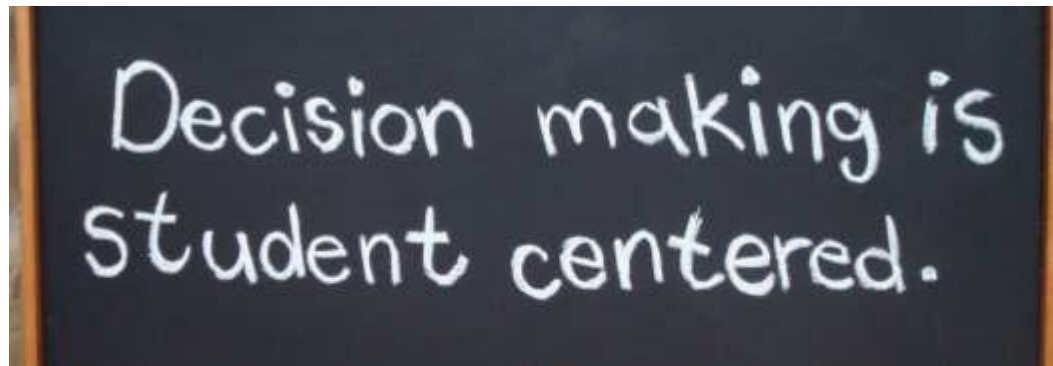
Two core competencies that were statistically significant:

- School Board Governance

- Understanding Diverse Learners

However, there seems to be a clear priority for shifting to culture-oriented leadership, one that recognizes the need for systemic, reframing of schools as true learning organizations.

"In the best districts, the relationship between superintendent and the board is a hybrid relationship often moving between professional, personal and political."

Major Work of School Boards

1. Recruit and hire a superintendent who guides the school board with their key work.
   - Board and Superintendent Operating Agreements
   - Develop a professional learning community with your board and cabinet team. How will you learn and grow together?

2. Develop and adopt policies that govern the work of the district.
   - Find your districts process for policy development and management.
   - Review and refine the process if necessary.
   - Make sure to have a strong input and communication process for difficult issues.
   - Seriously consider OSBA's policy service.

Board/Superintendent Balance

- Board members understand and adhere to their governance role and ethical responsibilities.
- The board has the confidence and trust of voters, parents, employees, and other stakeholders.
- Board members promote the interests of schools in the communities they serve and act as a catalyst for community participation and involvement in school activities.
- Decisions are made in the best interest of students, staff, and taxpayers.
- The board monitors the accuracy and timeliness of financial and HR information.
- School facilities are attractive, safe, well-maintained, and appropriately equipped to meet educational needs.

"We must understand that the professional and personal needs of a novice leader are far different from those of an experienced leader; however, we hold these leaders to the same expectations of competency and professionalism. Novice leaders need more intensive support and more frequent feedback to grow into highly effective practitioners than many district evaluation systems are designed to provide."

Supervising, Evaluating, Mentoring, Coaching

- Very little resources are expended on school and district leaders' professional learning. Classified staff are even further disadvantaged.

- You must ensure that supervision and evaluation (growth and development) systems are meaningful, relevant, improvement oriented and prioritize the leaders role in leading learning.

- Effective supervisors routinely visit schools and provide formative, relevant and appropriate feedback to leaders.

Dollars and Sense

"Money is never a satisfier, it is only a dissatisfier. A superintendent has to work with what is available but advocate for what is needed."

Today's definition of fiscal stewardship includes:

1. Fiscal integrity of the district.

2. Efficient and effective use of resources.

3. Attainment of student outcomes through sound financial decision making.

How Superintendents Safeguard
the Funds and Assets of the District

1. **Stay Engaged**. Do not turn over the fiscal operations of the district to someone else and walk away.

2. **Employ Qualified Staff**. There are many different models for how districts manage their finances.

3. **Segregate Duties**. Fraud occurs more often in districts that can't segregate duties. One person should not issue purchase orders, approve invoices, and write the checks.

4. **Establish Internal Controls**. Auditors are a good source for determining the appropriateness of the internal controls.

5. **Financial Reporting.** Require regular, timely, and complete financial reports from finance staff.

6. **Risk Management.** Most districts insure risk by purchasing insurance directly from a provider or through participating in an insurance pool.

7. **Facilities Management.** The key to maintaining facilities is to have a plan and good facilities team.

Cash Flow Work Sheet

School District No. XXX
Resource and Requirement Flow - Estimate & Actual
As of DECEMBER 31, 20XX - Updated on January 11, 20XX - 20XX/20XX Fiscal Year

				ACTUAL						ESTIMATE						Over (Under)
	Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Month 13	Total	Budget
Beginning Fund Balance	2,191,787	1,916,861	4,538,802	4,150,058	3,493,568	3,057,409	6,836,461	7,987,600	7,671,668	7,319,727	6,843,181	6,432,057	6,077,639	1,750,575	1,916,861	(274,926)
Revenues																
Property Taxes	6,427,049				20,766	4,326,207	1,543,516	149,757	64,555	179,760	52,972	85,366	66,651	33,500	6,523,049	96,000
Summer School/Tuition	66,000			15,917	6,250	6,250	6,250	7,000	7,000	7,000	7,000	7,000	3,000		72,667	6,667
Interest	42,000	3,540	4,684	4,188	4,187	3,019	7,648	5,000	5,000	5,000	4,000	3,000	2,000		51,266	9,266
Fees Charged to Grants	14,000							14,000							14,000	0
Miscellaneous	70,000	2,075	320	115	48,949	2,420	(9,152)	2,000	4,000	1,000	3,000	3,000	3,000		60,726	(9,274)
Medicaid Fee for Service	25,000				(2,539)	8,810						15,000			21,271	(3,729)
County School Fund	53,000											53,000			53,000	0
ESD Transit	462,750				0	98,089			98,089		98,089		98,089		392,356	(70,394)
State School Fund	18,721,381	3,063,770	1,573,191	1,573,191	1,573,191	1,573,191	1,572,960	1,560,115	1,560,115	1,560,115	1,560,115	1,560,116			18,730,070	8,689
SSF Transportation	84,500	84,500													84,500	0
Common School Fund	263,640	221,354								110,954					332,308	68,668
State Restricted	19,340							48,196		48,196			48,196	48,196	192,784	173,444
Sale of Assets	0			100											100	100
Lease Receipts	35,000												35,000		35,000	0
Total Revenue	26,283,660	3,375,238	1,578,195	1,593,511	1,650,804	5,919,897	3,219,311	1,786,068	1,738,759	1,912,025	1,725,176	1,726,482	255,936	81,696	26,563,098	279,438
Total Resources	28,475,447	5,292,099	6,116,997	5,743,569	5,144,371	8,977,306	10,055,772	9,773,668	9,410,427	9,231,752	8,568,357	8,158,539	6,333,575	1,832,271	28,479,958	4,511
Expenditures *																
Salaries & Ben - (100:299)	21,978,247	445,621	515,953	1,931,669	1,805,578	1,833,016	1,798,927	1,805,000	1,805,000	1,805,000	1,805,000	1,805,000	4,182,000	0	21,537,764	(440,483)
Mats & Serv - (300:499)	3,678,542	36,845	345,288	254,871	280,474	307,034	267,746	288,000	285,000	275,000	331,000	275,000	400,000	60,000	3,406,258	(272,284)
Other - (500:799)	1,818,658	270,831	1,105,698	63,462	910	795	1,498	9,000	700	308,571	300	900	1,000	500	1,764,165	(54,493)
Contingency - (800:999)	1,000,000															(1,000,000)
Total Expenditures	28,475,447	753,297	1,966,939	2,250,002	2,086,962	2,140,845	2,068,172	2,102,000	2,090,700	2,388,571	2,136,300	2,080,900	4,583,000	60,500	26,708,187	(1,767,260)
Ending Fund Balance	0	4,538,802	4,150,058	3,493,568	3,057,409	6,836,461	7,987,600	7,671,668	7,319,727	6,843,181	6,432,057	6,077,639	1,750,575	1,771,771	1,771,771	1,771,771

	$	%
* (Under) Over Spending		
Salaries & Ben - (100:299)	(440,483)	-2.00%
Mats & Serv - (300:499)	(272,284)	-7.40%
Other - (500:799)	(54,493)	-3.00%
Estimated ending fund balance as a % of budgeted expenditures	6.22%	

Previous Month's Estimated Ending Balance	1,809,563
Additional (Less) revenue:	
Local	(74,025)
State	23,365
Federal	0
Other:	0
	(50,660)
(Additional) Less expenditure:	
Salaries & Benefits	6,073
Materials & Services	7,252
Other	(458)
	12,867
Current Month's Estimated Ending Fund Balance	1,771,771
Fund Balance Increase (Decrease) from prior month:	(37,793)

Key Indicators of Administrative Leadership

- There is evidence of high-performing employees in every leadership position.
- The appraisal of staff is effective and performance-driven.
- There is low staff turnover.
- The administrative team fosters a positive work environment.
- Internal and external communications are clear and accurate.
- Good working relationship with the news media.
- Decisions are made in the best interest of students.
- Financial timelines and procedures are followed.
- There is evidence of short and long term planning.
- School improvement plans are aligned with district goals and plans.
- There is compliance with the law as well as board policy.