Realizing the Spirit of Clark County Schools ACHIEVE

Community Implementation Council
Clark County School District Training
Summary and Recommended Next Steps

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Background and Acknowledgements

This progress report was requested by the Community Implementation Council (CIC) of the Advisory Committee to Reorganize the Clark County School District (Advisory Committee). This report is a supplement to a previous document[1], which was submitted to the CIC on December 15, 2016. This progress report is intended to provide the CIC and the Advisory Committee with an update on activities related to the implementation of the plan and regulations. These activities were conducted by the Clark County School District with the frequent assistance of the consulting team. Special thanks to the following individuals who have contributed to this effort so far:

The Advisory Committee to Reorganize the School District (Current & Former):
Senator Michael Roberson, Chair; Assemblywoman Olivia Diaz, Vice Chair; Senator Moises Denis; Senator Aaron Ford; Senator Joseph P. (Joe) Hardy, M.D.; Senator Becky Harris; Assemblyman Paul Anderson; Assemblywoman Dina Neal; former Assemblyman Steven Silberkraus; former Assemblyman Lynn Stewart; Assemblywoman Melissa Woodbury

The Community Implementation Council:
Glenn Christenson, Chair; Brent Husson, Co-Vice Chair; Felicia Ortiz, Co-Vice Chair; Vikki Courtney; Trustee Erin Cranor; Ken Evans; Verenice Flores; Nora Luna; Ryan Woodward

The Clark County School District Board of School Trustees (Current & Former):
Trustee Deanna Wright, President; Trustee Dr. Linda Young, Vice President; Trustee Carolyn Edwards, Clerk; Trustee Lola Brooks; Trustee Kevin Child; Trustee Erin Cranor; Trustee Chris Garvey; former Trustee Patrice Tew

Clark County School District Administration:
Superintendent Pat Skorkowsky; Deputy Superintendent Kim Wooden; Chief Operating Officer Rick Neal; Chief Student Achievement Officer Dr. Mike Barton; Chief Instructional Services Officer Dr. Billie Rayford; Cheryl Adler Davis; Kellie Ballard; Michelle Booth; Blake Cumbers; Shannon Evans; Brad Keating; Kori Kloberdanz; Andre Long; Tammy Malich; Melinda Malone; Carlos McDade; Kim Mangino; Kristine Minnich; Carlos Morales; Steve Osburn; Greta Peay; Nicole Rourke; Ignacio Ruiz; Steve Staggs; Jesse Welsh; Eva White; Dan Wray;

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[1] *Clark County Schools Achieve: An Initial Assessment of the Transition of the Clark County School District to a Decentralized Model.*

Summary

At the December 14, 2016 meeting of the Community Implementation Council, Chairperson Glenn Christensen directed the TSC^2 Group to work with Brent Husson and the Clark County School District (CCSD) to develop supportive training to ensure the success of the **Clark County Schools Achieve** effort. Mr. Husson and Knudsen met with the CCSD Leadership Team to discuss the needs and expectations of the CCSD and a preliminary path forward. To successfully implement Clark County Schools Achieve, the following goals have been established:

Goal #1: Formalize a culture that supports school autonomy. We want all staff, and especially school principals, to feel comfortable making decisions that are in the best interests of the students they serve.

Goal #2: Ensure all Central Service Administrators and School Associate Superintendents understand and implement a culture that is customer service focused – on schools.

Goal #3: Develop and implement communication protocols that are clearly understood and aligned with accountability and organizational performance goals.

Goal #4: Ensure the Leadership Team is aligned around the culture of the organization and can model it for all CCSD employees.

Recommendations to the Community Implementation Council

1. Support a culture transformation by encouraging the CCSD Leadership Team to focus on developing a team and organizational culture that will support the successful implementation of **Clark County Schools Achieve.**
2. Monitor training initiatives at each level of the organization:
    a. Training for principals online at (AB394.ccsd.net) and via the School Associate Superintendents and ensure training is both practical/compliance related as well as supportive of a cultural shift.

      b. Training for CCSD Central Service Directors to ensure training is meeting identified needs and supportive of a cultural shift.

      c. Leadership / Communication development at the Leadership Team level to ensure good practices become habits and are transformational to the culture.

3. Work with CCSD to develop and implement a Customer Service initiative that can be owned by the School Associate Superintendents and viewed in conjunction to family engagement.

Components of Training

Leadership Team

The Consultants recommend the CCSD Leadership Team be the first group to experience a 3rd party facilitated two (2) day training that will include the following components:

- Developing a common language and culture in support of Clark County Schools Achieve.
- Developing communication protocols that support the culture.
- Defining expectations and systems of accountability for the Leadership Team.
- Establishing a strong framework of understanding of the new culture that can be rolled out to each department.

Additionally, the consultants will work with the Leadership Team as a follow-up to the first and second focus panels (December 8, 2016 and January 31, 2017) to revisit the challenges associated with implementing **Clark County Schools Achieve** and the strategies for moving the effort forward.

Central Service Administrator Training

CCSD has conducted a needs assessment of the Central Services Department Leaders. The purpose of the needs assessment is to ascertain the perceptions of leaders within the central service departments as to their current beliefs about training that will support their efforts to be successful. The results of the needs assessment demonstrate the following:

- Participation in the survey was high and respondents provided thoughtful, practical feedback.
  - Over 70% of Central Services administrators provided a response to the survey.

- o Administrators from every unit of Central Services, including the Academic Unit, Instructional Services, Operational Services, Ancillary Services responded to the survey.
  - o Most of the respondents (76%) have over 10 years of experience in the District and about 80% are supervisors of others.
- Results indicated that although training has not yet been developed primarily for them, they are informed about the reorganization.
  - o On a scale of 1-5, with 5 being very well informed, 92% of respondents responded with a 3 or higher.
  - o Not a single respondent responded that they were not informed.
- Central Services Administrators have remained informed through a variety of methods.
  - o Selecting from ten sources of information from media and employee newsletters to one-on-one discussions with supervisors and participation on a School Organizational Team, 99% had at least received information from one source while approximately 74% received information from 3 or more sources.
  - o The most common sources of information for Central Services administrators who responded to the survey were resources driven by the reorganization team, with over 75% of respondents indicating that they received information from:
    - Internal District communications
    - ab394.ccsd.net (reorg.ccsd.net)
    - Discussion during staff meetings
- Central Services Administrators recognize that receiving information on a number of topics would benefit their understanding of the role in their organization.
  - o Responses indicate that Central Services Administrators rate information on the details of the environment in which they work most beneficial (changes in organization, workflow, procedures, communication, and other operational and organizational changes), followed closely by training that will increase competencies and promote success within the changing environment (using data to measure success, developing marketing strategies, transitioning to a customer service delivery model).
- Staff will be utilizing these results to refine training timelines as they move forward.

To support the implementation of training, CCSD has created the Talent and Leadership Development Department led by a seasoned CCSD professional. The team (comprised of three members) is responsible a variety of leadership training at CCSD, including much of the content on the CCSD website dedicated to AB 394 (ab394.ccsd.net). The materials uploaded on the website and available to all CCSD employees, as well as the general public, include the following categories:

- Updates for Principals
- Developing Strategic Budgets
- How to Form School Organizational Teams
- Climate and Culture
- Consensus Building
- How School Organizational Teams Function
- Using Data to Inform School Planning

Each section is comprised of video training, instructional materials, and forms that can be adapted for the school level.

Noticeably absent are training materials focused on the administration of central services. For that reason, the needs assessment has been conducted and the development of training for Central Service administrators is under way.

School Associate Superintendents
Through collaboration between Nevada Succeeds and the Public Education Foundation, School Associate Superintendents and Central Service Administrators are participating in an ongoing development series.

Public Education Foundation Training Schedule

Friday, December 2 (8:00 a.m. to 4:30 p.m.)	**Rick Hess** **Harvard University** **Policy**
Friday, January 13 (8:00 a.m. to 4:30 p.m.)	**Meredith Honig** **University of Washington** **Central Office and Transformational Reform**
Wednesday, January 25 (4:00 p.m. to 7:00 p.m.)	Leadership Stories Judi Steele and Stavan Corbett
Friday, February 3 (8:00 a.m. to 4:30 p.m.)	**Karen Hawley Miles** **Education Resource Strategies** **Strategic Budget**

Thursday February 16 (4:00 p.m. to 7:00 p.m.)	Leadership Stories
Friday, February 17 (8:00 a.m. to 4:30 p.m.)	TBD
Friday, March 3 (8:00 a.m. to 4:30 p.m.)	**James Spillane** **Northwestern University** **Distributed Leadership**
Thursday, March 16 (4:00 p.m. to 7:00 p.m.)	Leadership Stories John Cannito (Penta Group)
Friday, March 17 (8:00 a.m. to 4:30 p.m.)	TBD
Friday, March 31 (8:00 a.m. to 4:30 p.m.)	**Rick Hess** **Harvard University** **Problem Solving**
Thursday, April 20 4:00 p.m. to 7:00 p.m.)	Leadership Stories
Friday, April 21 (8:00 a.m. to 4:30 p.m.)	**Monica Higgins** **Harvard University** **Leadership Through Case Studies**
Friday, May 5 (8:00 a.m. to 4:30 p.m.)	**Edward Deci** **Rochester University** **Psychology** **Autonomy Support** **"Why We Do What We Do"**

Preparation

The consultants will be working with CCSD to develop the following online modules (subject to change following the feedback from the Needs Assessment):
- Overview and Major Shifts
- Communication between Central Services and Schools
- Responding to Customer Needs
- Positive Customer Service
- Mission and Strategy Development
- Organization and Workflow

Each module will contain a video script (recommended that it is shared by multiple members of the executive team). The consultants will also work with CCSD on developing forms (consistent across the Central Services) that reinforce mission, objectives, and tying performance to budget.