

Sustaining Effective P16 Community Engagement Councils

October 25, 2018



Shakinna Patterson

Bureau Director II
Office of School Improvement

Deowarski McDonald

Coordinator of School Improvement Programs
Office of School Improvement

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Reflection

What was your P-16 council established to do?

Reflection

Any system produces what it was designed to produce.

W. Edwards Deming, Statistician

Learning Targets

- Review state statute and MS Public School Accountability Standards around P-16 Councils
- Enhance the effectiveness of established P-16 councils
- Provide context on roles and responsibilities of P16 Council members
- Introduce the P16 monitoring structure
- Review the (6) constituent categories
- Examine the governance structure of P16 councils
- Review resources to support P-16 sustainability

P16 Community Engagement Council Implementation

- A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P16) Council. ***{MS Code § 37- 7-337} and {MS Code § 37-18-5(4)}***
- A district and/or school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P16) Council.
- MS Public School Accountability Standards (Process Standard 12, 12.1 and 12.2)

P16 Community Engagement Council

- ❖ **Community Engagement Councils**, also known as P-16 Councils, are an essential opportunity to build this process. The Community Engagement Councils are intended to be **community-based** and **independent**. The Councils are charged with the duty and responsibility to build strong, healthy communities. In order to build strong, healthy communities it is necessary, among other things, to create a quality public education delivered to students in healthy schools which are accessible to all children, regardless of race, class, status, gender or disability.

Reflection

“What will a community, rooted in a strong, healthy and quality public education system, look like 10, 15 or 20 years from now?”

How can your P16 council contribute to this vision?

Core Values of P-16

- The Council shall hold open meetings on dates, times and places accessible to the broad spectrum of education stakeholders and others in the community;
- The Council shall have a governance structure that is democratic and seeks, to the extent possible, to build consensus to carry out the work of the Council;
- The Council shall be independent of the local school district and each of its schools, and shall have a perspective in working to build strong, healthy communities that is broader than the school system itself.
- The authority of the Council to fulfill its mission stems from state statutes and Accreditation Standard 12. The authority of the Council does not extend to the management or operation of the school district or individual schools.

Core Values of P-16

Theme 1

- ❖ The Council shall have a governance **structure** that is democratic and seeks, to the extent possible, to build consensus to carry out the work of the Council;
- ✓ Constituent categories
- ✓ Bylaws
- ✓ School District liaison
- ✓ Vision
- ✓ Mission

Initiators' Meeting: (6) Constituent Categories

1. Local community-based organizations working on public education issues within the local school district;
2. Local public school district Parent Teacher Associations or Organizations;
3. Local public school-based student councils and local public school student government associations;
4. Community leaders, public officials and members of the business community, all within the local school district;

Initiators' Meeting: (6) Constituent Categories

5. Community members *at large* interested in public education issues who may or may not be part of the other four (4) categories. In a school district wide Council there should be one at large member to represent each school board election district or ward; and
6. A. **For School District-based Councils**: members of the School District, which should be selected from the School District Board of Trustees, the School District Administration, the School District Faculty, and School District staff, including bus drivers and cafeteria workers.

B. **For Individual School-based Councils**: members of the Individual School, which should be selected from the School Administration, the School Faculty, and School staff, including bus drivers and cafeteria workers.

❖ Bylaws

- ✓ *Bylaws* are the rules by which your nonprofit organization operates.
- ✓ In general, bylaws guide the activities of your organization and the procedures.

Reflection

“What do we have to do this year, next year and the years that follow in order to build this process in the right direction?”

Core Values of P-16 Theme 2

- ❖ The authority of the Council to fulfill its mission stems from state statutes and **Accreditation Standard 12**. The authority of the Council does not extend to the management or operation of the school district or individual schools.
- ✓ Monitoring Structure
- ✓ Evidence (SAM)

Core Values of P-16

- The Council shall have the capacity to create working committees that may include members of the community to assist Council members;
- The Council is responsible for making accurate assessments of the strengths and limitations of the school district and its schools as a basis for recommending effective approaches to create quality, healthy schools;
- The Council needs to understand how to gather relevant data and how to utilize the data to monitor and evaluate the schools and school district; and,
- The Council, upon written request, shall have the authority to request and obtain data from the school district and the individual schools, so long as the content of the data sought does not compromise any existing Federal or State privacy law

Core Values of P-16 Theme 3

- ❖ The Council shall have the capacity to create **working committees** that may include members of the community to assist Council members;
- ✓ Group dynamics
- ✓ Meeting Norms
- ✓ PLC Structure

Core Values of P-16 Theme 4

- ❖ The Council needs to understand how to gather relevant **data** and how to utilize the data to monitor and evaluate the schools and school district; and,
- ❖ Data Talks

Accessing the Toolkit

School Improvement

The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals. We identify the schools that need the most assistance for their students to have the same opportunities for growth and success that exist for students in other schools. The Office of School Improvement (OSI) is responsible for supporting the systemic improvement and turnaround efforts of the lowest-performing schools.

The Every Student Succeeds Act (ESSA), a federal law, requires that each state identify two types of schools for support and improvement:

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI)

Mississippi Comprehensive Automated Performance-based System (MCAPS)



School Improvement

601-359-1003
Staff
FAQ

Services

Evidence-Based Programs
Revision Request
School Improvement

Links

Mississippi Succeeds Plan
Cohort IV Renewals
School Improvement Grants (SIG) Information Center 1003 (g)

Resources

School Improvement

The Mississippi Department of Education identifies schools for additional assistance and support, which includes professional development, leadership coaching, additional funding, and assistance to support the school's transformation goals. We identify the schools that need the most assistance for their students to have the same opportunities for growth and success that exist for students in other schools. The Office of School Improvement (OSI) is responsible for supporting the systemic improvement and turnaround efforts of the lowest-performing schools.

The Every Student Succeeds Act (ESSA), a federal law, requires that each state identify two types of schools for support and improvement:

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI)

Mississippi Comprehensive Automated Performance-based System (MCAPS)



School Improvement

601-359-1003
Staff
FAQ

Services

Evidence-Based Programs
Revision Request
School Improvement

Links

Mississippi Succeeds Plan
Cohort IV Renewals
School Improvement Grants (SIG) Information Center 1003 (g)

Resources

Comprehensive and Targeted School Improvement Schools
CSI Quick Reference
TSI Quick Reference
Applications - FY18 Title I School Improvement 1003(a)
P-16 Community-Based Council MS SOARS
U.S. Department of Education - School Turnaround Community School Turnaround
Low Performing Schools and Schools At-Risk

P-16 Community-Based Engagement Council

Guidelines for P-16 Community Engagement Councils Mission

Community Engagement Councils, also known as P-16 Councils, are an essential opportunity to build this process. The Community Engagement Councils are intended to be community-based and independent. The Councils are charged with the duty and responsibility to build strong, healthy communities. In order to build strong, healthy communities it is necessary, among other things, to create a quality public education delivered to students in healthy schools which are accessible to all children, regardless of race, class, status, gender or disability. Since these goals cannot be achieved within a year or two the Councils will need to develop a "comprehensive plan" that attempts to answer these two questions: a) "What will a strong, healthy community, rooted in a quality public education system, need to look like 10, 15 or 20 years from now? b) "What do we have to do this year, next year and the years that follow in order to build this process in the right direction?"

- P-16 Training Webinar (01/31/2017)
- Building Effective P-16 Community Engagement Councils PowerPoint Presentation
- Guide for Establishing P-16 Community Engagement Councils
- P-16 Council
- P-16 Regional Training PowerPoint



School Improvement

601-359-1003
Staff
FAQ

Services

Evidence-Based Programs
Revision Request
School Improvement

Links

Mississippi Succeeds Plan
Cohort IV Renewals
School Improvement Grants (SIG) Information Center 1003 (g)

Resources

P16 Community Engagement - Toolkit

Rules and Regulations governing P16 Councils Page 3

What does independence mean? Page 14

What is the role of the P-16 Council? Page 15

Resources

- [National Network of Partnership Schools at Johns Hopkins University \(NNPS\)](#). NNPS supports schools, districts, and organizations in implementing effective school, family, and community partnerships. On the site you've find [archived webinars](#) for districts, organizations and states. The latest webinars were held in January and February 2018.
- [Global Family Research Project](#) (formerly Harvard Family Research Project) has a [resource](#), published in August 2018, on how human-centered design can be used strengthen family engagement strategies. Some of the references cited in the resource includes a [slide deck](#) on an equity-centered design framework from Stanford. The deck provides a framework from which to operate.
- [Annenberg Institute for School Reform](#) reflected on a number of Investing in Innovation (i3, US Department of Education) grantees that received federal dollars to demonstrate or scale up family and community engagement initiatives, in its journal, [Voices in Urban Education](#) in 2016. The publication examines what conditions are necessary to foster family engagement. To learn more about the grantees that received the i3 grants, click [here](#). One framework that's been scaled up that's worth looking at is [Education CAFÉ](#) (Community Action Forums in Excellence) from Intercultural Development Research Association (IDRA). To better understand IDRA's framework, I've included their [family leadership principles](#) for your review.

Resources

- [School Governance Councils Connecticut State Department of Education](#). An [archived webinar](#) on CT's approach may be a useful resource for implementation and sustainability. In CT, Title I schools are required to develop school-parent compacts, and the webinar walks you through the expectations for all parties. On that note, I'd also suggest checking out the Connecticut Association of Boards of Education. They have a whole section dedicated to [school governance councils](#). The page includes a number of webinars, but their hyperlinks aren't in bold, so beware.
- [National Center on Safe Supportive Learning Environments](#). There are also a number of older resources from the center including a [resource manual](#) from the National Education Association. The manual includes insights from programs implementing family-school-community partnerships.

What is the role of the P16 and School/District?

P16 (What it is - Roles and Responsibilities)	P16 (What it is Not)	School/District (Roles/Responsibilities)
<ul style="list-style-type: none"> <input type="checkbox"/> Provide ideas, partnerships, and information that can help the schools succeed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Not another school board and does not have any mandating or enforcement authority 	<ul style="list-style-type: none"> <input type="checkbox"/> Work with the P16 to provide data and information related to key P16 policy areas (district policies, achievement data, student discipline, etc.)
<ul style="list-style-type: none"> <input type="checkbox"/> Suggest policy and actions to the school district or school administration 	<ul style="list-style-type: none"> <input type="checkbox"/> Not supposed to conduct direct programs or projects 	<ul style="list-style-type: none"> <input type="checkbox"/> Work in partnership with the P16 to develop solutions to the most pressing needs of the district
<ul style="list-style-type: none"> <input type="checkbox"/> Examine policy and to advocate for the enforcement of policies that are good for children 	<ul style="list-style-type: none"> <input type="checkbox"/> Not a place for politics 	

Building Partnerships

Is what I'm doing, or about to do, going to improve student achievement?

How does this decision improve the quality of instruction and outcomes for ALL students?

School Improvement Contact Information

Dr. Sonja J. Robertson Executive Director srobertson@mdek12.org		
<p>Ms. Shakinna Patterson, Ed.S. Bureau Director II spatterson@mdek12.org</p>	<p>Dr. Ledora Harris Staff Officer III lharris@mdek12.org</p>	<p>Mr. Deowarski McDonald Ed.S. Staff Officer III dmcdonald@mdek12.org</p>
<p>Dr. Lea Johnson Lead School Improvement Coach/UM lea.johnson@mdek12.org</p>	<p>Mrs. Jeanne Park Lead School Improvement Coach/UM jeanne.park@mdek12.org</p>	<p>Ms. Renona Jackson Project Officer III rjackson@mdek12.org</p>
<p>Mr. Jerry Moore Lead School Improvement Coach/UM jerry.moore@mdek12.org</p>	<p>Dr. Bonita Harris Office Director bharris@mdek12.org</p>	<p>Office of School Improvement 359 North West St. P. O. Box 771 Jackson, MS 39205 601-359-1003</p>



Office of School Improvement

359 North West St.
P. O. Box 771
Jackson, MS 39205
601-359-1003