



Evaluate the Strengths, Challenges/Limitations, Opportunities for Improvement of the current APS Advisory Committee Structure

- Comments can be on the Advisory Committee structure overall OR specific advisory committees
- Please refrain from making any comments about specific individuals and/or positions (e.g. Chair)

	Strengths	Challenges/Limitations	Opportunities for Improvement
Table 1	Broad range of coverage of student-focused priorities	Consistency in nomenclature related to terms describing structure/format: "Board," "Committee," "Council," etc. Too broad of a range; not a specific mission	Chance to make the PIPs match the actual purpose and mission of the councils/committees and prevent scope creep
Table 2	-committees hit on important areas: budget, facilities, etc -committees are bringing together many people with perspectives and ideas, which is raising issues important to stakeholders	-mission creep -rotating chairs yearly results in loss of knowledge -some performance obj of the strategic plan are not represented in any of the PIPS	-ensure that all performance obj are included in at least one committee -how to balance the number of volunteers with how many performance obj there are -broadening perspectives -more diverse representation in the committees -possibly more even representation of parents AND students AND teachers and staff
Table 3	Community members who are dedicate (large number of) to our	-Outdated purposes, no longer aligned to strategic plan	-Opportunities to streamline membership and charges for



	students, school system and staff	<ul style="list-style-type: none"> -Turn over in membership-need for continuity of membership -Lack of representation (TCI rep on all committees?, all schools?) -How to continue to maintain/increase membership of committees 	<p>committees</p> <ul style="list-style-type: none"> -Opportunities needed for instruction to be in rooms with committees that by nature may not be aligned to instruction (and vice versa)
Table 4	<ul style="list-style-type: none"> -Specialization -Community oversight -Possible greater community participation 	<ul style="list-style-type: none"> -Adaptability of committee to address current issues -Too much focus on adding staff -1 year term leads to loss of institutional knowledge; 2 years would be better 	<p>More collaborations with classroom teachers - integration with TCI (supervisory group to superintendent)</p>
Table 5	A lot of dedicated people on the committees	<p>Keeping people interested and getting diverse voices</p> <p>Competing interests</p> <p>Agendas driving recommendations</p> <p>Loss of focus</p>	<p>Streamline and get people out of silos.</p> <p>Committees sticking to their purpose</p> <p>Diversifying participants</p>
Table 6			
ACTL Subcommittee chairs	<ul style="list-style-type: none"> • Interest in retaining ACTL subcommittee subjects/areas 	<ul style="list-style-type: none"> • Chairs need more than one year as chair for effectiveness • Term limits contribute to loss of member effectiveness and loss of institutional knowledge • Absence of recommendation 	<ul style="list-style-type: none"> • What should the role of the former chair be • Need more deliberate onboarding: chairs, staff liaisons, centralized onboarding for members



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School Board Advisory Committee Working Group

		<p>tracking system means committees don't know what was proposed in the past, don't know what/why the Board response was (and hence can't use that info to hone their rec/justification), and don't know the status of past recommendations</p> <ul style="list-style-type: none">• Timeline of committees v budget timeline v. program of studies; submitting recs in May is a very ineffective time• Need less complex process; too many rules; process gets in the way of communicating to the key decision makers• Lack of diverse recommendation on committees; committee members don't show up; hampers getting community feedback from multiple lenses and voices• Need to educate committee members on how APS works (again and again)• Need to get info/data from Syphax in a timely manner; what are the expectations of staff to support ("Advisory Day")• More direct access to data for chairs•	<ul style="list-style-type: none">• Develop a process that optimizes communicating with key decision makers• Get more voices, diverse, all schools• Student representation – LOTS of it• Balance between retaining experience & institutional knowledge and gaining new people & new ideas• Add committees: More on school climate & community building; Extracurricular activities (build school identity concept) – incl activities in the community• How to bring in people who aren't coming bc they are frustrated but because they have something to contribute and bring positive energy• Access / path to expertise and best practices• Ideas of staff on committees, but also protect the possibility of committees recommending things that staff might not want• Opportunity to advise on operational matters (transportation, communication, more...)• Possibly change the "term / year" of a committee to the calendar
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			<ul style="list-style-type: none">year• Importance of identifying and developing value-add of advisory groups• Role of Board liaison; avenues for subcommittees to engage early with Board liaison• Role of staff liaison; also, how advisory groups can make the jobs of staff easier•
Advisory Group on English Learners (ACEL)	<ul style="list-style-type: none">•		<ul style="list-style-type: none">• Student representation• Creating a committee on extracurricular activities• Creating a process whereby ACEL will have a chance to comment on the proposed changes from other committees which may have a significant impact on EL students.• Committee members also want to have a clearer understanding of what will be helpful to the School Board, noting that if you want people to have positive energy, they generally want to see that they are making a difference.• Opportunity to improve the timing process of advisory groups - We discussed a process in which



			<p>recommendations would be developed by first considering the research on the problem and/or proposed solution, getting input from other committees on the likely impact of the change (for example, recent changes in teaching reading were made without necessary adaptations and supports for English learners) and then getting a reality check from teachers.</p> <ul style="list-style-type: none">• (Note that ACEL members do NOT endorse the idea of year-round committees)
ELAAC (ELA Advisory Committee)		<ul style="list-style-type: none">• The application process is not smooth. Members have not heard back after applying to join a committee.• The application and the application process is confusing and not transparent. Try to address other populations- Make the application simple, consider offering different times to meet, provide translation services and translate documents.	<ul style="list-style-type: none">• Consider providing recommendations every other year to allow more time for the committees to work on their recommendations as well as gather more data.• Provide an orientation for members of advisory committees. Committee members are thrown in without knowing anything.• Provide detailed information as to what is expected of members of the advisory committee. Are they expected to reach out to the community? Are they providing personal experience?



			<p>Do they need a specific background to fulfill their role?</p> <ul style="list-style-type: none">• Feasible recommendations- can committees know early on so they don't waste their time
ACTL Council Leadership team	<ul style="list-style-type: none">• Many different voices focused on specific areas of expertise••	<ul style="list-style-type: none">• Accountability - once recommendations are made and approved by the Board, how are they tracked and implemented? While this is not necessary a part of "Reimagining", I think it is something that goes into the tracking system - what was proposed, approved, and followed through with• What are some out of the box ways the committees can meet objectives that don't necessarily rely on adding staff?• The PIPs may need to be more detailed and explicit. AND, we don't want to stifle new best practices from emerging organically.	<ul style="list-style-type: none">• Pilot combining subject areas, such as a combined Math-Science or Social Studies-ELA committee• Can subcommittees act as an implementation team? For example, can they propose implementation plans, track early, middle, and late implementation measures, and report back to APS Leadership with suggestions for tweaks to implementation plans based on what they're seeing on the ground?• Balance between retaining experience & institutional knowledge and gaining new people & new ideas• It would be great if we could get individuals who are not necessarily affiliated with a school to participate in the committees. I think we have a unique opportunity with Arlington and the expertise that we could learn a lot from



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			<ul style="list-style-type: none">• How can we better use data to inform some of the recommendations from the Advisory Groups? I think we are data rich and we need more analysis. And if we don't have the specific data, how can we collect it and close the gaps?<ul style="list-style-type: none">○ Perhaps teams could use data to inform their problem description and propose ways to use data to track the success of their recommendations.
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