

Housemasters' School Committee Presentation December 2009

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THE HOUSE SYSTEM IS AN EFFICIENT MODEL OF SUPERVISION

School administrators supervise (1) students and (2) teaching and learning. Even before the 4th house was closed, L-S was a model of administrative efficiency, compared to nearby schools, due in part to the one-class release from teaching for academic department coordinators at L-S.

High School	Enrollment	Asst. Principals or Housemasters	Department Head Release*	Total Supervisors of Students & Teaching	Students : Supervisor Ratio
L-S	1640	4	.25	5.75	285 : 1
A-B	1950	3	.60	7.20	271 : 1
C-C	1250	2	.50	5.50	227 : 1



*One for each of the 7 teaching departments: English, History, World Language, Math, Science, Art, and Wellness —released from teaching for supervisory part of job.

Reduced from 4 to 3 houses in 2009-10, is the 3-house system a more efficient model?

When the student to supervisor ratio increases, something else has to give. During the 2009-2010 academic year, the supervisory ratios at L-S are much higher than those at comparable area schools.

High School	Enrollment	"Asst. Principals"	Department Head Release*	Total Supervisors of Students & Teaching	Student : Supervisor Ratio
L-S	1614	3	.25	4.75	340 : 1
A-B	1950	3	.60	7.20	271 : 1
C-C	1250	2	.50	5.50	227 : 1



*One for each of the 7 teaching departments: English, History, World Language, Math, Science, Art, and Wellness (Health & Fitness)

Housemaster Loads Over the Years

	1994-95 N-S-W Houses	2000-01 N-S-W Houses	2001-02 N-S-W-E (East added)	2008-09 N-S-W-E Houses	2009-10 S-W-E (North gone)
LS Enrollment	887	1250	1324	1640	1608
Student Load/HM	887/3= 296	1250/3= 417	1324/4= 331	1640/4 = 410	1608/3= 536



Housemaster Job Description

- Has aspects of both Assistant Principal/Principal role
- Manage & oversee students' progress: academic, social, and behavioral
- Building managers: hiring, staffing, programmatic decisions, curriculum oversight, safety procedures
- Liaison to two or more academic departments
- School-wide administrative tasks (night events, faculty duties, class advisors, AP exams, graduation)
- Faculty support, supervision, and evaluation



Positives of House Reduction

- Smooth physical transition West House to North House space
- Addition of 3rd campus aide allows staggered shifts 7am-6pm
 - Detentions more effective
 - Better enforcement of class cuts, off campus violations, parking lot rules, hallway behaviors
- IPass enhancements have streamlined workflow and electronic notifications to parents have saved \$ postage costs



Negative Impacts/What areas have to give?

Relational Nature of the Job

- Housemaster and House Assistant have 530 students and families to get to know—it's impossible! Relationship building suffers.
 - Less time to get to know students, pre-empt problems, put academic & social supports in place
 - Can't attend all parent/teacher meetings, returning phone calls takes longer, have to use e-mail more, more triage/less proactive and personal touch
 - Less time to support teachers; must do triage in lieu of ongoing proactive consultation with teachers



Negative Impacts/What areas have to give?

Supervision of Students

- Erosion of supervision if spread too thin
 - Less administrative presence in halls
 - Academic needs—harder to keep up with individuals' progress, warnings, supports needed
 - More time spent on discipline than ever before
 - Less discretionary time to work with specialists: psychological clinicians, special education liaisons, program directors



Negative Impacts/What areas have to give?

Staff supervision, services to students, families

- Teacher Evaluation Process
 - Fewer classroom visits—more teachers on supervision cycle (21 each HM this year/ 16 previous 2 years)
 - Less ongoing feedback to veteran teachers
 - Less coaching & mentoring time for new teachers
- House system
 - Counselors & clinicians share students between houses; makes teamwork more elusive
 - Houses have 130 more families, all 530 expect same attention & service as before (from both Housemaster and House Assistant)
 - Can't be done, frustrates both staff and families



Conclusions

- There has been an inevitable increase in the Houses' workload, without a decrease in community expectations.
- All 3 HM's feel the job is significantly more reactive than proactive this year.
- Students, parents, and teachers, we feel, are not getting the same quality of support we used to provide.



House numbers over the years

	1994	2008-09 (last year)	2009-10 (current)
Total students at LS	887	1640	1608
Per HM student load	$887/3=$ 296	$1640/4 =$ 410	$1608/3=$ 536

