

Student Outcomes Focused Governance

A Continuous Improvement Framework

Vision & Goals

Values & Constraints

Accountability & Monitoring

Communication & Collaboration

Unity & Trust

Continuous Improvement

Definitions

superintendents came together with the intention of defining and supporting effective governance throughout the CGCS family of member districts. Referring to themselves as “TeamRogue” -- a designation intended to describe the break from existing governance doctrine they believed necessary to position boards as entities capable of driving improvements in student outcomes -- they began by reviewing existing research and asking a great number of questions. After conducting what was, at that time, the nation’s most comprehensive survey of urban board members and superintendents on the topic of improving governance effectiveness, the group began formulating a series of workshops geared toward new board members, board chairs, and whole board teams. Those early efforts have since evolved into this framework. None of this would be possible without significant contributions from each of the following:

Michael Cari inen

Pamela Knowles (Portland), Larry Nyland (Seattle), Michael O'Neill (Boston), Moses Palacios (CGCS), Ashley Paz (Fort Worth), Josh Reimnitz (Minneapolis), Miguel Solis (Dallas), Teri Mag

INTRODUCTION

Overview

Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to the

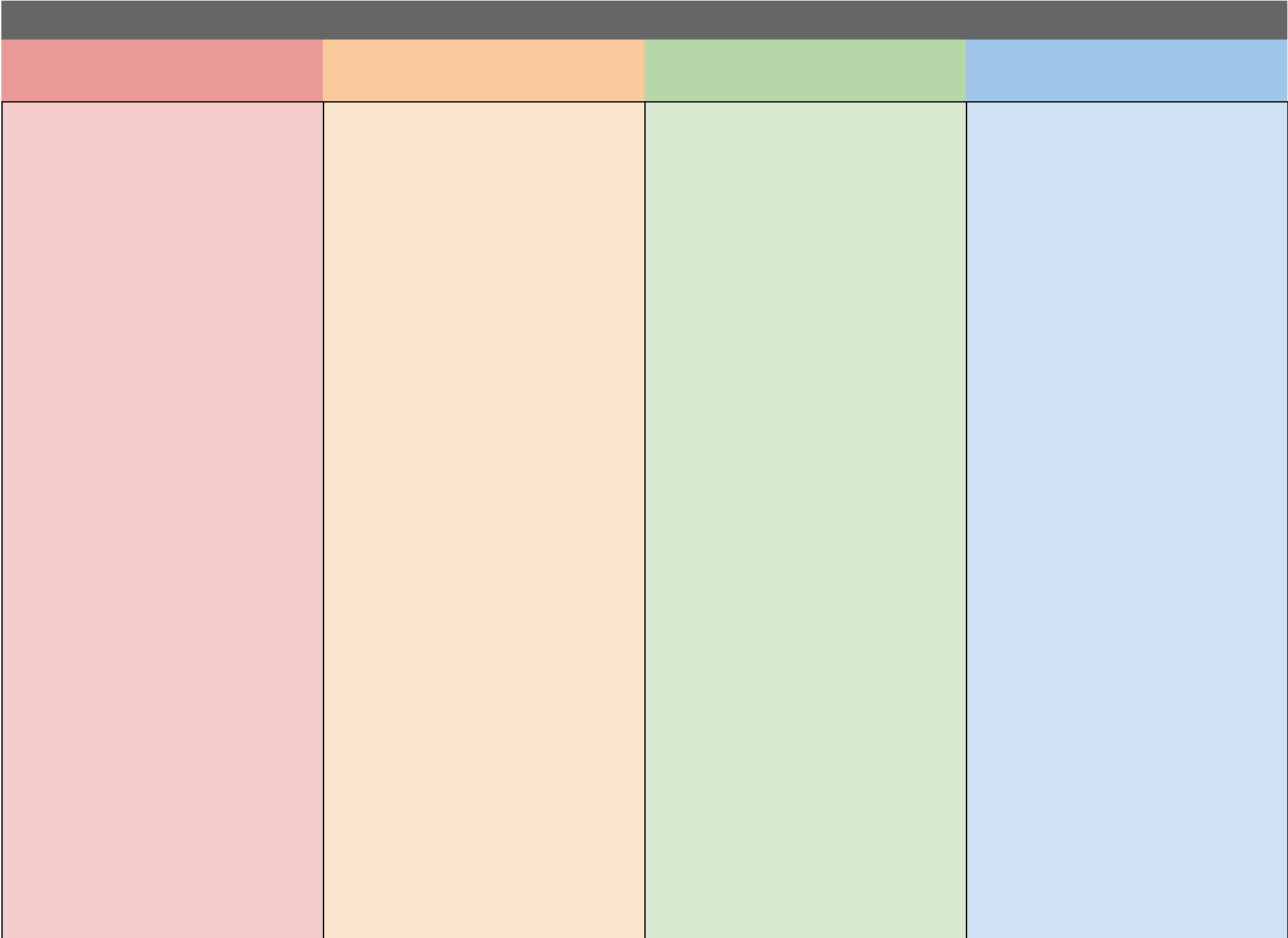
VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt a vision & goals that are student outcomes focused.

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	25 Points	35 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted a vision.</p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted a vision. If there is a permanent Suenen</p>		



ACCOUNTABILITY & MONITORING: Th

[Red]	[Orange]	[Green]	[Blue]
[Red]	[Orange]	[Green]	[Blue]
[Red]	[Orange]	[Green]	[Blue]



UNITY & TRUST: The Board will lead with

Red	Orange	Green	Blue
Red	Orange	Green	Blue
Red	Orange	Green	Blue

DEFINITIONS

Adult Outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. [see Outcomes, Student Outcomes definitions]

Adult Outputs: The adult experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the adults' role in the implementation of the program or strategy. Outputs that are not student outputs. [see Outputs, Student Outputs definitions]

Board-Authorized Public Meeting: Any non-privileged meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, and Board committees. Legally mandated hearings are exempted from this definition. [see Board Work definition]

Board Woredes, Br

Ending Point: The goal's desired number/percentage at the time of the ending date. The ending point is often represented by the 'Y' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Date, Goal Setting, SMART definitions]

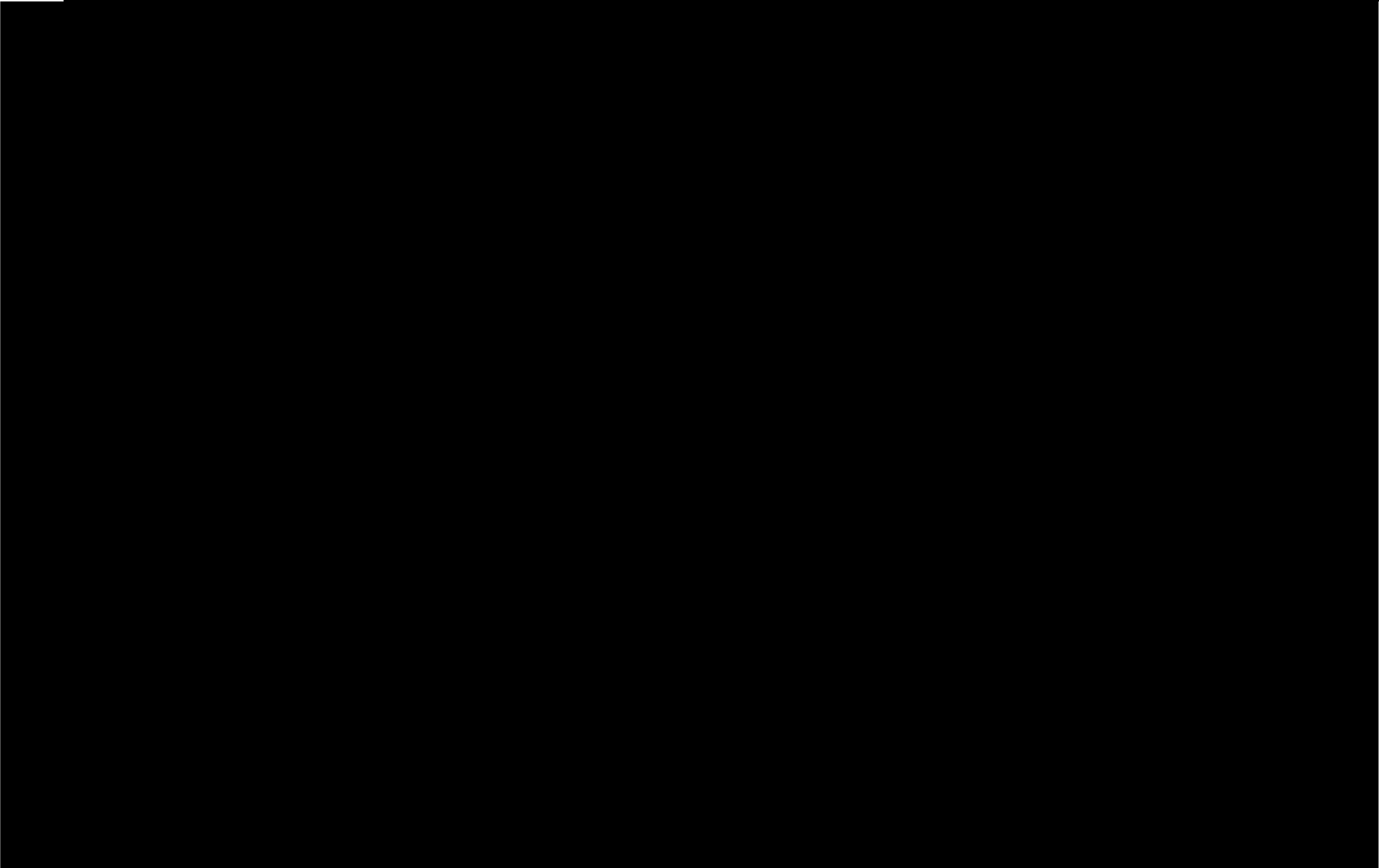
Goals: Policy statements that are SMART, that are student outcomes focused, and that describe the Board's top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board's goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five year period. Goals generally take the form of "student outcome will increase from X to Y by Z." [see Goal Examples section; see SMART, Student Outcome definitions]

Goal Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring. [see Board-authorized Public Meeting, Goal, GoalA

community wants to see happen, values describe what the community does not want to see happen. Values describe protections the community wants to see put into place. It is not appropriate for the Board to allow the community's values to be violated, even if doing so would support the accomplishment of the vision. The values are most often expressed as a constraint or a theory of action. Constraints generally are set for a three to five year period; theori2

makes strategic decisions regarding growing access to high performing schools and addressing low performers;
Then school performance contracts will require the school to accomplish the Board's goals while operating within the Board's other constraints.

SOURCES



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The 4 Disciplines of Execution, Chris McChesney, Sean Covey, & Jim Huling: <https://www.amazon.com/dp/B005FLODJ8/>

The Future of School Board Governance, Thomas L. Alsbury: <https://www.amazon.com/dp/1578867959/>

Boards That Make A Difference, John Carver: <https://www.amazon.com/dp/B008L01JWO/>

Good To Great, Jim Collins: <https://www.amazon.com/dp/B0058DRUV6/>

The Fifth Discipline, Peter M. Senge: <https://www.amazon.com/dp/B000SEIFKK/>

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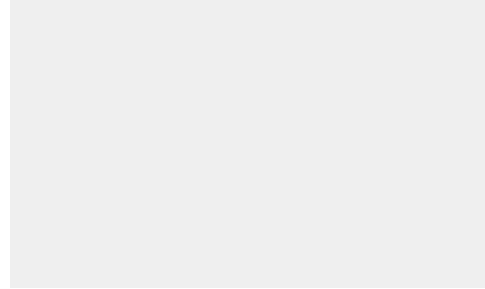
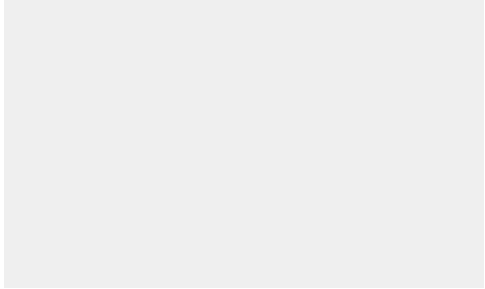
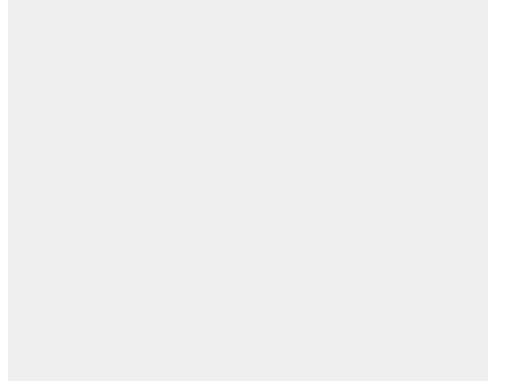
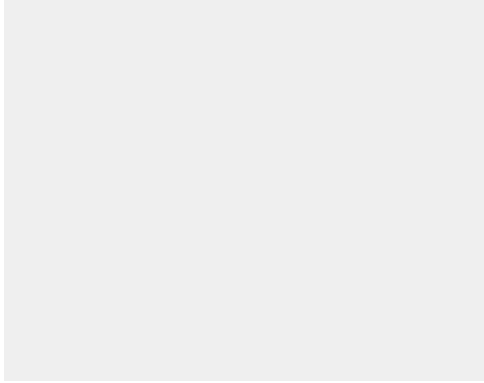
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BOARD QUARTERLY SELF-EVALUATION

Current Date / / Votes For/Against /

	January -March	April -June	July -September	October -December	January -March	Total Possible
Vision						



SUPERINTENDENT ANNUAL EVALUATION

A Goal or Constraint's performance is **Met Standard** if:

The Actual SY17/18 Ending Point \geq Desired SY17/18 Ending Point

OR

At least two thirds of the Interim Goals'/Constraints' Actual SY17/18 Ending Points \geq their respective Desired SY17/18 Ending Points

Otherwise the Board must consider growth and performance and vote to determine whether or not a Goal or Constraint's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:

At least two thirds of the Goals are **Met Standard**

AND

At least half of the Constraints are **Met Standard**

Otherwise the Board must consider growth and performance and vote to determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Goal 1: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022					
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:	
Interim Goal 1.1:			Management Comments		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
Interim Goal 1.2:					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
Interim Goal 1.3:					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
SY17/18 Evaluation					
Met Standard:			Did Not Meet Standard:		

Goal 2: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022

Baseline Ending Point:

Desired SY17/18 Ending Point:

Actual SY17/18 Ending Point:

Interim Goal 2.1:

Management Comments

Baseline
Ending Point:

Desired SY17/18
Ending Point:

Constraint 1: Superintendent will not allow the percentage or number of student

