



2020 ANNUAL CONFERENCE

ACCOUNTABILITY DRIVEN BY PURPOSE: BEFORE, DURING, AND AFTER CRISIS

Board Governance Excellence in Primary & Secondary Education

Thursday June 18, 2020
Pre-conference Course

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Introductions – Course Faculty

AJ Crabill



Karen Fryday-Field




Hartger Wassink



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Learning Goals

The learner will be able to explain why:

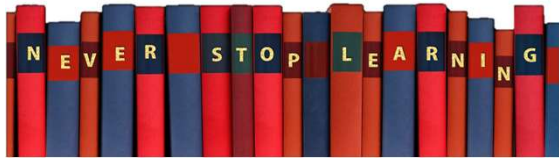
- A Board should adopt Ends Policies and describe what role Ends play in the organization.
- The Board must lead creation and adoption of Ends Policies.

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Part 1 – Why is Board Governance So Critical Within Education Systems?



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Part 2 – The Critical Importance of Student Success (Ends) Policies Directed By Boards

AJ Crabill

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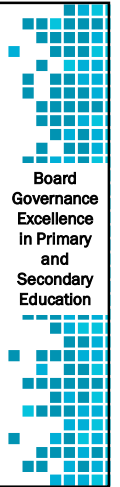


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School systems exist for one reason and one reason only.

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School systems exist to improve student outcomes.

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Student outcomes don't change until adult behaviors change.

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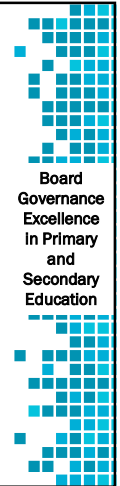
School boards exist to represent the vision and values of the community.

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School boards begin representing the vision by adopting “ends”.

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Some “ends” are broadly defined
All students will be literate on grade level

Some “ends” are narrowly defined
The percentage of 3rd graders who are literate on grade level will increase from 34% in August 2019 to 67% by August 2024

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The school board uses the “ends” as the standard against which all choices are evaluated.

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What questions do you have about the “ends”?



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Part 3 – The Critical Component of Ends Policy Interpretation by the Superintendent (and Team)

Dr. Hartger Wassink



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Ends Interpretation: Overview

- What is interpretation, how does it fit in the (Policy) Governance system?
- What are essential components of interpretation?
 - Example
- How does interpretation ‘work’?
 - Importance of dialogue

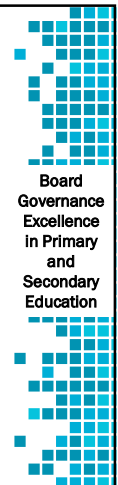


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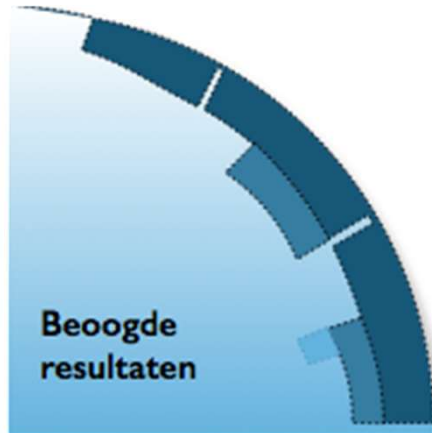
Process of Interpretation

- Superintendent sets (strategic) priorities for intended results
- The superintendent takes management responsibility, so the board can govern
- The superintendent ‘fills in’ the space that is left open by the board in its policies



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Essential Components

- ‘Operational definition’: what can be observed if the Ends are accomplished?
 - As comprehensive as possible
 - Observable (measurable if possible)

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Essential Components

- ‘Rationale: what gives confidence that this is a valid, reliable operational definition?’
 - Clearly and logically related to the Ends
 - As objective as possible (external source)
- Interpretation is exclusively superintendents’ domain

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Discussion Breakout

On Creating an Ends Interpretation

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Example

- Subpolicy “Students take responsibility for their learning process”
- *If you were the CEO, what interpretation would you make?*

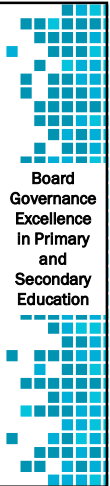
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Example

- Operational definition:
 - Students become aware that they are ‘in the driving seat’ of their own learning
 - They see the relation between their choices and the consequences
 - They need to learn this step by step

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Example

- Rationale of this interpretation
 - Research shows that ‘autonomy’ is an important driver for motivation
 - Pedagogical theory states that ‘scaffolding’ is a useful principle to learn new skills

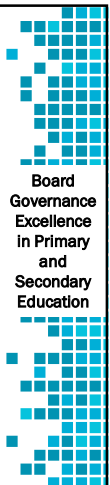
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Example

- Metrics (indicators) (selection)
 - Senior students choose 50% of their schedule
 - 80% of students feel being supported in this process

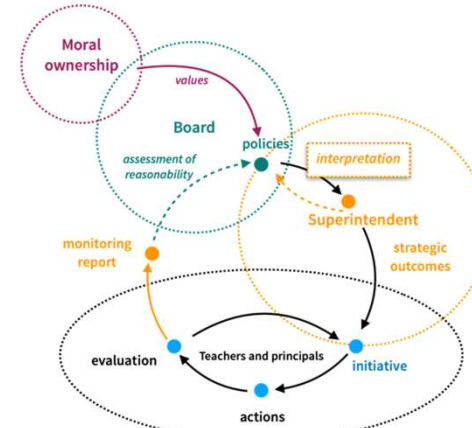
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Position of Interpretation

- Interpretation starts after Ends policies have been crafted
- It is the responsibility of the CEO, but best done in dialogue with the board
- Interpretation is informed by organization
- Final step: monitoring report
- Board assesses reasonability of interpretation

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Final Remarks on Ends Interpretation

- Interpretation by the SI is necessary for the board to be able to assess reasonability
- It is the core responsibility of the SI, but key to success is creating dialogue
 - Board-superintendent
 - Superintendent-organization
- Dialogue is continuous; interpretation is too

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Part 4 - Meaningful, Practical School Board Monitoring of Student Success

Are the Superintendent and Team Achieving the Planned 'Student Success Results'?



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A Monitoring Story/Experience



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Why Does the Board Monitor Student Success/Achievement (Ends)

- To fulfill the Board's accountability obligation to the broader community.
- To assess progress towards/achievement of student success.
- To address course correction as needed.

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Learning Goals on Monitoring

The participant will be able to:

- Describe the Role of the Board in monitoring the Superintendent/student success (Ends)
- How and when

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Learning Goals on Monitoring

- Should the Board select specific targets
- How does the Board analyze the results
- Critical questions the Board should ask
- Reasonable responses that the Board can make

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Critical Challenges Related to Board Monitoring

- Does “Board Monitoring” really help?
- How does the Board really know if Board policy is being achieved?
- Where can the Board or Superintendent go wrong?
- What types of organizational transitions may occur?

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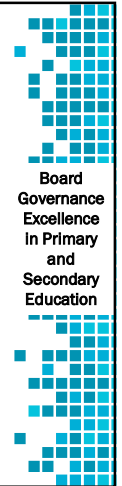
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The Superintendent’s Job Summarized

The job description of the Superintendent is to:

1. Achieve the student success outcomes efficiently, and,
2. Comply with Executive Boundaries on operations (conduct business within the Board’s values and boundaries on ethics, prudence, legal, and risk).

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How does the Board Monitor Superintendent Achievement of Student Success?



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Overview of Board’s Role in Monitoring

- 1 **DEVELOP** the policy criteria on student success
- 2 **DECIDE** on method and frequency of monitoring superintendent results



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Overview of Board's Role in Monitoring

- 3 **3.1 REVIEW** the Superintendent interpretation (operational definitions) for reasonableness
 - Is it understandable?
 - Does it makes sense, i.e. its aligned with Board direction
 - Reasonable stretch (is it enough student success/improvement?)
- 3.2 **REVIEW** evidence of achievement
 - Does the evidence demonstrate achievement

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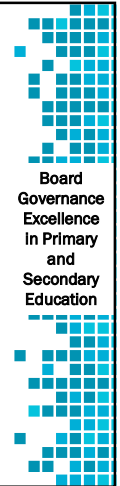


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Overview of Board's Role in Monitoring

- 4 **PROVIDE EVALAUTION/CONCLUSION** on Superintendent performance.
- 5 **PROVIDE ONE-VOICE FEEDBACK** to the Superintendent (positive and negative) re: Board's evaluation of monitoring report.
- 6 **DETERMINE** any Superintendent or Board **action needed**

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Any Reasonable Interpretation - Reminder

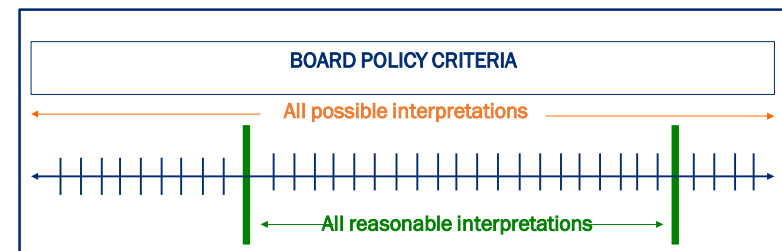
- May be different than the interpretation preferred by Board Members either individually or collectively.
- Board must assess and make a decision (via motion) determining if the Superintendent's interpretation falls within the range of reasonable interpretation.

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Defining Success Through Superintendent Policy Interpretation



Board requires a reasonable interpretation

The Anatomy (Structure) of a Student Success (Ends) Monitoring Report (What is included in a High Quality Monitoring Report)

- Part 1 - Declaration of Monitoring Report
- Part 2 – Student Success (Ends) Policy Criteria
- Part 3 - Superintendent Ends Policy Interpretation
- Part 4 - Superintendent Monitoring Results / Evidence
- Part 5 - Conclusion



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Understanding the Results Achieved – Board Questions About the Monitoring Report

- Do the results reported address all students?
- Is it clear how subsets of students are progressing?
 - Who is doing well? Are some struggling?
 - Is it clear why?

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Understanding the Results Achieved – Board Questions About the Monitoring Report

Does the report provide rational insight into what is driving success or lack of success?

- Can success be replicated with both successful and less successful student populations and why?
- Based on our strengths and weaknesses can we accelerate progress in student success?
- What barriers are holding success back?
- What Superintendent action is planned?

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Example Monitoring Report Small Extract from Larger Report

- SUB END 1 – GRADUATION AND ADVANCEMENT**
- Each student will graduate with the pre-requisite skills and confidence to access college, career, and other post-secondary options.

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Example Monitoring Report Small Extract from Larger Report

CEO INTERPRETATION I will have achieved this Sub-End over the next two years when pre-requisite skills (academic knowledge/skills) and confidence to access post-secondary (confidence to access) are achieved as follows:

- 90% of children entering kindergarten meet six readiness indicators.
- 85% of 9th graders on track for graduation as measured by students with seven or more credits.
- 80% of students for 100% on the College and Career Readiness Survey for students in 3rd, 5th, 8th, and 10th.
- 90% of graduates achieve on time graduation as measured by 4yr and 5yr Adjusted Cohort Graduation Rates.

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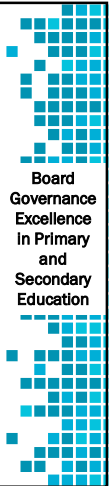
Example Monitoring Report Small Extract from Larger Report

RATIONALE

1.1: 90% of children entering kindergarten meet six readiness indicators.

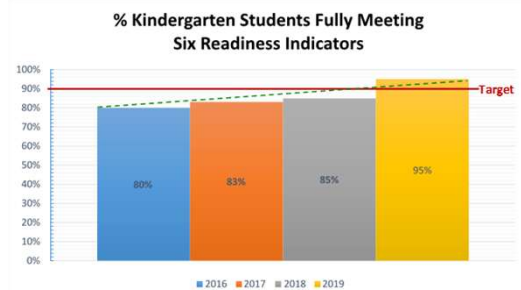
- Research (XXX) strongly demonstrates that this measure is critically linked to successful high school graduation including required academic knowledge and confidence to move forward to post-secondary education or career.
- 90% is 5% higher than last cycle and we believe we can achieve this significant improvement based on introduction of our new pre-kindergarten program for >75% of kindergarten students.
- This is greater than 10% better than the state average.

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EVIDENCE/RESULTS

1.1: The results over the past 3 academic cycles and this year's results include:



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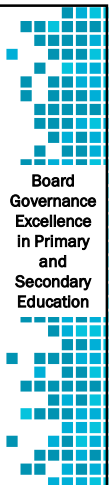
Example Monitoring Report Small Extract from Larger Report

CONCLUSIONS

As CEO, I believe this evidence (along with the other measures) demonstrates achievement of our reasonable interpretation and hence our Ends Policy.

We are committed to continue to achieve higher levels of achievement of this metric each year.

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Example Monitoring Report Breakout Discussion



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Discussion on the Example Monitoring Report

- What was the phenomenon being monitored?
- Is the Superintendent's interpretation clear, lined up with the policy, and does it represent reasonable progress/achievement? Is the rationale reasonable?

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Discussion on the Example Monitoring Report - continued

- Is the evidence (the results):
 - Understandable?
 - Is the interpretation reasonable?
 - Aligned with Ends?
 - Enough compared to the investment made.

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Discussion on the Example Monitoring Report - continued

- Are the evidence/data provided sufficient to demonstrate achievement of the Superintendent's interpretation?
- Does the evidence/data demonstrate reasonable achievement when compared to the Superintendent's interpretation?

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Discussion on the Example Monitoring Report - continued

- Is enough information available to explain the whys behind the results?
 - E.g. why compliance with some targets/measures may not have been achieved.
- What would be your Board's feedback on this Monitoring Report?

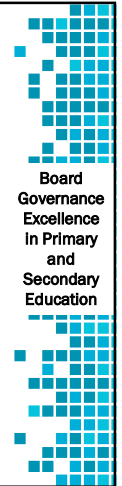
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Challenges in Board Monitoring the Ends Policy Achievement

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Key Takeaways on Monitoring Discussion

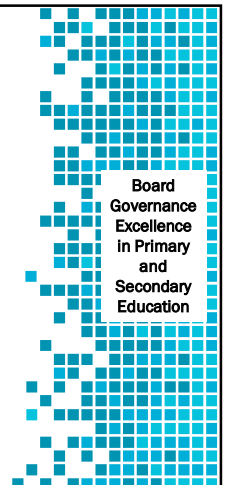
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Part 6 – Wrap-up, Baking the Board Governance Cake and Key Takeaways

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Any Questions

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Next Steps with GOVERN for IMPACT

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Next Advanced Practice Governance Webinars

SEPTEMBER 2020							OCTOBER 2020						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

Sep 22, 2020 @ 11:00-2:00 p.m.
Eastern Time
Board Leader Character

Oct 27, 2020 @ 11:00-2:00 p.m.
Eastern Time
Board/CEO Relationship Development and Expectations

Free Trial Calendar Template from www.templates4business.com

Thank you for engaging with GOVERN for IMPACT!

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