STUDENT OUTCOMES FOCUSED GOVERNANCE

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PRESENTATION TOPICS

- Framework Overview

- Best Practice

- Inputs – Outputs – Outcomes

- How Boards spend their time

- Six Steps to creating a new governance approach

- The importance of reflection

STUDENT OUTCOMES DON'T CHANGE UNTIL ADULT BEHAVIORS CHANGE

Proposed Standard of Integrity

DOING WHAT I HAVE ALLOWED PEOPLE TO EXPECT OF ME,

TO THE DEGREE THAT I HAVE ALLOWED THEM TO EXPECT IT,

BY WHEN I HAVE ALLOWED THEM TO EXPECT IT

WHY DO SCHOOL SYSTEMS EXIST?

FIVE PROMISING PRACTICES TO MEET THE CHALLENGE:

1. Align focus on student outcomes

2. Set student outcomes focused goals

3. Monitor progress toward goals

4. Leadership that aligns adult behaviors

5. Coaching that creates space for changing adult behaviors

INPUTS – OUTPUTS - OUTCOMES

- Story about cooking – examples of inputs, outputs, outcomes.

- School-based inputs

- School-based outputs

- School-based outcomes

- Significance of Adult Outcomes versus Student Outcomes

HOW DO SCHOOL BOARDS SPEND THEIR TIME?

Goal 1: Early Literacy

The percentage of third-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state English Language Arts (ELA) summative assessment will increase from 25.4% in May 2023 to 55.5% in May 2028.

Goal 2: Math Proficiency

The percentage of eighth-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state mathematics summative assessment will increase from 18.6% in May 2023 to 42.5% in May 2028.

Guardrail 1: Wraparound Support Systems
The superintendent will not allow the district to operate with inequitable distribution of school and/or community-based wraparound and support systems.

Guardrail 2: Equity
The superintendent will not allow resources to be allocated inequitably.

Guardrail 3: High-Quality Curriculum and Instruction
The superintendent will not allow curriculum and instruction that is not district and standards-aligned, challenging, culturally and linguistically responsive, and differentiated   to meet the academic needs of all students.

IMPROVE OUR PRACTICE – CHANGE BEHAVIOR

- Mastering behavior of focusing on our goals for student outcomes governance

- Six competencies that describe school board behaviors and the degree to which they create the conditions for improvement in student outcomes:

  - Vision and Goals

  - Values and Guardrails

  - Monitoring and Accountability

  - Communication and Collaboration

  - Unity and Trust

  - Continuous Improvement

CHANGING OUR BEHAVIOR WHERE AND HOW TO BEGIN

Honest and Courageous conversations about how your board functions….

Start with a continuum in mind and work toward MASTERY

Let's Go!

PROGRESS MONITORING

MONITORING TAKES MUSCLE…

- DO YOUR HOMEWORK

- UNDERSTAND REALITY

- KEEP THE CONVERSATION GOING

- NO GOTCHA GOVERNANCE

- DON'T OFFER ADVICE

IN CLOSING….

- What is one takeaway from this discussion?

- What behavior you are willing to change?

- What will be most helpful to your board/district to adopt this framework?