

Board Agreements: End Results Monitoring and Executive Limitations Monitoring Processes
March 2017 Extended Study Session

During the March 2017 Extended Study Session, the Board discussed the components of an effective results monitoring system, reviewed and discussed current policy, and came to consensus agreement regarding changes to the End Results monitoring report system to take effect in the 2017-18 school year. In addition, the Board discussed and came to consensus regarding changes to the Executive Limitations monitoring system protocol. The notes below reflect Board discussion and consensus agreement.

Formal changes to Board policy will be drafted for formal Board approval in August 2017 and the 2017-18 Work Plan of the Board will be updated accordingly.

The following document includes:

1. Components of an effective results monitoring system
 2. Board consensus, according to my notes from March, regarding changes to the components of the current End Results monitoring report system for 2017-18 for:
 - a. ER 1 Mission and Vision
 - b. ER 2 Literacy and Language
 - c. ER 2 Mathematics
 - d. ER 2 Science
 - e. ER 3 *Interdisciplinary Skills and Attributes (*note: the Board did not have time to discuss ER 3 in any depth. My notes indicated individual Board member thoughts expressed, and I agreed to draft up something for the Board to review and discuss)
 3. A model "Assertion of Progress and Exceptions" form. My notes indicated that the Board agreed that a 1-page form needed to be developed that included the following:
 - a. Assertion of Progress with Evidence
 - b. Exceptions with Evidence
 - c. Strengths
 - d. Weaknesses
 - e. Focus/Priority Moving Forward
 - f. Presentation Comments
 4. Board consensus, according to my notes from March, regarding changes to the Executive Limitations monitoring system protocol
-

Components of an effective results monitoring system include:

1. Reasonable interpretation
 - a. *What is the Board specifically monitoring?*
2. Established indicators
 - a. *What is the Board’s agreed upon evidence?*
3. Targets for student achievement
 - a. *What are the Board’s stated expectations for outcomes?*
4. Data clearly presented and analyzed
 - a. *What data, in what format, does the Board need to understand progress and performance?*
5. Assertion of progress and exceptions
 - a. *How does the Board decide if reasonable progress is being made? How does the Board develop consensus and communicate areas for celebration and concern so the CEO has direction for focus/prioritization?*

Board consensus regarding changes to the End Results monitoring report system for 2017-18:

End Results 1 – Mission and Vision	
Reasonable Interpretation	<p><u>Mission</u>: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.</p> <p><u>Vision</u>: Every student Future Ready:</p> <ul style="list-style-type: none"> ● Prepared for College ● Prepared for the Global Workplace ● Prepared for Personal Success
Established Indicators	<ul style="list-style-type: none"> ● % on-time graduation rate <ul style="list-style-type: none"> ○ number of non-graduates with reasons and dropout rate, as measured by district data ● % extended graduation rate ● % of 11th and 12th grade students enrolled in a dual credit college-level course earning B or above ● % of students taking at least one AP exam ● % of students passing an AP exam ● % of graduates enrolled in post-secondary institution within 2 years of graduation <ul style="list-style-type: none"> ○ Student attendance by college type (two year, four year, public, private)

<p>Targets for Student Achievement</p>	<ul style="list-style-type: none"> • 100% graduation rate • 95% of students meet all other established indicators • Student performance is comparable to student performance in comparable WA state districts (< 6500 students is in the top quartile, disaggregated by sub-group - rank order plot) • Student performance is improving in all established indicators
<p>Data Clearly Presented and Analyzed</p>	<ul style="list-style-type: none"> • 5 years of data will be presented • Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation) • District level data will be presented, built upon actual individual student performance data • Gap data (gab tab) will be presented for current year in all areas • Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between (like OSPI grad chart - earliest data first on line) • Over time data (e.g. five years of data) will be presented on line graph <ul style="list-style-type: none"> ○ Rule of thumb: if more than 5 bars, do a line • Written reports will continue to include connections to means and CIP Redundancies will be reduced in the written report • Presentations will make connections to means during analysis versus at the end of the presentation.
<p>Assertion of Progress and Exceptions</p>	<ul style="list-style-type: none"> • Following the presentation of the End Results Monitoring Report, the Board will discuss the End Results during the Board meeting <ul style="list-style-type: none"> ○ Diane will take verbatim notes of Board comments, questions, and discussion • Diane will send the verbatim notes to the Board the day after the Board meeting • The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board. • The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board. • The full Board will discuss “Assertion of Progress and Exceptions” at the next scheduled Board meeting and the report will be formally adopted.

End Results 2 - Content Knowledge: Literacy and Language

Reasonable Interpretation	<ul style="list-style-type: none"> • Write clearly and effectively in English for a variety of audiences and purposes • Read, interpret, analyze, and evaluate for both literary and informational texts • Understand and apply commonly accepted rules and conventions of the English language • Communicate effectively in a language other than English
Established Indicators	<ul style="list-style-type: none"> • % of students who Demonstrate Characteristics of Entering Kindergartners in literacy and language based on WaKIDS whole-child assessment • % of students demonstrating skills expected of 5-year-olds in literacy and math based on WaKIDS whole-child assessment • % of kindergartners at benchmark on End-of-Year Dynamic Indicators of Early Literacy (DIBELS) • % of 3rd graders meeting or exceeding state standards in English language arts/literacy • % of 5th graders meeting or exceeding state standards in English language arts/literacy • % of 8th graders meeting or exceeding state standards in English language arts/literacy • % of 9th graders earning 6.0 credits (1.0 English) • % of 10th graders accumulating 12.0 credits (2.0 English) • % of 11th graders meeting or exceeding state standards in English language arts/literacy • % students meeting criteria to earn a Washington State Seal of Biliteracy • % students earning a Washington State Seal of Biliteracy
Targets for Student Achievement	<ul style="list-style-type: none"> • 95% of students meet all established indicators • Student performance is comparable to student performance in comparable WA state districts (< 6500 students is in the top quartile, disaggregated by sub-group - rank order plot) • Student performance is improving in all established indicators
Data Clearly Presented and Analyzed	<ul style="list-style-type: none"> • 5 years of data will be presented • Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation) • District level data will be presented, built upon actual individual student performance data. • Clean cohort data will be presented and disaggregated for current grade 2 DIBELS (2,1,K) • Clean cohort data will be presented and disaggregated for current grade 8 students showing performance in grades 7,6,5,4,and 3 • Gap data (gab tab) will be presented for current year in all areas • Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between (like OSPI grad chart - earliest data

	<p>first on line)</p> <ul style="list-style-type: none"> • Over time data (e.g. five years of data) will be presented on line graph <ul style="list-style-type: none"> ○ Rule of thumb: if more than 5 bars, do a line • Written reports will continue to include connections to means and CIP. Redundancies will be reduced in the written report. • Presentations will make connections to means during analysis versus at the end of the presentation.
Assertion of Progress and Exceptions	<ul style="list-style-type: none"> • The Board will discuss the End Results during the Board meeting at which the report is presented <ul style="list-style-type: none"> ○ Diane will take verbatim notes of Board comments, questions, and discussion • Diane will send the verbatim notes to the Board the day after the Board meeting • The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board. • The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board. • The full Board will discuss “Assertion of Progress and Exceptions” at the next scheduled Board meeting and the report will be formally adopted.

End Results 2 - Content Knowledge: Mathematics	
Reasonable Interpretation	<ul style="list-style-type: none"> • Understand and apply mathematical principles and concepts • Solve problems, reason, and communicate mathematically
Established Indicators	<ul style="list-style-type: none"> • % of 3rd graders meeting or exceeding state standards in math • % of 5th graders meeting or exceeding state standards in math • % of 8th graders meeting or exceeding state standards in math • % of 9th graders earning 6.0 credits (1.0 math) • % of 10th graders accumulating 12.0 credits (2.0 math) • % of 11th graders meeting or exceeding state standards in math
Targets for Student Achievement	<ul style="list-style-type: none"> • 95% of students meet all established indicators • Student performance is comparable to student performance in comparable WA state districts (< 6500 students is in the top quartile, disaggregated by sub-group - rank order plot) • Student performance is improving in all established indicators
Data Clearly Presented and Analyzed	<ul style="list-style-type: none"> • 5 years of data will be presented • Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation)

	<ul style="list-style-type: none"> • District level data will be presented, built upon actual individual student performance data • Gap data (gab tab) will be presented for current year in all areas • Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between (like OSPI grad chart - earliest data first on line) • Over time data (e.g. five years of data) will be presented on line graph <ul style="list-style-type: none"> ○ Rule of thumb: if more than 5 bars, do a line • Written reports will continue to include connections to means and CIP Redundancies will be reduced in the written report • Presentations will make connections to means during analysis versus at the end of the presentation.
Assertion of Progress and Exceptions	<ul style="list-style-type: none"> • Following the presentation of the End Results Monitoring Report, the Board will discuss the End Results during the Board meeting <ul style="list-style-type: none"> ○ Diane will take verbatim notes of Board comments, questions, and discussion • Diane will send the verbatim notes to the Board the day after the Board meeting • The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board. • The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board. • The full Board will discuss “Assertion of Progress and Exceptions” at the next scheduled Board meeting and the report will be formally adopted.

End Results 2 - Content Knowledge: Science	
Reasonable Interpretation	<ul style="list-style-type: none"> • Understand and apply scientific principles and concepts • Solve problems, reason, and communicate scientifically
Established Indicators	<ul style="list-style-type: none"> • % of 5th graders meeting or exceeding state standards in science • % of 8th graders meeting or exceeding state standards in science • % of 9th graders earning 6.0 credits (1.0 science) • % of 10th graders accumulating 12.0 credits (2.0 science) • % of 10th graders meeting or exceeding state standards in biology
Targets for Student Achievement	<ul style="list-style-type: none"> • 95% of students meet all established indicators • Student performance is comparable to student performance in comparable WA state districts (< 6500 students is in the top quartile, disaggregated by sub-group - rank order plot) • Student performance is improving in all established indicators

<p>Data Clearly Presented and Analyzed</p>	<ul style="list-style-type: none"> • 5 years of data will be presented • Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation) • District level data will be presented, built upon actual individual student performance data • Gap data (gab tab) will be presented for current year in all areas • Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between (like OSPI grad chart - earliest data first on line) • Over time data (e.g. five years of data) will be presented on line graph <ul style="list-style-type: none"> ○ Rule of thumb: if more than 5 bars, do a line • Written reports will continue to include connections to means and CIP Redundancies will be reduced in the written report • Presentations will make connections to means during analysis versus at the end of the presentation
<p>Assertion of Progress and Exceptions</p>	<ul style="list-style-type: none"> • Following the presentation of the End Results Monitoring Report, the Board will discuss the End Results during the Board meeting <ul style="list-style-type: none"> ○ Diane will take verbatim notes of Board comments, questions, and discussion • Diane will send the verbatim notes to the Board the day after the Board meeting • The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board. • The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board. • The full Board will discuss “Assertion of Progress and Exceptions” at the next scheduled Board meeting and the report will be formally adopted.

<p>End Results 3 – *Interdisciplinary Skills and Attributes <i>*Important Note: The Board did not have time to fully discuss ER-3. I agreed to put together a draft for the Board to review and consider.</i></p>	
<p>Reasonable Interpretation</p>	<ul style="list-style-type: none"> • Academic Thinking Skills and Strategies • Communication and Collaboration Skills • Local and Global Citizenship Skills • Personal Attributes
<p>Established Indicators</p>	<ul style="list-style-type: none"> • % of students avoiding chronic absenteeism • % of students avoiding behaviors resulting in discipline (suspension/expulsion) • % of students avoiding “at-risk” behaviors (tobacco, alcohol, marijuana, illegal drug use) as self-reported on the Healthy Youth Survey

	<ul style="list-style-type: none"> • % of students feeling safe at school as self-reported on the Healthy Youth Survey • % of students that have opportunities for involvement in school activities as self-reported on the Healthy Youth Survey • % of students who know how to handle disagreements, solve problems, consider effects of decision, and be empathetic as self-reported on the Healthy Youth Survey • % of students who report being physically active 60 minutes per day, 7 days a week as self-reported on the Healthy Youth Survey • % of students participating in district athletics • % of students participating in district extracurricular clubs and activities
Targets for Student Achievement	<ul style="list-style-type: none"> • 95% of students meet all established indicators • Performance is improving in all established indicators
Data Clearly Presented and Analyzed	<ul style="list-style-type: none"> • 5 years of data will be presented • Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation) • District level data will be presented, built upon actual individual student data • Gap data will be presented for current year in all areas • Over time data (e.g. five years of data) will be presented on line graph <ul style="list-style-type: none"> ○ Rule of thumb: if more than 5 bars, do a line • Written reports will continue to include connections to means and CIP Redundancies will be reduced in the written report • Presentations will make connections to means during analysis versus at the end of the presentation
Assertion of Progress and Exceptions	<ul style="list-style-type: none"> • Following the presentation of the End Results Monitoring Report, the Board will discuss the End Results during the Board meeting <ul style="list-style-type: none"> ○ Diane will take verbatim notes of Board comments, questions, and discussion • Diane will send the verbatim notes to the Board the day after the Board meeting • The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board. • The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board. • The full Board will discuss “Assertion of Progress and Exceptions” at the next scheduled Board meeting and the report will be formally adopted.

Model Assertion of Progress and Exceptions Form

Assertion of Progress and Exceptions Form	
ER 1: Mission and Vision	
Assertion of Progress with Evidence	
Exceptions with Evidence	
Strengths	
Weaknesses	
Focus/Priority Moving Forward	
Presentation Comments	

Board Member Signatures:

Board consensus regarding changes to the Executive Limitations monitoring system protocol

- A ten-minute discussion of each Executive Limitation monitoring report will be scheduled in a Board study session.
- Diane will take verbatim notes of Board comments, questions, and discussion and will send the verbatim notes to the Board the day after the study session.
- The Board will review the notes and the designated Board member will complete the designated “Assertion of Progress and Exceptions” form based on the input provided by the full Board.
- The designated Board member will share the completed draft of the “Assertion of Progress and Exceptions” form with the full Board.
- Executive Limitations will be placed on the Board meeting agenda on late (7:00 p.m.) meeting dates. Executive Limitations that are presented as in full compliance will continue to be placed on the consent agenda for approval.
- The Board will continue to determine whether to pull an Executive Limitation from the consent agenda for discussion of the “Assertion of Progress and Exceptions” and approval.