

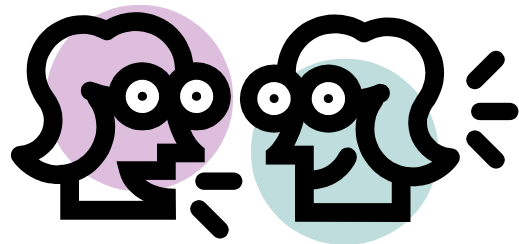
Board Study Session: End Results Monitoring



September 11, 2017

Work/Study Session Purpose

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 Discussion



Decision



 Information



 Direction

Principles of Coherent Governance

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1. The Board is accountable to the owners, and serves as their trustee
2. The Board knows what its job is, and is responsible for its own performance
3. The Board plans its own work, and faithfully concentrates on the its governance role
4. The Board is active, but not intrusive
5. Board members recognize the value of acting as a unit, even when unanimity is elusive
6. The Board effectively monitors both the organization's and its own performance
7. The Board controls the organization through policy, not through "resolutions" or approving administrative recommendations
8. The Board owns the vision for organization performance
9. Whoever makes the decision...is accountable for the result
10. The Board considers the performance of the organization and the performance of the superintendent to be identical

Strategic Goals

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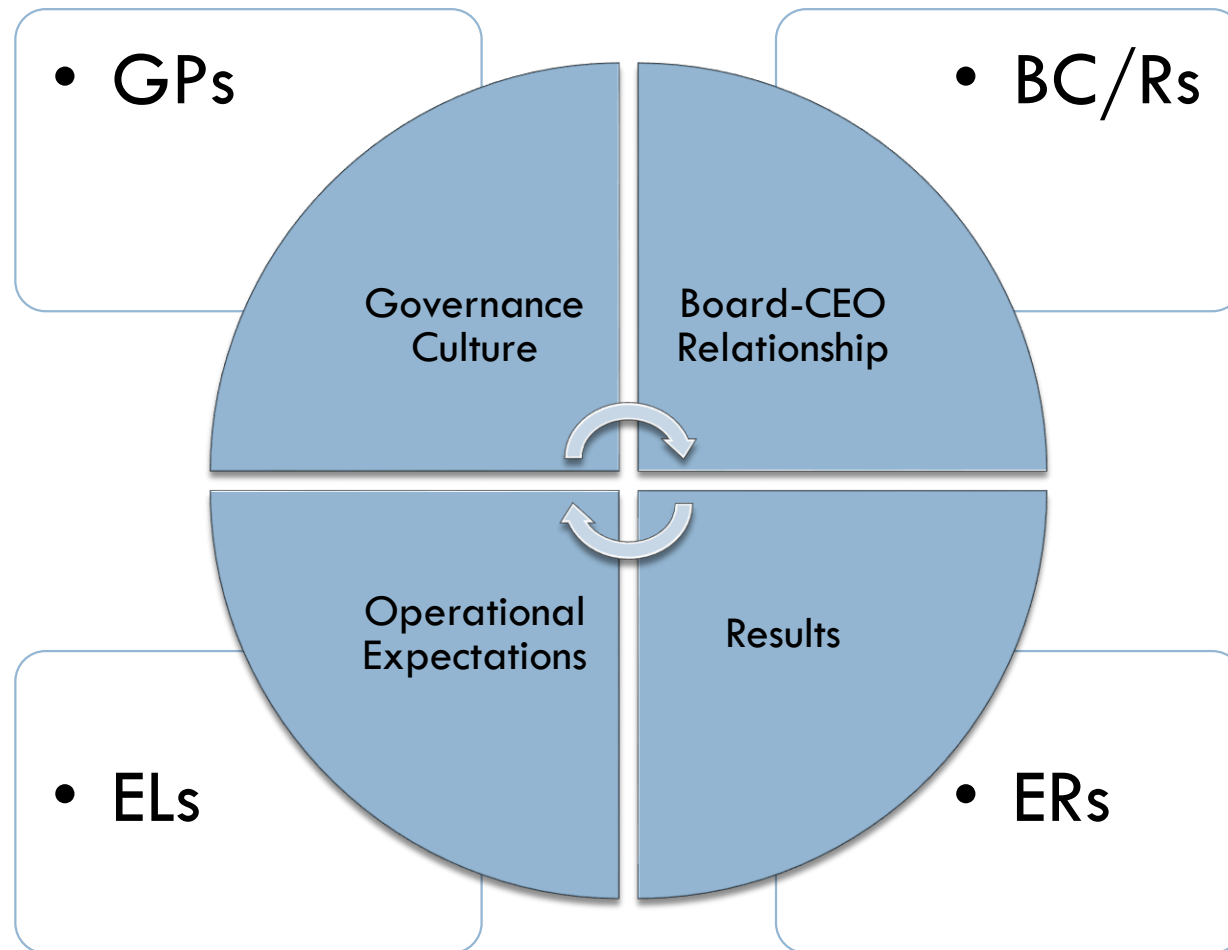


- 1 Ensure academic success for every student**
- 2 Provide safe & innovative learning environments**
- 3 Recruit, hire & retain highly effective personnel**
- 4 Use resources effectively & be fiscally responsible**
- 5 Engage our communities**

Coherent Governance

4 quadrants of policy

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Saturday, March 18

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- 7:30 - 8:30 a.m. BUFFET BREAKFAST - *Kingfisher Chihuly Room*
- 8:30 - 8:45 a.m. **Agenda Overview** - *Flicker Room*
- 8:45 - 12:00 p.m. **Policy Governance** - *Flicker Room*/
1. End Results Monitoring System
 a. Reasonable Interpretation
 b. Established Indicators
 c. Targets for Student Achievement
 d. Data Clearly Presented and Analyzed
 e. Assertion of Progress and Exceptions
- 12:00 - 1:00 p.m. BUFFET LUNCH - *Kingfisher Chihuly Room*
- 1:00 - 5:00 p.m. **Policy Governance (continued)** - *Flicker Room*
1. End Results Monitoring System (continued)
2. Board Goal Setting and Action Planning
- 6:00-7:00 p.m. DINNER - *Kingfisher Chihuly Room*

Sunday, March 19

Sunday, March 19

7:30-8:30 a.m. BUFFET BREAKFAST - *Kingfisher Chihuly Room*

8:30-11:45 a.m. **Operational Items** - *Flicker Room*

1. Long Term Facility and Budget Planning
 - a. Preliminary 2018 Levy Planning
 - b. Preliminary 2018 Bond Planning
2. Communications
 - a. Building on Success
 - b. Website Refresh/Board Pages

10:30-11:00 a.m. CHECK-OUT ROOMS

11:45-12:00 p.m. ~~Policy Governance~~ - *Flicker Room*

1. Session Evaluation
2. Planning for Next Year

12:00 p.m. **Adjourn**

12:00 p.m. LUNCH - *Kingfisher Chihuly Room*

Key Questions

- How can the Board continuously improve results monitoring processes and organizational performance?
- What are components of an effective results monitoring system?
- How can End Results policies, reports, and presentations be improved to best reflect components of an effective results monitoring system?

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End Results Reporting and Monitoring Processes

Results

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- Defined outcomes that clearly state the “bottom line” which the organization is expected to achieve over time. Results policies become the CEO’s and the organization’s performance targets and constitute the basis for evaluating organizational and CEO performance.

Components of an Effective Results Monitoring System

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- Reasonable interpretation
 - *What is the Board actually monitoring?*
- Established indicators
 - *What is the Board's agreed upon evidence?*
- Targets for student achievement
 - *What are the Board's stated expectations for outcomes?*
- Data clearly presented and analyzed
 - *What data, in what format, does the Board need to understand progress and performance?*
- Assertion of progress and exceptions
 - *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?*

Session Overview

- Review Board discussion/direction developed during March 2017 Extended Study Session
- Seek Board feedback on model ER-2 Literacy report and presentation developed in alignment with Board direction
- Seek Board feedback on potential updated Board data dashboard

March Extended Study Session

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
-

Assertion of Progress and Exceptions Form

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:

ER 2 – Literacy

Model written report

Potential updated Board data dashboard

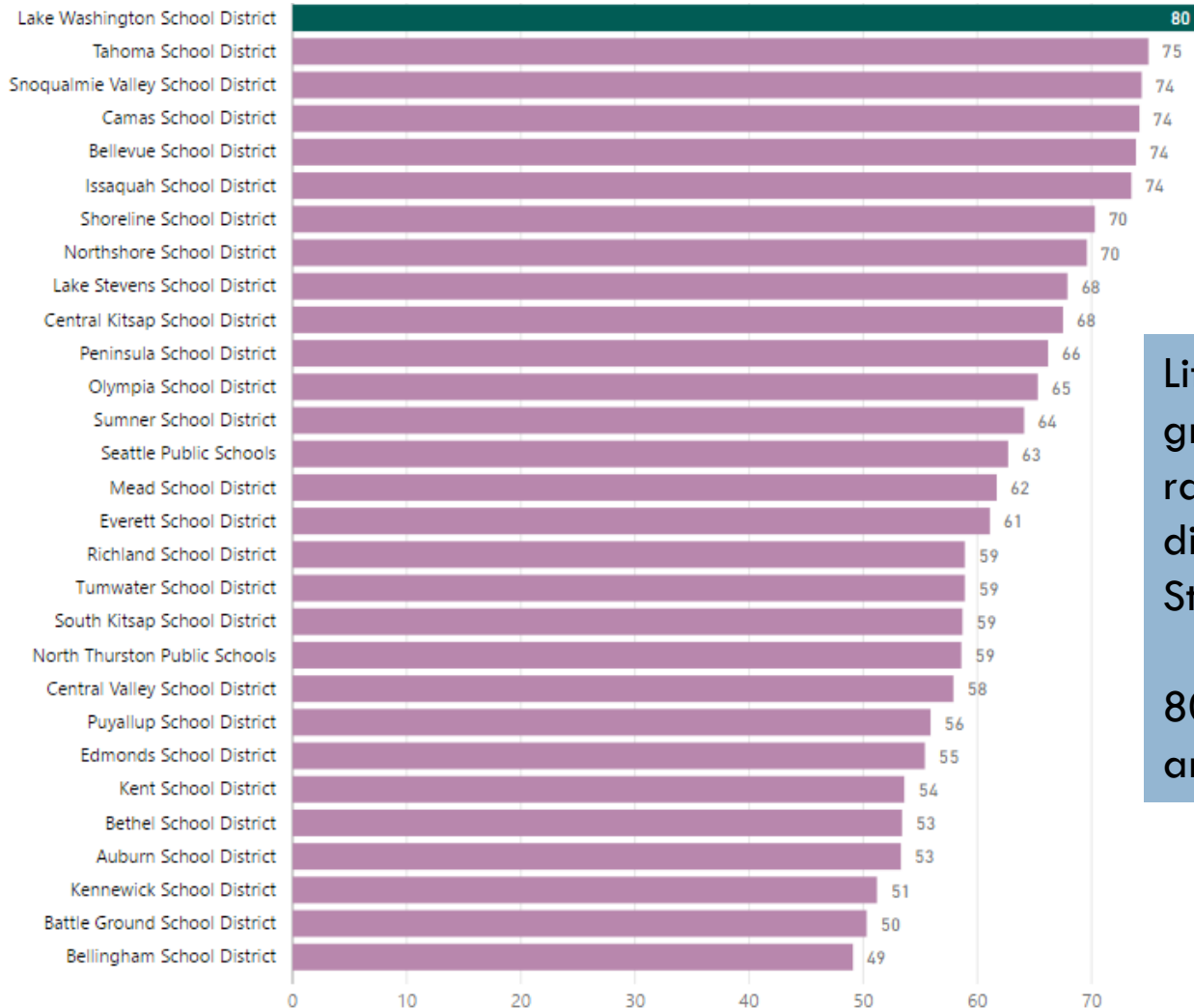
ER 2 – Literacy

Model presentation

ER 2: Literacy Assertions

- Overall, reasonable progress is being made in Literacy
- Exceptions to progress are revealed when examining progress of specific student groups, and achievement/opportunity gaps persist

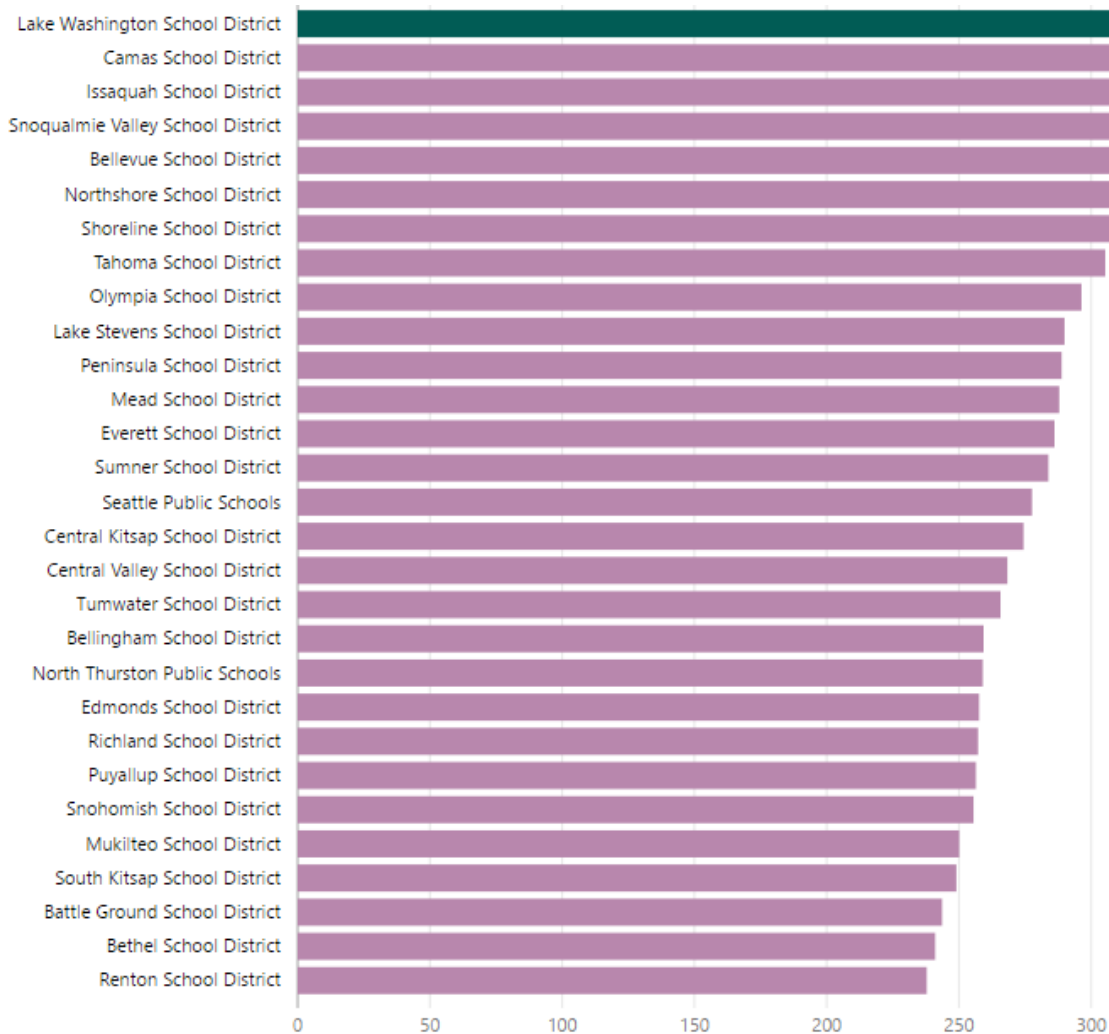
Overall Student Performance in Literacy is Strong



Literacy performance of grade 3 “All” students ranks 1st of the largest 49 districts in Washington State

80% of grade 3 students are proficient

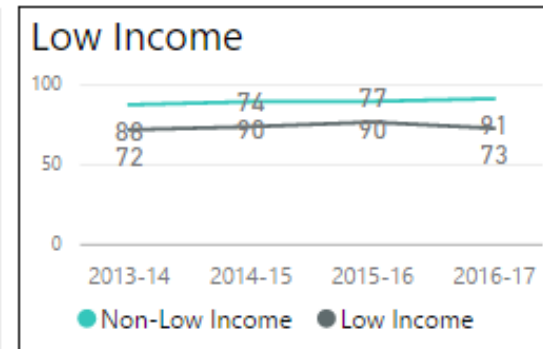
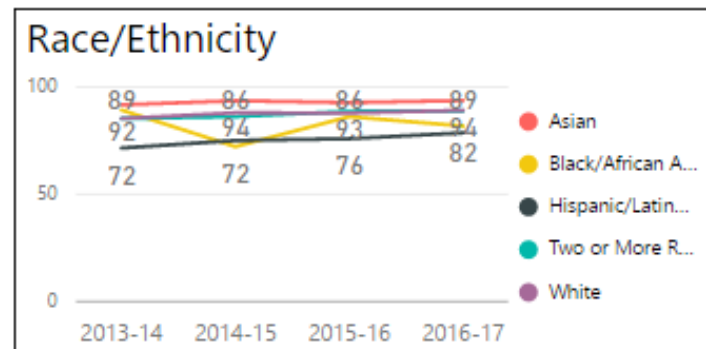
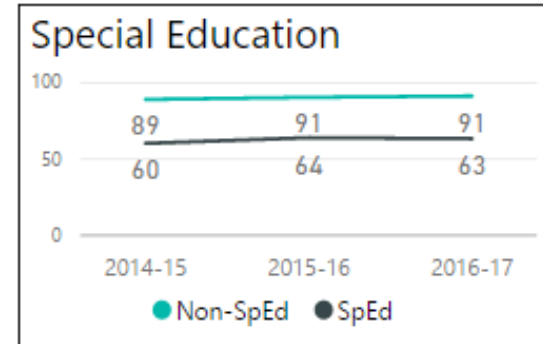
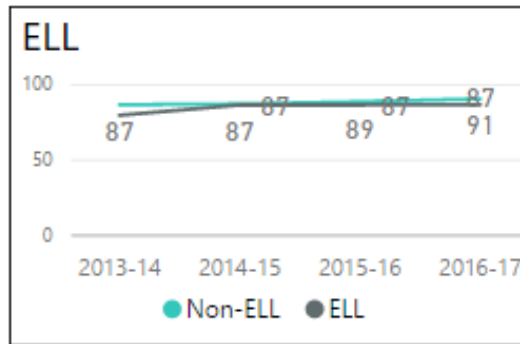
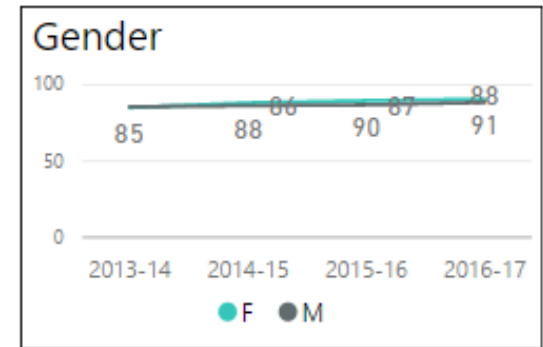
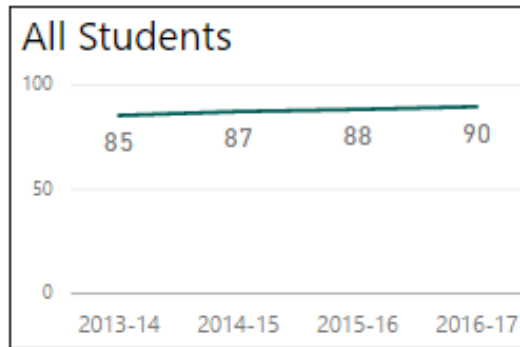
Overall Student Performance in Literacy is Strong



Literacy performance of students in grades 3-11 combined ranks from 1st to 4th of the largest 49 districts in Washington State

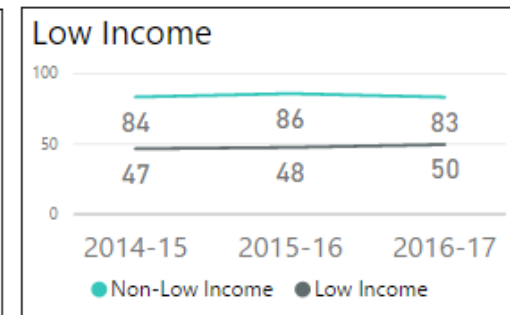
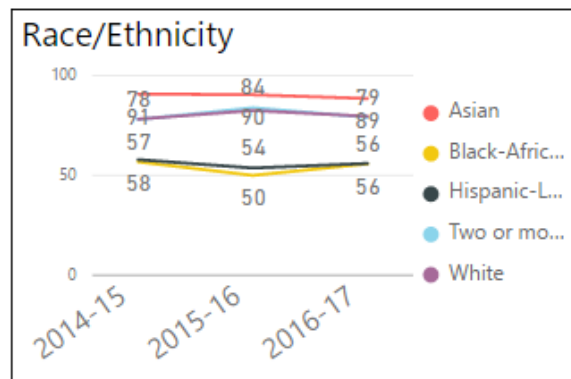
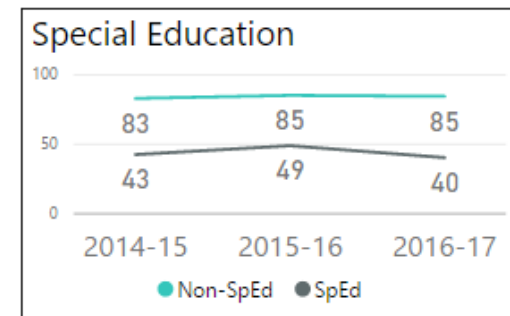
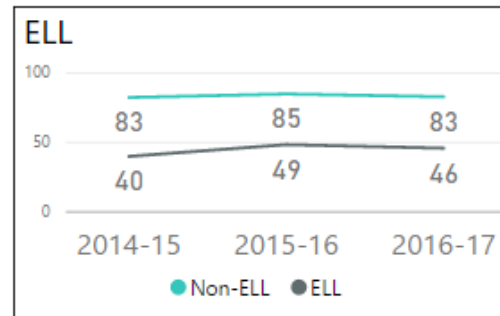
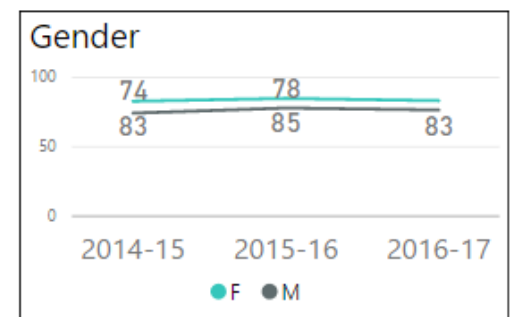
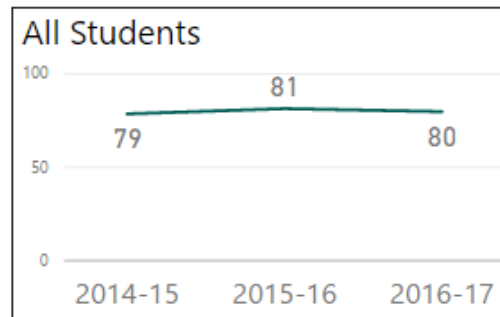
Trends Show Student Growth in Literacy

3-4 year trends show consistent growth for all student groups in Kindergarten



Trends Show Student Growth in Literacy

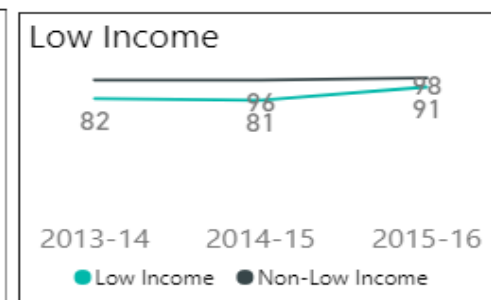
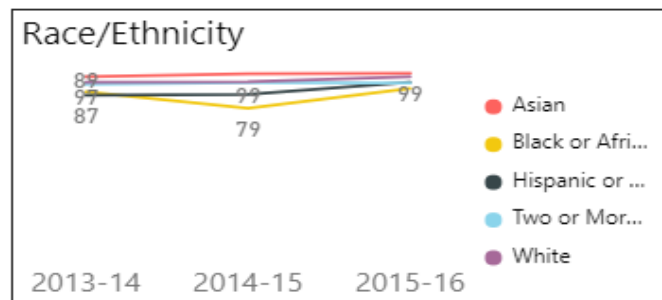
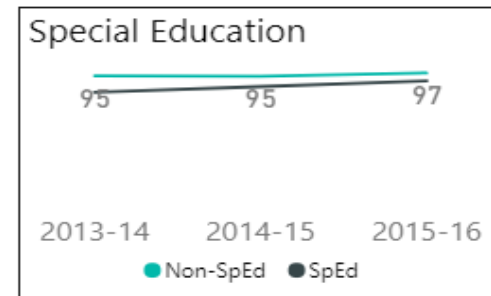
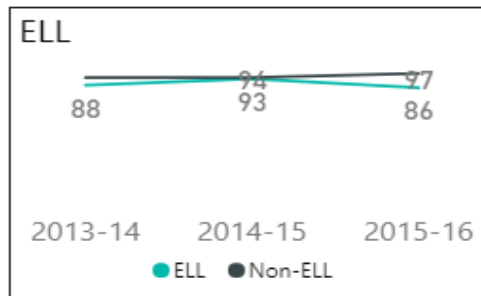
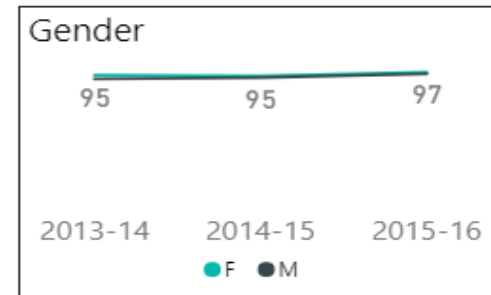
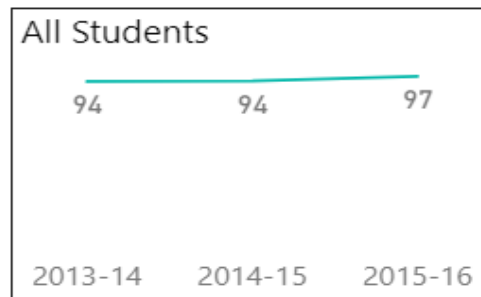
3-4 year trends show consistent growth for most student groups in grade 3



Grade 9 Students are Earning Full Credit in English Language Arts (ELA)

HISTORICAL AND GAP ANALYSIS

97% of grade 9 students are earning full ELA credit and overall, gaps are closing



55 Students Earned Seal of Biliteracy

Seal of Biliteracy

Established Indicator: % of students earning a Washington State Seal of Biliteracy

Learning Community

All

SchoolName

All

Race/Ethnicity

- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Two or More Races
- White

Gender

- F
- M

Special Ed

- N
- Y

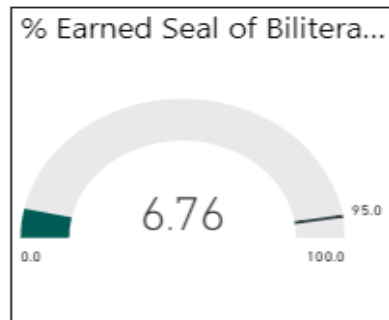
ELL

- N
- Y

Low Income

- N
- Y

CURRENT PROGRESS



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Earned Seal of Biliteracy

35% of students earning the Seal of Biliteracy are English Language Learners

65% of students earning the Seal of Biliteracy are not English Language Learners

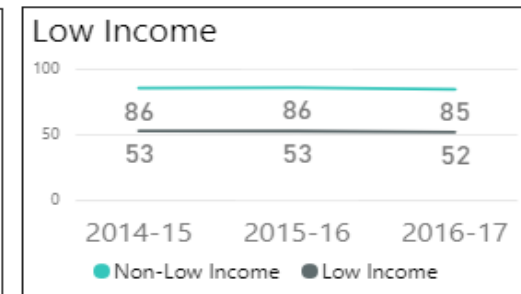
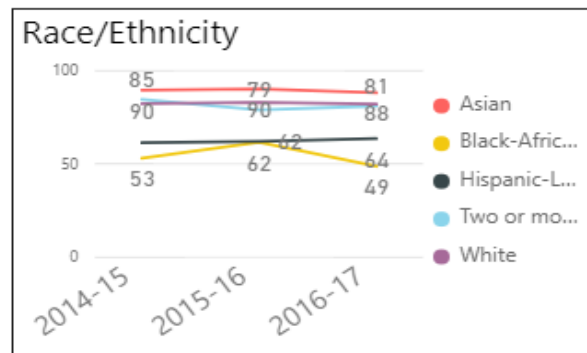
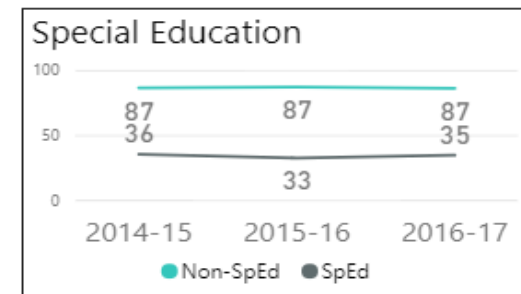
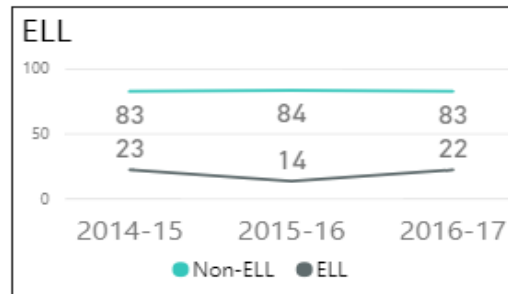
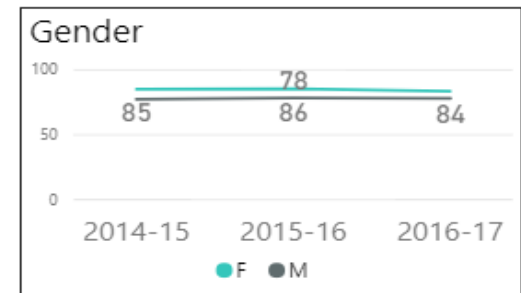
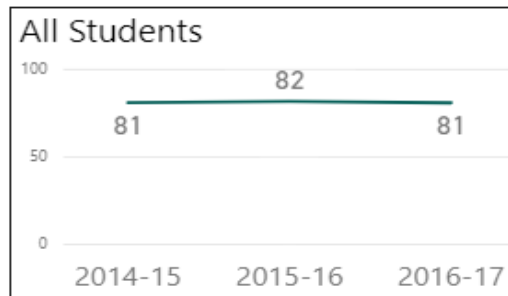
Achievement/Opportunity Gaps Persist

Grade 8 data shows gaps when comparing the performance of the “All” students group to that of ELL, Special Education, Low Income, Black-African American, and Hispanic-Latino students

Gaps are similar at grades 3, 5 and 11

Three year trends show a decline

HISTORICAL AND GAP ANALYSIS



Exceptions

- English Language Learners
- Special Education Students
- Low Income Students
- Latino/Hispanic and Black-African American Students