Student Outcomes Focused Governance
A Continuous Improvement Framework

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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 improving student outcomes, is as simple as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes.

The framework is built around six research-based competencies that correlate with improvements in student outcomes: Vision & Goals, Values & Constraints, Accountability & Monitoring, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

How To Use
This document is best used by the full board and superintendent with guidance from a facilitator specifically trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Using the self evaluation instrument will reveal a score between 0 and 100, where a 0 indicates that the Board is not at all focused (yet) on its goals for student outcomes and a 100 which indicates that the Board has mastered the behavior of focusing on its goals for student outcomes. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the Board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation.

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
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted a **vision**. The Board has not adopted **goals**. The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.	*No items from the Not Student Outcomes Focused column, and:* The Board has adopted a vision. If there is a permanent Super-intendent, that person was included in the vision-setting process. The Board has adopted, in collaboration with the Superintendent, goals aligned with the vision. The Board has adopted only **SMART** goals that include a specific **measure, population**, **starting point**, an **ending point**, a **starting date,** and an **ending date**. The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less. The Superintendent has adopted, in collaboration with the Board, one to three **interim goals** for each goal, and each interim goal is SMART. The Board publicly posted the vision, goals, and interim goals for public comment prior to adoption.	*All items from the Approaching Student Outcomes Focus column, and:* The Board's goals all pertain to desired **student outcomes**. In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates. All interim goals pertain to **student outputs** or student outcomes. The Board included students, parents, staff, and community members in the goal and interim goal development process. All Board goals last from three to five years; all interim goals last from one to three years. The goals and interim goals will challenge the organization and will require changes in adult behaviors.	*All items from the Meeting Student Outcomes Focus column, and:* The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted vision, goals, and interim goals. All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of the inputs the interim goal is measuring. The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.

VALUES & CONSTRAINTS: The Board will, in collaboration with the Superintendent, adopt constraints aligned with the vision & goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	5 Points	10 Points	15 Points
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted a vision. The Board has not adopted goals. The Board has not hosted opportunities to listen to the **values** of the community during the previous twenty-four month period.	*No items from the Not Student Outcomes Focused column, and:* The Board has adopted, in collaboration with the Superintendent, **constraints** based on the community's values and that are aligned with the vision and goals. Each constraint describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals. The Board has adopted no fewer than one and no more than five constraints. Fewer constraints allow for more focus; more allow for less. The Superintendent has adopted, in collaboration with the Board, one to three **interim constraints** for each constraint, and each interim constraint is SMART. The Board publicly posted the constraints and interim constraints for public comment prior to adoption.	*All items from the Approaching Student Outcomes Focus column, and:* The Board's constraints relate to the Board's goals. In addition to having ending points and ending dates for the interim constraints, the Board has adopted interim constraint ending points for each year leading up to the ending date. The Board included students, parents, staff, and community members in the constraint and interim constraint development process. The Board has adopted one or more **theories of action** to drive the district's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process. All Board constraints last from three to five years; all interim constraints last from one to three years. The constraints, interim con-straints, and theories of action will challenge the organization and require change in adult behaviors.	*All items from the Meeting Student Outcomes Focus column, and:* The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted constraints, interim constraints, and theories of action. All of the interim constraints are predictive of their respective constraints, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim constraint and the constraint. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of whatever the interim constraint is measuring. In addition to the constraints on the Superintendent's authority, the Board has adopted one to five constraints on its own behavior and evaluates itself against at least one of them each month.

ACCOUNTABILITY & MONITORING: The Board will devote significant time monthly to monitoring progress toward the vision & goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	20 Points	30 Points
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals, interim goals, constraints, or interim constraints. The Board does not schedule each goal to be monitored at least four times per year. The Board does not schedule each constraint to be monitored at least once per year. The Board has not adopted a **monitoring calendar**. The Board does not track its use of time in **Board-authorized public meetings**. The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.	*No items from the Not Student Outcomes Focused column, and:* The Board invests no less than 10% of its total Board-authorized public meeting minutes **monitoring** its goals and interim goals. The Superintendent led the interim goals/constraints and monitoring calendar development processes while working collaboratively with the Board. The Board has a Board-adopted monitoring calendar. The Board's monitoring calendar spans no fewer than twelve months. A longer period -- twenty-four to thirty-six months -- allows for more focus; shorter allows for less. The Board has received **monitoring reports** in accordance with its monitoring calendar. The Superintendent is evaluated only on performance regarding the Board's goals, constraints, and interim goals/constraints. The Board considers Superintendent performance to be indistinguishable from district performance.	*All items from the Approaching Student Outcomes Focus column, and:* The Board invests no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals. No more than two goals are monitored per month. Every goal is monitored at least four times per year. Every constraint is monitored at least once per year. The Board has been provided copies of -- but did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and **implementation instruments**. The most recent annual Superintendent evaluation took place no more than twelve months ago.	*All items from the Meeting Student Outcomes Focus column, and:* The Board invests no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals. Only **Board work** was discussed and/or acted on during Board-authorized public meetings. The Board modifies its goals, constraints, interim goals/constraints, and monitoring calendar no more than once during any twelve month period. A longer period -- twenty-four to thirty-six months -- allows for more focus; shorter allows for less. The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period.

COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the vision & goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	5 Points	10 Points
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals or interim goals. The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered. There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total). Any meeting of the Board lasted more than eight hours during the previous twelve month period. The Board does not use a consent agenda. The Board has not hosted opportunities to listen to the vision and values of the community during the previous twenty-four month period.	*No items from the Not Student Outcomes Focused column, and:* All **consent-eligible items** were placed on the consent agenda and all but a few were voted on using a consent agenda. The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following: - **Goal Setting:** reviewing, discussing, and/or selecting goals - **Goal Monitoring:** reviewing, discussing, and/or approving/not approving goal monitoring reports - **Constraint Setting:** reviewing, discussing, and/or selecting constraints - **Constraint Monitoring:** reviewing, discussing, and/or approving/not approving constraint monitoring reports - **Leadership Evaluation:** Board self evaluation, Board time use evaluation, and Superintendent evaluations - **Voting:** debating and voting on any item (these activities are never a form of "monitoring") - **Community Engagement:** two-way communication between the Board and community members - **Other**	*All items from the Approaching Student Outcomes Focus column, and:* There are no more than four Board-authorized public meetings per month and none lasts more than three hours. The Board schedules no more than five topics during any one Board-authorized public meeting. The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted constraints. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation). The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.	*All items from the Meeting Student Outcomes Focus column, and:* There are no more than two Board-authorized public meetings per month and none lasts more than two hours. The Board schedules no more than three primary topics for discussion during any Board-authorized public meeting. The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered. The Board used a process that included students, parents, staff, and community members in a way that led them to express ownership of the adopted goals, constraints, interim goals/constraints, and theories of action.

UNITY & TRUST: The Board will lead with one voice in its pursuit of the vision and goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	3 Points	5 Points
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals or interim goals. The Board has not adopted policies that establish Board operating procedures. Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period. Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.	*No items from the Not Student Outcomes Focused column, and:* Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period. The Board has adopted a policy requiring that information provided by the Superintendent to one Board Member is provided to all Board Members. The Board reviews all policies governing Board operating procedures once per year. The Board has adopted an Ethics & Conflicts of Interest Statement and all Board Members have signed the statement during the previous twelve month period. All Board Members understand that if the Board has committees, their role is only to advise the Board, not to advise the staff.	*All items from the Approaching Student Outcomes Focus column, and:* The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them. The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.	*All items from the Meeting Student Outcomes Focus column, and:* The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous three month period. All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members. All Board Members have memorized the Board's goals and interim goals. The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.

CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the vision and goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	3 Points	5 Points
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals or interim goals. The Board has not conducted a self-evaluation during the previous twelve month period. The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results. The Board has not participated in a **governance team** training or retreat where all members of the governance team were present, during the previous twelve month period.	*No items from the Not Student Outcomes Focused column, and:* The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals. The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings. The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals. The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.	*All items from the Approaching Student Outcomes Focus column, and:* The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation. The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.] The Board has continuously updated the status and targets of all goals, constraints, and interim goals/constraints, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings. The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.	*All items from the Meeting Student Outcomes Focus column, and:* The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months. Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.] The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.

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 Work: Items that are discussed and/or acted on during Board-authorized public meetings because either state or federal law/rule requires the Board to do so or because the items directly pertain to the Board's adopted goals or constraints. Items that are not legally required and that the Board has not designated as Board work through the Board's goals or constraints are, by default, Superintendent work. [see Board-authorized Public Meeting definition]

Community Engagement: Time invested by the Board in two-way communication between the Board and community members.

Consent-Eligible Items: Matters on the Board agenda that include, but that are not limited to, personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, and regular financial reports where financial activities remained within budgetary parameters. [see Board-authorized Public Meeting, Board Work definitions]

Constraint: An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district's student outcome goals. Constraints are based on the community's values and are aligned with the vision and goals. [see Examples section; see Constraint Monitoring, Constraint Setting, Interim Constraint, Theory of Action definitions]

Constraint Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting constraint monitoring reports. [see Constraint, Interim Constraint, Monitoring definitions]

Constraint Setting: Time invested by the Board in reviewing, discussing, and/or selecting constraints. [see Constraint, Interim Constraint, Theory of Action definitions]

Ending Date: The month/year by when the goal will reaching the ending point. In goal setting, the ending date can be no less than one and no more than five years away. The ending date is often represented by the 'Z' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Point, Goal Setting, SMART definitions]

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, Goal Setting, Interim Goal, Monitoring definitions]

Goal Setting: Time invested by the Board in reviewing, discussing, and/or selecting goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. [see Board-authorized Public Meeting, Goal, Goal Monitoring, Interim Goal, Monitoring definitions]

Governance Team: All Board Members and the Superintendent. The Superintendent is not a member of the Board, but is a member of the governing team.

Implementation Instruments: Measures that describe the quality of effort that goes into execution of inputs or outputs. This document is an example of an implementation instrument for the governing team's outputs.

Inputs: Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied. [see Outcomes, Outputs definitions]

Interim Goals: A measure of progress toward a defined goal that can be expressed as a number or percentage. [see Goal Examples section]

Interim Constraint: A measure of progress toward a defined constraint that can be expressed as a number or percentage. [see Constraint Examples section]

Leadership Evaluation: The Board conducting routine self-evaluations and Superintendent evaluations. It is recommended to include months during which leadership evaluation will take place on the monitoring calendar.

Measure: The instrument, assessment, or other means used to quantify something. In the context of goals, this is often an evaluation of student performance such a district or state exam. [see Goal Setting, SMART definition]

Monitoring: A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and voting to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board's goals / constraints.

Monitoring Calendar: A Board-adopted multi-year schedule that describes months during which goals, interim goals, constraints, and interim constraints are reported to the Board.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted goals and constraints. Each monitoring report must contain 1) the goal/constraint being monitored, 2) the interim goals/constraints showing the previous three reporting periods, the current reporting period, and the annual and ending point numbers/percentages, 3) the Superintendent's evaluation of performance ("red/yellow/green" or "on track/partially off/off track" or "compliant/partially compliant/non-compliant" or whatever other status labels the district uses for progress monitoring), and 4) supporting documentation that shows the evidence and describes any needed next steps.

Outcomes: The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary. [see Adult Outcomes, Inputs, Outputs, Student Outcomes definitions]

Outputs: The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy. [see Inputs, Outcomes definitions]

Population: The group of students who will be impacted and/or who are being measured. [see Goal Setting, SMART definition]

SMART: An acronym for "specific, measurable, attainable, results-focused, time-bound." Goals and interim goals partially accomplish SMART-ness by having a specific measure, population, starting points, ending points, starting dates, and ending dates. [see Ending Date, Ending Point, Measure, Population, Starting Date, Starting Point definitions]

Starting Date: The month/year that the goal is set. The starting date is often represented by the 'X' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Point definitions]

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

Student Outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes. [see Adult Outcomes, Goals, Outcomes definitions]

Student Outputs: The student 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 students' role in the implementation of the program or strategy. Student outputs are distinct from adult outputs. [see Adult Outputs, Outputs definition]

Theory of Action: A set of high level strategies to which all district inputs and outputs must be aligned. Unlike other constraints, theories of action do not have interim constraints. [see Examples section; see Constraint definition]

Values: The shared understanding of what the community considers important but that is not the vision. Where the vision describes what the

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; theories of action generally are set for a five to ten year period.

Vision: The shared understanding of what the community ultimately desires to accomplish for all students. Where values describe what the community does not want to see, vision describes what the community does want to see happen. Vision describes the direction the community wants to see the school system go. A vision is most often expressed as an aspirational policy statement that describes what the Board understands the community's desire for the future to be. Vision statements generally are set for a five to ten year period.

Voting: Time invested by the Board in debating and voting on any item. Unless indicated elsewhere in this document, these activities are never a form of "monitoring".

GOAL EXAMPLES

Sample Goals:
- *Many of these examples are drawn from current or proposed goals from CGCS member districts (or adaptations of their policy that meet the goal definition).*
- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from W% on X date to Y% by Z date
- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z
- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z
- The percentage of students at underperforming schools who meet or exceed the state standard will increase from W% on X to Y% by Z
- The percentage of males of color who graduate with an associate's degree will increase from W% on X to Y% by Z

Sample Interim Goals:
- *Many of these examples are drawn from CGCS' "Academic KPIs" work.*
- The percentage of students successfully passing Algebra I by the end of ninth grade will increase from W% on X to Y% by Z
- The percentage of students showing growth from one district formative assessment to the next will increase from W% on X to Y% by Z
- The percentage of students earning at least three IB, AP, or college credits each semester will increase from W% on X to Y% by Z

CONSTRAINT EXAMPLES

Sample Constraints:
- *Many of these examples are drawn from current or proposed constraints from CGCS member districts (or adaptations of their policy that meet the constraint definition).*
- The Superintendent will not allow underperforming campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance
- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff
- The Superintendent will not allow the number or percentage of students at underperforming campuses to remain the same or increase
- The Superintendent will not allow the inequitable treatment of students

Sample Interim Constraints:
- *Many of these examples are drawn from CGCS' "Managing for Results" work.*
- The percentage of People Incidents per 1,000 Students at underperforming schools will decline from W% on X to Y% by Z
- The Employee Separation Rate for principals and teachers in the top quartile of district-wide performance will decline from W% on X to Y% by Z

THEORY OF ACTION EXAMPLES

Sample Theories of Action:
- *Some of these examples are drawn from current or proposed Theories of Action from CGCS member districts (or adaptations of their policy that meet the Theories of Action definition).*

- **Managed Instruction:**
  - If instructional materials and methods are directed by the central office to ensure that students experience consistency and quality of instructional delivery across a system of campuses;
  - Then central office will be responsible for accomplishing the Board's goals while operating within the Board's other constraints.

- **Earned Autonomy:**
  - If the central office directly operates some schools and grants varying levels of autonomy to other schools; and
  - If the central office will clearly define operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board goals and constraints;
  - Then responsibility for accomplishing the Board's goals while operating within the Board's constraints will vary between central office and school leaders based on school-level operational capacity and student outcomes.

- **Performance Empowerment:**
  - If the central office devolves autonomy to schools; and
  - If the central office empowers parents to make choices among schools operated by differing partners; and
  - If the central office creates performance contracts with schools, annually evaluates performance of and demand for schools, and

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.

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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 & Goals						**35**
Values & Constraints						**15**
Accountability & Monitoring						**30**
Communication & Collaboration						**10**
Unity & Trust						**5**
Continuous Improvement						**5**
Total						**100**

Directions

1. You will enter five sets of evaluation results: three previous quarters, most recently completed quarter, and the next quarter estimate.
2. **Enter** the self-evaluation results for the previous three completed quarterly self-evaluations. (For example, if it is currently January then enter the self-evaluation results for Jan-Mar, Apr-Jun, and Jul-Sep.)
3. **Conduct** the quarterly self-evaluation for the most recently completed quarter and vote to adopt the results. (Continuing the example, conduct the quarterly self-evaluation for Oct-Dec.)
4. **Compare** the quarterly self-evaluation results with the estimated self-evaluation results from the previously completed self-evaluation (Continuing the example, compare the self-evaluation results for Oct-Dec with the estimated Oct-Dec self-evaluation results that were entered during the Jul-Sep self-evaluation.)
5. **Enter** the self-evaluation results. (Continuing the example, enter the self-evaluation results for Oct-Dec.)
6. **Estimate** the self-evaluation results the Board can achieve during the next quarter. (Continuing the example, estimate the self-evaluation results for Jan-Mar.)
7. **Enter** the estimated self-evaluation results for the next quarter. (Continuing the example, enter the estimated self-evaluation results for Jan-Mar.)
8. **Update** the Board Continuous Improvement Evaluation to ensure meaningful progress toward focusing on improving student outcomes.

BOARD MONTHLY TIME USE EVALUATION					
Framework	**Activity**	**Mins Used**	**% of Total Mins Used**	**Description**	**Notes**
Vision & Goals	Goal Setting			Reviewing, discussing, and/or selecting goals	
	Goal Monitoring			Reviewing, discussing, and/or accepting/not accepting goal monitoring reports	
Values & Constraints	Constraint Setting			Reviewing, discussing, and/or selecting constraints	
	Constraint Monitoring			Reviewing, discussing, and/or approving/not approving constraint monitoring reports	
Accountability & Monitoring	Superintendent Evaluation			Annual evaluation of Superintendent/district performance	
	Voting			The Board debating and/or voting on any item (these activities are never a form of "monitoring")	
Communication & Collaboration	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members	
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members	
Continuous Improvement	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument	
	Board Time Use Evaluation			Meeting evaluation using this time use instrument	
	Community Training			Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance	
Other	Other			Any time spent on an activity that is not one of the above	
Total Student Outcomes-focused Mins				Goal Setting & Goal Monitoring combined	
Total Public Meeting Minutes				All minutes in Board-authorized public meetings combined	

BOARD CONTINUOUS IMPROVEMENT EVALUATION

Quarter 0
The first time a Board uses the Board Quarterly Self-Evaluation; the Board's 'starting point' for their two year continuous improvement process.

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter

Quarter 1 Board's 2nd Quarterly Self-Evaluation			Quarter 2 Board's 3rd Quarterly Self-Evaluation			Quarter 3 Board's 4th Quarterly Self-Evaluation			Quarter 4 Board's 5th Quarterly Self-Evaluation		
Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 30?	Growth at least 25?		Total at least 45?	Growth at least 15?		Total at least 60?	Growth at least 15?		Total at least 70?	Growth at least 15?
If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐

Quarter 5 Board's 6th Quarterly Self-Evaluation			Quarter 6 Board's 7th Quarterly Self-Evaluation			Quarter 7 Board's 8th Quarterly Self-Evaluation			Quarter 8 Board's 9th Quarterly Self-Evaluation		
Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 75?	Growth at least 5?		Total at least 80?	Growth at least 5?		Total at least 85?	Growth at least 5?		Total at least 90?	Growth at least 5?
If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐

A Goal or Constraint's performance is **Met Standard** if:
- The Actual SY17/18 Ending Point >= Desired SY17/18 Ending Point
  OR
- At least two thirds of the Interim Goals'/Constraints' Actual SY17/18 Ending Points >= 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:	Actual SY17/18 Ending Point:	
Interim Goal 2.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 2.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐　　　　　　Did Not Meet Standard: ☐			

Goal 3: 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 3.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 3.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 3.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐　　　　　　Did Not Meet Standard: ☐			

Constraint 1: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Constraint 1.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 1.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 1.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐ Did Not Meet Standard: ☐			

Constraint 2: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Constraint 2.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 2.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 2.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐ Did Not Meet Standard: ☐			

Constraint 3: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Constraint 3.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 3.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Constraint 3.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐ Did Not Meet Standard: ☐			