

Focusing on Student Outcomes: LBUSD's Board Governance Learning Journey



Board of Education Workshop

March 15, 2023

Why shift governance models?

“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.”

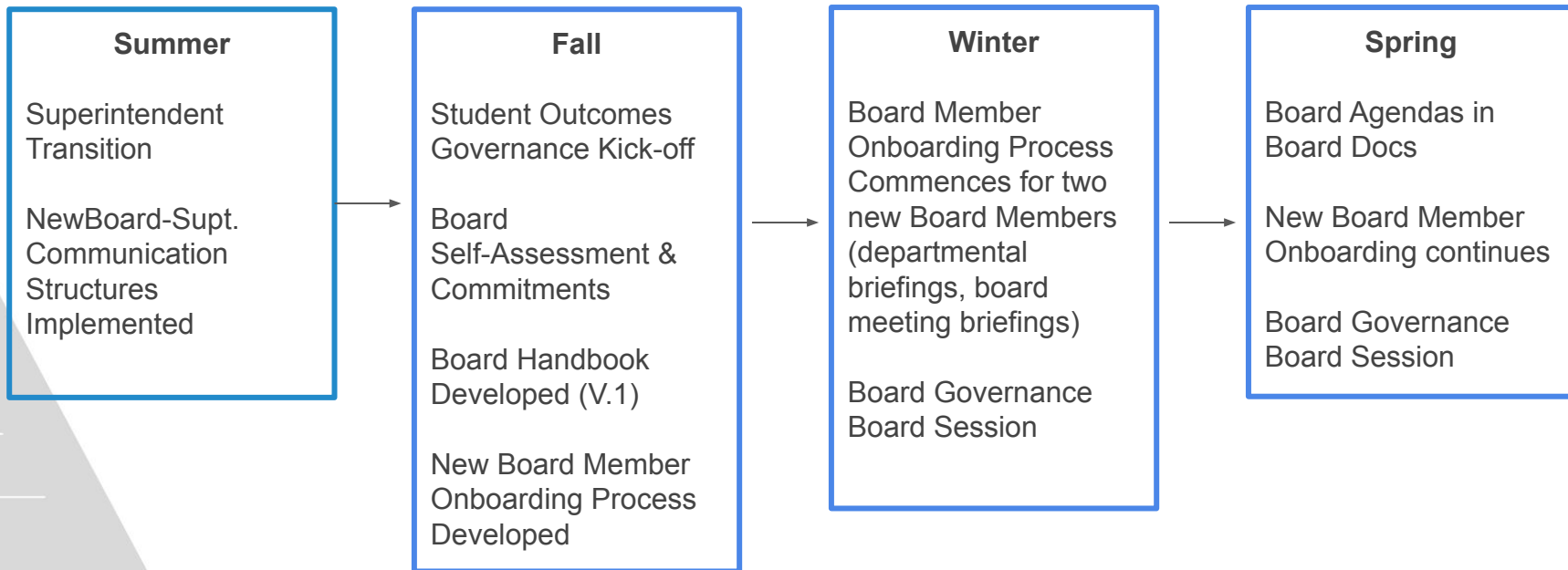
-AJ Crabill & the Council of Great City Schools

What drives this governance model?

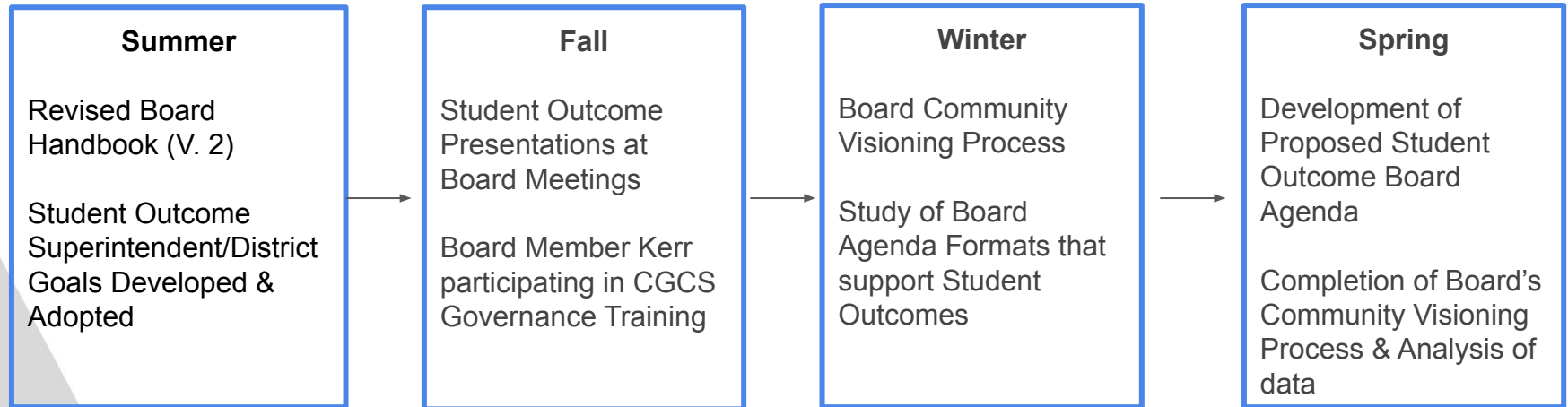
The Student Outcome Focused Governance framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes:

1. Vision & Goals
2. Values & Guardrails
3. Monitoring & Accountability
4. Communication & Collaboration
5. Unity & Trust
6. Continuous Improvement

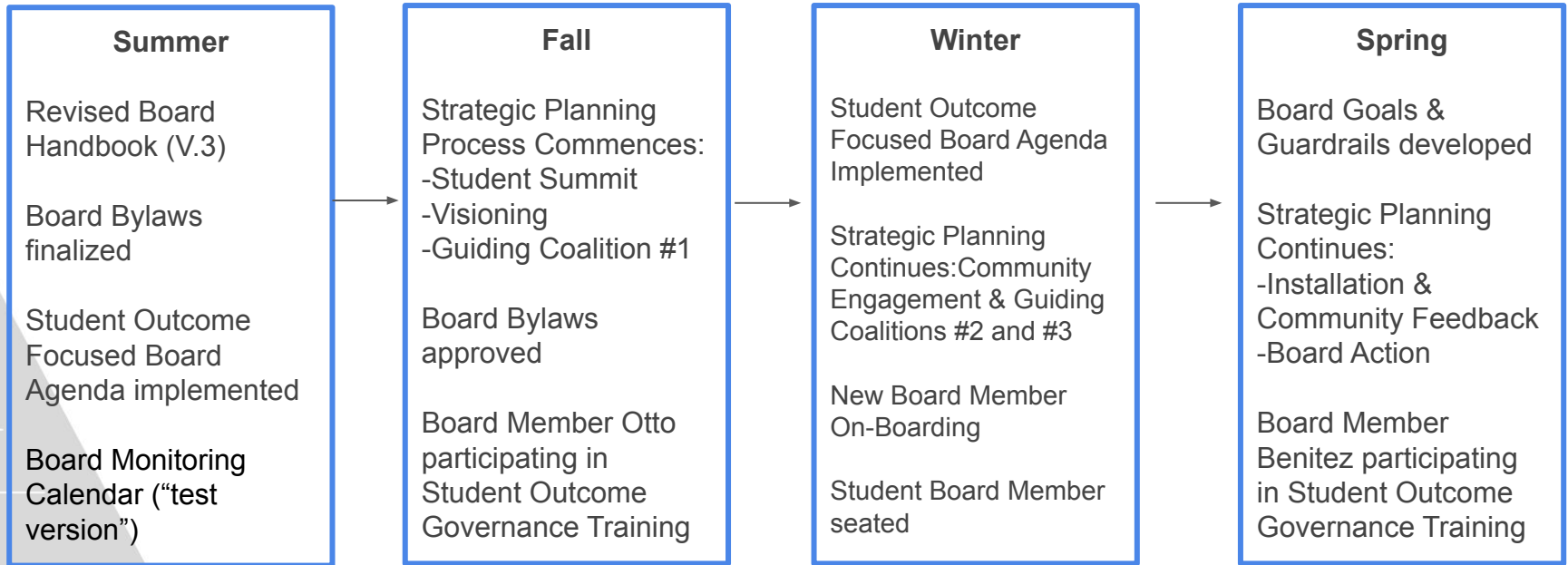
Board Governance: 2020-2021



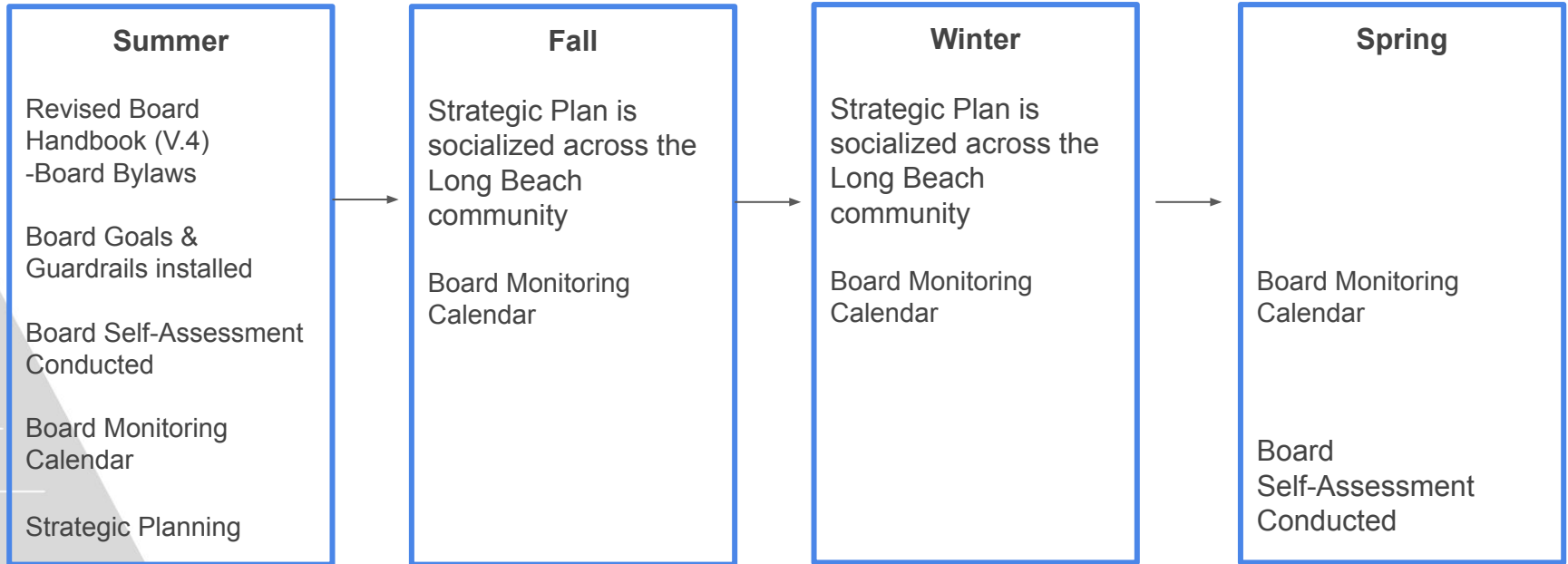
Board Governance: 2021-2022



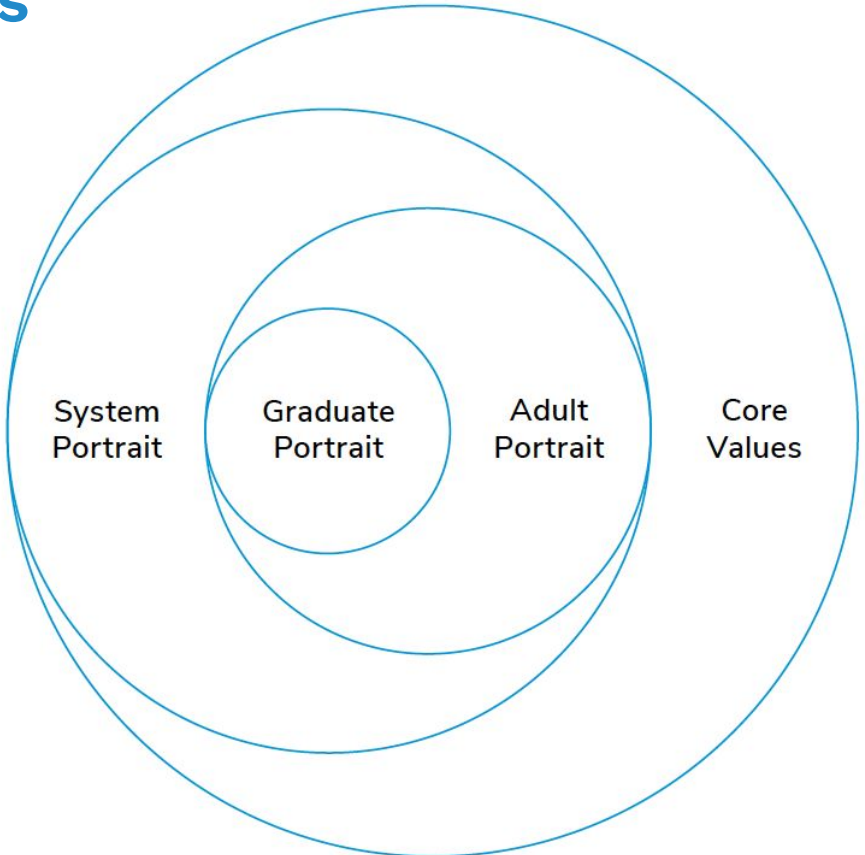
Board Governance: 2022-2023



Board Governance: 2023-2024



Vision Elements



Board Goals

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (10)	Meeting Student Outcomes Focus (25)	Mastering Student Outcomes Focus (35)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not consistently demonstrated the ability to distinguish between inputs, outputs, and outcomes.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, goals.</p> <p>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.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three interim goals to progress monitor each goal, and each interim goal is SMART.</p> <p>The status of each interim goal is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the goals for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired student outcomes.</p> <p>In addition to the goal ending points, the Board has adopted annual targets, goal ending points for each year leading up to the ending dates. The Superintendent has provided interim goal ending points for each year leading up to the ending date.</p> <p>All interim goals pertain to student outputs or student outcomes, not inputs or adult outputs.</p> <p>The Board included students, parents, staff, and community members in the goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>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 goals.</p> <p>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 staff -- has authority over roughly 80% of the inputs the interim goal is measuring.</p> <p>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.</p>

Board Values & Guardrails

VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails.

Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (5)	Meeting Student Outcomes Focus (10)	Mastering Student Outcomes Focus (15)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the values of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, guardrails based on the community's values and that do not hinder pursuit of the goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.</p> <p>The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three interim guardrails for each guardrail, and each interim guardrail is SMART.</p> <p>The status of each interim guardrail is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the guardrails for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Superintendent has provided interim guardrail ending points for each year leading up to the ending date.</p> <p>All interim guardrails pertain to outputs or outcomes, not inputs.</p> <p>The Board included students, parents, staff, and community members in the guardrail development process.</p> <p>The Board has considered adoption of one or more theories of action to drive the school system's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory consideration process.</p> <p>All Board guardrails last from three to five years; all interim guardrails last from one to three years.</p> <p>The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>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 guardrails and, if applicable, theories of action.</p> <p>All of the interim guardrails are predictive of their respective guardrails, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim guardrail and the guardrail. Influenceable suggests that the Superintendent -- and through them, the staff -- has authority over roughly 80% of whatever the interim guardrail is measuring.</p> <p>In addition to the guardrails on the Superintendent's authority, the Board has adopted one to five guardrails on its own behavior and evaluates itself against them at least quarterly.</p>

Discussion & Closure



Embracing Excellence & Equity