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Memo

To Board of Education

From Shanthi Gonzales, Board Vice President
Jumoke Hinton-Hodge, Board Member

Board Meeting Date September 9, 2020

Subject Discussion of Use of Board Member Discretionary Budgets

Action Discuss possible uses of Board member discretionary budgets

Background The 2020-21 Budget allocated each Board member \$7,000 in discretionary funds (plus any unused funds from 2019-20) to be used consistent with Board bylaws.

Discussion Vice President Gonzales is interested in securing a consultant to support the some or all of the orientation for New Board members. Director Hinton-Hodge is interested in funding training on implicit bias and racial equity for the entire Board. Each these proposals would likely require contributions from the discretionary fund of most (if not all) Board members. The Board will need to discuss if and how it wants to proceed with each proposal.

Attached are the Draft Learning Objectives & Sequence for Orientation for New Board Members OUSD. The details of Director Hinton-Hodge's proposal is as follows:

Proposed Activities:

- I. Participation in Council of Great City Schools Board Governance Evaluation and Development (see attachment)
 - Board Behavior Evaluation
 - Time Use Evaluation

- Agenda Evaluation
- Participating in Coaching

Facilitator bio for this activity is available at <https://www.ajc7.com/2017/07/bio.html>

- II. Develop and operationalize Race Equity Framework
- III. Training on Implicit Bias Awareness
- IV. Review of student data and outcomes
- V. Review equity, diversity, and inclusion throughout the District

Each activities would include a focus on the following topics:

- Academic Outcomes/Blue Print for Quality
- Budget/LCAP
- Labor Relations
- Asset Management/Facilities Program Assessment

The recommended facilitators are Pacific Education Group and Dante King.

Fiscal Impact

To be determined based on discussion

Attachment(s)

Draft Learning Objectives & Sequence for Orientation for New Board Members OUSD
An Introduction to the Student Outcomes Focused Governance Workshop Series

Draft Learning Objectives & Sequence for Orientation for New Board Members OUSD

<u>Potential Dates</u>	<u>Topic Focus</u>	<u>Goals</u>	<u>Materials</u>
<u>Nov (2 Days)</u> <i>Nov 13 and 15</i>	-Working Styles -Governance Roles & Responsibilities	-Discuss the role of trust and trust-building in an effective governance team. -Board Members and Staff will have a clear understanding of communication protocols. -Board members will be clear on the tools shared via the Governance Handbook.	-Governance Handbook -Strategic Plan -Work Plans -Org Charts
<u>Dec</u> <i>Dec 4 or 5</i> Fri or Sat	-Legislative Process	-Help board members understand the legislative process and the brown act.	-Brown Act -Robert's Rules -Sample Meeting Agenda -Board Calendar and Submissions
<u>Jan</u> <i>Jan 22 or 23</i> Fri or Sat	-Budget & LCAP	-Help board members to understand OUSD's budget, key indices for progress monitoring, some of our persistent challenges	-Budget Development Calendar -BP 3150 -FCMAT Reports -Audit Reports -1st Interim Report -Role of PSAC
<u>Feb</u> <i>Feb 19 or 20</i> Fri or Sat	-Charter Oversight	-Help board members to understand our role in charter oversight, renewal process, and some of the persistent challenges.	-AB 1505 -Prop 39 -Prop 51 -BP of Charter Authorization
<u>Mar</u> <i>Mar 19 or 20</i> Fri or Sat	-Labor Relations	-Help board members understand how to inform bargaining priorities and their role in the labor negotiations process.	-MOUs -Contracts

Draft Learning Objectives & Sequence for Orientation for New Board Members OUSD

<u>Potential Dates</u>	<u>Topic Focus</u>	<u>Goals</u>	<u>Materials</u>
<u>Apr</u> <i>Apr 23 or 24</i> Fri or Sat	-Academic Outcomes & Citywide Plan	Help board members to understand our strategy and tools for improving and monitoring academic outcomes. Help board members understand how we are supporting the Blueprint changes for quality that have already been made.	-LCAP -BP 6005 -BP 6006 -SELPA Annual Plan -ELLMA Master Plan -Data Dashboard -Core Growth Data
<u>May</u> <i>May 21 or 22</i> Fri or Sat	-Asset Management/ Facilities Program Assessment	Help board members to understand OUSD's real estate portfolio, building maintenance, process for disposal or alternate use of facilities, future challenges (energy generation/storage/climate change) our goals for asset management, some of our persistent challenges (Chabot, admin bldg) and how to monitor our progress on facilities issues. Capital Projects- spending plan, Bond/Parcels, Facilities Funding	-Facilities Master Plan -Bond Project List & Spending Plans -BP Asset Management

An Introduction to the Student Outcomes Focused Governance Workshop Series

INTRODUCTION

Student outcomes don't change until adult behaviors change. Starting with the school board.

This idea permeates much of the school board improvement work of the past decade and is informed by both [research](#) and [experience](#). If school boards want to see improvements in the outcomes of their students, they must initiate that transformation. More often than not, however, school boards fall short of this intention because of two reasons. First, most school boards only focus on the easiest key drivers of adult behavior change that are used to coach school systems, rather than the most impactful. Second, the evidence-based tools that most enable school boards to initiate systemic improvements are typically neither taught nor practiced in a context that inspires change. Said differently, many school boards lack the evidence and tools to engage in their own adult behavior change, and they lack the systems necessary to improve student outcomes. But it doesn't have to be that way.

The intention of Student Outcomes Focused Governance (SOFG) is to translate existing research and the collective experience of dozens of board members and superintendents into a governance system that empowers board members and superintendents to confront and overcome common barriers to adult behavior change that could improve student outcomes. Student Outcomes Focused Governance has three components: 1) the [SOFG framework](#) that allows school boards to measure their adult behavior change over time, 2) the [SOFG workshop series](#) that orients school boards to the framework, and 3) the [SOFG Coach](#) training and certification system that rigorously prepares individuals who will lead the workshops and support the school board's implementation of the framework. All three are necessary for setting school boards on the path to be intensely focused on improving student outcomes. This is an overview of the workshop series.

ADULT BEHAVIOR CHANGE

If changing adult behavior was effortless, everyone would be their ideal weight and no school boards would be dysfunctional. The reality is that behavioral change requires effort, and effort requires a mindset of "I will." I only know of two strategies for creating a school board with the needed mindset: either 1) *inspire* current school board members to have the will to improve, or 2) fire the unwilling school board members and "*hire*" a new willing school board member. Attempting to engage in behaviors that could be truly transformative for children in the community is challenging. Without first ensuring that the willingness exists to endure the challenges and discomforts that come with those changes, there is a high likelihood of failure.

Inspiring and Hiring

Of the two aforementioned strategies, most boards prefer the "inspire" path because it sends all of the right messages throughout the rest of the school system: "we believe in working with the people we have and in supporting them to become the leaders our students need." This is a vision that can cascade throughout the organization and inspire an entire staff. There are two major downsides of the inspire method, however. First, finding folks who can inspire school boards is even harder than inspiring school boards. Second, inspiration can be a slow process wrought with frequent relapse, similar to recovery from alcoholism. There will always be

a bell curve of readiness for change -- some will be more ready than others. Additionally, the group dynamics of school boards often cause them to move at the pace of their slowest member.

The “hire” path relies on either democracy (for elected boards) or politics (for appointed boards), and neither reliably selects for competence or optimizes for effectiveness. Moreover, just like in any employee hire situation, “hiring” new board members leaves you with complete unknowns. You blindly reach your hand into the grab bag of randomness and hope the rookie you grab ahold of is more inspired than the veteran you are letting go. Sure, everyone believes they have the magical ability to predict that, but reality bites hard. Hiring does present one major advantage over inspiring: if you luck into hiring a candidate that is already inspired to change, change can happen rapidly.

To Inspire or To Hire?

Knowing which path to choose -- inspire or hire -- is often a gut call, but there is one signpost that is particularly helpful when making the choice: one’s susceptibility to self-delusion. Part of the willingness conundrum is that school boards (like many human institutions) excel at self delusion. To be truly inspired, it is necessary to first acknowledge and then to take steps to eliminate this delusion. Otherwise, behaviors will not change in a transformative way.

Imagine that the house you and your children live in is brand new. The foundation is solid, the various systems work, and the appropriate furnishings are in place. Imagine that you wake up one morning to find a window broken that was not broken the night before. How do you respond? You immediately fix the window. This makes sense.

Now imagine that the house you and your children live in is entirely dilapidated. The foundation is ruptured, few if any of the systems work, and there is not appropriate furnishing. Imagine that you wake up one morning and find a window broken that was not broken the night before. How do you respond? In this scenario, focusing on the window first is ludicrous; the entire dwelling is dysfunctional and requires a more overarching and systemic approach.

This is the signpost that is most valuable: is the school board deluded concerning the nature of the challenge that faces its students? Does it know which house it is in? When presented with clear evidence of systemic failure for some or all of its students, the school board that continues to allow its children to live in the dilapidated house justifies their behaviors by touting their willingness to fix each broken window. That school board probably needs to go. In these moments, we witness the triumph of adult comfort over student need; this should inspire us to start hiring a new school board.

However, if recognition of systemic breakdown exists, then willingness is likely to exist as well, even though the path to that change is not yet clear. The next steps are to create an experience that engages school board members in the three key drivers of adult behavior change -- knowledge, skills, and mindset.

Knowledge

The first key driver of adult behavior change is knowledge. When we know more, we can make new choices that reflect that increase in knowledge. If my intention is to teach fractions and I don’t know fractions, that will give rise to one set of behaviors on my part. But give me a strong knowledge of fractions and the behaviors I exhibit in the classroom will change. Knowledge does allow adults to change their behavior. But of the three key drivers, knowledge is the shortest lever -- call it 15%. It is entirely necessary, but it is also entirely insufficient.

For example, I already know how to be healthier and lose weight: eat more responsibly and work out more effectively. Done. Knowledge. But knowing this and it happening are two entirely different things. Knowledge by itself is powerful but not inherently transformative. And transformation is crucial to changing organizations.

Unfortunately, this is where most school boards stop their journey. They go to board workshops, squander school resources traveling to conferences that often offer more feel-good measures than tools for actual behavioral change. A continuing focus on knowledge acquisition only leaves board members having heard the same set of wrongheaded and ineffectual ideas: stay in your lane, don't rubberstamp, don't micromanage, keep the adults happy (particularly the teacher's unions and the booster clubs) so they don't come make a scene during public comments at the board meeting, make sure the bond money is spent appropriately, and every now and then, just for good measure, ask something like, "but is this good for the children?" or "how will this improve student outcomes" before heading home. School board conferences are often in the business of raking in money by selling their members to vendors who should be talking to administrators, not board members. This tends to result in glossing over difficult issues, not transforming them.

Board members often get frustrated because, though it seems obvious, the knowledge is not translating into change. Stuck in the back of their minds is an inkling that this is all wrong. But it's so incredibly prevalent and normative that it's hard to get beyond it. They're drowning in so-called knowledge. And it's not creating the future they seek.

Skills

The second key driver of adult behavior change is skills. Skills describe our ability to effectively use the knowledge we've attained. If I know everything there is to know about fractions but I have no skills with which to teach fractions, that will give rise to one set of adult behaviors. But if you offer me a learning experience that gives me pedagogy and instructional strategies and the skills necessary to leverage that knowledge, my adult behaviors can change. Skills are a driver of adult behavior change, the second longest lever -- call it 30%. Skills let us put the knowledge we have into practice for the purpose of catalyzing sustained and meaningful change in adult behavior. Yet, skills by themselves are still insufficient.

I already possess the skills to count calories, perform high impact cardio routines, and so forth. But those skills don't, by themselves, cause healthy behaviors. Skills are incredibly valuable, they just rarely resolve into transformed behaviors unless the third key driver is also in place.

Some school boards do engage in intentional skill building and, again, this is valuable. They'll gain and practice the skills of interpreting financial data, communicating effectively with constituents, leading community meetings and town halls, communicating with families at student performances and athletic events, and sometimes, school boards will even attend training to grow their skills at interpreting student performance data. These are all valuable skills for any school board member to possess. But the hyper-emphasis on the first four chokes out meaningful investment in the fifth. The evidence is in the list of presentations for the next state or national school board conference; largely devoted to the first four and rarely addressing the last but most important one. To be effective I would expect to see a conference that invests at least half of its attention in providing school board members with the skills necessary to set measurable student performance goals and how to spend time each month monitoring progress toward them. If you come across such an agenda, email me (aj@ajcrabill.com). Go ahead, I'll wait...

Mindset

The third and most influential driver of adult behavior change is mindset. Mindset describes our view of the world, our orientation toward and our experience of the things that occur. Mindset is the lens through which we

make meaning of the circumstances unfolding around us. If I know all things about fractions and I possess all skills of teaching fractions, but my mindset is, “little AJ just doesn’t want to learn” or “little AJ’s family doesn’t care about education” or (my favorite) “but little AJ is poor which is why he struggles to perform” then all of my knowledge and skills will be wasted. Rather than leveraging them to inspire greatness in little AJ, I’m just as likely to use them as a cudgel with which to simply reinforce my pre-existing mindset. But inspire me toward a new mindset -- “little AJ wants to know fractions, but there’s a gap between what he knows and where he wants to be, and my role is to be the bridge across that divide” -- and suddenly my collection of fraction knowledge and skills, whether meager or great, can be called into transformative action. How the world occurs for me, my mindset, is the longest lever for causing adult behavior change. Where a disempowering mindset is present, even the tiniest of calamity can be used to excuse us of being responsible for our student’s well-being. But where an empowering mindset is present, any obstacle becomes surmountable. Transformative organizational change cannot occur without this key driver.

Similarly, when school boards hold the mindset that, “when we get more money, we’ll be able to educate these children” or “if our students weren’t so poor, we’d be able to educate all of them,” what’s possible for students gets smaller and smaller with each meeting. Inside of these mindsets, there’s no real action for the school board to take, so while we wait, let’s go fix this window over here.

What school boards do matters, and their collective mindset is the gate to transformative change of their behaviors. School boards have the ability to significantly add to or significantly detract from the ability of the overall school system to be functional. When the school board behaves in ways that are largely dysfunctional, that will cascade throughout the organization and make it harder for educators in the classroom to fully share their gifts with the children they serve. The system is fully connected. What happens in the boardroom echoes in what happens in the classroom. Typically, school board members are passionate about the success of students in their district. But there is a significant gap (usually the mindset gap) between the potential of and current reality of behaviors. And it is the disbelief that those behaviors are connected to performance that stymies closing that gap. This disbelief persists despite research that demonstrates there is a clear connection between board behavior and student outcomes.

Implementing Adult Behavior Change

To create the context for adult behavior change requires new knowledge, new skills, and new mindsets. In the school systems I have worked with, I always begin with mindset work and then layer in new knowledge and new skills only after evidence that a new mindset is present. This is the most consistent approach I and my colleagues have found for inspiring adult behavior change.

In practice, this looks like:

- 1) Creating a safe space in which school board members gain an **awareness** of the areas in which their house is in disrepair.
- 2) Creating a safe space in which school board members **acknowledge** the dissonance that exists between their stated values and their lived values -- that despite their espoused values, that their actions are nevertheless contributing to the dilapidation of the house -- both individually and collectively.
- 3) In the space for **action** that acknowledgment creates, providing new evidence around optimal school board behavior (knowledge) and new tools for deploying the behaviors (skills).

These three steps are not easy and they require a very skilled facilitator and/or coach to bring them to life. But when this happens, implementing adult behavior change becomes an attainable objective -- and our students benefit.

IMPROVING STUDENT OUTCOMES

Conversations about changing adult behaviors are meaningless unless those changes are aligned to something specific we want. Anything else is simply change for change sake. For public education, that north star is simple: school systems as an organization exist to improve student outcomes. And nothing else. School systems don't exist to have balanced budgets (though those can be good to have). School systems don't exist to keep the teachers happy (though that can be good to do). School systems don't exist to keep the parents happy (though that can be good to do). School systems don't exist to build football fields, jumbotrons, have the perfect cheerleading constitution (I didn't know that was a thing), make taxpayers happy, provide community employment, or any of the other array of topics on which school boards often choose to focus the majority of their time. School systems exist for one reason and one reason only: to improve student outcomes.

Which outcomes for students should be improved is a choice each nation, state, and community makes for itself. At our federal level we're most focused on literacy and numeracy. At the state level, the variance is more broad in the form of state education standards for everything from PreK to PE to high school physics. But where the variety really comes alive is at the community level. Some communities are soccer focused while others are football focused, some are more concerned with agriculture or with aeronautics, with marine biology or mechanical engineering. And this is where school boards' focus becomes deeply relevant: they represent the vision and values of the community. In a sea of competing ideal outcomes for students, it is the members of the school board who collectively govern the ship toward a chosen destination. The challenge for the school board is to not be distracted by things that are good to do and lose sight of the main and only goal - improving student outcomes. It is those outcomes and a focus on them that is transformative to the education organization. There are specific behaviors that board members can engage in that will most correlate with their chosen student outcomes. Board members must constantly challenge themselves as a collective to move in that direction. That won't happen until the mindset shifts and adult behaviors change (see above).

Implementing Improvements in Student Outcomes

Once the mindset is present and school board members are ready to begin changing their behaviors, they generally will need a framework to attach their changes to. Any effective governance framework will help school boards understand:

- What does it mean to govern a ship to shore vs manage a ship to shore?
- What are student outcomes?
- What do quality goals that are focused on student outcomes look like?
- What does it mean to be student outcomes focused?
- What new monitoring systems are needed to implement this focus?

Governing vs Managing

Recently I needed a ride to the airport. When I summoned the Uber I input my destination. When the car arrived, I did NOT get into the driver's seat! As we were pulling away from the curb, I happened to know that there was major construction on the most obvious path to the airport so I leaned over and told the driver not to use that route. He said, "ok" and continued driving.

In this example, I was governing the car. I directed the final result (where we ended up) but none of the waypoints in between the pickup and destination. And I directed a clear boundary (don't use that one route) but did not specify which route to actually take. This is an example of how school boards represent the vision and

values of their community: they define the final results (vision) and they define the operational boundaries to stay within (values).

In this example, the driver was managing the car. He heard the vision, heard the values, and then took every action needed to accomplish the vision without violating the values. He selected the route to take, so long as it resulted at my destination without using the path I had ruled out. This is an example of how superintendents implement the vision and values of the community that the school board has provided: they create a plan to achieve the results (vision) and a way that doesn't go outside of the board's parameters (values).

Inputs, Outputs, Outcomes, and Student Outcomes

The conceptual framework that supports the school board's focus on student outcomes requires language for describing the educational value cycle.

If I'm feeling overweight, what's the outcome I want? It's not exercise; that's just a means to an end. If I'm overweight, the **outcome** I want -- the result knowable at the end of the cycle -- is to weigh less. Exercise -- the strategy I use to achieve the outcome, and that is knowable at the beginning of the cycle -- is an **input**. Sometimes I want a way of measuring the quality of the inputs, the quality of the strategies, in the middle of the cycle; I want to have an idea of how things might turn out early on. Measures of the quality of inputs (effectiveness of exercise routines? nutritional value of protein shakes?) that are knowable in the midst of the cycle are called **outputs**. Inputs are the strategies knowable at the beginning, outputs are measures of implementation of the strategies knowable in the middle, and outcomes are the result of the strategies knowable at the end of the cycle. Inputs, outputs, outcomes.

In the context of a school system, inputs are all the things we know at the beginning of the cycle: books, facilities, teachers, budgets, behavior support systems, buses, and so on. Outputs are measures of the implementation of these things which we know throughout the cycle: discipline referral rates, bus arrival times, midterms, quizzes, teacher observations, financial reports, and so on. Outcomes are measures of the results of the inputs and outputs that we know at the end of the cycle: audits, final exams, summative assessments, overall discipline rates, teacher retention rates, and so on.

If a particular outcome is descriptive of what students know and/or are able to do, we refer to that as a **student outcome**. Student outcomes could be a team winning a debate championship, performance on college entrance exams, literacy rates, dual credit earned, or even -- depending on how you define the educational cycle -- student success rates in their post-secondary environments. Each of these could be describing what students know or are able to do at the end of an educational cycle.

Goal Setting

Once school boards are clear about what a student outcomes is, they are ready to start building their system for being focused on student outcomes. The first step to creating that system is to reimagine what is meant by goal setting. Because school systems only exist to improve student outcomes, and because goals at the school board level should describe how school systems are performing relative to their reason for existing, school board goals should only be about student outcomes. Goals that are about anything else -- adult outcomes, adult inputs, etc -- serve to dilute the school board's focus on the very reason it exists: to improve student outcomes.

All too often, when school boards start thinking about goals, they think of all the operational things they want done, or all of the operational complaints they've heard on Facebook or Twitter. Most school boards tend to have around five goals and there's usually one about facilities, one about the finances, one about keeping

teachers happy, one about keeping parents happy, and then as the cherry on top, a final one that effectively says: students should do good.

In these moments, school board members have conflated the role of governing with the role of managing. The number one reason this is disastrous for students is because all of the focus in the world on the inputs will never reveal student outcomes. You can know all things about which literacy curriculum is being selected and which teacher is delivering it, but knowing those things tells you absolutely nothing about the extent to which students are literate. At the school board meeting they've debated and discussed which literacy curriculum students should use and which staff should teach it and then went home -- all the while not realizing that their students are still illiterate. School boards that focus on the inputs to the exclusion of monitoring progress toward their desired student outcomes are school boards that set students up to fail.

Goal Setting Part 2: Goals That Inspire Adult Behavior Change

It's not enough that the school board's goals should be focused on student outcomes. They also need to be the inspiration for adult behavior change. For goals to have a chance at accomplishing this, there are several elements that need to be present in the goal:

- student outcome: without this, the school board may have lost its focus
- starting date and ending date: without this, there is no urgency
- lasts three to five years: without this, it's either too short to implement adult behavior change or too long to create urgency for adult behavior change
- starting point and ending point: without this, there is no way to ascertain attainability
- population: without this, there is no specificity about which students are being served
- measure: without this, there is no specificity as to the instrument against which progress is compared
- requires adult behavior change: without this, adults can use goals to look good rather than to do good
- interim goals: without this, there aren't lead measures that can be used to track progress

As an example, a board that is concerned about third grade literacy in particular might write a goal such as:

- Goal 1: The percentage of 3rd graders who grew at least 1.5 grade levels in reading and writing on the summative assessment at the end of 3rd grade will increase from X% in August 2018 to Y% by August 2022

And an interim goal that would provide progress tracking detail monthly throughout the year might look like:

- Interim Goal 1.1: The percentage of 2nd graders reading at lexile level A will increase from B% in August 2018 to C% by August 2021

The starting and ending dates for the goal are August 2018 and August 2022, respectively and the ending date is more than three years but less than five years away. The starting and ending points: X% and Y%. The population: 3rd graders. The measure: the summative assessment. The student outcome: literacy. Interim goal: lexile levels. As for requiring adult behavior change, that's a question that involves a deeper analysis of the needs of the students, student performance over the past several reporting periods, quality of instruction, and other factors. But a shortcut is this: if you can accomplish the goal or interim goal by doing the same thing you did this year, it's not an ideal goal or interim goal.

Monitoring Report & Monitoring Calendar

Once a board has adopted goals and interim goals, the real work can begin. Setting goals and interim goals is the first step in creating a governance system that is focused on student outcomes; establishing a cadence of monitoring the progress toward those goals is the second step. Effective monitoring requires at least two elements: the monitoring report and the monitoring calendar.

Monitoring calendars are simply multi-year calendars that describe during which month the school board will receive updates on the goals and interim goals. Monitoring reports are the documents provided during the actual updates from the superintendent. Effective monitoring reports have at least four elements: 1) the goal being monitored, 2) the data about the goal, 3) the superintendent's evaluation of the goal, and 4) supporting information. Any time one of these four elements is missing from a monitoring report, the school board should simply hand it back to the superintendent with instructions to bring it back at the next meeting with the appropriate elements present.

Monitoring Reports Part 2: Four Elements of Effective Monitoring Reports

Even though it seems obvious, it's worth stating explicitly that the school board should never have to guess about what a monitoring report is actually monitoring. While this is important at the time that the monitoring report is being initially delivered, it's particularly important when school board members are looking back over previous monitoring reports.

The second element of an effective monitoring report is the data itself. To be useful, school boards need to see a trendline of performance that connects the past, the present, and the future. Effective monitoring reports visually present a trendline that includes the previous three reporting periods, the current reporting period, and any annual projections of performance leading up to the goal's ending point. Anything less than this makes it difficult for the school board to ascertain the trajectory in which student performance is moving.

The third element is closely related to the second but is entirely different. The superintendent's evaluation is a progress status indicator -- a color code like "red / yellow / green", or a textual code like "on track / slightly off track / off track" -- that allows the superintendent to tell the school board what they believe the data means. A trendline is helpful but the superintendent is in a position to have a deeper understanding of the context and other phenomenon and may have a very different interpretation of the data than what the data might appear to be communicating itself. The superintendent needs to know that the school board knows that the superintendent actually knows what's going on. The superintendent's evaluation facilitates this.

The final element of an effective monitoring report is the additional information that the superintendent provides. This generally takes two forms: further data -- often disaggregated in some relevant manner -- that provides context for the progress monitoring data above, and next steps that describe the superintendent's response to the data.

CONCLUSION

We don't believe that student outcomes don't change until adult behaviors change -- as if it's some immutable truth or law. Instead, this statement is a mindset, a grounding place in which to stand and from which all other intentions and actions draw meaning and inspiration. This is work that often demands sacrifice from us as coaches who support governing teams, and governing teams as players on the field of public education trying to score a win for the students we all serve.

The future currently being created for students is a direct product of the current adult behaviors. So the first sacrifice is to change adult behavior by first changing our own mindsets. Once that is complete, we can use new knowledge and new skills to better hone our focus on student outcomes. Student outcomes don't change until adult behaviors change. Starting with me.