

**“Academic Oversight: Staying Focused on the Bottomline”**

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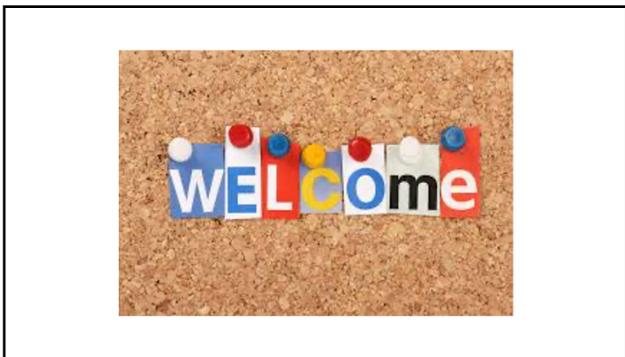
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**Session Objectives & Agenda**

1. Understand the role of the board in academic oversight	Welcome, Objectives & Agenda
2. Identify & outline key steps in academic committee operations	Temperature Check
3. Reflect on and articulate next steps for applying today's learning	Why, What & How of Academic Oversight
	Sample Document Review
	Reflect & Close

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Choice without quality is not choice.  
Without accountability, quality isn't guaranteed.

**Academic oversight drives quality**

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### Research-Based Framework

Grounded in research and best practices across the country, the Board Effectiveness Diagnostic assesses boards and diagnoses their practices in relation to six standards for effective governance.



Focus relentlessly on student achievement	Recruit and retain an exceptional leader	Invest in exemplary governance	Act strategically and be accountable	Raise and use resources wisely	Commit steadfastly to compliance
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Center People, Equity & Culture

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### Common Governance "Bad Practices"

- Strategy**
  - No strategic plan, board level goals or priorities
- Academic Oversight**
  - Believe this is solely the Principal's job, no academic committee
- Board Composition**
  - Mostly built by Principal not strategic or diverse
- Board Operations**
  - No committees or inconsistent, no strategy, succession for leadership
  - No decision-making protocols to invite dissent, varied perspectives
  - Agendas developed and meetings run by Principal
- Leader Support & Evaluation**
  - Don't evaluate or offer feedback regularly
  - Don't check progress to goals regularly
  - Just evaluation

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# Case Study

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**Case Study**

**Academic Oversight Case Study**

Summit Public Charter School is in its 8th year with its founding school leader, Sharon Rice. The school has 500 students in grades k-5. The first three years were great, the school was rated an "A" and Sharon received an award for her leadership. Over the past five years, the school has seen a decline in academics and high rates of teacher turnover. In fact, in February and 1/3 of the teachers have quit. The school has a number of long-term subs covering classes and Sharon has yet to communicate with parents about the issue. Most parents only find out when their child reports that they have had a substitute teacher for several days. Parents have now begun to ask lots of questions. They are beginning to approach staff at pick up and drop off. They want to know why so many teachers are leaving midyear.

The board chair is accustomed to following Sharon's lead and has great faith in her. He and some of the long-serving board members think Sharon can do no wrong. They are sure it must be the low-performing teachers that are leaving and aren't too worried about the turnover. Besides, they have heard that all charter schools have high teacher turnover.

There is a small contingent of relatively new board members who feel a sense of urgency around the matter. They fear parents will pull their students and enrollment, as well as the school's reputation, will suffer. They want to see more data and also hear from not just the school leader about academics and school culture, but they don't know where to start.

Consider:

1. What challenges do you identify?
2. What could the board have been put in place to prevent this from happening?
3. As a member of this board, what would you do next?

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**Governance-Management Matrix**

RESPONSIBILITIES	DECISION-MAKING AUTHORITY
Strategy Effective Board Governance Evaluation Growth Mission Organizational Sustainability	Board Decision Principal Advise
Impact Legal Compliance Goal-Setting Raising Resources	Shared Decisions: Board & Principal
Operations/Management Day-to-day Operations Resource Allocation Org/Staff Culture Staff Hiring, Evaluation, Separation	Board Advise Principal Decision

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**Oversight: The Basics**

**Oversight**  
 [o· ver· sight]  
*noun*

Regulatory supervision, watchful and responsible care.

Care  
 Charge  
 Direction  
 Supervision  
 Guidance  
 Stewardship

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**Why Academic Oversight is Important**

- High academic performance of **ALL** students is **THE** goal
- Make good decisions, **student-centered decisions**
- Support and promote **overall health** of the school
- **Articulate** to the authorizer and others **how the school is doing**
- Input for **evaluation of the Principal**

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**Academic Committee Operations**

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### Academic Committee

1. **Partner** with the Principal **to set** rigorous **academic goals**
2. **Set committee goals** and maintain a strong committee
3. Build **board-wide understanding** of the school's academic performance and progress toward goals

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### Nuts & Bolts of Academic Committee

- Principal/Academic Officer and 2-3 board members
- May include other school staff or non-board members
- Facilitated by an elected chair
- Meets between board meetings
- Ask questions, provide advice, hold the Principal accountable for results
- The board does not make program-level decisions

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### Committee Operations

- Elect a Chair
- Develop committee goals
- Identify appropriate staff partners; other advisors if needed/allowed
- Develop a calendar of review for key performance indicators
- Committee receives and reviews dashboards
- Dashboard data: building/grade level data disaggregated by subgroup
- Compare current performance to targets; subgroup targets
- Identify trends, make comparisons
- Elevate any issues to full board
- Make recommendations to the full board

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### Steps to Exercising Oversight

- Step 1: Where are we now?
- Step 2: Where do we have to go?
- Step 3: What to do when we're on/off track?
- Step 4: What to do when we meet goals?

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### Step 1: Where Are We?

- **Current performance** by subgroup
- How does our **performance compare to similar schools**? What schools are similar to us?
- What are our **strengths and gaps** academically?
- What **interim assessments** are in use? What **interventions** are in place?
- What are **key terms/concepts** the entire board should know? What **training/support** should be provided to the board?

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### Step 2: Where Do We Have to Go?

- What did we commit to in our **charter**?
- What is the **Authorizer's bar** for success?
- What indicators will the **Authorizer review**?
- What is the **gap** between where we are and where the Authorizer needs us to be?
- What is the **testing calendar**?
- How is testing **data interpreted**?

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**ACADEMIC PERFORMANCE FRAMEWORK**

The Academic Performance Framework evaluates schools based on student proficiency, student growth,<sup>2</sup> performance of student subgroups, and college and career readiness (for high schools). Schools also have the opportunity to request additional school- or mission-specific academic measures when negotiating their Charter Agreements. The results of the Academic Performance Framework give the Commission a balanced assessment of school academic quality, based on multiple outcome measures of student performance.

The results of the Academic Framework are aggregated to create an overall academic rating – **Exceeds Standards, Meets Standards, Below Standards, or Far Below Standards**. The overall rating is calculated using a weighted average of the results of the individual academic measures. The weights are presented in the table below. For more information on the weighting methodology, refer to the Commission’s Academic Framework Methodology Guidance. (See Attachment C.)

For each academic performance measure, a school receives one of four ratings:

- **Exceeds Standard:** Recognizes the performance of the most successful schools.
- **Meets Standard:** Indicates that a school meets the Commission’s expectations for academic performance.
- **Below Standard:** Identifies a school that is not meeting performance expectations.
- **Far Below Standard:** Identifies need for high-stakes review and possible non-renewal or revocation.

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Indicator	Measure	Weight	
		K-8	HS
1. Student Achievement (Proficiency – ELA & Math)	1a. Proficiency - Statewide Comparison	18%	0%
	1b. Proficiency - Assigned School Composite Comparison	34%	0%
2. Student Progress Over Time (Growth) – ELA and Math*	2a. Student Growth - Statewide Comparison	+	+
	2b. Student Growth - Assigned School Composite Comparison	+	+
3. Performance of Subgroups ELA and Math	3a.1. Subgroup Proficiency - Statewide Comparison	20%	0%
	3a.2. Subgroup Proficiency - Assigned School Composite Comparison	28%	0%
	3b. Subgroup Growth - Statewide Comparison	+	+
4. Mission-Specific Goals	4a. School-Specific Academic Goals*		
	5a.1. SAT Performance Comparison – Statewide	0%	15%
	5a.2. SAT - Assigned School Composite	0%	30%
	5b.1. High School Graduation - 4 and 5-year rates	0%	20%
5. Postsecondary Readiness and Success	5b.2. Graduation Rate - Assigned School Composite Comparison	0%	25%
	5c. College Attendance	0%	10%

\* Growth measures and targets will be established based on the model adopted by the State Board of Education. Growth results will be available

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**Step 3: How Will We Know We're On/Off Track ?**

- What data will indicate we are **on/off track**?
- How often can we **review indicators**?
- Is there **data we need but do not collect**?
- Do we have a **dashboard**?
- Engage the **Academic Performance Committee**
- Identify **committee goals to track** academic committee **progress**
- What **staff** will regularly **partner** with the Academic Committee?
- **How** will the Academic Committee work with school staff?
- Recruit **non-board members** with particular educational expertise relative to the school's model to **advise the committee** (if bylaws allow)

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### Regular Review

Using the chat function or share your thoughts

**How do these factors below impact or indicate student performance?**

- Attendance
- Discipline
- Mobility/Enrollment
- Staff Culture
- Parent Engagement
- Instructional Support
- State Tests

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### Step 4: What Do We Do When We Meet Goals?

- What can we **learn from this success?**
- What **factors/interventions/processes/policies contributed to the success?**
- Can we **replicate** this in other areas? grades?
- **Celebrate!**
- **Share/communicate** the success.

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### School Leader Report

School Leader Report

#### K-12 Report

- 10th grade environmental science students created books on alternative energy sources to share with the 4th grade class. The students then worked in groups to build and test a car designed to run on a solar panel.
- We have partnered with Genuine Foods as the new school food service provider effective January 2nd. Genuine Foods' business model takes into account the whole food system from farm to plate. This entails sourcing the highest quality ingredients free from unnatural additives, partnering with local suppliers and creating meals that are nutritious, visually appealing and tasty. Genuine Foods is the first school vendor to achieve EAT! Real certification which values reducing sugar, harmful oil and processed food consumption and promotes sustainability and the minimization of environmental impact in its food practices. Genuine Foods was bestowed with the Golden Carrot Award three years in a row by the Jamie Oliver Foundation and Physicians Committee for Responsible Medicine for serving "the best healthy meals."
- Lower School and Upper School families supported a project to provide cookies for children in foster care this holiday season.
  - Jane Doe, mom of two lower school students and a CASA board member, led K-4 students in a lesson on gratitude to launch the initiative.
  - Upper School Algebra A K-12 SERVICE LEARNING SCHOOL 6 teacher connected the baking to their work in class. Using recipes, students created an estimated budget for the whole project using linear functions. Rebecca Smith, a parent of a middle schooler and a CASA advocate, spoke to the classes about CASA's work.
  - The holiday project is for Hudson County CASA, a non-profit organization that advocates for children in foster care in our area. Each holiday season, CASA delivers a box of cookies to each foster family to enjoy for the holidays. CASA was looking for a local organization to help provide the cookies this year and our students were eager to support this work.

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### Sample School Leader Report Review

- What is **helpful** about this report?
- What is **missing** from this report?
- What **questions** would you have after reviewing this report?

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### School Leader Report Components

1. **School updates**
  - a. No discussion
  - b. Upcoming events, and announcements
2. **Discussion items**
  - a. Principal prepared to answer questions
  - b. Include related data, documents
  - c. Principal seek advice/counsel
3. **Action items**
  - a. Items for the board to act on
  - b. Include related data, documents
  - c. Coordinate with other committees as relevant

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### Sample Committee Report

#### Academic Committee Report

##### Teaching Strategies GOLD:

- **Goal for SY 2018-19:** At least **80%** of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment in literacy and math.
- **Mid-year Status: On-track to meet goal.** **75%** of Pre-Kindergarten students are meeting or exceeding widely held expectations on the GOLD assessment in literacy; **78%** are doing so in math.
- **End of year assessment: Will be administered in June. Expect to meet goal.**

##### Developmental Reading Assessment (DRA)

- **Goal for SY 2018-19:** **75%** of students in grades K-2 will score on grade level or higher, or make one year's worth of growth on the DRA.
- **Mid-Year Status: Goal met. 75%** of K-2 students are scoring on grade level or higher at the middle-of-year standard; **46%** are doing so at end-of-year standards.\*\*
- **End of year assessment: Will be administered in May. Expect to meet goal.**

\*\*Note: Calculations are based on total number of students tested by 2/14/19, not the total number of students. 19 students (1%) had not tested by 2/14/19.

##### NWEA MAP (3-8 Literacy):

- **Goal for SY 2018-19:** **70%** of students in grades 3-8 will score at or above 40<sup>th</sup> percentile or meet/exceed spring growth target.
- **Mid-Year Status: On track to meet goal.** On the Winter MAP, **68%** of students in grades 3-8 are scoring at or above the 40<sup>th</sup> percentile OR meeting/exceeding fall to winter growth targets.\*\*
- **End of Year assessment: Administered in May/early June. Expect to meet goal.**

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### Sample Committee Report Review

- What is **helpful** about this report?
- What is **missing** from this report?
- What **questions** would you have after reviewing this report?

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### Your Role: Ask Questions

- Where are we compared to the last few years? What trends do we see?
- How do we compare to other schools in the neighborhood and the city?
- Which data is surprising and why?
- What does the data look like when broken down by population?
- How are we addressing downward trends?
- Are there any data points of concern to the school leadership? What are some of the root causes?
- What celebrations are in the data?
- What data would the authorizer want to see at our renewal visit?
- How might this data inform budget or other board level decisions?
- How will this data be shared with the larger community? What is our data story?

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### All Students on Track to Achieve at High Levels--Student Outcomes

#### How do we know students are achieving at high levels?

1. Discuss with your school leader how student achievement (including academic and non-academic) is measured including the promises/targets set in your charter, required by the authorizer, strategic plan, your mission.
  - a. Standardized tests
  - b. Interim assessments
  - c. Attendance
2. Set annual achievement goals
  - a. Aligned with strategic plan
  - b. Benchmarked against high performing schools (look at comparable data provided by authorizer, charter support org, state data, to benchmark) and college/career readiness ([ISCSC Accountability System](#), [College Board benchmark](#))
  - c. SMART goals
3. The full board should monitor this data at least quarterly. Boards need to make sure they are seeing relevant data often enough, and not waiting till the end of the year.

#### How are we measuring/What data to review:

Academic data: Standardized test scores, interim measures of assessment, grades. All broken down by race, gender, ELL, SPED.

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**Reflection & Action Planning**  
*"We do not learn from experience, we learn from reflecting on experience." Dewey*

*In the chat, share your response to one of the prompts below...*

1. What was the most **significant learning** for you?
2. So, what actions do you want to take as a result?
3. Now, what more do you think you need to learn about?



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**Board Service Matters**



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**Thank you!**

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