Board Operating Guidelines for
Board of Education Goals and Guardrails
(Attachment for Policy No. 003.1)

Purpose

The purpose of the Board Operating Guidelines is to effectuate Policy 003.1: Goals and Guardrails, which reflect the Board of Education's ("Board") student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and accountability for improvements in student achievement.

Board Procedures

Governance Culture

To foster a Board culture that establishes a shared commitment to governing with a focus on student outcomes, each Board Member's onboarding will include an overview of and orientation to the Goals and Guardrails governance model. To support this governance model, Board Members will also have access to professional development through The School District of Philadelphia ("District"), Pennsylvania School Board Association (PSBA), Council of Great City Schools (CGCS), area universities, and other organizations.

To show commitment to this governance model, Board Members will sign a commitment letter stating their acknowledgement and acceptance of the activities required for it to be successful.

Strategic Planning

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items for monthly meetings will include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

1. Aligning the work of the Office of the Board of Education to the Goals and Guardrails
2. Implementing regular communications from the Board
   a. Quarterly Board newsletter
   b. Structured social media strategy
   c. Goals and Guardrails-aligned branding
   d. Regular press and opinion pieces
3. Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:
   a. Social media content
   b. Website information
   c. One pagers
   d. Frequently asked questions (FAQs)
4. Framing budget conversations and budget asks in the context of the Goals and Guardrails
5. Goals and Guardrails documents made available in language that is accessible to diverse communities including translating documents as feasible and upon request

To modify Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This engagement strategy shall be conducted in a way that allows individuals who speak a language other than English to meaningfully participate, including live interpretation where appropriate.

The public engagement process can include, but is not be limited to:

- Listening tours
- Town halls
- A digital and paper survey

Progress Monitoring

Board Members will receive and review a Quarterly School Manager Report to stay abreast of the District's finances, operations, and their influence on Goals and Guardrails. As requested, the District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At regular public meetings, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each meeting will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prepare with the Office of Research and Evaluation before each regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. Announce the Goal/s or Guardrail/s to be monitored
2. Introduce the District staff who will walk through the prepared presentation

3. Facilitate questions and answers from Board Members on the presentation
4. Summarize what was discussed and any necessary follow up or next steps for the District

The indicators currently used to regularly measure progress include:

Goals		
Goal	*Interim Target*	*Leading Indicator/s*
Goal #1 *(All students read on or above grade level)*	The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 34.0% in August 2023 to 65.0% by August 2030.	Leading Indicator 1.1: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment.
		Leading Indicator 1.2: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment.
Goal #2 *(All students read on or above grade level)*	The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 31.0% in August 2023 to 62.0% by August 2030.	Leading Indicator 2.1: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment.
		Leading Indicator 2.2: The percentage of students in grades K-2 who are At Target on the District's required reading Curriculum-Based Measures.
Goal #3 *(All students perform on or above grade level in math)*	The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 20.7% in August 2023 to 52.0% by August 2030.	Leading Indicator 3.1: The percentage of students in grades 3-8 who are At Target on the District's within-year math assessment.
		Leading Indicator 3.2: The percentage of students in grades 3-8 with high growth on the District's within-year math assessment.
		Leading Indicator 3.3: The percentage of students in grades K-2 who are At Target on the District's required math Curriculum-Based Measures.
Goal #4a *(All students graduate ready for college and careers)*	The percentage of students who are proficient on the state Algebra high school assessment by the end of their 11th grade year will grow from 30.1% in August 2023 to 53.0% by August 2030.	Leading Indicator 4.1: The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, Biology) by the end of their 10th grade year.
Goal #4b *(All students*	The percentage of students who are	Leading Indicator 4.2: The percentage of first-time 9th grade students who are meeting the District's 9th Grade Firmly On-Track metric.

graduate ready for college and careers)	proficient on the state Algebra high school assessment by the end of their 11th grade year will grow from 30.1% in August 2023 to 52.0% by August 2030.	
Goal #4c *(All students graduate ready for college and careers)*	The percentage of students who are proficient on the state Biology high school assessment by the end of their 11th grade year will grow from 31.4% in August 2023 to 54.0% by August 2030.	
Goal #5 *(All students graduate ready for college and careers)*	The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.1% in August 2023 to 80.0% in August 2030.	Leading Indicator 5.1: The percentage of eligible students who take and pass the NOCTI.
		Leading Indicator 5.2: The percentage of CTE students who have a documented job placement and/or postsecondary opportunity.

Guardrails		
Guardrail	*Interim Target*	*Leading Indicator/s*
Guardrail #1	Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social,	Leading Indicator 1.1: The percentage of school-based positions filled each year by October by employees with standard credentials in the 50 lowest performing schools.
		Leading Indicator 1.2: The average completion time for Work Orders specific to restrooms and hydration stations.

	emotional, and mental health supports.	
Guardrail #2	Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.	Leading Indicator 2.1: The percentage of K-12 students enrolled in a visual or performing arts course at each school.
		Leading Indicator 2.2: The percentage of K-12 students participating in co-curricular activities, including athletics, at each school.
Guardrail #3	Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.	Leading Indicator 3.1: The number of school-sponsored community events held at each school.
		Leading Indicator 3.2: The percentage of staff trained to use language access services.
Guardrail #4	Students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.	Leading Indicator 4.1(a): The percentage of 5th and 8th grade students who are qualified to attend Criteria-based Schools, by student group.
		Leading Indicator 4.1(b): The percentage of qualified 5th and 8th grade students who applied and attend Criteria-based Schools, by student group.
		Leading Indicator 4.2: The number of K-8 schools offering Algebra and World Languages.

Board Self-Evaluation

The Pennsylvania School Board Association (PSBA) has developed best practices related to the "Principles of Governance and Leadership". These principles will be reviewed by Board Members on an annual basis to check in on each member's adherence to these established best practices.

This self-evaluation allows time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- Earnest Advocacy
- Responsible Leadership
- Effective Governance
- Thoughtful Planning
- Continuous Evaluation

- Clear Communication
- Ethical Action
- Focus on Student Outcomes

Management Review

In the Fall, prior to the Superintendent's evaluation and the December organization meeting, the Board will review the implementation of its governance practices. This includes a review of the Board's:
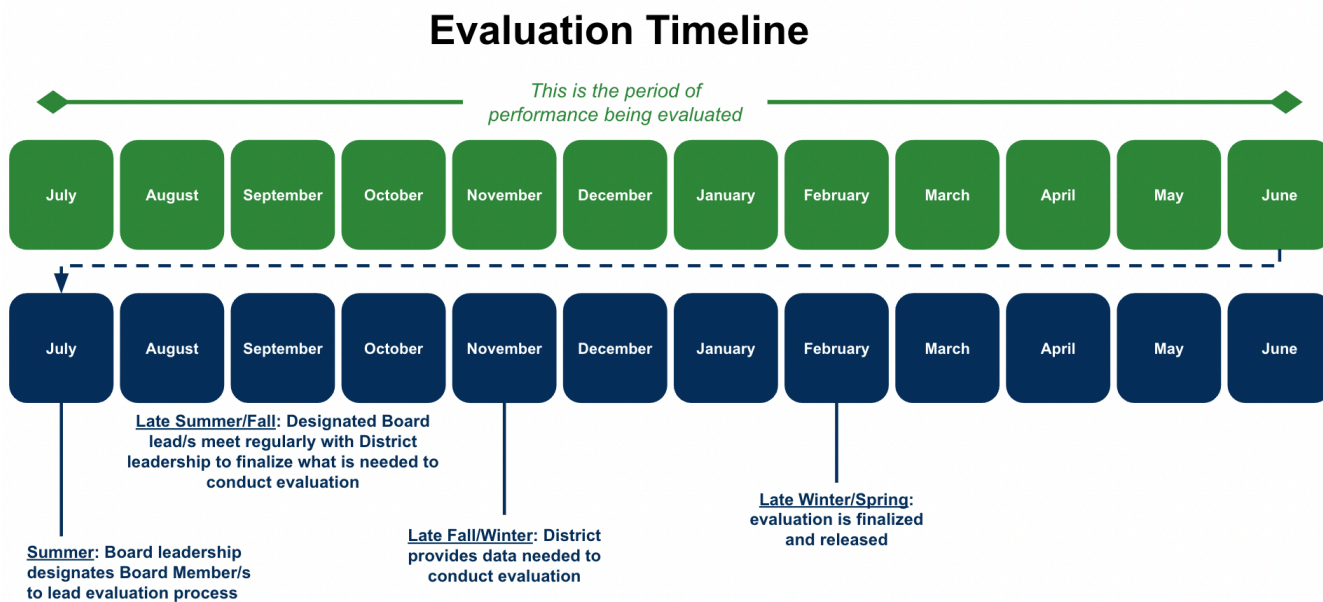
- Goals and Guardrails monitoring
- Financial oversight strategies
- Board governance policies (series 000)
- Audit patterns
- Board's committee structure
- Office of the Board of Education structure and operations
- Communications and customer service strategies

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board Member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, this Board Member/s will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its ~~adopted~~ Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic on the next page:

Evaluation Timeline

This is the period of performance being evaluated

| July | August | September | October | November | December | January | February | March | April | May | June |

| July | August | September | October | November | December | January | February | March | April | May | June |

Summer: Board leadership designates Board Member/s to lead evaluation process

Late Summer/Fall: Designated Board lead/s meet regularly with District leadership to finalize what is needed to conduct evaluation

Late Fall/Winter: District provides data needed to conduct evaluation

Late Winter/Spring: evaluation is finalized and released

District Procedures

<u>OrganizationalCulture</u>

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes, but is not limited to:

- School Progress Report on Education and Equity (SPREE)
- Philly School Experience Survey (formerly the District-wide Survey)

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

<u>Strategic Planning</u>

The Superintendent will develop and maintain a 5-year strategic plan for the District that supports District achievement of the Goals and Guardrails. This strategic plan will be adopted by the Board every 5 years and reviewed on an annual basis to make improvements and updates as necessary.

<u>Progress Monitoring</u>

The Superintendent will provide regular reports and presentations showing District progress toward achieving the Goals and Guardrails.

Leading up to each public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public which can include but not be limited to:

1. Brief overview of the Goal or Guardrail
2. Any necessary technical background or context on the associated indicator/s
3. Overview of past District trends in relation to the indicator/s
4. Overview of the District's current state and progress toward achieving the indicator/s
   a. Including how investments are/are not working
5. An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail
   a. Including present and future budget implications and anticipated action items

<u>Auditing</u>

While monitoring occurs on a regular basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

<u>Management Review</u>

Annually, the Superintendent will provide a briefing to the Board on the implementation and effectiveness of the District's strategic plan. This will include how the District's current organizational structure and initiatives support the achievement of the Goals and Guardrails. It also will provide an opportunity to identify high risk challenges that could potentially impede progress toward implementation of the Goals and Guardrails.

This briefing will occur between the end of each school year and prior to the start of the following school year.

The Superintendent will also provide an update to the public on the District's implementation of its strategic plan at least annually.