A FOUNDATION OF TRUST AND CLEAR EXPECTATIONS:

One District’s Journey

October 15, 2015
Mr. Timothy Stayer, Board President
Dr. Brian M. Troop, Superintendent
Ephrata Area School District
It is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.
EPHRATA AREA SCHOOL DISTRICT
ORGANIZATIONAL CHART FOR EDUCATION
“Policy governance is a fundamental redesign of the role of the board, emphasizing values, vision and the empowerment of both board and staff.”

Source: John Carver, Carver Guide Series on Effective Board Governance
The interaction between teacher and student in the classroom is greatly affected by the innumerable large and small decisions made by school boards. These decisions, large and small, can either help or hinder achievement in that very same classroom.
TWO LEVELS OF LEADERSHIP

Product
- What is the end result of a decision?
- How does the end result reflect the values and belief of the organization?

Process
- How was the decision reached?
- Who was involved in making the decision?
When values are known and real, big decisions become easy, and all decisions compound to reinforce our culture.
WHY POLICY GOVERNANCE?

- Research based
- Continuous improvement
- Governance v. Management
- Clear communication
- Establishes a culture of shared leadership
What Does the Research Say?

“Board members need to develop sufficient understanding, knowledge and beliefs in order to create the conditions which will ensure that professional educators can grow in their expertise and generate productive change. There is a need to impact the governance doctrine and assumptions that are driving deliberations of school boards.”

- Lighthouse Study
Where does your board tend to operate on the continuum from Micromanagement to True Governance?

1 = Micromanagement

&

5 = True Governance
GOOD GOVERNANCE...

- Provides a framework and a process for the allocation of decision-making powers.
- Requires clarity and a shared understanding of roles, responsibilities, rules, and reporting.
- Sets forth what the school system is and how it will conduct itself.
BOARDS COMMITTED TO GOOD GOVERNANCE...

- Are accountable and provide oversight.
- Provide a stable and economically viable work environment for staff.
- Ensure an educational environment for students that targets success and achievement.
GOOD SCHOOL BOARD GOVERNANCE...

- Clearly states a mission that includes high expectations for student achievement.
- Allocates resources in support of the stated goals.
- Holds its system accountable for student achievement through the Superintendent by regularly monitoring evidence of student achievement.
GOOD SCHOOL BOARD GOVERNANCE...

- Engages constituents in the creation of policies that affect them and communicates its progress in raising student achievement.
- Monitors its own performance and takes action to continually improve its governance processes.
Focuses on policy and student achievement.
Effectively manages without micromanaging.
Creates a trusting and collaborative relationship between the Board and Superintendent.
Evaluates the Superintendent according to mutually agreed upon procedures.
GOOD SCHOOL BOARD GOVERNANCE...

- Maintains effective communication between the Board President and Superintendent and among Board members.
- Effectively communicates with the community.
- Holds Governance retreats for evaluation and goal-setting purposes.
Referring to the 18 characteristics of boards who are committed to Governance, please identify at least one that your board could **BRAG** about and at least one where it could use a **BOOST**.

On a Post-It note - please put your first name and the number of the characteristic that you identified for a **BRAG** (yellow Post-It) and a **BOOST** (blue Post-It), and place each on the corresponding chart paper.
Seven characteristics of a Professional Governance Board - and a professional Board member.

- Always model your desired behavior.
- Understand your leadership role and responsibilities.
- Focus and insist on real accountability.
- Be prepared.
- Govern as one Board.
- Establish high expectations.
- Each individual member assumes personal responsibility for the success of the entire Board.
Several Board members introduced to the concepts of Policy Governance
- Early 2000s
- NSBA conference

Board President Leadership
- Suggested we consider it
- Tim Stayer began research
  - Project leader
  - Future and Current President
HISTORY

- February 2008 - Education
  - The Aspen Group
  - Board & Administration
  - Seminar/workshop

- Continued to gather data and research

- 2010
  - Board decided to pursue Policy Governance.
  - Board created a hybrid of its own.
  - Work has been done over a 4-year period (still in progress...).
  - Board engaged the Executive Team.
OUR PATH: 2010 TO PRESENT

- Develop the four key areas of Policy Governance for the District
- Held many work sessions
  - Board and Executive team
- Develop our own “policies”
- Build a hybrid . . . Guiding Principles & Practices
  - To avoid confusion in terms
- Our work . . .
OUR PROGRESS...

- All four areas written & defined
  - Ends
  - Board-Superintendent Relations
  - Governance Culture
  - Operational Expectations

- January 2015 - 2nd annual E-2 Report
  - Mid-Year Superintendent’s Report
  - Summer Retreats with Administration
    - 5 Dysfunctions of a Team
    - Speed of Trust

Under review
By PSBA
Monitoring & Measurables

- Operational Expectations
  - District Administration
    - Recommendations & refinement
    - Jointly reviewed & accepted

- Governance Culture
  - Under development
  - Board self-evaluation
  - Will be jointly reviewed

- Board-Superintendent Relations
  - Future work to be completed
## Board Self-Evaluation

<table>
<thead>
<tr>
<th>Study the agenda prior to the meeting?</th>
<th>Participate in the meeting, with no one dominating?</th>
<th>Listen attentively as each participant spoke, avoiding side conversations?</th>
<th>Treat each other with respect and courtesy?</th>
<th>Contribute to an atmosphere of trust and openness?</th>
<th>Avoid micromanaging?</th>
<th>Appear to have contacted the Superintendent, President, or Vice-President in advance concerning questions about agenda items?</th>
<th>Follow the agenda and not get sidetracked?</th>
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<th>Was information provided in a manner that made it easily understandable?</th>
<th>Was the agenda well planned to focus on the work of the Board?</th>
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Notes
WORK AHEAD

- Refine & define additional measures
  - E-3 Post Graduation Preparation
  - E-4 Student Wellbeing: Physical and Social
  - E-5 Student Character & Civic Duty Skills
OUR JOURNEY’S GOAL

- Develop and adopt a Board Governance process for the School Board
  - Four key areas - Guiding Principles & Practices
  - In unison with and acceptance by the community - ENDS
- Define/identify monitoring criteria
- Introduce Guiding Principles & Practices
  - To District staff & the Community
- Become an effective & efficient Board for the greater benefit of our students, staff, and community
- Leave a legacy, a successful process for future boards
1. To become a more effective & efficient Board
2. To hold ourselves and others more accountable
3. To become a “model” Board in the practice & use of Policy Governance

We realized we need to . . .
LEARN HOW TO:

- **Focus** the Board on student achievement
- **Align** all District operations around clear Board expectations for accountability
- **Achieve** unprecedented Superintendent role clarity, creativity, and accountability
- **Create** a board culture of discipline, focus, respect, and continuous improvement
- **Build** community understanding and support for the Board and District
Governance Culture (GC)

Board-Superintendent Relations (B/SR)

Operational Expectations (OE)

Ends (E)

School Board

Superintendent & Administration

Board Job & Discipline
How the Board will conduct itself and do its job.

Unity of Focus on Student Achievement
What we want our students to know and be able to do upon graduation.

Delegation & Accountability
How the Board and Superintendent will work together.

Empowered Leadership
What the Superintendent is permitted to do in managing the District.

STUDENTS
Governance Culture: The Board’s definition of its own work and how it will be carried out. These Guiding Principles & Practices clearly state the expectations the Board has for individual and collective behavior of its members.

How the Board will conduct itself and do its job.
Board-Superintendent Relations: The Board’s definition, in the Guiding Principles and Practices, of how authority is delegated to its only point of contact—the Superintendent and how the Superintendent’s performance will be evaluated.

How the Board and Superintendent will work together.
Operational Expectations: These Guiding Principles & Practices define both the non-negotiable expectations and the clear boundaries within which the Superintendent and staff must operate. They articulate the action and decisions the Board would find either absolutely necessary or totally unacceptable.

What the Superintendent is permitted to do in managing the District.
**GUIDING PRINCIPLES & PRACTICES**

**Ends (Results):** These are the statements of intended benefits for the students and community served by the District. The Ends Guiding Principles & Practices become the Superintendent’s and the organization’s performance targets and form the basis for judging the organization and Superintendent performance.

*What we want our students to know and be able to do upon graduation.*
COMMUNICATION

Students/Parents - Teachers - Principals/Act 93 - District Admin. - Supt. - Board - Community
The Five Behaviors of a Cohesive Team™ Model
By Patrick Lencioni
ACCOUNTABILITY

- To the community
- To each other
- To the students of the District

AND

- Of the District through the Superintendent
ENDS

- E-1 Mission, Vision & Shared Values
- E-2 Student Achievement
- E-3 Post Graduation Preparation
- E-4 Student Wellbeing: Physical and Social
- E-5 Student Character & Civic Duty Skills
MISSION
The Ephrata Area School District will provide all students a secure learning environment and exemplary programs that inspire all students to reach their full potential.

VISION
Achieving success one student at a time to ensure each student will achieve his/her highest potential.

SHARED VALUES
We believe:
All students can learn.

1. Our students are always at the center of our thoughts and actions
2. Literacy and math are key components of learning in all curricular areas
3. Education is the shared responsibility of student, family, school and community
4. Data from many sources provide vital information for decision-making
5. A highly qualified and dedicated staff is essential to the learning process
6. Facilities should be designed and maintained to support teaching and learning
7. Consistent use of research-based instructional practices increases student achievement
8. In the on-going development of a professional learning community
9. Technology is an integral part of the organization, communication, teaching and learning
1. All students will show growth in reading and math academic areas as indicated in the District Comprehensive Plan.

2. All students will achieve grade level performance of the District and Pennsylvania academic standards.

3. All students will meet or exceed the District Graduation Requirements.

4. The District will provide a broad choice of academic courses and extra curricula choices.
E-2: STUDENT ACHIEVEMENT

The Board of School Directors of the Ephrata Area School District believes that all students should achieve a solid foundation in reading and mathematics skills in the early grades, maintained throughout the middle years, and applied throughout the high school years and beyond. Additionally, the Board believes that students deserve a variety of programs and services to assist them in discovering their interests, engage them in building upon their strengths, and support them in maximizing their academic achievement.
### E2: Student Achievement - Students will achieve academically in Reading and Mathematics

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Measure</th>
<th>Results</th>
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<tbody>
<tr>
<td>Students will achieve grade-level performance in Reading by the end of 3rd Grade</td>
<td>Percentage of students earning a C or better on Common Unit Assessments in 3rd Grade Reading</td>
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<td>Proficiency Level on the 3rd Grade Reading/Language Arts PSSA</td>
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<td>Performance Stanine on the GRADE (Group Reading Assessment and Diagnostic Evaluation)</td>
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<th>Indicator 2</th>
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<tr>
<td>Students will achieve grade-level performance in Math by the end of 3rd Grade</td>
<td>Percentage of students earning a C or better on Common Unit Assessments in 3rd Grade Math</td>
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<td>Proficiency Level on the 3rd Grade Math PSSA</td>
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<td>Performance Stanine on the GMADE (Group Math Assessment and Diagnostic Evaluation)</td>
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# E-2 Student Achievement

**E2: Student Achievement - Students will achieve academically in Reading and Mathematics**

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<th>Indicator 3</th>
<th>Measures</th>
<th>Results</th>
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<tbody>
<tr>
<td>Students will maintain grade-level performance in Reading by the end of 6th and 8th Grade</td>
<td>Percentage of students earning a C or better on Common Unit Assessments in 6th and 8th Grade Reading</td>
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<td>Proficiency Level on the 6th and 8th Grade Reading PSSA</td>
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<tr>
<td>Students will maintain grade-level performance in Math by the end of 6th and 8th Grade</td>
<td>Percentage of students earning a C or better on Common Unit Assessments in 6th and 8th Grade Math</td>
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<td>Proficiency Level on the 6th and 8th Grade Math PSSA</td>
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### E-2: Student Achievement - Students will achieve academically in Reading and Mathematics

#### Indicator 5

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<th>Measures</th>
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<td>Percentage of students earning a C or better on Common Unit Assessments in (pick two courses from each dept.)</td>
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<tr>
<td>Percentage of students who score proficient or better on available Keystone Examinations in the areas of Algebra 1, and Literature &amp; Composition</td>
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<td>SAT Achievement scores of 1550 or better AND successful score on NOCTI or other career &amp; job specific examination</td>
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#### Indicator 6

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<tr>
<td>PVAAS District Growth Summary Report in Reading and Math from grades 4-8 and including Keystone Assessments once available.</td>
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<td>GMADE and GRADE Normal Curve Equivalent growth calculation for each grade-level from 1st to 10th grade.</td>
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<td>2014 Growth Measure for Math: -1.2R</td>
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<td>2014 Growth Measure for Reading: -0.9R</td>
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E2: Student Achievement - Students will achieve academically in Reading and Mathematics

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<td><strong>Student Report Card Failures for marking Period 1 and 2 of grades 5 and 9. (Last year)</strong></td>
<td><strong>5&lt;sup&gt;th&lt;/sup&gt; Grade</strong>&lt;br&gt;<strong>9&lt;sup&gt;th&lt;/sup&gt; Grade</strong>&lt;br&gt;<strong>Fall of 4&lt;sup&gt;th&lt;/sup&gt; Grade to Spring of 5&lt;sup&gt;th&lt;/sup&gt; Grade</strong>&lt;br&gt;<strong>MATH:</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;<strong>Fall of 8&lt;sup&gt;th&lt;/sup&gt; Grade to Spring of 9&lt;sup&gt;th&lt;/sup&gt; Grade</strong>&lt;br&gt;<strong>MATH:</strong>&lt;br&gt;<strong>READING:</strong></td>
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<td><strong>GMADE and GRADE Growth Scale Value cohort results for all students as they move from 4&lt;sup&gt;th&lt;/sup&gt; to 5&lt;sup&gt;th&lt;/sup&gt; grade and as they move from 8&lt;sup&gt;th&lt;/sup&gt; to 9&lt;sup&gt;th&lt;/sup&gt; grade.</strong></td>
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The Board’s Governance: Guiding Principles & Practices offer a logical process for the School Board to govern. We are committed to using them well in order to:

1. Eliminate confusion between Board and Superintendent roles;
2. Focus on **Ends** (Results);
3. Free the Superintendent and staff to do their jobs without the **Board’s intrusion into day-to-day management and operational decisions**; and
4. Attain more control over operational decisions and comprehensive planning in a manner that **retains** the Board’s role at the governance level.
ACHIEVING SUCCESS

PERFORMANCE
Student Achievement

BUDGET
Fiscal Reality

STUDENT FOCUSED

EAST
Comprehensive Plan

District
Board Policies

Board
Guiding Principles
& Practices

ONE STUDENT AT A TIME

1 PDE Required
My vision for the Board Governance work we are doing:

“I see the Ephrata Area School District as the leader in school board effectiveness, community diplomacy, and outstanding student achievement.”
QUESTIONS & ANSWERS
Hear from current Board members about the governance journey and the benefits and impact on the Board, District, community, and students we serve.
CLOSING THOUGHTS
THANK YOU!

- Mr. Timothy Stayer, Board President
  Timothy_stayer@easdpa.org

- Dr. Brian M. Troop, Superintendent
  B_troop@easdpa.org