SILVER STATE

GOVERNANCE

Continuous Improvement for Governing Teams

Participant Manual

Participant Name: _____

Workshop Date: _____

Legal Notice

NRS: Chapter 241 Open Meeting Law

The Open Meeting Law "Meeting" exempts or excludes a time "To receive training regarding the legal obligations of the public body, including, without limitation, training conducted by an attorney employed or retained by the public body, the Office of the Attorney General or the Commission on Ethics, if at the gathering the members **do not deliberate** toward a decision or action on any matter over which the public body has supervision, control, jurisdiction or advisory power.

This section permits members of a governmental body to participate in training workshops held outside the governmental body's jurisdiction if the members to not take final action or deliberate regarding public business. Therefore, although board members are encouraged to ask questions during this workshop, the questions must be limited to clarification of the content of the workshop, not an attempt to obtain guidance or legal advice regarding circumstances specific to pending or future board matters.

Further, board members are cautioned not to discuss over meals or on the ride home anything that could be construed as deliberation of a current or future board action item. Attendance at this workshop does not relieve board members of their responsibility to ensure compliance with the Open Meeting Law.

Additional Guidance

for additional guidance regarding the Open Meeting Law, please consult the Nevada Attorney General Open Meeting Law Handbook http://ag.nv.gov/uploadedFiles/agnvgov/Content/About/Governmental_Affairs/2019-03-26_OML_12TH_AGOMANUAL.pdf and/or contact your Board's legal counsel.

SILVER STATE GOVERNANCE

A CONTINUOUS IMPROVEMENT FRAMEWORK

SILVER STATE

GOVERNANCE

TABLE OF CONTENTS

Agenda: Nevada State Board of Education

Friday

12 pm Training Session Begins
    Program
        1. Introductions
        2. Vision & Goals
    Lunch Break
        3. Values & Guardrails
6 pm Training Ends

Saturday

9 am Training Session Begins
    Program
        1.Accountability &
    Monitoring
        2. Communication &
    Collaboration
    Lunch Break
        3. Unity & Trust
        4. Continuous Improvement
        5. Wrap up and Next Steps
2 pm   Training Ends

Guidelines of Silver State Governance Training

1. All members are expected to be disengaged from personal technology during the sessions.
   - There are breaks throughout the day to accommodate members.

2. All members, the district's superintendent, and invited superintendent's cabinet members are expected to attend the training for 100% attendance.
   - Under special circumstances, if more than one board members are not able to attend the training, it s requested that the board reschedule.
   - Should board member not be able to attend the original training due to special circumstance, they are expected to attend the training with the next six months.

3. All members are expected to have lunch with the group during the lunch break, permitting bio and personal technology breaks.

4. These guidelines will follow members for the two-year commitment of Silver State Governance.

Guidelines of Silver State Governance Training

Be respectful, build each other up, and have fun. All three will be strictly enforced.

Please make sure your name is in your screen name (click "participants" and then click on your screen name, and then click "rename"). For example, your modified screen name might change from "HMT70" to "Harriet M. Tubman.

Please keep your microphone muted anytime you are not speaking.

This is a "cameras on" professional event, not a "phone only" or "cameras off" event. (virtual backgrounds are quite welcome).

All members are expected to be disengaged from personal technology during the sessions.
- There are breaks throughout the day to accommodate members.

All members, the district's superintendent, and invited superintendent's cabinet members are expected to attend the training for 100% attendance.
- Under special circumstances, if more than one board members are not able to attend the training, it s requested that the board reschedule.
- Should board member not be able to attend the original training due to special circumstance, they are expected to attend the training with the next six months.

These guidelines will follow members for the two-year commitment of Silver State Governance.

Introduction

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. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as simple as it can be confounding. The intention of the ′ Silver State Governance framework is to translate existing research and the collective experience of dozens of board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes. The framework is built around six research-based competencies that correlate with improvements in student outcomes: **Vision & Goals, Values & Guardrails, Accountability & Monitoring, Communication & Collaboration, Unity & Trust, and Continuous Improvement.**
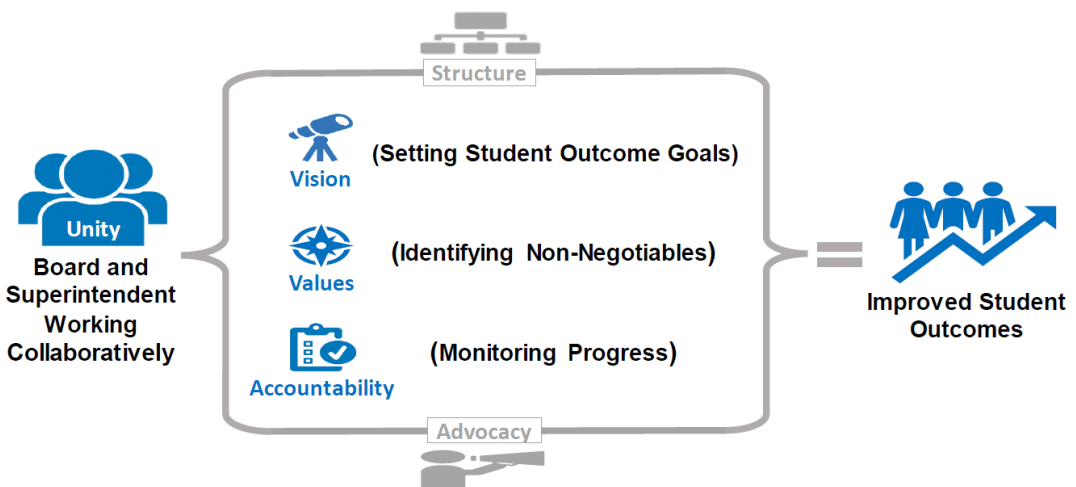
How To Use

This document is best used by the full board and superintendent with guidance from a facilitator specifically trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Using the self evaluation instrument will reveal a score between 0 and 100, where a 0 indicates that the Board is not at all focused (yet) on its goals for student outcomes and a 100 which indicates that the Board has mastered the behavior of focusing on its goals for student outcomes. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the Board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation

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Silver State Governance Purpose

The purpose of Silver State Governance is to provide coaching and support, through a continuous improvement framework, for school governing teams (Boards in collaboration with their Superintendents) that choose and commit to intensively focus on the objective to improve student outcomes. Silver State Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the SSG Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity. In addition to the primary focus on improving student outcomes, Silver State Governance provides systems for governing legal and fiscal responsiblities.

Board Behaviors That Improve Student Outcomes

Structure

Unity
Board and Superintendent Working Collaboratively

Vision (Setting Student Outcome Goals)

Values (Identifying Non-Negotiables)

Accountability (Monitoring Progress)

Advocacy

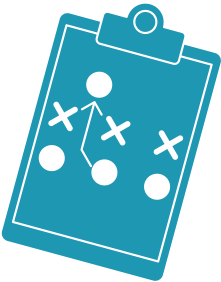= **Improved Student Outcomes**

Student outcomes don't change until adult behaviors change.

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Workshop Details

The intention of the Silver State Governance 2-Day Workshop is to create a supportive space in which governing teams can learn about and can prepare for the commitment to and intense focus on improving student outcomes as described by the Silver State Governance Instrument. The workshop is a conversation about researched school board behaviors that improve student outcomes. The workshop draws from the participants' respective experiences and their school's performance. The underlying belief is that leadership matters and that leaders' choices have the power to be transformative in the lives of our students.

SSG Continual Coaching Support

Silver State Governance Coaches are committed to provide continual coaching and support to boards as they work to implement the behaviors that have been shown to increase student outcomes. The continual engagement between a school board and coach has been shown to make the difference in successful implementation to improve student outcomes.

SSG Training Hours

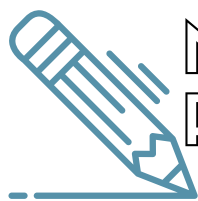The Silver State Governance workshop earns School Boards and individual board members hours towards the Certified Public Officials Required Training.

SSG Templates
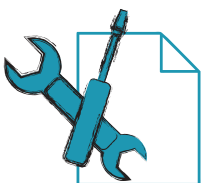
To support school boards, SSG resources and templates can be found on the Nevada Association of School Boards website https://www.nvasb.org/silver-state-governance.html

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NOTES & REFLECTIONS

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SILVER STATE

GOVERNANCE

INTEGRITY INSTRUMENT

STUDENT OUTCOMES DO NOT CHANGE UNTIL
ADULT BEHAVIORS CHANGE
STARTING WITH ME

A continuous improvement framework for governing teams that
commit to focus on improve student outcomes.

ASchool Boards self-evaluate their performance
every three months on research-based governance behaviors.

Frequently self-evaluating provides a rational
means of continually improving and monitoring adult behaviors.

The definitions used throughout the SSG instrument
(shown in bold) are provided in the glossary.

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt a vision & 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)
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted a vision.	The Board has adopted a vision. If there was a permanent Superintendent at the time of adoption, that person was included in the vision-setting process.	The Board's goals all pertain to desired student outcomes.	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 vision, goals, and interim goals.
The Board has not adopted goals.	The Board has adopted, in collaboration with the Superintendent, goals aligned with the vision.	In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates.	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 district staff -- has authority over roughly 80% of the inputs the interim goal is measuring.
The Board has not consistently demonstrated the ability to distinguish between inputs, outputs, and outcomes.		All interim goals pertain to student outputs or student outcomes.	
The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.	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.	The Board included students, parents, staff, and community members in the goal and interim goal development process.	
	The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.	All Board goals last from three to five years; all interim goals last from one to three years.	
	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.	The goals and interim goals will challenge the organization and will require change in adult behaviors.	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.
	The Board publicly posted the vision, goals, and interim goals for		

VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails aligned with the vision & goals.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (5)	Meeting Student Outcomes Focus (10)	Mastering Student Outcomes Focus (15)
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted a vision.	The Board has adopted, in collaboration with the Superintendent, guardrails based on the community's values and that are aligned with the vision and goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.	The Board's guardrails relate to the Board's goals.	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, interim guardrails, and theories of action.
The Board has not adopted goals.		In addition to having ending points and ending dates for the interim guardrails, the Board has adopted interim guardrail ending points for each year leading up to the ending date.	
The Board has not hosted opportunities to listen to the values of the community during the previous twenty-four month period.			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 district staff -- has authority over roughly 80% of whatever the interim guardrail is measuring.
	The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less.	The Board included students, parents, staff, and community members in the guardrail and interim guardrail development process.	
	The Superintendent has adopted, in collaboration with the Board, one to three interim guardrails for each guardrail, and each interim guardrail is SMART.	The Board has adopted one or more theories of action to drive the district's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process.	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 at least one of them each month.
	The Board publicly posted the guardrails and interim guardrails for public comment prior to adoption.	All Board guardrails last from three to five years; all interim guardrails last from one to three years.	
		The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.	

ACCOUNTABILITY & MONITORING: The Board will devote significant time monthly to monitoring progress toward the vision & goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (10)**	**Meeting Student Outcomes Focus (20)**	**Mastering Student Outcomes Focus (30)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals, interim goals, guardrails, or interim guardrails.	The Board invests no less than 10% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.	The Board invests no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.	The Board invests no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.
The Board does not schedule each goal to be monitored at least four times per year.	The Superintendent led the interim goals/guardrails and monitoring calendar development processes while working collaboratively with the Board.	No more than two goals are monitored per month.	Only Board work was discussed and/or acted on during Board-authorized public meetings.
The Board does not schedule each guardrail to be monitored at least once per year.	The Board has a Board-adopted monitoring calendar.	Every goal is monitored at least four times per year.	The Board modifies its goals, guardrails, interim goals/guardrails, and monitoring calendar no more than once during the span of the Board's adopted goals (unless they are met sooner). A longer period allows for more focus; shorter allows for less.
The Board has not adopted a monitoring calendar.	The Board's monitoring calendar spans the length of the Board's goals. A longer span allows for more focus; shorter allows for less.	Every guardrail is monitored at least once per year.	
The Board does not track its use of time in Board-authorized public meetings.	The Board has received monitoring reports in accordance with its monitoring calendar.	The Board has been provided copies of -- but, unless required by law, did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and implementation instruments.	The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period.
The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.	The Superintendent is evaluated only on performance regarding the Board's goals, guardrails, and interim goals/guardrails. The Board considers Superintendent performance to be indistinguishable from district performance.	The most recent annual Superintendent evaluation took place no more than twelve months ago.	If the Board approves an annual budget, it does so only after determining that the Board's goals are the first priority for resource allocation.

COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the vision & goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (5)**	**Mastering Student Outcomes Focus (10)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or interim goals.	All consent-eligible items were placed on the consent agenda and all but a few were voted on using a consent agenda.	There are no more than four Board-authorized public meetings per month and none lasts more than three hours.	There are no more than two Board-authorized public meetings per month and none lasts more than two hours.
The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered.	The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following: - Goal Setting: reviewing, discussing, and/or selecting goals - Goal Monitoring: reviewing, discussing, and/or approving/not approving goal monitoring reports - Guardrail Setting: reviewing, discussing, and/or selecting guardrails - Guardrail Monitoring: reviewing, discussing, and/or approving/not approving guardrail monitoring reports - Leadership Evaluation: Board self eval, Board time use eval, and Superintendent eval - Voting: debating and voting on any item (these activities are never a form of "monitoring") - Community Engagement: two-way communication between the Board and community members - Other	The Board schedules no more than five topics for discussion during any one Board-authorized public meeting.	The Board schedules no more than three topics for discussion during any Board-authorized public meeting.
There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total).		The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted goals and/or guardrails.	The Board has adopted few enough policies that the full Board as a whole is able to review every policy at least once during every length of time equal to a Board Member's term of office.
Any meeting of the Board lasted more than eight hours during the previous twelve month period.		Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation).	
The Board does not use a consent agenda.		The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.	The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered.
The Board has not hosted opportunities to listen to the vision and values of the community during the previous twenty-four month period.			The Board used a process that included students, parents, staff, and community members in a way that led them to express ownership of the adopted goals, guardrails, interim goals/guardrails, and theories of action.

Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (3)	Mastering Student Outcomes Focus (5)
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or interim goals.	Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period.	The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members.	The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous three month period.
The Board has not adopted policies that establish Board operating procedures.	The Board has adopted a policy requiring that information provided by the Superintendent to one Board Member is provided to all Board Members.	The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district.	All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members.
Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period.	The Board reviews all policies governing Board operating procedures at least once during every length of time equal to a Board Member's term of office.	The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them.	All Board Members have memorized all of the Board's goals and the current status of each.
Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.	The Board has adopted an Ethics & Conflicts of Interest Statement and all Board Members have signed the statement during their current term of office.	The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.	The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.
	All Board Members agree that if the Board has committees, their role is only to advise the Board, not to advise the staff.		

Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (3)	Mastering Student Outcomes Focus (5)
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or interim goals.	The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals.	The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation.	The Board included students as presenters in at least one of the Silver State Governance training sessions during the previous twelve months.
The Board has not conducted a self-evaluation during the previous twelve month period.	The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.	The Board has hosted and the Board Members have led or co-led at least one training session on Silver State Governance during the previous twelve month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]	Prior to being selected, all newly selected Board Members received training on Silver State Governance from fellow Board Members on their Board or from a certified Silver State Governance Coach. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]
The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results.	The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals.	The Board has continuously updated the status and targets of all goals, guardrails, and interim goals/guardrails, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings.	The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.
The Board has not participated in a governance team training or retreat where all members of the governance team were present, during the previous twelve month period.	The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.	The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.	

CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the vision and goals.

Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (1)	Meeting Student Outcomes Focus (3)	Mastering Student Outcomes Focus (5)
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or interim goals.	The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals.	The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation.	The Board included students as presenters in at least one of the Silver State Governance training sessions during the previous twelve months.
The Board has not conducted a self-evaluation during the previous twelve month period.	The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.	The Board has hosted and the Board Members have led or co-led at least one training session on Silver State Governance during the previous twelve month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]	Prior to being selected, all newly selected Board Members received training on Silver State Governance from fellow Board Members on their Board or from a certified Silver State Governance Coach. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]
The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results.	The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals.	The Board has continuously updated the status and targets of all goals, guardrails, and interim goals/guardrails, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings.	The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.
The Board has not participated in a governance team training or retreat where all members of the governance team were present, during the previous twelve month period.	The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.	The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.	

Board Quarterly Self-Evaluation

Current Date / /				Votes For/Against /		
	January -March	April -June	July -September	October -December	January -March	Total Possible
Vision & Goals						35
Values & Guardrails						15
Accountability & Monitoring						30
Communication & Collaboration						10
Unity & Trust						5
Continuous Improvement						5
Total						100

Directions

1. You will enter five sets of evaluation results: three previous quarters, most recently completed quarter, and the next quarter estimate.
2. **Enter** the self-evaluation results for the previous three completed quarterly self-evaluations. (For example, if it is currently January then enter the self-evaluation results for Jan-Mar, Apr-Jun, and Jul-Sep.)
3. **Conduct** the quarterly self-evaluation for the most recently completed quarter and vote to adopt the results. (Continuing the example, conduct the quarterly self-evaluation for Oct-Dec.)
4. **Compare** the quarterly self-evaluation results with the estimated self-evaluation results from the previously completed self-evaluation (Continuing the example, compare the self-evaluation results for Oct-Dec with the estimated Oct-Dec self-evaluation results that were entered during the Jul-Sep self-evaluation.)
5. **Enter** the self-evaluation results. (Continuing the example, enter the self-evaluation results for Oct-Dec.)
6. **Estimate** the self-evaluation results the Board can achieve during the next quarter. (Continuing the example, estimate the self-evaluation results for Jan-Mar.)
7. **Enter** the estimated self-evaluation results for the next quarter. (Continuing the example, enter the estimated self-evaluation results for Jan-Mar.)
8. **Update** the Board Continuous Improvement Evaluation to ensure meaningful progress toward focusing on improving student outcomes.

BOARD MONTHLY TIME USE EVALUATION					
Framework	Activity	Mins Used	% of Total Mins Used	Description	Notes
Vision & Goals	Goal Setting			Reviewing, discussing, and/or selecting goals	
	Goal Monitoring			Reviewing, discussing, and/or accepting/not accepting goal monitoring reports	
Values & Guardrails	Guardrail Setting			Reviewing, discussing, and/or selecting guardrails	
	Guardrail Monitoring			Reviewing, discussing, and/or approving/not approving guardrail monitoring reports	
Accountability & Monitoring	Superintendent Evaluation			Annual evaluation of Superintendent/district performance	
	Voting			The Board debating and/or voting on any item (these activities are never a form of "monitoring")	
Communication & Collaboration	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members	
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members	
Continuous Improvement	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Silver State Governance instrument	
	Board Time Use Evaluation			Meeting evaluation using this time use instrument	
	Community Training			Board-hosted and Board Member-led or co-led training on Silver State Governance	
Other	Other			Any time spent on an activity that is not one of the above	
Total Student Outcomes-focused Mins				Goal Setting & Goal Monitoring combined	
Total Public Meeting Minutes				All minutes in Board-authorized public meetings combined	

Board Continuous Improvement Evaluation

The first time a Board uses the Board Quarterly Self-Evaluation; the Board's 'starting point' for their two year continuous improvement process.

Quarter 0

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter

Quarter 1 — Board's 2nd Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 30?	Growth at least 25?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 2 — Board's 3rd Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 45?	Growth at least 15?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 3 — Board's 4th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 60?	Growth at least 15?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 4 — Board's 5th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 70?	Growth at least 15?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 5 — Board's 6th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 75?	Growth at least 5?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 6 — Board's 7th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 80?	Growth at least 5?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 7 — Board's 8th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 85?	Growth at least 5?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

Quarter 8 — Board's 9th Quarterly Self-Evaluation

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 90?	Growth at least 5?

If either question is 'yes': the Board met its quarterly continuous improvement goal — Met ☐ Did Not Meet ☐

SUPERINTENDENT ANNUAL EVALUATION

A Goal or Guardrail's performance is **Met Standard** if:

- The Actual SY17/18 Ending Point >= Desired SY17/18 Ending Point

  OR

- At least two thirds of the Interim Goals'/Guardrails' Actual SY17/18 Ending Points >= their respective Desired SY17/18 Ending Points

Otherwise the Board must consider growth and performance and vote to determine whether or not a Goal or Guardrail's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:

- At least two thirds of the Goals are **Met Standard**

  AND

- At least half of the Guardrails are **Met Standard**

Otherwise the Board must consider growth and performance and vote to determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Goals

Goal 1: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022			
Baseline Ending Point:		Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:
Interim Goal 1.1:			Management Comments
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 1.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 1.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Goal 2: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022			
Baseline Ending Point:		Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:
Interim Goal 2.1:			Management Comments
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 2.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 2.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Goal 3: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022			
Baseline Ending Point:		Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:
Interim Goal 3.1:			Management Comments
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 3.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Goal 3.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrails

Guardrail 1: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 1.1:			**Management Comments**
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 1.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 1.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrail 2: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 2.1:			**Management Comments**
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 2.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 2.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrail 3: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 3.1:			**Management Comments**
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 3.2:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
Interim Guardrail 3.3:			
Baseline Ending Point:	Desired SY20/21 Ending Point:	Actual SY20/21 Ending Point:	
SY20/21 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

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Examples

Sample Goals

- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from W% on X date to Y% by Z date

- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z

- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z

- The percentage of students at under-performing schools who meet or exceed the state standard will increase from W% on X to Y% by Z

- The percentage of males of color who graduate with an associate degree will increase from W% on X to Y% by Z

Sample Interim Goals

- The percentage of students successfully passing Algebra I by the end of ninth grade will increase from W% on X to Y% by Z

- The percentage of students showing growth from one district formative assessment to the next will increase from W% on X to Y% by Z

- The percentage of students earning at least three IB, AP, or college credits each semester will increase from W% on X to Y% by Z

Examples

Sample Guardrails

- The Superintendent will not allow under performing campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance

- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff

- The Superintendent will not allow the number or percentage of students at under performing campuses to remain the same or increase

- The Superintendent will not allow the inequitable treatment of students

Sample Interim Guardrails

- The percentage of People Incidents per 1,000 Students at under performing schools will decline from W% on X to Y% by Z

- The Employee Separation Rate for principals and teachers in the top quartile of district-wide performance will decline from W% on X to Y% by Z

Examples

Sample Theories of Action

Managed Instruction:
- If instructional materials and methods are directed by the district office to ensure that students experience consistency and quality of instructional delivery across a system of campuses;
- Then district office will be responsible for accomplishing the Board's goals while operating within the Board's other guardrails.

Earned Autonomy
- If the district office directly operates some schools and grant varying levels of autonomy to other schools; and
- If the district office will clearly define operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board goals and guardrails;
- Then responsibility for accomplishing the Board's goals while operating within the Board's guardrails will vary between district office and school leaders based on school-level operational capacity and student outcomes.

Performance Empowerment:
- If the district office devolves autonomy to schools; and
- If the district office empowers parents to make choices among schools operated by differing partners; and
- If the district office creates performance contracts with schools annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers;
- Then school performance contracts will require the school to accomplish the Board's goals while operating within the Board's other guardrails.

THEORY OF ACTION (EXAMPLES)

Number of Total Campuses	Number of Low Performing	Number of Moderate Performing	Number of High Performing
Possible Theory:	Possible Theory:	Possible Theory:	Possible Theory:

Possible Theories of Action.... What could work for you?

BOARD AGENDA (EXAMPLE) – Your ideal agenda

| Agenda Item	Time Use Tracker	Estimated Time

MONITORING REPORT (EXAMPLE)

Date:

Goal 1: The score of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 64% by June 2024. (*Current 2019: 45%* 2020: 48% 2021: 52% 2022: 56% 2023: 60% 2024: 64%)

OVERALL PROGRESS

Goal Progress Measure 1.2: The percent of Kindergarten students that are reading on grade level will increase from 60% to 73% by June 2024.
(2019: 60% 2020: 62% 2021: 64% 2022: 67% 2023: 70% 2024: 73%)
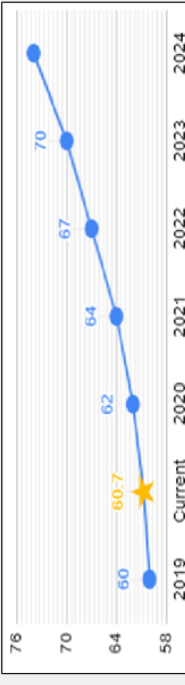

Annual Targets
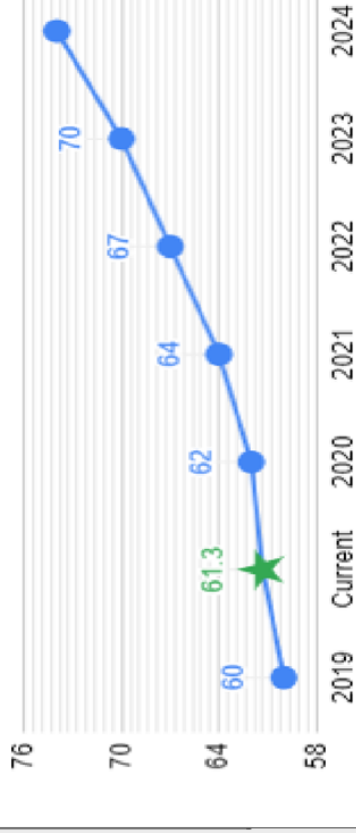
Evidence & Future Plans

Campus 1: 38% Economically Disadvantaged Students
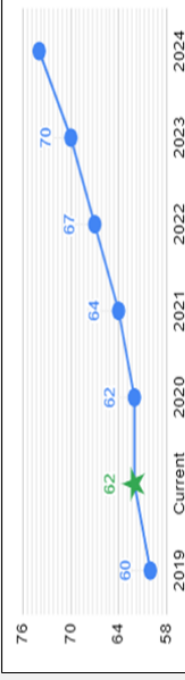
The plan moving forward is...........

Campus 2: 74% Economically Disadvantaged Students

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INTERIM GOAL 1.2 MONITORING REPORT
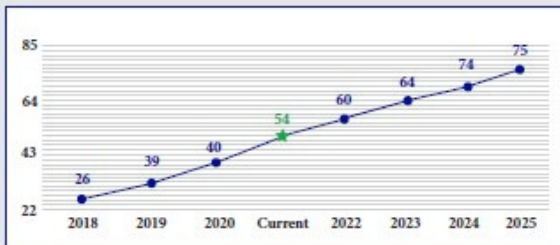
OVERALL PROGRESS: ON TRACK

Goal 1: The percentage of high schoolers who graduate having earned an associates degree and/or approved industry certification will increase from 5% in May 2020 to 25% by May 2025.

Interim Goal 1.2: The percentage of associate degree-seeking high schoolers on track to complete at least 15 dual credit hours during the current school year will increase from 45% in June 2020 to 85% in June 2023

Interim Goal 1.2 Data

Year	Value
2018	32
2019	39
2020	45
Current	54
2022	67
2023	70
2024	74
2025	85

Additional Data & Response to Data

Students who are Economically Disadvantaged

Year	Value
2018	26
2019	39
2020	40
Current	54
2022	60
2023	64
2024	74
2025	75

Students who are Learning English

Year	Value
2018	19
2019	34
2020	38
Current	54
2022	58
2023	70
2024	63
2025	69
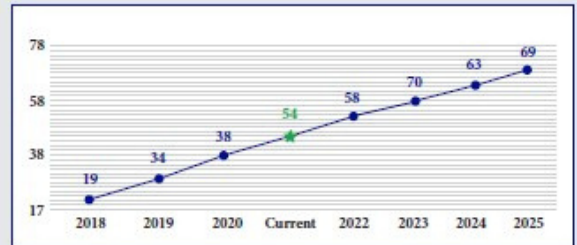
The plan moving forward is...

Silver State Governance Implementation Overview

1ˢᵗ Six Months	
KEY MEETINGS	• SSG Workshop (2 days) • first Board Quarterly Self-Evaluation to establish baseline (1.5-2 hours) • Vision & Goals Workshop (½ day) • Values & Guardrails Workshop (½ day) • 5yr Strategic Plan community engagements (50-200hrs over 6 months) • Monthly Coach Check-Ins (2hrs) • Quarterly Self Evals (1hr) • Board Monthly Time Use Evaluation (1 hr)
KEY DELIVERABLES	• Goals (vision, goals, interim goals) • Guardrails (theory of action, guardrails • Interim guardrails) • Board monitoring calendar • Monitoring report template • Revised board meeting agenda • Board self-evaluations (baseline, 1st, and 2nd quarterly self evals) • Board Monthly Time Use Evaluation • Board Self Eval rating between 0 and 80
2ⁿᵈ Six Months	
KEY MEETINGS	• Policy Review Session (½ day) • Update Board Operating Procedures Manual (½ day) • Monthly Coach Check-Ins (2hrs) • Quarterly Self Evals (1hr) • Board Monthly Time Use Evaluation (30 min) • Biannual Community SSG Workshop (½ day)
KEY DELIVERABLES	• Revised policy manual • Revised Board Operating Procedures Manual • Superintendent plan for implementation • Board Self Eval rating between 40 and 80
3ᴿᴰ Six Months	
KEY MEETINGS	• Annual Board Self Evaluation • Annual Supt Evaluation • Monthly Coach Check-Ins (2hrs) • Quarterly Self Evals (1hr) • Board Monthly Time Use Evaluation (30 min) • Biannual Community SSG Workshop (½ day)
KEY DELIVERABLES	• Biannual Community SSG co-facilitation • Board Self Eval rating between 70 and 90
4th Six Months	
KEY MEETINGS	• SSG2 Workshop (2 days) • Monthly Coach Check-Ins (2hrs) • Board Monthly Time Use Evaluation (30 min) • Quarterly Self Evals (1hr) • Biannual Community SSG Workshop (½ day)
KEY DELIVERABLES	• SSG2 • Board Self Eval rating between 80 and 100

Glossary

Adult Outputs: The adult experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the adults' role in the implementation of the program or strategy. Outputs that are not student outputs. [see Outputs, Student Outputs definitions]

Annual Targets: A measure's yearly outcomes. The aggregate of all student groups identified by the population. These are never Goal Progress Measures.

Annual Student Group Targets: A measures yearly outcomes for each applicable student group identified by the closing the gaps domain with 25 or more students.

Baseline: The measure's agreed starting point, current state. Used for comparing and monitoring growth.

Board Authorized Public Meetings: Any non-closed meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, and Board committees.

Board Self-Constraints: Specific operational actions or class of actions the Board places on itself and/or members that support behaviors that keep the boards' focus on board work, align with the vision, and grounded in community values.

Board Self-Evaluation: Boards use the SSG Integrity Instrument to self-evaluate quarterly as a means of monitoring whether or not their adult behaviors are increasingly focused on improving student outcomes.

Board Work: Operations designated by state or federal law/rule or items designated by the Board's adopted student outcome goals, constraints, vision, and/or values. Items that are not legally required and that the Board has not designated as Board work are, by default, Superintendent work.

Community Engagement: Time invested by the Board in two-way communication between the Board and community members.

Consent-eligible Items: All items for Board consideration that may be placed by default on the Board's consent agenda. Examples: personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, regular financial reports where financial activities remained within budgetary parameters, and any other item up for Board consideration.

: Specific operational actions or class of actions that are not used or allowed and are aligned with the vision and grounded in community values.

Deadline: Month and year by when the measure's current state will equal the future state by reaching the target.

Ending Date: The month/year by when the goal will be reaching the ending point. In goal setting, the ending date can be no less than one and no more than five years away. The ending date is often represented by the 'Z' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Point, Goal Setting, SMART definitions]

Glossary

Ending Point: The goal's desired number/percentage at the time of the ending date. The ending point is often represented by the 'Y' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Date, Goal Setting, SMART definitions]

Goals: Policy statements that are SMART, that are student outcomes focused, and that describe the Board's top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board's goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five-year period. Goals generally take the form of "student outcome will increase from X to Y by Z." [see Goal Examples section; see SMART, Student Outcome definitions]

Goal Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring. [see Board-authorized Public Meeting, Goal, Goal Setting, Interim Goal, Monitoring definitions]

Goal Setting: Time invested by the Board in reviewing, discussing, and/or selecting goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. [see Board-authorized Public Meeting, Goal, Goal Monitoring, Interim Goal, Monitoring definitions]

Governance Team: All Board Members and the Superintendent. The Superintendent is not a member of the Board but is a member of the governing team.

Guardrail: An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district's student outcome goals. Guardrails are based on the community's values and are aligned with the vision and goals. [see Examples section; see Guardrail Monitoring, Guardrail Setting, Interim Guardrail, Theory of Action definitions]

Guardrail Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting guardrail monitoring reports. [see Guardrail, Interim Guardrail, Monitoring definitions]

Guardrail Setting: Time invested by the Board in reviewing, discussing, and/or selecting guardrails. [see Guardrail, Interim Guardrail, Theory of Action definitions]

Implementation Instruments: Measures that describe the quality of effort that goes into execution of inputs or outputs. This document is an example of an implementation instrument for the governing team's outputs.

Influenceable: The Superintendent has authority over roughly 80% of whatever the progress measure is measuring.

Inputs: Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied. [see Outcomes, Outputs definitions]

Interim Goals: A measure of progress toward a defined goal that can be expressed as a number or percentage. [see Goal Examples section]

Glossary

Interim Guardrail: A measure of progress toward a defined guardrail that can be expressed as a number or percentage. [see Guardrail Examples section]

Leadership Evaluation: The Board conducting routine self-evaluations and Superintendent evaluations. It is recommended to include months during which leadership evaluation will take place on the monitoring calendar.

Measure: The instrument, assessment, or other means used to quantify something. In the context of goals, this is often an evaluation of student performance such a district or state exam. [see Goal Setting, SMART definition]

Monitoring Calendar: A Board-adopted multi-year schedule that describes the months during which student outcome goals, constraints, and progress measures are reported to the Board and when leadership evaluations are conducted.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted Student Outcomes Goals, Goal Progress Measures, Constraints, and Constraint Progress Measures according to the Monitoring Calendar. A monitoring report must contain: the student outcome goal and GPM or constraint and CPM being monitored; the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; the Superintendent's interpretation of performance; and supporting information that describes any needed next steps.

Other Outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. Examples: parent engagement, financial performance, staff retention.

Other Topics: Items that require board debate, discussion, and/or discernment during a board authorized public meeting that are categorized as Other Topic Minutes according to the Time Use Tracker.

Outcomes: The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary. [see Adult Outcomes, Inputs, Outputs, Student Outcomes definitions]

Outputs: The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy. [see Inputs, Outcomes definitions]

Population: The group of students who will be impacted and/or who are being measured. [see Goal Setting, SMART definition]

Silver State Governance (SSG): A continuous improvement framework for governing teams -- Boards and their Superintendents -- that choose to be intensely focused on improving student outcomes. Governing teams that implement the SSG framework with integrity understand that student outcomes don't change until adult behaviors change. Starting with me.

SSG Integrity Instrument: A continuous improvement framework, used for quarterly self-evaluations on researched based behaviors, for school governance teams that commit to focus on improving student outcomes.

Glossary

SMART: An acronym for "specific, measurable, attainable, results-focused, time-bound." Goals and interim goals partially accomplish SMART-ness by having a specific measure, population, starting points, ending points, starting dates, and ending dates. [see Ending Date, Ending Point, Measure, Population, Starting Date, Starting Point definitions]

Starting Point: The goal's current number/percentage at the time of adoption. The starting point is often represented by the 'W' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Date definitions]

Standard of Evidence: Physical evidence that can be provided to support the score in the SSG Integrity Instrument. Items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence.

Standard of Integrity: Doing what I have allowed people to expect of me --- to the degree I have allowed them to expect it --- by when I have allowed them to expect it.

Starting Date: The month/year that the goal is set. The starting date is often represented by the 'X' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Point definitions]

Starting Point: The goal's current number/percentage at the time of adoption. The starting point is often represented by the 'W' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Date definitions]

State of Nevada Assessments: In alignment with both Federal and State education laws, the Nevada State Assessment System ensures all public-school students, no matter where they attend public school, receive a quality education. Challenging academic standards and assessments were adopted by the Board of Education and State Legislature to effectively prepare and assess students' readiness for success in a global 21st century.

Student Outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Example: summative assessment. Student outcomes are distinct from adult outcomes. [see Adult Outcomes, Goals, Outcomes definitions]

Student Outcome Goals: Student outcomes that describe what students know or be able to do -- as distinct from adult inputs, adult outputs, student inputs, and student outputs. Student Outcome Goals include a baseline, target, population, and deadline. They challenge the organization and require adult behavior change. A Board's student outcome goals are the Superintendent's first priority for resource allocation.

Student Outputs: The student experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the students' role in the implementation of the program or strategy. Student outputs are distinct from adult outputs. [see Adult Outputs, Outputs definition]

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Glossary

Superintendent Evaluation: A tool used to report performance towards achieving student outcome goals and constraints. As Superintendent performance is indistinguishable from school performance, evaluation targets are considered met if the annual targets of the student outcome goals or Constraints are met OR 2/3 of the respective GPMs or CPMs are met. Superintendent performance is considered met if 75% or more evaluation targets are met. If 75% or more of the evaluation targets are not met, the Board will use their own judgement for performance based upon the Monitoring Reports received and voted upon according to the Monitoring Calendar.

Superintendent Work: The operational inputs and outputs of the school system, except the operations legally required by state or federal law/rule or items directly pertaining to the Board's adopted student outcome goals, constraints, progress measures, or theories of action.

Target: The measure's desired future state.

Theory of Action: A set of high-level strategies to which all district inputs and outputs must be aligned. Unlike other guardrails, theories of action do not have interim guardrails. [see Examples section; see Guardrail definition]

Time Use Tracker: A tool used to track the Board's use of time during board authorized public meetings.

Two-way Communication: Communication that is intentional, meaningful, and purposeful that allows for input from stakeholders and responses from Board Members and Administrative Staff. Stakeholders include, but are not limited to, students, parents, residents, staff members, and business owners.

Values: The shared understanding of what the community considers important but that is not the vision. Where the vision describes what the community wants to see happen, values describe what the community does not want to see happen. Values describe protections the community wants to see put into place. It is not appropriate for the Board to allow the community's values to be violated, even if doing so would support the accomplishment of the vision. The values are most often expressed as a guardrail or a theory of action. Guardrails generally are set for a three to five-year period; theories of action generally are set for a five to ten-year period.

Vision: The shared understanding of what the community ultimately desires to accomplish for all students. Where values describe what the community does not want to see, vision describes what the community does want to see happen. Vision describes the direction the community wants to see the school system go. A vision is most often expressed as an aspirational policy statement that describes what the Board understands the community's desire for the future to be. Vision statements generally are set for a five to ten-year period.

Voting: Time invested by the Board in debating and voting on any item. Unless indicated elsewhere in this document, these activities are never a form of "monitoring".

Resources

All Resources & Research Studies and Articles can be accessed digitally at www.nvasb.org/silver-state-governance.html
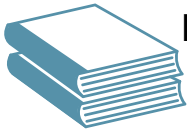
 Recommended Books

- **Improving School Board Effectiveness-** Thomas L. Alsbury & Phil Gore
- **What School Boards Can Do-** Donald R. McAdams
- **The 4 Disciplines of Execution-** Chris McChesney, Sean Covey, & Jim Huling
- **The Future of School Board Governance-** Thomas L. Alsbury
- **Boards That Make A Difference-** John Carver
- **Good To Great & Great by Choice-** Jim Collins
- **Start with Why & The Infinite Game-** Simon Sinek
- **The Fifth Discipline-** Peter M. Senge
- **Influencer-** Joseph Grenny, Kerry Patterson, David Maxfield,
- Ron McMillan, & Al Switzler
- **The Power of Habit & Smarter, Better, Faster-** Charles Duhigg
- **Switch: How to Change Things When Change is Hard-** Dan & Chip Heath

Resources

All Resources & Research Studies and Articles can be accessed digitally at www.nvasb.org/silver-state-governance.html

Primary Sources

Effective Governance Survey, Council of the Great City Schools (2015)

Roles and Responsibilities of Local School Board Members in Relation to Student Achievement, Mary Delagardelle (2006)

The Impact of School Board Governance on Academic Achievement in Diverse States, Michael Ford (2013)

The Relationship Between School Board Governance Behaviors and Student Achievement, Ivan J. Lorentzen (2013)

The Governance Factor: A Predictive Study of School Board Influence on Student Achievement in Texas Public Schools, Marc Puig (2014)

School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs, Bobbie Plough (2014)

School Board Governance: The Times They are A-Changin', Paul Johnson (2011)

Factors That Influence School Board Actions to Support Student Achievement: A Multi-Case Study of High-Achieving Rural School Districts, Colleen Timm (2012)

School Boards and Student Achievement: The Relationship between Previously Identified School Board Characteristics and Improved Student Learning, Jonathon Holmen (2016)

Do School Board Governance Best Practices Improve District Performance? Testing the Key Work of School Boards in Wisconsin, Michael Ford & Douglas Ihrke (2015)

Pennsylvania Public School Board Effectiveness: Does It Influence Student Performance?, Aiko Maurer

A Comparison of Missouri School Board Best Practices Based on School District Size, Level of Success, and Geographic Region, Brian Sims (2012)

School District Leadership That Works, J. Timothy Waters & Robert Marzano (2006)

Doing Things Right: Effectiveness in Local Nonprofit Organizations, A Panel Study, Robert D. Herman and David O. Renz (2004)

Exploring the Association between Board and Organizational Performance in Nonprofit Organizations, William Brown (2005)

Lone Star Governance, Texas Education Agency (2016)

Workshop Pre-Evaluation

1. **How proficient are you at distinguishing between educational inputs, outputs, and outcomes?**

1	2	3	4	5

2. **How often do you want your Board to review and discuss the measurable progress toward the Board's student outcome goals?**

1	2	3	4	5

3. **How useful do you expect this workshop to be?**

1	2	3	4

4. **How proficient are you with setting goals progress measure targets for student outcome goals?**

1	2	3	4
Not At All Proficient	Somewhat Proficient	Proficient	Very Proficient

5. **How likely are you to recommend this workshop to other Board Members and Superintendents?**

1	2	3	4
Not At All Likely	Somewhat Likely	Likely	Very Likely

Comments:

Workshop Post-Evaluation

1. **How proficient are you at distinguishing between educational inputs, outputs, and outcomes?**

1	2	3	4	5

2. **How often do you want your Board to review and discuss the measurable progress toward the Board's student outcome goals?**

1	2	3	4	5

3. **How useful do you expect this workshop to be?**

1	2	3	4

4. **How proficient are you with setting goals progress measure targets for student outcome goals?**

1	2	3	4
Not At All Proficient	Somewhat Proficient	Proficient	Very Proficient

5. **How likely are you to recommend this workshop to other Board Members and Superintendents?**

1	2	3	4
Not At All Likely	Somewhat Likely	Likely	Very Likely

Comments:

SILVER STATE

GOVERNANCE

Continuous Improvement for Governing Teams

STUDENT OUTCOMES DO NOT CHANGE UNTIL ADULT BEHAVIORS CHANGE

STARTING WITH ME

NASB
Nevada Association of School Boards

Nevada Department of Education
Nevada Ready!