

THE SCHOOL BOARD'S ROLE IN MAXIMIZING STUDENT ACHIEVEMENT

**New Board Member Training
September 2020**

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Just Like Me

- ▶ I went to school in the district I now live
- ▶ I have served on a board before
- ▶ I prefer a smaller board to a larger board
- ▶ I prefer 1 meeting per month to 2 meetings per month
- ▶ I believe board members should cycle off the board
- ▶ I believe advocacy for changes at the state and federal level are one of the most important roles of a school board member
- ▶ I am hoping to maintain the work already started in my school district as a board member
- ▶ I am hoping to see changes in my school district as a board member
- ▶ I believe it is important for the superintendent to live in the district
- ▶ I believe merit pay for teachers is something to consider
- ▶ I believe merit pay for administrators is something to consider
- ▶ I believe there should be a non-voting student member of the board
- ▶ I have a background in education
- ▶ Someone in my immediate family (parent, spouse, child, sibling) was or still is an educator
- ▶ I still have school-age children
- ▶ I believe there should be time at every board meeting to celebrate the work of students

Modules

▶ **Module 3a:**

- ▶ The BOE's role in educating all students

▶ **Module 3b:**

- ▶ The BOE's role in motivating the attainment of a higher level of student achievement

▶ **Module 3c:**

- ▶ The BOE's role in ensuring that students have the opportunity to achieve an education that prepares them to succeed in college and careers



Understanding the Role of the Board of Education

Ensuring that We Are All on the Same Page

The Customer and the Mechanic



When you go to a mechanic, you tell the mechanic what you expect of your car...you do NOT tell the mechanic *HOW* to fix the car...you set the outcome expectations; the mechanic determines the best means to achieve those outcomes given the resources

The Board of Education's Role

The Board's role is to govern by:

WHAT

1. Setting Policy
2. Creating Conditions
3. Distributing Resources

HOW

1. Establish a shared mission and a clear vision for your district and its students
2. Establish outcomes/measures that you accept as evidence of the mission's fulfillment
3. Set goals based on the most important of those outcomes/measures
4. Monitor achievement/monitor program and processes

The “Fence Around the Playground”

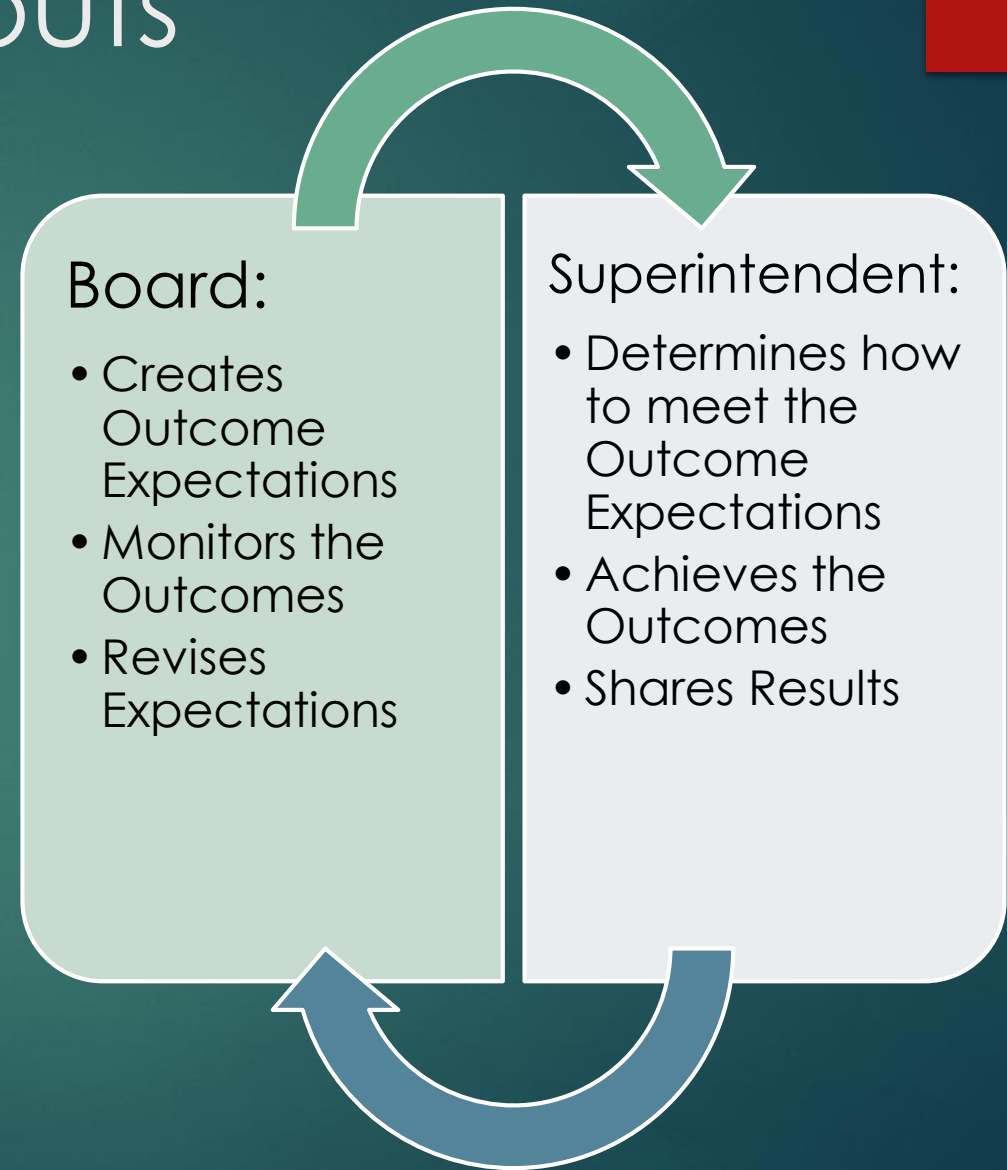
The fence symbolizes the boundaries that contain the work the district administrators will manage. Creating and monitoring these boundaries is the role of the board.



The playground symbolizes the things that district administrators are able to “play around with” – e.g., curriculum, programs, length of day, courses offered, etc. As long as the administrators are within the board’s boundaries, they are “safe.”

Outcomes Versus Inputs

- **Outcomes:** The RESULTS of the work (the plants you reap). Expectations for these results are established, monitored, and revised by the board.
- **Inputs:** The work done to achieve the outcomes (the seeds you sow). This work is supervised by the superintendent and done by district employees.

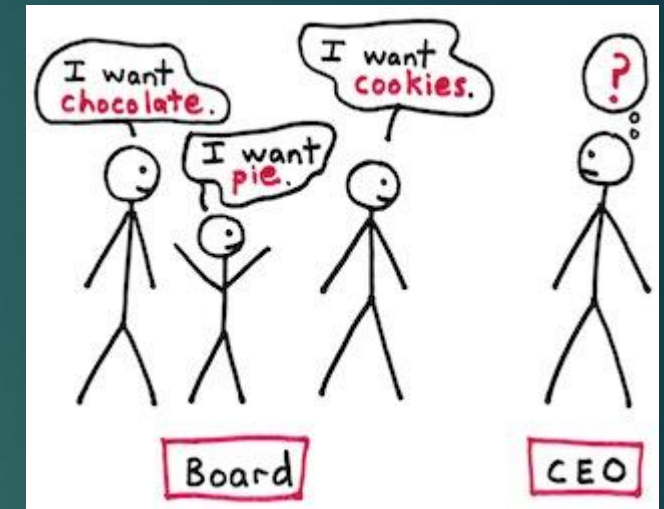


Board Direction: Critical Questions for the Board to Consider for Internal Accountability

1. What exactly do we want our school district to be or be like?
2. What evidence would we accept of our progress in that effort?
3. What do we/I need to do in my role to make it happen?
4. What will we/I do if, despite our best intentions, it is not happening?

When a superintendency is posted, applicants will look at the number of split votes. WHY?

- Because the BOE has one direct employee, the superintendent.
- If the BOE does not agree, it is not a collective. If it is not a collective, then how will the superintendent know who to listen to?
- This is why decisions by the BOE and district must align with the district's mission, vision, and strategic plan to achieve those things.



When these are missing, “shelf art,” or not the drivers of the work, the work becomes getting alignment rather than implementing a cohesive plan.

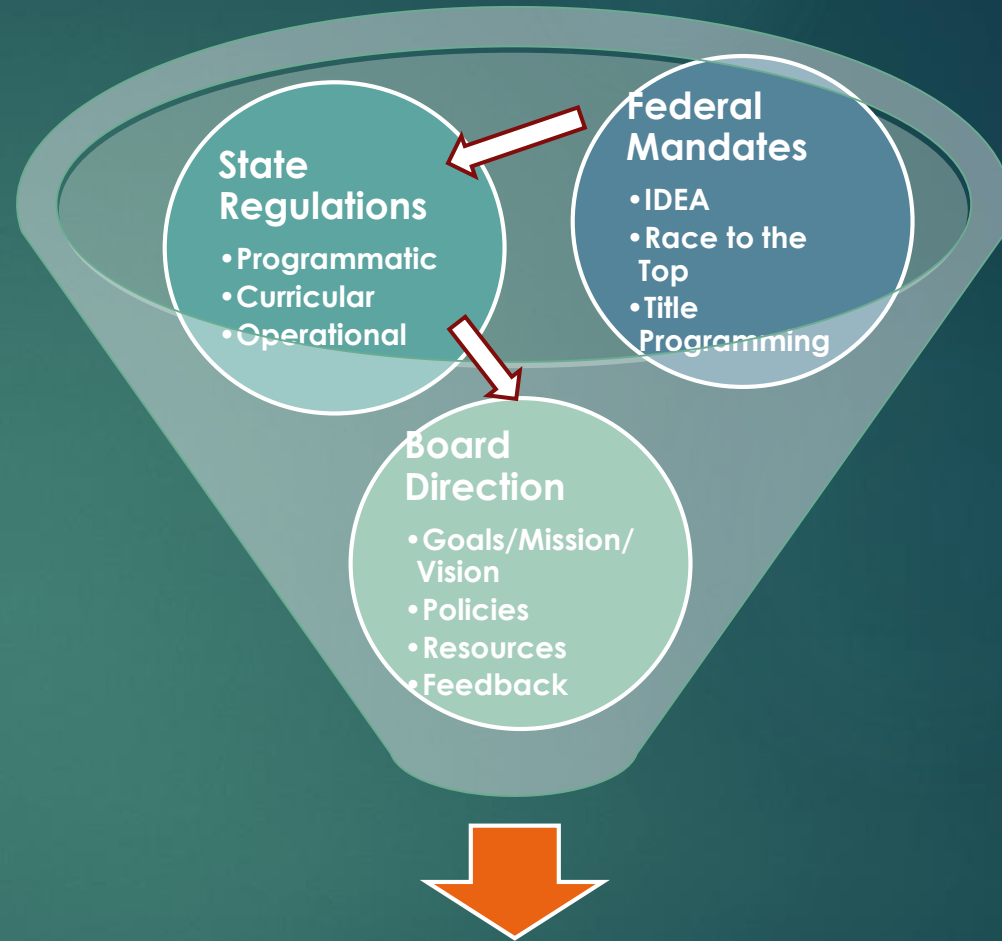


The Board of Education's Role in Educating All Students

Understanding Federal and State Mandates that Frame
Local Decisions

The Board's Role

- Establish education program quality and press for good results
- Assure a safe school environment
- Hire well qualified staff
- Budget and spend wisely
- Represent the community you serve



What exactly do we want our school district to be like?
What do we want for our kids and community?

Understanding the Jargon

- ▶ **Standards:** Standards are the *expectations* for what students should know and be able to do at each grade level. The standards answer the question, “What is the destination for the intended learning?”
- ▶ **Curriculum:** Curriculum is the *content* that gives students access to the standards. It should be:
 - ▶ *Guaranteed* (i.e., all students, regardless of their teacher or school will have access to the same content, knowledge, and skills across the district).
 - ▶ *Viable* (i.e., the curriculum is realistic in scope and has made careful decisions to narrow the universe of knowledge into developmentally appropriate and challenging learning targets for the students in the district).
 - ▶ *Contextual* (i.e., doable within the setting it is going to be used)

The curriculum answers the question, “What is/are the best vehicle(s) for all students to arrive at the destination?”

- ▶ **Instruction:** Instruction is the *approach* (route) a teacher uses to ensure that all students learn the content. Instruction is fluid and changes depending on the teacher’s abilities and the students’ needs. The instruction answers the question, “What are the best approaches I can use to ensure all students arrive at the destination?”
- ▶ **Assessment:** Assessment is the *measure* of what students have learned.. The assessment answers the question, “Where are the students in relation to where they are supposed to be?”

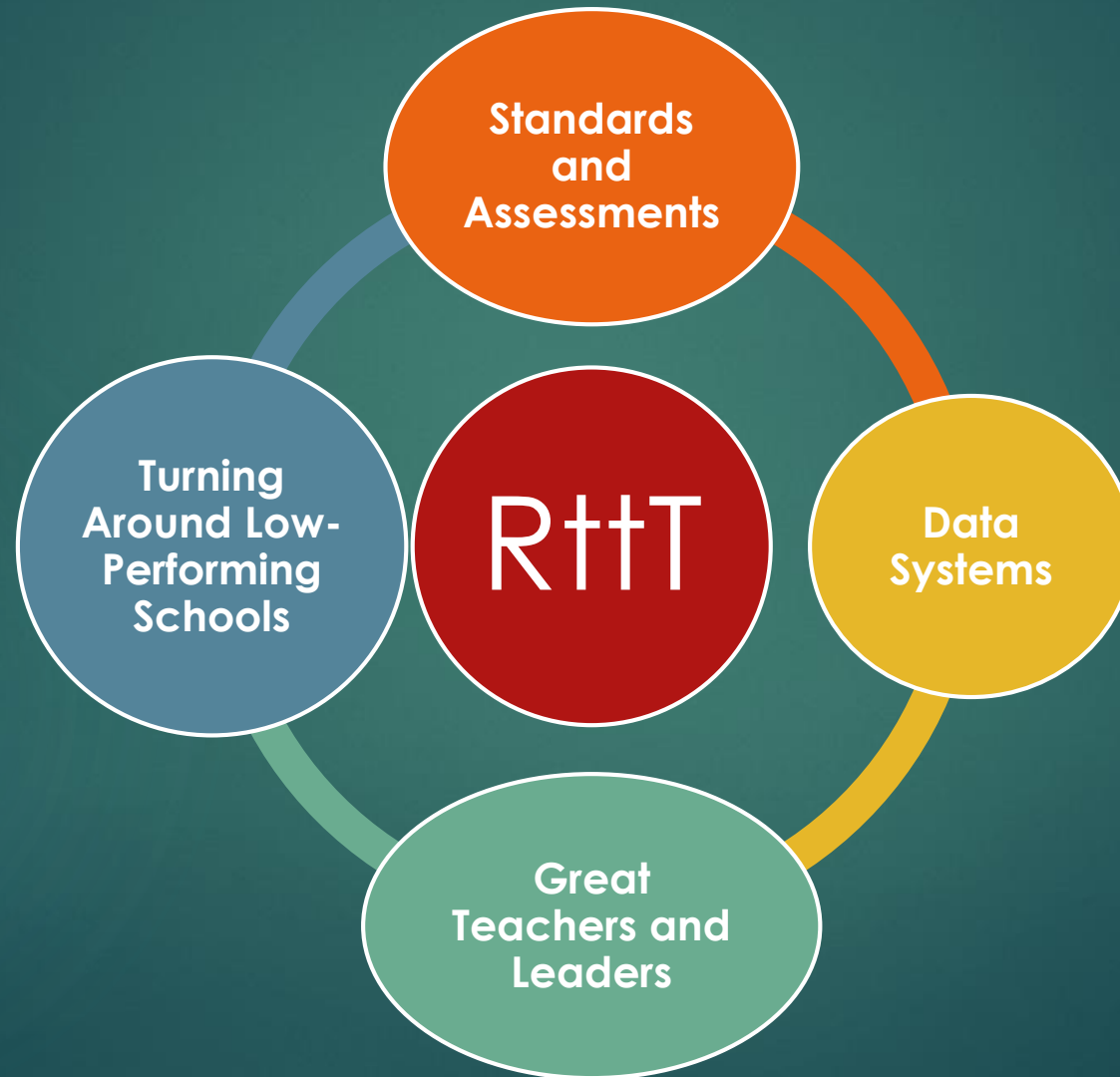
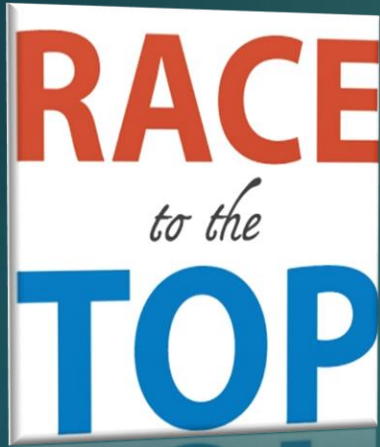
Federal Mandates: Recent History

In 2002, the No Child Left Behind (NCLB) Act was signed into law to:

1. Raise accountability
2. Provide more financial flexibility
3. Set goals
4. Improve teacher quality
5. Provide school choice
6. Make schools safer



Federal Mandates: Recent History



The Common Core Learning Standards (CCLS) are only ONE component of RTTT and these standards DO NOT say how to teach—they only set a bar for what needs to be learned in each grade

Every school/district is able to determine their curriculum and how it is taught

Federal Mandates: Recent History



Federal Mandates: Present and Future



5 THINGS TO KNOW
about ESSA

State Mandates: Past, Present & Future

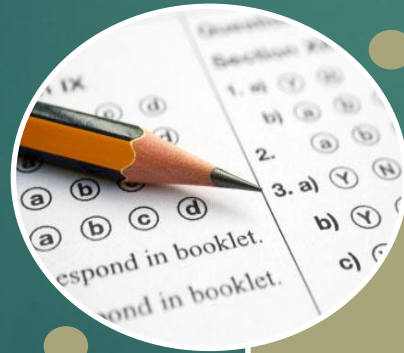
- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018- Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (Spring 2019-Summer ~~2021~~ 2022):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September ~~2021~~ 2022– ongoing):** Full implementation of the NYS Next Generation Learning Standards.
- **Spring ~~2022~~ 2023:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year ~~2020-2021~~ 2021-2122.



State Regulations For Graduation



New York State High School Diploma

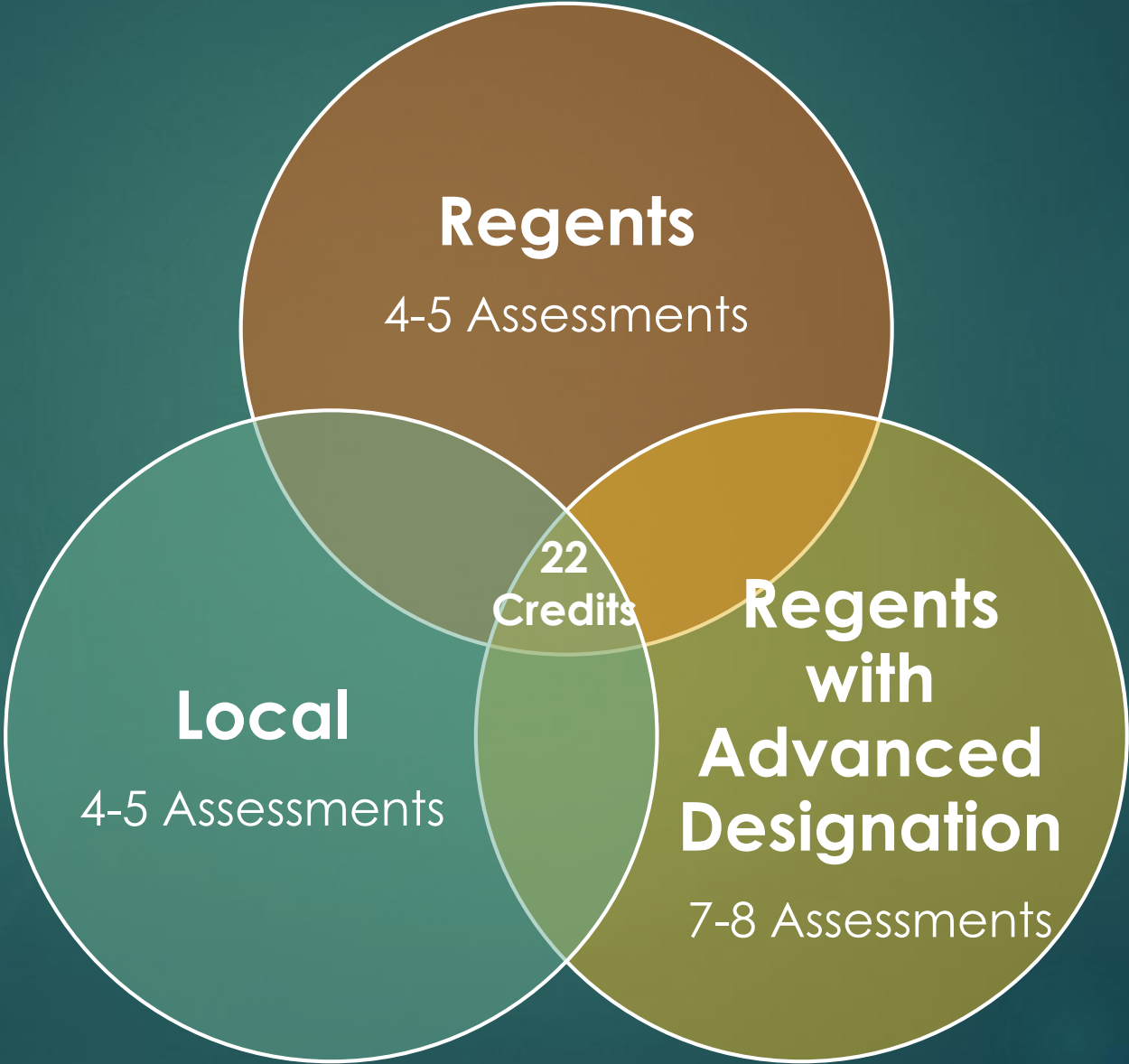


5-8 Assessments accomplished by successfully passing Regents exams, Department approved alternatives or pathway exams



22 Credits accomplished by successfully completing course work

State Regulations For Graduation



COVID-19 Timeline



- 1 - First coronavirus case in NY
- 7 - State of Emergency declared
- 14 - First NY coronavirus-related death
- 16 - Schools closed statewide
- 20 - New York State on PAUSE
- 28 - Elections and tax deadlines postponed

- 4 – Board of Regents cancels June Regents
- 15 – All NYS residents are required to wear masks in public
- 16 - Schools closure extended to 5/15

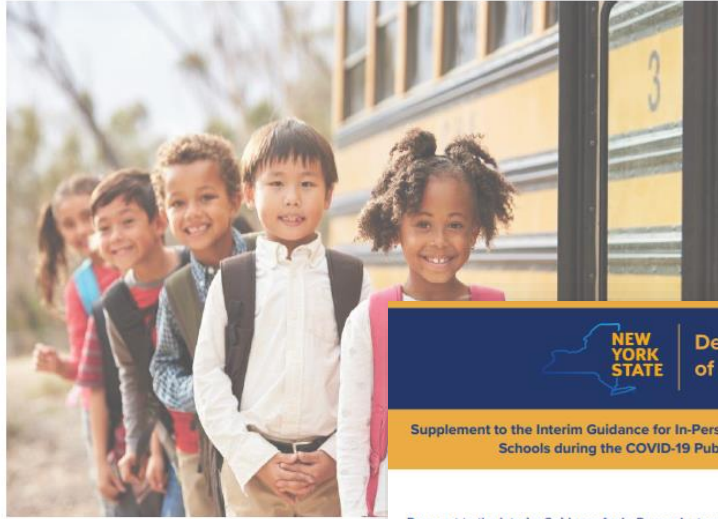
- 1 - Schools closure extended through the end of 19/20 and board elections and budget votes postponed
- 7 - PAUSE order extended but counties can begin to reopen as early as 5/15 in phases
- 14 – State of Emergency extended through 6/13
- 19 – WNY begins Phase I

- 7 – School elections and budget votes postponed until June 16th
- 15 – Upon Phase II, non-essential gatherings of up to 15 people allowed
- 16- District budget vote and board elections
- 24 – Travelers required to self-quarantine

- 17 – NYSED releases Reopening Guidance
- 22 – FAQ from SED says that masks AND social distancing are BOTH required for reopening
- 31 – District Reopening Plans are due for submission to SED

- 7 – Cuomo releases his guidelines for school reopening

COVID-19



**RECOVERING, REBUILDING
 THE SPIRIT OF NEW YORK STATE
 REOPENING**

Mandatory Assurances - Communication/Family and Community Engagement

Communication/Family and Community Engagement - Mandatory Assurances

The assurances marked below indicate your intent to comply with the required activities to the extent the of changes to your plan or its implementation.

- The school and/or district engaged with school stakeholders and community faculty, staff, students, parents/legal guardians of students, local health and affiliated organizations, such as unions, alumni, and/or community-based plans. Plans for reopening should identify the groups of people involved in the process.**

YES, the LEA provides the above assurance.
- The school and/or district developed a communications plan for students, staff, and visitors that includes applicable instructions, training, signage, and individuals with information. Responsible Parties may consider developing and/or social media groups or posts.**

YES, the LEA provides the above assurance.
- The school and/or district will ensure all students are taught or trained how to safely and correctly, including but not limited to hand hygiene, proper face coverings, and respiratory hygiene.**

YES, the LEA provides the above assurance.
- The school and/or district will encourage all students, faculty, staff, and visitors to use communication (e.g., signage) to adhere to CDC and DOH guidance regarding acceptable face coverings."**

YES, the LEA provides the above assurance.
- The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.**

YES, the LEA provides the above assurance.

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

LEARNING MODELS EXPLAINED

Due to the unprecedented expectations and restrictions caused by the COVID-19 pandemic, we have had to be extremely flexible and creative with what teaching and learning will look like as we begin the 2020-2021 school year. Thus, the district has planned for three learning schedules (see below). All possibilities meet the requirements set forth in the assurances required by NYSED.

In-Person Model	<ul style="list-style-type: none"> 100% of employees and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity. 	<p>Order to Reopen All NYS Schools Must:</p> <ul style="list-style-type: none"> Ensure educational equity Provide daily teacher/student interactions Maintain appropriate social distancing Establish a process for health checks Require face coverings for staff and students Regularly clean and disinfect schools and buses Promote correct hand hygiene and respiratory etiquette
Hybrid Model	<ul style="list-style-type: none"> Students will be back in school with an altered schedule to reduce the student population within the building. Students attend school in-person for a portion of a week and the rest of the time they would engage in remote instruction. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment in a smaller setting. High-needs students will be prioritized for full-time in-person learning when feasible. Even if most students are not in school each day, we will create small groups that would run daily for one or more cohorts of high-needs students, including students with disabilities and English language learners who are most in need of in-person services. For students who do not have students attend on-campus, families may choose to select the remote learning options due to medical issues or concerns about returning to school. Parents who opt for remote learning must make a 10-week commitment. Pursuant to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency, the district has been required to fully shut down by Executive Order or Health mandate. At that time, the 100% remote learning model will be utilized directly by classroom teachers using both synchronous and asynchronous learning experience since neither students nor staff will attend school in the physical building. The structure of the classes, expectations for students and staff, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be established. 	

Hybrid Model Summary

Pursuant to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency, the district has been required to fully shut down by Executive Order or Health mandate. At that time, the 100% remote learning model will be utilized directly by classroom teachers using both synchronous and asynchronous learning experience since neither students nor staff will attend school in the physical building. The structure of the classes, expectations for students and staff, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be established.

From the New York State Department of Health, the Niagara County Department of Health, and the State Education Department, a hybrid learning model which addresses the health and safety of our students will be implemented for the 2020-2021 school year. In this model, on defined days, some students learn remotely and others learn at school. This limits the number of students on buses, and in the hallways at one time thereby allowing for social distancing to be maintained in the physical building.

<p>Students Will Be In Four (4) Groups</p> <ul style="list-style-type: none"> [A]: Attends school on Tuesday and Thursday and remote learning takes place on Monday, Wednesday, and Friday. [B]: Attends school on Wednesday and Friday and remote learning takes place on Monday, Tuesday, and Thursday. [C]: Attends school on Monday and Wednesday and remote learning takes place on Tuesday, Thursday, and Friday. [D]: Attends school on Tuesday and Thursday and remote learning takes place on Monday, Wednesday, and Friday. <p>Students with disabilities in a self-contained classroom will attend school every day except when necessary. This includes students learning remotely.</p> <p>Students living in the same household as a student who will attend school on the same day.</p>	<p>All Students Will Learn From Home On Mondays</p> <p>In our hybrid model, this is an opportunity for teachers to engage with all students in the Green and White Groups and the Daily Lancers at the same time. It is also an opportunity for teachers to develop online learning curriculum and experiences should the need arise to move to a full remote model for all students.</p> <p>On Mondays, teachers and staff will:</p> <ul style="list-style-type: none"> Provide synchronous remote learning Participate in professional development and/or meetings Plan for instruction <p>When holidays fall on Monday and school would otherwise be closed, there will not be remote learning on those days.</p>
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NEW YORK STATE Department of Health

Supplement to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency

Pursuant to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency.

Supplemental Guidance

Stakeholder Communication and Outreach

Responsible parties must publish their entire school reopening plan on their website. In addition, they must specifically extract and separately post prominently on the website the following components addressing specific portions of their plans:

Remote Learning

Explain how the Responsible Party will accomplish remote learning, especially considering closing inequity gaps. This must include details outlining the numbers of students, mode of remote learning, asynchronous and synchronous learning opportunities, internet and device access among students, and alternatives available for students who have neither a device nor consistent access.

Testing

The Responsible Party's testing protocol and procedures. The plan needs to include where the testing will take place and who will be providing the testing and what circumstances the testing will occur, and describe how the district will work with local departments of health.

Contact Tracing

Provide details about how each school will work with, support, and supplement the contact tracing efforts of their local health department. Plans must include protocols for symptomatic individuals and positive cases in school, and proximate contacts; and a determination for how students and or staff need to be tested to adequately isolate and mitigate additional exposure to COVID-19. The plan must also specify the roles will the Responsible Party's staff will perform and who among the staff will perform these tests.

These three components must be posted prominently and separately from the entire plan (in multiple languages, if applicable) for the community to review.

Public Meetings

Between August 7 and August 21, 2020, every school district and/or school is required to host at least three public meetings with parents, community members and stakeholders to address and discuss potential concerns and/or outstanding questions regarding school reopening plans. The largest five school districts in the State are required to host at least five public meetings.

A Briefing on *Business First*

Separating Fact from Fiction

Business First and School Rankings

Business First's academic and subject ratings are based on the latest four years of test scores and graduation rates available from the New York State Education Department.



You can scan this QR code to take you to the *Business First* website where there is a thorough Q&A

Business First and School Rankings

Formulas vary for each category, but the basic principles are the same. The following bulleted points explain the four steps in the scoring process:

1. Each component of each year's formula was analyzed twice. Districts and schools were given one score for the percentage of students who demonstrated superior skills on a given test and a second score for the percentage with basic skills.
2. Z-scores (an average) for all categories were plugged into the formulas, yielding an annual sum for each district or school.
3. The annual sums for the past four years and a bonus sum were averaged for each district or school, yielding its adjusted sum.
4. The adjusted sum, still in z-score format, was converted to a scale on which the top district or school in a given category received 100 points and the bottom entry got 60 points. The resulting number was the final score.

The exact value of the final score for each district or school was determined by the relative position of its adjusted sum between those of the top and bottom entries.

Business First and School Rankings

▶ Pros

- ▶ There is consistency in the formula used from year to year
- ▶ If you are in an affluent area, you are likely to do very well
- ▶ Non-educators pay a great deal of attention to the rankings, so if you are doing well, it can attract positive attention and increase enrollment

▶ Cons

- ▶ Students are more than just one test
- ▶ In districts with high opt-out numbers, the NYS Assessment results are less valid
- ▶ There is a mountain of research that shows that students in higher poverty areas struggle in school...this means that regardless of the teachers, administrators, and BOE, they will not perform as well as their more affluent peers and *BF* rankings do not take that into account
- ▶ In the event that a school and/or district is experiencing improvements, since the formula is historical, the current rankings do not fully demonstrate the growth

When Looking at Any Data

If things are not going well with the results, particularly in comparison with others in similar situations, reflect on the internal competition...You can't compete externally if you are busy competing internally

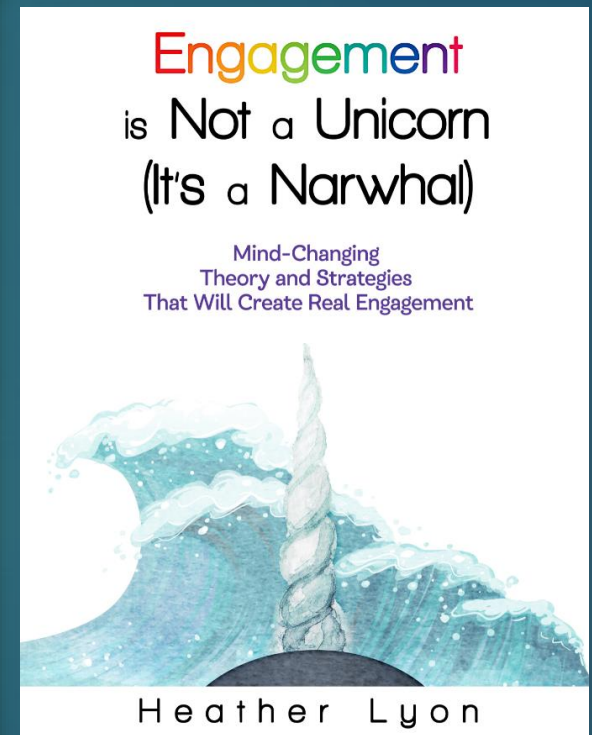


Scan me



Additional Resources

1. “The Care and Feeding of Your Leadership Team”
2. “ESSA Fact Sheet for Board Members”
3. “Inputs, Outputs, Process Product”
4. “School Leaders: Ensuring a Guaranteed and Viable Curriculum”
5. “The Rubber Meets the Road”
6. “Mission Statement vs. Vision Statement”
7. “The Role of School Boards in Improving Student Achievement”
8. “Eight Characteristics of Effective School Boards”
9. Shameless plug...*Engagement is Not a Unicorn (It's a Narwhal)*



Wrapping Up

- The goal of this presentation was to provide you with the appropriate knowledge to *GOVERN* the work of the district, not to manage the work of the district.
- The BOE empowers the superintendent to determine how to manage the work.
- I hope you leave here with more information and knowledge about your role and good questions to ask.
 - If you leave here and say to the superintendent, “We need to do X based off of what I heard,” I have failed.
 - **If you leave here and say to the superintendent, “I have questions about how we address X based off of what I heard. I’d be interested in learning more, particularly what data we have to support this” I have succeeded.**

Time to Talk

- ▶ Questions
- ▶ Thoughts
- ▶ Reactions

“Children are the priority.
Change is the reality.
Collaboration is the strategy.”
~ Judith Billings, Washington State
Superintendent

*Thank
you*

