

### Policy Governance

- ▶ A theory – of accountable governance
- ▶ A philosophy – of board leadership
- ▶ A strategy – for planning and organizing board work
- ▶ A method – of discerning and defining community values
- ▶ A set of competencies:
  - Guide board discipline
  - Distinguish owners from customers
  - Define the boundary between board work and staff work
  - Set standards for the district (superintendent)
    - ✓ What to accomplish – end results targets
    - ✓ What to avoid – constraints/limitations on the staff
  - Account for organizational performance
    - ✓ Board self-evaluation and superintendent evaluation

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### PG – A Balancing Act

- ▶ Roles & Goals
- ▶ Ends & Means
- ▶ Owners & Customers
- ▶ Freedom & Constraints
- ▶ Board Work & Staff Work
- ▶ Delegation: Trust & Accountability
- ▶ Personnel Evaluation & Organizational Accountability
- ▶ Broad Guidance & Detailed Directives
- ▶ Authority (Reserved & Delegated)




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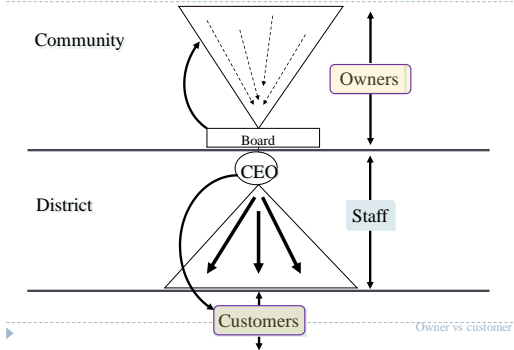
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### School District




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### Example Ends Policy

#### Academic Competence

E-2

All UPSD students meet or exceed high academic standards by acquiring the knowledge and skills essential for reading, writing, communication, mathematics, other academic areas.

#### Standards:

- The performance of the district as a whole will exceed that of Washington State and (if available) the nation as a whole as measured by standardized test and other data.
- All UPSD schools will make adequate yearly progress as defined by the federal Elementary and Secondary Education Act (No Child Left Behind).
- The district will eliminate the achievement gap of disparate performance between identified student groups, and will make yearly progress toward eliminating the achievement gap.
- The district will make continuous progress on all measures and indicators.

#### Competencies:

- Reading - All UPSD students read with comprehension, as evidenced by:
  - Learning to read by the end of 3<sup>rd</sup> grade.
  - Meeting or exceeding district grade-level achievement standards for:
    - 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade reading benchmarks
    - 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade WASL.
- Writing - All UPSD students write with skill, as evidenced by meeting or exceeding district grade-level achievement standards for:

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### Monitoring Report – Ends

Target	Met	Not-met	Comments
2. WASL Grade 4	X (S1)		S1—UPSD 4 <sup>th</sup> Graders outperformed Washington State by 6.6%. All UPSD schools outperformed Washington State with the exception of UPP which did improve their 2004 performance by 9.5% but was 1.4% behind Washington performance.
			S2—UPSD Met AYP
			S3—Disparity of scores between Black students and “all students” in UPSD increased from 5.5% in 2004 to 10.8% in 2005. This can be attributed to a 6.5% 7 <sup>th</sup> gr WASL

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### Board Response – Ends

#### Monitoring Response Document (Ends)

B/SR 5-E-1

Policy Monitored: E-2

Date Report Submitted: Oct 26, 2005

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-2 (Competence Goal 1 – Academic Standards) submitted by the Superintendent. Following its review of the report, the Board concludes:

- Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:

The district has made commendable progress in most areas of Reading, Writing, and Math at the 4th and 7th grade levels, and in writing at the 10<sup>th</sup> grade level.

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