
The Council of Great City Schools and Student Outcomes Focused Governance

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Saint Paul Public Schools Board of Education
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Part One:

Council of Great City Schools Organization & Training

Introduction to the Council of Great City Schools

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SOFG Cohort Report

SOFG Cohort Final Workshop Report

Conference Session Report

Introduction to Council & Conference

From the [website](#):

“The Council of the Great City Schools (CGCS) brings together [77 of nation’s largest urban public school systems](#) in a coalition dedicated to the improvement of education for children in the inner cities.

The Council keeps the nation’s lawmakers, the media, and the public informed about the progress and problems in big-city schools. The organization does this through legislation, communications, research, and technical assistance.

The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; and strengthen leadership, governance, and management.”



What is Student Outcomes Focused Governance?

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. Student outcomes are distinct from adult outcomes.

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Governance

The act or process of governing or overseeing the control and direction of something

**Student outcomes don't change until
adult behaviors change.**

SOFG Cohort Report

-March 2022 - October 2022

-Included monthly cohort, quad, and partner meetings, multi-day workshops

-Areas of study and individual and collective work included:

Board meeting time-use evaluations, Board agenda redesign, Board policy diet, community engagement plan design, superintendent evaluation, setting goals and guardrails, distinguishing between Board work and superintendent work, and mindset practices

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-Supportive network of Board officers, faculty, and coaches

What we know and are able to do because of this training:

SOFG Cohort Final Workshop Report

- 16 hours over 2 days
- Conversations with Board officers from districts across the country
- Capstone presentations
 - Sample implementation timeline
 - Superintendent evaluation process
- Roundtable discussion of community engagement challenges/strategies
- Advanced mindset practice

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What we know and are able to do because of this workshop

Conference Sessions: A Focus on Governance

1. Focusing School Board and Governance Models on Urban Student Outcomes
2. How to Spend Less Time, Save Your Sanity and Get Better Results for Students
3. Accelerating Board Capacity in our Great City Schools 33
4. Unity Outside the Boardroom: How to Listen to the Signal Through the Noise
5. Board vs. Superintendent: Who is Really in Charge?
6. Exploring the Connection Between Governance and Urban Student Outcomes

What we know and are able to do because of these sessions:

Student outcomes don't change until adult behaviors change.

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Let's talk!
We welcome your questions.

Part 2: Fundamentals of SOFG

Mindset and Culture Shift

Community Engagement and Outreach

Goals and Guardrails

Monitoring

Mindset and Culture Shift

“Improving student outcomes requires discipline and a willingness to say that some things are more important which means deprioritizing and focusing less on other things.

Community Engagement

COMMUNITY ENGAGEMENT

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

ROLE IN STUDENT OUTCOMES FOCUSED GOVERNANCE

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The Board gathers perspectives from the community through thorough and intentional engagement, analyzes the feedback, and works with the Superintendent to develop goals and guardrails. Community can track progress through Board's public monitoring of goals and guardrails.

Example of Community Engagement: Cincinnati Public Schools

<https://www.cps-k12.org/Page/2241>

Goals and Guardrails

GOALS

Priorities for the Board based on the vision of the community, that are focused on what students know and are able to do. Goals should be **SMART:**
Specific, **M**easurable, **A**ttainable, **R**esults-focused, **T**ime-bound

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GUARDRAILS

Reflect the values of the community and name what the Superintendent may not use or allow in pursuit of the school system's student outcome goals.

Example of Goals and Guardrails: Atlanta Public Schools

<https://www.atlantapublicschools.us/domain/16746>

Monitoring

DEFINITIONS

Monitoring: A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and choosing to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board's goals / guardrails.

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Monitoring Calendar: A Board-adopted multi-year schedule that describes months during which goals, interim goals, guardrails, and interim guardrails are reported to the Board.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted goals and guardrails.

Putting it all together

mindset and culture shift

Board-led
community
engagement

Board
develops
and adopts
goals and
guardrails

Board
monitors ⁴⁰
progress
towards
goals and
adherence to
guardrails

Next Steps

1:1 Conversations

COB meetings will include SOFG work

Contract with CGCS for coaching

Thank you for your time.
Let's keep the
conversation going!

I am the
genesis of
transformation.