

**Adopted:**  
**Last Revised:**

**Board Operating Guidelines for  
Board of Education Goals and Guardrails**  
(Attachment for Policy No. 008)

**Purpose:**

The purpose of these Board Operating Guidelines is to effectuate Policy 008: Goals and Guardrails, which reflect the Board's student outcomes-focused governance model to ensure educational equity in a safe and nurturing school community; the setting of high academic standards; and, accountability for improvements in student achievement.

**Board Procedures:**

Foster a Culture

**To foster a Board culture that establishes a shared commitment to governing with a focus on student outcomes**, each Board member's onboarding will **be include** an overview of the Goals and Guardrails governance model. After receiving adequate background and orientation to this framework of governance, Board members will sign a commitment letter stating their acknowledgement of the activities required for it to be successful. ~~A copy of this commitment letter will be linked here.~~

Board members also have access to professional development through the District, **Pennsylvania School Board Association (PSBA)**, Council of Great City Schools, area universities, and other organizations.

Strategic Planning Framework

At least every five (5) years, the Board shall adopt, through resolution, specific targets for achieving each of the Goals and Guardrails.

Budgets are value statements and any request for and approval of District funding must be made in accordance with the defined Goals and Guardrails.

As such, all Action Items during monthly meetings should include reference to which Goal/s and Guardrail/s the Action Item will directly support.

Additionally, annual budget development will be conducted and presented in alignment to the Board's Goals and Guardrails.

To ensure the Goals and Guardrails are achieved, it is also necessary for the Board to develop and implement short- and long-term communications and coalition building strategies to ensure buy-in from key stakeholder groups.

This communications and coalition building strategy should include, but not be limited to:

1. Translating all Goals and Guardrails documents, including but not limited to, the below into plain English language and major SDP languages:
  - a. Monitoring calendar
  - b. Board self-evaluation
  - c. Superintendent evaluation
  - d. Goals and Guardrails presentation materials
  - e. Monitoring reports
2. Maintaining a communications toolkit that promotes shared messaging for public education in Philadelphia, including:
  - a. Social media content
  - b. Website information
  - c. One pagers
  - d. Frequently asked questions (FAQs)
3. Framing budget conversations and budget asks in the context of the Goals and Guardrails
4. Implementing regular communications from the Board
  - a. Quarterly Board newsletter
  - b. Structured social media strategy
  - c. Goals and Guardrails-aligned branding
  - d. Regular press and opinion pieces
5. Aligning the work of the Office of the Board of Education to the Goals and Guardrails

The key audiences that should be engaged in the above activities include, but are not limited to:

- Internal
  - Students (including disengaged and at-risk youth)
  - Parents and family members
  - Staff (school- and central office-based)
  - Board's Parent and Community Advisory Council (PCAC)
- External
  - Community members
  - Education advocates
  - Community organizers and parent-led organizations
  - Elected officials
  - Editorial boards and radio hosts
  - Charter schools

To modify these Goals and Guardrails, the Board will conduct an extensive public engagement strategy with the above internal and external stakeholders. This public engagement process will include, but not be limited to:

- A Listening tour
- Town halls

- A digital and paper survey

### Progress Monitoring

The Board will receive and review a financial Quarterly Managers Report providing updates on the District's finances. As requested, the District will provide briefings on this report.

In order to regularly monitor progress toward achieving the Board's Goals and Guardrails, it is necessary to identify, vet, and finalize indicators to regularly monitor.

At a monthly public meeting, the Board will monitor the District's progress toward achieving the Goals and Guardrails. Each month will focus on the identified interim indicator/s for the Goals and Guardrails.

Designated Board Member facilitators will work with the Chief of the Office of Research and Evaluation to agree on these indicators for each Goal and each Guardrail. This same group will prep with the Office of Research and Evaluation before each month's regular monitoring session.

During the progress monitoring session, the designated Board Member facilitators will:

1. Announce the Goal or Guardrail to be monitored
2. Introduce the District staff who will walk through the prepared presentation
3. Facilitate questions and answers from Board members on the presentation
4. Summarize what was discussed and any necessary follow up or next steps for the District

The indicators currently used to regularly measure progress include:

<b>Goals</b>		
<b><i>Goal</i></b>	<b><i>Interim Target</i></b>	<b><i>Interim Indicator/s</i></b>
<b>Goal #1</b> (All students read on grade level)	The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.	The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
<b>Goal #2</b> (All students read on grade level)	The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.	The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.

		Closing the Gap: The percentage of students, by subgroup, in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year.
<b>Goal #3</b> <i>(All students are proficient in math)</i>	The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.5% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
		Closing the Gap: The percentage of students, by subgroup, in grades 3-8 who score at or above grade-level on the District's within-year math assessment in Fall, Winter, and Spring each year.
<b>Goal #4</b> <i>(All students graduate ready for college or career)</i>	The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 22.2% in August 2019 to 52.0% by August 2026.	The percentage of students in grades 9-11 who score at or above grade level on the District's within-year math and reading assessments in Fall, Winter, and Spring each year.
		The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
		Closing the Gap: The percentage of students, by subgroup, who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 10th grade year.
<b>Goal #5</b> <i>(All students graduate ready for college or career)</i>	The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 49.9% in August 2019 to 80.0% in August 2026.	The percentage of 11th grade CTE students who pass their CTE Level 2 coursework (with a grade of A or B).
		The percentage of 10th grade CTE students who pass their CTE Level 1 coursework (with a grade of A or B).

<b>Guardrails</b>		
<b><i>Guardrail</i></b>	<b><i>Interim Target</i></b>	<b><i>Interim Indicator/s</i></b>
<b>Guardrail #1</b>	Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.	The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.
		The percentage of schools certified as Lead-Safe and identified as No Asbestos Detected (NAD) will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
		The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 43.3% (93 schools) in August 2020 to 71.2% (153 schools) by August 2026.
<b>Guardrail #2</b>	Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.	The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 89.9% in August 2020 to 100.0% by August 2026.
		The percentage of high school students participating in co-curricular activities, including athletics, at each school will grow from X% in August 2020 to Y% by August 2026. (Data Availability TBD)
<b>Guardrail #3</b>	Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.	The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 20.0% (43 schools) in August 2020 to 61.9% (133 schools) by August 2026.

		The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.
<b>Guardrail #4</b>	Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.	Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black/African American or Hispanic/Latinx will grow from 33.8% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.
		The percentage of suspensions received by Black/African American students will decrease from 72.6% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

### Auditing

~~Annually and as a whole, the Board will use an evaluation tool to ensure it is adequately focusing on student outcomes through its governance structures.~~

**The Pennsylvania School Board Association (PSBA) has developed best practices related to the “Principles of Governance and Leadership”. These principles will be reviewed by Board members on an annual basis to check in on each member’s adherence to these established best practices.**

This **self-evaluation** ~~will~~ **allows** time for reflection and changes in practice in the coming school year to ensure the Board maintains a focus on student outcomes and achievement. Part of this evaluation will include analyzing how the Board spends its time during public meetings to ensure a clear focus on student outcomes.

This evaluation tool measures several core principles, including:

- ~~● Vision and Goals~~
- ~~● Values and Guardrails~~
- ~~● Monitoring and Accountability~~
- ~~● Communication and Collaboration~~
- ~~● Unity and Trust~~

- ~~Continuous Improvement~~
- **Earnest Advocacy**
- **Responsible Leadership**
- **Effective Governance**
- **Thoughtful Planning**
- **Continuous Evaluation**
- **Clear Communication**
- **Ethical Action**
- **Focus on Student Outcomes**

### Management Review

A small work group of Board members will meet annually in the Fall prior to the Superintendent's evaluation and the December organization meeting to ensure the Board's governance practices are implemented with fidelity to continuously improve effective governing structures. This includes a review of the Board's:

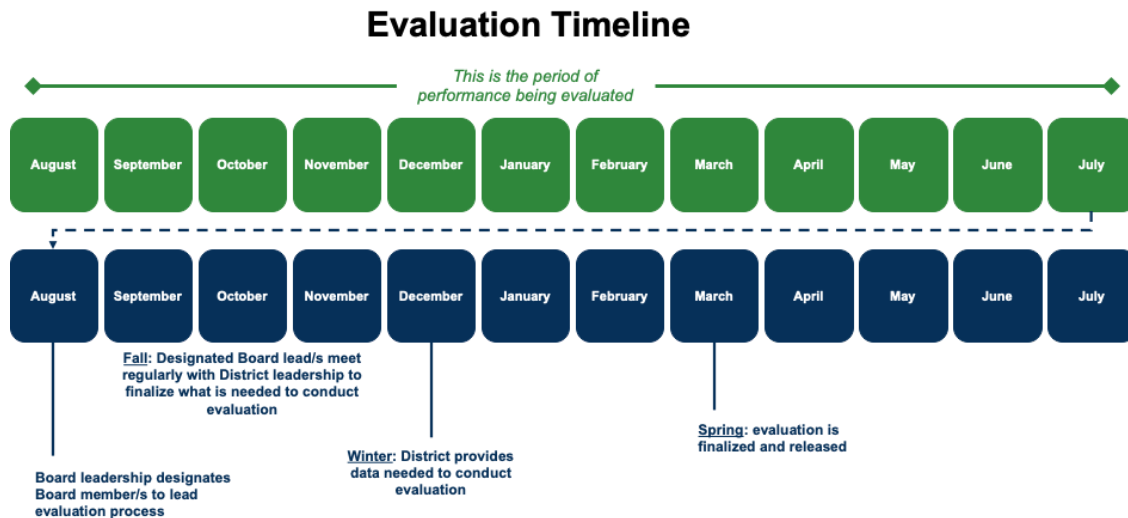
- Goals and Guardrails monitoring
- Financial oversight strategies
- Board governance policies (series 000)
- Audit patterns
- Board's committee structure
- Office of the Board of Education structure and operations
- Communications and customer service strategies

To ensure District operations are aligned to Goals and Guardrails, the annual evaluation of the Superintendent will be conducted in accordance with the procedures outlined below.

Every August, Board leadership will designate a Board member/s to lead the evaluation process for the previous, full school year. Throughout the Fall, these Board members will work with District leadership to ensure all the data necessary will be available to the Board in the Winter.

In the Winter, this data will be made available to the Board to input into its adopted Superintendent evaluation template. The evaluation will be written throughout the Winter and finalized for release in the Spring.

These timelines are further outlined in the graphic below:



## District Procedures:

### Foster a Culture

To ensure that Goals and Guardrails are the foundation of the District's culture, the Superintendent will work with their leadership team to incorporate Goals and Guardrails into District-wide initiatives and activities. This includes but is not limited to:

- School Progress Report on Education and Equity (SPREE)
- Philly School Experience Survey (formerly the District-wide Survey)
- Office of Family and Community Engagement (FACE)

All central program offices should also align their work to the Board's Goals and Guardrails and the related targets and indicators.

### Strategic Plan

The Superintendent will develop **and maintain a 5-year** strategic plan for the District that ensures District achievement of the Goals and Guardrails. This strategic plan will be approved by the Board **every 5 years** and reviewed on an annual basis to make improvements and updates as necessary.

### Progress Monitoring

**The Superintendent will provide, at least monthly, reports and presentations showing District progress toward achieving the Goals and Guardrails.**

Leading up to each month's public monitoring session, the Office of Research and Evaluation will meet with the designated Board Member facilitators guiding this work to discuss the outline of the presentation. Each presentation should tell a story to the public including:

1. Brief overview of the Goal or Guardrail
2. Any necessary technical background or context on the associated indicator/s

3. Overview of past District trends in relation to the indicator/s
4. Overview of the District's current state and progress toward achieving the indicator/s
  - a. Including how we know our investments are/are not working
5. An update on what the District will be doing in the future to ensure continued progress in achieving the indicator/s and, therefore, the Goal or Guardrail
  - a. Including present and future budget implications and anticipated action items

### Auditing

While monitoring occurs on a monthly basis, there is also a need to occasionally consider deeper analysis as to how the District is progressing toward the Goals and Guardrails. At least annually, the District will assess the indicators and targets used to monitor achievement of the Goals and Guardrails and make recommendations when changes are warranted. The Superintendent may engage external resources as needed to make the necessary assessments.

### Management Review

~~Upon the Board's request, the Superintendent will prepare a report for the Board of their management structure and how it supports achievement of the Goals and Guardrails. This report should include, but not be limited to:~~

- ~~1. Structure of the central offices~~
- ~~2. Evaluation of the effectiveness of central offices~~
- ~~3. Current areas of needed improvement of the central offices~~
- ~~4. Supports needed from the Board to address #1-3~~

**Annually, the Superintendent will provide a briefing to the Board on the implementation and effectiveness of the District's strategic plan. This will include how the District's current organizational structure and initiatives support the achievement of the Goals and Guardrails. It also will provide an opportunity to identify high risk challenges that could potentially impede progress toward implementation of the Goals and Guardrails.**

**This briefing will occur between the end of each school year and prior to the start of the following school year.**

**The Superintendent will also provide an update to the public on the District's implementation of its strategic plan at least annually.**