

Centrándose en los resultados de los estudiantes: el viaje de aprendizaje de la gobernabilidad de la junta del LBUSD



Taller de la Junta de Educación

7 de junio de 2023



¿Por qué cambiar los modelos de gobernanza?

“Los resultados de los estudiantes no cambian hasta que cambian los comportamientos de los adultos. O dicho de otra manera, cuando se colocan en el contexto de gobernar, se puede esperar razonablemente que los patrones de comportamiento que se exhiben en la sala de juntas se encuentren paralelos en el salón de clases”.

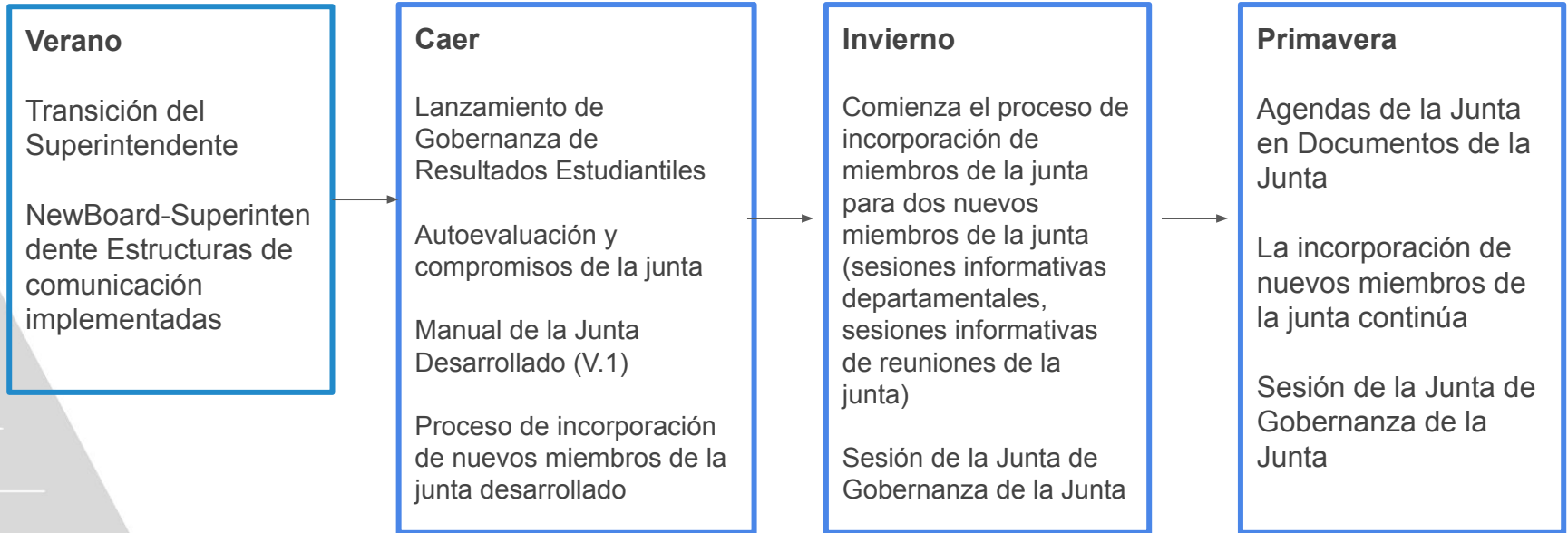
-AJ Crabill y el Consejo de Escuelas de Grandes Ciudades

¿Qué impulsa este modelo de gobernanza?

1. El marco de gobernanza centrada en los resultados de los estudiantes se basa en seis competencias basadas en investigaciones que describen los comportamientos de las juntas escolares y el grado en que crean las condiciones para mejorar los resultados de los estudiantes:
2. Visión y Metas
3. Valores y Barandillas
4. Monitoreo y responsabilidad
5. Comunicación y colaboración
6. Unidad y Confianza
7. Mejora continua

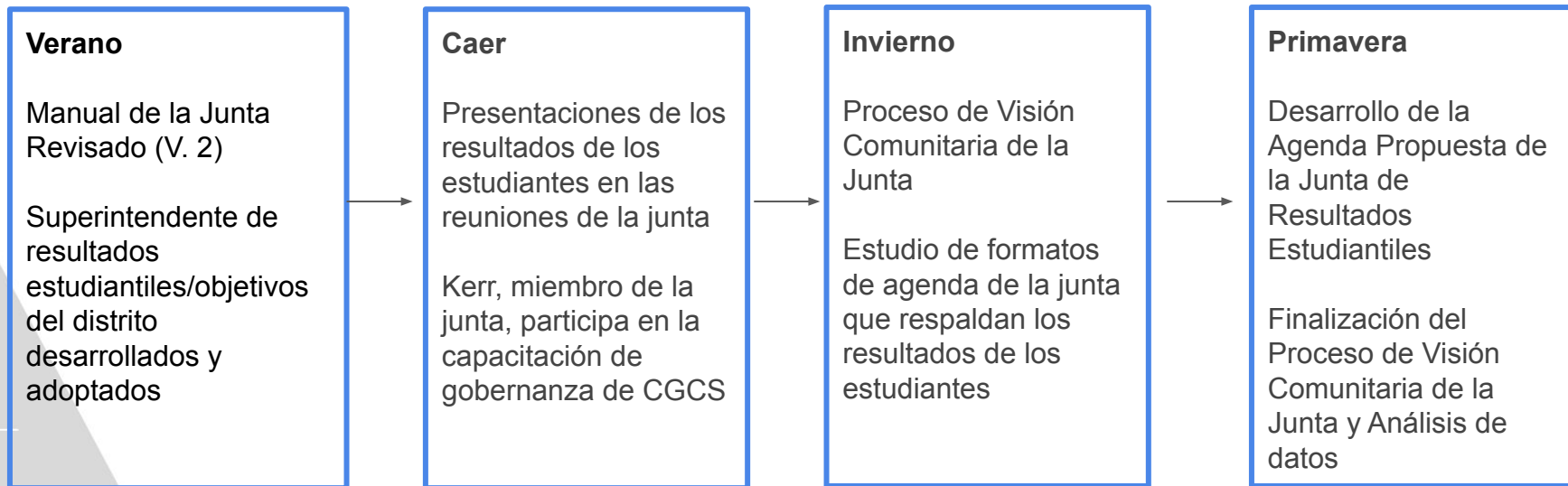


Gobernanza de la Junta: 2020-2021



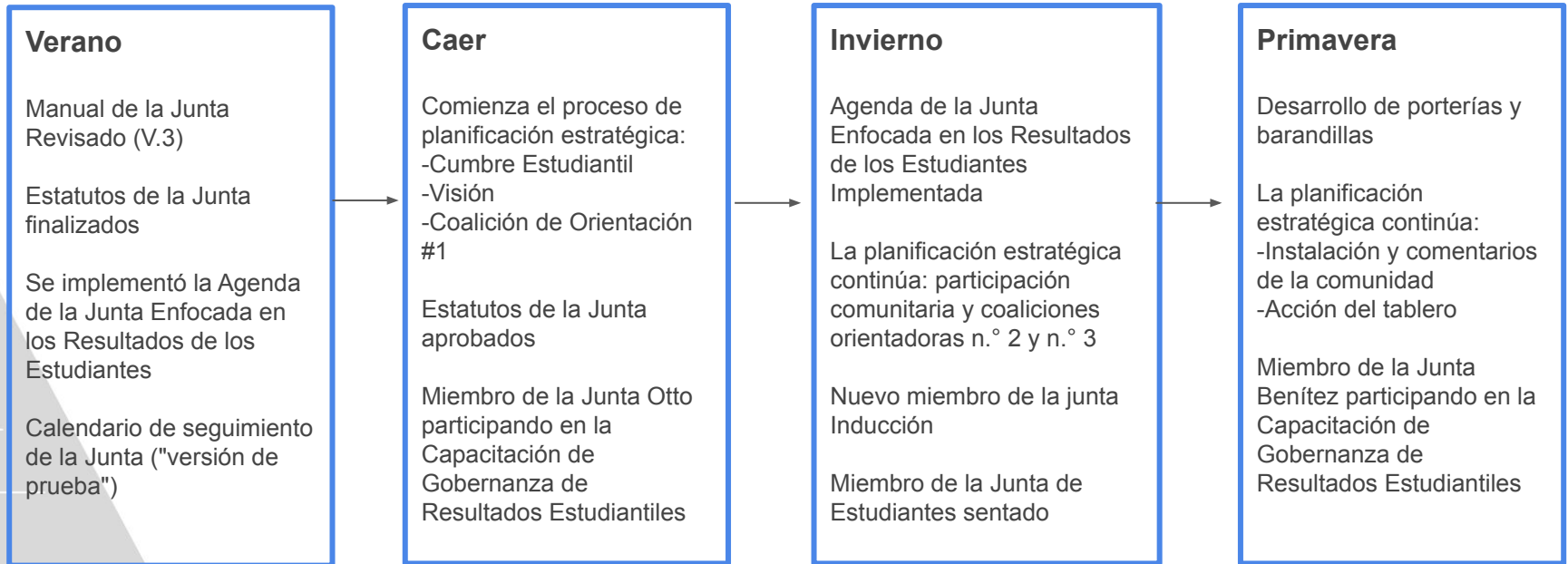


Gobernanza de la Junta: 2021-2022



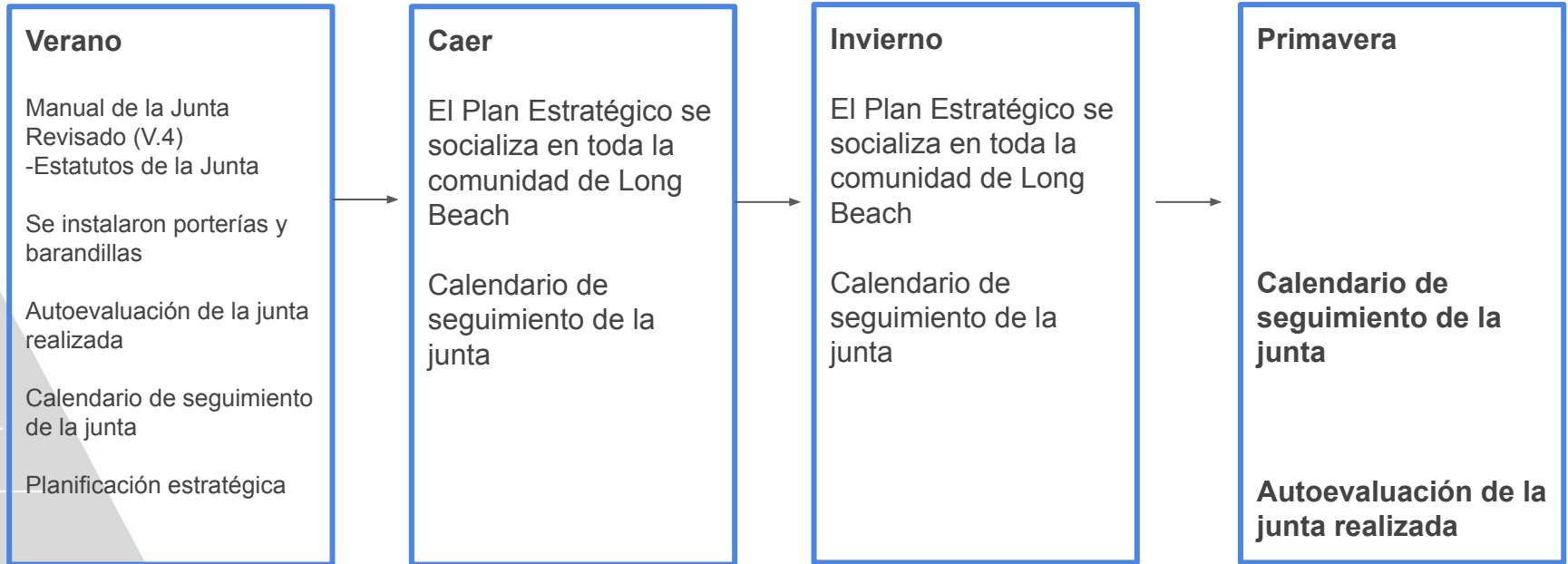


Gobernanza de la Junta: 2022-2023

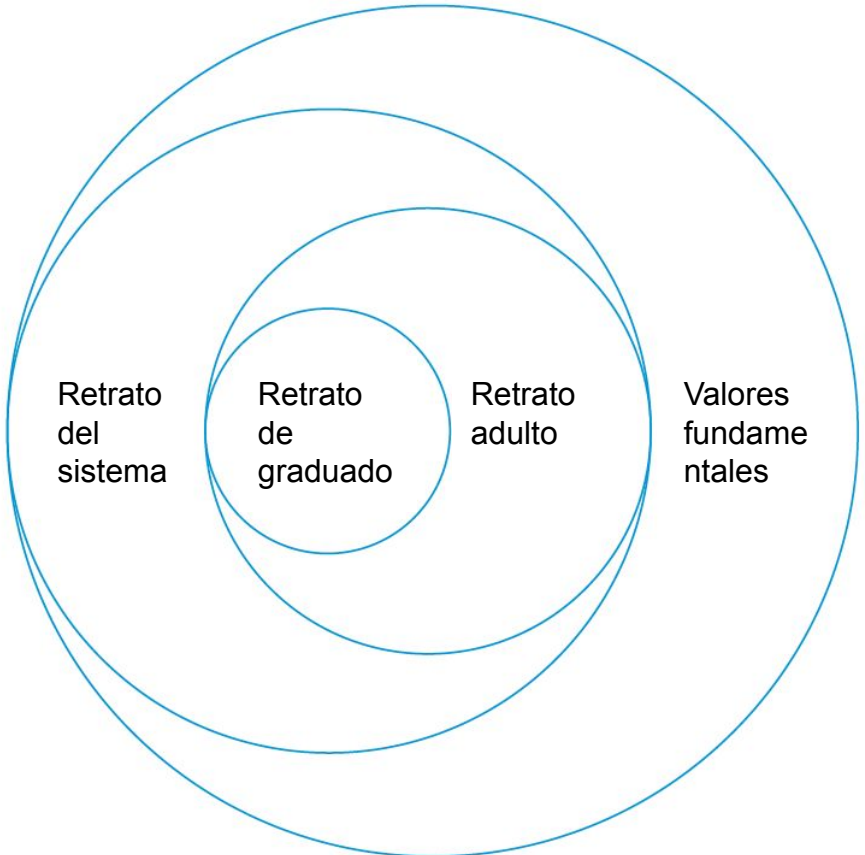




Gobernanza de la Junta: 2023-2024



Elementos de visión



Metas de la Junta

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt 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)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not consistently demonstrated the ability to distinguish between inputs, outputs, and outcomes.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, goals.</p> <p>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.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>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.</p> <p>The status of each interim goal is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the goals for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired student outcomes.</p> <p>In addition to the goal ending points, the Board has adopted annual targets, goal ending points for each year leading up to the ending dates. The Superintendent has provided interim goal ending points for each year leading up to the ending date.</p> <p>All interim goals pertain to student outputs or student outcomes, not inputs or adult outputs.</p> <p>The Board included students, parents, staff, and community members in the goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>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 goals.</p> <p>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 staff -- has authority over roughly 80% of the inputs the interim goal is measuring.</p> <p>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.</p>

Valores del tablero y barandillas

VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (5)	Meeting Student Outcomes Focus (10)	Mastering Student Outcomes Focus (15)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the values of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, guardrails based on the community's values and that do not hinder pursuit of the goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.</p> <p>The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three interim guardrails for each guardrail, and each interim guardrail is SMART.</p> <p>The status of each interim guardrail is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the guardrails for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Superintendent has provided interim guardrail ending points for each year leading up to the ending date.</p> <p>All interim guardrails pertain to outputs or outcomes, not inputs.</p> <p>The Board included students, parents, staff, and community members in the guardrail development process.</p> <p>The Board has considered adoption of one or more theories of action to drive the school system's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory consideration process.</p> <p>All Board guardrails last from three to five years; all interim guardrails last from one to three years.</p> <p>The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>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 and, if applicable, theories of action.</p> <p>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 staff -- has authority over roughly 80% of whatever the interim guardrail is measuring.</p> <p>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 them at least quarterly.</p>

Discusión y Cierre

