

**Attachment 2**  
**Crosswalk Between Plan and Governance Policies**

<p><b>Raising the Bar</b> Expectations will focus on preparing students so they are “ready by exit.” Whether students enter the workforce or postsecondary education after high school, graduation should prepare them to succeed without any need for remediation.</p>	<p><b>E-2 –Ends – Academic Achievement</b> All students will graduate from high school having the skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy. E-2 - 1. Students meet District, state, and federal guidelines as well as District benchmarks for academic proficiency in all areas and grade levels and pass the High School Proficiency Exam. (HSPE)</p>
<p><b>Empowerment Schools</b> I support providing schools with relief from unnecessary oversight. To make this a reality, I am convening a Blue Ribbon Task Force on Empowerment to identify how to broaden the empowerment model so more schools benefit. Driving this is the conviction that greater flexibility comes in exchange for greater accountability for improved results.</p>	<p><b>B/S-L4 Delegation to the Superintendent</b> 3. As long as the Superintendent uses any reasonable interpretation of the Board’s Ends and Executive Limitations policies, the Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.</p>
<p><b>Performance Zones</b> In addition to restructuring several departments, I am reorganizing the area service center structure into a dozen or more performance zones that each comprise feeder-aligned schools. This removes a bureaucratic layer, creates tighter focus, promotes a more nimble and responsive organization, and allows more targeted assistance.</p>	
<p><b>Autonomous Zone</b> Establish a single autonomous zone to provide a refuge for schools that are academically successful. Schools in this zone will enjoy greater latitude with respect to budgeting, staffing, and program design. Oversight will be minimal.</p>	
<p><b>New Schools Division</b> Because I am a proponent of decentralizing authority, we are designing a New Schools Division to expand innovative school models. These include empowerment schools, charter schools, and educational management organizations.</p>	
<p><b>Turnaround Efforts</b> Federal funds are already being used to restructure several schools to improve achievement. New efforts have been launched to prepare leaders for this challenge. We will build on and expand efforts in this direction. Other innovations that are envisioned include outsourcing management.</p>	<p><b>EL-1: Global Executive Constraint</b> The Superintendent will not cause or allow any practice, activity, decision, or organizational circumstance, which is either unlawful, imprudent or in violation of commonly accepted business and professional ethics and practices.</p>
<p><b>Growth Model</b> By fall 2011, a system will exist to gauge how each student in Grades 3-8 progresses yearly. Data will be available, transparent, and understandable. It will help us identify pockets of excellence and take them to scale.</p>	<p><b>E-2 – Ends – Academic Achievement</b></p>
<p><b>4-Tier Teacher Evaluation</b> I endorse a shift from the current binary system (that classifies teachers as either satisfactory or unsatisfactory) to a four-tiered system. The categories include highly effective, effective, minimally effective, and ineffective. An important future element of the shift is that the performance of students (i.e., academic growth) is considered during the process of teacher evaluation.</p>	<p><b>EL-4 – Treatment of Staff</b> With respect to the treatment of paid and volunteer staff, the Superintendent may not cause or allow conditions which are inequitable, discriminatory, undignified, and disorganized or unclear. <b>(Evaluation)</b>  Further, without limiting the scope of the foregoing by this enumeration, he or she will not: 1. Operate without written personnel rules which: A. Clarify rules for staff and volunteers. B. Provide for effective handling of grievances in a timely manner.</p>

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	<p>C. Protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.</p> <p>3. Fail to acquaint staff with the Superintendent’s interpretation of their protections under this policy.</p> <p>4. Fail to recognize contributions by employees in a timely manner.</p> <p>5. Fail to promote a positive work environment at all levels.</p>
<p><b>Performance Framework</b></p> <p>The yearly academic growth of students will become the centerpiece of a school performance framework. The chief aim of this framework is to provide the kind of information that enables our staff to learn more easily from each other about what works. Ultimately, it will also provide a way for us to hold ourselves accountable for improved student performance.</p>	<p><b>E-2: Academic Achievement</b></p> <p>Performance Framework is a response to the Ends.</p>
<p><b>Return on Investment</b></p> <p>Plans are underway to couple the growth information from a school performance framework with financial information in a way that shines a light on schools that make exceptional growth at low expense.</p>	<p><b>B/SL-3: Accountability of the Superintendent</b></p> <p>3. The Board will view Superintendent performance as <b>identical to organizational performance so that organizational accomplishments of Board-stated Ends</b> and avoidance of Board-proscribed Means would be <b>viewed as successful Superintendent performance.</b></p>
<p><b>Incentives</b></p> <p>We want to recognize, support, and learn from teachers who get better-than-expected results with students. To do that, we will invite them to create curricular tools that the District then loads into an existing and growing online library of support material. Because this library is accessible to other educators, it makes it possible for one teacher to learn from another highly-successful colleague. We will monetize this by providing a small royalty every time this happens, thereby encouraging the healthy collaboration that can lead to improved results with students. These teacher-produced tools are part of an “open source” arrangement so they may be easily and freely shared with teachers in other districts and states.</p>	<p><b>B/S-L4 Delegation to the Superintendent</b></p> <p>3. As long as the Superintendent uses any reasonable interpretation of the Board’s Ends and Executive Limitations policies, the Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.</p>
<p><b>Human Capital</b></p> <p>All students deserve a great teacher and all schools a great leader. To that end, we are developing better ways to attract, select, develop, and retain the best educators. These efforts include career ladders and expanded pay for performance.</p>	<p><b>B/S-L4 Delegation to the Superintendent</b></p> <p>3. As long as the Superintendent uses any reasonable interpretation of the Board’s Ends and Executive Limitations policies, the Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.</p>

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<p><b>Public/Private Partners</b> Private funding is being used to support several studies. Two are complete. This includes one on barriers to achievement. The other is a communications analysis. Both yielded valuable insights. A third that is underway (a comprehensive analysis of District operations and spending) will be ready by September 2011. A number of other public-private partnerships exist that have benefited students and staff in various ways (e.g., by providing access to <b>high-quality professional development for teachers and leaders</b>).</p>	<p>(Suggest you cite Board approved agenda items re: these projects – serves as a reminder of their approvals, if needed.)</p> <p><b>E-2: Ends – Academic Achievement</b></p> <p><b>EL-5: Financial Planning and Budgeting</b> Financial planning for any fiscal year or the remaining part of any fiscal year <b>will not deviate materially from the Board’s Ends priorities</b>, risk fiscal jeopardy, or fail to be derived from a multi-year plan.</p>
<p><b>Technology</b> Hybrid education that combines technology-assisted remote learning with more traditional, face-to-face education has the potential to create more engaged learning and transform how we think about class size. This is happening in a modest and limited way now. I am working to dramatically expand its use.</p>	<p><b>B/S-L4 Delegation to the Superintendent</b> 3. As long as the Superintendent uses any reasonable interpretation of the Board’s Ends and Executive Limitations policies, the Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.</p> <p><b>E-2: Ends - Academic Achievement</b></p>
<p><b>Literacy</b> Helping children to read is the most important gift we can give them. I support more professional development that equips teachers with better skills in this arena as well as better benchmark assessments to reliably gauge proficiency through the years. I am taking steps to see that we acquire tools that are better aligned and which provide more real-time feedback to teachers, parents, and students.</p>	<p><b>E-2: Ends – Academic Achievement (For whom, for what results, at what cost.)</b></p> <p><b>EL-5: Financial Planning and Budgeting</b> Financial planning for any fiscal year or the remaining part of any fiscal year will not deviate materially from the Board’s Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan.</p>