

## **Whole Board Governance Training | 08/22/2024 – 6:00 PM – 9:00 PM**

Dr. Frank R. Petruzielo Educational Services Facility | 1205 Bluffs Parkway, Canton, GA 30114

- I. CALL TO ORDER WHOLE BOARD GOVERNANCE TRAINING**
- II. WHOLE BOARD GOVERNANCE TRAINING**
- III. EXECUTIVE SESSION – PERSONNEL MATTER**
- IV. ADJOURNMENT**



Cherokee County  
School District

# Whole Board Training

August 22, 2024

# Objectives today

- Establish Core Beliefs
- Establish 3-year Student Performance Goals
- Develop the Superintendent Evaluation



# High performing school district starts with a high performing Board of Education.



- ❖ Core Beliefs
- ❖ Student Performance Goals incorporated into the Superintendent's Evaluation
- ❖ Core Policies that clarify the expectations of the School Board
- ❖ Strategic Plan and Local Accountability System

# High performing school district starts with a high performing Board of Education.



- Core Beliefs
- Student Performance Goals incorporated into the Superintendent's Evaluation
- Core Policies that clarify the expectations of the school board (begin in October)
- A long-range Strategic Direction with a locally designed Accountability System (begin in Fall 2025)



School systems exist to improve student outcomes.

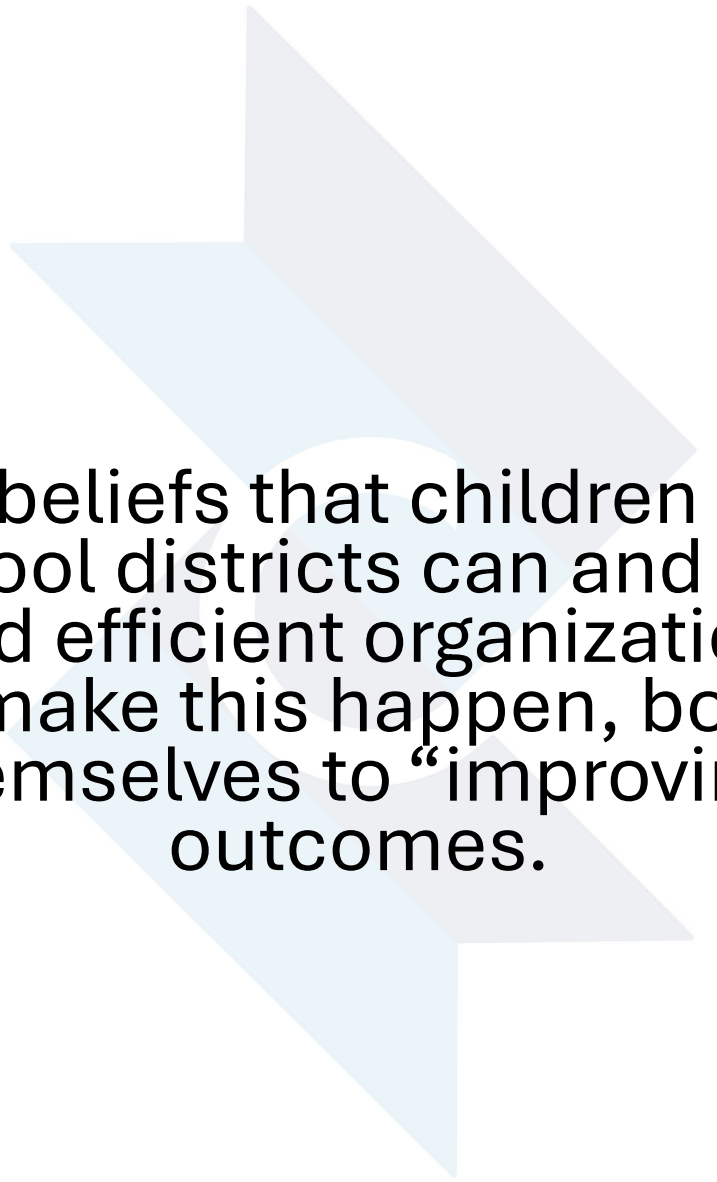
School boards exist to create the conditions for improved student outcomes by representing the vision and values of the community.

- AJ Crabill

# Part 1

# Core Beliefs





Without core beliefs that children can and must learn and school districts can and must become effective and efficient organizations with the capacity to make this happen, boards will not commit themselves to “improving student” outcomes.

- Don McAdams



# Core Beliefs

- What are Core Beliefs / Core Values?
- Why Core Beliefs?
- How do we create core beliefs?

- What do you believe about students and learning?
  - What do you believe about employees?
  - What do you believe about families and the community?
  - What do you believe about schools?
- 
- What do you believe about literacy?
  - What do you believe about student performance and accountability?

## Core Beliefs | Students & Learning

➤ What do you believe about  
Students & Learning in  
CCSD?



## Core Beliefs | Employees

➤ What do you believe about  
Employees in CCSD?



## Core Beliefs | Families & Community

➤ What do you believe about  
Families & the Community  
in CCSD?



## Core Beliefs | Schools

➤ What do you believe  
about Schools in  
CCSD?



## Core Beliefs | Students & Literacy

➤ What do you believe about  
Students & Literacy in  
CCSD?



## Core Beliefs | Student Performance & Accountability

➤ What do you believe about  
Performance &  
Accountability in CCSD?

6

# Core Beliefs | WORKING GROUPS

1. Review the post-it notes.
2. Using the contributions on post-it notes, draft a belief statement that starts with....

**In CCSD we believe.....**

3. Place final statement on poster paper.



# Part 2

# Setting Goals





School systems exist to improve student outcomes.

School boards exist to create the conditions for improved student outcomes by representing the vision and values of the community.

- AJ Crabill

# Setting Goals | Performance & Accountability

- **Performance:** Students are learning more, growing more, and achieving more in a CCSD classroom than they could anywhere else.
- **Accountability:** In CCSD our goals are clear and when we achieve those goals, we celebrate. When we fall short of achieving those goals we adjust our practices, that we either inherited or developed, to achieve new outcomes for students.

# Today's Objective:

Set district goals for reading  
on-grade level and ELA  
proficiency

(Grades 3, 4, 5, 6, 7, 8, & HS)



# Setting a Goal: Running Endurance “Context and Change Required”

## Shelly

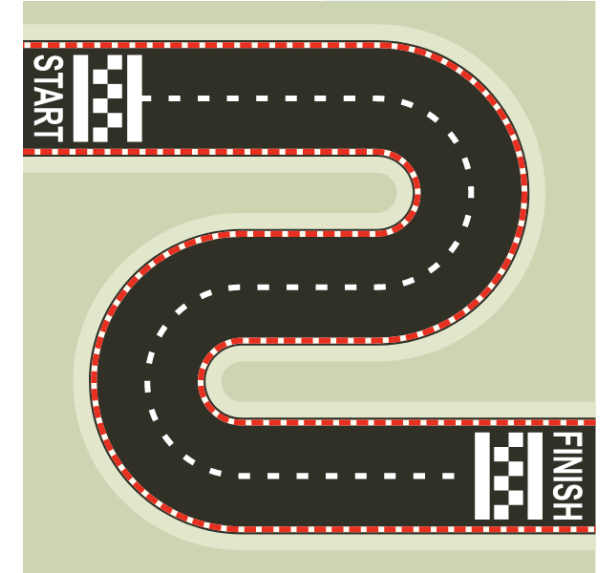
Former college athlete who eats healthy and wants to run a marathon this year

## Victoria

No previous running experience and wants to be able to run 1 mile without stopping for a break

## Angela

Ultramarathon runner who wants to qualify for the US Olympic team



Would we recommend the same goal for each runner?

# Setting a Goal: 3rd Grade Reading Proficiency “Context and Change Required”

## Cherokee County Schools

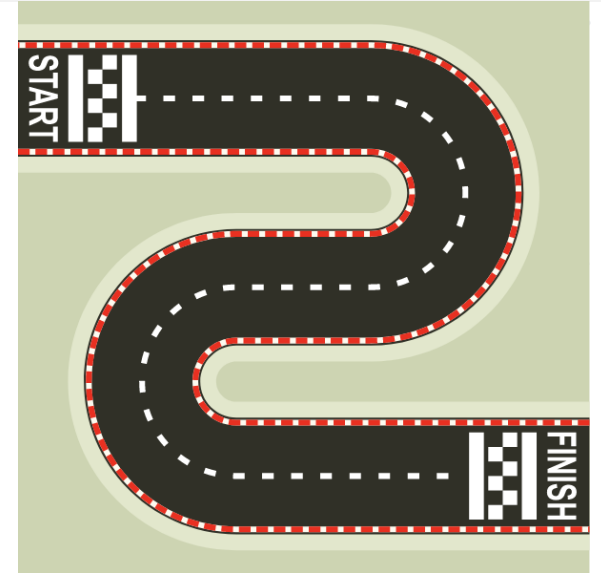
70% of students in 3rd  
grade reading at or  
above grade level

## Talbot County Schools

24% of students in 3rd  
grade reading at or  
above grade level

## Oconee County Schools

88% of students in 3rd  
grade reading at or  
above grade level



Would we  
recommend the  
same goal for each  
district?

# Goal Setting Techniques

- 1) Percent improvement  
5% improvement from current baseline
- 2) Incremental Improvement  
2% improvement each year (6% over 3 years)
- 3) External Comparison  
Peer district/national performance benchmark
- 4) Theoretical Best  
Goal is 100%



# What Are the Characteristics of a High Quality Goal?

- Achievable - Can we reasonably be expected to meet this goal with available resources, in the time allotted?
- Ambitious - Does this target encourage us to grow, make progress, and encourage productive struggle?
- Acceptable - Does the target feel “right”? Would you be proud to achieve it? Will you defend it?



# Goal Setting Techniques



## 1) Percent improvement

5% improvement from current baseline

## 2) Incremental Improvement

2% improvement each year (6% over 3 years)

## 3) External Comparison

Peer district/national performance benchmark

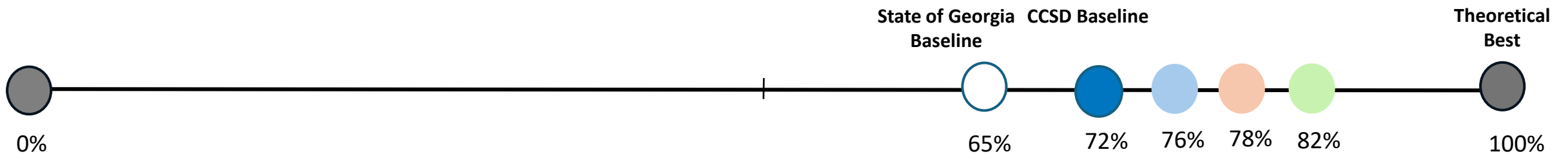
## 4) Theoretical Best

Goal is 100%

# 3<sup>rd</sup> Grade Reading

Reading At or Above Grade Level in 3rd Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	71%	73%	79%	82%	73%	64%
2022-2023	74%	73%	84%	83%	71%	66%
2023-2024	70%	73%	80%	80%	67%	65%
3 Year Baseline	72%	73%	81%	82%	70%	65%

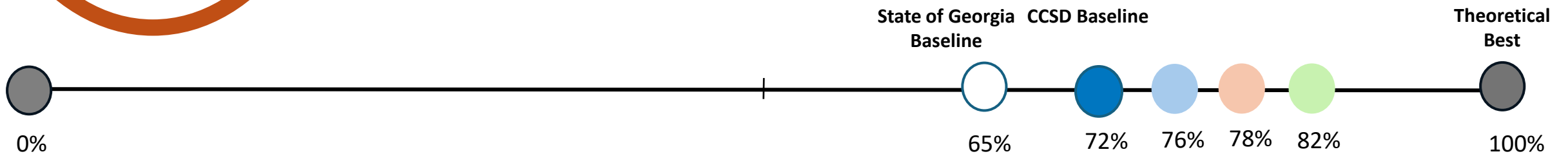
Goal Setting Examples	
CCSD 3 Year Baseline	72%
Percent Improvement	76%
6% Improvement	78%
Comparison District Target	82%



# 3<sup>rd</sup> Grade Reading

Reading At or Above Grade Level in 3rd Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	71%	75%	79%	82%	73%	64%
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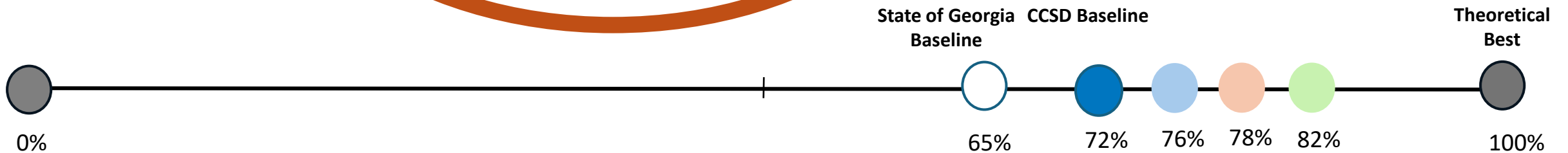
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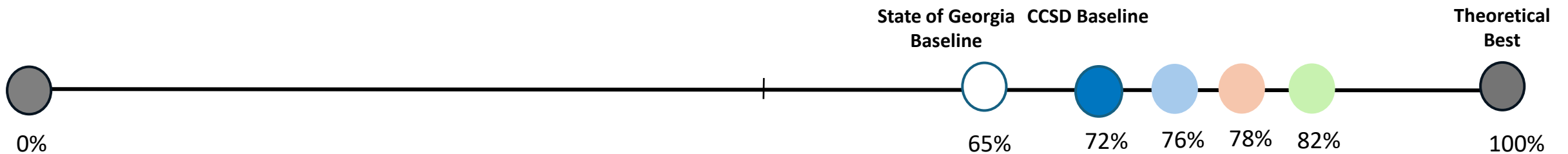
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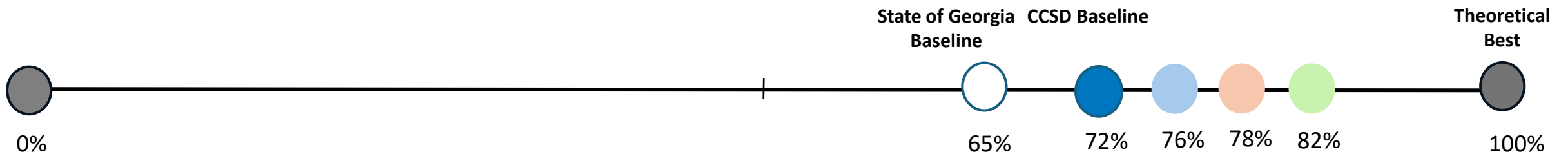
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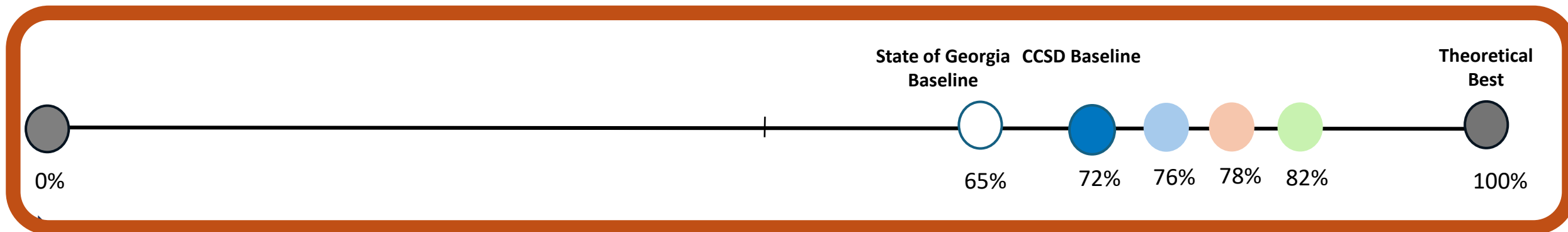
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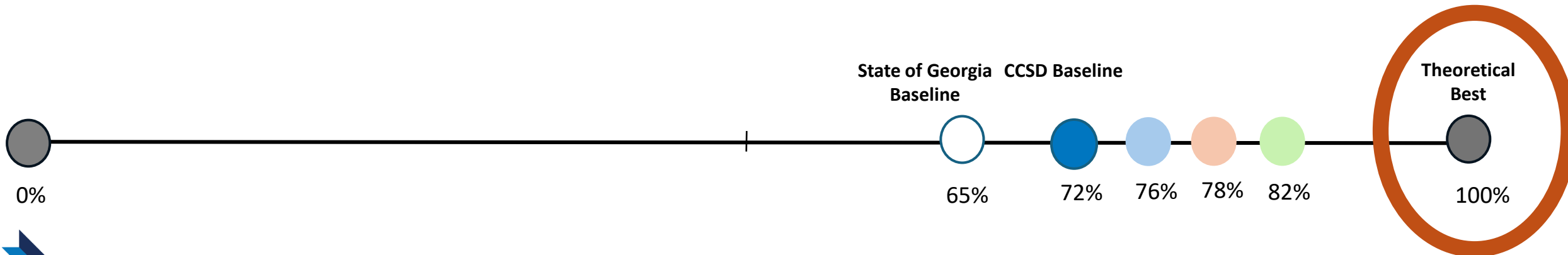
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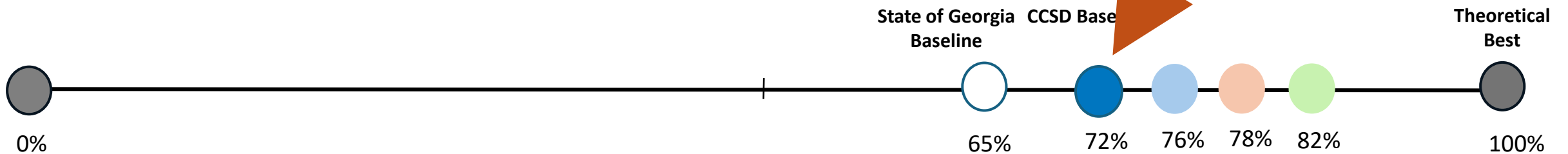




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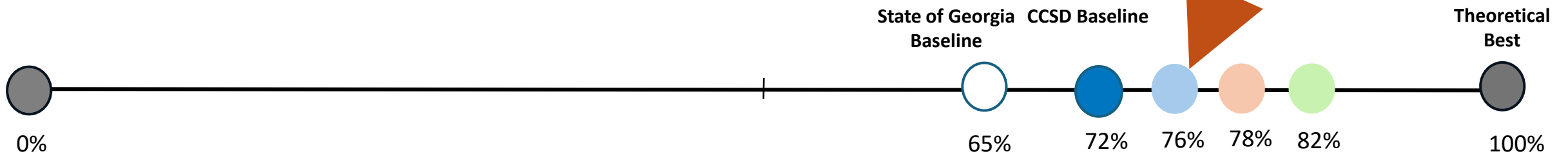
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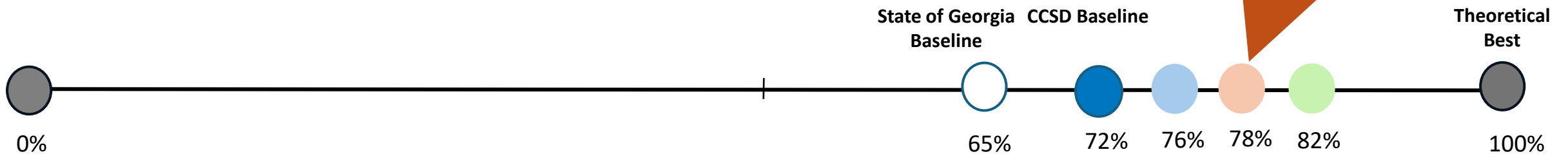
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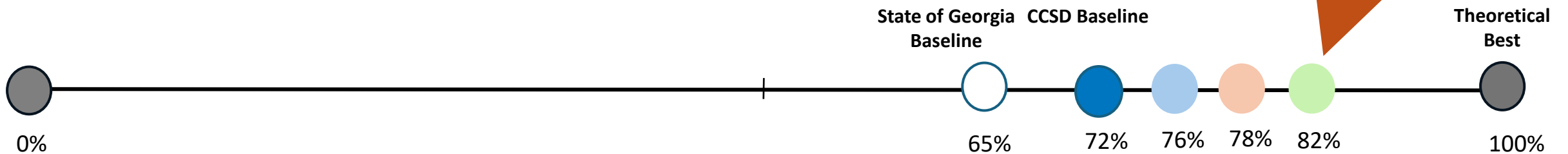
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CCSD 3 Year Baseline	72%
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6% Improvement	78%
Comparison District Target	82%



# Setting Goals | WORKING GROUPS

1. Each group has been assigned a set of goals to draft.
2. Review the baseline and the goal setting guidance.
3. Draft a goal and record it on your goal setting poster.

# Next Steps

- 1) Incorporate into Superintendent Evaluation
- 2) Superintendent will Incorporate into Key Performance Indicators for Divisions
- 3) Superintendent will Incorporate into School Level Goals and School Improvement Plans
- 4) Superintendent Identify and monitor leading data to make adjustments in real time
- 5) Determine cadence of accountability for reporting to School Board and public

# Part 3 Superintendent Evaluation



August  
2024



# THE SUPERINTENDENT EVALUATION PROCESS



Elevating the Excellence





## Why do we conduct superintendent evaluations?

1. Upholds Accountability;
2. Develops School Board and the Superintendent relationship;
3. Promotes the Superintendent and School Board professional development;
4. Necessary for Contractual and Compensation Considerations; and
5. The Law Requires It (my favorite).

## Benefits of Building Your Superintendent's Evaluation

1. Strengthens the Board/Superintendent Relationship;
2. Establishes a collaborative process to set goals;
3. Puts the Focus on Strategic Planning and Core Beliefs;
4. Defines Communication Expectations;
5. Develops a Shared Language for Monitoring, Assessing, and Evaluating; and
6. Defines Your Role as Advocates for the School District

## The Objective of the Superintendent's Evaluation

The objective is to establish a process that promotes School District improvement and provides professional development and growth opportunity for the Superintendent and the School Board.

## The Purpose of the Superintendent's Evaluation

A high quality superintendent evaluation process helps develop a productive Board/Superintendent relationship, provides clarity of roles, creates shared understanding of the leadership and provides a mechanism for public accountability.

# Your Responsibilities as Board members

1. The School Board employs and evaluates one person: the Superintendent.
2. The School Board delegates authority to the Superintendent to operate the School District and provide leadership to staff.
3. Delegating this authority authorizes the Superintendent and staff to pursue the School Board's mission, vision, and goals.
4. Having delegated the authority, the School Board also has the responsibility to monitor performance, ensuring that the School District is making progress towards its goals.
5. Finally, the School Board has an obligation to cultivate and sustain a productive relationship with the Superintendent, which includes mutual respect and a clear understanding of respective roles, responsibilities and expectations.

## Effective School Boards are Accountability Driven

You cannot measure the School District's progress separately from the Superintendent's progress. There should be an aligned relationship present for real and meaningful progress to be made.

# Importance of Alignment

Start with Developing Core Beliefs



Align Core Beliefs to School Board Goals



Align School Board Goals to Superintendent Goals and Evaluation

# Collaboration is KEY!

- The evaluation process should be owned and led collaboratively by the School Board *and* the Superintendent.
- The School District's goals should be aligned to the Superintendent's goals as defined in the Superintendent's evaluation.
- This ensures district-wide alignment and allows the School Board to monitor progress, guide the School District toward continuous improvement, and develop and maintain an effective relationship between the Superintendent and the entire School Board.



# Elements of the Evaluation

- **Vision:** SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) Goal setting.
- **Structure:** Developing a clear written evaluation plan and timeline.
- **Accountability:** Measuring the Superintendent's performance and success/progress.
- **Advocacy:** Communication of goals and progress among the School Board, Superintendent and ultimately, the community.

# Defining Expectation

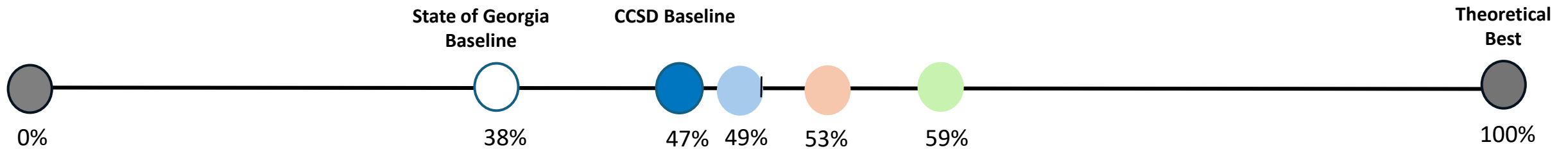
- The effectiveness of the Superintendent's evaluation hinges on its design, specifically that it is developed for communicating future expectations, and not simply a tool for reviewing past performance.
- If the Superintendent does not know what you as a School Board expects, it is difficult, maybe even impossible, to meet those expectations.
- At the same time, the School Board must define its own expectations and monitor progress toward its goals to know when progress is being made.
  - How do you measure progress across the School District?
  - What progress is attainable and achievable?

# DISCUSSION AND DEVELOPMENT OF THE SUPERINTENDENT'S EVALUATION IN EXECUTIVE SESSION

# 3<sup>rd</sup> Grade English Language Arts

Proficient and Above in 3rd Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	46%	47%	52%	59%	45%	36%
2022-2023	48%	47%	60%	61%	45%	39%
2023-2024	47%	48%	59%	57%	42%	38%
3 Year Baseline	47%	47%	57%	59%	44%	38%

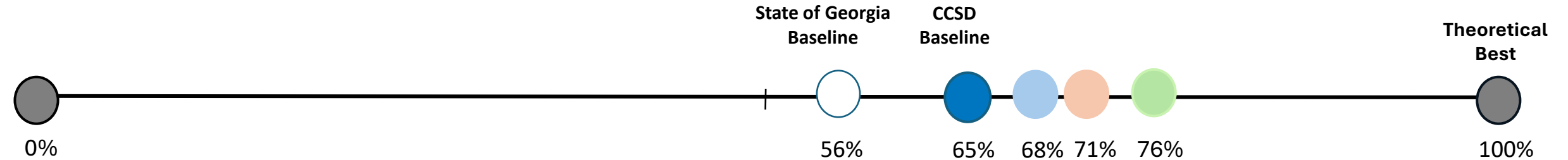
Goal Setting Examples	
CCSD 3 Year Baseline	47%
Percent Improvement	49%
6% Improvement	53%
Comparison District Target	59%



# 4<sup>th</sup> Grade Reading

Reading At or Above Grade Level in 4th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	66%	67%	75%	78%	64%	56%
2022-2023	66%	66%	75%	75%	63%	57%
2023-2024	64%	64%	75%	74%	61%	56%
3 Year Baseline	65%	66%	75%	76%	63%	56%

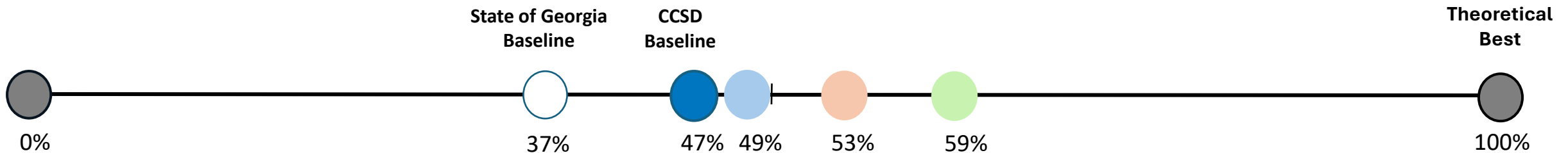
Goal Setting Examples	
CCSD 3 Year Baseline	65%
Percent Improvement	68%
6% Improvement	71%
Comparison District Target	76%



# 4<sup>th</sup> Grade English Language Arts

Proficient and Above in 4th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	49%	48%	59%	62%	46%	38%
2022-2023	47%	46%	55%	57%	43%	36%
2023-2024	45%	46%	58%	57%	42%	37%
3 Year Baseline	47%	47%	57%	59%	44%	37%

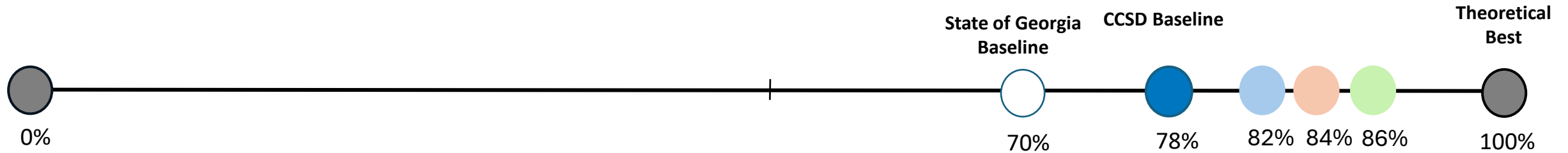
Goal Setting Examples	
CCSD 3 Year Baseline	47%
Percent Improvement	49%
6% Increase Target	53%
Comparison District Target	59%



# 5<sup>th</sup> Grade Reading

Reading At or Above Grade Level in 5th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	77%	78%	84%	87%	75%	70%
2022-2023	76%	76%	85%	85%	73%	69%
2023-2024	82%	79%	87%	86%	75%	72%
3 Year Baseline	78%	78%	85%	86%	74%	70%

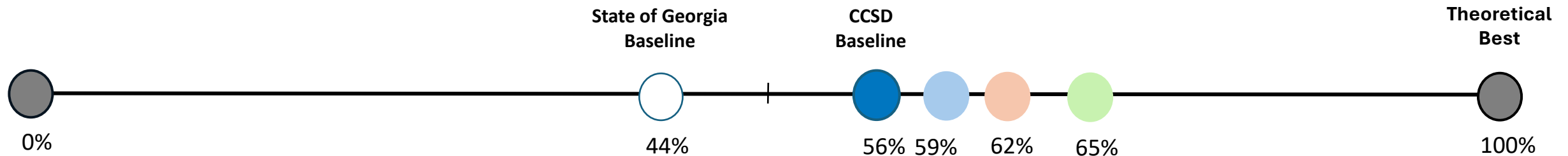
Goal Setting Examples	
CCSD 3 Year Baseline	78%
Percent Improvement	82%
6% Increase Target	84%
Comparison District Target	86%



# 5<sup>th</sup> Grade English Language Arts

Proficient and Above in 5th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	53%	51%	62%	66%	49%	42%
2022-2023	53%	51%	62%	64%	49%	42%
2023-2024	61%	58%	68%	66%	53%	48%
3 Year Baseline	56%	53%	64%	65%	50%	44%

Goal Setting Examples	
CCSD 3 Year Baseline	56%
Percent Improvement	59%
6% Improvement	62%
Comparison District Target	65%

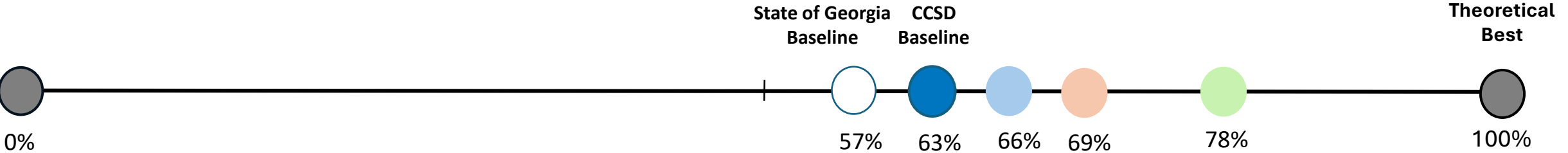




# 6<sup>th</sup> Grade Reading

Reading At or Above Grade Level in 6th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	63%	65%	68%	78%	67%	55%
2022-2023	62%	67%	72%	78%	65%	56%
2023-2024	65%	69%	75%	79%	67%	59%
3 Year Baseline	63%	67%	72%	78%	66%	57%

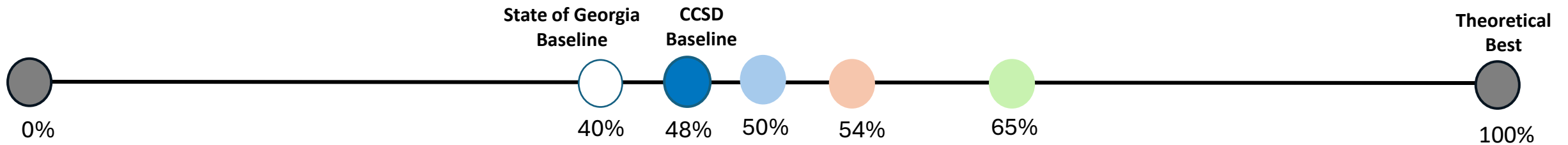
Goal Setting Examples	
CCSD 3 Year Baseline	63%
Percent Improvement	66%
6% Improvement	69%
Comparison District Target	78%



# 6<sup>th</sup> Grade English Language Arts

Proficient and Above in 6th Grade						
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2021-2022	47%	49%	52%	66%	51%	39%
2022-2023	46%	51%	56%	63%	48%	39%
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3 Year Baseline	48%	51%	56%	65%	50%	40%

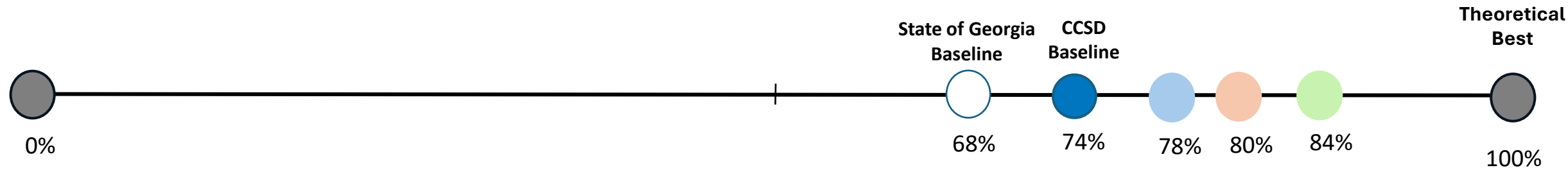
Goal Setting Examples	
CCSD 3 Year Baseline	48%
Percent Improvement	50%
6% Improvement	54%
Comparison District Target	65%



# 7<sup>th</sup> Grade Reading

Reading At or Above Grade Level in 7th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	72%	76%	77%	83%	75%	67%
2022-2023	73%	79%	80%	84%	77%	69%
2023-2024	76%	73%	81%	84%	75%	68%
3 Year Baseline	74%	76%	79%	84%	76%	68%

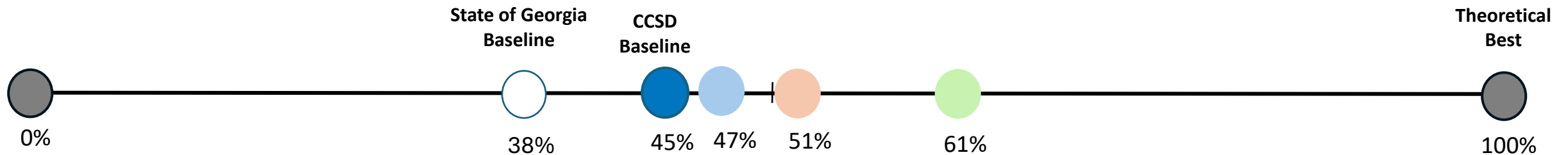
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6% Increase Target	80%
Comparison District Target	84%



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Proficient and Above in 7th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	42%	46%	48%	59%	47%	36%
2022-2023	44%	52%	51%	63%	49%	39%
2023-2024	50%	47%	56%	62%	49%	40%
3 Year Baseline	45%	48%	52%	61%	48%	38%

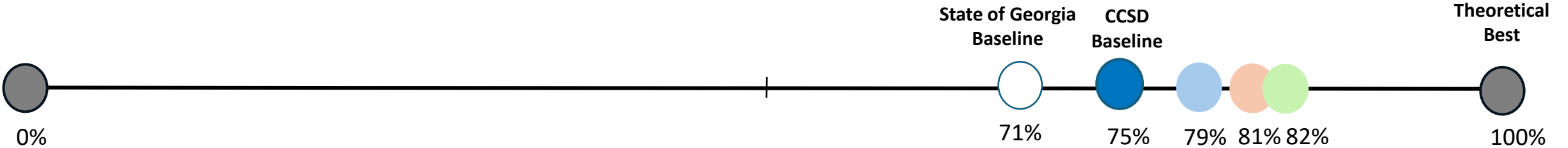
Goal Setting Examples	
CCSD 3 Year Baseline	45%
Percent Improvement	47%
6% Increase Target	51%
Comparison District Target	61%



# 8<sup>th</sup> Grade Reading

Reading At or Above Grade Level in 8th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	75%	78%	79%	82%	78%	70%
2022-2023	75%	78%	82%	83%	77%	72%
2023-2024	75%	80%	80%	81%	78%	72%
3 Year Baseline	75%	79%	80%	82%	78%	71%

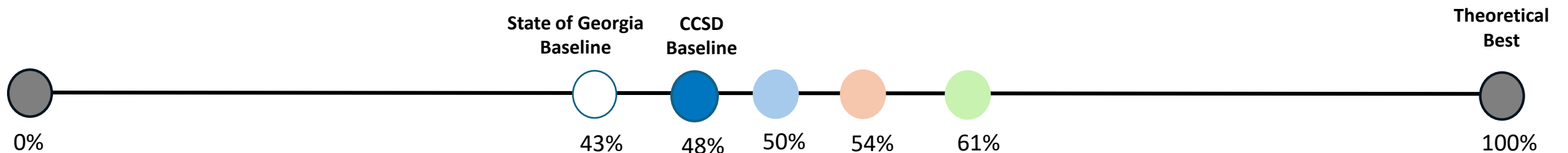
Goal Setting Examples	
CCSD 3 Year Baseline	75%
Percent Improvement	79%
6% Increase Target	81%
Comparison District Target	82%



# 8<sup>th</sup> Grade English Language Arts

Proficient and Above in 8th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	46%	49%	47%	59%	50%	41%
2022-2023	48%	51%	56%	62%	50%	42%
2023-2024	50%	55%	54%	63%	53%	45%
3 Year Baseline	48%	52%	52%	61%	51%	43%

Goal Setting Examples	
CCSD 3 Year Baseline	48%
Percent Improvement	50%
6% Increase Target	54%
Comparison District Target	61%



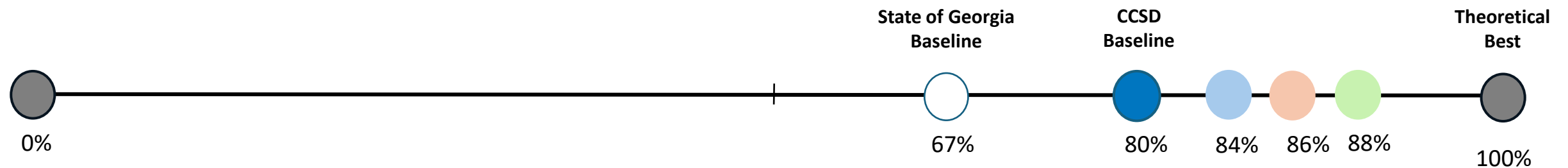
# American Literature Reading

Reading At or Above Grade Level in 11th Grade

	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	81%	78%	76%	87%	75%	69%
2022-2023	80%	77%	78%	89%	71%	67%
2023-2024	78%	77%	77%	88%	70%	66%
3 Year Baseline	80%	77%	77%	88%	72%	67%

Goal Setting Examples

CCSD 3 Year Baseline	80%
Percent Improvement	84%
6% Increase Target	86%
Comparison District Target	88%



# American Literature English Language Arts

Proficient and Above in 11th Grade						
	Cherokee County	Cobb County	Columbia County	Forsyth County	Gwinnett County	State of Georgia
2021-2022	56%	54%	47%	69%	49%	42%
2022-2023	54%	51%	46%	67%	43%	39%
2023-2024	58%	56%	51%	72%	47%	42%
3 Year Baseline	56%	54%	48%	69%	46%	41%

Goal Setting Examples	
CCSD 3 Year Baseline	56%
Percent Improvement	59%
6% Improvement	62%
Comparison District Target	69%

