Data-Driven Governance for Student Achievement

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Strong boards drive student success by using data to guide decisions

DATA-DRIVEN GOVERNANCE . . .

- *Uses evidence to guide board discussions and decisions and monitor outcomes*

- *Distinguishes between governance and management in a data context*

- *Focuses on the vital few (avoiding data overload)*

FOUR DOMAINS OF DATA-DRIVEN GOVERNANCE: THE ECOSYSTEM
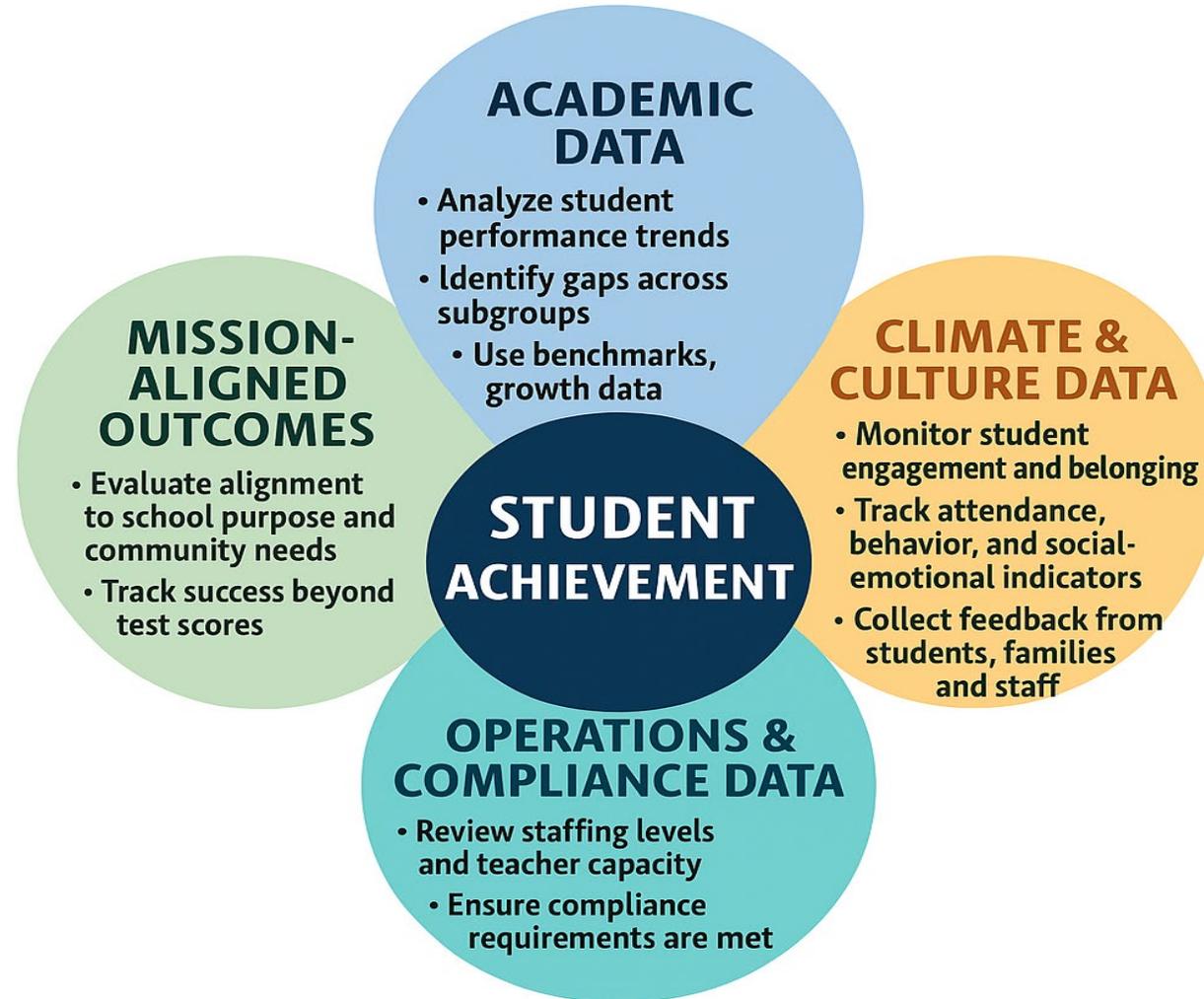
ACADEMIC PERFORMANCE: THE PRIMARY INDICATOR

Academic Data *SHOULD* Answer: (the BIG questions)	Boards Should Ask About:	Power Questions to Ask:
Are students learning?	*Learning and progress*	What do our data tell us about whether students are learning and progressing?
Are they progressing?	*Instructional effectiveness*	Are all student groups showing equitable progress?
Are instructional strategies effective?	*Responsiveness and alignment*	What evidence shows that curriculum is being implemented with fidelity?

CLIMATE AND CULTURE:
THE CONDITIONS FOR LEARNING

Climate and Culture Data SHOULD Answer: (the BIG questions)	Boards Should Ask About:	Power Questions to Ask:
Are classrooms safe and supportive?	*Physical environment/safety*	Are classrooms consistently safe, orderly, and conducive to learning?
Is teaching retention strong?	*Teacher attrition/mobility*	What are our retention rates – and what influences retention?
Do students feel connected and engaged?	*Academic environment (including social-emotional support)*	What early warning indicators signal student disconnection?

When climate strengthens:

✓ Attendance increases
✓ Behavior improves
✓ Instructional time grows
✓ Teachers stay, improving instructional consistency

Every discussion, no matter the domain, comes back to evidence!

OPERATIONS AND COMPLIANCE:
THE INFRASTRUCTURE OF ACHIEVEMENT

Operational and Compliance Data SHOULD Determine: (the BIG questions)	Boards Should Ask About:	Power Questions to Ask:
Are teachers fully staffed and supported?	*Teacher capacity and support*	What evidence demonstrates that teachers feel supported and are able to deliver high-quality instruction, daily?
Are resources (curriculum, technology, interventions) available?	*Teacher effectiveness (relative to resources or lack, thereof)*	Do teachers have all curriculum, materials and technology necessary to teach most effectively?
Are compliance requirements met so leadership is not pulled away from instruction?	*School leadership effectiveness (relative to time spent on instructional leadership)*	To what extent are compliance tasks pulling leaders from instructional leadership?

Strong operations ⟶ more time, stability, and resources devoted to learning

MISSION-ALIGNED OUTCOMES:
THE COMPASS

Mission Outcomes *SHOULD* Determine: (the BIG questions)	Boards Should Ask About:	Power Questions to Ask:
Are we preparing students in accordance with the vision and mission?	*Mission-driven competencies*	What evidence shows students are developing mission-driven competencies?
Are we remaining focused on programs and priorities?	*Funding key programs*	In our budget preparation, are we ensuring our "mission" is being funded through financially supporting our key programs and priorities?
Are we, as a board, evaluating success beyond test scores?	*Impactful programs*	Which mission-specific programs show impact?

The mission must guide decisions, priorities, and resource allocation

Every discussion, no matter the domain,
comes back to evidence!

DATA STANDARDS

Boards Typically See:	Boards Need to Ask For:
✓ State and NWEA test scores ✓ Finance reports ✓ Enrollment and attendance data ✓ Behavior data ✓ Compliance updates	❖ Trends across domains (not isolated metrics) ❖ Growth *and* proficiency ❖ Leading indicators ❖ Root-cause hypotheses ❖ Mission-aligned measures

THE BOARD'S JOB:
LOOK FOR PATTERNS ACROSS THE FOUR DOMAINS

Academic Data ⇆ Climate and Culture ⇆ Operations and Compliance ⇆ Mission-Aligned Outcomes

Data→ Patterns → Root Causes → Board Action →Improved Student Achievement

TAKEAWAY STATEMENT:

Boards do not need more dashboards to be data-driven; typically, they need better questions rooted in evidence!

APPLYING THE ECOSYSTEM TO YOUR BOARD WORK

Reflect on your own board work over the last 6-12 months and answer the following questions:

1. Where have we made decisions without sufficient data?
2. Which domain has dominated most of our board conversations?
3. Which domain received the least attention?
4. Are there warning signs in any domain that deserves deeper monitoring?
5. Where could your board add the most value in the next 90 days?

THANK YOU!

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