

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

October 5, 2017

BOARD OF EDUCATION
October 5, 2017

Board Work Session – 6:00 p.m.

**Large Conference Room
Public Safety and Schools Building
1331 NW Eastman Parkway, Gresham, OR**

I. CALL TO ORDER

II. ROLL CALL

_____	Kris Howatt, Chair	_____	Kathy Ruthruff, Director
_____	Sharon Garner, Vice-Chair	_____	Blake Petersen, Director
_____	Carla Piluso, Director		
_____	John Hartsock, Director		
_____	Matt O’Connell, Director	_____	A. Katrise Perera, Superintendent

III. APPROVE MEETING AGENDA

IV. ACTION ITEMS

First Reading

None n/a

V. INFORMATION ITEMS

None n/a

VI. DISCUSSION ITEMS

- 1. Good to Great Hiu / Garner
- 2. Bond Subcontractor Procurement Schofield
- 3. NSBA Pre-Conference Sessions Board

VII. ANNOUNCEMENTS

Oct. 5, 2017: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

VIII. ADJOURN

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu
Sharon Garner

DATE: October 5, 2017

RE: No. 1 - Good to Great Discussion

EXPLANATION: In the past seven years, district leadership have read, "Good to Great", "Great by Choice", and "Good to Great and the Social Sectors" by Jim Collins. We will briefly review the focus on "Good to Great" and engage in a discussion about the paper that Director Sharon Garner wrote for the 2017 OSBA Leadership Session on May 5, 2017. We will dialogue about the practical application using "Good to Great and the Social Sector" and the implications it has on the district.

Tonight's discussion will focus more on the Hedgehog Concept and the Big Hairy Audacious Goal (BHAG).

PRESENTER: James Hiu
Sharon Garner

SUPPLEMENTARY MATERIALS: 1. Good to Great and the Social Sectors – A Practical Application for Using

RECOMMENDATION: This report is being provided as information/discussion only.

REQUESTED ACTION: No action is required at this time.

JKH:clm:sa

A Practical Application for Using
***Good To Great and the
Social Sectors***

By Jim Collins

5 May 2017

A Practical Application for Using ...

Good To Great and the Social Sectors

Beginning the Journey from Good to Great

I chose to write *A Practical Application of Using Good To Great and the Social Sectors* based on the monograph, **Good to Great and the Social Sectors** written by Jim Collins for two reasons:

- 1) In an effort to find ways to improve our school district and at the suggestion of our current superintendent, we as a board, had studied this monograph, and;
- 2) As the members of Superintendent Search Committee for our board, we decided to use **Good To Great and the Social Sectors** in our efforts to acquire our superintendent candidate criteria and to guide us through the interview and selection process.

I decided that the best way to get the most out of **Good To Great and the Social Sectors** was to also read **Good To Great** by Jim Collins, from which the monograph was developed. This gave me greater insight into the principles Jim discussed in the monograph. It also gave insight into how the principles were developed and why there needed to be a separate discussion of the application of those principles for the social sectors.

In the Epilogue of *Good To Great*, Jim Collins answers some frequently asked questions. One of those questions and its answer is:

Q: What is the role of the board of directors in a transformation from good to great?

A: "First, boards play a key role in picking Level 5 leaders ... Boards should familiarize themselves with the characteristics of Level 5 leadership and install such leaders into positions of responsibility. Second, boards at corporations should distinguish between share *value* and share *price*. Boards ... should refocus their energies on creating great companies that build value for the *shareholders* ... Managing the stock for anything less than a five-to-ten year horizon confuses price and value and is irresponsible to shareholders."¹

This question and answer had a great impact on me. Especially, as I came to better understand the difference between 'share value' and 'share price' and how they might apply in the social sector of a school district. To make this applicable to me, I changed a few words in Jim's last two sentences:

"*School* Boards ... should refocus their energies on creating great *districts* that build value for the *students* ... Managing the *school district* for anything less than a five-to-ten year horizon confuses the *price of sustainable planning* and the *value of sustainable planning* and is irresponsible to the *students*."

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So, I am writing a guide to the practical application of the principles set forth in **Good to Great** and in **Good to Great and the Social Sectors**, as they apply to our desire to improve our school district and to the development our superintendent search.

Who Then What ... Getting the Right Person on the Bus

With the retirement of our Superintendent, the board is in agreement that this is a good time for a change.

In saying, "a good time for a change," what I think we really mean is, "we have had a very good level 4 leader who could have possibly become a Level 5 leader given more time. He has started the flywheel turning by putting solid values, strategic themes and achievable goals into motion and we are now searching for a Level 5 leader who will add momentum to the flywheel and catapult us from a good school district into a great school district."

We are looking for a Level 5 leader who can crystalize into a dynamic hedgehog concept:

- our passion for giving each student the opportunity to access a quality education;
- our belief that we can be the best at delivering an equitable, quality education, and;
- our understanding that school districts have become great despite having limited revenue sources.

Our community needs this. Our students deserve it!

We may have limited revenue sources at this time, but our staff, volunteers and board are excellent examples of a people driven resource engine.

Change for the sake of change isn't going to do us any good. We need to find a Level 5 leader who will help us define our district's hedgehog concept and to collectively (as a school district) embrace the journey from good to great.

Our first objective is to decide what that Level 5 leader's qualifications and qualities should be. We understand that input from our community and business partners is important. We need input from those who work for our schools and from the students who learn within our schools. But, we also know that ultimately, we the board, are responsible for, and should be in agreement, as to what that Level 5 leader will look like to us.

We realize that the candidates need to talk about themselves, but we narrowed our selection to the ones who also mentioned how their current teams factored into their previous success and how important 'getting the right people' on their team is to their future success.

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We recognize that Level 5 leaders are often introverts, but also know that the person who will successfully lead our district needs to be articulate, concise, and have a personality that will make business leaders, the community and our students feel comfortable and included. They will need to build political currency, capitalize on shared interest and be persuasive when talking with a wide variety of people on a diverse number of topics.ⁱⁱ

We compared notes on who did their homework and had looked into the strengths and weaknesses of our district and our community and still wanted to be part of our future success. We looked for a sense of passion for their profession and a desire for the success of our students and our district's goals.

Getting the Right People On. In the Right Seats or Off the Bus

The leadership style of our next superintendent is very important to us. How did they get the right people on their bus? How did they get the wrong people off? How do they determine the right person for the right seat on the bus?

In *Good to Great*, Jim Collins explains Principle Discipline #3: "Put your best people on your biggest opportunities, not on your biggest problems." He further surmised that failing to grasp the fact that managing your problems can only make you good, whereas building your opportunities is the only way to become great.ⁱⁱⁱ

As we work with our Level 5 leader, we will build upon our efforts to define and separate our challenges from our opportunities; as we strive to decide which opportunities are best pursued. We will support our Superintendent as he or she determines the right people to work within the Cabinet to help develop these opportunities. We will not overlook our challenges – but, we do recognize that efficacy in building on opportunities often eliminates the need of dedicating man power and resources to many of those challenges.

Hiring a Level 5 leader is not just a determination of their humility and understanding of getting the right people on the bus. It also encompasses their ability to motivate change within an organization where they do not have the power to enforce that change. I believe a shared vision or interest can be that motivating factor. The ambition that the Level 5 leader shows for the success of the organization can be a catalyst for change.

The board oversees operations of the district from the 20,000' level. The superintendent may be closer to ground zero, but they have only as much influence on change as can be wheeled within the contract language with our Certified and Classified Agreements. Our staff members, for the most part, want our students to succeed as much as we do. I have heard from building heads and district administrators that the union entity is larger than the

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sum of its members and isn't necessarily in favor of supporting our goals even if its members are. So, how does our Level 5 Leader effect change in this environment? Good To Great And The Social Sectors gives us two possible answers:

1. When [Frances Hesselbein, CEO, Girl Scouts of America] was asked how she got [great outputs within a diffused power structure] without concentrated executive power, she said, "Oh, you always have power, if you just know where to find it. There is the power of inclusion, and the power of language, and the power of shared interests, and the power of coalition."
2. Legislative leadership relies more on persuasion, political currency, and shared interest to create the conditions for the right decisions to happen.^{iv}

A Level 5 leader knows they are responsible for ensuring that the right decisions happen — even if they don't have the sole power to make those decisions.^v

There will be a delicate balancing act in getting the right people in the right seats and the wrong people off the bus while creating political currency with which to leverage change. This is where developing a pride in a shared interest will be extremely important. Identifying the right people and building a cohort focused on excellence may be the best way to "eject" the wrong people off the bus.

We, as a board, may need to exercise patience as our Level 5 leader focuses on the "Who" part of our problem, before tackling the "What." This does not mean that we will not expect results; it just means that we need to understand and manage expectations. We expect our Level 5 leader to do likewise.

We need to do whatever we can to help get the right people on our bus and build a culture of discipline with an expectation of greatness. The more we build this culture of discipline and expectancy, the more the wrong people will feel uncomfortable and perhaps self-eject off the bus. If they elect to stay on the bus, our standard of rigor and high expectations will be applied to them and excellent results will be expected. The superintendent will need a system of accountability and a way to enforce that accountability. In the social sector, where getting the wrong people off the bus can be difficult; early-assessment mechanisms turn out to be more important than hiring mechanisms.^{vi} We will be very interested to see what early-assessment mechanisms the new superintendent will put in place and how well they will be enforced.

What ... to Do and Stop Doing

"A lack of resources is no excuse for a lack of rigor -- it makes selectivity all the more vital."^{vii}

As important as getting the wrong people off the bus is, getting the wrong objectives off the agenda may be even more important. Our Level 5 Superintendent will need to invest time and energy in deciding which of the objectives we are currently pursuing are not aligned with the goal of becoming a great school district. Where are we expending resources and time that could be better spent in achieving our desired outcomes? And, perhaps, it will be decided there is nothing that should be cut, but it is a reallocation of resources that needs to be made.

We have made inroads into improving our shares' value (improved graduation rates at all three high schools, good working relationships with our charters, improvements in assessment testing, gains in the opportunity gap, etc.). We passed a bond measure and are having more robust dialogues with our community and its leaders. We now have the attention of our Chamber of Commerce and City leaders. Good starts, but far short of great progress. We need to continue building on each of these opportunities.

Our Hedgehog Concept

In the intro to Good To Great And The Social Sectors, Jim Collins points out that there are 5 differences between achieving good to great in business and in the social sectors. These differences for the social sector are:

1. Defining "Great" - calibrating success without business metrics
2. Level 5 Leadership - getting things done within a diffuse power structure
3. First who - getting the right people on the bus within social sector constraints
4. The Hedgehog Concept - rethinking the economic engine without a profit motive
5. Turning the flywheel - building momentum by building the brand

In defining "great organizations" for the social sectors, Jim Collins says, "A great organization is one that delivers **superior performance** and makes **a distinctive impact over a long period of time**. Performance must be relative to mission, not financial returns."^{viii}

If we use the following three circles as our example for developing our hedgehog concept to achieve greatness:

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1. A passion for excellent educational opportunities for all students;
2. A belief that we can be the best at delivering the most equitable, quality educational opportunities in our state; and,
3. We have a resource engine of people who will give of themselves and their time to help make our goals a reality;

And, add our District Mission: "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community"; then we need to ask:

How do we effectively deliver on our mission and make a distinctive impact, relative to our resources?

Answer: We can hold ourselves accountable in terms of outputs, even if those outputs aren't measurable.

Outputs

1. Increased high school on-time graduation for most of our students and five-year graduation for our academically challenged students.
2. Making significant gains in narrowing the opportunity gap.
3. Development of equitable opportunities and outcomes for students of poverty, color, language barriers, gender and gender identity, cultural and ethnic challenges.
4. Increased resource allocation for equity issues and increased resource generation derived from equity-based opportunities. (How do we offer our students the opportunity to receive and generate the resources they need?)
5. Improved third grade literacy and reading statistics, fifth grade competency, ninth grade attendance and retention and on-track graduation achievements.
6. College and career ready graduates. Increased opportunities to achieve preparation for college and career.
7. A significant increase in students graduating with trade sector certifications and accepted college credits.
8. Hiring and retention of highly credentialed and high quality, diverse educators (not the same as just highly credentialed).
9. Increased Community involvement and volunteer efforts.
10. Community and business support for our students and schools.
11. Development of partnerships that benefit our students, our businesses and community.

Would these outputs, if obtained, not signal superior performance that would make a distinctive impact on our mission, relative to our resources?

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The second part of that "great" definition is: **"over a long period of time"**. This means we need to look at each output we implement in regards to its sustainability.

Then the question becomes, "What do we need to bring to the table to help us delineate sustainable measures of implementation for each of the outputs we defined as our measures of greatness?"

Turning The flywheel

"By focusing on your Hedgehog Concept, you build results. Those results, in turn, attract resources and commitment, which you use to build a strong organization. That strong organization then delivers better results, which attracts greater resources and commitment, which builds a stronger organization ... When [people] see tangible results — when they can *feel* the flywheel beginning to build speed — that's when most people line up to throw their shoulder to the wheel."^x

As mentioned above, we have been slowly making rotations on our flywheel. With the passage of our bond, we have gained a little momentum. We need to build on that momentum!

Although there is no direct correlation in the social sectors between creating a strong organization and fluidity in financial or in-kind support, having a strong school district with a proven track record of successfully obtaining our goals regarding student achievement, academic excellence and Level 5 leadership will positively impact:

- our efforts to form partnerships with local businesses to provide more opportunities for our students;
- the efforts of our foundation in raising funds to support our students and teachers;
- our efforts to attract and retain excellent teachers and support staff; and,
- recruiting more community members who want to be involved in our schools by becoming board members or sitting on other committees.

This brings me to my final point: the need for branding. Our school district will need to become more visible in the community, projecting a positive and consistent message. Developing a positive and consistent message that has been proven by our outputs. It may take some time to come together on a branding message, but it is vital that we produce one.

This branding should encompass more than a tag line. It must evolve from our Hedgehog Concept and echo our mission and goals. It needs to be relatable to our students, community and staff. And, it should be an honest reflection of who we are.

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Good To Great and the Social Sectors

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- i Jim Collins, *Good To Great*, (Harper Books; New York, 2001), 216.
 - ii Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11
 - iii Ibid; 58, 59.
 - iv Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11
 - v Ibid; 10,11.
 - vi Ibid; 14,15.
 - vii Ibid; 15.
 - viii Ibid; 4,5.
 - ix Ibid; 23, 24.

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: October 5, 2017

RE: No. 2 – Bond Subcontractor Procurement

EXPLANATION: Design work at Sam Barlow High, Gresham High, East Gresham and North Gresham is moving along nicely and nearing completion. Soliciting bids on these projects will begin in earnest this winter.

The general contractors selected for these projects will soon seek direction from the district regarding expectations, goals and information tracking prior to hiring subcontractors. Specifically, direction regarding any aspirational goals around hiring minority, women and service disabled veteran owned enterprises as well as tracking local contractor participation.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: None, Discussion only

REQUESTED ACTION: None, Discussion only

MS:mh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: October 5, 2017

RE: No. 3 – NSBA Pre-Conference Sessions

EXPLANATION: The National School Boards Association 2018 Annual Conference will be April 7-9, 2018 in San Antonio, TX. Board members have typically attended the main conference. Time has been reserved on this evening's board meeting agenda to discuss attending the pre-conference sessions.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This is being provided for discussion only.

REQUESTED ACTION: No action is required.

:sa