



—Cedar Hill Independent School District Superintendent Guardrails 2025-2030



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Student Outcome Goals v Guardrails

Term	Definition
Student Outcome Goals	Student outcomes goals describe what students know or should be able to do -- as distinct from adult inputs, adult outputs, student inputs, and student outputs. Student Outcome Goals include a baseline, target, population, and deadline. They challenge the organization and require adult behavior change. A Board's student outcome goals are the Superintendent's first priority for resource allocation.
Superintendent Guardrails	Specific operational actions or class of actions that are not used or allowed and are aligned with the vision and grounded in community values.





Boards should strive to adopt Student Outcome Goals, as well as Guardrails, which the Superintendent should not violate in her pursuit of achieving the Student Outcome Goals



The Vision Is Measured by Goals, the Values are Measured by Guardrails

Guardrails represent the "non-negotiables," that the Superintendent must not compromise in pursuit of the goals.
The **Board owns** the **Guardrails** while working collaboratively with Superintendent

- Board adopts **1-5** Guardrails
- Represent the community's **values**
- **Influenceable** by the Superintendent
- Can be specific but **not prescriptive**
- Allows for **flexibility** (multiple ways to honor the Guardrail)

By clearly outlining what is "off limits" the board gives the Superintendent the **freedom** to decide on any reasonable course of action to pursue the goals that stays within the guardrails.

Community Values

Value	Priority Themes
Student experience and well-being	Physical safety, emotional support, belonging, one trusting adult, empowerment, inclusivity, feeling valued, inspiration, growth, social emotional wellness and connection
Staff recruitment and retention	Supportive culture and climate, experienced educator recruitment, high performing staff retention, feeling valued, feeling supported, feeling heard, professional growth and development opportunities, investing in staff well-being, attract, retain and develop effective and diverse educators, competitive compensation
Family and community engagement	Two-way communication, high quality family/community engagement opportunities, trusting relationships, families as partners, valuing community voice and contributions, transparent communication, shared leadership, responsive engagement opportunities, traditions, togetherness, cultivating life-long bonds, authentic partnerships
Strategic allocation of resources	Transparency, accountability, assess efficacy/academic return on investment before spending funds, financial decisions that are clear, precise and aligned with district goals/mission, equitable allocation of resources, every dollar advances learning and success
District safety	Safe campus environments for staff and students during and after school hours, safety decisions aligned with success, nurturing environments, clear protocols, proactive planning, collaboration with local agencies, emotional safety



Superintendent Guardrails

Guardrail 1: The Superintendent shall not compromise student engagement and social emotional wellness

Guardrail 2: The Superintendent shall not allow a low level of staff effectiveness

Guardrail 3: The Superintendent shall not compromise building relationships with CHISD families and stakeholders

Guardrail 4: The Superintendent shall not compromise the equitable distribution of resources

Guardrail 5: The Superintendent shall not compromise the physical and emotional safety of staff and students





Guardrail 1: Student engagement and social emotional wellness



GPM 1. The number of students involved in clubs, organizations, or extracurricular activities. (*baseline year)



GPM 2. 100% of campuses will implement the District's SEL practices with fidelity, as measured by campus implementation rubrics and walkthrough data.



* GPM - Guardrail Progress Measure





Guardrail 2: Staff effectiveness

GPM 2.1 The % of staff that is rated as proficient or above (*baseline year).

GPM 2.2 The staff turnover rate (*baseline year).

GPM 2.3 The staff attendance will increase from 93.3% to 96% by 2030.





Guardrail 3: Family and Community Engagement



GPM 3.1 CHISD will create a new annual schedule of high-quality community engagement based on quality, effectiveness, and frequency.



GPM 3.2 The parent participation in Longhorn U (*baseline year).



GPM 3.3 All campus principals or designees will attend all of their assigned campus' PTA meetings.





Guardrail 4: Equitable Distribution of Resources



GPM 4.1 The cash flow reserve will increase from 1.5 to 3 months by 2030.



GPM 4.2 Evaluate and strategically sunset ineffective resources.





Guardrail 5:Physical and Emotional Safety of Staff and Students

1. The amount of wraparound services provided by outside agencies for our families in need of services including faculty and staff will increase. (*baseline year)
2. Implement a student led organization that supports student social and emotional wellness.
3. The campuses will have proactive monthly meetings with staff that provide an opportunity for two-way communication regarding physical and emotional safety.





Next Steps

- The CHISD Administration will develop a monitoring calendar for the goal progress measures and guardrail progress measures.





Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a challenging but **critical task for education leaders.**



Questions?