

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 1. Component 1a (Mindset)

Assess your board's readiness with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>(1) Commitment to Serve [Willing to subordinate self-interest]</b>		<b>X</b>	<b>X</b>	<b>XXX</b>
<b>Q: From whom does the board receive its authority? To whom does the board answer?</b> Indicators to look for: Oath of office; State law defining board responsibilities; Board acts as if...(it accepts/'owns' a duty to serve) Remarks: <ul style="list-style-type: none"> <li>• The UPSD BOD understands and assumes its responsibilities as defined by state law, although occasionally it fails to aggressively practice that authority</li> <li>• The board creates a strong link with families and community</li> <li>• The board participates individually in community forums (safety) and other events (city, library, schools)</li> <li>• The board receives its authority from our community and does its best to connect with them to discover their will for our district and its students</li> </ul>				
<b>(2) Commitment to Lead [Willingness to take charge and give direction]</b>		<b>X</b>	<b>X</b>	<b>XXX</b>
<b>Q: Over whom does the board exercise authority?</b> Indicators to look for: Willingness to lead through policy directives given to the superintendent Remarks: <ul style="list-style-type: none"> <li>• The BOD practices its leadership by directing the superintendent.</li> <li>• The board has been very strong in making tough decisions</li> <li>• The board asks tough questions of the superintendent (e.g. SPED issue – the board studied issues in depth</li> <li>• The board acts as one by establishing policies to direct the superintendent</li> </ul>				
<b>(3) Attitude toward Growth [Response to 'failure']</b>		<b>X</b>	<b>X</b>	<b>XXX</b>
<b>Q: What does the board believe about students' ability to learn?</b> Indicators to look for: 'Elevating' beliefs about student capacity to learn; Growth mindset: belief in achievement based on effort Remarks: <ul style="list-style-type: none"> <li>• 2+ or 3- Our attitude is "one size fits all"; for many students, our expectations are appropriate</li> <li>• Discussions re: where district/students are at; what higher outcomes we can achieve</li> <li>• The board is not just blindly optimistic; it collectively believes in higher student outcomes</li> <li>• The board believes all students can meet high academic standards by acquiring the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship</li> </ul>				

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## (4) Work Ethic [Locus of control]

	X	XX	XX
--	---	----	----

### Q: Is the board committed to ‘doing the work’ required of a board?

Indicators to look for: The board dedicates time in meetings to the board’s own work; The board dedicates time in meetings to board professional development; The board dedicates time to monitoring district performance

#### Remarks:

- The recent decision of the BOD to pursue professional development/training is an example and commitment to do its work
- All we do is look at district performance
- In dealing with a recent sex-ed issue, every board member studied material in depth
- Board members are on different committees within the district
- The district policy says the board will do this [its work] but not all board members see the importance of committing to this work of professional and self-development, or the importance to honestly monitor the district’s performance

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 2. Component 1b (Approach)

Assess your board's readiness with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p><b>(1) Systems Perspective [Board awareness of interconnected system]</b></p> <p><b>Q: How does the board mentally connect the many parts of the school system?</b>                      Indicators to look for: Board is aware of how various district systems impact one another; Board actions take into account how they are interconnected; Board deliberates before taking action, considering impacts of decisions</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• The BOD's recent decision to carefully deliberate and approve a health curriculum in the wake of significant criticism shows the connection to school systems.</li> <li>• We don't think for ourselves (we rely on the superintendent's thinking)</li> <li>• Everyone is not on the same page.</li> <li>• Board members change, so we need to revisit what the board stands for.</li> <li>• Superintendent reminds the board of the impact of budget decisions on other programs</li> <li>• Recent CTE decisions considered ramifications in budget and other program requirements (e.g. transportation requirements)</li> <li>• The board recognizes that deliberating on certain issues can create mayhem in the system if not done in a way that first explores potential impacts of such as discussion</li> </ul>	XX	X	XX	
<p><b>(2) Systematic Process [Rhyme/rhythm of board operations.]</b></p> <p><b>Q: How does the board mentally connect the many actions of the school system?</b>                      Indicators to look for: Board work follows a systematic pattern (readiness, strategic voice, operational guidance, accountability); Board follows routines that reinforce its chosen approach to governing</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• The BOD recognizes the latitude it has to change policies at any time.</li> <li>• We don't look at any issues in a 'deep dive'</li> <li>• We review policies on an annual basis</li> <li>• The board has productive routines (surveys, board packet preparation; agenda setting in advance of the meetings; meeting preparation in timely ways (yearly schedule)</li> <li>• A culture develops throughout the district and processes developed that provide the organization with stability that comes with the board's governance, and count on the board to lead in the same consistent way</li> </ul>	X	X	XXX	
<p><b>(3) Policy [What is policy for? How does the board direct?]</b></p> <p><b>Q: What does the board consider the purpose and use of policy?</b>                      Indicators to look for: Board actions occur at the strategic/policy level; Board policy direction targets the superintendent; Board uses policy strategically – broad guidance rather than operational detail</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>• Not sure we use policy strategically. We have policy in place, and review it, but have not really made any adjustments</li> <li>• The board is a little split on its understanding of its own policy.</li> <li>• The board is mindful that it is not too operationally oriented</li> <li>• The board directs the superintendent and communicates through the superintendent</li> <li>• Our board tries to set policies that get us to where we want to be using the broadest directives possible to the superintendent</li> </ul>			XX	XXX

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



**(4) Meetings [What are meetings for? What is board work?]**

	<b>X</b>		<b>XXXX</b>
--	----------	--	-------------

**Q: What does the board consider the purposes and use of board meetings?**

Indicators to look for: Board employs its time in meetings for strategic purposes; Board sets and follows a protocol for meetings; Board controls the agenda, using meetings to do the board's work

Remarks:

- The BOD spends time ensuring that the agenda reflects the annual agenda topics and takes the liberty to revise topics and/or expand topics when necessary. This is an improvement over the previous chair's priority of agenda analysis and setting.
- We do have a protocol for meetings, but we don't ever go past complying to strategic action
- The work of our board is to pat the superintendent on the back, and we use it for that purpose
- As a board we do this well.
- The board uses meetings to connect with the community
- The board focuses on board work during meetings
- Board meetings are a time for all board members to come together in an organized fashion to do board work, not administrivia and to discuss results of monitoring and share proposed policy changes

## Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



### 3. Component 2a (Values)

Assess your board's exercise of strategic voice with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p><b>(1) Transparency/Trust/Teamwork [Openness, Interdependence]</b></p> <p><b>Q: What is the board's attitude regarding transparency? How does the board build trust?</b></p> <p>Indicators to look for: Board assures internal transparency (for board members and staff); Board assures external transparency (public records, meetings, communications)</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• We could be close to a "4"</li> <li>• Some board members do not share their thoughts in our internal monitoring system.</li> <li>• Saturday board meetings tend to be held in private and therefore show a lack of transparency.</li> <li>• We are in compliance with state law, but we don't have conversation that helps the district</li> <li>• When comments are made on our survey monkey, comments are taken as too critical (as an attack) so there is no room for discussion at a meeting</li> <li>• As a board, we get there (we go back and forth on this).</li> <li>• The board is really strong on transparency</li> <li>• The board shares information with the community via a quarterly newsletter</li> <li>• The board has discussed the idea of televising meetings; it has not made a decision yet</li> <li>• The board has made strong efforts to link with the community, being available to all audiences</li> </ul>	x		xxxx	
<p><b>(2) Board-Community Connection [Connecting with 'the boss']</b></p> <p><b>Q: How does the board learn community values?</b></p> <p>Indicators to look for: Opportunities for community input on strategic issues; Public reports; public listening sessions</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• We have been great listeners, in spite of occasional bad behavior on the part of members of the public.</li> <li>• We try to get input from the community</li> <li>• We had an awesome listening session on sex-ed curriculum (a shining example)</li> <li>• The board definitely has public listening sessions (e.g. safety forum)</li> <li>• The board has connection with the PTA leadership and other local governments (police, fire, city)</li> <li>• The board performs outreach activity via publication of the district's Dialog news magazine</li> <li>• We still have a way to go (responding to language barriers, transient military population, etc.)</li> <li>• The board has attempted to link with community members to get input on our policies. Participation has been a struggle unless they come with a pet project or they perceive that something has gone wrong in the district. It has been difficult to get community feedback</li> </ul>		x	xx	xx
<p><b>(3) Policy expresses the community's values internally [Internal voice]</b></p> <p><b>Q: How does the board give voice to community values within the district?</b></p> <p>Indicators to look for: Policy based on values and principles</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• We are a 2, moving toward a 3; we are improving</li> <li>• We are responsive to the community's valuing of the arts</li> <li>• The board strives to consider principles when making policy decisions</li> <li>• The board makes an effort toward inclusiveness (recent issue re: exchange students)</li> <li>• The board has developed its policies based on broad community input and values, and we continue to try to link with the community to make sure we still have the right goal in mind</li> </ul>		x	x	xxx

## Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



**(4) Advocacy expresses community values externally [External voice]**

	<b>X</b>	<b>XX</b>	<b>XX</b>
--	----------	-----------	-----------

**Q: How does the board give voice to community values outside the district?**

Indicators to look for: Board awareness of public policy that impacts local community schools; Board contacts public officials to advocate for students

**Remarks:**

- The board invites public officials and candidates to meet and hear our concerns.
- We don't do this very much, except as individuals
- We've done this once in the past 8 years as a board
- We are strong on this.
- Some of us advocate strongly (going to Olympia to speak for student needs)
- The board studies the impact of funding changes on schools, reviewing out district's situation in comparison with other districts)
- Recent changes in funding (funding formula) have resulted in wealthy districts remaining at an advantage vs other districts (exacerbated by state-wide negotiation trends)
- Our legislative representative has taken an active role in WSSDA and its "day on the hill" and the entire board reviews proposed priorities to have a stronger unified voice
- The board has linked with higher education and with legislators for this purpose

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 4. Component 2b (Vision)

Assess your board's exercise of strategic voice with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<b>(1) Goal-Setting Process [Continuous refinement]</b> <b>Q: How does the board set a vision for the future?</b> Indicators to look for: Board adopts strategic plan and owns the strategic planning process; Board is open to community input re: desired outcomes for students; Board requires collaboration with community stakeholders in vision setting Remarks: <ul style="list-style-type: none"> <li>• We go through the motions</li> <li>• This is the work we strive to do.</li> <li>• The board meets once a year to review the strategic plan</li> <li>• The board does not strongly connect the strategic plan with other stakeholders</li> <li>• The board definitely sets a vision</li> </ul>		<b>X</b>	<b>XX</b>	<b>XX</b>
<b>(2) Student Focus [Students' needs, not adult wants]</b> <b>Q: How does the board define success for its vision with respect to students?</b> Indicators to look for: Board assures that students are at the center of all district efforts; Budget reflects student needs, not adult interests Remarks: <ul style="list-style-type: none"> <li>• On paper we do this</li> <li>• We've had to check ourselves about "doing this (something new)" when we are already doing things to benefit students.</li> <li>• We focus on students.</li> <li>• The board sets a goal of building successful, contributing citizens. We talk about that a lot.</li> <li>• The board discusses the requirements of CORE 24 in depth</li> <li>• The board puts student needs above partisanship (e.g. recent student health curriculum adoption)</li> <li>• The mission of our school district is to ensure that all students are competent citizens</li> <li>• The budget is based on this student-centered mission and the board holds the superintendent accountable for it</li> </ul>		<b>X</b>	<b>X</b>	<b>XXX</b>
<b>(3) Results Orientation [Ends not means]</b> <b>Q: How does the board define success for its vision with respect to results?</b> Indicators to look for: Measures of program success are based on the program's results; Board bases decisions on demonstrated and demonstrable results Remarks: <ul style="list-style-type: none"> <li>• The BOD carefully considers student performance data when making decisions.</li> <li>• The board has reports on measured outcomes of initiatives</li> <li>• The board sets measurable monitoring standards, accepts data for different sources which demonstrate improved performance</li> </ul>		<b>X</b>		<b>XXXX</b>



# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## (4) Time Perspective [Long-term not short-term]

	<b>X</b>	<b>XX</b>	<b>XX</b>
--	----------	-----------	-----------

### Q: How does the board define success for its vision with respect to time?

Indicators to look for: Board expects and demands long-term measurement of success; Board holds firm to stable, overarching student learning goals

#### Remarks:

- Emotions pull us to get things done right away; results take time, but we are anxious at times (so taking a long-term perspective is difficult)
- The board has long-term goals.
- But the board doesn't want programs to drag on for students (implementation of CTE options).
- But transparency for Running Start students has been an issue (e.g. Counseling needs for RS students who need timely help)
- The board sets standards for student achievement that are consistent, and expects continued progress over time

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 5. Component 3a (Operational Guidance to Board Members)

Assess your board's structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p><b>(1) Defining the Board Member Role [Role clarity]</b></p> <p><b>Q: What is the board member's role?</b>                      Indicators to look for: Board has defined its vision of the board member's role; Board expectations of its individual members are documented</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• Documentation is there.</li> <li>• The board is steeped in complacency; it thinks that our district runs beautifully, and as a result, our work is done</li> <li>• We pat the superintendent on the back, and stay out of the way</li> <li>• When we onboard new members, we can be more intentional about setting these expectations.</li> <li>• You have to find time to read it (our board handbook; policy expressing expectations we want to see (in a board member)</li> <li>• The board reviews its expectations (of itself) all the time.</li> <li>• The board monitors, then reviews its guidance on individual expectations.</li> <li>• The board reviews performance in meetings to remind its members of its expectations.</li> <li>• All roles of the board are clearly documented in policy</li> </ul>		<b>X</b>	<b>XX</b>	<b>X</b>
<p><b>(2) Setting Boardmanship Protocol [Expectations for behavior]</b></p> <p><b>Q: What are the board's expectations for individual board member behavior?</b>                      Indicators to look for: Board expectations for boardmanship behavior are clearly and publicly stated; Board SOP/protocol is documented and publicly available</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• What is expected of boards is what is expected of any professional: expect the best, etc.</li> <li>• The board has set expectations (e.g. preparedness, training opportunities pros and cons.</li> <li>• The board is deliberate at looking at needs for strengthening the board</li> <li>• All expectations of board member behavior are documented in policy</li> </ul>			<b>XX</b>	<b>XX</b>
<p><b>(3) Facilitating Boardmanship [Chair as servant leader]</b></p> <p><b>Q: How does the board facilitate Boardmanship?</b>                      Indicators to look for: Board assures that all voices are heard; Board chair ensures agreed-on protocol is followed (e.g. Roberts Rules, revised); Board confronts any violations of protocol; Board orientation and periodic professional development</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• Our process of evaluating meeting behavior at the end of every meeting supports this.</li> <li>• The board is a high 2, or low 3. We loosely follow Robert's Rules, or any other protocol</li> <li>• Everyone has an opportunity to speak; there is a difference in being heard: certain voices are heard better than others, particularly if it supports the superintendent's position (reflects the board's complacency)</li> <li>• When we onboard new members, we can be more intentional about this.</li> <li>• Board chair needs to be ok with reminding people of their commitments.</li> <li>• The board orientations conducted by the board president contribute to boardmanship.</li> <li>• The board conducts regular retreats and has planned a mid-year review of how the board (and individual board members) perform vis a vis its expectations.</li> <li>• Board members are willing to call out individual behaviors when necessary.</li> <li>• Board orientation and professional development could be more fully supported</li> <li>• All voices are heard, but not all agree on every issue</li> </ul>		<b>XX</b>	<b>X</b>	<b>X</b>

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 6. Component 3b (Operational Guidance to the Board)

Assess your board's structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p><b>(1) Defining the Board Role [Role clarity]</b></p> <p><b>Q: What is the board's role?</b>                      Indicators to look for: Board role is clearly defined; Board work is distinguished from staff work                      Remarks:</p> <ul style="list-style-type: none"> <li>• Documentation (of the board role) is there.</li> <li>• The board sets its agenda based on its expectations and plans how it monitors same.</li> <li>• Board work is to provide the target; the staff work is to get us there</li> </ul>			XX	XX
<p><b>(2) Setting Governance Policy [Expectations, governance process]</b></p> <p><b>Q: What are the board's expectations for its own work?</b>                      Indicators to look for: Board has set policies for its governance work (apart from policies directing staff); Board holds itself accountable for following its own governance policy                      Remarks:</p> <ul style="list-style-type: none"> <li>• The BOD governs its behavior through the governance process and documents its work.</li> <li>• The board has clear procedure for policy about governing.</li> <li>• The board puts review of these policies on the agenda.</li> <li>• The board has set policies for its governance work; some don't feel inclined to do this duty and hold the board accountable for doing its job</li> </ul>			X	XXX
<p><b>(3) Facilitating Governance [Chair as servant leader]</b></p> <p><b>Q: How does the board facilitate governance?</b>                      Indicators to look for: Role of the chair is defined as facilitator (servant) vs. manager (boss) of the board; Board chair ensures agreed-on protocol is followed (e.g. Roberts Rules, revised); Board confronts violations of governance expectations; Governance is programmed as an agenda item throughout the year                      Remarks:</p> <ul style="list-style-type: none"> <li>• The board has been a little bit "mousey" about confronting violations.</li> <li>• We have never confronted any violations of our governance expectations, but I can't think of any instances where we have violated expectations</li> <li>• As a board we have good accountability (for our governance expectations).</li> <li>• Absolutely</li> <li>• The board chair is a really good facilitator – she models servant-leadership.</li> <li>• The agenda is planned for the entire year, including our retreat</li> <li>• The board needs to buy-in on our approach and do their part to help the board optimize its potential</li> </ul>			XXX	X

## Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



### 7. Component 3c (Operational Guidance to the Superintendent)

Assess your board’s structured operational guidance with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<p><b>(1) Defining the Superintendent’s Role [Role clarity]</b></p> <p><b>Q: What is the superintendent’s role?</b>                      Indicators to look for: Board considers the superintendent as its sole link to the staff; Board views superintendent as responsible for district performance/success                      Remarks:</p> <ul style="list-style-type: none"> <li>• Absolutely – the superintendent’s role is tied to district performance.</li> <li>• Board members are candid with the superintendent about his responsibility, and he takes it seriously.</li> <li>• The superintendent supports staff members in meetings, adding information to briefer’s comments (as the superintendent is ultimately responsible for their work).</li> <li>• The board views district performance as a superintendent’s evaluation for the year. The board steers clear of managing or “fixing” operational issues</li> </ul>				<b>XXXX</b>
<p><b>(2) Employing the Superintendent [CEO hiring process]</b></p> <p><b>Q: How does the board hire its primary employee and create an effective employer-employee relationship?</b>                      Indicators to look for: Board is prepared for hiring, with community involvement, contract design, valuation plans, on a continuous basis (well before known vacancy) based on lessons learned over time; Board assures systematic hiring process emphasizes thorough background checks                      Remarks:</p> <ul style="list-style-type: none"> <li>• The BOD had a crucial conversation/discussion about conducting a national search two years ago, when it hired a new superintendent. The final decision to hire from within (locally) was based on this discussion, documentation, and historical BOD processes.</li> <li>• We have only encountered this situation once in the last 20 years</li> <li>• Our last hire seemed like an act of complacency</li> <li>• We have spoken about the potential “if something happens to the superintendent”</li> <li>• I can’t really speak to this; the most recent hiring occurred prior to my joining the board.</li> <li>• The board sends out surveys to the community to learn desired superintendent traits and characteristics as a first step in any superintendent search.</li> <li>• The board was willing to look externally for candidates to ensure the right fit.</li> </ul>	<b>??</b>			<b>XX</b>
<p><b>(3) Directing with Policy [How the board ‘directs’]</b></p> <p><b>Q: How does the board guide the superintendent and staff?</b>                      Indicators to look for: Superintendent is answerable to policy directives of the whole board; Policy is written in strategic values/principles rather than specific directives                      Remarks:</p> <ul style="list-style-type: none"> <li>• As written, it is a “4” (distinguished)</li> <li>• Individual members sometimes guide the superintendent, but that is not a “board directive”</li> <li>• The board conducts superintendent performance review re: policy implementation (all year long) then includes comments in his annual evaluation.</li> <li>• The board directs the superintendent; he doesn’t direct us.</li> <li>• The board works with the superintendent on common goals.</li> <li>• The board writes policy in the broadest sense possible to allow the superintendent and staff to use their expertise to advance the district in the best way possible. It provides boundaries not directives</li> </ul>			<b>X</b>	<b>XXX</b>

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



**(4) Delegating & Providing Support [CEO authority explicitly defined]**

	<b>X</b>	<b>X</b>	<b>XX</b>
--	----------	----------	-----------

**Q: How does the board facilitate management?**

Indicators to look for: Board allocates resources aligned with strategic policy direction; Board defines authority delegated to the superintendent, including limits; Board supports superintendent exercise of authority, and supervises same

**Remarks:**

- Our allocation of resources is done by the superintendent; no one on our board does any analysis
- Our board does not supervise
- Discussion by the board is limited by a desire not to “rock the ship” (better just be quiet)
- The board does a good job of delegation of authority, and then supporting the superintendent in his exercise of that authority.
- The board sets results to achieve and holds the superintendent accountable to achieve those goals, noting what would be out of bounds
- The board supports the superintendent’s interpretation of their policies

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 8. Component 4a (District Accountability)

Assess your board’s delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<b>(1) Setting District Performance Criteria [Establish expectations]</b>			<b>XX</b>	<b>XXX</b>
<p><b>Q: What measures of district performance will the board use to define success?</b>                      Indicators to look for: Board establishes criteria for district (superintendent) success; Board studies data and trends in student data                      Remarks:</p> <ul style="list-style-type: none"> <li>• We request and require data that allows us to assess performance of students.</li> <li>• We have a clearly defined standard (better than the state) but it is a weak standard</li> <li>• We aren’t setting a higher standard; e.g. Top 10% of districts in the state, or Top 5%, districts in high-achieving states like Massachusetts, etc.</li> <li>• The board monitors performance regularly against its policies.</li> <li>• Criteria are well defined.</li> <li>• The board has established results with data points that demonstrate each academic competency, character trait, or healthy living value</li> </ul>				
<b>(2) Monitoring District Performance [Achievement, compliance]</b>			<b>XXX</b>	<b>XX</b>
<p><b>Q: How will the board check to see if the district meets expectations?</b>                      Indicators to look for: Board requires data on goals/criteria for both results and compliance; Board can cite staff efforts designed to improve results for students                      Remarks:</p> <ul style="list-style-type: none"> <li>• The BOD receives the data that it needs to make recommendations to improve student performance. We have consistently received the data that we request and need.</li> <li>• The board members sometimes need to be reminded that “we didn’t set that expectation”</li> <li>• The board is strong in monitoring.</li> <li>• The board uses surveys to prepare for discussions, reviewing criteria/expectations.</li> <li>• The board ensures policies are established and encourages growth and continual performance.</li> <li>• The board questions how performance is defined; challenges the superintendent for explanations when explanations are needed.</li> <li>• The board reviews underperforming population groups; questions some critically to ensure they are receiving needed attention.</li> <li>• Most board members understand the importance of monitoring the district to improve results</li> <li>• Supervision is a key part of our work</li> </ul>				

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



<b>(3) Responding to District Monitoring [Making adjustments]</b>	<b>X</b>			<b>XXXX</b>
---	----------	--	--	-------------

**Q: What will the board do when it finds the district success criteria are met? Not met?**

Indicators to look for: Board makes judgments about monitoring data; Board holds superintendent accountable for monitored district performance; Board makes strategic/policy adjustments based on its judgments

Remarks:

- I have witnessed the BOD making changes based on data.
- We do nothing except rely on the superintendent whenever there are reports of shortcomings with policy compliance
- Any questioning of staff based on monitoring is frowned upon; we are expected to rely on the superintendent and staff
- We let the superintendent tell us that “everything is fine, and you don’t need to make changes”
- We do commend good superintendent and staff performance.
- We make adjustments to policy if we need to.
- The board prepares for discussion in a thoughtful, quiet environment before meetings, so that members are ready for board work.
- Board comments are reviewed in open session, to prompt discussion and to ensure the public can see that discussion.
- The board monitors and adjusts policy as necessary to improve results

# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 9. Component 4b (Board Accountability)

Assess your board's delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<b>(1) Setting Board Performance Criteria [Expectations]</b>			<b>XX</b>	<b>XXX</b>
<p><b>Q: What measures of board performance will the board use to define success?</b>                      Indicators to look for: Board is aware of model board performance measures; Board has documented criteria for board performance</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• On paper, we have all criteria in writing; in reality we are steeped in complacency</li> <li>• When I first joined the board; members suggested readings re: board performance measures.</li> <li>• At retreats the board discussed criteria for board performance; what high-performing boards look like.</li> <li>• The board ensures that results are the focus of organizational performance</li> </ul>				
<b>(2) Monitoring Board Performance [Compliance]</b>			<b>XXX</b>	<b>XX</b>
<p><b>Q: How will the board check to see if board performance meets expectations?</b>                      Indicators to look for: Board regularly (formative) and annually (summative) self-assesses; Board self-assessment is documented and publicly available; Board orientation includes expectations for self-assessment</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• The orientation part we have fallen down on; new members have been unaware of expectations.</li> <li>• On paper, yes; in reality, no. We don't want to deal with the emotion of confronting and receiving criticism</li> <li>• For monitoring, we go through the motions; for example, our end-of-meeting assessments</li> <li>• The board is a model for other boards in self-assessment.</li> <li>• Self-assessment is on every agenda, and comments are very public.</li> <li>• The board self-assesses after each board meeting – we monitor each policy</li> <li>• Self-discipline applies to attendance at meetings, preparation for meetings, and policy-making</li> </ul>				
<b>(3) Responding to Board Monitoring [Making adjustments]</b>	<b>X</b>		<b>X</b>	<b>XXX</b>
<p><b>Q: What will the board do when it finds that board success criteria are met or not met?</b>                      Indicators to look for: Board makes judgments about self-monitoring data; Board makes strategic/policy adjustments based on data</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• The board is seeking board professional development based on informal data we have reviewed about our own performance.</li> <li>• I don't think we have ever done this</li> <li>• The most it gets is to note that "there were some conversations during the meeting when the board was distracted"</li> <li>• We are doing harm to some students because of our complacency</li> <li>• The board discussed comments made throughout the year at the annual retreat in or to make adjustments.</li> <li>• The board monitoring is also done by members of the audience at board meetings, then those external comments are reviewed at the end of each year.</li> <li>• The board adjusts policy as needed to continually strive to make the district better</li> </ul>				



# Board Assessment using A Framework for School Governance

Board: 2018 UPSD

Assessor(s): 5 5 Boardmembers



## 10. Component 4c (Board Member Accountability)

Assess your board's delivery of accountability with regard to:

(From 1=Unsatisfactory to 4=Distinguished)

	1	2	3	4
<b>(1) Setting Board Member Performance Criteria [Expectations]</b>			<b>XXX</b>	<b>XX</b>
<p><b>Q: What measures of board member performance will the board use to define success?</b>                      Indicators to look for: Board is aware of model board member performance measures; Board has documented criteria for board member performance</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• Expectations have been set.</li> <li>• The board is aware of model board member performance measures</li> <li>• The board has documented criteria for board member performance</li> <li>• Remarks:</li> <li>• The board discusses criteria at retreat time to ensure that members have common understanding of those criteria.</li> <li>• The chair does a good job of discussing expectations with individual board members.</li> <li>• The chair's criticisms are constructive and respectful</li> <li>• Governance process policies set the bar for board member performance</li> </ul>				
<b>(2) Monitoring Board Member Performance [Compliance]</b>			<b>XXX</b>	<b>XX</b>
<p><b>Q: How will the board check to see if board member performance meets expectations?</b>                      Indicators to look for: Board regularly assesses its members' behavior; Boardmanship assessment is documented and publicly available; Board orientation includes expectations for assessment of boardmanship</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• We have sometimes had behaviors we should confront more aggressively.</li> <li>• We have noted some problems, and acknowledged a need</li> <li>• The board is really strong with this.</li> <li>• The board reads assessment comments publicly in meetings.</li> <li>• Monitoring is consistent in how it is delivered.</li> <li>• The board monitors its own policies to know if the board meets expectations</li> </ul>				
<b>(3) Responding to Board Member Monitoring [Making adjustments]</b>		<b>X</b>	<b>XX</b>	<b>XX</b>
<p><b>Q: What will the board do when it finds that board member criteria are met, or not met?</b>                      Indicators to look for: Board makes judgments about boardmanship monitoring data; Board makes strategic/policy adjustments based on data</p> <p>Remarks:</p> <ul style="list-style-type: none"> <li>• Individual board members "keep each other in line" by calling out behaviors that violate norms.</li> <li>• We have planned professional development as a means of responding to noted dysfunction</li> <li>• It's always too passive. Behaviors need to be called out, but we are afraid to make adjustments for criteria we have not met.</li> <li>• We are good at responding to district performance, not so much for board members.</li> <li>• People are more intimidated, when having to confront behaviors.</li> <li>• The board discusses its review of data during the annual retreat, focusing on its weakest areas and what to do to mitigate that.</li> <li>• Individual board members "keep each other in line" by calling out behaviors that violate norms.</li> </ul>				