

Port Townsend School District No. 50
1610 Blaine Street
Port Townsend, WA 98368
Virtual Meeting via Zoom

Board of Directors
Special Board Meeting
April 1, 2021
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Chair Nathanael O'Hara called the virtual meeting to order at 3:30 p.m. PRESENT BY ZOOM: Nathanael O'Hara, Jennifer James-Wilson, Doug Ross, Jeff Taylor and Connie Welch. Also present were Superintendent Gessner-Crabtree, Incoming Superintendent Linda Rosenbury and WSSDA Consultant Lori Oviatt.

Review Board Self-Assessment Results

WSSDA Consultant and Ridgefield School District Board Chair Lori Oviatt guided the Board through a review of the Board's Self-Assessment Survey and Survey Score Ranking. Topics covered included:

- Do Board Actions Matter – What we know from multi-state data
- How Research Informs Issues of Boardmanship – Using data to shape board goals
- Using WSSDA's Board Self-Assessment Survey – Understanding and using your own results

The Board discussed areas of strength, opportunities for growth and opportunities for increased cohesiveness.

Adjournment

Chair O'Hara entertained a motion to adjourn. Director Taylor so moved.

The special meeting was adjourned at 5:17 p.m.

Respectfully submitted,

Sandy Gessner-Crabtree

Sandy Gessner-Crabtree
Secretary

Nathanael O'Hara

ATTEST: Nathanael O'Hara
Board Chair



Welcome

Lori Oviatt
WSSDA Cadre Leadership Development
Facilitator



What you do inside the board room matters

“All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.” — [John Kenneth Galbraith](#)



Leadership



Introductions

- Name
- What year did you become a school director
- Tell me one thing you would like to see the board achieve in the next 6-12 months.

Where We Are Going Today . . .

- Do Board Actions Matter?
 - What we know from multi-state data
- How Research Informs Issues of Boardsmanship
 - Using data to shape board goals
- Using WSSDA's Board Self-Assessment Survey
 - Understanding & using your own results

Factors known to have an effect on student achievement

Proximal Factors

- -student/parent
- -teacher
- -principal



Extensively
Studied

Distal Factors

- -superintendent
- **-school board**
- -community



Little
Studied

The most critical element of the distal factors is the relationship between the community, the school board, and the superintendent.

McCarty & Ramsey (1971)
Lutz and Iannaccone (1986)

Boards of high performing districts
behave differently
than boards of low performing districts.

(The Lighthouse Studies – 1998-2010: Iowa Association of School Boards)

Low-Achieving Districts and Low-Performing Boards

(Lee & Eadens, 2014, page 9)

Low-performing district's board meetings:

1. Less orderly
2. Less time spend on student achievement
3. Not listening respectfully and attentively to the person speaking
4. Members advancing their own agenda
5. Less good working relationships with the governance team
6. Fewer members relied on the superintendent for advice/input
7. Member, other than the chair, taking excessive meeting time
8. Less focus on policy items

Five core principles of effective boards:

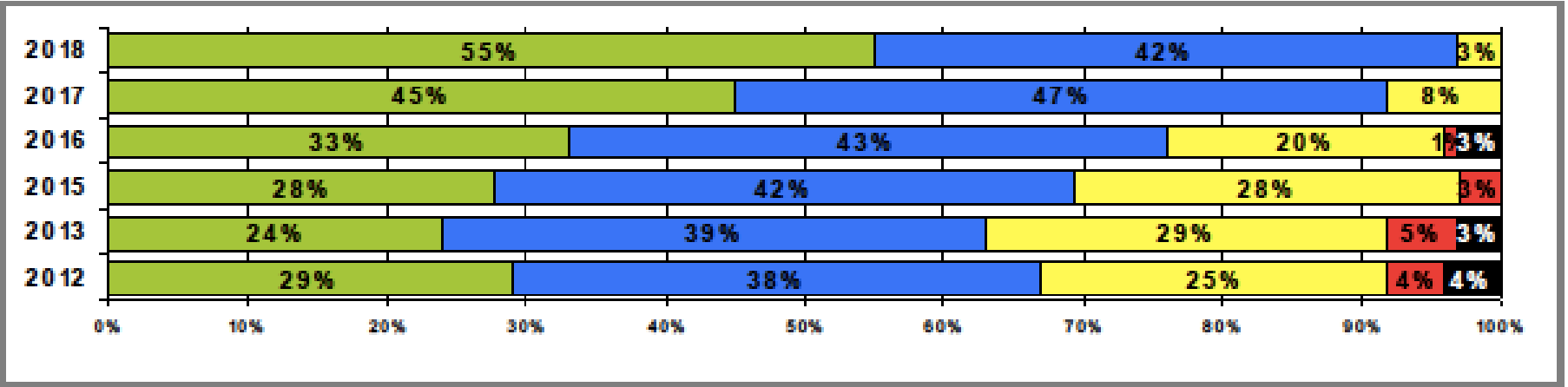
1. **Responsible school district governance**
2. **Communication of and commitment to high expectations for student learning**
3. **Creating conditions district-wide for student and staff success**
4. **Holding the district accountable for student learning**
5. **Engagement of the community in education**



From Standard 1, Benchmark A



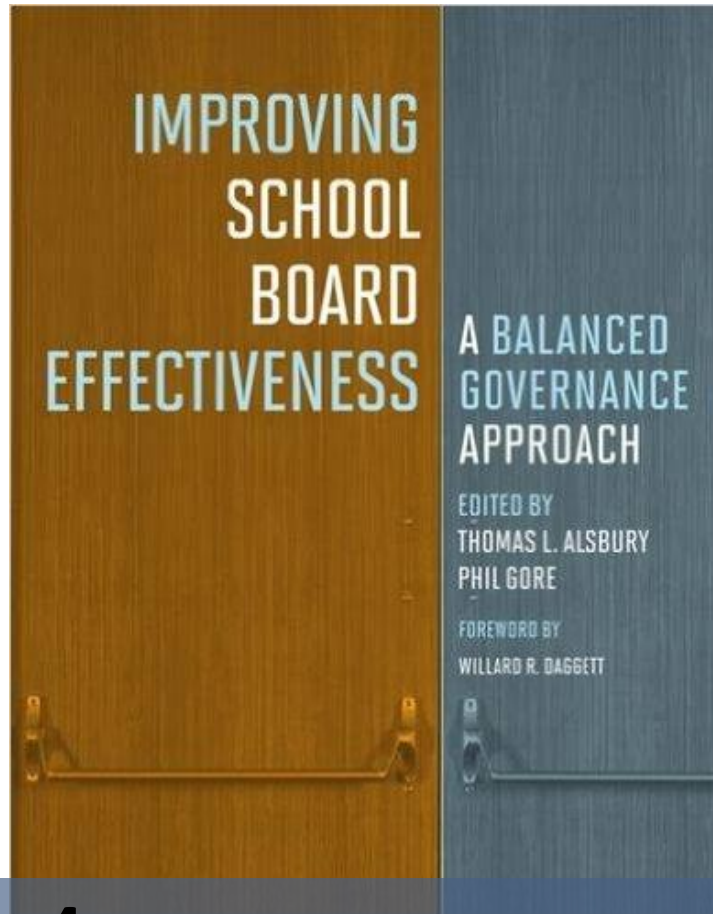
**Standard 1:
Provide responsible
school district
governance**



Board actions matter

because school boards, when **addressing factors within their control**, can **create environments** where **social injustices are overcome** and **conditions are created** where **every student achieves** at high levels.

- Dr. Ivan Lorentzen, Professor Emeritus of Psychology
Flathead Community College, Kalispell MT
- Dr. William McCaw, William C. Shreeve Chair in Educational Leadership
University of Montana, Missoula, MT



Chapter 4
*How Board Governance Practices
Affect Student Achievement*

Lorentzen & McCaw – Ch. 4
In Alsbury & Gore (2015)



Texas Lone Star

A four-part series of articles
April, May, June, August 2017

Montana Prioritized Board Standards with Student Achievement in Mind

(WSSDA, 2009; Lorentzen, 2013)

- Priority #1. Holding the District Accountable **Standard 4**
- Priority #2. High Student Expectations **Standard 2**
- Priority #3. Responsible School District Governance **Standard 1**
- Priority #4. Engage the Local Community **Standard 5**
- Priority #5. Create Conditions for Student & Staff Success **Standard 3**

High Student Achievement Boards

Order	KI	Bnch	Std	ES	Item
1	21	7	2	.687	• Through policies and actions, communicate high expectations for all students
2	15	5	1	.564	• Treat all individuals , including fellow board members, staff, students, and community members, with respect
3	22	7	2	.541	• Foster a culture of collaboration around the shared purpose of improving student achievement
4	65	20	5	.434	• Through policies and actions expresses our belief that all students can learn
5	19	6	1	.418	• Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team
6	36	13	3	.401	• Policy ensure students receive the curriculum, support and supplemental materials necessary for high achievement
7	2	1	1	.358	• Commit to a clear and shared purpose
8	24	8	2	.291	• Honor the roles and responsibilities of the superintendent
9	48	15	3	.284	• Regularly monitor the budget and fiscal status of the district
10	1	1	1	.226	• Base its decision on what is best for students' success

3 rounds of analysis & conversation

Two Reports



Board Self-Assessment Survey Score Ranking

School Board: Kent

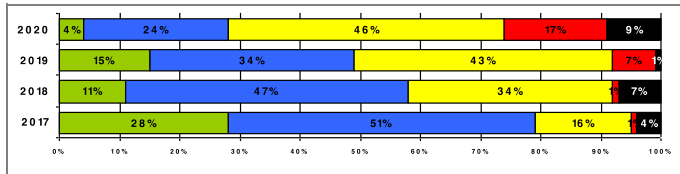
Date: 9/15/2020

Likert Score: 4 = Always 3=Most of the time 2= Some of the time 1=Never

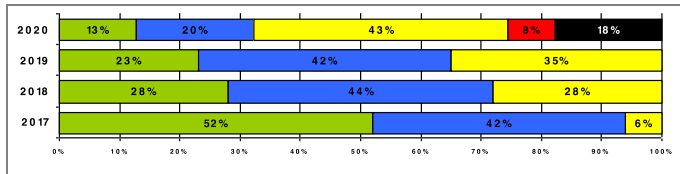
Framework for Governance: Aggregate Data

■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

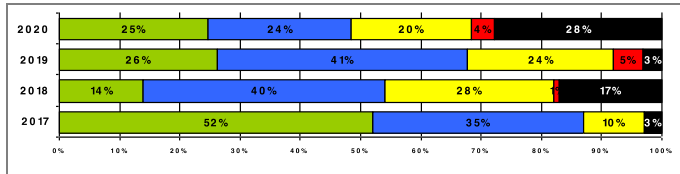
Standard 1:
Provide responsible school district governance



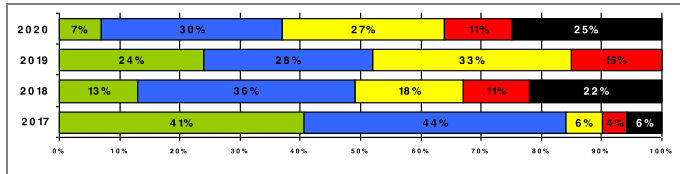
Standard 2:
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



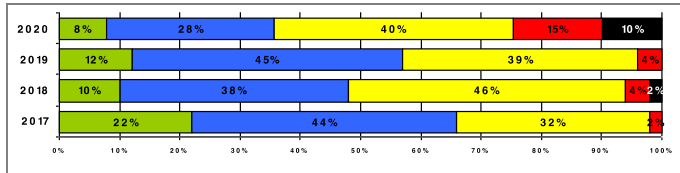
Standard 3:
Create conditions district-wide for student and staff success



Standard 4:
Hold school district accountable for meeting student learning expectations



Standard 5:
Engage local community and represent the values and expectations they hold for their schools



Avg	Min	Max	StDev	Q#	To what extent does our board...	Std#	Standard
3.76	2	4	0.5021	44	Have a long-term facilities plan in place for construction and maintenance?	3	Create conditions district-wide for student and staff success by:
3.62	2	4	0.5518	10	Delegate authority to the superintendent to manage district operations and implement policy?	1	Provide responsible school district governance by:
3.59	2	4	0.6169	51	Regularly monitor the budget and fiscal status of the district?	3	Create conditions district-wide for student and staff success by:
3.43	0	4	0.8631	38	Have an established course of study for students and graduation requirements that align with high expectations for student	3	Create conditions district-wide for student and staff success by:
3.41	0	4	1.0006	31	Together with the superintendent agree that high expectations for all students is the highest priority?	2	Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:
3.38	0	4	0.9253	55	Publicly recognize the efforts of schools in improving student learning?	4	Hold school district accountable for meeting student learning expectations by:

Likert Score: 4 = Always 3=Most of the time 2= Some of the time 1=Never

Avg	Min	Max	StDev	Q#	To what extent does our board...	Std#	Standard
2.34	0	4	0.8419	21	Use collaborative processes that result in well-informed problem-solving and decision-making?	1	Provide responsible school district governance by:
2.34	0	4	1.3204	41	Have a process that includes community and parent involvement in selecting curriculum?	3	Create conditions district-wide for student and staff success by:
2.32	0	3	0.7585	71	Seek community and staff input in its decision-making to gain community and staff support?	5	Engage local community and represent the values and expectations they hold for their schools by:
2.28	0	4	1.1110	62	Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?	4	Hold school district accountable for meeting student learning expectations by:
2.24	0	4	1.4058	22	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?	1	Provide responsible school district governance by:

Areas of Strength

- 1. Look at the questions where you rated yourselves the highest**
 - Do you see any patterns?**
 - Were they clustered mainly within one or two standards**
 - Are there any common themes among the questions?**
- 2. Why is this a strength and how can our board remain strong and continue to improve in this area?**

Areas of Strength:	
Look at the questions where you rated yourselves most highly. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?	Why is this a strength and how can our board remain strong and continue to improve in this area?
<p><i>EXAMPLE:</i> Almost 75% of our answers feel into Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations</p> <p>- Q23 & 24 Through board policies and actions, our board expresses the belief that all students can learn and communicates high expectations for all students</p>	<p><i>This belief is stated explicitly in our strategic plan and is an area in which we evaluate ourselves and our superintendent</i></p> <p><i>An opportunity to spread these foundational beliefs throughout the district and community exists; a board goal might include a plan to achieve this. Ideas: share strategic plan with parents at open house night and student-led conferences</i></p>

Opportunities for Growth

- 1. Look at the questions where you rated yourselves the lowest**
 - Do you see any patterns?**
 - Were they clustered mainly within one or two standards**
 - Are there any common themes among the questions?**
- 2. How can the board use these areas of opportunity to grow and improve as a board?**

Opportunity for Growth

Look at the questions where you rated yourselves the lowest. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?

How can the board use these areas of opportunity to grow and improve as a board?

Example:

Most of our low-rated questions are in Standards 1 and 4. Our aggregate data shows we rate ourselves lowest in Standard 1 out of the five standards.

The lowest scores are on Q8 (annual self assessment, Q9 (set board goals for improvement) and Q12 (use of written protocols)

Potential goals:

Focus our next board workshop on effective governance tools, including the use of board self assessment, board goals and written operating protocols; set dates by which to accomplish these goals

Opportunities for Increased Cohesiveness

- 1. Look at the questions where there is the most variation among your responses. They may look like “rainbows,” with a variety of colors showing varying responses.**
 - Do you see any patterns?**
 - Were they clustered mainly within one or two standards**
 - Are there any common themes among the questions?**
- 2. How can the board use these areas of opportunity to increase cohesiveness and improve as a board?**

Areas of Opportunity for Increased Cohesiveness

Look at the questions where there is the most variation among your responses. They may look like “rainbows,” with a variety of colors showing varying responses. Do you see any patterns? Were they clustered mainly within one or two standards? Are there any common themes among the questions?

How can the board use these areas of opportunity to increase cohesiveness and improve as a board?

Example:

There is the most divergence our responses in Standard 4: Hold school district accountable for meeting student learning expectations.

Aggregate data shows a range of responses in this standard, especially in Q53: ensuring coherence between the district plan and school improvement plans

We also don't have agreement on Q56 and 57 about clear goals for our superintendent

Potential goals:

- 1. Add a report of school improvement plans to annual board calendar*
- 2. Add review of SIPs and strategic plan to annual board retreat topics on board calendar*
- 3. Work with superintendent to develop plan to add goals to superintendent evaluation process*

What's Next?

1. Board Self- Assessment ✓
2. Board Operating Protocols & effective board meetings
3. Setting board goals

Thank you!

- Please complete the post workshop survey to be sent to you in email.
- The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly."
— *Jim Rohn*