



The Annual Board of Trustees Self-Evaluation Process & The Board's Role of Ensuring Conditions for Student Achievement: A Review of the Research

Presented to the ACUSD Board of Trustees
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Agenda

- Review of the Lighthouse Study Research
- Understanding the Roles
- Professional Learning for Boards & Educational Leaders
- The Annual Board Self-Evaluation Purpose & Process
- Discussion & Action



The linkages between school boards and teaching and learning are often misunderstood. **School boards do not directly cause student learning.** However, it would appear from finding of the Lighthouse research, as well as the work of others...that the **beliefs, decisions, and actions of school boards directly impact the conditions within schools** that enable district efforts to improve achievement to either succeed or fail.

—Mary Delagardelle, 2008, p. 240



CSBA Report

Their approach:

- Reviewed what research says about key factors of district-wide improvement
- Reviewed existing research on school boards
- **Connected** district improvement research to school boards by examining the ways boards impact **conditions** supporting these factors



Six Conditions: Overview

- System-wide vision and goals
- Balance between district goals & site-level autonomy
- Data use
- Plan for leadership transitions
- Invest in professional capacity
- District culture

Set System-wide Vision and Goals

- Develop vision & goals in partnership with stakeholders
- Focus on student achievement & equity
- Align resources with goals
- Intentional communication to ensure the district vision is shared at all levels

Support Data Use for Continuous Improvement

Data can help:

- Understand achievement & opportunity gaps
- Inform resource allocation
- Measure progress towards goals
- Communicate with stakeholders
- Identify useful areas for professional learning

Support Data Use Among Leaders

Leaders set the tone & support the ability of staff at all levels to use data effectively through:

- Professional learning & collaboration at all levels
- Adequate time, multiple measures & timeliness
- Data management systems
- Culture of continuous improvement & inquiry

Aspects of a Positive Culture

- Trusting relationships
- Shared responsibility for effective teaching and learning
- Belief that all students can learn & schools can have impact
- Inclusive & productive community partnerships

Invest in Professional Capacity

- Teacher capacity directly impacts student outcomes
- Principal capacity → school staff development
→ effective school-level instruction


Bonus: Teacher retention!!

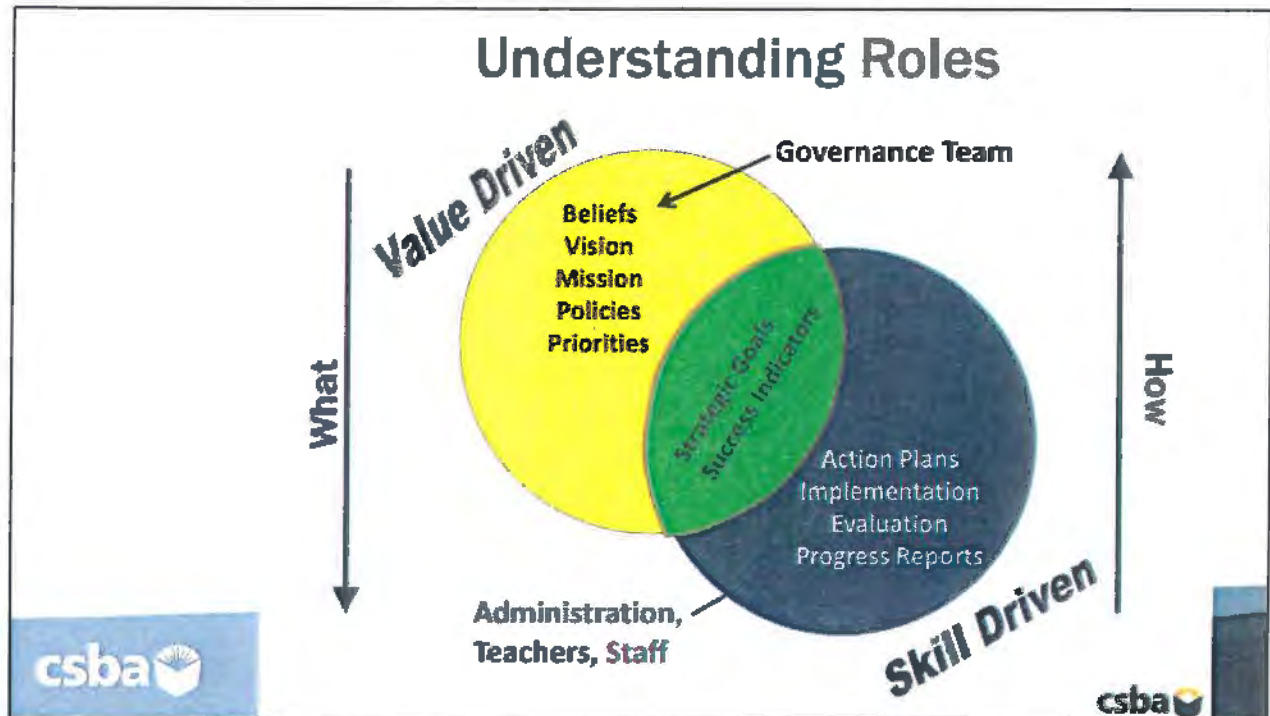
Supporting Capacity

District leaders play an important role in developing capacity at all levels:

- Recruitment and retention practices
- Budget for professional learning
- Coaching models
- Time for collaboration

Role Clarity

- Role confusion  conflict
- Effective boards spend the bulk of their time discussing policy rather than administrative details
- Hiring & evaluating superintendents
- The power of question



Professional Learning for Boards

- Associated with improved student outcomes
- Individual & whole board professional development are *both* important for supporting the conditions of improvement

Annual Board Self-Evaluation: Purpose

- To demonstrate accountability to the community
- To ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals

ACUSD/ACOE Board Bylaw 9400



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Annual Board Self-Evaluation: Process

- Each year, **determine an evaluation method** or instrument that measures key components of board responsibility and previously identified performance objectives.
- Following the evaluation, **set goals, define and/or refine protocols, and establish priorities** and objectives for the following year's evaluation.
- Develop **strategies for strengthening Board performance** based on identified areas of need

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Discussion & Action

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Put simply: The board supports improved student outcomes by creating and sustaining the conditions that support excellent—and equitable—teaching and learning.”

