Beaverton School District Board Self-evaluation

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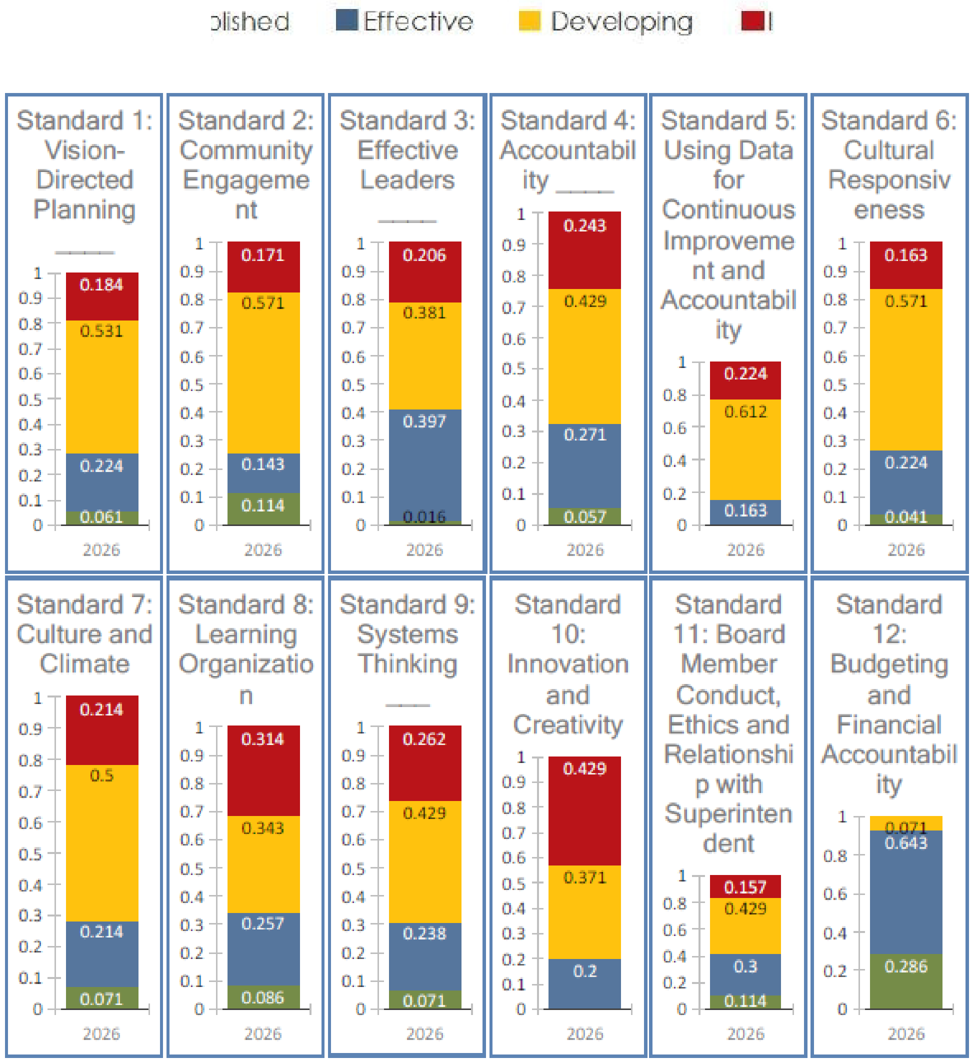
OSBA

Questions for the group

- What do you observe about the data? (Just observations, not interpretations for this question)
- What meaning do you make of the data?
- What questions do you have after looking at the data?
- What do you want to do with this information?

Balanced Governance: Standards Overview



Overall themes: Strengths

- Standard 12: Budgeting and financial accountability
- Standard 11: Board member conduct, ethics, and relationship with the superintendent
- Standard 3: Effective leadership

What do these mean?

Budgeting and financial accountability

- The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

Board member conduct, ethics, and relationship with the superintendent

- The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

Effective leadership

- The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the Board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

Specific strengths:

- The board adopts a budget that aligns resources to the district's strategic goals and student needs (Q8, Q82)
- Board members have a basic understanding of revenues and expenses, their role in financial oversight, and the board reviews monthly financial statements (Q83, 84)
- The board advocates for education with local and statewide policy makers (Q15)
- Board members come prepared to meetings, ready to engage (Q80)

Overall themes: Areas of improvement

- Standard 10: Innovation and creativity
- Standard 5: Using data for continuous improvement and accountability
- Standard 8: Learning organization

What do these mean?

Innovation and creativity

- The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Using data

- The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

Learning organization

- The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

Specific areas of improvement

- The board makes change and sets goals based on self-reflection of its performance, models relationships build on trust and respect, and fosters an environment of mutual cooperation and support (Q26, Q33, Q49, Q59
- The board monitors progress of strategic goals, creates agendas around strategic issues, and pivots in response to unexpected events(Q7, Q68, Q69)
- Board outreach and activities recognize cultural differences in values and communication (Q42)
- The board promotes employee innovation, creativity, and experimentation, works collaboratively with other agencies and organizations, and communicates to the public how decisions are based on data (Q70, Q39, Q65)

Congruence

- Area of highest congruence: Standard 12: Budgeting and financial accountability
- Area of highest incongruence: Standard 9: Systems thinking

Specific areas of incongruence

- The board has relationships with policy makers and promotes dialogue and change through collaboration and creativity (Q20, Q57, Q61)
- The board ensures the budget aligns with resources based on student learning priorities, analyzes the impact of issues on other parts of the system, and avoids decisions that shift problems from one part of the system to another (Q29, Q60, Q63)
- The board encourages the superintendent to engage with culturally diverse partners and fosters a climate of care, inclusion, and respect for all students (Q43, Q47, 53)
- The board knows its role relative to the superintendent, fosters a respectful relationship with the superintendent, represents the needs of the entire district, preserves the confidentiality of executive session, and directs complaints through the appropriate channels (Q71, Q72, Q73, Q74, Q77 – all from Standard 11)

What do you want to do with this information?

Strategic Plan – Goals for Student Success

SAFE AND THRIVING

- Student safety and well-being

FOUNDATIONS OF SUCCESS

- Strong start in early learning

PROGRESS ON STANDARDS

- Achievement for all

COLLEGE AND CAREER READY

- Supports for post-high school success

Strategic Plan – Foundational Building Blocks

- Engaging and effective teaching and learning systems
- Authentic engagement with students, families, and community
- Facilities and programs for world-class learning
- Effective systems and structures for student success
- Equity, engagement and excellence

Which set of pillars do you monitor and how?

What is the overall story?

The board appears strong at the structural side of governance—financial stewardship, role clarity, leadership, preparation—but has an opportunity to become more intentional about the adaptive side of governance: learning, monitoring, reflection, innovation, and responding to changing information.

Possible goal areas

- **Goal 1: Strengthen Strategic Oversight Through Data**
  - **The Goal:** By XX date, the board will establish a consistent strategic plan monitoring cycle that enables the board to assess progress toward strategic goals, identify emerging trends, and determine when adjustments to strategy or resource allocation are warranted.
  - **Measurable Action:** For each strategic priority, the board will identify a small set of indicators and establish a regular monitoring schedule. Board discussions will consistently move beyond *"What is the data?"* to *"What is the data telling us, what are we learning, and what—if anything—should we do differently?"*
- **Goal 2: Become a More Intentional Learning Board**
  - **The Goal:** By XX date, the board will establish regular opportunities to reflect on its own governance practices, identify what it is learning, and make intentional adjustments to improve its effectiveness.
  - **Measurable Action:** The board will incorporate a brief governance reflection into each board retreat and/or quarterly board cycle, asking: **What are we learning about our governance? What are we doing well? Where are we getting in our own way? What will we do differently?** The board will identify and revisit 1–2 specific governance improvements each year.

Possible goal areas

- **Goal 3: Create Conditions for Innovation and Adaptive Governance**
  - **The Goal:** By XX date, the board will develop a shared approach for supporting innovation, experimentation, and creative problem-solving while maintaining appropriate governance oversight and accountability.
  - **Measurable Action:** The board will identify at least one opportunity each year to consider an innovative or experimental approach to a strategic challenge, using a consistent set of questions: **What problem are we trying to solve? What are we learning? What are we willing to try? What risks are we willing to accept? How will we know whether it worked?**
- **Goal 4: Strengthen the Board's Practice of Challenging Its Own Thinking**
  - **The Goal:** By XX date, the board will develop practices that intentionally surface perspectives, assumptions, and information that may challenge the board's initial understanding of complex issues.
  - **Measurable Action:** For major strategic and policy decisions, the board will incorporate at least one structured opportunity to ask: **What perspective are we missing? What assumptions are we making? What evidence might challenge our current thinking?** The board will periodically evaluate whether its engagement and discussion practices are getting the range of perspectives needed.

Reflection and questions