Winter 2016 Formative School Board Quality Standards Report

Jefferson County Public Schools
Shaping the Future

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About the Author

Thomas L. Alsbury is Professor of Educational Leadership at Seattle Pacific University, and former teacher, principal, and district administrator. He currently co-directs the national University Council for Educational Administration (UCEA) Center for Research on the Superintendency and District Governance. Dr. Alsbury is listed as the foremost expert on school governance by the Associated Press and National Policy Council and has consulted on school governance issues in 12 countries and across the United States. He has over 50 publications on school board and superintendent research. His book "The future of school board governance: Relevance and revelation" earned Dr. Alsbury the UCEA Culbertson Award for significant contributions to educational leadership research. His latest 2015 book by Harvard Press entitled *Improving local school board governance: A Balanced Governance approach* describes the new Balanced Governance™ approach to school district governance. The book provides evaluation and assessment tools and standards to school board members and superintendents to guide more effective practice. Currently, Balanced Governance™ is being piloted as a statewide model in Kentucky and has been adopted by several of the larger urban district boards including the Clark County School District in Las Vegas, NV.

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Introduction

The United States has entered an era of unprecedented change in the governance of education. Changes include a rigorous national core curriculum, intensive teacher and principal evaluation systems, and the press for increasing accountability for the achievement of all students. The result has been a dramatic increase in pressure on governing school boards and superintendents to improve performance.

Today, the increasing demand for improved achievement and accountability in public schools creates an urgent need for school boards to clearly understand the evolving governance role of the board as it relates to the oversight of efforts to improve student learning. A school board should not only engage in a meaningful and comprehensive summative **self-assessment**, but should employ **external evaluation** that is both **summative** and **formative**.

Balanced Governance™ Metrics for Measuring Effective Board Performance:

Evaluation metrics used in this report include 6 major areas:

- Balanced Governance™ description of board roles and responsibilities.
- Current practice of highly effective boards nationally.
- Balanced Governance 10 standards of highly effective school boards.
- Balanced Governance 10 individual school board member effectiveness characteristics.
- Focus on Goal Progress and minimize Management Inquiry
- Focus on Direct Instructional topics and minimize Supportive Instructional topics.

All 6 areas in this report are measured and benchmarked against the highest performing school boards as measured by boards that successfully support improved student learning.

Project Overview

Benchmarking Constructs

The benchmarking used in this report is a school board effectiveness model described as **Balanced Governance™.** Balanced governance is defined as any school board governance approach that discourages both board disengagement (sometimes called "rubberstamping") and micromanagement. Balanced Governance™ describes a constructive role for the school board in monitoring student outcomes through a process called *informed oversight*. A board engaging in Balanced Governance™ is one that strives to not only set and monitor high end-goals for student learning, but is also knowledgeable about the means used to reach those ends. Balanced Governance™ equips boards to better dialogue with community stakeholders, and craft targeted policy language that intelligently oversees formative progress on adopted processes and programs.

Highly effective boards are characterized by their use of a Balanced Governance™ approach as highlighted in programs like the Iowa Lighthouse training (Delagardelle, 2015, 2008); reports on highly effective school board characteristics as described in the NSBA Center for Public Education report (2011) and Oregon School Board Association Bridges to Achievement Standards (OSBA, 2008); and substantive research on school board effectiveness (Alsbury, 2015, 2008; Walser, 2009). Constructs used as benchmarks in this Jefferson County School study are based on the collective of research-supported best practices and effective characteristics of highly effective boards linked to a balanced governance approach and improving student learning.

Project Methods

Jefferson County School District Board of Directors has requested an external formative analysis of 3 randomly-selected representative board meetings: one during the Fall, Winter, and Spring quarters of the 2015-2016 school year.

This current report is an assessment of the regular board meeting held on **March 8th, 2016**.

Video of this board meeting was viewed by two researchers independently. A data collection protocol was developed including the six Balanced Governance metric of effective school board performance noted earlier. All benchmarking rubrics were supported by peer-reviewed research described under Benchmark Constructs and cited in the Reference section of this report.

School board actions on the video from the 3/8/16 board meeting, totaling almost exactly 2.00 hours were categorized and noted for duration by both researchers using a constant comparative analysis methodology. The researchers then met and compared analyses, yielding a 98% reliability. For the remaining 2% of variance, researchers reviewed the videotape sections in question and negotiated a common finding.

When data from Jefferson County Schools are compared to national averages, and high or low performing boards, comparatives are drawn from the 2010 NSBA National School Board survey (Hess & Meeks, 2011) and the 2013 International School Board Member Survey (Alsbury, Unpublished), as well as data from the Iowa Lighthouse Studies (Delagardelle, 2008).

Executive Summary

The following is a summary of the recommendations to the Jefferson County school board to move toward reaching benchmarks for high performing boards.

Most Urgent: Higher Priority Improvement

- Increase the time spent on the strategic plan progress by
  - expanding superintendent reports to focus on goal progress checking and explicit linkage to District Strategic goals.
  - adding a section to the board agenda where one strategic goal is a focus at each meeting with substantive time for data analysis, discussion, and progress checking that include:
    - how programs are leading to improvements or decline in targeted strategic goals,
    - how leaders and staff plan to address areas where strategic goals are not being met,
    - clarification on presented data, and
    - superintendent recommendations on revising programs that do not meet goals.
- Consider using the Balanced Governance Policy Writing Template when reviewing and revising all district policies. See the template following the Executive Summary [pp. 8-10]
- Review and follow the recommended Presentation Protocols as introduced in the previous Formative Evaluation Report. These included the following guidelines to be set in advance by the Board an the basic requirement of the content of all presentations:
  - Measureable outcomes identified
  - Specific data to be presented to the board
  - Frequency and time of data presentation
  - Format of data presentation
  - Link strategic goal to policy
  - Prescribed comparisons to benchmarked districts, by school, to state results, disaggregation of specified categories and other as specified in advance.

Less Urgent: Lower Priority Improvement

- Work to spend the majority of the board meeting discussing direct instructional topics and work at scheduling 70% of those topics.
- Revise existing policy to specify desired data to be included in reports.
- Organize which board member attends which functions intentionally and strategically. This typically can be done as another component of the Planning Agenda section of the board meeting.

Best Practices to Maintain

- Maintain the time spent on the strategic plan progress by
  - shifting board inquiries toward checking for goal progress and away from inquiries about implementation or management detail,
- Continue the governing policy reducing consent agenda discussion regarding management and operational issues during the board meeting.
- Continue practicing the governing policy that reduces or avoids report requests during the board meeting that are not linked to goal progress checking.
  - Continue focus of board comments, questions, and requests for reports on goal monitoring rather than management inquiry.
- Continue to enforce governing protocols for presentation content, including the superintendent report.
- Continue activities and actions that reinforce and convey bonding among school board members.
- Continue efficient board meetings that average approximately 2 hours in length.
- Continue a manageable number of 2 topics per board meeting.
- Continue to support community linkages through partnerships in academic programs.
- Continue Board Member external community service and bridging.
- Continue to use an annual self-assessment AND external formative assessment using the Balanced Governance Standards.
- Continue to use an annual self-assessment AND external formative assessment using the Balanced Governance Individual Board Member Characteristics. Work on improving in areas marked Developing or Growth Required.

Balanced Governance Model™ Policy Format

Balanced Governance: Policy Template

Quality Control & System Coherence Criteria

_____ 1. Ensure that the policy incorporates or supports District Vision.
_____ 2. Ensure that policy incorporates or supports one or more District Strategic Imperatives/Focus Areas.
_____ 3. Ensure that the policy incorporates or supports concepts within the Balanced Governance Board Standards.
_____ 4. Ensure that measurable criteria are included in the policy.
_____ 5. Ensure that specific data are identified for purposes of monitoring through informed oversight.
_____ 6. Ensure that specific timelines are indicated for board review of goal progress.

Tracking & Reporting Protocols
(Included in general policy protocol OR within each relevant policy)

_____ 1. Ensure that problems or challenges are specific, targeted and clearly communicated as part of the board review.
_____ 2. Ensure that program components address specific identified problems or challenges.
_____ 3. Ensure that goal progress connects back to District Strategic Goals.

Balanced Governance Model™ Policy Writing Exemplar

COUNTY SCHOOL DISTRICT POLICY   P-0000

STUDENT CONDUCT

The County School District recognizes that effective character education is fundamental to positive student conduct. The District believes that the values and beliefs within a community are essential to prepare students for the challenges of today's world. Respect, integrity, responsibility, empathy, courage, manners, and justice are all fundamental character traits that students should be encouraged to demonstrate daily while at school and in their lives.

District staff at all levels are role models for students and as such should conduct themselves in accordance with these character traits.

_____1.   Does policy incorporate or support District Vision?

"All students progress in school and graduate prepared to succeed and contribute in a diverse global society."

Policy revision? *The current wording focuses on community values while the district vision seems more focused on a global perspective.*

_____2.   Does policy incorporate or support one or more District Strategic Imperatives/Focus Areas?
Academic Excellence, Engagement, School Support, Clarity, Proficiency, Academic Growth, Achievement Gaps, College and Career Readiness, Value/Return on Investment, Disproportionality, Family/Community Engagement and Customer Service

Policy revision? *None are immediately evident. While this would not call for a policy revision, it may suggest a need to add a Strategic Goal in the area of student character.*

_____3.   Does the policy support concepts within the Balanced Governance Board Standards?

Vision-Directed Planning, Community Engagement, Effective Leadership, Accountability, Using Data for Continuous Improvement, Cultural Responsiveness, Climate, Learning Organization, Systems Thinking, Innovation & Creativity

Policy revision? *Yes, it supports the standards of Cultural Responsiveness and Climate. These can be noted in the policy.*

_____4.   Measurable criteria are included in the policy.

Policy revision? *Currently there are no measureable criteria noted. These should be added.*

_____5.   Are specific data identified for purposes of monitoring through informed oversight.

Policy revision? *Currently there are no identified data noted. These should be added.*

_____6.   Are specific timelines are indicated for board review of goal progress.

Policy revision? *Currently there are no indication of when or how the data will be presented and reviewed by the board. These should be added.*

Revised Policy

The County School District recognizes that effective character education is fundamental to positive student conduct. The District believes that the values and beliefs within the global community are essential to prepare students for the challenges of today's world. Respect, integrity, responsibility, empathy, courage, manners, and justice are all fundamental character traits that students should be encouraged to demonstrate daily while at school and in their lives.

District staff at all levels are role models for students and as such should conduct themselves in accordance with these character traits. The superintendent shall ensure the adoption and delivery of a required, board-approved program for all students educating them in the character values of respect, integrity, responsibility, empathy, courage, manners, and justice. Annually, the superintendent shall require the administration of a survey tool or other instrument to collect data on the improvement of these character values. The superintendent shall present evidence explicitly reporting on change in the level of each of these character traits among the general student population, as well as in the population disaggregated by grade level and socioeconomic status. [Ref. BP-4.2 Board Standards Cultural Responsiveness & Climate]
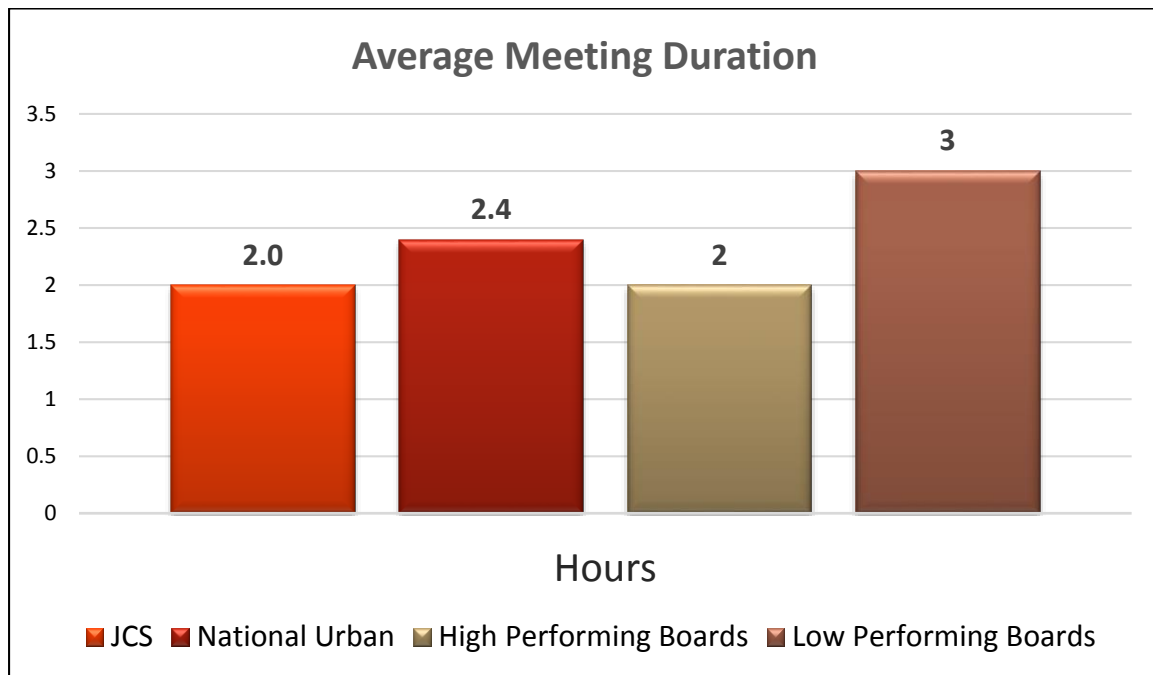
General Data Description

Meeting Length

The March 8, 2016 meeting totaled 119.61 minutes or approximately 2.0 hours for the broadcasted portion of the board meeting that is most likely viewed by the public.

Jefferson County school board meetings are benchmarked for duration with the national average as well as reports from high and low performing boards from data collected in 2010 and 2013.

Average Meeting Duration

Average Meeting Duration

Bars: JCS = 2.0, National Urban = 2.4, High Performing Boards = 2, Low Performing Boards = 3

Hours

Legend: JCS, National Urban, High Performing Boards, Low Performing Boards

Benchmark: Distinguished

Analysis

Generally, higher performing boards are able to run their meetings in a focused and efficient manner. Avoiding inter-board conflict, public unrest, and a temptation to focus on micromanaging the details of the school district, allows effective boards to keep their primary broadcasted monthly meeting at around 2 hours in duration or less. Most boards also hold additional "work sessions" during the month or prior to the primary broadcasted meeting. These work sessions are typically 2-4 hours long, but generally do not influence public perception that leads to citizen satisfaction levels or board instability; thus analysis of the publicly viewed meeting is most critical for analysis.

General Data Description

Number of Scheduled Topics

The March 8, 2016 meeting scheduled 2 topics for discussion or action (Foundation report & City Partnership).

Jefferson County school board meetings were benchmarked for duration with the national average as well as reports from high and low performing boards from data collected in 2010 and 2013.

Number of Scheduled Topics per Meeting

Number of Topics per Meeting

A bar chart showing:
- JCS: 2
- National Urban: 4
- High Performing Boards: 2
- Low Performing Boards: 6

X-axis labeled "Hours"

Legend: ■ JCS ■ National Urban ■ High Performing Boards ■ Low Performing Boards
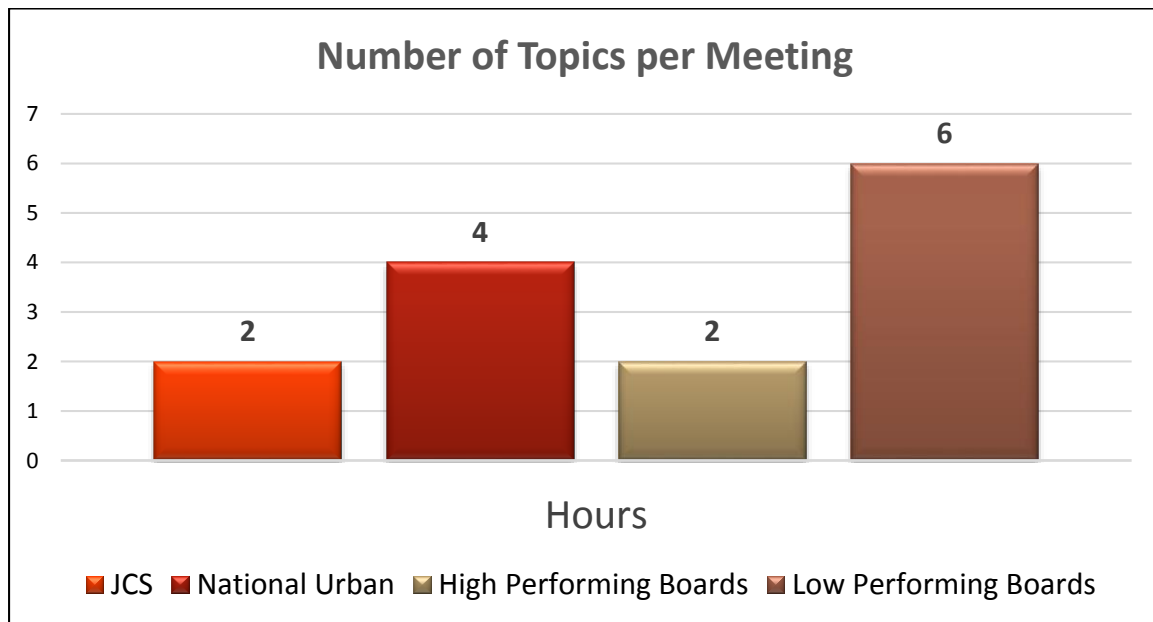
Benchmark: Distinguished

Analysis

Generally, higher performing boards focus their discussion on a few topics that they believe represent the most significant impact on improving student achievement. Generally, low performing boards include more topics; usually focused in the realm of management issues that have little or no influence on student improvement or on debating issues due to public conflict or inter-board conflict.

No additional topics were substantively added during the Consent Agenda or Board Reporting. Additional items requested during the Board reporting was appropriately noted, explained, and then left for subsequent superintendent action or preparation for addition and discussion at future Board meetings.

Recommendation

No recommendations at this time.

The board should continue to implement the current practice.

Time Management

Item Typology

The JCPS board meeting was managed by a board agenda directed through Revised Policy 1.45. The March 8, 2016 agenda included opportunities for public speakers, the superintendent report, Board Reports, Program Presentation/Discussion, Planning Agenda, and miscellaneous items like recognitions, votes, and transitions between topics.

The chart below indicates the average percent of a board meeting taken up by each of these types of regularly occurring items. Notably, Program Presentations/Discussion comprised the greatest amount of time spent (43.8%) with Board Reports and Planning Agenda taking a significant amount of time as well (32.9%). Overall, over half (53%) of the total meeting time was spent for board member comments or discussion.

% Time Spent in each Board Meeting by Item Type

- Public Speakers [8.4%]
- Miscellaneous (Recognitions, transitions) [8.5%]
- Progam presentations/Discussion [43.8%]
- Supt presentation [6.4%]
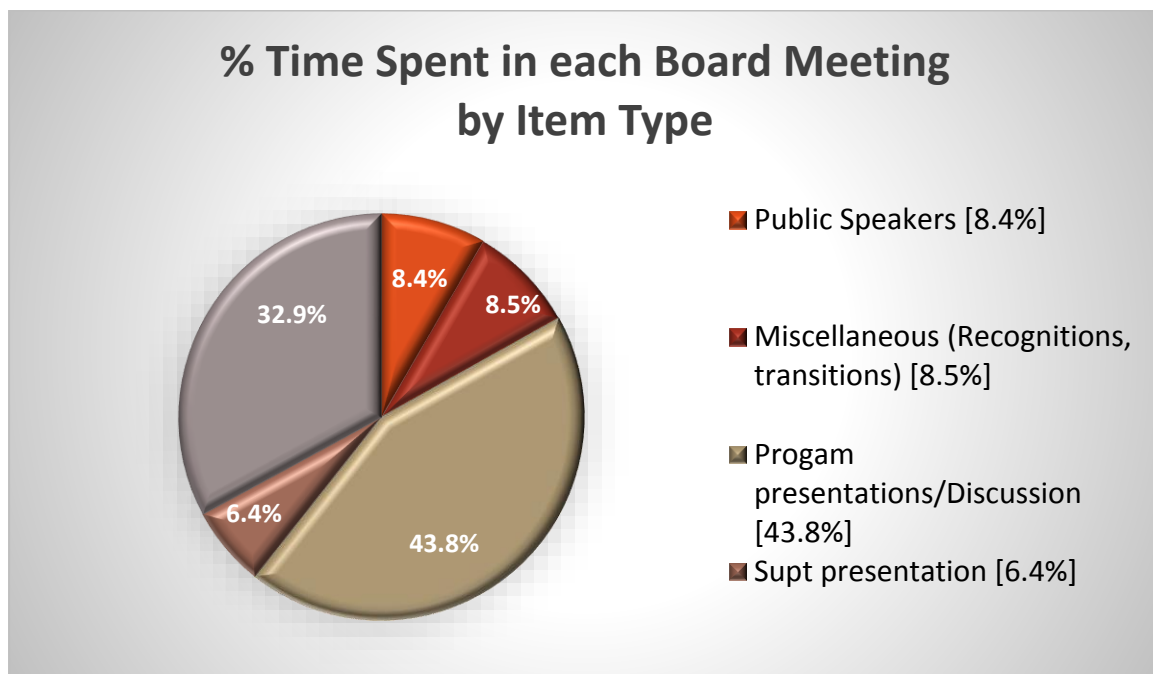
Benchmark: Developing

% Time Spent during Board Member Reports & Discussion

- Board Requests (30%)
- Consent Agenda (2%)
- Board Reports (58%)
- Planning Agenda (10%)
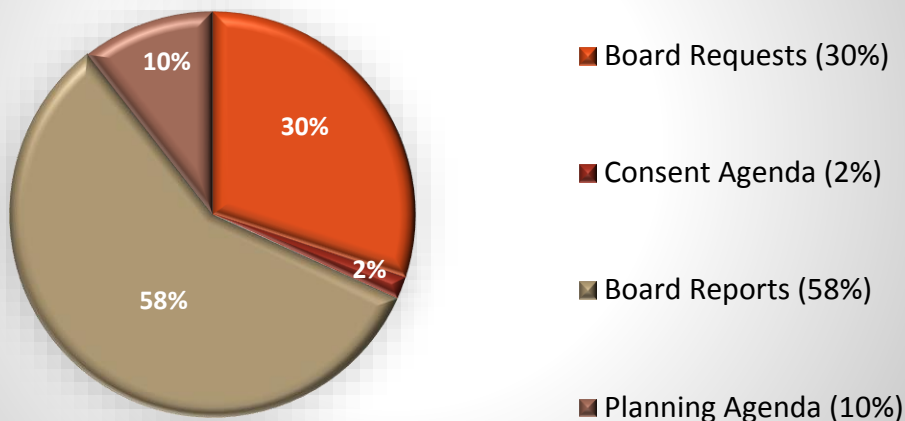
Benchmark: Meets Standard/ Distinguished

Analysis

Generally, higher performing boards spend up to 70% of their time discussing Goal Progress toward Strategic Goals through the analysis and discussion of data provided in advance from the superintendent and staff that focus on linking program elements to specific strategic plan goals. JCPS expended 32.9% of their "talk" time on board reports and planning agenda. This was a notable improvement from previous meetings and demonstrates the positive impact on the changes made by the board to refocus its' time. A most significant change was the reduction of time spent on Consent Agenda from 31% (September 2015) to the current 2%. In addition, the change to separate the Planning Agenda and the Board Reports was influential. When dividing these, JCPS spent only 18.6% of the full meeting on Board Reports and 14.3% on Planning Agenda. This is significant in that the Planning Agenda was more linked to Requests for data to allow Goal Progress checking of the Strategic Plan.

In addition, the JCPS Board was intentional linking requests for agenda items to Strategic Goals and requested data to discuss in future meetings rather for external management inquiry. Therefore, not only were Board Requests down significantly (30%) for all Board talk time, the intent and nature of the request were linked to Goal Progress checking.

On highly effective boards, board members avoid (a) giving recommendations to adopt or eliminate specific programs, (b) reporting on or giving recommendations on operational and management details on consent agenda items, (c) critiquing presentations, (d) requesting or debating operations and management details, and (e) minimize recognition time. Note that

many of these items are addressed through more effective meeting protocols rather than through reaction or requests during the public board meeting. Consequently, in high performing boards, superintendent and staff presentations and discussion/comments from the board responding to these data and information consume about 70% of the meeting time.

Recommendation

The board is encouraged to continue their current meeting focus and practice as it meets standard and is close to distinguished. The Board could consider the following to provide even more focus on Progress Checking of their Strategic Goals:

Strategic Plan: Goal Progress

It is critical to provide structure to the Board Meeting agenda to help ensure that board discussions are focused on Goal Progress checking to gain understanding and provide oversight for programs effecting student learning. In order to do this, effective boards:

- Schedule a significant portion of the board meeting to one or two designated Strategic Goals. Do this by adding an agenda item "Strategic Plan: Goal Progress"
- Ask the staff and/or superintendent to provide data from a variety of types and sources to allow for board members to assess and discuss progress toward the Strategic Goal(s).
- School board questions and discussion should center on:
  - how programs are leading to improvements or decline in targeted strategic goals,
  - how leaders and staff plan to address areas where strategic goals are not being met,
  - clarification on presented data, and
  - superintendent recommendations on revising programs that do not meet goals.

Board External Service & Activities

Effective boards:

- Organize which board member attends which functions <u>intentionally</u> and <u>strategically</u>. This typically can be done as another component of the Planning Agenda section of the board meeting. This approach:
  - ensures that all critical events are attended by at least one board member.
  - ensures that important or critical events aren't missed.
  - ensures that important or critical groups are not overlooked or given excessive attention.

Time Management

Recognitions

While it is gratifying and necessary to celebrate individual and isolated school and district successes, effective boards ensure that these are limited to approximately 10-15% of the board meeting time. This is not because these recognitions are not important, but because the board members primary responsibility is to use their limited board meeting time to review and discuss Goal Progress checking of district Strategic Goals.

Most school board members do not provide reports during a board meeting that include recognitions or conveying events that they attended. If board members have recognitions to share, they may want to do so during the recognition section of the board meeting.
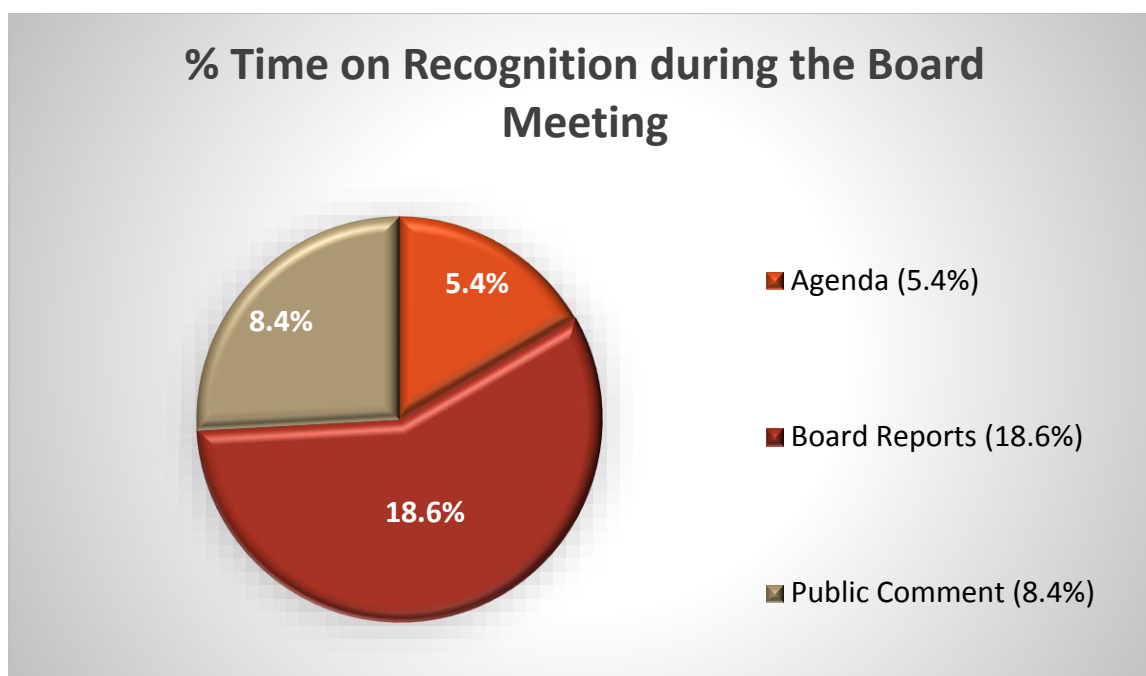
Benchmark: Developing

Analysis

In total Recognition time during Board Reports and the Recognition agenda item consumed less time than in the past, from 35:22 minutes (29.5%) to 28:40 minutes (24%) of the total meeting time. When added to time spent for Public Comment, down from 13% to 8.4%, meeting time spent on these items were down from 52% to only 32.4%. While this is a great improvement, high performing board limit recognition time to 10-15% of the total meeting time.

Recommendation

Superintendent Reports

In order to focus reports on Goal Progress checking and manage Recognition time, effective boards:

- Ensure that Superintendent reports avoid general information and additional recognitions. These recognitions should be included in the recognition portion of the agenda.
- Ensure that Superintendent reports focus on:
    - presenting data and achievements demonstrating progress toward one or more strategic goals
    - clearly attaching data to one or more strategic goals
    - provide a graphic to show visually how each activity or outcome is attached to Strategic Goals.
    - Include any general elements prescribed by the board like comparisons to benchmarked districts, comparisons by school, comparisons to state results, disaggregation of specified categories, etc…

In general, the Superintendent Report should focus on the achievements that demonstrate movement toward district strategic goals.

Board Reports

Most school board members do not provide reports during a board meeting that include the sharing of recognitions or school events attended. Typically, a Report time on the agenda is designated for board members to:

- Share activity with community committees,
- Share activity in community events,
- Share activity that acts to increase community/school district bridging and develop and strengthen relationships,
- Share activity leading to community/district partnerships that could support improving the district's instructional program for students.

Topic Analysis

Direct versus Supportive Instructional Topics

Topics that were either scheduled, or time-consuming topics that emerged during discussion periods, were analyzed. These topics were categorized based on whether they were considered a *direct instructional topic* versus a *supportive instructional topic*.

Defining direct and supportive categories

In general, a *direct instructional topic* is one that *directly impacts* student achievement, like a new instructional method or improved curricular content. A *supportive instructional topic* is one that plays more of a supportive role to improve instruction, like starting a new scheduling system, or improving community access to student progress data. Both direct and supportive topics are called instructional because, they both impact instructional improvement and consequently student achievement gains. However, it is instructive to distinguish between the two because high performing boards tend to focus more on topics that directly influence student improvement.

Scheduled Topics Delineated as Direct versus Supportive

Chart A and B report specific meeting topics and show them categorized as direct or supportive instructional topics. Chart A shows the percentage of time spent on each topic. For example, under Direct Instructional Topics, the board spent 25:16 minutes or about 41% of all their meeting time in a presentation and discussion of the program elements of the Cradle-to Career Partnership with the city. Under Supportive Instructional Topics, the board spent 9:01 minutes or about 14.6% on board governance improvements.

Chart C provides the percentage of overall time spent on direct instructional topics versus supportive instructional topics. This represents a significant positive change from previous Board meetings with Direct Instructional topics discussed for 64.5% of the meeting (up from only 9%) and 35.5% spent on Supportive topics (down from 91%).

Chart A: Percent of the Meeting Time on Delineated Direct vs. Supportive Topics

Scheduled Topics by Time Spent Overall

Supportive Instructional Topics

Topic	Percentage
Foundation (MOU Detail)	9.0%
Cradle-to-Career (Management)	9.6%
Data Fidelity	12.0%
Governance	14.6%

Direct Instructional Topics

Topic	Percentage
Vision 20/20	0.8%
Magnet Schools	1.2%
Turnaround Schools	1.6%
Foundation (Program)	4.8%
School Culture/Discipline	5.4%
Cradle-to-Career (Program)	41.0%

■ Percentage
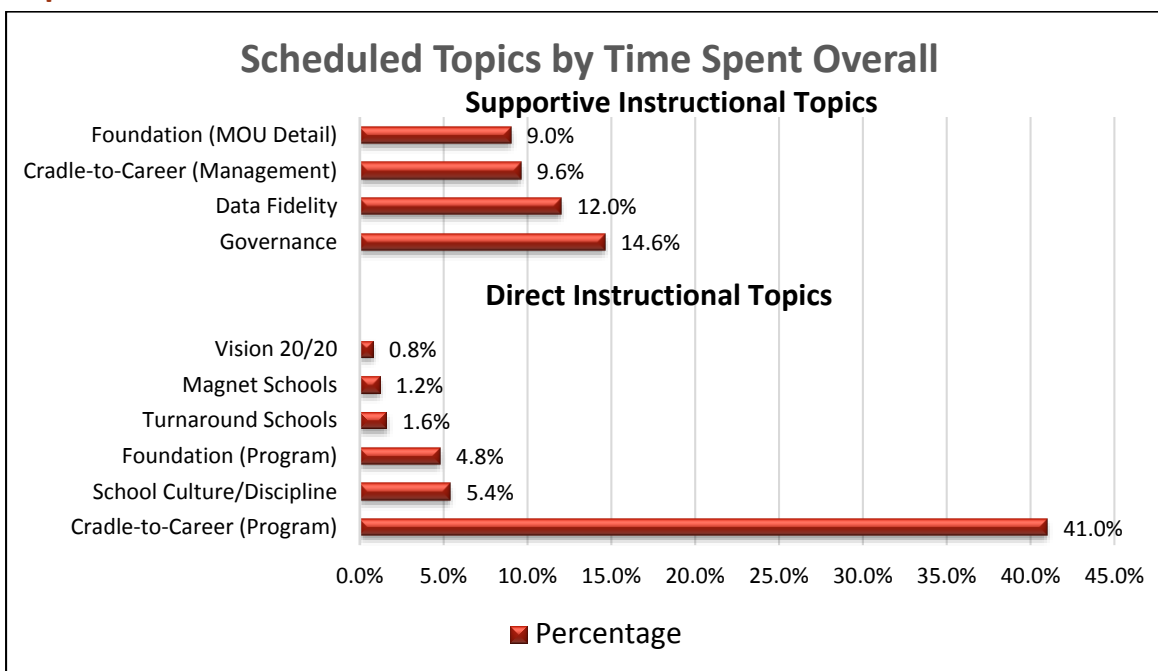
Chart B: Percent of Total Time on Delineated Direct vs. Supportive Topics

Time Spent on Supportive vs. Direct Instructional Meeting Topics

- 45% ■ Supportive Instructional Topics
- 55% ■ Direct Instructional Topics
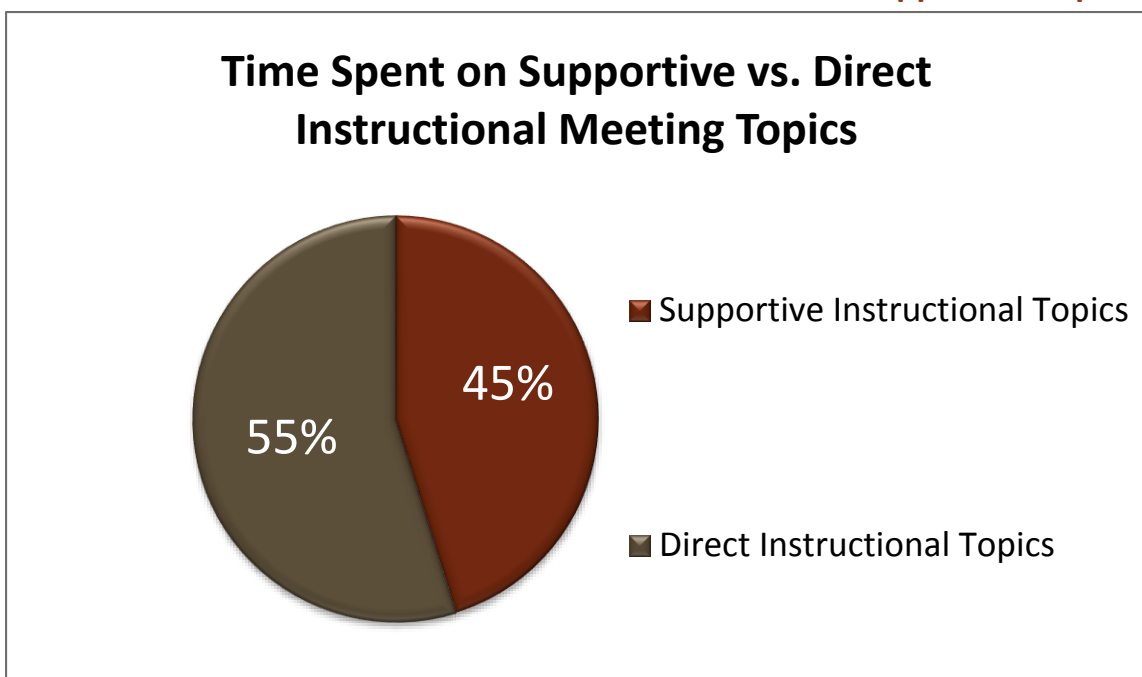
Benchmark: Developing

Analysis

The charts above show that in the March 8, 2016 board meeting the board spent just under half (45%) of the meeting discussing topics that support instruction and over half (54%) on topics that influence instruction directly. This is a significant improvement from the previous Board meeting with Direct Instructional topic time up from 12% to 54%. High performing boards both schedule, and spend the majority of their time, on direct instructional topics with a benchmark target of 70%.

Recommendation

Jefferson County Board of Education members spent much more time discussing topics directly influencing student improvement in this meeting as compared to previous meetings (54%). The board improvement was a result of scheduling direct instructional topics and program/data presentation and discussion on the agenda.

The Board can continue to develop this metric to Meet Standard by board members continuing to focus their comments and questions surrounding these topics more directly on the (a) analysis of data, (b) how the program is meeting District Strategic Goals, and (c) future plans to make the direct instructional elements of the program better impact student improvement. Board member should continue to minimize discussion of the management elements of the program that play a supportive function.

Board Role Analysis

Goal Monitoring versus Management Inquiry

JCPS board meetings involved significant opportunity for comments, inquiries, and discussions from school board members. Generally, these occurred in Board member questions and discussion about programs related to strategic goals and instructional improvement. Board Reports also comprised significant time, although the character of the Reports changed dramatically from previous meetings to focus more on instructional improvements. When evaluated over this board meeting, only 15.5% of discussions and comments could be categorized as management inquiries, with 84.5% focused on goal monitoring or reporting.

Defining Goal Monitoring & Management Inquiry

Goal monitoring is described as comments, questions, or requests for reports that focus on the following:

- Describing measureable goals from the Strategic Plan.
- Describing program details only to show how the program will reasonably meet the stated goals and/or explain the alignment of new programs on existing programs.
- Describing current performance outcomes in a way that is understandable and in adequate detail to monitor progress.
- Comparing a goal to the actual performance outcome so that gaps are evident.
- Describing program detail only to explain the reason for the gap between the goal and the performance outcome.
- Providing alternative or revised programs. Providing program details only to show how the new program or revision will improve on the outcomes.

Management inquiry is described as comments, questions, or requests for reports that focus on the following:

- Describing general program details not linked to measuring goal progress.
- Describing general program details for the purpose of general interest.
- Describing general program details for the purpose of responding to an external critic or inquiry.
- Describing general program details for the purpose of supporting a personal special interest.
- Describing general program details for the purpose of gathering evidence against someone else's personal special interest.
- Describing general program details for the purpose of critiquing or giving advice on program implementation.
- Giving critique of advice on program implementation to any staff other than the superintendent.

Percent Time Focused on Goal Monitoring versus Management Inquiry
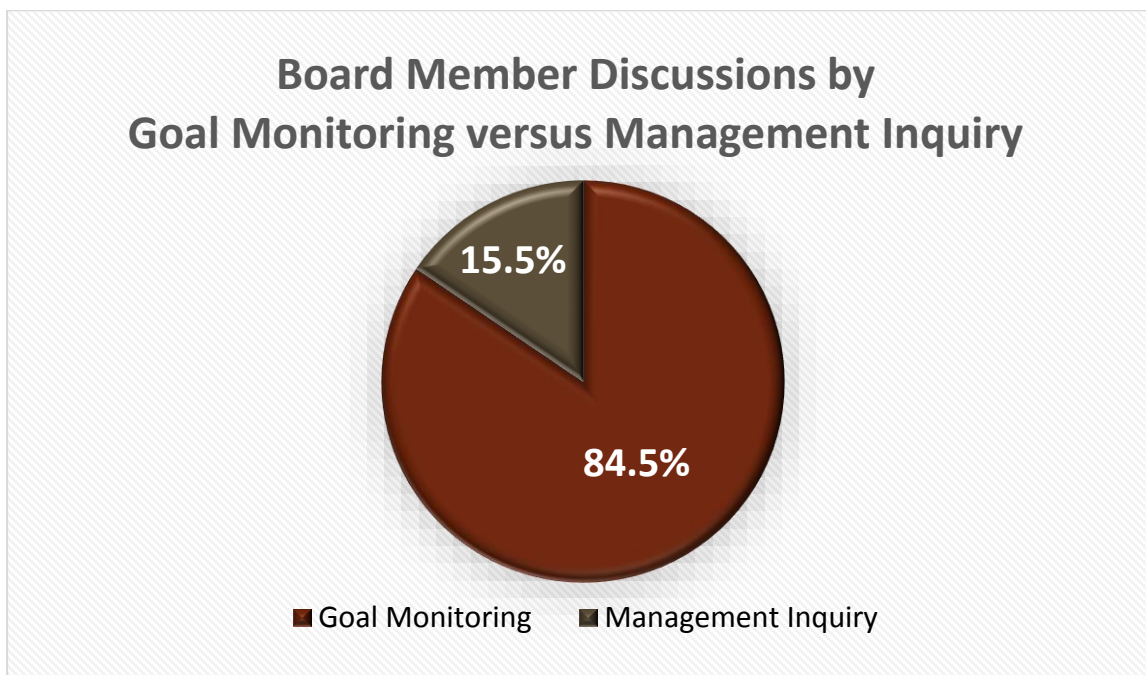
Benchmark: Distinguished

Analysis

A primary distinguishing characteristic of high performing boards is an intentional focus on goal monitoring in all board discussions. The opposite of goal monitoring is described as management inquiry. In its extreme form, management inquiry (also known as "micromanagement") has been linked to declining student achievement (Peterson, 2000). The JCPS board engaged in goal monitoring in 84.5% of their discussion time in comments and questions. High performing boards engage in goal monitoring 70% of the time.

In this meeting many more of the Reports addressed evidence of students and schools engaging in programs linked to student performance than in past meetings. Also, agenda items were more focused on instructional goal monitoring than in the past. Board members were intentional about linking their comments and questions to strategic plan items. The change made for dramatic improvement as the board went from only 2% Goal Monitoring in the past meeting to 84.5%.

Recommendations

The JCPS board should continue their current practice of scheduling programs and data overview of direct instructional programs on the agenda, avoiding placement of management items. In addition the Board should continue to focus comments, questions, and inquiries around:

- High expectations for student performance.
- Monitoring the progress of student performance.

- Requiring superintendent and staff presentations to provide program details that explain progress, or lack of progress toward district strategic goals.
- Requiring the superintendent and staff to develop and present program modifications.
- Expecting the superintendent and staff to recommend the elimination of ineffective programs
- Expecting the superintendent and staff to recommend new programs for adoption.

Bridging Versus Bonding

Description

The chart below indicates the number of incidents of what is described as bridging and bonding incidents at the JCPS board meeting on March 8, 2016. As indicated, the JCPS board engaged in approximately 6 bridging incidents (Requests around shared broadband, utilities, city partnership, community events), 9 high bonding incidents, and 0 anti-bonding or anti-bridging incidents in the meeting. High performing boards engage in an equal number of high bridging and high bonding actions. The number of actions are not prescriptive but is recommended to maintain a 1:1 bridging-to-bonding ratio with no anti-bonding or anti-bridging incidents.

Critical Relationships: Bridging and Bonding

In studies of effective board leadership among all kinds of organizational boards, findings emphasize the need for the board to gain social capital with the community they serve. The study of "network connections" among individuals, groups and organizations is critical to gaining support and stability. Most people understand that strong relationships help minimize conflict and enhance collaboration and support for organizational goals.

One facet of networking that is often missed by boards is what might be described as internal ties. Internal relationships among board members, as well as external relationships among community stakeholders are both critical in determining overall board stability and effectiveness (Saatcioglu & Sargut, 2014). Results indicate that a school board's effectiveness in accomplishing formal objectives is an inherently combined result of the degree of bonding within the group—influencing trust, cooperation, and reputation among members—and the degree of bridging with stakeholders on the outside—fostering the group's creativity, diversity, and capability.

Bonding: Internal Ties

Internal dysfunction undermines productivity and aggravates turnover on school boards. High levels of bonding in groups charged with formal governance perpetuate a civic culture that enables efficient decision-making, mutual accountability and consensus. Conversely, in boards with low levels of bonding, members may function as delegates of special interests in the community rather than trustees charged with pursuing common goals that reflect shared interests. Therefore, cultivating bonding within the board plays a considerable role in facilitating educational progress. High bonding boards tend to be more effective not only in representing and implementing community preferences, but in communicating the needs and goals of the schools to the community when necessary. Finally, bonding lowers the risk of divisive power struggles and enhances the ability to develop common beliefs about objectives. Despite the importance of bonding, studies indicate that over-reliance on strong internal ties may result in conformity to a degree that is counterproductive.

Bonding incidents were measured by interactions between board members that confirmed and demonstrated openness, honesty, frequency, and willingness in information sharing. Relational aspects include acknowledging others viewpoints and team spirit. Cognitive aspects of bonding focus on shared vision, including similarity of views concerning the district's purpose and the degree of equal participation in board processes.

Bridging: External Ties

For school boards, bridging is important in forming alliances, managing uncertainty, and securing legitimacy in the eyes of external stakeholders. Strong relations between school board members and state and federal agencies facilitate the transmission of ideas to reconcile competing policy priorities. They are instrumental in securing financial and political support as well. Frequent interactions with local, state, and federal officials also help align education with other services, such as health, housing, and transportation. Finally, board member ties to businesses and universities are often beneficial, as a source of innovative strategies for school organization, financial support, and curricular adjustment and career choices for students. Likewise, the board's interactions with universities tend to be valuable in terms of new ideas for educational practices, academic progress, and teacher and staff development.

In this study of the JCPS board, bridging incidents were determined by scheduled topics and discussions relaying school board interactions with external actors, such as city officials, state legislators, community leaders, parent groups and universities. Another indicator was the development of partnership programs with external entities, like the development of the 5-STAR and the Louisville Linked programs.

High Performing Boards

High performing boards consist of members strongly connected to one another, with extensive relations beyond the group. A board with high bonding and high bridging tendencies aligns members inside the board, providing a more coherent vision for bridging outside the group. Boards with high bridging and high bonding benefit from individual views of valuable projects, but are able to work together to accomplish their goals.

Comparing Bridging and Bonding Incidents
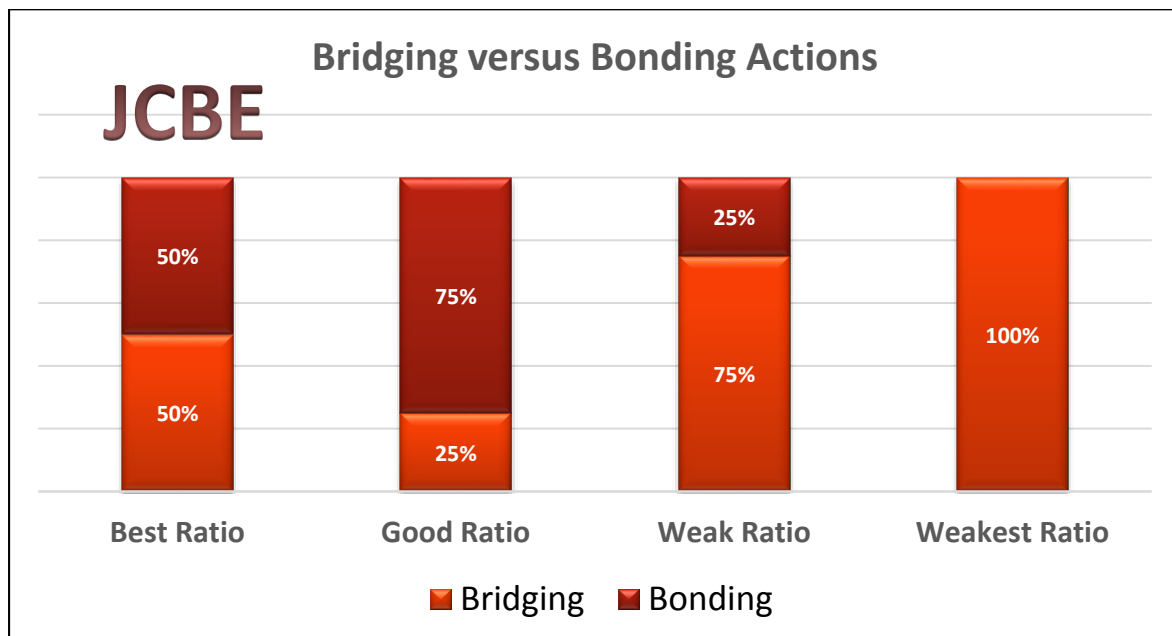
Benchmark: Distinguished

Analysis

While there is no perfectly objective way to measure bridging and bonding incidents, the benchmark associated with the highest performing boards favors boards that engage in high levels of both bridging and bonding. The next most effective method is a board engaged in lower bridging and higher bonding, followed by boards with higher bridging and lower bonding. The profile of lowest performing boards is characterized by low bridging and low bonding actions or the presence of anti-bonding or anti-bridging incidents.

In this board meeting, the JCBE exhibited high bridging and bonding incidents, and no anti-bonding incidents. This represented a dramatic improvement from the previous board meeting where bonding increased (from 0 to 9 incidents), bridging remained high (from 7 to 6 incidents), and anti-bonding was eliminated (from 6 to 0 incidents).

Recommendation

The board should continue to perform at a distinguished level with both high bridging and high bonding incidents.

Balanced Governance Board Standards

Goal(s):

The 10 Balanced Governance Board Standards include a focus on the school board and district goal of developing a culture supporting improved student performance in addition to management and operational efficiencies.

It is difficult to determine how a board meets benchmarked standards when reviewing only a single board meeting. Thus the findings noted below should be considered only if this seems to be a trend in board meetings in general. It is also crucial to remember that board behaviors are only perceived through viewable board action. Therefore, the board should work to display these standards to the general public within their board interactions.

Below the Jefferson County Public School Board of Directors was assessed on the 10 Balanced Governance Standards and each of the Indicators that often describe those Standards. The Standards and Indicators are all considered equally important to effective governance.

The marks below identify, within each Standard Indicator, when at least one board member displayed, acted, or spoke in a way that either supported or positively practiced a Standard or acted in opposition to the Standard. The following proficiency levels were employed:

Distinguished: Selected when **all** board members verbally supported or positively practiced an Indicator.
Proficient: Selected when **most** board members verbally supported or positively practiced an Indicator.
Developing: Selected when **one or two** board members acted or spoke in a way that demonstrated a failure to practice the Indicator.
Growth Required: Selected when only **more than two** board members acted or spoke in a way that demonstrated a failure to practice the Indicator.
No Evidence: Selected when there was no evidence observed to support either a positive practice or a failure to practice this particular Indicator.

When evaluating the overall Standard, the Board can regard a majority number of Distinguished and Proficient marks on Indicators to be an area of Meeting Standard. Conversely, Standards showing a high number of Developing or Growth Required markings indicates an area of Growth Required. The Board is encouraged to discuss ways to improve in this Standard. Indicators can provide more specific guidance on areas of improvement. Any No Evidence marks should not be considered as a positive or negative indicator. This simply refers to Indicators that could not be rated based on the actions and discussions observed in this particular board meeting.

Standard #1: Vision-Directed Planning

Boards engage communities and staff in the development of a shared vision of student learning focused on student learning. The vision is the foundation of the mission and goals that direct board policy-making, planning, resource allocation and activities.

Indicator #1:The board collaborates with the community to articulate core values and beliefs for the district.
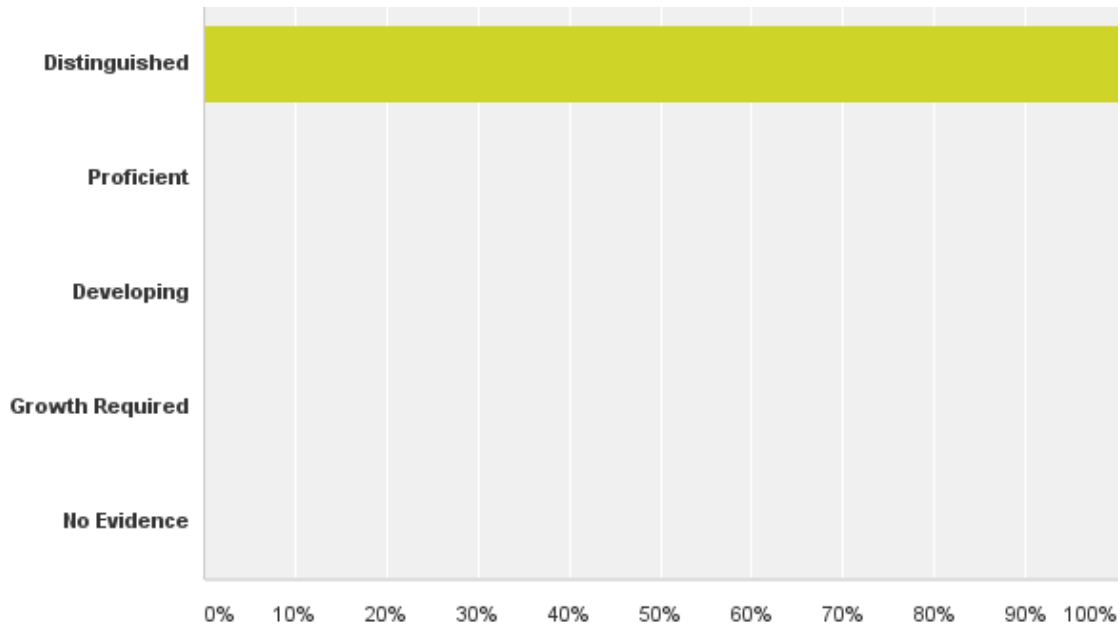
Indicator #2: Board members can clearly articulate the vision and goals of the district.
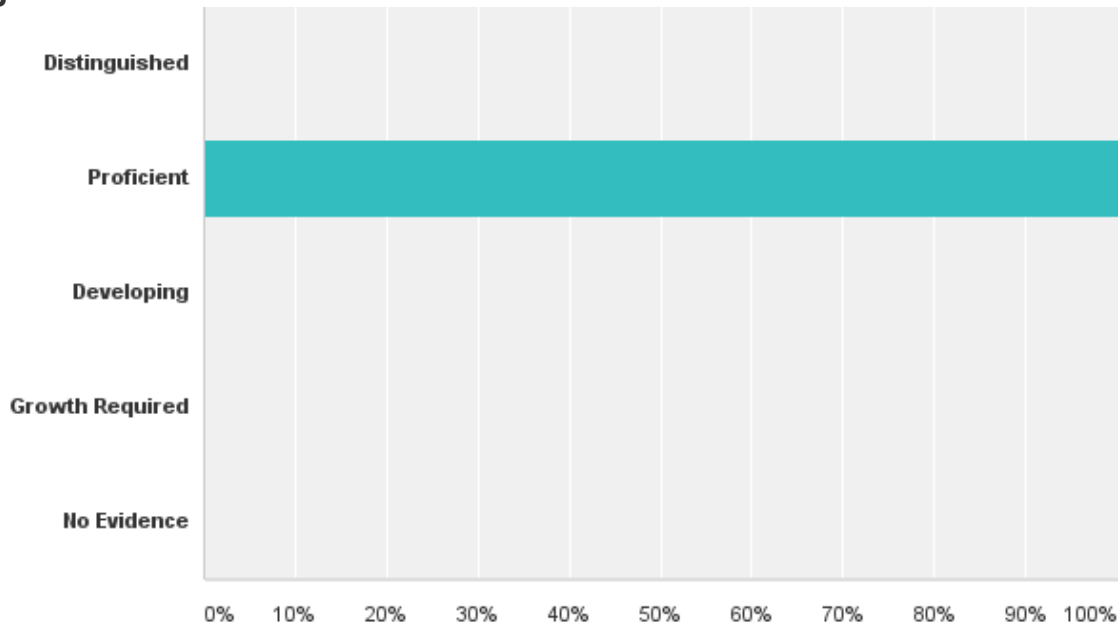
Indicator #3: The board, in collaboration with the District, has developed a long- range plan for improving student achievement.
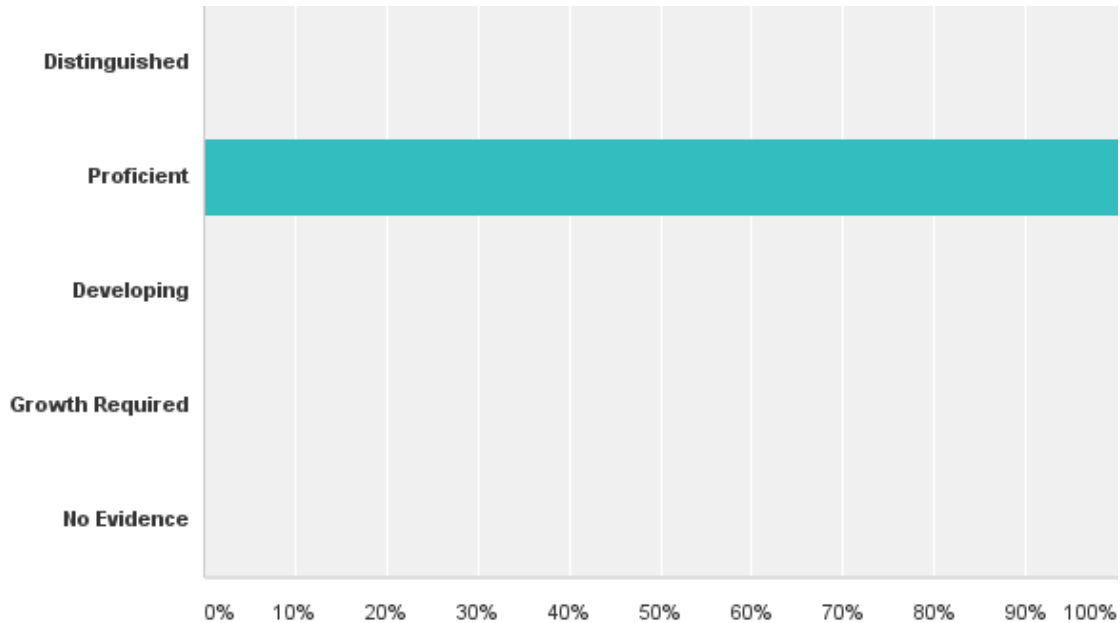
Indicator #4: The board regularly monitors the progress of goals to improve student learning.
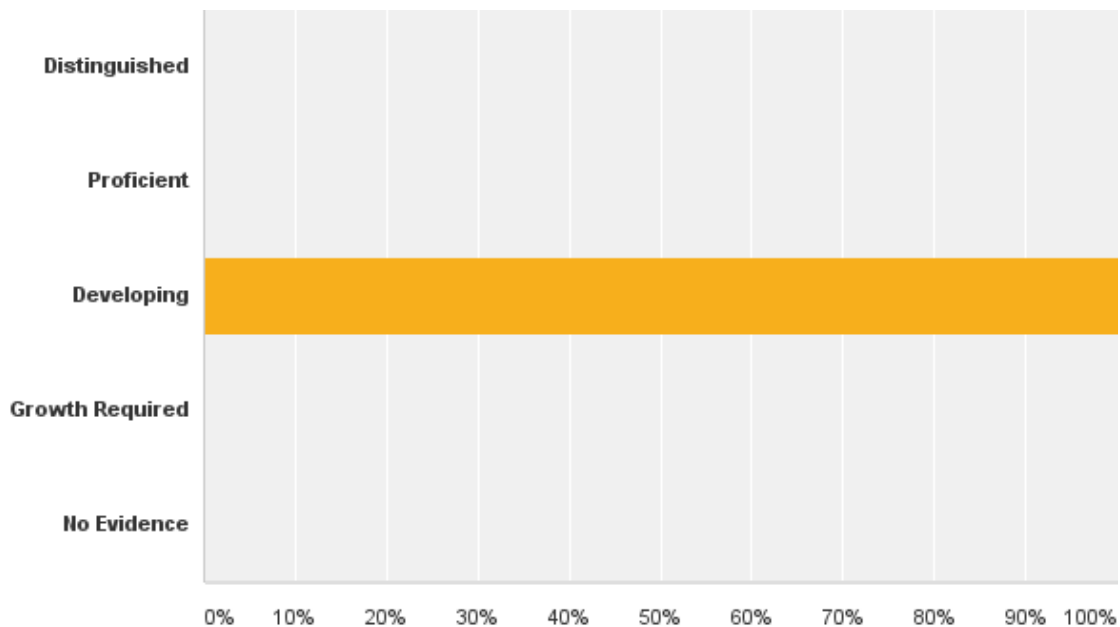
Indicator #5: The board adopts a budget and appropriates resources aligned to the vision and goals.
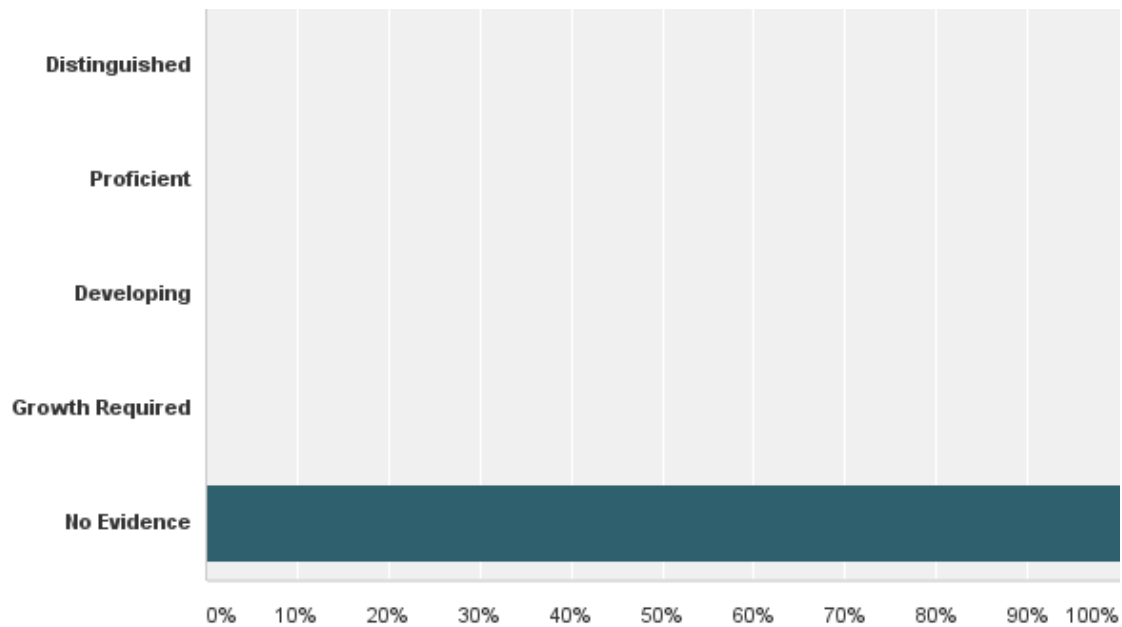
Indicator #6: The board establishes and models a culture of high expectations for all students.
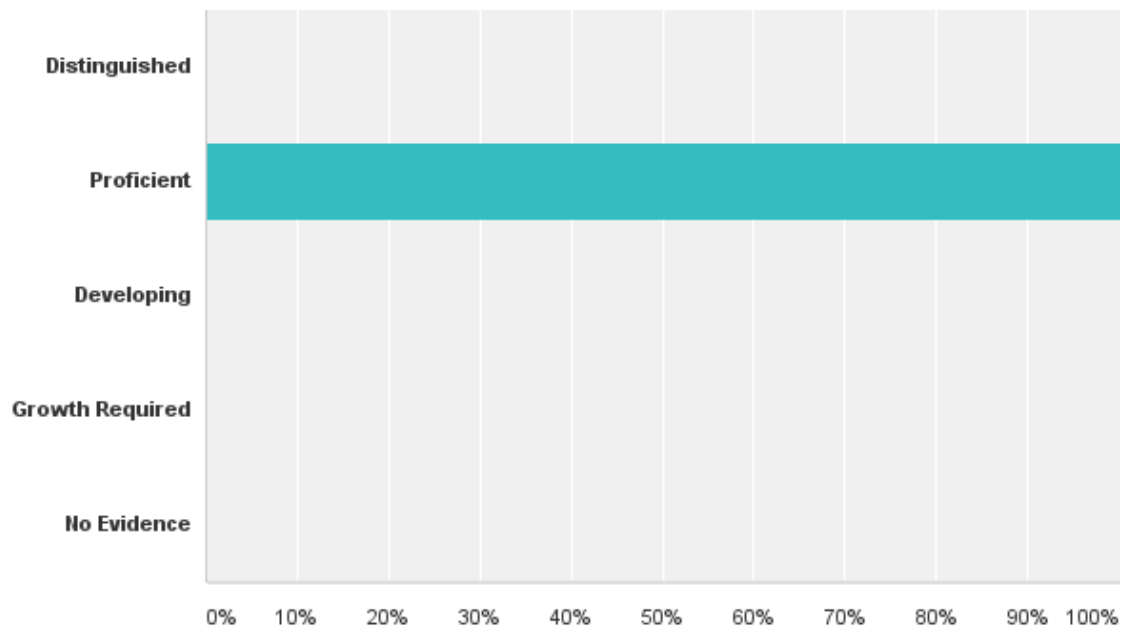
Indicator #7: Board members have a vision and expectations of a District of Excellence beyond the present.
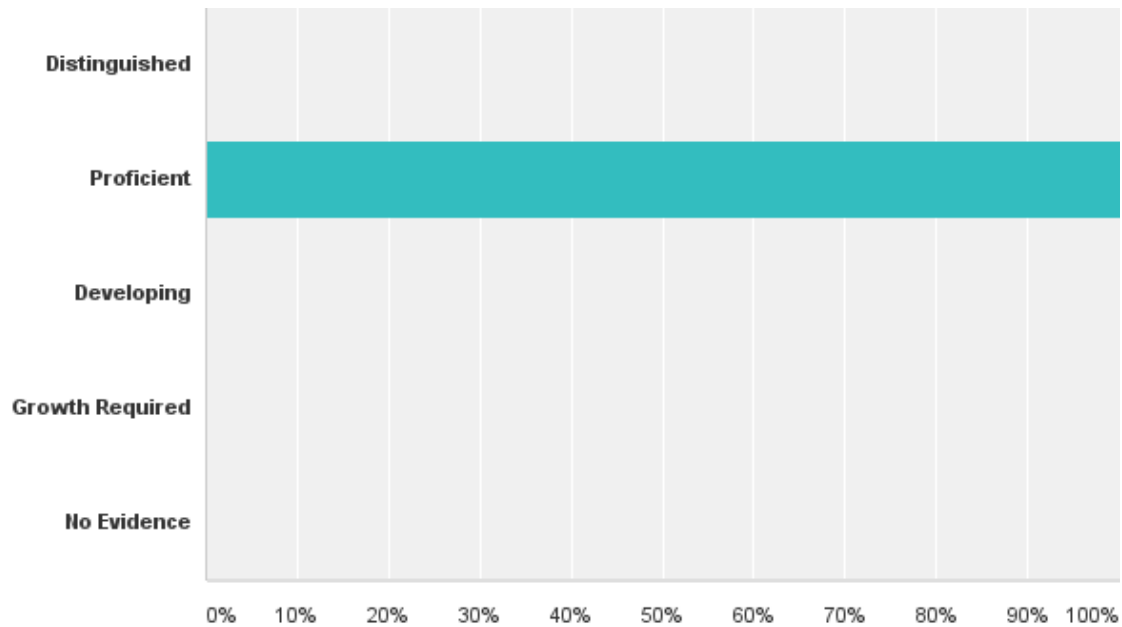
Recommendations:

The assessment indicates that the board has improved in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicators 4 & 6 and positive data was observed in 4 additional indicators where previously no data were observed. The Board should consider:

1. Creating a section of the agenda for the presentation and analysis of data and discussion of goal progress on specific Strategic Goals. See the Executive Summary for specific guidelines.

Standard #2: Community Engagement.

All members of the community are stakeholders in the success of their schools. Community engagement is a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops with all groups in the community. Successful community engagement results in collaborative partnerships and new types and levels of community participation in schools.

Indicator #1: The board promotes practices that solicit input and involvement from all segments of the community.
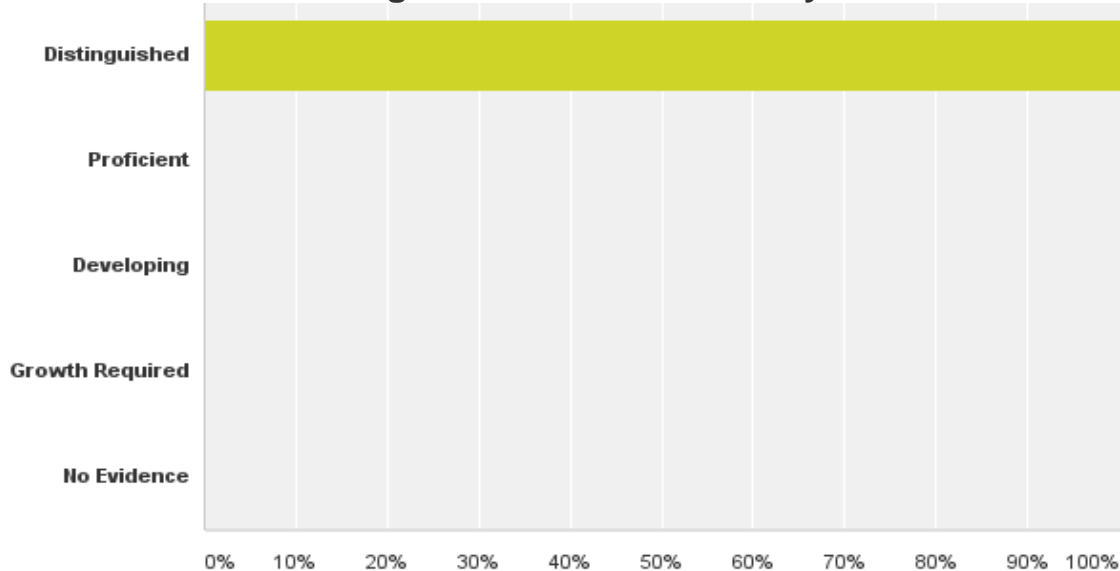
Indicator #2: The board collaboratively develops vision and goals with staff, parents, students and the broader community.
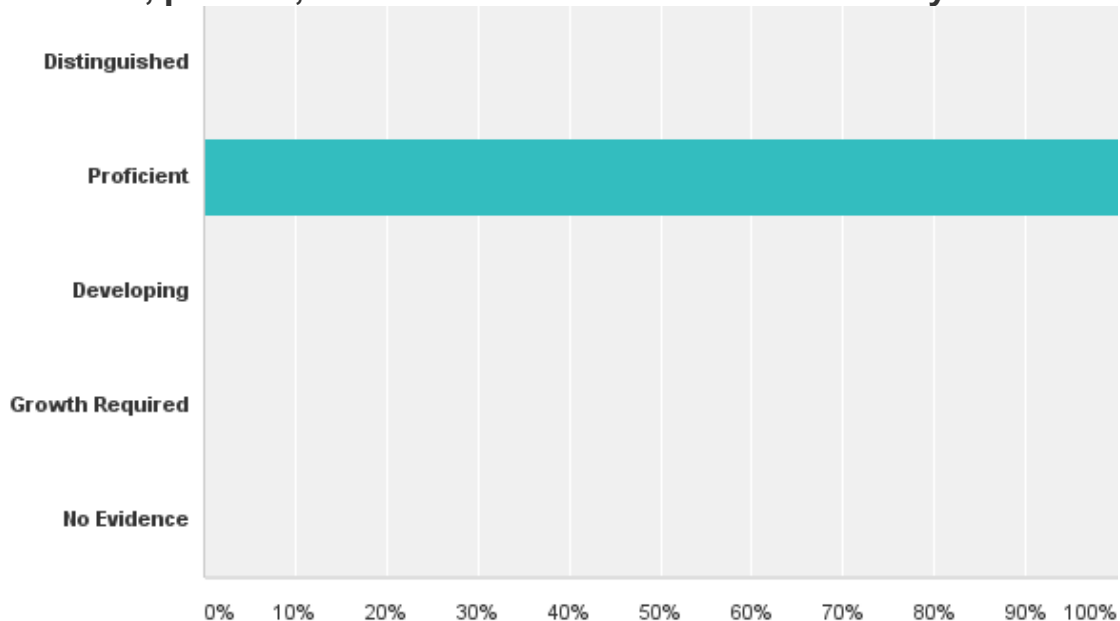
Indicator #3: The board recognizes and celebrates the contributions of school and community members to school improvement efforts.
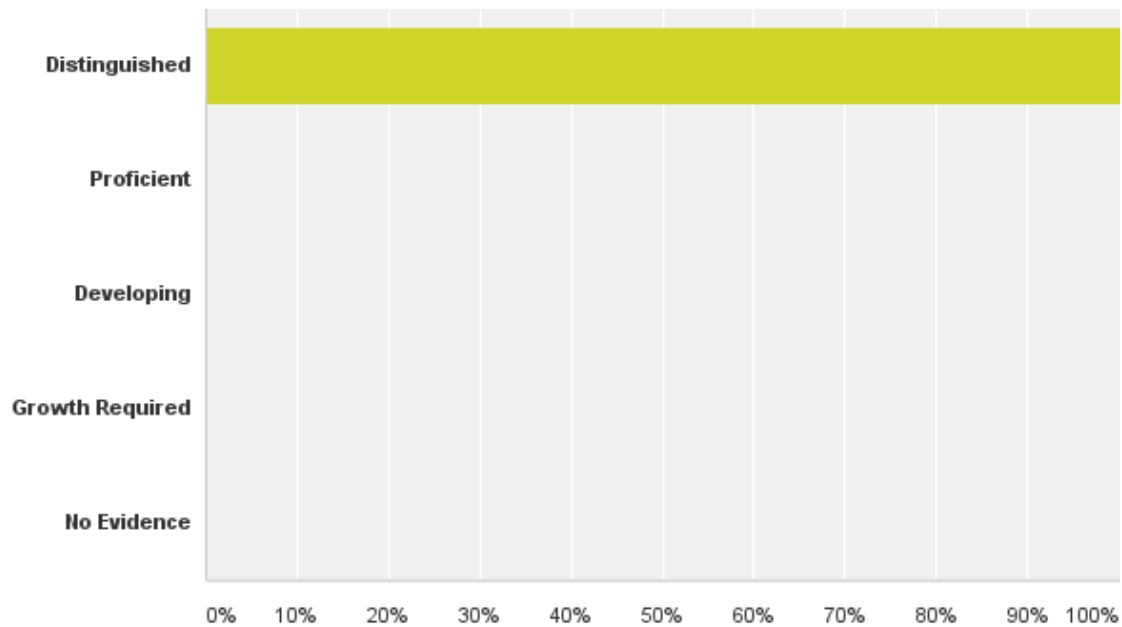
Indicator #4: The board is responsive and respectful to community inquiry and feedback.
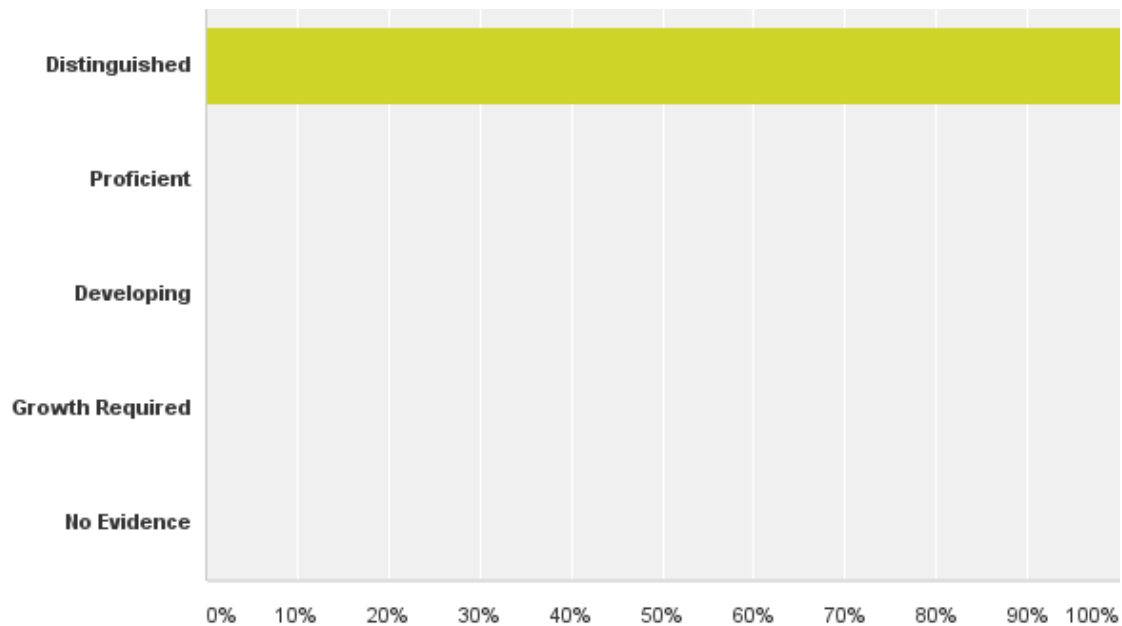
Indicator #5: The board advocates for public policy that supports education through relationships with community leaders, city and county government officials and state legislators.
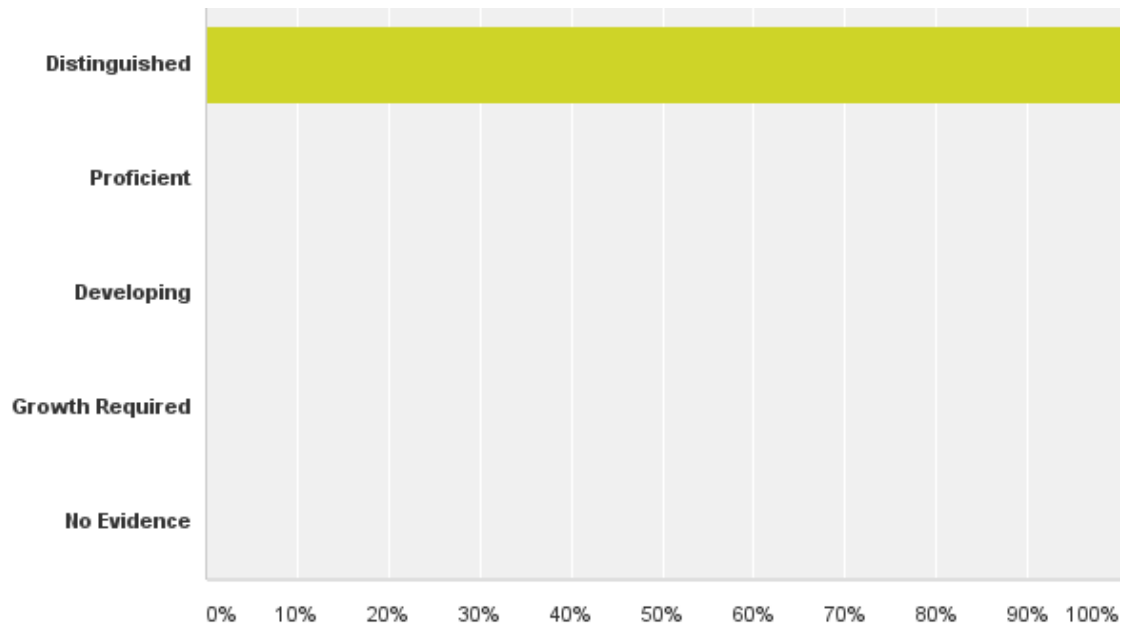
Recommendations:

The assessment indicates that the board has improved in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicators 3 & 4 and positive data was observed in 3 additional indicators where previously no data were observed. The Board should continue the Distinguished performance in this Standard.

Standard #3: Effective Leadership.

Board leadership is proactive, integrated, and distributed. Boards establish focus, direction, and expectations that foster student learning. Across education systems, boards develop and implement collaborative leadership models and practices that are guided by shared student learning goals. Within organizations, boards align authority and responsibility so that decisions can be made at levels close to implementation.

Indicator #1: Board members are visible in the community.
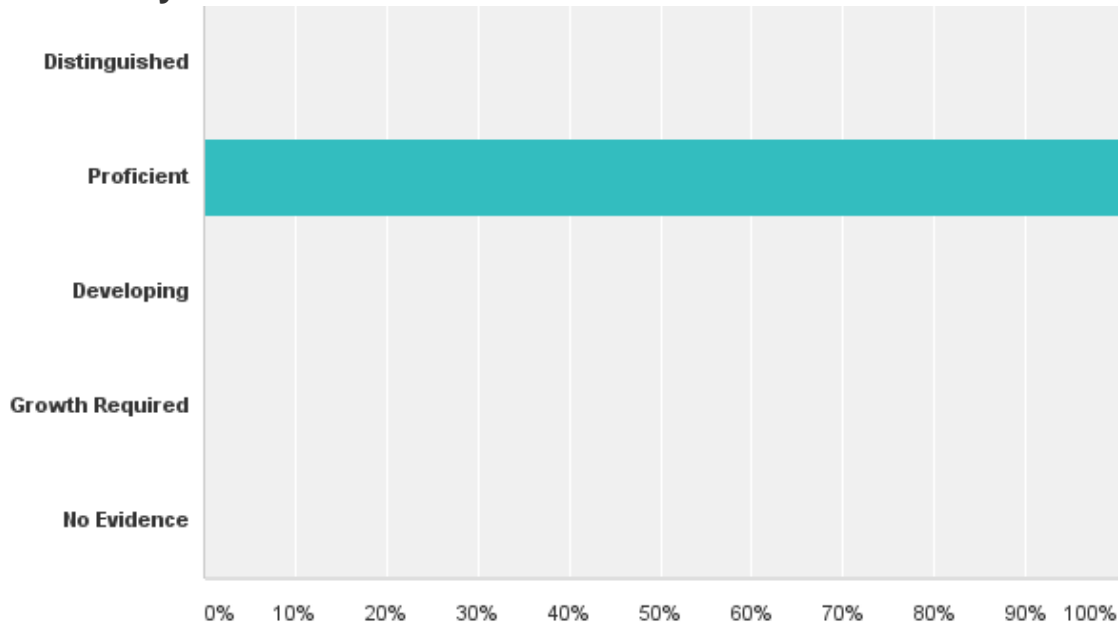
Indicator #2: Board members develop relationships to improve student learning and opportunities for students.
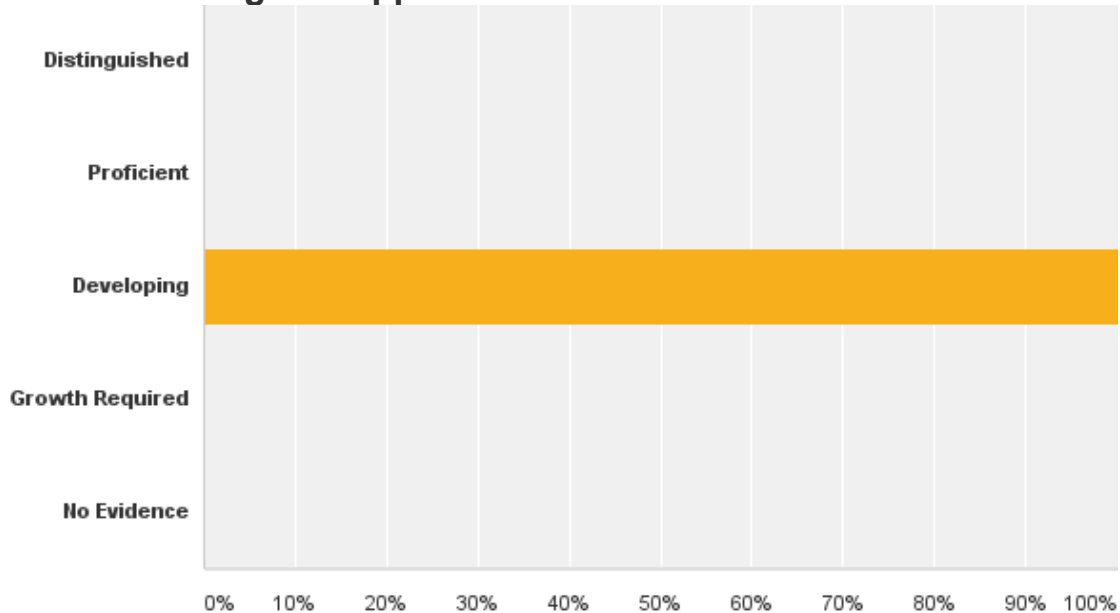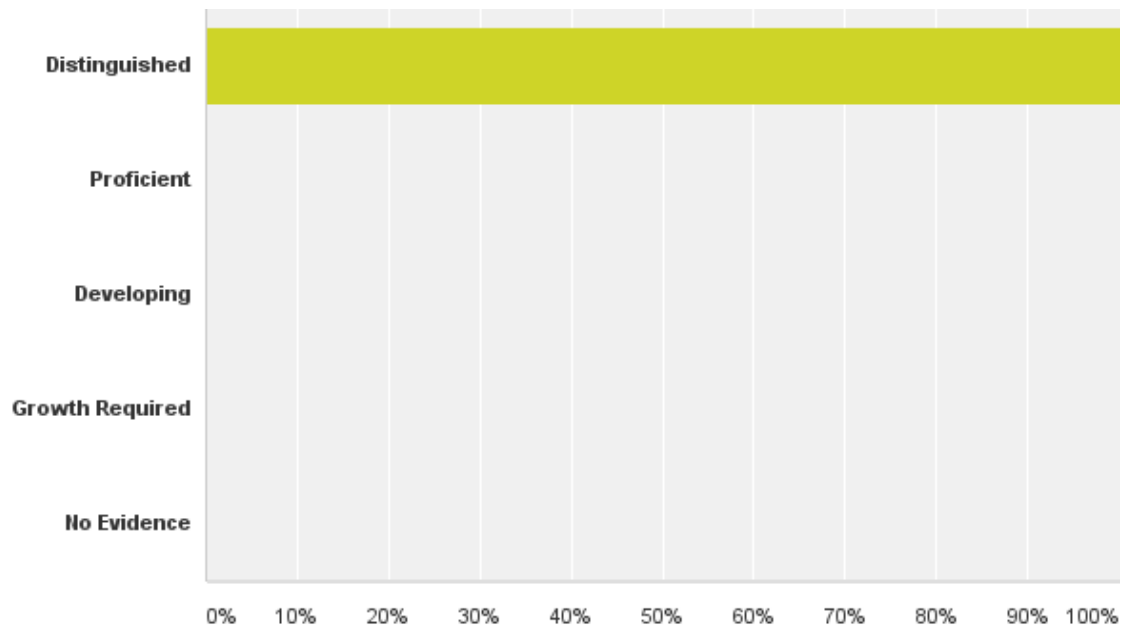
Indicator #3: Board activities, analysis and decision-making are aligned to vision and goals.
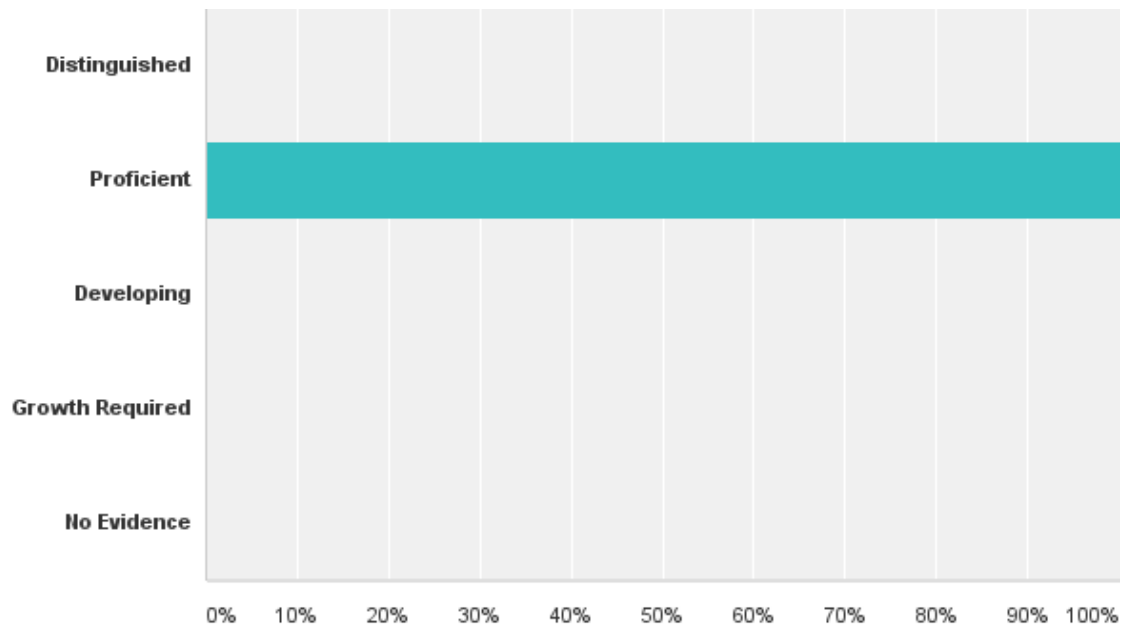
Indicator #4: The board solicits input from multiple sources to assist in making informed decisions.
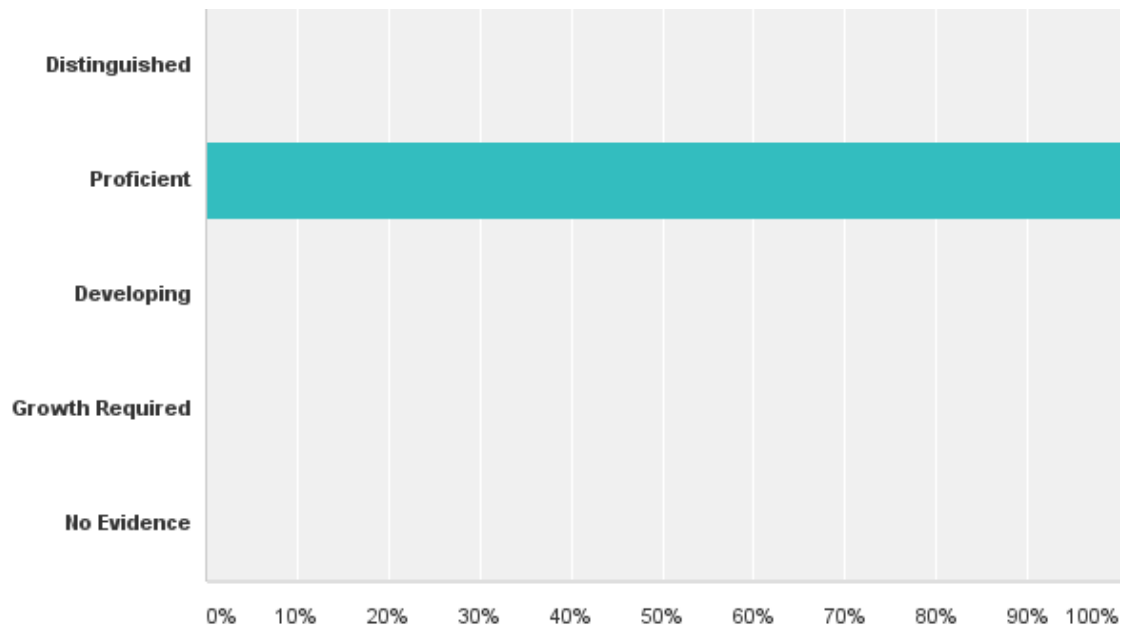
Indicator #5: The Board establishes and sustains relationships with community leaders, city and county government officials, and state legislators.

Indicator #6: Board members model an empowering leadership style.
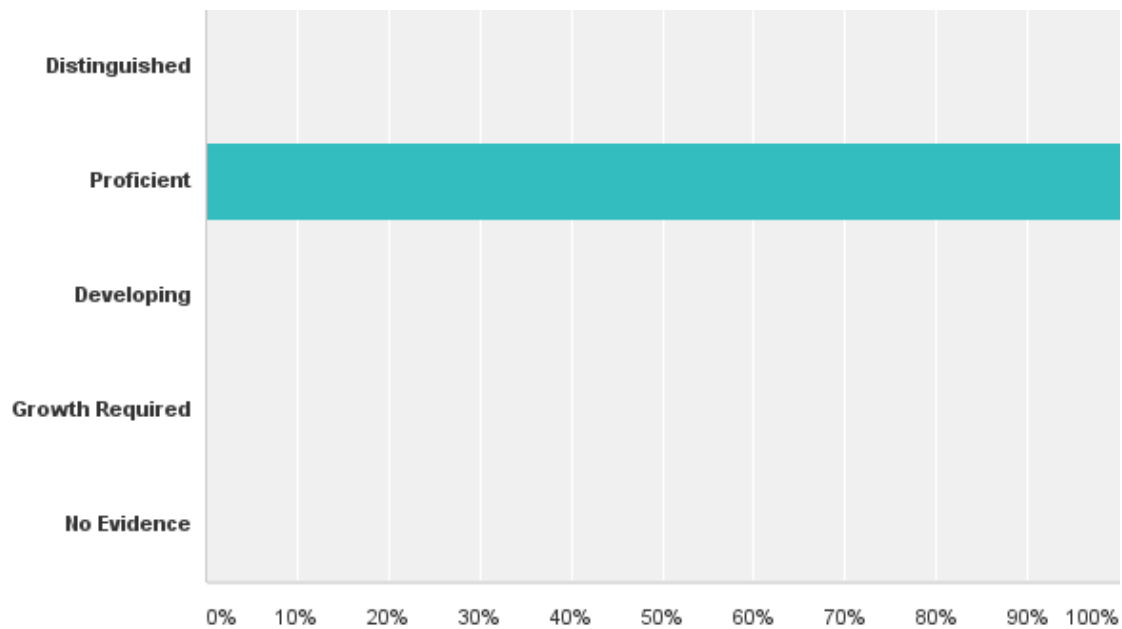
Indicator #7: Board members promote change through dialogue and collaboration.
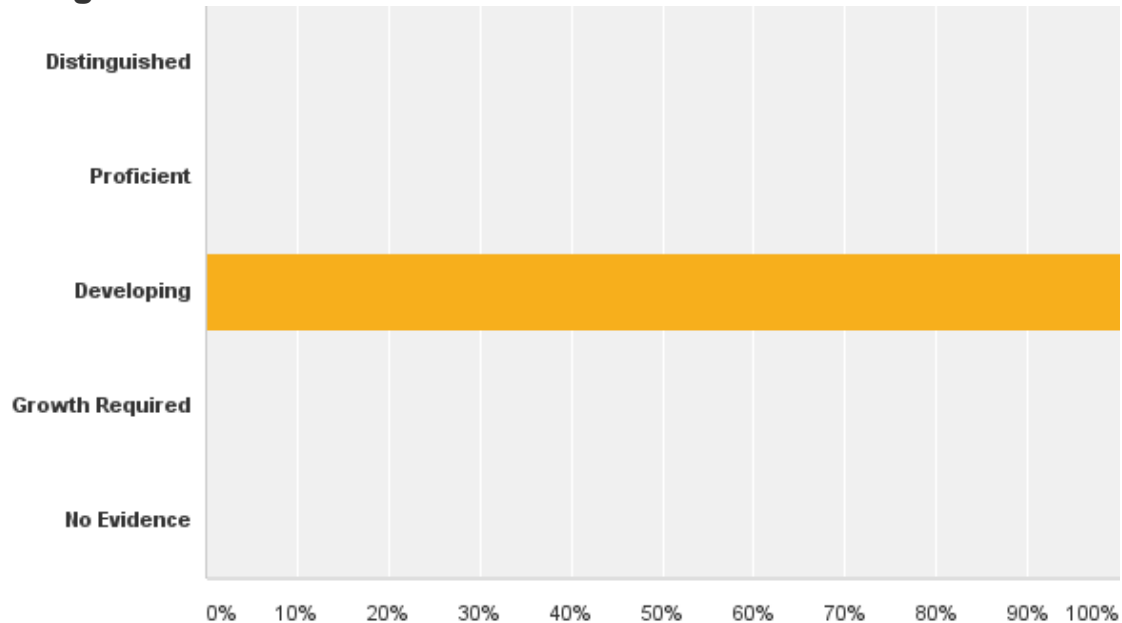
Indicator #8: Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.
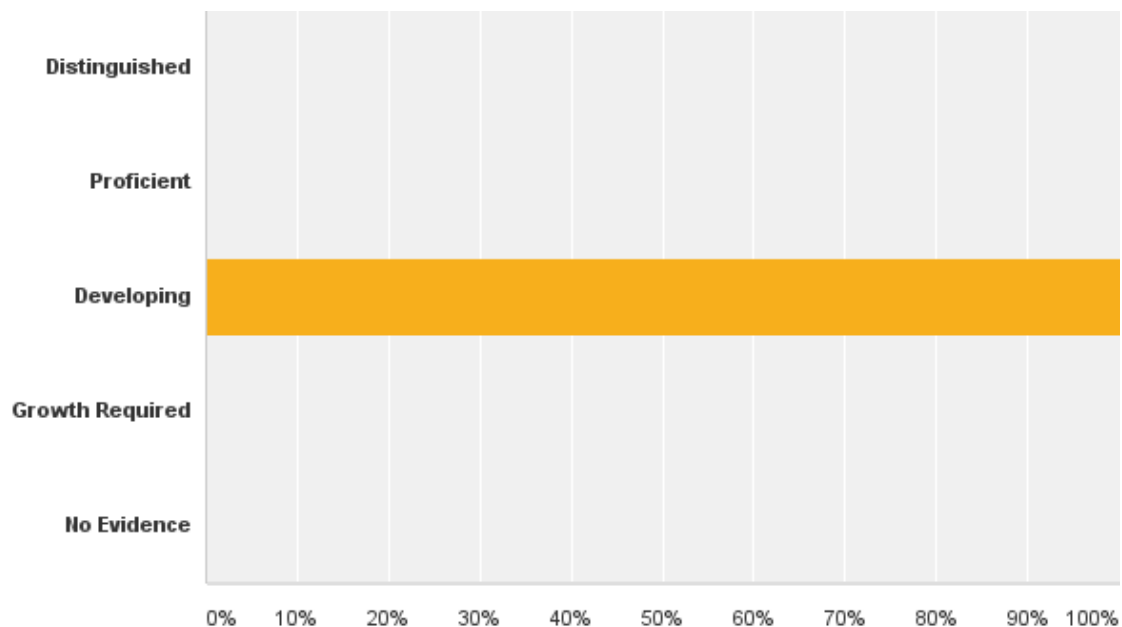
Recommendations:

The assessment indicates that the board has improved in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicators 3, 6, & 7 and positive data was observed in 3 additional indicators where previously no data were observed. Recommendations include:

1. Develop a process to assign and calendar external board member activities and service on community committees. See the Executive Summary for specific details.
2. Creating a section of the agenda for the presentation and analysis of data and discussion of goal progress on specific Strategic Goals. See the Executive Summary for specific guidelines.

Standard #4: Using Data for Continuous Improvement and Accountability.

Boards have high expectations for all students and hold themselves and the District accountable for reaching those goals. Continuous improvement is the antithesis of complacency. Boards use 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, the Board continually seeks new and innovative ways to increase student success and achievement in programs already established.

Indicator #1: Board members use, and expect superintendent to use, a variety of types of relevant data in decision-making.
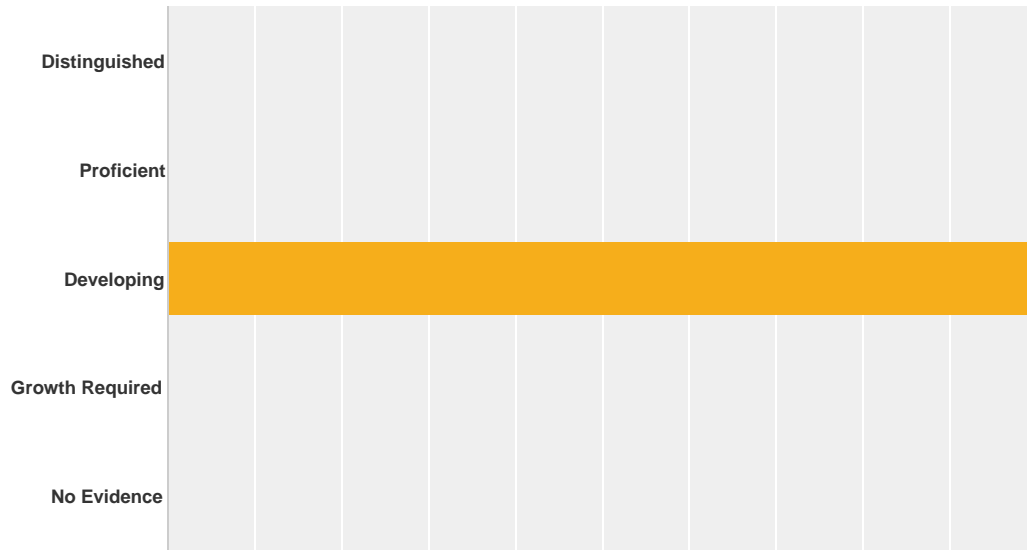
Indicator #2: The superintendent provides appropriate and timely data to the board on the measureable outcomes of all programs that they have approved.
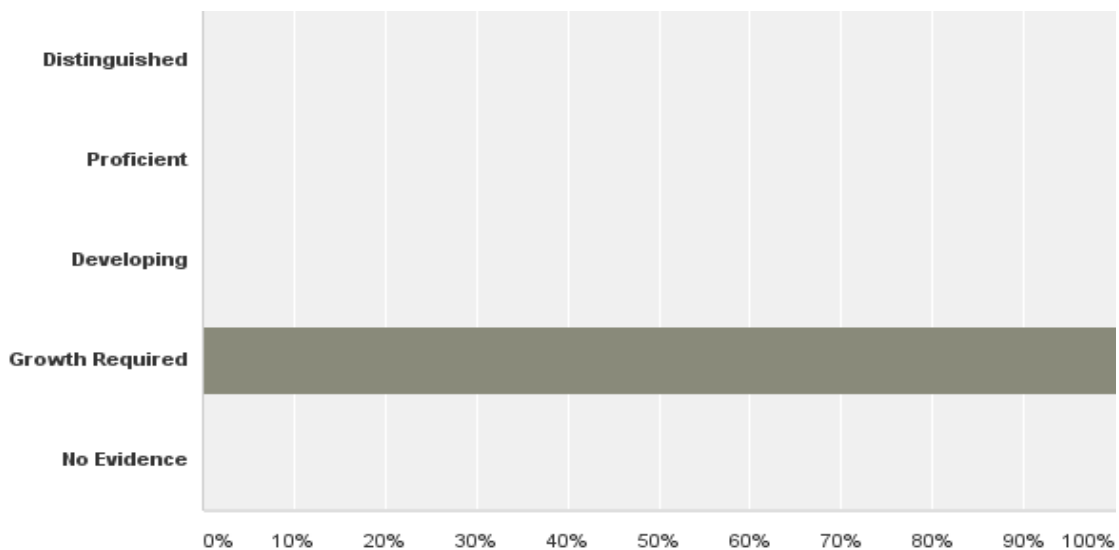
Indicator #3: The board uses data to identify discrepancies between current and desired outcomes.
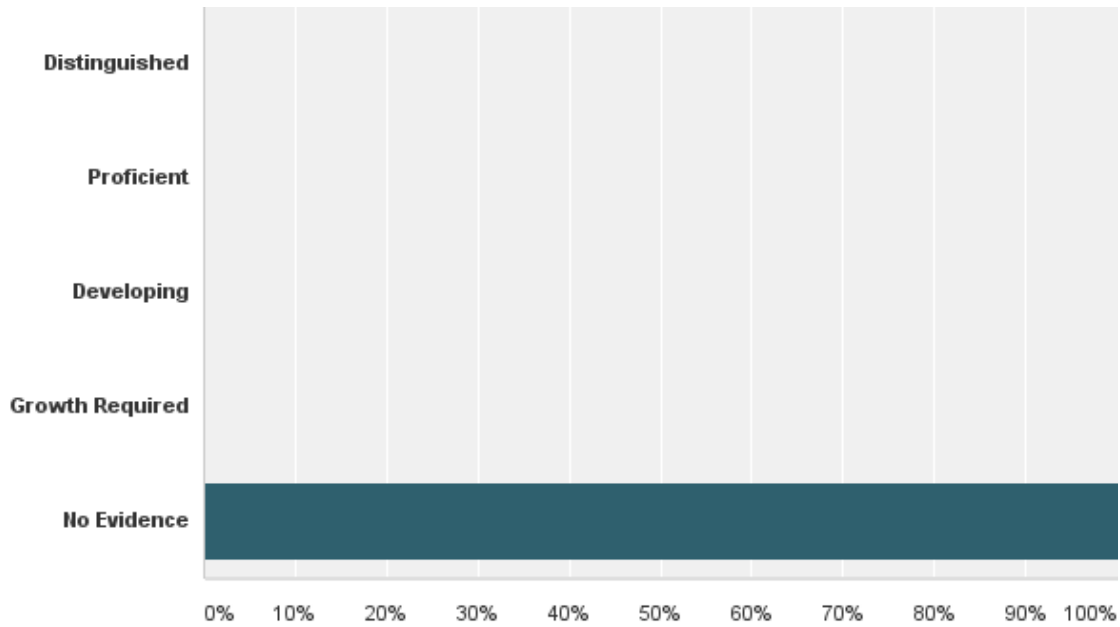
Indicator #4: The board identifies and addresses priority needs based on data analysis.
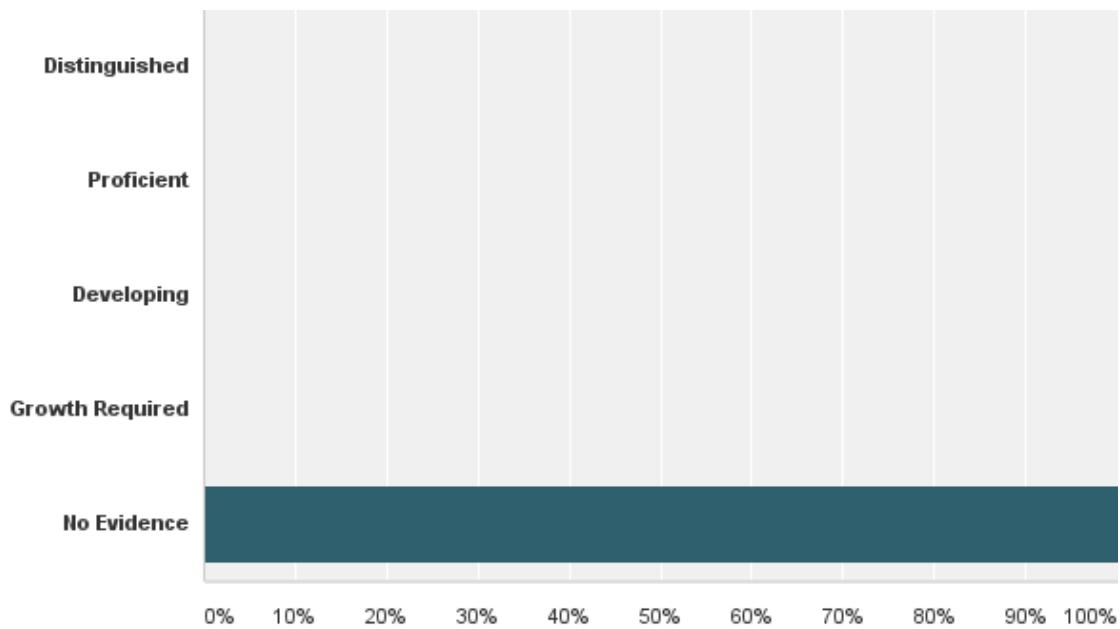
Indicator #5: The board communicates to the public how policy decisions are linked to student learning data.
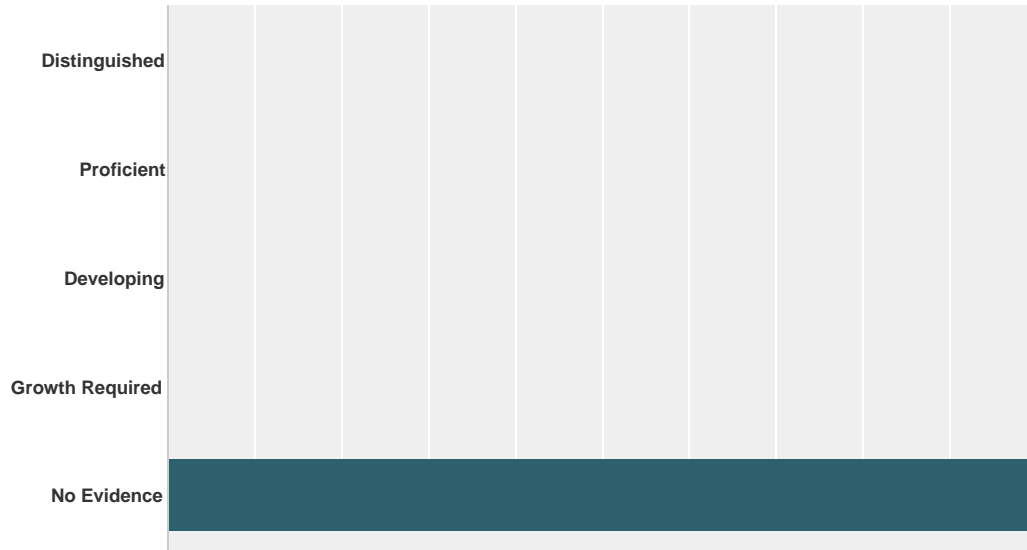
Indicator #6: The board creates a culture that encourages the use of data to identify needs throughout the system.
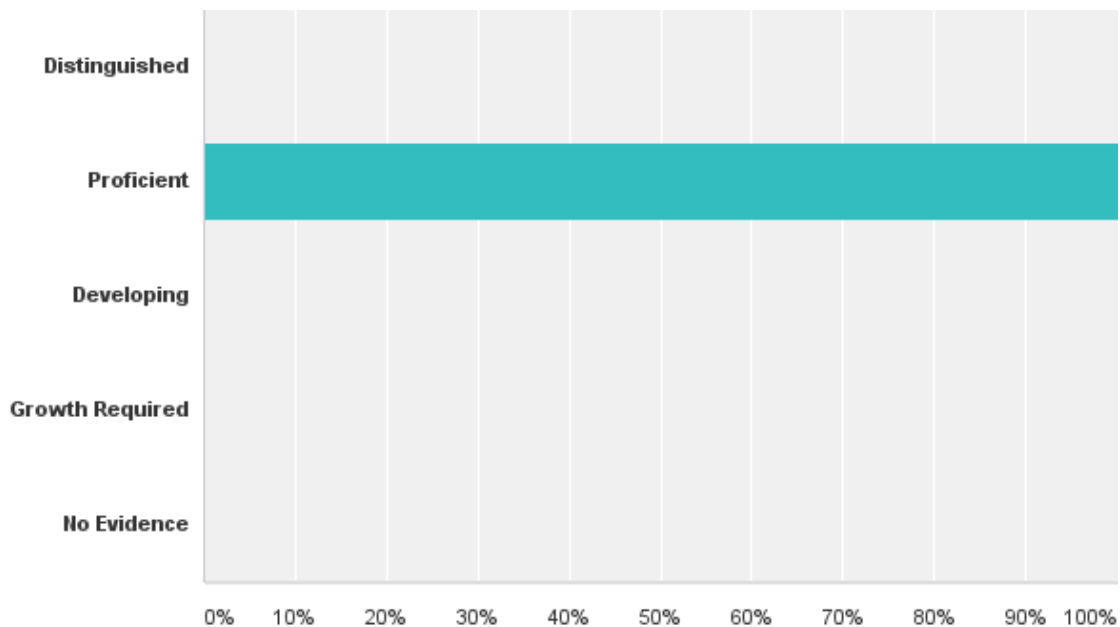
Recommendations:

The assessment indicates that the board has maintained and slightly improved in this Standard since the previous Board meeting assessment. Improvement in the ratings was

seen in Indicator 6 but a decrease in ratings was observed in Indicator 2. Recommendations include:

1. Adjust presentations by the superintendent and staff to include program data, analysis, and discussion focused on Strategic Goal progress checking. The Board should discuss based on the following:
- how programs are leading to improvements or decline in targeted strategic goals,
- how leaders and staff plan to address areas where strategic goals are not being met,
- clarification on presented data, and
- superintendent recommendations on revising programs that do not meet goals.

Standard #5: Climate and Culture.

Boards create a climate of expectations that all students can learn at high levels and fosters a positive and safe learning climate that supports this vision. The cultural diversity of a community has many facets – social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender. Boards develop an understanding of this diversity and hold perspectives that reflect the cultures in their community. Effective community engagement and expectancy strategies build on the strengths of a community's cultural diversity.

Indicator #1:Board outreach and community engagement activities accommodate cultural differences in values and communication.
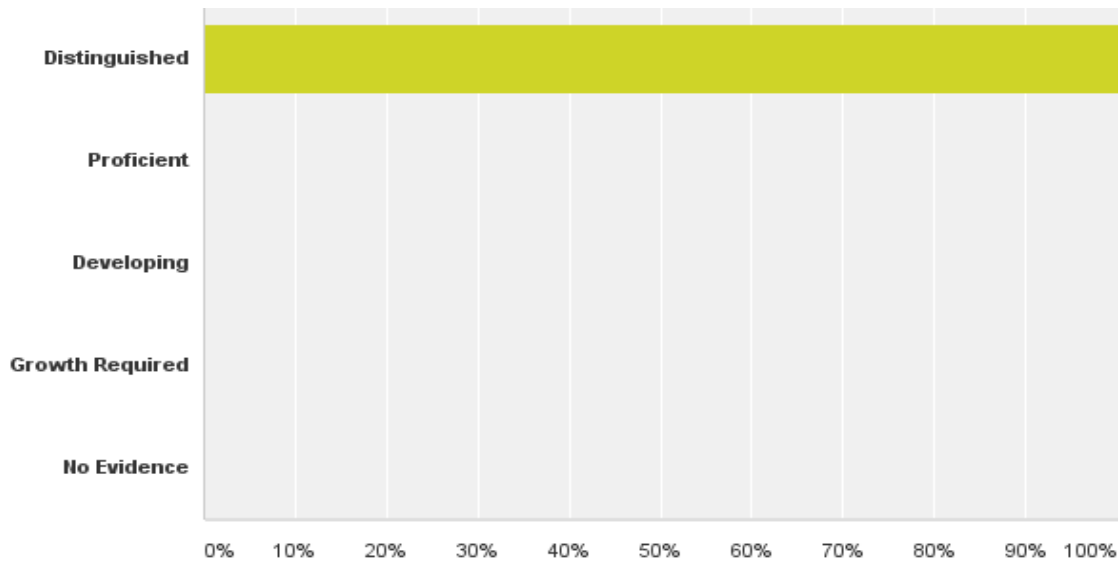
Indicator #2: The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
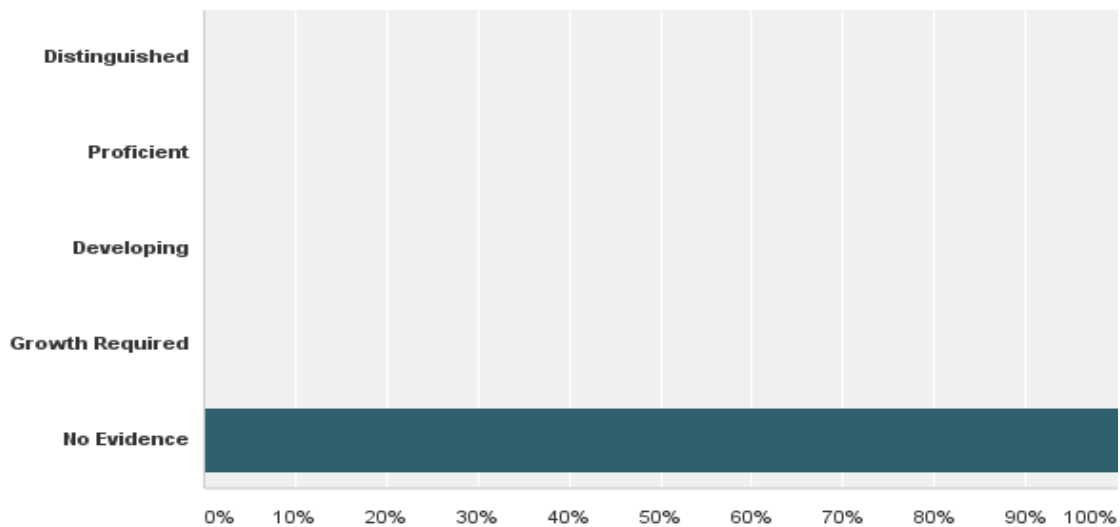
Indicator #3: The board has a process to review policies that involve cultural, racial and ethnic bias.
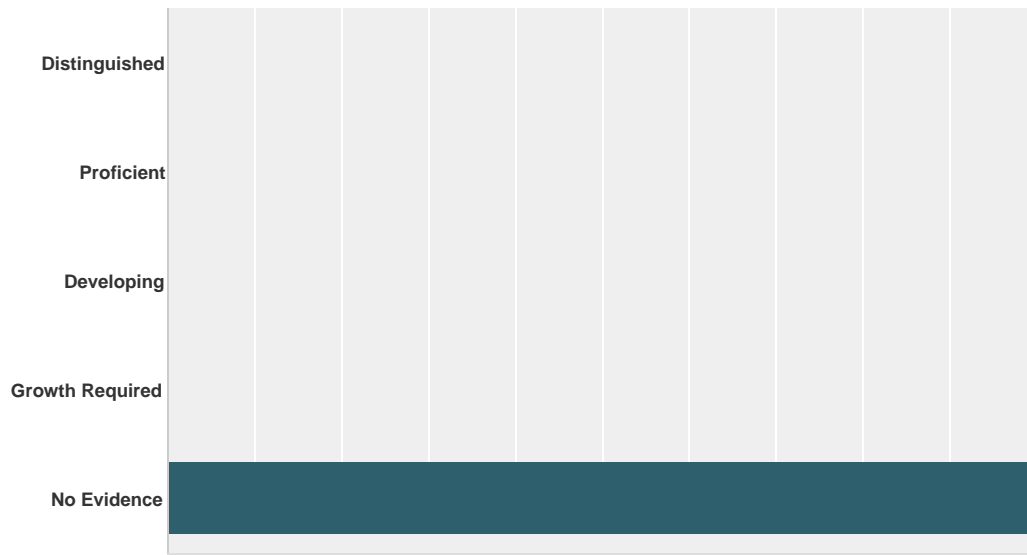
Indicator #4: Board members approach decision-making taking into account multiple cultural perspectives.
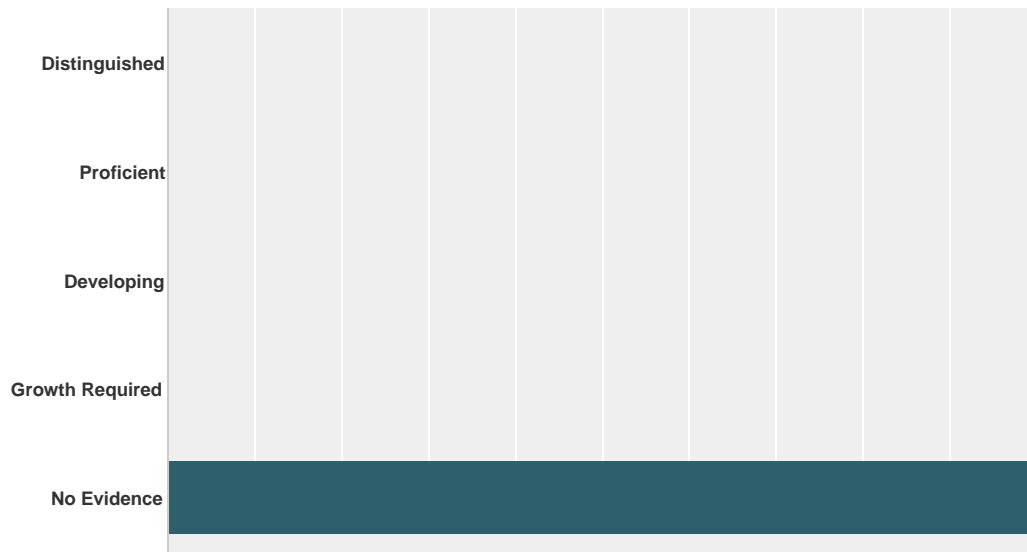
Indicator #5: The board creates a culture of acceptance for innovation that will increase student success and achievement.
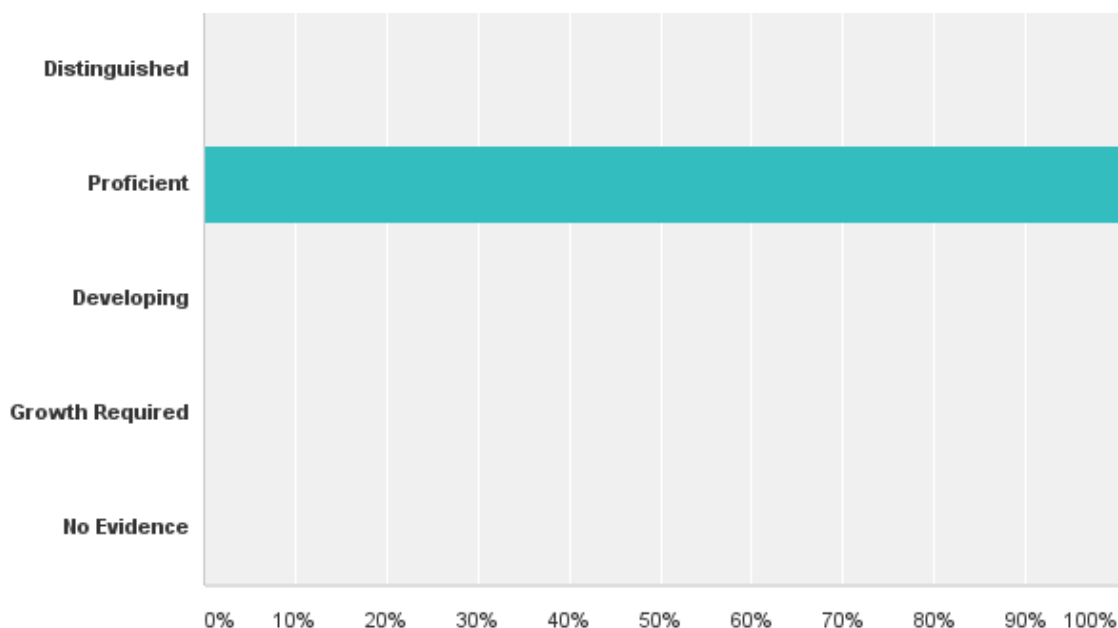
Indicator #6: A climate of caring, respect, and the valuing of students' cultures is established through board policy and goals.
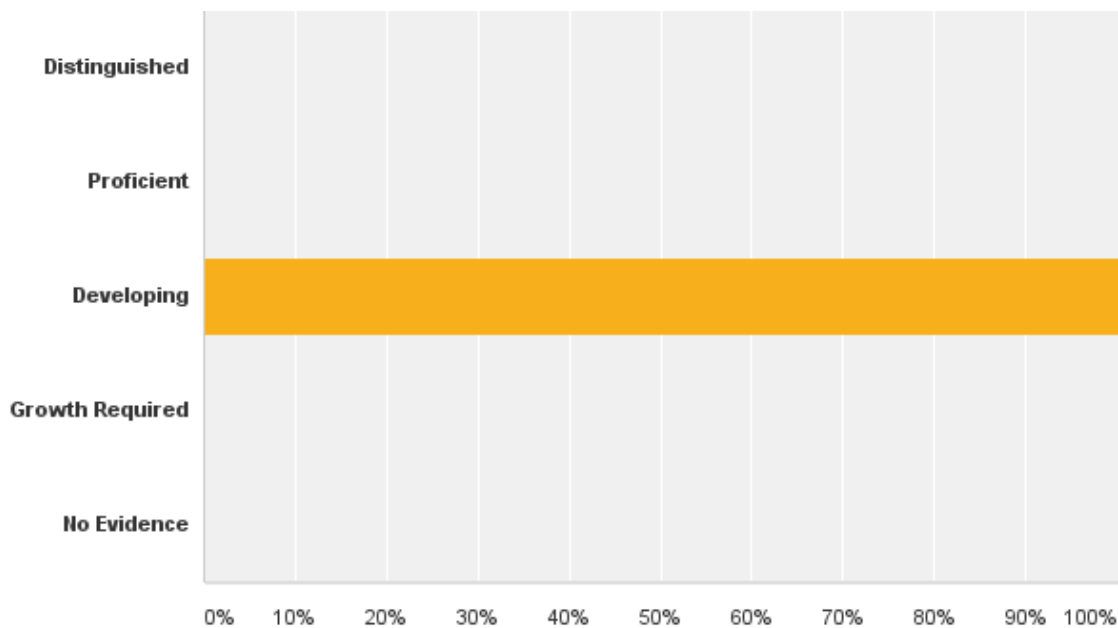
Indicator #7: The board ensures that the superintendent regularly assesses the district climate.
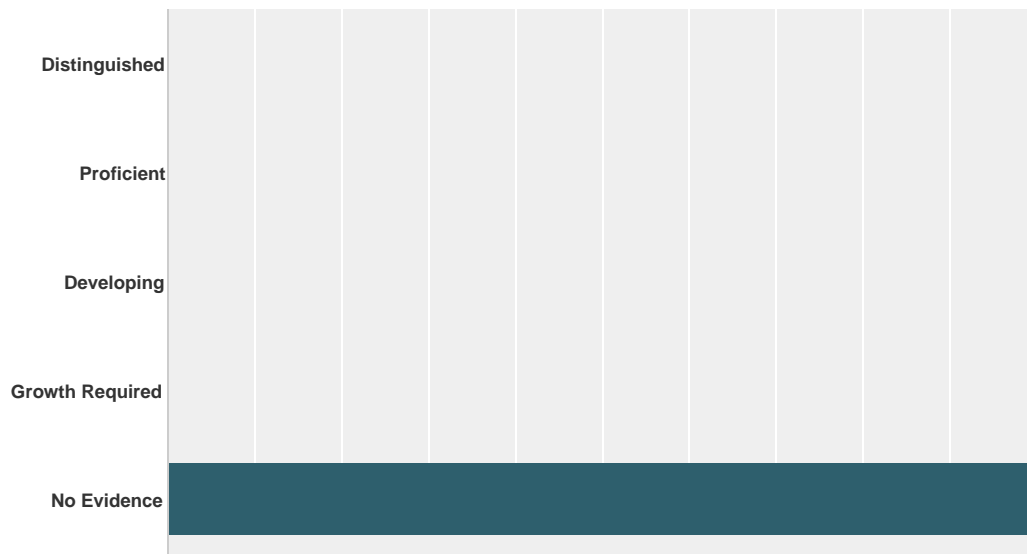
Recommendations:

The assessment indicates that the board has maintained with slight improvement in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicator 1 and positive data was observed in 2 additional indicators where previously no data were observed. Recommendations include:

1. Establish protocols when reviewing and revising policy that require the use of Balanced Governance standards as a filter for review. This would include the analysis of cultural responsiveness promoted in the procedures of the policy.
2. Consider using the Balanced Governance template and protocols when revising all District policies. See the Executive Summary for more details.

Standard #6: Learning Organizations.

A learning organization is a self-renewing professional community that supports reflection, discovery, learning, improvement, and success at all levels. Boards encourage professional development that empowers and nurtures leadership capabilities across the organization.

Indicator #1:Board policies nurture leadership capabilities across the organization.
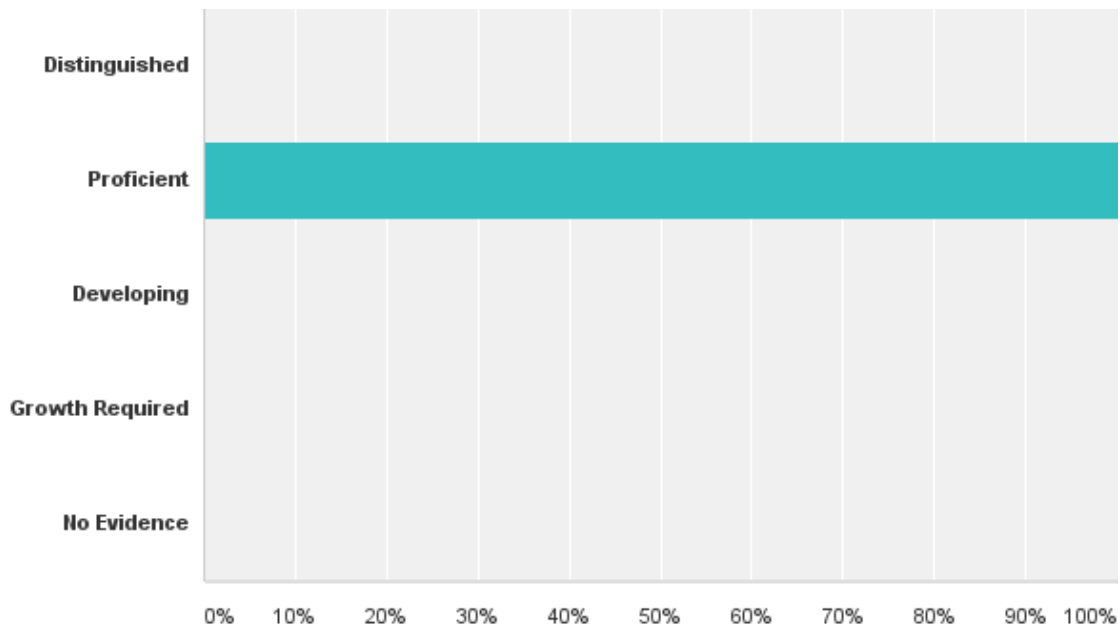
Indicator #2: The board creates and pursues opportunities to learn about research-based strategies that will ensure continuous improvement for the next generation of learners.
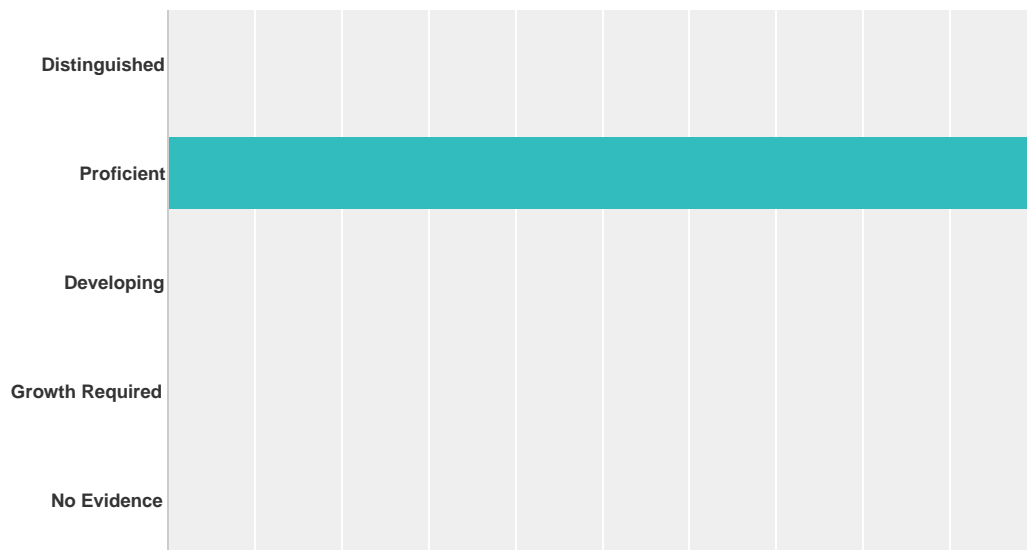
Indicator #3: Board members promote positive change through dialogue and collaboration.
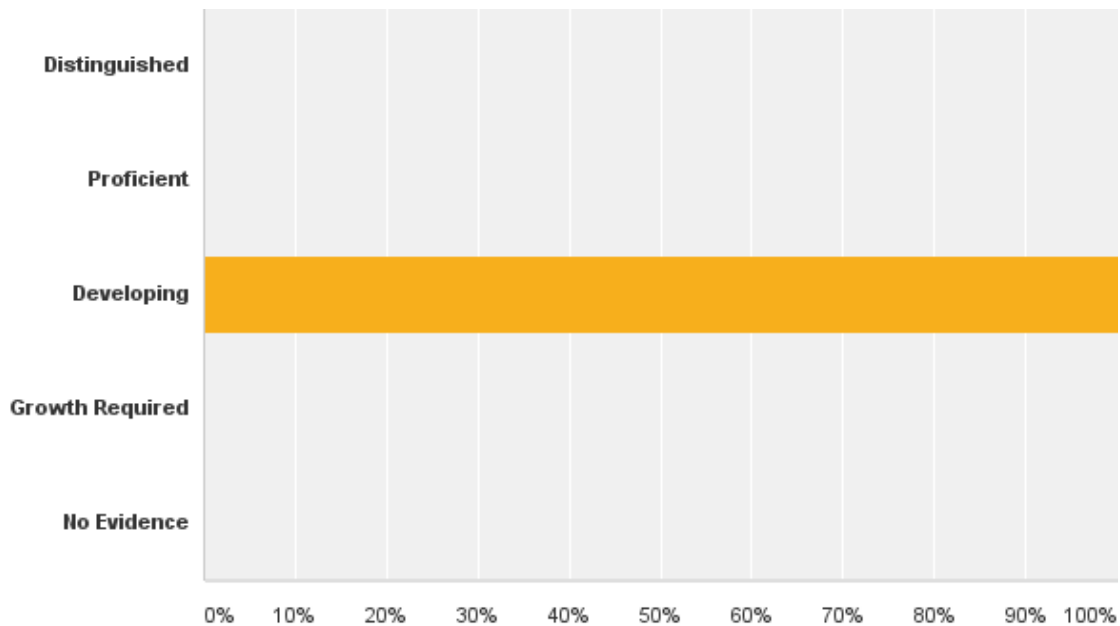
Indicator #4: The board encourages professional development that increases learning and empowerment.
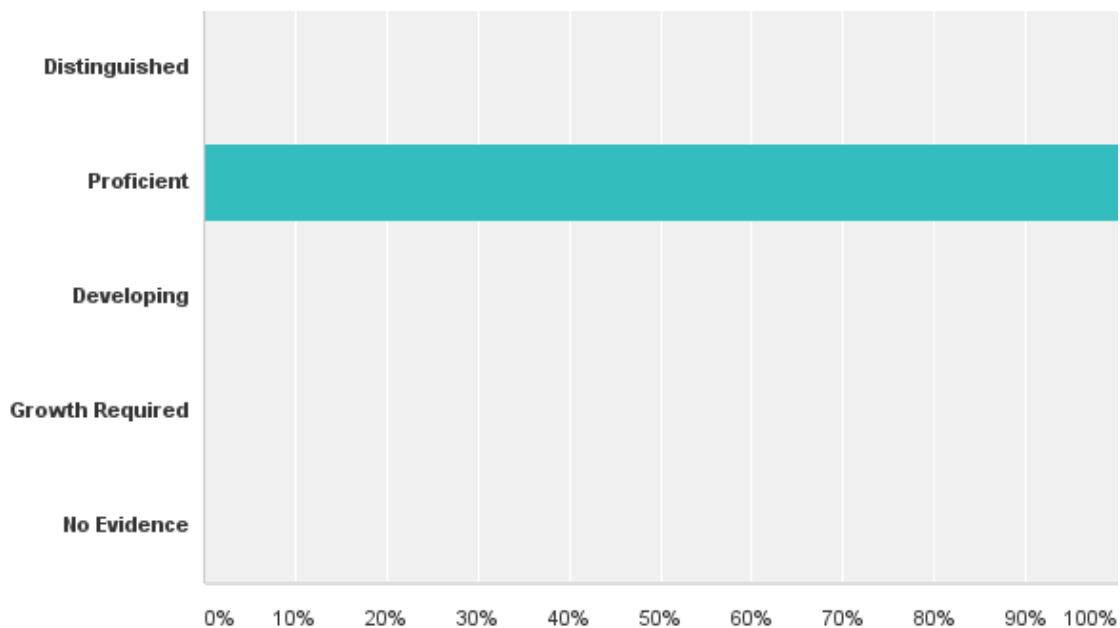
Indicator #5: The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the organization.
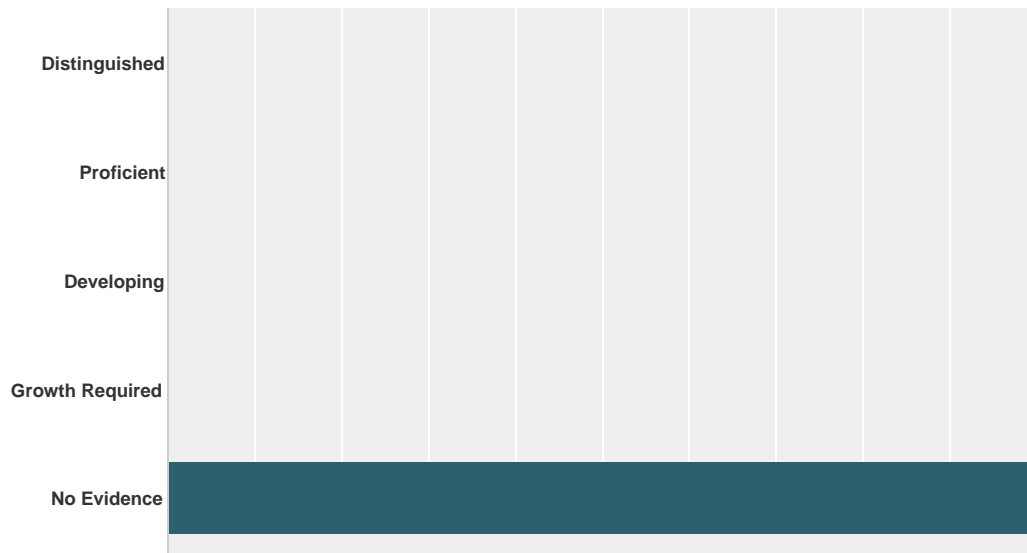
Recommendations:

The assessment indicates that the board has improved slightly in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicator 1 and positive data was observed in 2 additional indicators where previously no data were observed. Recommendations include:

1. Creating a section of the agenda for the presentation and analysis of data and discussion of goal progress on specific Strategic Goals. See the Executive Summary for specific guidelines.

Standard #7: Systems Thinking.

Systems thinking allows boards to break out of the box of single district thinking and act on an integrated view of education within and across systems and levels (e.g. K-12, Educational Co-Operatives, community college, and university). Boards that practice systems thinking open the door for collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.
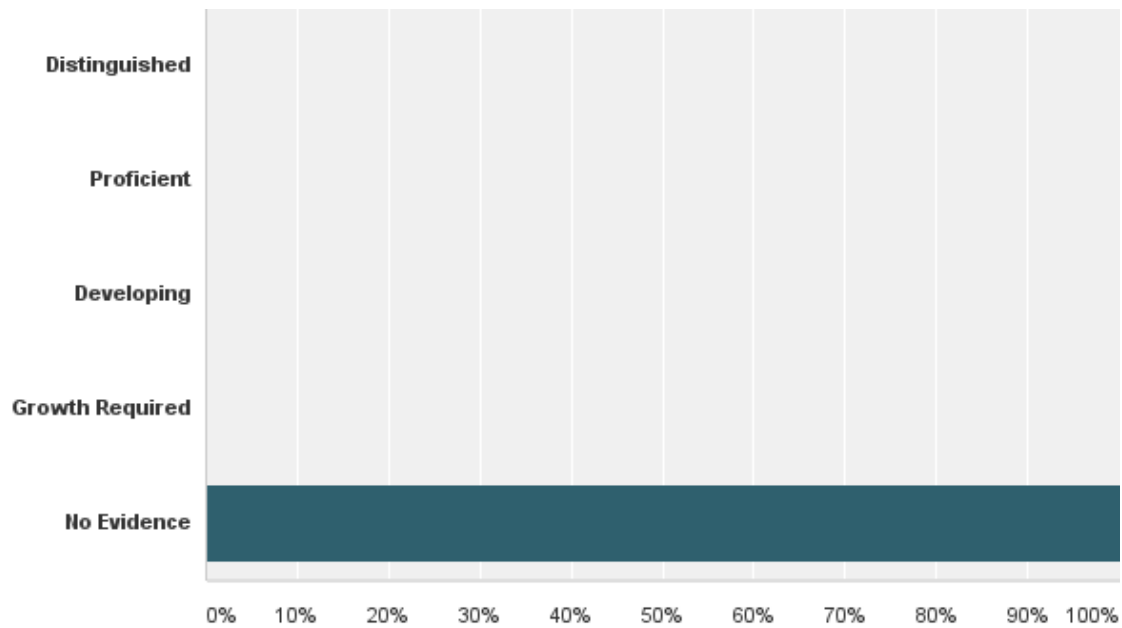
Indicator #1:The board works to avoid shifting problems from one part of the system to another.
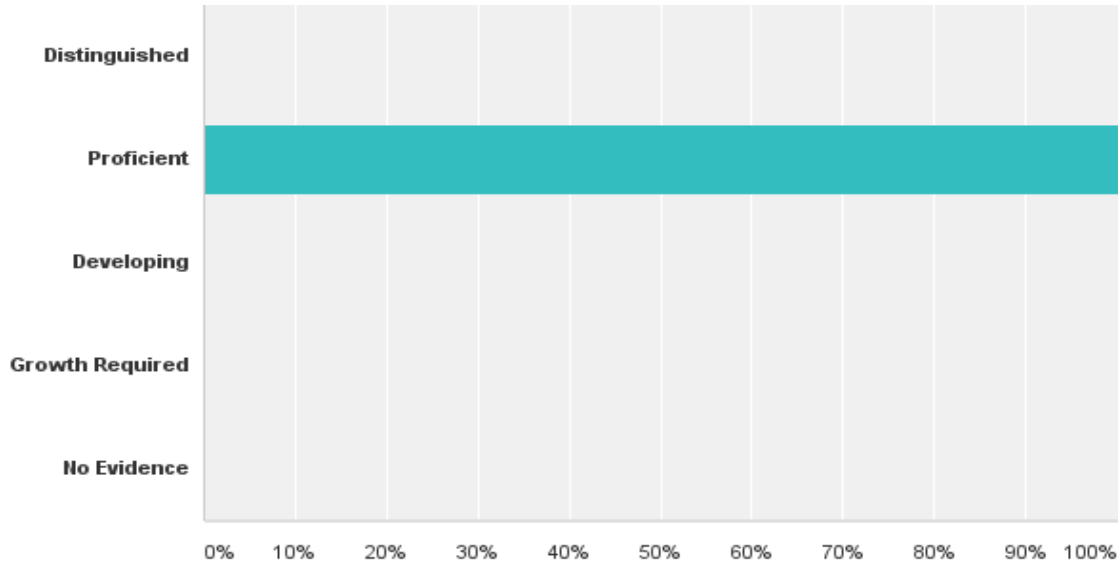
Indicator #2: The board engages in process thinking, seeing beyond the immediate situation and easy solutions.
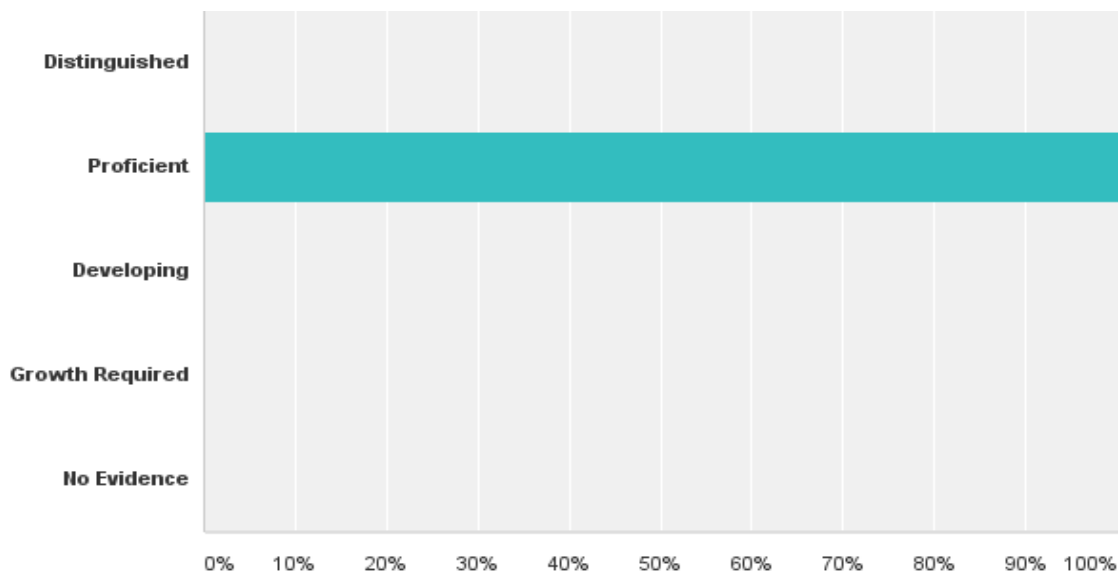
Indicator #3: The board analyzes issues for their impact on other parts of the system.

Indicator #4: The board team is solution oriented.
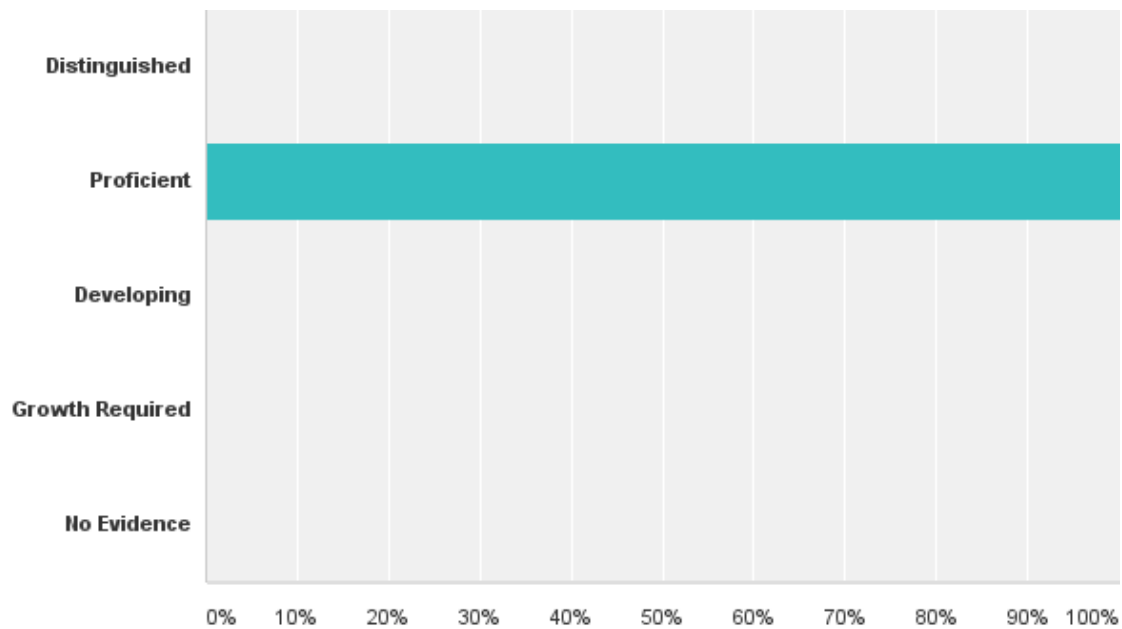
Indicator #5: The board works collaboratively with other agencies to encourage dialogue that fosters continual growth.
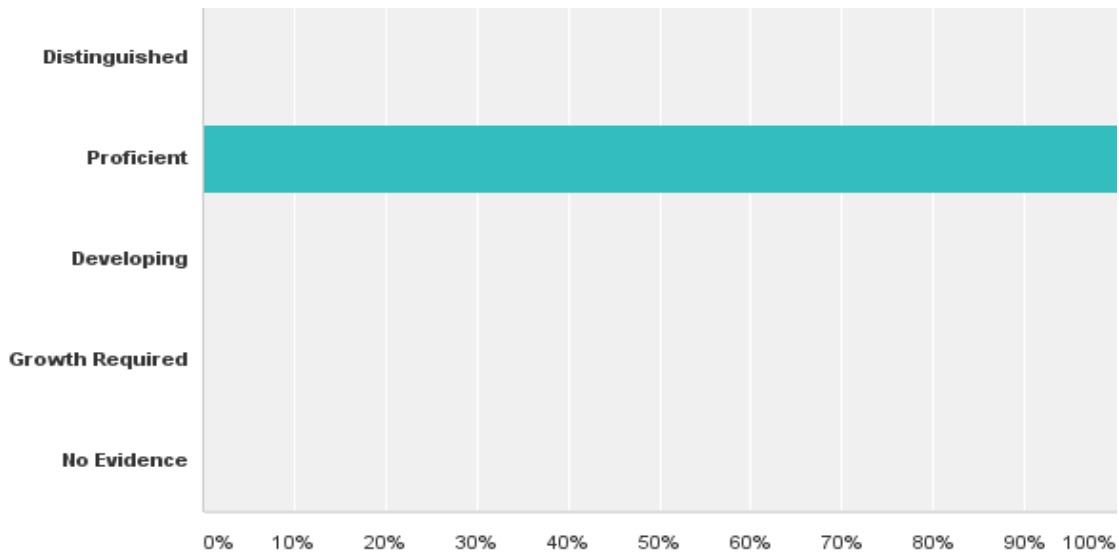

Recommendations:

The assessment indicates that the board has improved greatly in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicators 1, 2, & 4, and positive data was observed in 1 additional indicator where previously no data were observed. Dramatic gains were seen in indicators 2 and 4. The Board should continue to Meet Standard in this level.

Standard #8: Innovation and Creativity.

Innovation and creativity are assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. Innovation and creativity are not predictable, but can flourish when boards align vision throughout the organization, engage in collaborative partnerships, and encourage dialogue, new ideas, and differing perspectives.
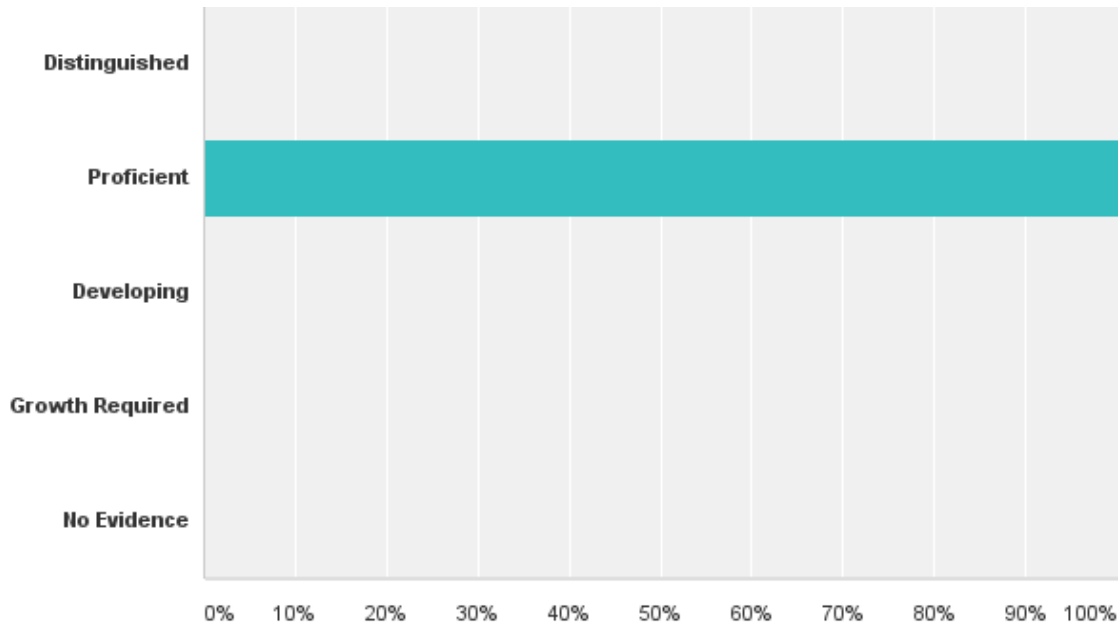
Indicator #1: Board members create time and opportunities for their own creative thinking.


Indicator #2: Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.
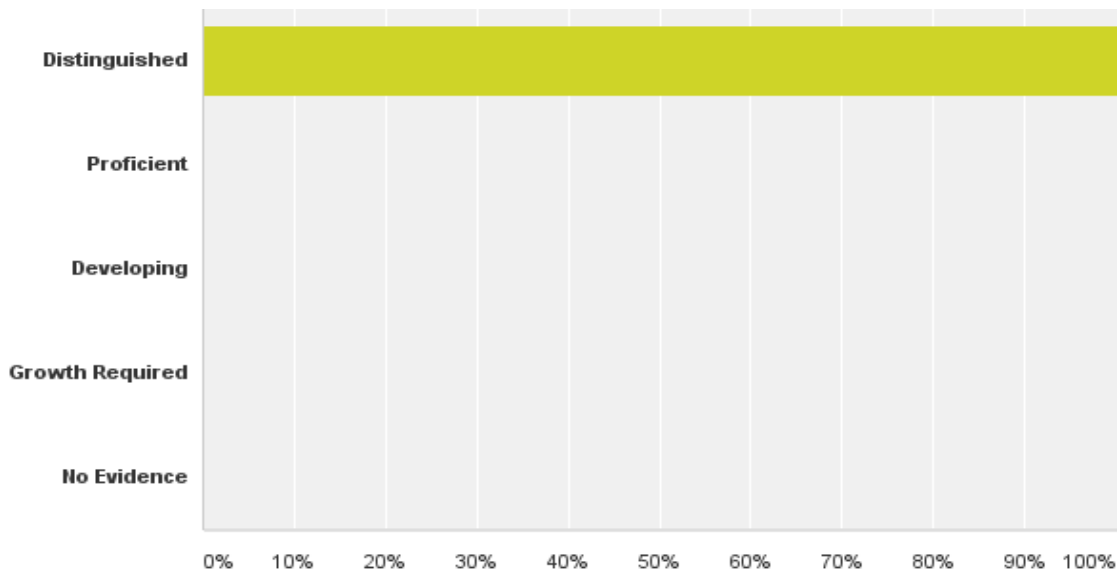
Indicator #3: The board sets meeting agendas that allow it to proactively identify and explore strategic issues.

Indicator #4: The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events.
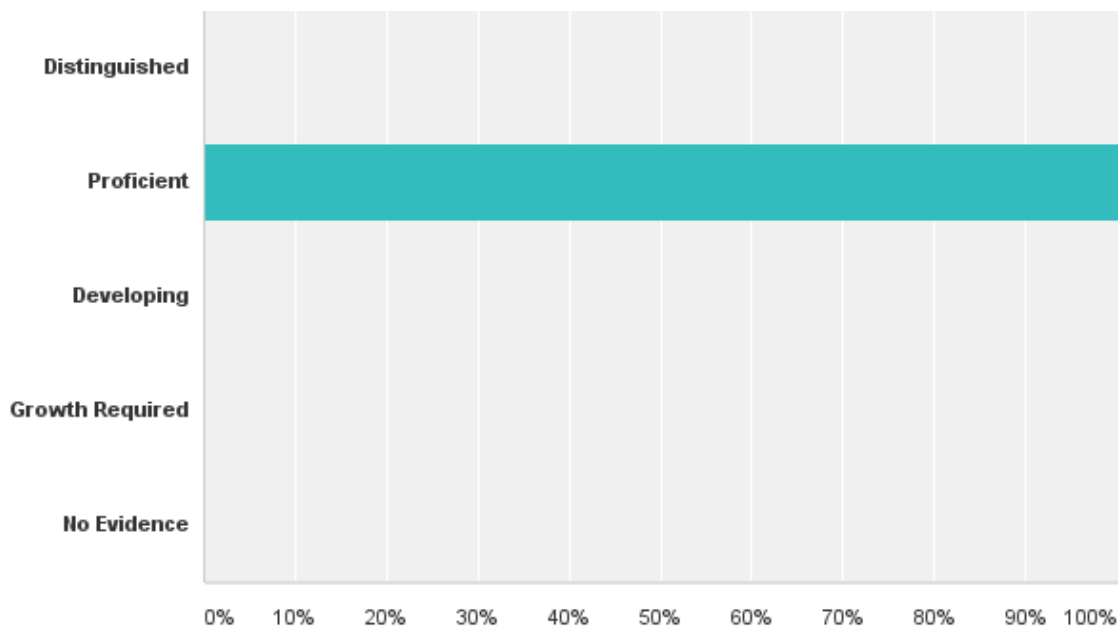
Indicator #5: The board recognizes the risk and supports creative and innovative practices at all levels of leadership.
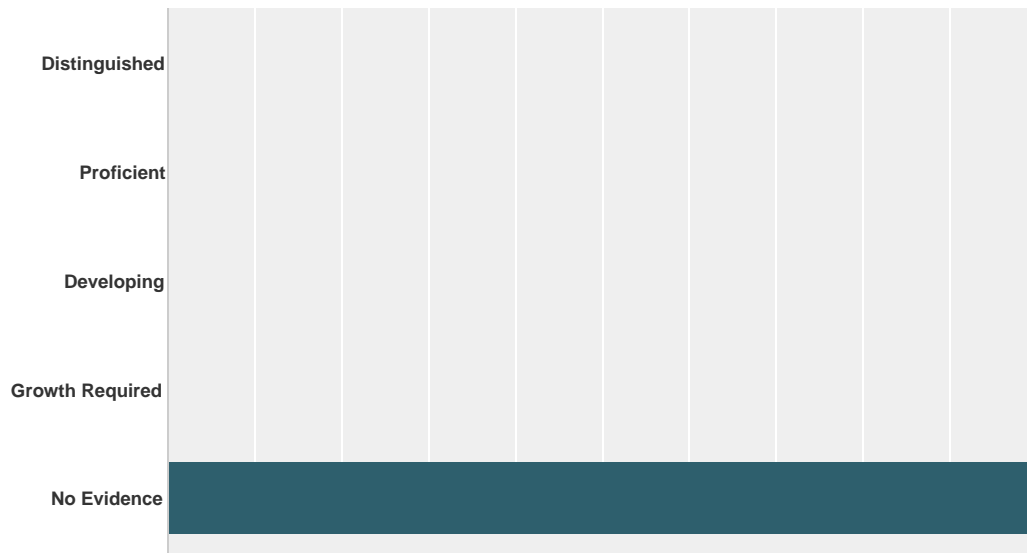

Recommendations:

The assessment indicates that the board has improved greatly in this Standard since the previous Board meeting assessment. Improvement in the ratings was seen in Indicators 2, & 3, and positive data was observed in 2 additional indicators where previously no data were observed. Dramatic gains were seen in indicator 3. The Board should continue to Meet Standard in this level.

Standard #9: Board Member Conduct, Ethics and Relationship with Superintendent.

The relationship between the board and the superintendent is a delicate one and it is essential that they have a clear, mutual understanding of their respective roles and responsibilities. Team building is an essential part of this relationship and a clear district goal will help maintain a respectful relationship.
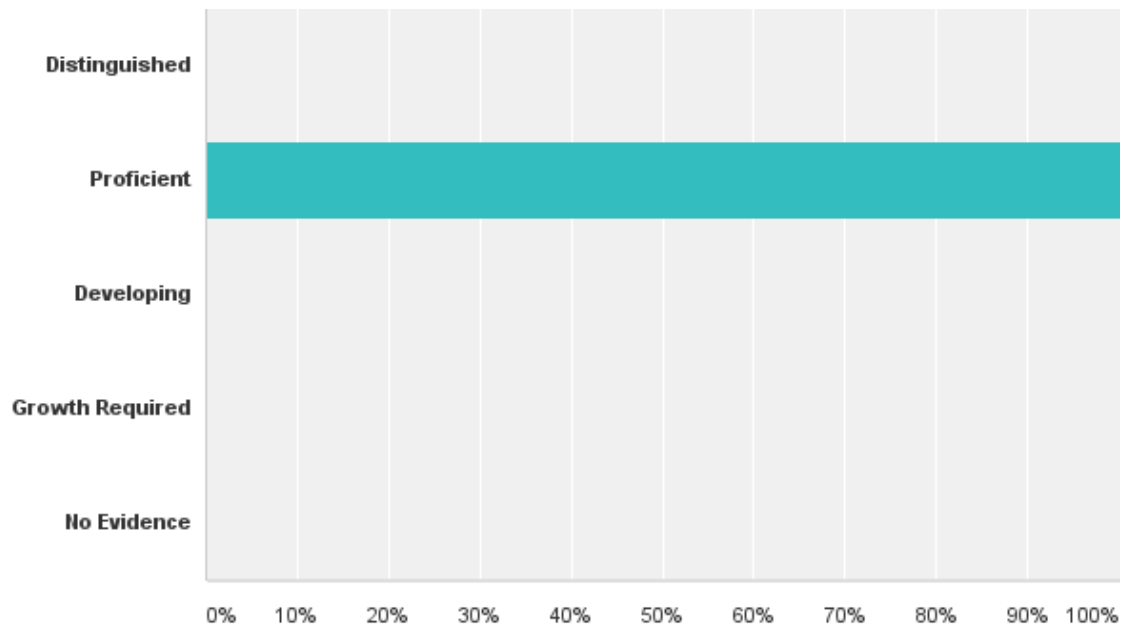
Indicator #1: Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties.
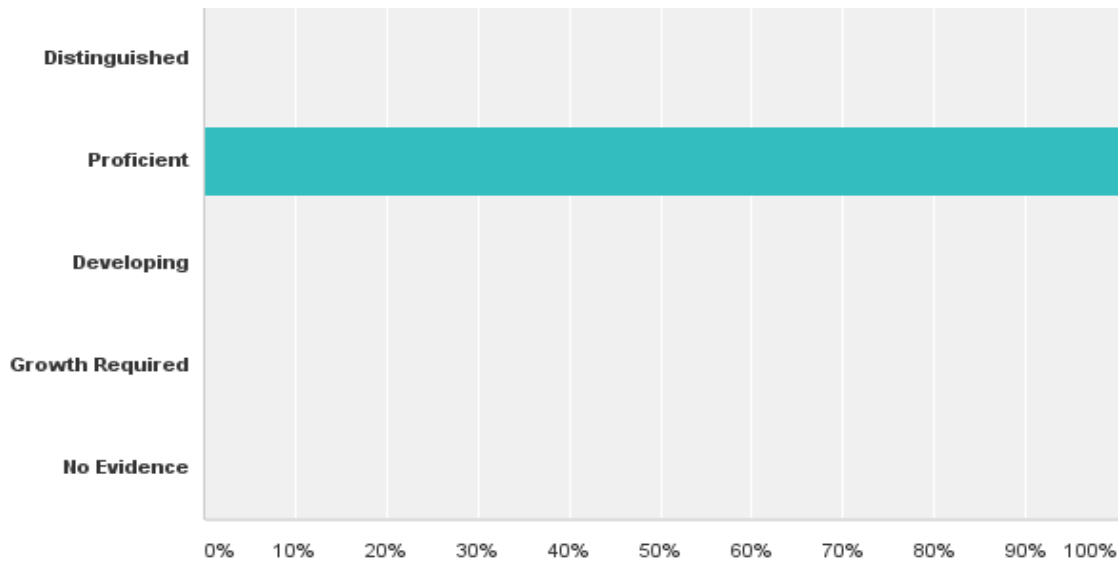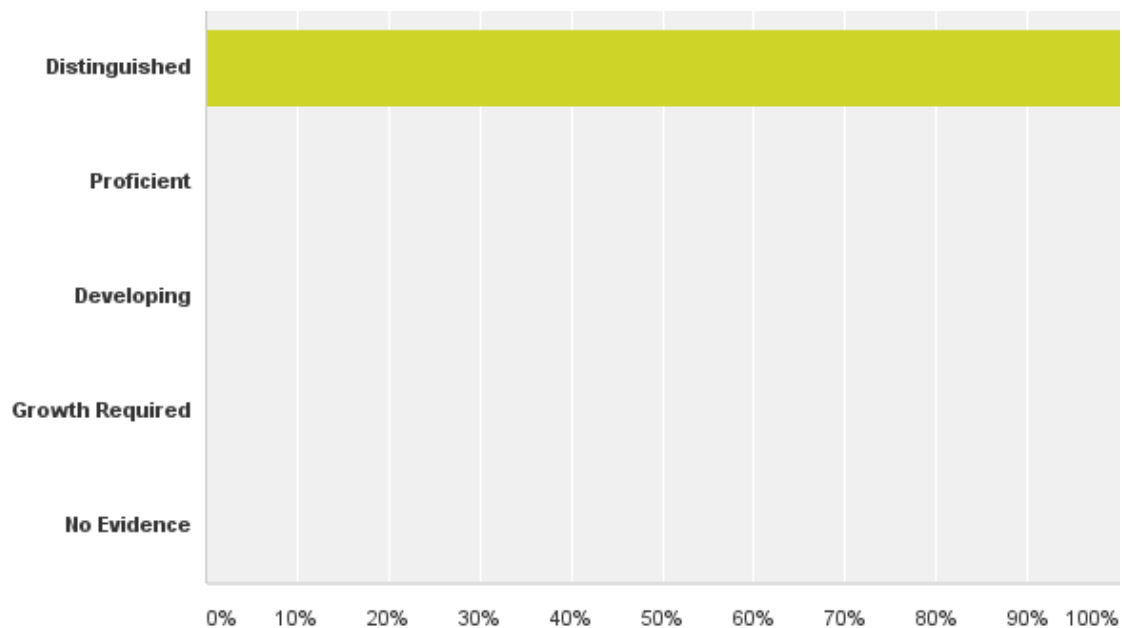

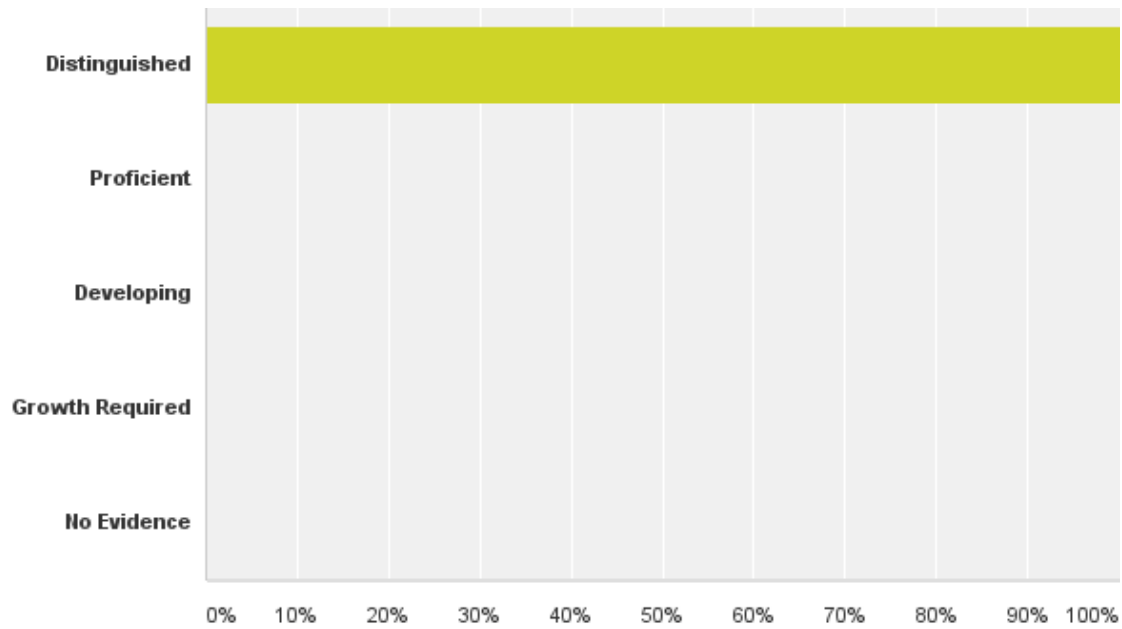## Indicator #2: The board and superintendent trust and respect one another.
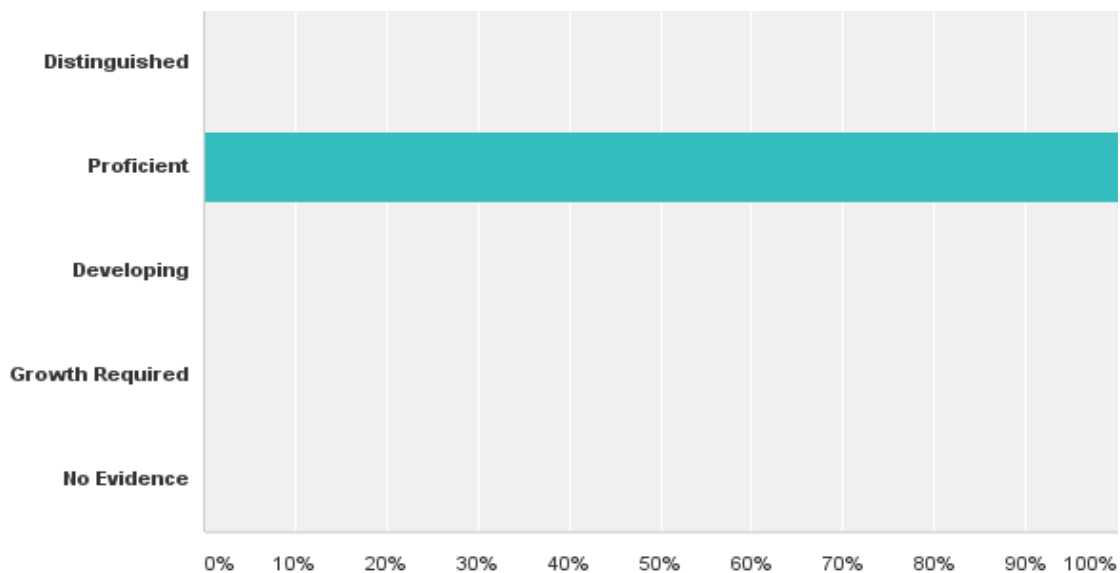
**Indicator #3: Board members represent the interests of the entire district.**

Indicator #4: Board members preserve the confidentiality of items discussed in executive session.

Indicator #5: Board members do not use their office for personal gain or advancement.

Indicator #6: Board members do not attempt to individually speak on behalf of the entire board or commit the board.
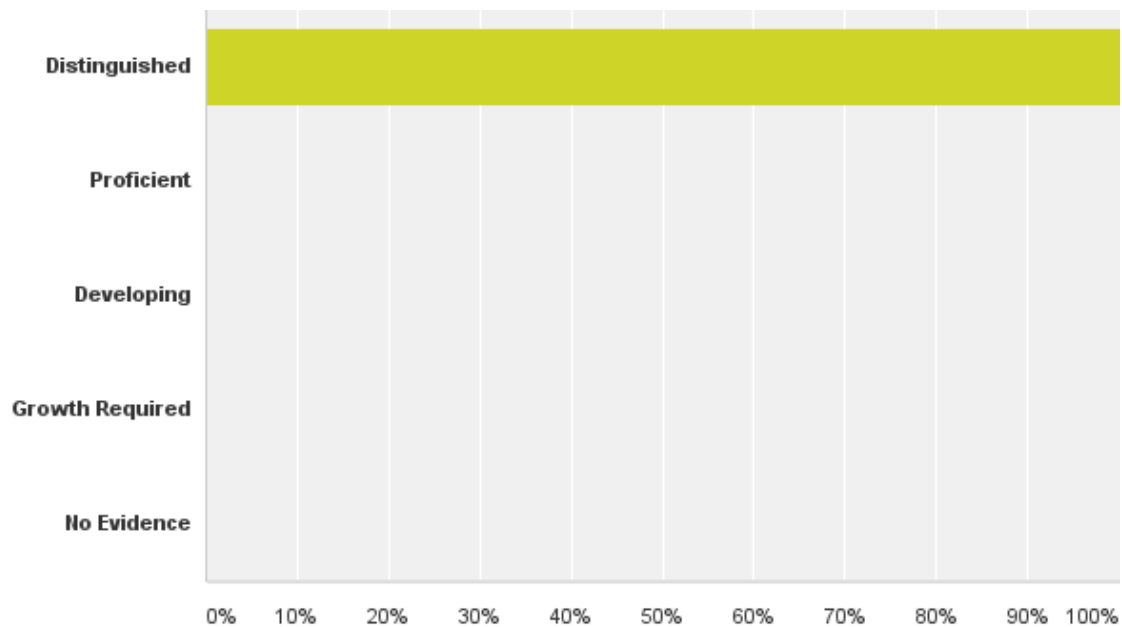
Indicator #7: Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.
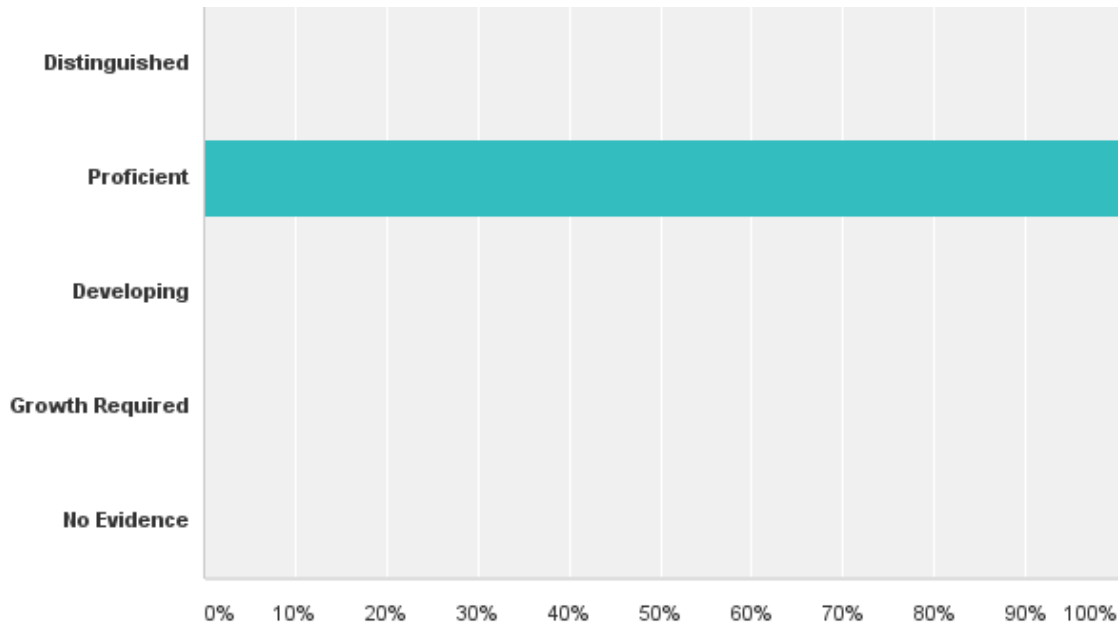
Indicator #8: The board and superintendent agree on the information needed by the board, and when and how the board receives that information.

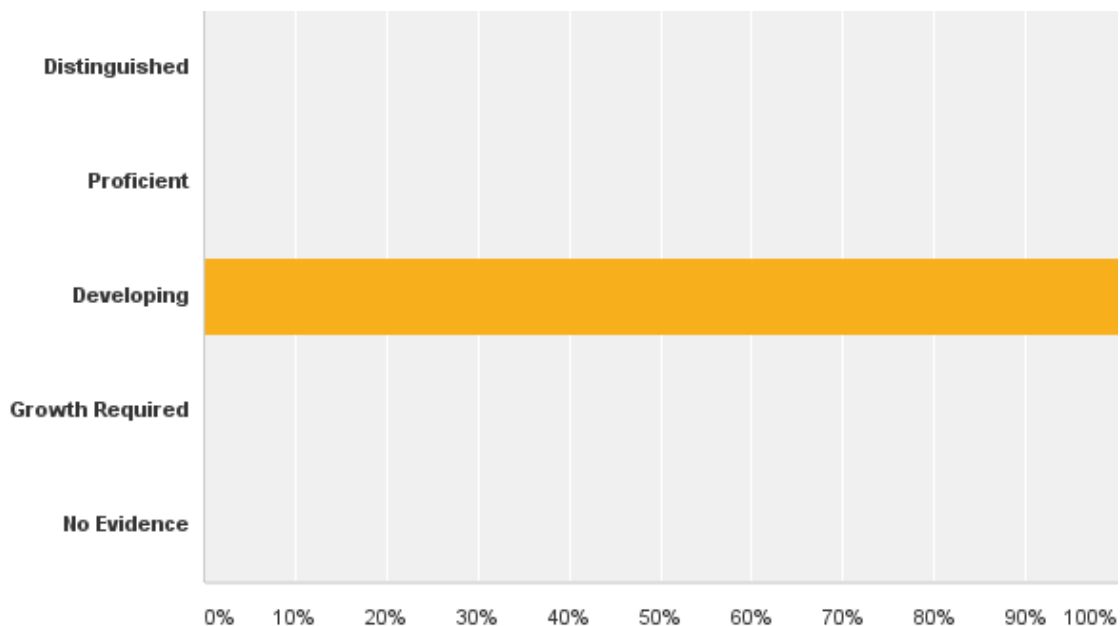**Indicator #9: The board and superintendent participate in learning opportunities as a team.**
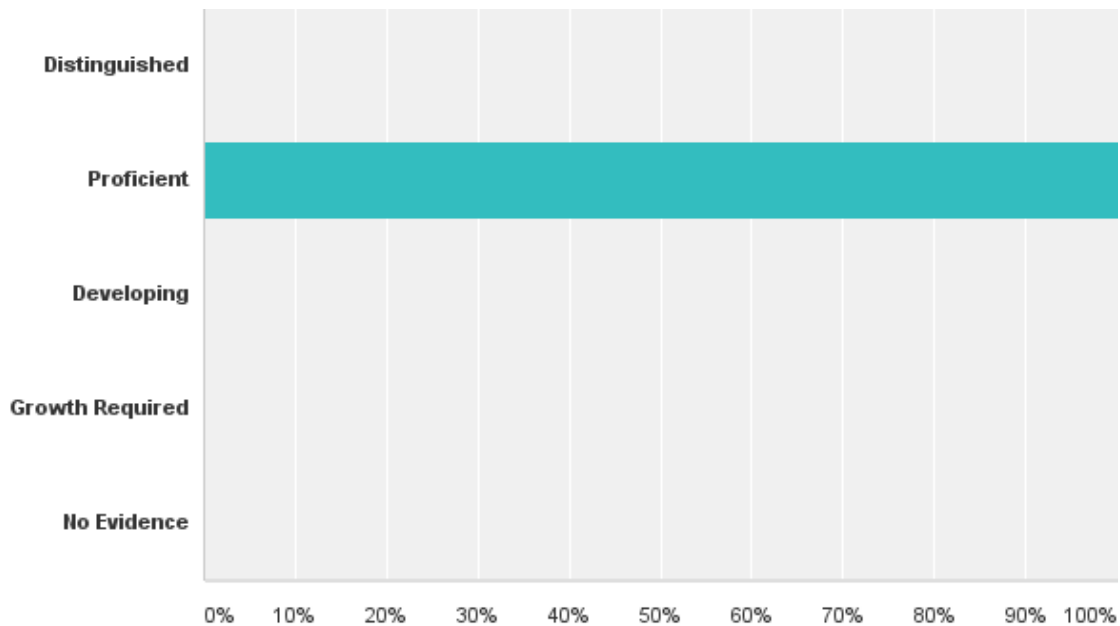
Indicator #10: Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items.

Recommendations:

The assessment indicates that the board has improved greatly in this Standard since the previous Board meeting assessment. Improvement in the ratings were seen in Indicators 1, 2, 3, 7, 8, & 9, and positive data was observed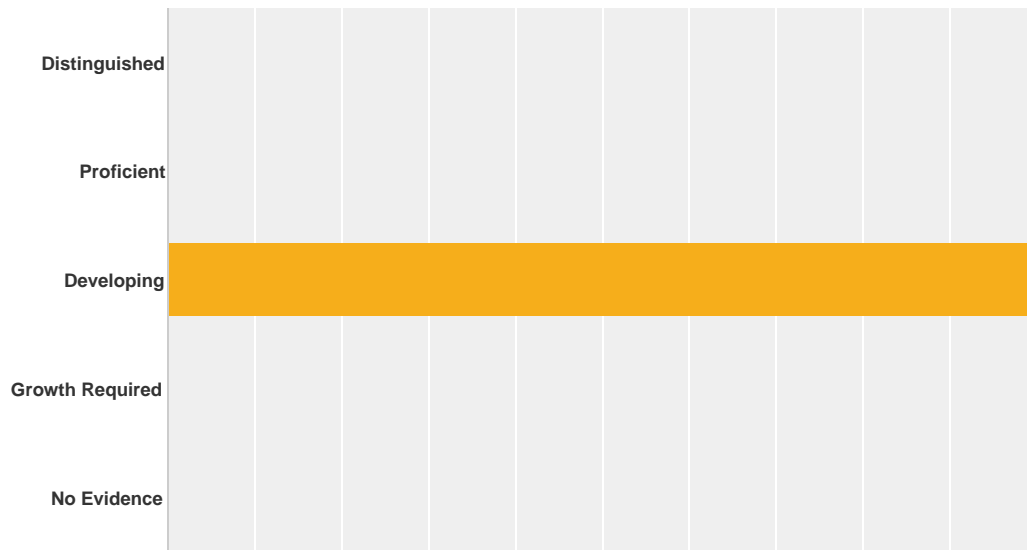 in 3 additional indicators where previously no data were observed. Dramatic gains were seen in indicators 3 and 7. Recommendations to improve Indicators 8 & 10 include:

1. Adjust presentations by the superintendent and staff to include program data, analysis, and discussion focused on Strategic Goal progress checking.
2. Review and follow the recommended Presentation Protocols as introduced in the previous Formative Evaluation Report. These included the following guidelines to be set in advance by the Board an the basic requirement of the content of all presentations:
   - Measureable outcomes identified
   - Specific data to be presented to the board
   - Frequency and time of data presentation
   - Format of data presentation
   - Link strategic goal to policy
   - Prescribed comparisons to benchmarked districts, by school, to state results, disaggregation of specified categories and other as specified in advance.

Standard #10: Budgeting and Financial Accountability.

One of the important activities in translating the educational goals of schools into reality is the adoption of a budget and making sure that the school district is fiscally sound. Boards utilize fiscal resources based on student needs and district policy and goals.

Indicator #1: Board members are knowledgeable of the district budgeting process.
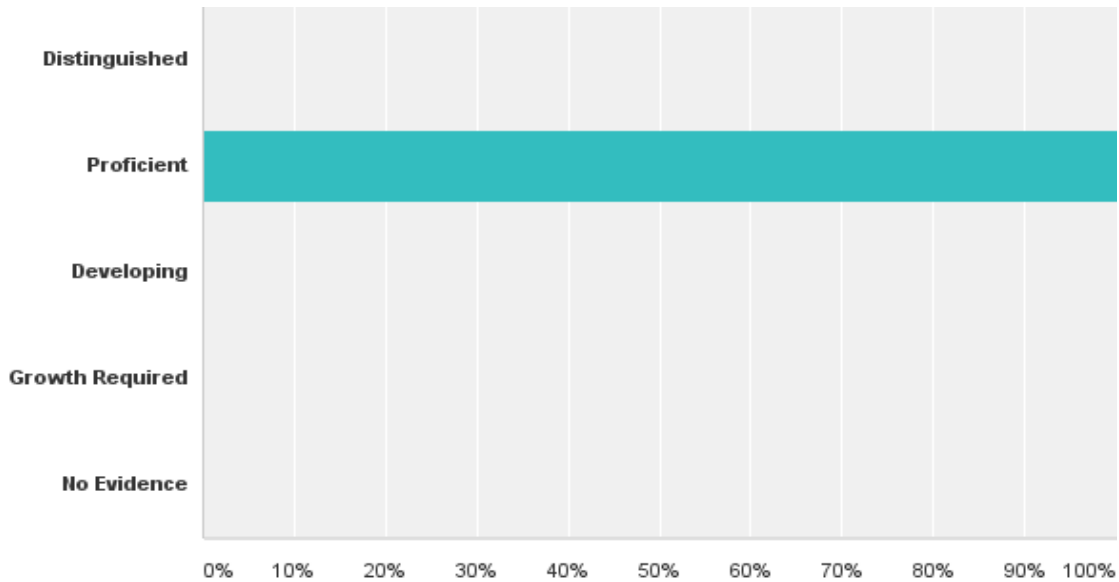
Indicator #2: Budgeting decisions are based on student needs, adopted district policy and goals, and the districts financial ability to meet those needs.
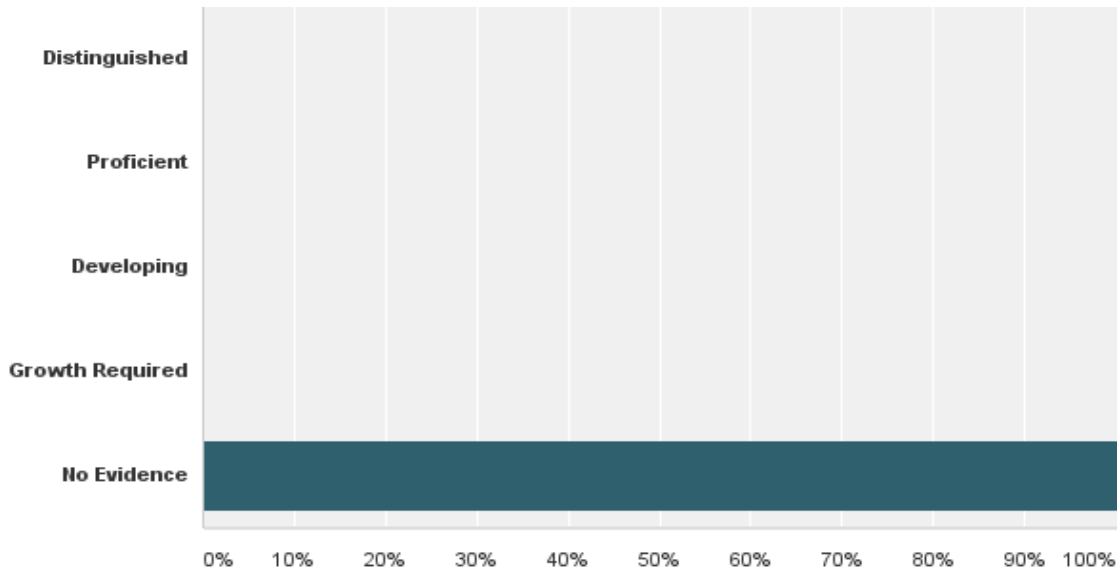
Indicator #3: Board members have a basic understanding of district revenues and expenses.
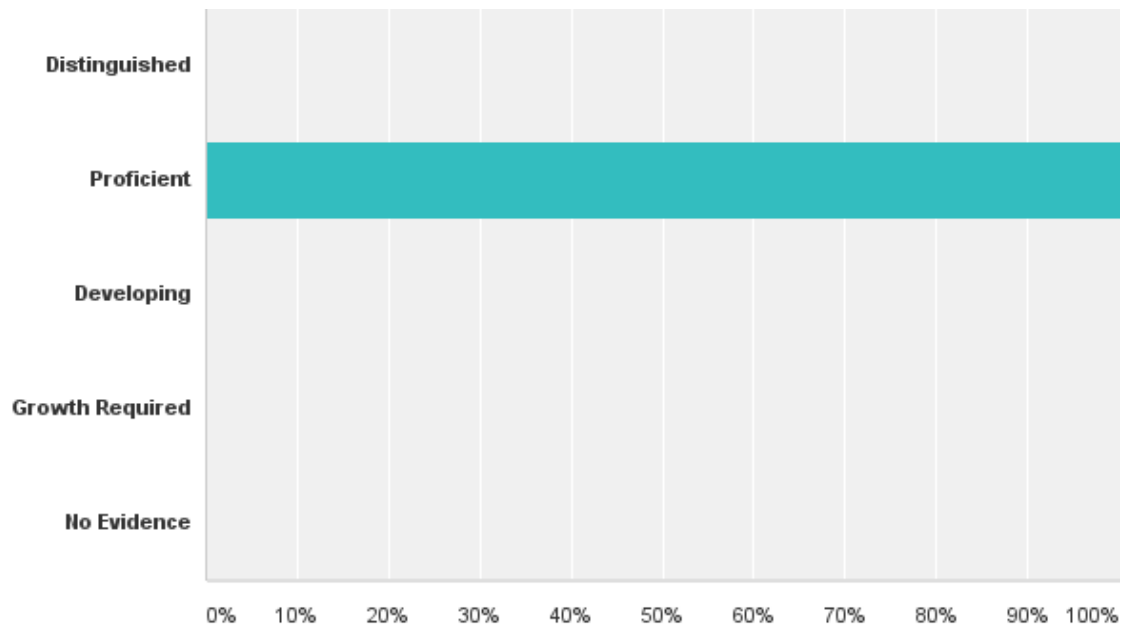
Indicator #4: The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget.
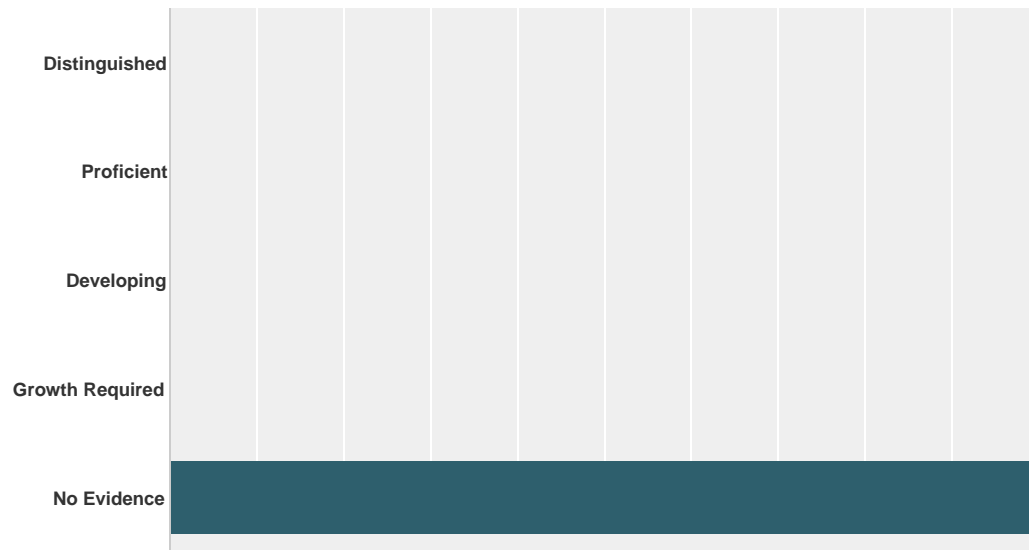
Recommendations:

The assessment indicates that the board has maintained in this Standard since the previous Board meeting assessment. Improvement in the ratings were seen in 2 indicators where previously no data were observed. Board is recommend to continue to Meet Standard in this area.

Overall Analysis

The following is a snapshot from both the survey and the audio analysis of the March 8, 2016 board meeting assessing the board's impressions, actions, and behaviors when compared to the Balanced Governance Standards.

#1. Vision-Directed Planning: Meets Standard (+)

#2. Community Engagement: Meets Standard

#3. Effective Leadership: Developing (+)

#4. Using Data for Continuous Improvement: Developing (+)

#5. Climate and Culture: Meets Standard

#6. Learning Organizations: Meets Standard (+)

#7. Systems Thinking: Meets Standard (++)

#8. Innovation & Creativity: Meets Standard

#9. Board Member Conduct, Ethics, and Relationship with Superintendent: Meets Standard (++)

#10. Budgeting and Financial Accountability: Meets Standard

In the Overall Analysis above a mark of (+) indicates that the rating increased by one category since the last Board meeting. A mark of (++) indicates a rating increased of two steps. No mark indicates no change in the category.

Effective Individual Board Member Characteristics

Goal(s):

These 10 individual board member characteristics have been linked to improving or declining student performance. They also include four core board beliefs that lead to most board member and superintendent conflict.

Research findings on school board effectiveness can be applied to individual board member characteristics and beliefs. More specifically, studies give us a clue as to the individual characteristics that are seen in stable and more effective school boards.

Board Member Characteristic	Brief Description	Practical Description	Proficiency Level
1. Role Boundaries	Understands the difference between the role of *informed oversight* and *over-reach*.	If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic.	____Growth Required ____Developing __X__Proficient (+) ____Distinguished
2. Role Orientation	An *open dialogue* orientation focuses on general interests and welcomes various viewpoints, but expects unanimous support of final board decisions. An *open debate* orientation focuses on activism and special interests, values individual viewpoints over collective consensus, and doesn't expect support of final board decisions.	The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics.	____Growth Required ____Developing ____Proficient _X_ Distinguished (+++)
3. Advocacy Focus	A *position* is often polarizing and identifies "friends" versus "enemies". An *interest* is discovered through conversation to get to shared solutions that can be applied to many students and achieved through various means.	The board member seeks to understand the multiple and varied positions of district constituents but seeks a solution that can address the common interest. For example, a board member can support a position of improving achievement for underperforming students without focusing exclusively on only one cause of low achievement (i.e. cultural insensitivity).	____Growth Required ____Developing _X__ Proficient (++) ____Distinguished
4. Student Concern Focus	Supports a *broad* focus on student concerns. A stated responsibility to insure all students are afforded opportunities to succeed. Avoids a *targeted* focus on providing opportunities for single groups of students.	The board member avoids focusing only on a narrow agenda of student issues and needs. Board member avoids focusing only on particular student demographic groups and issues.	___Growth Required ___Developing ___Proficient _X__Distinguished (++)

5. Solution Focus	The understanding that the local school district, and each school has **unique and shifting needs**; often requiring **innovative solutions**.	The board member avoids adopting standardized, one-size-fits-all programs and focuses on identifying unique district needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each district as supported by data evidence.	____Growth Required ____Developing _X__ Proficient ____Distinguished
6. Exercise of Influence	The board member understands they possess **no individual authority.** Power rests in the board as a group only.	The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established activities (sports, open house, school events).	___Growth Required ___Developing _X__ Proficient (++) ___Distinguished
7. Use of Voice	Does the board member use their voice to **tell and sell** their position or do they seek to **hear and understand** interests, and come to resolution and reconciliation.	The board member avoids over-talking to promote their own interest. They do not see communication as a competition. They promote civil dialogue with a goal to listen and discover a resolution that serves all interests.	___Growth Required _X__ Developing (+) ___Proficient ___Distinguished
8. Use of Power	**Power Over** is using your position to get your own way through threat or reward. **Power With** is using your position to ensure all voices are heard and collaborative solutions are guaranteed.	The board member uses their power to ensure that all needs are heard and that solutions meet multiple interests. They would not attempt to push only their own solutions or highlight only their own needs and interests.	___Growth Required ___Developing __X_Proficient (++) ___Distinguished
9. Decision-making Style	Decision-making can be done **individually** or can be done **collaboratively** with and through others.	The board member seeks to evaluate data to confirm issues and needs, then ensure that proposed solutions and measures fit the stated needs and goals.	___Growth Required ___Developing __X_Proficient (++) ___Distinguished
10. Motivation for Service	Board members can serve for **personal** or for **altruistic** reasons.	Board members do not run for reasons of personal ego or prestige, a need for involvement, to correct a personal concern, to replace particular school employees, or as a step to future office. Board members run to serve the community, to fulfill a democratic responsibility, and to serve all students and all needs.	____Growth Required ____Developing ____Proficient __X__Distinguished (+)

(+) = Improved 1 step; (++) improved 2 steps; (+++) improved 3 steps

(-) = Declined 1 step; (--) Declined 2 steps; (---) Declined 3 steps

Benchmark: <mark>Distinguished</mark>

Use of Voice

While many of the individual board member characteristics are difficult to measure in a single board meeting, one that was more measureable and evident was use of voice. The following chart indicates the percentage of time each board member spoke during the single board meeting.

% Time Speaking During Board Questions & Comments

Board Member	Total	Reports	General Meeting
Standard	14	14	14
Board Member G	0	17	4
Board Member F	26	19	33
Board Member E	29	10	46
Board Member D	15	18	12
Board Member C	9	13	5
Board Member B	4	8	0
Board Member A	7	15	0

Legend: Total, Reports, General Meeting
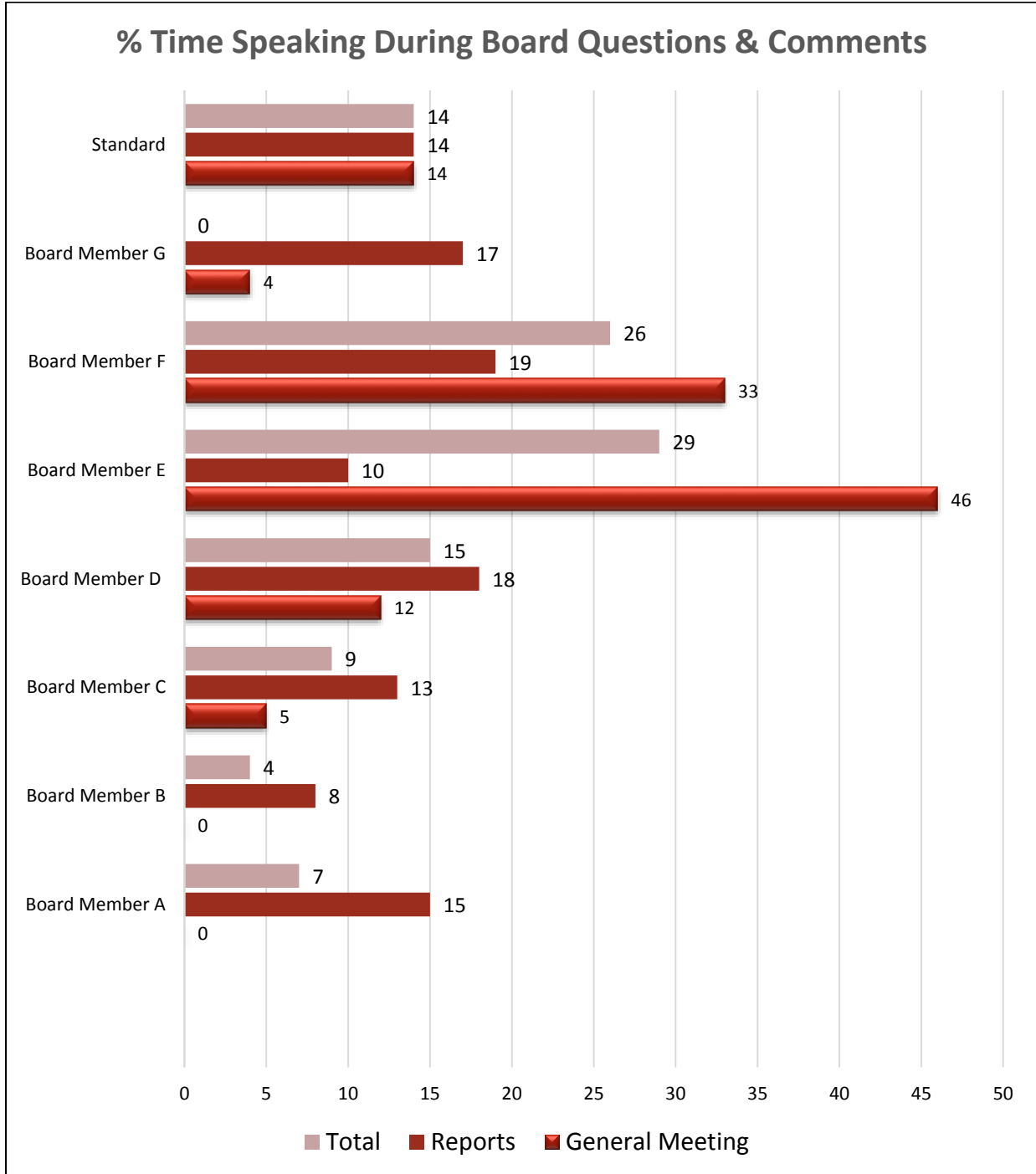
Analysis

The data must be analyzed through the context of the board's individual relationships and perceived level of access in order to draw reliable conclusions. However, on the surface it is evident that during the Board Reports, all members are sharing close to equal amounts and meeting the standard. During the regular meeting (not counting Board Reports), 3 of 7 board members dominate the board time, using 91% of the available discussion time. Indeed, aside from the Board Report time, Board members A and spoke for 0 minutes, and Board members C, & D for only 1:12 minutes and 54 seconds respectively. An important note is that the Board Chair typically speaks the most in a board meeting, in order to facilitate the meeting. However, the minutes reported above do not factor in Board Chair facilitation talk, but only additional comment and question time.

In terms of an analysis of the Individual Board Member Characteristics, this Board meeting demonstrated a remarkable improvement in displaying stabilizing characteristics. Board members improved in 9 of the 10 Characteristics and make 16 steps of improvement.

Recommendation

The board chair should continue to use Robert's Rules to conduct board meetings as established in governance policy 1.45, and continue with their new agenda structure and focus on discussing instructional matters, and goal progress checking. The Board Chair is facilitating the meeting well. Board members are all given equal opportunity to speak but some are choosing not to contribute as much. The Board could balance Board Member comments and questions even more by adding more time in the regular meeting for Board members to review, analyze, and discuss data and details that describe programs and progress toward Strategic Goals. This will provide more opportunity for all Board members to join in the discussion.

Further Reading

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