



**LIBERTY SCHOOL DISTRICT No. 25  
Governing Board Minutes for Work Study Session**

**TIME:** November 5, 2018 – 4:00 PM

**PLACE:** Las Brisas Academy Theatre, 18211 West Las Brisas Drive, Goodyear, AZ 85338

**I. OPENING MEETING**

1. Mr. Paul Jensen, Governing Board President, called the Work Study Session to order at 4:23 p.m. Governing Board members constituting a quorum were present: Mr. Mark Aguire, Mrs. Yolanda Lopez-Bearden, and Mrs. Kathy McNamara.
2. Pledge of Allegiance was led by Mr. Aguire.

**II. WORK/STUDY SESSION**

1. Governing Board Self-Evaluation facilitated by Julie Bacon from Arizona School Board Association. A summary was provided by Nikkie Whaley and Julie Bacon, facilitators from the Arizona School Board Association. See attached.

**III. ADJOURNMENT**

On a motion entered by Mrs. McNamara/Mr. Aguire and by unanimous vote the Work Study Session ended at 6:11 p.m.

Signed:

Date:

December 10, 2018

## Summary

ASBA facilitated and board study session for Liberty ESD on November 5, 2018. The purpose of the retreat was to review the results of the board self-evaluation and to identify areas for improvement or board goals. The Facilitator sent out a link to ASBA's Board Self-Evaluation Tool to all board members and the superintendent. At the time the evaluation reports were printed, all 5 surveys were complete. All 4 board members and the superintendent were present at the session. Below is an outline of what was discussed.

**Expectations\***-The team came up with the following expectations or norms for how they will engage during this session. They could be adopted (and expanded on) as general board norms.

- Be open-minded and look at the facts
- Listen without judgement; seek to understand the perspective of others
- Reflect on our past actions, learn from the past and make corrections for the future
- Ask clarifying questions when something does not make sense, or you are uncertain of what is being said.
- Assume positive intent of others. We are all here to do good.

\*(Disclaimer: these are not the exact phrases we had down—they are a general representation)

## Objectives

- Review reason for and purpose of self-evaluation (See PowerPoint included in email)
- Review board self-evaluation report (See Report included in email)
- Identify district areas for improvement and board goal areas for the upcoming year

## Review Board and Superintendent Roles and Responsibilities:

Some important concepts to remember when developing board goals:

- **The board has one employee: the superintendent and the superintendent has one boss: the board (collectively).** This means that board members should not direct the actions of any other staff in the district and should work through the superintendent. It also means that the board supervises the superintendent. Individual board members do not have the authority to direct the superintendent without the will of the majority. While individual board members may make requests for information or suggestions, the superintendent has the authority to refer any projects or requests that may take significant time back to the board to determine if it is needed.
- **The board determines the “what” and superintendent determines the “how”.** The board works to set the vision and values of the district and establishes key goals for the district, in consultation with the superintendent. The superintendent determines how to go about meeting these goals. In short, the board views things from the 30,000-foot level while the superintendent looks after the day to day.
- **Ultimately, the board is responsible for ensuring students are succeeding.** While success can be measured many ways, effective boards ask questions to ensure that the policies, goals and budgets they adopt are being implemented in a way that supports students and outcomes.

### **Review of the Board Self- Evaluation Report:**

The team reviewed the self-evaluation report which is broken down into 5 key pillars of board governance. Each pillar has associated benchmarks of success (see Board Self-Evaluation Report). The facilitator assisted the team in identifying key areas that stood out to them as areas of opportunity and worked through a process of narrowing those down into several goal areas.

### **Summary of Report:**

#### Standard 1: Conduct and Ethics

Four questions in this standard identified by participants for further discussion and the number who identified it included:

- Q6:1
- Q7: 3
- Q9: 1
- Q21: 1

#### Standard 2: Vision

One question in this standard identified by participants for further discussion and the number who identified it included:

- Q28: 1

#### Standard 3: Structure

Six questions in this standard identified by participants for further discussion and the number who identified it included:

- Q34:1
- Q36: 2
- Q40: 1
- Q42:1
- Q44: 3
- Q48: 1

#### Standard 4: Accountability

Three questions in this standard identified by participants for further discussion and the number who identified it included:

- Q62: 3
- Q63: 1
- Q64: 3

### Standard 5: Advocacy

One question in this standard identified by participants for further discussion and the number who identified it included:

- Q70: 1

Each member was able to share why they selected specific questions. During this process some common themes emerged.

- **Structure:** Better understand polices, protocols and methods of evaluation for key of the district operations
- **Accountability:** Assess for alignment between district and school level goals
- **Conduct & Ethics & Advocacy:** Community engagement- What more can be done?

### **Identifying Goals:**

Each member was able to share why they selected specific questions Through discussion and consensus, the team narrowed their focus on the following questions as goal areas:

1. Q7: Follow a defined process for gathering input prior to making critical decisions.
  - a. Discussion points
    - i. Former board did things but why was not understood
    - ii. Having a decision-making process, a checklist of needed information that is consistent could help unify the board on how they decide
  - b. Follow up
    - i. Kathy and Paul will work with Dr. Shough to draft a goal and some possible criteria to bring before the board for discussion and adoption.
2. Q36: Have policies for evaluating staff based on student success
  - a. Discussion points
    - i. How do we ensure staff is providing what is needed for student success?
    - ii. What is student success? How will we define it?
  - b. Follow up
    - i. Dr. Shough will take the lead and work with the board to discuss how this is currently done and if changes need to be made.
3. Q44: Have a long-term facilities plan in place for construction and maintenance.
  - a. Discussion points
    - i. Former administration did not provide enough information around facilities and demographics to allow understanding of the process
    - ii. Seem to be no plan in place- reactionary
    - iii. No long-term plan in place and it is needed given expected growth
  - b. Follow up
    - i. Mark and Cathy will work with Dr. Shough to draft a goal and some possible criteria to bring before the board for discussion and adoption.
4. Q62: Regularly evaluate and adjust resources and strategies for closing the achievement gap to maximize their effectiveness.

## Recap of Liberty Board Study Session 11/5/18

- a. Discussion points
    - i. Lack of resources and resource allocation needs to be discussed
    - ii. Previous administration did not inform board of budgets and of how students were doing in a disaggregated way to identify gaps and where resources were allocated
  - b. Follow up
    - i. Yolanda and Paul will work with Dr. Shough to draft a goal and some possible reports/ information and timeframes for review to bring before the board for discussion and adoption.
5. Q64: Model cultural, racial, and ethnic understanding and sensitivity.
- a. Discussion points
    - i. Data has shown discipline disparities
    - ii. ELL students' needs and cultural competency in district
    - iii. Hear different perspectives, board was not unified on this question. Want to hear how we can be
  - b. Follow up
    - i. Yolanda and Mark will work with Dr. Shough to draft a goal and some possible actions to bring before the board for discussion and adoption.
6. Strategic plan: It was discussed that the district needs an updated strategic plan and Dr. Shough has already started the process which the board will participate in

### **Board Next Steps:**

1. Discuss a strategy and action plan for meeting each goal.
2. Broadly share board goals with community and district
3. Monitor progress on identified goals

### **Please reach out to ASBA if you want assistance with the following:**

1. Action planning around goals
2. Policy Review
3. Team Transitions
4. Communications/ public relations strategies



# School Board Self-Evaluation

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*School District and Evaluation Year*

LIBERTY ESD

2018

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# School Board Self-Evaluation Framework for Governance

The School Board Self-Evaluation results reflect the collective responses of the board team (board members and superintendent). These results build a profile of the board's work in five standards or "Pillars"(Vision, Structure, Accountability, Advocacy, Conduct and Ethics) of board practice proven to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

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## Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

### *Step 1: What do you see?*

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

### *Step 2: What does the data suggest?*

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper

### *Step 3: Identify goal areas from the lists generated.*

### *Step 4: Build two to three goals using the S.M.A.R.T. goal framework.*

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- Indicates or signals change
- Indicators can be assessed or observed
- Examples include:
  - Measurements
  - Specific activities
  - Behavioral change
  - Shift or reallocation of school district resources



# School Board Self-Evaluation

The Arizona School Boards Association (ASBA) believes that high functioning school boards have a positive impact on the learning and development of each student. ASBA strives to provide exceptional services to boards with the goal of strengthening governance practices of school boards across our state. To that purpose, we are offering a Board Self-Evaluation Tool, adapted from the Washington State School Directors' Association Board Self-Evaluation, to provide data to boards that guides goal setting for continual improvement.

The Self-Evaluation results reflect the collective responses of board members; building a profile of your board's work in five pillars of board practice proven to support student achievement.

The Self-Evaluation Survey Tool and Basic Report are provided as a service from ASBA at no cost to your district. If your Board team wants to dig deeper into the School Board Self-Evaluation data, for a small fee, ASBA provides can provide one of the following services:

- Data Review: During this 1-2 hour in-service, ASBA staff will provide your school board with a Full Report which provides in-depth individualized data designed to identify opportunities for the board's ongoing improvement.
- Data Review and Strategy Discussion: During this 3-4 hour in-service, ASBA staff will provide your school board with a Full Report which provides in-depth individualized data. Additionally, ASBA staff will facilitate discussion and assist in the setting of your board's improvement goals.

Contact Nikkie Whaley at [nwhaley@azsba.org](mailto:nwhaley@azsba.org) or (800) 238-4701 for more information.

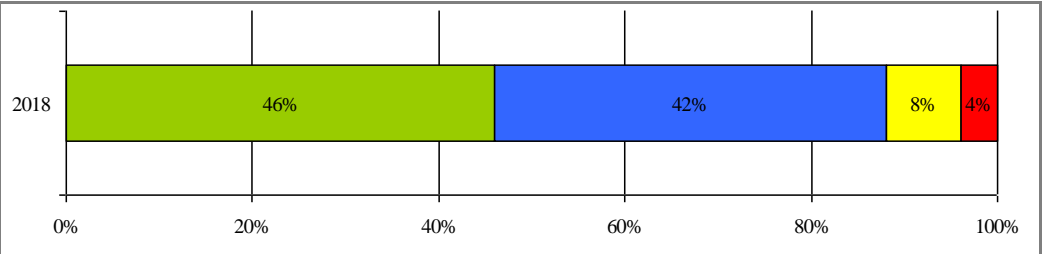
Thank you for your time and thoughtful efforts in completing the School Board Self-Evaluation.



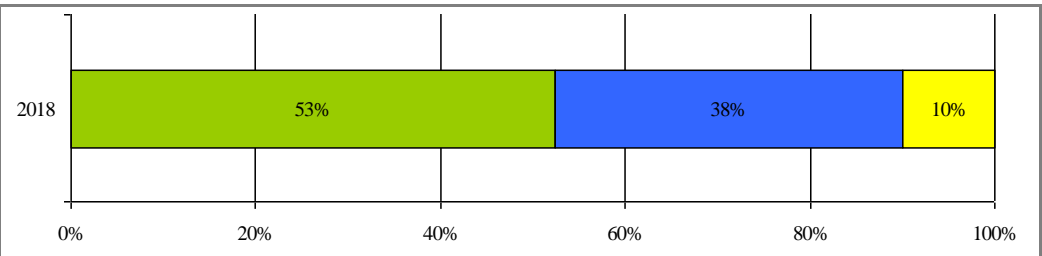
# Framework for Governance: Aggregate Data

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

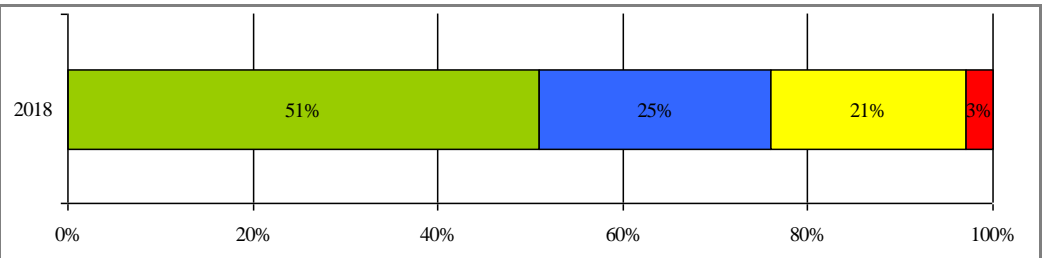
**Standard 1**  
**Conduct and Ethics:**  
 Provide responsible school district governance



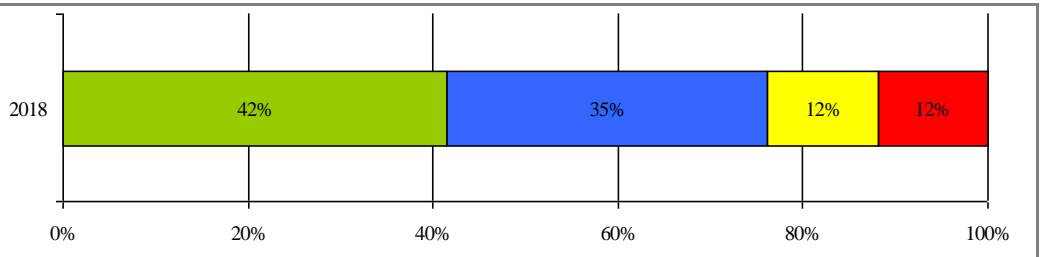
**Standard 2**  
**Vision:**  
 Set and communicate high expectations for student learning with clear goals and plans for meeting those



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



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



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

