

# Springfield School District

Board Self-Assessment

Springfield



Springfield

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OREGON  
SCHOOL  
BOARDS  
ASSOCIATION



# Reflection Question #1

What does board self-evaluation mean to you?



# Why Evaluate the Board's Performance?



TO MEASURE THE  
EFFECTIVENESS



COMMITMENT TO SELF  
ACCOUNTABILITY



BUILDS TRUST, RESPECT,  
COMMUNICATION, IMPROVES  
RELATIONSHIPS



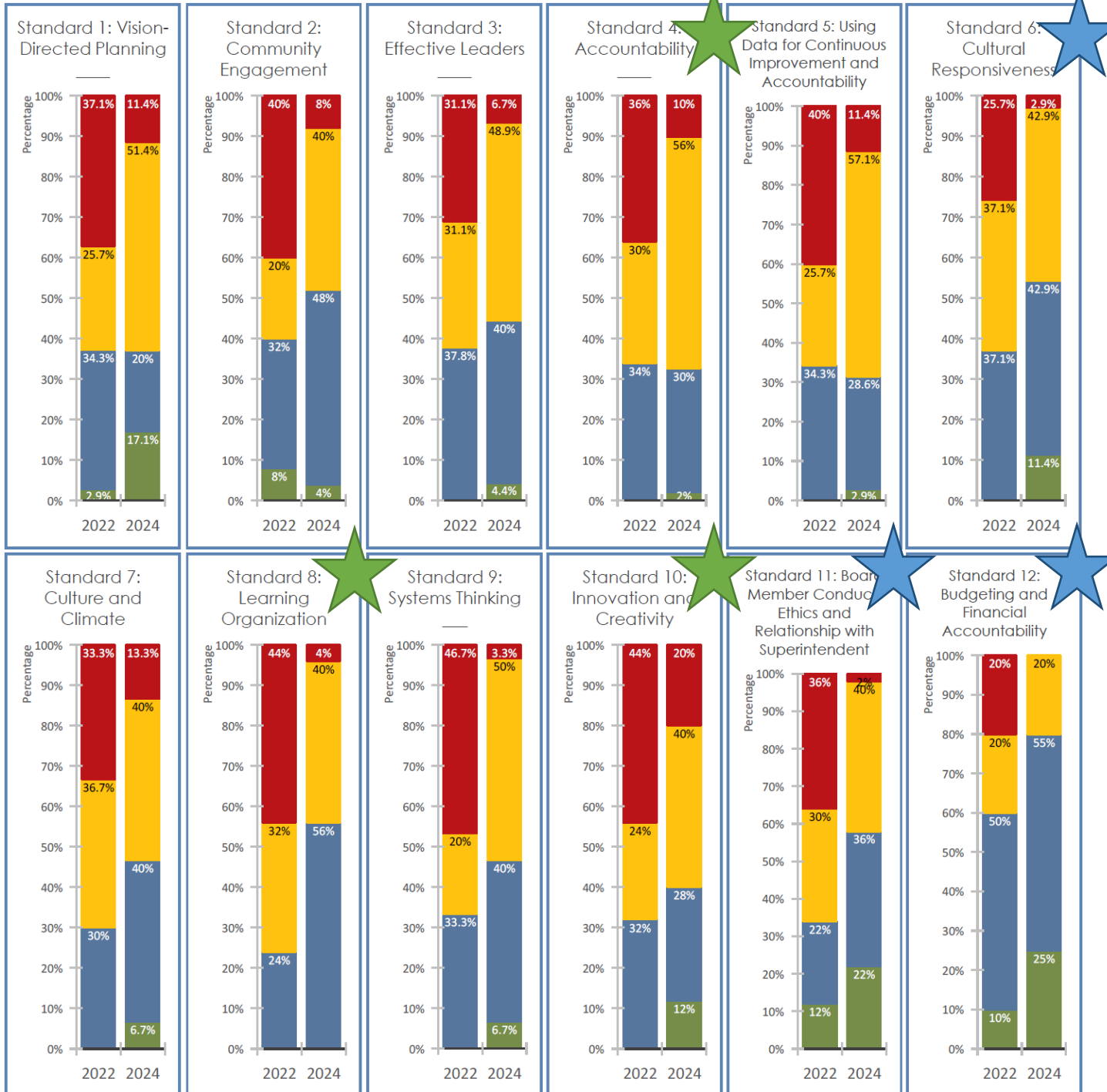
ALLOWS PLANNING FOR  
FUTURE PROFESSIONAL  
DEVELOPMENT

# High-Performing Boards

	Lighthouse (Rice, et al., 2000 and Delagardelle & Alsbury, 2014)	Essential board leadership practices (Johnson, 2013)	Characteristics of effective school boards (Dervarics & O'Brien, 2016)
<b>Vision and goals</b>	Set clear expectations; set goals	Creating a vision	Commit to a vision of high expectations for students and set goals toward that vision
<b>Climate and resources</b>	Create conditions for success	Creating climate; providing staff development; creating awareness and urgency	Align and sustain resources to meet goals
<b>Data and monitoring</b>	Hold the system accountable	Monitoring progress and taking corrective action; using data	Data savvy, embracing and monitoring data, even when negative
<b>Cohesive teaming</b>	Learn together as a board team	Demonstrating commitment; practicing unified governance	Strong shared beliefs and values about the system and all students
<b>Stakeholder and community engagement</b>	Build public will	Engaging the community; connecting with district leadership	Collaborative relationship with staff and community; strong structure to inform/engage stakeholders
<b>Policy and accountability</b>		Developing policy with a focus on student learning	Accountability driven, focused on policy and not operations

## Balanced Governance Standards

- 1: Vision-Directed Planning
- 2: Community Engagement
- 3: Effective Leaders
- 4: Accountability
- 5: Using Data for Continuous Improvement and Accountability
- 6: Cultural Responsiveness
- 7: Culture and Climate
- 8: Learning Organization
- 9: Systems Thinking
- 10: Innovation and Creativity
- 11: Board Member Conduct, Ethics and Relationship with Superintendent
- 12: Budgeting and Financial Accountability



# RATINGS

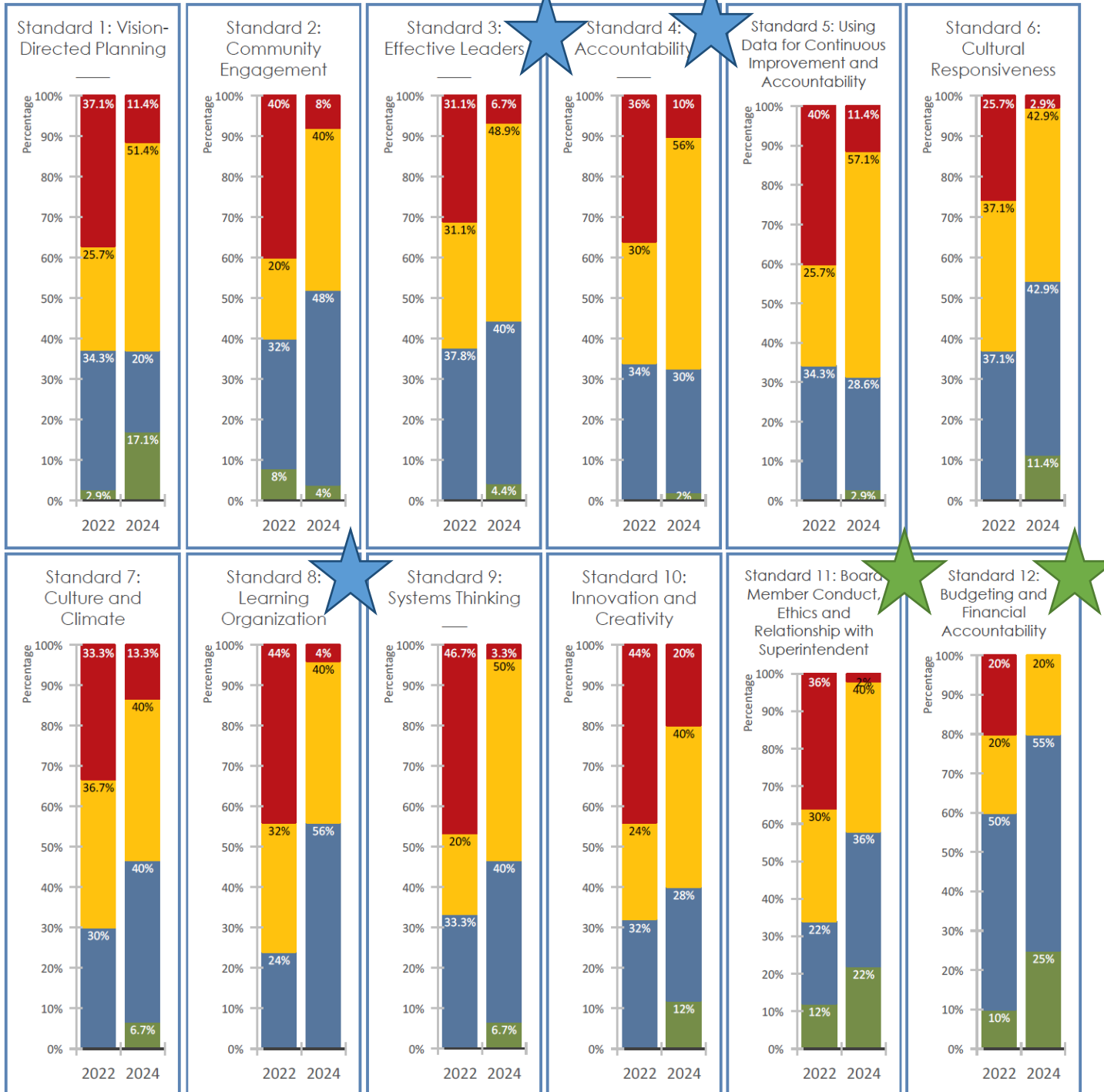
Accomplished Effective Developing Ineffective

## Strengths

- Std 12: Budget & Fiscal (highest)
- Std 11: Board conduct, Ethics, Supt. Relationship
- Std 6: Cultural Responsiveness

## Areas for Growth

- Std 8: Learning Organization
- Std 4: Accountability
- Std 10: Innovation and Creativity (low)



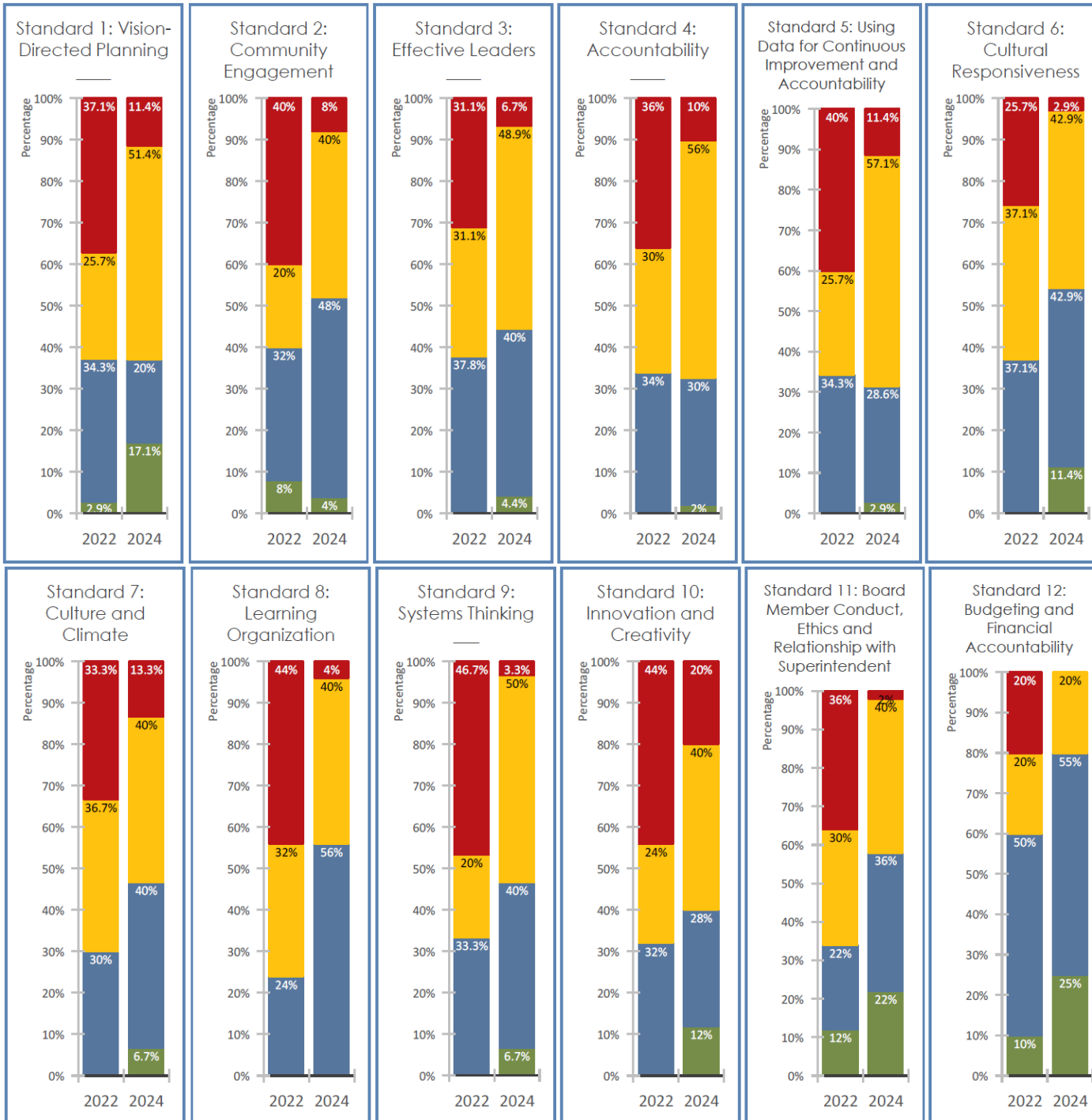
# AGREEMENT

## Congruence:

- Std 4: Accountability
- Std 8: Learning Organization
- Std 3: Effective Leadership

## Incongruence:

- Many
- Std 11: Member Conduct & Ethics
- Std 12: Budget & Fiscal



# Observations

What do you observe in the report (just observations, not interpretations of questions)?

What themes did you notice?

what is working? What needs improvement?

What questions do you have for your board colleagues?



The image features a background of a medical ECG (heart rate) monitor. A black waveform is visible, showing several sharp, narrow peaks (QRS complexes) and a wavy baseline. The background is a light gray grid with a pattern of small orange dots. The text "Review Report" is overlaid in the center in a white, sans-serif font.

# Review Report



# Question #4

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What issues need to be addressed?

What strengths can you leverage?

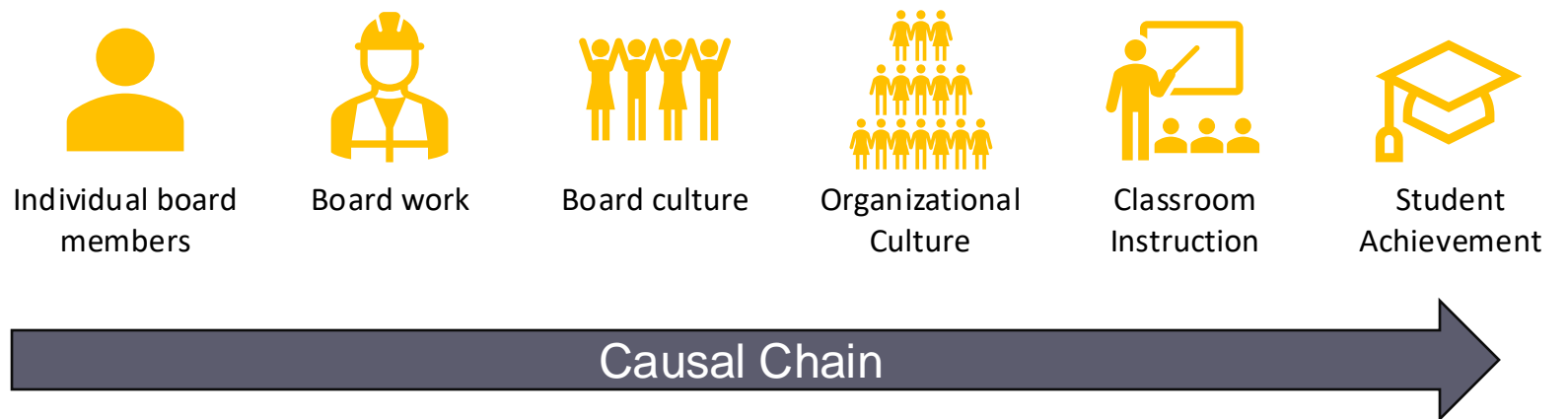


# Question #5

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What specific work does the board need to do in the next six months?...year?...long range (1-3 years?)

# Research: School boards impact student outcomes







Targeted training  
Board Self-Assessment  
Superintendent Evaluation  
Executive Search  
Strategic Planning  
Charter Schools  
Facilitation

# Thank you!

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