Colorado School Board Support Needs Survey Results

Thursday, May 28, 2026

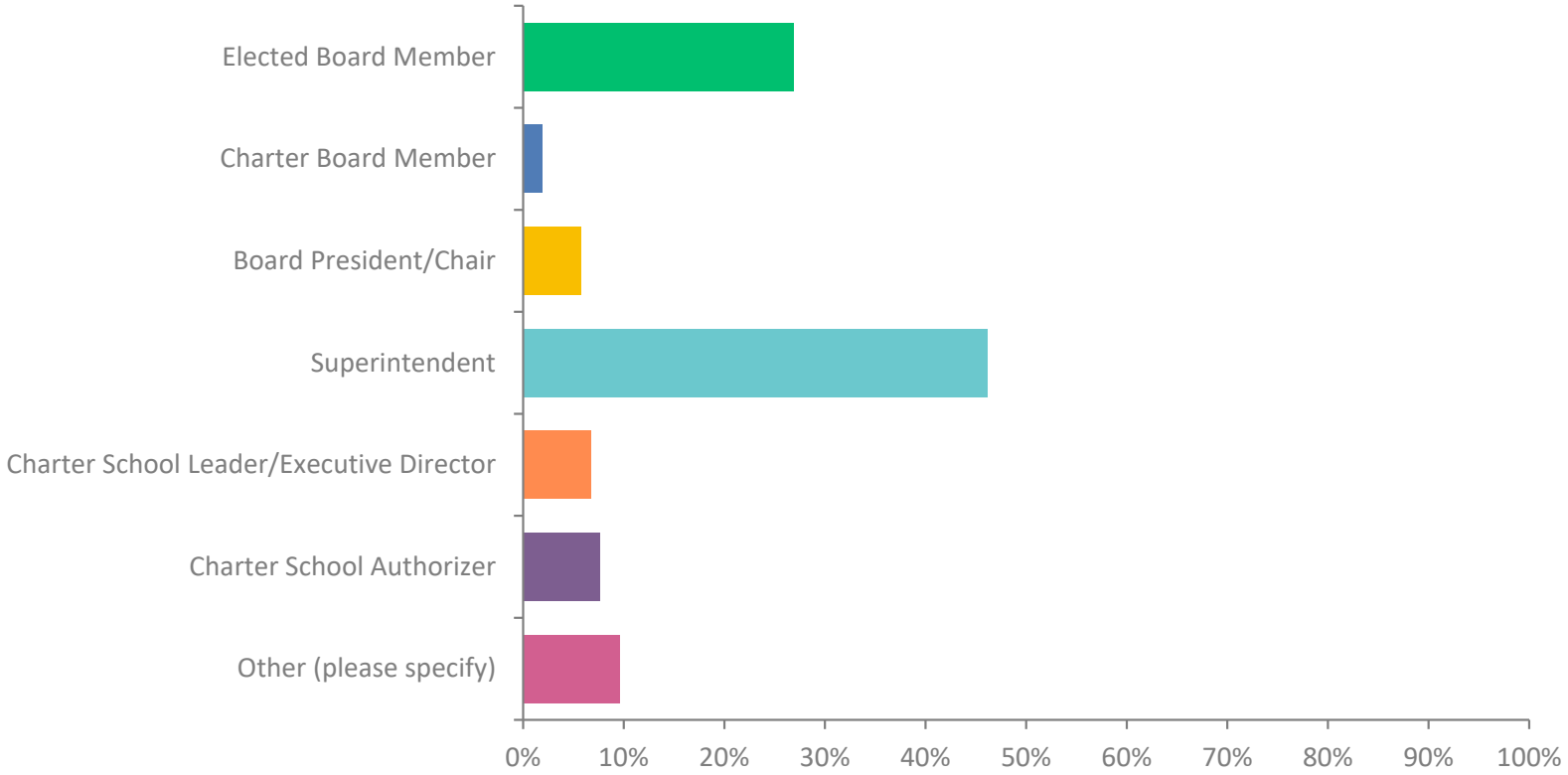
105

Total Responses

Date Created: Thursday, March 19, 2026

Q1: Please identify your role(s)

Answered: 104 Skipped: 1



Other: Coordinator, Asst Supt, BOCES Exec Director, Board Secretary, Exec Director, HR Director, Principal (3), District Official

Q1: Please identify your role(s)

Answered: 104 Skipped: 1

ANSWER CHOICES	RESPONSES	
Elected Board Member	26.92%	28
Charter Board Member	1.92%	2
Board President/Chair	5.77%	6
Superintendent	46.15%	48
Charter School Leader/Executive Director	6.73%	7
Charter School Authorizer	7.69%	8
Other (please specify)	9.62%	10
TOTAL		109

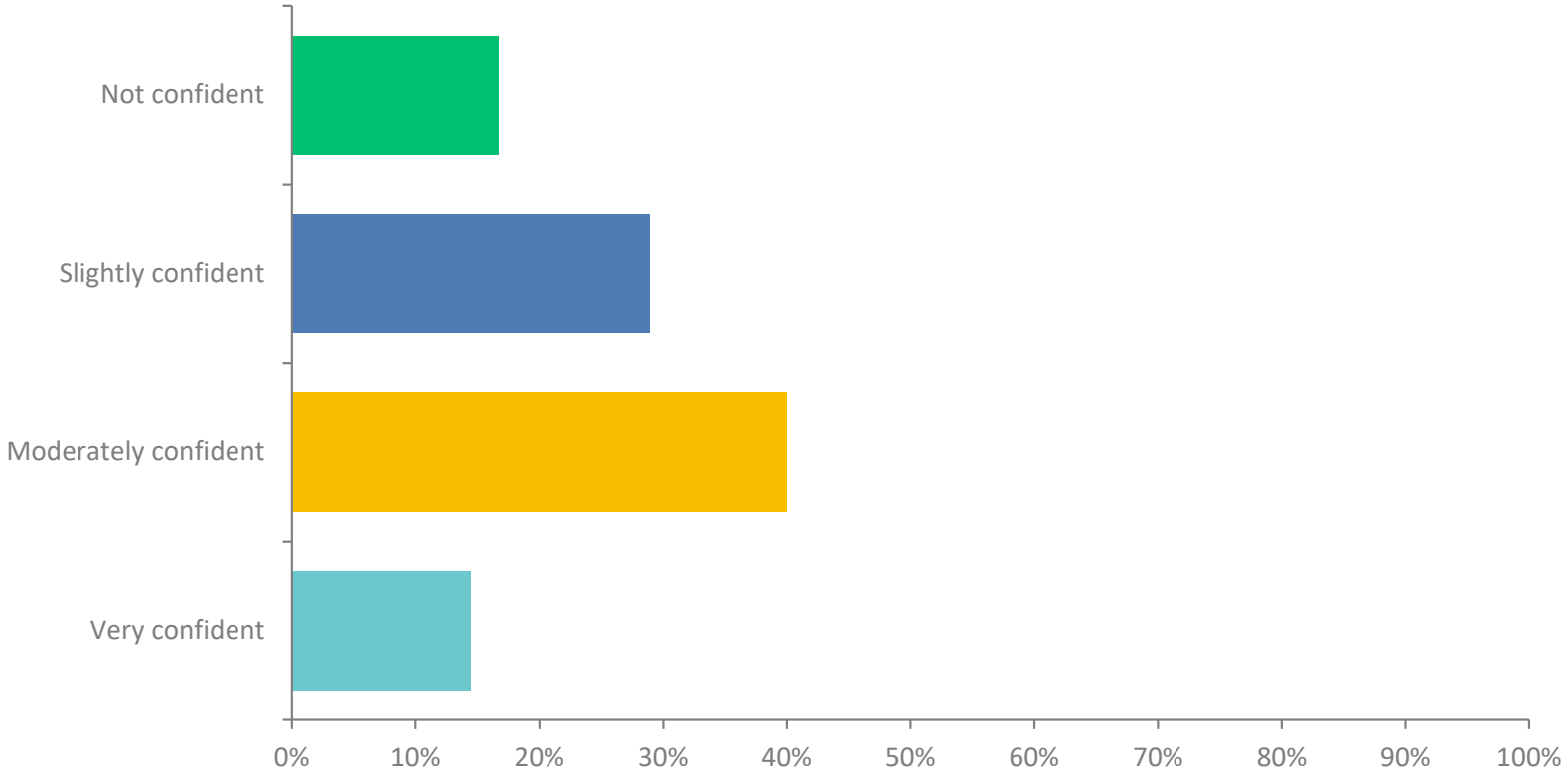
Q2: If you are a board member, superintendent, or school leader how many years have you served in the role you identified?

Answered: 94 Skipped: 11

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	649	94

Q4: How knowledgeable are board members in interpreting student achievement, growth, and performance data?

Answered: 90 Skipped: 15



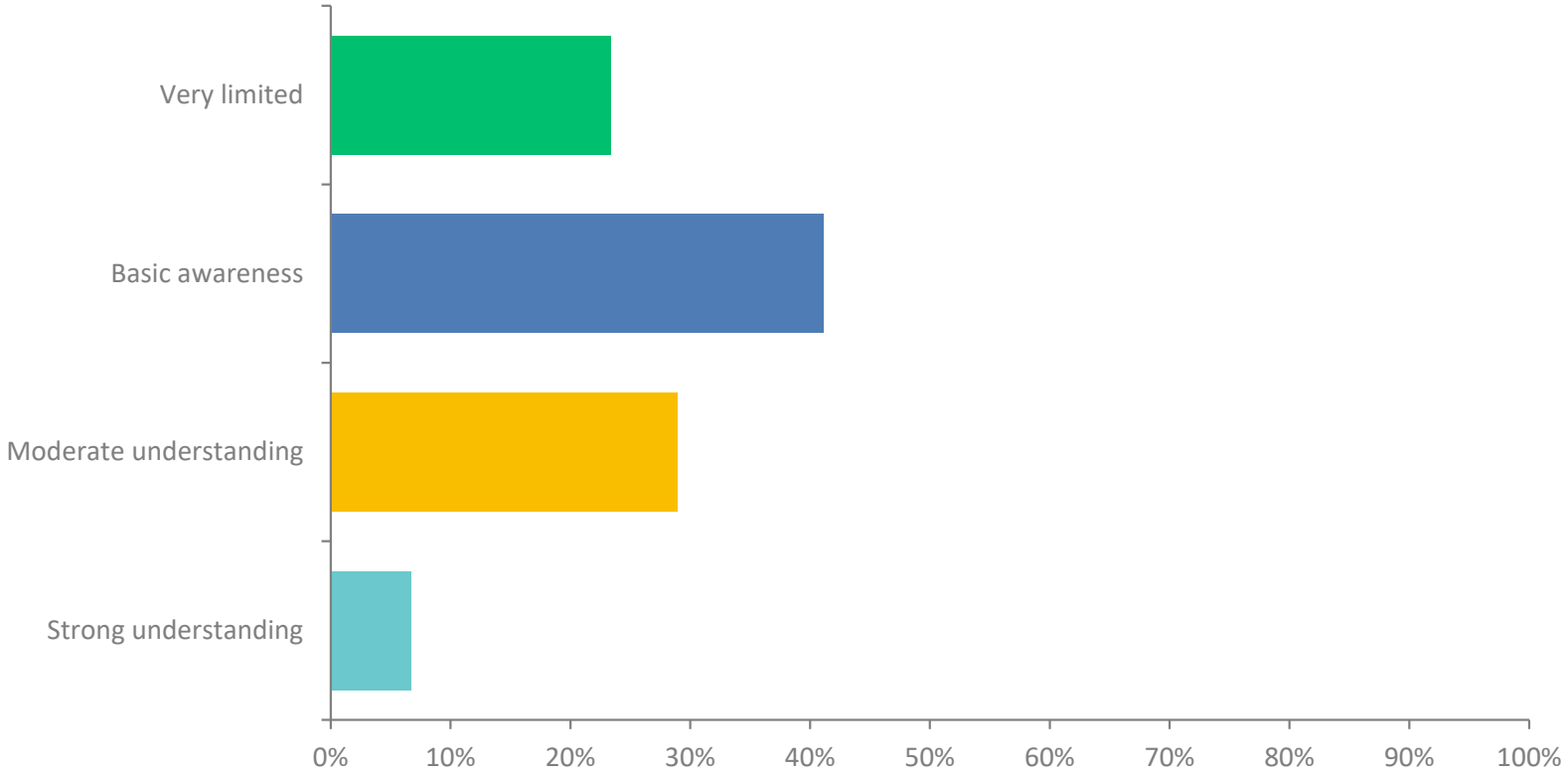
Q4: How knowledgeable are board members in interpreting student achievement, growth, and performance data?

Answered: 90 Skipped: 15

ANSWER CHOICES	RESPONSES	
Not confident	16.67%	15
Slightly confident	28.89%	26
Moderately confident	40.00%	36
Very confident	14.44%	13
TOTAL		90

Q5: How would you describe most board members' understanding of Colorado's District and/or the School Performance Framework reports (DPF/SPF)?

Answered: 90 Skipped: 15



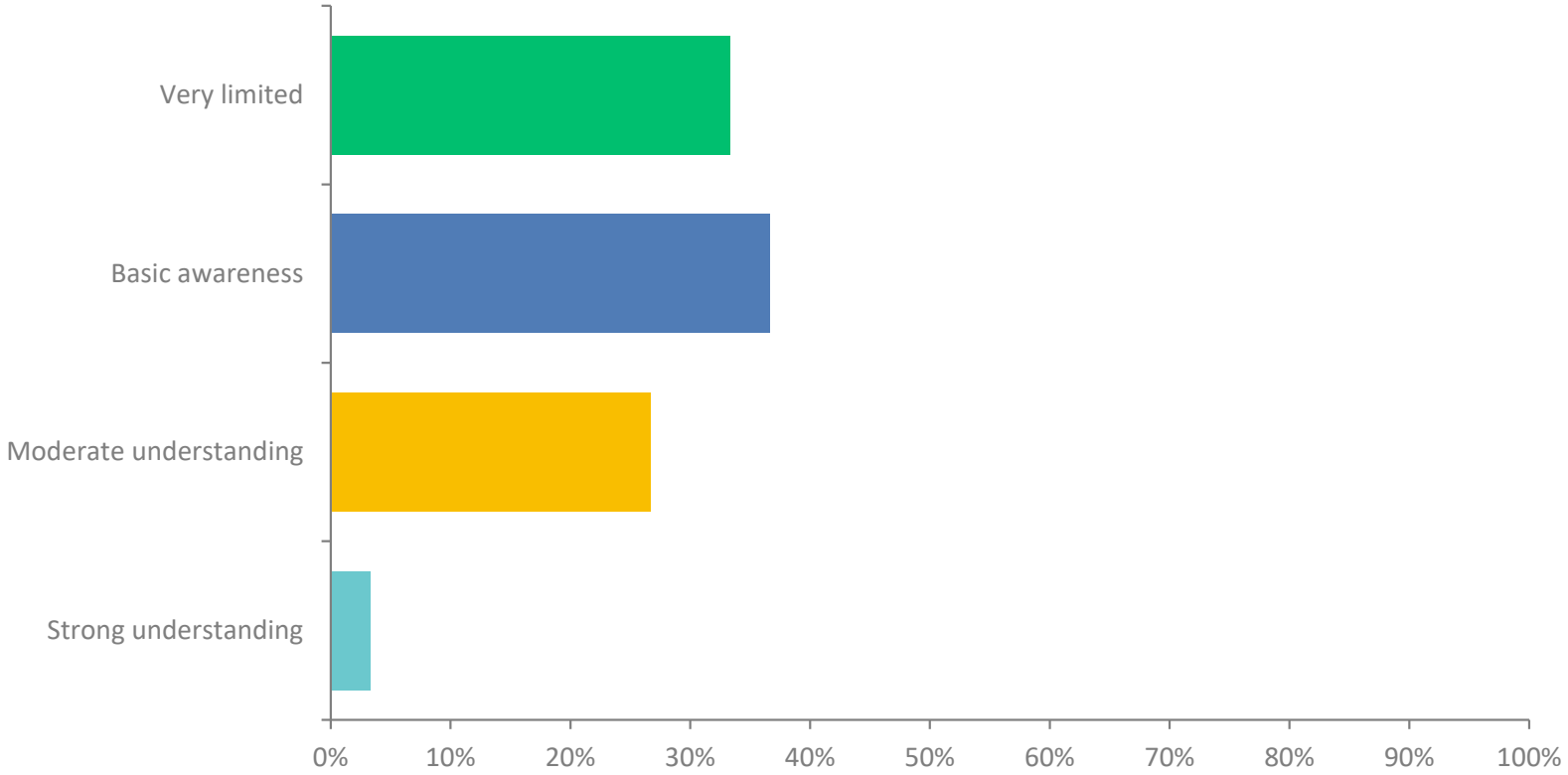
Q5: How would you describe most board members' understanding of Colorado's District and/or the School Performance Framework reports (DPF/SPF)?

Answered: 90 Skipped: 15

ANSWER CHOICES	RESPONSES	
Very limited	23.33%	21
Basic awareness	41.11%	37
Moderate understanding	28.89%	26
Strong understanding	6.67%	6
TOTAL		90

Q6: How would you describe most board members' understanding of the Colorado Unified Improvement Planning process?

Answered: 90 Skipped: 15



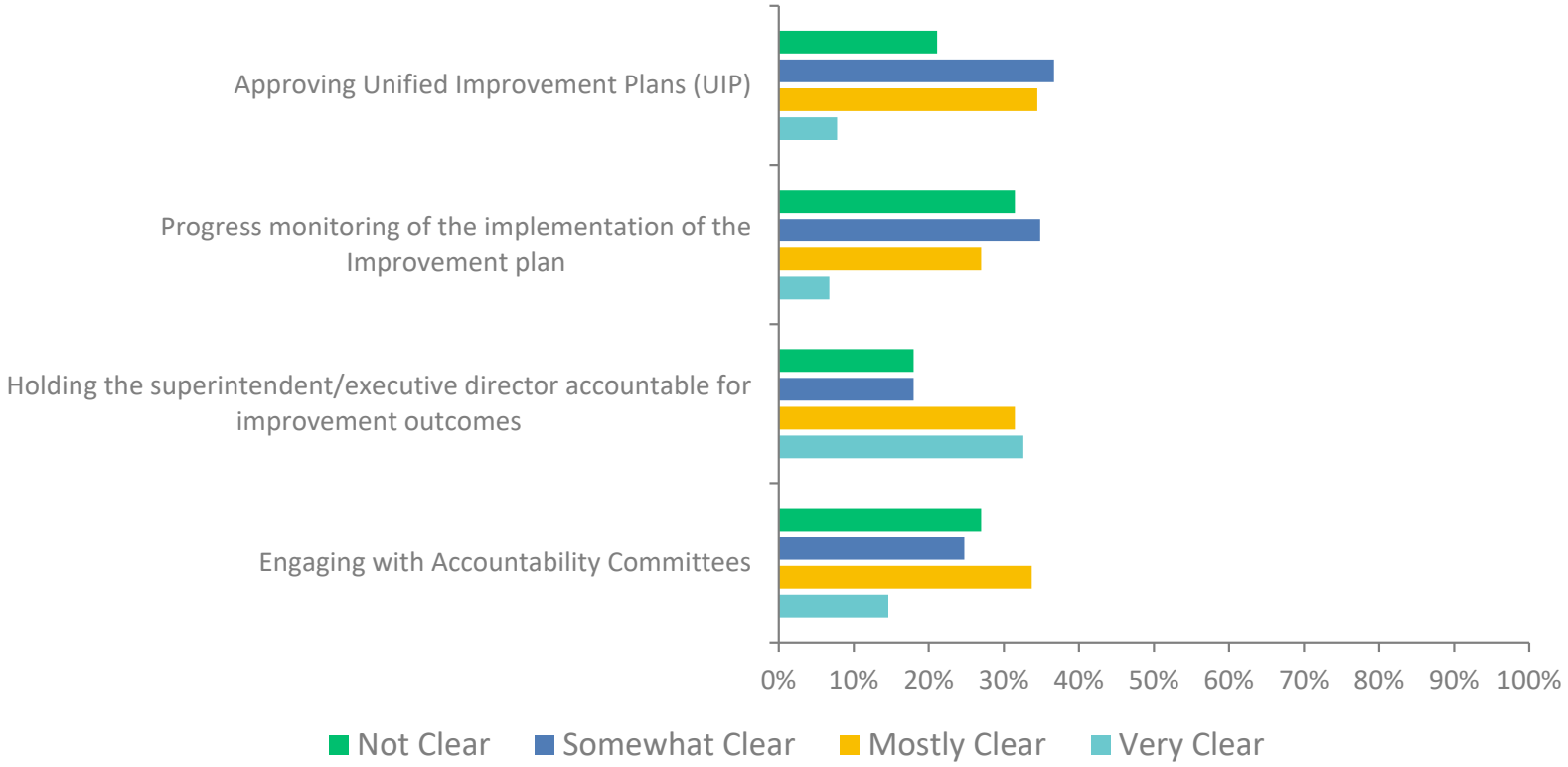
Q6: How would you describe most board members' understanding of the Colorado Unified Improvement Planning process?

Answered: 90 Skipped: 15

ANSWER CHOICES	RESPONSES	
Very limited	33.33%	30
Basic awareness	36.67%	33
Moderate understanding	26.67%	24
Strong understanding	3.33%	3
TOTAL		90

Q7: How clear are board members about their governance role regarding:

Answered: 90 Skipped: 15



Q7: How clear are board members about their governance role regarding:

Answered: 90 Skipped: 15

	NOT CLEAR	SOMEWHAT CLEAR	MOSTLY CLEAR	VERY CLEAR	TOTAL	WEIGHTED AVERAGE
Approving Unified Improvement Plans (UIP)	21.11% 19	36.67% 33	34.44% 31	7.78% 7	90	2.29
Progress monitoring of the implementation of the UIP	31.46% 28	34.83% 31	26.97% 24	6.74% 6	89	2.09
Holding the superintendent/executive director accountable for improvement outcomes	17.98% 16	17.98% 16	31.46% 28	32.58% 29	89	2.79
Engaging with Acc Committees	26.97% 24	24.72% 22	33.71% 30	14.61% 13	89	2.36

Q8: Which areas would most benefit from additional board-focused support? (Select up to 3)

Answered: 85 Skipped: 20



Q8: Which areas would most benefit from additional board-focused support? (Select up to 3)

Answered: 85 Skipped: 20

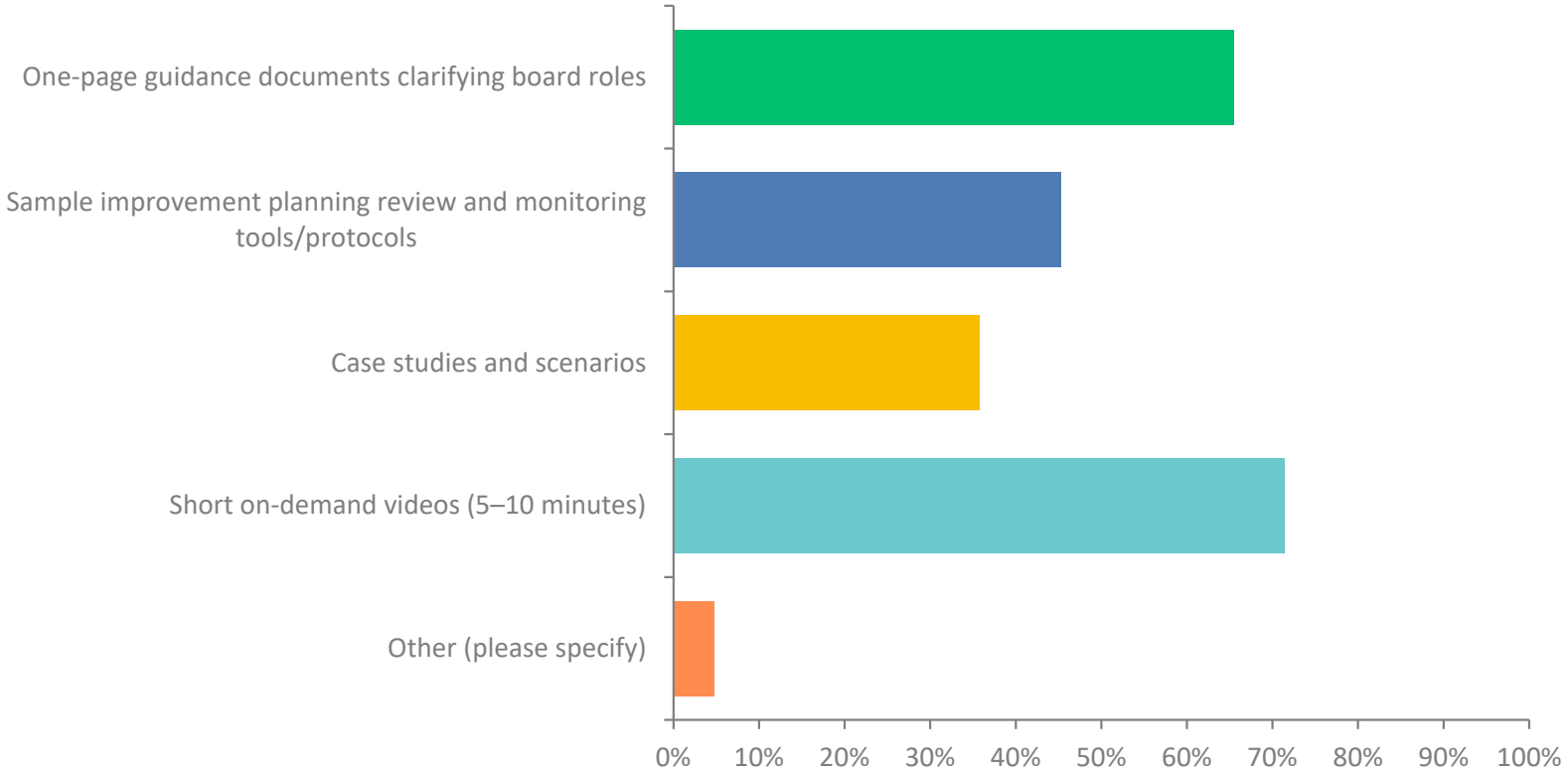
ANSWER CHOICES	RESPONSE	
Clarifying board vs. superintendent/executive director roles in accountability	52.94%	45
Understanding accreditation categories and statutory implications	34.12%	29
Interpreting growth and achievement data	41.18%	35
Practical improvement plan review protocols (what to look for, key questions to ask)	42.35%	36
Monitoring progress of the plan throughout the year (not just approval)	36.47%	31
Engaging effectively with Accountability Committees	18.82%	16
Case studies of effective board practices	30.59%	26
Sample agendas or study session structures	18.82%	16
Foundational governance training for new board members	42.35%	36
Other (please specify)	5.88%	5
TOTAL		275

Q8: Which areas would most benefit from additional board-focused support? (Other)

- Dealing with charter-hostile school board.
- Limiting this to selecting only 3 is insufficient.
- Recruitment strategies for sustainiblility and smooth transitions of exiting members
- How to stay out of the weeds and not to overstep
- Rooting out corruption in educational settings. Focusing on student growth throughout their educational experience.

Q9: What types of resources would be most helpful? (Select all that apply)

Answered: 84 Skipped: 21



Q9: What types of resources would be most helpful? (Select all that apply)

Answered: 84 Skipped: 21

ANSWER CHOICES	RESPONSES	
One-page guidance documents clarifying board roles	65.48%	55
Sample improvement planning review and monitoring tools/protocols	45.24%	38
Case studies and scenarios	35.71%	30
Short on-demand videos (5–10 minutes)	71.43%	60
Other (please specify)	4.76%	4
TOTAL		187

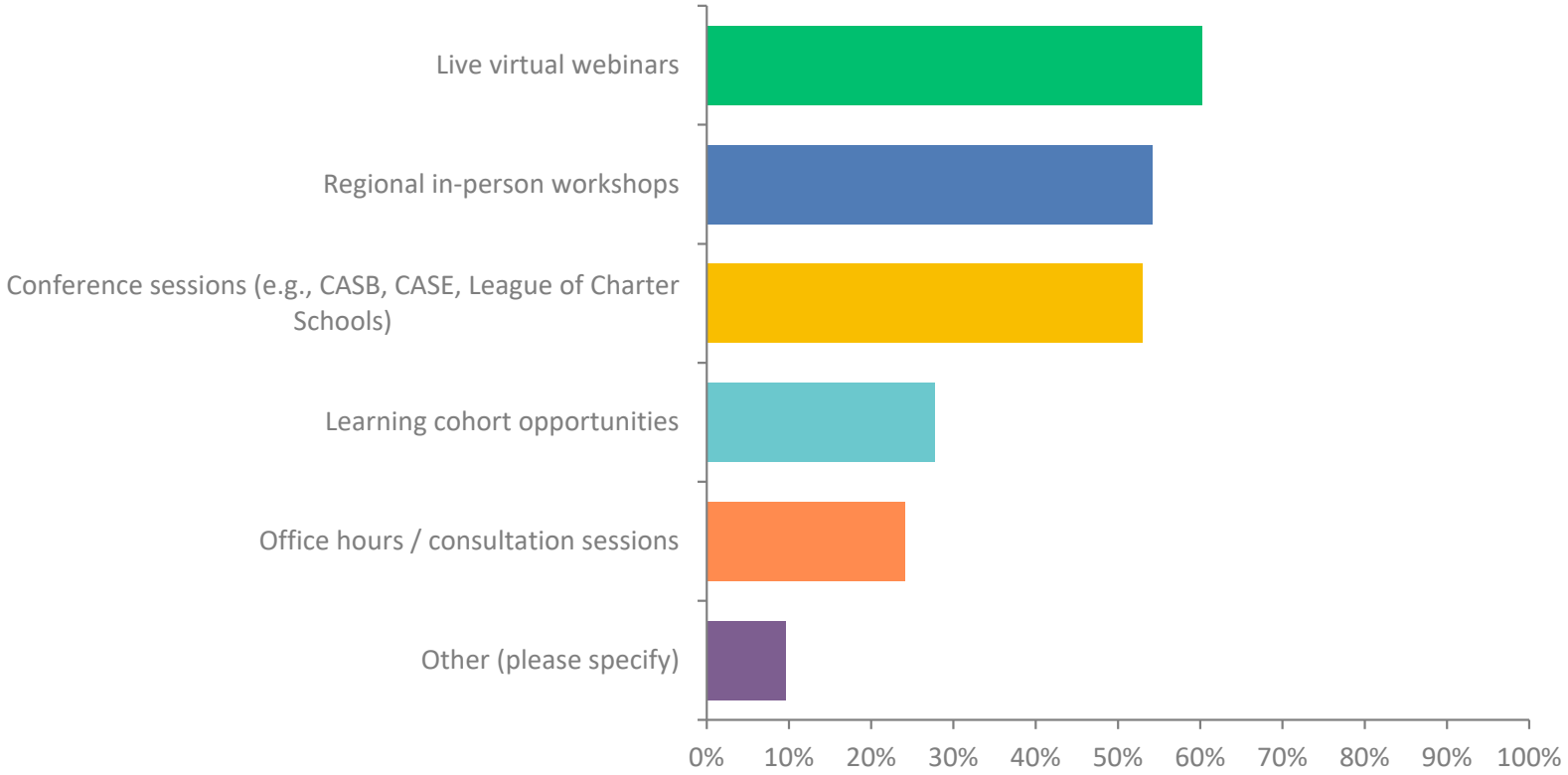
Q10: What types of training would be most helpful? (Other)

Answered: 83 Skipped: 22

- One of my new board members is struggling with feeling like she should be "doing something" but doesn't know what that looks like. So she is seeking a "mentor" on her own. I am concerned because she may find support form a person who doesn't know our work to this point.
- Coaching and Mentoring of new Board Members
- In Person Foundational governance training for new board members and Clarifying Supt/Board roles
- Something to help them understand they given policy and not the principals and teachers. Their boundaries are very blurred

Q10: What types of training would be most helpful? (Select all that apply)

Answered: 83 Skipped: 22



Q10: What types of training would be most helpful? (Select all that apply)

Answered: 83 Skipped: 22

ANSWER CHOICES	RESPONSES	
Live virtual webinars	60.24%	50
Regional in-person workshops	54.22%	45
Conference sessions (e.g., CASB, CASE, League of Charter Schools)	53.01%	44
Learning cohort opportunities	27.71%	23
Office hours / consultation sessions	24.10%	20
Other (please specify)	9.64%	8
TOTAL		190

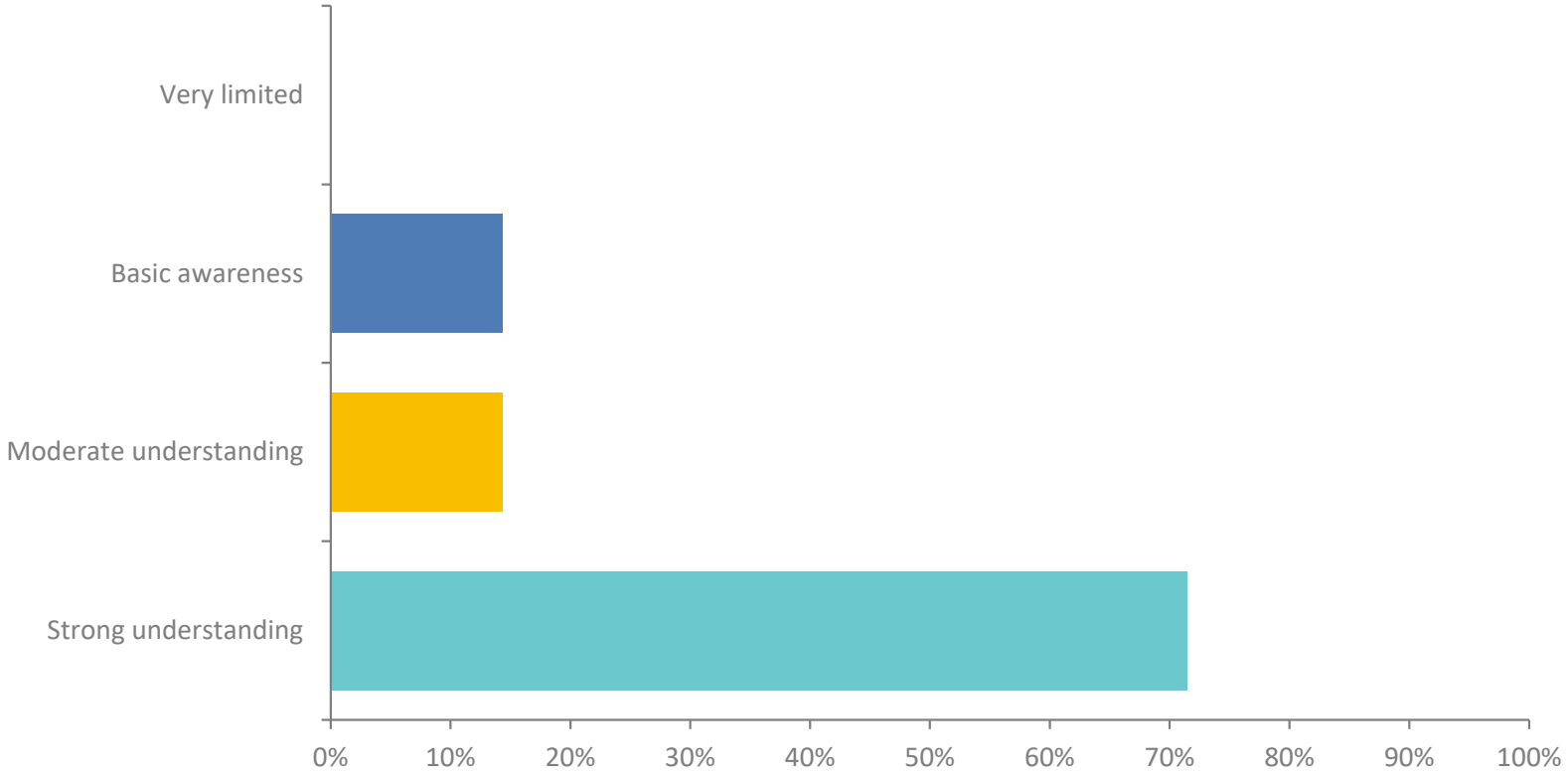
Q10: What types of training would be most helpful? (Other)

Answered: 83 Skipped: 22

- Conference sessions with the Colorado Charter Advocacy Coalition
- Recorded videos
- Learning cohorts for new board members might be helpful.
- App with guidelines and guides you to possible next steps. App than can access regulations and statutes.
- Recorded webinars
- On-demand virtual webinars
- On demand resources
- Virtual attendance at board work sessions

Q15: CHARTER SCHOOL RESPONDENTS ONLY: I understand how my authorizers' work is connected to state accountability

Answered: 7 Skipped: 98



Q15: CHARTER SCHOOL RESPONDENTS ONLY: I understand how my authorizers' work is connected to state accountability

Answered: 7 Skipped: 98

ANSWER CHOICES	RESPONSES	
Very limited	0.00%	0
Basic awareness	14.29%	1
Moderate understanding	14.29%	1
Strong understanding	71.43%	5
TOTAL		7

How does your authorizer provide support to your school regarding accreditation and improvement planning? (charter respondents only)

- The School District (edited for privacy) has removed its charter schools from its website and denied any promotion of them in its (edited, removed identifier) marketing campaign.
- School District (edited for privacy) has the Portfolio Department that supports public charter schools in the district. The district team members work in both evaluation (one part of the department) and support (a second and separate part of the department).
- We haven't had much support from our District authorizer, but we are applying to CSI and if accepted, we hope to have more support moving forward.
- They do not provide support other than due dates and submission.
- Our authorizer has been very proactive in the UIP writing process, providing oversight, review, and input.

Open-Ended Responses (see PDFs)

Please see prepared pdfs with all individual responses to open-ended items. This includes responses to the following questions:

- What do you believe is the most challenging aspect of accreditation and/or improvement planning for school board members?
- What practical tool, training, or resources would most strengthen your board's ability to monitor improvement efforts?
- How might CDE best support others in your role (board chair, superintendent, charter leader, board members, or authorizer) in promoting effective board practices related to the topics of accreditation, improvement planning, and accountability committees?
- Additional comments or suggestions

What do you believe is the most challenging aspect of accreditation and/or improvement planning for school board members?
The State Board of Education gave ********* Exclusive Chartering Authority despite this district's 30-year track record of undermining its district-
We are removed from the day to day of school business. Because almost all of our Board is new with less than 1 year of experience, we are blind on what has happened and dependent on the Superintendent and other staff to direct us.
Supts or district office staff filter the data
Getting the entire scope of the status of the improvement plan within the district and how it aligns with the designated goals.
I think board members do not have the time to dedicate to a deep understanding of their role. It also takes time for them to find their place and move towards what their role really is.
Maintaining the right balance between oversight and ownership while ensuring continuous measurable progress.
All of it.
Getting board members to commit to training and planning time outside of board meetings.
With 4 of 5 new members, there is a lot to learn this year. This has not been discussed much and does not seem to be a top priority with other issues affecting the District that are of more immediate importance. At this point, I feel there is a lot of we don't know what we don't know.
Rural districts have often viewed accountability frameworks as less urgent due to small student populations and low-N counts. While I've worked to build stronger understanding of accountability in Stratton, we continue to face significant instructional disruptions from midweek extra curricular activities planned by other districts. If there were a stronger shared value around accountability and instructional time, I suspect fewer regional events would be
Public education is a multi-faceted, constantly shifting system and it can be incredibly intimidating for a local elected board member to walk in and understand both their role and the baselines the district is operating from. Throw in personality conflicts, local politics, the fact this is an unpaid volunteer position, and other factors and often our board members are struggling to comprehend the system as a whole.
Not understanding the process or purpose.
One of the most challenging aspects of accreditation and improvement planning for school board members is maintaining a long-term strategic focus while balancing immediate community concerns, financial pressures, and changing state or federal requirements. School boards must ensure accountability and continuous improvement without becoming overly focused on compliance alone. In rural districts especially, limited staffing, resources, and time can make sustained improvement planning difficult, while still requiring boards to support student achievement, staff development,
They are at a high level and it is difficult to keep them there while still supporting the ground level work. Progress monitoring and what questions to ask is important for board members to understand and realize.
Knowing what to share, how to share, and the depth of the share.
Its a combined issue of lack of understanding/background knowledge of pedagogy and learning process along with time ti regularly dig into these issues
Understanding the complex process for determination for growth, achievement, and placement on the performance framework.
That they think we should be able to "fix" everything in one year.
Time and understanding
Gaining a clear understanding of the current accrediatation process with changes over time.

What do you believe is the most challenging aspect of accreditation and/or improvement planning for school board members?
Having a clear understanding of our role and how progress monitoring looks like. Our DAC and SACs primarily monitor and the BOE has them report out as required, and there is a lot of stakeholder feedback that goes into creating the UIPs, and the role of the board seems to be more of making sure the process is adequate. I also think that board members need to understand that UIPs and accreditation are not comprehensive measurements of student success and that these "measurements of success" are deeply affected by persistent opportunity gaps within the public school system - and until these
Communicating our progress and successes to our community.
Understanding our role and the right tools and levers we have to engage in that role appropriately.
Understanding the complexities, jargon, etc.
The communication of the process from an improvement plan being put in place, how it impacts the district and steps on moving forward and what it
Tying resource allocation to student outcomes in the context of small number size.
Ensuring that all open actions that are a risk to accreditation and improvement planning are understood through a rigorous root cause analysis prior to the implementation and closure of any open actions.
The sheer amount of data makes it hard to identify the most critical issues. The challenge isn't a lack of information, but rather the difficulty in 'deciphering' that data to make informed governance decisions instead of just getting lost in the numbers.
Lack of time
We have an amazing, knowledgable Board, but I think they struggle with how to support planning for variables that affect our performance in which we have little or no control over. In our school our SPF rating can shift much faster than larger schools due to our small population.
Fully understanding their roles and responsibilities and then being able to assist with the planning.
Urgency to focus on student outcomes. understand the superintendent role and boards role.
If they are not familiar with school and are a new board. They need to establish themselves as a group before any planning. They also need a strong Superintendent working with them to support.
macro view vs. micro view. They want to knit pick at the lower level instead of governing from the top at the district level.
As an authorizer, I see the board members of our 7 charter schools. I do not believe that any of the boards truly have an understanding of the unified improvement planning process
They are not at the school in the day in and day out trenches so understanding all the education language and needs is not always in their wheel house. So not only do I , as an administrator, have to explain all that , then walk them through how to create and implement the polan.
The balance of accountability and not getting to far "in the weeds."
Understanding how the UIP and Board Strategic Goals align, and understanding the lead/lag data involved with this.
Not trying to overwhelm them with the document. The BOE does not have an educational background, so we use the document that is easiest to understand. I do a video to preview, before the board reviews the data. We are an S-CAP school, so the process makes it easier for them to understand.
The want practical information that they understand that correlates to when they were students. Also it is getting harder for them to understand that 'at-risk' students have a huge impact on the total school environment and we can not just kick students out of school.
Understanding how to read data

What do you believe is the most challenging aspect of accreditation and/or improvement planning for school board members?
The most challenging aspect of improvement planning is knowing where the greatest need exists. There is a need to ask the right questions, to be involved in school activities and to be present for the community.
The most challenging aspect of accreditation/improvement planning for board members -- and frankly for district staff -- is determining if the root causes that have been identified are really the right ones, and if the major improvement strategies identified are really going to move the ball forward re student growth/achievement. If board members/school leaders were really adept at these phases we would have many fewer schools in turnaround, priority improvement, and improvement here and throughout the state. There are oodles of books written about how to do school improvement with a variety of proposed solutions -- and I don't believe we can reasonably expect board members to be knowledgeable about all of that literature. We should, however, empower board members to more actively challenge UIPs that propose the same strategies year after year and have not resulted in sustained
Making the time to understanding their roles in accountability. In the past 5 years, I find the board mainly focus on sports and issues not connected to
I believe the most challenging aspect for school board members is understanding their role in the accreditation or improvement planning. They often ask questions about what they are looking for in a plan during adoption process.
There is no official training for new school board members.
Lack of appreciation for the process.
State Government, we belong to SCAP which already measures these metrics
We have an amazing administration and staff. This has not been an issue in our district, luckily.
That small schools and large schools have to do the same work, despite how drastically different they do things.
Having a true understanding of the data, what is included in it, and what it does say and not say.
The system as a whole is fundamentally skewed and therefore difficult to articulate the purpose of accreditation and improvement planning.
Knowledge about what it means, how to interpret, and implications.
Board members do not have enough education expertise to effectively interpret student outcomes data, SPF/DPF results or improvement planning strategies that might be most effective.
The board wants to know what is going well and what needs improvement. The hard part is the current system is largely based on autopsy data that only shows what happened after the fact with no consideration of the processes, events, actual people that the data reflects. If the accreditation and improvement planning for the whole state took a format more like SCAP, the whole state would be better off. Divide like size districts in classifications
Avoiding a top down approach therefore they trust the educational administration to do the work with their staff. At times they have personal experiences with their children and they need to separate that from their role as a board member.
That's not 'really' their role - they do not have the day-to-day knowledge to effectively involve themselves. Also, since nearly all of Accreditation is based on quantitiative data (CMAS, SAT, Graduation Rates, etc), there's not much 'work' for them to do anyway.

What do you believe is the most challenging aspect of accreditation and/or improvement planning for school board members?
One of the most challenging aspects of accreditation and improvement planning for school board members is understanding the educational language and terminology that is often used throughout the process. Education systems rely heavily on acronyms, technical terms, and frameworks—such as data metrics, growth scores, evidence outcomes, and instructional strategies—that can feel unfamiliar or overly complex. For board members who are not in classrooms every day, this can make it difficult to fully grasp what the data is actually saying about student learning or what specific strategies will truly make a difference. Because of this, board members may find it challenging to: Clearly interpret student performance data and what it means for improvement Distinguish between compliance tasks and meaningful instructional changes Confidently engage in discussions or ask questions about proposed plans Communicate the work to the community in a way that is clear and transparent Ultimately, the biggest challenge is not a lack of
The frameworks are way too complex.

What practical tool, training, or resources would most strengthen your board's ability to monitor improvement efforts?
Reverse the State Board of Education's Exclusive Charter Authority designation to the P********School District.
Knowing what we are responsible for monitoring and how we can act to hold accountability and create action, if we have concerns.
Break out sessions at casb
Better communication within the school district but also simple trainings would be nice as well. Could be something as simple as video trainings to complete or a guide to reference.
I think they need a retreat that involves an in-person workshop.
A well designed dashboard would allow board members to consistently track key performance indicators.
Unsure.
I think videos made available so They can study in their own time schedule.
Not sure
I believe we are in a solid place in ********, and we are continuing to grow in our understanding of accountability frameworks and their implications for student achievement. My own professional background has allowed me to support our board, teachers and community in this area in ways that many rural districts may not yet have experienced. At the same time, I believe many rural leaders have had limited exposure to accountability systems and may not fully understand how these frameworks impact long-term district performance and perception. If accountability pressures never truly reach rural districts, it could lessen the urgency for broader change. Even so, I believe student achievement matters deeply, and Stratton is committed to moving forward by holding ourselves accountable to high expectations and meaningful performance measures.
I love the idea of short video segments on every factor with regard to improvement planning so that they have on demand access.
Start from the beginning. Three of my five board members are new and have no idea what their roles are and therefore prioritize inappropriate topics like the urgency to open the weight room up for the community.
Practical tools that would most strengthen a school board's ability to monitor improvement efforts include clear data dashboards, ongoing board training focused on student achievement and accreditation processes, and access to improvement planning frameworks that are easy to implement and monitor over time. Regular training on interpreting academic, financial, and climate data would help board members make informed decisions and ask meaningful questions. In rural districts, networking opportunities with other school boards and access to regional support organizations can also provide valuable guidance, collaboration, and shared best practices.
In-person support/just-in-time training for members. Hearing it from someone else is always helpful.
Beginning with the basics and then after capacity is built, moving forward toward greater depth. Having the opportunity to use the awareness across the district to also understand other school campuses and their efforts, regardless of their CMAS results.
Top level understadning with enough knowledge to engage with of supereintendent on these topics and create their eprsoanl "elevator" speech utilizing factual information form the DPF/ UIP.
Best practice guide on prioritizing data presentations and information from the administration - this is our daily work, and we value the Board's input!
Recorded webinars to watch at work sessions, or consultants to walk them through what to look for.

What practical tool, training, or resources would most strengthen your board's ability to monitor improvement efforts?
short videos and a app with short snippets of info
Available training sessions.
We measure our district's improvement on district-specific goals that may fold in performance frameworks and UIPs but they are not our guiding north star. I would recommend resources that support strong governance, the role of the superintendent v. board in setting the "what, the why, and the how", possibly some case studies from various sized schools with various demographics and resources from "high performing" schools, and how board/district/superintendent goals dovetail with State mandates.
If data were made available for us to view and consume at our pace - a portal of some sort.
Guide to questions, data, information to get from school leaders each month .
Walk-through videos, case studies, CASB sessions, etc.
Monthly reports that are in writing.
Benchmarking other school districts to determine best practices.
We need a standardized data dashboard that translates state metrics into quarterly 'pulse checks.' A tool like this would allow us to monitor leading indicators—like interim assessment scores, attendance, or literacy benchmarks—during every board meeting rather than waiting for annual state results. This would help us see growth in real-time.
Communication with all involved
Providing virtual, flexible training and networking opportunities with Board members from similar schools could help them discover strategies for supporting small, rural school populations. Given their full-time jobs, family commitments, and evening jobs held by some, offering recordings of live trainings may be beneficial, as well.
First knowing where and how to find the information as well as interpreting it by providing some form of informational meeting to educate board members.
understand the basic attributes of student achievement and UIP planning look for's.
Training for the superintendent to guide and create structures for monitoring.
Exemplars and steps to follow throughout the year as a guide.
Honestly many of them joined their boards not to monitor improvement but rather because they had an agenda that has little to do with the slow process of improvement.
A hands on workshop where we work together through a UIP
Practical tools and examples of how boards have successfully monitored improvement efforts. They also need to come from a variety of district types (urban, suburban, rural, small rural, varying FRL rates, etc.)
A guide/checklist/examples of what the monitoring looks like.
Looking at the state/local data- Including Dibels, NWEA, CMAS and PSAT/SAT .
The one-page look fors would be a good start, but they want to compare ourselves to other districts as well.
More time spent on understanding data

What practical tool, training, or resources would most strengthen your board's ability to monitor improvement efforts?
It is always helpful to receive ongoing training for the work the board is being asked to complete. Having resources to refer to and mentors to discuss situations with is also beneficial.
Case studies of how boards, superintendents, and senior leadership have been successful in improvement efforts would be invaluable learning tools. Early in my superintendency our BOE and I attended a small two day convening of about a half dozen school boards/superintendents from throughout the nation and it included review of a variety of case studies in school improvement from a governance and leadership perspective. The case studies were "just right" in length -- about 3-5 pages, as I recall, so that they were meaty but not like a masters thesis. They give board members a foundation to ask "have we thought about doing X like district Y has done?"
I think short videos would be most helpful.
Any resource that provides clarity on what it means to "adopt" an improvement plan.
Not sure
A three part seminar at the CASB conference.
We have a healthy board and community less interference from state government would be great
We have not had to do this.
Specific learning sessions, whether at conferences, virtual trainings (synchronous or asynchronous), where ideas can be shared including topics, content, and forms/templates for people to use.
Templates to succinctly share the most important information on student achievement and growth.
A deep dive training into the accreditation and data
A real-world example walking board members through the data, frameworks and improvement plan.
Understanding that some of the disaggregated data is literally counting an individual kid 2-3-4-5 times depending on what categories they fall into. Their own kids don't fit into most of those categories, so they count 1 time. The results they see at home with their kid are way different than the challenges or needs of the student body as whole.
Our board has created a strategic plan with a monitoring dashboard so I feel we are in a good place.
Ultimately, the most effective support is a combination of clarity, consistency, and capacity-building—giving board members the tools and confidence to understand the data, ask meaningful questions, and stay focused on whether improvement efforts are actually impacting student outcomes.
Video training

How might CDE best support others in your role (board chair, superintendent, charter leader, board member, authorizer) in promoting effective board practices related to the topics of accreditation, improvement planning, and accountability committees?
Reverse the State Board of Education's Exclusive Charter Authority designation to the ******* School District.
It is hard to know whether we are getting the cultivated version of updates for board members where omissions and fluff are directing us towards certain decisions, or if we are just getting facts. Knowing where to ask more questions and what level of involvement is appropriate would be useful. We do not want to just be rubber stampers who approve everything we are given. We also don't want to be an obstacle or unsupportive.
Roles and accountabilities. Of Supt. And board members,.
Again, simple training videos or a guide that could easily be referenced.
I think keep having options and workshops for boards to learn more. CASB and other options should continue to meet these needs.
By providing clearer, more practical tools and guidance that translate accreditation and improvement planning from complex requirement into actionable governance practices.
Unsure.
It would also help to strengthen regional conversations around protecting instructional time and aligning student activities with academic priorities. Rural districts value athletics and enrichment opportunities, but stronger shared expectations around accountability and student achievement would help ensure instructional practices and scheduling decisions better support long-term academic outcomes.
The videos would help all stakeholders.
Provide resources that target an audience with limited educational background. They only know the educational system that got them through school, and their attitude is that that should be good enough.
CDE could best support school boards and educational leaders by providing more practical, user-friendly guidance and ongoing supports focused on accreditation, improvement planning, and effective governance practices. This support could include regional workshops, simplified planning tools, model accountability committee structures, and real-world examples from similar rural districts. In addition, creating opportunities for collaboration among board members, superintendents, and district leaders across the state would help share successful strategies and build stronger local capacity. Consistent communication, technical assistance, and resources tailored to the unique challenges of small rural districts would further strengthen effective board leadership and continuous improvement efforts. Utilize the CASB conference
The support, training, and resources are pivotal.
As superintendent, an ongoing struggle is knowing the depth of sharing with board members. That is, much of this work has much to do with weeds. An area we try not to get the board into.
We typically rely on CASB for much of this training. I would not want to put resources into duplicative work.
Training for Board Directors would be a great step!

How might CDE best support others in your role (board chair, superintendent, charter leader, board member, authorizer) in promoting effective board practices related to the topics of accreditation, improvement planning, and accountability committees?
From an authorizer perspective, it would be helpful to support boards in understanding autonomy of charter schools and the roles/responsibilities of the district school board and the charter school board. It would also be helpful if schools had case studies on how to make decisions regarding charter school renewal that are informed by best practice. Additionally, it would be helpful if boards knew about best practices in holding charter schools accountable in an effective, objective manner.
Not sure.
technology, information etc
Provide information via links, videos, offers of in-person training.
I think the narrative needs to change, as well as the accountability system, so I would personally advocate providing tools to understand how it works, who is involved in decision-making and why, and how to ensure that we are bringing more people to the table - and increased focus on bureaucracy is not going to get us there. Meeting community needs and honoring local control via local standards of success should also be addressed.
CASB conference sessions. Making the support available a low or no cost to struggling districts.
Share more practical resources that can be integrated.
By creating these educational opportunities for Board members
CASB does not clearly define what aspects a school board oversees and so a lot of times, they are unsure if the information presented is within their scope of duties. Clear definitions of what a school board oversees in Colorado would be very beneficial for small districts without on campus legal resources.
Training and mentoring/coaching of board members, new and experienced.
It would be helpful to have streamlined training sessions or webinars specifically designed for our roles that break down the Unified Improvement Planning (UIP) process. Facilitating peer-to-peer learning where high-performing boards share their best practices for accountability committees would also be invaluable.
I would love ideas on how to incentivize participation. We struggle to find anyone willing to volunteer and asking them to donate more time for training has caused potential members to bow out.
By reinforcing the importance of the board understanding and being able to interpret the DPF/SPF and then how they can lead the district with improvement strategies and planning.
Continue to work with **********.
Superintendent training that is partnered with the board president maybe.
Quarterly or monthly emails/newsletters to board members
Maybe providing short videos on certain aspects that I could point to when someone is interested in learning more.
PD sessions are great but real learning comes through consistent collaboration such as on going coaching and not just for districts that are "on the clock" for accountability.

How might CDE best support others in your role (board chair, superintendent, charter leader, board member, authorizer) in promoting effective board practices related to the topics of accreditation, improvement planning, and accountability committees?
As the school leader, I am always looking for more information on effective board practices and how to highlight/present the data we have at a board level.
Make it simple, and one pagers are healthy for understanding.
Being able to define exactly their role in the process.
an overview of the whole process would be helpful
I am new to public school, so understanding the role of the school board and each member's responsibilities would be helpful. It would be helpful to have a handbook at my fingertips.
It's not an easy task . . . . most board candidates that I've met over time run for the BOE because they want to tear down the teachers union or support it; because they have an agenda in support of or opposed to certain library books, sex ed curricula, transgender student rights, etc.; concerns about how the district is spending/wasting money or an interest in growing the district's resources through local or state measures; etc. Very few bring a primary focus on improving student growth and achievement. I believe more board members will become interested in accreditation/accountability if it moves from a high level conceptual word salad to a case study focused approach -- and that the CASB conference is the best opportunity to do this type of work given the quantity of board members who attend.
Maybe regional trainings.
Offer in person trainings for new board members
Increase funding especially to rural districts.
Be more considerate of alternative measures of credibility, SCAP we are measured by our fellow peers around the state.
N/A
********** is a phenomenal resource given his background as a former board member, knowledge of statistics and numbers, and understanding of the accountability process. I have appreciated his perspective on the state's performance frameworks, assessments, and accountability system. Having him available as a resource for districts to access in some capacity as stated above would be beneficial.
Doing something that provides a checklist of items that highlight the process.
Provide more basic knowledge training...101 training through more advanced training.
Guidance of what boards should be doing besides approvals. What is appropriate data to share with the board? What does holding accountability on the board side look like? Explanations for why they should not or do not want to see certain parts of data. Guidance for the board.
Likewise, our board works well with our district accountability committee therefore I don't have any large concerns.
Not require more data reporting and reports.

Additional comments or suggestions
State Board of Education, has endorsed **********School District's history of charter-school hostility and emboldened these behaviors by granting the district Exclusive Chartering Authority. The State Board ought to consider repealing this designation.
CDE does a great job of offering sessions both in person and virtual for access to training district's need. They are very responsive to rural communities and we have had a wonderful relationship with our rep when we need him.
It is a challenge to get board members that also work and have families to commit to driving hours to attend any type of training when they don't understand what they don't know.
It is difficult for me to get my board to commit to additional long hours/meetings. It needs to be in-person.
Do not duplicate work that CASB is already doing with Superintendents and Board
N/A
As an individual, I am concerned with the focus on UIPs and DPFs/SPFs as the best indicators of student success. I think these can actually be a bit harmful in creating systems that perpetuate achievement and opportunity gaps. In our schools have have large multi-lingual and multi-cultural student populations where state standardized tests indicate who is "successful" and who is not, we see challenges of parents choosing to go to schools where the students are primarily white and wealthy, and looking down upon "those students" and their parents that "don't understand or care about" how their students perform. This perpetuates harmful systems. I also have issues
Thank you
Not at this time.
NA
none at this time.
S-CAP is a huge reason, why I/we know what we are doing.
None
It might be helpful to have live virtual training on potential scenarios that we could face.
I understand the state's accountability and improvement planning is a legislative item and that the timing associated with improvement planning and UIP is based upon what is in statute. However, I struggle with the notion of thoughtful and intentional improvement taking place in 1 or 2-year timeframes. System implementation and proper evaluation needs longer time than 1-2 years to evaluate whether
Board spends far too much time on maintenance/facilities/grounds and has a hard time focusing on the instructional aspect of Board work.
I think the area that our board needs support with is how do we find ways to educate our community concerning the challenges with funding that could impact our academic success if the ratio of intervention, counseling and paraprofessional support is impacted.
Giving Boards less to do and more direction on what their actual roles are, both as a group and as individuals, would help educators immensely!