PORT TOWNSEND SCHOOL DISTRICT NO. 50
School Board Retreat
March 9, 2015 4:30 – 5:30 p.m.

"Discover the Power of Learning"

Mission:
In partnership with home and community, Port Townsend School District provides a learning environment where each student develops the knowledge and skills to become a creative, successful and engaged citizen.

01. Location/Time

01.01 Gael Stuart Building, 1610 Blaine St., Board Room S-11, September 16, 2013, 5:00 -9:00 p.m.

02. Call to Order

03. Agenda

03.01 Agenda Approval

04. Review Board Self-Assessment Results

04.01 Self-Assessment Results

05. Executive Session (If Necessary)

06. Next Meeting

06.01 Work/Study Board Meeting, March 9, 2015, Room S-11, 1610 Blaine St., 6:00 p.m.

07. Adjournment

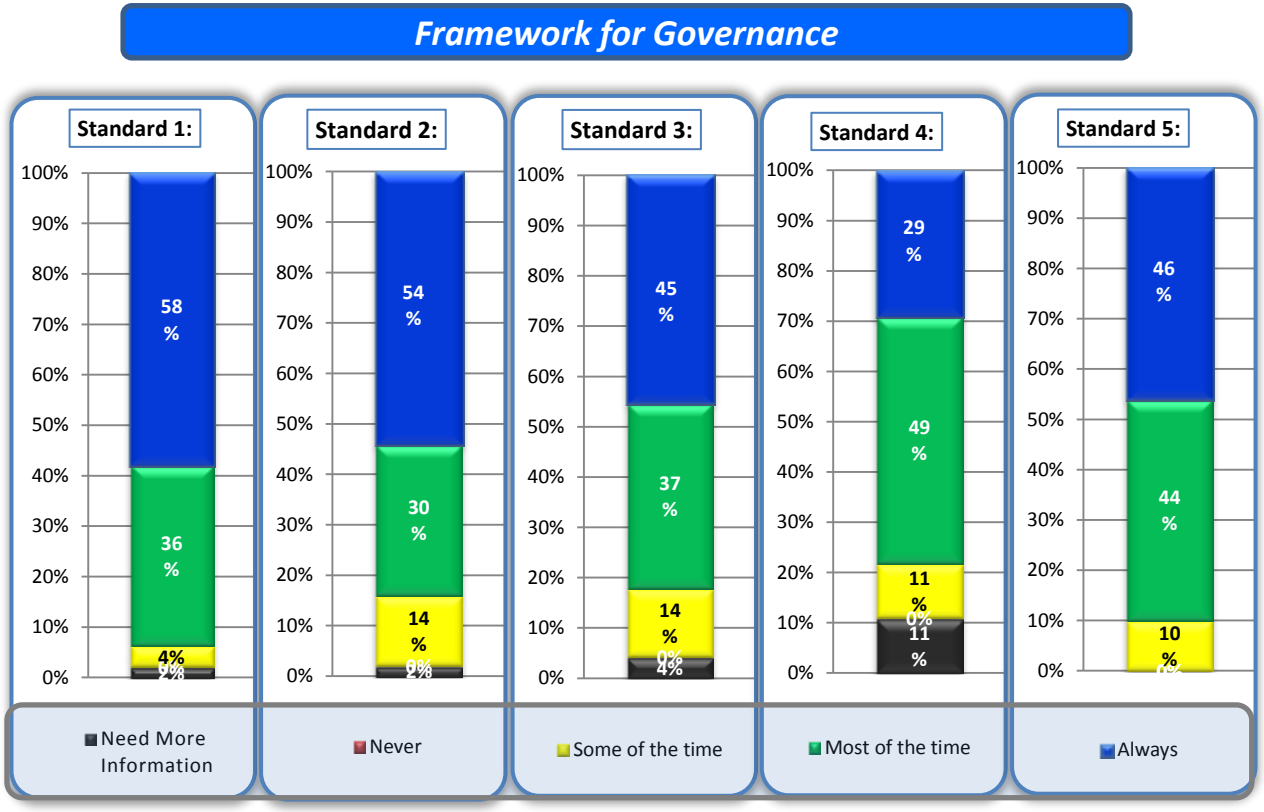
2/20/2015

WSSDA Self Assessment Report Resource Guide

These reports are designed to stimulate discussion regarding your board's practices and actions that support your board's increased effectiveness.

Report 1*: Framework for Governance*

The format for this report is a stacked column. The column always displays the results as percentages that equal 100%. As you can see, it is color-coded enabling you to see trends easily. This report displays the responses from all board members regarding questions specific to each standard.



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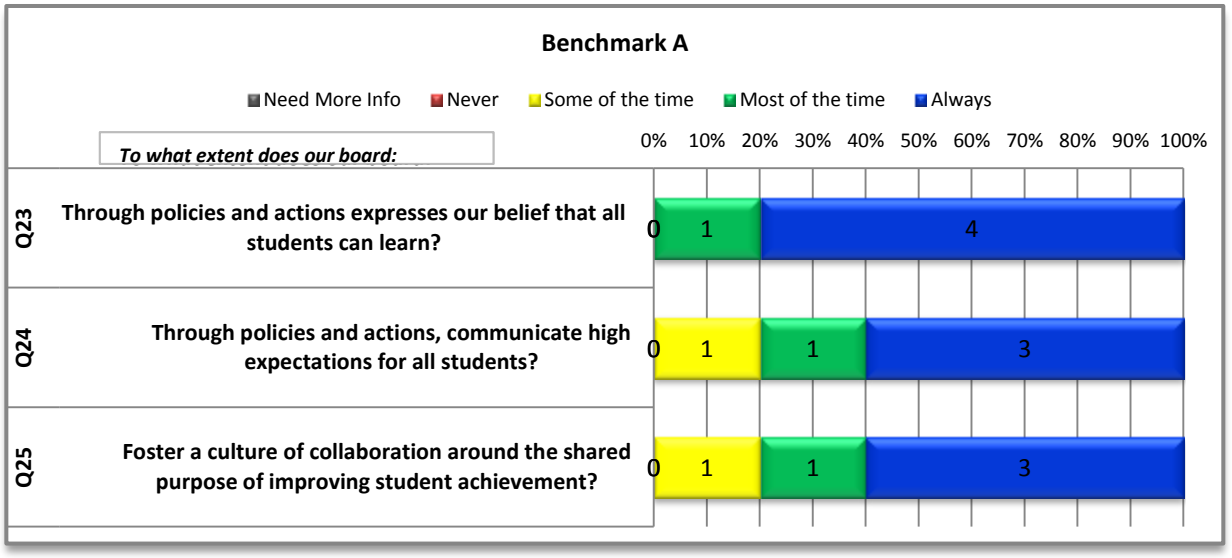
Report 2*: Benchmark and the aggregated responses from the board per question*

The benchmark is displayed with the question and responses per question in a stacked column placed on its side. Remember, each board director holds 20% of the total vote. Before laying a great deal of weight on a 20% response, explore the rationale behind this choice.

Standard 2 - Benchmark of Success A

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing



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Looking at Data

Protocol for Looking at Data

The following process is from The National School Reform Faculty and is a guide for looking at data. It is offered as a resource to support your work. You may have processes that you have implemented for analysis that work well for your board.

1. **Getting Started**
   - Facilitator reminds the group of the norms or operating protocols that are relevant to this process.
   - The facilitator gives a very brief statement of the data and avoids explaining what s/he concludes about the data.

2. **Describing the Data: Standard Report**
   - The facilitator asks: "What do you see?"
   - During this period the group gathers as much information as possible from the data
   - Group members describe what they see in data, avoiding judgment about quality or interpretations. It is helpful to identify where the observation is being made - e.g., "On page one in the second column, third row".
   - If judgments or interpretations do arise, the facilitator asks the person to describe the evidence on which they are based.
   - It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. **Interpreting the Data: Standard Report**
   - The facilitator asks: "What does the data suggest?"
   - During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
   - From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
   - Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
   - As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

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4. Standards and Benchmarks

- Repeat Steps 2 & 3

5. Benchmarks, Responses per Question

- Select a Benchmark for focus and drill down to Report 2: Benchmarks and responses to supporting questions
- Select a focus for goal setting

6. Implications for Goal Setting & Action Plan

- The facilitator asks: "What are the implications of this data regarding goals for improvement?"
- Based on the group's observations and interpretations, discuss any implications the interpretations might have for goal setting and an action plan. In particular, consider the following questions:
  - What goal(s) would be appropriate in light of the data?
  - What action steps would support achieving the goal(s)?
  - How do we measure our progress?
  - How much time is needed to implement the action step prior to assessing?

7. Reflecting

- What did you see in this data that was interesting or surprising?
- What about the process helped you to see and learn these things?
- What did you learn from listening to your colleagues that was interesting or surprising?
- How well did the process work?
- What could be improved?

8. Summary of Goals, Action Plan, Timeline and Measures

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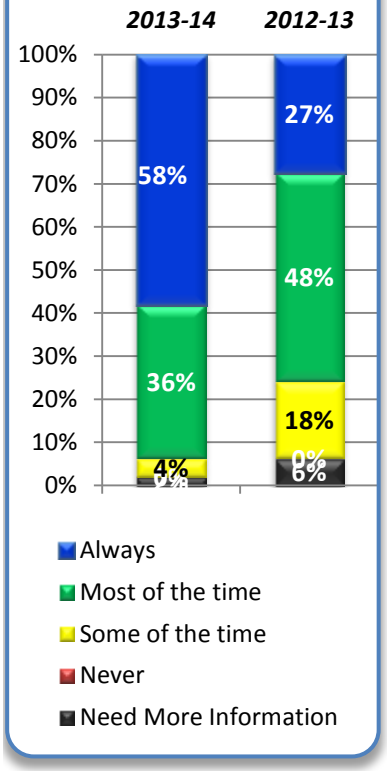
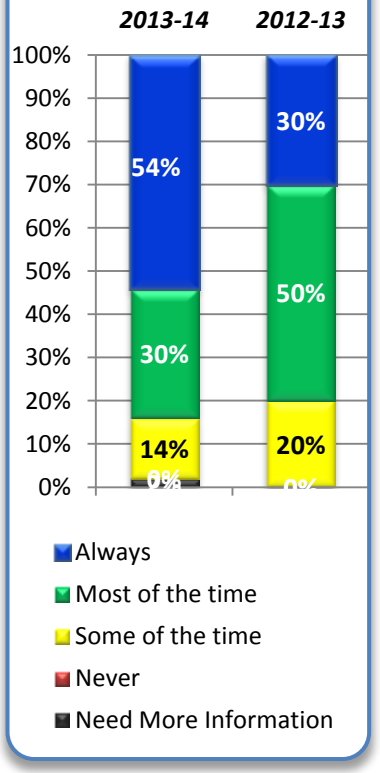
Framework for Governance

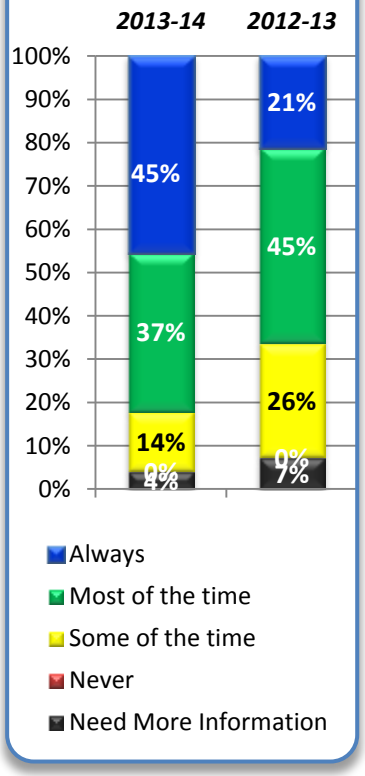
Standard 1: Provide responsible school district governance



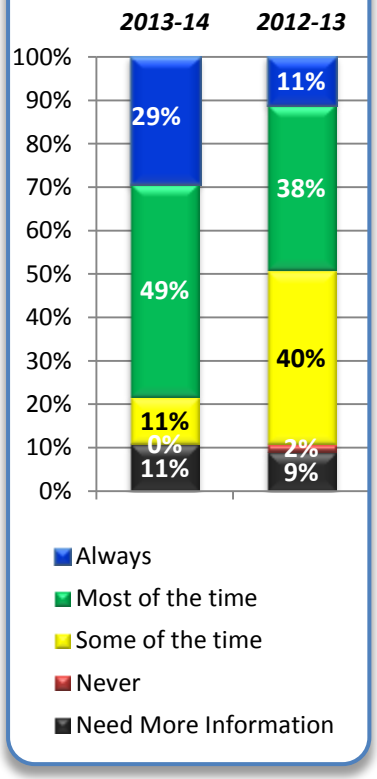
Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations



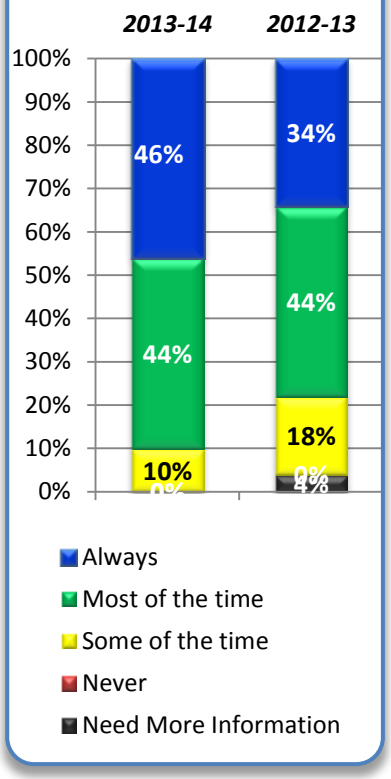
Standard 3: Create conditions district-wide for student and staff success



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



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



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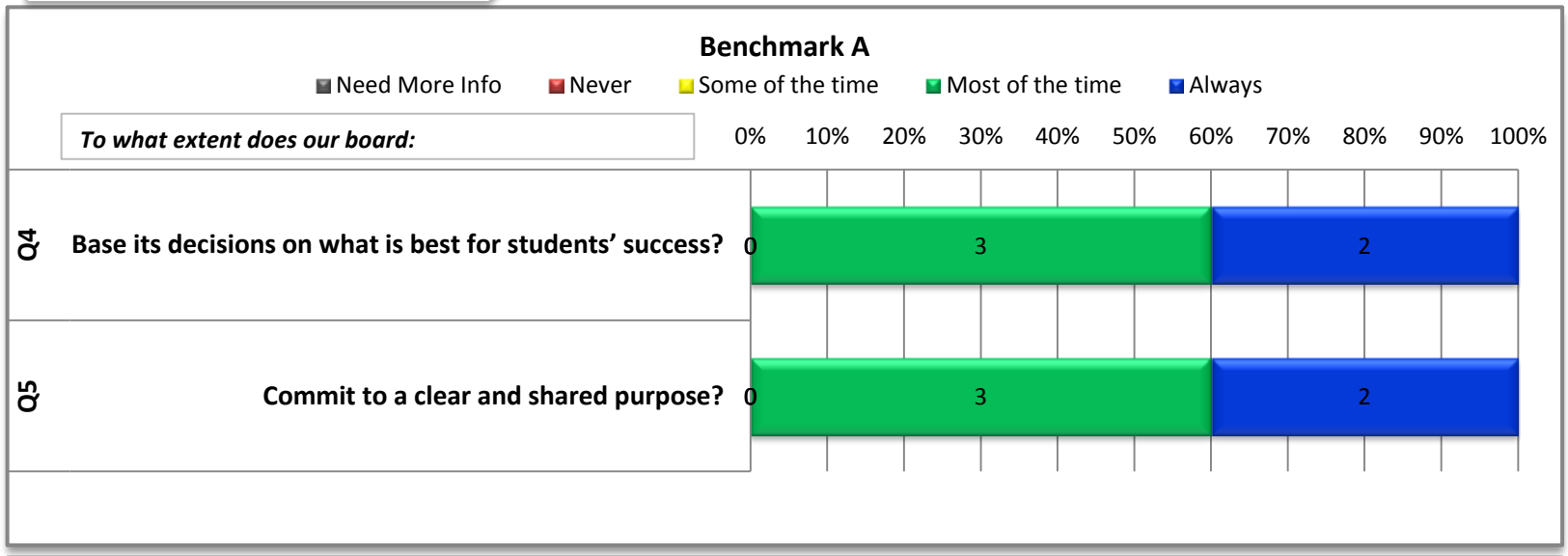
Standard 1 - Benchmark of Success A

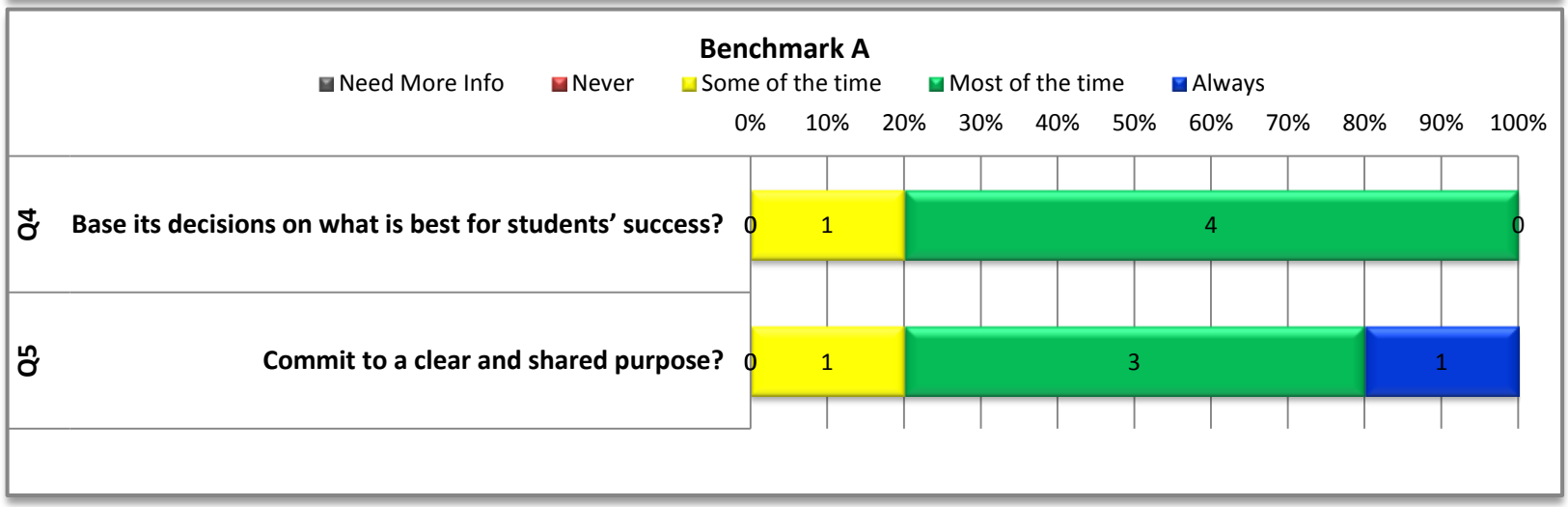
Provide responsible school district governance by:

Conducting board and district business in a fair, respectful and responsible manner.

2013-2014 Survey Responses



2012-2013 Survey Responses



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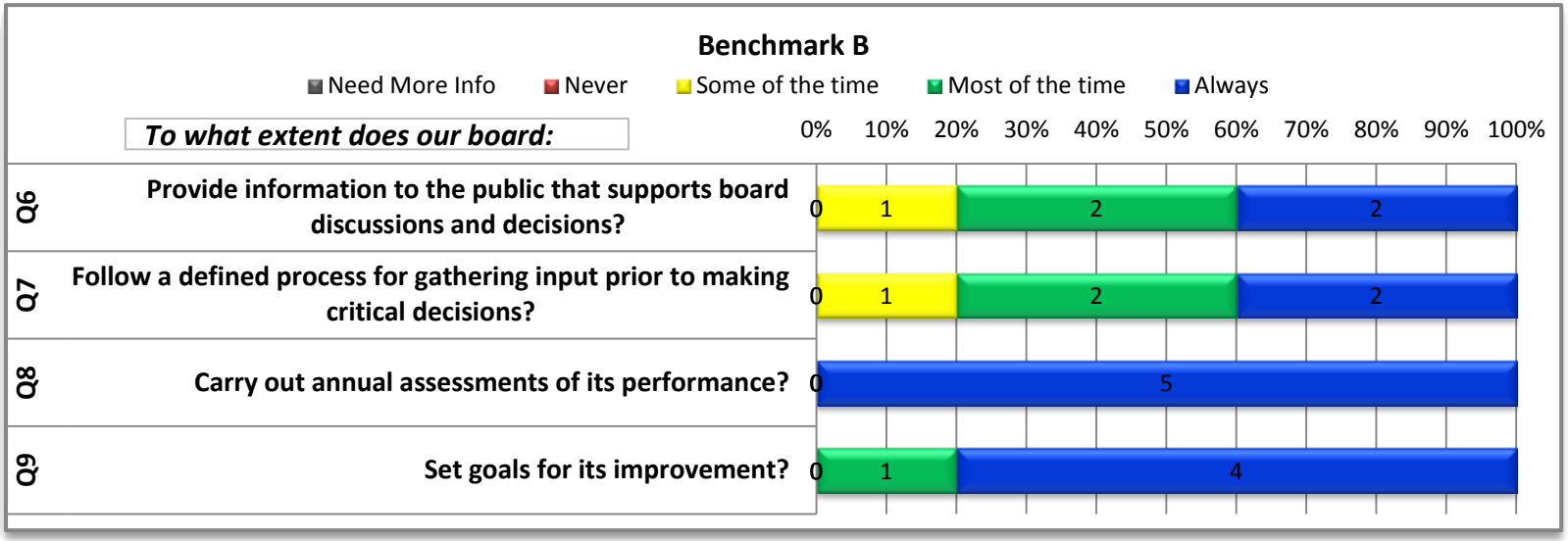
Standard 1 - Benchmark of Success B

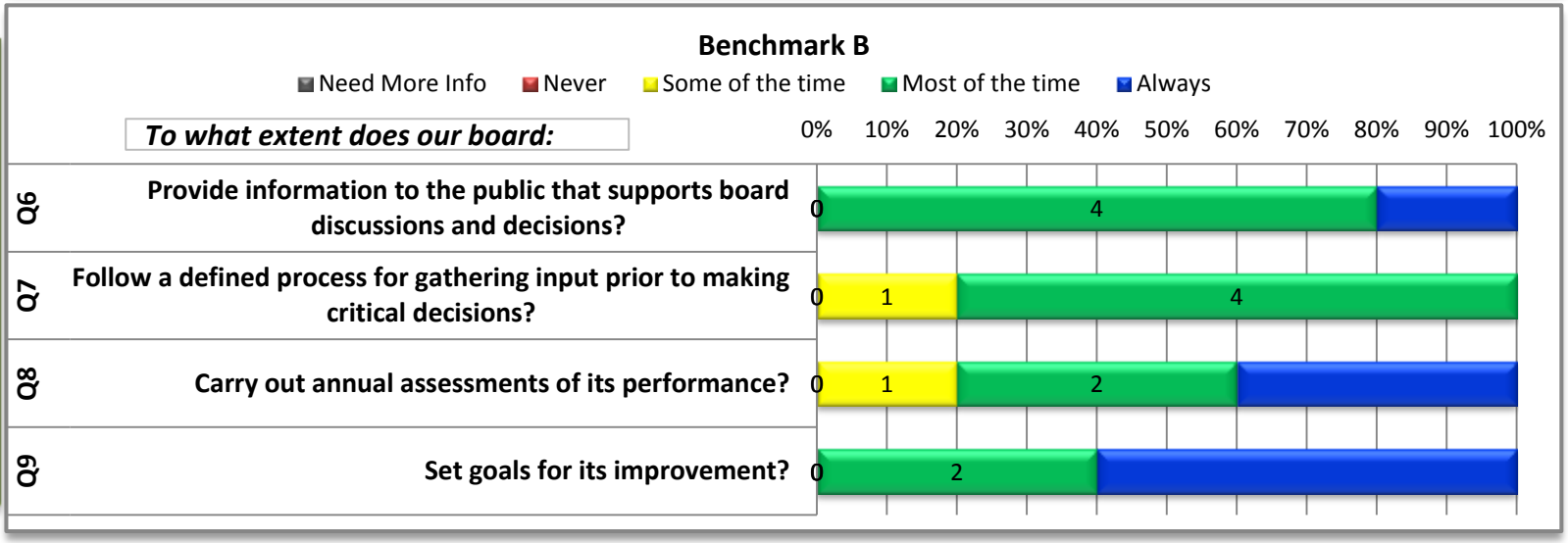
Provide responsible school district governance by:

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision

2013-2014 Survey Responses



2012-2013 Survey Responses



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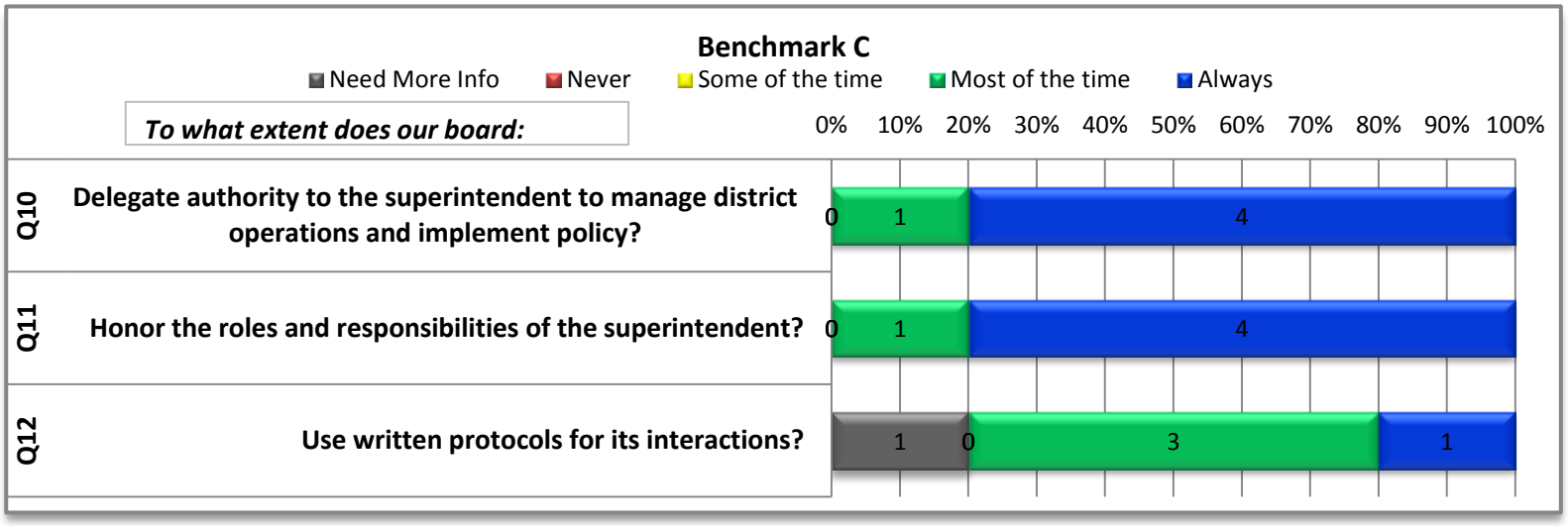
Standard 1 - Benchmark of Success C

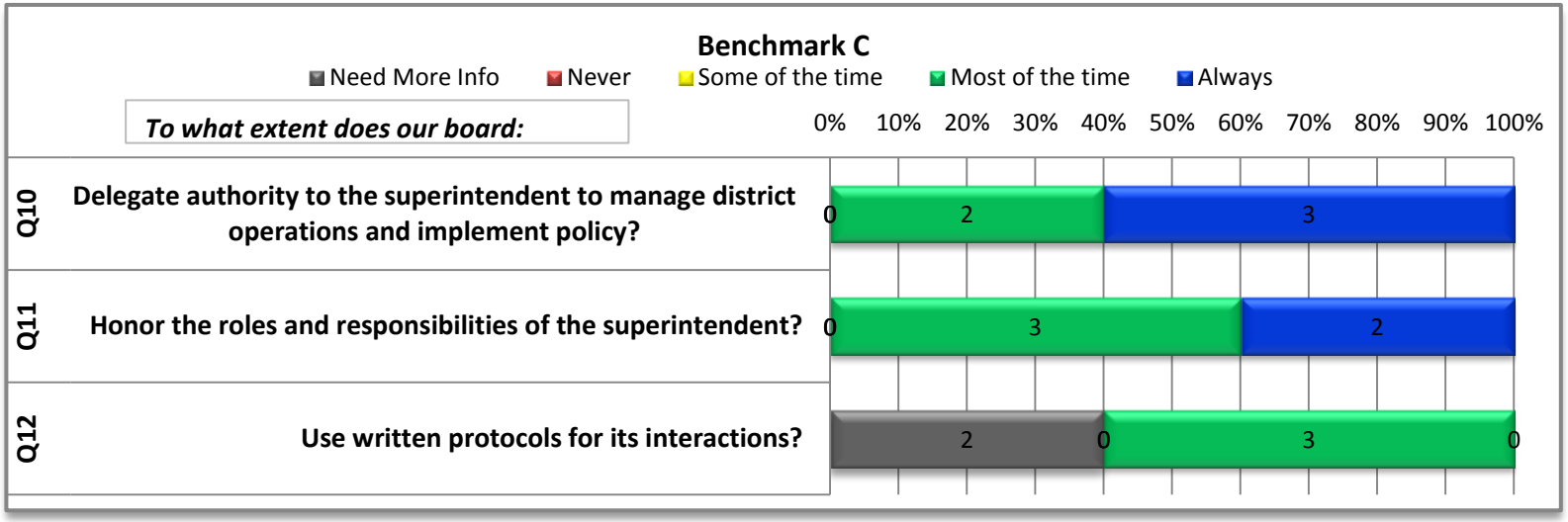
Provide responsible school district governance by:

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

2013-2014 Survey Responses



2012-2013 Survey Responses



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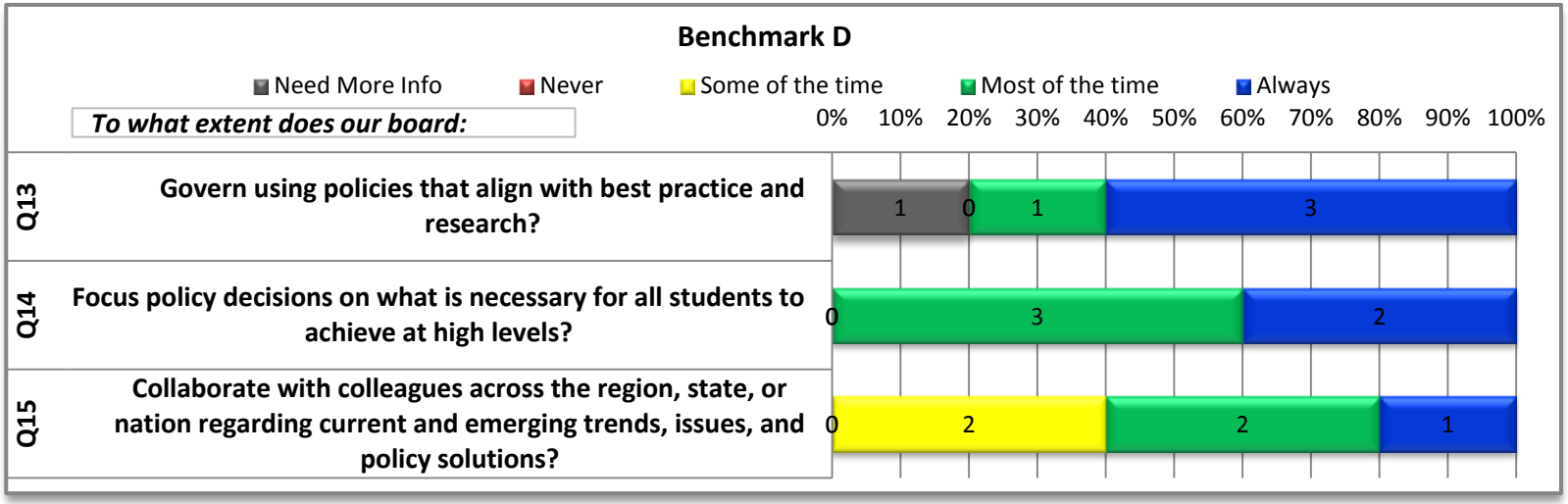
Standard 1 - Benchmark of Success D

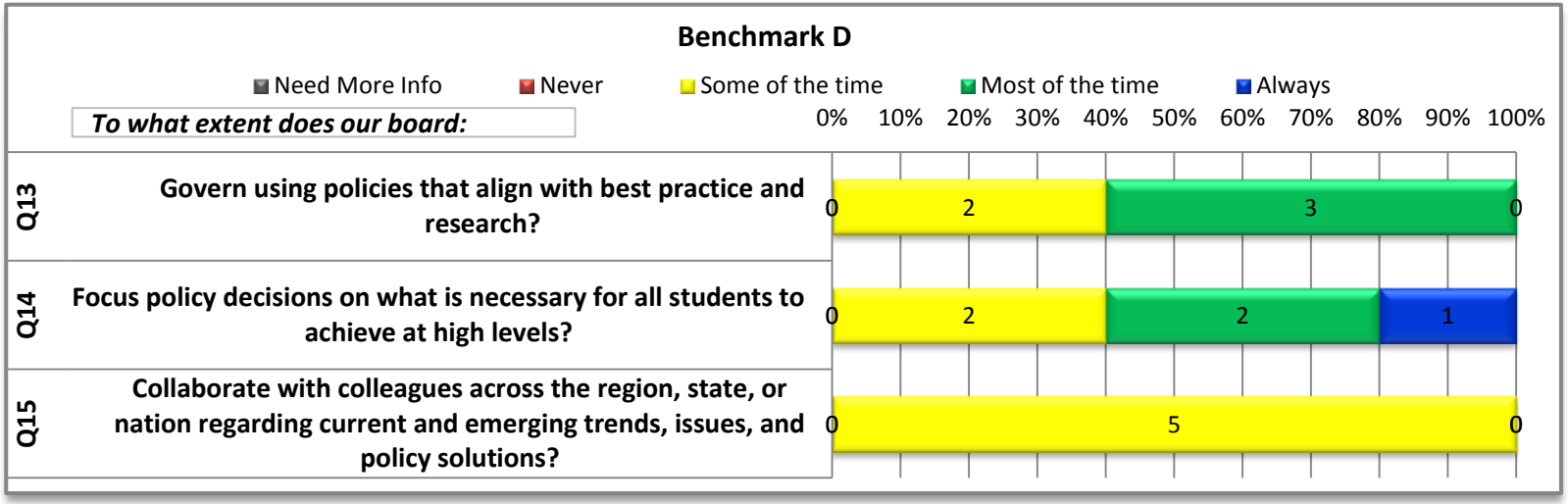
Provide responsible school district governance by:

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

2013-2014 Survey Responses



2012-2013 Survey Responses



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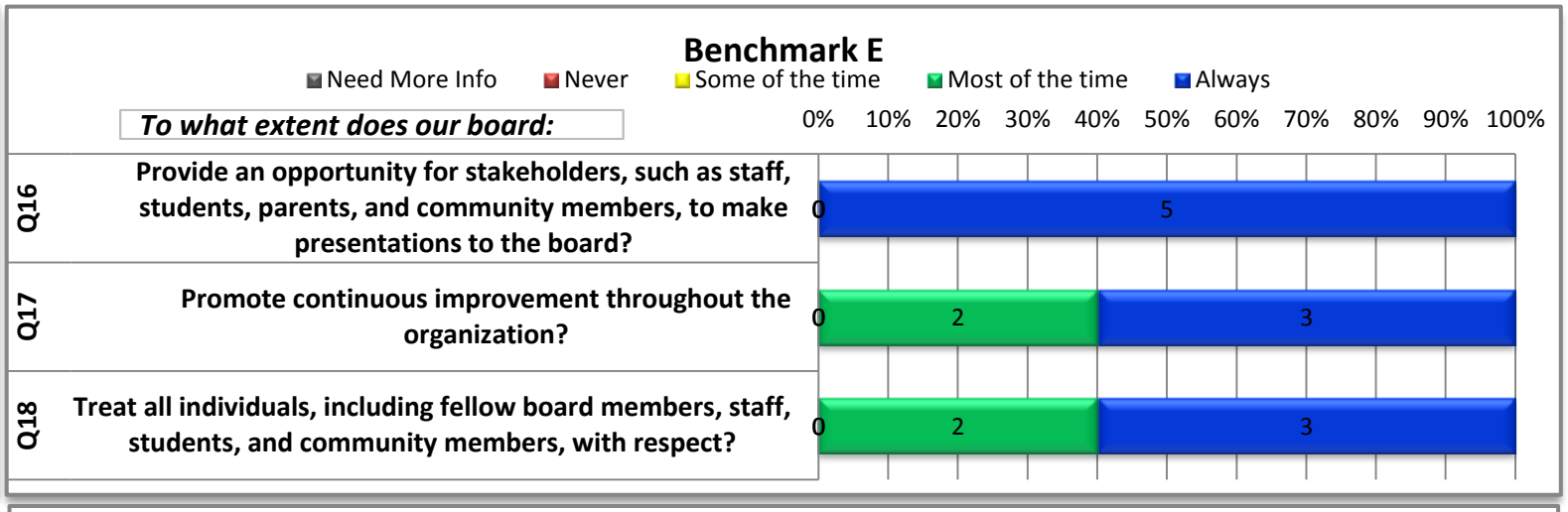
Standard 1 - Benchmark of Success E

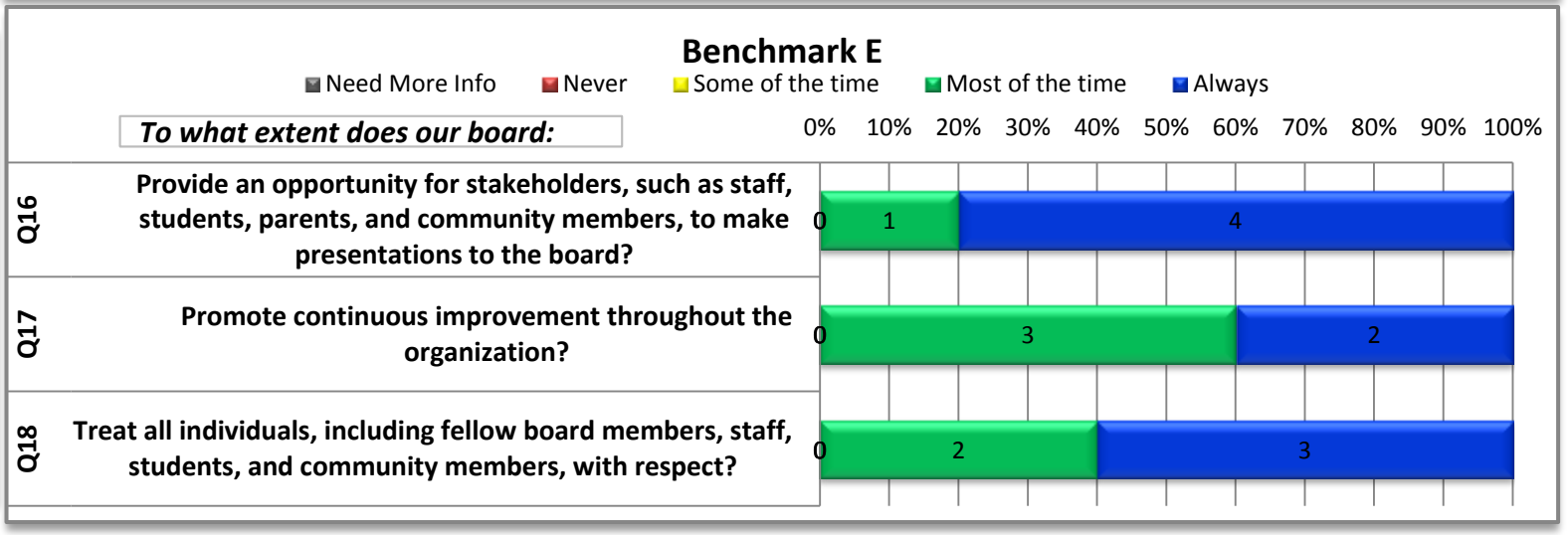
Provide responsible school district governance by:

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

2013-2014 Survey Responses



2012-2013 Survey Responses



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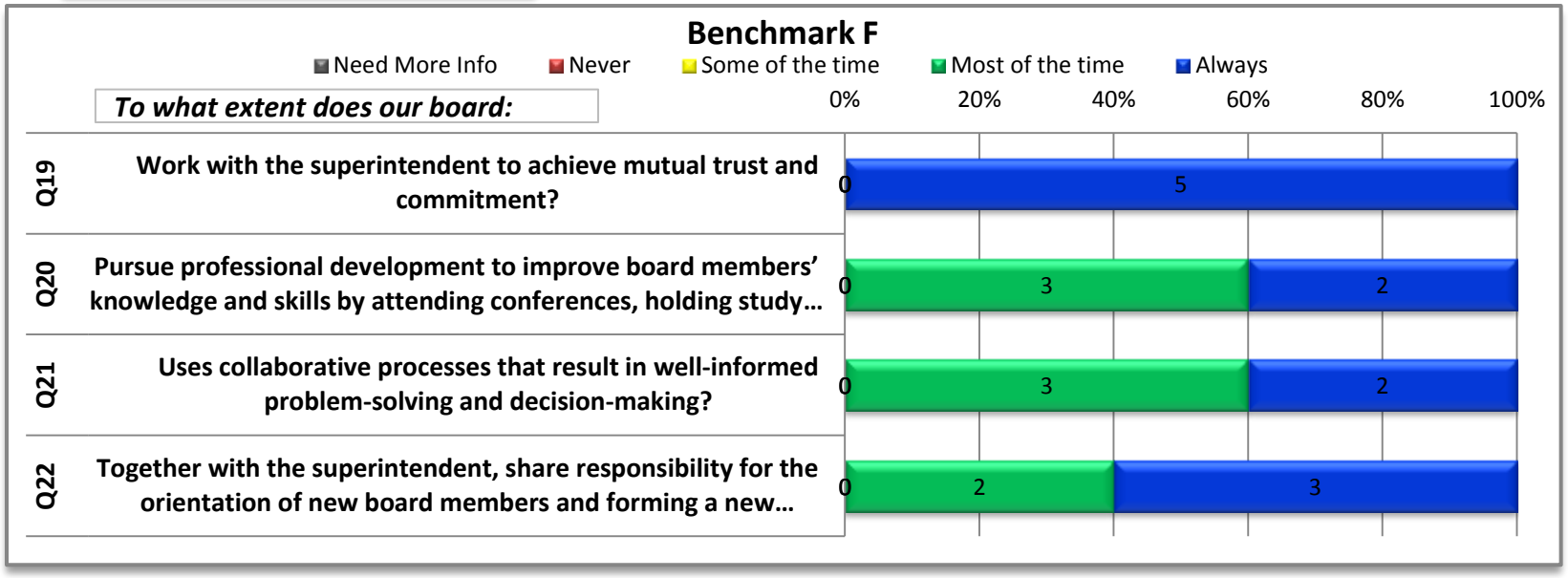
Standard 1 - Benchmark of Success F

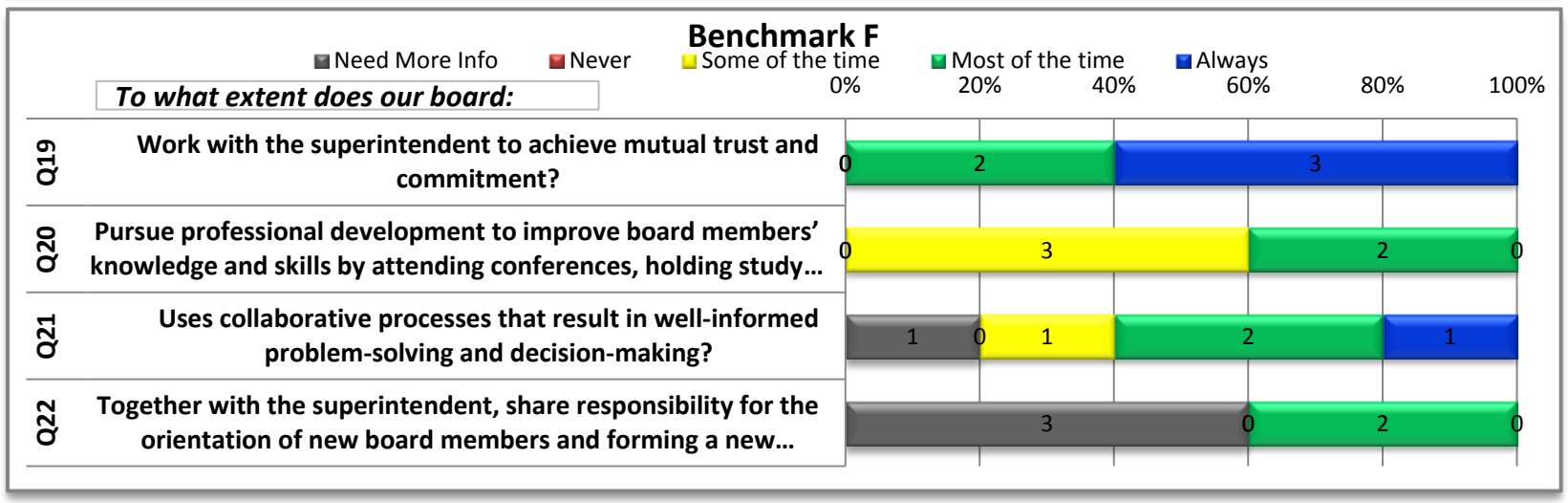
Provide responsible school district governance by:

Working as an effective and collaborative team.

2013-2014 Survey Responses



2012-2013 Survey Responses



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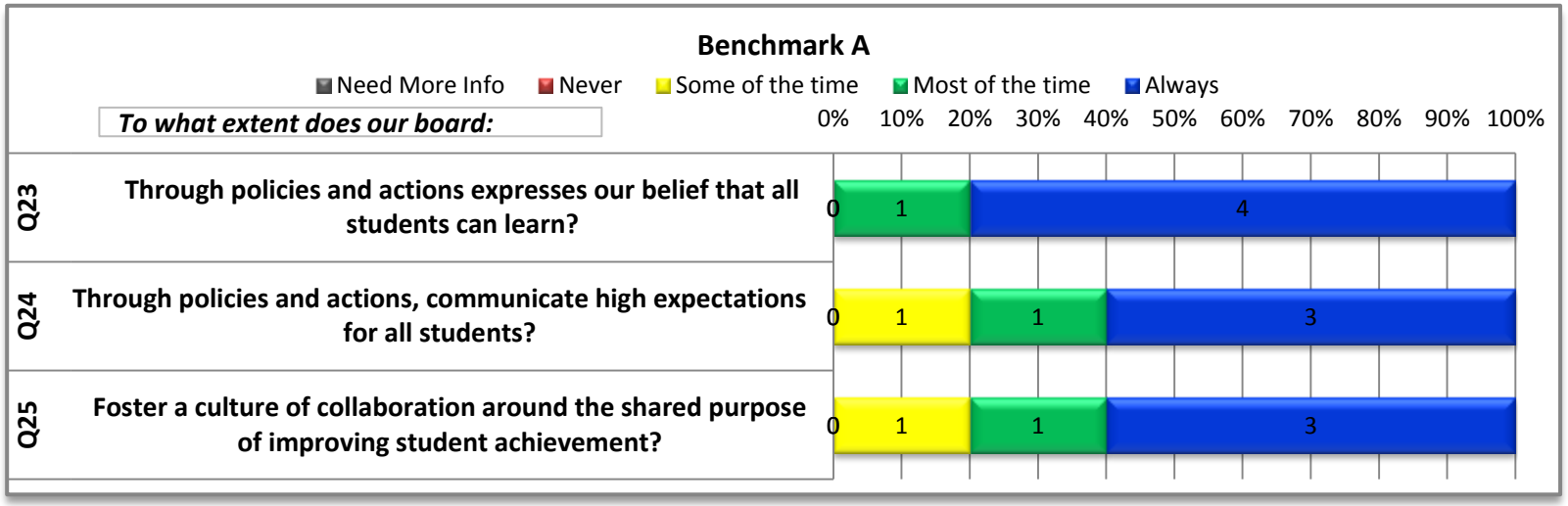
Standard 2 - Benchmark of Success A

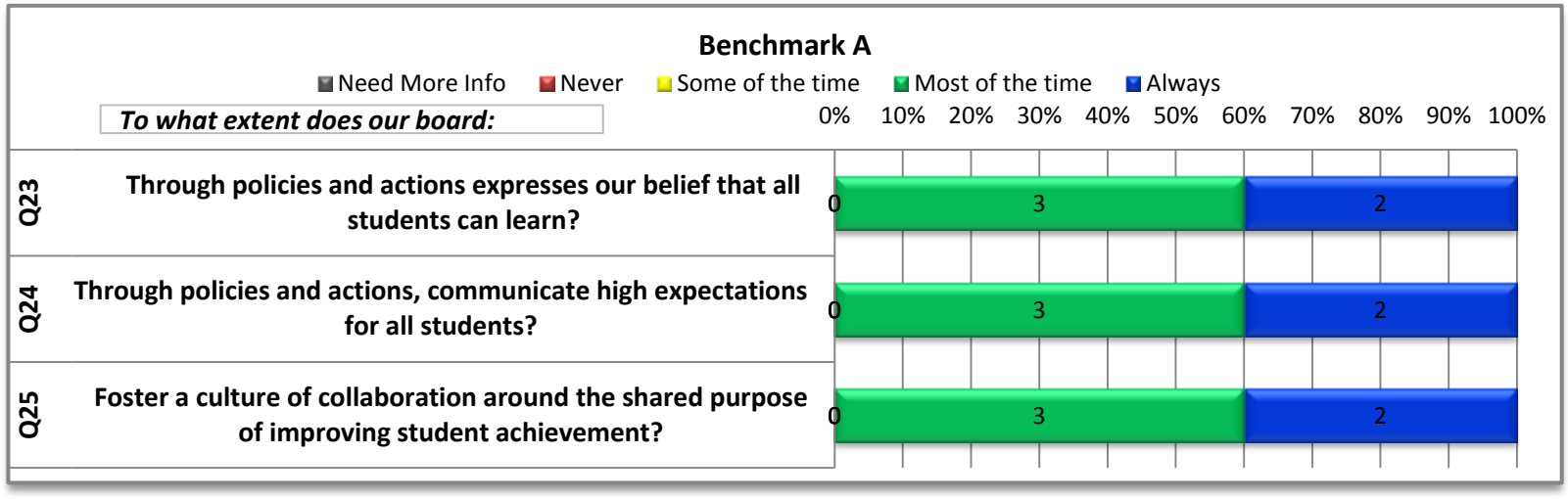
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

2013-2014 Survey Responses



2012-2013 Survey Responses



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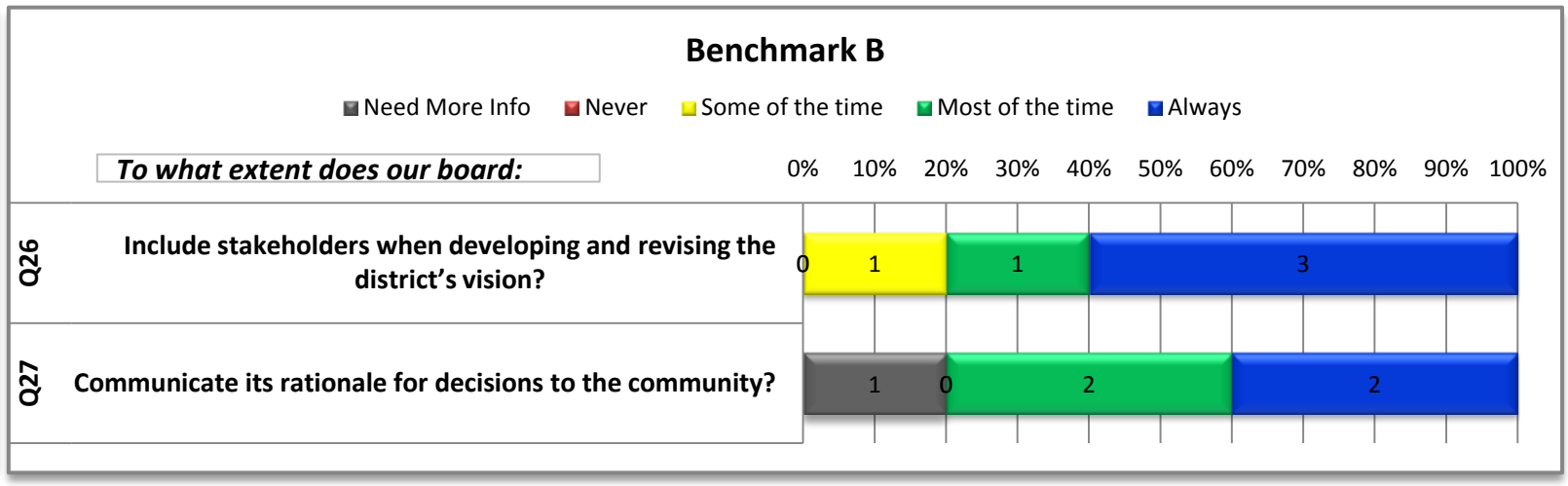
Standard 2 - Benchmark of Success B

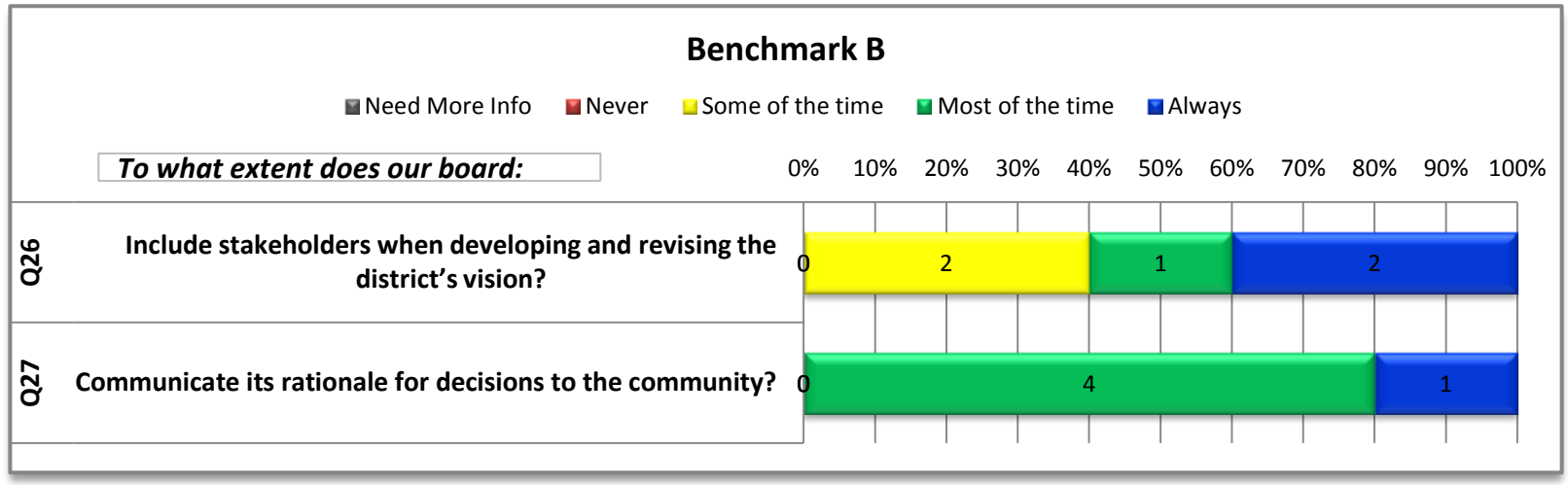
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

2013-2014 Survey



2012-2013 Survey Responses



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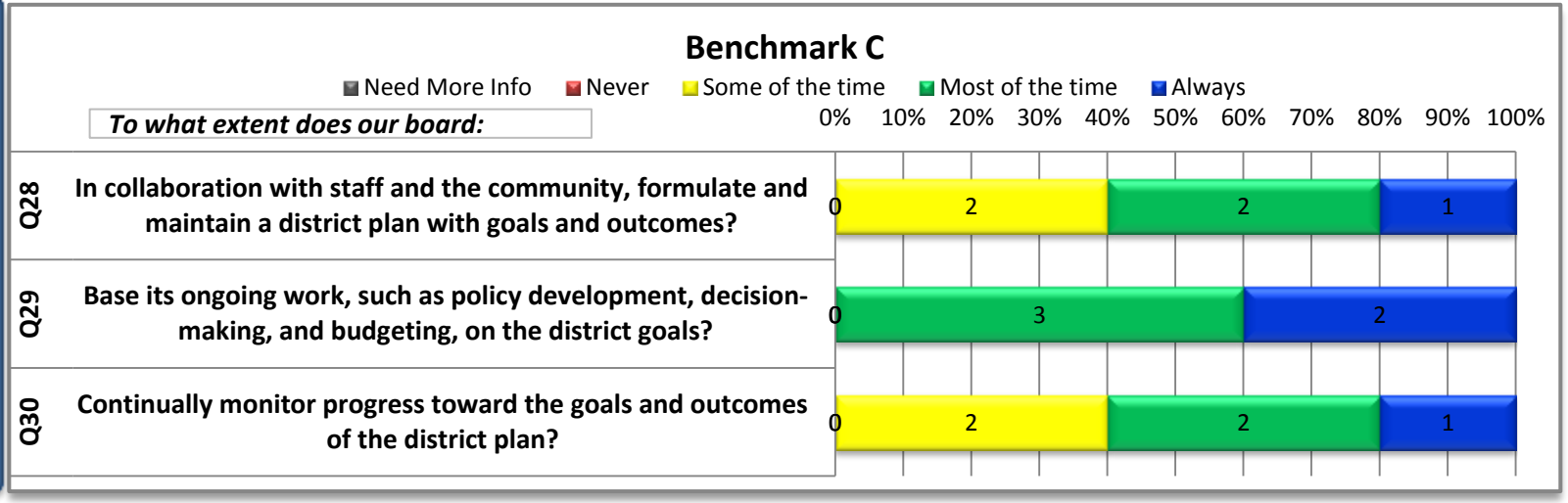
Standard 2 - Benchmark of Success C

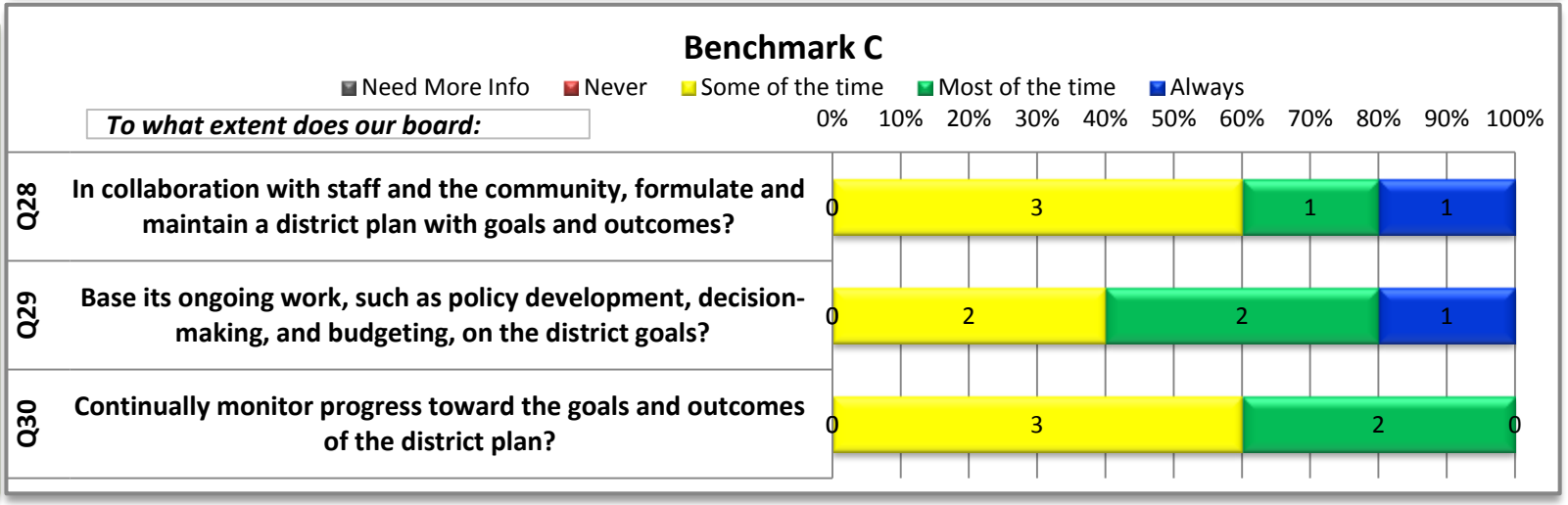
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

2013-2014 Survey Responses



2012-2013 Survey Responses



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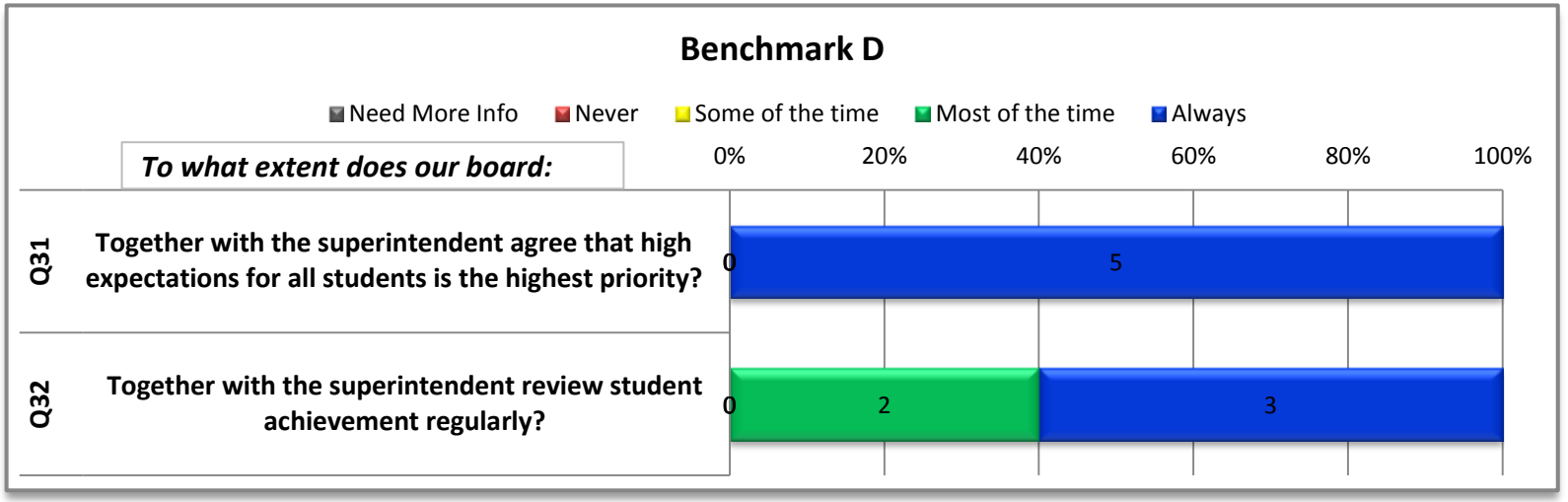
Standard 2 - Benchmark of Success D

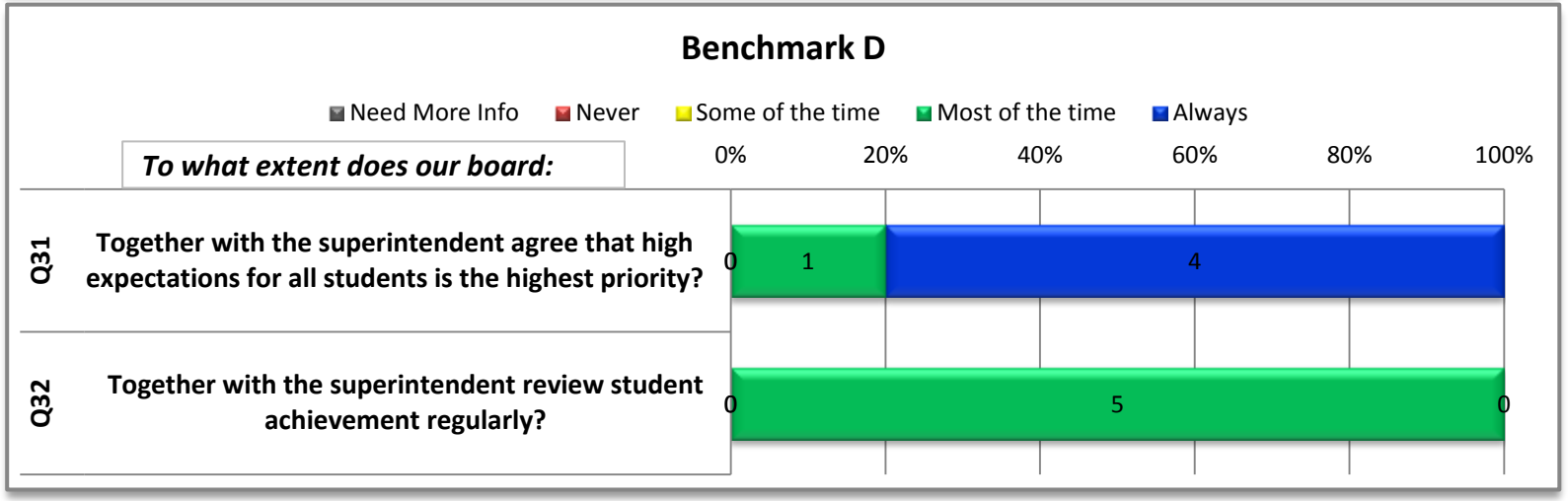
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

2013-2014 Survey Responses



2012-2013 Survey



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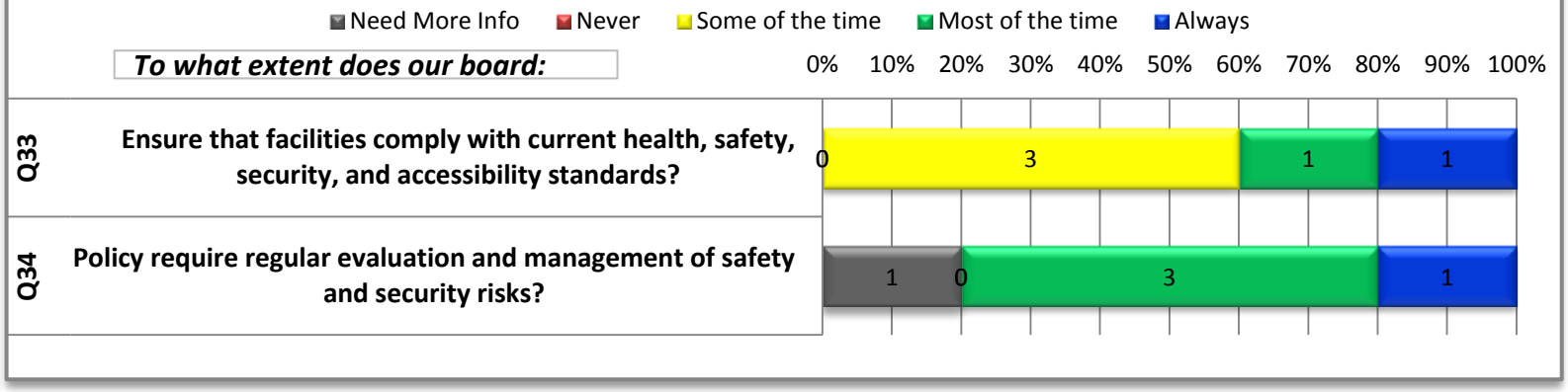
Standard 3 - Benchmark of Success A

Create conditions district-wide for student and staff success by:

Providing for the safety and security of all students and staff.

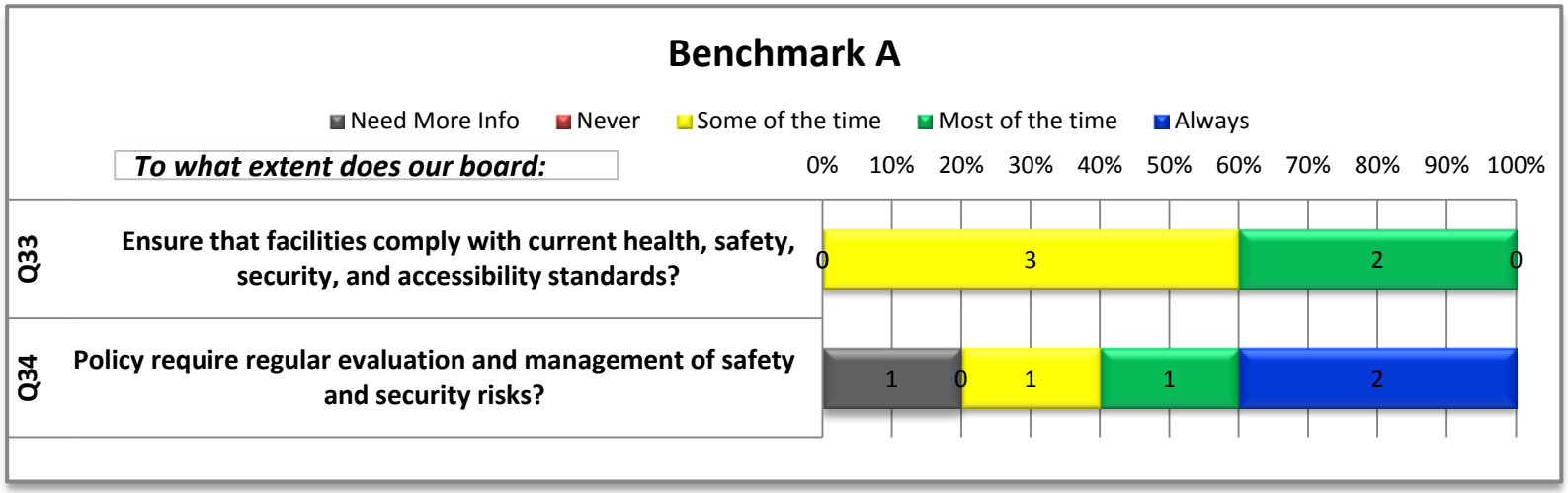
2013-2014 Survey Responses

Benchmark A



2012-2013 Survey Responses

Benchmark A



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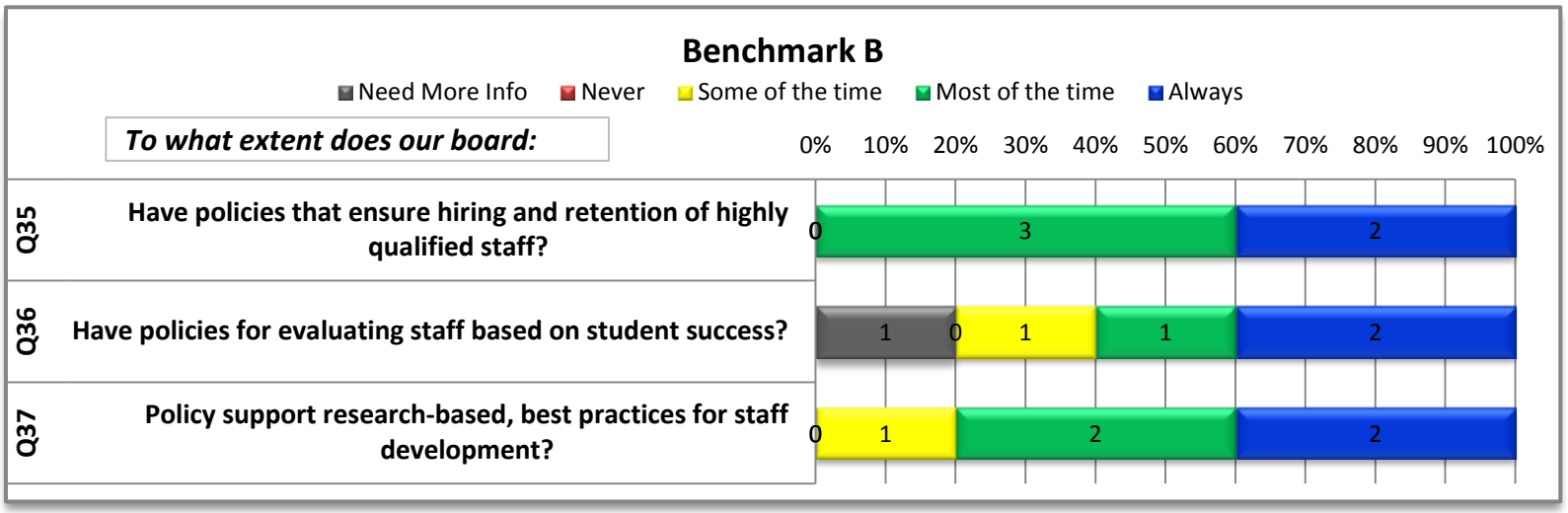
Standard 3 - Benchmark of Success B

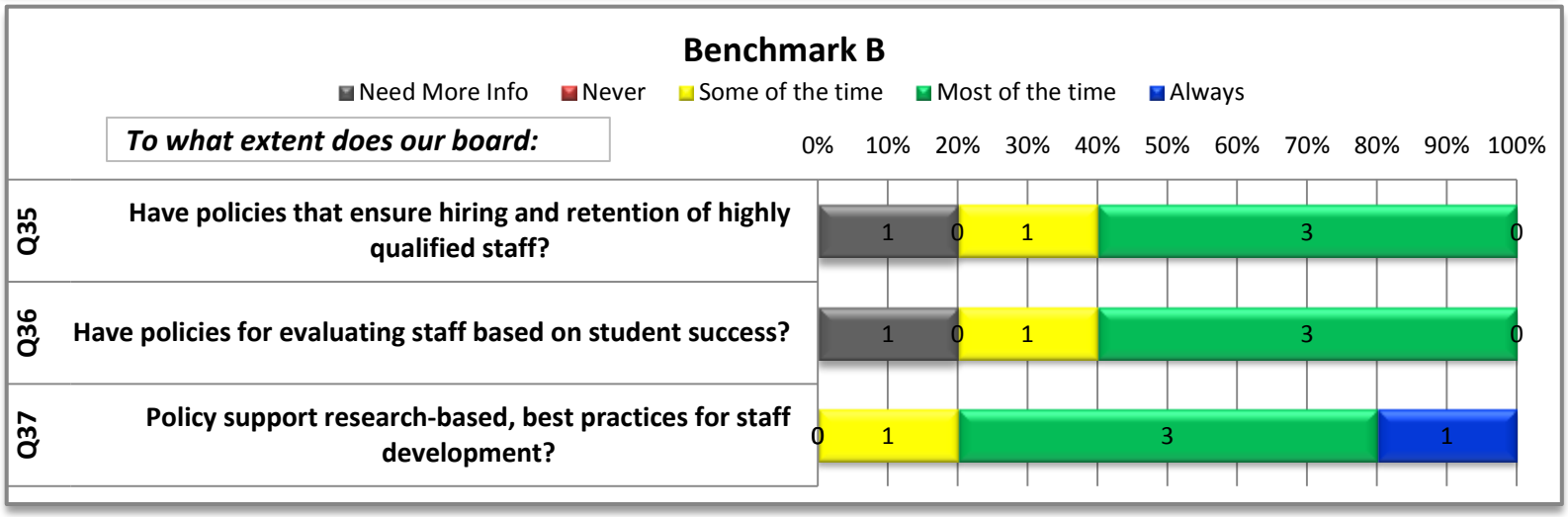
Create conditions district-wide for student and staff success by:

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

2013-2014 Survey Responses



2012-2013 Survey Responses



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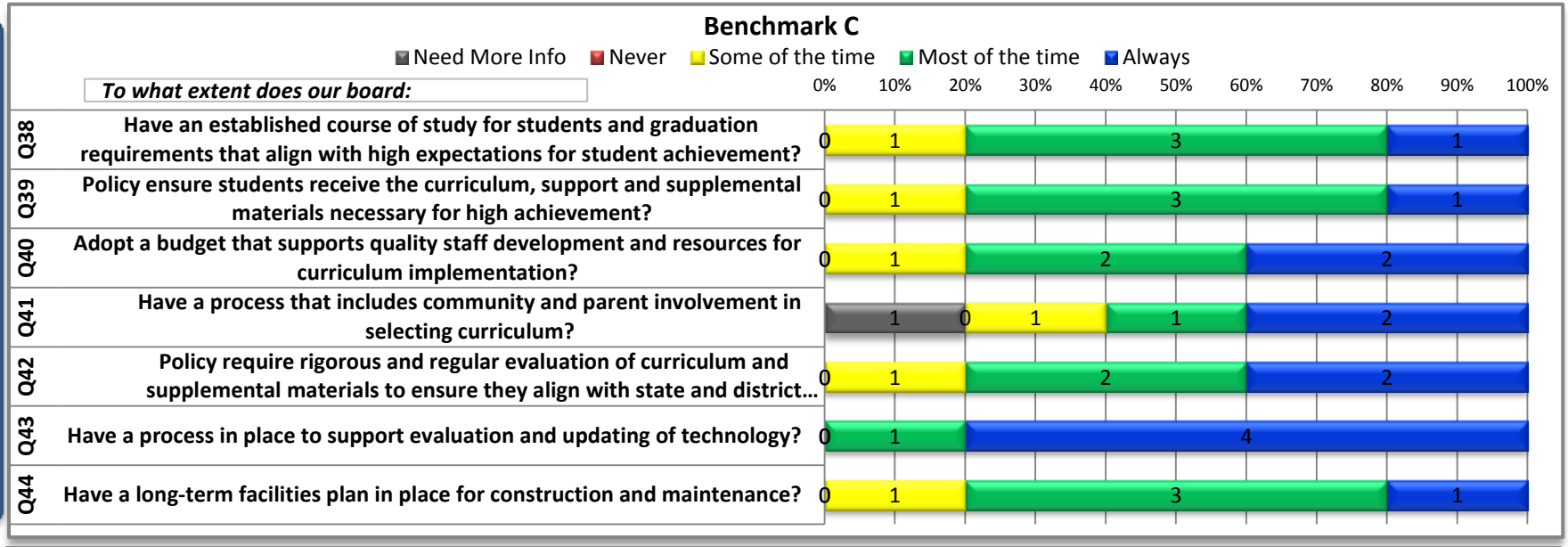
Standard 3 - Benchmark of Success C

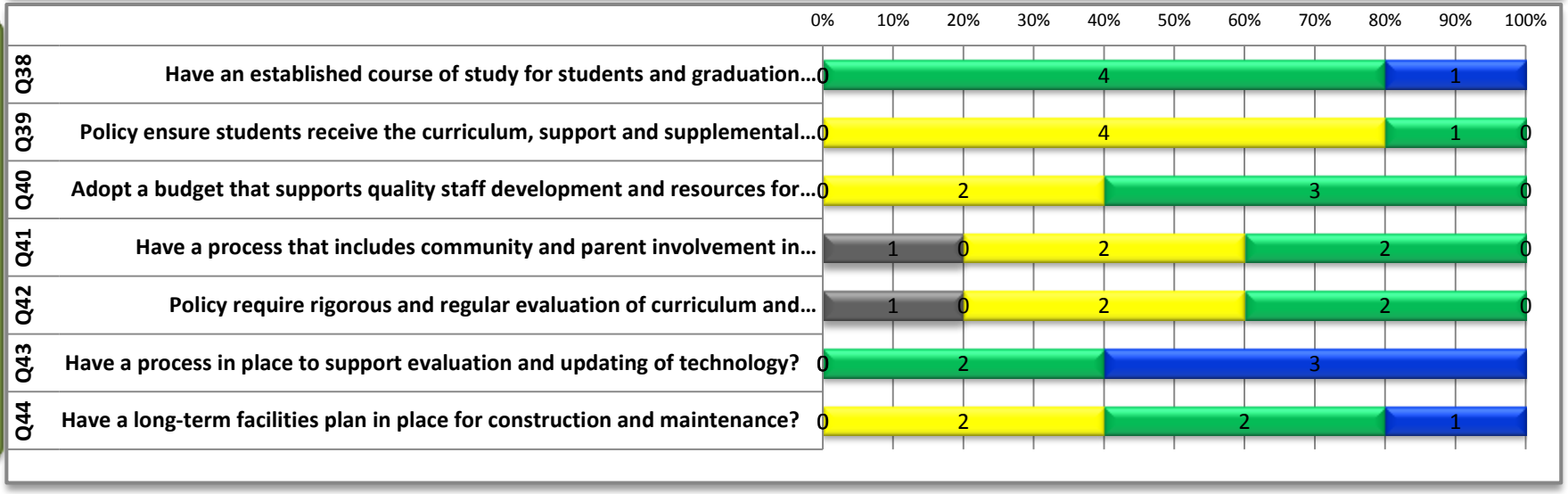
Create conditions district-wide for student and staff success by:

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

2013-2014 Survey Responses



2012-2013 Survey Responses



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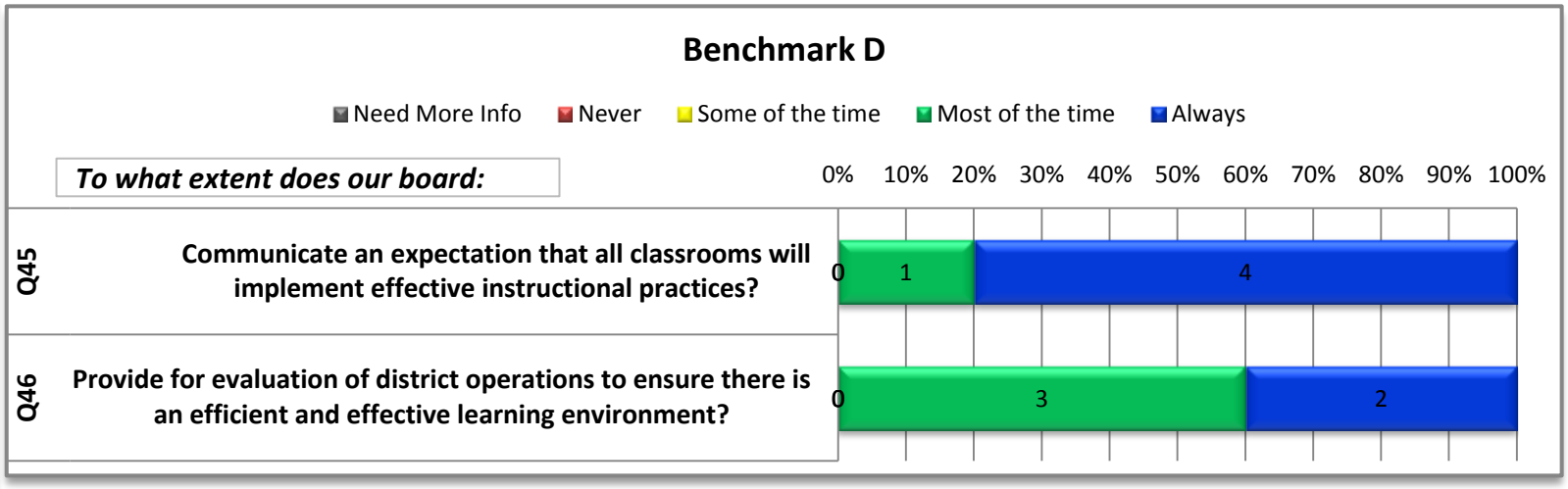
Standard 3 - Benchmark of Success D

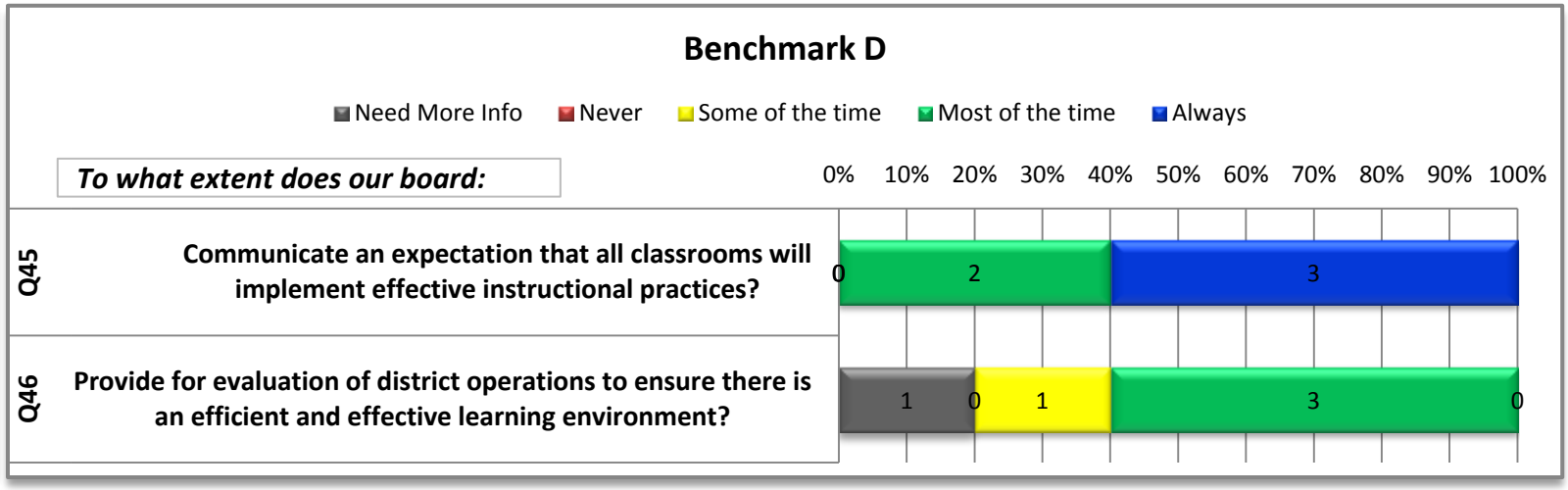
Create conditions district-wide for

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

2013-2014 Survey Responses



2012-2013 Survey Responses



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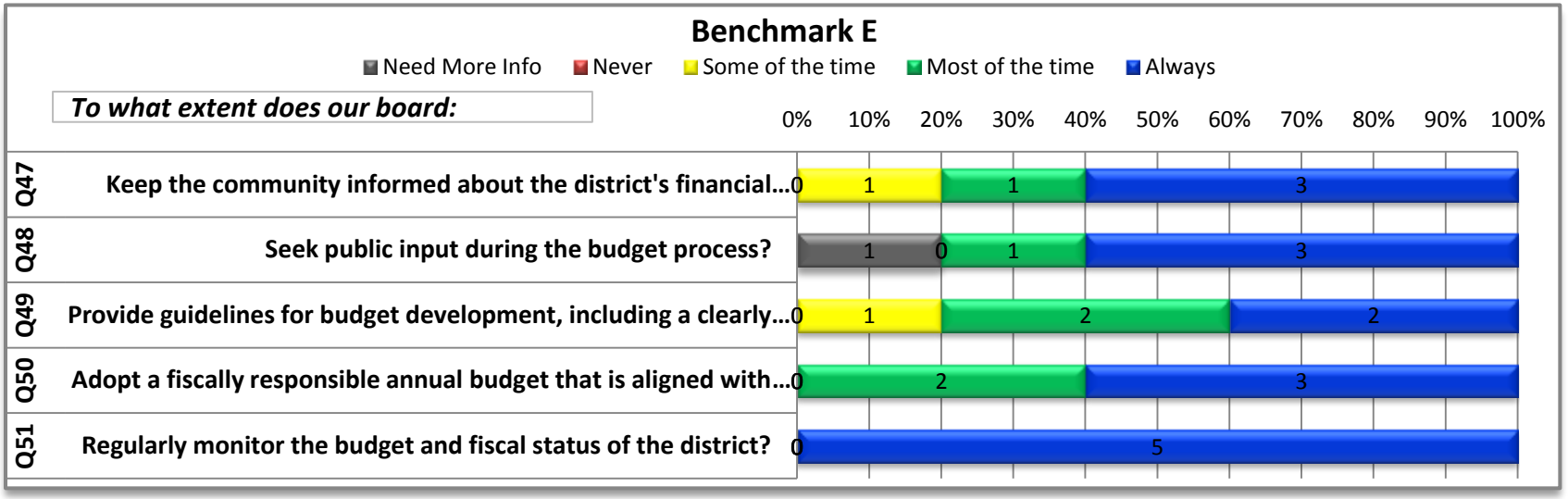
Standard 3 - Benchmark of Success E

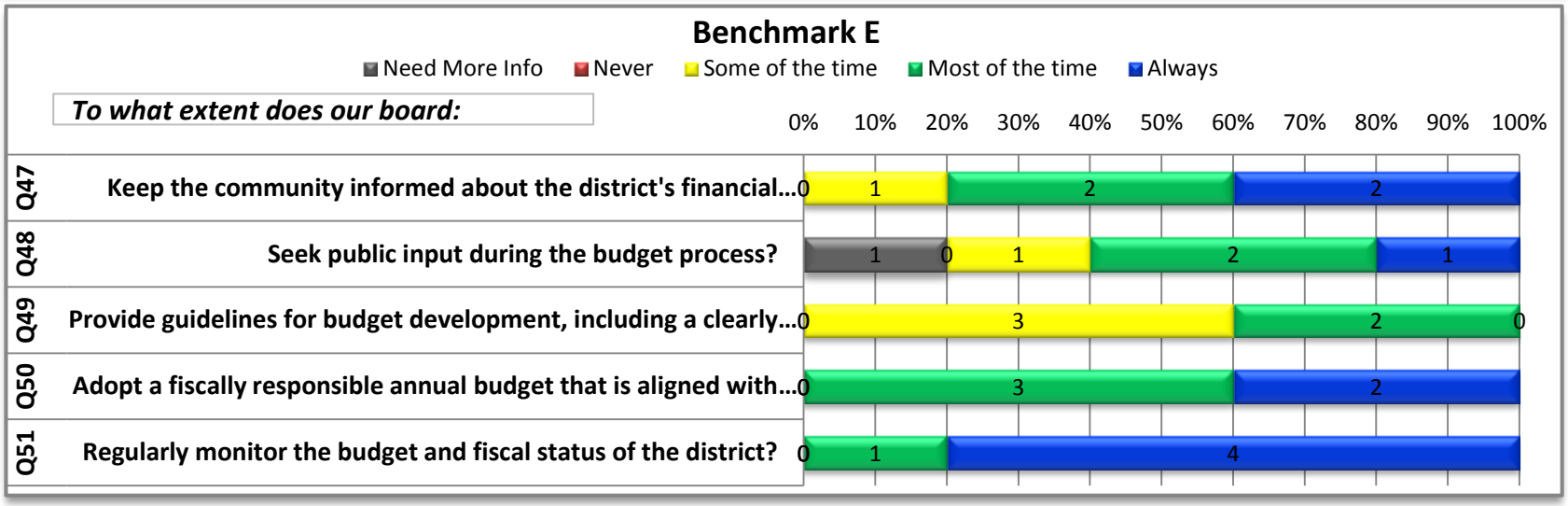
Create conditions district-wide for student and staff success by:

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

2013-2014 Survey Responses



2012-2013 Survey Responses



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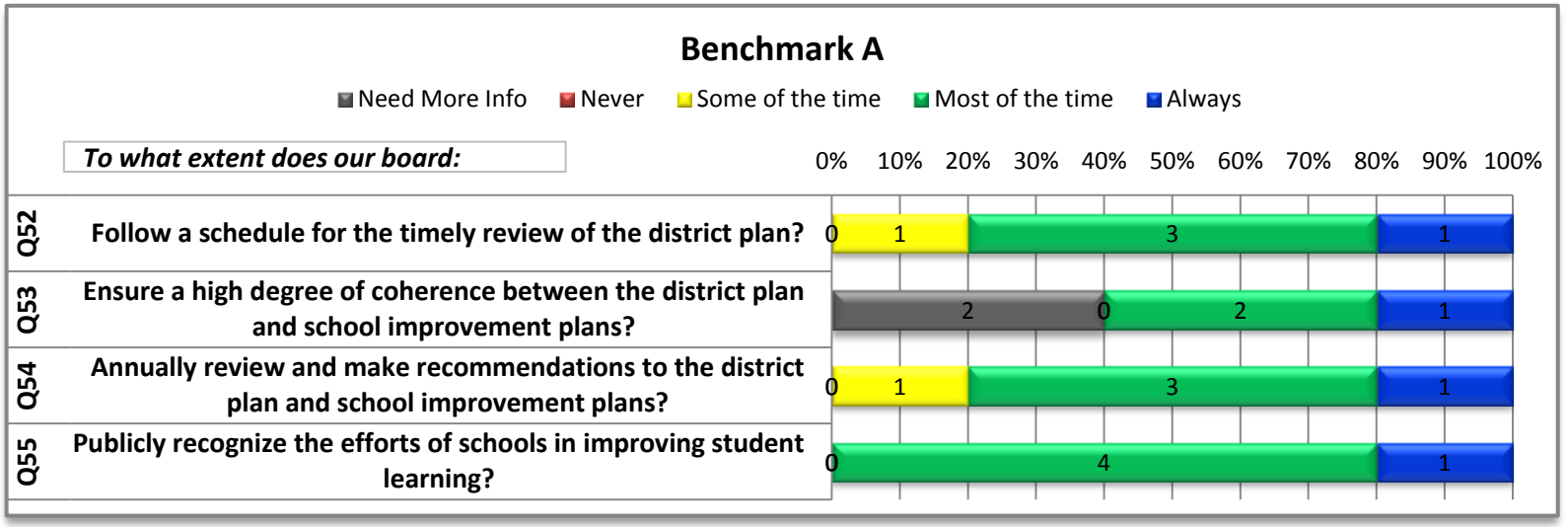
Standard 4 - Benchmark of Success A

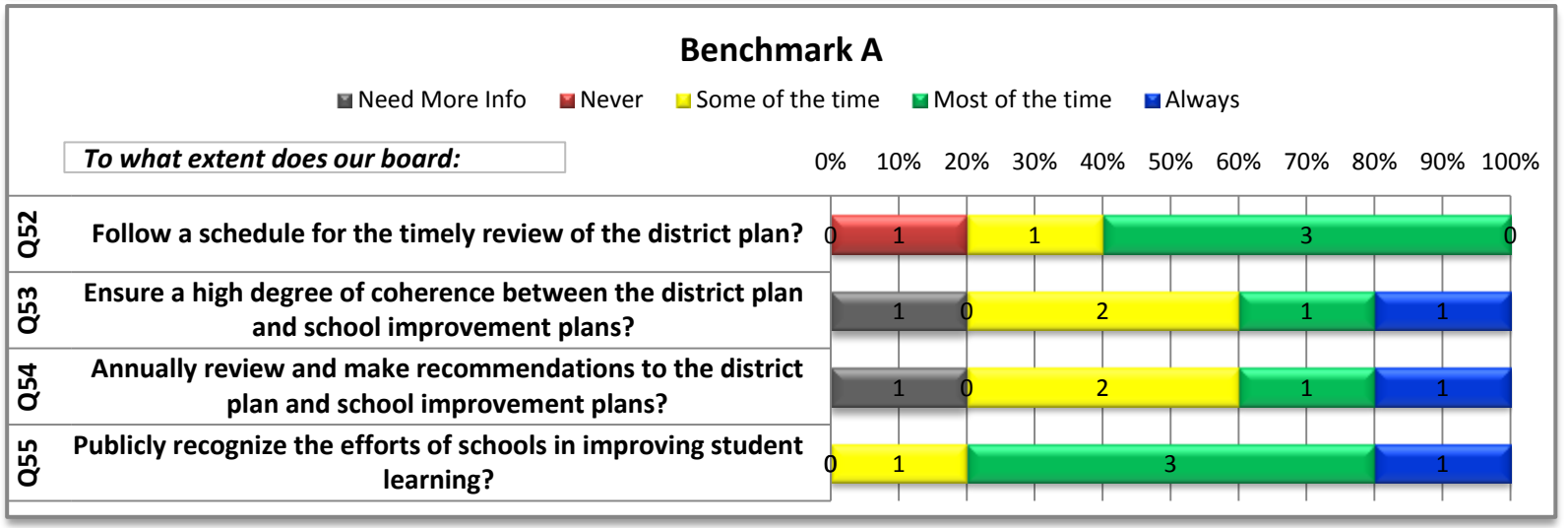
Hold school district accountable for meeting student learning expectations by:

Committing to continuous improvement in student achievement at each school and throughout the district.

2013-2014 Survey Responses



2012-2013 Survey Responses



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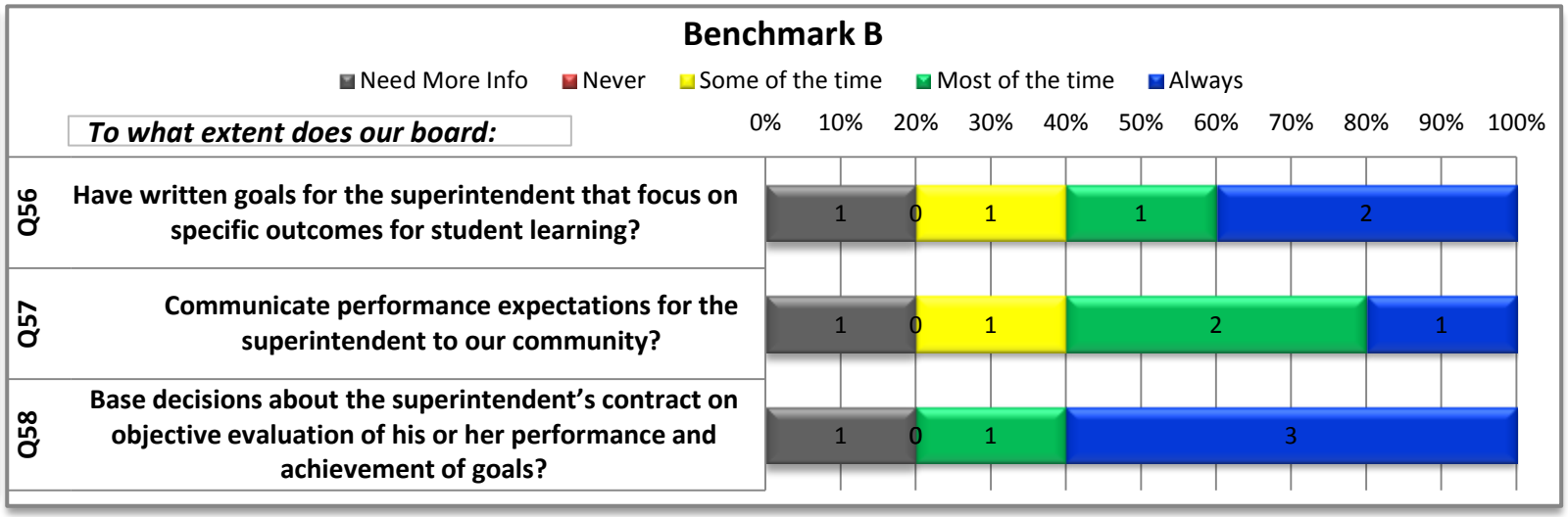
Standard 4 - Benchmark of Success B

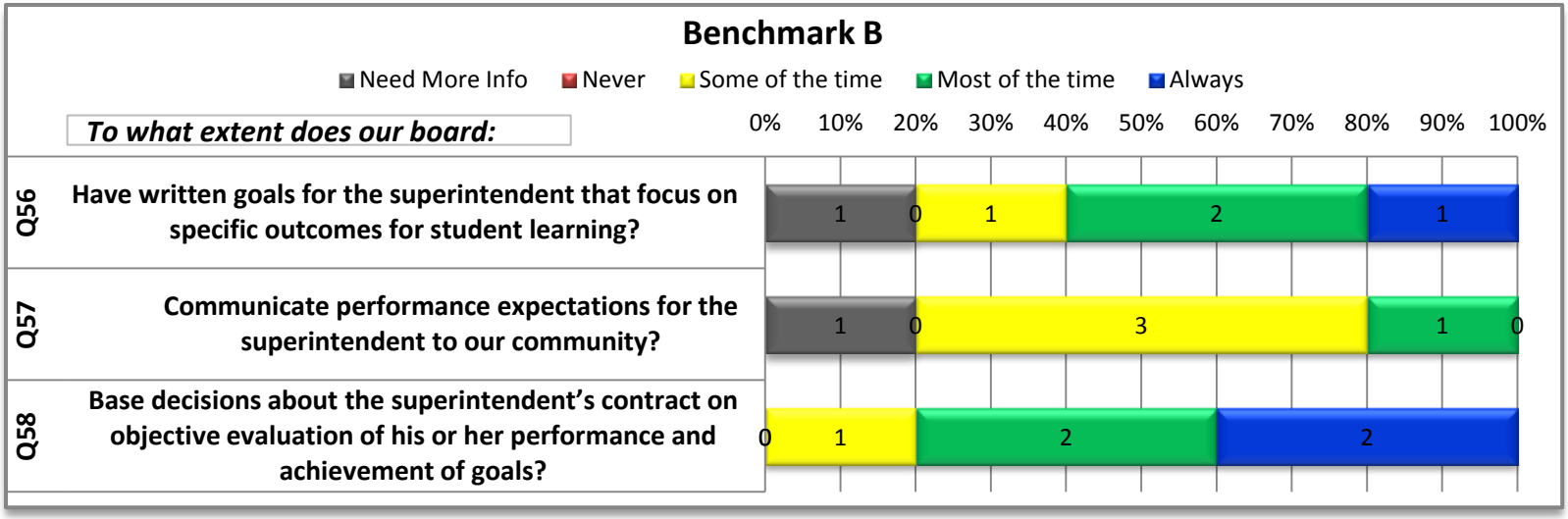
Hold school district accountable for meeting student learning expectations by:

Evaluating the superintendent on clear and focused expectations

2013-2014 Survey Responses



2012-2013 Survey Responses



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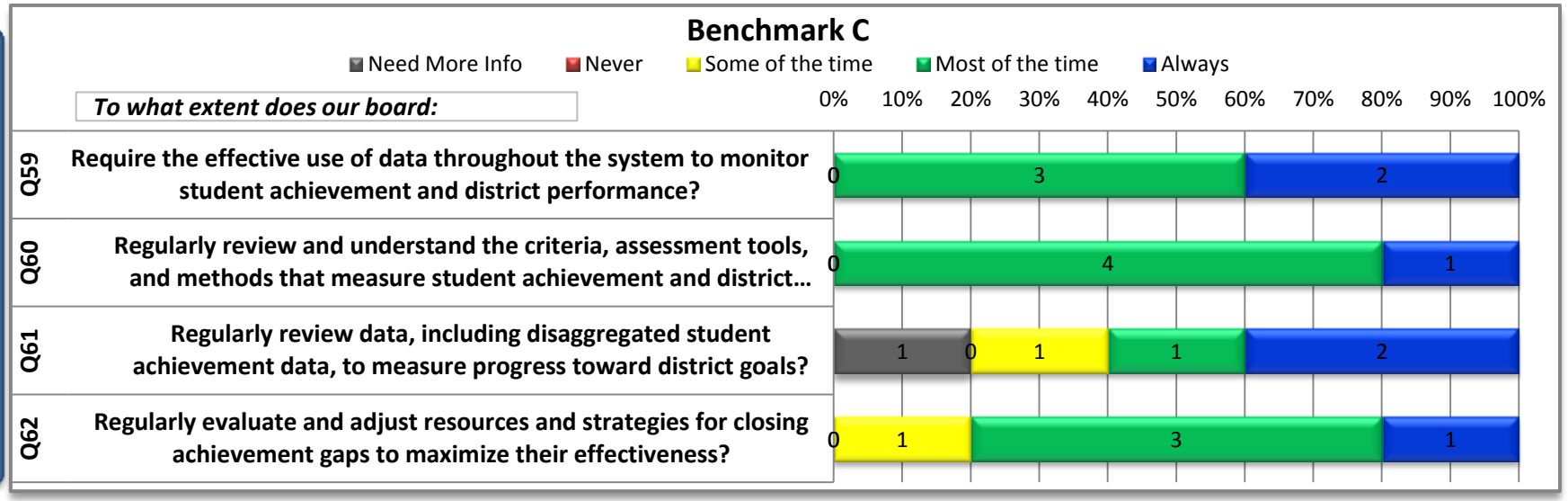
Standard 4 - Benchmark of Success C

Hold school district accountable for

Measuring student academic progress and needs based on valid and reliable assessments.

2013-2014 Survey Responses



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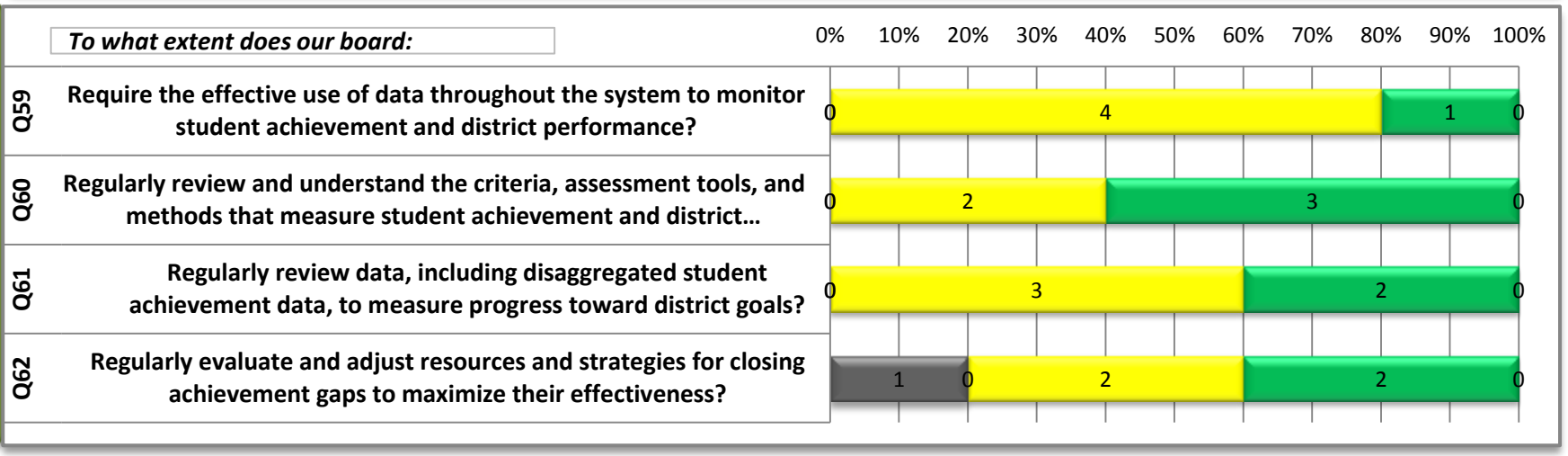

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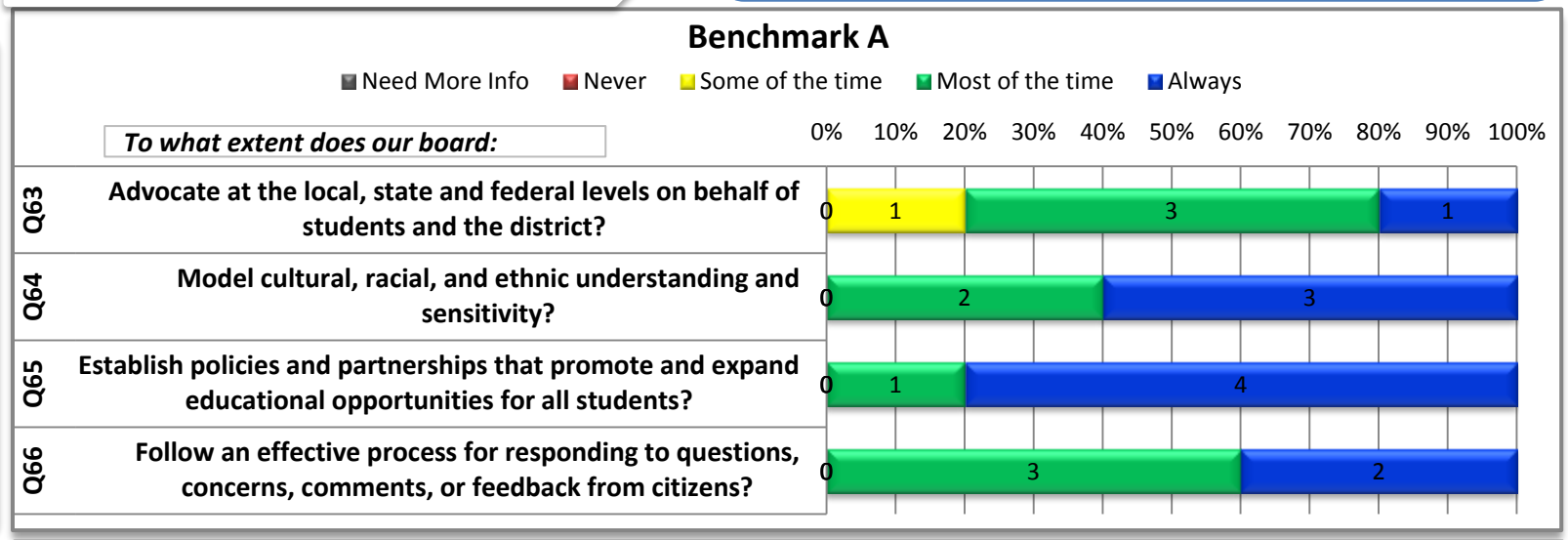
Standard 5 - Benchmark of Success A

Engage local community and represent the values and expectations they hold for their schools by:

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

2013-2014 Survey Responses



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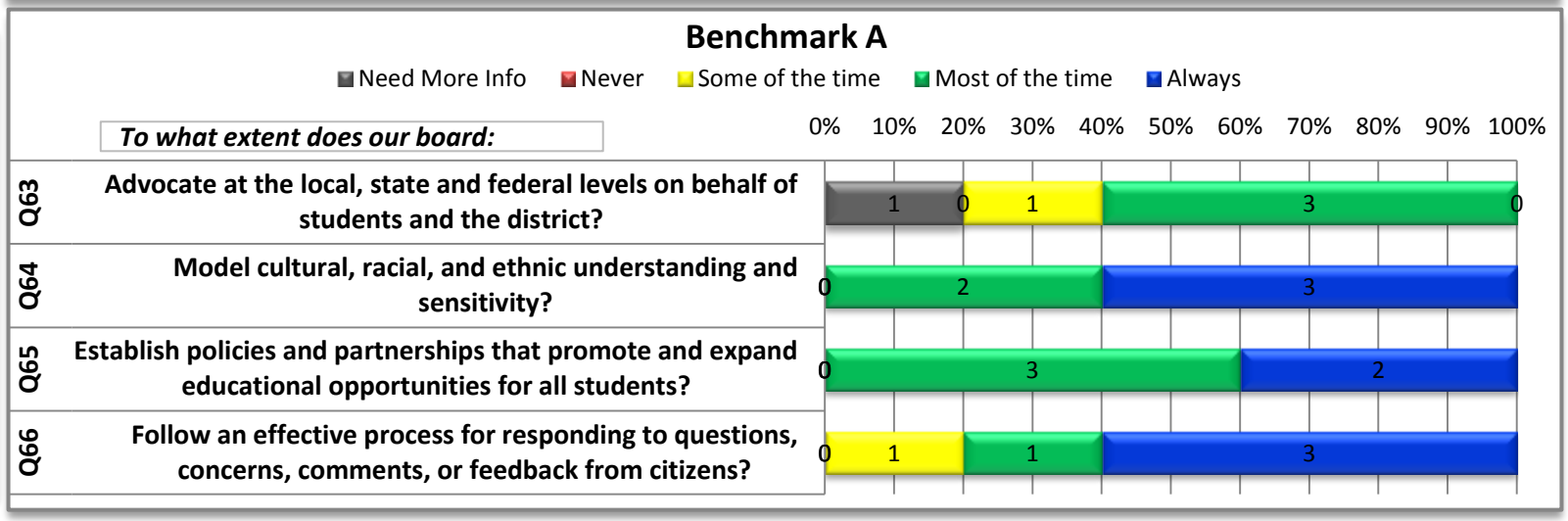

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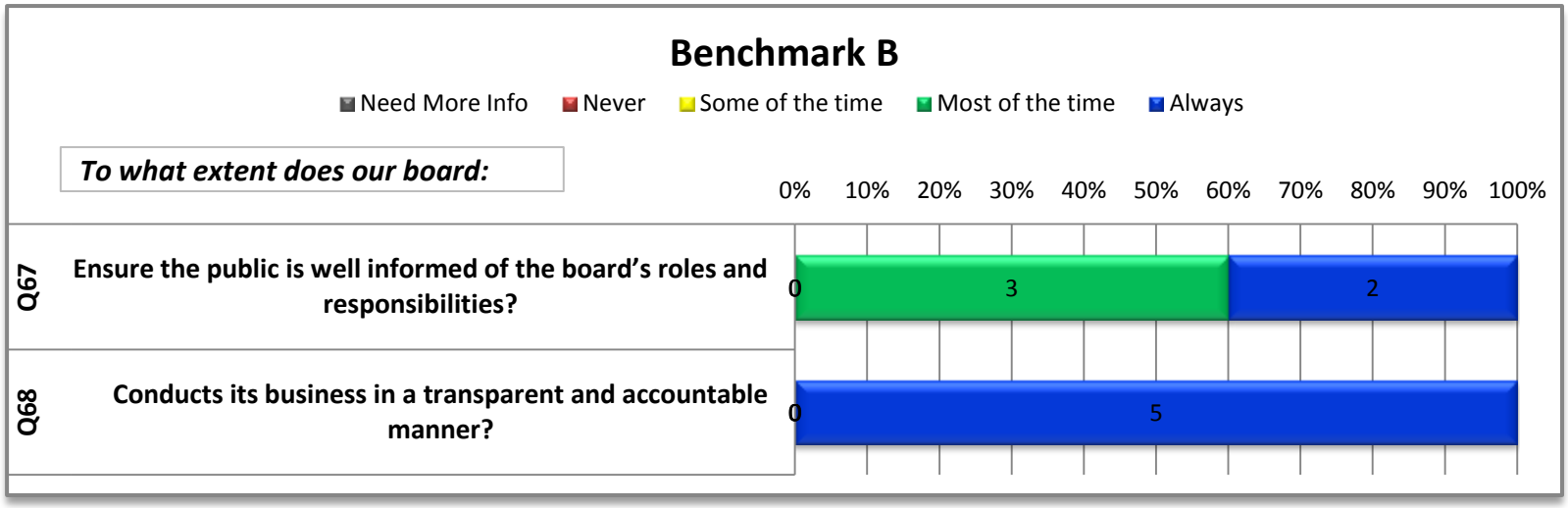
Standard 5 - Benchmark of Success B

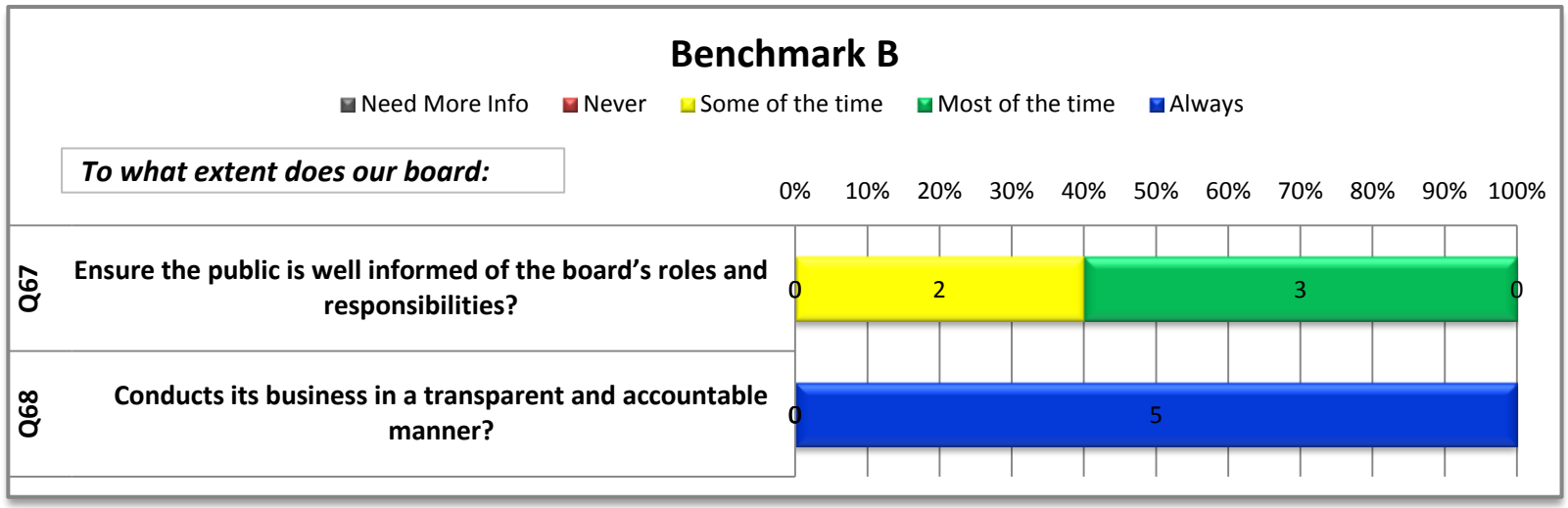
Engage local community and represent the values and expectations they hold

Ensuring school board and district transparency through a process that is open and accountable.

2013-2014 Survey Responses



2012-2013 Survey Responses



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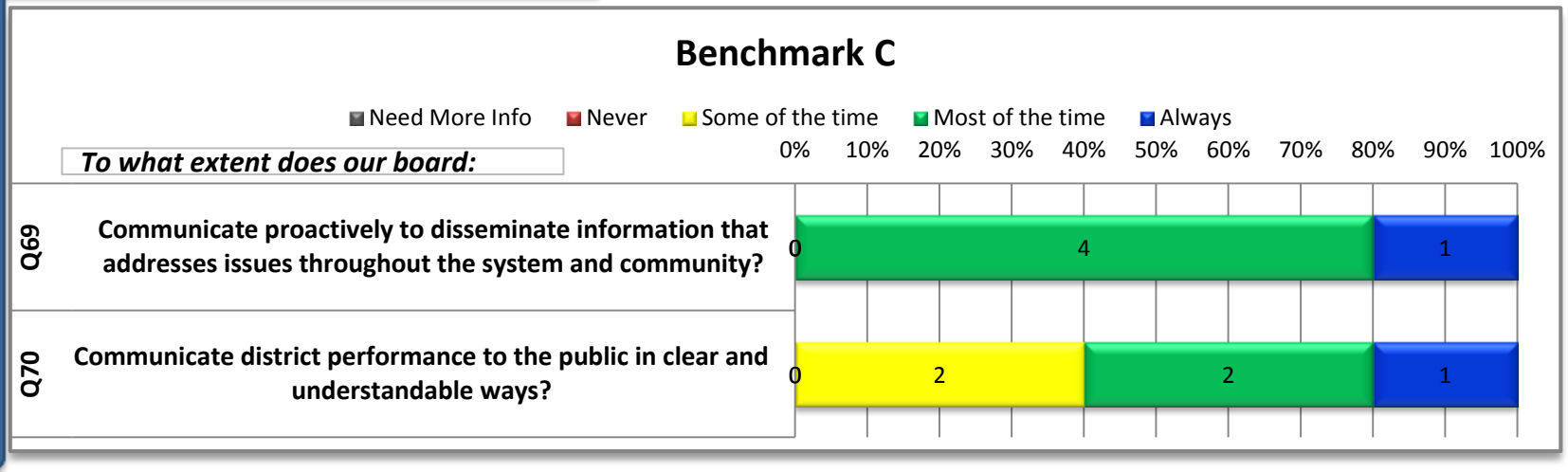
Standard 5 - Benchmark of Success C

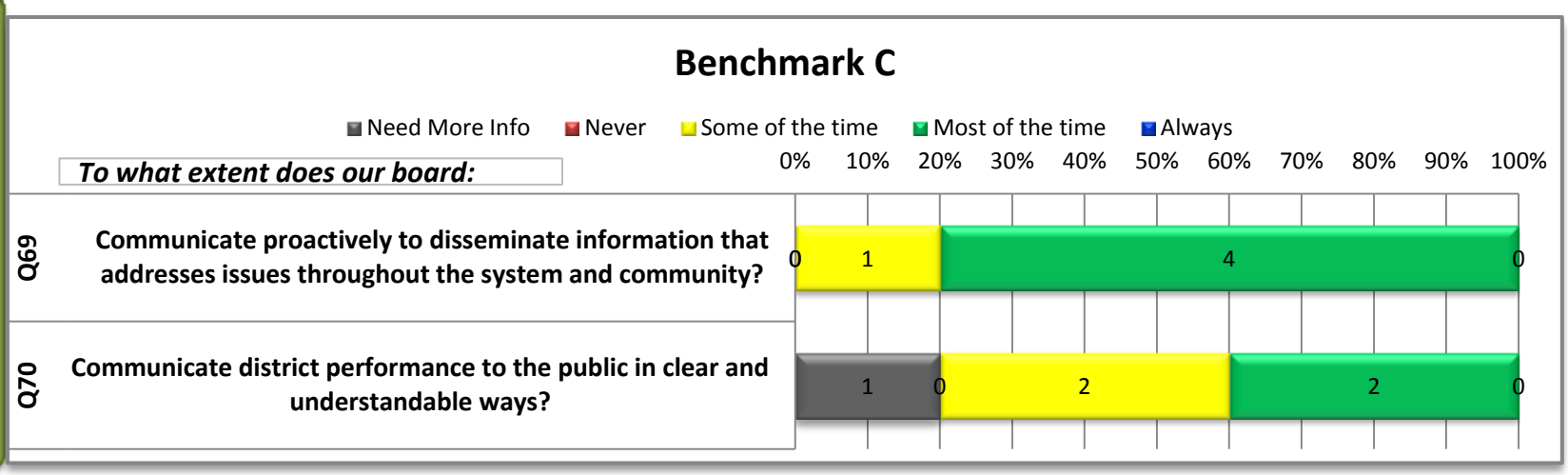
Engage local community and represent the values and expectations they hold for their schools by:

Ensuring district information and decisions are communicated community-wide.

2013-2014 Survey Responses



2012-2013 Survey Responses



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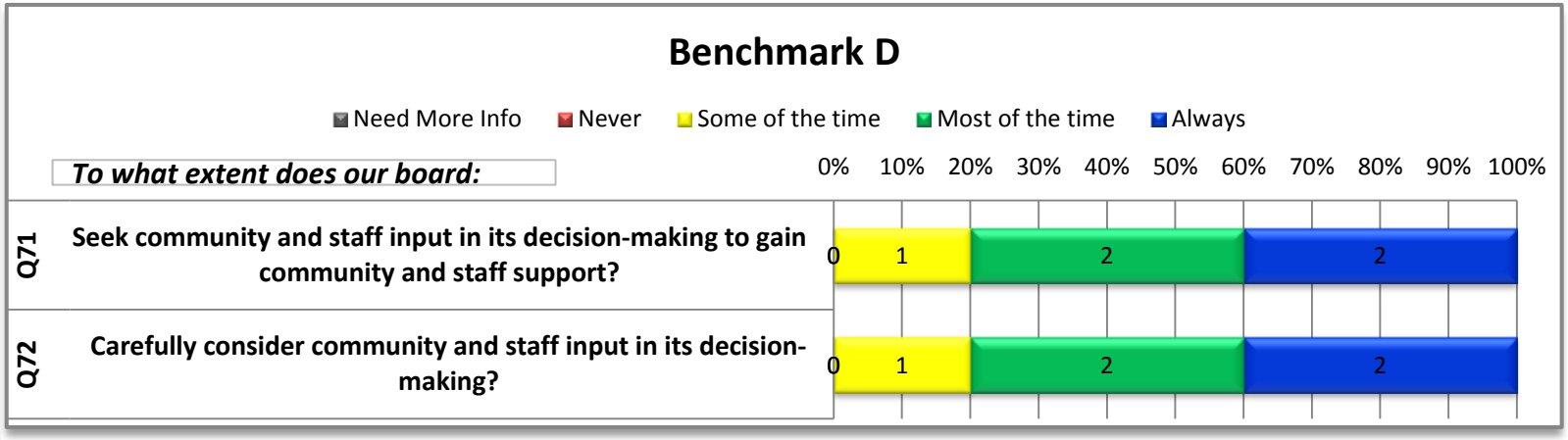
Standard 5 - Benchmark of Success D

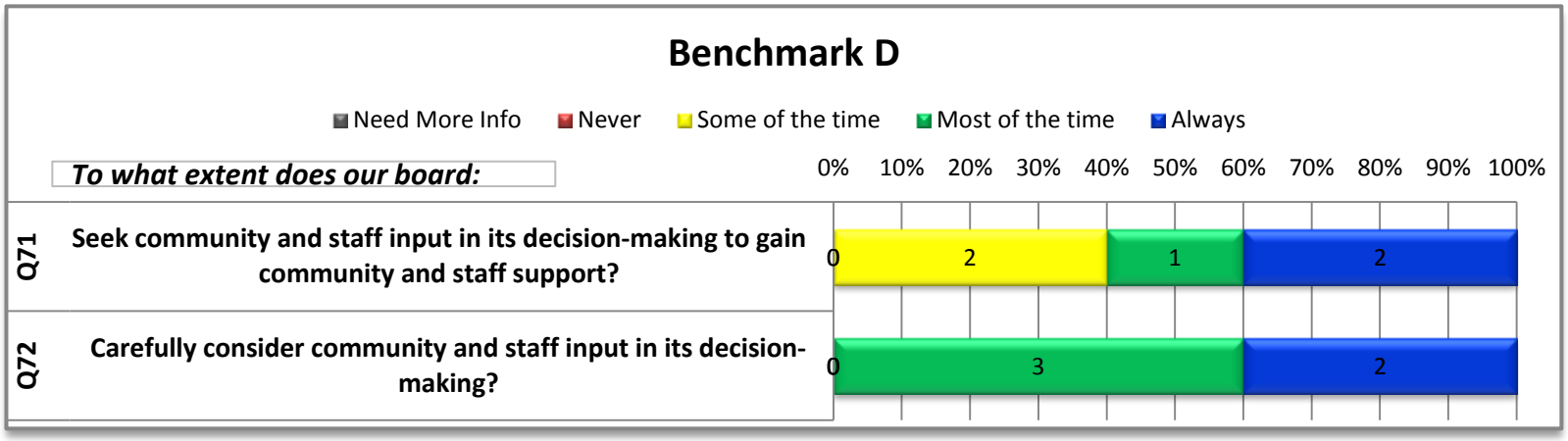
Engage local community and represent the values and expectations they hold for their schools by:

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

2013-2014 Survey Responses



2012-2013 Survey Responses



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