Board Development:
Reflections on Policy Monitoring
BOE Retreat - July 16, 2025

Synthesis of Considerations for Agenda Planning and Policy Monitoring

Theme	Common Views	Divergent or Single Views	Implications / Options
1. Streamlining Reports & Staff Time	- Reports are too long - Focus on key changes from prior years - Use memos/slides over full narratives	Some are more accepting of longer reports unless BOE explicitly limits them	- Set target length (e.g., 5–10 pages) - Standardized "what's new" summary - Simplify formats (slides, short memos)
2. Clarifying BOE Expectations	- BOE expectations are unclear - Staff over-delivers by default	There has been a trend to "add more" due to unclear MRE prompts	- Define scope, length, and priorities for each report - Use MRE to clarify near-term vs. long-term expectations for progress
3. KPI Usage	- Use fewer, more strategic KPIs - Connect clearly to Ends/ELs - Evaluate KPIs for usefulness	Review KPI relevance KPIs could be tools for report simplification	- Include KPIs on summary page - Tie to Ends/ELs - Periodically assess KPI alignment
4. MRE Process	- Should be simplified - Focus on core questions (what's going well, what needs improvement, are we in compliance) - Less need for energy, more need for clarity	Some want it to be more engaging Some accept it as "dry"	- Reduce MRE to a few prompts - Option to complete forms offline - Clarify use of MRE in Superintendent evaluation

5. Superintendent Evaluation	- Monitoring should inform evaluation - Focus on continuous improvement, not just compliance -Other info are also important for evaluation		- Keep EL/Ends reports as one input to evaluation - Continue to use leadership self-assessments and peer feedback
6. Connection to Board Learning / Public Engagement	- Reports can support board learning - Use monitoring to identify study session topics - start with Ends	concern over differing BOE processing styles	- Add "topic for discussion" to reports - Use reports or policy topics to schedule 4 study sessions/year in alignment with monitoring calendar - Design inclusive agendas that reflect learning styles
7. Onboarding & Orientation	- Needed for new BOE members to engage fully with reports and policy		- Improve onboarding tools and timelines - Tailor to BOE director capacity and experience -Address simplification of cover pages, links, and how to find key information

Full Notes:

Group Instructions:

Each group was asked to briefly review the policies and reflect on the following questions:
Brainstorm and discuss ideas to address the following questions:

- How could reports (and staff time) be streamlined?
  - Do we need all data, a subset of data (which)?
  - Guidelines on target length?
  - Could reports build from past years in a more targeted manner?
- How could KPIs be connected?
- How could key topics/board development be connected?
  - What topic(s) would be of greatest interest for staff, board, and community for the coming year?
- How could MRE process be more energetic?
- How could suggested evolutions better support Superintendent evaluation?
- How could suggested evolutions dovetail with agenda planning (meeting length, frequency, cadence of business vs. board development, etc.)
- For all of the above - are there qualitative differences in how you would answer these questions for Ends vs. an EL?

Group 1: Ends 1/EL-3 (Tony, Vanessa, Julie)
- How could reports (and staff time) be streamlined?
  This should also be about board time, too – need to reset expectations not just about sharing tasks but reducing time and tasks.
  - Do we need all data, a subset of data (which)?
    - Could we just call out key data (like KPIs)?
    - Do we need to detail out every sub provision?
  - Guidelines on target length?
    - Could ELs in particular be shorter – 5 page memo?
    - Ends reports being longer makes sense
    - Better formatting: Report and memo format could be simplified and easier to read – it's hard to find what the important attachments should be – keep it a short memo, a slide deck, etc.
  - Could reports build from past years in a more targeted manner?
    - Could we mainly highlight what's new or different from last year?
    - Copy pasting helps
- How could KPIs be connected?
  - Have the KPIs help to streamline reporting/reduce to key data instead of all data
  - For End 1- there are good data in the report that aren't KPIs- but worth keeping
  - For EL 3 – find the top KPI on treatment of community, students
- How could key topics/board development be connected?
  - What topic(s) would be of greatest interest for staff, board, and community for the coming year?
    - For Ends 1 – deeper dive on what academic success really means? How people do on tests, how that affects people across different ethnic, language backgrounds

- ▪ For EL 3 – community schools conversation
- ▪ Come up with 4 study sessions for the course of the year
- ▪ Use this to advertise and attract community to listen in on topics of interest and see the connection to monitoring
- How could the MRE process be more energetic?
    - o Simplify the MRE questions- have a few- what are we doing well, what do we need to improve, what do we need to know, are we in compliance?
        - ▪ These are the key questions for staff to report on – board could then discuss if there's anything to ask
    - o Complete the MRE forms in the background, less explicit walk thru
- How could suggested evolutions better support Superintendent evaluation?
    - o Compliance with ELs is necessary but not sufficient
    - o Can be in compliance with everything but still have bad relationships with groups, have trouble, etc.
    - o PG and compliance monitoring helps tease out performance but doesn't have to be as cumbersome
    - o Compliance isn't actually the bar (compliance is a low bar)– it's continuous improvement
- How could suggested evolutions dovetail with agenda planning (meeting length, frequency, cadence of business vs. board development, etc.)
    - o Hot topics – connect to ends
    - o Don't have to discuss everything
    - o Could we combine more ELs and GPs and focus them on business
    - o Pushback could come that we not spending enough time on monitoring
- For all of the above - are there qualitative differences in how you would answer these questions for Ends vs. an EL?
    - o Report lengths, deep dives, etc.

Group 2: Ends-2 or EL-4 (Chris, Johanna, Consuelo)

- How could reports (and staff time) be streamlined?
  - Do we need all data, a subset of data (which)?
  - Guidelines on target length?
  - Could reports build from past years in a more targeted manner?
  - *Keep slidedeck <u>and</u> add a slide that shows major changes from last year's report that staff wants to draw attention to publicly.*
  - *Keep the same report format from the previous year, updating with current information.*
  - *Add a "final page" that includes:*
    - *Items that are included in the slidedeck (highlights, challenges, next steps, major changes from last year's report)*
    - *1-2 topics that staff recommends for discussion (deeper discussion, roundtable listening back and forth, work sessions)*
    - *Questions for the Board*
    - *KPIs (see below)*
- How could KPIs be connected?
  Include relevant KPIs as a piece of evidence in the "final page" (Ends and ELs)

- How could key topics/board development be connected?
  - What topic(s) would be of greatest interest for staff, board, and community for the coming year?

- How could MRE process be more energetic?

This is ok being dry

- How could suggested evolutions better support Superintendent evaluation?
- How could suggested evolutions dovetail with agenda planning (meeting length, frequency, cadence of business vs. board development, etc.)
  - *For EL presentations, keep presentation short to include Q & A, pros and cons, "did we hit our goals"*
  - *For this first year, Ends presentations <u>only</u> become worksessions (deep dive)*
    - *For this first year, we could have small BOE groups bring ideas for work sessions at the beginning of the year. This will help staff prepare for the presentations/work sessions. We would not have to do this planning next year, because the MRE already has a question about what the BOE would like to learn more about. We think we could clarify this question so that it's clear for Ends that this deep-dive learning will be part of the next report presentation.*
    - *We think this could validate the staff's work and public engagement grows*

- For all of the above - are there qualitative differences in how you would answer these questions for Ends vs. an EL?

Tried to outline above - start with Ends only for this first year
Overall, this group is fine with only a small pivot in reporting and presentation.

Group 3: Ends 3/EL-10 (Lisa, Gayle, Alex)

Streamline Reports
- Dependent on BOE expectations – are they clear? Does the BOE take advantage of opportunities to change expectations via MRE?
- Target length
    - Reports are building on previous info, not total repeat
        - Orientation for new BOE members are important

KPI connections
- Need to identify outliers because some KPIs are already connected to Ends/ELs

MRE Process
- Really depends on the policy

Superintendent Evaluation
- Mini evaluations occur every month with Ends/ELs and consider verbalizing with Superintendent Evaluation is a part of this

Future topics
- Learn together with staff

Additional Comments from a Group 3 member:

How could reports (and staff time) be streamlined?
- Do we need all data, a subset of data (which)?
    - We get a lot of data based on the interpretation of the Superintendent and team. Could it be paired back - sure. Could the BOE be more clear in guidance overall - yes, however, we don't tend to be as we look at the MRE section 3.B. and no one ever says there needs to be less data. The trend is that we only seem to add on via 3.A as we look at the MRE compilation via Superintendent evaluation and BOE self evaluation..
- Guidelines on target length?
    - I personally don't mind the reading and without clearer BOE expectations for staff, it is easy to say "no more than 10 pages" but hard to distill information down enough to prevent extended BOE meeting time. Also, the length/open-endedness of the applicable PG policy plays a role in target length.
- Could reports build from past years in a more targeted manner?
    - Depends on intent - is the intent to help staff with recording longitudinal data only or to also show progress with respect to Strategic Plan, Superintendent goals, and BOE goals.

How could KPIs be connected?
- Strategic level KPIs should definitely be connected to MRs as strategic supporting evidence. Not all KPIs are needed as I am sure some are very tactical in nature. That said, KPIs should also be evaluated to determine if they are actually measuring what we need them to measure

How could key topics/board development be connected?
- I think key topics can be connected during MR review via slide presentation focus. In addition to Celebrations/Improvements/Next Steps, we could add a "Focus area" slide that applies to the MR/MR-related issues based on current issues for further discussion especially if there something that needs a BOE decision in the near future (proactive). Granted, sometimes stuff just comes up outside of normal cycles.
- What topic(s) would be of greatest interest for staff, board, and community for the coming year?

- IB transition to Graduate Profile (include pathways progress, mapping back towards elementary, partnership building (internal/external to county including neighboring school districts)
- Master Planning as related to timeline for future Bonds/MLOs (10-15 yr plan) to lay out expectations
- Advocacy efforts (local, state, federal)

How could MRE process be more energetic?
- Energetic is not so much of a need for me. For me, I think that BOE needs to use MRE (whatever that ends up looking like) to help evaluate MR products to better serve needs of BOE decision making context balanced with staff workload to actually accomplish "what is best for kids"

How could suggested evolutions better support Superintendent evaluation?
- I think the Ends/ELs do a great job at objectively presenting what is going good and not so good. The presentation gives indicators for next steps for continuous improvement on the good/not so good. The tricky part is the personal growth piece that Tony desires. I think movement is being made to create an LPI360-like tool based on the George Welsh leadership trait document which might be the answer for future evaluation stability.

How could suggested evolutions dovetail with agenda planning (meeting length, frequency, cadence of business vs. board development, etc.)
- Hardest part … each of us have different learning/communicating styles. For me, I don't do my best thinking by waiting for sounding board moments and tend to start shutting down when I hear themes that are repetitive. I am that person who needs to sit with a topic for a bit after discussion to go through pros/cons. Also, it's hard to predict when a specific topic is going to go long without pre-meeting feedback from the team.
- After (x) years, there is still a lot I don't know and that was a hard struggle for me during my first years on BOE. Onboarding is so important and while it is getting better, there is a long way to go and it is dependent on incoming BOE director capacity/discipline.

For all of the above - are there qualitative differences in how you would answer these questions for Ends vs. an EL?
- I don't think there needs to be. I think it comes down to policy guidance and/or clearer BOE expectations/intent for the policy guidance which can be recorded in the MRE (short term (MRE) v. long term (policy revision) expectations)