

School Board Self-Evaluation

Why Evaluate?

The culture of an organization is set at the top; it is no different for school and educational organizations. School Boards must have strong, effective leaders to meet the challenges faced by public education today. School Board members direct the affairs of the District by setting goals, developing policy, communicating, and evaluating, all with a focus on the achievement and best interests of all students in the District. Self-assessment by the Board provides valuable information, discussion, and communication.

Self-evaluation by the Board:

- Holds the Board accountable to themselves, the staff, and the community.
- Allows for reflection by Board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new Board members an opportunity to understand Board processes.
- Identifies strengths and weaknesses of individual Board member performance and that of the Board as a whole.
- Holds the Board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning, and local control of the educational system is demonstrated when Boards lead by example.

This Board Self-Evaluation document is designed to provide both a clear objective system for Board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities, and work of the Board. Part 2 focuses on the Board's performance in supporting the achievement of District goals.

Board Self-Evaluation Forms

Part 1. Performance Standards

Instructions

1. Attached are the forms to be completed by every Board member rating all individual performance standards. A separate page is provided for each performance standard. Every Board member should rate all eleven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate individual performance indicators separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the Board's discussion of the results of the evaluation.
4. All Board member's forms should be returned to the District Administrator or designated Board member for compilation. You may choose to have the Board fill it out online for electronic compilation.
5. The Board will meet to discuss the results and future steps to improve or build upon the prior year's results.

Part 1 - Performance Standards

LEADERSHIP: MISSION, VISION, AND GOALS

The Board of Education annually reviews the District’s vision and mission statements, and annually adopts Board and District goals which support the District vision and mission.

Indicators

- Board members can clearly articulate the vision, mission, and/or goals of the District.
- Annually the Board, with the District Administrator’s input and collaboration, has reviewed, rewritten, and adopted the Board and District goals.
- The Board has adopted objectives, activities, and/or a calendar to monitor action plans on agreed upon goals, including periodic District Administrator updates as part of regular Board meetings.
- The Board has delegated to the District Administrator the authority to administer and evaluate the adopted action plans.
- The District Administrator’s evaluation instrument for the current year has been developed and adopted by the Board.

Board performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Acceptable
- 3 Good
- 4 Excellent/Outstanding

Comments:

POLICY AND GOVERNANCE

The Board establishes and follows local policies, procedures, and good governing practices.

Indicators:

- The Board has established, adopted, and revised policies so that they are clear, up-to-date and in compliance with state and federal laws and rules.
- The Board requests the District Administrator’s recommendation on all proposed policies.
- The Board provides opportunities for public and staff review of proposed policies before they are given to the Board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The Board follows its own policies regarding Board operations.
- The Board delegates all decisions regarding District operations, personnel management and procedures to the District Administrator.
- The Board sets annual goals and keeps those goals at the forefront of all Board and District decisions throughout the year.

Board performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Acceptable
- 3 Good
- 4 Excellent/Outstanding

Comments:

COMMUNITY RELATIONS

The Board establishes and promotes effective two-way communication with parents/legal guardians, students, staff, and community members.

Indicators:

- The Board and individual Board members demonstrate respect and cooperation in their relationships with the community and staff.
- The Board works with the District Administrator to seek and receive input from citizens on matters relating to the District using an agreed upon process.
- The Board has collaboration agreements with local and state agencies.
- The Board communicates with the community using forums, groups, the media, and/or other vehicles following agreed upon procedures.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

ACCOUNTABILITY AND PERFORMANCE MONITORING

The Board constantly monitors progress towards District goals and compliance with written Board policies using data as the basis for assessment.

Indicators:

- The Board regularly conducts a self-evaluation to monitor its performance.
- The Board models a culture of high expectations throughout the District.
- The Board's priority and focus are on curriculum, student achievement, and student success.
- The Board appropriates resources based on student achievement priorities.
- The Board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.
- The Board and all stakeholders clearly understand, and are held accountable for their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The Board uses data to identify discrepancies between current and desired outcomes.
- The Board identifies and addresses priority needs based on data analysis.
- The Board communicates to the public how policy decisions are linked to student achievement data.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

BOARD OPERATIONS – Meetings

Board meetings are effective, efficient, orderly, and respectful. The Board members focus on the policy and governance roles of the Board.

Indicators:

- The agenda is properly posted and developed according to Board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The Board agenda reflects the goals, policies and appropriate governance role of the Board and is followed by the Board.
- The Board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as Board members.
- The Board discusses only those topics that the majority of Board members wish to take up.
- Everyone in attendance can clearly hear Board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the Board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow Board members at meetings.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

BOARD OPERATIONS – Board member communications

Board members are kept equally, fully informed on matters of Board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the District Office on matters of Board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of Board and District business by Board members.
- All deliberation and discussion between Board members is held at properly posted public meetings.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

BOARD OPERATIONS – Board-Staff relations

Board members are respectful of staff members in all communications and follow Board - Staff communication policy and procedures.

Indicators:

- The Board recognizes and protects the chain of command.
- The Board works with the District Administrator to provide a process, and the Board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

BOARD OPERATIONS – Board-District Administrator relations

The Board and District Administrator have an established operating agreement, treat each other honestly and respectfully, and communicate openly in a professional manner.

Indicators:

- The Board supports the District Administration before critical groups and individuals in the community.
- The Board reserves any statements critical of the District Administrator’s actions, and evaluation of the District Administrator for executive sessions.
- Board members fully inform the District Administrator of situations arising in the District that impact the District.
- Board members do not interfere in District operations, and fully delegate and respect the delegations of operational decisions to the District Administrator and Administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

Board performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Acceptable
- 3 Good
- 4 Excellent/Outstanding

Comments:

VALUES, ETHICS, AND RESPONSIBILITY FOR SELF

The Board, collectively and individually, takes full responsibility for Board activity and behavior, the work it chooses to do, and how it chooses to do the work.

Indicators:

- The Board polices its own members when they step outside of Board policy and agreements.
- The Board leads the District with clear goals, policies, and expectations and does not expect others to interpret the Board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision which might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to Board work, not staff work.
- Board members only exercise their authority as a Board of the whole at properly posted meetings.

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

Part 2 - Goals

Instructions

1. Attached are forms to be completed by each Board member rating the Board's performance in meeting the goals agreed to by the Board at the beginning of the year.
2. Every Board member should rate the performance level for each goal.
3. The Board will meet to discuss the results.

Goal Statement 1:

Board performance for this standard:

- | | |
|---|-----------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Acceptable |
| 3 | Good |
| 4 | Excellent/Outstanding |

Comments:

Goal Statement 2:

Board performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Acceptable
- 3 Good
- 4 Excellent/Outstanding

Comments:

Goal Statement 3:

Board performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Acceptable
- 3 Good
- 4 Excellent/Outstanding

Comments:

Adoption Date: 7/21/2014

Date Revised:

Date Reviewed: