

Board Self-Assessment

District
Logo
Here

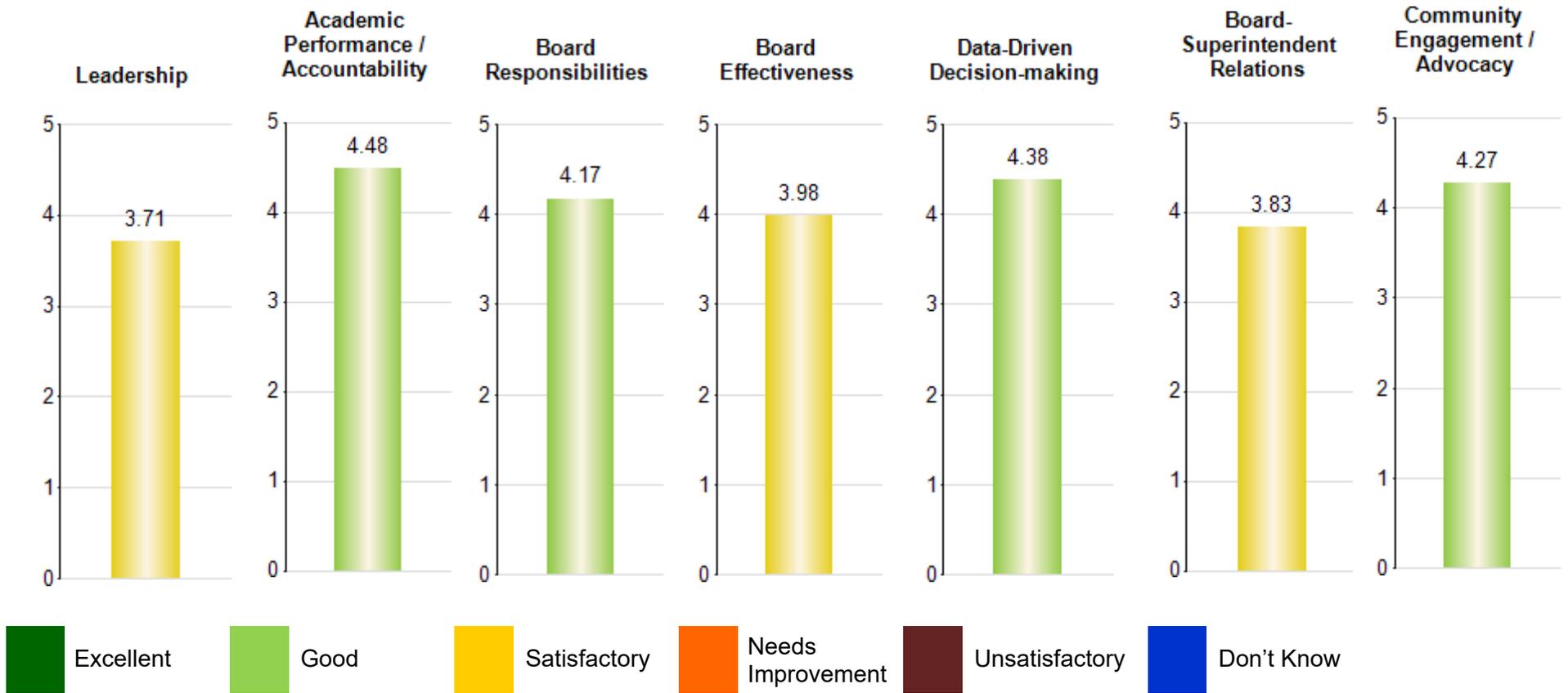
Prepared for:
Example District Public Schools
Date

Response Scale Explanations

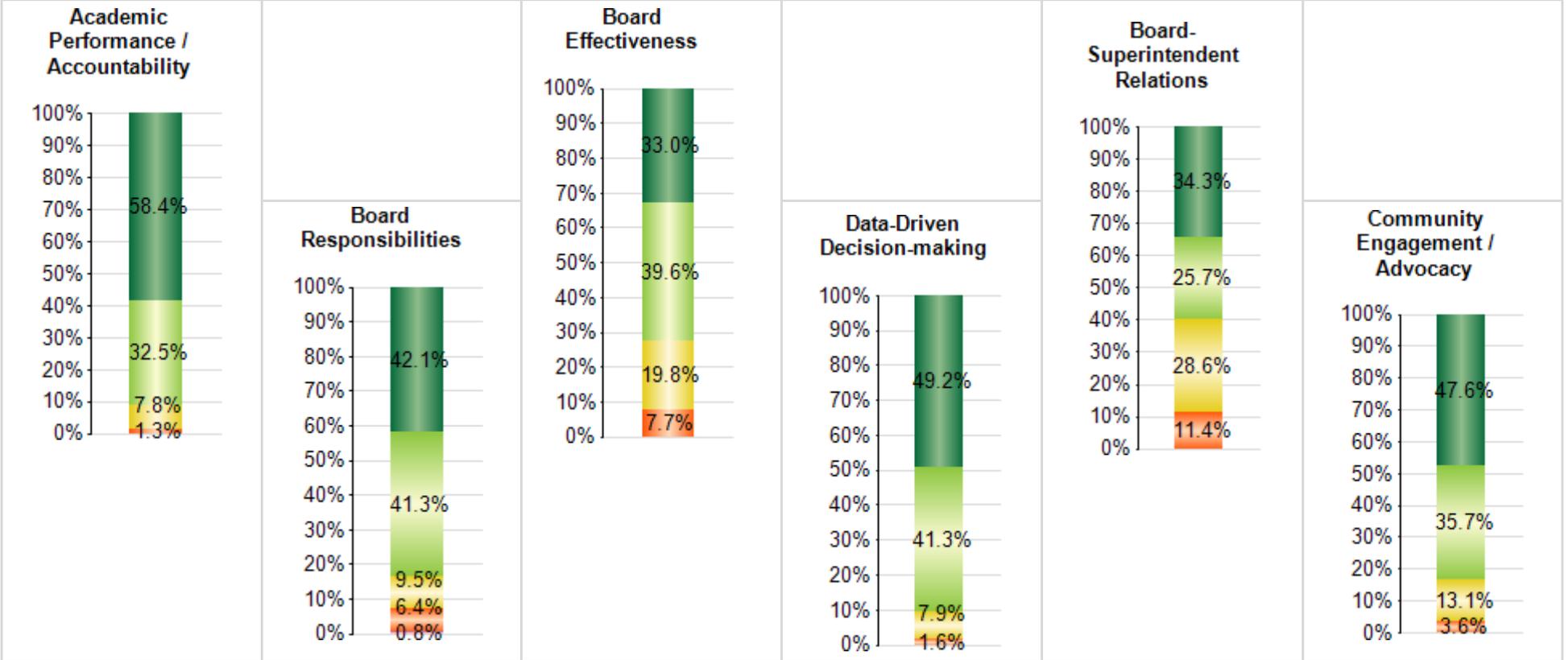
0. **Don't Know**
1. **Unsatisfactory** – Most of the board members do not perform or ensure that factors within this question are done.
2. **Needs Improvement** – Only a few board members perform or ensure the factors within this question are done.
3. **Satisfactory** – Most board members perform or ensure most of the factors within this question are done some of the time.
4. **Good** – All board members perform or ensure all factors within this question are done most of the time.
5. **Excellent** – All board members perform or ensure all factors within this question are always done.

Our Board: Where we are

Cluster Analysis



Our Board: Where we are



| | Does our Board | Leadership |
|----|--|------------|
| Q1 | Clearly articulate vision and mission statements for the district? | 5 2 |
| Q2 | Consider community perspectives of all stakeholder groups in determining district priorities? | 5 2 |
| Q3 | Create an environment that ensures that commitments and directives are in the best interest of all students? | 1 1 5 |
| Q4 | Value differences of opinion and does not let differences degenerate into personality conflicts? | 1 2 1 2 1 |
| Q5 | Seek to build consensus and an environment of trust? | 3 3 1 |
| Q6 | Respect the rights of individuals to disagree and handle disagreements without damaging relationships? | 1 2 2 1 1 |
| Q7 | Deal successfully with controversial items? | 3 3 1 |
| Q8 | Deal with conflicts among board members in a professional manner | 2 2 2 1 |

| Does our Board | | Leadership | |
|----------------|--|------------|---|
| Q9 | Display a sincere and unselfish interest in public education which develops and contributes to the growth of the students? | 1 | 3 |
| Q10 | Foster teamwork among board members by using differing opinions as a starting point toward developing new solutions and consensus? | 2 | 4 |

| | | | | | | | | | | | |
|--|-----------|---|------|---|--------------|---|-------------------|---|----------------|---|------------|
|  | Excellent |  | Good |  | Satisfactory |  | Needs Improvement |  | Unsatisfactory |  | Don't Know |
|--|-----------|---|------|---|--------------|---|-------------------|---|----------------|---|------------|

| | Does our Board | Performance/Accountability |
|----|--|---|
| Q1 | Commit to a vision of high expectations for all students? |  |
| Q2 | Ensure the district has a comprehensive, performance-based plan for improving student achievement? |  |
| Q3 | Define clear goals for student achievement and effective instruction? |  |
| Q4 | Review progress toward the long- and short-term goals? |  |
| Q5 | Focus on issues that impact student achievement? |  |
| Q6 | Ensure indicators that define student achievement are established? |  |
| Q7 | Weigh all decisions in terms of what is best for the students? |  |
| Q8 | Regularly use its scorecard to publicly focus upon its strategic priorities? |  |

| | Does our Board | Performance/Accountability |
|-----|---|---|
| Q9 | Monitor student assessment results and consider decisions by the Superintendent and staff related to program/curriculum/staffing changes based on student assessment results? |  |
| Q10 | Evaluate the Superintendent in compliance with Michigan law and student growth expectations? |  |
| Q11 | Celebrate success at all levels of the system that improves district performance? |  |



| | Does our Board | Board Responsibilities |
|----|--|---|
| Q1 | Understand its function and role as a policy-making body? |  |
| Q2 | Focus on policy issues rather than management issues and refer all potential district-wide issues to the Superintendent? |  |
| Q3 | Develop policy based on state and federal mandates, with consultation from legal counsel when appropriate? |  |
| Q4 | Provide, through policy, a process by which the board deals with complaints from the public and consistently uses the process? |  |
| Q5 | Regularly review and update policies to ensure relevancy? |  |
| Q6 | Willingly embrace a strategic role and regularly self-monitor in adhering to the limits of that strategic role? |  |
| Q7 | Align board responsibilities and behaviors with District Bylaws/Board Operating Procedures? |  |

| | Does our Board | Board Responsibilities |
|-----|--|---|
| Q8 | Set timelines for district goals in accordance with SMART goal standards? |  |
| Q9 | Ensure systems of accountability are in place at all levels? |  |
| Q10 | Use structures and processes to keep the district strategically focused? |  |
| Q11 | Understand the basic principles of school finance, including state, federal and local sources of income? |  |
| Q12 | Approve and monitor the budget based on the district's strategic priorities? |  |
| Q13 | Understand the budget is a projection made in a certain time and will change over time based on circumstances? |  |
| Q14 | Align the district's budget with the desired quality of education for all students and the ability of the community to support such a program? |  |
| Q15 | Attend committee meetings/work sessions/workshops as requested? |  |

| Does our Board | | Board Responsibilities | |
|----------------|--|------------------------|---|
| Q16 | Provide feedback to the Board President or Superintendent when appropriate? | 1 | 4 |
| Q17 | Ensure that an effective evaluation system is in use for all employees and in accordance with Michigan law where specified? | 3 | 4 |
| Q18 | Monitor district performance on regularly scheduled timelines while allowing evaluation of individual performance to occur at the administrative and building level? | 4 | 3 |



| | Does our Board | Board Effectiveness |
|----|--|---|
| Q1 | Focus the board agenda and meetings on issues related to improving student achievement? |  |
| Q2 | Conduct board meetings efficiently and effectively? |  |
| Q3 | Notify the board president of desire to place items for consideration on the regular or special board meeting agendas? |  |
| Q4 | Read relative information related to agenda items and inform itself on agenda items prior to board meetings? |  |
| Q5 | Support decisions once action is taken? |  |
| Q6 | Ensure decisions are impersonal, objective and professional? |  |
| Q7 | Demonstrate professional and ethical decision-making skills? |  |
| Q8 | Represent the entire community and refrain from making decisions based on special interest groups or individuals? |  |

| Does our Board | | Board Effectiveness | | |
|----------------|---|---------------------|---|---|
| Q9 | Balance its needs to conduct the board's business with the public's need to be heard? | 1 | 3 | 3 |
| Q10 | Understand that its public modeling of an effective decision-making process is as important as any of the decisions it makes? | 1 | 4 | 2 |
| Q11 | Annually review its code of ethics/conduct and adhere to it? | 1 | 4 | 2 |
| Q12 | Practice confidentiality as required? | 2 | 1 | 4 |
| Q13 | Understand and comply with the requirements of the Open Meetings Act, closed sessions and hearings? | 1 | 1 | 5 |



| | Does our Board | Data-Driven Decision Making |
|----|---|---|
| Q1 | Have the right data to make strategic decisions? |  |
| Q2 | Ensure student performance data are related to well-defined district goals? |  |
| Q3 | Distinguish between data needed for district-wide decision-making and data needed for tactical and operational decision-making? |  |
| Q4 | Systematically use data from learners, classrooms, and schools to focus its strategic priorities? |  |
| Q5 | Use appropriate data for district-wide decision-making and is accountable to the community for continuous improvement? |  |
| Q6 | Combine perception data with other indicators of success to determine long-term and short-term district priorities? |  |
| Q7 | Base decisions, comments and questions on objective data? |  |

| | Does our Board | Data-Driven Decision Making |
|----|--|---|
| Q8 | Use data to assess outcomes? |  |
| Q9 | Recognize the need for research to inform decision-making? |  |



| | Does our Board | Board/Superintendent Relations |
|----|--|--|
| Q1 | Respect the daily executive responsibility of the Superintendent and the Superintendent respect the governance responsibility of the board |  |
| Q2 | Create an environment that discourages micromanagement or undermining the Superintendent? |  |
| Q3 | Provide a clear set of expectations of performance and personal qualities against which the Superintendent will be measured? |  |
| Q4 | Recognize the Superintendent as its chief executive officer and seek his or her recommendations on all pertinent matters? |  |
| Q5 | Work with the Superintendent in a spirit of mutual respect, open communication, trust and confidence? |  |



| | Does our Board | Community Engagement/Advocacy |
|----|---|---|
| Q1 | Ensure that district educational goals are established and communicated to all stakeholders? |  |
| Q2 | Have an ongoing planned program of public information about education within the district? |  |
| Q3 | Follow the established procedure for dissemination of information to the public? |  |
| Q4 | Allow for citizen input through public hearings, advisory committees, etc.? |  |
| Q5 | Have procedures for public comment at board meetings that are consistently used? |  |
| Q6 | Seek information and ways the board and community can be more informed? |  |
| Q7 | Ensure the use of a variety of strategies to appropriately communicate with the different stakeholders while remaining within its strategic role? |  |

| | Does our Board | Community Engagement/Advocacy |
|-----|---|--|
| Q8 | Have visibility at district and community events when possible? |  |
| Q9 | Keep the community informed about the financial needs of the district? |  |
| Q10 | Ensure the Board of Education's policies, regulations and procedures are communicated to the staff and community? |  |
| Q11 | Refrain from speaking for the board on issues for which the board has no official position? |  |
| Q12 | Communicate with government (local, state, national) on issues dealing with public education? |  |

