

## Board Self-Evaluation

***Evaluation Rubric completed by (name) \_\_\_\_\_***

Please mark the most appropriate response (Not Present, Partly Present, or Fully Present) to each of the 20 indicators.

	<b>Not present</b>	<b>Partly present</b>	<b>Fully present</b>
<p><b>1. Board members view all children achieving at high levels as their primary objective and act accordingly.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board members make excuses for poor performance and/or do not demonstrate a commitment to high standards for all students.</p>	<p>Board members may profess a commitment to high standards for all children but do not follow through consistently with action (e.g., policies, programs). Board lacks a sense of urgency about poor performance and the achievement gap.</p>	<p>Board members accept no excuses for poor performance and demonstrate a strong commitment to all children achieving at high levels. Board views the achievement gap with urgency and actively pursues policies, programs, and other actions to eliminate it.</p>
<p><b>2. The board has approved core beliefs and commitments for high student achievement and efficient and effective operations.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board has not discussed or articulated core beliefs and commitments.</p>	<p>Board has discussed and perhaps formulated core beliefs and commitments but never formally adopted them.</p>	<p>Board has formulated core beliefs and commitments and formally adopted them. Board has communicated its core beliefs to staff and community.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>3. The board has a stated clear theory of action* that provides an overarching strategy for achieving its goals.</b></p> <p>* A theory of action states how the district will manage curriculum and instruction and hold schools accountable.</p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board has no clear theory of action for reform and minimal understanding of current reform strategies underway in district.</p>	<p>Board is somewhat knowledgeable about the district's reform strategies but lacks an explicit theory of action. There may be an implicit theory of action, but it is incomplete or poorly aligned with district policies.</p>	<p>Board has, and can articulate, a clear theory of action that is reasonably complete and well aligned with other district reform strategies. Board is deeply knowledgeable about district reforms.</p>
<p><b>4. The board has adopted a comprehensive and aligned district curriculum and monitors disaggregated student performance data by grade and school.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board has not approved a comprehensive, aligned district curriculum. Curricular decisions are left to individual schools or teachers. Board has no formal way to monitor system or school progress. Data reviewed by the board are not disaggregated.</p>	<p>Board has adopted a district curriculum, but it is not well aligned with state standards and assessments. Board reviews data but disaggregation is limited.</p>	<p>Board has adopted a uniform district curriculum that is aligned with state standards and assessments. Board regularly monitors system and school progress using disaggregated data.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>5. The board is active in policy development and ensures that its reform priorities are codified in policy.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board spends most of its time dealing with operational issues or reacting to problems rather than developing and overseeing policies to help achieve district goals.</p>	<p>Board spends some time on policy development and oversight, but this is not its primary focus.</p>	<p>Board spends most of its time developing and overseeing the implementation of policies designed to achieve district goals.</p>
<p><b>6. The board is diligent about monitoring the implementation of its policies to determine whether or not they are achieving their intended objectives.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board does not have a formal process for monitoring the implementation of the policies it approves.</p>	<p>Board does not build in sufficient oversight mechanisms into its policies. Or, it relies too much on informal feedback rather than regular, formal reporting on policy implementation.</p>	<p>Board has strong mechanisms in place to monitor the implementation of the policies it approves. Board receives regular reports from the superintendent and staff that allow members to determine whether policies are having desired impact / results.</p>
<p><b>7. The board makes decisions based on relevant research and data.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board often makes decisions or policies without first analyzing data or considering relevant research.</p>	<p>Board sometimes makes decisions or policies without first analyzing data or considering relevant research.</p>	<p>Board, with superintendent, analyzes data and relevant research before making policies or decisions.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>8. Board meetings are efficient and effective and focus primarily on student achievement and other district priorities.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board meetings are often long, inefficient, chaotic, or disorganized. Board spends most of its time discussing non-academic, non-priority issues.</p>	<p>Board meetings are sometime long and/or not highly efficient. Board spends considerable time discussing academic and other priority issues, but too much time is wasted on secondary matters.</p>	<p>Board meetings are usually efficient and tightly run. Board spends the vast majority of its time discussing academic and priority issues.</p>
<p><b>9. Board members treat each other, the superintendent, staff, and members of the public with respect.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members clearly dislike and/or distrust each another, the superintendent, or staff; and this is made public during board meetings, in media comments, etc.</p>	<p>Some board members may dislike and/or distrust each another, the superintendent, or staff. Disagreements are sometimes aired publicly.</p>	<p>Board members respect each other, the superintendent, and staff, and relate in an honest and trustworthy manner. Conflicts are handled discreetly.</p>
<p><b>10. The board is fairly cohesive; not all votes are unanimous, but there are no “fixed factions.”</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board is fractured. Most decisions are made on split votes.</p>	<p>Board is not deeply divided, but neither is it cohesive. Decisions and policies about student achievement and other priority issues are sometimes approved on split votes.</p>	<p>Board is cohesive and has a stable working majority. Decisions and policies about student achievement and other priority issues are usually supported by the full board.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>11. The board maintains a close relationship of trust with the superintendent/CEO and strives to facilitate his or her success.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members often show a lack of support for the superintendent. Some board members actively undermine the superintendent. Disagreements or concerns are often voiced publicly rather than discreetly.</p>	<p>Most board members work well with the superintendent. But board members sometimes act in ways that undermine the superintendent.</p>	<p>Board actively supports the superintendent. Concerns are handled discreetly and constructively.</p>
<p><b>12. The board ensures opportunities for the diverse range of views in the community to inform board deliberations and decisions.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not seek input from the community when developing a reform plan.</p>	<p>Board sometimes seeks input from the community, but either does not do this consistently or does not appear to value or use the input they receive.</p>	<p>Board members meet regularly with community members and listen extensively to community needs.</p>
<p><b>13. The board effectively communicates its goals, plans, and policies to the community to build public understanding and support.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not communicate its goals, plans, or policies to the community. Public knowledge of board actions is limited to meetings and media coverage. When the board communicates about its actions publicly, it is often doing so in reaction to criticism.</p>	<p>Board sometimes uses its regular meetings (or area, subdistrict, or town-hall-type meetings) to inform the community about its goals, plans, or policies. But much of this communication is reactive rather than proactive, and public understanding of the board's work is limited.</p>	<p>Board proactively uses its meetings and a variety of other means (area meetings, newsletters, etc.) to communicate with the public and build support for its goals, plans, and policies. Board consistently strives to "shape the message."</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>14. Board members understand their role is to govern, not manage, and act in accordance with this understanding.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Most or all board members frequently cross the line between governance and management and involve themselves extensively in the day-to-day operation of the district.</p>	<p>Board generally respects the line between governance and management, but sometimes crosses over and becomes overly involved in management decisions.</p>	<p>Board consistently respects the line between governance and management and avoids interfering with the superintendent's management of the district.</p>
<p><b>15. Board members provide necessary constituent service without attempting to solve problems or otherwise cross the line into management.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board members frequently try to solve constituent problems themselves or influence management decisions. Procedures for board to manage constituent complaints are not clearly articulated or agreed upon.</p>	<p>Board members generally avoid trying to solve constituent problems themselves or influence management decisions. Procedures for the board to manage constituent complaints work reasonably well and are used fairly consistently.</p>	<p>Board has established effective protocols for handling constituent complaints and communicated these to the public. Board receives regular reports from administration providing analysis of patterns of constituent complaints. This information is then used to improve system performance.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>16. The board exercises its management oversight responsibilities through audits, workshops, reports, and other methods to assure the integrity and performance of the district's management systems.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not exercise any management oversight and/or has become, in effect, part of the district's management.</p>	<p>Board exercises some management oversight from time to time, via questions or requests for information, but these efforts tend to be sporadic, reactive, or superficial.</p>	<p>Board has developed a systematic approach to management oversight that enables the board to periodically review all major business systems for integrity and performance (using reports, workshops, audits, reviews by external parties, or other methods) without crossing the line into management.</p>
<p><b>17. The board adopts a fiscally responsible budget based on the district's vision and goals and regularly monitors the fiscal health of the district.</b></p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board has abandoned its fiduciary responsibility. There are no regular budget updates or internal/external audit reviews.</p>	<p>Board and/or community has insufficient information to determine whether the district budget is fiscally responsible. Board exercises some oversight, but these efforts are not sufficient to provide confidence that the board is adequately monitoring the fiscal health of the district. Board seldom uses internal or external audits to review district finances.</p>	<p>Board adopts a fiscally responsible budget that is closely aligned with the district's vision and goals. Board regularly monitors the fiscal health of the district and integrity of its finances through internal and external audits and regular budget updates for revenue and expenditures based on budget-to-actual and 3-year projections.</p>

	<b>Not Present</b>	<b>Partly Present</b>	<b>Fully Present</b>
<p><b>18. The board strives to provide adequate resources and allocate them equitably to meet the needs of all children in the district.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board does not support efforts to allocate funds equitably or provide additional resources for low-performing / high-needs schools.</p>	<p>Board has made some effort to allocate funds more equitably but is not willing to go far toward providing additional resources for low-performing / high-needs schools.</p>	<p>Board is actively driving a policy agenda to allocate funds more equitably and provide additional resources for low-performing / high-needs schools.</p>
<p><b>19. The board annually evaluates the superintendent based on the goals and performance of the district.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board does not set annual measurable goals for the superintendent or district.</p>	<p>Board sets annual goals for the superintendent or district, but they are not closely linked; or, the goals are subjective and difficult to measure.</p>	<p>Board sets annual measurable goals for the superintendent and district and uses these to evaluate the superintendent.</p>
<p><b>20. The board periodically evaluates its own effectiveness.</b></p> <p><input type="checkbox"/> <b>Not Present</b></p> <p><input type="checkbox"/> <b>Partly Present</b></p> <p><input type="checkbox"/> <b>Fully Present</b></p>	<p>Board seldom or never evaluates its effectiveness or holds retreats to improve its effectiveness.</p>	<p>Board occasionally reflects on or informally evaluates its effectiveness, but it appears that the board is not highly motivated to improve itself or its governance.</p>	<p>Board regularly reflects on and evaluates its effectiveness and appears motivated to continuously improve itself and its governance.</p>



## Results in Student Achievement

*Use your district's student achievement trend data to assess improvement over the past three years and place a check in the appropriate box.*

1. The district's overall reading performance over the past three years has:  
 not improved       improved < 3%       improved 3-5%       improved > 5%
2. The district's achievement gap percentage in reading between White/Asian and African-American/Hispanic students over the past three years has:  
 not narrowed                       narrowed < 5 points  
 narrowed 5-10 points               narrowed > 10 points
3. The district's overall math performance over the past three years has:  
 not improved       improved < 3%       improved 3-5%       improved > 5%
4. The district's achievement gap percentage in math between White/Asian and African-American/Hispanic students over the past three years has:  
 not narrowed                       narrowed < 5 points  
 narrowed 5-10 points               narrowed > 10 points
5. The district's four-year high school graduation rate over the past three years has:  
 not improved       improved < 2%       improved 2-3%       improved > 3%
6. Over the past three years, the district's achievement gap percentage in the high school graduation rate between White/Asian and African-American/Hispanic students has:  
 not narrowed                       narrowed < 3 points  
 narrowed 3-5 points               narrowed > 5 points