

# PERFORMANCE STANDARDS AND RATING SCALES

Trustee Phil Cowee

## The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

**Performance ratings will use the HEDI scale.**

Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)			
Highly Effective	Effective	Developing	Ineffective
<b>Performance exceeds the criteria</b>	<b>Performance meets the criteria</b>	<b>Performance is inconsistent and partially meets the criteria</b>	<b>Performance does not meet the criteria and requires significant improvement</b>
Noteworthy evidence and observation demonstrates the board’s exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board’s effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board’s performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

## STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Written and visible vision statement <input type="checkbox"/> Established district goals <input type="checkbox"/> Board agendas <input type="checkbox"/> Board presentations <input type="checkbox"/> Board retreats <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Annual evaluation of the superintendent report <input type="checkbox"/> Board self-evaluation report <input type="checkbox"/> Attendance records at state-mandated training Additional Sources: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>A.</b> The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.		✓			
<b>B.</b> The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.		✓			
<b>C.</b> The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.		✓			
<b>D.</b> The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.	✓				
<b>E.</b> The board conducts a self-evaluation to monitor its own performance and participates in professional development, including state mandated training in the first and third years of term per NRS386.	✓				
<b>Rating for this standard</b>					
HE <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/>					

Rating

**Comments:** (Identify strengths or recommendations for improvement)

The board is best when kids come first in decision making. The board needs to continue to improve and prioritize the effects of student absenteeism.

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## STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Date and agenda of workshops/trainings <input type="checkbox"/> Policy review and updates <input type="checkbox"/> Board policies <input type="checkbox"/> Board member handbook and/or new board orientation materials <input type="checkbox"/> Attendance records at state-mandated training
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board and superintendent participate in workshops/trainings to build team relationships, review roles, responsibilities, and board operations and orient new board members.		✓			Additional Sources: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.	✓				
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.	✓				
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.		✓			
E. Board members publically support the decision of the majority and speak with a unified voice.			✓		
<b>Rating for this standard</b>					
HE      E      D      I <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Rating</b>					
<b>Comments:</b> (Identify strengths or recommendations for improvement)					

### STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Communication policies or procedures <input type="checkbox"/> Schedules of or invitations to community forums <input type="checkbox"/> Reports or presentations on programs that demonstrate community partnerships <input type="checkbox"/> Legislative meetings, letters, or advocacy efforts <input type="checkbox"/> Newsletters and website <input type="checkbox"/> Survey results  Additional Sources: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.		✓			
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.		✓			
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.		✓			
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.	✓				
E. The board is an advocate for the district's interests with legislators and other elected public officials.	✓				
<b>Rating for this standard</b>					
HE <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/>					

Rating

**Comments:** (Identify strengths or recommendations for improvement)

The board does best when they remember that they have one employee and that's the Superintendent.

**STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT**

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources:</b> <input type="checkbox"/> Policy on budget adoption <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Facilities plan and schedule for updates <input type="checkbox"/> Internal audit report <input type="checkbox"/> External audit report <input type="checkbox"/> Risk assessment report <input type="checkbox"/> Policy on recruitment and hiring criteria <input type="checkbox"/> Professional development plans  <b>Additional Sources:</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>A.</b> The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district’s vision, goals, and priorities for student learning.		✓			
<b>B.</b> The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.	✓				
<b>C.</b> The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.	✓				
<b>D.</b> The board ensures that the audit committee functions in accordance with State regulatory requirements, reviews internal and external audit findings and responds accordingly.	✓				
<b>E.</b> The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet requirements.	✓				
<b>Rating</b>					
<b>Comments:</b> (Identify strengths or recommendations for improvement) The fiscal resources of the district are strong and will be needed if the state funding changes in a major way.					
<b>Rating for this standard</b> HE    E    D    I <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					

### STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Articulation or publication of plans and programs for students' success <input type="checkbox"/> Board members' code of conduct								
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria									
A. Board members actively promote the belief in the success of all students in the district.	✓				Additional Sources: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
B. Board members act as conscientious role models, and exhibit professionalism.	✓												
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.		✓											
D. Board members avoid conflicts of interest and appropriately disclose if one arises.		✓											
E. The board has adopted and annually reaffirms its code of conduct.	✓												
					<b>Rating for this standard</b>								
<b>Rating</b>					<table border="0"> <tr> <td>HE</td> <td>E</td> <td>D</td> <td>I</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	HE	E	D	I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HE	E	D	I										
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<b>Comments:</b> (Identify strengths or recommendations for improvement)													
The district has three bargaining groups that must be treated equally.													

ANNUAL SCHOOL BOARD GOALS



Trustee Phil Cowee

*Annual goals and evidence of progress need to be identified before completing this sheet.*

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOALS	Met GOALS	Partially Met GOALS	Did Not Meet GOALS
<p><b>Short Term #1.</b> Each board member will seek to improve communication during board member reports. This could include reporting back about committee assignments, training opportunities, or important information related to the work of a school board trustee.</p>			✓		
<p><b>Long Term #1.</b> Fulfill mandated training requirements per NRS.</p>			✓		
<p><b>Long Term #2.</b> Analyze and address crowding in our schools.</p>	<p>Master Facilities Plan being prioritized for the future growth in the district.</p>	✓			

### ANNUAL SCHOOL BOARD GOALS

*Annual goals and evidence of progress need to be identified before completing this sheet.*

ANNUAL SCHOOL BOARD GOALS	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded GOAL	Met GOAL	Partially Met GOAL	Didn't Meet GOAL
<p><b>Long Term #3.</b> Graduate all LCSD students to be college, career and life successful.</p>	<p>The graduation rate was much higher than the state percentage.</p>				
<p><b>Long Term #4.</b> Provide all LCSD students a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.</p>					
<p><b>Long Term #5.</b> Trustees will spend time in school classrooms to build supportive and positive connections with students, staff, and community.</p>	<p>A majority of the trustees have been active visiting schools.</p>		