



▶ Performance Rating Levels

A = Accomplished – meets the performance expected in the standard or indicator.

GR = Growth Required – performance does not meet the standard and should be addressed through professional development.

Any standard or indicator with this rating should contain a written explanation to help the board improve.

Overall Thoughts

100% participation

Thoughtful comments/suggestions

Positive results

Opportunity to raise the bar

	Check the appropriate column for each standard and indicator.	E	A	D	GR
	Standard I: Vision-Directed Planning The board involves stakeholders in developing a shared vision focused on student learning. The vision, mission and goals direct the board's policy-making, planning, resource allocation and activities.				
	Indicators:				
1.1	Board members can clearly articulate the district vision, mission, and goals to the community.	2	2	1	
1.2	The board involves stakeholders in developing a long-range plan for improving student achievement.	1	4		
1.3	The board regularly monitors the progress of goals to improve student learning.	4	1		
1.4	Board members have a vision and expectations for excellence beyond the present.	4		1	
1.5	Board activities, analysis and decision-making are aligned to vision and goals.	2	3		
1.6	The board sets meeting agendas that allow it to proactively identify and explore strategic issues.	2	2		1
	Examples behaviors/practices we may want to consider adopting or discontinuing:. We do a great job of involving our schools/district in mission planning, but have an opportunity to extend an invitation to community stakeholders. Once we had a fact sheet that set out mission, goals and some data points....might be time to revisit. Board doesn't have a role in agenda planning since administration takes the lead. We receive SBDM reports and have annual meeting with Councils.				

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	Standard II: Community Engagement The board actively pursues opportunities for all members of the community to become involved in their schools by soliciting feedback, having meaningful conversations, developing collaborative partnerships, and encouraging new levels of participation in schools.				
	Indicators:				
2.1	The board promotes practices that solicit input and involvement from all segments of the community.	1	4		
2.2	The board recognizes and celebrates the contributions of school and community members in school improvement efforts.	3	2		
2.3	The board is responsive and respectful to community inquiry and feedback.	4	1		
2.4	The board advocates for public policy that supports education through relationships with community leaders as well as city, county and state government officials.	2	2	1	
	Examples behaviors/practices we may want to consider adopting or discontinuing: Board advocates for students via KSBA/Chamber of Commerce. We have some great partnerships in place.....always room to expand. We lead presentations of our success to local entities and include community in facility planning.				

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	Standard III: Effective Leadership The board is responsible for establishing and maintaining an organizational structure that directs the work of the district. The board establishes policies determining focus, direction and expectations while providing support for professional staff to implement student achievement strategies.				
	Indicators:				
3.1	Board members develop relationships throughout the district to improve student learning and opportunities for students.	2	2	1	
3.2	The board solicits input from multiple sources within the district and in the community to assist in making informed decisions.	1	4		
3.3	Board members promote change through dialogue and collaboration while empowering others to lead.	3	2		
3.4	Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.	3	1	1	
	Examples behaviors/practices we may want to consider adopting or discontinuing: Since having new leadership, we've already seen improvements. Perhaps visiting schools more frequently in small groups to see improvement initiatives and classrooms in action would be informative and supportive. Members attend school events and honor accomplishments at board meetings where we have good dialogue. Online surveys for public input?				

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	Standard IV: Using Data for Continuous Improvement and Accountability The board uses multiple sources of data to hold itself and the entire district accountable for reaching high levels of achievement. They use data to set priorities, identify opportunities, monitor improvement efforts and make adjustments as needed.				
	Indicators:				
4.1	Board members use, and expect the superintendent to use, a variety of relevant data in decision-making.	4	1		
4.2	The board uses data to identify discrepancies between current and desired outcomes.	2	1	2	
4.3	The board identifies and addresses priority needs based on data analysis.	4	1		
4.4	The board communicates to the public how policy decisions are linked to student learning data.	3	1	1	
4.5	The board creates a culture that encourages the use of data to identify needs throughout the system.	3	2		
4.6	The board regularly uses its self-evaluation to monitor its performance.	1	2	2	
	Examples behaviors/practices we may want to consider adopting or discontinuing: Our board needs to better understand data. We are very data driven in decision making. We receive good data, but don't always use it to identify discrepancies and develop plans. We could consider developing a portion of our website to more clearly communicate how district is using data to make policy decisions. Will be interesting to see how we use this instrument as a data point.				

	Check the appropriate column for each standard and indicator.	E	A	D	GR
	Standard V: Climate and Culture The board believes all students can learn at high levels and fosters a positive, safe learning environment by understanding and embracing the cultural diversity of a community (social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender).				
	Indicators:				
5.1	A climate of caring, respect, and the valuing of students' cultures is established through board policy and goals.	3	2		
5.2	The board creates a culture of acceptance for innovation that increases student success and achievement.	5			
5.3	The board ensures that the superintendent regularly assesses the district climate.	2	3		
5.4	The board establishes and models a culture of high expectations for all students.	4	1		
5.5	Board encourages outreach and community engagement activities to accommodate cultural differences in values and communication.	3	2		
5.6	The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	4	1		
5.7	The board has a process to review policies that involve cultural, racial and ethnic bias.	2	2	1	
5.8	Board members approach decision-making with culturally diverse perspectives.	3	2		
	Examples behaviors/practices we may want to consider adopting or discontinuing: Board should assess climate at each school since it varies, and we should focus on maintaining continuous positive measurement. Solid area for Board. (KSBA, Board Attorney, Internal Audit, NAACP) We do not use available data in resolving issues with school discipline and we disproportionately expel minorities based on data, but we have no action plan to review.				

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	Standard VI: Learning Organization The board understands the need for continuous, high-quality professional development and promotes staff success through learning opportunities that nurture and empower leadership and knowledge.				
	Indicators:				
6.1	Board policies nurture leadership opportunities across the district.	5			
6.2	The board creates and pursues opportunities for themselves and district staff to learn about research-based strategies that ensure continuous improvement for the next generation of learners.	3	2		
6.3	The board encourages professional development throughout the district that increases learning and encourages leadership.	5			
6.4	The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the district.	5			
	Examples behaviors/practices we may want to consider adopting or discontinuing: If we had a matrix to measure current state versus goal, that would be helpful. Our support of creative and new PD offerings sets up staff to receive high quality PD. Would like to learn more about online/web-based courses that outline improvement strategies. Our Professional Growth Academy has been positive. We could spend more time talking about how to develop more great leaders.				

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	Standard VII: Problem Solving The board understands how each part of the school system relates to the others and finds effective and creative solutions to challenges by examining the impact on the entire district.				
	Indicators:				
7.1	The board team is solution oriented.	3	2		
7.2	The board looks at issues from different perspectives, seeing beyond the immediate situation and easy solutions.	3	1	1	
7.3	The board analyzes issues for their impact on other parts of the system avoiding shifting problems from one part of the system to another.	3	2		
7.4	The board works collaboratively with other organizations encouraging dialogue that fosters continual growth.	2	3		
	Examples behaviors/practices we may want to consider adopting or discontinuing: Members serve on various committees as needed and board deals with issues in professional manner. We have solid resources at our disposal when problem solving---finance, student support and facilities professionals make their expertise available. Outside input essential for growth A lot non-educational processes have components that can improve education.....how can we find them and engage?				

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	Standard VIII: Innovation and Creativity The board encourages collaborative partnerships, new ways of thinking, and dialogue on differing perspectives to allow innovation and creativity to flourish and better meet the needs of students.				
	Indicators:				
8.1	The board incorporates flexibility into its future plans to enable the district to respond to unexpected events or trends.	2	3		
8.2	Board members create time and opportunities for their own creative thinking.	1	2	2	
8.3	Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.	2	2	1	
8.4	The board recognizes the risks involved but supports creative and innovative practices at all levels of leadership.	1	4		
	Examples behaviors/practices we may want to consider adopting or discontinuing: What future issues should we be addressing now in order to better prepare? Board is supportive of creative/innovative practices in classroom---always more opportunity. STEAM Academy and Center for Giftedness positive.				

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	Standard IX: Board Member Conduct, Ethics and Relationship with Superintendent Each member of the board conducts him/herself in a professional manner with honesty, integrity, due diligence, and competence while developing a positive working relationship with the superintendent through a clear, mutual understanding of their respective roles and responsibilities.				
	Indicators:				
9.1	The board and superintendent convey mutual trust and respect for each other.	5			
9.2	The board and superintendent agree on the information needed by the board, and when and how the board receives that information.	4	1		
9.3	The board and superintendent participate in learning opportunities as a team.	4	1		
9.4	Board members understand and respect the distinction between the board's responsibilities and the superintendent's duties.	4	1		
9.5	Board members represent the interests of the entire district.	2	3		
9.6	Board members preserve the confidentiality of items discussed in executive session.	5			
9.7	Board members do not use their office for personal gain or advancement.	5			
9.8	Board members do not attempt to individually speak on behalf of the entire board or commit the board.	2	2	1	
9.9	Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.	3	2		
9.10	Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items.	2	3		
	Examples behaviors/practices we may want to consider adopting or discontinuing: We operate as a respectful, knowledgeable team aware of our responsibilities to our students and communities. We should talk about who speaks for the Board so that the message that gets out is consistent.				

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	Standard X: Budgeting and Financial Accountability The board provides financial oversight by adopting a fiscally sound budget and ensuring that resources are aligned with student needs and district policy.				
	Indicators:				
10.1	Board members are knowledgeable of the district budgeting process and understand their role in the oversight of the budget.	2	2	1	
10.2	Budgeting decisions are aligned with district policy and goals, and based on student needs and the district's financial ability to meet those needs.	4	1		
10.3	Board members have a basic understanding of district revenues and expenses.	3	2		
10.4	The board reviews monthly financial statements provided by the superintendent.	2	3		
	Examples behaviors/practices we may want to consider adopting or discontinuing: New leadership has been exciting and improvements will continue. We should take time for new member training. Strong finance professional and auditor keeps Board informed. "How will this benefit students?" – our motto				

-Next Steps

-Informing the Community

Thank you for your service & for your
commitment to students!

