



Kentucky School Board Effectiveness Self-Evaluation

Did you know your board's performance can affect student achievement? Research demonstrates a strong relationship between effective school board practice and improved student achievement so it's not surprising that high-performing school boards lead by example and regularly examine their own performance.

With the support of national researchers, KSBA has developed a set of effectiveness standards and a self-evaluation instrument that provides an organized framework for this review. It is a voluntary process to help board members identify areas of strength, address challenges, and make plans for continual improvement. By reflecting on their work, board members come to better understand their roles and responsibilities ensuring they are effectively performing the job they were elected to do. This process can also help the community better understand the role of the school board and increase public confidence in the board's ability to govern. The self-evaluation process has no right or wrong answers or punitive measures. It is simply an objective tool a board can use to build the best possible leadership for the school district and the community it serves.

The Self-Evaluation Instrument

The self-evaluation instrument divides the work of a school board into 10 areas called **Standards**. Standards are broad categories of knowledge and skills that describe the core actions of effective school boards.

Each standard lists several **Indicators** that describe behaviors and activities of high performing boards. The indicators provide clarity and describe examples of behaviors and actions of effective boards. They demonstrate what effective board work looks like for that standard.

The **Performance Ratings** describe the level of the board's behaviors or outcomes of each standard and indicator. The ratings should reflect behaviors/performance and not judgment statements or feelings. They help boards identify areas of strength and accomplishments as well as areas that need improvement.

- ❖ Exemplary – exceeds the performance expected in the standard or indicator.
 - ❖ Accomplished – meets the performance expected in the standard or indicator.
 - ❖ Developing – demonstrates growth toward meeting the standard or indicator, shows continual improvement.
 - ❖ 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.

Self-evaluation and discussion of the standards provide opportunities for the board to set a baseline and monitor their performance over time.

The Process

1. Contact KSBA to schedule the initial meeting to discuss the board's objectives, timeline, instrument and process. This meeting can be held in the district or via videoconferencing.
2. After the initial meeting, the self-evaluation instrument is distributed to each member of the board.
3. Each board member will individually and anonymously complete the instrument based on their perception of the board's performance as a whole by doing the following:
 - a. Review Standard I as a reminder of how effective boards use vision-directed planning.
 - b. Read each Indicator in Standard I and decide if the board performs each one and how effectively it does so. You will do this by recalling evidence (examples) of how the board typically performs that activity or behavior.
 - c. Make a check mark in the performance rating box at the end of each Indicator (**Exemplary**, **Accomplished**, **Developing**, **Growth Required**) to indicate your perception.
 - d. Review all the ratings for the Indicators in Standard I and determine your overall rating for that Standard.
 - e. Make a check mark in the shaded performance rating box to indicate your perception of the board's overall performance for that Standard.
 - f. Repeat the process for each of the remaining Standards.
4. Each board member individually returns his/her form to KSBA in a self-addressed, stamped envelope.
5. A member of the KSBA board development team compiles the results and develops a summary report that will be used to facilitate the final meeting.
6. The board comes together in a two-hour work session with KSBA for facilitated conversations and guided discussions on the similarities and differences in the responses.
7. The board works together to develop a plan for next steps and strategies to improve board effectiveness and governance.

All completed forms should be mailed to KSBA in the envelope provided prior to _____.

The two-hour work session is scheduled for _____ from _____.

Date *Time*



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Performance Rating Levels

E = Exemplary – exceeds the performance expected in the standard or indicator.

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

D = Developing – demonstrates growth toward meeting the standard or indicator, shows continual improvement.

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.

Each board member should complete this form independently.

Check the appropriate column for each <u>standard and indicator</u> .		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.				
1.2	The board involves stakeholders in developing a long-range plan for improving student achievement.				
1.3	The board regularly monitors the progress of goals to improve student learning.				
1.4	Board members have a vision and expectations for excellence beyond the present.				
1.5	Board activities, analysis and decision-making are aligned to vision and goals.				
1.6	The board sets meeting agendas that allow it to proactively identify and explore strategic issues.				
Example behaviors/practices that we may want to consider adopting or discontinuing:					

	Check the appropriate column for each standard and indicator .	E	A	D	GR
	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.				
2.2	The board recognizes and celebrates the contributions of school and community members in school improvement efforts.				
2.3	The board is responsive and respectful to community inquiry and feedback.				
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.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				
	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.				
3.2	The board solicits input from multiple sources within the district and in the community to assist in making informed decisions.				
3.3	Board members promote change through dialogue and collaboration while empowering others to lead.				
3.4	Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				

	Check the appropriate column for each <u>standard and indicator</u> .	E	A	D	GR
	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.				
4.2	The board uses data to identify discrepancies between current and desired outcomes.				
4.3	The board identifies and addresses priority needs based on data analysis.				
4.4	The board communicates to the public how policy decisions are linked to student learning data.				
4.5	The board creates a culture that encourages the use of data to identify needs throughout the system.				
4.6	The board regularly uses its self-evaluation to monitor its performance.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				
	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.				
5.2	The board creates a culture of acceptance for innovation that increases student success and achievement.				
5.3	The board ensures that the superintendent regularly assesses the district climate.				
5.4	The board establishes and models a culture of high expectations for all students.				
5.5	Board encourages outreach and community engagement activities to accommodate cultural differences in values and communication.				
5.6	The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.				
5.7	The board has a process to review policies that involve cultural, racial and ethnic bias.				
5.8	Board members approach decision-making with culturally diverse perspectives.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				

	Check the appropriate column for each <u>standard and indicator</u> .	E	A	D	GR
	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.				
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.				
6.3	The board encourages professional development throughout the district that increases learning and encourages leadership.				
6.4	The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the district.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				
	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.				
7.2	The board looks at issues from different perspectives, seeing beyond the immediate situation and easy solutions.				
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.				
7.4	The board works collaboratively with other organizations encouraging dialogue that fosters continual growth.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				

	Check the appropriate column for each <u>standard and indicator</u> .	E	A	D	GR
	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.				
8.2	Board members create time and opportunities for their own creative thinking.				
8.3	Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.				
8.4	The board recognizes the risks involved but supports creative and innovative practices at all levels of leadership.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				
	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.				
9.2	The board and superintendent agree on the information needed by the board, and when and how the board receives that information.				
9.3	The board and superintendent participate in learning opportunities as a team.				
9.4	Board members understand and respect the distinction between the board's responsibilities and the superintendent's duties.				
9.5	Board members represent the interests of the entire district.				
9.6	Board members preserve the confidentiality of items discussed in executive session.				
9.7	Board members do not use their office for personal gain or advancement.				
9.8	Board members do not attempt to individually speak on behalf of the entire board or commit the board.				
9.9	Board members direct complaints and requests to the superintendent rather than attempting to solve them directly.				
9.10	Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				

	Check the appropriate column for each <u>standard and indicator</u> .	E	A	D	GR
	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.				
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.				
10.3	Board members have a basic understanding of district revenues and expenses.				
10.4	The board reviews monthly financial statements provided by the superintendent.				
	Example behaviors/practices that we may want to consider adopting or discontinuing:				

Additional Comments:

Please return completed forms to:

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