



MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Customized Sample Summary Report for Any Public School District 2017

Periodic board self-assessments can be a very helpful way for boards to evaluate their performance and to determine those areas that need attention.

The benefits of board self-assessments include:

- Board accountability
- Open communication among board members
- Insight into decision-making
- Improvement of board professionalism
- Clear understanding of roles and responsibilities
- Identification of strengths and weaknesses
- Effective and productive goal setting

You assessed your performance as a board in seven different board categories. The categories include:

- Leadership
- Academic Performance/Accountability
- Board Responsibilities
- Board Effectiveness
- Data-Driven Decision-making
- Board-Superintendent Relations
- Community Engagement/Advocacy

Through this assessment, you identified those areas you think your board is most effective and those areas that need improvement.

MASB compiled all the data from each individual board member's assessment and recorded all of the comments for you to review. As you know, scores of 4 and 5 indicate Good to Excellent performance. A score of 3 is Satisfactory. Scores of 1 and 2 indicate weakness or ineffectiveness and suggests that improvement is necessary.

As you look at the compiled data, take note of:

- Those areas that all of you have consistently scored very high with predominantly 4's and 5's, and those areas that show a definite need for improvement with scores of primarily 1's, 2's and 3's.
- Those areas that have a wide range of responses may show ratings of 1 - 5. There is an obvious discrepancy among board members and their perception of this item. Being aware of this discrepancy may help you identify some potential areas of disagreement among board members that may need resolution at some future time.
- The comments made by board members that can give you further insight into how you are feeling about your performance. It is important that you try to be open to the comments. Remember, these perceptions are very real to individuals whether you agree with them or not.



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Cluster Analysis

The cluster analysis is a way of scoring each category of board operations to get the board average. To generate a cluster analysis, the following steps were taken:

1. Total ratings of board members for each category were calculated.
2. That score was divided by the number of items in each category.
3. That quotient was divided by the number of board members who responded to the assessment to get the board average.

Scores range from an average of 1 to 5. The higher the score, the more effective the board is on that dimension. Lower scores (below 3) indicate areas needing improvement. These are the areas the board may want to address as goals for itself at some future date.

The cluster scores can be used to celebrate those areas you are doing well in and to help you focus on those areas that the board can improve. Please note—while cluster scores give you the category averages, it should be used in conjunction with the review of individual responses for all questions to get a complete picture of the areas to address for future board development.



MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Cluster Analysis Results

October 2017

Leadership	4.00
Academic Performance/Accountability	2.99
Board Responsibilities	3.26
Board Effectiveness	3.39
Data-Driven Decision-making	3.03
Board-Superintendent Relations	3.60
Community Engagement/Advocacy	3.10

Recommendations

Things to consider are targeted CBA courses listed online at <http://www.masb.org/cba-program.aspx> .

In addition to the predetermined locations listed on the web site each year, MASB will deliver CBAs on-sight in your district upon request. MASB also offers customized on-sight workshops developed by our skilled facilitators, based on your assessment results.

Leadership

Although an overall composite score of 4.00 in this category, questions 4, 6, 7, 9 & 10 raise some concern.

- CBA 234: Using Persuasive Skills to Reach Consensus
- CBA 259: Creating Trust
- CBA 365: Collaborative Conversation for Effective Decision-making
- Board workshops on Teamwork, Consensus Building, Creating Trust and Collaborative Conversations

Academic Performance/Accountability

With the lowest composite score of 2.99, most questions raise concern in this category due to the number of “Needs Improvement” and “Unsatisfactory” scores.

- CBA 247: Advanced Curriculum: Improving Student Achievement
- CBA 229: Reporting and Monitoring Organizational Performance
- CBA 381: Focus on Student Achievement
- Board workshop on establishing goals and indicators for student achievement (should be integrated with your District Improvement Plan)

Board Responsibilities

With a composite score of 3.26 most questions raise concern in this category due to the number of “Needs Improvement” and “Unsatisfactory” scores.

- CBA 102: Policy
- CBA 253: Board Operating Procedures
- Board workshops on Policy, Board Operating Procedures, Board/Superintendent Expectations



Board Effectiveness

The composite score of 3.39 highlights the higher ranked questions in this area. However, questions 6, 8, 11 & 12 show some concern.

- CBAs 297: Effective Board Meetings
- Board President Workshops
- Board workshops on Board Norms (Governance Standards), Teamwork and Trust

Data-Driven Decision-Making

A composite score of 3.03 and the number of “Needs Improvement” scores shows this area could use some work.

- CBAs 109, 251, 341, 342, 343, 344, 345 (Data series)
- Board workshops on Effective Decision-Making and Data-Informed Decision-Making

Board/Superintendent Relations

With a composite score of 3.60, this area ranks as one of the highest. There is some concern regarding question 3.

- Board workshops in Roles & Responsibilities, Board/Superintendent Relationship/Expectations & Superintendent Evaluation Process Goal Setting

Community Engagement/Advocacy

A composite score of 3.10 shows some concerns around a significant number of questions related to communications.

- CBA 106: Community Relations Leadership
- CBA 232: Communicating in Difficult Times
- CBA 246: Advanced Community Relations
- CBA 264: Shaping Public Opinion About Public Education

Areas for Board Development

The board should agree on 3 – 5 areas for improvement over the next twelve months and develop action plans for how you will proceed.

Suggestions based on your board’s assessment results:

- All board members will commit to developing/reviewing and agreeing on a set of Board Norms (Governance Standards) and Operating Procedures.
- The governance team will actively seek ways to improve teamwork and trust.
- All board members will engage in a Student Achievement/Data-Driven Decision-Making course/workshop within 3 months.
- All board members will engage in a Communications course/workshop within 6 months.
- The governance team will participate in an annual retreat.

If MASB can be of further assistance as you work to improve your effectiveness as a governance team please don’t hesitate to contact us at 517.327.5918.