



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Board Self-Assessment

District
Logo
Here

Prepared for:
Example District Public Schools
Date



Response Scale Explanations

0. Don't Know

1. Unsatisfactory – Most of the board members do not perform or ensure that factors within this question are done.

2. Needs Improvement – Only a few board members perform or ensure the factors within this question are done.

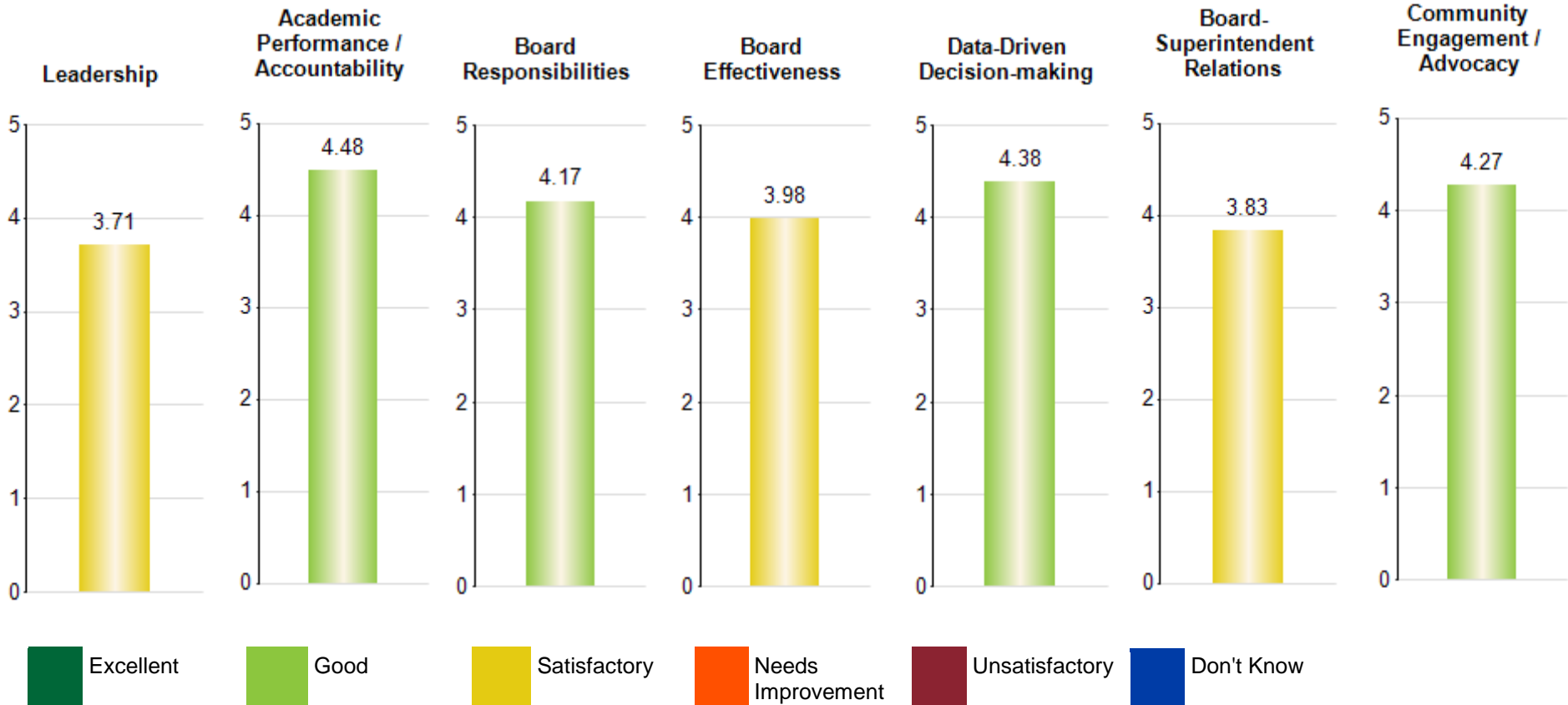
3. Satisfactory – Most board members perform or ensure most of the factors within this question are done some of the time.

4. Good – All board members perform or ensure all factors within this question are done most of the time.

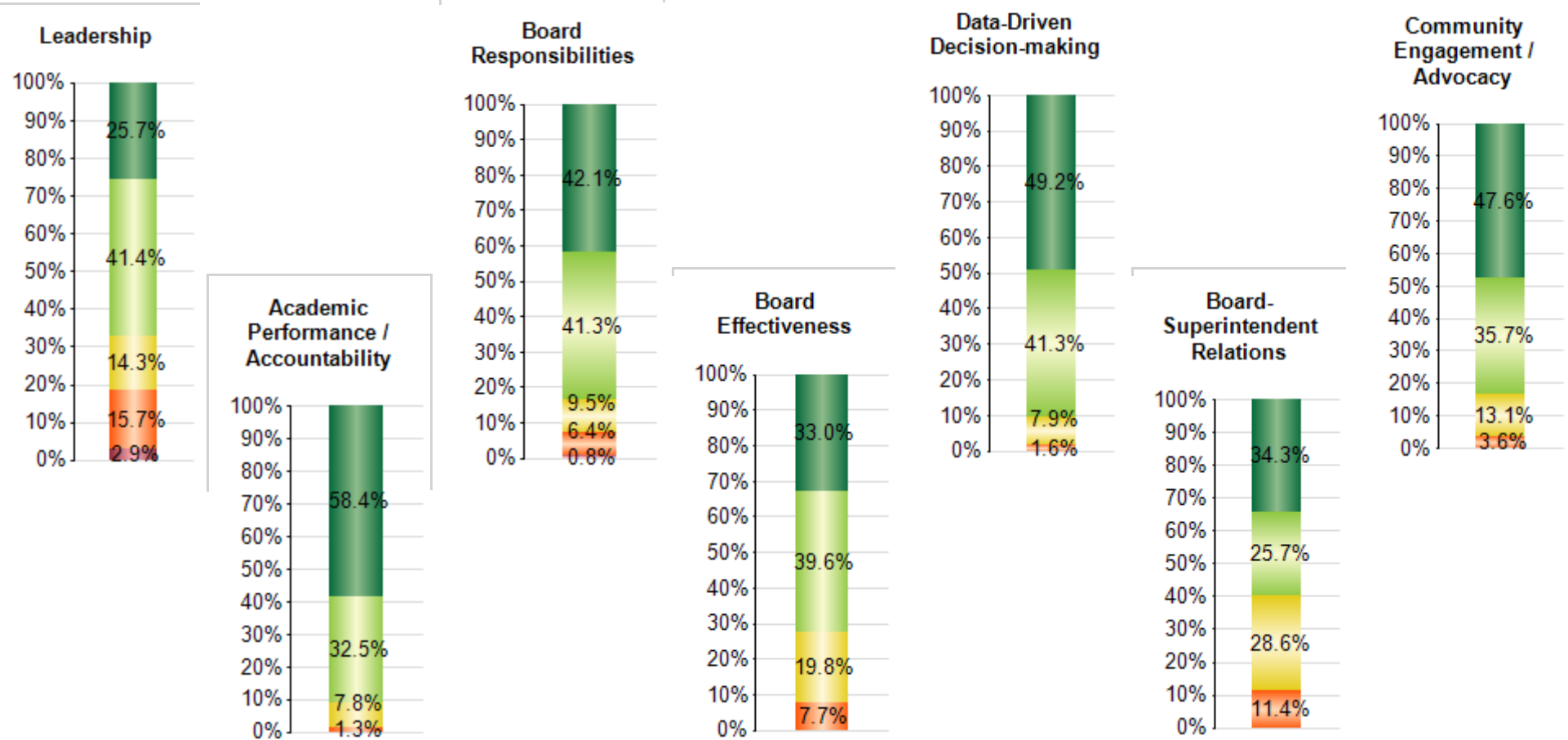
5. Excellent – All board members perform or ensure all factors within this question are always done.

Our Board: Where we are

Cluster Analysis



Our Board: Where we are



Does our Board



Leadership

Q1	Clearly articulate vision and mission statements for the district?	5	2			
Q2	Consider community perspectives of all stakeholder groups in determining district priorities?	5	2			
Q3	Create an environment that ensures that commitments and directives are in the best interest of all students?	1	1	5		
Q4	Value differences of opinion and does not let differences degenerate into personality conflicts?	1	2	1	2	1
Q5	Seek to build consensus and an environment of trust?	3	3	1		
Q6	Respect the rights of individuals to disagree and handle disagreements without damaging relationships?	1	2	2	1	1
Q7	Deal successfully with controversial items?	3	3	1		



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Q8	Deal with conflicts among board members in a professional manner	
Q9	Display a sincere and unselfish interest in public education which develops and contributes to the growth of the students?	
Q10	Foster teamwork among board members by using differing opinions as a starting point toward developing new solutions and consensus?	



Does our Board



Academic Performance/Accountability

Q1	Commit to a vision of high expectations for all students?	
Q2	Ensure the district has a comprehensive, performance-based plan for improving student achievement?	
Q3	Define clear goals for student achievement and effective instruction?	
Q4	Review progress toward the long- and short-term goals?	
Q5	Focus on issues that impact student achievement?	
Q6	Ensure indicators that define student achievement are established?	
Q7	Weigh all decisions in terms of what is best for the students?	



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Q8	Regularly use its scorecard to publicly focus upon its strategic priorities?	
Q9	Monitor student assessment results and consider decisions by the Superintendent and staff related to program/curriculum/staffing changes based on student assessment results?	
Q10	Evaluate the Superintendent in compliance with Michigan law and student growth expectations?	
Q11	Celebrate success at all levels of the system that improves district performance?	



Does our Board



Board Responsibilities

Q1	Understand its function and role as a policy-making body?	
Q2	Focus on policy issues rather than management issues and refer all potential district-wide issues to the Superintendent?	
Q3	Develop policy based on state and federal mandates, with consultation from legal counsel when appropriate?	
Q4	Provide, through policy, a process by which the board deals with complaints from the public and consistently uses the process?	
Q5	Regularly review and update policies to ensure relevancy?	
Q6	Willingly embrace a strategic role and regularly self-monitor in adhering to the limits of that strategic role?	
Q7	Align board responsibilities and behaviors with District Bylaws/Board Operating Procedures?	



Q8	Set timelines for district goals in accordance with SMART goal standards?	
Q9	Ensure systems of accountability are in place at all levels?	
Q10	Use structures and processes to keep the district strategically focused?	
Q11	Understand the basic principles of school finance, including state, federal and local sources of income?	
Q12	Approve and monitor the budget based on the district's strategic priorities?	
Q13	Understand the budget is a projection made in a certain time and will change over time based on circumstances?	
Q14	Align the district's budget with the desired quality of education for all students and the ability of the community to support such a program?	
Q15	Attend committee meetings/work sessions/workshops as requested?	




Q16	Provide feedback to the Board President or Superintendent when appropriate?	
Q17	Ensure that an effective evaluation system is in use for all employees and in accordance with Michigan law where specified?	
Q18	Monitor district performance on regularly scheduled timelines while allowing evaluation of individual performance to occur at the administrative and building level?	









Does our Board



Board Effectiveness

Q1	Focus the board agenda and meetings on issues related to improving student achievement?	
Q2	Conduct board meetings efficiently and effectively?	
Q3	Notify the board president of desire to place items for consideration on the regular or special board meeting agendas?	
Q4	Read relative information related to agenda items and inform itself on agenda items prior to board meetings?	
Q5	Support decisions once action is taken?	
Q6	Ensure decisions are impersonal, objective and professional?	
Q7	Demonstrate professional and ethical decision-making skills?	

Q8	Represent the entire community and refrain from making decisions based on special interest groups or individuals?	
Q9	Balance its needs to conduct the board's business with the public's need to be heard?	
Q10	Understand that its public modeling of an effective decision-making process is as important as any of the decisions it makes?	
Q11	Annually review its code of ethics/conduct and adhere to it?	
Q12	Practice confidentiality as required?	
Q13	Understand and comply with the requirements of the Open Meetings Act, closed sessions and hearings?	



Does our Board



Data Driven Decision-making

Q1	Have the right data to make strategic decisions?	5	2	
Q2	Ensure student performance data are related to well-defined district goals?	3	4	
Q3	Distinguish between data needed for district-wide decision-making and data needed for tactical and operational decision-making?	2	1	4
Q4	Systematically use data from learners, classrooms, and schools to focus its strategic priorities?	3	4	
Q5	Use appropriate data for district-wide decision-making and is accountable to the community for continuous improvement?	1	2	4
Q6	Combine perception data with other indicators of success to determine long-term and short-term district priorities?	1	3	3
Q7	Base decisions, comments and questions on objective data?	1	3	3



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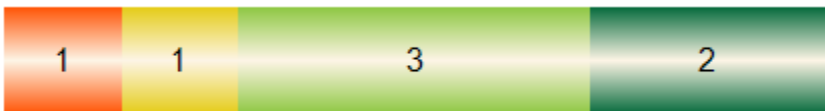



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Q8	Use data to assess outcomes?	
Q9	Recognize the need for research to inform decision-making?	



Does our Board

Board/Superintendent Relations








Q1	Respect the daily executive responsibility of the Superintendent and the Superintendent respect the governance responsibility of the board	
Q2	Create an environment that discourages micromanagement or undermining the Superintendent?	
Q3	Provide a clear set of expectations of performance and personal qualities against which the Superintendent will be measured?	
Q4	Recognize the Superintendent as its chief executive officer and seek his or her recommendations on all pertinent matters?	
Q5	Work with the Superintendent in a spirit of mutual respect, open communication, trust and confidence?	



Does our Board



Community Engagement/Advocacy

Q1	Ensure that district educational goals are established and communicated to all stakeholders?	
Q2	Have an ongoing planned program of public information about education within the district?	
Q3	Follow the established procedure for dissemination of information to the public?	
Q4	Allow for citizen input through public hearings, advisory committees, etc.?	
Q5	Have procedures for public comment at board meetings that are consistently used?	
Q6	Seek information and ways the board and community can be more informed?	
Q7	Ensure the use of a variety of strategies to appropriately communicate with the different stakeholders while remaining within its strategic role?	



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Q8	Have visibility at district and community events when possible?	2	3	2	
Q9	Keep the community informed about the financial needs of the district?	1	2	4	
Q10	Ensure the Board of Education's policies, regulations and procedures are communicated to the staff and community?	1	3	3	
Q11	Refrain from speaking for the board on issues for which the board has no official position?	2	1	4	
Q12	Communicate with government (local, state, national) on issues dealing with public education?	1	1	3	2





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