Board Self-Assessment

District
Logo
Here

Prepared for:
Example District Public Schools
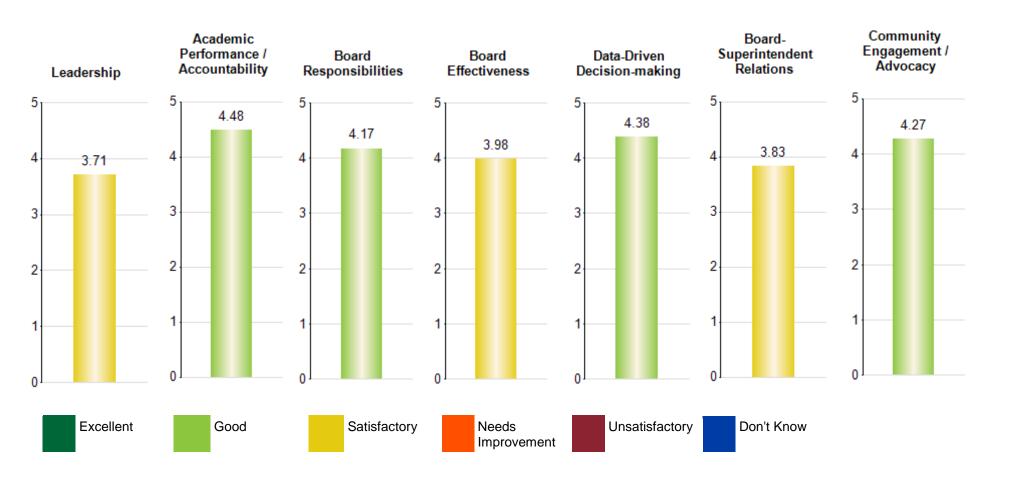Date

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

Chart showing cluster analysis scores:
- Leadership: 3.71
- Academic Performance / Accountability: 4.48
- Board Responsibilities: 4.17
- Board Effectiveness: 3.98
- Data-Driven Decision-making: 4.38
- Board-Superintendent Relations: 3.83
- Community Engagement / Advocacy: 4.27

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know

MASB
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

Our Board: Where we are

Leadership
- 100% —
- 25.7%
- 41.4%
- 14.3%
- 15.7%
- 2.9%

Academic Performance / Accountability
- 58.4%
- 32.5%
- 7.8%
- 1.3%

Board Responsibilities
- 42.1%
- 41.3%
- 9.5%
- 6.4%
- 0.8%

Board Effectiveness
- 33.0%
- 39.6%
- 19.8%
- 7.7%

Data-Driven Decision-making
- 49.2%
- 41.3%
- 7.9%
- 1.6%

Board-Superintendent Relations
- 34.3%
- 25.7%
- 28.6%
- 11.4%

Community Engagement / Advocacy
- 47.6%
- 35.7%
- 13.1%
- 3.6%

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know

Does our Board

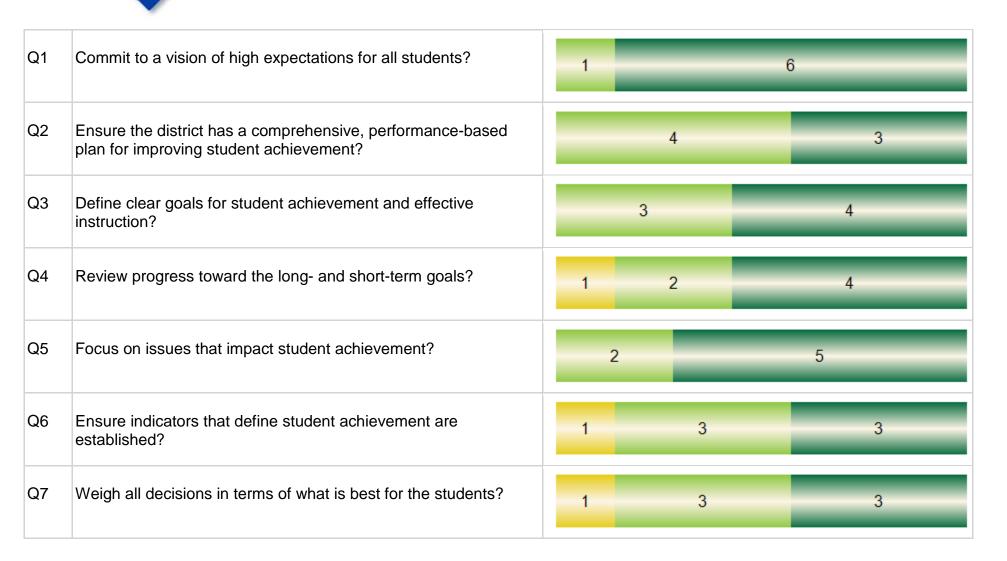## Leadership

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

Q8	Deal with conflicts among board members in a professional manner	2	2	2	1
Q9	Display a sincere and unselfish interest in public education which develops and contributes to the growth of the students?	1	3	3	
Q10	Foster teamwork among board members by using differing opinions as a starting point toward developing new solutions and consensus?	2	4	1	

Excellent   Good   Satisfactory   Needs Improvement   Unsatisfactory   Don't Know

Does our Board

Academic Performance/Accountability

Q1	Commit to a vision of high expectations for all students?	1 6
Q2	Ensure the district has a comprehensive, performance-based plan for improving student achievement?	4 3
Q3	Define clear goals for student achievement and effective instruction?	3 4
Q4	Review progress toward the long- and short-term goals?	1 2 4
Q5	Focus on issues that impact student achievement?	2 5
Q6	Ensure indicators that define student achievement are established?	1 3 3
Q7	Weigh all decisions in terms of what is best for the students?	1 3 3

![MASB - Michigan Association of School Boards]

Q8	Regularly use its scorecard to publicly focus upon it strategic priorities?	1 | 2 | 4
Q9	Monitor student assessment results and consider decisions by the Superintendent and staff related to program/curriculum/staffing changes based on student assessment results?	1 | 1 | 5
Q10	Evaluate the Superintendent in compliance with Michigan law and student growth expectations?	2 | 5
Q11	Celebrate success at all levels of the system that improves district performance?	4 | 3

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know

Does our Board

Board Responsibilities

		Scores
Q1	Understand its function and role as a policy-making body?	1 — 2 — 3 — 1
Q2	Focus on policy issues rather than management issues and refer all potential district-wide issues to the Superintendent?	1 — 1 — 5
Q3	Develop policy based on state and federal mandates, with consultation from legal counsel when appropriate?	3 — 4
Q4	Provide, through policy, a process by which the board deals with complaints from the public and consistently uses the process?	1 — 2 — 4
Q5	Regularly review and update policies to ensure relevancy?	2 — 5
Q6	Willingly embrace a strategic role and regularly self-monitor in adhering to the limits of that strategic role?	1 — 2 — 4
Q7	Align board responsibilities and behaviors with District Bylaws/Board Operating Procedures?	1 — 3 — 3

Q8	Set timelines for district goals in accordance with SMART goal standards?	1	1	2	3
Q9	Ensure systems of accountability are in place at all levels?	1	3	3	
Q10	Use structures and processes to keep the district strategically focused?	5	2		
Q11	Understand the basic principles of school finance, including state, federal and local sources of income?	1	2	3	1
Q12	Approve and monitor the budget based on the district's strategic priorities?	1	2	4	
Q13	Understand the budget is a projection made in a certain time and will change over time based on circumstances?	1	3	3	
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?	3	4		
Q15	Attend committee meetings/work sessions/workshops as requested?	1	2	3	1

Q16	Provide feedback to the Board President or Superintendent when appropriate?	1	1	1	4
Q17	Ensure that an effective evaluation system is in use for all employees and in accordance with Michigan law where specified?	3		4	
Q18	Monitor district performance on regularly scheduled timelines while allowing evaluation of individual performance to occur at the administrative and building level?	4		3	

Excellent　Good　Satisfactory　Needs Improvement　Unsatisfactory　Don't Know

Does our Board

Board Effectiveness

		Responses
Q1	Focus the board agenda and meetings on issues related to improving student achievement?	6 1
Q2	Conduct board meetings efficiently and effectively?	1 2 4
Q3	Notify the board president of desire to place items for consideration on the regular or special board meeting agendas?	3 2 2
Q4	Read relative information related to agenda items and inform itself on agenda items prior to board meetings?	2 1 2 2
Q5	Support decisions once action is taken?	3 3 1
Q6	Ensure decisions are impersonal, objective and professional?	1 3 2 1
Q7	Demonstrate professional and ethical decision-making skills?	1 1 3 2

Q8	Represent the entire community and refrain from making decisions based on special interest groups or individuals?	2 / 1 / 3 / 1
Q9	Balance its needs to conduct the board's business with the public's need to be heard?	1 / 3 / 3
Q10	Understand that its public modeling of an effective decision-making process is as important as any of the decisions it makes?	1 / 4 / 2
Q11	Annually review its code of ethics/conduct and adhere to it?	1 / 4 / 2
Q12	Practice confidentiality as required?	2 / 1 / 4
Q13	Understand and comply with the requirements of the Open Meetings Act, closed sessions and hearings?	1 / 1 / 5

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know

Does our Board

Data Driven Decision-making
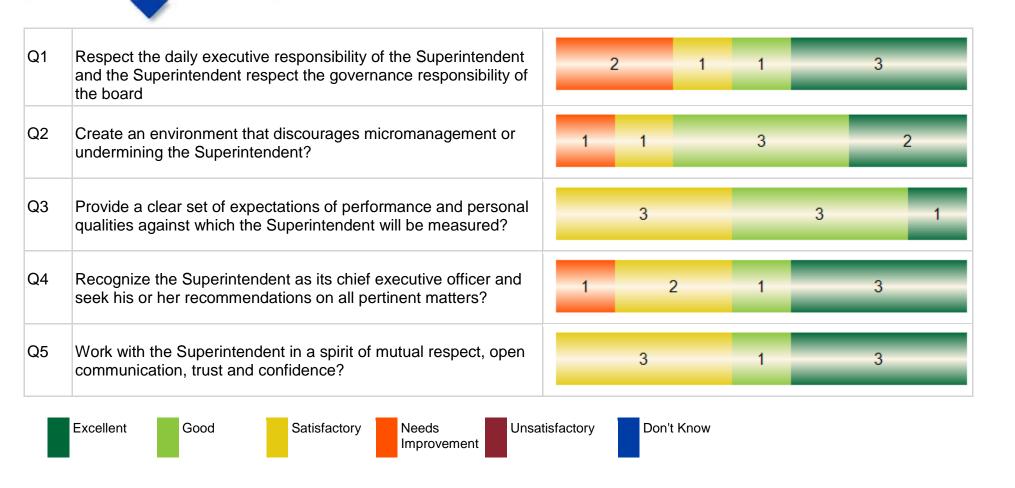
		Responses
Q1	Have the right data to make strategic decisions?	5 / 2
Q2	Ensure student performance data are related to well-defined district goals?	3 / 4
Q3	Distinguish between data needed for district-wide decision-making and data needed for tactical and operational decision-making?	2 / 1 / 4
Q4	Systematically 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

![MASB - Michigan Association of School Boards logo]

Q8	Use data to assess outcomes?	3	4
Q9	Recognize the need for research to inform decision-making?	1	3	3

Legend:
- ■ Excellent
- ■ Good
- ■ Satisfactory
- ■ Needs Improvement
- ■ Unsatisfactory
- ■ Don't Know

Does our Board

Board/Superintendent Relations

		Needs Improvement / Satisfactory / Good / Excellent	
Q1	Respect the daily executive responsibility of the Superintendent and the Superintendent respect the governance responsibility of the board	2 1 1 3	
Q2	Create an environment that discourages micromanagement or undermining the Superintendent?	1 1 3 2	
Q3	Provide a clear set of expectations of performance and personal qualities against which the Superintendent will be measured?	3 3 1	
Q4	Recognize the Superintendent as its chief executive officer and seek his or her recommendations on all pertinent matters?	1 2 1 3	
Q5	Work with the Superintendent in a spirit of mutual respect, open communication, trust and confidence?	3 1 3	

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know

Does our Board

Community Engagement/Advocacy

Q1	Ensure that district educational goals are established and communicated to all stakeholders?	1	2	4
Q2	Have an ongoing planned program of public information about education within the district?	1	3	3
Q3	Follow the established procedure for dissemination of information to the public?	1	2	4
Q4	Allow for citizen input through public hearings, advisory committees, etc.?	1	2	4
Q5	Have procedures for public comment at board meetings that are consistently used?		2	5
Q6	Seek information and ways the board and community can be more informed?	1	3	3
Q7	Ensure the use of a variety of strategies to appropriately communicate with the different stakeholders while remaining within its strategic role?	1	4	2

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

Legend:
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Don't Know