

BOARD OF EDUCATION SELF-ASSESSMENT

It is the belief of the Jefferson Board of Education that conducting a self-assessment (evaluation) is essential to the continued improvement and success of a school district. Therefore, the Board shall plan for and carry through an annual evaluation of its function as a board. This evaluation should be based on the broad aspects of education in the district and on particular activities or areas of current interest.

The self-assessment tool shall be developed by the Board of Education, with the assistance of the Superintendent of Schools.

The timeline as set forth in the attached guidelines for implementation will be used as a guide in completing the self-assessment process.

ADOPTED: March 19, 2001

REVISED: November 22, 2010

LEGAL REF.:

REVIEW DATE: October 24, 2011

BOARD OF EDUCATION SELF-ASSESSMENT PROCEDURES

The annual assessment of the Board of Education is to focus on the total Board operations and not the performance of individual Board members. It is the responsibility of the Board President to discuss concerns about the performance of individual Board members (e.g. excessive absence, lack of preparation for meetings, etc.) with that Board member privately.

The following annual timeline shall be used as a guide in completing the self-assessment process:

| ASSESSMENT TIMELINE | ACTIVITY |
|------------------------------|--|
| MARCH BOARD MEETING: | Evaluation instrument distributed and discussed along with previous year's report. |
| APRIL 15: | Completed instrument returned to the Superintendent or designee. |
| APRIL REGULAR BOARD MEETING: | Summary report of collected data distributed to full Board for review. |
| MAY REGULAR BOARD MEETING: | Formulation of improvement plans discussed (if needed). |
| JUNE BOARD MEETING: | Presentation and Board adoption of improvement plans. |

School District of Jefferson

School Board Self-Assessment Survey

Instructions: Complete the self-assessment questions below by providing a rating for the degree to which you feel the board/district has achieved each element.

| VISION AND MISSION | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|---------------------------|--|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | Our district has established a written vision and mission that commits to student achievement as the top priority of the school board, staff, and community. | | | | | |
| 2. | The School Board annually reviews the established vision, mission, and beliefs to ensure constancy of purpose. | | | | | |
| 3. | The School District's vision and mission are clearly articulated and made available to all stakeholders in the community. | | | | | |
| 4. | Our vision and mission are the guiding principles for how we operate as a district. | | | | | |
| 5. | Our vision and mission are the basis for our strategic planning and policy decisions. | | | | | |
| 6. | We base our resources and budget decisions on our vision and mission. | | | | | |

| EDUCATIONAL STANDARDS | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|------------------------------|--|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | Our district has established student performance standards that clearly define what students are supposed to know and be able to do at each grade level. | | | | | |
| 2. | Our instructional framework is aligned with local and state standards for student performance. | | | | | |
| 3. | We have a process for reviewing and revising our district standards so that they remain current. | | | | | |
| 4. | The district has a plan for communicating our standards to parents, students, and staff. | | | | | |

| ASSESSMENT | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|-------------------|---|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | We have an assessment program that is based on our district's student performance standards. | | | | | |
| 2. | Our assessment program measures both knowledge and skills. | | | | | |
| 3. | Board members are familiar with the types of tests used in the district, including both content and format. | | | | | |
| 4. | Assessment data are provided to parents and students in a format that is easily understood. | | | | | |
| 5. | Reports of assessment data are provided to the community. | | | | | |

School District of Jefferson

School Board Self-Assessment Survey

| ACCOUNTABILITY | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|-----------------------|--|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | Our district publishes an annual report of progress that is consistent from year to year and includes data from prior years. | | | | | |
| 2. | We examine our data by gender, race, and socioeconomic status to measure the achievement of all students. | | | | | |
| 3. | We use our student achievement data to make decisions and establish district priorities. | | | | | |
| 4. | We use our student achievement data to plan staff development. | | | | | |
| 5. | Board policies are reviewed frequently to assure compliance with state and federal laws and student achievement. | | | | | |
| 6. | Board/District/Superintendent goals are annually identified and achievement measured. | | | | | |

| RESOURCE ALIGNMENT | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|---------------------------|--|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | We have established a specific set of priorities for improving student achievement that give everyone in the district clear focus. | | | | | |
| 2. | We make staffing and resource allocation decisions based on our student achievement priorities. | | | | | |
| 3. | We view the budget as the vehicle for accomplishing our priorities rather than simply as our spending plan. | | | | | |
| 4. | We add or delete programs and initiatives based on analysis of data and district priorities. | | | | | |
| 5. | Our curriculum and program initiatives are directly aligned to our student achievement priorities. | | | | | |
| 6. | Our staff training is designed to support our student achievement priorities. | | | | | |
| 7. | As a board, the criteria we use to make all decisions are based on district priorities. | | | | | |

School District of Jefferson

School Board Self-Assessment Survey

| CLIMATE & CULTURE | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|------------------------------|---|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | We model the core values and beliefs of our shared vision and good character in our work as a school board. | | | | | |
| 2. | We provide a policy framework that gives clear direction and empowers the superintendent and staff to meet the student achievement goals. | | | | | |
| 3. | We align staff authority and responsibility so that decisions are made at the level closest to implementation. | | | | | |
| 4. | We foster a culture that promotes the highest expectations for achievement and good character for all students. | | | | | |
| 5. | We create a climate that values and celebrates student achievement and good character as the top priority of the district. | | | | | |
| 6. | We encourage students to grow by enrolling in more challenging courses. | | | | | |
| 7. | We provide school facilities that are designed and equipped to promote the highest student achievement for all students. | | | | | |
| 8. | We use a comprehensive, intentional, proactive, and effective approach to character development in our programs. | | | | | |
| 9. | We engage families and community members as partners in the character-building effort. | | | | | |
| 10. | We engage school staff as a learning and moral community that shares responsibility for developing students with strong citizenship and ethical values. | | | | | |
| 11. | Codes of conduct are established and followed by staff and the Board of Education. | | | | | |

| PERSONAL ASSESSMENT | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|----------------------------|--|-------------------------|--------------------------|-----------------------------|-------------------------------|----------------------|
| 1. | I familiarize myself with school policies and laws which are important for meetings. | | | | | |
| 2. | I attend all school board meetings. | | | | | |
| 3. | I read the agenda and supporting material prior to meetings. | | | | | |
| 4. | I reserve all decisions on matters until the board is in session. | | | | | |
| 5. | I direct questions to the superintendent when contacted by a district resident. | | | | | |
| 6. | I attend WASB workshops and meetings. | | | | | |
| 7. | I visit schools within the district. | | | | | |

School District of Jefferson

School Board Self-Assessment Survey

| PERSONAL ASSESSMENT | | 4=Fully Achieved | 3=Mostly Achieved | 2=Partially Achieved | 1=Beginning to Achieve | 0=Not Started |
|---|---|------------------|-------------------|----------------------|------------------------|---------------|
| 8. | I am informed about community feelings toward the schools. | | | | | |
| 9. | I believe in long-range planning and recognize that changing trends change school needs. | | | | | |
| 10. | I know that I have no authority as a board member except when the board is legally in session. Board officers have specific duties that are occasionally performed outside of board sessions. | | | | | |
| 11. | I rely on the superintendent to provide the board with accurate information on the school system. | | | | | |
| 12. | Even though I may disagree, I support publicly positions taken by the whole Board. | | | | | |
| 13. | I work toward mutual trust between board members and administration and keep criticism of either to private sessions. | | | | | |
| 14. | I recognize that governance and policy duties belong to the board and administrative duties belong to the superintendent. | | | | | |
| 15. | I support strong professional growth programs for all school personnel. | | | | | |
| 16. | I attend PTO, concerts, plays, athletic contests and other school events. | | | | | |
| 17. | I am familiar with the budgeting process of the District. | | | | | |
| 18. | I am familiar with the curriculum and graduation requirements of the District. | | | | | |
| MISCELLANEOUS | | | | | | |
| List any significant accomplishments made by the Board of Education during the past year. | | | | | | |
| List any areas that need improvement in the operation of the Board of Education. | | | | | | |
| List suggestions for short-term (one to three years) Board goals. | | | | | | |
| List suggestions for long-range Board goals. | | | | | | |
| Additional Comments: | | | | | | |

7/24/2017