

# SCHOOL BOARD EVALUATION

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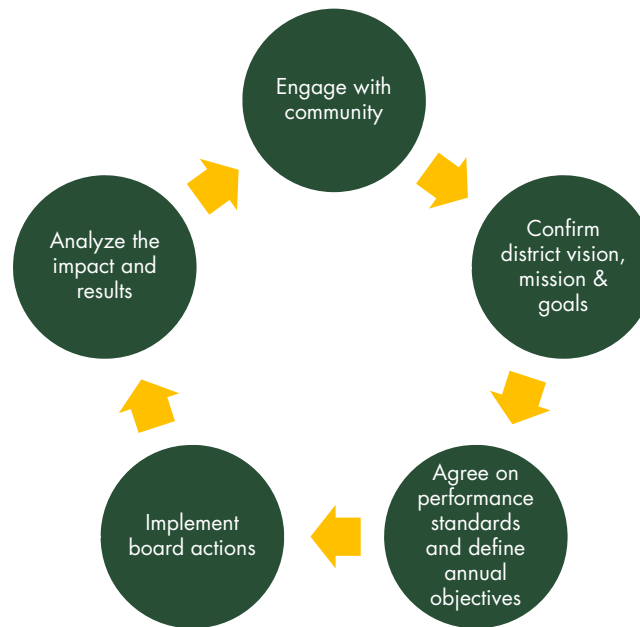
# SCHOOL BOARD EVALUATION

## Why Should Boards Conduct a Self-Evaluation?

Even though there is no legal obligation for the board of education to evaluate itself, the New York State School Boards Association (NYSSBA) recognizes the value of an annual school board self-evaluation. Effective boards engage in a continuing process of self-assessment and use the results to identify opportunities for improvement. More importantly, NYSSBA believes it is the responsibility of the board to help drive school improvement and student achievement. The board’s willingness to engage in self-assessment acts as a model for the rest of the district. It indicates that board members take their responsibilities seriously. Their interest in self-improvement sets a tone for others in the district to engage in an ongoing review of their own performance.

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## THE ONGOING BOARD SELF-ASSESSMENT CYCLE



## SCHOOL BOARD EVALUATION

**This evaluation model offers a three-part guide for evaluating the school board:**

**Part I** is based on standards and professional practices derived from school board best practices and a review of sample board evaluations. Each standard in Part I will be reviewed and rated.

**Part II** is based on the specific board development priorities of the board itself. Collectively, the board should define three to five objectives that focus on the board's own development for the year. In Part II, an assessment will be made with regard to the successful completion of these annual objectives.

**Part III** is the final performance summary sheet. It provides a final rating of the board's performance standards, annual objectives, cumulative comments, and recommendations for improvement in the following year.



### HOW TO USE THIS EVALUATION MODEL

The entire board should participate in the process from start to finish, and the board president or an assigned designee is responsible for expediting the evaluation process. Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side benefit may be that individual board members gain more insight into their roles and responsibilities.

1. Begin with a pre-assessment meeting among all board members to review and agree on the instrument, the process, and the evaluation timeline. Collectively, board members should review the standards of performance, as well as identify the annual board objectives based on the needs and priorities of the board.
2. Determine if the evaluation process will occur only once, at the end of the school year as a summative (final) evaluation, or will also include a mid-year (informal) formative evaluation.
3. It is recommended that each board member individually complete his/her own self-assessment instrument.
4. The board president or designee collects all individual board member instruments and compiles the results and comments.
5. Designate a special workshop session for teambuilding with board members and the superintendent to discuss the evaluation results and provide an overall performance rating and a final comment summary with recommendations for improvement. At the same time, the board should define priority objectives for the upcoming year.

## PERFORMANCE STANDARDS AND RATING SCALES

### The five (5) standards of the board of education:

1. **Vision, Leadership & Accountability** – The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.
2. **Board Governance & Policy** – The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.
3. **Communication & Community Relations** – The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.
4. **Fiscal Resources, Staff Recruitment & Environment** – The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.
5. **Ethical Leadership** – The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

**Performance ratings will use the HEDI scale which is familiar to most New York schools.**

### Rating Scale – Highly Effective, Effective, Developing, Ineffective (HEDI)

Highly Effective	Effective	Developing	Ineffective
<b>Performance exceeds the criteria</b>	<b>Performance meets the criteria</b>	<b>Performance is inconsistent and partially meets the criteria</b>	<b>Performance does not meet the criteria and requires significant improvement</b>
Noteworthy evidence and observation demonstrates the board’s exemplary performance. The board has exceeded the criteria and has consistently had a positive impact on board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board’s effective performance. The board has satisfactorily met the criteria and has shown an improvement in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates that the board’s performance has made moderate gains – or maintained the status quo – in board operations and relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.	Noteworthy evidence and observation demonstrates the board has not met the performance criteria and has had a negative impact on board operations and/or relations with the superintendent, staff and community. The board should cite specific data or evidence that supports this rating.

## RECOMMENDED GUIDELINES

How do board members conduct their evaluation fairly and objectively?



It is the responsibility of the school board to identify where it is performing well, and where it might improve. There will always be some subjectivity; no instrument is completely objective. The evaluation should foster a thorough and fair analysis of the board's performance and prompt discussion among board members that will lead them to becoming a stronger, more cohesive governance team.

### Consider these things when conducting the board's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and results
- Ask each board member to complete a self-assessment
- Use multiple sources, both evidence-based and observation
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for improved performance where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan for the board and its members
- Conclude the evaluation by outlining priority board objectives for the coming year



## THE TIMELINE: THE SCHOOL BOARD EVALUATION CYCLE

SUGGESTED TIMELINE FOR SCHOOL BOARD EVALUATION	
SUGGESTED TIMELINE	ACTION
<b>Summer</b>	1. The board confirms the district's vision, mission, and core values, and develops the annual goals for the district.
<b>Summer/Early Fall</b>	2. The board collectively defines its own annual priority objectives that have measurable targets to be completed in 12 months, and are in alignment with the district goals. 3. The board's professional development plan is reviewed and supports the board professional development goals and annual priority objectives.
<b>Fall</b>	4. The board reviews and agrees upon the evaluation process, instrument, rating method and possible supporting documents/information/data to be used to measure performance. 5. The board president will review the evaluation process and instrument with new board members.
<b>Early Winter</b>	6. The board may conduct an informal mid-year formative performance assessment.
<b>Spring</b>	7. Individual board members complete the self-evaluation instrument and submit their completed instrument to the board president or designee for compilation. 8. Shortly thereafter, board members and the superintendent meet in a special teambuilding workshop session to discuss their evaluation results and determine the board's official evaluation rating and commentary. Professional development suggestions may be included as part of the final evaluation.
<b>Summer</b>	9. Repeat cycle.

# PART I

## RATING THE SCHOOL BOARD ON PERFORMANCE STANDARDS

### Instructions for rating the performance standards

Individual board members may rate the board’s professional practice as shown in the example below. Board members may place an “X” in the box that best describes the board’s performance in that professional practice area and then determine the overall rating for the standard area based on the HEDI rating scale. Consider the importance of the professional practice if an overall performance rating is not clearly evident.

USE AN “X” TO MARK THE RATING OF EACH AREA

PART I: RATING THE SCHOOL BOARD ON PERFORMANCE STANDARDS

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. Board members actively promote the belief in the success of all students in the district.					<div style="font-size: x-small; margin-bottom: 5px;"><b>Possible Data Sources:</b></div> <input type="checkbox"/> Articulation or publication of plans and programs for students’ success <input type="checkbox"/> Board members’ code of ethics  <div style="font-size: x-small; margin-bottom: 5px;"><b>Additional Sources:</b></div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
B. Board members act as conscientious role models, and exhibit professionalism.					
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.					
D. Board members avoid conflicts of interest and appropriately disclose if one arises.					
E. The board has adopted and annually reaffirms its code of ethics.					
Rating					<b>Rating for this standard</b> HE   E   D   I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<div style="font-size: x-small; margin-bottom: 5px;"><b>Comments:</b> (Identify strengths or recommendations for improvement)</div> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>					

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## STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<p><b>Possible Data Sources:</b></p> <input type="checkbox"/> Written and visible vision statement <input type="checkbox"/> Established district goals <input type="checkbox"/> Board agendas <input type="checkbox"/> Board presentations <input type="checkbox"/> Board retreats <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Annual evaluation of the superintendent report <input type="checkbox"/> Board self-evaluation report  <p><b>Additional Sources:</b></p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____  <p><b>Rating for this standard</b></p> <p><b>HE</b>    <b>E</b>    <b>D</b>    <b>I</b></p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Continually exceeds the criteria</b>	<b>Consistently meets the criteria</b>	<b>Partially meets the criteria</b>	<b>Does not meet the criteria</b>	
<p><b>A.</b> The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.</p>					
<p><b>B.</b> The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.</p>					
<p><b>C.</b> The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.</p>					
<p><b>D.</b> The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.</p>					
<p><b>E.</b> The board conducts a self-evaluation to monitor its own performance and participates in professional development, including board training and seminars.</p>					
<p><b>Rating</b></p>					
<p><b>Comments:</b> (Identify strengths or recommendations for improvement)</p>					



## STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<p><b>Possible Data Sources:</b></p> <input type="checkbox"/> Date and agenda of annual retreat <input type="checkbox"/> Policy review and updates <input type="checkbox"/> Board operations manual <input type="checkbox"/> Board meeting observation assessment <input type="checkbox"/> Board member handbook and/or new board member orientation materials <input type="checkbox"/> Attendance records at state-mandated training  <p><b>Additional Sources:</b></p> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	<b>Continually exceeds the criteria</b>	<b>Consistently meets the criteria</b>	<b>Partially meets the criteria</b>	<b>Does not meet the criteria</b>	
<p><b>A.</b> The board and superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and board operations and orient new board members.</p>					
<p><b>B.</b> The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.</p>					
<p><b>C.</b> The board closely adheres to its own procedures, protocols and policies for effective board operations.</p>					
<p><b>D.</b> The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.</p>					
<p><b>E.</b> Board members publically support the decision of the majority and speak with a unified voice.</p>					
<p><b>Rating</b></p>					<p><b>Rating for this standard</b></p> <p><b>HE</b>   <b>E</b>   <b>D</b>   <b>I</b></p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>
<p><b>Comments:</b> (Identify strengths or recommendations for improvement)</p>          					

### STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Communication policies or procedures <input type="checkbox"/> Schedules of or invitations to community forums <input type="checkbox"/> Reports or presentations on programs that demonstrate community partnerships <input type="checkbox"/> Legislative meetings, letters, or advocacy efforts <input type="checkbox"/> Newsletters and website <input type="checkbox"/> Survey results  Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
<b>A.</b> The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.					
<b>B.</b> The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.					
<b>C.</b> The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.					
<b>D.</b> The board actively generates support for the district through its vision and promoting educational opportunities for all students.					
<b>E.</b> The board is an advocate for the district's interests with legislators and other elected public officials.					
<b>Rating for this standard</b>					
<b>HE</b> <b>E</b> <b>D</b> <b>I</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Rating</b>					
<b>Comments:</b> (Identify strengths or recommendations for improvement)					

## STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	<b>Possible Data Sources:</b> <input type="checkbox"/> Policy on budget adoption <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Facilities plan and schedule for updates <input type="checkbox"/> Internal audit report <input type="checkbox"/> External audit report <input type="checkbox"/> Risk assessment report <input type="checkbox"/> Policy on recruitment and hiring criteria <input type="checkbox"/> Professional development plans  <b>Additional Sources:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____								
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria									
<b>A.</b> The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district’s vision, goals, and priorities for student learning.													
<b>B.</b> The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.													
<b>C.</b> The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.													
<b>D.</b> The board ensures that the audit committee functions in accordance with NYS regulatory requirements, reviews internal and external audit findings and responds accordingly.													
<b>E.</b> The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet APPR requirements.													
<b>Rating</b>					<b>Rating for this standard</b> <table style="margin: auto;"> <tr> <td><b>HE</b></td> <td><b>E</b></td> <td><b>D</b></td> <td><b>I</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<b>Comments:</b> (Identify strengths or recommendations for improvement)													



# PART II

## SCHOOL BOARD ANNUAL OBJECTIVES

### Instructions for Rating the School Board on Annual Objectives

It is recommended that boards develop their own annual objectives specifically designed to enhance board performance. When evaluating the board's performance, board members should review data, and other sources of evidence to demonstrate the progress made toward and/or attainment of each objective.

Each annual board objective defines the expected outcomes, such as this sample: *"The school board will establish a subcommittee that will be charged with developing a New Member Orientation plan for new board members by May 1<sup>st</sup> of the coming year"*.

#### THE SMART MODEL

Identifying annual objectives should define priorities and issues unique to the board and to the district. Three to five key annual objectives should be developed that follow the SMART model (specific, measurable, achievable, relevant and time-bound). Optimally, the objectives are within the scope of the board's control. Benchmarks showing progress at certain intervals throughout the year may be reported and applied to each objective.

##### Specific

- Define expectations
- Avoid generalities and use verbs to start the sentence

##### Measurable

- Quality, quantity, timeliness and cost

##### Achievable

- Challenging, but attainable goals

##### Relevant

- Link the goal to higher level district goals where appropriate

##### Time-bound

- Set timelines to complete the goal with benchmarks to indicate progress

**Note: While it is recommended that annual objectives be developed each year, it is understood that in some instances they may not be developed.**

## ANNUAL SCHOOL BOARD OBJECTIVES

*Annual objectives and evidence of progress need to be identified before completing this sheet.*

For the board member’s convenience, the district clerk can prepopulate this chart with the board’s annual objectives.

ANNUAL SCHOOL BOARD OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		<b>Exceeded Objective</b>	<b>Met Objective</b>	<b>Partially Met Objective</b>	<b>Didn't Meet Objective</b>
<b>1.</b>					
<b>2.</b>					
<b>3.</b>					

## ANNUAL SCHOOL BOARD OBJECTIVES

*Annual objectives and evidence of progress need to be identified before completing this sheet.*

ANNUAL SCHOOL BOARD OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		<b>Exceeded Objective</b>	<b>Met Objective</b>	<b>Partially Met Objective</b>	<b>Didn't Meet Objective</b>
<b>4.</b>					
<b>5.</b>					
<b>Comments</b>					

# SCHOOL BOARD EVALUATION SUMMARY SHEET

*For Part I and Part II*

Summary Rating Instructions:	PART I - Standards:			
	HE	E	D	I
<b>To be completed by the individual board member.</b>				
1. Vision, Leadership & Accountability (pg. 8)				
2. Board Governance & Policy (pg. 9)				
3. Communication & Community Relations (pg. 10)				
4. Fiscal Resources, Staff Recruitment & Environment (pg. 11)				
5. Ethical Leadership (pg. 12)				

Summary Rating Instructions:	PART II - Objectives:			
	HE	E	D	I
<b>To be completed by the individual board member.</b>				
Annual Objective # 1 (pg. 14)				
Annual Objective # 2 (pg. 14)				
Annual Objective # 3 (pg. 14)				
Annual Objective # 4 (pg. 15)				
Annual Objective # 5 (pg. 15)				

**Summary Comments**



# PART III

## SCHOOL BOARD EVALUATION FINAL PERFORMANCE SUMMARY SHEET

Board President's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluators (list all board members):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This summary sheet can be used to indicate the collective rating of the school board's performance using the HEDI scale.

### Summary Rating Instructions:

The board president or designee will tally each board member's ratings for the five standards and objectives and record the totals in the corresponding boxes.

PART I - Standards:	HE	E	D	I
1. Vision, Leadership & Accountability				
2. Board Governance & Policy				
3. Communication & Community Relations				
4. Fiscal Resources, Staff Recruitment & Environment				
5. Ethical Leadership				
PART II - Objectives:	HE	E	D	I
Annual Objective # 1				
Annual Objective # 2				
Annual Objective # 3				
Annual Objective # 4				
Annual Objective # 5				

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Summary Comments:

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Performance Improvement Suggestions: