

Part 3: School Board Performance Assessment of the School Board as a Collective Body

The Center for Public Education has produced a researched basis for measuring the effectiveness of a School Board (2011). What makes an effective School Board – one that positively impacts student achievement? This is a complex question that involves evaluating virtually all functions of a Board, from internal governance and policy formulation to communication with teachers, building administrators, and the public. However, the research that exists is clear: Boards in high-achieving districts exhibit habits and characteristics that are markedly different from Boards in low-achieving districts.

Impact Rubric (Sample Performance Indicators follow the assessment instrument)

Exemplary:	The School Board performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the Division’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress. Work done by the School Board at this level brings state or national recognition to the Division and / or the ACPS Division.
Accomplished:	The School Board performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard and does so in a manner that advances the Division’s mission and goals. This rating is reserved for performance that is demonstrated with significant student academic progress above what is expected/projected.
Proficient:	The School Board meets the performance standard in a manner that is consistent with the Division’s mission and goals and has a positive impact on student academic progress.
Developing/Needs Improvement:	The School Board is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the School Board’s performance is lacking in a particular area. The School Board often performs less than required in the established performance standard or in a manner that is inconsistent with the Division’s mission and goals and results in below average student academic progress.
Unacceptable:	The School Board consistently performs below the established performance standard or in a manner that is inconsistent with the Division’s mission and goals and results in minimal student academic progress.

Performance Standard 1: Commitment to Vision

The School Board is committed to a vision of high expectations for student achievement and quality instruction and defines clear goals toward that vision. The School Board makes sure these goals remain the district’s top priorities and that nothing else detracts from them.

Accomplished – 1
Proficient – 4
Developing/Needs Improvement – 1

Comments:

- Our goals should be communicated more clearly. We didn't develop our priorities until September, therefore they didn't inform school improvement plans.
- I think we do a good job of "empowering," "delegating," and "vest[ing]" the superintendent with the power to do their job. I do not think we take an especially active role in policy development. I have heard that we are developing some policies (anti-racism?) but I am unaware of how that process works. I do like that Matt plans to make all e-mails open because honestly the process of policy and goal setting seems sort of obfuscated to me.
- The Board's objectives and priorities illustrate the commitment to vision. We are working toward reaching those goals but due to some circumstances beyond our control (especially funding), we have not met them.
- While we are committed to the concept, we do not ? ourselves about it, nor do we follow up in between meetings with Patrick.

Performance Standard 2: Planning and Assessment

The School Board gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress. The School Board is data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

Proficient – 5
Developing/Needs Improvement – 1

Comments:

- We do not focus on data. We rely too much on anecdotal evidence. Jamie Gellner is doing a good job in program evaluation and this is a long Needed process improvement.
- I would not call us data savvy. We see data, considerably less than in years past, and we see what Leadership wishes us to see unless the Board really demands it. We do not see the reports sent to VDOE and the US DEPT. of Education.
- I do think we are competently data-saavy. I don't think we met the requirement to be "accomplished." I think we tend to over-focus on positive data and thus miss out on opportunities to drive continuous improvement. I do not always see data as our driving force behind planning and decision making particularly in regards to our current primary focus (HS). In some regards I think this is because we are following an innovative path ...in which case I think we need to put a heavy focus on results data.

- This is best illustrated by the planning done in conjunction with our planning for the centers and High School 2022 program.
- We do all of the above and we are data savvy. The jury is still out on student academic progress.

Performance Standard 3: Leadership

The School Board fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement. The School Board leads as a united team with the Superintendent, each from their respective roles, with strong collaboration and mutual trust.

Exemplary – 1
Accomplished – 3
Proficient – 2

Comments:

- The board has deferred too much to the superintendent and is not pulling its weight.
- Tons of mutual trust, strong united front, open evaluation process. I think Pam, the work she is doing, and the support she has of the school board and community has been recognized on a state and national level and qualifies as exemplary.
- Increased funding for professional development is illustrative of performance in this standard. Even though many opportunities exist, some staff has not committed to the practices that might improve our student's performance. More work is needed in "selling" all of the good things that would benefit our students.
- The proof is still in the pudding.

Performance Standard 4: Organizational Leadership

The School Board fosters the safety and success of all teachers, staff, and students by supporting and investing in the division's organization, operation, and use of resources. The School Board is accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. The School Board also aligns and sustains resources, such as professional development, to meet district goals.

Exemplary – 1
Accomplished – 2
Proficient – 2
Developing/Needs Improvement – 1

Comments:

- I think we are Proficient/Accomplished. I think we have a very strong team of support in the school system and that means our budget, organizational needs, maintenance, etc are always well looked after. Growth area could be seeking more active collaboration btw the School Board and School System....because we have such good individuals managing things I think as a school board member it is easy to be hands off and sort of let the ship sail itself, because it is sailing well. I think we rank as proficient on these metrics that point towards more active involvement of the school board (example 4.8, 4.6, 4.10).
- At times, we may not have made the best use of resources.
- We are a high functioning board even though we do get stuck in the weeds occasionally.

Performance Standard 5: Communication and Community Relations

The School Board fosters the success of all students through effective collaboration and communication with stakeholders. The School Board members have strong-shared beliefs and values about what is possible for students and their ability to learn, and the system and its ability to teach all children at high levels. In addition, the School Board has a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

Accomplished – 1

Proficient – 5

Comments:

- This paragraph and thought is only for students in public school. As a division, we support and fund organizations through membership fees such as NSBA and VSBA that advocate policy positions at various levels that would not be supported by the majority of constituents across the commonwealth and nation.
- I think we are good at most of the sample performance indicators (New work of 5.12, 5.13, unsure of 5.10). I cannot really think of ways in which we surpass the goals overall.
- The Board's relationship with the Community is evidenced by the passing of the bond referendum.
- We are starting community outreach and need to do even more.

Performance Standard 6: Professionalism

The School Board fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. The School Board takes part in team development and training, sometimes with their

Superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Exemplary – 1

Accomplished – 2

Proficient – 2

Developing/Needs Improvement – 1

Comments:

- Board professional development varies greatly, with some barely engaged with this process. We were unable to schedule a team building meeting this spring because of unwillingness of some board members to participate.
- Good for all sample performance indicators. I think we have a high level of professionalism and as a board regularly participate in PD, community engagements, school functions, etc. I think most board members go above and beyond the standard.
- The Board has engaged in professional development and the majority of the Board have attended at least one conference. The Board also meets with state legislators and the majority of members regularly attend events at schools.
- We need more PD and training.

Performance Standard Indicators

The following standards are based on performance standards established by the Virginia Department of Education (VDOE) for the Superintendent in 2013, and based on research supporting effective School Boards. In 2011, after extensive research, the National School Boards Association's (NSBA) Center for Public Education (CPE) has established characteristics of effective School Boards. Performance indicators provide examples of observable, tangible behavior that indicate the degree to which the School Board and members are meeting each standard. This helps the Superintendent and School Board to clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. ***Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. The list of performance indicators, however, is not exhaustive, and they are not intended to be prescriptive.*** It should be noted that indicators in one standard might be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

The Center for Public Education has produced a researched basis for measuring the effectiveness of a School Board (2011). What makes an effective School Board – one that positively impacts student achievement? This is a complex question that involves evaluating virtually all functions of a Board, from internal governance and policy formulation to communication with teachers, building administrators, and the public. However, the research that exists is clear: Boards in high-achieving districts exhibit habits and characteristics that are markedly different from Boards in low-achieving districts. The following performance indicators provide examples of observable, tangible behavior that indicate the degree to which Board members are exhibiting the qualities of an effective School Board. This helps the School Board to clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard might be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Performance Standard 1 – Commitment to Vision: The Board is committed to a vision of high expectations for student achievement and quality instruction and defines clear goals toward that vision. The Board makes sure these goals remain the district's top priorities and that nothing else detracts from them.

Sample Performance Indicators - Examples may include, but are not limited to the following:

The School Board and Each Member:

- 1.1 Works with the Superintendent to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.
- 1.2 Promotes a climate of mutual respect, trust, and professionalism with the Superintendent and staff.
- 1.3 Establishes a collaborative process for setting goals.
- 1.4 Actively reviews, revises, and develops Board policy in collaboration with staff.
- 1.5 Empowers the Superintendent and administrative staff to oversee the administration of the School Division's day-to-day operations.
- 1.6 Invites partnership with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
- 1.7 Delegates authority and responsibility to the Superintendent and administrative staff as needs and opportunities arise.
- 1.8 Reads, reviews, and attends to policy additions or modifications to improve student learning and division effectiveness.
- 1.9 Develops a Strategic vision for the Albemarle County School Division.
- 1.10 Vests the Superintendent to develop and maintain an organizational structure that will support the School Division vision, mission, and goals.

Performance Standard 2 - Planning and Assessment: The School Board gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress. The Board is data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

Sample Performance Indicators - Examples may include, but are not limited to the following:

The School Board and Each Member:

- 2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 2.2 Fosters the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.3 Works collaboratively with the Superintendent to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.
- 2.4 Empowers the Superintendent to seek and utilize human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.5 Collaborates with the Superintendent and key division staff to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.6 Enables the Superintendent to collaboratively identify needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

- 2.7 Supports and works with the Superintendent to assess instructional programs that enhance teaching and student achievement such that the School Division and all schools meet all required federal and state standards.
- 2.8 Receives and authorizes the Superintendent and staff to communicate findings to all stakeholders to ensure continuous improvement.
- 2.9 Adopts evaluation and assessment policies for the School Division instructional programs and other activities of the School Division.
- 2.10 Approves the curriculum and learning resources used in the School Division.

Performance Standard 3 –Leadership: The School Board fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement. The Board leads as a united team with the Superintendent, each from their respective roles, with strong collaboration and mutual trust.

Sample Performance Indicators - Examples may include, but are not limited to:

The School Board and Each Member:

- 3.1 Actively develops a trusting and collaborative relationship with the Superintendent.
- 3.2 Creates conditions and Board organizational structures that allow the Superintendent to function as the chief executive officer and instructional leaders of the School Division.
- 3.3 Evaluates the Superintendent according to mutually agreed upon procedures.
- 3.4 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the School Division.
- 3.5 Vests the Superintendent to set specific and challenging, but attainable goals for higher performance that result in improved student learning.
- 3.6 Listens to the Superintendent, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.7 Priorities support for staff development programs consistent with program evaluation results and School Division improvement plans.

Performance Standard 4 - Organizational Leadership: The School Board fosters the safety and success of all teachers, staff, and students by supporting and investing in the division’s organization, operation, and use of resources. The Board is accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement. The Board also aligns and sustains resources, such as professional development, to meet district goals.

Sample Performance Indicators - Examples may include, but are not limited to:

The School Board and Each Member:

- 4.1 Empowers the Superintendent and division leadership to solve problems.
- 4.2 Focuses on quality governance and student achievement while spending

comparatively little time on day-to-day operational issues.

4.3 Authorizes personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and ensures management of division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5 Ensures school laws are properly explained, enforced, and observed.

4.6 Develops and adopts policies that determine the operation of ACPS.

4.7 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.8 Collaborates with stakeholders to envision, assess, and improve policies that maximize the amount of available time for successful teaching, learning, and professional development. Determines the length of the school calendar.

4.9 Recommends the hiring of school personnel, including but not limited to Assistant Superintendents, principals, associate/assistant principals, teachers, and other personnel two reporting levels below the Superintendent.

4.10 Implements federal and state laws, federal and State regulations and Board of Education and Albemarle County School Board policies and ensures that all school system employees are in compliance with these laws, regulations, and policies.

4.11 Provides for the erecting, furnishing, and equipping of school buildings and the maintenance thereof.

4.12 Recognize the need to support high priorities, even during times of fiscal uncertainty.

4.13 Ensure that all funds are accurately accounted for according to the adopted budget.

Performance Standard 5 - Communication and Community Relations: The School Board fosters the success of all students through effective collaboration and communication with stakeholders. The Board members have strong-shared beliefs and values about what is possible for students and their ability to learn, and the system and its ability to teach all children at high levels. In addition, the Board has a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

Sample Performance Indicators - Examples may include, but are not limited to:

The School Board and Each Member:

5.1 Express the belief in the learning ability of all children.

5.2 Knows the School Division well and gives examples of the ways that learning has improved due to division initiatives.

5.3 Communicates expectations for improved student learning as the result of initiatives.

5.4 Models and promotes effective communication and interpersonal relations within the

School Division. Follows the established School Board guidelines in ACPS Policy BG, Board-Staff Communications.

5.5 Prepares and publishes written communications to the ACPS community on the division web page.

5.6 Establishes and maintains effective channels of communication with the Superintendent and other Board members and between the schools and community. Checks personal and School Board related email at least twice a week.

5.7 Collaborates with all stakeholders to secure resources and to support the success of a diverse student population.

5.8 Demands and exhibits an atmosphere of trust and mutual respect with all stakeholders.

5.9 Builds community support for division goals and priorities.

5.10 Authorizes formal and informal techniques to gather external perceptions and input as a part of the decision-making process.

5.11 Empowers the Superintendent to gather groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.12 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

5.13 Attends meetings of the Albemarle County Board of Supervisors and the Virginia State Board of Education when appropriate.

5.14 The Chair / Vice Chair work closely with the Superintendent to prepare Board meeting agenda items.

5.15 Seeks legal counsel on matters pertaining to school governance, as appropriate.

5.16 Attends all high school graduations, as well as prioritizing at least one of the completer ceremonies: GED, Ivy Creek, Summer School, Post High, and CATEC.

Performance Standard 6 – Professionalism: The School Board fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. The Board takes part in team development and training, sometimes with their Superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Sample Performance Indicators - Examples may include, but are not limited to:

The School Board and Each Member:

6.1 Adheres to the School Board adopted code of conduct and models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the School Division.

6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others. Honors the confidentiality of School Board closed meetings.

6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of Board governance.

- For new Board members, this means attending the New School Board Member orientation provided by VSBA.
- For the Chair / Vice Chair, this means attending the Chair / Vice Chair Orientation provided by the VSBA.
- For all Board members, this means participating in Freedom of Information (FOIA) training provided by the School Board Attorney.

6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6 Makes personal contact with a local, state, or federal legislator at least once per year to maintain relationships and focus on educational issues of concern.

6.7 Delivers at least one presentation annually about ACPS to a community organization.

6.8. Attends a minimum of two (2) functions at schools per quarter.

6.9 Prepares for School Board meetings in advance by reading and reviewing all agenda items and supporting materials.

6.10 Participates on at least one sub-committee and / or School Board assignment (e.g., PEF, CATEC, PREP) and provides updates to the School Board as needed.

6.11 Participates in a minimum of two (2) VSBA/NSBA professional development opportunities (conferences, webinars, regional meetings, etc.) annually.

6.12 Regularly attends School Board meetings and work sessions.