

Evaluation of the Biennial School Board/Superintendent Priorities

BBA Exhibit II (BBA E-2): Evaluation Form for the Biennial School Board/Superintendent Priorities.

Instructions: Circle a rating for each dimension listed. Definitions for the ratings are as follows:

- 1 Well below expectations; demonstrates an unacceptable level of ability which requires prompt attention to correct weakness
- 2 Below expectations; demonstrates a need for attention to areas of concern in order to improve effectiveness
- 3 Insufficient evidence to determine rating
- 4 Meets expectations; demonstrates effective skills and proficiency
- 5 Above expectations; demonstrates exemplary initiative and innovation

Board Members should review Becoming a Better Board Member, National School Boards Association, latest edition.

Ratings of 1 or 5 should be supported by comment.

II. Biennial School Board/Superintendent Priorities

Priority	Rating	Comments
Goal 1 – Prepare all students to succeed as members of a global community and in a global economy.		
Priority 1.1 Implement the Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, in all learning communities.	1 Above Expectations 2 Meets Expectations 2 Insufficient Evidence to determine rating 1 Below Expectations	• Not as far along as we should be • School Net is making a difference • BSC has one indicator well below expectations
Priority 1.2 Assess level of student engagement in learning communities, identifying and enhancing practices connected to high levels of student engagement.	1 Meets Expectations 1 Insufficient Evidence to determine rating 3 Below Expectations	• Some PLC's fully implement this; others may not. • Still have engagement issues • more needs to be done

Priority	Rating	Comments
Goal 2 – Eliminate the achievement gap.		
Priority 2.1 Through common rigorous assessments and use of high-yield instructional strategies all students will meet high expectations for performance and achievement as measured by: -100% of K-12 courses in reading and math will use rigorous common (minimum – at the school level) quarterly assessments. - 95% of students will demonstrate proficiency on common quarterly assessments (i.e. PALS, DSA, feeder pattern math assessments, MAP, etc.)	2 Meets Expectations 2 Insufficient Evidence to determine rating 2 Below Expectations	- Not at 100%, but we are doing better in this area - Achievement Gap data better but not there - BSC says needs added focus
Goal 3 – Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.		
Priority 3.1 Review and align performance appraisal systems and compensation models to support workforce development and enhance diversity.	3 Meets Expectations 2 Insufficient Evidence to determine rating 1 Below Expectations	Needs focus and work on compensation models
Goal 4 – Achieve recognition as a world-class educational system.		
Priority 4.1 Benchmark division performance against Baldrige National Quality criteria, aligning or creating structures, systems, and processes to support continuous improvement.	4 Meets Expectations 2 Below Expectations	HR achieved Baldrige but only form not substantive
Priority 4.2 Implement balanced scorecard model, aligning division strategies and performance measures in dynamic and transparent ways.	5 Meets Expectations 1 Below Expectations	Are we measuring the right stuff?
Goal 5 – Establish efficient systems for development, allocation and alignment of resources to support the Division’s vision, mission, and goals.		

Priority	Rating	Comments
Priority 5.1 Support division vision, mission and goals through ongoing resource utilization review and strategic allocation of capital and operating revenues.	2 Above Expectations 2 Meets Expectations 2 Below Expectations	• Doing well considering our budget issues • We need to evaluate budget based on "Bang for Buck"