

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 2 3 4 5	2- More evidence of unit and resource work tied to the FQL needed – work in the summer CAI will improve this area of focus – teachers pointed out barriers this year that needed to be removed that were procedural-alignment of leaders' goals to areas of weakness in priorities- will be differentiated based on needs- progress made since Q1-Q3 4- Learning walks that measure student learning at higher levels of Bloom's taxonomy represent the appropriate mix of Bloom's levels of knowledge-level, a4-application-analysis and synthesis-evaluation learning work- this represents a range across schools

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Priority 1.2 Assess level of student engagement in learning communities, identifying and enhancing practices connected to high levels of student engagement.	1 2 3 4 5	4- Student absentee rates in the 1 st quarter affected by H1N1 flu- 4- Engaging qualities data meets expectations for learning walk measures of engagement
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.)	1 2 3 4 5	4- monitoring this through DART assessments of SN applications as well as through PLCs – expectation is that this will be a division priority now that we have granular baseline data for the first time
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.	1 2 3 4 5	4- The Q3 status represents that we are not hiring current external applicants therefore we are unable to change by new hires the data in this area at this time-minority status has changed due to RIF 4- need to re-energize a comprehensive recruitment plan that addresses increasing diversity of highly qualified applicant pool that is representative of the community
Goal 4 – Achieve recognition as a world-class educational system.		
Priority 4.1 Benchmark division	1 2 3 4 5	Division application was filed mid-May

Priority	Rating	Comments
performance against Baldrige National Quality criteria, aligning or creating structures, systems, and processes to support continuous improvement.		with Senate Productivity Quality Award-benchmarking our work against Baldrige criteria - will turn green in Q4
Priority 4.2 Implement balanced scorecard model, aligning division strategies and performance measures in dynamic and transparent ways.	1 2 3 4 5	4 Balance scorecard implemented in 2009-10, adjustments still being made as staff work with more granular data collection and analysis 4 All departments have aligned goal and KPI processes. Will turn green in Q4
Goal 5 – Establish efficient systems for development, allocation and alignment of resources to support the Division’s vision, mission, and goals.		
Priority 5.1 Support division vision, mission and goals through ongoing resource utilization review and strategic allocation of capital and operating revenues.	1 2 3 4 5	4- All recommendations have been reviewed and implementation has occurred for those areas determined by the Board and staff as high-value targets for efficiency and -effectiveness- in 2009-10 we have addressed further efficiencies in t-port with GPS use, CTE emphasis by redirecting central staff use, reduction in central staffing, and small school study completed. will turn green in Q4