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| <b>Report Title: SchoolBoard</b>                       |
| <b>Survey Title: SB Priorities Evaluation 2013</b>     |
| <b>Report Type: Frequency Table</b>                    |
| <b>Start Date:</b> 14-May-13                           |
| <b>End Date:</b> 31-Dec-14                             |
| <b>Invitations Sent:</b> 13                            |
| <b>Delivered:</b> 13                                   |
| <b>Bounced:</b> 0                                      |
| <b>Completed Responses:</b> 11                         |
| <b>Unique Access Response Rate:</b> 84.62%             |
| <b>Incomplete Responses:</b> 0                         |
| <b>Incomplete responses included in this report:</b> 0 |
|                                                        |

|                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Filtered Responses:</b> 6                                                                                                               |
| <b>Name:</b> SchoolBoard<br><br><b>Condition(s):</b><br>C1: Q1. I am: is School Board Member<br><br><b>Filter::</b> Match All Condition(s) |

| Q2. Priority 1.1: Develop Lifelong Learner (LLL) competencies in all students. |   |        |   |    |                           |        |   |        |   |        |                |    |       |
|--------------------------------------------------------------------------------|---|--------|---|----|---------------------------|--------|---|--------|---|--------|----------------|----|-------|
|                                                                                | 1 |        | 2 |    | 3 - Insufficient Evidence |        | 4 |        | 5 |        | Did not answer |    | Total |
| Responses Received                                                             | 2 | 33.33% | 0 | 0% | 1                         | 16.67% | 2 | 33.33% | 1 | 16.67% | 0              | 0% | 6     |
| Weights                                                                        | 1 |        | 2 |    | 3                         |        | 4 |        | 5 |        | NULL           |    |       |
| Weighted Average                                                               | 2 |        | 0 |    | 3                         |        | 8 |        | 5 |        | 0              |    |       |

| Q3. Rankings of 5 or 1 must include an explanation in the box provided. |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sr.No.                                                                  | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1                                                                       | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2                                                                       | 6            | This is probably the priority with the highest impact, as it deals with how students learn, and whether students retain good habits of thought and conduct into adulthood. Our goals within this priority for the 2012-2013 school year were specific--to cultivate student awareness of the lifelong learner standards, and to establish learning spaces conducive to lifelong learning work. Based on the report of Key Performance Indicators, we made very good progress toward these goals. Also, based on my observations of teaching in the classrooms, teachers are working on higher levels of thinking with their students. My reason for rating our progress as "lower performance" is that the priority itself is broad (to develop lifelong learner competencies in ALL students), and we have not yet seen the development of these competencies in all students. |

|   |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | 7  | Design 2015, JJ lab school and the academies are examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4 | 9  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5 | 10 | 1.1 is a high impact priority. I am not convinced all of our students - mainly at the elementary and middle school levels - are aware of the LLL competencies and understand the LLL competencies to be of high importance to our division. A 5 will be rated once all students can effectively communicate that they understand our LLL competencies and they can confirm the instruction they receive is focused on the LLL competencies. I am confident at the planning and design level that our staff and faculty are meeting expectation of prioritizing LLL. However, until students can communicate the instruction they receive is LLL focused and pertinent to becoming a competent LLL this priority remains an unmet expectation. |
| 6 | 11 | This is a critical priority. Without the data from our student survey, I can't evaluate if we are making progress toward it. In the future we need to give these surveys earlier so the Board can include the results in our evaluations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Q4. Priority 2.1: Prepare and assess all students for citizenship/workforce/college readiness. |   |    |   |    |                           |        |    |        |    |        |                |    |       |
|------------------------------------------------------------------------------------------------|---|----|---|----|---------------------------|--------|----|--------|----|--------|----------------|----|-------|
|                                                                                                | 1 |    | 2 |    | 3 - Insufficient Evidence |        | 4  |        | 5  |        | Did not answer |    | Total |
| Responses Received                                                                             | 0 | 0% | 0 | 0% | 1                         | 16.67% | 3  | 50.00% | 2  | 33.33% | 0              | 0% |       |
| Weights                                                                                        | 1 |    | 2 |    | 3                         |        | 4  |        | 5  |        | NULL           |    |       |
| Weighted Average                                                                               | 0 |    | 0 |    | 3                         |        | 12 |        | 10 |        | 0              |    | 4.17  |

| Q5. Rankings of 5 or 1 must include an explanation in the box provided. |              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------|--------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|
| Sr.No.                                                                  | Response No. |  | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |  |  |  |  |
| 1                                                                       | 4            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |
| 2                                                                       | 6            |  | This is a priority with very high impact, as it affects whether students emerge from their K-12 education with the ability to live and work effectively in the world outside of their school environment. Our specific goal under this priority was to develop "performance tasks" for assessment of student achievement. These tasks are meant to test what students can do with the material they have learned; that is, whether they can solve real-world problems applying that material. I am very glad to see that a "matrix of tasks" has been developed for use in this type of assessment. That is my reason for concluding that the division's performance meets or exceeds expectations for this priority. I look forward to the results of the Curriculum and Assessment Institute this summer, where teachers will analyze student work to see how the students have actually performed on these tasks. |  |  |  |  |  |  |  |  |
| 3                                                                       | 7            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |
| 4                                                                       | 9            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |
| 5                                                                       | 10           |  | This is a high impact priority. I am not certain of how many students (all versus some) have taken a performance based task this past school year. Teacher reported data and student reported data will need to be scrutinized in order for me to make a determination of rank.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |  |  |
| 6                                                                       | 11           |  | We are making progress, but still have a long way to go.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |  |  |  |  |

| Q6. Priority 3.1: Improve the organization's capacity to build and maintain workforce engagement. |   |        |   |    |                           |        |   |        |   |        |                |    |       |
|---------------------------------------------------------------------------------------------------|---|--------|---|----|---------------------------|--------|---|--------|---|--------|----------------|----|-------|
|                                                                                                   | 1 |        | 2 |    | 3 - Insufficient Evidence |        | 4 |        | 5 |        | Did not answer |    | Total |
| Responses Received                                                                                | 1 | 16.67% | 0 | 0% | 2                         | 33.33% | 2 | 33.33% | 1 | 16.67% | 0              | 0% | 6     |
| Weights                                                                                           | 1 |        | 2 |    | 3                         |        | 4 |        | 5 |        | NULL           |    |       |

|                  |   |   |   |   |   |   |      |
|------------------|---|---|---|---|---|---|------|
| Weighted Average | 1 | 0 | 6 | 8 | 5 | 0 | 3.33 |
|------------------|---|---|---|---|---|---|------|

Q7. Rankings of 5 or 1 must include an explanation in the box provided.

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2      | 6            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3      | 7            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4      | 9            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5      | 10           | High impact priority. Once employees provide feedback - or their feedback is reviewed - responses could lead me to change my rank from a 1 to a 5. I feel we have done more this past year to engage employees than in the immediate years preceding. Staff recognition has improved markedly. I especially note the inclusion of staff at board work sessions. Direct engagement with the staff by the board is an effective way to engage employees. In addition, the input from staff is very substantive and informative to me as I consider board issues. |
| 6      | 11           | We are increasing our capacity. This measure should be switched to measuring Workforce engagement instead of capacity.                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**Q8. Priority 4.1: Promote strategic alignment with the Vision, Mission and Goals throughout the organization.**

|                    | 1 |    | 2 |    | 3 - Insufficient Evidence |    | 4  |        | 5  |        | Did not answer |    | Total |
|--------------------|---|----|---|----|---------------------------|----|----|--------|----|--------|----------------|----|-------|
| Responses Received | 0 | 0% | 0 | 0% | 0                         | 0% | 3  | 50.00% | 3  | 50.00% | 0              | 0% | 6     |
| Weights            | 1 |    | 2 |    | 3                         |    | 4  |        | 5  |        | NULL           |    |       |
| Weighted Average   | 0 |    | 0 |    | 0                         |    | 12 |        | 15 |        | 0              |    | 4.50  |

Q9. Rankings of 5 or 1 must include an explanation in the box provided.

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                     |
|--------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                   |
| 2      | 6            | I believe that the "town meetings" held in various schools will bear much fruit. In particular, I believe the meetings provided excellent opportunities for parents to voice their priorities in the education of their children. |
| 3      | 7            |                                                                                                                                                                                                                                   |
| 4      | 9            | The Vision, Mission and Goals are well understood and well-represented throughout the organization.                                                                                                                               |
| 5      | 10           | High impact. The key word of 4.1 = "Promote". I feel the division hit the mark promoting strategic alignment to multiple stakeholders. The feedback received will now be used to determine the work of step 2.                    |
| 6      | 11           | I believe division leadership is strategically aligned, but we haven't communicated adequately to the work and file.                                                                                                              |

**Q10. Priority 4.2: Expand two-way communication with and outreach to our stakeholders.**

|                    | 1 |        | 2 |        | 3 - Insufficient Evidence |        | 4 |        | 5 |    | Did not answer |    | Total |
|--------------------|---|--------|---|--------|---------------------------|--------|---|--------|---|----|----------------|----|-------|
| Responses Received | 1 | 16.67% | 1 | 16.67% | 1                         | 16.67% | 3 | 50.00% | 0 | 0% | 0              | 0% | 6     |
| Weights            | 1 |        | 2 |        | 3                         |        | 4 |        | 5 |    | NULL           |    |       |

|                  |   |   |   |    |   |   |      |
|------------------|---|---|---|----|---|---|------|
| Weighted Average | 1 | 2 | 3 | 12 | 0 | 0 | 3.00 |
|------------------|---|---|---|----|---|---|------|

Q11. Rankings of 5 or 1 must include an explanation in the box provided.

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2      | 6            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3      | 7            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4      | 9            | We are improving in this area, but it still needs work as several recent high profile media events have shown.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5      | 10           | While I feel we have made significant improvements on this front - I feel we still have work to do. The work we do at the retreat will focus on next level steps. In particular, the second half of the two-way needs some attention. We are doing a good job of proactively sending out communications. Attention needs to be given to a proactive way to encourage communications from stakeholders direct to building leaders, division and/or board leaders versus other outlets, etc. As we continue to succeed on this front - all level of leaders will need professional development support in order to be effective communicators. |
| 6      | 11           | The increasing use of surveys has provided better input from stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Q12. Priority 4.3: Assemble a collection of rigorous performance indicators and recognized benchmarks that define a world-class educational system.

|                    | 1 |    | 2 |        | 3 - Insufficient Evidence |    | 4  |        | 5 |    | Did not answer |    | Total |
|--------------------|---|----|---|--------|---------------------------|----|----|--------|---|----|----------------|----|-------|
| Responses Received | 0 | 0% | 3 | 50.00% | 0                         | 0% | 3  | 50.00% | 0 | 0% | 0              | 0% |       |
| Weights            | 1 |    | 2 |        | 3                         |    | 4  |        | 5 |    | NULL           |    | 6     |
| Weighted Average   | 0 |    | 6 |        | 0                         |    | 12 |        | 0 |    | 0              |    |       |
|                    |   |    |   |        |                           |    |    |        |   |    |                |    | 3.00  |

Q13. Rankings of 5 or 1 must include an explanation in the box provided.

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2      | 6            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3      | 7            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4      | 9            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5      | 10           | Impact is middle ground for me. Not quite higher impact but I am not prepared to put in the lower impact column. We have achieved commendable recognition. We have yet to define the criteria we will benchmark against. Recognition - as indicated by our employees - is important. Division recognition infuses pride, can be used as evidence of excellence for division interests such as state level assessment waivers, grant awards, etc., and as evidence of success for our community (current and potential members). |
| 6      | 11           | This is a difficult but necessary priority. We need to accomplish this to start measuring and valuing the right things. Currently we measure what is easy to measure.                                                                                                                                                                                                                                                                                                                                                           |

Q14. Priority 5.1: Evaluate and value instructional programs and operational departments.

|           | 1 |        | 2 |    | 3 - Insufficient Evidence |        | 4 |        | 5 |        | Did not answer |    | Total |
|-----------|---|--------|---|----|---------------------------|--------|---|--------|---|--------|----------------|----|-------|
| Responses | 1 | 16.67% | 0 | 0% | 2                         | 33.33% | 2 | 33.33% | 1 | 16.67% | 0              | 0% | 6     |

|                  |   |   |   |   |   |      |  |  |  |  |  |  |      |
|------------------|---|---|---|---|---|------|--|--|--|--|--|--|------|
| Received         |   |   |   |   |   |      |  |  |  |  |  |  |      |
| Weights          | 1 | 2 | 3 | 4 | 5 | NULL |  |  |  |  |  |  |      |
| Weighted Average | 1 | 0 | 6 | 8 | 5 | 0    |  |  |  |  |  |  | 3.33 |

Q15. Rankings of 5 or 1 must include an explanation in the box provided.

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2      | 6            | This is a high impact priority, as efficient use of resources is absolutely essential to carrying out the mission of the school division. I believe the school division has taken the right steps in strategic planning review to obtain data on how efficient the division's operations are. The work is far from complete, and that is the reason for my "lower performance" assessment. I look forward to the reports on this priority expected at our June retreat. |
| 3      | 7            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4      | 9            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5      | 10           | I feel this is a high impact priority. I do not believe we have identified - in a specific manner - the valuation criteria. The valuation piece is necessary to determine that we are investing in the proper, most resourceful programs.                                                                                                                                                                                                                               |
| 6      | 11           | These evaluations need to be shared with the board, to elevate their importance.                                                                                                                                                                                                                                                                                                                                                                                        |

Q16. What is important that the School Board and administrative staff has not prioritized?

| Sr.No. | Response No. | Response Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | 4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2      | 6            | There is no language about clear standards for good moral character in the students. It may be implicit in our Goal 1, which pertains to preparing students to succeed, but it would be wise to make this explicit in our priorities. The cultivation of good moral character in children is largely a matter of parental responsibility, but when students spend most of their waking hours in school, the school division must provide clear standards and enforce those standards. |
| 3      | 7            | School climate and behaviors. Communication Program evaluation CATEC                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4      | 9            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5      | 10           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 6      | 11           | We should be measuring students mastery of Life Long Learning standards from school climate data as well as survey responses.                                                                                                                                                                                                                                                                                                                                                         |

Q17. Are there any priorities that now need less emphasis placed on them?

| Sr.No. | Response No. | Response Text |
|--------|--------------|---------------|
| 1      | 4            |               |
| 2      | 6            |               |
| 3      | 7            |               |
| 4      | 9            |               |
| 5      | 10           |               |
| 6      | 11           |               |