

**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)***

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Exemplary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | 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. |
| <b>Accomplished:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                        |
| <b>Proficient:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 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.                                                                                                                                                                                                                                                                                                                                            |
| <b>Developing/Needs Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                        |
| <b>Unacceptable:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                                                                                                                                                                                           |
| <p>Performance Standard 1: Commitment to Vision</p> <p><i>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.</i></p> <p>Developing/Needs Improvement – 1<br/>         Proficient – 2<br/>         Accomplished - 4</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Comments:

- Not sure that we have significant academic progress above what is expected. All means all. Still work to do.
- The programs provided by the County, including academies and professional development courses, demonstrates the commitment to Vision.
- Our expectation for student achievement is vague and unclear. We have some students who are doing spectacular work, but we don't have any data to show how widespread it is and how many are not achieving at a high level. The Board has failed to decide on what metrics we need to measure whether students are achieving our vision.
- The School Board has clear goals and generally makes them the top priority. Unfortunately, all too often other issues come up that detract from these goals. It's not a bad thing, it just happens.
- I think we do a good job with 1.1-1.10, with the exception of 1.6, which is: 1.6 Invites partnership with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

Here, I think there could be better interaction for SB across the community although repeated efforts at town halls have been disappointing. With the help of the Division's Communications team, we have engaged the public better through TV, radio and print journalism, including letters to the editor. Also, some of our SB members have a strong commitment to routinely engaging the principals and other school staff throughout the County.

---

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.*

Developing/Needs Improvement – 1

Proficient – 1

Accomplished – 5

Comments:

- We are very data driven and we delve into the numbers.
- Pertinent data is collected by staff and distributed to the Board in order to aid in planning and assessment.
- We are not using regularly using student achievement data.

## Compilation of Results

- The SB does a good job with this, I think, in large part because the Division is very responsive in providing data to support planning and program evaluation. This has been a focus of the Division and SB for some time and we've evaluated a range of data from student achievement to transportation efficiencies to program evaluations of EDEP to utilization of school facilities. And we have used both quantitative and qualitative data (e.g. surveys of school climate) to inform our decision making. A key project this year is the data gathering and planning for a new high school curriculum and facilities.
- The School Board is data-centric almost to a fault. I think it helps guide decision-making and largely helps adjust student progress, and continuous improvement.

### 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.*

Proficient – 2

Accomplished – 5

#### Comments:

- PD is important to all of us and we work well with Dr. Moran.
- Professional development is provided to ensure that teachers are most effective in instructing students.
- Despite personal and professional differences the school board works well together and with the superintendent and staff
- Although we do vary within the School Board on some policies, we are united in promoting a strong teaching and learning environment for teachers, staff and students. I believe we have more tightly crafted our priorities and communicated them to and sought feedback from building level staff on how these priorities are implemented across the Division during many of our work sessions. I find these particularly informative although we rarely have enough time.

We provide the Superintendent and Senior Staff with guidance with the authority to implement policies but the policies themselves are the result of a strong collaboration with Division Senior Staff. Overall, I think this works quite well. The Superintendent and Senior Staff work to address the questions posed by the SB and individual members in

an expert and timely manner.

### 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.*

Proficient – 6

Accomplished – 1

#### Comments:

- We do not micromanage as a board or we try not to.
- The policy of "All means all" focuses on policies to improve student achievement in a multi-faceted way.
- Our delivery of professional development to teachers is improving.
- On occasion, the School Board wanders in too deep into operational issues but usually does a reasonably good job focusing on policies and reviewing evidence of how such policies are implemented and assessing their effectiveness. Such evidence ranges from direct feedback from on about our students (Spotlight on Education), to program evaluations, to student performance data, to advocating for education with our state legislators.

Re 4.12: We have prioritized certain initiatives by including funding to support them in our funding requests (school nurses; world languages; science academies; one-to-one computing; broadband; professional development) as well as working with the BOS to ensure increased funding for our capital needs (last year's referendum and the likely referendum on high schools). And we fully supported this year's initiative, All Means All, that focuses on the opportunity gaps among our urban ring elementary students, that includes \$1.7M to support SEAD teams and Professional Development for our teachers.

Members of the SB also fostered the renegotiation of the SRO Memorandum of Understanding with the County Police Department, greater collaboration with the BOS and the County Planning Commission.

Re 4.3: In response to teacher letters requesting a reconsideration of how teacher salaries are determined, the SB requested a consultant to study whether the market basket approach we use remained the best option, whether or how cost of living could

be incorporated into the calculation, what role the high student performance in our school division should be a factor to consider and how total benefits (which include increasing health care costs to our staff) should be considered.

### 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.*

Developing/Needs Improvement – 2

Proficient – 3

Accomplished – 1

Exemplary – 1

#### Comments:

- We still need to have better communications with the public. Phil and Co. do a great job in their role. We can do better.
- The Board held meetings to publicize the reasoning behind the bond referendum.
- The Board has failed to establish shared beliefs and values about what is possible for all students.
- I think the SB and staff work well together and the Communications staff does an excellent job of keeping the community informed. As in previous years, I am not sure we are doing the best job of engaging the public although I am not sure how to do more. I speak with the press, attend community forums, respond to correspondence. Last year with the referendum, when there was a specific topic to discuss with the community, I attended a diverse array of community meetings -- Senior Center, Charlottesville/Albemarle Realtors, Kiwanas, Rotary, and Parent-Teacher meetings, community meetings (particularly Woodbrook community meetings) and there was a lot more engagement. Need to go where people are rather than asking them to come to us.

Having said that, I think there is some merit in the argument that the community,

generally, is supportive of the schools and their operation and doesn't ordinarily see a need to attend town halls set up to discuss the budget. The recent experience with the referendum demonstrates that when we have a carefully crafted issue, work systematically (and in concert with the County) to educate the public through the media and meeting with the public we can get a resounding endorsement of our work -- as in a 74% approval of the Referendum (with a range of approval across all precincts of 60%-85%).

### 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.

Proficient – 1

Accomplished – 5

Exemplary – 1

#### Comments:

- We can do better as a team with our team development and training.
- We should participate in team training and development more than once a year.
- For the past two years, the SB has advocated and approved additional funding for PD for teachers and, in next year's budget, has approved the SEAD initiative, which includes a substantial investment in PD as well as incentives for teachers successfully applying the knowledge gained in that PD to the classroom.

I think the SB's support for the SEAD Initiative reflects its trust in the recommendations of the Superintendent and Senior Staff in crafting a bold intervention to provide enhanced learning opportunities as well as providing a model for implementation across the division. It clearly is designed with our goal of "engage every student" in mind.

SB's investment in its own team building is minimal. Some last year. Annual retreats. All do go to the annual Virginia School Board Association Conference and most go to other VSBA workshops and events during the year. We do not consistently share this information.



## **Compilation of Results**

### 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:

---



## Compilation of Results

- 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

## Compilation of Results

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.

## Compilation of Results

- 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,

## Compilation of Results

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

## Compilation of Results

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.